

A Scheme On National Role Play Competition in Population Education

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 are generally categorized as curricular and co-curricular. 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 same process as the teaching learning strategy it would be possible to make learning more absorbing, meaningful, experiential and stable.”

Co-curricular 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.

Co-curricular Activities and Adolescence Education

Co-curricular approach may prove effective especially in an innovative area like adolescence education. Since adolescence education is a new curricular area and has 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 this curricular concern may not be postponed further.

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In order to initiate the teaching in this curricular concern forthwith, therefore, co-curricular activities can prove very handy. Moreover, even though the desired integration of adolescence education is actualized, all its concerns may not be covered through textbooks of the subjects presently being taught at the school stage. Co-curricular activities will facilitate the coverage of entire content of adolescence education.

Life Skill Development through Co-curricular Approach

Co-curricular approach has a special significance for this curricular area. One of the main aims of adolescence education is the development of life skills relating to adolescent reproductive and sexual health concerns among learners, besides making them aware of and developing in them positive attitudes towards these concerns. Co-curricular activities may be used as an effective pedagogical method to realize the objective of development of life skills among the learners. Appropriately designed co-curricular 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.

National Competition on Role Play

Under National Population Education Project, many co-curricular activities

are being organized. Out of all co-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.

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.

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 situations 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.

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Themes

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

1. Healthy relationships among adolescents
2. Charms and challenges of adolescence
3. HIV/AIDS: “stigmatization” and vulnerability of adolescents
4. Cause and impact of drug abuse.

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

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. If there is any special child in this in your school, opportunities be provided to become a part of Role Play Compe

Basic requirements

5.1 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.

5.2 Time

Each team could be given 6-8 minutes time for role play at every level.

5.3 Language

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

5.4 Number of Role Play Players

The number of role players in each situation can be 4 or 5.

Guidelines for implementation

This activity will be organized at five levels i.e. Schools, Block, Districts, States, Regional Level and National Level. 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 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 30 States/UTs. From each Regional Level, 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. For each situation 4 or 5 number of students, boys/girls should be

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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 must know and understand 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 writeups 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.

B. Conducting the Role Play Competition.

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 by the rest of the students, teachers, parents and others who will constitute the audience.

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 discuss the points made by different actors.
3. It can be obtained on the effectiveness, strengths and weaknesses, frequency and other relevant dimensions of the Role Play Competition.

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, Language and Performing Art. It is better that these person represent both male and female and able to appreciate this area. The judges may be as follows at various levels:

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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
- (ii) Person with Education background (Educationist)
- (iii) Person having background in Performing Art.

Regional Level

- (i) Experts in Adolescence Education
- (ii) Person with Education background (Educationist)
- (iii) Person having background in Performing Art

National Level

- (i) Experts in Adolescence Education
- (ii) Person with Education background (Educationist)
- (iii) Person having background in Performing Art.

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	35
(iv) Effectiveness of evaluation between Role Play and Audience	10
(v) Participation of differently able child	05
Total (Marks)	100

(The decision of the Jury will be final at every level.)

Preparation required

National Level

- (i) Orientation of Project Staff.
- (ii) Preparation of Scheme on Role Play.
- (iii) Dissemination of the scheme.
- (iv) Preparation of Plan of Action.

State Level

- (i) Translation of the scheme on Role Play.
- (ii) Dissemination of the scheme to all secondary schools.
- (iii) Sensitization of district level officials
- (iv) Preparation of Plan of Action (Day, Venue etc.)

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Monitoring and Feedback

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

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 (1000/-), II (700/-), III (500/-), and participation certificate.

Remuneration to Judges

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

Time Schedule

S.No.	Level of Folk Dance Competition	Duration
1.	School	July-August, 2016
2.	Block/Zone	July-August, 2016
3.	District	July-August, 2016
4.	State/UT	August-September, 2016
5.	Intimation to NCERT of State/UT winning team: (a) Names of participants (b) Address of winning team school (c) Theme selected for competition (d) E-mail with mobile phone number of winning team school principal/escort teacher	30 September, 2016
6.	Regional Level	November, 2016
7.	National Level	December, 2016

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Theme - 1 : Healthy relationships among adolescents

Situation 1.1

Sharada and Vishal live close by and have been friends for many years. They are studying in Class XI in the same school. Recently, Vishal sent a greeting card expressing his love for Sharada. She is confused about her feelings for him. She feels that she needs more time to decide. She discussed this matter with her three friends. However, Sharada is worried that if she does not respond now, she may lose Vishal as a friend.

Role Play: It's Characters

Sharada: Sharada is a close friend of Vishal for many years and currently studying in the same class

Vishal: Vishal first time expressing his love by sending a greeting to Sharada

Three Friends: Friends are confused about this matter and unable to suggest Sharada.

Situation 1.2

Amrita who is a visually challenged, studying in class IX. She is preparing for the school's annual function. Amrita was taking part in the classical dance, while her classmates Anita, Simren and Farah are in the play. All other students are very excited. One day Anita said mockingly to her, "You are blind and dark. You will need additional light and support to perform visible on the stage." Amrita did not reply her. Farah felt bad for Amrita and said, "You dance so well. Why don't you use a fairness cream, to get a fair complexion? Can you imagine how nice you will look on the stage if you had a lighter complexion?" Amrita smiled and said, thank you, Farah. I appreciate your concern but I am happy with myself and complexion as it is. My teacher and I are working hard on my dance practice and I am confident that our efforts and your good wishes will lead to a good performance. Teacher was listening the conversation and appreciated her confidence.

Role Play: It's Characters

Amrita: She was preparing for annual dance competition. Though she was visually challenged but is a confident girl with no inferiority complex.

Anita and Simren: Both are classmate of Amrita but use to mock/joke at her being visually challenged and dark complexion.

Farah: She is a true friend of Amrita but also believe that beauty lies in fair complexion.

Teacher: Teacher heard the conversation of Anita and Simren and appreciates the confidence of Amrita.

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Situation 1.3

Sujit and Manoj were buying a music CD at a shop just outside the school gate. They spotted Sharad going home. They caught hold him and bullied for money to buy the CD. Sharad refused because he had often been forced to lend money to them since he had joined this school in class 9 almost a year ago. The two boys never returned the money they borrowed. When Sharad refused, the two bullies pushed him around until he fell, then, snatched his money and ran away. Sharad's class teacher, who was returning home, saw him lying on the ground and helped him back to his feet. Despite being asked, Sharad did not reveal how he hurt himself. The next day, Abid, who was Sharad's classmate, and had witnessed the whole incident, asked him to complain to the teacher. Sharad hesitate, but agreed when Abid offered to accompany him to the teacher's room.

Role Play: It's Characters

Sujit and Manoj : Both were buying a CD at a just outside of the school gate and have a habit of bullying other friends.

Sharad: He is a boy who has been bullied by Sujit and Manoj in school frequently.

Abid: He is a friend of Sharad, and assertive in nature.

Teacher: Teacher who is trained in AEP came to know about the bullying and interacted with all students.

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Theme - 2 : Charms and challenges of adolescence

Situation: 2.1

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 behavior, and neighbourhood of first girl with whom with she shared her problem

Two boys: Friends of first boy and they tease the first girl everyday

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.

Situation 2.2

An adolescent boy and a girl live in a neighborhood. Both of them are friends studying in the same class. The boy imagines her friendship as love. The girl does not know about his feeling. One day the boy gives a gift to the girl. The girl became upset about his behaviour because she did not think in that way and wanted to get rid of the friendship. The girl discussed this problem with her two friends. One friend encourages her for the friendship and the two friends (one boy and one girl) explained about the responsibilities in relationships.

Role Play: Its Characters

First girl: 16 years old adolescent girl lives in of a boy neighborhood of first boy, simple in nature.

First boy: 16 years old boy who is in love with first girl was sending a gift

Second girl: Friend of first girl who participated in a peer educator training discusses the implications of misunderstanding between attraction, love and infatuation.

Third girl: Friend of first girl who is of fickle in nature, encourages her to respond positively to make love with first boy

Second boy: Second boy discuss between friendship and love with all friends and help them to understand about the need of responsible behaviours

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Situation 2.3

Rohan is a student of class 9. He is good in studies. But suddenly his performance is getting poor. He is living isolated from his earlier close friends these days. He does not talk to his parents also. At home, he confined himself to his room. Now he has started showing disinterest in going to school. Whenever his mother asks him to get ready and go to school, he avoids and start explaining that he is unwell. Now his mother decides to take him to a doctor. The doctor does his medical examination and is shocked to find that he is been sexually abused (relative/ neighbour/teacher). The Doctor reveals this fact to his mother. The mother took him to a counselor/ Doctor for normalization of his behavior.

Role Play: Its Characters

Rohan: He is a good scholar and shy in nature does not resist in case of any unpleasant behave by known person can be (relative/neighbour/teacher)

Parents: Parents just asked him to go school and worried about why he is not interested going to school when he makes excuse. Mother takes him to the doctor.

Doctor: A family doctor, asked politely about the reasons for not going school and after lot of interrogation, doctor found that Rohan is sexually abused by a known person.

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Theme - 3 : HIV/AIDS: “stigmatization” and vulnerability of adolescents

Situation 3.1

A visitor got an invitation from a Public undertaking and comes to know that the daughter of a very senior Company Personnel was expelled from the school because their parents were detected HIV +ve. During discussion it was found that due to an illness, the mother underwent a blood test, and she was found HIV positive. The blood test of father also confirms as HIV+ve. In reaction to this news, the school administration expelled the daughter. The school Principal felt that the parents did not observe moral behaviour which led them HIV positive. Since it will have negative impact on the school environment, their child should not be allowed to study in school. However blood transfusion during an operation was the cause of HIV transfusion of mother.

Role Play: Its Characters

Husband: When the visitor meets the HIV infected husband, he was in a very negative state of mind and express the agony on account of the inhuman behaviour of school authority and his colleagues.

Visitor: The visitor holds discussion about, how the couple got the infection. He tries to provide emotional support to the socially isolated couple. He also hold discussion with school authorities and convince them to re-admit the expelled daughter.

Wife: She is emotionally broken because she was labelled to be a morally degraded person by the colleagues of her husbands and her neighborhood. She explains that she was HIV infected through blood transfusion during an operation. But her neighbor and others thinks otherwise. She is also very much disturbed what happened to her daughter.

Daughter: The daughter who is a student of class-VIII also looks broken; she asked the visitor why all that happened to them, why was she expelled from the school, although she is not HIV +ve. As she had read some booklet in which it is written that HIV +ve people are normal human beings and they need compassion and emotional support, as well as medical care, so that they can live healthy and normal life.

School Principal: The authority justifies his action on the basis of objection raised by parents of other students. But he gets convinced and realized the absurdity of his decision and immediately takes back the girl into the school.

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Situation 3.2

A 14 years old boy is upset about an unknown serious problem in his family. He sees his parents quarrelling frequently and hears them arguing about HIV. He guesses that one of his parents is an HIV positive. He wants to share his problem with his teacher.

Role Play: Its Characters

Boy: A boy is 14 years old. He is very much concerned about his family. He is very upset due to frequent quarrel between parents and parent did not share the reason of quarreling to him .He decides to seek advice from his teacher.

Parents (Mother and Father): Parents leading to frequent quarrels and argument, as one of them is detected as HIV positive.

Teacher (Male): Very approachable and liked by students listens patiently to boy's problems and tries to help him and discusses with boys parents about some care related to HIV.

Situation 3.3

A young professional lives with his mother. He has been assigned an international project. As a rule for going abroad he has to have medical check up. During check up he has been diagnosed as HIV +ve. The doctor keeps his case confidential. The Managing Director throws him from his job. However his mother wants him to settle down and gets married to a girl whom he often talks. She advises him not to mention this to anyone.

Role Play: Its Characters

Young professional : 25 years old man diagnosed as HIV +ve during health check up and loses his job. After lost of job, he is shocked and depressed.

Mother: 55 years old lady. Anxious about her son and wishes that he marry a girl often he talks and wants her son being HIV patient is be kept as a secret.

Managing Director: A 45 years old man, highly professional. As soon as he knows about young professional's HIV +ve status he throws him from job without taking consent from other authorities.

Girl: 23 year old lady. She is innocent and ignore about young professional ailment/ disease and wants to marry him.

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Theme-4: Cause and impact of drug abuse.

Situation 4.1

In a Picnic Party 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 cost 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: - It's 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 enjoys 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 drinking 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 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.

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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 and helps him to come out of the situation.

Situation 4.3

An adolescent boy who is a student of Class-IX is being noticed by his teacher that his educational performance and grade is deteriorating day by day. The teacher asks the student about his deterioration. During discussion, he tells about his difficult relationship with parents particularly scared of his father. In order to avoid the tense situation in the home, he tends to stay out of the house, as long as possible. During this time he joins with some friends who used to take intravenous drugs. He also falls pray to them.

Role-Play and its Characters.

Adolescent Boy: An adolescent boy falls in the company of other boys taking intra-venous drugs.

Parents: Parents are strict and aggressive in nature particularly father always aggressive to his son without listening the son's view.

Two friends: Who take drugs including intravenous drugs also and motivates their friend to take intravenous drugs.

Teacher: Who is good approachable and discusses with parents the need and importance of good communication between parents and children.