

Who Owns Poverty Lesson Plan

Lesson Title:

Chapter 12: Poverty-Free Clients and Staff

Chapter Summary:

In this chapter the author details the roll-out plan for the Poverty Stoplight program and discusses some of the solutions posed by the team to help lift families out of poverty. This chapter also reviews the methods used to make the program financially viable and how members of their own team were able to benefit from the program.

Lesson Topic:

At the end of this lesson students will be able to identify the challenges faced by the team while implementing the roll-out of the Poverty Stoplight plan. This lesson also reviews some of the solutions presented by the team and the methods they used to make the Poverty Stoplight program financially sustainable.

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

View Martin Burt PPT audio Lecture Developing and Implementing the Poverty Stoplight (Part 3)

Lesson Vocabulary:

1. Gamification - the application of typical elements of game playing (e.g. point scoring, competition with others, rules of play) to other areas of activity, typically as an online marketing technique to encourage engagement with a product or service.

Outcome(s)/Expectation(s):

1. Describe how ICT technology are being leveraged to monitor and combat poverty in the Poverty Stoplight program
2. Summarize initial results of Poverty Stoplight initiative in Paraguay
3. Discuss the monitoring & evaluation system of the current Poverty Stoplight program in Paraguay and identify validity threats of the project design.

Critical Thinking Discussion Questions

1. What reasons might organizations have to use the Poverty Stoplight survey with their own staff? What might be some risks involved?

2. Would you or your family take part in a competition like “My Bathroom, My Kitchen, My Pride” or the “Poverty Olympics”? In what ways can competitions such as these encourage positive change in your life?
3. [Advanced/College Level Students] What types of poverty indicators might lend themselves for a gamification approach? Are there indicators where you think that gamification would not be effective? If so, which ones, 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 3), which covers:

- Leveraging Technology to Understand and Attack Poverty
- Experiencing Initial Success in Paraguay
- Monitoring & Evaluating the Poverty Stoplight (strengths and weakness of the Poverty Stoplight design) (Identifying validity threats)

Gamification and Rewards

In this chapter you learned about the gamification of the Poverty Stoplight program and how these games and rewards were used to encourage participants to improve different areas of their lives. In this activity, you are to create a plan for a new motivational program that could be used along with the competitions you have learned about. Your program should have:

- A name
- A general summary of the purpose or area of improvement you are focusing on and how it pertains to the Poverty Stoplight program.
- Rules that must be followed to participate
- The reward that will be given to the winner(s)

Writing Prompts

1. As part of your final project you developed “red”, “yellow”, and “green” levels of poverty for at least two poverty indicators in your community. If your indicators were used to implement a poverty elimination program in your community, describe how you would monitor and evaluate the progress of community members in moving from “red” to “green” in said poverty indicators.
2. In a short reaction paper, discuss under what circumstances gamification might be an effective strategy to address deprivations, and what some limitations might be.
3. Chose a business or organization in your community, and prepare a proposal for them to use the Poverty Stoplight to increase the well-being of their staff.

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:

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.

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.