

**Assess: What do you already know about your students?
(strengths, needs, interests)**

Students have developed a keen and shared interest in giving back to wider communities. They lack a depth of understanding of how local contexts vary outside their own community but are excited to learn about others' ways of living and how they can contribute to enhancing quality of life. Students have a genuine interest in becoming changemakers.

Learning Outcomes: What do we want students to learn?

Curriculum Standards

- Geography: Knowledge and understanding- differences in the economic, demographic, and social characteristics between countries across the world.
- English: Language for interaction, Understand how to move beyond making bare assertions and take account of differing perspectives and points of view.
- Mathematics: Number and algebra, money and financial mathematics, create simple financial plans.
- Literacy: Creating texts, plan, draft, and publish imaginative, informative, and persuasive texts, choosing and experimenting with text structures, language features, images, and digital resources appropriate to purpose and audience.

Deep Learning Competencies

Citizenship—a global perspective;
Empathy and compassion for diverse values and worldviews

(Although all of the Cs were addressed)

Assess

**Success Criteria Evidence of Outcomes:
How will we know they have learned it?**

- Students will demonstrate an interest in tackling real-world problems that are unstructured and open ended.
- Students will actively engage in thinking about and taking action, both individually and collectively, on issues with global implications.
- Students will share a thoughtful plan for tackling the problem.

Learning Design Overview: How will you sequence the learning?

In collaborative groups, students devised business plans with the emphasis on independence, originality, and cost effectiveness, and made informed decisions on the loans process through Kiva. Design included formative assessment to determine individual knowledge about poverty, whole-class discussions on the topic and student and group conference to assess progress and obstacles; a business plan with a list of criteria was designed with students. Also displayed a WILF (What I am Looking For?) requirement. Students chose to enact their plans either individually or in groups. Students jotted regular reflections and questions in our journal.

Four Elements of Learning Design

Pedagogical Practices

- Direct instruction
- Collaborative learning groups, conferencing with students
- Brainstorm ideas for a fund raising project
- Structure and facilitate time for groups to collaborate on business plans
- Create success criteria for class with business plans

Design

	Learning Partnerships	Kiva microfinance provided the platform to investigate and assign loans. Some local businesses were contacted. It was stressed that fundraising would occur in the wider community. The project was featured in the state newspaper.
	Learning Environments	Learning was undertaken in the classroom. We took all of our fundraising activities to the wider community to literally spread the message farther. Most of our communication occurred online. Planning and learning occurred in whole-class and small groups.
	Leveraging Digital	Word processing tools, email, Internet, Kiva (online microfinance platform)
Implement	Implement the Learning Design: Note any adaptations, observations, and insights as you go.	
	<p>Some students were really keen to work independently to implement their final business plans. Whilst I had envisaged this to be a group activity, individual application was a viable and impactful outcome. In these individual cases, there was still powerful collaborative feedback and learning taking place. The process of collaborative learning was as important as the outcomes.</p> <p>As the individual projects took off, I needed to emphasize taking opportunities for collaborative check-ins.</p>	
Measure, Reflect, and Change	Measure: What assessments will you use?	
	<ul style="list-style-type: none"> Completed a business plan that addressed cost effectiveness, originality, and independence Collaboration to organize and conduct a successful fund raising activity Responses with caring and thoughtful comments and questions to <i>Exploring Poverty Journal</i> Understanding of key concepts presented in a series of lessons from a resource, <i>What Matters Most? Exploring Poverty with Upper Primary Students</i> 	
	Reflect and Change: Assessing learning outcomes	
	<p>How well did the learning design meet the intended learning outcomes?</p> <ul style="list-style-type: none"> 24/27 gained a deep understanding/empathy of the challenges of poverty 27/27 deepened their global perspective 24/27 provided an effective business plan (12 of these students raised money) 	
Measure, Reflect, and Change	Reflect and Change: Assessing learning design	
	<p>What parts of the learning design worked well, and what can be improved?</p> <p>As a group, we thoroughly enjoyed working on this project and it reaffirmed our initial thinking that education is a very significant, if not the most significant factor, in alleviating poverty.</p> <p>The crucial question for us was <i>Who needs the education the most, the poor or those who are living a life free from poverty?</i></p> <p>The answer for us was clear cut. A truly educated wealthy world has all the resources at their disposal to eliminate poverty. Some students were challenged to understand poverty; next time, we would use more fictional texts to build empathy before beginning the projects. Some students struggled to work in groups; I would provide more deliberate and explicit check-ins.</p>	

Source: Adapted from Waimea Heights Primary School, Australia