



Don Bosco Senior Secondary School, Nerul

DBSN MUN Report: 2025

Name of the Event: Value Education Programme

Grade: VIII A and VIII B

Sections: Middle School

Name of the Place: DBSS – Nerul, Multipurpose Hall 4th Floor

Conducted by: Tr. Parul Saxena & Tr. Shiny

Date of the Event: Wednesday, 10th September 2025

What did you learn?

Students learned to express and externalize their fears—helping normalize them rather than suppress them.

The programme catered to different learning styles and allowed students to connect emotionally and cognitively.

- ✚ Allowing students to name and share their fears
- ✚ Opens the space for empathy and support.
- ✚ Performing arts: Dance, Rap, Skit can help students embody courage and visually rehearse overcoming fear.
- ✚ The Counselor's interview spotlighted coping strategies and bridged emotional sharing with practical resilience-building.
- ✚ Audience participation (case-study questions) created reflective conversations and peer-driven problem-solving.
- ✚ Encouraging students to reflect - on stage or in discussion and fosters self-awareness and emotional resilience.

How is it relevant to your school context?

- ✚ **High prevalence of student anxiety:** Studies show around 40–75% of teens fear poor academic performance, peer pressure, or future uncertainty.
 - ✚ **Stage fright is common:** Emotional and physiological symptoms (e.g., dry throat, shaking) are widespread when students perform publicly.
 - ✚ **Arts-based interventions are effective:** Using creative formats, encouragement, and rehearsal builds confidence and reduces performance anxiety
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How will you apply it with students in the classroom/beyond?

- ✚ Invite students to create short videos, perform skits, write or perform rap or dance that symbolically represents their fears and paths to overcoming them.
- ✚ Begin each activity with deep-breathing exercises, positive visualization, or relaxation techniques to calm nerves
- ✚ Share anonymized “fear scenarios” in small groups, ask them to propose coping strategies—supporting empathetic problem solving.
- ✚ Integrate counselling sessions or interviews where students can learn coping mechanisms from professionals.
- ✚ Highlight student examples of confronting fears—either during school assemblies, newsletters, or class reflections—to reinforce positive role models.

What could have been better?

- ✚ Audio levels for music were suboptimal, potentially reducing engagement and performance quality.
- ✚ Anchor performance inconsistent: One anchor struggled with projection or stage presence, affecting pacing and audience attention.
- ✚ A few students mispronounced English words, which sometimes detracted from message clarity.
- ✚ Missing this ritual reduced the sense of formality and could have impacted audience reception and ceremony structure.

What was done well?

- ✚ The programme skillfully included videos, skits, dance, rap, and interviews—keeping engagement high and messages varied.
- ✚ Professional insight made the programme emotionally rich and layered in its approach to fear.
- ✚ The opening video was excellent—engaging, polished, and set the tone beautifully for the whole programme.
- ✚ The slides were not just supportive but exceptional in clarity, design, and relevance, enhancing understanding and immersion.
- ✚ Fear topics came directly from the students, making the programme authentic and personally relevant.
- ✚ The props were not merely supplemental—they stood at par with the performance, enriching storytelling, aiding immersion, and lending authenticity to the scenes.
- ✚ The students delivered their skit with impressive expressiveness—conveying emotions, intentions, and narrative clarity in a compelling way.
- ✚ The dance routines were flawlessly executed—fluid, expressive, and synchronized—enhancing the programme’s emotional depth and collective presence.
- ✚ The rap titled “*Fear Just Fades Away – Bring It On*” was a **big hit** — its energy, lyrics, and delivery captivated the audience and reinforced the theme of courage.
- ✚ Case-study engagement involved the audience directly, promoting reflection and

empathy rather than passive watching.

- ✚ The counsellor didn't just give an interview but also actively involved the audience—prompting reflective questions, guiding discussions, and inviting empathy. This transformed a passive audience into active participants and deepened the shared learning experience.

Do you have any suggestion?

As Value Education Assembly programmes are regular programmes throughout the year hence the students presenting the show should be given more practice and guidance regarding formal speech presentation.

Photographs:





