

Who Owns Poverty Lesson Plan

Lesson Title:

Chapter 7: Influencing

Chapter Summary:

In this chapter the author talks about the different ways that poverty can be influenced and some of the motivations people have to make positive changes in their lives.

Lesson Topic: This lesson introduces the student to the concepts of social entrepreneurs and personal motivation.

At the end of this lesson students will be able to explain how social entrepreneurs deliver solutions to poverty where markets and governments have failed and understand some of the solutions to poverty in various dimensions.

Resources/Materials: Links needed for activities and assignments are in each section.

A Description of the Poverty Stoplight Initiative of the Fundacion Paraguaya

Poverty Stoplight Poverty Elimination 2011

Video: Applications that Make a Difference

“Introduction to Social Entrepreneurship” by Martin Burt and Dorothy Wolf

Post-it notes (for activity)

Lesson Vocabulary:

1. Positive deviants - Positive Deviance is based on the observation that in every community there are certain individuals or groups whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers, while having access to the same resources and facing similar or worse challenges.
2. Intrinsic Motivation: when people do something for the joy of doing it, or because they think it is right (a hobby).
3. Extrinsic Motivation: when people do something for an external reward or tangible result (doing work to get paid).

Outcome(s)/Expectation(s):

1. Explain how social entrepreneurs deliver solutions to poverty where markets and governments have failed
2. Analyze specific experiences of how social entrepreneurs have developed and scaled up solutions to poverty in various dimensions.

Critical Thinking Discussion Questions

1. What are some make-or-break moments in your everyday process that you can identify?
2. How do you explain this statement from the chapter – “24 percent of Paraguayans live below the national poverty line. Nine percent of Paraguayans live below the extreme poverty line, whereas only 5 percent of Paraguayans don’t own a smartphone.”
3. Which form of motivation discussed by the author do you find the strongest for you? Why?
4. What are some ways in which the author might be influencing those who are in need? In what ways do you think the author has been influenced (by people in need, his stoned colleagues, the environment, etc.)?
5. Why might some people be 'positive deviants' compared to their community? Do you think it's possible for everyone to be a positive deviant?
6. Explain the difference between facilitators of change and drivers of change.
7. [Advanced students] What exactly is a behavioral nudge? How can someone's behavior be nudged (by other people, companies, etc.)?
8. [Advanced students] What role do 'immediate gratification' and 'social payoff' play in influencing people's behavior?
9. [Advanced students] Are all three forms of ability equally susceptible to influence? Why or why not?
10. [Advanced students] Why might failure be just as important as success? Should influencers support both outcomes equally?
11. [Advanced students] Can focusing on behaviors lead to poverty elimination? How/why, or how/why not?

Instructional Delivery

Activities/Motivation:

Social Entrepreneurship

Read the article “Social Entrepreneurship: The Case for Definition” by Sally Osberg and Roger Martin, Stanford Social Innovation Review, (Spring 2007)

https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition

Skim over the following chapters from the text “Introduction to Social Entrepreneurship” by Martin Burt and Dorothy Wolf . (Be sure to click on the hyperlinks to watch the videos embedded in the texts below.)

- What Exactly is a Social Entrepreneur?
- 2.2 Theories of Social Entrepreneurship
- 2.3 How Social Entrepreneurs Deliver Solutions to Social Problems
- 2.4 Differentiating SE Organizations From Other Social Mission Organizations
- 3.1 Importance of Sustainability, 18 Equilibrium Change and Scaling for Social Entrepreneurial Organizations
- 3.3 Scaling up Social Impact

Personal Motivations

Joseph Grenny describes six sources of influence, all of which need to be activated in order for change to become unavoidable. According to him, we need to think about motivation (is it worth it?) and ability (can I do it?) on three levels: the personal level, the social level, and the structural level.

Identifying your sources of personal motivation is helpful, especially if you often find that you have trouble with motivation and/or procrastination. As presented in the chapter, personal motivation can often be seen as the unappealing option. In this activity you will explore your own personal motivations.

Begin by writing down three things that motivate you on three separate post-it notes.

Explain the difference between intrinsic (internal) and extrinsic (external) motivating factors. Then, ask students to place their Post-its on a T-chart that is labeled "intrinsic" and "extrinsic."

Discuss as a class:

- What are people most motivated by, intrinsic or extrinsic factors?
- Looking at the ways that people are motivated, what are the challenges when it comes to motivating a group?
- If you were a teacher or a boss at work, what would you do to motivate this group of people?

Writing Prompts

1. Short Paper (not more than two pages): In the sections of the text "Introduction to Social Entrepreneurship" you reviewed above, we saw how many social entrepreneurs in developing countries, responding to failures on the part of governments to provide basic services to the poor, have stepped in to design social innovations to provide these services. We also saw how crucial it is to urgently scale up these successful social innovations to reach the millions who are still below the poverty line.

Some feel, however, that only governments truly have the infrastructure, funds, and systems to reach millions of people quickly. If many governments in developing countries are "not working," however, then how can a social entrepreneur from a developing country reach millions? Is it possible to successfully leverage what governments can bring to the table in these countries? Can (or should) wide scale social innovation be carried out from the private/civil society sectors without government participation?

Look for examples in your reading on social entrepreneurial organizations in the text excerpts assigned this week to justify your opinions

2. [Advanced students] The author suggests that behavior might be the only indicator that people can control. Why might this claim be true? Do you agree or disagree? Why?
3. [Advanced students] One of the author's interlocutors claims that people can make change inevitable (p.92, 94). Explain the two main conditions that support this claim. In what ways, if any, is change ever inevitable?
4. [Advanced students] Why might people be inclined to choose behaviors with short-term payoffs over those with long-term payoffs? To what extent can nudging help people choose the latter? Are long-term payoffs always preferable? Explain and provide an example.

5. [Advanced students] The author suggests that changing the environment can make behavioral change easy (p.96). Does behavioral change always require motivation as well? When might one's motivation and one's actual behavior come apart?
6. [Advanced students] Browse your local newspaper for a story of an individual or family going through a difficult situation. Using all six sources of influence, explain how one might help them to improve their circumstances.
7. [Advanced students] Reflect on and explain some ways in which our behavior is influenced. What might our behavior indicate about the things we care about? How closely connected are behavior and motivation? Is it ever wrong to influence others' behavior? Is it ever required? What would be the most appropriate source of behavioral influence?

Final Project Assignment

Step 7: Choose at least 2 poverty indicators (in any of the Dimensions) and develop written definitions of each poverty indicator in terms of “red”, “yellow”, and “green” levels, using the research carried out in Steps 5 and 6, and the information (already reviewed in Week 2 of the course) found in the following, as a guide:

- A Description of the Poverty Stoplight Initiative of the Fundacion Paraguaya
- Poverty Stoplight Poverty Elimination 2011
- Video: Applications that Make a Difference

Information for High School Teachers: Relation to Common Core Standards

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.