

SA - Poverty Analysis in their Neighbourhood

Notes to the teacher: The activity would enable a study on the extent of poverty that prevails in the surroundings. It has been designed with a clearly stated aim, step- wise procedure and expected conclusion.

Aim: The students will be able to get an understanding of the problems that the poor face in their neighbourhood.

Resources Required: [mention quantities]

Student ID, permission letter from the school, copies of questionnaire [one per group].

Setting for the Activity: Outdoor

Type of Activity: Project

Procedure:

- Teacher's Role: To guide and support the students whenever required
- The activity may be conducted in groups of 4 or 5 students
- Each group selects a family which is poor [Criteria to be decided by the teacher depending upon the location and general economic condition of the village]
- The identified family should preferably be in a different area. The members should be willing to share information
- The students may request the family members for a convenient time to speak and collect data
- A questionnaire has been attached for collecting data

Sample of the Questionnaire

Group _____ A/B/C/D

Name and address of the family visited:

1	Number of family members and their age	
2	Number of earning and dependent members	
3	Which social group do they belong to [SC/ST /urban/rural labourers/rural agricultural labourers]	
4	Source of income of the earning members	
5	Level of education of every individual	
6	Are the children in the family attending school?	

7	Type of dwelling they live in – one room house/ a straw hut/ a mud hut with haystack roof etc	
8	Does it belong to them or do they pay the rent?	

9	Number of meals eaten by everyone in a day	
10	What does an average meal consist of?	
11	Do the older members get required medical support?	
12	Do women and girl children get the same amount of access to food and money as others in the family?	
13	Is spare money available for other expenses such as clothes, celebration etc?	
14	Do they borrow money to meet everyday needs?	
15	Whom do they borrow from and what is the interest rate?	
16	What are their expectations in life?	
17	Any additional information.....	

- Students may be asked to prepare a report on their findings
- They should suggest at least 2 measures that can be taken to improve the condition of these families
- A week's time may be given to prepare and submit the report
- 5 min per group may be allotted to share their findings
- Each group evaluates the report of the remaining groups on the basis of well connected points and a smooth flow in the presentation
- Submitted reports may be evaluated

Observation: On evaluating the report the teacher will know the extent to which students realise the problems faced by the poor in their neighbourhood.

Conclusion: Students would acquire an in-depth understanding of poverty. This study will make them think of possible solutions to eradicate poverty. It will develop in them the skill to present their findings in an organised manner.

Instructions to Teacher: (If any – Optional)

- Teacher to ensure that students do not compel people to answer questions they are not comfortable with
- The school/teacher to make sure that the interviewees know that the data is being collected only for student study purpose and not for any record
- They have to be convinced that the information collected is confidential and data will not be shared with anyone

The teacher may follow up the activity having a discussion with the students on the findings.

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Annexure to Master Lesson Plan

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 th 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

asset?	recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits 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.