

A Scheme
On
NATIONAL ROLE PLAY COMPETITION

Background:

School education aims at all-round development of the learners. It enables them to acquire knowledge, develop concepts and inculcate attitudes, values and skills conducive to their intellectual development and also to their physical, psychological and social development. The achievement of these aims depends largely on the way the curriculum is transacted. Which is why, adoption of appropriate instructional approaches for providing comprehensive learning experiences to pupils is required. The instructional approaches for curriculum transaction as per NEP 2020 need to be experiential learning, art-integrated learning, sport-integrated learning and integration of technology and story-telling pedagogy for teaching different subject areas. The curricular approach which is popularly used by teachers in schools, is mainly cognitive and helps learners acquire knowledge, and at best, devise their own methods of learning, organizing and applying the knowledge which they gather or discover. It may not be very effective in relation to the non- cognitive learning objectives like applying critical thinking etc. for life skill, learning beyond intellectual development.

These objectives may be achieved more effectively with the application of instructional strategies that provide opportunities to learners for going beyond the process of passive listening and receiving information to that of thinking, reasoning, feeling and doing. In fact, “doing and discovering has been the natural and normal course through which the humankind has been able to gather, gradually to this day, the vast fund of knowledge about, and control over, various facts and events. By following the process of experiential learning strategy, it would be possible to make learning more absorbing, meaningful, experiential and stable.”

Life skills focused activities belong to a category of transactional strategies that has abundant potential to influence the non-cognitive learning. These activities strengthen and clarify the content transacted through the curricular approach and provide a variety of learning experiences that help learners enrich themselves by not only acquiring knowledge but also developing better understanding, positive attitude and the life skills.

Life Skills focused Curricular Activities:

Curricular approach may prove effective especially in an innovative area like population education, adolescence education and school health. Since these curricular areas are culturally very sensitive, integration in the school syllabi and textbooks will take a rather long time. But in view of the urgent needs, it is felt that the teaching of these curricular concerns may not be postponed further. In order to initiate the teaching in these curricular concerns forthwith, therefore, curricular activities can prove very handy. Moreover, even though the desired integration of these concerns is actualized, all its concerns may not be covered through textbooks of the subjects presently being taught at the school stage. Life skills-based activities will facilitate the coverage of entire content of these concerns.

Life Skill Development through Experiential Learning Activities:

Curricular approach has a special significance for these curricular areas. One of the main aims of these concerns are the development of life skills relating to adolescent reproductive and sexual health among learners, besides making them aware of and developing in them positive attitudes towards these concerns. These activities may be used as an effective pedagogical method to realize the objective of development of life skills among the learners. Appropriately designed activities aimed at skill development may provide opportunities to learners to participate in learning experiences on an individual basis or in groups. Since these activities lay special emphasis on *experiential learning*, learners will be engaged in a dynamic teaching-learning process, which will lead them to an active acquisition, processing and structuring of experiences.

1. National Competition on Role Play:

Under National Population Education Project, many co-curricular activities are being organized. Out of all Curricular activities, National Role Play Competition is an important one. It is found that all States/UTs, teachers, parents and students have a great interest towards this activity at every level.

2. Specific Objectives:

1. To promote Interactive participation of student for providing them opportunities for experiential learning for life skills development.

2. To Validate the strategies of the role play for development of ability to apply life skills in peer group situations.
3. To create enabling environment for effective transaction of holistic health in Schools.

3. What is Role Play?

Role play is an activity presenting a small spontaneous play which describes possible real-situations. In this activity participants imitate someone else's characters involved. Role play allows students to enact situations before they meet those in real life. It also gives them an opportunity to practice the application of life skills that are important for themselves to protect them from risky situations. As an educational activity, it provides opportunity to students for a truly experiential learning. It is different from the one-act-play, as role play is conducted without any script, without any costumes etc., whereas the one-act-play has to have a script.

4. Themes:

The following themes have to consider for National Role Play Competition:

1. **Growing up Healthy**
2. **Nutritious Food and Well-Being**
3. **Personal Safety (Physical, Mental, Emotional and Sexual)**
4. **Safe Use of Internet, Gadgets and Media Literacy**
5. **Substance Abuse and Its Causes and Prevention**

Under each theme, suggested situations have been prepared. Under each situation, the roles in brief have been explained. These roles are to be elaborated by the role players. Any situation under four identified themes given in appendix can be selected for Role Play.

5. Target group:

National Role Play Competition has to be organized by the implementing States/UTs for class-IX students studying in Government schools/ KGBV schools having class- IX can also participate.

6. Basic requirements:

6.1 Space

It will be organized for students of class-IX of the school. However, students from other

classes may be invited as audience. A hall/open space may be used for this activity.

6.2 Time

Each team could be given 5-6 minutes time for role play at every level.

6.3 Language

The language will be either in Hindi or English, since it is a National Level Competition

6.4 Number of Role Play Players

The number of role players in each situation can be 4 or 5. Efforts may be made to include at least one child with disability.

7. Guidelines for implementation:

This activity will be organized at five levels i.e., Schools, Block, Districts, States, Regional Level and National Levels. However, the number of levels from schools to district may be decided by the concerned implementing agency, keeping the expenditure into consideration. In States and UTs where the number of schools are limited, it can be organized at less than five levels. For every level, only one team will be selected for sending to the next level. For example, from every school, only one team will be sent at the block level and one team from block to the district level and from every district only one team will be sent at the State Level. Each State/UTs will send only one selected team at the Regional Level. There will be four Regional Level Role Play Competitions for all States/UTs. States/UTs to be involved at the regional level will be as the domain of each Regional Institutes of Education of NCERT. Two teams will be selected to the National Level Role Play Competition. However, from District Level onwards three teams (First, Second and Third) may be selected for giving the prizes. While organizing this competition, the following points may be considered.

A. Planning

1. Population Education Cell (PE Cell) has to translate the scheme, if need be, in their state/UT language.
2. Efforts needs to be made by PE Cell to widely disseminate the scheme to all secondary schools by PE Cell
3. PE Cell should organize sensitization programme with district level officials about the scheme and guidelines.
4. Date, time and venue for the role play should be fixed and communicated to all the

concerned persons well in advance.

5. PEC will also prepare and share the Dos and Don'ts of the competition during the sensitization programme. These Dos and Don'ts should also be shared at the time of competition.
6. Guidelines for judging the role play be shared and discussed before starting the role play competition.
7. For each situation 4 or 5 number of students, boys, girls or both should be identified to constitute a team for enacting the role play. The selection should not appear to be discriminatory in any way.
8. Specific theme may be assigned to each member of that group. Their respective roles may be explained properly. Each one of them must know and understand the specific ideas that he/she has to express while playing the assigned role.
9. When the teacher is assigning students their respective roles, he/she should make it clear to each one of them that while attitudes of all the characters are already defined, they should expand on their respective roles. There will not be any written script on different roles. The students should prepare their respective write ups and play their roles. In the presentation originality of thoughts and actions need to be reflected.
10. Students should be given appropriate time to be well for prepared with their respective roles and also for rehearsal.
11. No costumes will be used by the Role Players.
12. Local educational functionaries, parents and other community members may be invited to this activity. For wide coverage of this activity, local media both (electronic and press) may be invited to the role play competition.

B. Conducting the Role Play Competition.

1. The group enacting role play may be positioned according to the need of the situation of the role play. It should be ensured that the group is visible to the rest of the students, teachers, parents and others who will constitute the audience. The jury has to evaluate the team as per the criteria and the originality in terms of content, presentation, responding to the questions and summarization. Every team has to adhere to the allotted time above while performing role play.

C. Review and Feedback of Audience

1. Once all the members of the group have played their respective roles, the audience may be requested to make comments.
2. After the role play is over, the audience may be requested to ask question from the team.
3. It can be obtained on the effectiveness, strengths and weaknesses, and other relevant dimensions of the Role Play Competition.

8. Selection of Judges:

There will be three judges at every level. The persons selected to judge the Role Play may be drawn from the area of Health, Education and Performing Art. It is better that these persons represent both male and female and able to appreciate this area. The judges may be as follows at various levels:

- School Level:**
- (i) Principal
 - (ii) Two teachers nominated by the Principal
- District Level:**
- (i) DIET Principal or District Education Officers (DEOs)
 - (ii) Head master/Principal from the non-participating schools who has experienced in Adolescence Education (AE) or expert in AE.
 - (iii) Person having background in performing Art.
- State Level:**
- (i) Experts in Adolescence Education/ School Health and Wellbeing
 - (ii) Person with Education background (Educationist)
 - (iii) Person having background in Performing Art.
- Regional Level:**
- (i) Experts in Population /Adolescence Education
 - (ii) Person with Education background (Educationist)
 - (iii) Person having background in Performing Art
- National Level:**
- (i) Experts in Population / Adolescence Education
 - (ii) Person with Education background (Educationist)
 - (iii) Person having background in Performing Art.

9. Criteria for Evaluation of Role Play by Judges:

Each role play will be evaluated as follows by the judges:

	Marks
(i) Coverage of qualitative theme and situations	25
(ii) Presentation of Role Play	25
(iii) Reflection of Life Skills during Role Play	30
(iv) Questioning by the Audience (students, teachers and Jury members)	10
(v) Summarisation of the Role Play Theme by the Team	10
Total (Marks)	100

10. Monitoring and Feedback:

School Level: -Monitoring performa to be used for role play completion and follow-up. Every State/UT Project Coordinator has to prepare the detailed report of the role play stating the number of schools, number of participants, themes covered and the number of audiences attended the competition at various levels. The detailed report must be submitted while performing at the National Level.

11. Prizes:

There will be *no prize at the school and block level* competition. (The amount of prizes from district level in rupees for *per role player* is mentioned below)

- (i) Prize at District level-I (300/-), II (200/-), III (150/-),
- (ii) Prize at State level-I (500/-), II (300/-), III (200/-), and participation certificate.
- (iii) Prize at Regional Level – I (800/-), II (500/-), III (300/-) and participation certificate.
- (iv) Prize at National level- I (1500/-), II (1200/-), III (1000/-), and participation certificate.

12. Remuneration to Judges:

Remuneration to judges will be as per State/UTs norms in States and UTs and at the national level as per NCERT norms

13. Time Schedule:

Sr. No	Level of role Play Competition	Duration
1	School	July – August, 2023
2	Block/Zone	July – August, 2023
3	District	July – August, 2023
4	State/UT	August – September, 2023
5	Intimation to NCERT of State/UT winning team: (a) Name of participants (b) Address of selected school at State/UT level (c) Theme selected for competition (d) E-mail with mobile phone number of winning team school principal/escort teacher	30 September, 2023
6	Regional Level	December, 2023
7	National Level	3rd - 6th January, 2024

Theme 1: Growing Up Heathy

Situation: 1.1

Pooja, Sujatha, Abida and Radha are good friends. All of them are 13 years old and love to spend time with one another. They have so much to talk about, the new film, the new dress, homework, the boys in the class and just about everything. Yesterday, Radha seemed uncomfortable. She was having her periods and was concerned about staining her uniform. Last month, Sujatha's family had organised a big celebration in her honour as she had started her periods. Pooja recalled that three months ago, Abida had started her periods in school and had to borrow a sanitary napkin from her older cousin. Except Pooja, all her friends have started their periods. Is there something wrong with her? Pooja consulted with her lady teacher/ school counsellor and the lady teacher/ school counsellor responded that there is nothing wrong as it depends on puberty. Teacher also added that everyone has different puberty age, normal and it is a part of puberty process happens to girl.

Role Play: Its characters

Radha: She was having her periods and was concerned about staining her uniform.

Sujatha: She and her family were having big celebration in her honour as she had started her periods.

Abida: She started her periods in school and had to borrow a sanitary napkin from her older cousin.

Pooja: Pooja consulted with her teacher about what's wrong with her as all her friends have started their periods.

Teacher/Counsellor: Teacher claimed her and stated that nothing wrong as it depends on puberty and everyone has different puberty age, normal and it is a part of puberty process happens to girl. Nothing to worry if it happens to first time to any girl.

Theme 2: Nutritious Food and Well-being

Situation: 2.1

There are three friends in class IX. One is very studious and does not play at all. On the other hand, the other manages the time well for studies, sports, and yoga. The third friend is careless and spends most of the time on the computer, mobile and video games and not

participating in any class room or other activities. One day an officer from the education department visited their school and addressed the students how eating nutritious food and emphasized on balanced life style (yoga, meditation) help them in increasing their immunity. Teachers also started encouraging students to participate in sports and games. Then they realized where they were lagging. All of them started doing yoga, meditation and taking nutritious food from next day onwards.

Role Play: Its characters

First student: Skips meals study books all the time, not active in sport and yoga.

Second student: Careless, not active in other curricular activities, fond of fast food, play on computer or phone most of the time.

Third student: Eats healthy food, good in studies, takes active part in all co-curricular activities.

Education Officer: Interacts on stress free exam and discusses about the importance of food, yoga, meditation for overall development.

Teacher: Discusses the importance of balanced diet and encourages the students to participate in co-curricular activities. Teacher observes the change in their student's behaviour.

Situation: 2.2

A student of class IX is complaining to her mother and grandmother that why homemade food is given every day which is not so tasty as pizza and burger. The student told her grandmother that one of friend never brings lunch and always eats pizza, burger, momos etc. The grandmother explain that she wake up early in the morning always eat homemade, simple and healthy food and that's why she is fit at the age of 70. The junk food may be tasty but eating too much is not good for health. One day doctor came to their school for health check-up. The doctor noticed that many students including those who eat junk food looked pale, lethargic, anemic and have low eyesight. Doctor shared food charts showing the nutritious values and also discussed about the impact of such junk food on life style diseases. Then students realized that her mother and grandmother were right. They all promised that they will always take healthy food.

Role Play - Its characters

- First students:** Complain about the food given by mother.
- Grandmother:** Physical fit, follows simple and healthy food, shares view points and her thoughts in the grandchild.
- Second girl:** Pale, lethargic, and habitual of eating junk food
- Doctor:** Examines the students for health and physical well-being and motivates the students to eat healthy food.
- Mother:** Prepare healthy food for lunch.

Situation: 2.3

A student of class IX, good in studies till he got deeply involved in gadgets. One of his friends motivated him to play digital games. Due to too much engagements, academic performance has been going down and his weight was increasing. His mother is now concerned that he is spending too much time in gaming that is affecting his studies and health. She shared their concern with the teachers. Teachers organised a session for the students and discussions in the class for healthy and balanced use of smartphone/gadget/computer. The boy realised how his studies and health was affected by playing digital gaming. He goes to his friend who always invite him for a playing football.

Role Play: Its characters

- First boy:** He spends 8-10 hours playing games on smartphone/tablet/computer.
- Two friends:** They motivate him to play games and miss school.
- Mother:** The mother is worried and feels helpless about her son's health. She wants her son to spend time in studies and physical activities.
- Teacher:** Is supportive and encourages students to stay physically and mentally healthy.
- Friend:** Motivated him to play football help the first boy develop adaptive and positive behaviour skills.

Theme 3: Personal Safety (Physical, Mental, Emotional and Abuse)

Situation: 3.1

A child is studying in class IX. The child needs help in studies. The child scored low marks in first terminal exam. So, mother asked cousin brother for help. Brother agreed to help

the child. While teaching, cousin brother, tries to touch in ways that the child does not like and also say not to tell anybody. The child became quite and withdrawn. The mother noticed that her child has become very quiet and withdrawn and worried. In school, the child became reserved. When best friend asked the reason for the changed behaviour, the child told about the behaviour of cousin brother. The friend suggested to talk to the teacher. The child was hesitant at first but agreed to ask help from the teacher. The teacher speaks to the mother and discuss about how to deal with the situation carefully. The teacher also organized a session on safe and unsafe touch without hurting the emotions of the child who reported about the abuse. The teacher further assigned a student to help the child in the studies.

Role play: Its characters

- Child:** Is a Class IX student who needs help in Mathematics & Science. Takes help from cousin brother.
- Cousin brother:** Engages in inappropriate touching and does not want anyone to know about his act.
- Mother:** She is loving and concerned about the child who has become quiet and alone.
- Friend:** The friend Is good and concerned about the friend, encourages to seek help from the teacher.
- Teacher:** Is approachable and speaks with the mother on the sensitive approach and help the child to develop life skills. She also organized session on safe and unsafe touch.

Situation: 3.2

Three boys studying in Class-XI are friends. One of them lives in the neighbourhood of a girl studying in Class-X. The boy who is the neighbour of the girl is friendly. Whereas, the other two boys always stand in her way after school is over. These two boys are always teasing the girl. The girl feels upset of their behaviour. The girl shared this problem with her friend. She advised to discuss this problem with that boy who lives in her neighbourhood and who is also their friend. He discussed the issue with the boys about the after effects or consequences of such behaviour on both who are being teased and those who are teasing. Both the boys realized and all of them become good friends.

Role Play: Its Characters

First boy: He is a student of Class – XI, good behavior, and neighbourhood of first girl with whom with she shared her problem. He discussed the issue with the boys about the consequences of such behaviour.

Two boys: Friends of first boy and they tease the first girl every day.

First girl: Student of Class -X studying in Girls School who is upset of the behaviour of two boys.

Second girl: Friend of first girl who suggests speaking with first boy about his friends and their behaviour and wants helps in convincing the other two boys for not teasing her.

Theme 4: Safe Use of Internet, Gadgets and Media

Situation: 4.1

Three friends study in the same school. All are in class 9. The first boy is attracted to a girl of the same class. He came to know that today is her birthday. So, he downloaded her pictures from the Facebook and decides to make a collage to surprise her. He morphed the picture of the girl and shared the picture in his friend's group. One of his friend got shocked and explained him that such act is a serious offence of "cyber crime" which can invite legal action against him. He did not believe and thought he was making joke. He along with other friend gave the collage of photo to the girl. The girl was aware of cyber crime as she attended programmes conducted by her teacher inclass. The girl did not like this act. But she remained cool and explained to them the consequences of such act. The boy then understood and assure not do such thing in future.

Role play: Its characters

First boy: Boy likes a girl and wants to show his love towards her by downloading from facebook a collage of her photo by giving her. He considers social media a good way to know people. He downloaded the girls profile pictures and gathered her personal information from facebook without her permission. He was also not in the girl's friend list.

Second boy: A good friend of the first boy. He is well informed and frequently attends awareness programs to widen his knowledge arena. He tried saving his friend from committing asuch mistake.

Third boy: He is always does as per the wishes of second boy and have no assertive skills.

Birthday Girl: She is in class 9 from another section. She is a sensible and informed student. She also attends awareness programs very assertion in communication.

Teacher: She explained the legalities of online world, its advantages and consequences including POCSO Act.

Situation: 4.2

There are four friends studying in Class IX. Two friends, came across a news that a pill guarantees 20 kgs weight loss in 30 days while surfing a website. As a one stop solution to stop feeling bad about looks both ordered the pills. Third friend came across a similar advertisement of a health drink that can increase 6 inches height within 6 months and 100% result displayed on T.V. Being skeptical of the product, thought to buy later. Fourth friend received a message from Social Networking Platform that promises six packs in 30 days. Fourth friend thought logically that such drastic change cannot come in a short span of time, and ignore it. The next day all friends shared their experiences about the advertisement with one of the their classmate. She narrated how she becomes victim of such advertisement she shared how she got dark spots and pimples as side-effects from the product she ordered from one such advertisement. Other four friends relates to the situation. Two friend decided to discard those pills. Third friend decided not to buy and fourth friend shared how he used reason and logic to save oneself to become a victim of fake advertisement. All friends thanked her for saving them.

Role play: Its characters

First two friends: are in class 9 feel less confident due to overweight, wants to get rid of the feeling of uneasiness because of heavy weight and family pressure to loose weight.

Third friend: is concerned about physical appearance and wants a fast solution for it. Classmates teases in front of other friends because of the height. Being short in height and feels inferior to the people who have more height.

Fourth friend: uses logic and reason not to fall prey of fake advertisement.

Fifth friend: A class student shared her experiences how she was attracted by fake advertisement.

Theme 5: Substance Abuse and Its Measures

Situation 5.1

Vijay is a smoker. He acquired this habit under the influence of his friends, who suggested smoking as a way to relieve his stress. He is keen that his friends should also smoke. He tells Mujib and Manju “Hello, I have got cigarettes, come and have a smoke.” Mujib has no reservations about smoking. Rather he is curious and wants to experiment. He says, “Sure! Thanks, that’s great. I also want to try but did not get an opportunity though I was always fascinated whenever I saw adults smoking.” He is also thinking that if he does not smoke, others would mock him. He starts smoking and offers the cigarette pack to others. Manju knows that smoking may harm her, but she does not want others to think that she is not a part of the group, and hence she gives in. She says, “Yes, I would like to smoke. Otherwise, you may think that I am not brave enough to be a part of the group.” She takes one cigarette and starts smoking. Raju is convincingly against smoking. He says, “No chance! I do not need to smoke to prove that I am an adult and a bold person. I know that smoking is bad for my health as well as for others. I would not like to prove my adulthood at the cost of my health.” Ashok thinks that smoking one cigarette may not harm a person, at the same time he does not want to smoke. He is afraid that his action may make him a habitual smoker. He, therefore, refuses outright the cigarette offered by Vijay.

Role Play: - It’s Characters

Vijay: He is a chain-smoker and insist his friends to smoke with him.

Mujib: He is a passive smoker and curious to smoke in company of his friends

Manju: She knows that smoking may harm her, but she does not want others to think that she is not a part of the group, and hence she gives in.

Raju: He is totally against of smoking and he didn’t want to smoke at all to prove that he is capable of taking bold decision.

Ashok: He believe that one smoke with his friends will not at all harm his health condition. However, he didn’t wanted to smoke because he believed that smoking only for once will make him addict towards smoking.

Situation 5.2

A student of Class-IX once suffers from cold and cough and is advised by the doctor to take cough syrup. During illness, his three friends come regularly to see him in his hostel room. One

of his friend, taste the cough syrup and tempted to take it regularly. Later on he started buying from the chemist directly and becomes addicted to it. One day other friends come to his room and see many cough syrup bottles lying there. They become worried. All three friends decided to take him to the counselor. Counselor discusses the effects of addictions and helps him to come out of the situation.

Role Play: - It's Characters

First friend: First friend who is a student of class-IX affected by cold and cough and advised by doctor to take cough syrup. His three friends come to his room to see him during his illness.

Second friend: Second friend is tempted to taste the cough syrup and starts buying it from the chemist shop directly and consuming it regularly. He becomes addicted.

Third and fourth friend: They visit the room of the second friend and become worried seeing many bottles of cough syrup and discusses with the first friend. They decided to take second friend to the counselor.

Counselor: Counselor discusses the effects of addictions including that of medicine and helps him to come out of the situation.