

3. Health Promotion in Schools

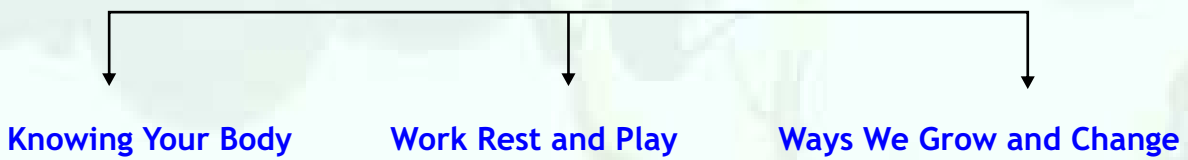
A holistic curriculum which focuses on health and wellness among children in schools needs to address the areas of physical, emotional, social, intellectual and spiritual well being among them. Any survey of statistical data reveals that society today and specifically the youth are facing an onset of early diseases related to lifestyle. Behaviour patterns and dietary habits acquired during childhood often have a profound impact on their later life. The curriculum is, for the sake of convenience, divided into following six areas and themes which can help the school to improve its performance. They are merely suggestive in nature and teachers are encouraged to use these themes and the ideas provided under them as take off points for further reference. Each theme has been sub divided into further sub-themes which should form a part of the co-curricular or curriculum plus activities being organised in the area of Physical and Health Education in Schools.



The following six areas and themes can help the school to improve its performance in its objective of becoming a Health Promoting School.



1. Knowing Your Body



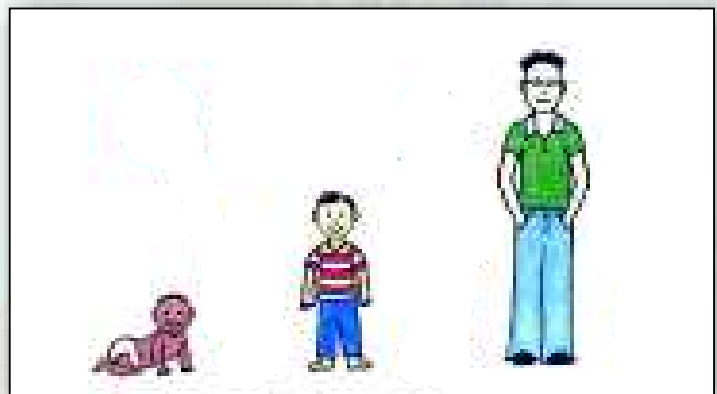
Knowing Your Body:

- Structure, function, care of body
- Concepts of health such as:
 - ⇒ Physical
 - ⇒ Mental / Intellectual
 - ⇒ Social
 - ⇒ Emotional
 - ⇒ Spiritual Health
- Importance and value of health



Ways We Grow and Change:

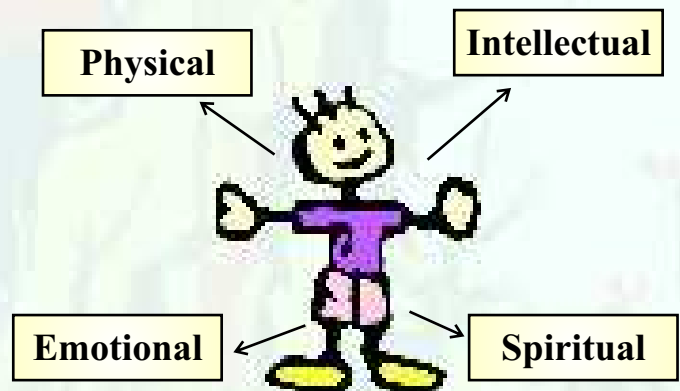
- Growth and development
- Stages of life
- Childhood
- Puberty
- Adolescence
- Adulthood
- Old age



It is important to have accurate information and knowledge about growth and development which occurs in the human body with time. Our body changes from a small baby to an adult size. These changes do not happen suddenly but follow a gradual pattern. At the time of adolescence and puberty our body undergoes rapid spurts of growth.

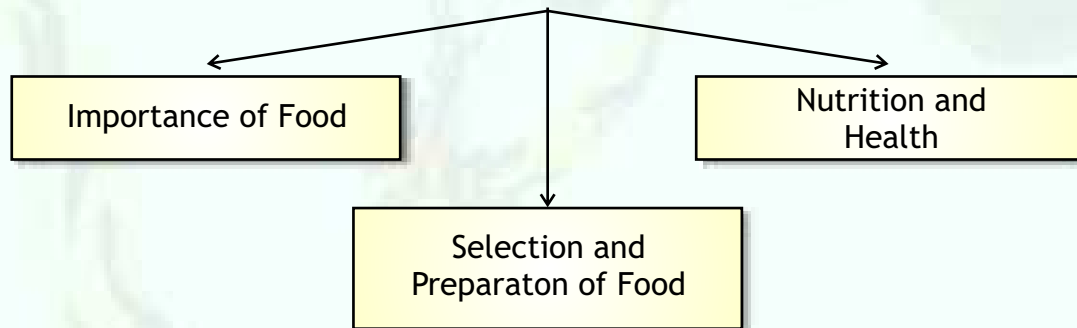
Work Rest and Play

- Physical exercise
- Sleep and rest
- Balancing work and leisure
- Stress and sickness



2. Food and Nutrition

Experts suggest that healthy eating is necessary for optimal brain development and functioning. Food intake can affect energy levels, concentration and learning.



Importance of Food

- Food groups, food pyramid and food production
- Processed food, artificial food, fresh food (kitchen garden, school garden)
- food quality, food conservation, nutritive value
- Food adulteration

Selection and Preparation of Food

- Eating a wide variety of food
- Balanced diet
- Food preferences
- Safe food preparation and storage
- Fast food/ junk food
- Food hygiene
- Food requirement for different age groups
- Food preparation for maximum nutrition

Nutrition and Health

- Good eating habits
- Nutritional energy and growth
- Malnutrition
- Food borne illnesses
- Emotions, moods and foods



Table 1: A Daily Food Guide For Students

Food Group	Food Stuff
1) Body building food group • milk and milk products • meat and eggs	★ full cream, curd, milk powder, ice cream etc.
2) Preventive fruits and vegetable group • yellow and orange fruits and green leafy vegetables • Vitamin - C food groups bottle gourd, tomato etc.	★ all green leafy vegetables: cabbage, upper layer of onion, carrot, orange, mango, papaya, ★ Citrus fruits like amla, lemon guava, orange, grapes, vegetables
3) Other fruits and vegetables	★ brinjal, beans, potato, cucumber, banana, melon, apple etc.
4) Cereals	★ wheat, rice, millets, ragi, corns, etc.
5) Fats and oils	★ all the oils like groundnut, mustard, til, sunflower, corn, soya, pure ghee, butter vanaspati oil etc...
6) Sugar and gur	★ all sugar



Table 2: Different Stages, Different Needs

As we grow and change, our activities change, the rate and type of growth in our body is undergoing changes and consequently our food requirement changes.

Food requirements for each stage (listed in grams)

Food Items	Infancy	Early Childhood	Later Childhood	Adolescence	Adulthood
Cereals	175	270	350	400	480
Pulses	35	35	40	45	48
Greens	40	50	50	50	70
Vegetables	20	30	40	50	70
Dairy products	300	250	250	250	175
Oil fat	15	25	35	35	30
Sugar	30	45	45	40	28

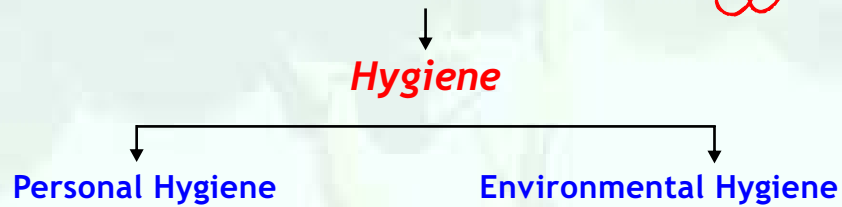
Balanced Diet

The diet which contains different types of food in enough quantities and proportions so that the need for energy, proteins, vitamins, minerals, fats, carbohydrates and other nutrients in adequate amount is met for maintaining health, vitality and general well being and makes a small provision for extra nutrients to withstand short duration of leanness.

Good Eating Habits

- Chew the food properly.
- Milk and other liquids should never be taken in one gulp. They should be swallowed slowly.
- Wash the hands before and after the meal.
- Rest after meals helps in digestion and also to avoid abdominal discomfort.
- Healthy methods of cooking i.e. roasting, stewing, parboiling, baking to be practiced.
- Brush the teeth before and after meals.
- The nutritive value of the food can be enhanced by using techniques such as combination of food stuff.
- Peeling vegetable long before can cause loss of nutritive value and color change which can lead to contamination.
- Too much washing of rice or vegetables removes the nutrients.

3. Personal And Environmental Hygiene



Personal Hygiene:

Personal hygiene is the science of preserving and promoting health mainly through the active efforts of the individual.

Personal well-being depends on physical environment facilities like ventilation, lighting etc. It also includes cleanliness and clothing.

- Myself and others
- Personal health care, personal hygiene
- Self maintenance
- Habit formation
- Individual differences



How to Maintain Personal Hygiene ?

It is important to keep our body clean because bacteria thrive in dirt and cause disease. Habits of cleanliness should be developed from early childhood.

The following are important:

- To have a bath daily
- To wash hands properly before and after taking food
- To brush the teeth daily in the morning and night
- To cut nails regularly
- To wear clean clothes
- To wear comfortable foot wear



Environmental Hygiene:

Health and hygiene in the family and community need to be focused upon :-

- In the domestic environment
- In the school environment
- In factors affecting wellness
- In being aware about sources of disease (communicable and non-communicable)
- It's our responsibility to keep our surroundings clean.

Keeping School Clean

- Do not spit on the walls or on the roads.
- Throw garbage and waste paper in the dustbins (many things can be recycled).
- Keep the fields clean.
- Keep your class and surroundings clean.

Prevention of Infections by Immunization

Children can be protected from infections and diseases by immunization.

Common preventable diseases:	Personal cleanliness will help to prevent infection and diseases such as:
<ul style="list-style-type: none">★ Small pox★ Cholera★ Typhoid★ Polio	<ul style="list-style-type: none">★ Skin infections★ Eye infections★ Ear infections★ Head lice★ Worm infestation★ Diarrhoea

Do a field project in groups. Visit the nearest slum and conduct a survey among families who have immunized their children.



4. Physical Fitness

The benefits of sport and other form of physical activity on health reduce the risk of cardiovascular diseases, strokes, diabetes and obesity which is a serious concern even among school going children. Physical fitness is the capacity to carry out various forms of physical activities without being unduly tired and includes qualities important to the individual's health and well-being.

The Comprehensive National Sports Policy 2007 aims at building on previous sports policies with a view the accomplishing the unfinished agenda and addressing the emerging challenges of India in the 21st century most particularly the national goal of emerging as a global, yet inclusive economic power in the near future. The 2007 Policy fully recognizes the contribution of Physical Education and sport to personal development, especially youth development, community development, health and well-being education, economic development and entertainment and in the promotion of international peace and brotherhood, which is the spirit of Olympism. It therefore, recognises the need for sport to permeate all sections of society and become a way of life.

(Draft Policy 2007, Sport Bureau,
Ministry of Youth Affairs and Sport, GOI)

Physical Activity in Schools

- Every school should have a playground. School should be penalised if adequate play ground space is not available.
- Minimum of five periods a week for physical activity need to be made mandatory.
- Traditional games like Kho-Kho, Kabbadi, Dances, Yoga and Aerobics must be promoted in school.
- Mass PTs should be encouraged in schools.
- 'Sports week' can be conducted twice a year. **More emphasis should be given on being physically active and enjoyment of physical activity rather than just winning competitions and excelling.**
- Ensure safe cycling and walking pathways to school.

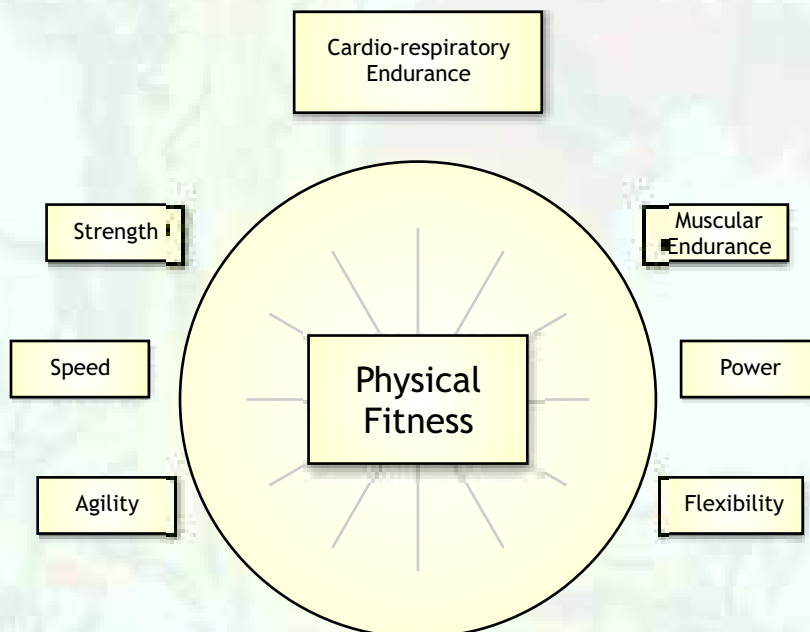


- **Dance is a wonderful form of physical activity and is also a great stress reliever.** India has a rich cultural tradition of classical and folk dances unique to each state and region. Dances of India both classical and folk forms need to be introduced with increased vigour in the schools. These need to be group and class activities in schools, where children dance and enjoy rather than few students taking part in the functions.



- It has been seen that the **quality of the physical activity instructor has a direct correlation to the amount of physical activity happening in any school.**

Sport, games and physical fitness have been a vital component of our civilization, as is evident from the existence of the highly evolved system of yoga and a vast range of highly developed indigenous games, including martial arts. Sport and Physical Education offered by a school can help to build personal attributes that are important for holistic development.



- | | |
|-------------------------------|---------------------------------------|
| • Self esteem | • Health and wellness |
| • Appropriate behaviour | • Appreciation of ethics and fairplay |
| • Interpersonal relationships | • Intra-personal relationships |
| • Coping with stress | • Coping with emotions |

The United Nations General Assembly celebrated 2005 as the "Year of Sport and Physical Education" thereby emphasizing the need to integrate sport and physical education into the overall development agenda. This initiative highlighted sports as:

- (i) being integral to quality Education with mandatory Physical Education as a necessary pre-requisite to foster education, health and personality development;
- (ii) improving the health standards of people;
- (iii) achieving sustainable development through inclusive growth; and
- (iv) building lasting peace.

Cardio-respiratory Endurance:

This quality enables a person to continue engaging in reasonably vigorous physical activities for extended periods of time.

Muscular Endurance:

This quality enables a person to sustain localized muscle group activities for extended periods of time.

Strength:

Strength is the amount of muscular force one is capable of exerting in a single muscular contraction.

Speed:

Speed is the ability to make rapid movements of the same type in the shortest possible time.

Agility:

Ability of human body to change direction quickly and effectively.

Flexibility:

It's the ability of muscle to perform movements with large amplitude. It also refers to the functional capacity of joints to move through normal range of motions.



Principles of Physical Fitness:

- **Regularity:** Regular Physical Activity is required for an individual to develop and maintain fitness.
- **Progression:** The dosage of exercise should be progressively increased to guarantee the improvement of physical fitness level of an individual.
- **Total body involvement:** The exercise programme should be designed in such a way that it should exercise every part of the body to ensure proportionate body development.
- **Specificity:** The nature and the type of exercise programme should be specific to the component of physical fitness to be developed.
- **Warming up:** Before starting an exercise programme a brief session of warming up is recommended.
- **Cooling down:** Just as the body needs warming up, it also needs gradual cooling down after the exercise.
- **Rest and sleep:** Adequate amount of rest and sleep are vital for regular participation in a fitness programme.

Aerobic Training

If done regularly contributes to development of cardio-respiratory endurance. The term aerobic literally means 'with oxygen'. During aerobic training a continuous supply of oxygen by the body is maintained in order to burn carbohydrates and fats for production of energy for these activities. Various activities such as jogging, cycling, calisthenics and rhythmic exercises can be taken up.



Participation in Games and Sports

Regular participation in indoor and outdoor games and sports provides sufficient exercise to the human body. There are some games which are more vigorous than the others. Participation in vigorous activities can bring about significant improvement in physical fitness of an individual and to maintain physical fitness some sort of regular participation in games and sports is desirable for a change.

"Our effort is to see that sports becomes a means for shaping the character of our youth. Through sport they must learn to excel as individuals. They must also learn to play together as a team. We must see that sports are for sports sake and not for winning or losing. Our endeavour should be to build healthy bodies through sports and make ourselves fitness conscious"

Prime Minister Rajiv Gandhi, Children's Day, 14 November, 1985

Physical Education Program at Primary level

Class - I	Class - II	Class - III - V
<ul style="list-style-type: none"> ❖ Walking forward and in sideways direction and changing direction in response to a signal. ❖ Formation of different shapes & response to signal. ❖ Walking forward and sideways on a bench. ❖ Toss and catch the ball before it bounces. ❖ Running on the spot. ❖ Jump a swinging rope held by others. ❖ Walk and run using a mature motor pattern. ❖ Split jumping. 	<ul style="list-style-type: none"> ❖ Travel in backward direction and quickly and safely without falling. ❖ Jump and land using a combination of one and two feet take-offs and landings. ❖ Throw a ball hard demonstrating an overhand technique, a side orientation and opposition. ❖ Catch a gently thrown ball using properly positioned hands. ❖ Use at least one body part to strike a ball toward a target. ❖ Repeatedly jump a self-turned rope. ❖ Demonstrate skills of chasing, fleeing and dodging to avoid or catch others. ❖ Balance, demonstrating stillness, in symmetrical and asymmetrical shapes on a variety of body parts. 	<ul style="list-style-type: none"> ❖ While traveling, avoid or catch an individual or object. ❖ Hand/foot dribble a ball and maintain control while traveling by self and within a group ❖ Without hesitating, travel into and out of a rope turned by others. ❖ Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts (e.g. the bump volley in volley ball, the thigh in soccer, etc.) ❖ Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to target and swing plane. ❖ Throw, catch and kick using mature motor patterns, and toward a target.

Physical Education Program at Primary level

Class - I	Class - II	Class - III - V
<ul style="list-style-type: none"> ❖ Distinguish between straight, curved and zig-zag pathways while traveling in various ways. ❖ Place a variety of body parts or an object into high, middle and low levels. ❖ Balance an object on various body parts. ❖ Share guidelines and methods for safe use of equipment. ❖ Share feelings that come from participation in physical activities. ❖ Enjoy participation alone and with others. ❖ Eye Exercises. ❖ Breathing Exercise in and out. ❖ Padmasan. ❖ Tadasan. ❖ Beginning of water skills-enter/exit from the pool. ❖ Dip your face and blow bubbles. ❖ Kick stationary ball 	<ul style="list-style-type: none"> ❖ Roll a ball under hand to a target. ❖ Kick a stationary ball to a target. ❖ Kick a moving ball. ❖ Move each joint completely. ❖ Manage body weight. ❖ Importance of safety while participating in physical activity. ❖ Be considerate of others in physical activity. ❖ Introduce glide, front and back float, flitter kick, free-style strokes. ❖ Vajrasan. ❖ Game of kick ball. ❖ Introduce feeling of success, failures and challenges. 	<ul style="list-style-type: none"> ❖ Jump and land for height. ❖ Standing broad jump. ❖ Run and take off. ❖ Run and jump a hurdle. ❖ Complete warm up schedule. ❖ Marching. ❖ Changing body movement with Music. ❖ Halasan. ❖ Suryanamaskar. ❖ Different types of relays. ❖ Game of leg cricket. ❖ Game of hockey. ❖ Introduce to rules of games and life. ❖ Introduce survival skill in, on and around water. ❖ Celebrate personal success and achievements of others.

Advisory To Schools

- Each Physical Education class should be of at least 40-45 minutes duration
- Each class should have at least 90-100 minutes of Physical Education programme each week.
- Each Physical Education period shall be supervised by at least two teachers (i.e., one P.E.T. and an assistant P.E.T.)
- Physical Education teachers should assess their students both objectively and subjectively.
- The Assessment of students should be in relation to their class at the Primary Level.
- The teachers shall try to inculcate the values of respect, caring, honesty and responsibility in the students.
- Physical Education Teachers should actively participate in the activity being taught to their students.
- The Schools are advised to keep a qualified doctor, nurse and a clinical psychologist on full time basis.
- A five point scale is recommended for indicating the achievements in the following order.

Assessment of the Students may be done under these parameters

- Participates in vigorous physical activity
 - Shows responsible personal/social behaviour
 - Values physical activity for health, enjoyment, expression and discipline
 - Competency in motor skills
 - Understanding of tactics and strategies
 - Achieves desired level of physical fitness
-

THE FIVE POINT SCALE - INDICATORS	
O	Excellent (OUTSTANDING)
A+	Very Good
A	Good
B+	Average
B	Satisfactory

CBSE Inter School Sports & Games Competitions 1996-2007

Origin

In order to supplement the academic efforts put in by the CBSE for the promotion of Physical Education a need was being felt for quite some time that the class room teaching in Physical Education could be appropriately utilized on the play fields.

Structure

For operational efficiency and functional convenience, all the independent category of schools affiliated to the Board, numbering nearly 5500 and located all over the country and in the Gulf has been divided into 22 small Clusters and 06 Zones.

Strengths

- Nearly 5500 Schools
- Approx. 01 Crore Students
- Approx. 80000 participants
- Approx. 30000 Technical officials and observers
- Approx. 7500 Non technical officials
- Approx. 4500 Contingent officials

"Determine Strive Achieve"

07 COUNTRIES

- Bahrain • Kuwait • Oman • Qatar • Saudi Arabia • UAE • India

Growth

- The CBSE Inter School Sports and Games competition was introduced in the year 1996 with just one discipline i.e. Athletics.
- Presently the competitions are being organized in as many as 15 disciplines.
- The CBSE Sport Competitions today are the most organized sporting event in the country at school level.

THE DISCIPLINES, AGE GROUPS & LEVEL OF COMPETITION :

S. No.	Discipline	In the Age Groups Under	Level of Competition
1.	Swimming	12,14,16, & 19 years	Zone & National
2.	Chess	14, & 19 years	Zone & National
3.	Judo	14 & 19 years	Zone & National
4.	Skating	08,10,12,14,16 & 19 years	Zone & National
5.	Kho-Kho	19 years	Cluster & National

6.	Handball	14 & 19 years	Zone & National
7.	Hockey	14 & 19 years	Zone & National
8.	Football	19 years	Zone & National
9.	Basketball	19 years	Cluster & National
10.	Badminton	14, 16 & 19 years	Cluster & National
11.	Tennis	14 & 19 years	Zone & National
12.	Table-Tennis	14, 16 & 19 years	Cluster & National
13.	Volleyball	19 years	Cluster & National
14.	Athletics	14, 16 & 19 years	Cluster & National
15.	Taekwondo	14 & 19 years	Zone & National

Results

- The performance of CBSE Inter School Sport & Games Competition in Athletics & Swimming are at par with the National Standards.
- Many Chess, Badminton, Table Tennis and Tennis players are ranking players in India.
- Many Basketball, Hockey, Skating and Volleyball players have represented India.

Awards

- The Board has introduced the annual *Physical Education Teacher's Award* in the year 2005 that is given to the teacher for contribution in the promotion of Physical Education & Sport at school level.
- In the year 2005-2006, the *Chacha Nehru Sport Scholarship* has been introduced by the Board for the outstanding talent performance during the CBSE Inter School Sports & Games Competitions.

Future

- The CBSE envisages this activity for the school going children as very important segment of personality development and career building besides the essential ingredient in achieving health and fitness objectives.
- The Board is hopeful that with recognition of CBSE Inter School Sports & Games Programme the performance will further improve which will help the country identify young talent.

Why should Every Parent, Teacher and Coach Encourage Children to Participate in Sports?

1. Sports are fun.
2. Participation in sports gives a child a higher level of self-esteem and a more positive outlook on life.
3. Children who participate in sports experience lower levels of depression.



4. Children who participate in sports have more positive body image and experience higher states of psychological well-being than those who do not play sports.
5. It teaches the child teamwork, goal-setting and the pursuit of excellence.
6. Adults that were active in sports and recreational activities feel greater confidence in their physical and social selves than those who were sedentary as kids.
7. Sports help develop leadership skills.
8. Children learn how to deal with failures and how it feels to be successful.
9. Sports can teach us to take appropriate risks and to be aggressive when needed.
10. Sports foster bonding friendships.
11. Children improve their skills.
12. Children who participate in sports perform routine physical activity that keeps them healthy.
13. Regular physical activity among children reduces risk of obesity.
14. Children who exercise weigh less; have lower levels of blood sugar, cholesterol and triglycerides, as well as lower blood pressure, than do non-exercising children.
15. Weight-bearing exercise can help prevent osteoporosis.
16. Studies have shown that exercise reduces many health risks.
17. The athletic child is less likely to get involved into anti-social activities.
18. Children who exercise report being happier, have more energy and feel they are in excellent health more often than non-exercising children. They also miss fewer days of work.
19. Regular exercise improves the overall quality of life.
20. Children learn and understand the sport all while they are having **FUN!!**



5. Being Safe and Responsible

Helping learners understand the consequences of risk taking behavior and the means of facilitating a safe living environment for themselves and others.



Understanding Safety

- Concepts of accident, challenge and risk taking behavior which is accident-prone.
- Hazards, causal factors, environmental factors, loss of control management.
- Accidents, attitudes and human behavior, senses and fear
- Play safe, protective behavior

Creating Safe Environment

At home:

- Handling and lifting household items
- Fires and cooking
- Handling electricity
- Storage of poisons
- Dangerous rooms, various types of housing

At school:

- Child's responsibility at school
- Teacher's responsibility
- Excursions

In the workplace: risk control management

- Working with machines
- In factory, on the building site
- In the field

Safety In The Community

- Safety from fire through fire fighters
- Safety on and in the water
- Use of protective devices like helmets, seatbelts and protective clothing
- Preventive measures against violence
- Safety while playing



- Everyone should be well aware of the traffic rules and road signs
- Pedestrian safety to cross the road very carefully and patiently, use zebra crossing when available
- Everyone should learn to handle emergency situations



Coping With Emergency

- One should stay calm and patient and take appropriate action.
- Should be aware about how to handle traumatic conditions.
- Should have a sound knowledge about first aid which would help them to deal with burns, sprains, cuts, snake and animal bites.
- Disaster management should be introduced in its practical aspect. Schools should practice drills at regular intervals.

Accidents

In spite of all the safety measures accidents are very common.

- * Accident is an unexpected event, which interrupts normal procedure and may lead to injury or be fatal. Each day more people die in road accidents. Accidents can be prevented.
- * Accidents may have an adverse effect on the physical as well as emotional well being of a person for a long time.
- * Accidents may occur:-
 - On the road: crossing, narrow streets, driving, cycling, walking
 - At home: tools/gas stove/electrical devices/floor/medicines
 - At the school: sports/class rooms/play ground/stairs
 - At the picnic: water/poisonous plants and animals



Why Do Accidents Occur?

Bad environment- which includes badly maintained roads, poorly maintained vehicles and bad planning.

Bad behaviour- which includes carelessness, haste, ignorance, taking risks and lack of knowledge.

