

VC - Prioritising In Poverty Problem Solving

Concept - Value Connection:

Notes to the teacher: The teacher can begin the asset by asking the students to list out the dimensions related to poverty. Poverty has many dimensions: Landlessness, unemployment, size of families, illiteracy, poor health/ malnutrition, child labour, poor infrastructure and helplessness.

A multi-pronged approach is needed to address the many issues of poverty. The situation needs to be critically analysed and judicious allocation of resources in terms of time, energy and money is done priority wise to obtain optimum results.

The teacher continues by describing a situation students would be familiar with, and invites them to share their thoughts:

There is construction work going on near your house. You see many workers bringing their children to the site because they cannot afford to send them to school.

1. How does growing up in poverty affect a child's development and future opportunities?
2. What are other challenges faced by children growing up in poverty?

Activity: Situation analysis and JAM (Just A Minute) presentations

- The teacher next describes the situation to be analysed:
Assume that you are all from a village that is struggling with poverty in all the dimensions described above, with most people below the UN defined poverty line of 1.90 USD per person per day. A charitable organization has come forward to donate a considerable sum of money to help the village. You as residents of the village have different views on where the money should be directed first. A committee is set up of 3 village elders, and each of them will present why their cause should be addressed in priority.
- The three causes identified to be taken up are:
 1. Mid-day meals for children at the local primary school.
 2. Infrastructure through laying proper roads to school.
 3. Vocational training facilities for women and young adults seeking employment.

Notes to the teacher:

- The class is divided into 3 groups
- Each group will have a speaker (chosen by the teacher or by the group) who will be one of the three village elders
- 3 chits with one cause each are put into a bowl
- Each group will take one chit
- The group will discuss and list reasons why their cause needs immediate attention
- Each of the three village elders (the speakers) will present the points after discussion with their respective groups

- Each village elder has 1 minute (Just A Minute) to present his/her case

Possible points for each group:

Midday meal: (poverty due to size of families, poor health/malnutrition)

- Many children come from families below the poverty line
- Some families have many members and not correspondingly enough income
- They hardly get to eat one meal a day
- If children are fed one nutritious meal, that will relieve the pressures on the family
- It will also encourage more families to send their children to school
- It will reduce child labour

Laying roads: (poverty due to lack of proper infrastructure)

- Children have to walk a long way to access school as the school is normally a little distance away from the village
- There are no proper roads
- They cannot afford even a cycle
- The good roads will reduce commute time and improve attendance at schools

Vocational training facilities: (poverty due to unemployment and illiteracy)

- The women and young adults could become self-employed and support family income
- When the literacy level goes up the opportunities for employment are more
- Literacy helps to bring out the best in human body mind and spirit
- The vocational training centres in turn could also provide employment to trainers

Discussion Questions: (Open questions. All answers are welcome)

1. Is money or funding the only way to address poverty issues?
2. What can you, as students, do to ease poverty in your own little way?

Points to Ponder/reflect:

- Critically analysing the situation and the various needs rationally will help to achieve the task of pulling the needy out of the rut of poverty
- Prioritising will ensure that the charity's funds are used judiciously
- One village's success will encourage charitable endowments to support more such causes
- Ensuring a supply of minimum needs to the poor sections of society, especially in those that would help them to become self-sufficient, would help in solving the problem of poverty to some extent
- Reducing poverty requires active cooperation of citizens and leaders

“Overcoming poverty is not a gesture of charity. It is an act of justice.”



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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 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.