



## I Can, You Can

### Social Responsibility – Intermediate

#### What is Social Responsibility?

Social responsibility is the exercise that aligns with the beliefs of Ubuntu philosophy — ubuntu meaning humanity, but also understood as “I am because we are.” It is the idea that our innate human qualities are a product of the human bonds and relationships that we form in our communities. To be socially responsible is to strive for strength in a united community against injustices, to work for this ideal through selfless and kind behaviour towards one’s self and others and the belief that as communities, we are better together.

*An anthropologist proposed a game to children in an African tribe. He put a basket full of fruit near a tree and told the children that whoever got there first wins the sweet fruits.*

*When he told them to run, they all took each other’s hands and ran together, then sat together enjoying their treats.*

*When he asked them why they had run like that when one could have had all of the fruits for himself, they said “UBUNTU, how can one of us be happy if all the other ones are sad?”*

(Begoña Iñarra, Ubuntu – An African Philosophy, 2017)

#### Description

Students will participate in a role play activity to deconstruct the definition of social responsibility, practice sensitivity towards social, cultural, economic and environmental issues, and apply these ideas to every day social settings like visiting the grocery. Students will share how they felt during the activity when they recognized that their peers were in need of help, and how they were able to reflect on their abilities to improve the condition of their peers. Students will also reflect on how acting to benefit their peers (i.e., society) and not just themselves can be rewarding. By the end of this module, the idea of ethically validating decisions and actions before proceeding will be inspired.

#### Objectives

- Define social responsibility
- Reflect on personal abilities to create positive change
- Be inspired to continue understanding one’s role as an active member of society

## Materials and Supplies

- Paper
- Pens/pencils

## Activity (55 Minutes)

### Introduction (10 minutes)

- Create 2 groups of 5 people each: group A and group B.
- Everyone is to imagine that they are going grocery shopping.
- Group A must decide which individuals they will pair with to go grocery shopping and assist. Each person from group A must be paired with someone from group B by the end of the activity.
- Individuals in Group B will each be assigned one of the following roles:
  - Person 1B – Person is visually impaired.
  - Person 2B – Person does not have money, has not eaten in a few days, and is hungry.
  - Person 3B – Person cannot reach items on shelves at grocery store.
  - Person 4B - Person does not speak English.
  - Person 5B - Person is new to London and does not know how to use public transportation.
- 

### Small Group Discussions (15 minutes)

#### Group A

- Consider/list what difficulties each person in Group B may have while grocery shopping and what they need to overcome them.
- Consider your personal skills and if any of them will be able to help any of the people in Group B.
  - Languages you speak, physical capabilities, and anything else you have access to.
- Once you decide who you can help, prepare what you will list/tell/show us how you are going to help this person while grocery shopping
  - (ex. read prices of items to the person, translate for them, get the map of London transit for them/walk with them?)

#### Group B

- Consider/list what difficulties you think you may have at the grocery store in your assigned role.
  - What do you think you will want help with?
  - What will you not want help with?
- Consider how you feel asking for help from your peers at the grocery store: does it comfort you? Are you embarrassed?

- How can they make you feel better about the situation? How do you want them to treat you?

### **Presentation: Group A (10 minutes)**

- Each individual will be given 2 minutes to explain:
  - 1) Who they will help at the grocery store
  - 2) How they will help them
    - Give a few examples of tasks they can assist with

### **Presentation: Group B (10 minutes)**

- After hearing who will be helping you and what they will do to help you at the grocery store, respectfully reply to whether you think their help will be useful or if they failed to consider something that you would have liked better.
  - Each individual will have 2 minutes to share what they think

### **Consolidation (10 minutes)**

- Share that students in Group A demonstrated social responsibility:
  - Doing things to help others and not just ourselves
  - Thinking about if our actions are “right” or “wrong” before doing them
  - Reflecting on how we can improve the lives or conditions of others and recognizing that the tools to achieve that are not abstract or far-removed from our individual capabilities
- Questions to ask:
  - Knowing this, what is social responsibility to you?
    - Simply: What skills do you have that you are going to share with others at school and at home to help people?
  - Why is it important to/should we ask people if we can help them before we do?
  - Why is it important to take care of each other and the world we live in (environment) and not just ourselves?