

World of Work

Student Handbook

Volume III:

Working with People and
Communities Cluster

Module 1 and 2: Working with People and
Communities, and Social Work



Led by



World of Work Grade 9 & 10 is a specialised subject in the School of Specialised Excellence, Delhi Board of School Education, designed by **Centre of Excellence in Teacher Education, Tata Institute of Social Sciences (TISS), Mumbai**. The course aims to introduce students to the world of work and develop skills and perspectives through enquiry, projects, and interactions with industry experts. The full set of course material includes lesson plans, teacher professional development guides, students' and teachers' handbooks, and assessments.

Schools of Specialised Excellence are choice-based schools for grades 9 to 12 that allow students to specialise in their chosen fields of study. The Government of NCT of Delhi established Specialised Excellence in 2021 in order to cater to students who have a demonstrated interest and aptitude in specific domains. Schools of Specialised Excellence are affiliated to the Delhi Board of School Education (DBSE). They are designed as per the philosophy of DBSE that centers around moving away from rote memorisation through integrating assessment into the everyday practice of teaching-learning and using assessments for learning rather than restricting them to only being assessments of learning.

The Centre of Excellence in Teacher Education (CETE) at the Tata Institute of Social Sciences Mumbai (<http://bit.ly/cetewebsite>) aims to enable Right to Quality Education for all children in India by enabling teachers to respond to diverse and changing needs. Built around the central premise that professional qualified teachers can create lasting impact. The Centre focuses on empowering teachers, improving professional development standards, supporting teachers' education ecosystem and advocating to strengthen policy on teaching and teacher education.

Research at the Centre is on themes of quality in teaching, policy and scaling innovations inclusion, curriculum and pedagogy and Ed Tech. Academic teaching programmes include BEd-MEd (Integrated), MA Education, MA Education (Elementary), MA Education and Technology, doctoral research, short term programmes through blended learning and online offerings to enhance capabilities of teachers and teacher education faculty (www.tissx.tiss.edu). Key field action projects are focussed on improving inclusive teaching learning at schools and employing technology thoughtfully in professional development of teachers. The Connected Learning Initiative (www.tiss.clix.edu) was awarded the UNESCO-King Hamad Prize for the use of ICTs in Education in 2018. CETE received seed support from the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching. Government of India and TATA TRUSTS.

As knowledge partner of the DBSE for the Schools of Specialised Excellence, the CETE has developed the following six clusters of modules for Grade 9th and 10th specialised subject "World of Work". Each cluster comprises a skill/perspective building module and two/one career modules, detailed in a teacher handbook with an accompanying student handbook.

Student and Teacher Handbooks:

Volume I: Transmedia Storytelling Cluster: Transmedia Storytelling, Journalism, and Content Creation

Volume II: Mapping and Visual Representation Cluster: Mapping and Visual Representation, Geographic Information System (GIS) Analyst, and Urban Planning

Volume III: Working with People and Communities Cluster: Working with People and Communities, and Social Work

Volume IV: Enabling Learning Cluster: Enabling Learning, and Teaching

Volume V: Justice and Constitution Cluster: Justice and Constitution, Lawyering, and Public Policy

Volume VI: Research and Critical Thinking Cluster: Research and Critical Thinking, Academic Research, and Marketing Research

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Introduction

I.I World of Work

One of the components of the vision for Schools of Specialized Excellence (SoSE) is increasing exposure of students to careers and the world of work. However, career domains today are not straightforward and are becoming exceedingly integrated. Students require a multidimensional and interdisciplinary approach. Separately, the best education globally offers students abundant opportunities for project-based learning, development of higher-order thinking skills and development of soft skills.

The World of Work (WOW) course aims to address all the above requirements during the 9th and 10th grades for the SoSE schools of the Humanities stream. The course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module, paired with career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules. Each module is a 16 hour exploration and is delivered via discussions, expert guest speakers (‘masterclasses’), digital content, field visits, projects and assignments. These modules are critical in enabling SoSE students to make informed choices and prepare in advance to succeed in their chosen career pathways.

Students learn in various ways in the World of Work course. In developing the modules a priority has been to provide interesting and vivid teaching material including videos and presentations. Classroom discussions are an important part of the session and students learn from each other as well as develop their confidence and spoken communication. Expert guest speakers and field visits offer rare and privileged opportunities to experience a profession. Assignments and project work take them out of the classroom to engage with the environment they live in. These also demand developing time management, creativity, working collaboratively and good presentation skills. All this nurtures students for all round development and at the same time sets them up for success in their chosen area of specialization.

The role of the teacher in the World of Work is challenging and rewarding. The teacher is not an expert in the subject material, even though there is extensive teacher training. Therefore they act more as facilitators for the students’ learning. They do need to stretch their boundaries to familiarise themselves with all the skills and careers in the course. Group and individual projects are an integral part of the course and facilitating these and managing the ambiguity inherent in evaluation of projects is a new skill to be learnt. Classroom discussions are a vital part of the course. The teacher must adapt to all these new formats of running a class. They have to give up their tried-and-tested methods of teaching and try on new ones – a humbling experience. The rewards for the teacher are in the tangible growth and development of the students in areas like confidence, presentation and communication. The teacher will also experience significant personal and professional growth in the process.

Assessment is an important part of the World of Work. The course is meant to be rigorous and not limited to the level of awareness-raising or exposure. The course delivers specific skills and concepts that the students are expected to understand, internalize and apply. The assessment framework has components of “Knowledge and Understanding”, “Inquiry and Exploration”, “Critical Thinking and Decision Making” and “Presentation and Communication”. Assessment of each module of WOW will draw from the above set of components and be tailored to the module. Internal assessment of the modules will be usually through the module project, while the summative assessment could be through a variety of formats including mini-project or different types of sit-down exams.

I.II Overview of the Curriculum

The World of Work course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module that is paired with one or more career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules.

The following table gives the full list of modules that will run in the World of Work curriculum.

Skill Area	Career Pathway 1	Career Pathway 2
Transmedia Storytelling	Journalism	Content Writer
Mapping and Visualization	Geographic Information System (GIS) Analyst	Urban Planner
Working with People and Communities	Social Work	
Enabling Learning	Teaching	
Justice and Constitution	Lawyering	Public Policy
Research and Critical Thinking	Academic Research	Marketing Research

The first 3 rows show the modules that run in 9th Grade and the next three rows the modules that run in 10th grade.

Below shows the classroom time allocation for the modules and the number of instructional days they will require.

S.No.	Modules	Suggested time allocation/Instructional days
Grade 9		
1	Unit 1: Transmedia Storytelling	16 hours/12 days
2	Unit 2: Journalism	16 hours/12 days
3	Unit 3: Content Creation	16 hours/12 days
4	Unit 4: Mapping & Visual Representation	16 hours/12 days
5	Unit 5: Geographic Information System (GIS) Analyst	16 hours/12 days
6	Unit 6: Urban Planner	16 hours/12 days
7	Unit 7: Working with People & Communities	12 hours/ 9 days
8	Unit 8: Social Work	12 hours/9 days
Grade 10		
9	Unit 9: Enabling Learning	12 hours/ 9 days
10	Unit 10: Teaching	12 hours/ 9 days
11	Unit 11: Justice and Constitution	16 hours/12 days
12	Unit 12: Lawyering	16 hours/12 days
13	Unit 13: Public Policy	16 hours/12 days
14	Unit 14: Research and Critical Thinking	16 hours /12 days
15	Unit 15: Academic Research	16 hours/12 days
16	Unit 16: Marketing Research	16 hours /12 days

Note the exceptions to the standard format: In two skill areas, “Working with People and Communities” and “Enabling Learning”, there is a single career module associated with the skill module. In these two cases, the skill module runs for three weeks and the career module for three weeks. In these cases, the skill and career modules are tightly integrated rather than running as individual modules.

I.III Objectives of the curriculum

- To give the students a very wide area of exploration that leaves them with an understanding of the world of work at large. They are also shown interconnections between modules and clusters and realize the interdisciplinarity of the world of work.
- To develop a range of skills (the skills of the skill modules) that will continue to be useful to students in their future irrespective of the specific career path they choose.
- To give the students sufficient information and engagement with skills, careers and workplaces so that they can start a deeper process of focussed exploration in skills and professions as designed for the 11th & 12th grades. In a few cases, the students will have gained enough clarity from the course that they will make a decision on their own about their career goal and independently plan and work towards reaching it.
- To develop their ability to do independent work and thinking, to deliver projects, and work collaboratively.
- To develop skills of critical thinking and creativity.
- To enhance students’ presentation skills in different modes and media.

I.IV Curriculum Framework

The course consists of a sequence of skill and career modules. These modules are grouped into related clusters. A cluster will contain a skill module and 2 (or 1) related career modules.

A skill module introduces the students to a particular skill or skill area that is widely required for many careers. In this course the students are introduced to 5 skill areas in the Social Sciences and Humanities which gives them a good range of knowledge. By practicing these skills, students develop themselves with a wide range of skills. Simultaneously they have the opportunity to find out if they have an aptitude for or interest in that skill. Discovering such interest and aptitude can be an enormous boon to the student - if they find a niche they are happy with, they start exploring and developing on their own and the future unfolds with ease and fulfilment. While it is not possible to develop a skill in-depth in the time available, the engagement with the skill does result in concrete learning outcomes.

Career Modules explore a career that is strongly connected to the skill in that cluster. Career modules explore the career from multiple perspectives:

Skills: The career module builds on the work done in the skill module to develop the skill further in the context of the particular career. For example the Journalism career module will take storytelling to the context of Journalism.

Career Roadmap: The career module will talk about a way to join that career ie. what subjects to choose for 11th & 12th grades, what degree courses are appropriate, what are the premier colleges, what communities of practice exist, relevant skills to develop etc.

‘A Day in the Life’: The career module also gives students an idea of what work in that career looks like. Practitioner interactions are a very effective way to do this.

Is this for me?': The various interactions and experiences of the career module helps the student build some evidence for whether this is the direction they want to take. The intention is not however that the student should decide by the end of 10th grade.

Career modules will have sub-areas or may cover a career *area*. For example, Content Creation is a career area which covers careers in Graphic Design, Content Writing, Film-making and more. Journalism is considered a

career, but there are a wide range of sub-options by media and types of writing eg. news reporting, news analysis, photography, video journalism etc.

I.V About this handbook

This Handbook is written to provide you with all information, support and guidance you need as you facilitate the World of Work modules. This handbook guides you through the “Working with People and Communities” skill module, “Social Work” career module under the Working with People and Communities Cluster. Social Work is about working with people - as individuals, groups, and communities. However, in this module, the thrust is on understanding people, their lives, social issues, and possibilities for social work practice with neighbourhood communities as a starting point. Deeper understanding of individual factors such as motivation, skills, and tasks, is initiated through focus on individual practitioners and organisations. This is the reason for the titles given to the Skill Module and the Career Module.

This handbook contains the following:

- An introduction to the cluster which explains the role of the skill in the workplace and how it connects with the career module
- Detailed lesson plans for all the classroom sessions including teacher handouts and other materials to be used by the teacher in the classroom
- Description of the project and how they are to be transacted in the classroom by the teacher
- Assessment Rubrics for the project
- Design of the Teacher Professional Development sessions
- The Student Handbook is also attached for your reference. This student handbook contains the handouts and worksheets that the students will use while going through the modules.

Cluster III Module 1 and 2: Working with People and Communities, and Social Work

Credits

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1.1 Working with People and Communities, and Social Work: An Introduction

The module on Social Work should introduce the students to the complexities of the social world in an empathetic way. The students would get exposure to the social issues plaguing their community, and society in general and how they affect the lives of the people and social groups who are marginalized. The students should be informed of both the rich traditions of social reforms and the contemporary social engagements undertaken by spirited individuals and organisations in the country. Thus, the module should develop a sense of responsibility and agency among students in believing 'something has to change' as well as a sense of commitment and hope in believing 'even one person can make a difference'.

Focus Area:

- Exposure to the practical aspect of working with people.
- Understanding the complexities of the social world in an empathetic and ethical way.
- Highlighting the need to go beyond what we see about people and neighborhood communities, so that it can inform our actions.
- Informing the practice of engaging with people with perspectives (how we analyse issues, situations, and what needs to be done), skills, and knowledge about people and social issues.
- Exposure to students about the social issues plaguing their community or society in general and how they affect the lives of the people and social groups who are marginalised.
- understanding the value and scope of professional social work
- Exposure to the range of social issues and practices that exist today

Prior Knowledge required for this module:

- Ability and interest in communicating with others, and learning about their lives, and issues.
- Preliminary idea about how social workers interact with others
- Familiarity with social issues and current affairs

Student Learning Outcome:

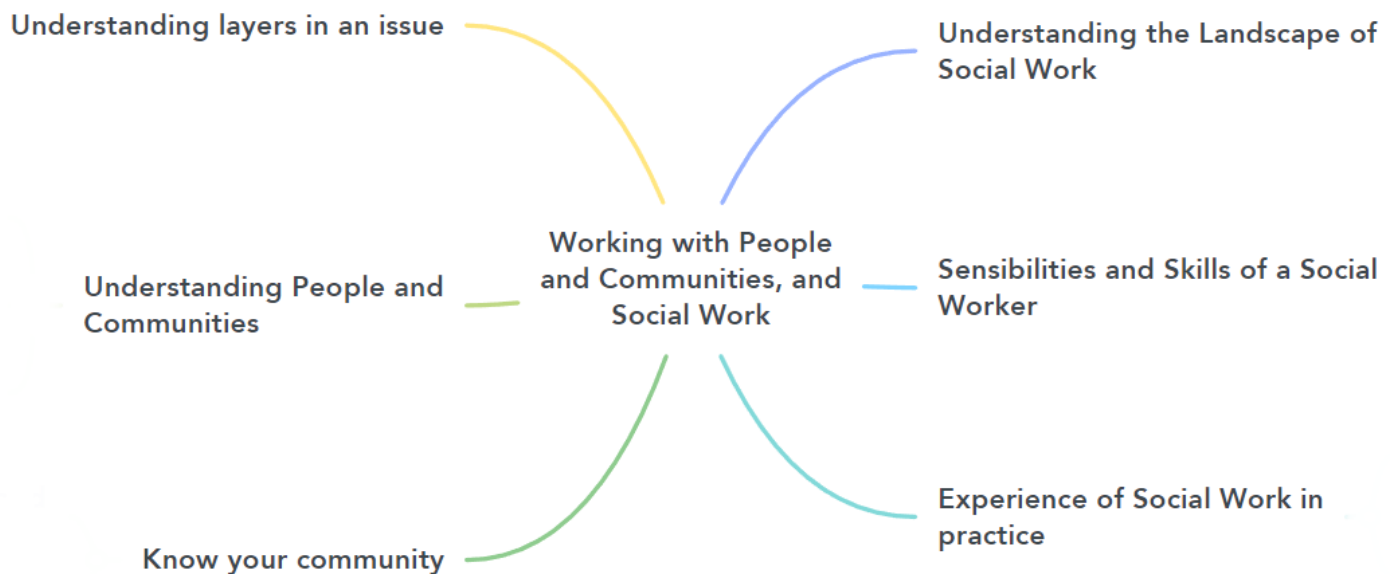
1. Students begin to locate themselves within communities
2. Students recognise the value base and skills that they would need to be aware of, and to develop.
3. Students are able to recognise ethical dilemmas, and develop sensitivity.
4. Students are able to understand and appreciate some of the core skills and ethics associated with Social Work
5. Through a practicum they recognise complex aspects such as field situations having to be negotiated, and differing views needing to be dealt with.
6. Students understand social work in its diverse forms
7. Students get an understanding of what is professional social work
8. Students are oriented to a few common social issues
9. Students gets introduced to work being done to address a few social issues
10. Students become aware of a few NGOs and their programs
11. Students get to know the role of a trained social worker.
12. Students get to know the nature and scope of professional social work

Concepts:

1. Different levels of working with people - individuals, groups, communities
2. Importance of skills: backed by perspectives, and values.
3. Scope for learning and unlearning in working with people.
4. Dynamics of working with communities may differ according to the familiarity we have or not with people/issues.
5. Dilemmas and value conflicts are likely to come up, and need to be reflected upon.
6. The range of Helping responses, Charity, Philanthropy, Social Work
7. Understanding social issues and how individuals have contributed to social reforms
8. Sensitivity to a few social issues around them.
9. The value and nature of professional social work
10. Diversity of practice in terms of themes and programs.
11. The identity of a professional social worker
12. Exploring being a change agent
13. Developing a sense of responsibility and agency

Module Overview:

Each week of the module will focus on a different theme. These themes are:



Module Assessment:

Formative (Unit) Assessment of the module will be done through the module project. Summative Assessment of the module will be through a written exam.

The Formative and Summative assessments will test the following from the broader set of Assessment Objectives for the World of Work course:

Formative Assessment		Summative Assessment	
Assessment Objectives	Competencies	Assessment Objective	Competencies
1. Inquiry and Exploration	<p>1.1 Articulate and justify inquiry questions (What to Research)</p> <p>1.2 Gather required information/data through multiple research methods (How to Research)</p> <p>1.3 Use an appropriate choice of primary and/or secondary sources to seek evidence for their inquiry (Where to Research)</p>	1. Knowledge and Understanding	<p>1.1 Recognize and use the specialized vocabulary of specific skills, careers and workplaces (Knowledge)</p> <p>1.2 Summarise concepts about skills and careers using explanations, descriptions and examples (Understanding)</p>
2. Presentation & Communication	<p>2.1 Demonstrate clear and confident presentation of thoughts and ideas (Coherence)</p> <p>2.2 Ability to use multimedia and multimodal forms of communication effectively (Versatility)</p> <p>2.3 Ability to iterate and incorporate feedback to improve/refine the work (Iteration)</p>	2. Inquiry and Exploration	<p>2.1 Articulate and justify inquiry questions (What to Research)</p> <p>2.2 Gather required information/data through multiple research methods (How to Research)</p> <p>2.3 Use an appropriate choice of primary and/or secondary sources to seek evidence for their inquiry (Where to Research)</p>
		3. Critical Thinking & Decision Making	<p>3.1 Adapt the concepts learnt in new and diverse contexts (Adaptive)</p> <p>3.2 Construct and evaluate arguments and solutions using logic and evidence (Reasoning)</p> <p>3.3 Analyze data to generate evidence (Data- literate)</p>

		4. Presentation & Communication	<p>3.1 Clearly and persuasively articulate their thoughts and ideas verbally and in writing (Coherence)</p> <p>3.2 Create aesthetic, impeccable and convincing artefacts (written, visual, maps, data representations) (Versatility)</p>
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*Summative Assessment will assess all the AOs to varying degrees

1.2 Lesson Plans

Week 1: Understanding people and communities

Summary

The following week aims towards letting students think about the different kinds of work that are present in their surroundings, observing the people around us and seeing the kind of work that they are involved in. The larger part of the week focuses on familiarising students with the larger issues that people coming from different walks of lives face, the kind of neighbourhoods and the larger socio economic reality of the peoples and the different ways in which it affects their lives and forms an identity for them.





Important Concepts

- Introducing perspectives to understand different people – some familiar, some unfamiliar
- Creating opportunities to discuss how people are connected with their livelihoods and communities
- Helping students to locate themselves within communities.
- Enabling students to understand micro-macro connections with respect to issues that affect individuals and society

Learning Standards

- Students get familiar with concepts of diversity and social identity
- Students get a sense of how people are connected with their communities – geographic, identity based or interest based
- Students are able to develop a sense of self with respect to social identities
- Students develop an understanding of micro-macro connections in social issues.

Who Runs the City?

Classroom Inquiry Process	Resources
<p>Lesson Aims</p> <ul style="list-style-type: none"> • Develop a preliminary understanding of different types of work • Beginning understanding about the lives of people who contribute to building the city <p>Activity Title: Welcoming students to the Module (10 mins)</p> <p>An introduction to the module on Social Work (highlighting that the class will learn about the social world around us, different people who are a part of it, issues people experience and how these issues are dealt with and how complex issues need our attention). The teacher would introduce students to the scope of the module to build excitement and curiosity.</p> <p>Activity Title: People at Work (50 mins)</p> <p>The teacher would arrange printed posters of people at work for all students to see. The students are given 5 minutes to view the posters.</p> <p>The teacher would then ask open ended questions to students to help them imagine the lives of people who are represented in the posters.</p> <p>Q – What are the persons in the pictures doing?</p> <p>Q – Who else have you seen doing this work?</p> <p>Q – What are the other kinds of work that people do in the city?</p> <p>Q – Who have we left out?</p> <p>Note - These questions should provoke discussions which the teacher may facilitate. Responses should be encouraged from all students which may be verbally presented or documented in student groups as a class.</p> <p>Key concluding points for the teacher:</p> <ul style="list-style-type: none"> • There are many kinds of work that people do in the city 	<p>Printed Posters of people at work (given in student handbook, can also be accessed here:</p>    

- Some of these are related to manufacturing, some to providing services - give examples
- Yet, the condition of these people - in terms of food, health, housing, work, etc. may be poor
- Deeper understanding of their lives and concerns can help to find ways to improve them, and to build better cities
- In the next session we will discuss about where they live

Home Assignment: Teachers would encourage students that on the way back from school to home, they notice all the people at work. They are to be encouraged to observe something or someone they had not noticed before.



Lesson Plan: Week 1 Day 2

Neighbourhoods

Classroom Inquiry Process	Resources
<p>Lesson Aims:</p> <ul style="list-style-type: none">• Students should understand how and where people from different walks of life live.• Students are exposed to different livelihoods. <p>Activity Title: De-briefing of homework (10 mins)</p> <p>The teacher would ask students to share their observations from the home assignment given in the last class. Then, the teacher may ask questions (like, who did you see? What were they doing? Why do you think you didn't notice them before?). Additionally, they may discuss the diversity of people who are seen on the streets.</p> <p>Activity Title: Neighbourhoods (40 minutes)</p> <p>The teacher would use the posters (same as last session) and divide the class into five groups and give them a poster and chart paper each. They are to see the poster and discuss among themselves - where do people shown in the posters might live?</p> <p>The teacher would give prompts for students to think about neighborhoods in which those people live.</p> <p>Prompts -</p> <ol style="list-style-type: none">a. Types of houses;b. Amenities available/missing;c. Possible advantages and challenges of living in such a neighborhood,d. Their food and health conditions. <p>Each group can write or draw their discussion pointers on the chart paper. They can share the important points that emerged in their group discussion verbally or visually show the chart to other groups.</p> <p>Activity Title: Conclusion (10 minutes)</p>	<p>Posters used in previous sessions, chart paper for each group, sketch pens.</p>

Activity Description:

The teacher can conclude the session by adding contextual examples or including following cues to make discussion more engaging.

Cues for Discussions -

- a. Migrants from a region tend to live closer together. Think about why? What could be reasons why people live where they do?
- b. Do you think some things change in/about the neighbourhoods over the years?
- c. Who else might live in these neighbourhoods?

Key concluding points for the teacher

- People doing different types of work, live in different neighbourhoods - their education, skills, and other factors affect their opportunities
- Neighbourhoods in the city have different levels of amenities and services
- Some of these pose challenges in everyday lives, and may need to be addressed
- Issues with work and life bring with them many other challenges
- Issues need to be understood
- In the next session, we will try to advance our understanding of issues.

Classroom Inquiry Process

Lesson Aims:

- Introducing students to social and economic aspects of their identity
- Highlighting the idea that there are many layers to an issue, and micro to macro connections

Activity Title: Get inside the Circle (20 minutes)

This is a warm-up game, the teacher would speak out loud some cues and students who agree with it, have to come inside the circle.

Examples of some cues are:

“Get in the circle...”

- a. “If you were born in this city”
- b. “If you have ever been to your native place”
- c. “If you know where your mother is from”
- d. “If both your parents are employed/working”
- e. “If your mother went to college”
- f. “If you have moved house in the city in the last 3 years”
- g. “If you think you have adequate water, sanitation, and facilities in your present house”
- h. “If you are sure you will continue studying after school”
- i. “If your friends live in similar neighbourhoods as yours”
- j. “If you know you have to take up a job as soon as you can”

The teacher can summarise by making the following points: the differences, for instance, why we live in certain neighbourhoods (affordability, convenience), why both parents *need* to work, and so on. We will understand some aspects of our lives through the next activity.

Activity Title: A Game called “But why? then what?” (40 minutes)

This is a conversational activity. The teacher would ask for two students to volunteer for a one-to-one discussion in front of the class. They are taken aside and briefed by the teacher about what they have to do. They sit facing each other. Student A starts with one sentence about any one thing that they did yesterday/ something that happened with them yesterday (For instance, I did not eat any dinner

yesterday / I missed my bus yesterday). Student B asks, 'But why?' Student A responds to this question. Student B again asks, 'But why?' This goes on for about 7-8 rounds or till Student A is unable to respond. For the next round, there is a reversal of roles. Student B starts with a statement about something that happened yesterday. Student A asks, 'Then what?' This continues for 7-8 rounds, or till Student B is unable to respond.

The activity will highlight how events that are part of our everyday lives have links with larger structural realities. The teacher can then invite 3-4 more pairs of students to demonstrate in front of class. Then, they may encourage students to do it in pairs.

Key concluding points for the teacher

- Similarities and differences in our lives, though we may be of the same age, studying in the same class
- Aspects of our everyday lives have larger causes and impacts
- We can think about these when we see what is happening in our homes, neighbourhoods, and city.

Week 2: Understanding Professional Social Work

Summary

The following week focuses on developing students' understanding of the different kinds of social work that we see happening in our surroundings, looking at the nature of that work and understanding the overall nuances of professional social work. Students would also look at the larger professional identity of social work and understand the ways in which it differs from charity work. The week would also focus on giving more real life examples of people involved in the field of social work and learning from their experiences.

Important Concepts

- Introducing different works associated with Social Work
- Landscape of professional social work
- Helping students understand the professional skills and values aligned with Social Work.

Learning Standards

In these sessions, the students will be able to understand

- What social work is commonly seen as
- Who all do social work
- Get introduced to the idea of social work as a trained profession

Who Does Social Work

Classroom Inquiry Process

Lesson Aims:

Introducing the different kinds of Social work that we see in society

- Understanding the nature of social work and how it benefits people

Activity Title: Mapping Social Workers in Community (30 mins)

Teachers would ask students to list out all the people in their community that they think are doing social work. The purpose is to map social workers in the community and understand the perceptions of the students regarding social work.

E.g. Students might think of a local politician as a social worker or a doctor doing a health camp as a social worker, or a person donating things on their birthday as social work.

Prompt question: During the pandemic, what did you see as actions where people were helping others?

De-brief: Commonalities among all the listed activities - helping nature, willingness to serve, doing good to feel good.

Activity Title: Introducing the Range of Social Work (30 mins)

Teacher may add to the earlier list the range of social work that happens in a community. The work may involve approaching authorities, being the voice of the community, raising awareness, advocacy. Teachers should ask examples of these kinds of social workers from students.

Teacher can introduce the concept of working with an individual, working with groups and communities and working towards advocacy for a larger good.

They can take a real-life example of an issue and show how different social workers engage with those issues at different levels. For example, a woman experiencing domestic violence in the household.

Firstly, the teacher may humanize the woman - either by giving the social descriptions or by encouraging the students to add some. Examples - She could be living in a low housing society, having received education till middle school, having ill health, knowing how to do stitching, concerned about her daughter's education.

Her issue could be understood in the micro-social world - what are the circumstances in the household and what are the personality characteristics of the person who is physically abusing her.

At the macro level, the issue could be understood as emerging from patriarchy in which women are forced to live with limited choices, power and control.

Teacher may ask students - what are the different ways in which the issue could be dealt with. Attention should be paid to highlight how charity could be different from social work approaches. Example - giving the woman a saree to help her feel better (is this what she needs?)

Now, the teacher could illustrate how at different levels issues like these are encountered and intervened by social workers.

- Caseworker - a social worker might help her one-on-one by listening to her, counseling her to receive safety and support or by helping her claim and access her rights.
- Group/Community Worker - a social worker might work with a group of women who are experiencing similar issues, by empowering them to have enhanced decision making, and control over their life situations.
- Activist - A social worker who might raise awareness about the issues women face and advocate for the improvement of their rights, political power and access to justice.
- Policymaker - A social worker who might develop or push for policies that promote equality of women in cultural, political and economic aspects of life.

Teacher will sum up the terms of helping, charity, philanthropy and social work.

Professional Social Work

Classroom Inquiry Process

Lesson Aims:

- Students should be able to understand and differentiate between charity work and professional social work
- Students should recognize the value of training and professional social work

Activity Title: Identifying Social Workers (20 mins)

Teachers display 5 posters of social workers working in different settings like case-workers, group-workers, school social worker, social worker in a hospital setting, community organizer, disaster relief work.

Teacher would then use each of the posters to discuss with students what kind of work they think the person in the picture is doing? For whom they might be doing this work?

Teachers can ask students to identify what kind of training different social workers might have had, what kind of spaces they are working in, and what could be some of the challenges in working in such spaces.

Activity Title : Mapping Social Work Practice (40 Mins)

Step 1 -

Teacher will be dividing students in groups. Each group has to think about the different worksites of social workers. They can make a list and write/draw some characteristics of these places. Example - hospital, school, panchayat. In school, there is a room where counselors sit, often across a table, for an individual to sit and talk.

Step 2 -

Here the teacher would debrief what students discussed and add some information.

Teachers would ask different groups to share. Then, they will add information about social workers that can be located in different settings and sites of practice. (a figure mapping social work to be developed, institutions, open communities, primary and secondary settings)

De-brief: What were some new sites that students didn't know before?

Step 3 -

Here, the teacher would introduce some of the terms and concepts associated with professional social work (standardised practice, knowledge base, association, code of ethics, accountability)

Step 4 -

Now the teacher would focus on 'Difference between social work and trained social workers'.

The teacher can establish social work as a profession and the need for trained social work professionals.

Discussion prompts -

- a. Is Social Work worth learning/training? (Commonsensical belief might be that Social Work is something everybody knows)
- b. How can the lack of training hamper a social worker's ability to work?
- c. What additional skills do you think a training can give social workers that is hard to learn otherwise?

The teacher should conclude by emphasizing that social work is specialized and complex work that requires specific sets of values and skills, most of them could be effectively taught through a training/education in social work.

Classroom Inquiry Process

Lesson Aims:

- Students would be exposed to a story of a social reformer.
- Drawing inspiration from the story
- Understanding each one “ can make a difference”

Activity Title: Drawing Inspiration from Individuals (30 minutes)

Students are divided into groups and the name of 2 Social Reformers (1 male and 1 female) from a list given to them. (They can be asked to pick up chits)

Students to look for information on the internet about them and prepare a presentation either through a role play or drawing on chart with symbols only, on these points

- the story of their life,
- who were they and
- what did they do of significance

Making a Presentation (30 minutes)

With the use of some supporting images, each group would tell the story of the two Social Reformers and how they overcame the challenges in their life to bring social reforms in their community or in society.

Based on the presentations, the teacher should facilitate a discussion in which the need for social change and the role an individual can play in society.

Home Assignment: Students to think about their own lives and what did they find as a motivation or inspiration.

Week 3: Understanding the Landscape of Social Work

Summary

The following week will allow students to explore the different issues that are present in their communities and their surroundings and the people who largely address these issues. Students will be introduced to the idea of organizations such as NGOs that largely revolve around solving these pertinent issues within the society and how the people who are associated with these organisations are intrinsically motivated. Students will also learn about the nature of impact that these NGOs and social workers make in the larger society.

Important Concepts

- Enabling students to landscape the social workers and non-profits around them
- Understanding the passion and commitment that drives social workers
- Helping students understand the professional skills and values aligned with Social Work.

Learning Standards

This week will orient students to:

- The diversity of social work practice.
- The impact organizations and individuals have made to society

Classroom Inquiry Process

Lesson Aims:

- To make students identify NGOs that work in their city on different issues
- To enable students to search for and map NGOs
- To develop a resource Directory to share with others

Activity Title: Mapping NGOs (60 mins)

Step 1: Classroom will be divided into 3-4 groups, and each group will be assigned a theme. E.g.: mental health, child rights, women's safety, environment conservation. Alternatively, students may choose their own themes too.

Students will be given access to the internet to search and identify the non-profits that actively work in their city.

Step 2: Students list the details of the non-profits with their contact information in a presentable form – a chart / poster

These details include what these NGOs do, where they are located and their contact details.

Step 3: All groups would compile their posters and create a directory which can be pasted in an accessible place in their school.

This would make the group aware of a few themes and NGOs working on them and share this information with their peers and the School.

Resources: Charts, colors, tape/board pins

Lesson Plan: Week 3 Day 2
Interaction with a Social Worker

Classroom Inquiry Process

Lesson Aims:

- To introduce students to a professional social worker to help them understand the nuances that accompany social work, and the passion that drives it.

Activity Title: Guest Lecture by a Social Worker / a film of an NGO (60 mins)

A resource person who works as a professional social worker will be invited to interact with students (either in person, or through video conferencing).

The resource person will be encouraged to share their professional journey and some anecdotes from their work life.

A few minutes will be kept for an open house so students can ask questions.

Teachers can encourage students to take notes which would be used for discussion in the next session.

Resources: List of Resource Persons who can be invited or Films about NGOs that can be shown (To be developed)

Mohd Taarique (Koshish), Mumbai
Geetanjali Babbar (Katkatha), Delhi
...

Lesson Plan: Week 3 Day 3
Skills of a Social Worker - Reflection

Classroom Inquiry Process

Lesson Aims:

- Based on the interaction with the Social Worker, students would identify skills of a social worker

This session is a continuation of the last session. Teacher would help students reflect on their interactions with social workers and identify the skills a social worker has (Eg. Passion/Drive, Perspective, Commitment of the speaker, outcome of their work, Contextualizing the skills – what they did, why they decided this work has to be done – skills in that context)

Activity Title: De-briefing the Interaction with Social Worker (60 minutes)

Step 1 - Collective reflection

The teacher can facilitate a discussion in the class on following prompts -

- What do you think drove the social worker to work in this space?
- Could you see the perspectives and commitment of the speaker?
- Why do you think they chose to do this work?
- What challenges do you think they face while they work?
- What do you think will be the outcome of their work?

Step 2 - Small group interactions

The teacher would divide the classroom into small groups. Each group has to brainstorm about some social issues in their city or the world and think about some social workers that they are familiar with, who are trying to address the issues. They may also use the internet to find more about the social issue and one or more social workers/organizations. Example - Students might know a social worker who comes to teach students who have dropped out of school.

These stories have to come out from the students based on their knowledge of their community and of the world that they might have read somewhere, seen on television/internet. These stories might be more relatable to students and would expand the idea of different types of social issues, and social workers.

De-brief: Teacher to reinforce the point that social workers have a passion to work as change agents and social work skills could be acquired through training and practice in the profession.

Week 4: Sensibilities and Skills of a Social Worker

Summary

The following week focuses on two of the key aspects of working with people: the value base and skills that we need to be aware of, and to develop. Students will be required to focus on the values that influence us to help others and take up their issues, the skills that an individual needs to develop to be able to take up these issues and the ethical concerns surrounding them. Students would also focus on how a set of values are different for every individual, a dilemma for one may not be for another.

Important Concepts

- Ethical concerns in Social Work practice
- Skills of Social Work practice

Learning Standards

- Students should develop a beginning understanding of the value base of Social Work, and why ethics are important in practice
- Students should be able to recognise and understand some core skills associated with Social Work

Classroom Inquiry Process

Lesson Aims

- To help students identify and demonstrate some core skills associated with social work

Activity Title: Role Play based on skills (60 mins)

Teacher would reintroduce the posters of social workers (same posters that were used in earlier session).

With the entire class, the teacher is to initiate a discussion asking students what a skill is, and to identify some unique skills that people in the poster might have in order to do their work. Each poster is briefly discussed.

The list of skills students would name can be displayed on board/chart. Example - A social worker communicates effectively, has empathy for people in need, knows how to work with different agencies and the like.)

Next, the teacher is to divide the class into 4-5 groups. Each group is to select one skill for demonstrating through a role play. Each group only knows the skill that they are focusing on, and not what the others are going to enact. After 15 minutes of preparation time, one or two groups are asked to perform their role-play demonstrating the skill they had chosen. The rest of the class can guess which skill is being enacted by each group.

Key concluding points for the teacher

- What is a skill?
- Comment on the role plays
- The session will continue on Day 2 of the week

Note: This activity is to continue for 2 sessions

Resources: Printed Posters of social workers 'in action'.

Lesson Plan: Week 4 Day 2
Skills of a Social Worker – Part 2

Classroom Inquiry Process

Lesson Aims

- To help students identify and demonstrate some core skills associated with social work

Activity Title: Presentation of role play (Continuation of Session 1 - all remaining groups can present. After all the groups have given their presentation, a debriefing activity will take place.

Activity Title: De-briefing discussion (10 mins)

The teachers would help students understand and recognize that the students already possess many qualities and skills associated with social work. The difference between a quality, and a skill is pointed out. The teacher is to emphasize that training in professional social work can help them strengthen skills.

Key points that can be highlighted by the teacher are:

- The skill that each group role played
- Some skills may be more visible than others. Take examples from the role plays - which were easy to guess, which ones were not
- Skills are valued in terms of the type of work/activity one is involved in

Key concluding points for the teacher

- We all possess certain qualities, and skills
- Working with people requires us to use them
- Once we recognise our qualities and skills, we can strengthen/develop them to match the requirements of the helping profession

Resources: Posters that were used for the previous session

Lesson Plan: Week 4 Day 3
Ethics of Social Work Practice

Classroom Inquiry Process

Lesson Aims:

- To introduce ethics related to social work practice
- To help students understand their rights as beneficiaries of social work

Activity Title: Ethical Dilemmas (60 minutes)

Step 1 - Introductory Discussion

The teacher speaks to the students about values that each of us hold close to our lives. Teachers can name some values, and invite examples from students - honesty, helping those in need, empathy, understanding others, and so on.

Teachers need to emphasize that even though values are aspirational and expected, when we are working with others, a dilemma can come from a situation where any of your values are challenged, or you have to take a decision. For example, you might think that a person is in need of help, but they are neither asking or approaching you to help them.

Step 2 - Group Work

The class is divided into six groups. Each of the following can be taken by two groups.

- When do we take pictures of others? What can go right or wrong with taking pictures of others?
- What are sensitive questions? What can go right or wrong with asking sensitive questions?
(In case students need, teachers may clarify what sensitive questions may sound like - example, asking someone whether or not they take any medicine for a critical disease)
- What have you noticed about people who are giving/receiving any kind of help? Are there some aspects to keep in mind when giving any kind of help to others?

Note - Teachers should spend time with each group and if/when the group is losing focus, bring back the attention to the ethical dilemma given to them highlighting that there is no absolute or right answer.

Teachers may also use examples from their lives or from school to establish the need and challenges of

holding our behavior true to the values we believe in. Example - Teachers can tell about an incident when they acted against a prescribed or expected value.

Step 3 - Concluding Discussion

The teacher would facilitate a discussion on the following scenarios:

- Photography must always be done with consent from the subject
- Not encroaching in other people's personal space and probing sensitive issues that they do not want to share
- Understanding that working with people comes with a responsibility of maintaining confidentiality, fairness.
- In events where things are distributed or donated, it is critical to maintain the dignity of the receiver.
- Being mindful in who we are giving our data to and for what purpose – ensuring that the data is not misused, and people's data are protected
- Value conflicts or dilemmas are part of the work

Key concluding points for the teacher

- Work to help others/address their issues must be accompanied by reflection
- Individuals may have different values and therefore what is a dilemma for one, may not be for another
- But the Social Work profession outlines values, and direction for practice. These need to be learnt, so that we are able to be conscious about them in our work.

Week 5: Experience of Social Work in Practice

Summary

The following week students will get a first hand experience of how an NGO works, they will be familiarised with how social work takes place in practice. The visit to the NGO will provide students with a better understanding of how these organizations take up the issues and the processes that are followed in order to resolve them. Students will also develop an understanding of the nature of impact brought about by these organizations and the individuals.

Important Concepts

- Enabling students to understand a few social issues and work done by NGOs
- Being able to see how social work is practiced
- Get an understanding of programs that NGOs do

Learning Standards

This session will get students to understand

- A few social issues in their city
- An exposure visit to an NGO to get a better idea of the issue and interventions

Becoming Familiar with Social Issues and NGOs

Classroom Inquiry Process

Lesson Aims: To get an idea of a few social issues and NGOs working with them

Activity Title: Learning about NGOs in my City (60 mins)

Step 1 - Becoming familiar

Teachers would share a List of NGOs- this can be done on one theme like environment or children or youth etc (from the annexure).

Divide students into 4-5 groups and each group would be assigned an NGO. Students in each group would check websites of the NGO and understand their theme, and work programs. Students can take 15 mins.

Step 2 - Each group can present for 5 mins to the larger class.

Step 3: After all groups present, Teacher to initiate a discussion on themes and a variety of programs. Teachers should be able to give students an idea about a few NGOs and their work. The one they are going to actually visit will not be included in this list. They also come up with new ideas of what more can be done.

Home Assignment: Read website of the NGO they are going to visit

Field Visit to an NGO

Classroom Inquiry Process

Lesson Aims:

- To introduce students to an NGO and give them an orientation to what work they do.

Activity Title: Visit to an NGO (60 mins)

Go for a visit to an NGO, listen to their activities and have an interaction session with the Team. The students should not be given specific instructions about what to observe, learn in particular.

In case, field visit is not logistically possible for schools, teachers may alternatively do the following activity.

Alternative Activity Title: Visit to an NGO (60 mins)

Students are to work in the same groups as last session. In the last class, they explored a social issue and how an NGO is dealing with it.

In this session, they have to creatively imagine, if they were to start and run a NGO, how would they go about it. They would take this entire session to discuss what kind of programs they would like to run as an NGO. Teachers would listen to preliminary ideas and give some feedback or prompts to think more.

If this activity is conducted, then the next session would exclusively focus on groups presenting their ideas about their NGO's.

Classroom Inquiry Process

Lesson Aims:

- Based on the NGO visit discuss insights and learnings

Activity Title: De-briefing of the NGO visit (60 minutes)

Teachers would initiate discussions and help students to make some notes about their experiences.

- What was the issue, the work being done and the challenges?
- What was the motivation of people they met?
- What is the need and value of this work?
- Share one new insight or learning, after the visit.

Students will record all of these observations and reflections in the worksheet provided in the handbook.

Week 6: Practicum - Know your community

Summary

This week, the focus is on students gaining knowledge about their neighborhood community through the practice of community mapping. Students are introduced to the concept of mapping as a method of studying the community and understanding its resources and dynamics. They form groups based on their neighborhoods and engage in the mapping exercise both inside and outside the classroom. Through this process, students interact with community members and gain insights into the strengths and limitations of mapping. The week concludes with a debriefing session where students share their learnings and reflections on the experience of mapping their community.

Important Concepts

- Enabling students to know their neighbourhood community
- Starting their learning about methods with which they can study a community

Learning Standards

In this week's sessions, students will:

- Learn by doing -and gain knowledge about their neighbourhood community
- Get introduced to mapping as a method of study of community

Know your neighbourhood Community

Classroom Inquiry Process

Lesson Aims:

- Providing students with the opportunity to gain knowledge about their community in a systematic manner
- Introducing students to mapping as a method of study of community
- This practicum could be a means to assess student learning from the module

Activity Title: Mapping the neighbourhood community (60 mins)

This exercise would be spread over the three sessions in the week, rather than being split day-wise.

Step 1: The students would be introduced to the mapping exercise through the following points:

- There is a difference between information and knowledge; the former can be gathered from various sources, but for the latter, one needs to interact with people and learn from them
- Gaining knowledge and deeper understanding about the neighbourhood community will allow you to go beyond the surface of what you see/already know
- In this session, we will discuss how to map a neighbourhood community

Step 2: The teacher highlights aspects of mapping - what kind of maps (need not be precise); purpose needs to be clear (to learn about the community - and answer key questions, such as where is particular facility located, who has access to it, where are gaps/inadequacies in provisioning of the facility etc.); who makes the map is important - if we sit in the classroom and do it, it will be different from going to the community and making it; if neighbourhood residents are part of the mapping, you could get more details and insights.

Step 3: Class is divided into 3-4 groups based on neighbourhoods that they live in. The attempt is to form groups with members who are familiar with certain neighbourhoods.

Step 4: Online visuals of maps are shown to the class.

Home Assignment: undertaking the mapping exercise

Resources: video clippings of community mapping exercises

Practicum - community mapping

Classroom Inquiry Process

Lesson Aims:

- To enable students to undertake community mapping

Activity Title: Students move into the field and work on mapping the community they have decided on (60 mins)

The students move out in their groups, and complete the task. They could do this in the class hour, or be given time off, and do it at their convenience, but before the next session

Home Assignment: community mapping

De-briefing about the experience of mapping

Classroom Inquiry Process

Lesson Aims:

- Based on the practicum, students would bring into the classroom their insights about the community, about the strengths and limitations of mapping.

Activity Title: De-briefing about the experience of mapping (35 minutes)

Based on their engagement with the mapping exercise, interaction with the community members, students would highlight key learning about the community, and about mapping.

They will discuss in groups or have a whole class discussion on the following points:

1. When would you use a community map?
2. What is important when undertaking community mapping? What do we need to keep in mind?
3. What do you think about community members' involvement in the mapping (Who gets involved? Who can you involve? What difference does it make etc.)
4. How was your experience with the community mapping project?
5. What would you do differently if you had to make the map again?
6. What insights did you gain from this community mapping project?
7. What are the strengths and limitations of using community mapping as a method?

They will also record their responses in the worksheet given in the student handbook

Activity title: Mind Map (25 mins)

Teacher will then recap all the topics covered in the module, and the students will create a mind map of all the important topics discussed in their handbooks.

Homework:

Students will reflect on the following questions:

1. What are the key actions that you will take after studying this module? Consider the knowledge and

understanding you have gained and think about how you can apply it to make a positive impact in your community or in addressing social issues.

2. Do you want to be a social worker? Reflect on your interest in social work as a potential career path. Consider the skills, qualities, and values required for social work and whether it aligns with your personal aspirations and goals.

1.3 Module Project

Community mapping allows the students to become familiar with the resources in their own neighborhood. By actively engaging in this activity, students will gain knowledge about their local community and learn about mapping as a method of studying communities.

Step 1

Present the following points to students to provide them with a basic understanding of neighborhood mapping:

- Explain the difference between information and knowledge, highlighting that information can be gathered from various sources, but knowledge requires interaction with people and learning from them.
- Emphasize that gaining knowledge and a deeper understanding of the neighborhood community will allow students to go beyond the surface of what they see or already know.

Step 2

Divide students into three to four groups based on the neighborhoods they live in. Encourage them to form groups with members who are familiar with their specific neighborhoods. Instruct each group to think about the following aspects of mapping:

- Discuss the different kinds of maps that can be used for mapping.
- Explore the purpose of conducting this mapping activity.
- Identify the associations, organizations, local institutions, and other facilities present in their neighborhoods.
- Determine the locations of these facilities.
- Consider who has access to these facilities.
- Identify any gaps or inadequacies in the provisioning of these facilities.
- Highlight the importance of involving neighborhood residents in the mapping process to gather more details and insights, contrasting the difference between conducting mapping solely in the classroom versus going out into the community.

Step 3

Instruct students to work within their groups and interview parents, elderly people, or other community members in their neighborhoods to gather information about different facilities within a 500-meter radius. Encourage them to use additional resources such as the internet or phone directories to supplement their findings. Students can also consider visiting some of these facilities accompanied by parents, elders, or classmates from the same neighborhood. During their interviews or visits, students should seek answers to the following questions:

- Identify the type of facility, such as an association, organization, local institution (public, private, or other), or any other relevant facilities.
- Determine the locations of these facilities.
- Explore the services provided by each facility.
- Investigate who has access to these facilities.
- Identify any gaps or inadequacies in the provisioning of these facilities.

Step 4

Once students have gathered information from different resources, instruct each group to create a map of their neighborhood based on the collected data. Students should submit their maps to you for review and assessment.

1.4 Formative Assessment Rubric

Competency	Descriptors	Level		
		1-2	3-4	5-6
Knowledge & Understanding	<p>We have discussed storytelling concepts ('bones and flesh', perspective, conflict, rising-climax-resolution). Do the stories use these concepts? We have also studied different stories and see how they 'work', why they are effective, why they appeal to us.</p> <p>Students' stories also need to work in the same way - the reader should be able to understand, the story should flow and have coherence</p>	<ul style="list-style-type: none"> - Description is very little - Multiple perspectives are used, there is a change of perspective in the story - there is no plot or plot is confusing - there is no conflict 	<ul style="list-style-type: none"> - there is some description so that we are able to imagine the situation - there is a single consistent perspective - there is a plot and conflict and these are brought to resolution. Handling may not be perfect, (eg. may be multiple plots and conflicts, which are not brought to proper resolution and completion, or climax may come too early) 	<ul style="list-style-type: none"> - There is rich description or effective use of media so that the situation comes alive - There is a consistent perspective. Since these are personal story, first person is usually more effective - There is a clear plot and conflict and these are handled well so that the story is effective
Critical thinking & Decision Making	<p>Story should be from the students' life - this requires students to think for themselves about the topic and rather than use or modify ready-made material from elsewhere.</p> <p>Is the story only a narration of a particular incident or does it have a larger theme (eg. love, good vs. bad, struggle for success). Is the storyteller able to show their own thinking and opinion in the way they tell the story? Does the storyteller show creativity in the way</p>	<ul style="list-style-type: none"> - Story is not from the students' life or is simplistic and basic and it is clear no thought has gone into it 	<ul style="list-style-type: none"> - Story is from the students' life - Story is interesting and we are drawn to it, we identify with the challenge or situation that is described - There is little or no creativity or originality in the way the story is portrayed - The voice of the storyteller is missing, we do not hear their opinion or their reflection 	<ul style="list-style-type: none"> - Story is from the students' life - Story is interesting and we are drawn to it, we identify with the challenge or situation described - The story stands out from the others in some way - The storyteller says something through the story, what they felt about the incident, their opinion or view of the world

	they tell the story (eg. flashback, jokes, choice of words)			
Presentation and Communication	<p>If verbal storytelling, did it have variation in pitch and speed or was it told in the same speed and tone. Story should not be above 4 minutes, should not be less than 2 minutes. Was the story more effective through use of media (eg. pictures) and what was the quality of the media used. What was the level of grammar and vocabulary</p>	<ul style="list-style-type: none"> - Speaking part of the storytelling did not have variation was monotonous - Story did not meet the length guideline - Vocabulary was at a low level with several grammar and spelling mistakes - No multimedia usage 	<ul style="list-style-type: none"> - Speaking part of the storytelling had some modulation that added to the story quality - Story met the length guideline - Vocabulary was acceptable and grammar and spelling mistakes were few - Multimedia was used, or story was effective even without multimedia 	<ul style="list-style-type: none"> - Speaking part of the storytelling was excellent with variations that added significantly to the story quality - Story met the length guideline - Vocabulary level was high and grammar and spelling mistakes were very few or none - If multimedia was used, it was of high quality and added significantly to story
Achievement*	<i>A student scores weighted average score of each of the above dimensions</i>	<i>A student scores weighted average score of each of the above dimensions</i>	<i>A student scores weighted average score of each of the above dimensions</i>	<i>A student scores weighted average score of each of the above dimensions</i>

1.5 Teacher Professional Development Guidelines

This Teacher Professional Development Guide is designed to assist with the delivery of professional development sessions about Social work

Objectives -

Objectives of the TPD Training in Social Work -

- a. To familiarize teachers with the landscape of social work and its role in our society.
- b. To introduce teachers to concepts and perspectives particular to social work like community, identity, empathy and more.
- c. To develop an in-depth understanding of professional social work, the skills and ethics of social workers.
- d. To enable teachers to first-hand experience some activities and discussions that they can facilitate with students.

Schedule of the training -

The training schedule is for three working days, each working day having 3 hours of active work.

Training on each day has been organized into three sessions of 60 minutes.

Overview of the training

Day 1

- | | |
|------------------|--|
| Session 1 | Focus: Understanding the Social World |
| Session 2 | Focus: Understanding Social Issues |
| Session 3 | Focus: Social Issues and Social Work |

Day 2

- | | |
|------------------|---|
| Session 4 | Focus: Professional Social Work and work sites |
| Session 5 | Focus: Skills and Ethics of Social Workers |
| Session 6 | Focus: Mapping NGOs in the city |

Day 3

- | | |
|------------------|--|
| Session 7 | Focus: Meeting a Social Worker |
| Session 8 | Focus: Preparing for Project |
| Session 9 | Focus: First week of Student Module |

Details of the sessions

Session 1 - Understanding the Social World

After introductions with participants and facilitators, the facilitator would show a small video (either to be projected on a large screen or could be seen on personal mobiles through a youtube link). This video shows a social worker named Vinni Arora who works with children in a low-income housing community.

Link for the video: [Story of Vimmi Arora - A golden social worker of india done great job for slums children](#)

Now the facilitator would use this video to bring attention to aspects of social life. They may ask questions based on the following prompts.

Questions to ask:

- Which part of the city is shown in the video?
- Who are the people/community who live in the areas shown in the video?
- What kind of job would people belonging to this community be doing?
- Why do you think they live there?
- What kind of intervention the social worker is doing in the area? Do you think it's useful?
- Why do you think the social worker is doing an intervention in the area?
- How do you understand the life and issues different people live with / what can you understand about the lives and concerns or issues that others are dealing with?
- How do you think they deal with the issues?
- What are the issues you see in the community you belong to?

The facilitator may also use examples from real-life situations or build upon the experiences shared by participants to develop a shared understanding of concepts of community, social identity, social issues and the need of intervention.

Session 2 - Understanding Social Issues

In this session, the facilitator would use simulation and real-world examples to bring attention to issues of inequalities, marginalisation and the need for support.

Activity - In physical mode teachers would be randomly grouped into groups of four. Then they would be asked to speak briefly among each other within their groups and find out something that their group has which is different from 'other' groups.

Now a set of questions are asked, and they are requested to step ahead and form new groups.

Possible questions -

- Teachers who can speak more than 2 languages?
- Teachers who have gone abroad?
- Teachers who worked when they were studying?
- Teachers, who have been seriously ill at some point in their lives?

The facilitator can use the activity to demonstrate individuals as social beings, with commonalities and differences that make us who are. It can also be highlighted that we as social beings are simultaneously part of many groups/identities.

In the next part of the activity, questions are focussed on students that teachers teach.

- Teachers, who have more than ten students have to work outside of school?
- Teachers, who have some students who don't have a space to study outside of school?
- Teachers, who have students whose parents do not care about their education?
- Teachers, who know at least one student who has been subjected to physical violence in their community?
- Teachers, who believe that at least half of their students would perform better if they have laptops and better access to digital learning?

These questions about students can help both, develop an empathetic understanding about the social world of students. At the same time, facilitator could highlight that there is inequality in access to opportunities.

The facilitator can get the group to develop a shared understanding of inequality in society and how it impacts those who are at the receiving end of marginalization.

Session 3 - Social Issues and Social Work

In this session, the purpose is to illustrate that social issues occur and could be understood through micro-macro systems and how social workers respond to social issues through different kinds of work.

The facilitator can take an example of a woman experiencing domestic violence in the household.

Firstly, the facilitator can humanise the woman - either by giving the social descriptions or by encouraging the participants to add some. Examples - She could be living in a low housing society, having received education till middle school, having ill health, knowing how to do stitching, concerned about her daughter's education.

Her issue could be understood in the micro-social world - what are the circumstances in the household and what are the personality characteristics of the person who is physically abusing her. At the macro level, the issue could be understood as emerging from patriarchy in which women are forced to live with the limited agency, power and control.

Now, the facilitator could illustrate how at different levels issues like these are encountered and intervened by social workers.

- Caseworker - a social worker might help her one-on-one by listening to her, counselling her to receive safety and support or by helping her claim and access her rights.
- Group/Community Worker - a social worker might work with a group of women who are experiencing similar issues, by empowering them to have enhanced agency and control over their life situations.
- Activist - A social worker who might raise awareness about the issues women face and advocate for the improvement of their rights, political power and access to justice.
- Policymaker - A social worker who might develop or push for policies that promote equality of women in cultural, political and economic aspects of life.

These discussions could be supplemented by showcasing some images of social workers (from the student module).

Session 4 - Professional Social Work and work sites

In this session, the commonsensical understanding of charity in society is presented in contrast to professional social work.

Activity - Each participant is asked to remember someone in their life/community who helps others. All these ideas are pooled together and a distinction is established between people who help (including politicians, business-owners, and philanthropists) and social workers.

This activity could be used to establish that professional social work involves training and adhering to certain ethical principles.

Session 5 - Skills and Ethics of Social Workers

In this session, the participants together will come up with the skills and ethics they feel are fundamental to social workers working with individuals, groups, communities and at the level of policy.

A fundamental ability is empathy - the willingness to understand the situation of the other from their perspective and effort to act on it.

A video is to be shown on Empathy - [Brené Brown on Empathy](#) In this video, Dr Brene Brown is trying to show what is the meaning of empathy and how it is different from sympathy.

What other skills do the group think a case worker needs, a group worker needs or an activist needs?

The facilitator may use charts to list down these skills specific to different social workers.

A case of ethics could be narrated or demonstrated to highlight how in real life, social workers deal with ethical challenges. Example - To help a person who seems to be in need, but refuses to accept it.

Once again, a list of ethical values could be co-created by the participants.

This could also be done in groups, in which different groups brainstorm on the skills and ethics of different social workers and present their work to others in the end.

Session 6 - Mapping NGO's in the city

Mapping NGO's around us

In this session, teachers undertake an activity that they are to facilitate with students.

Activity - Teachers are to work in groups and in half an hour, prepare a list of NGO's that work on specific themes. This list could be indicative.

Session 7 - Meeting a Social Worker

In this session, a professional social worker interacts with teachers sharing experiences of their work, aspirations and challenges.

If a professional social worker is not available, a video/documentary could be played.

(<https://www.facebook.com/hwnewsenglish/videos/world-homeless-day-how-koshish-began-and-why-safe-shelter-homes-are-important-ta/6478561255519607/>)

Session 8 - Preparing for Project

In this session, teachers get first-hand experience with projects that students are expected to prepare. The teachers would be asked to map the surroundings of their school boundaries - how is the boundary on all sides, What kind of buildings surround the school, Who are the people who live or work there, how is the access to school, how safe are the spaces next to schools for their students in terms of age and gender?

Session 9 - First week of Student Module

In this session, the facilitator orients teachers to the first week of the student module and demonstrates how activities could be facilitated.

The emphasis could be on specific preparations and pedagogical necessities that teachers might require for this module - empathy, critical thinking, facilitating difficult conversations, giving emotional support or seeking for help in case students face challenging emotions emerging from activities and discussions.

1.6 Student Workbook

Introduction

I.I World of Work

One of the components of the vision for Schools of Specialised Excellence (SoSE) is increasing exposure of students to careers and the world of work. However, career domains today are not straightforward and are becoming exceedingly integrated. Students require a multidimensional and interdisciplinary approach. Separately, the best education globally offers students abundant opportunities for project-based learning, development of higher-order thinking skills and development of soft skills.

The World of Work (WOW) course aims to address all the above requirements during the 9th and 10th grades for the SoSE schools of the Humanities stream. The course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module, paired with career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules. Each module is a 16 hour exploration and is delivered via discussions, expert guest speakers (‘masterclasses’), digital content, field visits, projects and assignments. These modules are critical in enabling SoSE students to make informed choices and prepare in advance to succeed in their chosen career pathways.

Students learn in various ways in the World of Work course. In developing the modules a priority has been to provide interesting and vivid teaching material including videos and presentations. Classroom discussions are an important part of the session and students learn from each other as well as develop their confidence and spoken communication. Expert guest speakers and field visits offer rare and privileged opportunities to experience a profession. Assignments and project work take them out of the classroom to engage with the environment they live in. These also demand developing time management, creativity, working collaboratively and good presentation skills. All this nurtures students for all round development and at the same time sets them up for success in their chosen area of specialization.

The role of the teacher in the World of Work is both challenging and rewarding, offering exciting opportunities for professional growth. While teachers may not be subject matter experts, their extensive training positions them as facilitators of student learning. Embracing this role involves stretching boundaries to familiarize themselves with a diverse array of skills and careers within the course. Engaging students in group and individual projects is a key component, requiring teachers to develop new skills in project facilitation and navigate the inherent ambiguity in project evaluation. Classroom discussions, another vital aspect of the course, demand adaptability to various formats.

This journey may necessitate teachers to step out of their comfort zones, letting go of traditional teaching methods in favor of innovative approaches—a humbling yet enriching experience. This presents an opportunity for teachers to explore new content areas and methodologies that can greatly benefit both them and their students. The true rewards lie in witnessing tangible growth and development in students, particularly in areas such as confidence, presentation, and communication. Simultaneously, teachers can anticipate significant personal and professional growth, making the journey in the World of Work an exciting and fulfilling one.

Assessment is an important part of the World of Work. The course is meant to be rigorous and not limited to the level of awareness-raising or exposure. The course delivers specific skills and concepts that the students are expected to understand, internalize and apply. The assessment framework has components of “Knowledge and Understanding”, “Inquiry and Exploration”, “Critical Thinking and Decision Making” and “Presentation and Communication”. Assessment of each module of WOW will draw from the above set of components and be tailored to the module. Internal assessment of the modules will be usually through the module project, while the summative assessment could be through a variety of formats including mini-project or different types of sit-down exams.

I.II Overview of the Curriculum

The World of Work course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module that is paired with one or more career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules.

The following table gives the full list of modules that will run in the World of Work curriculum.

Skill Area	Career Pathway 1	Career Pathway 2
Transmedia Storytelling	Journalism	Content Writer
Mapping and Visualization	Geographic Information System (GIS) Analyst	Urban Planner
Working with People and Communities	Social Work	
Enabling Learning	Teaching	
Justice and Constitution	Lawyering	Public Policy
Research and Critical Thinking	Academic Research	Marketing Research

The first 3 rows show the modules that run in 9th Grade and the next three rows the modules that run in 10th grade.

Below shows the classroom time allocation for the modules and the number of instructional days they will require.

S.No.	Modules	Suggested time allocation/Instructional days
Grade 9		
1	Unit 1: Transmedia Storytelling	16 hours/12 days
2	Unit 2: Journalism	16 hours/12 days
3	Unit 3: Content Creation	16 hours/12 days
4	Unit 4: Mapping & Visual Representation	16 hours/12 days
5	Unit 5: Geographic Information System (GIS) Analyst	16 hours/12 days
6	Unit 6: Urban Planner	16 hours/12 days
7	Unit 7: Working with People & Communities	12 hours/ 9 days
8	Unit 8: Social Work	12 hours/9 days
Grade 10		
9	Unit 9: Enabling Learning	12 hours/ 9 days
10	Unit 10: Teaching	12 hours/ 9 days
11	Unit 11: Justice and Constitution	16 hours/12 days
12	Unit 12: Lawyering	16 hours/12 days
13	Unit 13: Public Policy	16 hours/12 days
14	Unit 14: Research and Critical Thinking	16 hours /12 days
15	Unit 15: Academic Research	16 hours/12 days
16	Unit 16: Marketing Research	16 hours /12 days

Note the exceptions to the standard format: In two skill areas, “Working with People and Communities” and “Enabling Learning”, there is a single career module associated with the skill module. In these two

cases, the skill module runs for three weeks and the career module for three weeks. In these cases, the skill and career modules are tightly integrated rather than running as individual modules.

I.III Objectives of the curriculum

- To give the students a very wide area of exploration that leaves them with an understanding of the world of work at large. They are also shown interconnections between modules and clusters and realize the interdisciplinarity of the world of work.
- To develop a range of skills (the skills of the skill modules) that will continue to be useful to students in their future irrespective of the specific career path they choose.
- To give the students sufficient information and engagement with skills, careers and workplaces so that they can start a deeper process of focussed exploration in skills and professions as designed for the 11th & 12th grades. In a few cases, the students will have gained enough clarity from the course that they will make a decision on their own about their career goal and independently plan and work towards reaching it.
- To develop their ability to do independent work and thinking, to deliver projects, and work collaboratively.
- To develop skills of critical thinking and creativity.
- To enhance students' presentation skills in different modes and media.

I.IV Curriculum Framework

The course consists of a sequence of skill and career modules. These modules are grouped into related clusters. A cluster will contain a skill module and 2 (or 1) related career modules.

A skill module introduces the students to a particular skill or skill area that is widely required for many careers. In this course the students are introduced to 5 skill areas in the Social Sciences and Humanities which gives them a good range of knowledge. By practicing these skills, students develop themselves with a wide range of skills. Simultaneously they have the opportunity to find out if they have an aptitude for or interest in that skill. Discovering such interest and aptitude can be an enormous boon to the student - if they find a niche they are happy with, they start exploring and developing on their own and the future unfolds with ease and fulfillment. While it is not possible to develop a skill in-depth in the time available, the engagement with the skill does result in concrete learning outcomes.

Career Modules explore a career that is strongly connected to the skill in that cluster. Career modules explore the career from multiple perspectives:

Skills: The career module builds on the work done in the skill module to develop the skill further in the context of the particular career. For example the Journalism career module will take storytelling to the context of Journalism.

Career Roadmap: The career module will talk about way to join that career ie. what subjects to choose for 11th & 12th grades, what degree courses are appropriate, what are the premier colleges, what communities of practice exist, relevant skills to develop etc.

'A Day in the Life': The career module also gives students an idea of what work in that career looks like. Practitioner interactions are a very effective way to do this.

Is this for me?': The various interactions and experiences of the career module helps the student build some evidence for whether this is the direction they want to take. The intention is not however that the student should decide by the end of 10th grade.

Career modules will have sub-areas or may cover a career *area*. For example, Content Creation is a career area which covers careers in Graphic Design, Content Writing, Film-making and more. Journalism is

considered a career, but there are a wide range of sub-options by media and types of writing eg. news reporting, news analysis, photography, video journalism etc.

I.V About this handbook

This Handbook is written to provide all information, support and guidance the students need as they work through World of Work modules. This handbook aims to support student learning and reflection about Social Work as a career path. Social Work is about working with people - as individuals, groups, and communities. However, in this module, the thrust is on understanding people, their lives, social issues, and possibilities for social work practice with neighbourhood communities as a starting point. Deeper understanding of individual factors such as motivation, skills, and tasks, is initiated through focus on individual practitioners and organisations. This is the reason for the titles given to the Skill Module and the Career Module.

The handbook guides the students through the “Working with People and Communities” skill module, “Social Work” career module under the Working with People and Communities Cluster. It contains handouts and worksheets for students to use while going through the modules, and a student planner for the module to help them plan, organise and keep track of their work.

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Cluster III Module 1 and 2: Working with People and Communities, & Social Work

Credits

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Student Planner

Session	Topic	Objectives and Description
Week 1		
Session 1	Who Runs the city?	<ol style="list-style-type: none"> 1. Develop a preliminary understanding of different types of work. 2. Develop an understanding of the lives of people who contribute to building the city. <p><i>In this session, the students would be introduced to the different nature of work that people living in cities engage with; they will also reflect upon how a deeper understanding of their lives can help them improve it.</i></p>
Session 2	Neighbourhoods	<ol style="list-style-type: none"> 1. Students should understand how and where people from different walks of life live. 2. Students are exposed to different livelihoods <p><i>In this session, the students will focus on how the nature of work that one engages in influences the type of neighbourhood one lives in, the type of housing, amenities available/missing, and possible advantages and challenges of living in such a neighbourhood.</i></p> <p><i>They will also focus on what the different livelihoods of people are.</i></p>
Session 3	Understanding layers in an issue	<ol style="list-style-type: none"> 1. Introducing students to social and economic aspects of their identity 2. Highlighting the idea that there are many layers to an issue, and micro to macro connections <p><i>In this session students will focus on the social and economic aspects of their identity, how there are similarities and differences in their lives even though they belong to the same age group. Students will also focus on how the aspects of their everyday lives have larger causes and impacts.</i></p>
Week 2		
Session 4	Who does Social Work ?	<ol style="list-style-type: none"> 1. Introducing the different kinds of Social Work, and therefore, social workers, that we see in society 2. Understanding the nature of social work and how it benefits people

		<i>In this session, the focus will be on broadening students' understanding of social work by mapping social workers in their community and introducing them to the range of social work activities that contribute to the betterment of society.</i>
Session 5	Professional Social Work	<ol style="list-style-type: none"> 1. Enabling students to understand and differentiate between charity work and professional social work 2. Recognizing the value of training and professional social work <p><i>In this session the emphasis will be on the distinction between the lay person's understanding of social work, and trained social work, highlighting the importance of professional training, standards, and ethical considerations in the practice of social work. The activities aim to familiarize students with diverse roles of social workers in various settings, promote understanding of social work as a profession, and introduce key concepts related to social work practice.</i></p>
Session 6	Story of a Social Reformer	<ol style="list-style-type: none"> 1. Students would be exposed to a story of a social reformer. 2. Drawing inspiration from the story 3. Understanding that each one "can make a difference" <p><i>In this session the focus will be on educating students about the lives and achievements of social reformers; discussions on the importance of social change, and encouraging students to reflect on their own potential to make a positive impact in society.</i></p>
Week 3		
Session 7	Know your NGOs	<ol style="list-style-type: none"> 1. To make students identify NGOs that work in their city on different issues 2. To enable students to search for and map NGOs 3. To get students to develop a Resource Directory to share with others <p><i>In this session the students will develop an understanding about different social themes and NGOs dedicated to addressing them. The session will provide students with the opportunity to explore local resources and promote the sharing of information within the school community. By creating the directory, students will contribute to the dissemination of valuable information about NGOs and their contact details, fostering connections between students and organizations involved in social change.</i></p>

Session 8	Interaction with a Social Worker	<ol style="list-style-type: none"> 1. To introduce students to a professional social worker. 2. To help them understand the nuances that accompany social work and the passion that drives it. <p><i>The session will focus on interaction with a resource person; this activity will provide students with firsthand exposure to the field of social work. It will help them gain insights into the journey of a professional social worker, learn from their experiences, and develop a better understanding of some realities and complexities of social work practice.</i></p>
Session 9	Skills of a Social Worker	<ol style="list-style-type: none"> 1. Based on the interaction with the Social Worker, students would identify skills of a social worker <p><i>In this session the students will gain a deeper understanding of core skills associated with social work and the factors that drive social workers to engage in their work. It will allow them to recognize the challenges faced by social workers and the importance of developing the necessary skills and expertise to make a positive impact in the field.</i></p>
Week 4		
Session 10	Skills of a Social Worker – Part 1	<ol style="list-style-type: none"> 1. To help students identify and demonstrate some core skills associated with social work <p><i>In this session the focus will be on allowing students a deeper exploration of different skills. Through this activity, students actively engage in understanding and showcasing various skills relevant to social work. It encourages creativity, critical thinking, and observation skills while fostering an appreciation for the diverse range of skills required in the field.</i></p>
Session 11	Skills of a Social Worker – Part 2	<ol style="list-style-type: none"> 1. To help students identify and demonstrate some core skills associated with social work <p><i>In this session the students will reflect on their existing abilities, appreciate their potential for social work, and understand the importance of professional training in enhancing their skills for effective practice in the field.</i></p>

Session 12	Ethics of Social Work Practice	<p>1.To introduce ethics related to social work practice</p> <p><i>In this session the focus will be on understanding that ethical dilemmas are a natural part of social work, and professionals must be mindful of the values and ethical guidelines outlined in the field. Students will also understand that reflection, awareness of different perspectives, and adherence to professional values are emphasized as important aspects of social work practice.</i></p>
Week 5		
Session 13	Becoming Familiar with Social Issues and NGOs	<p>1. To get an idea of a few social issues and NGOs working with them</p> <p><i>In this session the students learn about NGOs in their city by researching and presenting information about specific organizations. They explore the websites of assigned NGOs, discuss their themes and programs, and brainstorm ideas for their own initiatives. The session promotes awareness of social issues and encourages students to think critically about making a positive impact in their community. Students will also engage in discussions, presentations and the overall work of NGOs, fostering a deeper understanding of their role in addressing societal challenges.</i></p>
Session 14	Field Visit to an NGO	<p>1. To introduce students to an NGO and give them an orientation to their work</p> <p><i>In this session students will have the opportunity to visit an NGO and interact with its team. They will gain insights into the various activities carried out by NGOs and the diverse roles played by people within them. They will learn that NGO work encompasses more than just direct field work with marginalized groups, including areas such as fundraising, advertising, social media management, networking, operations management, project management, and policy analysis. The visit allows students to understand the different dimensions of NGO work and the diverse skills required to address social issues effectively.</i></p>
Session 15	Insights from the Field Visit	<p>1. Based on the NGO visit, discuss insights and learnings</p> <p><i>In this session following the NGO visit, students will reflect on the issues addressed, the work being done, and the challenges faced. They explore the motivations of the people they met and discuss the significance and value of the work being carried out. They will also share one new insight or learning they gained from the visit.</i></p>

Week 6		
Session 16	Know your Neighbourhood Community	<ol style="list-style-type: none"> 1. Providing students with the opportunity to gain knowledge about their community in a systematic manner 2. Introducing students to mapping as a method of study of community 3. This practicum could be a means to assess student learning from module <p><i>In this session students are introduced to the concept of mapping their neighbourhood community. They will learn that information can be obtained from various sources, but knowledge requires interaction and learning from people. The purpose of mapping is to gain a deeper understanding of the community, identify facilities and access, and identify gaps or inadequacies. Students will also develop an understanding of the importance of involving neighbourhood residents in the mapping process for more insights.</i></p>
Session 17	Practicum - Community Mapping	<ol style="list-style-type: none"> 1. To enable students to undertake community mapping <p><i>In this session the students will focus on exploring and engaging with their local community to gain a deeper understanding of its dynamics. They will also learn about the importance of gaining knowledge and understanding beyond surface-level information by interacting with people in the community. The session will also focus on highlighting the aspects of mapping, including the types of maps, the purpose of mapping, and the significance of involving neighbourhood residents in the process.</i></p>
Session 18	Experience of mapping	<ol style="list-style-type: none"> 1. Based on the practicum, students would bring into the classroom their insights about the community, about the strengths and limitations of mapping. <p><i>In this session, students will focus on discussing the overall experience, insights gained, and the strengths and limitations of mapping as a tool for understanding and representing a community.</i></p>

People at Work

Look at the six pictures given below and answer the given questions:



https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRwGTtPWjCvgdLPIGB3o9IclxeVZG6TS4_GhrtMqE6d_S1trpZ8E9lZpoA6mzi9KDX0qn0&usqp=CAU

<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcR5Z2TbOfx2wwTi5OU194ijD0Pnqq04Jvan3Q&usqp=CAU>



https://isreview.org/issue/106/informal-economy-and-indias-working-class_/index.html



<https://www.bbc.com/news/world-asia-india-4126407>



<https://www.dreamstime.com/photos-images/indian-boy-selling-.html>



<https://scroll.in/article/929406/while-sri-lanka-has-grown-ri-cher-india-remains-a-lower-middle-income-nation>

Questions:

1. What kind of work do you think these people are engaging in?	
2. Do you know anybody who does similar work?	
3. What are some other works that the people living in cities engage with?	

Home Assignment

How do you travel from school to your home? (Do you walk, bicycle, take a rickshaw or bus or metro?)

On the way back from school to home, notice all the people at work. Write your observations below.

Observe something or someone you had not noticed before and write below.

Neighbourhoods

This is an exercise in imagination. Think about the people that you see in the posters shared in the class and answer:

- What are the types of houses and neighbourhoods they live in?

- What is the living situation of these people? What are the amenities that might be available or missing? (Electricity, water supply, access to schools and hospitals, connectivity to metro station and bus stop, drainage and sewage service, waste disposal)

- What do you think are the challenges and advantages of living in such conditions?

- What are the food and health conditions of the people living here?

Who Does Social Work ?

Answer the following questions based on your understanding and personal experiences. There are no right or wrong answers. This is an opportunity for you to express your thoughts and ideas. Take your time and write your responses in the space provided below.

1. What do you think is social work?

2. Have you ever seen any social workers? If yes, where and in what context? If not, explain what you think a social worker might look like or where you might encounter one.

3. What kind of work do you think social workers do? List some possible tasks or responsibilities they might have.

Social Issues

Answer the following questions based on your personal concerns and observations regarding social issues. Analyze the problem, identify the affected individuals or groups, and brainstorm possible solutions. Be reflective and creative in your responses.

- What is a social issue that you are concerned about? Choose a social issue that is most important to you and write it below.

- Analyze the problem/issue. Describe the social issue you listed above. Consider its causes, effects, and any other relevant aspects. Who are the people affected by this social issue? Identify the individuals or groups who are most impacted by the problem. Think about their experiences, challenges, and needs.

- What are the possible solutions? Brainstorm ideas for addressing the social issue you identified. Think about actions, policies, or initiatives that could help alleviate the problems and improve the lives of those affected.

Reflection

If you have interacted with a social worker or know of any social worker, answer these questions:

- What is the name of the social worker?

Name: _____

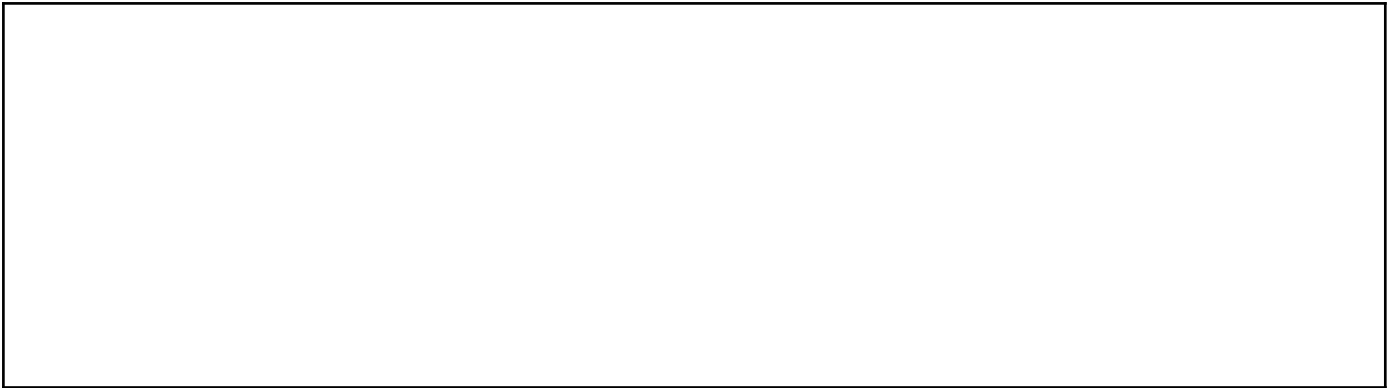
- Which organization do they work at?

Organisation: _____

- What do you think brought the social worker to work in this profession? What do you think keeps them motivated?

- What challenges do you think they face while they work? Think about the difficulties, obstacles, or emotional toll that this profession may present.

- What do you think will be the outcome of their work? Imagine the potential impact they can make in individuals' lives or communities as a whole.



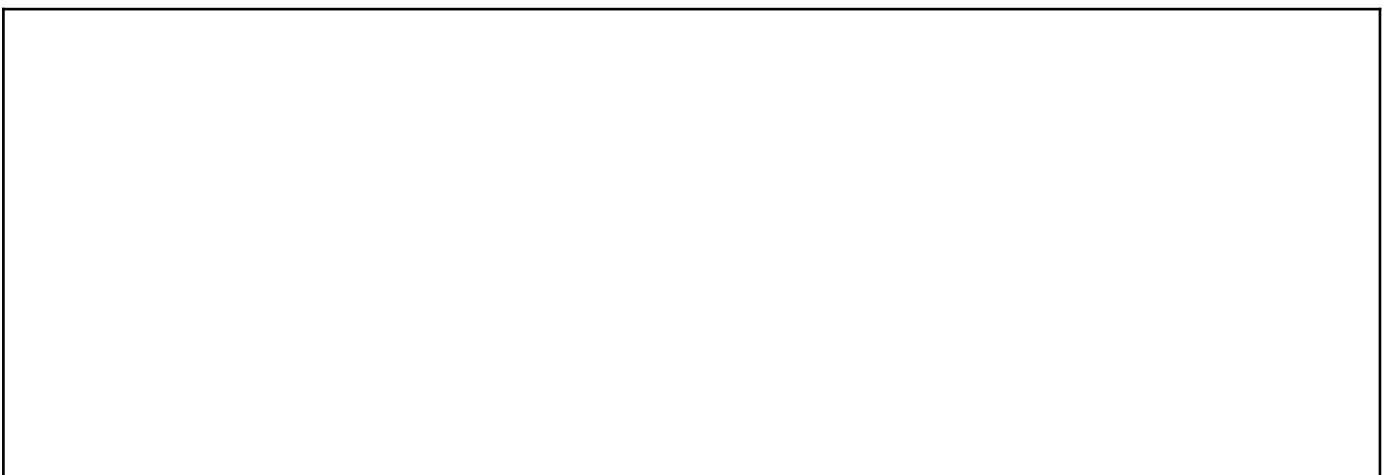
Now, let's take it a step further!

Divide yourselves into small groups and brainstorm social issues in your city or the world. Think about some social workers or NGOs that you are familiar with, who are trying to address these issues. Who are they? Note down what they are doing to address the issue (s)

❖ Social Issue 1 and Social Workers/NGOs Addressing the Issue:



❖ Social Issue 2 and Social Workers/NGOs Addressing the Issue:



❖ Social Issue 3 and Social Workers/NGOs Addressing the Issue:

Now, search online and find out who the social workers/NGOs are that work on the issues you are personally concerned about. Conduct research online or speak to people who might have information about the social workers/NGOs actively involved in addressing these issues, and fill in their details below.

Ethical Concerns in Social Work

Imagine you are a social worker who has been assigned to work with a diverse group of people documenting their stories through photographs/videos. A major part of your assignment also involves interviewing these people and getting to know them on a deeper level, understanding their culture, beliefs, values and norms. On the basis of the given information answer the following questions:

1. What could be the challenges or ethical dilemmas that might come up while photographing/taking videos of people?

2. How would you respect the autonomy and decision of individuals who do not wish to be photographed/ filmed and the conflict between the need to capture meaningful stories on one hand and the rights of the individuals?

3. What could be the challenges or ethical dilemmas that might come up while interviewing people?

Exploring NGOs

If you have visited an NGO, or observed any NGO, answer the following questions:

- What was the issue, the work being done and the challenges?

- What was the motivation of people you met? Reflect on their reasons for working in the NGO and the factors that inspire them.

- What is the need and value of the work being done by the NGO? Consider the impact and significance of their efforts in addressing the social issue they focus on.

- What did you gather about the importance of the training they received in Social Work?

- Share one new insight or learning you gained from your visit to the NGO or from your observations of the NGO. This could be something that surprised you, inspired you, or made you think differently about social issues and the role of NGOs.

[illegible]

Project: Community Mapping

Community mapping allows you to become familiar with the resources in your own neighborhood. By actively engaging in this activity, you will gain knowledge about your local community and learn about mapping as a method of studying communities.

Activity Description

Step 1

Read the following points to gain a basic understanding of mapping neighbourhood

- a. There is a difference between information and knowledge; the former can be gathered from various sources, but for the latter, one needs to interact with people and learn from them
- b. Gaining knowledge and a deeper understanding of the neighbourhood community will allow you to go beyond the surface of what you see/already know

Step 2

Divide yourself in three to four groups based on the neighbourhoods you live in, form groups with members who are familiar with your specific neighbourhood. Now as a group think about the following aspects of mapping -

1. What kind of maps can be used for mapping?
2. What is the purpose of doing this mapping activity?
3. What are the associations or organisations/ local institutions/ other facilities present?
4. Where are they located?
5. Who has access to these facilities?
6. Where are the gaps/inadequacies in the provisioning of the facility?
7. Who makes the map is also important: if we sit in the classroom and do it, it will be different from going to the community and making it; if neighbourhood residents are part of the mapping, you could get more details and insights.

Step 3:

1. In your groups, ask parents/ elderly people of the neighbourhood about different facilities that are present **within 500 m** in their neighbourhood. You can also refer to the internet or phone directory to get more information.
1. You can visit some of these facilities with parents/ elders/classmates from the same neighbourhood.
2. While asking about these facilities or visiting these places you need to find answers to these questions for each of them:
 - a. What type of facility is this?
 - b. Who provides/manages it?
 - c. Is this an association or organisation/ local institution (public/private/other)/ any other facility?
 - d. Where is it located?
 - e. What services do they provide?
 - f. Who has access to these facilities?
 - g. Where are the gaps/inadequacies in the provisioning of the facility?

Step 4

Based on the information you obtained from different resources, the group can make a map of your neighbourhood and submit it to the teacher(s).

Project Group Discussion

After you have submitted your project to the teacher, discuss your experience in your respective groups and answer the questions below:

1. When would you use a community map?

2. What is important when undertaking community mapping? What do we need to keep in mind?

3. What do you think about community members' involvement in the mapping (Who gets involved? Who can you involve? What difference does it make etc.)

4. How was your experience with the community mapping project?

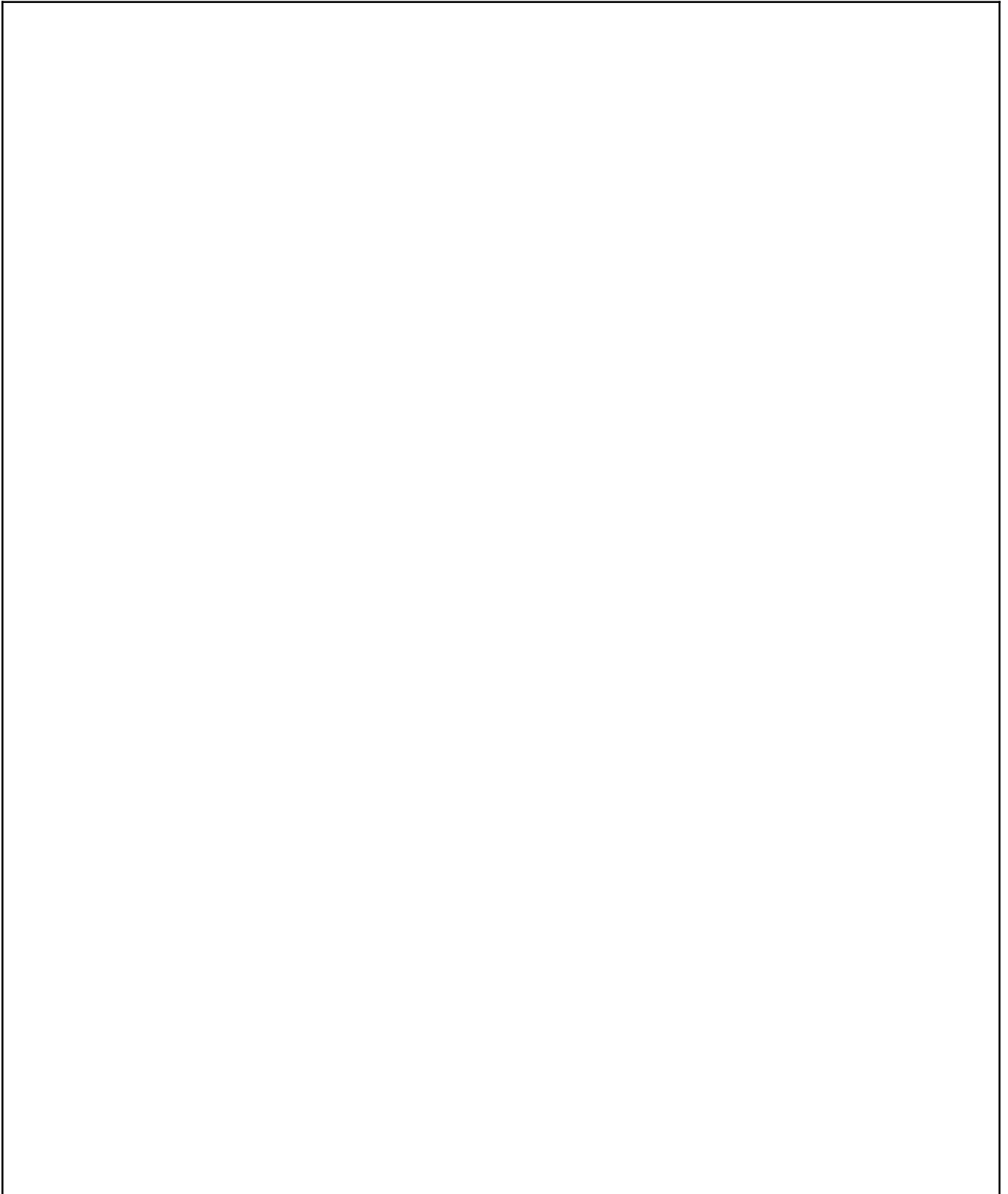
5. What would you do differently if you had to make the map again?

6. What insights did you gain from this community mapping project?

7. What are the strengths and limitations of using community mapping as a method?

Module Reflection

Create a mind map of everything that you have learnt in this module. This would be a diagram that shows what you learnt, and the connections between these learning points (for example, sequences, what led to the other, what was more significant, and so on).

A large, empty rectangular box with a thin black border, intended for the student to draw a mind map. The box occupies the majority of the page below the instructions.

- What are the key actions that you will take after studying this module? Consider the knowledge and understanding you have gained and think about how you can apply it to make a positive impact in your community or in addressing social issues.

- Do you want to be a social worker? Reflect on your interest in social work as a potential career path. Consider the training, skills, qualities, and values required for social work and whether it aligns with your personal aspirations and goals. If your answer is 'Yes', what could your next steps be towards preparing for this career path?