



IMPLEMENTATION OF ROLE PLAY TO DEVELOP LIFE SKILLS IN INCLUSIVE CLASSROOM

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Abstract

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Students in inclusive classroom are at risk because they lack social support to seek accurate information and interaction. Thus providing an experience that would strengthen student's coping abilities to counter environmental stress and disadvantages with which they sometimes have to cope with while experiencing is an essential need. The purpose of this study is primarily to study the impact of role play to develop life skills in inclusive classroom.



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Introduction: The classroom is a beehive of activity. Students should be engaged in either conflict resolving or problem solving activities. John Dewey once said, 'the only time we think is when we're given a problem'. Role play is a method for exploring the issues involved in complex Social situations. The quality life of any person is depending upon the Physical health and the mental status but one hardly spends any valuable time for maintaining sound mental health. Analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of students and teachers. LS are essentially those abilities that help promote mental well being and competence in young people as they face the realities of life. UNICEF and WHO agree that LS are generally applied in various aspects of life. Such as in the context of health and social events like human relationships, learning about social influences on behavior and learning about rights and responsibilities, as well as being taught in the context of health problems. Role play is a derivative of a socio drama. Mere printed words cannot usually convey the tone of the teacher's voice, so researchers conducted Role-Play sessions through

her B.Ed. interns in the Internship duration. It embraces physical, emotional, intellectual and social growth of the students.

Need and Importance: The world really needs is people who have skills and go beyond mere knowledge of facts. Skills though require a more complex performance oriented testing which requires more teacher attention. The teacher will provide many learning manipulatives and opportunities for small group learning. In the inclusive classroom, a teacher will differentiate instruction (activities, games, role play) which will benefit both the students with and without disabilities, since it will provide more individual attention

This has been shown to have impact on behaviors. Research on interventions that address these specific skill areas has shown their effectiveness in promoting desirable behaviors, such as social ability, improved communication, effective decision making and conflict resolution. In inclusive Classroom where students are given arrangements as per their need to enhance the participation of students in the cultures, curricula and communities of local mainstream schools.

Research Statement: To Study the effectiveness of Role play to develop life skills in inclusive classroom.

Functional definition of Keywords

Role play: Role play is method for exploring the issues involved in complex Social situations.

Life skills: Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

Inclusive Classroom: These are settings where students with disabilities and typically developing students share a classroom and teacher. One of the goals for inclusion is to give all students the opportunity for social skills development and peer support for students with disabilities.

Objectives:

- To orient students about inclusiveness.
- To instruct the students to indulge in a set of Role Play.
- To conduct a set of Role play
- To Study the effectiveness of this programme

Review of literature

*** Effectiveness of Role play technique in enhancing the achievement of XI std. students in Economic Zoology.:** By Sr. P Amutha

Investigator concludes that role play is a useful tool to enhance the teaching and learning process and states that the advantages provided by this innovative method of instruction should be explored by educators as it can prove to be very beneficial to our students.

***Empowering adolescents with life skills education in schools - School mental health**

Program : by Bharath and Kumar K. V. Kishore

Department of Psychiatry, NIMHANS, Bangalore, Karnataka, India

The adolescents in the program had significantly better self-esteem, perceived adequate coping, better adjustment generally, specifically with teachers, in school. Randomly selected 100 life skill educator-teachers also perceived positive changes in the students in the program in class room behavior and interaction. LSE integrated into the school mental health program using available resources of schools and teachers is seen as an effective way of empowering adolescents.

***Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents:** by Pooja Yadav and Naved Iqbal, Jamia Millia Islamia, New Delhi.

The aim of the study was to see the imp act of life skill training on self- esteem, adjustment and empathy among adolescents. Total sample comprised of 60 students who has received life skill training from the team of Expressions India. Overall training was very effective as subjects improved in the post condition on all measures except one, thus showing that Life skill training do show positive results in bringing change in adolescent' s attitude, thought and behavior by providing supportive environment to them.

Research Methodology: The total sample of the study taken was 60 students of 9th standard, out of these 30 were boys and 30 were girls who has engaged in role play activity. The sample was collected from the Dr. Erin Nagarwala School, Pune 06. Observation is made to determine as to what change or modifications occurs in inclusive classroom. The present study has been designed using the experimental method.

The generic LS, which need to be taught at the schools level especially to adolescents, are as follows.

Creative thinking contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action.

Critical thinking is an ability to analyse information and experiences in an objective manner.

Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have.

Problem solving enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may also mean being able to end relationships constructively.

Role Play conducted in inclusive classroom: Expectations were clearly stated prior to students engaging in Role play.

Role-play 1:

Two students asked a third student who is new to join them in their play activity. The students were told the plot beforehand and then performed the role-play. The teachers choose students who they thought would be good at acting. After the role-play the class was asked the following:

- What happened in the role-play?
- How did it feel to be asked to join? It made me very happy, it is boring to be alone. At this stage one of the children expressed the idea that it would be good to do an activity together when you first start school.
- How did you feel on your first day at school? Bored, lonely, unhappy.
- What did you like the others to do with you at that time? Talk, play, introduce, know names.
- How would you have felt if they would not have asked you to join? Upset, lonely, unhappy, feeling alone because I do not know anybody.
- What would you do if this happened? Go and play alone, find someone I know etc.. Most children would do something else, will not demand to be included or find ways to be included.

- Who can suggest a way to get to know new students? Several students play how they would approach a new child, including exchange of names, playing a game together, sitting together, introducing her/him to others, exchange items as rubbers/pencils etc.

Evaluation:

All children liked the role-play. They learned that whenever there is a new child in the school they should make an effort to include the child. It is important to act out again the possible ways of welcoming a new child.

Role-play

2:

Several children were asked to participate in this role-play whereby the teacher asks a question to the class. One of the children gives a wrong answer and the others start laughing. One of the children played the teacher and asked the following question: Name a couple of names of birds. The child answered; donkey.... This caused a lot of laughter. After the role-play the child and the class as a whole was asked how it felt to be laughed at.

Embarrassed, unhappy because of the wrong answer.

How would you feel if someone laughed at you? (Answer: Unhappy, angry.)

Why did you laugh?

Wrong answer, stupid answer, he said donkey.

If you were in his place, how would you feel?

Stupid, embarrassed because of wrong answer.

Did this ever happen to you?

Once my friend did it to me, I was very angry. Several children gave examples.

If someone does something wrong, what should we do?

Do not laugh, forgive the people who laugh, do not make fun of each other, help the person to give the right answer.

Evaluation:

All children expressed that they felt it was fun. They felt they participated and thought it a good activity because they learned that it is not nice to laugh at others.

Comments:

For this activity we may consider the type of question and answer. It may be that the answer (donkey) became the focus point of the laughing, instead of the laughing to be the focus (donkey is a common way of expressing stupidity in Arabic). The answer may have given the children somehow 'the right' to laugh because the answer was so stupid. It was interesting that several of the children said to forgive the people who laughed and not the person who gave

the wrong answer. This may show that they were able to consider themselves in the position of the children who laughed but that it did not really occur to them that they could be the person laughed at. It helps to resolve bullying also.

Role-play **3:**

In this role-play two children are together while a third child wants to join them. The two turn their back on her and try everything to ignore her. Afterwards the children in the role-play and the class as a whole were asked the following:

How did you feel when they ignored you? (Answer: Angry.)

Why do you think they did this?

No reason, they do not want to play with me, they do not like me, maybe the game is not for more people, not everybody can always join.

What could you do?

Adapt the game, you should ask her to join, or at least allow her to watch.

Did this ever happen to any of you?

Yes, I will not allow people join who does not allow me to join, punishment.

Do you think they should be punished?

No, we should allow each other to be together.

Evaluation:

All children liked the role-play and learned that they should find ways of not ignoring other, even if this is sometimes difficult because you do not like this person very much, or this person had not been nice to you previously.

Role-play **4:**

In this role-play a child who was absent the previous day(s) is welcomed by two of her classmates. The following questions were asked:

How did it feel when they asked you where you had been? Ans: I was embarrassed.

How would others feel? Ans: I would feel happy.

What if one of your classmates is absent, what would you do?

I would visit him/her because I would feel unhappy/alone.

What would you say/do? Answer: Bring a present, visit, be nice.

What are the differences between the two role plays?

(Role-play 3 and 4 were performed after each other. General differences were given concerning the good and the bad.)

Evaluation:

All children were happy with the exercise and learned that they should respect each other. The teachers noticed again that it is difficult to keep everybody's attention during the discussion. The questions can only be answered by a couple of children, then others become bored. They gave the idea to ask small groups of children to prepare for a role-play and to perform it in front of the others. The questions can then focus on the comparison between the role-plays. However this may result in children concentrating on their own role-play only.

Comments:

It may be advisable to allow the children time to prepare for the role-play in order to make it longer and to allow them to be more creative. To avoid the discussion afterwards to be boring for some the class could be divided in smaller groups each given the questions so that they can first discuss it in the small group. One of the children easily getting bored can be given a leader role

Role Play 5: Ask all the members of a group to hold each other's hands and stand on one leg only. There must be no support except for the teammate's hand. Even if once a team player puts the leg down, he or she is out of the game. The team member that stays till the last is the winner.

Discussion: Expected behavioral changes were observed through such Role play during interactive Sessions which lead them towards developing life skills like problem solving, communication skill, Interpersonal skills as well. The role play provides good practice examples of developing LS in inclusive classroom. The use of role play technique was beneficial in the classroom interactions and this has to be investigated further. It is also essential to vary teaching and learning strategies to avoid monotonous lessons.

Implications: It is possible to develop self-awareness or a sense of self identity along with a positive self-concept and desirable interpersonal skills in inclusive classroom through appropriate role play as experiential learning activity. Teachers can choose any of these role play activities conduct them from time to time in inclusive classroom and help the students become socially confident adults.

Suggestion: It is therefore suggested that teachers make use of range of role play strategies and techniques available, to be able to produce the desired change among learners.

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