Who Owns Poverty Lesson Plan

Lesson Title:

Chapter 3: Chameleons and Crabs

Chapter Summary:

In this chapter the author continues his story on how his foundation started and gained the funds necessary to make the loans they needed to get started.

Lesson Topic: This lesson continues to expand the student's knowledge of poverty, poverty indicators, and means of measurement.

Students will be able to explain the concepts of absolute poverty, relative poverty (inequality and poverty) and multidimensional poverty, as well as explain some of the reasons why we measure poverty.

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

PPT with audio: "Using the Six Sources of Influence to Catalyze Behavior Change". (Martin Burt)

Poverty Solutions Checklist & Template

Lesson Vocabulary:

1. Chipas - a type of small, baked, cheese-flavored rolls, a popular snack.

Outcome(s)/Expectation(s):

1. Explain the concepts of absolute poverty, relative poverty (inequality and poverty) and multidimensional poverty
2. Explain some of the reasons why we measure poverty

Critical Thinking Discussion Questions

1. The author states that "microcredit is both a business and a personal relationship". Why do you think the author feels this way? How is this different than the relationship banks have with their customers?
2. Compare the story about the graduation party at Cerrito Agricultural High school and the story about the vendors' party in this chapter. Do you agree with the author that these parties represented the same thing?
3. [Advanced/college students] How are behavior and poverty related, or not related?
4. [Advanced/college students] What are some of the core assumptions of the microfinance approach? Do you think they are valid for the context described by the author? What about other contexts?

5. [Advanced/college students] Which theoretical frameworks might help us understand why the women described in the chapter decided to "spent money on clothes and makeup instead of meeting their basic needs" (p41)?

Instructional Delivery

Activities/Motivation:

<u>Changing Behavior About Poverty</u>

Review the PPT with audio: "Using the Six Sources of Influence to Catalyze Behavior Change". (Martin Burt). In this PPT Prof. Burt explains how we should keep these "sources of influence" in mind when trying to design possible strategies to help our target population change its behavior and/or attitude, in such a way that it will help them pull themselves out of poverty in a certain indicator. Be sure to click on the audio icon to hear Prof. Burt's message.

<u>Measuring Poverty</u>

Review the following articles:

Berrebi, Dario. "Why and How Do We Measure Poverty?" (March 2011)
https://www.poverties.org/blog/relative-vs-absolute-poverty

Spagnoli, Filip: "What is Poverty? (2): Different Definitions of Poverty and an Attempt to Make Some Order" https://cosmologicallyinsignificant.wordpress.com/2009/01/08/human-rights-facts-94-what-is-poverty-different-definitions-of-poverty-and-an-attempt-to-make-some-order/

<u>Bring Awareness to Issues</u>
In 1992 the United Nations General Assembly adopted the resolution to designate October 17th as the "International Day for the Eradication of Poverty", which encourages us to raise awareness about the effects of living in extreme poverty and to develop action plans to eradicate poverty on the local, national, and international level.

In preparation for World Poverty Day, create one of the following that you can use to help educate others in your school or community about poverty across the globe:

- Create an Infographic - http://www.creativebloq.com/infographic/tools-2131971
- Create a Fact Sheet - http://www.cthealthpolicy.org/toolbox/tools/fact_sheets.htm
- Create a Policy Brief - http://www.spssi.org/index.cfm?fuseaction=page.viewPage&pageID=1543&nodeID=1

The following contains some resources you can use to help students find the information they need to complete their chosen activity:

- United Nations International Day for the Eradication of Poverty - http://www.un.org/en/events/povertyday/background.shtml

- Guiding Principles on Extreme Poverty and Human Rights - http://www.ohchr.org/Documents/Publications/OHCHR_ExtremePovertyandHumanRights_EN.pdf
- World Poverty Data - https://ourworldindata.org/extreme-poverty
- U.N. Report on the World Social Situation 2016: Executive Summary - http://www.un.org/esa/socdev/rwss/2016/executive-summary.pdf
- International Labor Organization - http://www.ilo.org/global/about-the-ilo/how-the-ilo-works/development-cooperation/lang--en/index.htm
- A Report about Child Poverty from the National Center for Children in Poverty - http://www.nccp.org/publications/pdf/text_1133.pdf

Writing Prompts

1. In one page, describe:
   a. The difference between the concepts of absolute poverty and relative poverty and give examples of both.
   b. Some criticisms of each approach to defining poverty.
   c. Some of the reasons why we measure poverty

2. The Global Multi-Dimensional Poverty Index measures poverty based on three dimensions of health, education, and living standards. Review the article here that discusses definitions of poverty in depth: https://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124115187705/ch2.pdf Choose one of these dimensions as a basis for your research paper on poverty. Discuss the factors contributing to poverty, segments of the population most effected, whether they are urban vs. rural, the impact of poverty on families and the impact on the rest of society.

3. [Advanced/college students] The author suggests that "poverty is as much about perspective and context as it is about hard data" (p40). Discuss this statement in a short response paper (about three pages). Why does he think that? Do you agree? Do you think that one of these two features (perspective and context, or hard data) is clearly more important to understand poverty?

Information for High School Teachers: Relation to Common Core Standards

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

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.