Who Owns Poverty Lesson Plan

Lesson Title:

Chapter 10: Credibility

Chapter Summary:

In this chapter the author discusses the need to make the Poverty Stoplight part of the "credible poetry measurement methodologies" and how they began to prove it was reliable, valid, practical and powerful.

Lesson Topic:

At the end of this lesson students will be able to explain the importance of defining what "not poor" means for each community and/or culture based on the Poverty Stoplight program. Students will also understand the value of the Integral and Influencer theories in explaining poverty. Finally, students will be able to describe what it means for an indicator to be "valid" and "reliable".

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

Martin Burt PPT audio lecture Developing and Implementing the Poverty Stoplight (Part 1)

Lesson Vocabulary:

1. Participatory Wealth Ranking (PWR) – A tool created by social scientists, which allows members of a community to define what "poor", "very poor" and "non-poor" mean in that community.
2. Statistical validity - Validity is the extent to which a concept, conclusion or measurement is well-founded and likely corresponds accurately to the real world.
3. Statistical reliability - Reliability in statistics and psychometrics is the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under consistent conditions.
4. Logical validity – A test to determine whether the logic of a survey will hold up when used with a population of people without any reference to the tool itself.
5. Guaraní - Guarani specifically the primary variety known as Paraguayan Guarani, is an indigenous language of South America that belongs to the Tupi–Guarani family of the Tupian languages.

Outcome(s)/Expectation(s):

1. Explain what the Poverty Stoplight program is, how it is implemented, and how it was designed to address limitations of microfinance.

2. Identify the organizations/people in the student's community that can provide information and guidance on the extent, level, and type of poverty found in the student's community.

Critical Thinking Discussion Questions

1. In this chapter the author identifies that clients often feel that it is the government who has an important role in addressing poverty by providing important aspects of poverty. Do you think this is true?
2. What do you think of the relationship between poverty and a person's self-esteem?
3. This chapter identifies seven areas that some families felt were important indicators but are not included in the Poverty Stoplight. Do you feel these are important areas to consider when discussing poverty?
4. [Advanced/College Students] The author describes that "Influence in the Public Sector" was considered among the least important indicators for poverty. What might explain this? How does this perception fit in the framework of the Capabilities Approach, or the Rights Based Approach?
5. [Advanced/College Students] Which biases might have influenced the answers that the micro finance clients gave in discussing what poverty means, and which indicators matter most? How about the poverty experts? How do you think the answers might differ, had the exercise been carried out in a different context?
6. [Advanced/College Students] Why are the validity and reliability of a measurement tool important? Do you think it is possible to put too much emphasis on validity and reliability, and if so, what are the consequences?
7. [Advanced/College Students] Do you think the poverty definition that resulted from the focus groups and Participatory Wealth ranking is representative for the community in which the exercise was carried out? Why, or why not?

Instructional Delivery

Activities/Motivation:

The Poverty Stoplight

View Martin Burt PPT audio lecture Developing and Implementing the Poverty Stoplight (Part 1) which discusses the following:

- Discovering Limitations of commercial Microcredit
- How Can We Define Being "Not Poor"?
- Understanding The Reasons Behind Poverty:
  - "Why Doesn't My Microcredit Client Have Teeth?" (Integral Theory)
  - "Can I do It?/Is it Worth It?" (The Influencer)

Writing Prompts

1. Submit a one-page paper on how a specific poverty indicator can be viewed from 4 integral perspectives: behavior, system, culture, and intention. (Refer back to PPT Developing and Implementing the Poverty Stoplight (Part 1), Integral Theory – Wilbur.)

2. Submit a one-page paper on how the "Six Sources of Influence" can be used to understand, address, and resolve a poverty indicator. (Refer back to PPT Developing and Implementing the Poverty Stoplight (Part 1), The Influencer - Grenny et al.)

3. [Advanced/College Students] Prepare a summary of what it means for an indicator to be reliable and valid, discussing different aspects of each of these concepts. Use concrete examples of poverty indicators for illustration.

4. [Advanced/College Students] Essay prompt: *Are local definitions of poverty relevant in the global discourse on poverty?* Your essay should be around 5,000 words long and include at least eight relevant literature references.
   You may use the World Bank's Voices of the Poor study as a starting point:
   Naraya, Deepa, Raj Patel, Kai Schafft, Anne Rademacher, and Sarah Koch-Schulte. 2000. *Voices of the Poor : Can Anyone Hear Us ?* New York, NY: Oxford University Press.
   http://documents.worldbank.org/curated/en/131441468779067441/Voices-of-the-poor-can-anyone-hear-us.

Final Project Assignment

For the final project, students will be required to develop and present a "Poverty Stoplight" Visual Survey Questionnaire and Results Matrix, which defines and identifies poverty in (preferably) the student's own community.

Final Steps:

A draft final project of not more than 15 pages (not including bibliography and appendices) should be submitted, describing the process and results of points 1-10 above.

Students will prepare a PPT to be presented to the class of no more than 10 slides that summarize the process and results of project. The PPT summarizing the final project will be presented to class.

Final version of project (description of the process and results of points 1-10 above) is due. Final project should be not more than 15 pages (not including bibliography and appendices).

Information for High School Teachers: Relation to Common Core Standards

CCSS.ELA-LITERACY.WHST.11-12.1.A
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

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.

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.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.