

Students Privacy vs Parents Concern

Brief Description (Objective): Students will be able to accept parents' concerns while demanding privacy.

Concept- Value Connection: The Constitution grants several rights, one of them being the Right to privacy, so that citizens or their home cannot be searched, their phones cannot be tapped, their communication cannot be opened.

We live in an era where teenage students demand that they need more privacy. The desire for more privacy is a natural part of growing up. However, it can be hard for parents to let go of supervising every aspect of their child's life. Communicating the need for privacy to parents can be challenging for teenagers, but it is an important step in fostering a healthy parent-teen relationship. Open and honest communication is one of the effective ways to address concerns and build trust between parents and their children.

Notes to the Teacher: The teacher may conduct the role play by allotting the characters to students in the class.

Activity: Role Play

Students: "I need Privacy"

Rohit: Yaar, my mom keeps checking my phone. I understand normal things but she wants to monitor my chats and see my personal diary. She often overhears my conversation with my friends standing outside my room and visits my room on some pretext to listen to my conversation on the mobile with my friends. How can I get her to stop? I need some privacy.

Ramya: You know, my father wants to know who my friends are and with whom I go around. It is very irritating. Am I not entitled to some privacy?

Aryan: Same here yaar. My parents constantly check my belongings without my knowledge. It is very frustrating. How can I make them understand I need some privacy?

Sagar: I somehow fail to understand the concept of privacy that you all talk about. I share most of my secrets with my parents as I consider them my best friends. They have always been there for me when I need them and I appreciate their care and concern for me.

Vinod: Yes, I agree with Sagar. In fact my friends love to come home and my parents join us when we have a party. We all go trekking and my father makes all the arrangements.

Parents: "I am concerned"

Mr. Bose: I am very concerned about my son's safety. I know he gets carried away by what his friends say. I am forced to check his belongings to protect him from potential dangers, such as cyberbullying or substance abuse. Don't I have the right to do this as a parent?

Mrs. Srinivas: You know, in our families, we girls were never allowed to mingle with boys. But I find that there are many boys in my daughter's group of friends. I feel it is my duty to intrude to protect her from making mistakes. Isn't this my right?

Mr. Kulkarni: Of late, I find my son becoming more reluctant to share any information voluntarily. He was never like this earlier. I am worried he might be under the influence of peers or external factors. I had to resort to a few intrusive measures to gain insight into his life. What is wrong with that?

Mrs. Mehta: I completely understand your concern but while we bring up our children we need to change our roles from being a parent to that of a friend. I spend quality time with my son and we play tennis or chess together. I approach him if I need any help with the new apps on my phone and make my son feel important. I appreciate him when he acts responsibly and trusts him. I am vocal about my feelings without being too advising or authoritative. This approach has strengthened our relationship.

Narrator: “How do you handle it?”

A discussion in the class where two or three students can give their view points.

Conclusion by the narrator

- Creating a trust through constant communication about your plans with parents and assuring them that your request for privacy is not about hiding anything from them
- Demonstrating that you can handle the responsibilities that come with increased privacy by maintaining good grades and self-discipline
- Recognizing parents’ concerns about your safety and well-being and trying to understand where they are coming from
- Acknowledging that normally parents would not intrude unless they are really suspicious by something they have seen or heard
- Trying to meet them midway that respects both your need for privacy and their concerns

Points to Ponder/reflect:

- Privacy is a normal part of growing up and developing independence
- The need is to create a balance between teenagers’ need for privacy and parents' concerns for their safety and well-being
- Effective communication and understanding can help bridge this gap
- The goal is to lead a harmonious relationship with parents while navigating the teenage years



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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.