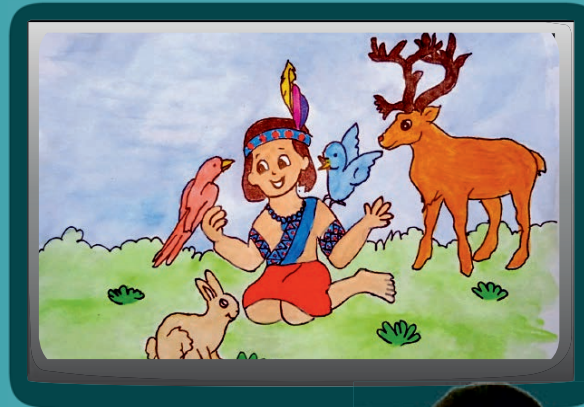


# ANIMATED VERSION OF ROLE-PLAY SCRIPTS

*(A Supplementary Book for the Primary Grades)*



2023



***District Institute of Education and Training***  
***Karkardooma, Delhi-110092***

# ***Animated Version of Role-Play Scripts***

## ***(A Supplementary Book for the Primary Grades)***

**Project Coordinator**

**Dr. Vandana**

Assistant Professor

Curriculum and Pedagogy (English)

DIET Karkardooma, Delhi

2023

500 Copies

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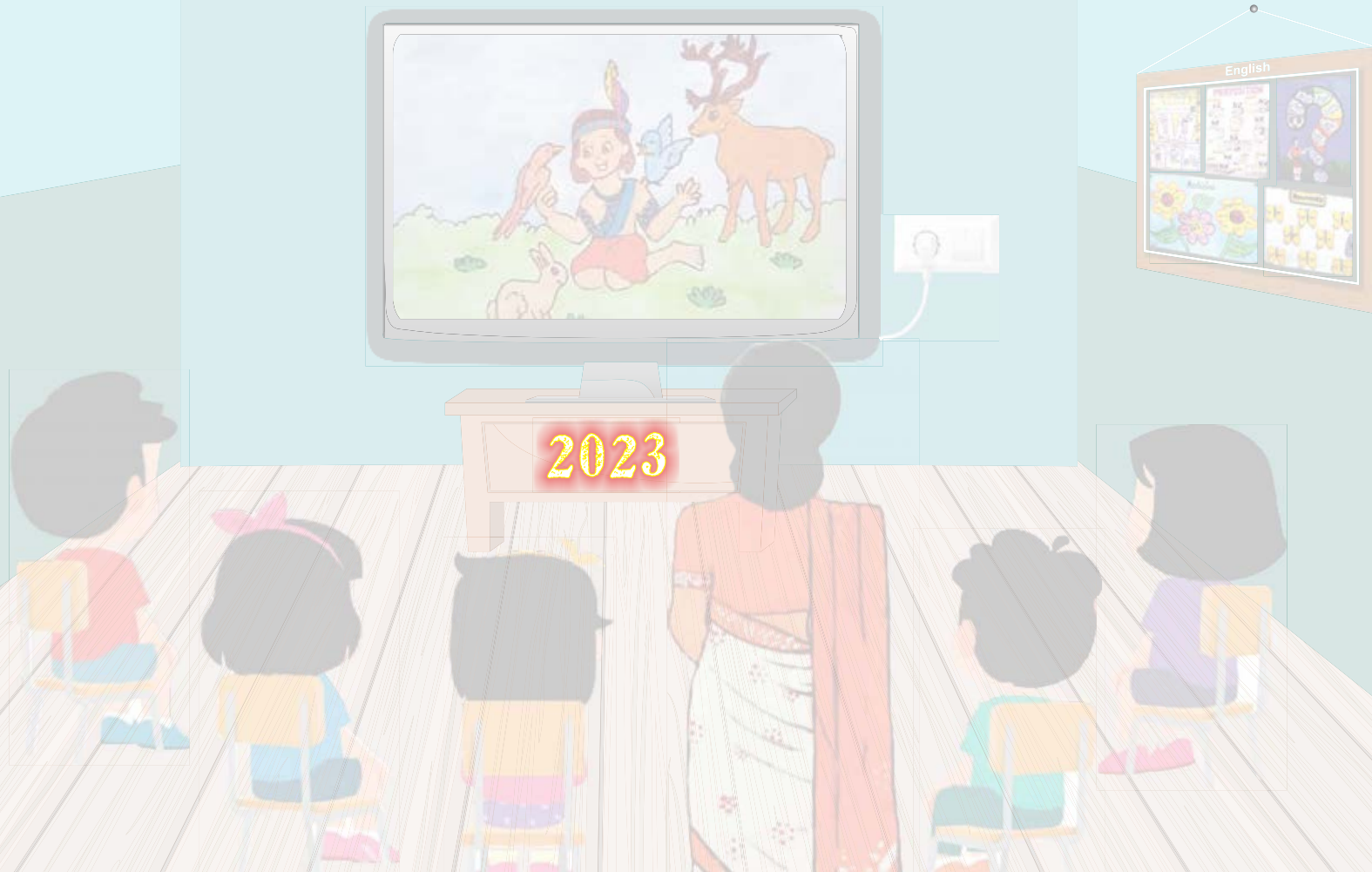
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**State Council of Educational  
Research and Training (SCERT)  
Varun Marg, Defence Colony,  
New Delhi-110024**

## **MESSAGE**

Teaching is undeniably a demanding and challenging profession, yet its rewards are manifold and deeply satisfying. Teachers must carefully choose age-appropriate teaching strategies to ensure their lessons are engaging and inclusive. To infuse an element of enjoyment into the teaching-learning process, the integration of animated videos into the classroom has proven highly effective. This study provides valuable insights into how both learners and educators can derive substantial benefits from the incorporation of entertaining animation films in educational settings.

For English language instructors and students alike, animated videos offer an effective and conducive means of instruction. They surpass conventional techniques, such as drills and grammar assignments found in textbooks, particularly when it comes to mastering a global language like English. These enjoyable teaching methods serve to lower the affective filter, which encompasses negative emotions and lack of confidence, thereby catalyzing English language learning. Given that visual learning ranks as the most potent method, animated videos present a delightful and sustainable approach, enhancing the memorability of lessons.

The potency of animated videos lies in their ability to captivate attention, ensuring that the intended message is not only heard but also comprehended. They excel at simplifying complex concepts, making them accessible to learners. The incorporation of animation within the classroom environment has notably invigorated the teaching and learning processes, infusing them with a dynamic quality.

I extend my warmest appreciation to the Project Coordinator for the successful completion of this project, an extraordinary and distinctive achievement within the realm of education.

**Dr. Rita Sharma**

Director SCERT, Delhi



***Animated Version of Role-Play Scripts***





**State Council of Educational  
Research and Training (SCERT)  
Varun Marg, Defence Colony,  
New Delhi-110024**

## **MESSAGE**

Animation makes learning more interesting by simplifying complex concepts. It allows teachers to show different topics and may be applied to nearly any subject. Furthermore, it promotes experience learning. With the use of various animated situations that genuinely help students learn more effectively, animations teach pupils grammar rules in a variety of contexts. Animation combines both images and sounds to convey ideas, this teaching method also includes various analyses and reports on various facts. They also raise students' skill levels, creativity, and personal interests all at once.

I sincerely believe that a learner will advance and become more proficient in the English language more quickly the more self-assured they are. Because of this, teachers must provide their pupils the chance to create in English and mimic the real world in which people interact and live if they want them to learn the language successfully. Animations can replace conventional and traditional teaching techniques and make abstract concepts easier to understand when combined with images.

I would like to congratulate Project Coordinator, Dr. Vandana (Assistant Professor) for coming up with an original and unique idea of this supplementary book: "An animated version of role play scripts" (A supplementary book for the primary students) to improve English language competency and proficiency among primary school students by using animation as a medium of teaching and learning.

All the best!

**Dr. Nahar Singh**

Joint Director & Academic Head  
SCERT, Delhi



## MESSAGE



Students must be given the chance to learn using the methods they prefer to see in a classroom setting. Teachers must take into account students' originality and creativity while developing their pedagogies for teaching English language. Teachers must recognise that it is difficult to overcome the language barrier.

The usage of animated instructional material can assist in conveying a complicated idea in a straightforward manner, arousing the student's interest in the subject, encouraging better learning, improving the correctness of the message, and playing a significant part in enhancing the students' academic achievement.

I feel delighted on the completion of this unique project titled, **“An animated version of role plays scripts” (A supplementary book for the primary students)**. It is rare that the work presented in this supplementary book is carried out. Improving the efficiency and interest in English learning is also an idea behind use of animation. The students are attracted and feeling more connected to the content because of specific characteristics of animation, which mainly consist of rhythmic rhythm, aesthetic beauty, and emotion string.

This supplementary book contains various animated videos based on various stories (converted to role-play scripts) from NCERT English textbooks. Teachers can use these animated videos as part of pedagogy to help students communicate in English, especially in the areas of vocabulary, listening comprehension, communication, grammar, and composition.

I would like to take this opportunity to express my sincere congratulations and appreciation for the work of the Project Coordinator Dr. Vandana (Assistant Professor, Curriculum and Pedagogy, English), on completion of this supplementary book. The present content has been developed to enhance the effectiveness of teaching and learning using animation at primary level. It will be beneficial not only for the students but also for the school teachers and prospective teachers.

**Dr. B.K. Pal**

Principal  
DIET, Karkardooma



# PREFACE

Animated stories can help to relate English language by giving audio-visual input in addition to the story's narration, which opens up many opportunities for a meaningful and significant language learning for students. It enables us to express our thoughts and feelings in a subtle and simple manner that students can grasp easily.

By employing animated stories as a teaching tool, students can learn English language more easily. Additionally, they can learn English joyfully and creatively. Over and above, students can speak English confidently by watching English-language videos.

By delivering visuals, sound, and interaction, animations improve learning experiences and result in more positive learning outcomes. Animation helps students learn concepts, phenomena, and procedures more effectively by replacing laborious psychological feature processes with easier cognitive representations.

The advancement of technology makes it possible for students to learn about a wider range of topics in a more engaging setting. Technology revitalises the learning environment by helping to create instructional programmes and different delivery techniques that allow students to study in a variety of ways.

This supplementary book titled “Animated Version of Role-Play Scripts” (A Supplementary Book for the Primary Grades) is comprised of animated videos for enhancing English language skills.

In this book, there are total ten role-play scripts with a QR code on the top which can be scanned to watch animated version.

I hope this supplementary book will be useful for the teachers and the students in their teaching-learning process.

**Dr. Vandana**



# ACKNOWLEDGEMENT

I take this opportunity to extend my sincere gratitude to all the contributors for their support and guidance in the development of this animated supplementary book for primary students. Their contributions are sincerely appreciated and gratefully acknowledged.

I express my sincere and deepest gratitude to Dr. Rita Sharma, Director, SCERT and Dr. Nahar Singh, Joint Director, SCERT, for motivating us to take such academic initiatives.

I extend my special thanks to Dr. B.K.Pal, Principal, DIET Karkardooma, for his constant support and guidance throughout the development of this handbook.

I am very much thankful to all the esteemed members of Programme Advisory Committee (PAC) for their worthy suggestions and approval of this project.

I owe my special thanks to the D.El.Ed. students at DIET, Karkardooma, who made a valuable contribution to this project by providing voiceovers for the animated characters.

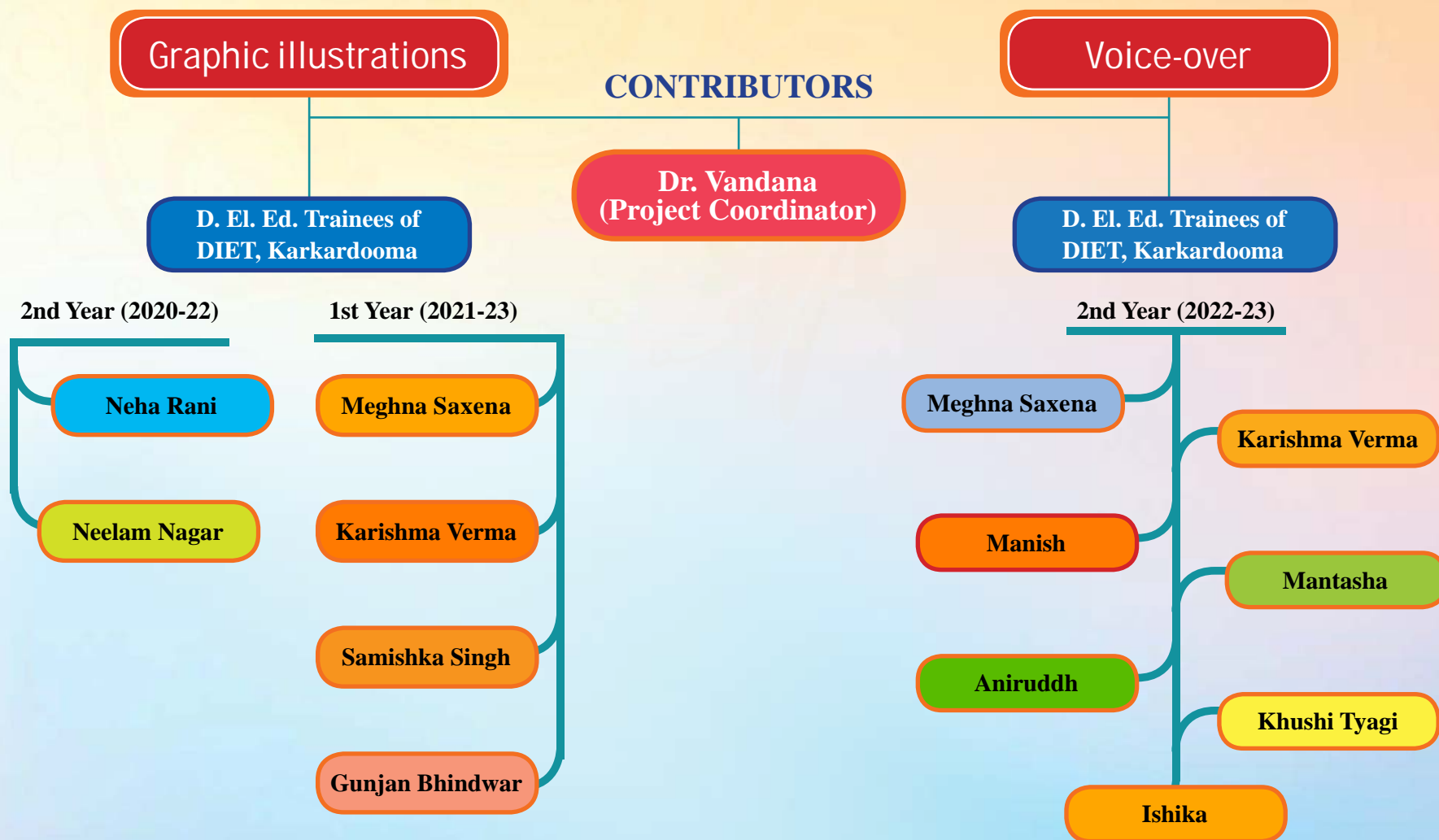
I owe my sincere thanks to the faculty of DIET, Karkardooma and administrative staff who have contributed directly or indirectly for this project.

Last but not the least, I am profoundly grateful to each and every individual participant for their support, time and showing keen interest and enthusiasm in developing this supplementary book.

**Dr. Vandana**



# ROLE PLAY SCRIPTS



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# Introduction



Scan QR Code

Animation in education is all about interactive learning. Short animated videos are ideal for enhancing literacy abilities and adding fun and excitement to the learning process. Students are able to see and comprehend difficult concepts or activities by using animation. Animation-based learning can aid increase learners' retention in addition to simplifying messaging and difficult subjects. Our brains are capable of processing visual information fast and effectively.

Animated stories can help to relate English language by giving audio-visual input in addition to the story's narration, which opens up many opportunities for a meaningful and significant language learning for students. It enables us to express our thoughts and feelings in a subtle and simple manner that students can grasp easily. By employing animated stories as a teaching tool, students can learn English language more easily. Additionally, they can learn English joyfully and creatively. Over and above, students can speak English confidently by watching English-language videos.

This supplementary book consists of role-play scripts in an animated version for grades 3rd, 4th and 5th. These role-play scripts have been taken from the Teacher's Handbook with a title "Teaching and Learning English Language Skills through Role Play at Primary Stage for classes III-V developed by Dr. Vandana as a Project Coordinator in the academic year 2021-22.

Role-play scripts were written and created as part of this project and disseminated in the form of

handbooks to the primary teachers of MCD and DoE and private and government DIETs. This time, these role-play scripts have been animated to aid students in improving their English language proficiency in a creative, engaging, and enjoyable manner.

In this animated supplementary book, ten role-play scripts, consisting of short and simple dialogues in English have been converted into 2D animation with a voice-over of the project coordinator and D.EL.ED trainees. The objectives behind converting role play scripts into animated version are as follows:

- To enable the students to contextualize English language through an audio-visual input along with the story narration.
- To enable the students to speak English by watching animated stories with correct pronunciation, intonation, stress and emotions.
- To sharpen listening skills of the students.
- To enrich vocabulary of the students.
- To enable the students to understand English with more ease and clarity.
- To develop an interest for English language in the students.
- To enable the students to learn English with fun and joy.

# ROLE PLAY SCRIPTS



*Animated Version of Role-Play Scripts*



# Little by Little



## Gist of the Poem

This poem describes the journey of a tiny seed as it grows into a huge tree.

## Objectives of the Poem

- ❖ To make the students aware about the growth of a tiny seed into a huge tree and the parts of a plant.
- ❖ To sensitize the students about the importance of trees.
- ❖ To tell the students that all living organisms mature and grow through different stages of development.

## Characters

An acorn (seed), a tree, children posing as different parts of trees:

3-4 children as roots, 3-4 children as trunk and branches with leaves. (The students should perform actions associated with their character on their turn)





# ROLE PLAY SCRIPTS

(The student playing the acorn can stand on the desk. The roots, trunk, branches with leaves can join the acorn on their turn to form a huge tree)

**Tiny Acorn:** Hello, children! Do you know who am I? I am a tiny seed. I can grow into a big and huge tree. Today, I have come to tell you how I can become a huge tree.

**Leaf (suspiciously):** How can a tiny seed become a huge tree! How is it possible?

**Tiny Acorn:** There was a time when I was sitting in a pot, all dry. Then one day, I was put into a hole in the ground.

**Root (surprisingly):** In a hole, in the ground! Weren't you afraid?

**Tiny Acorn:** No, I was not afraid at all. Deep deep down, there was water and soil around me. After a few days, something changed.

**Trunk (with curiosity):** What changed?

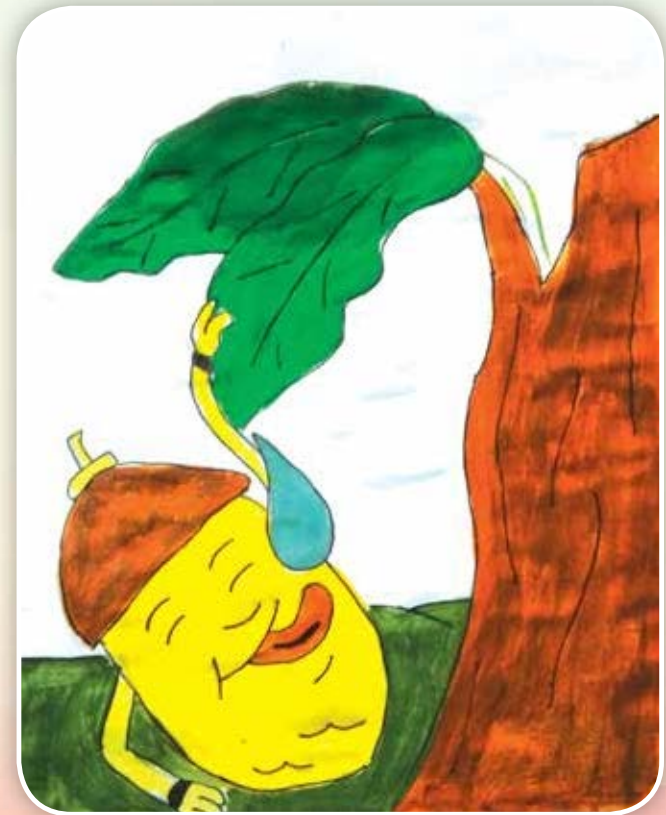
**Tiny Acorn:** Something was growing in me. Then one day, my cover cracked!

**Root:** And I came out. Initially, I was like a thread.

**Branch (with puzzled expression):** Like a thread?

**Root:** Yes, Like a thread. I moved down into the deep soil and fixed the tiny seed into the ground.

**Leaves (in a confused state):** You can fix the seed into the ground. How?



**Root:** Yes, I can fix the seed in the ground. I held the soil and with each passing day, my hold became stronger and firmer.

(Students holding cut outs of roots come and take their places)

**Shoot:** With root, I also came out. I moved towards the sky as I wanted to reach high and high.

(Students holding cut outs of shoots come and take their places)

**Branches:** As the days passed, we appeared carrying thick green leaves. Then, we became thicker and formed a strong trunk.

**Leaves:** Tiny green leaves to start with, we became bigger and stronger. We worked every day to make food for other parts of the tree.

**Root (sarcastically):** Is that all you do?

**Leaves:** No, that's not all. We give oxygen to help in breathing.

(Students holding cut outs of trunk, branches and leaves come and take their place)

**Trunk:** With passing years, my slender branches spread far and wide.

**Shoot:** How far and wide?

**Tree:** Very far and wide. They bore thick leaves, flowers and fruits that carried more seeds.

**Root:** What seed?

**Tree:** More seeds like the tiny seed that has now turned into a huge tree. I give shade to everyone.

**Leaves:** Everyone?

**Tree:** Yes, even the birds come and make their nests on my branches and fill me with their songs. Now I am the pride of the forest.

(More students holding cut outs of trunk, branches and leaves come and take their places)





# How Creatures Move



## Gist of the Poem

This poem describes how different animals move. It also introduces students to the words that are used to describe animals' movements.

## Objectives of the Poem

- ❖ To make the students aware of the movements of different animals and birds.
- ❖ To enrich the vocabulary related to the movements of animals and birds.
- ❖ To make the students appreciate the beauty in different kinds of movements.

## Characters

Students playing character of different animals such as: lion, squirrel, fly, seal, worm, monkey, birds, a boy, a girl. The students should perform actions associated with their character on their turn.







# ROLE PLAY SCRIPTS



**Lion:** Hello, children! I am the king of the jungle. I am an expert hunter. Animals can't hear me when I go near them as I walk on **padded paws**.

**Squirrel:** Hi, everyone! I am a little squirrel. I live on trees and love eating nuts. Children try to catch me, but I **leap** and run.

**Fly:** Hey! Do you know who am I? I am a small fly. My feet stick on surfaces and I do not fall. I can **crawl** straight up on the wall.

**Seal:** Children, do you know that I live in water? I am a seal and I love open seas. I can **dive and swim**.

**Worm:** Hey, do you know that I can be found everywhere? I am a worm and help to clean decaying things. I **wiggle** from one place to the other.

**Monkey:** Dear children, come and jump with me. I am a monkey. I live on trees and eat fruits. I love to **swing by my tail** on the branches high above the ground.

**Birds:** Children, do you know that I always aim high? I am a bird who loves to eat grain. I **spread my wings** and fly high in the sky. I like to **hop on the ground**.

**A Boy:** Friends, now it's my turn. I am like you and I am sure that we can have more fun as we can **leap and dance**.

**A Girl:** Yes! We can have much more fun as we can **walk and run**.





### Gist of the Poem

A young boy finds a shell on the sand at the sea shore. He picks it and takes it home to show this to his mother. The mother encourages the boy to listen to the sound of air passing through the shell which seems like a song to him.

### Objectives of the Poem

- ❖ To make the students realise that all objects in nature are unique in some or other way.
- ❖ To familiarise the students with life in the sea.
- ❖ To kindle and encourage curiosity among students.

### Characters

Narrator, a boy, his mother.



# ROLE PLAY SCRIPTS

## Scene-2 (Sea Shore)

**Narrator:** It is morning. A boy is walking along the sea shore. He finds a curly shell on the sand.

**Boy:** Wow! Look at that. What a beautiful shell I have found! Look at its shape. See, how it's all curled up at the edges. Let me take it home.

## Scene-2 (The Boy's Home)

**Boy:** Mother! Mother! Look, what I found on the beach today. It's a shell. Come and see how beautiful it is.!

**Mother:** Wow! It is indeed very beautiful. Well done! My son.

**Boy:** Mother, I have never seen such a shell. It's different from others.

**Mother:** Yes, it is different. Let me show you how?

**Narrator:** Mother holds the shell to the boy's ear.

**Mother:** Can you hear something?

**Boy (Listens and then looks at his mother):** Yes, I can. Where's the sound coming from?

**Mother:** Why don't you make a guess?

**Boy (takes the shell to his ear again):** The sound is coming from the shell.

**Mother:** What kind of a sound is it?

**Boy:** It's soft, sweet and clear and it is really there. Thank you, Mother! You made me listen to the shell. I will never forget this sound. I wish all the children could also listen to it.







# Bird Talk



## Gist of the Poem

This poem depicts the differences between human beings and birds.

## Objectives of the Poem

- ❖ To enable the students to become aware of and appreciate the differences between human beings and birds.
- ❖ To make the students understand that everyone is different and unique.
- ❖ To develop an attitude of accepting individual differences in the students.

## Characters

Narrator, Two birds- Robin and Jay.





# ROLE PLAY SCRIPTS

**Narrator:** Robin and Jay are talking to each other.

**Robin:** Hello, Jay! How are you?

**Jay:** Hi, Robin! I am good. How are you doing today?

**Robin:** Well, I am thinking about something today.

**Jay:** Oh, really! What are you thinking about?

**Robin:** I am thinking about people. They are so much different from us.

**Jay (surprisingly):** Different? In what sense?

**Robin:** Look, we have feathers, but they don't have any.

**Jay:** Yes, you are right. We have beautiful feathers.

**Robin:** And also, people eat food which is different from ours.

**Jay (excitedly):** Yes, yes. You are right. I got it now. We eat beetles but they don't.

(Here, the teacher can tell the students that in few countries, people like to eat beetles and other insects. She can ask the students if they have watched people eating insects on "Discovery or National Geographic channel, but she should ask this at the end of the role play)



**Robin:** Jay, if you have noticed, people don't have wings either.

**Jay:** Yes, and I have also noticed that they don't sit on wires like the way we do.

**Robin:** Yes, my friend, you are right (smiling).

**Narrator:** At the end, both the birds say very loudly.

“People are really funny”

“People are really funny”





# The Scholar's Mother Tongue



## Gist of the Story

This story has been adapted from the tales of Akbar and Birbal. The story highlights diversity in Indian languages and emphasises that communication in different languages is an acquired skill.

## Objectives of the Story

- ❖ To develop respect for all languages.
- ❖ To make the students aware that any language can be acquired with ample practice.
- ❖ To emphasis on 'presence of mind' or the ability to think quickly and act calmly and wisely especially in difficult time.

## Characters

Narrator, King Akbar, Birbal, learned Scholar, five courtiers, two Durbans.



# ROLE PLAY SCRIPTS

## Scene-1 (King Akbar's Court)

**Narrator:** It is morning. King Akbar is seated on his throne. Birbal and other courtiers are seated at their respective places. A learned scholar enters the court.

(He comes in and bows to King Akbar)

**Scholar:** Jahanpanah, Salam! I have come from far off lands. I have devoted many years studying different languages.

**King Akbar:** Welcome to the court, a learned one! What brings you here?

**Scholar:** I have heard that your Lordship likes throwing challenges to his courtiers.

**King Akbar:** Yes, I do!

**Scholar:** I have mastery over many languages. I want to challenge the courtiers to find out what my mother tongue is.

**King Akbar:** Really! Let's hear the languages you know.

**Scholar (To Akbar):** (Speaks in Bangla) Suprabhāta, āpanikémanaāchéna?





**(To Birbal): (Speaks in Hindi)** Shubhprabhaat, kyahaalhai?

**(To Courtier 1): (Speaks in Telugu)** Šubhódayam, miruelāunnāru?

**(To Courtier 2): (Speaks in Gujarati)** Suprabhāta, tame kémachó?

**(To Courtier 3): (Speaks in Malyalam)** Suprabhatam, enteākkeyunt?

**(To Courtier 4): (Speaks in Tamil)** KālaiVanakkam, eppatiirukkirirkal?

**(To Courtier 5): (Speaks in Punjabi)** Šubhasavera, tusikivemho?

**King Akbar:** Wah! Subhan Allah! Bahut Khoob!! Now, can anyone guess the mother tongue of this man?

**Courtier 1:** Jahanpanah, I think his mother tongue is Bangla.

**Courtier 2:** Huzur, in my view, his mother tongue is Gujarati.

**Courtier 3:** Jille-elahi, I think his mother tongue is Tamil.

**Courtier 4:** Huzur, the scholar spoke in Punjabi so well, it must be his mother tongue.

**Courtier 5:** Jahanpanah, Hindi is his mother tongue.

**Narrator:** The Scholar replies ‘NO’ to each of the guesses.

**King Akbar:** Birbal, what do you think? What is the mother tongue of this learned man?

**Birbal:** Jahanpanah! This man is indeed very learned. He speaks all the languages perfectly. I need some time to think about it.

**King Akbar:** You have time until tomorrow morning to guess the mother tongue of this man.



**King Akbar (to the scholar):** You are my guest today.

**Narrator:** King Akbar makes an announcement to everyone that the guest should be looked after very well until tomorrow.

(King Akbar gets up and leaves the court. Everyone bows to the King)

### Scene-2 (Guest room)

**Narrator:** The learned scholar is sleeping. That night, Birbal quietly enters the room where the scholar was sleeping.

(Birbal looks here and there and goes near the sleeping scholar. He whispers something into the Scholar's ear and tickles it with a feather. The half-awakes scholar cries out in startlement)

**Scholar (speaking in Telugu):** Oh God! Help me.

### Scene-3 (King Akbar's Court)

**Narrator:** Akbar enters his court. Everyone bows.

**King Akbar:** Yes Birbal, your time is up. Tell me what is the mother tongue of this learned man?

**Birbal:** Jahanpanah, his mother tongue is TELUGU.

**King Akbar (to the scholar):** Is that so?

**Scholar:** Yes, Jahanpanah. My mother tongue is TELUGU.

**King Akbar (to Birbal):** How did you find out?

**Birbal:** It was very easy, Jahanpanah. In the times of difficulty, a person speaks only in his mother tongue.





# Hiawatha



## Gist of the Poem

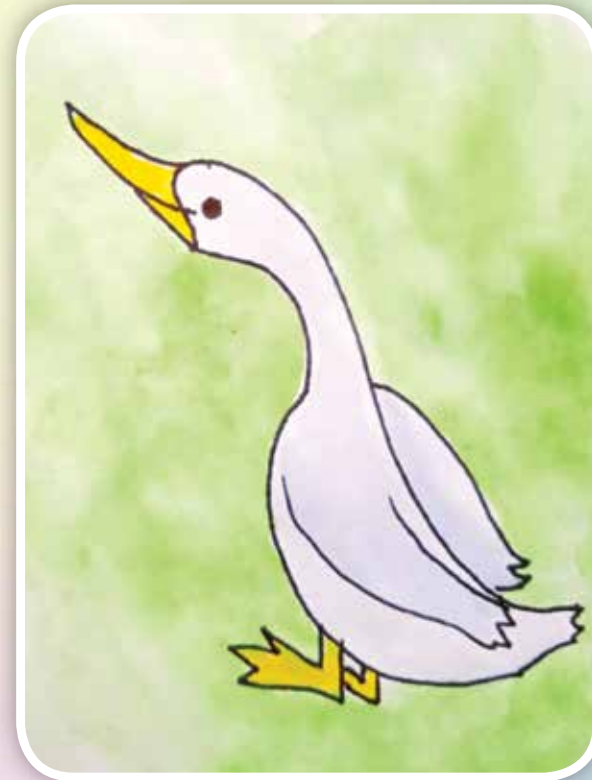
Hiawatha, a young Red Indian boy, grew up to love nature - the stars, the trees, the birds and the animals. The most wonderful part of the poem is that he could talk to birds and animals.

## Objectives of the Poem

- ❖ To build and improve communication skills of the students.
- ❖ To make the students realize the importance of listening and inculcate the habit of listening in the students.
- ❖ To empower the students to realize the importance of co-existence (nature & human beings)

## Characters

Hiawatha, Nikomis (his grandmother), Hiawatha's chickens (birds) and Hiawatha's brothers (animals).



# ROLE PLAY SCRIPTS

## Scene-1 (Hiawatha's Home)

**Hiawatha:** Grand Ma! Are we different from other people?

**Nokomis:** Yes, indeed we are. We are special people, the true sons and daughters of nature. We love nature and it's our duty to protect nature.

**Hiawatha:** Grand Ma! But why can no one else talk to animals and birds like me?

**Nokomis:** Because you are blessed Hiawatha, it's your Super Power. I am proud of you my grandson, you can talk to them and listen to them.

**Hiawatha:** Why should I listen to them?

**Nokomis:** Only if you listen to them, you will learn more about them.



## Scene-2 (Outside, in the lap of Nature)

**Hiawatha's Chickens (one of the birds):** Hiawatha, why do you keep asking us so many questions?

**Hiawatha:** Yes, because I want to know you all better. You can fly, you make such amazing nests and I wonder where you hide yourselves in winters?

**Hiawatha's Chickens (many of them together):** We love you Hiawatha. You care for us.



**Hiawatha:** Not only for you, I care for all the animals, the trees, the stars - all of them. This nature is so wonderful.

**Hiawatha's Brothers (the deer):** We all tell you our secrets because we trust you Hiawatha.

**Hiawatha's Brothers (the rabbits):** We all love you Hiawatha.

**Hiawatha's Brothers (all together):** Yes, we all love you Hiawatha.

**Hiawatha:** Yes, I know “Why the rabbits are so timid,

Where the squirrels hide their acorns,

How the reindeer run so swiftly,

How beavers build their Lodges.”





## Why



### Gist of the Poem

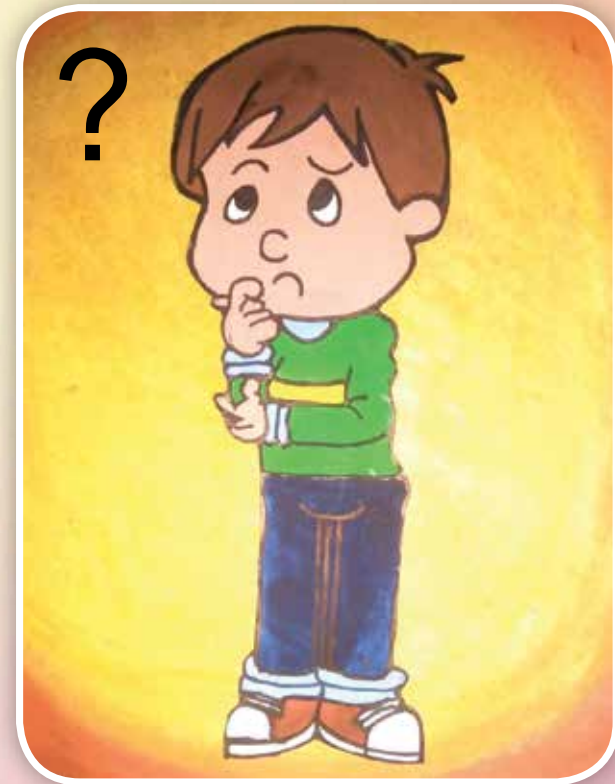
This poem has an underlying theme of curiosity and wonder. It has the potential to make students observe their surroundings and lead them to 'Question' various phenomena/ incidents occurring around them.

### Objectives of the Poem

- ❖ To fuel the natural curiosity of the students.
- ❖ To develop scientific temperament in the students.
- ❖ To enable the students to look for logic in every action and not to believe in hearsay only.

### Characters

Narrator, a curious boy, students posing as wood, lead, marble, sun, wind, food, drinks, clouds, hills and flowers. The students should perform actions associated with their character on their turn.



# ROLE PLAY SCRIPTS

## Scene-1

**Narrator:** Hello, students! Let's meet a little boy, who is always asking WHY?

**Curious Boy:** Hi, everyone! How are you doing today? I have come here as I have a lot of questions. I cannot understand WHY few things happen?

**(Showing the flash cards)**

WHY THIS? WHY THAT? WHY THEN? WHY NOW? WHY NOT?

**Pointing to the student posing as wood:** I want to know why wood floats on water?

**(Puts a small wooden stick in the glass of water that floats followed by pebbles that sink)**

**Pointing to the student posing as pebble:** And why do pebbles sink in water?

**Pointing to the student posing as Sun:** I want to know why the Sun shines brightly in the sky?

**Pointing to the student posing as Wind:** And why the wind blows?



**Pointing to the student posing as food:** Why do we need to eat and drink?

**Pointing to the student posing as cloud:** I want to know how are the clouds made and where do they go?

**Pointing to the student posing as Sun and Hill:** From where does the Sun come in the morning and where does it go at night?

**Pointing to the student posing as flower:** Why do the flowers wither and die?

**Narrator:** So, you see, this young boy has a lot of questions in his mind. Some of these are not too difficult to answer. Do you want to try?







# The Little Bully



## Gist of the Story

Hari was a bully, all his classmates hated him. He always teased all his class mates by pinching them. But, one day, everything changed when Hari received the same treatment from a crab. He realized his mistake and promised himself not to repeat that ever.

## Objectives of the Story

- ❖ To develop empathy in students.
- ❖ To make them understand why we should not hurt others.
- ❖ To teach them the evils of bullying.
- ❖ To encourage them to follow appropriate social behavior.

## Characters

Narrator, Hari, Sam, Gurpreet, Rahul, Reshma, other classmates and a monster crab.



# ROLE PLAY SCRIPTS

## Scene-1 (Classroom Scene)

**Narrator:** All the students are talking to one another as there is no teacher in the class. Suddenly, Sam cries loudly “Ouch”! Everyone gathers around Sam.

**Gurpreet (worriedly):** Sam, what happened?

**Rahul (with panic):** See his arm, blood drops are oozing out. Hari must have pinched him.

**Sam:** Yes, Hari pinched me.

**Rahul:** He is in too much pain, we must tell about it to our teacher.

**Reshma:** No, No need... like last time, she will think that we are telling stories.

**Rahul (angrily):** Hari always keeps hurting us. This is really bad.

**Gurpreet:** Yes, my shoulder still hurts. I hate him.

**Narrator:** Teacher enters the class.

**Teacher:** Dear students, I have an interesting announcement to make.

**Students (curiously):** What announcement Ma’am?

**Teacher (smilingly):** We all are going for a picnic tomorrow.



**Students (with curiosity):** Where?

**Teacher:** To your favourite place - The Seaside.

**Students (excitedly):** Hurray!

**Teacher:** But remember, nobody will go close to the water. There are monster crabs, shrimps and prawns. They can hurt you, so be careful.

**Students:** Ok, Ma'am.

### Scene-2 (Train Scene)

**Narrator:** Hari is sitting all alone in a corner looking outside.

**Sam:** See, Hari is sitting alone.

**Gurpreet:** He hurts everybody, he has no friends and if someone sits near him, he will pinch. Why would someone sit with him?

### Scene-3 (Seaside)

**Narrator:** After arriving at the seaside, all the children are very happy and excited. But they don't invite Hari to accompany them.

**Reshma:** Hey, see! I found this lovely seashell in the sand.

**Sam:** Wow! What a lovely weather!

**Gurpreet:** Look at the waves.

**Rahul:** I feel like jumping. I am feeling so happy.

**Narrator:** Monster crab enters the scene. Seeing Hari sitting alone on the sand, it starts talking to him.

**Monster crab:** Hello, My friend!

**Hari (feeling scary):** Hi! do you know me?

**Monster crab:** Oh, come on! I know you. Let's shake hands.



**Hari:** Well, ok.

**Hari (shouting):** “Ouuuuuch...”

**Monster Crab:** What happened Champion Pincher? You didn’t like my pinch. I thought you would like it because that is what you enjoy doing.

**Hari:** No, it pains.

**Narrator:** Hari’s food fell and all shrimps and prawns gathered around and ate his lunch.

**Hari:** I hate you Monster.

**Monster Crab:** But you also do the same thing all the time, I thought you would love it.

**Hari:** It was my mistake. I will never pinch or hurt anyone ever again.

#### Scene-4

**Sam:** I can’t believe, He is the same Hari whom we knew earlier.

**Gurpreet:** The seaside trip has done wonders.

**Rahul:** Thanks to the Monster Crab.

**Reshma:** Hari, come and join all of us.

**Narrator:** Hari joins them. Everyone is happy. Nobody is hurt and no one is lonely.







# The Lazy Frog



## Gist of the Poem

This poem is about a lazy frog that neither did any work nor showed appropriate social behaviour. Fred, the frog pretended that he was unable to hear his mother calling out for help. Even if a lady frog hopped past, Fred did not even bow or care to open his eye.

## Objectives of the Poem

- ❖ To make the students aware of appropriate social behaviour.
- ❖ To make the students realize the importance of time.
- ❖ To make the students understand that time is the most precious resource and once wasted, it never comes back.
- ❖ To teach the students to help their parents in household works.

## Characters

Narrator, Fred, Fred's mother, a lady frog, few children forming a chorus.

# ROLE PLAY SCRIPTS

## Scene-1 (Frog and Big Rock)

(Fred is lying with his eyes closed on some big rocks. A desk can be used in place of rock)

**Narrator-1:** Hello children. Come and meet Fred, the frog. He is very lazy.

**Chorus:** Lazy Frog... Lazy Frog... Lazy Frog...

**Narrator-2:** The whole day, he keeps lying on a log.

**Chorus:** Lying on a log... on a log...on a log...

**Narrator-3:** Fred always avoids work.

**Chorus:** Avoids work... Avoids work... Avoids work...

**Narrator-4:** His mother keeps asking for his help.

**Mother Frog:** Fred... Dear Fred... Come and help....

**Chorus:** Fred... Come and help....Come and help ...Come and help....

**Narrator-5:** But Fred does not care at all.

**Chorus:** Does not care... Does not care... Does not care...



**Narrator-6:** Fred does not move and pretends to be hard of hearing.

**(Action by Fred:** Fred gets up and looks towards the direction of his mother. He puts a hand to his ear as if he is trying to listen but pretends that he is unable to hear anything. Then, he lies down again and closes his eyes)

**Chorus:** Hard of hearing...Hard of hearing...Hard of hearing.....

**Narrator-7:** He lies and sleeps all day.

**Chorus:** Fred sleeps...Fred sleeps... Fred sleeps...

**Narrator-8:** If some lady frog passes by, what do you think Fred would do?

**Chorus:** What will Fred do?... What will Fred do?... What will Fred do?

**Narrator-9:** Will Fred get up to help? Nooooo... He does not open an eye.

**Chorus:** Does not open an eye...Does not open an eye...Does not open an eye...







# Malu Bhalu



## Gist of the Poem

This poem is an excerpt from Malu Bhalu by Kamla Bhasin. It has been translated from Hindi by Sandhya Rao. The poem describes the natural habitat of bears, has an underlying tone of gender equality and tries to break the gender stereotypes.

## Objectives of the Poem

- ❖ To sensitize the students towards gender and gender roles.
- ❖ To sensitize the students that all should be treated with equal respect, dignity and fairness.
- ❖ To familiarise the students that perseverance leads to success.

## Characters

Narrator: Mumma Bhalu, Papa Bhalu, Malu Bhalu.





# ROLE PLAY SCRIPTS

## Scene-1 (Snow Covered Mountains)

**Narrator:** Hello, Students! Let's go to the high mountains today where in an icy cave lived a little Polar bear. Her name was MALU BHALU and she was as white as snow.

**(Enters Malu Bhalu)**

**(Malu walks around the room and waves to other students)**

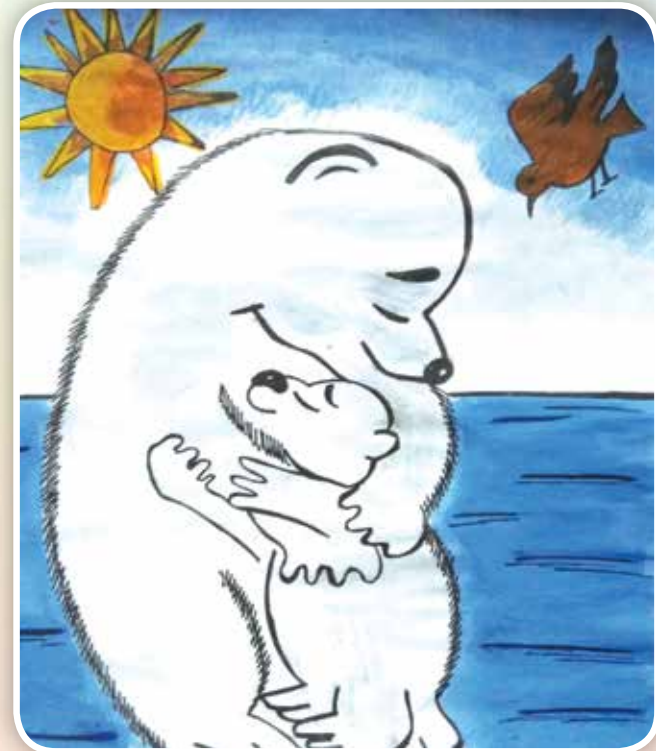
**Narrator:** Though Malu Bhalu was little but she was a very good learner. Soon, she learnt all the things her parents knew.

**(Action of climbing snow-covered mountains, catching fish, etc. by Malu and her parents. Parents tapping Malu on her back on catching the fish and clapping for her on climbing the mountain)**

**Mumma Bhalu:** Malu, come here. Let me show you how to catch a big fish. Watch carefully.

**Narrator:** Malu watches as her mother catches a fish from a hole in the ground.

**Mumma Bhalu:** Now, your turn (Malu jumps in the hole and catches a fish)



**Papa Bhalu:** Today, let's climb the high mountain... Let me show how... Watch carefully.

**Narrator:** Malu watches as her father climbs the mountain.

**Mumma Bhalu:** Now, your turn (Malu climbs the high mountain with her mother)

**Narrator:** But Malu wanted to try more things.

**Malu Bhalu:** Ma, I want to go to new places. I want to see things in far off lands.

**Mumma Bhalu:** But you are still a child. You can go next year.

**Malu Bhalu:** Ma! Next year! That's too far away. I want to go now.

### Scene-2 (Impatient Actions by Malu)

**Mumma Bhalu:** We'll see. But you'll have to show me first if you can swim.

**Malu Bhalu:** But Ma! I don't know how to swim!

**Mumma Bhalu:** Don't worry, dear! You will learn! Just do as I do, that's all.

**Narrator:** Malu had no choice and had to get into water that day. Malu tightly grips her mother's hand, jumps into water with her and starts swimming. Malu was a brave girl. She was not afraid. She follows her mother with all her strength.

**Malu Bhalu:** Look Ma! I can swim.

**Mother Bhalu:** I know dear. I know that you can swim.





# Recording Session







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