

# Who Owns Poverty Lesson Plan

## Lesson Title:

Chapter 9: Acceptance

## Chapter Summary:

In this chapter the author discusses the implementation of the Poverty Stoplight program with the people in Paraguay. The chapter discusses the challenges that had to be overcome, changes in the process and technology and the outcome of the program.

**Lesson Topic:** This lesson continues to describe tools that are used to help families in poverty. Pros and cons of these methods are discussed.

Students will be able to explain the concept of conditional cash transfers, and their role in poverty alleviation efforts in different parts of the world, including the US.

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

## Lesson Vocabulary:

No new vocabulary in this lesson

## Outcome(s)/Expectation(s):

1. Explain the concept of conditional cash transfers and their role in alleviating poverty.
2. Describe the challenges faced by Fundación Paraguaya when implementing the Poverty Stoplight tool with their clients.

## Critical Thinking Discussion Questions

1. Why do you think it is important for people to be encouraged for the “green” markers they have when meeting with the Loan Officer? Do you feel the “yellow” and “red” marker areas should be the focus of the conversation or not?
2. The author states that “Conventional wisdom holds that poverty is too big, hairy and complicated to defeat. The odds are against us. Don’t even bother.” How do you feel about this statement?
3. In this chapter the author highlights that fact that people could become overwhelmed or depressed when they come face to face with their deprivations but in his experience this hasn’t been the case. What do you think are some reasons why?

4. [Advanced/College Students] Do you think the experience of applying the Poverty Stoplight with clients described as “low hanging fruit” provides a valid way of piloting the program? What might be the lessons to be learnt, and what might be shortcomings of this approach?

## Instructional Delivery

### Activities/Motivation:

#### Understanding Conditional Cash Transfer Programs

“Conditional Cash Transfers,” YouTube (2:30) - <https://www.youtube.com/watch?v=BjHU7xYltb8>

Skim over Fiszbein, Ariel & Norbert Schlady. Conditional Cash Transfers: Reducing Present and Future Poverty. Washington D.C.: The World Bank, 2009.

[https://siteresources.worldbank.org/INTCCT/Resources/5757608-1234228266004/PRR-CCT\\_web\\_noembargo.pdf](https://siteresources.worldbank.org/INTCCT/Resources/5757608-1234228266004/PRR-CCT_web_noembargo.pdf)

“The Politics of Conditional Cash Transfers in Latin America.” YouTube (14:04) -

<https://www.youtube.com/watch?v=68V1PKPddQg>

Rosenberg, Tina. “Helping the World’s Poorest, for a Change.” New York Times 7 Jan. 2011.

<https://opinionator.blogs.nytimes.com/2011/01/07/helping-the-worlds-poorest-for-a-change/>

Haushofer, Johannes and Jeremy Shapiro “Policy Brief: Impacts of Unconditional Cash Transfers”.

October 2013. [https://www.princeton.edu/~joha/publications/Haushofer\\_S Shapiro\\_Policy\\_Brief\\_2013.pdf](https://www.princeton.edu/~joha/publications/Haushofer_S Shapiro_Policy_Brief_2013.pdf)

## Writing Prompts

1. In a one-page paper, answer the following question: Do you think that Unconditional Cash Transfers are an effective way for governments to eliminate poverty? What are some of the pros and cons of Unconditional Cash Transfer programs?
2. [Advanced/College Students] Provide a literature overview on the evidence of the effectiveness of Unconditional Cash Transfers, and discuss your results from the perspective of neoclassical economic theories and from the perspective of the Capabilities Approach.
3. [Advanced/College Students] Research the concept of *technology affordance*. Prepare a short paper (two to four pages) explaining the concept and discussing, based on the description in the book chapter, in what ways technology can be an affordance for poverty elimination.

## **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.

Step 9: Share the written and visual definitions of poverty developed in points 7 and 8 with at least 5 heads of low income households believed to be near the poverty line in your community, and ask them to self-evaluate (choose) their family’s situation (red, yellow, or green) for each indicator. (This is what we refer to as the “Visual Survey Questionnaire”.)

Insert the results of the Visual Survey Questionnaire into matrices similar to the ones presented in the following resources, found in the Module 1, Week 2, of the course site at [www.martinburt.org](http://www.martinburt.org):

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

A results matrix should be developed and presented for each individual family. In addition, a separate results matrix should be developed which summarizes the results for the entire group of families interviewed. They should be accompanied by student’s conclusions about the type and levels of poverty identified, as well any patterns (poverty “hot spots”) seen in the matrices.

## **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.