

# School Health Manual

Comprehensive School Health Teachers Activity Manual

**VOL. I**



**CENTRAL BOARD OF SECONDARY EDUCATION**

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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 <sup>2</sup> [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.

# *Content Page*

Page No.

## About the Comprehensive School Health Manuals

1. Introduction to School Health	1-19
2. Improving School Performance through Health Promotion	20-25
3. Health Promotion in School	26-33
4. School Health & Wellness Clubs	58-68
5. Health Care In The School Health Checkup, Health Care & First Aid	69-86
6. Guidelines for Facilitators / Teachers Peer Educators	87-93
7. Assessment and Evaluation	94-100
7. Appendix	101-102
11. Circullar - 9	103-107
12. Circular - 29	108-110
13 Circular - 17	111-112
14. Global School Health Survey	113-131

## *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**