

The Bullying Stops Here

Teaching Aids (Provided): N/A

Concept- Value Connection: Hitler came to power by projecting himself as a saviour of the masses who had been traumatized by the First World War and the economic and social aftershocks. He ruled as a dictator, persecuting, torturing, and enabling mass genocide through the infamous concentration camps

In a way, humiliation and harassment of others exists even in today's world at various levels, and even in the classroom in the form of bullying. Bullying can be in different forms - physical bullying, emotional bullying, cyber bullying, etc. Whatever be the form, bullying in schools is a definite no-no.

1. The teacher introduces the concept of bullying and its impact on the victim through the following activity:
The teacher takes a heart shaped paper and crushes it tightly. S/he explains just as a paper heart cannot return to its original smooth shape; bullying can cause irreversible damage to the victim's feelings. The mean words once uttered cannot be taken back.
2. If the teacher suspects that a few students may actually be bullying some other (s), S/he may specifically call those students (the bullies) to enact the role of how a victim would feel in such a situation.

Activity: Situation analysis and Brainstorming

Notes to the teacher:

1. Teacher describes a situation to the class
2. Follows with a brainstorming session with questions
3. Ends with a Follow-up activity - post discussion

Situation:

A new student has joined the class. He is a bright student academically and is also excellent at cricket on the sports field. The class leader has been the star student till such time as the new student joined the class. The leader is popular and has a group of students always surrounding him.

Feeling threatened by the new student, the class leader starts bullying and humiliating the new student. Rumours are also planted about the student and spread through the school. The new student slowly stops participating in the class and becomes withdrawn and reclusive.

Discussion Questions:

1. How would you act when you see a student being bullied in your school?

Possible answers: (More ideas from students are solicited)

- Inform adults and teachers about what is really going on
- Act as mentors and educate younger students on evils of bullying
- Support the bullied student and treat him/her with kindness
- Refuse to participate in the bullying, even if the bullies are friends

2. What would you suggest as possible ways to respond if you were the one being bullied?

Possible answers: (More ideas from students are solicited)

- Not showing anger or tears
- Calmly tell the bully to stop bullying or simply walk away
- Gather friends, stand up for each other and face the bully together as a group
- If a new student, talk to teacher or trusted adult
- Asking for support is not a sign of weakness, it is a wise decision

3. Write three sentences on how you would feel if you were bullied. (Open question)

Points to Ponder/reflect

- ❖ Bullying is neither normal nor acceptable behaviour
- ❖ The wounds from trauma of being the target of bullying can be quite extensive on both physical and emotional levels
- ❖ It is not just the students who are being bullied that are affected
- ❖ Students who bully others are also most likely to suffer from social or mental health issues of their own
- ❖ Increased awareness on the part of pupils, teachers and parents might go a long way in tackling the issue of bullying in schools

Follow up activity (optional)

Make 3 groups. Each group may create a poster on one of the topics below:

- a. Bullying is not okay
- b. Everyone deserves to be treated with respect
- c. We have buddies not bullies in this school. This is for display in the classroom/corridor.



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Annexure to Master Lesson Plan

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

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