

## **Sense Sensitivity and Social Justice**

**Teaching Aids (Provided):** N/A

**Concept- Value Connection:** The miseries and injustice that prevailed in the society of nineteenth century Europe provoked people to seek change. In Russia, socialist ideas brought about the Russian revolution. However, it brewed more unrest and discontent because of lack of clarity in application and lack of deep and sensitive understanding of the issues.

Social justice is a complex goal and requires a rational insight into the many layers of simple issues that add up to present as knotty social problems. There is no one 'fix-it-all' solution in an ever changing, multilayered social landscape.

### **Group Activity: "What If I Told You...?"**

The aim of the activity is to help students appreciate that a deeper understanding of all underlying factors is essential to achieve social justice.

#### **Notes to the teacher:**

- One side of the class is designated 'Agree' and the other side 'Disagree'
- The teacher outlines a social situation, or a policy as given below
- Depending upon time availability, the teacher can take up one or both the situations given below
- Students indicate their opinion by moving to the 'Agree' or 'Disagree' side of the classroom
- Teacher adds further background information "What if I told you..."
- Students are asked to ponder and decide how this additional information affects their decision and whether they would now like to change their earlier opinion
- Then there is a whole class discussion as to how best social justice can be ensured in those situations
- At the end of the discussion, students list out the solutions they have suggested for the two issues taken up

#### **Situation 1: Entitlement and Social Justice**

It is peak traffic time. A young lady is seated in the seat reserved for women in the front. An obviously sick man enters the bus that is now packed and crowded. He almost falls down as he grasps the back of the seat. The young lady continues to sit and does not offer him a seat. Do you agree that seat reservation in all public transport is justified from the point of view of ensuring social justice?

**(The children ponder over and select either 'Agree' or 'Disagree' and move to the respective sides)**

The teacher continues: What if I told you that there is a Ladies Special bus that runs frequently? Is it still fair to insist on seat reservation for ladies in other buses as well?

**(The children ponder over and assess their answers by either changing their stance or staying with their first decision)**

#### **Discussion Questions:**

1. How can we arrive at a fair seat allocation to women, children, and elderly people in public transport in the interests of social justice?

Possible solutions:

Arriving at a fair and effective seat allocation for these special groups involves careful planning, community engagement and sensitivity. This can be initiated by

- seeking input from women's groups, organizations representing children and the elderly and the general public to understand their perspectives
- Conducting public awareness campaigns to educate and sensitize passengers about the seat allocation policy, its rationale, and the benefits it aims to provide
- Encouraging through positive reinforcement, passengers to give up seats to the most vulnerable instead of blindly adhering to rules
- Continuously engaging with the community to ensure that the policy remains responsive to changing needs

#### **Situation 2: Public Health, Convenience and Social Justice**

A city has decided that only cycles and cars adhering to green certification will be allowed to drive on the inner roads of the city. All passenger buses, auto rickshaws and other means of transportation would have to stop at specific parking spaces on the outskirts of the city and passengers would have to take only the permitted transportation within the city. The city is also reducing the size of the roads for vehicular transport and adding separate paths for cycles and pedestrians.

Is this a good policy decision?

**(The children ponder over and select either 'Agree' or 'Disagree' and move to the respective sides)** The teacher continues: What if I told you that the city has a high proportion of asthmatics due to air pollution and health issues relating to lifestyle diseases, and that scientific studies have proven that cycling and walking can add to well-being as well as reduce pollution.

How would that affect your opinion about the city's policy?

**(The children ponder over and assess their answers by either changing their stance or staying with their first decision)**

#### **Discussion Questions:**

1. How can we arrive at a fair and equitable solution for this problem from the point of view of
  - a. Residents of the city who cannot afford cars or taxis over the relatively longer distance destinations

- b. Residents who cannot walk or cycle for the relatively shorter distance destinations
- c. Visitors, traders, and transporters?

**Possible solutions:**

- Considering exemptions or accommodations for individuals as cited above, who have legitimate reasons to access the restricted areas
- Conducting public awareness campaigns, educational programmes and open dialogue with the community on air pollution and health issues relating to lifestyle diseases
- Informing residents about the benefits of the policy and how to comply with it
- Continuously monitoring and adjusting the policy as needed to ease any adverse effects on marginalized communities
- Implementing a transitional period during which residents can gradually adapt to the new policy

Post the discussions on the two issues, the students make out a list of the solutions that they have suggested, with specific reference to the measures they, as students, will adopt to help provide social justice in these two issues. This list can be put up on the display board as the recommendations of students, and as a reminder of their commitments.

**Points to Ponder/reflect:**

- To ensure that social justice is rendered, a problem needs to be analyzed and understood in depth
- The interests of all sections of society are to be considered, giving equal importance to each of them
- Legislation is required for enforcement, but public need to be made aware of their rights and responsibilities
- The responsibility for social justice rests with every member of society



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### **Annexure to Master Lesson Plan**

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| What is the purpose of this Master lesson Plan? | This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom. |
| How to use it?                                  | You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.                                                                                                                                                                                                                                                                                                                                                                  |
| Duration                                        | Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.                                                                                                                                                                                                                                                                           |
| What is a 'Main Script' (MS) Asset?             | The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.                                                                                                                                                                                                                                                                                                                 |
| How to teach using the MS asset?                | Please use the blackboard, slides and interaction to develop the concept.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| What is an 'Inquisitive Questions' (IQ) asset?  | The Inquisitive Questions asset uses questions to promote higher order thinking like the n <sup>th</sup> why, what-if, new perspectives, cause-effect, and others, creating curiosity.                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| How to teach using the IQ asset?                | You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.                                                                                                                                                                                                                                                                                                                                                                 |
| What is a 'Day to day Relevance' (DD) Asset?    | The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.                                                                                                                                                                                                                                                                                                                                         |
| How to teach using the DD                       | You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| asset?                                      | recent or local example.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| What is an 'Interesting Aside' (IA) asset?  | The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.                                                                                                                                                                                                                                             |
| How to teach using the IA asset?            | You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.                                                                                                                                                                                                                                                                                     |
| What is a 'Suggested Activity' (SA) Asset?  | The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.                                                                                                                                                                                                                                                                                                                |
| How to teach using the SA asset?            | You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only. |
| What is a 'Value Content' (VC) Asset?       | The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".                                                                                                                                                                                                                                               |
| How to teach using the VC asset?            | You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.                                                                                                                                                                                                                                                   |
| What is a 'Questions to Assess' (QA) asset? | The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.                                                                                                                                                     |
| How to teach using the QA asset?            | You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.                                                                                                                      |