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NCERT

A SCHEME ON THE NATIONAL ROLE PLAY COMPETITION 2026-27

**National Population Education Project
Department of Education in Social Science
National Council of Educational Research and Training**



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A SCHEME ON THE NATIONAL ROLE PLAY COMPETITION – 2026-27

Background:

School education aims at the all-round development of learners. It enables them to acquire knowledge, develop concepts, and inculcate attitudes, values, and skills conducive to their intellectual, physical, psychological, and social development. The achievement of these aims depends largely on how the curriculum is taught. Therefore, the adoption of appropriate instructional approaches to provide comprehensive learning experiences to pupils is essential.

As per NEP 2020, the instructional approaches for curriculum transaction need to include experiential learning, art-integrated learning, sport-integrated learning, integration of technology, and the use of storytelling pedagogy for teaching various subject areas. The curricular approach most commonly used by teachers in schools is primarily cognitive. This approach helps learners acquire knowledge and, at best, devise their own methods of learning, organising, and applying the knowledge they gather or discover. However, it may not be highly effective for achieving non-cognitive learning objectives such as the application of critical thinking for life skills, or learning that extends beyond intellectual development.

These objectives can be achieved more effectively through the application of instructional strategies that provide learners with opportunities to move beyond passive listening and receiving information to active thinking, reasoning, feeling, and doing. In fact, “doing and discovering” has been the natural and normal course through which humankind has, over time, acquired a vast fund of knowledge and control over various facts and events. By following the process of experiential learning strategies, it is possible to make learning more engaging, meaningful, experiential, and enduring.

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

Life skills-focused curricular activities:

The curricular approach may prove particularly effective in innovative areas such as population education, adolescent education, and school health. Since these areas are culturally sensitive, their integration into school syllabi and textbooks is likely to require a considerable amount of time. However, given the urgent need to address these areas, it is felt that their teaching should not be postponed.

To initiate the teaching of these curricular concerns without delay, the use of co-curricular activities can be extremely useful. Moreover, even after the desired integration of these concerns into the curriculum is achieved, not all aspects may be covered within the textbooks of existing school subjects. Life skills-based activities will facilitate the coverage of the entire content of these concerns.

Life skill development through experiential learning activities:

The curricular approach has special significance for these areas. One of the primary aims is the development of life skills related to adolescent reproductive and sexual health among learners, along with creating awareness and fostering positive attitudes towards these topics. Appropriately designed activities aimed at skill development can provide opportunities for learners to participate in learning experiences either individually or in groups.

Since these activities place special emphasis on experiential learning, learners will be engaged in a dynamic teaching-learning process that will lead to active acquisition, processing, and structuring of experiences.

1. National Competition on Role Play:

Under the National Population Education Project, a variety of curricular activities are organised. Among these, the National Role Play Competition holds a place of special importance. It has been observed that States/UTs, teachers, parents, and students show a high level of interest.

2. Specific Objectives:

- i. To promote interactive participation of students by providing opportunities for experiential learning aimed at life skills development.
- ii. To validate the strategies of role play for developing the ability to apply life skills in peer group situations.
- iii. To create an enabling environment for the effective transaction of holistic health education in schools.

3. What is Role Play?

Role play is an activity in which participants present a short, spontaneous performance that depicts possible real-life situations. In this activity, participants take on and imitate the roles of characters involved in the situation. Role play enables students to act out scenarios before they encounter them in real life. It also provides them with an opportunity to practise the application of essential life skills, which are important for protecting themselves from risky situations.

4. Themes:

The following themes are to be considered for the National Role Play Competition:

1. Growing up healthy
2. Emotional well-being and mental health
3. Interpersonal relationship
4. Values and responsible citizenship
5. Gender equality
6. Nutrition, health, and sanitation
7. Prevention and management of substance misuse
8. Promotion of healthy lifestyle
9. Reproductive health and HIV prevention
10. Safety and security against violence and injuries
11. Promotion of safe use of the internet, gadgets, and media

For each theme, suggested brief situations have been provided. Based on the situation roles should be further developed by the role players during their performance. Any one situation under the identified themes, as given in the appendix, may be selected for the role play.

Promotion of Thematic Diversity:

In order to ensure balanced representation of all themes, the Project Finance and Monitoring Committee (PFMC) of the National Population Education Project (NPEP) has suggested promoting thematic diversity in the National Role Play Competition by encouraging participation in less-represented themes through incentives. Accordingly, while preparing their performances teams may therefore be encouraged to select such themes that are comparatively less represented during the competition cycle.

As an incentive for thematic diversity, Special Appreciation Certificate and memento (optional) will be given to the three best-performing teams presenting less-represented themes.

5. Target group:

National Role Play Competition shall be organized by the implementing States/UTs for students of Class IX studying in Government and Government aided schools. Kasturba Gandhi Balika Vidyalayas (KGBVs) having Class IX students are also eligible to participate.

6. Basic requirements:

6.1 Space

The competition will be organised for Class IX students of the school. However, students from other classes may be invited as audience. A hall or an open space within the school premises may be used for conducting the activity.

6.2 Time

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

6.3 Language

The medium of presentation shall be either Hindi or English, at National Level Competition.

6.4 Number of Role Play Players

Each team should consist of 4 to 5 role players. Efforts should be made to include at least one child with special needs (CWSN) in the team. If there are boys and girls in the selected team, then two teachers one male and one female will escort the team for participation at the State/National level competition.

7. Guidelines for implementation:

This activity will be organised at five levels, namely: School, Block, District, State and National. However, the number of levels from school to State/UT may be determined by the concerned implementing agency, taking into account the available resources and expenditure. In States and UTs where the number of schools is limited, the competition may be conducted at fewer levels.

At each level, only one team will be selected for the next higher level. For example:

- From each school, one team will be selected for the block level.
- From each block, one team will be selected for the district level.
- From each district, one team will be selected for the state level.

From the district level onwards, three teams (First, Second, and Third positions) may be selected for the purpose of awarding merit certificate and memento (optional); **special appreciation certificate and memento (optional) will be given to the three best-performing teams presenting less-represented themes.** While organising this competition, the following points should be considered:

A. Planning:

- i. The Population Education Cell (PE Cell) shall translate the scheme into the State/UT language if required.
- ii. The PE Cell shall make efforts to widely disseminate the scheme to all secondary schools.
- iii. The PE Cell should organise sensitisation programmes with district-level officials to explain the scheme and guidelines.
- iv. The date, time, and venue for the role play should be finalised and communicated well in advance to all concerned.
- v. The PE Cell shall prepare and share the “Dos and Don’ts” of the competition during the sensitisation programme, and these should also be shared at the time of the competition.
- vi. Guidelines for judging the role play should be shared and discussed prior to the commencement of the competition.
- vii. For each situation, 4 to 5 students - boys, girls, or both - should be identified to constitute a team.

- The selection must be free from any form of discrimination.
- viii. A theme should be selected by each group. Each participant must understand the specific ideas they are expected to express while performing the assigned role.
 - ix. The teacher may help the students to expand their roles creatively. Students should prepare their own write-ups and perform their parts, ensuring originality of thought and action in their presentation.
 - x. Adequate preparation and rehearsal time should be given to students.
 - xi. No costumes, placards, handbills, poster and other creative elements / articles / artifacts etc will be used by the role players.
 - xii. Local educational functionaries, parents, and other community members may be invited. For wider coverage, local media (both electronic and print) may also be invited to the competition.

B. Conducting the Role Play Competition.

- i. The group enacting the role play should be positioned according to the requirements of the scenario being presented. It must be ensured that the group is visible to all members of the audience, including students, teachers, parents, and other attendees.
- ii. The jury will evaluate each team based on the prescribed criteria, considering the originality of content, quality of presentation, responses to questions, and summarisation.
- iii. Teams must adhere to the allotted time for their performance.

C. Review and Feedback of Audience

- i. After all members of the group have performed their respective roles, the audience may be invited to share comments.
- ii. Once the role play is completed, the audience may be encouraged to ask questions to the team.
- iii. Feedback may be obtained on the effectiveness, strengths, weaknesses, and other relevant aspects of the Role Play Competition.

8. Selection of Judges:

There will be three judges at each level of the competition. Individuals selected to judge the Role Play should be drawn from the fields of Health, Education, and Performing Arts. The judging panel should include both male and female members who can appreciate this area.

Judges at various levels will be as follows:

School Level:

- i. Principal
- ii. Two teachers nominated by the Principal

District Level:

- i. DIET Principal or District Education Officer (DEO)
- ii. Headmaster/Principal from a non-participating school with experience in Population Education, Adolescence Education, or Health and Wellbeing
- iii. Person with a background in Performing Arts

State/UT Level:

- i. Expert in Population Education, Adolescence Education, or Health and Wellbeing
- ii. Person with Education background
- iii. Person with a background in Performing Arts

National Level:

- i. Expert in Population Education, Adolescence Education, or Health and Wellbeing
- ii. Person with Education background
- iii. Person with a background in Performing Arts

9. A. Criteria for Evaluation of Role Play:

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

1	Coverage of theme and situation	25
2	Presentation of Role Play	25
3	Reflection of Life Skills during Role Play	30
4	Reply to questions asked by the Jury	10
5	Summarisation of the Role Play by the team	10
	Total Marks	100

B. Criteria and Process for Identifying three themes and three teams for Special Appreciation for Thematic Diversity:

1. Themes that have not been selected or performed by any participating team shall be excluded from consideration.
2. Themes selected or performed by the teams securing the first, second or third position shall also be excluded from consideration.
3. Out of the remaining themes, three themes selected or performed by the fewest number of teams shall be identified for Special Appreciation for Thematic Diversity.
 - 3.1. For each such theme, only teams securing a minimum of 60% marks shall be eligible for consideration.
 - 3.2. Where more than one eligible team has selected or performed on the same theme, only the highest-scoring team shall be selected for the Special Appreciation.

10. Registration and Monitoring:

For a more structured, clearly defined responsibilities at each level, to incorporate administrative checks and to make the reporting process robust; registration and monitoring of the National Role Play Competition will be done through NPEP online portal. The online portal shall serve as the official platform for registration, nomination, monitoring, and generation of participation statistics at all levels.

General Guidelines

1. Registration of teams shall be undertaken **only once at the School Level**. The registration details at the School Level shall remain valid throughout the competition, and shall be carried forward at all subsequent levels.
2. Submission of the prescribed competition report at each level shall be mandatory and nomination to the next higher level shall be permitted only after submission of the detailed report on the NPEP Portal.
3. Any change in the composition of the team after School Level shall be permitted only in exceptional circumstances with the approval and shall be recorded on the portal.

The registration, nomination, and monitoring of the Competition shall be carried out through the **online NPEP Portal** in the following manner:

Step 1: School Level Registration and Reporting

The School Principal, or a teacher nominated by the Principal as the **School Nodal Officer**, shall register the winning team at school level on the NPEP Portal, upload the details of all participating teams at the School Level, and forward the nomination of the School-level winning team to the Block/District Level, as applicable. The School Nodal Officer shall also prepare a detailed report of the School Level

Competition, including the date and venue of the competition, the number of participating teams and students, the themes covered, the number of audience, and a brief summary of the event. The report shall be uploaded along with the nomination before the team participates at the Block/District Level.

Step 2: Block/District Level Registration and Reporting

The **Project Coordinator, Population Education Cell (PEC), State/UT** shall nominate a **District Nodal Officer** for conducting, coordinating, monitoring, and reporting the competition at the Block/District Level. The District Nodal Officer shall verify the nominations received from schools, conduct the competition, and forward the nomination of the winning team to the State/UT Level through the NPEP Portal. The District Nodal Officer shall also prepare a detailed report of the Block/District Level Competition containing the date and venue of the competition, the number of participating teams and students, the themes covered, the number of audience, and a brief summary of the event. This report shall be uploaded along with the nomination before the winning team participates at the State/UT Level.

Step 3: State/UT Level Registration and Reporting

The **Project Coordinator, Population Education Cell (PEC), State/UT**, shall function as the **State/UT Nodal Officer** for the competition and shall be responsible for conducting, monitoring, and reporting the competition from School to State/UT Level. The State/UT Nodal Officer shall verify the nominations received from the districts and forward the nomination of the State/UT winning team to the National Level through the NPEP Portal. The State/UT Nodal Officer shall also prepare a detailed report of the State/UT Level Competition indicating the date and venue of the competition, the number of participating teams and students, the themes covered, the number of audience, and a brief summary of the event. The report shall be uploaded along with the nomination before the winning team participates at the National Level.

11. Appreciation:

There will be **NO CASH PRIZE at the school, Block, District, State/UT and National level.**

- District level - Merit and participation certificate. Memento (Optional).
- State / UT level - Merit and participation certificate. Memento (Optional).
- National level - Merit and participation certificate with a Memento.

As an incentive for thematic diversity, Special Appreciation Certificate and memento (optional) will be given to the three best-performing teams presenting less-represented themes.

12. Remuneration to Judges:

Remuneration to judges will be provided as per the norms of the respective State/UT, and at the national level, as per the NCERT norm.

13. Time Schedule:

S. N	Level	Time Line
1	School level	August - September, 2026
2	Block/Zone level	September – October, 2026
3	District level	September – October, 2026
4	State/UT level	September – October, 2026
5	Intimation to NCERT about State/UT winning team along with detailed report.	31 October, 2026
6	National Level	December 2026/January, 2027

14. Responsibility for Organisation and Implementation

The National-Level Role Play Competition shall be organised by NCERT, New Delhi, in accordance with the scheme above. The responsibility for organising the competition from School to the State/UT level shall rest with the Population Education Cell of the respective State/UT.

States/UTs can make suitable modifications to this scheme for implementation up to the State/UT level, taking into consideration the availability of resources, infrastructure and requirements. However, the organisation of the competition at the school level shall be mandatory.

SITUATIONS:

All the situations are from the 'Training and Resource Material: Health and wellness of School going Children' developed by NCERT under Ayushman Bharat School Health and Wellness Programme. The Material is available on NCERT website www.ncert.nic.in.

THEME 1 - GROWING UP HEALTHY

Situation - 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?

Source: Activity 1.2: Physical Changes during Adolescence, Case-2: Each one is unique (Page No.-7)

Note: Based on the above situation, perform a role play to demonstrate physical and emotional changes during adolescence are natural part of growing up and may occur at a different pace and time in different individuals. Also, highlight the importance of preparedness for these changes and being comfortable with them while discussing and managing them.

Situation - 2

Shalini and her friends in Class VIII were preparing for the school's annual function. All of them were very excited. Shalini was taking part in classical dance, while her classmates Anita and Farah were in the play. One day Anita said mockingly to Shalini, "You are so dark. We will need additional light to be able to see you on stage." Shalini did not reply to her. Farah felt bad for Shalini 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?" Shalini smiled and said, "Thank you, Farah. I appreciate your concern, but I am happy with my complexion as it is. My teacher and I are working hard on my dance practice and are confident that our efforts and your good wishes will lead to a good performance".

Source: Activity 1.5: Beauty that Matters, Case-1: I Am Happy with My Complexion (Page No.-17)

Note: Based on the above situation, perform a role play demonstrating that each individual is unique and that the qualities that matter most in life are beyond physical appearance. Also, highlight the qualities and attributes that are admirable and important than physical appearance.

THEME 2 - EMOTIONAL WELL-BEING AND MENTAL HEALTH

Situation - 1

Anima cleared the Class VIII examination yesterday. Suddenly, her parents informed her that she will not go to school from the next day instead, she will go to work. Anima was very upset but she did not utter a word. She regretted all the time she dreamt of going to college and blamed her parents for not understanding her desires. She decided she will never again tell them her wishes again.

Source: Activity 2.2: Managing Challenging Emotions, Situation-2 (Page No.-27)

Note: Based on the above situation, perform a role play to demonstrate skills to express your thoughts and emotions in healthy ways, seeking support from trusted adults, and adopting positive coping strategies to manage disappointment, distress, and difficult situations.

Situation – 2

Tomtsa is very fond of music and loves to sing. Yesterday when the class teacher announced an inter-class singing competition, Tomtsa's eyes gleamed with excitement. Today his expression was different. Just before the performance, Tomtsa's hands became sweaty, his heart beat went up, and he started feeling confused. He kept going to the washroom as he was very uncomfortable. As he stood waiting for his turn he started thinking he would forget the lyrics of the song he had prepared. He decided to withdraw his name from the performance list and did not sing in the competition.

Source: Activity 2.2: Managing Challenging Emotions, Situation-3 (Page No.-28)

Note: Based on the above situation, perform a role play to demonstrate healthy ways of expressing thoughts and emotions, adopt positive coping strategies to manage nervousness, stage fear, and performance anxiety; highlighting the importance of building self-confidence, facing challenging situations positively, and seeking support from trusted adults when needed.

THEME 3 - INTERPERSONAL RELATIONSHIP

Situation - 1

When Iqbal joined the school hostel, a group of senior boys started bullying him. Soon this became a routine and they started threatening Iqbal of bad consequences if he did not do their work. Sometimes they would ask him to wash their clothes, give his snacks and money to them. Iqbal felt very scared in the hostel and has started keeping quiet and losing his confidence.

Source: Activity 3.3: Dealing with Unhealthy Relationships, Case Study-3 (Page No.-46)

Note: Based on the above situation, perform a role play to demonstrate attributes of unhealthy or negative relationships and strategies to deal with unhealthy or negative relationships; highlighting the importance of building self-confidence, facing challenging situations, stand up against bullying positively, and seeking support from trusted adults when needed.

Situation - 2

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

Source: Activity 3.5: Building Harmonious Relationships, Case Study 3: Attraction and Romantic Relationships (Page No.-51)

Note: Based on the above situation, perform a role play to demonstrate that attraction and romantic feelings are normal and part of growing up; Express thoughts and feelings with respect, honesty and in a positively and assertively way. Also, demonstrates skills to take thoughtful decisions by setting appropriate boundaries, assessing feelings and maintaining dialogue to negotiate for building healthy relationships with friends and parents.

THEME 4 - VALUES AND RESPONSIBLE CITIZENSHIP

Situation - 1

Sonu, Kashish, Nikita and Parvez are good friends since childhood. They are now in Class X and have to pick a stream of choice from Science, Commerce, and Arts. Kashish and Parvez will take up Science while Nikita wants to take up Commerce. Sonu wants to become an artist. Sonu knows choosing different streams may mean going to different schools and separating.

Source: Activity 4.1: Real-life Value Dilemmas, Case Study 1 (Page No.-60)

Note: Based on the above situation, perform a role play to demonstrate attributes of decision-making to take informed decisions, highlighting the underlying values, individual interests and career choices.

Situation - 2

Firoza and Ruheen go to the village mela. Ruheen likes a poster of her favorite actor but doesn't have the money to buy. Firoza uses her parent's mobile phone and secretly clicks a picture of the poster. Ruheen thanks Firoza! Soon, they identify a senior boy, Shogun, whom they both find very attractive. Firoza uses her mobile phone and secretly clicks Shogun's picture but Ruheen feels uncomfortable about this.

Source: Activity 4.4: My Values, My Behaviour, My Decision, Case Study 2 (Page No.-68)

Note: Based on the above situation, perform a role play to demonstrate value-based, responsible behavior and decisions making based on constitutional values respecting others' dignity and rights of privacy and consent.

THEME 5 - GENDER EQUALITY

Situation - 1

Rishabh studies in Class IX. He is interested in art and making rangoli. A rangoli competition is being organised in his neighbourhood. He wants to participate in the competition. His older cousins laugh at him when they come to know this.

Source: Activity 5.5: Dealing with Gender-based Discrimination, Case Study 3 (Page No.-84)

Note: Based on the above situation, perform a role play to highlight causes of gender-based discrimination and demonstrate strategies to challenge and address existing gender norms, gender stereotypes and gender-based discrimination respecting individual interests, abilities and choices irrespective of gender and promote equal opportunities for everyone. Seek support from different sources such as friends, school, family, and other institutions when needed.

Situation - 2

Soni and Arun both study in Class IX. One day, two older boys passed comments on Soni's physical appearance and tried to touch her. She told them that they should stop such behaviour. They laughed and continued passing comments whenever they saw her in the school corridor. Another day, the same boys

pushed Arun and laughed at him, saying he is too short, and still has to learn how to be a man. Arun told them to stop such behaviour. Some classmates (girls and boys) saw both the incidents, but did not do anything although they felt bad for Soni and Arun.

Source: Activity 5.6: Challenging Gender-based Violence, Case Study 1 (Page No.-87)

Note: Based on the above situation, perform a role play to identify gender-based violence and its causes and consequences and demonstrate strategies to challenge, prevent and address gender-based violence to uphold dignity, equality, safety and respect of every individual. Highlight the importance of seeking support from family, friends, trusted adults, teachers, school and government functionaries including the police, etc., to stop such violence.

THEME 6 - NUTRITION, HEALTH, AND SANITATION

Situation - 1

Perform a Role Play on ‘balanced diet’, different food groups; and importance of appropriate quantity of food from each of the different food groups to fulfill body’s nutrient needs to perform different functions of body. Highlight importance of locally available food and home cooked food which is much healthier than packaged and junk fast food. Also, critically show media advertisements that influence us to promote the consumption of junk fast food and packaged food by portraying it cool, attractive, fashionable, hygienic and often healthy.

Source: Activity 6.1: Nutritional Needs of Children (Page No.-89)

Situation - 2

Hema is a mother of three young children who are 8, 4 and 2 years old, respectively. Her husband is a daily wage labourer who goes to work early in the morning. She does not have any help at home and finds it difficult to manage the children and her household work of cooking, cleaning, washing clothes and vessels. Usually, she is able to cook only once in the day. They do not have a fridge and the cooked food lies outside. There are lots of house flies in and around Hema’s house that often sit on the food. In the hurry to finish several chores, she often forgets to cover the food and keep it out of the reach of the children who eat without washing their hands.

Hema and her family defecate in the nearby field making it harder for Hema to go after her two younger children and clean them each time they go to the toilet. They also play in the same field bare feet. Hema sometimes forgets to wash her hands after cleaning her children. She finds it hard to clean and bathe her two younger children every day and their nails often remain unclipped and dirty. In the absence of tap water she sometimes uses water from the pond next to the field in kitchen. Hema and her family often have abdominal pain and loose stools. Recently her younger child has been complaining of nausea and she has noticed blood in the stool. Hema has herself been feeling very weak.

Source: Activity 6.4: Sanitation and Health (Page No.-100)

Note: Based on the above situation, perform a role play to explain the connection between personal hygiene, food hygiene, sanitation and good health and demonstrate the common modes of transmission of infectious diseases and ways to maintain hygiene and sanitation to prevent infectious diseases.

THEME 7 - PREVENTION AND MANAGEMENT OF SUBSTANCE MISUSE

Situation - 1

Sohan has performed well in the Class IX annual exams. Now, he is worried whether he will be able to keep up his performance and score good grades in Class X. His parents always tell him how they expect

to see him as the topper of his class. Afraid of disappointing them, Sohan does not share his concerns with his parents. He feels that some of his friends may be going through the same phase and discusses his problem with them. His friends suggest that smoking might reduce his stress and help him relax. Sohan wants to feel better and decides to follow his friends' advice. He starts smoking a cigarette or two every day. Without realising, over a period of six months, he was smoking 6-10 cigarettes a day. Smoking has become a habit with him.

Source: Activity 7.2: Why are Children Vulnerable to Substance Misuse?, Case Study 1 (Page No.-114)

Note: Based on the above situation, perform a role play to highlight the reasons for increased vulnerability of children during adolescence to substance abuse. Demonstrate consequences of substance abuse and show alternate healthy choices for coping with performance pressure, academic underachievement, low self-esteem, stress, anxiety, peer pressure, family instability etc. and importance of seeking support from family, friends, trusted adults, teachers, schools, healthcare professionals and relevant government functionaries to prevent and overcome substance abuse.

Situation - 2

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.

Source: Activity 7.3: Dealing with Negative Peer Pressure (Page No.-118)

Note: Based on the above situation, perform a role play to demonstrate assertive ways and skills to manage and deal with negative peer pressure, including the ability to say "No" confidently and firmly. Also, highlight the importance of seeking timely help and support from family, friends, trusted adults, teachers, school, healthcare professionals and relevant government functionaries to deal with negative peer pressure and protect oneself from substance abuse.

THEME 8 - PROMOTION OF HEALTHY LIFESTYLE

Situation - 1

Zakir and Shama are siblings. After completing their homework, their mother asks them to relax for an hour. Shama quickly takes out her bicycle and goes for a ride, while Zakir stays back in the house and plays a video game.

Source: Activity 8.1: Healthy Life Choices within Our Reach, Case Study 3 (Page No.-132)

Note: Based on the above situation, perform a role play to explain the importance of making healthy choices during adolescence and how such choices contribute to long-term health and well-being. Also, demonstrate healthy and unhealthy lifestyle practices and highlight their short- and long-term consequences.

Situation - 2

Sujoy is a 14-year-old boy and is fond of packaged snacks like chips and aerated drinks. He also likes sweets. He is very careless towards his studies and most of the time watches television and plays online games on his computer till late in the night. Due to this habit of keeping late hours, his sleep is disturbed, thereby affecting his health and studies. He is now getting concerned as his exams are just round the corner. Worried that he might get low grades, he has stopped playing sports in school and home and doesn't meet with his friends too. He tries hard to concentrate while studying but he often drifts to playing online games. To overcome his stress, he has started smoking cigarette.

Source: *Activity 8.5: My Habits and My Health, Case Study 1 (Page No.-142)*

Note: Based on the above situation, perform a role play to explain the importance of adopting healthy lifestyle like balanced diet, regular physical activity, yoga and stress management for maintaining a healthy body and mind. Demonstrate early signs and symptoms associated with unhealthy lifestyle practices and importance of timely health screening and seeking healthcare services for self and others.

THEME 9 - REPRODUCTIVE HEALTH AND HIV PREVENTION

Situation - 1

Rita is 25 years old and wants to get married. After searching for a suitable partner, Rita and her parents identify Rohit as her future husband. Her parents do a lot of background check about Rohit, by talking to colleagues at work, neighbours, finding out family connections etc. and are satisfied with the information they obtain. During these discussions, Rita remembers her HIV class in school and wants to ensure there is no such risk with Rohit. She asks her parents to get Rohit's HIV test report as well. Her parents are a little surprised by the unusual request.

Source: *Activity 9.3: Vulnerability of Women and Adolescents to HIV, Case Study 3 (Page No.-155)*

Note: Based on the above situation, perform a role play to explain how risky behaviours can increase vulnerability to Sexually Transmitted Infections (STIs), including HIV and AIDS. Highlight the importance of open and respectful communication, informed decision-making, and voluntary and confidential HIV testing with mutual consent. Also, describes the importance of services of counselling, testing and treatment in the prevention, early diagnosis and effective management of STIs, HIV and AIDS.

Situation - 2

Malavika just turned 17 and is going to be married soon. Her friend jokingly informed her that she will have to become pregnant soon after marriage. Malavika is quite upset with this information. She is not sure if she is ready to have a child at the moment.

Source: *Activity 9.6: Responsible Sexual Behaviour, Case Study 1 (Page No.-163)*

Note: Based on the above situation, perform a role play to highlight the importance of making informed decisions about marriage and parenthood, considering the consequences of adolescent pregnancy in terms of reproductive health, legal age of marriage, emotional and financial readiness, opportunities for education, career and future aspirations. Demonstrate how couples can build equal and respectful relationships through open communication, mutual consent, shared decision-making and Safe and responsible behavior.

THEME 10 - SAFETY AND SECURITY AGAINST VIOLENCE AND INJURIES

Situation - 1

Gattu is in class 7. Gattu's uncle helps Gattu with his homework every day and also gives him sweets and toffees. Gattu's uncle, while helping him with his homework started touching Gattu inappropriately. He also said that this is a secret between them and that Gattu should not tell anybody about it. He adds that if Gattu tells anyone, then he will not help Gattu with his homework and Gattu will fail in school.

Source: Activity 10.4: Seeking Help to Keep Safe, Case Study 1 (Page No.-176)

Note: Based on the above situation, perform a role play to identify safe and unsafe touch and recognise situations involving sexual abuse. Demonstrate assertive ways and self-protection skills to protect, manage and deal with sexual abuse, including the ability to say “No” confidently and firmly, moving away from the unsafe situation and seeking immediate help. Also highlight the importance of reporting such incidents promptly and without fear, guilt, shame or self-blame and seeking timely help and support from parents, family, trusted adults, teachers, school authorities, professionals or relevant government functionaries to deal and protect oneself from sexual abuse.

Situation - 2

Pallav belongs to the third gender. Some of his classmates harass/ trouble him and sometimes they hit him. He does not like to come to school because he is too scared. Who can he seek help from?.

Source: Activity 10.5: Violence, Injury and Seeking Help, Case Study 4 (Page No.-183)

Note: Based on the above situation, perform a role play to identify and recognise situations with abuse and violence. Demonstrate assertive ways and self-protection skills to protect, manage and deal with abuse and violence, including the ability to use three step, ‘No, Go, Tell’ confidently and firmly. Also highlight the importance of reporting such incidents promptly and without guilt, shame, fear or self-blame and seeking timely help and support from parents, family, trusted adults, teachers, school authorities, professionals or relevant government functionaries to deal and protect oneself from abuse and violence.

THEME 11 - PROMOTION OF SAFE USE OF THE INTERNET, GADGETS, AND MEDIA

Situation - 1

Lalit has been chatting with Priya over phone for several months. Lalit says they are both the same age, and live nearby. Lalit wants to meet Priya and take her out for shopping.

Source: Activity 11.5: Online Safety: My Responsibility, Situation - 3 (Page No.-204)

Note: Based on the above situation, perform a role play to identify and recognise safe and unsafe situations common in the virtual world. Demonstrate ways to use the internet, gadgets, digital devices, and media safely and responsibly and ways to respond in unsafe situations and to deal wisely with them. Also highlight the importance of reporting unsafe situations promptly and without guilt, shame, fear or self-blame and seeking timely help and support from parents, family, trusted adults, teachers, school authorities, professionals or relevant government functionaries to deal and protect oneself from unsafe situations.

Situation - 2

Aastha likes sharing location on a social networking site. Wherever Aastha goes—to a restaurant, travel, visiting friends or family, she is in the habit of adding location. One day Aastha noticed someone

following. She got scared and entered a shop for protection. A few days later this happened again.

Source: Activity 11.5: Online Safety: My Responsibility, Situation - 6 (Page No.-205)

Note: Based on the above situation, perform a role play to demonstrate consequences of sharing personal information on the virtual world. Demonstrate ways to use the internet, gadgets, digital devices, and media safely and responsibly and ways to deal and respond in unsafe situations. Also highlight the importance of reporting unsafe situations promptly and without guilt, shame, fear or self-blame and seeking timely help and support from parents, family, trusted adults, teachers, school authorities, professionals or relevant government functionaries to deal and protect oneself from unsafe situations.