

How To Prevent Accidents?

Accidents can be prevented if everyone keeps the following things in mind:

- ABC of safety-always be careful.
- Avoid playing with fire.
- Take care while working with tools.
- Always form a queue.
- Drive slowly on road.
- It is better to be late than never arrive .
- Cross the road properly.
- Do not tease animals.
- Safe use of fire at home.
- Arrange all the school sports material into two piles depending on whether they are safe or unsafe to play with.
- Handle the electric cord properly, never use the electrical appliance with wet hands or without footwear, store the electrical appliance in a safe place.
- The best way to reduce injuries is by wearing protective devices.



Note: When we walk or drive on the road there are some spots, which can be dangerous, like the turns, the crossing, the broken footpaths, electricity poles and the telephones lines.

6. Behaviour And Life Skills

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are abilities that facilitate the physical, mental and emotional well-being of an individual (WHO).

Life skills that we might assess through the Performance Appraisal Card on a five point grading scale are given below:

| Thinking Skills | Social Skills |
|--|---|
| <ul style="list-style-type: none">• Self Awareness• Creative Thinking• Critical Thinking• Problem Solving• Decision Making | <ul style="list-style-type: none">• Communication• Interpersonal Skills• Coping with Stress• Dealing with Emotions• Empathy |

Concept of Life Skills

In recent years, the concept of Life Skills has become popular, particularly in the context of adolescent health. WHO, while initiating Life-Skills education, conceptualised Life Skills as psycho-social competence. Psycho-social competence is an individual's ability to maintain a state of mental well-being and to demonstrate this through adaptive and positive behaviour while interacting with others and with his/her culture and environment. Adaptive means that a person is flexible in approach and is able to adjust to different circumstances. Positive behaviour means that a person is forward-looking and that even in difficult situations he/she can find a ray of hope and find solutions to problems.

Key Life Skills

Life Skills include psycho-social competencies and interpersonal skills that help people to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and manage their lives in a healthy and productive manner. Essentially, there are two kinds of skills—those related to thinking called **Thinking Skills** and those related to dealing with others called **Social Skills**. While Thinking Skills relate to reflection at a personal level, **Social Skills** relate to interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for learning assertive behaviour and negotiating effectively. Negotiation may be seen as a skill not only in making rational decisions but also in being able to make others agree with one's point of view. To do that,

it is important to first come to terms with oneself. Thus, Self-Management is an important skill calling for managing and coping with one's feelings, emotions, and stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and for advocacy on issues of concern.

| | |
|---------------------------|-------------------------------|
| 1 Self-awareness | 2 Empathy |
| 3 Critical thinking | 4 Creative thinking |
| 5 Decision making | 6 Problem Solving |
| 7 Effective communication | 8 Interpersonal relationships |
| 9 Coping with stress | 10 Dealing with emotions |

The Ten core Life Skills as described by WHO are:

Self-awareness means the recognition of 'self' and of our character, our strengths and weaknesses, our likes and dislikes. Developing self-awareness can help us in recognising when we are stressed or feel under pressure. It is often a pre-requisite to effective communication and interpersonal relations as well as for developing empathy for others.

Empathy is the ability to understand what life is like for another person, even in a situation with which we may not be familiar. Empathy can help to accept others who may be very different from us. This can improve social interactions, especially in situations of ethnic or cultural diversity. Empathy can also encourage the adoption of a nurturing attitude towards people in need of care and assistance or tolerance and understanding, as in the case of people with mental disorders, who may be stigmatised and ostracised by the very people on whom they depend for support.



Critical thinking is the ability to analyse information and experiences in an objective manner. It can contribute to healthy living by helping us in recognising and assessing the factors that influence attitudes and behaviour, such as values, peer pressure, and the media.

Creative thinking is a novel way of seeing and doing things. It consists of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving something new), and elaboration (building on other ideas).

Decision making helps us to deal constructively with important issues in our lives and take appropriate action. This can have consequences for healthy living. It teaches us how to be proactive in making decisions about our life in relation to a healthy assessment of the different options available and in determining what effects these different decisions are likely to have.

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

Interpersonal Relationship Skills help us to relate in positive ways with the people with whom we interact. This means being able to maintain friendly relations with family, friends and colleagues, which can be of great importance to our mental and social well-being as well as an important source of social support. **Interpersonal Relationship Skills** also mean being able to end relationships constructively without bitterness and anger.

Effective communication means that we are able to express ourselves both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express our opinions and desires, and also our needs and fears. It means being able to ask for advice and help in times of need.

Coping with stress means recognising the sources of stress in our lives, recognising how stress affects us and acting in ways that help us control these levels of stress by changing our environment or lifestyle and by learning how to relax.

Dealing with Emotions means recognising our emotions as well as those of others, being aware of how emotions influence behaviour, and being



able to respond to emotions appropriately. Intense emotions like anger or sadness can have an effect on our health if we do not respond appropriately.

Integration of Life Skills

The process of categorising the various **Life Skills** may inadvertently suggest distinctions among them. However, many Life Skills are inter-related and several of them can be taught together in a learning activity.

Syllabus processes involved with planning lessons should establish a practice ground for learners to employ skills in everyday living that enables them to deal effectively with the demands and challenges which may confront them. Such adaptive and positive behaviour is needed in receiving health promoting messages, in developing values and in solving health problems at their level of understanding.

The methodology involved in the **Life Skills** processes include the following:

Communicating:

The skill of clear, effective verbal and non-verbal self-expression and listening in culturally appropriate manner.

Critical Thinking:

The skills to analyse information in an objective way to challenge cultural and other norms.

Decision Making:

The skill needed to internalize knowledge, identify options, select appropriate responses (even under pressure) in order to take clear-headed, unbiased and constructive action in any given situation.

Problem Solving:

The skill involved in clearly identifying, analysing and describing a problem.

Analysing:

The skill to examine critically and to determine the essential features of a situation or matter so that clear exposition and understanding is resolved.

Co-operating:

The skill of working or acting together or jointly to meet a situation or solve a problem.

Planning:

The skill of organizing, arranging and designing a scheme of action to undertake a project or solve a problem.

Personal Choice:

At some point of time the learner is going to make a personal decision at the level of thought, attitude, claimed point of view or course of action, regarding their lifestyle and health. There is a need to ensure that she/ he makes an informed choice.

Coping with Emotions:

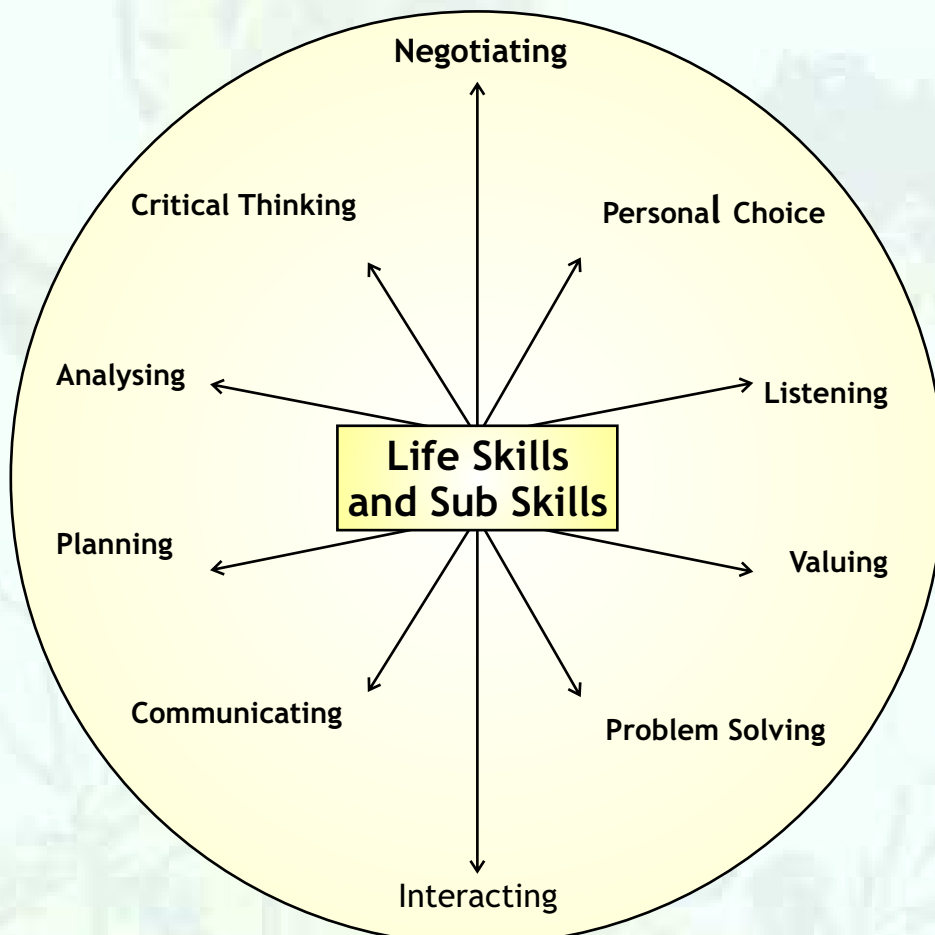
It involves recognizing and dealing appropriately with emotions within ourselves and others.

Coping with Stress:

The learner should be able to handle stress of various types that arise in life.

A Health Education Life Skills Framework

After identifying the six broad areas which can help the school to improve its performance it is necessary that they should follow a strategy to present a simple health concept, which is important for the child in the class, in the school and in the community. It must be relevant to learner needs and should involve the learner in a practical way.



The following points should be taken care of while framing a methodology for students:

- Based on meeting with the Student Representative attempt a real health need analysis of the school. Students benefit most if the work is interesting . It must be relevant and impact the real world they live in.
- Involve participation in planning for the student's growth for future life.
- Give opportunity to discover learning through investigation and experimentation. It should involve active participation of each student. It should give the student things to do and create a health practice ground.
- Permit sharing of ideas through discussion, communication techniques, group activities and writing.
- Involve creative, child-centered activities.
- Be simple, utilize a simple concept and reinforce it in a number of ways.
- Use a variety of methods and strategies to more effectively communicate the message to the students.
- Convey the health message that is important.
- Use methods which are the part of the learning process involved and which in themselves teach and reinforce living skills.

Encourage the student to take the health message to the family.



Learning Activities

Interactive Activities

- group work
- peer teaching
- discussions
- games
- dance
- playground
- debates
- excursions
- school visits
- role plays
- drama games
- communications
- games (e.g. conflict resolution, assertiveness, negotiation)
- meetings
- play
- recreation and outdoor adventure pursuits

Creative Activities

- play / street theatre
- improvisations
- collages
- pictures
- poems
- simulation games
- mimes
- dance
- gymnastics, sequencing games
- diagrams
- problem solving
- surveys

LEARNING to LEARN

Learning To Appreciate Activities

- reviews
- reports
- group work
- sensory experience (e.g. tasting, listening)
- literature
- rating scales
- self-assessment
- peer assessment
- values clarification
- media analysis
- interviews
- surveys
- experiments
- diaries
- observation of performance (e.g. ideas, audience)

Decision Making Activities

- moral dilemmas
- open-ended stories
- discussions
- question-answer values-continuums
- obstacle courses
- team strategy planning
- problem solving
- hypotheticals
- skills/practices
- group and pair work
- action plan
- flow chart
- timelines
- research
- situation analysis
- plays
- trial and error
- values clarification
- conflict resolution

Healthy Environment in the School

Attention must be paid to the ethos of the school. The climate or the atmosphere of the school is the web of interacting components including the physical, emotional and social environment, cultural values, procedures and policies and positive outreach to home and community. All these have an important bearing on the learning behavior and health of children and teachers.

A Child Friendly School means:

- **Quality learning:**
healthy, well nourished, ready to learn and supported by the family and community.
- **Quality content:**
curricula and materials for literacy, numeracy, knowledge, attitudes and skills for life.
- **Quality teaching learning processes:**
child centered, skill based approaches and technology.
- **Quality learning environments:**
policy and practices, facilities(class room, water sanitation) services (safety physical and psycho-social health).
- **Quality outcomes:**
knowledge, attitudes and skills, suitable assessment at classroom and end of the year examination levels.

Characteristics of Quality Learning Environment

The term environment includes

1) Physical environment

- The establishment and development of a school building and surroundings to make them health promoting and visually attractive is essential.
- Classrooms of proper size with glare free black boards fitted at the eye level of the students. Furniture should be suited to height of students and conducive to comfort and good posture, good lighting and ventilation.
- Library with quiet reading space with good light and ventilation.
- Auditorium, assembly hall(s), gymnasium all free from hazardous fixtures and with adequate light and ventilation.
- Stairways not too steep and wide fitted with two railings at appropriate heights for tall and short students with adequate light.
- Facility for safe drinking water (tested by appropriate authority) with adequate number of water taps or drinking fountains and facility for washing hands.

- Separate sanitary urinals and toilets in adequate numbers for boys and girls with proper ventilation and lighting.
- Canteen and eating places with hygienic arrangement for preparation, storage and serving of food including facilities for dish-washing and disposal of waste and garbage.
- Proper health unit with medical examination and isolation facilities.
- Sanitary swimming pool with separate shower rooms for boys and girls duly approved by licensing authorities.
- School garden with adequate watering arrangements.
- Proper sewage, drainage and garbage disposal arrangements.
- School buses and drivers, or any other school transport authority or department of education keeping in view the safety of students.
- Hazard free play area and play equipment.
- Fire extinguishers and facilities for quick evacuation of school building in case of fire and exit doors opening toward outside.
- Aesthetic decors inside school premises, classrooms, library, auditorium, assembly halls, gymnasium, canteen, medical unit and corridors.
- Dustbins at appropriate places.
- Healthy teachers and other school personnel including food handlers in school canteen or cafeteria.



2) Emotional environment

It includes stress management, encouragement to work towards goals, a spirit of non-violence and the creation of learning situations in and out of the class room which will enable the students to analyze situations critically, solve problems, make decisions and to learn from consequences of their actions.

An atmosphere of love, care and concern, of tolerance towards one another is important and development of responsibility among children is essential so that the students have a real investment in actions and behavior in the school.

An outlook of positive encouragement should extend to every classroom with each pupil being viewed as a valid and valued member of the school community. Emotional environment can be created through :

- Group activities which promote togetherness, friendliness, mutual understanding, consideration of others and a sense of belonging.
- Feeling of concern, caring, closeness, trust and confidentiality.
- Being just and fair in dealings, respect for feelings and emotional outburst of companions.
- Tolerance about the shortcomings of friends.
- Opportunities to taste success and enjoy the fruits of success.
- Mentally healthy teachers.

Public policy which sees the school as a center of nation's development and resources is accordingly essential. More importantly a community which sees its children as responsible agents for change has a potential for a healthy future.

3) Tobacco-free environment

The adolescents of today grow up in an environment that surrounds them with mixed messages about smoking, substance abuse , use of alcohol, etc. The onset of the use of tobacco, alcohol and other drugs generally occurs during adolescence. Many teenagers



experiment with these substances and then use them to the point that their behaviour interferes with school, family, social relationships and general productivity. Tobacco and alcohol are the most common drugs used by young people.

Use of tobacco in any form including passive smoking causes several diseases. Prominent among these diseases are:

- ☞ Cancers of different parts and organs of body especially oral cancer (cancer of mouth and throat).
- ☞ Respiratory diseases like pneumonia and emphysema.
- ☞ High blood pressure.
- ☞ Heart diseases.
- ☞ Low birth weight children born to smoking mothers.
- ☞ Infections of lower respiratory tract in children under 18 months of age born to parents who smoked.

To smoke or not to smoke is an important personal decision an individual has to take. However, to enable him to take this decision he or she has to convince himself or herself about the scientific knowledge produced by research about the harmful effects of tobacco on health and strategies that have been successfully tried (i) to reduce the risk of tobacco, if he or she must continue to use it or (ii) how to stop the use of tobacco products.

Children need to make use of various methods/techniques to avoid the use of tobacco/alcohol:

- ☞ Delay Techniques - Don't take any decisions until you have had time to think it over.
- ☞ Negotiation Technique - Try to find a decision you think is acceptable to both the parties.
- ☞ Refusal Techniques - 'No, thank you' technique gives a reason to ensure one can walk away, avoid the situation, cold shoulder, change the subject, humour, state a health problem or reverse the pressure.



4. School Health & Wellness Clubs

Comprehensive School Health Programme and Creating Health Clubs in the school.

Childhood and adolescence form the most joyful period of an individual's life. They are times of immense creative energy, self-discovery and exploration of the world. They can also be fraught with feelings of isolation, loneliness and confusion. They can be due to various factors relating to the physical, social, emotional, mental and spiritual well being of the younger generation. Schools, families and communities need to play a positive and responsible role in bringing up young children in a healthy environment which would enable each one to maximize their potential. School life is filled with many opportunities for health promotion and teaching. Throughout the day children are exposed to many situations which influence their thoughts, feelings and habits. By careful planning, various activities can be included to promote health in the school. One of the activities which may be successful is creation of a **Health and Wellness Club**.

Schools can be dynamic settings for promoting health, for enabling children to grow and mature into healthy adults. Yet the potential of the school to enhance health is often underutilized. *School Health has largely remained* confined to medial check-ups of children or some hours of health instruction in the curriculum. There is a growing recognition that the health and psycho-social well-being of children and youth is of fundamental value and the schools can provide a strategic means of improving children's health, self-esteem, life skills and behaviour. Although schools have undertaken many initiatives in promoting school health, the comprehensiveness and sustainability in these initiatives is not clearly laid out. The need of the hour is a comprehensive school health policy integrated within the school system.

Need For Creating Health and Wellness Clubs in Schools

Healthy living in case of school children is the prime concern of all stakeholders including principals, parents, teachers and the community. To achieve this objective collective responsibility needs to be assumed. An important dimension is that of experience and development of health skills and physique through practical engagements with play, exercises, sports and practices of personal and community hygiene.

Health and Wellness Clubs in Schools focus on the overall well being comprising emotional, social and mental health of the child. It acts as the enabling and organizational point for conducting activities related to various dimensions of health and wellness. A **Health Card** needs to be created for students which would form a continuous part of their growth and development. This could form an effective monitoring and feedback system for the overall health of a child during schooling.

Constitution of a Health Club

- Principal as Convener.
- Counselor / Psychologist / P. T Teacher / Nodal Teacher as Secretary.
- Student representatives (one boy and one girl from each level).
- Identified teachers from each level.
- Parent for each level (preferably a doctor).



Responsibilities of the Health Club

- As an organizer of all health relevant activities (at least 8-10 activities in the year at each level).
- As a Resource Centre for the overall well being of students.
- To screen, diagnose and impart health counselling services to the students.

Objectives of the Health Club

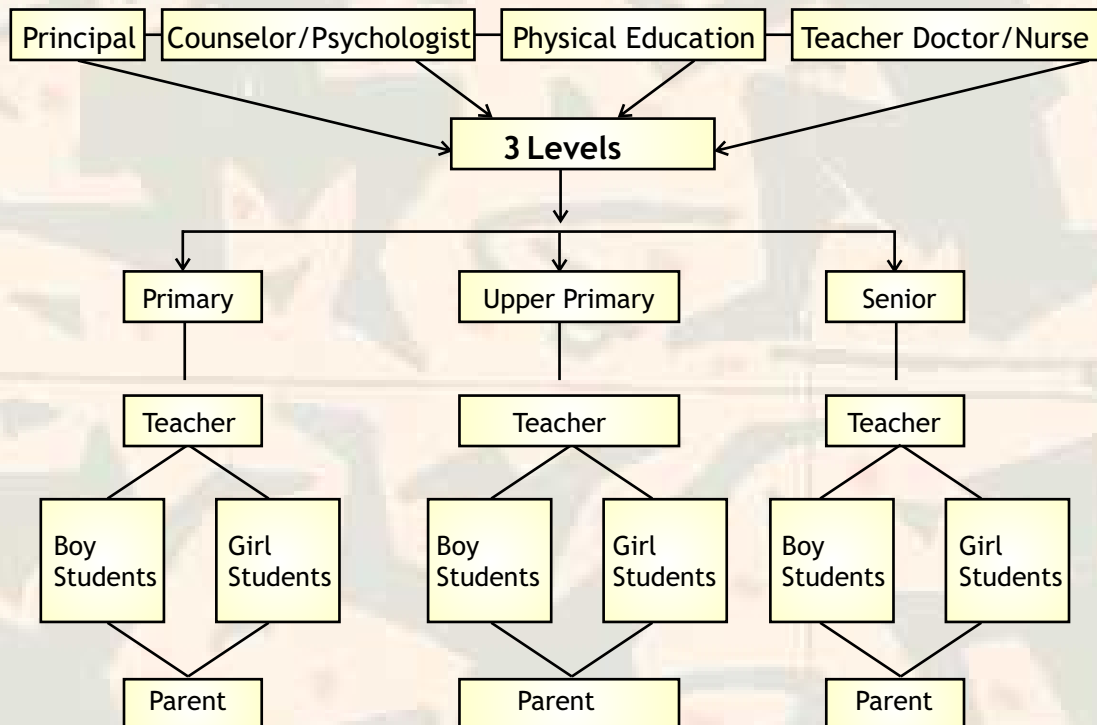
- To create Health Cards for each student.
- To create a health newspaper at least twice a year/poster competition related to health issues.
- To conduct surveys on health related concerns.
- To organize *health walks* as part of social campaigns.
- To organize health fairs and immunization projects.
- To tap the local resources in the community to arrange health talks.
- To render service in any area affected by a disaster or a calamity.
- To create health help-line within the school to de-stress, cope with emotional and social behaviour and to clarify misconceptions regarding sexual and reproductive health.

- To teach the students techniques of yoga and meditation from an early age .
- To inculcate in the students healthy and positive ways of living.
- To teach health songs on various health topics.
- Celebration of important days (*World Health Day-April 7*).
- Creating awareness regarding *World No Tobacco Day (May 31)*, *World AIDS Day (December 1)* etc.

School Health Clubs can also help to :

- The Principal may be the patron of the Club. The Counselor/Psychologist, Trained Physical Education teacher and Doctor/Nurse may be sponsors of the club.
- The Principal may nominate 3 teachers as co-sponsors of the club. They can be chosen from 3 levels (Primary, Upper Primary and Senior).
- 2 students from each level can also be nominated and a parent from each level can be included in the Club.

Formation of a School Health Club



Working Pattern of the Health Club

- Activities of the Club may be carried out through educational and recreational means.
- A group system is desirable in order to arrange the Health Club activities according to the needs, interests and understanding of the children.
- With the close co-operation of the patron and co-sponsors and the sponsor, activities can be conducted. In order to maintain sound communication a staff meeting can be conducted before the commencement of the activities. The course and mode of action of the Club should be discussed.
- Meeting of the Club may take place before school, or after school in a special Club period during the day.

Activities of the Club

- Health themes from Health Education classes may serve as topics of action by the Club.
- Children can be taught health songs on various health topics.
- Health films can be shown at meetings.
- A health library/health corner can be developed along the following lines:
 - Schools can subscribe to health magazines, pamphlets, booklets, posters and other publications published by the public health government, WHO, UNICEF, etc.
 - These materials can find permanent display place in the school library.
 - Periodical displays of health information on bulletin boards can be undertaken on a regular basis. These should be changed regularly.
- Many celebrations can be organized and celebrated such as *World Health Day* (April 7), *World No Tobacco Day* (May 31), *World AIDS Day* (December 1), etc which can be included in the school calendar.
- Health excursions can be arranged.
- Health talks can be arranged in the Morning assembly.
- Immunization projects can be organized.
- Screening activities can be undertaken such as vision screening, screening for nutrition deficiency disease, skin problems, dental problems etc.
- Weekend tours of health related faculties may be organized.
- Action through parent organizations; for protected water supply etc. can be initiated.
- Combined activities with School Health Committee can be organized with teachers and parents .

- Partial participation Quiz programmes on various aspects of health can be organized.
- Health fair or Health Weeks can also be carried out by the members of the Club.
- Conducting plays, role-plays, and dramas can be very effective ways of reinforcing the ideas of health.
- The Club members may plan the situation and then children can act out the dialogue and responses that seem natural for the situation.
- *Puppet Shows:* The puppet play has attracted the attention and interest of children and adults through the ages. A simple appropriate stage may be constructed using timber or curtains. The Club members can initiate a script that may increase student's interest in written expression. Simple experiments may be devised by the Club members so that concepts such as nutrition, environmental health may be well understood by the students.



Suggested Activities for Promoting Health and Wellness in Schools

| | I - V | VI - VIII | IX - XII |
|--|---|--|---|
| <p><i>Module 1:</i> <i>Knowing Your Body</i></p> | <ul style="list-style-type: none"> • Yoga and meditation • Drawing a picture of oneself • Pasting a photograph • Palm Printing / foot printing • Rythmic Exercises • Poem / Rhymes / Recitation • Role Play on Body Parts • Matching of Flash Cards • Self awareness / diary • Sensitivity based Theater • Check up by doctors/ dentists • Health Card • Counseling • Ten Sentences on Oneself Physical/ Social/Society • Likes and dislikes • My list of favourites • Any other ... | <ul style="list-style-type: none"> • Yoga and meditation • Assembly themes • Tapping resources from neighbourhood / community for health, hygiene and personality • Introspection diary • Survey of eating joints for their nutritive content • Health Card • Any other ... | <ul style="list-style-type: none"> • Yoga and meditation • Health Mela • Health Newsletter • Class Boards Decoration • House Boards Decoration • Creating recipes • Effective use of Home Science labortary • Health Card • Correct information on health and personal hygiene • Knowledge about body processes in girls and boys. • Any other ... |



| | I - V | VI - VIII | IX - XII |
|---|---|---|--|
| <i>Module 2: Food and Nutrition</i> | <ul style="list-style-type: none"> • Collection of pictures of nutritive/junk food • Class party and discussion on food items • Dietary charts for the week • Jigsaw puzzle presentation • Four corners • Power point presentations • Mandatory to bring one nutritive item • Research on balanced food items • Mothers' recipe book • Any other... | <ul style="list-style-type: none"> • Nutritive Recipe competition • Orientation program for parents and students on good food habits • A PMI (plus, minus and interesting) on generally observed health problems • Survey based on balanced diet of different regions / communities • Any other... | <ul style="list-style-type: none"> • Extempore • Debate • Slogan writing • Theatre • Collège making • Panel Discussion • Any other... |



| | I - IV | VI - VIII | IX - XII |
|---|---|---|---|
| <p><i>Module 3</i></p> <p><i>Personal</i></p> <p><i>and</i></p> <p><i>Environmental</i></p> <p><i>Hygiene</i></p> | <ul style="list-style-type: none"> • Tick mark on self check-list • Presentation • Value based assemblies • Shramdaan (cleaning up of your class at the end of the day) • Picking up wrappers/ foils etc after the break • Creating Shramdaan Clubs • Green Brigade clubs • Posters • Outdoor excursions (Speed, stamina, strength) • Any other ... | <ul style="list-style-type: none"> • Board Displays • Research Projects • Skits • Eco-Clubs • Celebrating Environment Friendly Days • Preparing Recycled Paper • Visiting a Heritage Site • Any other ... | <ul style="list-style-type: none"> • Resource persons from NGO's • Panel Discussion • Planting Saplings and trees • Eco-Clubs • Rain Water Harvesting • No Polybag Zone • Adopting a National Heritage Spot • Any other ... |

Keeping Surroundings Clean



| | I - IV | VI - VIII | IX - XII |
|---|--|--|---|
| <p><i>Module 4</i></p> <p><i>Physical Fitness</i></p> | <ul style="list-style-type: none"> • Warming up exercises before the beginning of each Physical Education period • Pranayam • Yoga • Physical Education periods a must for all schools/all classes • Drills/aerobics followed by presentations at the end of every month • Skill based programmes-camps • March/run for health | <ul style="list-style-type: none"> • Competitive Sports • Team building adventure treks • Leadership camps • Health Walks social issues • Swimming • Any other ... | <ul style="list-style-type: none"> • Inter House Competitions based on Aerobics / Yoga / Gymnastics • Team building • Leadership Camps • Running for a Cause • Any other ... |



Get Set GO!



Yoga for all!



| | I - IV | VI - VIII | IX - XII |
|---|--|---|--|
| <p><i>Module 5</i></p> <p><i>Being Responsible and Safe</i></p> | <ul style="list-style-type: none"> • Extempore dialogue delivery • Ground rules preparation in classes • Safety activities- sports field/ activity period (to be made by students) • Traveling independently (phone numbers/ residential numbers) • Learning to communicate problems • Campaigns • Vigilance committee • Evacuation drills | <ul style="list-style-type: none"> • Transport Drill • Sports Day • First Aid • Showing movies on fire safety drill • Bravery Award • Research based projects • Health education issues related to gender sensitivity • Any other ... | <ul style="list-style-type: none"> • Fire Brigade Demonstration • Disaster Management • Self defence techniques • Traffic rules • Theatre • Visit to Rehabilitation Centre • Sensitization Programs on Substance Abuse • Interpersonal relationships • Parental Awareness sessions • Laboratory Safety drill |



| | I - V | VI - VIII | IX - XII |
|---|--|--|---|
| <i>Module 6 Behaviour and Life Skills</i> | <ul style="list-style-type: none"> • Consequence games • Learning to say "NO" • Think pair/share • Handling peer pressure • Identification of good touch and bad touch • Any other ... | <ul style="list-style-type: none"> • Learning to say 'no' • Mentoring • Interactive Bulletin Board • Quiz Contest • Poster making / Painting Competition • Group Games on Adolescent issues • Any other ... | <ul style="list-style-type: none"> • Handling Peer Pressure • Question Box Activity • Situation Analysis and Case Studies on sensitive issues • Peace March to mark a social event or issue • Panel Discussion with Eminent Psychologists • Guest Speakers Ask the expert (Doctor) • Visit to a Rehabilitation Centre • Any other ... |

