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Preface



Childhood and the age of adolescence are perhaps the most momentous period in an individual's journey of life. They are characterized by creative bursts of energy, immense curiosity about the self and the world, sudden changes in the physical, emotional and social dimension and expanded need for communication. They are also periods of grappling with an identity crisis, feelings of isolation, anxiety, alienation and confusion. Each individual is unique with inherent positive attributes and latent potential and it is the responsibility of the school to provide opportunities for young talent to blossom and flourish.

The biggest killer in the world today is not war, disease or natural calamities. It is life style related diseases. Health is an important component of the concerns regarding adolescent issues. Obesity, lack of physical activity and exercise, mental and emotional stress are major concerns. The experiences gained as children often stay with us throughout life. Therefore there is a need to create health oriented school climate so that appropriate ambience is created which is sensitive to the health needs of school going children and helps to promote their well being.

The new millennium school must provide a setting where education and health programmes come together to create a health promoting environment which in turn promotes learning. It constantly strengthens its capacity as a healthy setting for learning and preparing for life. Such schools use its full organization potential to promote health among students, staff, families and community members.

Schools need to provide a safe healthy environment which includes safe, clean water and sufficient sanitation facilities, freedom from abuse and violence, a climate of care, trust and respect, social support and mental health promotion.

The school can work in the arena of Food and Nutrition, Knowing Your Body, Personal and Environmental Hygiene, Behaviour and Life Skills, Physical Fitness and Being Responsible and Safe. The Manual provides guidelines to all stakeholders including managers, principals, teachers and students. There are activities designed for different levels in the different volumes of the Manual. The first part of the Manual recommends setting up of a Health Club to further carry on these enrichment activities within the school. The ultimate objective of the Manual is to involve the school going child in making healthy life style choices.

The Comprehensive School Health Manuals are an outcome of the collaborative effort of CBSE along with the guidance provided by Dr. Cherian Varghese of WHO India. The Manuals would not have been possible but for the effort and support provided by the material production team under the expertise and guidance of the Secretary CBSE, Shri Vineet Joshi (I.A.S.). I would also like to thank Dr. Sadhana Parashar, Education Officer CBSE for co-ordinating and editing the Manual. There are four volumes in the package. The First volume is Introductory and the other three consist of graded activities for each level : Primary, Upper Primary and Secondary as well as Senior Secondary.

Any further suggestions for improving the manual are always welcome.

ASHOK GANGULY
CHAIRMAN

Message



ARJUN SINGH

Minister Human Resource Development

Childhood is a time of immense creative energy, joyous, carefree and abundantly energetic. It is also a time of widening horizons at the cognitive, social, emotional and physical level. Sometimes the adolescent can feel isolated and struggle to cope with changes in the face of the complexity of demands being made on their psycho-social mindscape due to the changing world around them.

The need of the day is to address the various concerns of the young adolescent in a holistic manner. The health and development of future generations will depend on the health of young people today. Education can play a supportive role by incorporating all aspects of adolescent health concerns in the curriculum plus of school education.

I am delighted to learn about the ongoing Comprehensive School Health Plan that the CBSE is implementing through its schools. The Health Policy, the attention to factors which contribute to positive health of school going children and creating awareness regarding issues of health through the setting up of Health Clubs are major steps taken up by the Board and are indeed praiseworthy.

The Global School Health Survey that the Board has conducted in collaboration with WHO on a random sample cutting across the heterogeneity of schools is also noteworthy. Truly, the nation needs a comprehensive health plan integrated within the school system. This will harmonize the effective partnership of health and education sectors to facilitate the holistic approach to child and adolescent growth. This will also lead to healthy living and future life style changes. I hope the activities suggested in the Manuals for various levels are followed in spirit and we can create a health conscious youth. I wish the CBSE and the schools the very best in this endeavour.

March 5, 2007
New Delhi.

(ARJUN SINGH)
Minister Human Resource Development

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक [सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए, तथा उन सब में, व्यक्ति की गरिमा और [राष्ट्र की एकता और अखण्डता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

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About The Comprehensive School Health Manuals

The Comprehensive School Health Manuals address a basic gap in schooling that has crept in over the years. This is largely to do with the aspect of school health which has somehow been relegated to sporadic health check-ups or in some cases a few hours of health instruction in the curriculum. It is imperative that something is done urgently to take up the issue of holistic health in school going children which includes physical, mental, emotional and psychological health. The School Health Policy and presently the Manual proposes to view health holistically, utilize all educational opportunities for health promotion including formal and informal approaches in curriculum pedagogy. Providing a safe school environment, an activity oriented health education curriculum to avoid health-related risk behavior, ensuring physical fitness activities and sports, providing nutritious snacks in the school canteen, ensuring access to primary health care services and integrated family and community activities and a staff health promotion policy are some of the expectations that a school should fulfill as was advised earlier in a circular issued to all schools regarding setting up of Health Clubs.

There are four Manuals in this package. The first Manual-Vol I is addressed to all stakeholders concerned with school health.

A health promoting school strives to provide a healthy environment conducive to school health, education and school health services along with school/community projects and outreach opportunities for physical education and recreation, social support and mental health promotion.

School Health Clubs can become the focal point of school health promotion which would encompass the entire school environment and become a school campus activity. A checklist for a Health Promoting School is included so that schools can monitor their own School Health Plan. The responsibilities of the

Administrators, Principals, Teachers, Counselors and Community leaders are also spelt out. Monitoring, Evaluation and Sustainability of the Health Plan in each school is extremely essential. Fact Sheets regarding a Health Promoting School, focusing resources on Effective School Health and Improving School Performance through health promotion are other areas of concern.

The other three Manuals are activity based manuals for teachers. Vol II is Teachers Activity Manual which consist of activities for Primary Level (Classes I-V), Vol III is Teacher's Manual for Upper Primary Level (Classes VI-VIII) and Vol IV is Teachers' Manual for Secondary and Senior Secondary Level (Classes IX-XII). The activities revolve around six different themes - **Knowing your Body, Food and Nutrition, Personal and Environmental Hygiene, Physical Fitness, Being Responsible and Safe and Behaviour and Life Skills**. The objectives of the modules and activities is to focus on the different aspects of growth and age appropriate development of the child.

Knowing Your Body Activities will take the child from knowing its body parts and their functions to self awareness. Appreciation of the importance of each body part to heightened understanding of the need for correct information regarding growing up processes will help in creating a well balanced individual.

Food And Nutrition Activities focus on the effect of the right food and nutrition intake to generate positive energy and influence learning capacity. Geographical location alter or modify nutritional intake. Food can effect energy levels, concentration and learning.

Personal And Environmental Hygiene Activities emphasize on the need to ensure that children follow clean and regular habits regarding bath, bowel movement, sleep, oral hygiene, nails and hair. Once personal hygiene becomes a part of the regular system the child will look forward to having a cleaner environment.

Physical Fitness Activities will help children to maintain fitness, strengthen cardiovascular and respiratory system, keep bones and muscles strong, ease depression, manage pain and stress and above all make one feel alive, vibrant and energetic.

Being Safe And Responsible Activities help learners to understand the consequences of risk taking behavior and creating a safe environment for themselves and others. This would lead to a better quality of personal life and would enhance positive behaviour towards self and environment. Security and an environment that is physically and emotionally safe is the need of the hour and equipping a child to handle situations that are age appropriate is the task of the school, family and community.

Behaviour And Life Skills Section focuses on bringing about an awareness and in-depth understanding of behavioural issues revolving around a child which will certainly influence his or her academic performance and social development. The module is an attempt to forge clarity for the teachers to facilitate the child's learning progress. The objective of the activities is to highlight self management and coping skills within the child which will help him or her emerge as an individual who will be well equipped to handle related issues.

The Manuals are holistic in their approach since they deal with not only physical health but also mental, social emotional and spiritual well being. Their uniqueness lies in their participative and interactive approach. The activities mentioned can be easily incorporated in the classroom transaction, keeping in mind that hands on learning is internalized faster than conventional learning. It is also recommended that teachers may modify or customize the activities according to their social, cultural and demographic needs.

The CBSE has also undertaken a Global School Health Survey across different types of schools in various parts of the country. This is to collect data on health behaviours and protective factors that affect the immediate and long term health status of young children. The results from the survey will help in policy formulation at the local and national level. The feedback once analyzed will also help to further enhance understanding of health protective factors.

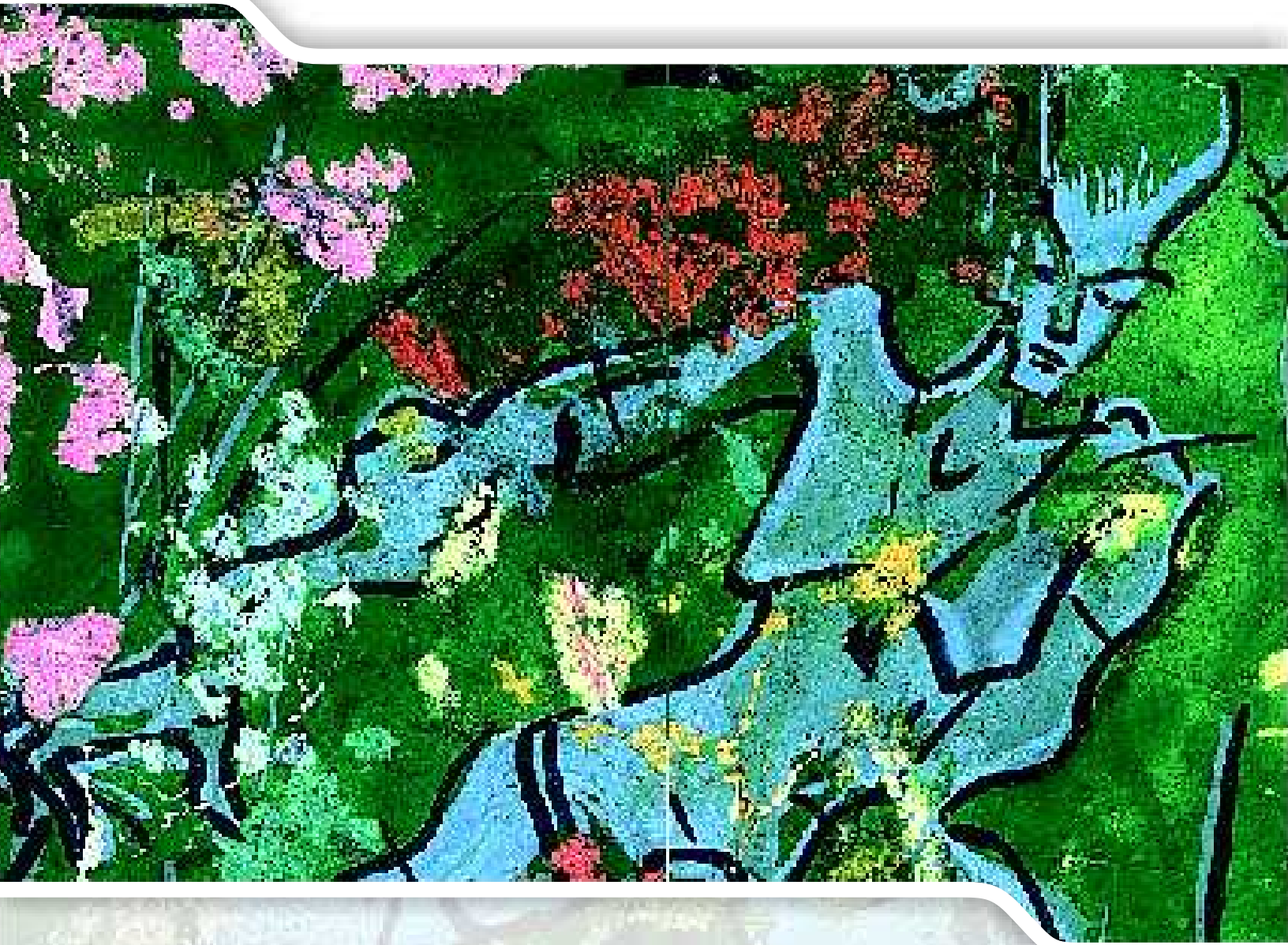
The activities for teachers in each Section are suggestive and it is earnestly hoped that they will carry on the spirit of each section through curriculum plus intervention strategies within the school. The activities are learner centred and will help to empower them to construct knowledge for themselves in a classroom or out of the class setting.

The future of young India is being shaped in the schools and it is imperative that all of us take a proactive role in ensuring that healthy and balanced young minds leave school and forge ahead confidently.

We wish teachers will find the Manuals useful and enrich them further with their wisdom and experience. It is an investment that each teacher, principal and parent must make to generate and augment creative and protective capacity of young people. This will go a long way in creating a sustainable social, healthy and peaceful society.

VINEET JOSHI
SECRETARY

Knowing Your Body





1

Knowing Your Body

Fact Sheet



Students in the age group of 10-14 years have entered into the Adolescence period and are generally confused as they undergo physical, physiological and psychological change. All that happens during Adolescence has implications that last through a lifetime and affects both individual and public health.

Children at this age go through rapid but uneven physical growth, social and psychological development. They enter into the physical maturity phase. They develop early adolescent anxieties about the transition to adolescence and puberty in particular. While becoming older brings with it new found freedom and independence, children and adolescents

also recognize the mysteries of transition to puberty and many feel relatively unprepared for profound physical changes they are experiencing. These changing conditions create an impact on the behaviour of the adolescent.

It is important that adults around them provide them support and guidance to facilitate their healthy development.

Through this Unit we have tried to provide an opportunity to the children of this age group to identify themselves at body level through different activities.

These are a few suggested activities. Teachers/Counsellors can devise activities more suitable/relevant and appropriate to age group.

Activity - Know Your Body !

Background: During this time, the students will see the greatest amount of growth in height and weight. Adolescence is a time for growth spurts and puberty changes. An adolescent may grow several inches in several months followed by a period of very slow growth, then have another growth spurt. Changes with puberty may occur gradually or several signs may become visible at the same time.

Methodology : The Physical Education teacher/ Nurse or Class Teacher should pin up the given Standard charts (Boys' and Girls' Height and Weight) on the bulletin board of either Medical room or classroom.



Observation / Discussion : Any deviation from standard measurements except more height requires attention. In the remarks column teacher / counsellor / nurse can write various dietary measures / general exercise to be undertaken by the student or refer to a doctor.

Conclusion : Measuring a child's Height and Weight is a way to monitor her / his growth and development. Recording child's Heights and Weight regularly and serially is more important than a single reading alone.

Key message : Student should make conscious effort to maintain body weight within the acceptable normal limit. Even if a student is overweight they should be counselled about the need to come to their ideal weight.

Suggested activities: Student should repeat this exercise on her / his own every 4 or 6 months and note the trend of growth. Consult doctor if required.



CONCEPT

Developing awareness about body height and weight.



OBJECTIVE

Awareness about body height and weight helps to identify if any measures are required to be taken in case of under - weight, over-weight or any height related problem.

MATERIALS REQUIRED:



Chart paper, A-4 sheets and Sketch pens



MODE

Individual



TIME REQUIRED

20 minutes



Important Note : Teachers must ensure that no child is ridiculed on any physical parameter.

STANDARD CHARTS			
Height for Age (Girls)			
Age	Girls Percentiles (Ht. in cms.)		
	5	50	95
1 Year +	64.5	72.4	80.9
2 Year +	71.2	79.9	89.4
3 Year +	76.5	87.1	97.4
4 Year +	84.2	94.5	104.9
5 Year +	91.0	101.3	112.8
6 Year +	97.3	107.3	118.9
7 Year +	102.2	113.0	124.6
8 Year +	107.5	117.9	130.4
9 Year +	111.4	122.5	134.8
10 Year +	117.0	128.1	140.9
11 Year +	120.9	133.4	147.5
12 Year +	123.4	138.3	152.6
13 Year +	130.8	144.5	155.4
14 Year +	136.3	146.1	158.1

STANDARD CHARTS			
Height for Age (Boys)			
Age	Boys Percentiles (Ht. in cms.)		
	5	50	95
1 Year +	66.7	73.5	82.3
2 Year +	73.3	81.8	90.4
3 Year +	79.1	86.6	98.8
4 Year +	85.5	95.9	106.4
5 Year +	92.0	102.2	112.9
6 Year +	98.2	108.4	120.5
7 Year +	103.8	114.0	125.3
8 Year +	108.8	119.6	133.0
9 Year +	113.0	123.8	138.0
10 Year +	117.5	128.9	141.0
11 Year +	121.9	133.3	147.4
12 Year +	126.2	138.1	153.5
13 Year +	130.9	144.0	160.3
14 Year +	134.6	150.3	165.5

STANDARD CHARTS			
Weight for Age (Girls)			
Age	Girls Percentiles (Wt. in Kg.)		

STANDARD CHARTS			
Weight for Age (Boys)			
Age	Boys Percentiles (Wt. in Kg.)		
	5	50	95
1 Year +	6.2	6.3	11.0
2 Year +	7.2	10.0	12.9
3 Year +	9.0	11.8	15.3
4 Year +	10.6	13.4	17.0
5 Year +	11.8	15.2	20.6
6 Year +	12.7	16.7	22.4
7 Year +	14.1	18.4	24.4
8 Year +	15.4	19.6	25.2
9 Year +	16.8	21.2	27.9
10 Year +	17.2	22.9	30.1
11 Year +	19.6	20.4	34.3
12 Year +	21.3	27.0	25.4
13 Year +	23.2	31.3	44.0
14 Year +	24.7	35.2	48.5

- 2) Teacher should ask each student to either know or find out about her/his Height and Weight and make a note of it.
- 3) Each student should now compare her/his Height and Weight with the Standard Measurements given in the chart.
- 4) Students may be asked to note the findings in the following table.

Sr. No.	Your actual	As per Standard Chart	Deviation	Remarks
1	Weight		More/Less	
2	Height		More/less	

Activity - Physical Maturation

Background : Physical maturation that occurs during puberty results due to hormonal changes. As the child nears puberty, a gland in the brain called the pituitary gland increases the secretion of hormones. Hormonal changes is a time of accelerated growth and physical changes second only to infancy. The physical changes baffle students and often become a cause of concern and anxiety.

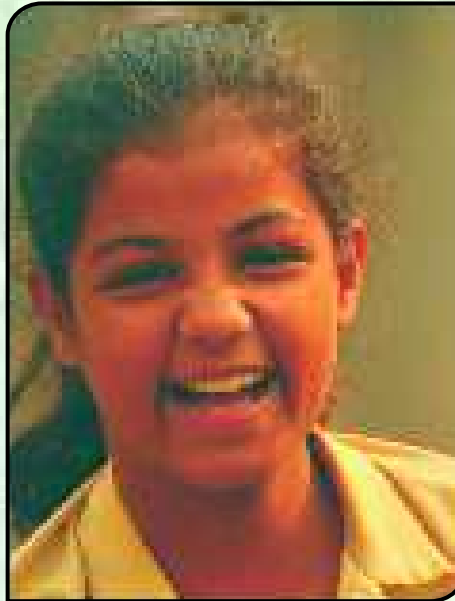
Methodology : It is difficult to know exactly about the onset of puberty. Students experience changes during this phase. These physical changes consume much of the energy and concentration of middle school students. Such distractions can greatly impact what they learn. It is the wise teacher who recognizes this, adjusts to the students' needs and develops lessons and strategies that take advantage of these changes.

Teacher can ask the students to collect information about physical maturation and prepare a project report. Students may be guided to refer to library book for collecting information. They must also make a note of their personal experiences.

These reports can be kept in the class library and made accessible to student.

Note : If the teacher wishes following information may be provided to students.

Observation : We as teachers may have observed that students in this



CONCEPT

Generate awareness about Physical Maturation.



OBJECTIVES

- Unpredictable and worrisome middle school students will be able to come out of the confused state by understanding that
- every individual has to pass through this phase in his/her life
 - these changes are signs of growth
 - hormones are responsible for these changes
 - changes are gradual
 - promoting healthy development is instrumental in preventing adolescent health problems

MATERIALS REQUIRED:



A-4 Worksheets



MODE

Integrated approach in groups



TIME REQUIRED

All through the session as and when required



age group trip over their own feet, they squeak, they load up on perfume or aftershave to cover body odours. They eat more. They sleep more. They are confused. All these are a part of the hormonal changes in the body of the adolescents.

Discussion : Adolescents experience rapid rates of growth and maturation of the reproductive organs and glands. Together, these physical changes accomplish the biological task of transforming a child into an adult. Rapid change combined with wide variation among individuals tend to make adolescents extremely sensitive to their appearance. At no other time in life are feelings about the self (self-esteem) so closely tied to feeling about the body (body image).

Conclusion : Temporary problems with appearance and self-image may occur as a result of acne, changes in fat distribution and increase in weight.

Increased awareness of one's own self and others and the tensions that accompany growing independence require parental support-and the respect of adults and to a certain extent, other people of the same age (peers), such as school friends. Adolescents feel a far greater need for privacy, which needs to be respected.

Key message : Teachers and parents must deal with adolescents with great care and patience. Students need direction which may be provided by adults around them.

Suggested activities :

- Workshop and activities may be organized to create awareness among parents and teachers. Games, role-plays, debates, discussions involving the theme **Physical Maturation** may be organized to give an opportunity to students for expression.
- Many opportunities need to be provided where adolescents can participate, enhance knowledge, skills and attitude by looking within themselves and their experiences to identify areas where they have problems.



STUDENT WORKSHEET

What changes will occur during puberty?

Physical maturation that occurs during puberty is a result of hormonal changes. As a child nears puberty, a gland in the brain called the pituitary gland increases the secretion of a hormone called follicle-stimulating hormone (FSH). In girls, FSH activates the ovaries to start producing estrogen. In boys, FSH causes sperm to develop.

The following are additional changes that may occur for the male as he experiences the changes during puberty:

- His body size will increase, with the feet, arms legs and hands sometimes growing "faster" than the rest of the body. (This may cause the adolescent boy to experience a time of feeling clumsy).
- Some boys may get some swelling in the area of their breasts as a result of the hormonal changes that are occurring. This is common among teenage boys and is usually a temporary condition. (Consult with your adolescent's physician if this is a concern.)
- Voice changes may occur, as the voice gets deeper. Sometimes, the voice may "crack" during this time. This is a temporary condition and will improve over time.
- Boys will also experience hair growth on their face, under their arms and on their legs.
- As the hormones of puberty increase, adolescents may experience an increase in oily skin and sweating. This is a normal part of growing. It is important to wash and bathe daily, otherwise Acne may develop on skin including the face.

Specific stages of development is case of girls :

- There is a spurt growth in height and weight, with the feet, arms, legs, and hands sometimes growing "faster" then the rest of the body causing awkward gait.
- The body starts maturing in a way and fills out.
- There may be rapid weight gain or loss.

- Menstruation may begin. Menstruation is a woman's monthly bleeding. It is also called menses, menstrual period, or period. When a woman has her period, she is menstruating. The menstrual blood is partly blood and partly tissue from the inside of the uterus (womb). It flows from the uterus through the small opening in the cervix, and passes out of the body through the vagina.
- Acne and pimples may develop leading to stress about body image. Pimples are the commonest of all chronic disorders in your age group. This is the result of hormonal changes that activate your sebaceous gland. Usually this is a temporary condition that will eradicate, as you will grow up. Balanced diet and personal hygiene helps to correct this condition.

Activity - Body Image

Background : As adolescents experience significant physical changes in their bodies during early puberty, they are likely to experience highly confusing perception of body image. Body image of students strongly influence self esteem.



Methodology : Brainstorm : Adolescents may speak in subtle or a strong way about a disliked part of the body or a concern about eating or food; use body comments as a starting point to initiate a discussion to explore their perception of their body and whether or not they are accurate. Give students worksheet plenary. Discuss with teacher or the counsellor about their concerns.

Observations : Lean female images and strong and lean male images are common to all societies and body image concerns have become widespread among adolescents.



For girls, “the way I look” is the most important indicator of self worth, while for boys, self worth is based on abilities and looks.

Discussion : Puberty for boys brings characteristics often perceived as loudable by society-height, speed, broadness and strength.

CONCEPT

Development of a body image with healthy food habits.



OBJECTIVES

To help students:

- Develop a healthy Body Image in order to have high self-esteem and high self - worth.
- Overcome influence of myths and misconceptions regarding diet and Body Image.



MATERIALS REQUIRED:

Copies of Questionnaire for Self-Assessment



MODE

Groups



TIME REQUIRED

One period



Puberty for girls brings with it characteristics often perceived as less laudable, as girls generally get rounder and have increased body fat. These changes can serve to further enhance dissatisfaction among girls.

Generally, early development for girls and late development for boys present the greatest challenges to healthy body image.

Conclusion : Poor body image is strongly associated with low self-esteem and low self worth, both of which can severely limit the potential for an adolescent to succeed. Teachers and parents must deal with adolescents with great care and patience. Students need direction which may be provided by adults around them.

Key message : Over concern with body image and shape can lead to restrictive dieting and unhealthy weight control methods which may lead to potentially dangerous disordered eating behaviors

Suggested activities :

Ask students to answer the following for self assessment.

- Do you look in the mirror and focus on your positive features and not the negative ones?
- Do you say something nice to your friends about how they look?
- Do you think about your positive traits that are not related to appearance?
- Do you read magazines with a critical eye to find how photographers make models look the way they do?
- Do you want to lose weight? (Be realistic in your expectations and aim for gradual change).
- Do you realize that every one has a unique size and shape?
- Do you have questions about your size or shape? (Ask a health professional).



WORKSHEET

Questionnaire for Self – Assessment

- Are you concerned about your weight (or shape or size) at all? Do you think your friends are concerned about their weight a lot?
- Do you know that diets are the worst way to lose or maintain weight? Have you ever dieted? Why?
- Do you know how to tell if you are too thin or too heavy or just right?
- How do you feel right now?
- Do you know that eating only low-fat or fat-free foods is NOT healthy eating?
- Do you know that you need fat in your diet and without it you can have all kinds of health problems?
- What would you do if you had a problem with your eating or if you were concerned about a friend who had a problem?
- Do you know anyone who has a problem with their eating habits? Have you talked to them about it?
- Do you follow any special diet? (like counting calories and/or fat grams, fad diets, skipping meals, etc.)
- Do you ever take any pills to control your appetite or your weight? Do you know anyone who does it? If yes, why do you think he/she does it?
- What kind of exercise do you do? Why do you do it?



Food & Nutrition



2

Food And Nutrition

Nutrition can be defined as the procurement of substance (nutrients) through food, necessary for growth, development, maintenance and activities of a living organism.

Students of classes-6 to 8 (age group 10-14) are in the stage of wanting to become independent in all the spheres. So, it becomes our collective responsibility to train them in a way where they learn and become conscious about their food and the nutrition they derive from it.

School going students need nutritive food for their optimum growth as these are the formative years of their physical growth. Teachers and parents must very consciously plan daily routine so that students develop good food habits. Values inculcated at school and home during this period invariably become part of one's personality.

Through this Unit we have tried to provide an opportunity to the students of this age group to experiment and have hands on experiences which can enthuse them and leave an impact of a lifetime.

These are a few suggested activities given in this Unit. Teachers/counsellors can devise activities more suitable/relevant to their social and cultural ethos and appropriate to the age group they deal with .



STUDENT WORKSHEET - I

SELF EVALUATION :-

1. Cereals, pulses, milk and its products, fruits and vegetables, fat and sugar are the different food groups. Does your food include all these food groups?
2. What do you usually carry for school lunch?
3. What do you prefer to carry for picnics (Chips, Colas, fruits, cakes)?
4. Do you regularly have breakfast before going to school?
5. Does your diet contain a daily serving of raw fruits?
6. Do you exercise daily?
7. Do you include sprouts in your diet?
8. How often do you eat sweets such as chocolates, cakes and ice cream (once a week / twice a week / everyday).
9. Do you prefer adding vegetables in your noodles?
10. Name any two common adulterants found in food.
11. Is it important to check the seal and label before buying a packed food product?
12. Why is khichadi more nutritious than plain rice?
13. Is it necessary to include soya bean/nutrient nuggets in your diet?

STUDENTS' WORKSHEET - II

TRUE OR FALSE

1. Carbohydrates, fats and proteins provide the body with energy.
2. Studying hard uses a lot of energy and for this should take vitamin pills.
3. It is a good idea to drink plenty of aerated water in summer.
4. Solid foods do not contain water.
5. Cellulose cannot be digested. Therefore, it is not useful in the diet.
6. Only starch can be obtained from grain and it is fatty.
7. An athletic in training needs meals rich in protein only.
8. Milk contains all nutrients.
9. Polished rice is better than any other variety of rice.
10. The quality of protein present in milk and soya bean is better than those found in pulses.
11. Fruit juices are healthy as compared to whole fruit.
12. Rice eating leads to obesity.
13. The amount of water intake should be reduced if one is suffering from diarrhoea.
14. Anger at meal time interferes with digestion.
15. You need to eat more when you use your muscles vigorously.
16. You need to drink 8 to 10 glasses of water everyday.

- 17. None of the vitamins in vegetable leaks out into the water in which they are cooked.
- 18. It is a good idea to add some baking soda to the water in which green vegetables are to cooked because it keeps them looking fresh and green.
- 19. Exercise and balanced diet are both equally important to avoid obesity.
- 20. Whole grain cereals are more nutritious than refined cereals.
- 21. Cooking food for more then 15 minutes results in loss of nutrients.
- 22. We should wash vegetables before cutting them.
- 23. Fermented foods are nutritious.
- 24. The left over oil after deep frying is safe for re-using as the medium for cooking.
- 25. Excess water may be discarded after boiling food.

Answers

1. T	2. F	3. F	4. F	5. F	6. F	7. F
8. F	9. F	10. T	11. F	12. F	13. F	14. T
15. T	16. T	17. F	18. F	19. T	20. T	21. T
22. T	23. T	24. T	25. F			

Activity – Managing School Canteen!

Background : During this phase the students will see the greatest amount of growth in height and weight and so it is important that they are aware of requirement of nutritive diet to keep healthy.

Methodology : Students to be given Worksheets I and II before the activity. Class teacher may divide the students in five groups based on their interest and prepare the following duty chart.

Group-1 : Preparing day wise menu for a week. (This can be repeated) While preparing menu ensure that you suggest those items, which have high nutritive content and fewer calories. You may also advise to add Soya product wherever it is possible.

Group-2 : Preparing chart showing nutritive value of the fresh snack to be served in the canteen.

Group-3 : With the help of canteen in-charge teacher, keep a check on the packed food items so that no junk food is sold from the canteen. Canteen should operate as a small outlet with limited facility, which will encourage students to bring food from home.

Group-4 : Should occasionally check the hygienic condition and raw materials used in the canteen.

Group-5 : Should be responsible for cleanliness outside the canteen and arrange for two types of dustbins with labels so that students throw biodegradable and non- biodegradable waste separately.

Students to be given worksheet III before and after managing school canteen for a week.

Observation : Some times due to unavoidable reasons students fail to bring their tiffin from home and so schools are required to provide an alternative solution i.e. canteen. If students and teachers manage the canteen's menu, it can become a great learning experience of making nutritive food available to students and develop co-operative spirit by working as a team.

Conclusion : School going students need nutritive food for their optimum growth as these are the formative years of their growth. Food habits inculcated at school and home during this period invariably become part of one's personality.

CONCEPT

Value of nutritive food.



OBJECTIVES

- To make nutritive food available to students
- To make students know the nutritive value of what they are eating.
- Students develop co-operative spirit by working as a team.

MATERIALS REQUIRED:



papers and pencil,
Student
Worksheet I, II, III



MODE

Group Work



TIME REQUIRED

45 minutes



Key message : A school is a place where learning takes place at all levels. In order to make learning an enjoyable experience, it is desired that the school must create an atmosphere where learning takes place effortlessly and when children grow up in such an environment, they turn out to be more aware and hence knowledgeable in every discipline.



STUDENT WORKSHEET - III

Fill in the food items you have during breakfast, lunch and dinner. Mention about the nutrient present by putting in respective box

Sr.No.	Food Items	Carbohydrates	Proteins	Fat	Minerals	Vitamins
1.	Breakfast (for e.g.) - ❖ Cornflakes With Milk ❖ One slice of bread with butter ❖ Fruit juice					
2.	Lunch					
3.	Dinner					

Is the meal you have at home balanced ?

Activity – Newspaper In Health Education

Background :

Media has a very strong influence on children. Taking advantage of this informal approach students can be guided to develop good food habits.

Methodology :

Teacher may ask students to:

1. Cut one news clipping from the newspaper or magazine related to nutrition and paste it on an A-4 sheet.
2. Read the news article and note down difficult words and queries they have on the same sheet, below the news item.
3. Find out the meaning of these difficult words and write against them.
4. Clarify doubts (queries) from teachers, internet or the library books and note them down on the same sheet.
5. Pin their sheet on the bulletin board and place the bulletin board near library for the other students to read.

Observation/Discussion :

It is important that students become aware about the food they eat. Newspapers carry many news articles related to food but students are unaware of such information. In order to make them aware, it is important that they are given an opportunity to discuss news related to nutrition among themselves. Gradually students will develop an interest and eventually awareness about food and nutrition.

Conclusion :

The awareness will motivate students to think and develop an attitude to be selective about the food they eat.

CONCEPT

Generating awareness about food and learning more about it in an informal way.



OBJECTIVES

Students will develop a habit of reading newspaper daily and also identify various nutrition related news which will make them concerned about health related issues.



MATERIALS REQUIRED:

Newspapers, Magazines and Journals



Mode

Individual Work /
Pair Work/
Group Work



TIME REQUIRED

One period



Key message :

Learning takes place all the time. Schools should use all such resources to make learning an enjoyable experience for the students. This will inculcate a healthy practice among the students to learn from these resources through out their life.

Suggested activities :

Students together can organize a quiz competition based on the articles put on the bulletin board.



Activity – Food and Consumer Awareness

Background : The market is flooded with large variety of food items. Student must be well informed and trained to make right choices without getting trapped into fake marketing forces.

Methodology :

Before you buy any food items, note the following carefully

- Date of manufacturing/packing.
- Date indicating time before it is required to be consumed
- Presence of “F.P.O.” or “AGMARK” marks
- Maximum Retail price
- Ingredients used
- Red /green dot indicating non-veg/veg
- Nutrient content

Observation/Discussion :

Adulteration of food items is becoming more prevalent and eating outside is gaining momentum. When such food is consumed more often, it is important that students know what they are eating.

Conclusion : As an enlightened citizen, it is your duty to take up any issue related to adulteration and bring to the notice of concerned authorities.



CONCEPT

Awareness about food you eat as a consumer



OBJECTIVE

Students will develop an attitude to be selective about their food habits and also develop awareness about their right as a consumer in order to lead a healthy life.



MATERIAL REQUIRED

Paper , pencil, Student Worksheet



Mode

Individual/ Group Work



TIME

Two periods



Key message : All that glitters is not gold. Do not compromise with the quality of food as it directly affects your health.

Suggested activities :

Collect information about common adulterants found in milk, turmeric powder, black pepper, mustard seeds, edible oil and honey.

STUDENT WORKSHEET

Fill in the table given below for any five food items

Sr. No.	Food item	Date of Packing	Best before	Trade Mark	Ingredients used	Nutrient Content	Red/Green Dot	M.R.P.

Teacher can demonstrate various tests to identify adulterants in the food items. Some are given below.

- **Vanaspati in Ghee or Butter**-Melt one teaspoon full of Ghee or butter sample in a test tube. Add an equal amount of concentrated Hydrochloric Acid and a pinch of common sugar. Shake well for about one minute and allow the tube to stand for five minutes. If you observe a crimson colour appearing in the lower layer, it shows the presence of vanaspati in Ghee or butter.
- **Argemone oil in Edible oil**-Add concentrated Nitric acid to the sample and shake carefully. Observe the colour of the acid layer. A red to reddish brown colour indicates the presence of argemone oil.
- **Metanil yellow in Dal**-Shake five grams of Dal with five ml of water. Add a few drops of Hydrochloric Acid. A pink colour indicates the presence of metanil yellow.

Note : Student's must not be allowed to use concentrated forms of acid themselves. Teacher must demonstrate the activities to them.

5

Being Responsible And Safe

It is very important to understand that students falling in the age group of 10 to 14 years are particularly prone to a large range of accidents, as they tend to get excited about everything and in the process compromise with their safety. Safety involves being careful in order to prevent an accident or risk that could cause harm or injury. Thus it is important for us to teach them to be safe and avoid injury.

As safety is freedom from danger or harm and prevention is an important element of safety; everyone needs to know how to act safely in dangerous situations. Acting responsibly in dangerous situations can sometimes save a life. For example, every school should have a plan for escaping from the school building in case of fire or natural disaster. Safety should also be considered whenever the student starts a new activity, for example, when learning to ride a bike, use a skateboard; or learning to cook, the student should be taught safe techniques. For instance, following some simple guidelines such as not leaving burning candles unattended can prevent many fires.

Through this Unit we have tried to provide an opportunity to the students of this age group to identify the "not so safe" areas/activities and help them to handle them.

These are few suggested activities. Teachers / counsellors can modify the activities according to the local needs.



Activity – Evacuation drill

Background : In today's world it is important that all the students should have a fair knowledge about the calamities/disasters and the basics of how to handle such emergencies. Thus, drill can become a part of routine that can be followed in an emergency situation.

Methodology : Students are told to assemble, given briefing, shown plan and then the situation is simulated. Time set is maintained. Practical exercise, according to the situation is taken up.

Observation : Students understand the situation, analyze and react without panic and are mentally alert to face crisis. Discuss the problems faced.

Conclusion : Awareness regarding urgency in case of an emergency.

Key Messages : Practice makes a man perfect.

Self-assessment :

- Make a list of feelings and reactions
- Time management
- Regular introspection.

Suggested activities :

- Quiz based on the information provided
- Worksheets-sample attached
- Hold a school-wide *Fire Safety* Poster contest. Winning posters at each grade/ level might be displayed in the public library or in the windows of local grocery stores.
- Power point presentation to be prepared by the students.



CONCEPT

Developing a sense of discipline and urgency during emergency.



OBJECTIVE

To train the students to evacuate the building in case of fire, flood or earthquake.

To evacuate the building without panic, anxiety or stampede.

Teach the students to respond to emergency alarm.



MATERIALS REQUIRED:

copies of the plan, audio-visual presentation, Whistle/alarm



MODE

Whole School



TIME

1 hour / 2 periods



Electrical Safety World-Student Worksheet 1

How Can Electricity Hurt You?

Name: _____ Date: _____

1. Electricity always takes the easiest path to the _____

- a) sky b) tree c) ground

2. You have to be touching the ground directly to be shocked by electricity.

(True or False) _____.

3. You should never touch anything electrical while you have wet hands or while standing in water because

4. Draw a picture of a dangerous situation inside or outside a home that could result in someone being shocked by electricity

5. Now, explain something that people can do to correct the shock hazard you just drew.

Electrical Safety World-Student Worksheet 2

In Case of Emergency

Name: _____ Date: _____

1. What can happen if you throw water on an electrical fire? What should you do instead for an electrical fire?

2. If you touch someone who has been shocked and they are still contacting the source of the electricity, what could happen to you?

3. What is the only safe thing to do if you see a fallen power line?

- a) jump over it
- b) stay far away from it and tell an adult
- c) move it with a stick

4. What is the safest thing to do if you are in a car with a power line on or near it?

- a) climb out of the car window
- b) stay in the car
- c) get out of the car as fast as you can
- d) get onto the car roof and stay there

5. List 3 things that would be useful to have in a safety kit during a power shortage.

6. If you see lightning or hear thunder and can't get indoors, you are safest

- a) under a tree
- b) in a hardtop car
- c) on a wooden bench
- d) in a wooden boat on a lake

Activity – Safety Rules to be followed in various situations

Background : India is very prone to disasters. Over the years these disasters have caused extensive damage to life and property. Thus in order to have pro-active, comprehensive and sustained approach to disaster management and to reduce the detrimental effects of disaster it is important to begin early.

Methodology :

- The teacher starts the session by asking the students about safety rules.
- Then she classifies the rules into different categories such as:
 1. Common Rules
 2. Specific Rules
 - (i) Road
 - (ii) Fire
 - (iii) Strangers
 - (iv) Anything related to local dangers.
- Divide the whole class into small groups and let each of the group work on each category.
- Each group presents their findings through role plays, posters etc.

Observation : Students will learn to understand safety; create safe environment and cope with any emergency.

Conclusion : Students should know about the safety rules that should be followed in various situations ranging from crossing the road to being aware of other potential dangers in the environment such as dealing with strangers.

Key Message : Safety saves and Precaution matters.

Self-assessment : We should keep these things in mind. Check and complete the information.

- Do you have a number on the front of your house?
- Can the number be seen easily from the street during the day and night? This is very important in case the driver of a fire truck or ambulance needs to find your house quickly. House numbers can be purchased at a low cost from a hardware store.

CONCEPT

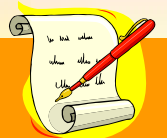
Teaching safety rules help the students to take care of themselves.



OBJECTIVE

- To teach consequences of risk-taking behaviour.
- To facilitate safe living for themselves and others.

MATERIALS REQUIRED:



Computer with Internet connection, writing material, chart papers etc.



MODE

Group work



TIME

2 periods



EXAMPLE POSTERS/FACT SHEETS THAT CAN BE PUT UP

Facts About Fires

- Real fires are FAST. In a few minutes your whole house could be on fire.
- Real fires are HOT. Temperatures can be more than 600 degrees.
- Real fires are DARK. You won't be able to breathe and you can't see anything.
- Real fires are DANGEROUS -- no matter how small. If you see a fire, get out and get help.



Home Fire Safety

- Draw a simple picture of your home. Plan at least two escape routes from your home and two ways to get out of every room.
- Agree on an outside meeting place.
- Decide who will take charge of each child.
- Practice the escape routes during fire drills. (Practice escapes at night, that's when most deadly fires occur.)
- Show children who live in high-rise buildings the shortest route to a safe exit. Warn them not to use the elevator.

In a Fire...

- GET OUT FAST, seconds count. Phone for help from a neighbor's home, not from inside a burning building.
- COVER your mouth and nose.
- CRAWL LOW under the smoke to the nearest exit.
- TEST the door. If it's hot or there's smoke, use another way out.
- ONCE OUT, STAY OUT. There's nothing more important in your home than you. If someone is missing, tell a firefighter.
- GATHER at your designated meeting place.
- NEVER go back into a burning building.

If Clothing Catches on Fire...

- STOP. Running fans the flames, making fire burn faster.
- SHOUT for help. Don't run for help.
- DROP to the floor and cover your face.
- ROLL back and forth to put out flames.
- COOL a burn with cool water.

Smoke is Deadly

- Each year, fires and burns kill hundreds of children and permanently scar thousands, yet more fire victims die from the smoke than flames. Smoke can overwhelm a child or adult in minutes.
- Protect your family by installing smoke detectors outside all sleeping areas and on every level of your home.
- Test them monthly, following manufacturers' instructions. Change batteries at least once a year -- even if they are still working.
- Caution: Never remove batteries for use in toys, a flashlight, or radio.
- Teach your children about smoke detectors. Let them help test the detectors, so they recognize the alarm. Follow up by practicing your escape route.

Matches and Children Don't Mix

- Matches and lighters are tools for adults; they are not toys.
- Children who play with matches or lighters can be badly burned and can hurt others.
- Teach children that if they find matches, they should tell an adult the location right away.

Suggested Activities

Class can again be divided into groups to develop and do the following :

- Snakes and ladders game based on the area of interest
- Crossword puzzles to enhance the vocabulary
- Colouring activities
- Matching games
- Quiz

First Aid Essentials !!!

Background : Teaching First-Aid will make the students independent and responsible to handle small emergencies. This exposure will help the students to overcome anxieties related to injuries.

Methodology : Activity starts with a pre-activity preparation, that is, School team comprising of Nurse, Doctor and Counsellor take care that venue is ready, material required is ready etc.

- Parents belonging to similar profession are also involved.
- Activity starts with a formal introduction to First-Aid followed by a multimedia presentation showing how to handle emergencies.

Observation : Students will be able to handle minor injuries like cuts, sprains etc without panic and anxiety and would be able to distinguish between fracture and sprain.

Conclusion : As complexity in life is increasing and students are leading a very active life, it is necessary that they learn to deal with small emergencies themselves.



CONCEPT

First-Aid is simple and immediate emergency treatment that one can give to an injured or ill person.



OBJECTIVE

To train students to attend to small injuries that may occur on playgrounds, in a school building or in neighbourhood.

MATERIALS REQUIRED:



Demonstration materials



MODE

Group work



TIME

1-day workshop



Self-assessment : Please maintain the kit and keep updating it. A list of all the essential items is given below.

First Aid Kit

Every office, factory, home and school should have an accessible first-aid box. It is readily available in shops but you can use a tin or cardboard box at home as your first aid box. Following are the common stuff you should have in your first aid box.

- First-aid book
- Small roll of absorbent gauze or gauze pads of different sizes
- Triangular and roller bandages
- Band-aids (Plasters)
- Pen torch
- Tweezers
- Moistened towels and clean dry cloth pieces.
- Thermometer
- Sterile adhesive bandages in assorted sizes
- Adhesive tape
- Cotton (1 roll)
- Scissors
- Latex gloves (2 pairs)
- Needle
- Antiseptic
- Tube of petroleum jelly or other lubricant



- Assorted sizes of safety pins

- Cleansing agent/soap

Non-prescription drugs

- Pain relievers
- Antihistamine cream for Bee Stings.
- Laxative
- Anti-Diarrhea medication
- Antacid (for stomach upset)

Keep your first aid kit where it is easily accessible. Replace drugs whenever they reach the expiry date.

Suggested activities :

- Make a list of important people and phone numbers in case an emergency occurs
- Organise a First Aid camp in the school
- **Community service :** Older students can take responsibility for teaching younger students about first aid.
- **Writing :** Invite a representative of the Red Cross Society/Local hospital/CGHS to come to school to talk to your students. Students might prepare questions for the First Aid in advance - question about fire safety and also jobs related to the field.
- Students can use the information they gather to write a "news story" about the First Aid camp



Behaviour And Life Skills





6

Behaviour And Life Skills

As health education and Life Skills have evolved during the past decade, there is growing recognition of and evidence for the role of psycho-social and interpersonal skills in the development of young people from their earliest years through childhood, adolescence, and into young adulthood. These skills have an effect on the ability of young people to protect themselves from health threats, build competencies to adopt positive behaviours and foster healthy relationships.

There is now strong evidence from an increasing number of studies that skills-based health education, including education that fosters the development of Life Skills, changes behaviour.

Skills-based health education is an approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and especially skills using a variety of learning experiences with an emphasis on participatory methods.

Life Skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO).

Essential Life Skills include such things as being able to recognize and describe one's feelings, giving and receiving feedback, recognizing assumptions, setting realistic and attainable goals and employing problem-solving strategies.

In the following Unit an attempt is made to acquaint the students with some Life Skills which can help them to develop better.

These are few suggested activities. Teachers / Counsellors can modify the activities according to the local needs.



Expressing One Self

Background :

Life Skills are the skills necessary for successful living. Essential Life Skills include such things as being able to recognize and describe one's feeling, giving and receiving feedback, recognizing assumptions, setting realistic and attainable goals, and employing problem solving strategies

Methodology :

- Teacher instructs the students to look through photographs or magazines for things they like or that describe them.
- Cut them out and arrange them on the poster board. Make any design they like. Paste pictures of things that make them feel good, express what they like and who they are. Hang them on the wall with pride.
- Do one every six months and you will be amazed at the results.

Observations/discussion :

Students draw the family's painting, which provide an insight in their perception and self esteem.

Conclusion:

Growing up children are not able to express their conflicts verbally. Thus, it is a good idea to ask the student to draw and paint their view of the relationship of their family.

Key message :

Insights are stepping-stones for desirable behavior modification.



CONCEPT

It is a way to raise awareness about the way we feel and react in a particular situation.



OBJECTIVE

This activity provides an insight into students' perception and attitude towards others in relation with oneself.



MATERIALS REQUIRED:

Pencils, colours, mounting board, glue, sparkles etc.



MODE

100% participation



TIME REQUIRED

2 periods



Self-Assessment :

In this activity the teacher observes the student and asks certain questions based on the work presented. Some guidelines for the interview are:-

- The colours used by the student
- Content analysis
- Injury from the seemingly disturbed student.
- Parental interview and counseling to both, the child and the parents.

Suggested Activities :

- Visit to art gallery
- Rate your emotion
- Write poetry
- Assign symbols to various emotions
- Pretend to be grown up and behave accordingly



Worksheet

Exercise: Warm-up questions

Take a few minutes to answer the following questions:

1. A time I couldn't have made it through something difficult without my mom/dad/team ...

2. A time when I appreciated my mom/dad/team was ...

3. Something I like about my mom/dad/team is ...

4. One of my strengths is ...

5. The biggest challenge for me is ...

6. One positive change I would like to make is ... _____

I promise to work towards IT!!

I promise to take help if I feel the need.

Signature:

Building Empathy

Background : Role-play creates an environment in which young people begin to experience intimately what a situation may mean and feel, thereby helping them to empathise. Besides, it introduces young people to the use of drama in education. This also helps students to break down barriers of self consciousness.

Methodology : Divide the class into small groups. Assign the students their roles and give them time to practice. Allow them to display. Discuss and ask the students for comments.

Materials Required:

Role-play does not require a mountain of props, rather the opposite. The idea is to focus on the characters whose roles have to be played out. Props only provide a distraction to the audience and the actors. Of course, minima also means that groups make do with what is available. Therefore, if there are tables, chairs and other furniture in the room where you are working, the groups could use these in some way. Room setting should be done according to the designed activity.

Observation/discussion : Students would be able to empathize, organize, analyze and reflect their perception and relationships with others and their environment making the students more responsible.

Conclusion : Through role-play, participants can experience the feeling and potential outcomes of a social situation without suffering the actual consequences of their decisions.

Self-assessment : Ask the students to work on the provided guidelines

- Think of a situation
- Decide the roles

CONCEPT

Role-play techniques are ideally suited for situations where identification is sought for the characters especially for contrasting or evolutionary behaviour.



OBJECTIVE

This activity aims at generating innovative and reflective range of responses towards a particular situation. It will enhance the personal skills while providing safe environment to give vent to one's 'emotions'. Besides, it helps the students to empathise.



MODE

Group-Work

TIME REQUIRED

1 hr/2pds



- Write down the feelings
- Discuss and share
- Expert advice

Suggested Activities :

- **Breathing together:** The full group should form a circle with everybody being able to see everyone else. Without speaking, they work to synchronize the rhythm of their breathing.
- **Name chants:** The full group is randomly divided into groups of four and each of these is then given five minutes to make short song, chant, rap, using their names. They then perform for the to other groups.
- Charades
- Mime machines
- Tableaux - moving tableaux

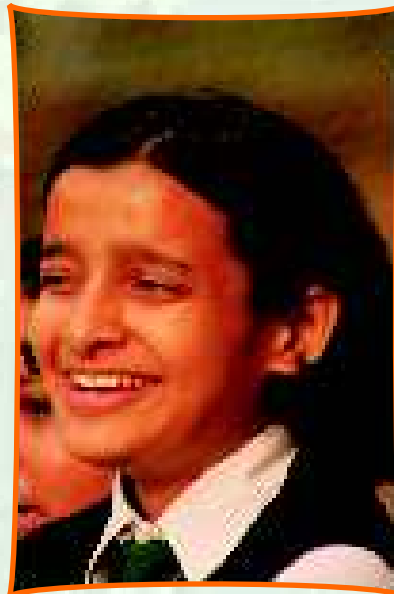
Key message : Feelings are integral part of one's life. One experiences wide range of feelings and their proper communication is a skill which every student must learn.



Extempore Expression !

Background :

Instantaneous expression about an individual or the situation provides an insight in the person's thinking styles/difficulties/hang ups etc.



CONCEPT

On the spot activity such as extempore provide an insight into students thinking style



OBJECTIVE

To provide the opportunity to share their opinions. This may help the school to mould their policies according to present need.

MATERIALS REQUIRED:



TIME REQUIRED

1 hr/2pds



Development

Background :

Discussion would help student's curiosity to ebb. It also leads to an increase in awareness level of students.

Methodology :

Minimum 3 three experts from the fields can be invited. Principal, parent representative, school doctor and counsellor also join the panel. Students are encouraged to ask any question that may be pertaining to the subject. At the end experts are given opportunity to express their viewpoints and inform about the neglected aspects.

Observation/discussion : Increases awareness

- Type of questions asked provides insight to policy makers regarding cause and effect relationship.

Conclusion :

Role models play an important role in moulding young minds and their viewpoints help the students to internalize the good values. These kinds of activities motivate the students to emulate their role models behavior.

Key Message :

Open discussion widens the horizons.

Self-assessment :

Follow the format.

- Talk to the expert if confused.
- Approach a responsible adult, if in trouble.
- Share their views with friends, teachers and parents.

Note to the teacher :

Panel Discussion

A panel consists of a small group of six persons, who carry on a guided and informal discussion before an audience as if the panel

CONCEPT

Understanding the problem from an expert's viewpoint is more convincing than others.



OBJECTIVE

To ensure that students have gained all the necessary information, which help them to take up active and safe life.



MATERIALS REQUIRED:

Room setting is important



MODE

Panel discussion



TIME REQUIRED

1 hr



were meeting alone. The proceedings of the panel should be the same as those described for informal discussion: volunteering of facts, asking questions, stating opinions-all expressed with geniality with respect for the contributions of other members, without speech making, and without making insidious personal references. This primary function should occupy approximately two-thirds of the allotted time-say forty minutes of an hour's meeting. The secondary function of the panel is to answer questions from the audience. This discussion method is suitable for use when a relatively large audience is anticipated. The disadvantage of the method is that it confines most of the discussion to the panel itself. The audience listens and is given a chance to ask questions, but for the most part is passive and receptive.

Panel discussions, if well conducted are usually more interesting to the audience than is the single-speaker forum. They provide sufficiently varied opinions presentation of facts is from multiple perspectives.



Self Esteem

Methodology : This activity can be done in the classroom in the language students are comfortable with. Maximum minutes to be given to each student. The teacher keeps on recording the talk on various dimensions. Deliberate effort is made to give emotionally laden topics.

Observation/Discussion : The pitch of the voice, the confidence in which the students speak provides an insight into students' self-concept.

Conclusion : Students in their pre-adolescent years are easily excited and while participating in such activities tend to voice their viewpoints on the issues of their concern.

Key Message : Expression improves mental health.

Self Assessment : Make a list of emotions students experience in different situations, such as:-

- When you are angry _____
- When facing exams _____
- Seeking permission from parents when you think they might refuse _____
- Your friend stops talking to you

- Your best friend says something about you to others

- A boy in your class asks you to do something which you don't like _____
- Referral services according to the need may be provided
- Counselling to be provided at whatever level needed be it -
School / Class / Individual / Peer group level

MATERIALS REQUIRED:

List of the relevant topics to be prepared by the teacher in advance (peer pressure generation gap. Communication gap popular culture etc)

MODE

Group presentation



TIME REQUIRED

1 hr / 2pds



FREQUENTLY ASKED QUESTIONS

Q1 Will my birth sign affect my growth?

No. Proper exercise and diet have direct impact on our growth.

Q2 I am a twelve-year-old girl and I am very fat. I hate myself. What shall I do?

Consult a medical practitioner or a dietician. Under an expert's advice examine your diet and exercise schedule and modify it. Follow the instructions given by the expert religiously. Gaining or losing of body weight is in our hand.

Q3 What are the physical changes that take place during adolescent years?

Boys-development of beard, moustache and low-pitch voice and increase in height. Girls-high-pitch female voice, female pattern of body hair distribution, onset of menstruation cycle, growth of mammary glands.

Q4 I am a thirteen-year-old boy. My voice has become so hoarse that I do not want to talk to any one.

This change is part of normal growth and development. Hoarseness is because of the low-pitch voice, which boys normally develop during adolescent years.

Q5 I used to wear shorts, suddenly after class-VI, my father started discouraging me from wearing shorts or skirts.

In conservative Indian society such parental instructions are not uncommon. Largely parents' opinions are influenced by the society in which they live.

Q6 I feel my parents do not trust me any more.

In our society, parents very frequently advise their children on various issues out of care and concern, it could be misconstrued and thought to be lack of trust. It is better to have an open communication with your parents.

Q7 My height has suddenly increased and now I am the tallest in my class. My friends keep on teasing me. This depresses me.

This change is part of normal growth and development. Boys normally experience sudden increase in height during adolescent years.

Q8 My friends told me that a person can gain a kilogram or more from eating a serving of cake, ice cream or junk food.

You should not be concerned and unnecessarily worried about this issue. It is important to understand that no food is good or bad for you. Quite the contrary, some people believe that when they take any food, it will immediately be visible on their body as excess weight. This is not how food works. In fact, when a person eats food, it is broken down by the body into energy and fuel for growth and alertness. Particularly, when you eat nutritionally dense or nourishing foods in appropriate amounts, it all gets used up and disappears before it could ever be stored as fat. Also it is important to exercise everyday.

Q9 I know that very skinny models and actresses have unhealthy eating and exercise lifestyles. I must not model myself after them. Is that right?

TRUE. It is unnatural and unhealthy to try to get your body to be thinner than it needs or wants to be, no matter how normal the models or actors make thinness seem. When you eat right and stay active, your body will determine that best weight for you and will maintain that weight to keep you feeling good and fit.

Q10 Is it true that no one can know how fit or unfit I am simply by looking at me.

TRUE. Nobody can tell how fit you are simply by looking. Largely built or overweight people are often strong, healthy and in very good shape; their heredity may determine their large size. Do you know that many overweight people exercise regularly and vigorously and are fine athletes.

Q11 Is it true that body shapes and sizes vary from one person to the next. No two bodies can or should look the same.

TRUE. Just as every finger print is different from every other, no two people are created to look just the same. We all come in different sizes and shapes, with different strengths and weaknesses, with different talents and interests. Our unique qualities set us apart and make us special. Who we are as people has less to do with how we look and more to do with how we think, feel and behave.

Q12 Kids become overweight because they eat too much. Do they need to eat less.

No one becomes overweight because he or she eats too much nutritious food. People become overweight when they eat too much of less nutritious foods and/or when they do not remain active, or engage in sports or other forms of regular exercise. Moving your body vigorously through space in some form of exercise is one sure way to keep your metabolism healthy and capable of burning fat, giving you energy and keeping you trim. When people are overweight, they do not need to diet or eat less. They may need only to learn to eat differently, to establish a healthier eating and exercise lifestyle.

Q13 Is it true that I will be thinner if I skip breakfast. The fewer meals, I have, the thinner I will become.

NO. You can't expect to be alert and to learn efficiently at school unless you feed your brain well after its extended overnight fast. People who skip breakfast damage the function of their metabolism, interfering with their body's capacity to burn fat effectively. In addition, excessively hungry people tend to overeat their next meal or snack; non-breakfast eaters are more apt to develop weight problems in their childhood and into their adult years.

Q14 Is it true that sweets are not good for me.

FALSE. There is nothing wrong with eating sweets. A dessert now and then, even once a day, is fine. A few extra sweets on birthdays and festivals is great fun and in the spirit of celebration. It would in fact be problematic if you could not feel free to eat these foods. Sweets become problems only when people eat them in excess or instead of foods that nourish and build strong bodies.

Q15 Eating fat in your food makes you fat. Is this true.

No. Eating fat in your diet does not make you fat. Though an over-abundance of saturated fats can be unhealthy, other kinds of fats are necessary to keep your body healthy and functional. The healthy eater is the person who eats all types of foods, as long as they are eaten in moderation (not too much and not too little).

Q16 I worry that the more I eat, the more weight I will gain.

FALSE. When your body is well fed and healthy, it will eventually arrive at what is called its "set point" weight. The body's set weight is the weight your body wants and needs in order to be healthy. Once this weight is achieved, it will stay, give or take a kilo here or there. If one day you eat more than usual, the scale may show a slight increase in weight but within a day or so of eating naturally again, your body will settle comfortably back to its set point weight. You can count on it.

Q17 Everybody talks about puberty, what does it actually mean?

Adolescence is usually defined as the period in a boy's or girl's life, which occurs between childhood and adulthood. Adolescence begins with puberty, which technically is the time when your secondary sexual characteristics appear. This is triggered by the pituitary gland, which secretes a surge of hormones into the blood stream and begins the rapid maturation of the gonads: the girl's ovaries and the boy's testicles. It varies from person to person. It may also be by the genetic make up of the person.

Q18 What really happens during this period (puberty)?

On an average, a child enters a period of accelerated growth just prior to pubescence. The greatest increase in height occurs around 11½ years of age for girls, and around 14 years for boys. Girls usually start their first menstrual period between 11 and 14 years of age. Other signs such as filling out of body, enlargement of the breasts, growth of hair girls change of voice, increase in size of genitalia and growth of hair in boys, also occur around 11 to 15 years of age and complete themselves by 14 years for girls and 15 years for boys on an average. Medically, a boy or girl is now capable to procreate i.e. have a baby.

Q19 What is the age when the first period starts?

The average age of menarche (first period) is considered to be between the ages of 11 and 14. Menarche usually occurs a year or two following other puberty related changes like breast development and hair growth. A young woman's age of menarche is also often related to the age that her mother had her first period. Research suggests that the average age of menarche has fallen over the last century.

Q20 What is menstruation?

Menstruation is a woman's monthly bleeding. It is also called menses, menstrual period, or period. When a woman has her period, she is menstruating. The menstrual blood is partly blood and partly tissue from the inside of the uterus (womb). It flows from the uterus through the small opening in the cervix, and passes out of the body through the vagina.

Q21 I am 14 years old, and am worried about developing spots and pimples on my face.

Pimples are the commonest of all chronic disorders in your age group. This is the result of hormonal changes that activate your sebaceous gland. Usually this is a temporary condition that will eradicate, as you will grow up. Balanced diet and personal hygiene helps to correct this condition.