

**A Scheme  
On  
NATIONAL ROLE PLAY COMPETITION 2020-21**

**Due to Covid-19 pandemic situation it is difficult to organize Role Play competition in a face to face mode and therefore, these may be organized by using virtual mode, keeping all the safety guidelines into consideration If possible may be done through video recording by selected schools**

**I. 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 State/UTs, teachers, parents and students have a great interest towards this activity at every level.

**II. Specific Objectives:**

1. Interactive participation of student providing them opportunities for experiential learning for life skills development.
2. Validating 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 Adolescence Education in Schools.

**III. What is Role Play?**

Role Play is an activity presenting a small spontaneous play which describes possible real life situations. In this activity participants imitate someone else's characters involved. Role Play allows students to enact situation before they meet those in real life. It also gives them an opportunity practice in the application of life skills that are important for themselves to protect them from risky situations. As an educational activity it provides opportunities 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.

**IV. Themes:**

The flowing themes have to consider for National Role Play Competition.

1. **Nutritious food and well being.**
2. **Personal safety (Physical, Mental, Emotional and Sexual)**
3. **Safe use of internet, gadgets and media literacy**
4. **Substance abuse and its causes and prevention**

Under each theme, suggested situation 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.

#### **V. Target group:**

National Role Play Competition has to be organized by the implementing states/UTs for **class –IX** student studying in Government schools/KGBV schools having class-IX also participate.

#### **VI. Basic requirement:**

##### **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**.

#### **VII. Guidelines for implementation:**

This activity will be organized at Schools, DEO, Districts, States and National Level. For every level, only one team will be selected for sending to the next level. For example from DEO level only one team will be sent at the district level and from every district only one team will be sent at the State Level. Each **State** will send only one selected team at the **National** Level. 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. For each situation 4 or 5 number of students, boy/girls should be identified to constitute a group for enacting the role play. The selection should not appear to be discriminatory in any way.
2. Specific theme may be assigned to each member of that group. Their respective roles may be explained properly. Each one of them knows and understands the specific ideas that he/she has to express while playing the assigned role.
3. 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.
4. Students should be given appropriate time to be well prepared with their respective roles and also for rehearsal.
5. **No costumes will be used by the Role Players.**
6. 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.
7. Date, Time and venue for the role play should be fixed and communicated to all the concerned persons well in advance.

## VIII. Selection of Judges:

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

**Schools 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 school 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

(ii) Person with Education background (Educationist)

(iii) Person having background in Performing Art.

## IX. Criteria for Evaluation of Role Play by Judges:

Each role play will be evaluated theme as follows by the judges. **The decision of the jury will be final at every level.**

	<b>Marks</b>
(i) Coverage of qualitative theme and situation	30
(ii) Presentation of Role Play	25
(iii) Reflection of Life Skills during Role Play	40
(iv) Participation of differently abled child	5
<b>Total (Marks)</b>	<b>100</b>

#### **X. Monitoring and Feedback:**

School Level :- Monitoring performa to be used for Role Play and follow- up

#### **XI. 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 National level- I (1000/-), II (700/-), III (500/-), and participation certificate.

#### **XII. Remuneration to Judges:**

Remuneration to judges will be per National and State/UTs norms

#### **XIII. Time Schedule:**

<b>Sr.No.</b>	<b>Level role play Competition</b>	
1	DEO LEVEL	November-December 2020
2	District	<b>31.12 2020</b>
3	State/UT	<b>10.01.2021</b>
4	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	<b>10.01.2021</b>

## **Theme-1: Nutritious food and well-being**

### **Situation1.1**

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 about the importance of taking nutritious food and emphasized on balanced life style (yoga, meditation). Teacher also started encouraging students to adopt healthy life style. Then they realized where they were lagging and both 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 sports 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 1.2**

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 his/her friends never brings lunch and always eat pizza, burger, momos etc. The grandmother explains 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 advised them to take simple healthy food & avoid junk foods like pizza, burger, momos etc. and emphasised on the importance of doing yoga, meditation daily for good health. The students then realized that her mother and grandmother

were right. They all promised that they will always take healthy food and will do physical exercise and yoga.

### **Role Play: It's Characters**

**First student:** Complain about the food given by mother.

**Grandmother:** Physically fit, follows simple and healthy food, shares view points and her thoughts to 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 on importance of yoga, meditation and healthy food.

**Mother:** Prepare healthy food for lunch.

### **Situation: 2.3**

A student of class IX , good in studies, still he got deeply involved in gadgets. One of his friends motivated him to play digital games. Due to too much engagement, 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 smart phone/gadget/computer. The boy realised how his studies and health was affected by playing digital gaming. He goes to his friend who always invites him for a playing football.

### **Role Play: Its Characters**

**First boy:** He spends 8-10 hours playing games on smart phone/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-2: Personal safety (Physical, Mental, Emotional and Abuse)**

### **Situation: 2.1**

A child is 15 years old, studying in class IX. The child needs help in studies. This time child scored low marks in mathematics and science. 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 talking 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 further assigned a student to help the child in mathematics and science.

### **Role Play: Its Characters**

**Child:** Is a 15 years old, 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 quite and alone.

**Friend:** Is good and concerned about the friend, encourages seeking help from the teacher.

**Teacher:** Is approachable and speaks with the mother on the sensitive approach and help the child to develop life skills.

### **Situation 2.2**

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 good. 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.

### **Role Play: Its Characters**

**First boy:** He is a student of Class – XI, good behaviour, and neighbourhood of first girl with whom she shared her problem.

**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 3: Safe Use of Internet, Gadgets and Media**

#### **Situation 3.1**

Three friends study in the same school. All are in class IX. 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 face book and decides to make a collage to surprise her. He made the collage and showed it to one of his friends. 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 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 face book 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 face book 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 such a mistake.

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

**Birthday Girl:** She is in class IX 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 : 3.2**

There are four friends. They often come across some fake advertisement via various medium. Two friends came across news that a pill guarantees 20kg 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 friends came across a similar advertisement of a health drink that can increase 6 inches height within 6 months and 100% results displayed on TV. Being skeptical of the product, thought to buy later. Fourth friend received a Whats App message 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 experience about the advertisement with one of their classmate. One of their classmates 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 friends 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 IX, feel less confident due to overweight, wants to get rid of the feeling of uneasiness because of heavy weight and family pressure to lose weight.

**Third friend:** Is concerned about physical appearance and wants a fast solution for it. Classmates tease in front of other friends because of the height. Being short in height, 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 4: Substance Abuse And Its Measures**

#### **Situation 4.1**

Four friends went out on a picnic party. They wanted to drink alcohol but one of the friends is in dilemma whether to drink or not. He thinks that if he does not drink, his friends may dislike. It may lost his friendship. But on the other hand, he is conscious that nobody drinks in his family. He is also aware that drinking alcohol is harmful for health.

#### **Role Play: Its Characters**

**First boy:** First boy is an adolescent who along with his friends going in a Picnic Party out of his locality. He proposes his friends to drink and enjoy the Party.

**Second boy:** Second boy a friend of first boy denied. But first boy compelled him saying in this locality nobody will know what they are doing here and secondly as they are growing fast to be an adult they should behave like adult and drink alcohol.

**Third boy:** Third boy a good friend of first and second boy who always use to support first boy. He also supports him and tries to convince second boy to drink alcohol.

**Fourth boy:** Friend of first boy and third boy. He is astonished by the proposal of first boy to drink alcohol in the Picnic Party. He argues and does not drink alcohol. He knows that drinking alcohol is harmful to health. He rather tries to convince them not to drink.

**Father and Mother:** Second boy's parents. Who are very friendly to second boy? Their behaviour and attitude come to rescue second boy from his dilemma in flash back.

#### **Situation 4.2**

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 friends, 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.

#### **Role Play: Its 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 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 addiction and helps him to come out of the situation.