

Who Owns Poverty Lesson Plan

Lesson Title:

Chapter 11: Resistance

Chapter Summary:

In this chapter the author details some of the resistance encountered by existing agencies when trying to get them to adopt the Poverty Stoplight program.

Lesson Topic:

At the end of the lesson students will be able to explain the “Six Dimensions” used in the Poverty Stoplight program and the corresponding poverty indicators. Students will also learn about the manner in which the Poverty Stoplight identifies “poverty gaps” using personalized plans and other strategies to motivate clients to move out of poverty.

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

Martin Burt PPT audio lecture Developing and Implementing the Poverty Stoplight (Part 2)

Lesson Vocabulary:

1. Ficha Social – A paper survey which uses more than fifty questions to decide whether a person is poor enough to qualify as a beneficiary of conditional cash transfers.
2. A poverty gap – The distance between red and green – or yellow and green – in any given indicator.
3. Bolsa Familia – Brazil’s conditional cash transfer program.

Outcome(s)/Expectation(s):

1. Explain the “Six Dimensions” and corresponding poverty indicators utilized by the Poverty Stoplight program.
2. Describe the manner in which the Poverty Stoplight utilizes the identification of “poverty gaps”, personalized plans, and other strategies to motivate clients to move out of poverty.
3. Discuss the role of non-state actors in development.

Critical Thinking Discussion Questions

1. Review the list presented in this chapter of the “most frequent red indicators in the communities”. Are these the areas you would suspect to be an issue in poverty areas? Are any of these surprises for you?
2. Based on what you have learned about conditional cash transfers, do you consider these to be a good benefit for families? Do you feel this type of program helps alleviate poverty?
3. The author states, “it’s not about whether we as an organization could see the problem—it’s about whether the clients could see it for themselves” (p136). Does that imply that there are issues that are objectively problems, independent from the perspective one has?
4. What is the difference between conditional and unconditional cash transfer programs? Which approach do you think is more effective, and why?
5. [Advanced/College Level Students] Do you think the author is right to suggest that the Paraguayan Welfare Agency is not truly interested in multidimensional poverty? What might be some other reasons for the agency to choose to focus on cash stipends?
6. [Advanced/College Level Students] To what extent can the Poverty Stoplight address the problems of subsistence farmers, as described in this chapter?
7. [Advanced/College Level Students] The author describes a debate on the effectiveness of the Apex plan. What side of the arguments do you agree with, and why?

Instructional Delivery

Activities/Motivation:

Developing and Implementing the Poverty Stoplight

View Martin Burt PPT audio lecture Developing and Implementing the Poverty Stoplight (Part 2) which covers:

- Developing the 50 Indicators in Six Dimensions of Poverty
- The Power of Identifying and
- Concentrating on “gaps”
- The Power of Leverage (Groups, Microcredit, Positive Deviants)
- Focusing First on Income Poverty

Writing Prompts

1. Imagine that a monthly income gap of 20% has been identified for a poor family in your community (i.e. They are making 80% of what they need to be making.). Develop a hypothetical plan of action for this family to close its monthly income gap, which includes several alternatives for them to pick and choose from.
2. React to the following statement: “None of our microfinance clients in the area had been harmed in the land invasion. Why? Because none of them had taken part in it. They simply didn’t bother. [...] [They] are all involved in overcoming poverty. They want to be green in everything. They are all busy with their microenterprise and they don’t have time for things like land invasions.” (p.144-5).

3. One of the claims made in the critique of the Apex quoted by the author is that “poverty-reduction efforts cannot depend on the goodwill of the business sector or on its social responsibility” (p153). Reacting to the critique, discuss what role the private sector can play in poverty reaction, if any.
4. [Advanced/College Level Students] Provide a literature overview on the evidence of the effectiveness of Conditional Cash Transfers, and discuss your results from the perspective of neoclassical economic theories and from the perspective of the Capabilities Approach.

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.

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.