

CENTRAL BOARD OF SECONDARY EDUCATION



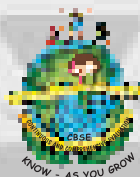
Revised

School Health Manual

(Teacher's Activity Manual for Classes VI - VIII)

VOL. III





Revised School Health Manual

(Teacher's Manual for Classes VI - VIII)

VOL. III



CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092

Revised School Health Manual, Vol-III for classes VI-VIII

PRICE : Rs. 130/-

EDITION : December, 2010

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COPIES : 5000

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PUBLISHED BY : The Secretary, Central Board of Secondary Education, Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi - 110092.

DESIGN, LAYOUT & ILLUSTRATIONS BY : Multi Graphics, 5745/81, Reghar Pura, Karol Bagh, New Delhi - 110005
Phone : 25783846

PRINTED BY :

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मानव संसाधन विकास,
विज्ञान और प्रौद्योगिकी एवं पृथ्वी विज्ञान,
संचार एवं सूचना प्रौद्योगिकी
भारत सरकार, नई दिल्ली - 110 115
MINISTER OF
HUMAN RESOURCE DEVELOPMENT,
SCIENCE & TECHNOLOGY AND EARTH SCIENCES,
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GOVERNMENT OF INDIA
NEW DELHI - 110 115

MESSAGE

Health Education is essential as there is an increasing threat of communicable, non communicable and lifestyle diseases prevalent in the country and shockingly even among young children. Lack of knowledge about diseases, preventive health care as well as other health issues across all segments of society necessitate that schools take up this responsibility of creating awareness about preventive health care. Understanding the importance of Health Education in schools Central Board of Secondary Education has launched its Comprehensive School Health Programme. It advocates that schools become Health Promoting Schools which display and support the commitment to enhance the emotional, social, physical and moral well being of their school community.

It is worth mentioning that the four School Health Manuals have been designed to increase age appropriate awareness about health and hygiene among children right from their childhood. The Manuals if used appropriately inculcate positive lifestyle habits and behaviour among young people and help them to make informed choices about their own health. These Manuals promote the idea of responsibility for one's health by addressing a comprehensive range of health concerns such as Food and Nutrition, Personal hygiene and Sanitation, Physical Fitness and Behaviour and Life skills.

For the success of Comprehensive School Health Programme promoted by the Board, the activities mentioned in these manuals should be integrated into other subjects and topics being taught in the class. I am sure that the teaching community shall take inputs from these revised Manuals to bring a revolution in the area of Health and Wellness Education in our country. I also earnestly hope that the Health and Wellness Clubs set up by the school under the guidelines provided by the Board help to promote positive health behaviour among school children.

I appreciate the Chairman of the Board for his efforts in creating support mechanism for the success of Comprehensive School Health Programme. I also hope that after having incorporated suggestions from all stakeholders these Manuals are used more effectively by teachers, students, parents and educators.


(KAPIL SIBAL)

डा. डी. पुरंदेश्वरी
Dr. D. PURANDESWARI



राज्य मंत्री
मानव संसाधन विकास
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NEW DELHI-110 115

MESSAGE

A health promoting school is one that constantly strengthens its capacity as a healthy setting for living, learning and working. Such schools foster health and learning with all the measures at its disposal. Central Board of Secondary Education needs to be appreciated for launching its Comprehensive School Health Programme for the creation of Health promoting Schools in the country. By proper implementation of policies and practices of the programme schools can provide a healthy environment that respects an individual's well being and dignity. It can guide school to develop a comprehensive school health and wellness action plan in consultation with the parents.

Health promotion has emerged as a tool for comprehensive health development. Health Education in schools can be considered as the first step in achieving the basic objective of Health Promotion society. For this there is a need to establish strong networks between schools, society and health professionals. The four volumes of School Health Manuals being brought out by the Board can help in creating this important linkage.

School is the place where children learn to lead a healthy life. Children should be given opportunities to learn according to their learning styles. It is indeed appreciable that Health Manuals published by the Board lay emphasis on experiential learning. These activities conducted in the schools can help the children to foster well being in physical, emotional, social and spiritual levels.

I appreciate the efforts of the chairman of Central Board of Secondary Education for launching Comprehensive School Health Programme and for bringing out the support materials after due revision. I am sure that teachers, students and parents shall be immensely benefitted by this effort.

(Dr. D.PURANDESWARI)

अंशु वैश्य
सचिव
ANSHU VAISH
SECRETARY



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MESSAGE

Health Education in schools is meant for the development of young learners through systemic interventions to improve health knowledge, attitudes, skills and behaviour. The purpose of such an Education is to positively influence the health behaviour of individuals and communities by improving the living and working conditions that influence their health. Healthy individuals will build a strong nation.

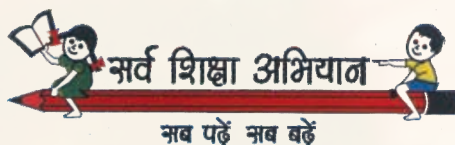
I am happy to know that the Comprehensive School Health Programme of the Central Board of Secondary Education addresses Health and Wellness of children in totality. A Health Promoting School strives to provide an environment of physical and mental health in the school. Health and wellness clubs of the schools need to take up activities to support this programme.

The School Health Policy of Central Board of Secondary Education and these Revised Health Manuals aim to view Health in a holistic manner and also utilize all available educational opportunities for health promotion. Both formal and informal approaches of pedagogy need to be employed for this purpose. These Health Manuals published by the CBSE will surely help schools, students and teachers alike.

I am confident that the activities suggested in these Health Manuals will help to create awareness on Health issues among children. I appreciate the effort made by the CBSE to bring out these unique Manuals on Health in their revised form by incorporating suggestions from various stakeholders.

(Anshu Vaish)

New Delhi
December 6, 2010



Dr. S.C. KHUNTIA
Joint Secretary (SE)
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शास्त्री भवन
नई दिल्ली - 110 115

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
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MESSAGE

National Curriculum Framework, 2005 recommends Health education to be an integral component of the curriculum in schools. It provides young people with the knowledge and skills that contribute to the physical, social, emotional and mental development of a child.

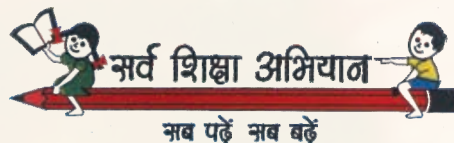
The goal of Health Education is to help students adopt and maintain healthy behaviors and to avoid health risks.

A comprehensive School Health Programme focuses on increasing functional knowledge on health and identifying key skills that are necessary for healthy living.

The most effective method of such skill development is learning by doing. The four revised volumes of Health Manuals being published by the Board lay stress on activities that underline this aspect of learning. It is hoped that Schools will find quality instructional time for taking up activities given in the Manual.

I appreciate the efforts taken by the Central Board of Secondary Education, especially the Chairman of the Board in bringing out these manuals.

S.C. Khuntia
9/12/2010
(S.C.KHUNTIA)



Preface



Childhood and the age of adolescence are perhaps the most momentous periods 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 dimensions 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 calamity. 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 schools must provide a setting where in education and health programmes come together to create a health promoting environment which in turn promotes learning. It must constantly strengthen 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 areas of Food and Nutrition, Knowing Your Body, Personal, Environmental Hygiene and Sanitation. 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 and Wellness 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 Board has strengthened the School Based Assessment and Continuous and Comprehensive Evaluation in 2009-2010. As part of Comprehensive assessment of co-scholastic aspects, the grades obtained in Health and Physical Education will be reflected in the Report Card as well as Certificate of School Based Assessment. Learners can choose any two activities from the options provided.

The Comprehensive School Health Manuals are an outcome of the collaborative effort of CBSE along with the guidance provided by WHO India. The Manuals would not have been possible but for the effort and support provided by the material production team. I would also like to thank Dr. Sadhana Parashar, Head (Innovation & Research) and Mr. Pramod Kumar T.K., Asst. Education Officer, CBSE for coordinating 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 Manuals are always welcome.

Vineet Joshi
CHAIRMAN

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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 एतद्वारा 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 ADOPT, ENACT AND GIVE 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 the Manual proposes to view health holistically, utilize all the educational opportunities for health promotion including formal and informal approaches in curricular pedagogy. Providing a safe school environment, an activity oriented health education curriculum to prevent 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 the schools regarding the setting up of **Health and Wellness Clubs**.

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

A health promoting school strives to provide a healthy environment conducive to students' 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 and Wellness 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, Counsellors and Community leaders have also been enlisted. 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 consists 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, Environmental Hygiene and Sanitation Physical Fitness, Being Responsible and Safe and Behaviour and Life Skills**. The objective of the modules and activities is to focus on the different aspects of growth and appropriate development of the child.

Knowing Your Body Activities will take the child from knowing body parts and their functions to appreciation of the importance of each body part. This will lead to heightened understanding of the need for correct information regarding growing up processes which will help in creating a well informed individual.

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

Personal, Environmental Hygiene and Sanitation 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. Sanitation activities have been added in the Revised Manual.

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 create 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 infuse 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 had also undertaken a Global School Health Survey across different types of schools in various parts of the country. This was 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 activities for teachers in each Section are suggestive and it is earnestly hoped that they will be implemented in the spirit of each section through curriculum plus intervention strategies within the school. The activities are learner centred and will help learners to empower themselves to acquire knowledge for themselves in a classroom or out of the class setting.

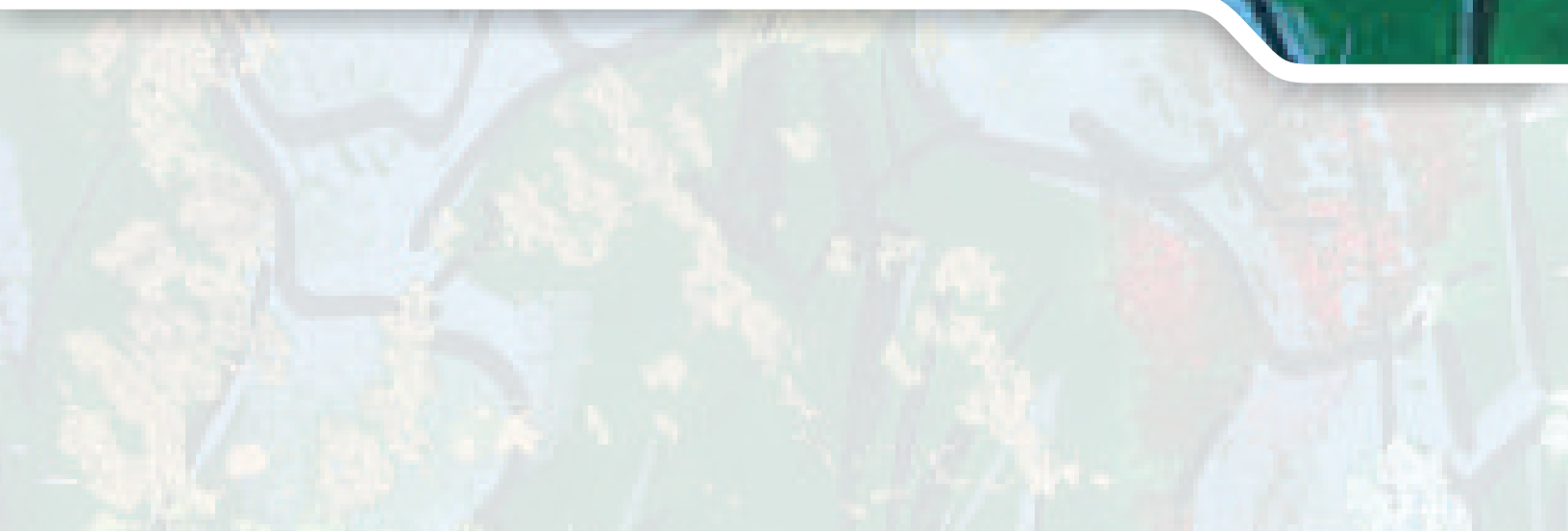
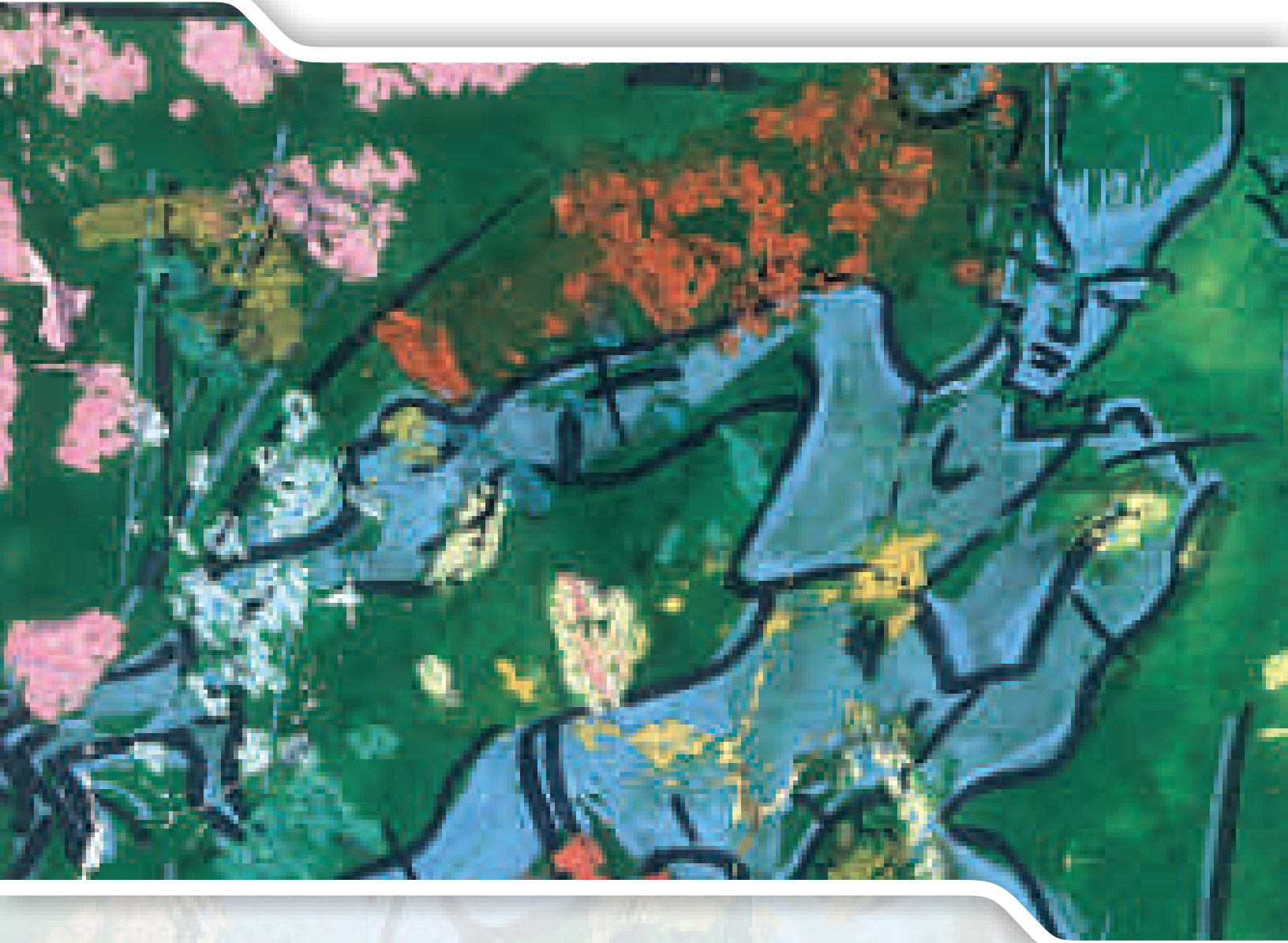
The Board has strengthened the School Based Assessment and Continuous and Comprehensive Evaluation in 2009-2010. As part of Comprehensive assessment of co-scholastic aspects, the grades obtained in Health and Physical Education will be reflected in the Report Card as well as Certificate of School Based Assessment. Learners can choose any two activities from the options provided. These include Sports/Indigenous Sports, NCC/NSS, Scouting and Guiding, Swimming, Gymnastics, Yoga, First Aid, Gardening / Shramdaan. Teacher may record observations about the student's participation over a period of time either in Anecdotal Records or a Portfolio. All students must take up at least two activities to ensure maximum health benefit in terms of physical fitness.

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 in school. This will go a long way in creating a sustainable, social, healthy and peaceful society.

Dr. SADHANA PARASHAR
HEAD (INNOVATION & RESEARCH)

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 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 / 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 Height 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 is important



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.

Teacher should ask each student to either know or find out about her/his Height and Weight and make a note of it.

Each student should now compare her/his Height and Weight with the Standard Measurements given in the chart.

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	

STANDARD CHARTS

Girls Height Chart

Age	Height in (cm)	Height in feet
Birth	46.70	1.56
3 months	58.40	1.95
6months	63.70	2.12
9 months	67.00	2.23
1 Year+	72.50	2.42
2 Years +	80.10	2.67
3 Years +	87.20	2.91
4 Years +	94.50	3.15
5 Years +	101.40	3.38
6 Years +	107.40	3.58
7 Years +	112.80	3.76
8 Years +	118.20	3.94
9 Years +	122.90	4.10
10 Years +	123.40	4.11
11 Years +	136.00	4.53
12 Years +	140.00	4.67
13 Years +	144.00	4.80
14 Years +	150.00	5.00
15 Years +	152.00	5.07
16 Years +	152.50	5.08
17 Years +	153.00	5.10

STANDARD CHARTS		
Boys Height Chart		
Age	Height in (cm)	Height in feet
Birth	47.10	1.57
3 months	59.10	1.97
6months	64.70	2.16
9 months	68.20	2.27
1 Year+	73.90	2.46
2 Years +	81.60	2.72
3 Years +	88.90	2.96
4 Years +	96.00	3.20
5 Years +	102.10	3.40
6 Years +	108.50	3.62
7 Years +	113.90	3.80
8 Years +	119.30	3.98
9 Years +	123.70	4.12
10 Years +	124.40	4.15
11 Years +	130.00	4.33
12 Years +	136.00	4.53
13 Years +	147.00	4.90
14 Years +	153.00	5.10
15 Years +	158.00	5.27
16 Years +	162.00	5.40
17 Years +	164.00	5.47

STANDARD CHARTS	
Weight Chart in KGs	
Age	Girls
Birth	2.60
3 months	5.30
6months	6.70
9 months	7.40
1 Year+	8.40
2 Years +	10.10
3 Years +	11.80
4 Years +	13.50
5 Years +	14.80
6 Years +	16.30
7 Years +	18.00
8 Years +	19.70
9 Years +	21.50
10 Years +	23.50
11 Years +	29.00
12 Years +	34.50
13 Years +	35.00
14 Years +	38.00
15 Years +	44.50
16 Years +	50.50
17 Years +	52.00

STANDARD CHARTS	
Weight Chart in KGs	
Age	Boys
Birth	2.60
3 months	5.00
6months	6.20
9 months	6.90
1 Year+	7.80
2 Years +	9.60
3 Years +	11.20
4 Years +	12.90
5 Years +	14.50
6 Years +	16.00
7 Years +	17.60
8 Years +	19.40
9 Years +	21.30
10 Years +	23.60
11 Years +	28.00
12 Years +	31.00
13 Years +	34.00
14 Years +	41.00
15 Years +	44.00
16 Years +	46.00
17 Years +	48.00

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 are 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.

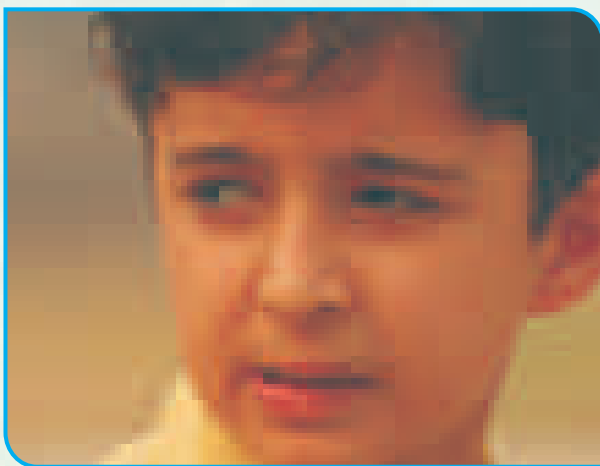
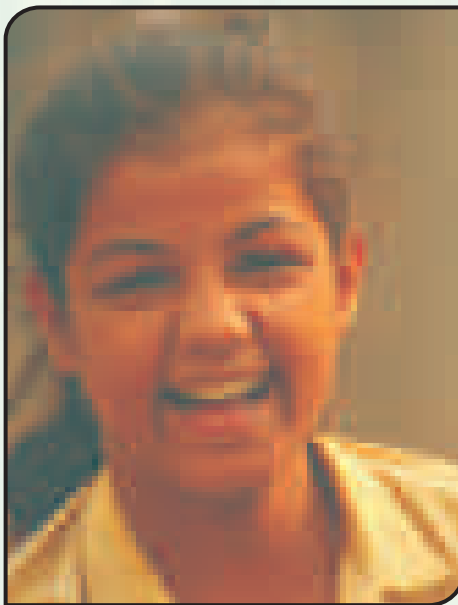
Methodology : It is difficult to know exactly about the onset of puberty. Students experience changes during this phase. These physical changes consume much of the energy and concentration of middle school students. Such distractions can greatly impact what they learn. It is the wise teacher who recognizes 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 :

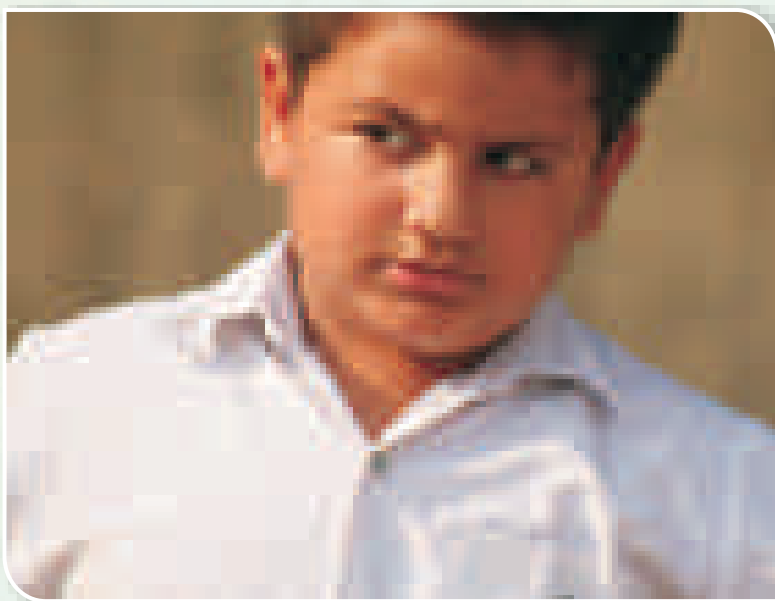
- There is a spurt of growth in height and weight, with the feet, arms, legs, and hands sometimes growing "faster" than the rest of the body causing awkward gait.
- The body starts maturing in a way and fills out.
- There may be rapid weight gain or loss.

- 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.



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
(40 minutes)



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 characteristic-height, speed, broadness and strength. Puberty for girls brings with it characteristics which are different 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).



STUDENT WORKSHEET

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

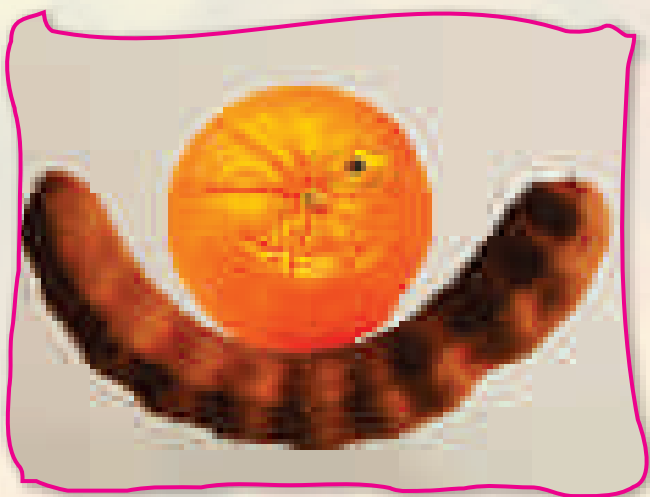
Nutrition can be defined as the procurement of substance (nutrients) through food, necessary for growth, development, maintenance and activities of a living organism.

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 ASSESSMENT :-**

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?

STUDENT 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 one 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 athlete 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 be 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 than 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 collaborative 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 the 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 it 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
(40 minutes)



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 a 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.

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.

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.

MATERIALS REQUIRED :

Paper , pencil, Student Worksheet



MODE :

Individual/ Group Work



TIME REQUIRED :

Two Periods
(40 minutes each)



STUDENT WORKSHEET

Fill in the table given below for any five food items

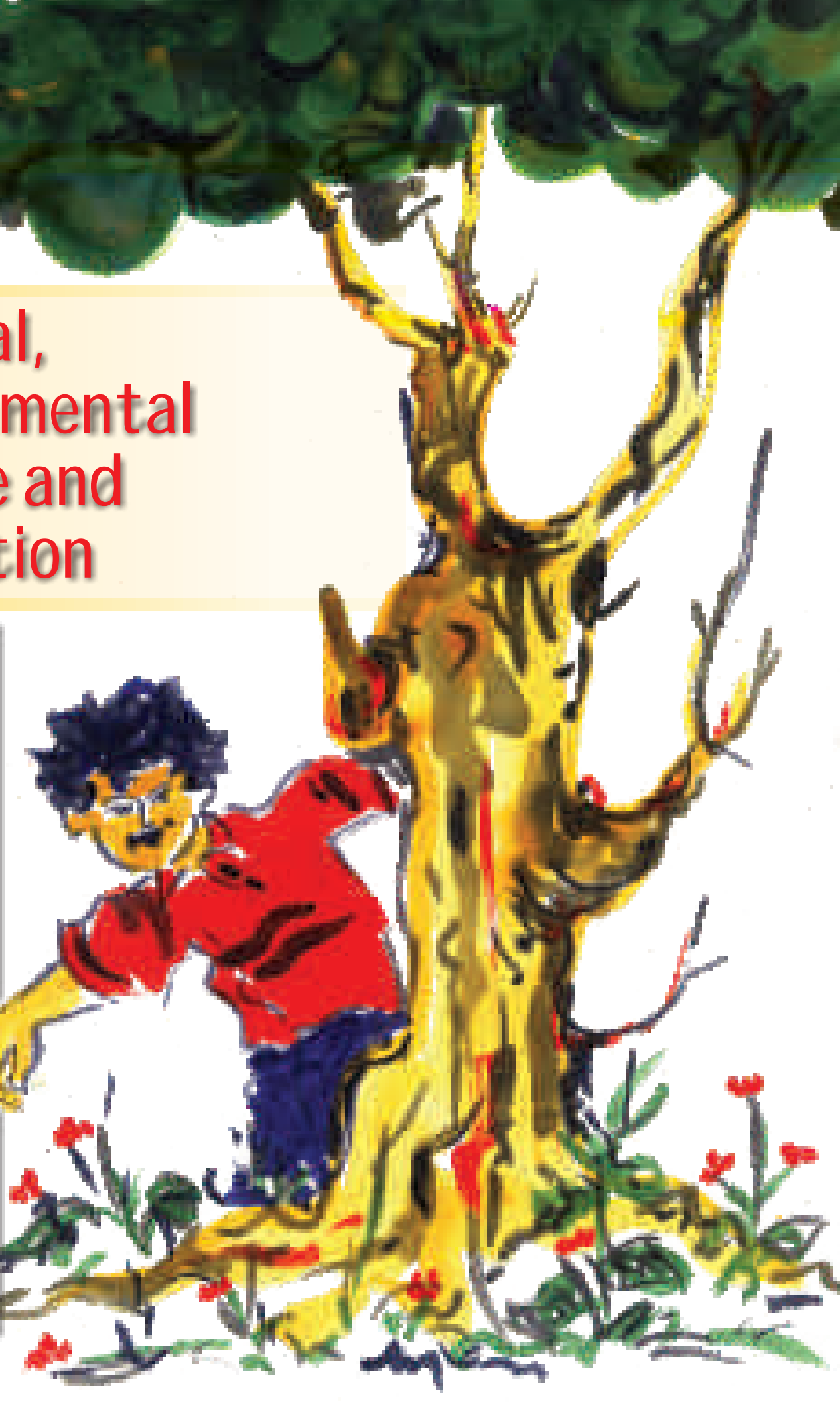
Sr. No.	Food item	Date of Packing	Best before	Trade Mark	Ingredients used	Nutrient Content	Red/Green Dot	M.R.P.

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.

Personal, Environmental Hygiene and Sanitation





Activity – Germs grow on dirty surface

Background : Germs grow fast under unhygienic conditions

Methodology :

- Divide students into small groups (three or four students).
- Provide each group with four plastic bags.
- Each should have a label attached.
- The students should write on each label one of the following:
 Potato 1: Handled by group members
 Potato 2: Rubbed on surface
 Potato 3: Blown on by group members
 Potato 4: Control
- Cover part of each group's work area with waxed paper. Place the potato slices on the waxed paper. (NOTE: Handle the potato by the outer, skin-covered surface only. Do not touch the inside, exposed surface of the potato.) Tell students not to touch the potato yet.
- Ask students in each group to pass around the first potato slice; each student should have an opportunity to thoroughly handle the slice. Then have a student put the slice in Bag 1.



CONCEPT

Students observe the growth of germs on three germ-covered potato slices and one *control* potato slice.



OBJECTIVE :

- To help children learn the importance of washing hands.
- To help children learn the importance of hygiene.



MATERIALS REQUIRED :

- 4 plastic sandwich bags
- masking tape or self-adhesive mailing label (to label each bag)
- markers, pens or pencils
- waxed paper
- a potato cut into four slices of roughly equal size
- toothpicks
- writing paper



MODE :

Individual/
Group Work



TIME REQUIRED :

Two Periods
(40 minute each)



- Have students rub the second potato slice on a selected surface in the classroom (e.g., the floor, a countertop, a wall) and fill in the blank on the bag to indicate the surface the potato was rubbed on. Then ask a student to put that slice in Bag 2.
- Show students how to use a toothpick to handle the next potato slice. Tell students not to touch the potato or let it touch any surface. Have each student take a turn holding the toothpicked potato and blowing on it for about ten seconds. Ask a student to put that potato slice into Bag 3.
- Finally, have a student use another (clean) toothpick to place the fourth slice in Bag 4. That slice is the control slice. It has not been touched, rubbed on any surface, or blown upon.
- Ask students to record on paper what they have done. Have them predict which potato slice contains the most germs and the least germs. Then have each group gather its four bags and place them in a dark closet. Leave the potato slices in the closet for a week.
- At the end of the week, ask students to observe each potato under the microscope then ask them to record the results of the experiment, including answers to the following questions: Which potato slice had the most germs? Which had the least? Why might that be? Did you predict correctly? How is a control important in a scientific experiment?
- Have students record their observations and write a statement that explains what this experiment taught them about germs. Follow up with this question: What does this experiment teach you about the importance of washing your hands regularly?

Extended Activity : Invite the school nurse to participate in this activity and to help add to the discussion. Supplement the lesson with a children's book about germs.

Discussion : Germs

Informal Assessment : Evaluate students on their observations and discussion of the experiment's questions.

Key messages : Importance of washing hands before and after meals. Food should be stored under hygienic conditions

Suggested activities : Visit the school canteen with your teacher and make a report on the hygiene and cleanliness standards/conditions maintained in the canteen.

Observation : Complete the table given in the Student Worksheet.

STUDENT WORKSHEET			
Observations after a week			Comments
Potato	Potato	Potato	Potato
Bag 1	Bag 2	Bag 3	Bag 4

Activity – What Can We Do With Rubbish?

Background : All rubbish is not of the same nature. Some part of it can be made useful for the soil and rest of it can be reused and recycled.

Methodology :

- The students will prepare a questionnaire to test how much people know about biodegradable and nonbiodegradable wastes and about their disposal.
- The students will extend this questionnaire to other students, their teachers and other workers in the school to enable percolation of their message at all levels in the school.
- The students will also circulate the same in their locality.

Observations : The students will be able to gauge the understanding in people about the waste disposal, a point they want to make through this survey.

Discussion : Discuss ways with the teacher to make community conscious of the importance of correct ways of waste disposal. Technique of composting and segregating wastes to enable zero waste generation can be taught.

Conclusion : Gauging awareness about waste disposal.

Informal Assessment : Student Worksheet

People should be aware about what they do to the wastes they generate.

Suggested Activities :

Poster making, slogan writing, debates and discussions.



CONCEPT :

Awareness about the nature of wastes generated in daily life.



OBJECTIVE:

To understand the concept and importance of the four R's (Reduce, Reuse, Recycle and Refuse) in daily life.

MATERIAL REQUIRED :



A questionnaire to check the awareness about biodegradable and nonbiodegradable wastes.



MODE :

Group activity



TIME REQUIRED :

One Week



STUDENT WORKSHEET

HOW MUCH DO YOU KNOW ABOUT THE WASTE YOU GENERATE EVERYDAY?

- 1) Can you list the waste that you have generated today?(like newspaper pamphlets, food leftovers, fruit peels etc)_____
- 2) Count the number of wastes that can rot and disappear over a period of time from the list given: Aluminium foil, plastic bag, toffee wrapper, banana peel, leftover food and meat, paper, atta, cans, leather wallet._____.
- 3) Have you ever done the following?
 - Used water left from washing dals, vegetables to water the plants?_____.
 - Recycled water while washing clothes to mop the house or clean the courtyard?_____.
 - Used the water left in your water bottle to water a nearby plant ?_____.
 - Used kitchen waste to manure the plants in your home?_____.
 - Made sure that you don't throw plastics on the streets?_____.
 - Carried a can or packet of something you have consumed on your way to some place all the way to be disposed in a bin only and nowhere else. _____.
- 4) Are you aware of biodegradable and nonbiodegradable wastes? _____.
- 5) Have you heard of compost or organic manure?_____.
- 6) Have you heard of zero waste management?_____.
- 7) Do you segregate dry and wet waste at home?_____.
- 8) Do you Reduce, Reuse, Recycle and Refuse? _____.

Activity - Hygiene - Personal and Environmental

Background : Personal Hygiene is an important component of Growth and Development.

Methodology :

- Children are divided into groups of four.
- A set of 6 cards is given to each group. Each card has pictures showing activities related to personal hygiene. Each child discusses and gives his own reasons for selecting good and bad habits related with Personal Hygiene.

Observations :

Understand and reason out the importance of Personal Hygiene.

Conclusion :

Students clearly state how one can maintain Personal Hygiene.

Self Assessment :

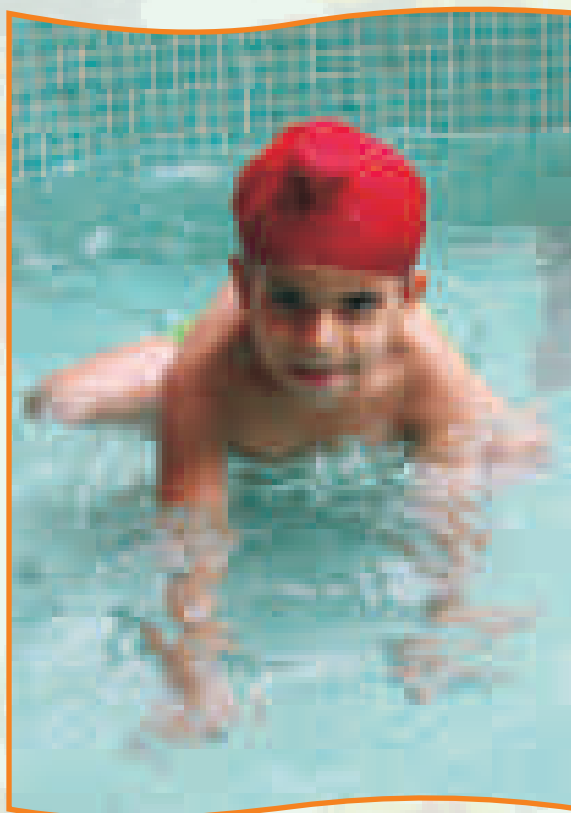
A teacher can give a questionnaire.

Key Message :

Good habits make one achieve sound body and mind.

Suggested Activities :

To follow upon the action plan given in the Student Worksheet.



CONCEPT :

Personal Hygiene is importance.



OBJECTIVE :

To help the child learn the importance of good habits leading to personal hygiene.

MATERIAL REQUIRED :



Flash cards
(6 are given)



MODE :

Group activity
(Discussion)



TIME REQUIRED :

2 Periods
(40 mins each)



STUDENT WORKSHEET-I

Fact Sheet - Do's or Dont's

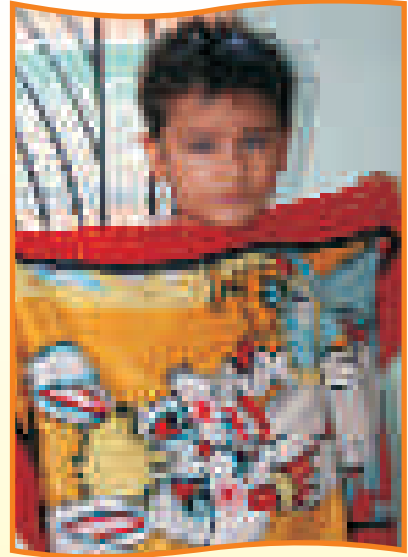
Hair

- It is your crowning glory.
- Wash your hair at least once a week using soap or mild shampoo.
- Dry your hair after a wash.
- Brush your hair three to four times a day with a soft bristled brush or a wide toothed comb. Wash your brush and comb every time you wash your hair.
- Oil the scalp, once a week.



Skin

- Soap and water are essential for keeping the skin clean. A good bath once or twice a day is recommended, especially in tropical countries like India. Those who are involved in active sports or work out to a sweat would do well to take a bath after the activity.
- Wash off the soap lather well. Drying with a clean towel is important. Avoid sharing soaps and towels.



Teeth

- Have you heard of the sixty-second battery operated wonder brush? It has been analysed that it takes only that long to give your teeth a good brush. You have to hold the brush to your teeth and say cheese (and then perhaps S-A-U-C-E for the brush to get a good scrub inside!).
- Well, whether it is a neem twig or battery brush, you cannot give brushing a miss.
- While brushing, pay attention to the fact that you are getting rid of the food particles stuck in between the teeth and in the crevices of the flatter teeth at the back, the molars and pre molars. Brush down on the upper teeth and brush teeth and brush up on the lower teeth. Use a circular motion. Pay attention to the tongue and the inner surface of teeth as well.



Hands

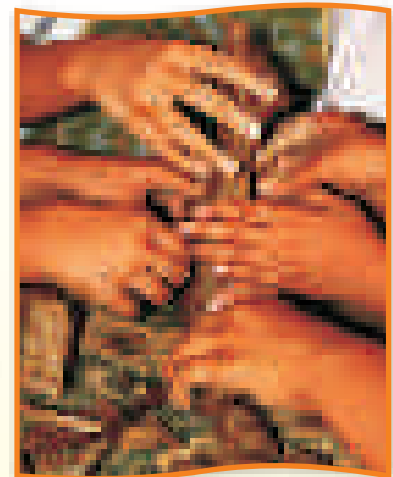
- The world around us swarms with micro-organisms. Some bacteria are found on our bodies. In countries where food is eaten and prepared with bare hands, extra attention has to be paid to the cleanliness of hands.
- Wash hands thoroughly with soap and water before and after every meal and after visiting the toilet. Soaping and rinsing should cover the areas between fingers, nails and back of the hand. Hands should be dried with a clean towel after wash. The towel at the wash stand has to be washed and changed everyday.



Nails

Healthy body ensures healthy nails. Brittle or discoloured nails show up deficiencies or disease conditions.

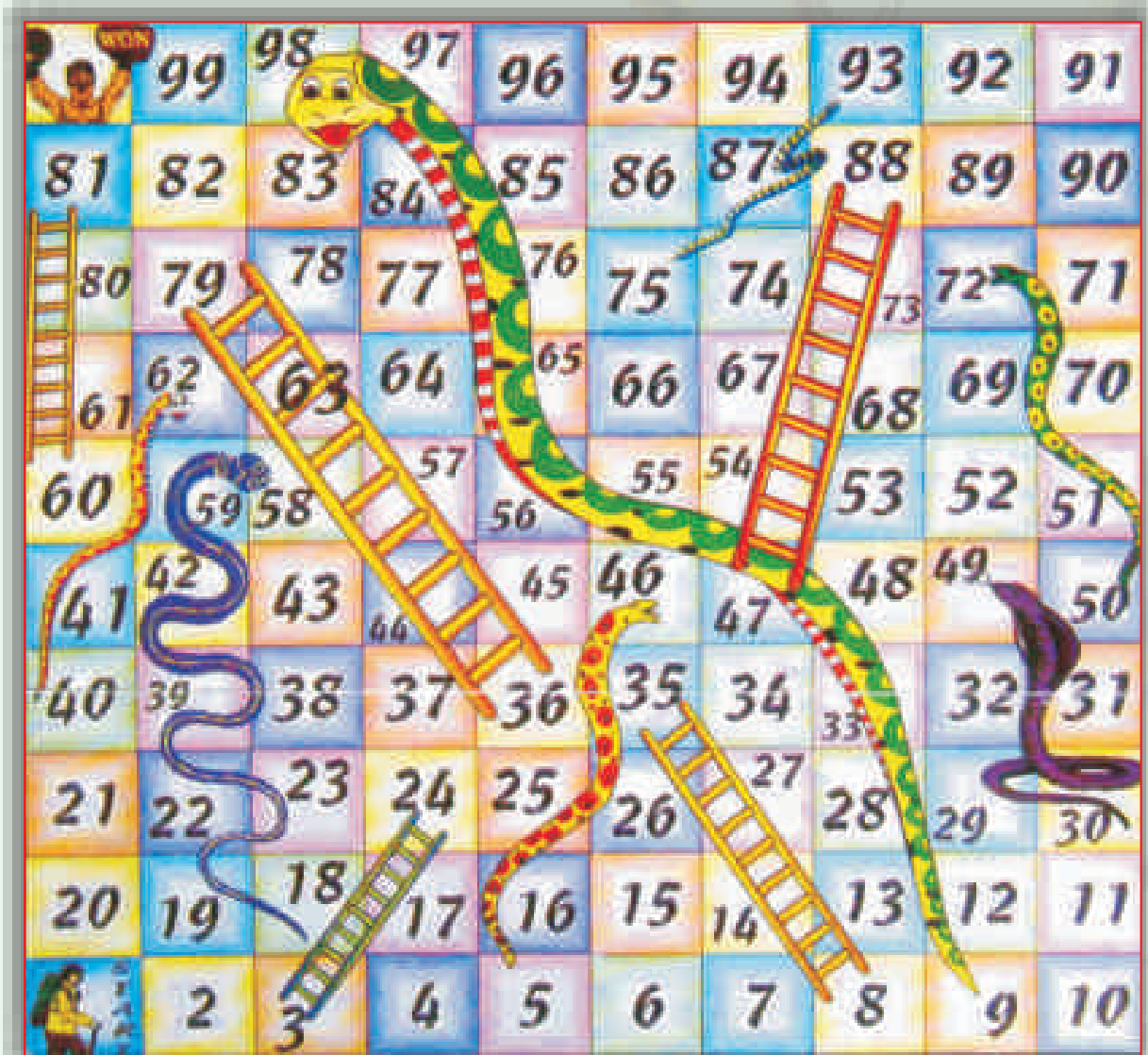
- Clip nails short, along the shape of feet.
- Don't cut them so close that it pinches the skin.
- Clean feet are essential for personal hygiene .
- Clean between the toes also.
- Feet should be washed after coming back home.
- Always wear comfortable shoes.



STUDENT WORKSHEET - II		
	Aims	Section Summary
Section 1 How tidy is our school?	<ul style="list-style-type: none"> To encourage Students to Identify cared for and uncared for places in school. To make Students aware of different ways of clearing up To encourage pupils to take responsibility and make them aware of their environment. 	<p>Students will</p> <ul style="list-style-type: none"> use 'before and after' picture cards showing situations and places in the school . look at different ways of tidying up go around school and look for and photograph/video places that could be improved discuss and make an action plan, put into action, record and evaluate
Section 2 What can we do with the rubbish?	<ul style="list-style-type: none"> To make Students aware of different ways of disposing rubbish. To understand the concept and practicalities of recycling and reusing rubbish 	<p>Students will:</p> <ul style="list-style-type: none"> sort rubbish into different types of Material visit a local Recycling Collection Plant collect recycling material at home and bring it into school look at packaging - how could waste be minimized ? consider how waste can be reused
Section 3 A project to develop a garden in the community	<p>To participate in an activity that creates a pleasant environment in the neighbourhood (School / Home).</p>	<p>Students will :</p> <ul style="list-style-type: none"> take part in ground clearance in a park or garden

There is a game for you to play. You can make this on your own on a cardboard.

SNAKES AND LADDERS



For Snakes	For Ladders
46 When you came out of the room you did not switch off the fan.	3 You plant a sapling on your birthday.
49 You did not use the zebra crossing to cross the road.	8 In your neighborhood you encourage all school children to attend school.
58 You collected your old notebooks and threw them in the dustbin.	36 you organized a rally in your nearby community to educate people about the importance of judicious use of water. OR.
62 While trying to chase a dog you and your friends were throwing stones at it.	36 you always carry and encourage other members to carry a jute bag or a cloth bag for shopping.
72 You and your friends destroyed many plants to create space for your cricket match.	47 You are member of the School's Eco Club and make positive contributions to protect the environment
93 You do not clean your coolers regularly.	
98 You burn crackers on every small festive occasion.	60 You use natural colours to celebrate Holi.

Activity - Water Conservation

Background : Encouraging students to understand simple ways which help in saving water.

Methodology :

1. Students will be divided into four groups of two students each.
2. Each group will brainstorm and list down certain ways/methods in which water wastage can be reduced.
3. The groups present/show their list in the class.
4. Ten such ways are listed in the survey sheet.
5. Each child has to question ten children in the school and find out which one of the listed way is used most often by them.
6. Before the next class, the students present the information collected, in the form of a graph and draw conclusions.
7. In the next class the children will present their surveys along with graphical presentation and the conclusions they draw from their activity.
8. A selected group of five students will list down the findings of the class and present it in the assembly through a presentation which will also include ways in which water wastage can be reduced.

Evaluation:

Students will be evaluated on their individual work

List of Students	Completion of survey	Graphic Presentation	Conclusions Drawn	Neatness
Student 1				
Student 2				
Student 3				
Student 4				

CONCEPT :

Water is scarce so should be used judiciously.

A lot of water can be saved if we are careful about the way we use it at school.



OBJECTIVE :

- Developing awareness about the simple actions which reduce wastage of water

MATERIAL REQUIRED :

- Survey Sheet
- A4 Sheets



MODE :

Group activity
(Discussion)



TIME REQUIRED :

- 2 Periods
(once in a week)
- 10 minutes
of assembly



Key Message :

1. There are simple ways in which water wastage can be reduced.
2. Students can shoulder responsibility in promoting simple water conserving behaviours in their school and home environments.

Independent Practice:

From school to home

Waste water management

1. Students will conduct survey at their home and locality on how much water is used for gardening and daily chores in each house.
2. The survey conducted can then be brought back to school and a comparative chart can be made based on locality usage and conservation of water.

Activity - Safe Drinking Water

Background :

Encouraging students to understand

- the sources of safe drinking water
- the need for safe drinking water
- the various water borne diseases
- the different ways of purifying water

Methodology :

1. Students will be divided into eight groups and given two topics as given below.
 - (A) The sources and need for safe drinking water
 - (B) The process of purification before water reaches our home and some ways of purifying water at home
2. Four groups will study topic 'A' and the other group of four students will study topic 'B'.
3. Each group will document their finding in a power point presentation (10 - 15 slides).
4. The presentations will be made group wise in the class.
5. The best presentation on each will be presented in the assembly.

Evaluation:

Students will be evaluated from group presentations

List of Students	Content	Power Point Presentation	Presentation in the class	Team Work
Group 1				
Group 2				
Group 3				
Group 4				

CONCEPT :

- Water for drinking should be pure and from a safe source.
- Judicious use of drinking water can avoid scarcity.



OBJECTIVE :

Developing awareness about judicious use of water

MATERIAL REQUIRED :



- Computers
- Internet Facility



MODE :

Group activity
(4-5 Children in a group)



TIME REQUIRED :

- 2 Periods
(once in a week)
- 10 minutes of assembly



Key Message :

Students should be aware of issues relating health and growth

Suggested Activities

1. A holiday project in the form of a file presentation.
2. Surveys (in the school, neighborhood)
3. Making of posters to spread awareness about the judicious use of drinking water.
4. Making placards (to spread awareness about the judicious use of drinking water) and placing them in significant places in the school.
5. Theatre - Street play or one act play.

Independent Practice:

From school to home

Water management

1. Find out in your neighborhood as to how many neighbours treat water before drinking (boil / use aqua guard / use R.O. systems)
2. Collect pH paper from your teacher and find out the pH of water being used in your respective homes (Acidity / Basicity)

Activity - My School A Clean Environment

Background:

Encouraging Students to analyze:

- the need for a clean School environment.
- the areas which help to make the school environment clean.
- student role and responsibility in keeping the school environment clean

Methodology

1. Students will be apprised about the Topic, Areas of Evaluation, and the Dos and Don'ts of the presentation by the Theatre Teacher
2. Role Play : Student will be given a topic on different topics like how to keep your classroom clean, how to maintain clean toilets, washing of hands before taking food, keeping clean their surrounding etc. for role play will be given.
3. Students in each group will Brainstorm the topic and put down the points to be covered in the presentation.
4. Each group practices in the next theatre period.
5. Presentation in the subsequent theatre period.
6. The best two groups will perform in the assembly.

Evaluation

Students will be evaluated from group presentations

CONCEPT :

Developing a clean School Environment through student Involvement



OBJECTIVE :

To involve students spread the idea of healthy living

MATERIAL REQUIRED :



Some waste material available at home or school to be utilised for making props



MODE :

Group activity



TIME REQUIRED :

3 Theatre Periods
(One in a week)



List of Groups	Content (areas covered)	Following deadlines (observations)	Effectiveness of the team	Team work	Presentation time
Group 1					
Group 2					
Group 3					
Group 4					

Key Message

1. There are areas and people who make the school not so clean.
2. Students have responsibility in keeping the school clean.

Suggested Activities

1. Shramdaan-cleaning the classroom after every lunch breaks as per the house on duty.
2. Surveys -the things/items that make a classroom dirty.
3. Making of posters/ slogans.

Independent Practices:

from school to home:

- Carefully observe for the following in your school
 - (i) Proper lighting and ventilation arrangements.
 - (ii) White washing and cleaning in your school.
- Prepare slogans based on hygiene and display them in corridors of your school.
- Delegate proper shramdaan duties in your school.
- Prepare a check-list for all the above and follow it up regularly.

Activity - Institutional building through participatory approach - Sustainable sanitation

Background:

Encouraging Students to analyze:

- the need for a clean school environment that has to be sustained.
- the areas which help to make the school environment clean
- student role and responsibility in keeping the school environment clean by sustaining and helping each other by learning operating and maintaining procedures.

Methodology

The operation and maintenance of corridors, classrooms and toilets is very simple.

The most important do's can be achieved by preparing a check-list for the following guidelines:

1. Observe for cleanliness in classrooms and corridors everyday.
2. Pick up any paper bits, toffee/chocolate wrappers from the floor and put them in dustbin.
3. Before the first use and final use of the toilet seat, flush the seat properly.
4. Always keep the toilet seat clean and dry.
5. After each use (for defecation), the toilet should be a clean sight for the next user.
6. Tissue paper used (if any) for cleaning should be thrown properly in a dust bin.
7. Keep a brush/scrubber or small piece of cloth for cleaning the pan at regular intervals.
8. Wash hands with soap after defecation.
9. Always wear gloves during cleaning the toilets.

CONCEPT :

- Developing a Clean School Environment through Student Involvement



OBJECTIVE :

- To involve students' strengths to spread the ideas of healthy living by establishing an operation and maintenance process.

MATERIAL REQUIRED :



Cleansing detergents, scrubbers, tissues etc



MODE :

Group activity



TIME REQUIRED :

- 1 Period per day



Evaluation

Students will be evaluated from group presentations

List of Groups	Content (areas covered)	Following deadlines	Effectiveness of the team observations	Team work	Presentation time
Group 1					
Group 2					
Group 3					
Group 4					

Key Message :

To enable young students to analyze

- There are areas and people who make the school look neat and clean.
- Students have responsibility in sustaining the operation and maintenance system of the school.

Suggested Activities:

1. Shramdaan-cleaning the classroom after every lunch break as per the house on duty
2. Surveys - Make a list of items that make a classroom dirty.
3. Making of posters/slogans
4. Helping the junior students to make them aware of having clean toilet habits and practices.

Independent Practices:

From school to home

1. Prepare a survey on how many institutional buildings are there in their own locality.
2. Perform Nukkad-nataks to promote the understanding of sustaining of operating and maintenance procedures in their school/home and locality.

Activity - Clean toilet habits For Staff members

Background:

Providing toilet facilities to the children which are need and age appropriate.

Methodology

1. Staff members are divided into four group depending on the interests of the member and their individual strengths (some may be tech-savvy, some regular newspaper reader etc.)
2. Group 1 will survey on designs and dimensions of toilets and washbasins which are age appropriate (eg. Lover toilets for young children, separate toilets for boys and girls)
3. Group 2 will survey on requirements of separate toilet conditions for boys and girls (eg. Arrangements of newspapers in senior girl's toilets and dustbins in each toilet)
4. Group 3 will survey on types of toilet that need to be designed for disabled. (eg. Special seats etc)
5. Group 4 will survey on environmental friendly ways of disposal of toilet wastes. (urine , excreta, napkins etc)
6. Each group will collect the information and give their report to the management.
7. Each group must take care that their reports are as practical as possible.

Evaluation

Evaluation of the various groups will depend on the practicality of the survey and suggestions made by each group.

Observations

The staff members will be able to understand the needs of different students for clean toilet conditions.

CONCEPT :

Developing awareness among all members of the community for clean toilet habits, considering individual needs of the different members



OBJECTIVE :

Children will be provided with toilet facilities that are environment friendly ; age and need specific and children will also be trained for clean toilet habits.

MATERIAL REQUIRED :



books, internet, magazine

MODE :

Group



TIME REQUIRED :

About 15 days



Key Message :

It is important to provide healthy and age appropriate toilet conditions to the students in the school.

Suggested Activities

- Surveys on methods of waste water disposal.
- Role plays can be enacted showing harmful defects of unsafe disposal of toilet wastes

Suggested Activities for Students:

1. Shramdaan-cleaning the classroom after every lunch break as per the house on duty
2. Surveys - Make a list of items that make a classroom dirty.
3. Making of posters/slogans
4. Helping the junior students to make them aware of having clean toilet habits and practices.

Independent Practices for Students:

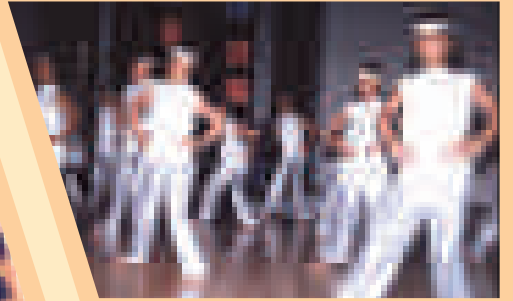
From school to home

Toilets

1. Prepare a check-list at your home for the regular cleaning of your toilets
2. Conduct a survey in your own locality for the kind of toilet systems (English/Indian) for their comfortability and also prepare a comparative chart for the two types of toilet systems.

Physical

Fitness





4

Physical Fitness

Fact Sheet

Although childhood is a time for playing, running, jumping and all kinds of physical activities yet the children these days are not as active as the previous generation.

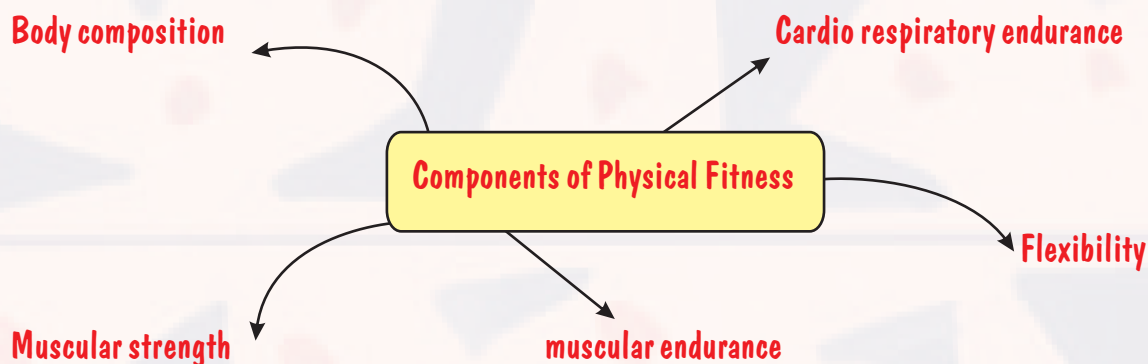
This phenomenon can be attributed to a sedentary lifestyle wherein children spend time glued to television sets or plugged into video games.

Once children enter adolescence, exercise drops off dramatically especially in girls. Very often this pattern of inactivity accompanies kids into adulthood. It is the need of the hour to break down these fetters of complacency and lead life replete with physical activity. In addition to promoting physical health, exercise has an extremely positive effect on the well-being of the children.

Individuals who exercise have lower rates of depression and anxiety and they are able to cope with life's stress more effectively than their sedentary counterparts. Children engaged in fitness related activities have high levels of self-confidence as well as happiness that comes with greater self-esteem.

What does it mean to be physically "fit"? Physical fitness is defined as 'a set of attributes that people have or achieve that relates to the ability to perform physical activity' (USDHHA, 1996).

Physical Fitness is more than being able to run long distances or carry out exercises. It is not only defined by the kind of activity one does. Overall fitness is made up of five main components.



Physical exercise in all its forms is an ongoing process rather than product . The goal is to make physical activity a customary part of our daily routine. It should be associated with pleasure rather than pain.

Values of physical fitness

Promotes efficiency in work performance

Resistance to diseases

Musculoskeletal development

Success in games and sports

Mental health and alertness

Efficient functioning of body systems

Delays ageing

From now on, I will :

1. Cut down on refined carbohydrates
2. Avoid junk food
3. Eat frequent small portions
4. Do not diet
5. Follow a Fitness regime
6. Exercise daily!
7. Get going

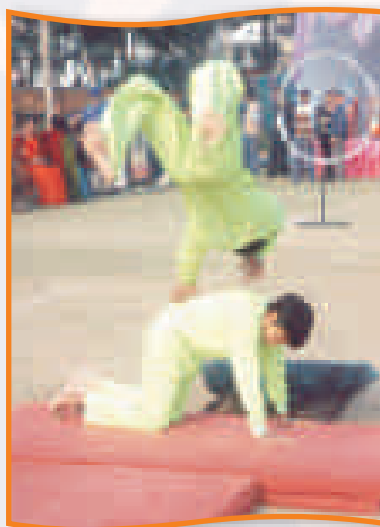


Activity : Bracing Up to Exercise- Jogging

Background : Jogging is an easy running and an elementary, economical and personally geared exercise programme to develop general physical fitness.

Methodology :

- Measure your heart rate- _____ beats per minute.
- Jog in your place for 10 minutes.
- Begin slowly and then build up to a faster pace.
- Ask your friend to measure your heart beat at the end of the jogging session. ____beats/min.
- Do this consistently for a week and keep a record of your heart rate.
- Find out how the heart rate changes with consistent exercise.



Observation :

In the plenary discussion elicit/inform the class about the following:

- Why does the heart rate increase after exercise?
- Although the initial heart rate is similar for most people, the response to exercise varies.
- Discuss why this happens?

Conclusion : Its major contribution is towards the development of cardio-respiratory fitness.

Informal assessment : Continue to jog slowly or walk to allow the blood concentrated in your legs to circulate to the other parts of the body. Failure to do so may result in giddiness or fainting.

Key messages : Through jogging gross muscle groups as well as ankle and knee joints can be exercised and physical fitness developed.

CONCEPT :

Participating in physical activities enhances cardio-respiratory performance.



OBJECTIVE :

To achieve and maintain a level of physical fitness.



MATERIALS REQUIRED :

Jogging shoes,
Stethoscope



MODE :

Individual



TIME :

Early morning
(30 minutes)



Suggested activity : Try to find out the predisposing conditions/ ailments which lead to a higher cardio-respiratory response to exercise. (hours, dinner timings and duration. Get it signed by parents first and then show it to the teacher. The teacher in the mentoring classes can take up the issue for the student.)

The Right Way to Jog

1. Wear comfortable shoes with laces tied properly.
2. Breathe through your mouth
3. Head and body relaxed and upright.
4. Straight heel to toe landing action.



Activity - The Art of Healthy Living

Background : Breathing exercises form the basis of healthy living. They rejuvenate the circulatory system and optimize the effect of exercises.

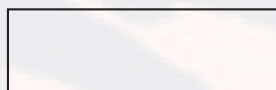
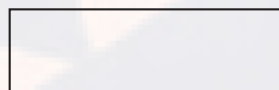
Methodology:

1. Students are asked to sit in the correct posture (Padmasan)
2. Students are asked to close their eyes and concentrate.
3. They take a deep breath through their nose and exhale with the sound of 'om'.

Observation/ Discussion : Fill in the qualities that you are able to develop through this exercise



Self Control



CONCEPT :

Fitness through deep breathing exercises.



OBJECTIVE :

To make the students understand the importance of pranayama



MATERIALS REQUIRED :

exercise mats.



MODE :

group



TIME REQUIRED :

5-7 minutes during assembly.



Conclusion : It is equally essential to spread awareness in the society about the role of breathing exercises in remaining healthy.

Informal Assessment :

The children should make a time table to ensure that they follow up the pranayama practices at home on a regular basis. This time table should be signed by parents and shown to the teacher on a monthly basis so that the teacher and parent join hands in helping the child adopt yoga as a part of his lifestyle.

Key Messages : Pranayama helps to control anger and overcome the problem of distraction.

Suggested Activities : Take a deep breath and hold it. Block your ears with the thumbs and place the middle and ring fingers of both the hands on them. Exhale with a loud humming sound. Repeat three times.



Activity : Participation in Games and Sport

Background : The amount of exercise which an activity provides depends on the nature of the activity undertaken.

Methodology :

- Identify the sport that you enjoy and also fix your goal.
- Play the sport and try to achieve the goal set by you.

Observation / Discussion :

1. Assess your fitness status within the health related components.
2. Evaluate the effectiveness of physical exercise and other factors to obtain physical fitness goals (losing weight/ becoming a good team player etc.)
3. List out your strengths and weaknesses and discuss with the teacher how the weaknesses can be turned into strengths.

Conclusion : Participation in any game of your choice can bring about significant improvement in physical fitness and help to maintain it.

Recapitulation : Playing games motivates you to live as a fit individual with a firm, lean and a healthy body.

Informal Assessment : Regularity, enthusiasm and willing participation.

Key Messages : Regular participation in indoor and outdoor sports provides sufficient exercise to the human body.

Extended Activity : Watch a match on TV and write your observation on the following theme

“ When any sport is played between two nations, the playfields turn into battle fields”

CONCEPT :

Physical fitness helps in making one a team person.



OBJECTIVE :

To help develop spirit of sportsmanship.



MATERIALS REQUIRED :

School sports ground and equipment



MODE :

Group



TIME REQUIRED :

30 minutes
(PE Period)



Activity : Good Posture !

Background : A sound mind can exist only in a sound body. Correct posture helps in avoiding various health problems.

Methodology : Teacher will show flash cards showing right and wrong postures and after discussing with students she divides them into stacks of 'right' and 'wrong'.

Observation/ Discussion : Why is it important to maintain the right posture?

Conclusion : Correct posture helps the system and the organs to develop in such a manner that organic and functional development of the body takes place.

Recapitulation : Recall the technique of correct posture.

Informal Assessment : Head, backbone, limbs are in perfect alignment. No strain is experienced by any part of the body.

Key Messages : The system and the organs of the body have to function optimally to cope with the daily stress and strife in life.

Suggested Activities : Keep reminding yourself about the technique for correct posture while studying, watching television and doing other daily activities. You must see that the weight of the body is balanced equally on both the legs.



CONCEPT :

Cultivation of good posture is essential.



OBJECTIVE :

To make the students understand the importance of maintaining correct posture.



MATERIALS REQUIRED :

Pictures/ diagrams drawn on flash cards.



MODE :

Group



TIME REQUIRED :

15 minutes



Activity : Balanced Diet for Healthy Growth

Background : Body Mass Index (BMI) is a measure of body fat based on height and weight that applies to both boys and girls.

Methodology :

Students will be required to find their Body Mass Index.

The students will be first asked for their own interpretation of BMI after they identify themselves as overweight, healthy or underweight.

Observation : It will be pointed out that growth of body and increase of height may be affected by hereditary factors. Control of BMI is entirely in one's own hands. Depending upon the kind of active or sedentary lifestyle the BMI increases or decreases.

The formula for finding the BMI will be given and its use will also be explained.

- Enter your weight and height using Standard or Metric measures.
- Calculate BMI using the formula given below

$$\text{BMI} = \frac{\text{weight in kilograms}}{(\text{kg/m}^2) \text{ height in meters}^2}$$



CONCEPT :

Awareness about healthy weight and balanced diet is important.



OBJECTIVE :

To develop a firm, lean body, a strong heart, a slower heart rate, normal blood pressure muscle strength, muscle endurance and flexibility.

MATERIALS REQUIRED :



Weighing machine, Measuring tape.



MODE :

Classroom Interaction



TIME REQUIRED :

2 Periods
(40 minutes each)



BMI Categories:

- Underweight = <18.5
- Normal weight = $18.5-24.9$
- Overweight = $25-29.9$
- Obesity = BMI of 30 or greater

Conclusion : The very important rule of good health is to maintain a proper balance between the intake of food and daily energy expenditure in order to control and maintain ideal body weight.

Recapitulation :

The amount and type of diet consumed must contain foods which supply the essential nutrients vital to body weight.

Informal Assessment :

Keep your BMI under check by adhering to the BMI categories.

Key Messages :

All the nutrients are essential for maintaining proper growth and development of the body. Imbalance of any nutrient can adversely affect the BMI .

Extended Activity :

Fill in the table given in the student worksheet as per the directions. Observe and list your daily intake of food, the kind of routine followed in school and then at home. List your preference for outdoor/ indoor activities. Now look at the BMI as per the given formula. Do you find any relation between your food intake and the kind of lifestyle you enjoy, to your BMI? Time to ponder and adopt corrective measures.



STUDENT WORKSHEET					
		Reflect and Introspect			
Days	Food Intake (school)	Food Intake (home)	Activities at home or school	Preferred (activity)	Introspection
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

How can we Manage Weight?

An increase in physical activity is an important part of your weight management program. Most weight loss occurs because of decreased caloric intake. Sustained physical activity is most helpful in the prevention of weight regain. In addition, exercise has a benefit of reducing risks of cardiovascular disease and diabetes. Start exercising slowly and gradually increase the intensity. Trying too hard at first can lead to injury.

Examples of moderate amounts of physical activity	
Common Chores	Sporting Activities
Washing and waxing a car for 45-60 minutes	Playing volleyball for 45-60 minutes
Washing windows or floors for 45-60 minutes	Playing touch football for 45 minutes
Gardening for 30-45 minutes	Walking 1¾ miles in 35 minutes (20min/mile)
Pushing a stroller 1½ miles in 30 minutes	Basketball (shooting baskets) 30 minutes
Raking leaves for 30 minutes	Bicycling 5 miles in 30 minutes
Walking 2 miles in 30 minutes (15min/mile)	Dancing fast (social) for 30 minutes
Stairwalking for 15 minutes	Water aerobics for 30 minutes
	Swimming Laps for 20 minutes
	Basketball (playing game) for 15-20 minutes
	Bicycling 4 miles in 15 minutes
	Jumping rope for 15 minutes
	Running 1½ miles in 15 min. (10min/mile)

Your exercise can be done all at one time, or intermittently over the day. Initial activities may be walking or swimming at a slow pace. You can start out by walking 30 minutes for three days a week and can build to 45 minutes of more intense walking, at least five days a week. With this regimen, you can burn 100 to 200 calories more per day. All adults should set a long-term goal to accumulate at least 30 minutes or more of moderate-intensity physical activity on most and

preferably all days of the week. This regimen can be adapted to other forms of physical activity, but walking is particularly attractive because of its safety and accessibility. Also try to increase "every day" activity such as taking the stairs instead of the elevator. Reducing sedentary time is a good strategy to increase activity by undertaking frequent, less strenuous activities. With time, you may be able to engage in more strenuous activities. Competitive sports, such as tennis and volleyball, can provide an enjoyable form of exercise for many but care must be taken to avoid injury.

Activity Progression

For the beginner, activity levels can be light and would include an increase in standing activities, special chores like room painting, pushing a wheelchair, yard work, ironing, cooking and playing a musical instrument.

The next level would be light activity such as slow walking at 24 min/mile, garage work, carpentry, house cleaning, child care, golf, sailing and recreational table tennis.

The next level would be moderate activity such as walking 15 minute/mile, weeding and hoeing a garden, carrying a load, cycling, skiing, tennis, and dancing.

High activity would include walking 10 minute/mile or walking with load uphill, tree felling,



heavy manual digging, basketball, climbing, or soccer/kick ball.

You may also want to try :

- flexibility exercise to attain full range of joint motion
- strength or resistance exercise
- aerobic conditioning



BEING Responsible & Safe





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 library or in the windows of the class room.
- 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 REQUIRED :

1 hour / 2 periods



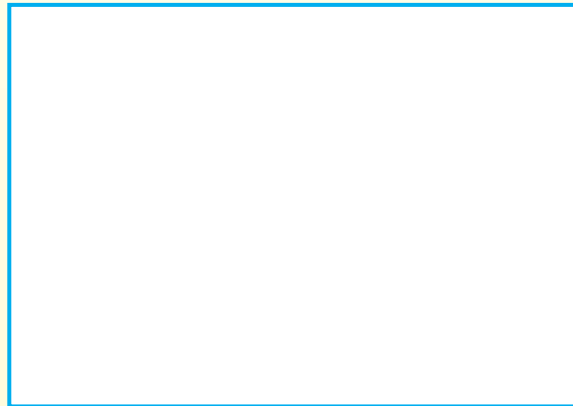
ELECTRICAL SAFETY WORLD-STUDENT WORKSHEET 1

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. 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.

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 REQUIRED :

2 periods
(40 minutes each)



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 REQUIRED :

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.

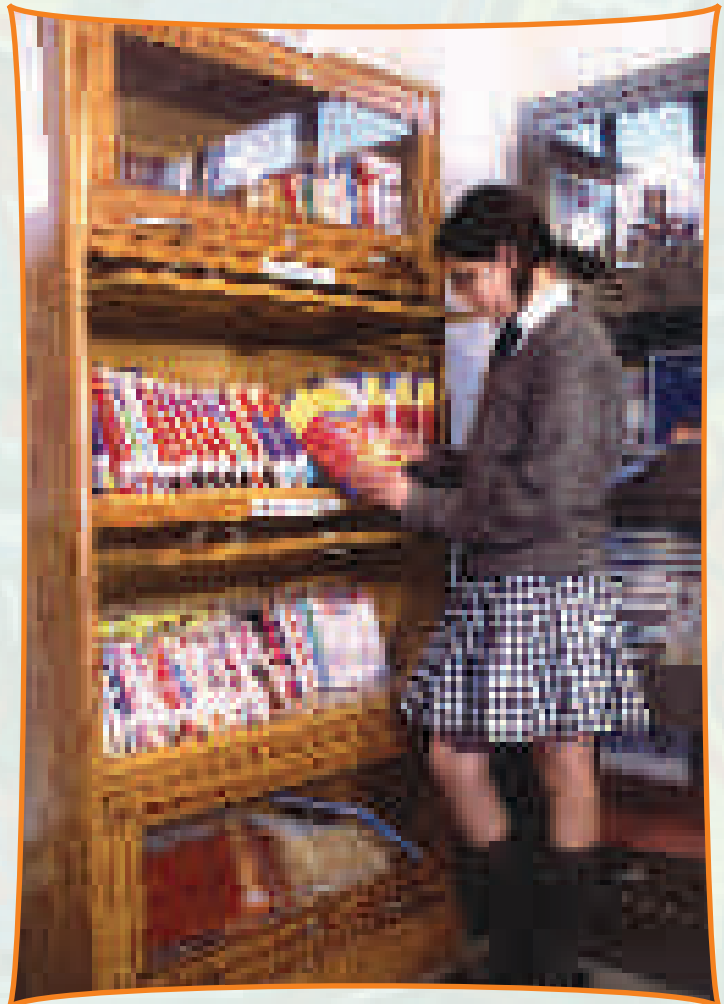
Skills-based health education is an approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and especially skills using a variety of learning experiences with an emphasis on participatory methods.

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.



Activity : 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
(40 minutes each)



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 counselling 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



STUDENT 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:

Activity : 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 self 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 hour/2 periods



- 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 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.



Activity : Extempore Expression !

Background :

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



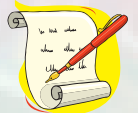
CONCEPT :

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.



MODE :

Group



TIME REQUIRED :

1 hour / 2 periods



Activity : Development

Background :

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

Methodology :

Minimum 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

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 :

Group



TIME REQUIRED :

1 hour



guided and informal discussion before an audience as if the panel 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.



Activity : Self Esteem

Methodology : This activity can be done in the classroom in the language, students are comfortable with. Maximum time should 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 _____

NOTE TO TEACHER :

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

CONCEPT :

Students self esteem can be enhanced by giving opportunities for expression.



OBJECTIVE :

To enhance the self esteem of students



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 hour / 2 periods



Activity : Connecting with your inner self through the breath

Background :

The natural sound of the breath is SO-HAM. The sound of inhalation is SO and the sound of exhalation is HAM. By focusing our awareness on the natural sound of breath, the mind becomes tranquil and calm.

Methodology :

The teacher/facilitator is supposed to give the following instruction:

- Sit comfortably on a chair - hands down on the knees, legs together, head, neck and spine in one straight line, eyes closed and face relaxed.

If a separate period is allotted for such rejuvenating activities, then participants can lie down on a mat - head, neck and spine in one straight line, legs slightly apart, hands by the side of the body, palms up. Eyes are closed and face relaxed.

- Bring your awareness to your breath. Observe the way you are breathing. Is your breath shallow or is it deep? Now make a deliberate effort to deepen your breath by taking a deep breath in and then, breathe out in a slow, rhythmic manner. Make sure that there should not be any facial contortion during this practice. The head or the shoulders should not move up and down while you are trying to deepen your breath.
- When your breath becomes slow and rhythmic, imagine there is a tiny hole in the centre of your throat. Air goes in and out through this hole.

CONCEPT :

By focusing our awareness on the natural sound of breath, the mind becomes tranquil and calm



OBJECTIVE :

- To settle the restlessness within the student.
- To manage the anger that he/she may be facing at the personal level



MODE :

Group-Work/Individual

TIME REQUIRED :

2-3 Minutes



- Now, gently contract the 'glottis' of your throat so that a soft snoring sound like the breathing of a sleeping baby is produced in the throat. The sound of the breath should only be audible to you.
- Now listen to the sound of inhalation which is SO and keep your awareness focused on the sound of exhalation which is HAM
- Keep listening to the natural sound of your breath for sometime. You can count 21 breaths backward to one like this. One round means - one inhalation and one exhalation. Do 21 such rounds. Release the contraction of the throat, breathe in deeply and breathe out. Rub your palms and put them on your eyes. Open your eyes.

Observation/ suggestion :

- Children have a tendency to hunch their back while sitting still for any rejuvenation technique. The facilitator should make sure that their shoulders are not hunched.
- Many times students close their eyes very tightly and folds are visible in the area of the eyes. The facilitator should ensure that eyes are closed gently and there is no facial contortion while doing the practice.
- When the students are asked to snore gently like a baby after contracting the back of their throat, they mostly snore loudly to have a hearty laugh in the class. A hearty laugh is fine. But after a hearty laugh, they should be made aware of the intricacy of the practice - only a gentle snoring sound is what is needed - even the person sitting next to you should not be able to hear this snoring sound that is being made. It should only be audible to you.

Key Message :

The natural sound of the breath is very relaxing and it makes the student feel immediately settled after the practice.

Follow up Activity :

The students are advised to do this practice at home regularly. They can do so early in the morning or in the evening at the study table before they sit down to study for 2-3 minutes and see for themselves how their retention improves when such practices are done regularly and incorporated as a part of the study schedule at the beginning.

Activity : Relaxing the mind by relaxing the body parts

Background :

The natural sound of the breath is SO-HAM. The sound of inhalation is SO and the sound of exhalation is HAM. By focusing our awareness on the natural sound of breath, the mind becomes tranquil and calm.

Methodology :

This practice is better performed by children when the facilitator/teacher give the instructions step wise. The instructions follow like this:

- Sit straight hands on knees, eyes closed.
- Visualise the place where you are sitting.
- Take a deep breathe in and breathe out. Make sure your exhalation is at least as long as your inhalation.
- Count 11 such breaths backwards to one. One round means one inhalation and one exhalation.
- Now take your awareness to your feet. Feel the muscular tension in the region of the feet vanishing into the thin air around you. As this happens, your feet feel as light as a feather.
- Now shift your awareness to your lower leg (Experience the same feeling as just mentioned above)
- Now both knees - same feelings as mentioned above

Now both thighs - "" ""

Now lower abdomen - "" ""

Now chest - "" ""

CONCEPT :

The progressive movement of awareness through the different parts of the body not only induces physical relaxation, but also tears up all the nerve pathways to the brain



OBJECTIVE :

- To enable the student to experience complete relaxation of the body as well as the mind.
- To bring about a sense of focus within the student.



MODE :

Group-
Work/Individual

TIME REQUIRED :

3-5 Minutes



Both shoulders - ""

Both upper arms - ""

Both lower arms - ""

Both hands - ""

Forehead - ""

Both closed eyes - ""

Both cheeks - ""

Around the lips - ""

You are feeling absolutely relaxed - as relaxed as you can be, Your body is feeling as light as a feather.

Now bring your awareness back to the place where you are seated. Take a deep breath in, breath out. Do two more rounds of deep breathing.

Rub your palms together vigorously. Put them on your eyes. Open your eyes gently.

Observation/ suggestion :

- Children sometimes tend to be very fidgety during practice. The facilitator should ensure that they should be absolutely still during the entire practice.
- Students sometimes keep their eyes partially open during this practice. The job of the facilitator is to make the students understand that during this practice they are supposed to be cutting themselves off from the outside world. The eyes are like windows to the outside world. Unless these windows are shut, they can never enjoy this wonderful technique.

Key Message :

Practice make a man perfect.

Following up Activity :

The children / students have to remember that practice makes a man perfect. The more they practice this technique at home, the more they will be able to relate to it and the more will be the benefits that will get out of it. At home, they can practice whenever they feel mentally or physically tired.

Activity : Developing the power of imagination

Background :

Children experience a great sense of pleasure in imagining. They are able to relate to natural scenes in the most wonderful way. 'Recalling visual images in the form of natural scenes induces a great sense of calmness and relaxation in children.' Not only this, recalling visual images in the form of natural scenes is said to reduce the level of anxiety / stress that the children may be facing at the personal level.

Methodology :

The facilitator is required to give the following instructions:

- Sit comfortably on a chair - hands down on the knees, legs together, head, neck and spine in one straight line, eyes closed and face relaxed.
- If a separate period is allotted for such rejuvenating activities, then participants can lie down on a mat - head, neck and spine in one straight line; hands by the side of the body, palms facing up. Eyes are closed and face relaxed.
- Bring your awareness to your breath. Observe the way you are breathing.
- Now make a deliberate effort to deepen your breath by taking a deep breath in and make sure that your exhalation is slow and rhythmic too.
- Count 11 such breaths backward to 1
- Now visualize the following - a red rising sun, the sky at the time of sun rise, a forest, a grassland, a milky white river flowing down

CONCEPT :

Recalling visual images in the form of natural scenes induces a great sense of calmness and relaxation in children.



OBJECTIVE :

- To make the student experience complete physical and mental relaxation.
- To improve the concentration of the learners.
- To improve the power of retention of the students.



MODE :

Group-Work/Individual

TIME REQUIRED :

3-5 Minutes



a valley, a sandy beach, golden particles of sand glittering as the rays of the sun fall upon them, absolutely dark night, a full moon night, starts at night, pink lotuses in a pond, a clear blue sky, waves in an ocean, aquatic plants inside the ocean bed, clouds gathering in the sky, heavy rainfall, a bright sunny day.

- Now bring your mind back to the place where you are seated.
- Think of the person sitting closest to you
- Take a deep breath in, breath out. Count three such breaths at your own pace.
- Rub your palms together; put them over your closed eyes.
- Open your eyes gently.

Observation/ suggestion :

- Students sometimes close their eyes very tightly. They should be corrected and told that eyes should be gently closed.
- The facial muscles too look quite tight. The facilitator has to make sure that there is no facial contortion.
- Eyebrows sometimes show lot of strain. They should be relaxed.
- Students sometimes keep tapping their fingers every now and then. The facilitator should make sure that no part of the body moves.

Key Message :

Connecting with nature has a great therapeutic effect on the mind as well as the body.

Following up Activity :

If possible the students can make their own audio cassettes in their voice once they learn the instructions to be given during this practice. They can use this audio cassette during examination time to reduce their nervousness and stress.

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 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 in 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.

ACAD/EO/2006

Dated : 31.5.2006
Circular No. 09

All the Heads of the institutions
affiliated to CBSE.

Subject: Comprehensive School Health Programme and Creating Health Club in the school.

Dear Principal,

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.

Schools can provide 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 medical 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.

The Central Board of Secondary Education suggests that schools plan out a Comprehensive School Health Programme which could be initiated through **HEALTH CLUB** in each school to begin with.

Need For Creating Health 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 would focus on the overall well being comprising emotional, social and mental health of the child. It would act 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 his schooling.

...../-

Constitution of a Health Club

- Principal as Convener
- Counselor / Psychologist / P. T Teacher / Nodal Teacher as Secretary
- Student representative (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

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 distress, 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.

The Board is suggesting a plethora of activities in **Annexure A** for various levels which can be conducted as part of co-curricular inputs during the calendar year. The activities mentioned here are recommended as pointers and many more can be added as per local needs and requirement. The Board is also in the process of preparing a Manual on a Comprehensive School Health Program which will be available shortly.

Any further suggestions on this issue are always welcome.

Yours sincerely

(VINEET JOSHI)
SECRETARY

Encl : Annexure A

COMPREHENSIVE SCHOOL HEALTH PROGRAM

Suggested Activities for promoting Health in School

	I - IV	V-VIII	IX-XII
Module 1 Know yourself	<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 • Counselling • Ten Sentences on oneself Physical/ Social/Society • Likes and dislikes • My list of favourites • Any other..... • Yoga & Meditation • Assembly themes • Tapping resources from neighbour-hood / community for health, hygiene & 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 Board's Decoration • House Board's Decoration • Creating recipes • Effective use of Home Science lab. • Health Card • Any other 	<ul style="list-style-type: none"> • Yoga and meditation • Health Mela • Health Newsletter • Class Board's Decoration • House Board's Decoration • Creating recipes • Effective use of Home Science lab. • Health Card • Any other
Module 2 Food and Nutrition	<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 food items - balanced 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 • Collage making • Panel Discussion • Any other

	I - IV	V-VIII	IX-XII
Module 3 Hygiene	<ul style="list-style-type: none"> • Tick mark of 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) 	<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 • Eco-clubs • Planting Sapling and Trees • Rain Water Harvesting • No Polybag Zone • Adopting a National Heritage Spot
Module 4 Physical fitness	<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 • Any other 	<ul style="list-style-type: none"> • Competitive Sports • Team building adventure treks • Leadership camps • Health Walks for 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
Module 5 Safety Measures -Fire Accidents, Emergencies	<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) • Travelling independently (phone numbers/ residential numbers) • Learning to Communicate problems-Circle time) • Campaigns • Vigilance Committee • Evacuation Skills 	<ul style="list-style-type: none"> • Transport drill • Sports Day • First Aid • Showing Movies on fire safety drill • Bravery Award • Research based Projects • Sexual Health Education issues related to Gender Sensitivity 	<ul style="list-style-type: none"> • Fire Brigade Demonstration • Disaster Management • Self - defence techniques • Traffic rules • Theatre-visit to Rehabilitation Centre • Sensitization Programmes on Substance Abuse • Interpersonal relationships • Parental Sessions • Laboratory Safety drill

	I - IV	V-VIII	IX-XII
Module 3 Behavioural and Life Skills	<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 	<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 	<ul style="list-style-type: none"> • Handling Peer Pressure • Question Box Activity • Situation Analysis and Case Studies of sensitive issues • Peace March to mark a social event or issue • Panel Discussion with Eminent Psychologists] • Guest Speakers from the experts (Doctor) • Visit to a rehabilitation centre

**CENTRAL BOARD OF SECONDARY EDUCATION
INSTITUTIONAL AREA, ROUSE AVENUE, NEW DELHI-110002**

CBSE/ACAD/CIRCULAR/2007

**14th March, 2007
Circular No. 17**

All Heads of Institutions
Affiliated to CBSE.

Subject : Importance of Nutrition for Bone Health.

Dear Principal,

Bone Health is a neglected area and has resulted in various problems both for adults and young children.

The major causes for the poor bone health in India are genetic predisposition, lower bone mineral density due to deficiency of calcium and vitamin D, inadequate exposure of body surface area to direct sunshine even though the country has plenty of sunshine throughout the year, clothing pattern, relatively pigmented skin, poor diet, lack of availability of foods fortified with essential vitamins and minerals and lack of physical activity.

Childhood and adolescence is the time when bones are beginning to be modeled until around the age of 30 when peak bone mass is achieved. Diet in the modeling phase is extremely important. A critical element that helps absorb deposition of dietary calcium into bone mass is vitamin D. Deficiency of vitamin D is one of major contributory factor responsible for lower bone mineral density (BMD).

A related bone problem is fluosis. It is prevalent in 17 States and has affected 66 million people including about 6 million children below the age of 14. It results from consuming ground water with excessive fluoride leading to bone disorders. Inadequate exposure of body surface area to direct sunshine, clothing pattern, relatively pigmented skin, environmental pollution, faulty housing architecture which does not allow enough sunshine, poor diet and lack of required food fortification, are among the major factors responsible for compromised bone health.

It is important to pay attention to bone health right for childhood. It is in this regard, schools may be advised to take steps regarding the following aspects :

1. Schools should promote outdoor physical activity after 9.00 a.m. and before 4.00 p.m. for adequate exposure to sunshine. Sunshine is the most important source of vitamin D.
 - Vitamin D helps absorption of calcium. The main source of vitamin D is the exposure to sunlight. Exposure of legs and arms to sunlight for about 25 minutes between 9 AM and 4 PM is adequate.
 - Physical activity at all ages, particularly weight bearing activity, is important for bone health. It also reduces the risk of falling by strengthening muscles and maintaining balance.
 - Calcium is critical for sound bone health. Foods containing calcium like milk, leafy green vegetables, etc. should be a part of the normal daily diet.

3. During the educational programs, schools should emphasis the importance of calcium and vitamin D and thus the schools play a crucial role in creating awareness on such vital issues by sharing this message with the entire student community as well as the parents.

With regards,

Yours sincerely

(C.GURUMURTHY)
DIRECTOR(ACADEMICS)

Copy to :

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh-160017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111.
7. The Director of Education, Govt. of A & N Islands, Port Blair-744101.
8. The Secretary, Central Tibetan School Administration, Sector 5, Rohini, Delhi-110085.
9. All the Regional Officers of CBSE.

(C.GURUMURTHY)

**CENTRAL BOARD OF SECONDARY EDUCATION
2, COMMUNITY CENTRE, PREET VIHAR, DELHI - 110092**

NO. CBSE/ACAD/HELATH/2007

**20th June, 2007
Circular No. 29**

All the Heads of the institutions
affiliated to CBSE

Subject : Comprehensive School Health Programme :

Dear Principals,

The Central Board of Secondary Education in continuation of its Circular No. 09 dated 31.5.2006 regarding Comprehensive School Health Programme and creating Health Club in school would like to reiterate and create awareness about the following issues :

1. School must have by now initiated the creation of **Health Clubs to implement the Comprehensive School Health Programme.**
 - i) **Health and Wellness Clubs** in schools need to focus on overall well being comprising mental and social health of the child. These would act as nodal centres for creating an enabling environment in the school to ensure an ambience of wellness and fostering preventive health care.
 - ii) The Constitution, responsibilities and objectives of a Health Club have already been stated in the previous circular.
 - iii) Activities for promoting health and wellness in schools have also been stated in the circular.

2. Comprehensive School Health Manual

The Comprehensive School Health Manual addressed a basic gap in schooling that has crept in over the years. There 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. The School Health Policy and now the Manual proposes to view health holistically, utilize all educational opportunities for health promotion including formal and informal approaches in curriculum and pedagogy. Providing a safe school environment, an activity oriented health education curriculum to avoid health-related risk behaviour, ensuring physical fitness activities and sports, providing nutritious snacks in the school canteen, ensuring access to primary health care services, providing emergency care for illness or injury, providing counselling services and integrated family and community activities and staff health promotion policy are some of the expectations that a school should fulfill as was advised earlier in the circular issued to all schools regarding setting up of Health Clubs.

Comprehensive School Health Manual will be available to all schools by August 2007.

3. Health Websites :

The Ministry of Health and Family Welfare (MOHFW), Government of India has commissioned a website on Health Living (www.healthy-india.org) to address the concerns in India on the lifestyle preventable diseases.

The objectives of the website are :

- a) to harmonize the burden of preventable chronic diseases in the country by creating awareness
- b) to bring in the need for a healthy lifestyle
- c) to create Agents of Change among school children with regard to health issues
- d) to encourage the setting up of a health fostering school
- e) to create awareness regarding canteens as social responsible outlets which inculcate healthy eating behaviours
- f) to ensure that there is enough emphasis on physical activity in schools and on enjoyment of this physical activity.

The website has been so designed that it is user - friendly and containing a number of dynamic sections for interactive sessions.

As India advances economically and gains greater control over traditional health threats, diseases related to distorted lifestyles and unhealthy living habits are rapidly growing as major public health problems. Imbalanced diet, physical inactivity, tobacco consumption and alcohol abuse are leading to many Indians suffering from diabetes, heart disease, cancer and lung disease. Many of these diseases are preventable. Such preventive efforts are best started in childhood and in schooling years.

Armed with appropriate health information people can protect and promote their personal health and families can create healthy living conditions for individuals of all ages. Schools and colleges are important stakeholders in disseminating healthy lifestyle information to children and youth.

Healthy India endeavours to advance consciousness of disease prevention opportunities, encourage earlier detection and treatment of chronic diseases and foster healthy living through information and resources on healthy lifestyle viz. Healthy Diet; Physical Activity; Dealing with Tobacco and Alcohol related health problems; Yoga Stress Management; Diabetes; Cancers; Heart Attacks and Strokes.

We would request you to encourage students, teachers and staff to adopt healthy life style practices suggested in this useful site (www.healthy-india.org) and practice the provided advice therein.

Yours Sincerely

(VINEET JOSHI)
SECRETARY

Copy to :

- 01 The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi.
- 02 The Commissioner, Navodya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
- 03 The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054.
- 04 The Director of Public Instructions (Schools), Union Territory Secretariat Sector-9 Chandigarh.
- 05 The Director of Education, Govt. of Andaman and Nicobar Islands, Port Blair
- 06 The Director of School Education, Arunachal Pradesh, Itanagar-791111.
- 07 The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737101
- 08 All Regional Officers, CBSE
- 09 All Assistant Commissioners, Regional Officers, KVS
- 10 All Education Officers and Asstt. Education Officers, CBSE
- 11 E.O. to Chairman CBSE
- 12 P.A. to Director (Academic) CBSE

(VINEET JOSHI)
SECRETARY

**CENTRAL BOARD OF SECONDARY EDUCATION
INSTITUTIONAL AREA, ROUSE AVENUE, NEW DELHI-110002**

NO. CBSE/ACAD/HEALTH MANUAL/2008

**24th June, 2008
Circular No. 27/08**

All the Heads of the institutions
affiliated to CBSE.

**Subject : Comprehensive School Health Programme and Release of School Health Manuals
in four Volumes.**

Dear Principal,

Children are the greatest asset of a country and those in school have a right to a happy and healthy life within the school environment as well as at home. Investment in the health of children is an investment in the future of the nation. It is essential to build on the components of knowledge relating to health and nutrition, develop healthy attitudes and enhance Life Skills to overcome the multiple health concerns affecting school going children both in the urban and remote areas of the country.

This is further to our circulars (No. 09 dated 31.5.2006 and No. 29 dated 20.6.2007) on Comprehensive School Health Programme in which the Board has requested schools to set up 'Health Clubs' in order to implement the Comprehensive School Health Programme. It is heartening to note that some of the schools affiliated with the board have responded positively in this regard.

Comprehensive School Health Programme and Health Manuals :

The objectives of the School Health Club as mentioned in the earlier circular are also being reiterated:

- 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 distress, cope with emotional and social behaviour and to clarify misconceptions regarding adolescent 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.

Health Manuals :

The Comprehensive School Health Manuals address a basic gap in schooling that has crept in over the years. School Health has somehow been relegated to sporadic health check-ups or in some cases a few hours of health instruction in the curriculum. It was 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 now the Manuals propose 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.

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

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 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 graded activities provided in the manual follow outcome based approach to learning, teaching and assessment. They are positive in attitude and stress on developing health promoting habits from an early age which emphasizes the concept of learning throughout life.

For the success of the school health programme it has to be developed and implemented by a strong indigenous group committed teachers under the guidance of the dynamic head of the organization as well as a committed management. A special feature of this development would be a cooperative, caring and concerned atmosphere which it is hoped will be the key note of the school learning environment while implementing the programme.

The integration of school and community efforts should be related where the school is regarded as a social unit providing a focal point from which the school may reach out to the family, to the local community and to the community at large as a whole which in turn may support the efforts of the school.

It is hoped that the Health Manuals will foster the need to provide for a healthy environment for each child studying in a school and in that sense the CBSE Comprehensive School Health Program is dedicated to all children.

The Health Clubs can be used to conduct the activities which are detailed in the School Health Manuals in four Volumes being released to all the schools. One set of the four volumes is being sent to all schools free of cost, however, for additional volumes the school will have to make a request as these will be priced documents. These will be available from the Stores, CBSE, 17 Institutional Area, Rouse Avenue, New Delhi as well as from the Regional Offices.

(VINEET JOSHI)
SECRETARY

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction :

- 01 The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
- 02 The Commissioner, Navodya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
- 03 The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054.
- 04 The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh-160017.
- 05 The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737101
- 06 The Director of School Education, Govt of Arunachal Pradesh, Itanagar-791111.

...../-

- 07 The Director of Education, Govt. of Andaman and Nicobar Islands, Port Blair-744101.
08. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
- 09 All Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. All Education Officers of the Academic Branch, CBSE
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14. P.A. to C.E., CBSE
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17. P.A. to HOD(AIEEE), CBSE
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**CENTRAL BOARD OF SECONDARY EDUCATION
INSTITUTIONAL AREA, ROUSE AVENUE, NEW DELHI-110002**

NO. CBSE/EO(L)/ACAD/2008

**1st Sept., 2008
Circular No. 33/08**

All the Heads of the institutions
affiliated to CBSE.

Subject : Creating a Healthy School Environment

Dear Principal,

One of the lofty aims of education is to shape young individuals into caring, thinking sensitive and value enriched citizens of the country. These are achievable when the schools provide a nurturing environment and create a value based climate within the school.

The schools affiliated to CBSE are seen as powerful resources of Human Resource Development. This is possible and can be ensured only if the schools themselves are convinced of the positive benefits of a value enriched environment.

The conflicting role models thrown up by the social context as well as the explosion of media often result in giving out ambiguous signals to young minds. It thus becomes even more mandatory that the schools serve as agents of change and transformation by bringing out the best from within each child. The inspiration, motivation and upliftment of spirit should go hand in glove with transaction of academic knowledge.

The Central Board of Secondary Education has received feedback about certain schools where the school authorities forcibly keep the children back in Classes IX & XI under various pretexts. This has been viewed very seriously. The Board requires all heads of institutions to reflect on the long term objectives of imparting holistic education in schools. It is impossible to create vibrance and a joyful and friendly learning ambience to ensure there is collaborative synergy between learners, teachers, heads of the institutions, parents and the management of the school.

Unless the heads of schools realize their own responsibility towards all these stakeholders there will be a serious backlash from all these quarters. Cases of indiscipline, rowdism, bullying, smoking and other kinds of drug abuse in some institutions have also been reported to which a blind eye is turned by the school authorities. The Adolescence Education Programme and the Life Skills

...../-

Programme as well as the Comprehensive School Health Programme advocated by the Board focuses on the growing concerns of adolescence which need to be addressed with an urgency and immediacy and unless stringent action is taken at the right point of time in collaboration with the parents of the adolescents it may become a matter of serious concern. Life Skills Education is an excellent tool for bringing about positive behavioural changes in individuals.

It is essential that all stakeholders involved in imparting value based education within the school environment should come together to find an answer to some of these areas that ultimately concern all of us.

This may be brought to the notice of all teachers, students and parents through staff meetings / assembly meetings, circulars and advisory issued and reinforced from time to time.

Yours sincerely

(VINEET JOSHI)
SECRETARY

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18. PRO, CBSE

SECRETARY

**CENTRAL BOARD OF SECONDARY EDUCATION
INSTITUTIONAL AREA, ROUSE AVENUE, NEW DELHI-110002**

NO. CBSE/ACAD/CSHP/2008

6th Nov., 2008

Circular No. 49

All the Heads of the institutions
affiliated to CBSE.

Subject: Follow up on Comprehensive School Health Programme.

Dear Principal,

The Central Board of Secondary Education has recommended the setting up Health and Wellness Clubs and launched the four manuals in the package of Comprehensive School Health Manuals (vide circular no. 27 dated 24th June, 2008).

We hope that you have received the following four volumes of the Comprehensive School Health Manuals :

1. Comprehensive School Health Teachers Activity Manual Volume I
2. Teacher's Manual for Classes I-V
3. Teachers' Activity Manual for Classes VI-VIII
4. Teachers' Activity Manual for Classes IX - XII

In continuation of the above the Board would like to bring to you an advisory on some of the components related to health such as Physical Fitness, Substance Abuse and Emotional Concerns.

1. Physical Fitness :

- a. There should be at least 30 minutes of Physical Activities or games with maximum health benefits for Classes I-VIII everyday.
- a. For Classes IX - XII it should be ensured that all the students participate in Physical Activity / Games / Mass P.T / Yoga with maximum health benefits for at least 2 periods per week (90-120 min / week).
- b. In case the school has constraints of space, climatic conditions, presence of enough PE Teachers, or coaches it may consider indoor activities which would provide maximum health benefits (Aerobics / Meditation & breathing exercises / Yoga).
- c. Mass P.T. in the morning keeping in view the climate conditions is another alternative the school can use.
- d. Too much of time being spent by children at house in watching TV or playing computer games needs to be carefully monitored by the parents. An advisory can be sent by schools to parents and reinforced in the beginning of every term.
- e. Parental Awareness Programmes regarding Adolescent concerns including the above may be held at regular intervals by the schools.

2. Eating Habits and Diet:

School canteens should provide healthy snacks which can be monitored by the Health Clubs of the schools. Doctors / Nutritional Experts/ dieticians / Counsellors / Nurses/ Home Science Department may be involved in designing the recipes for the menu (healthy, nutritious, wholesome) and monitoring quality of the food items. Junk / fast food needs to be replaced completely with healthy snacks. Carbonated and aerated beverages may be replaced by juices and dairy products (Lassi, Chach, Flavored milk etc.)

3. Substance Abuse :

Passive smoking is as harmful as indulging in active tobacco use. Awareness regarding the hazardous effects of passive smoking need to be created among the students and this may also be a part of the Parental Awareness Programmes. Awareness on recent laws enacted on prohibition of Tobacco products in public places needs to be created among students. Heads of Institutes should ensure that no Tobacco products should be sold either by minor or by major children in the vicinity of the educational institutes. Regular vigilance against smoking at home and school needs to be emphasized. The matter can be discussed in PTA meetings with parents. Project work on Substance / Tobacco abuse may be assigned to students as part of school assignment across disciplines and 'No Tobacco Week' may be celebrated in school. A substance abuse control committee at school level involving PTA member's local leaders and students may also be initiated.

Value Education and Value Enhanced Life Skills should form a part of the larger curriculum plus activities in the schools. Schools should also be able to integrate unstructured programmes on Value Education through their Literary Clubs, Health Clubs and Eco Clubs.

4. Emotional Health:

There is a need for Value Education aided Conceptual Framework of Life Skills related to values for sensitizing teachers and learners to the Universal Skills such as Thinking Skills (Creative and Critical Thinking, Self Awareness, Problem Solving, Decision Making), Social Skills (Interpersonal Relationships, Effective Communication, Empathy) and Emotional Skills (Managing feeling / Emotions, Coping with Stress).

Yours sincerely

(DR.SADHANA PARASHAR)
EDUCATION OFFICER(L)

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction :

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08. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
- 09 All Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
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18. P.A. to HOD(AIEEE), CBSE
19. PRO, CBSE

EDUCATION OFFICER(L)

**CENTRAL BOARD OF SECONDARY EDUCATION
INSTITUTIONAL AREA, ROUSE AVENUE, NEW DELHI-110002**

CBSE/CM/ 2008

**Dated: 11.11.2008
Circular No. 51/08**

All Heads of Institutions
Affiliated to the Board

Subject: Safety in School Science Laboratories

Dear Principal,

Science laboratories are essential and critical component in Science education. All students study Science as a compulsory subject upto grade X and a significant percentage of them continue studying Physics, Chemistry, Biology, BioTechnology, Home Science etc. at senior secondary level. This requires conduct of regular practical work and use of variety of equipment, instruments, gadgets, materials, chemicals, glassware etc. It is of utmost importance that in order to ensure safety of students working in Science laboratories, every essential precaution is taken well in advance.

It is not uncommon to observe that in many cases, the essential safety measures are either not given much attention or are ignored altogether. Gas fittings in chemistry laboratory often do not fulfil the mandatory standards and requirements. Chemical are, in many cases, not stored in safe manner and kept under safe custody. It is also observed that exhaust fans are sometimes not provided in chemistry laboratory. Mandatory items such as laboratory coats, goggles and gloves are not used while doing experimental work. Electrical fittings are at times done with sub-standard materials and components. Laboratories are not located with easy and open exits. Fire extinguishers are not installed at desired locations. First aid facilities are inadequate or missing. Medical facilities are also found wanting on many occasions. All such negligent actions may result in dangerous and unfortunate incidents and need to be attended to urgently.

In order to ensure safety of students in Science Laboratories, there is an urgent need to look into its different aspects and make the following provisions:

- Designing of all science laboratories according to necessary norms and standards.
- Two wide doors for unobstructed exits from the laboratory.
- Adequate number of fire extinguishers near science laboratories.
- Periodical checking of vulnerable points in the laboratories in relation to possibility of any mishappening.
- Ensuring gas fittings in Chemistry laboratory fulfilling desired norms and standards.
- Periodical checking of electrical fittings/ insulations for replacement and repairs.
- Timely and repeated instructions to students for careful handling of chemicals and equipments in the laboratory.
- Display of do's and don'ts in the laboratory at prominent places.
- Safe and secure storage of all chemicals.
- Proper labelling and upkeep of chemicals.
- Proper safety and protection provisions such as fume hood, goggles and gloves while doing practical work.
- Careful supervision of students while doing practical work.
- Advance precautionary arrangements to meet any emergency situations.
- Conduct of any additional experimental work only under supervision and with due advance permission.

- Availability of First Aid and basic medical facilities in the school.
- Proper location of the laboratories.

The tragic fire incident in a school at Kumbakonam in 2004 is still afresh in which nearly 100 children lost their precious lives. The Board had issued a detailed Circular no. 28/2004 dated 26th July, 2004 asking schools to take all safety measures for meeting adverse situations and ensuring safe custody of children in the school. It is reiterated that all necessary safety measures may be taken and the above guidelines may be discussed in detail with the teachers as well as students for greater awareness and sensitization on safety matters.

The Board may depute an expert team to visit your school to find out whether all safety provisions in Science laboratories have been made.

With best regards

Yours faithfully,

(VINEET JOSHI)
CHAIRMAN

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

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4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim - 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
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13. EO to Chairman, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
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17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

CHAIRMAN

**CENTRAL BOARD OF SECONDARY EDUCATION
INSTITUTIONAL AREA, ROUSE AVENUE, NEW DELHI-110002**

CBSE/ACAD/EO (L)/NUSSA/2009

Dated: 24.6.2009

Circular No. 22

All the Heads of the Institutions
Affiliated to CBSE.

**Subject : National Urban School Sanitation Awards 2009 in the context of setting up of
'Health and Wellness Clubs and 'Eco-Clubs' in schools.**

Dear Principal,

The CBSE in collaboration with the Ministry of Urban Development and GTZ has introduced the 'National Initiative on School Sanitation' and the aim is to inculcate good sanitation habits among the school children. The Annual National Urban School Sanitation Awards (NSSUA) has been instituted by Ministry of Urban Development along with German Technical Cooperation (GTZ) and Central Board of Secondary Education CBSE to inspire, acquaint and celebrate excellence in Urban School Sanitation.

These Awards are instituted with the purpose of honouring urban schools who are taking significant steps towards effective sanitation and improvement in service delivery leading to behavioral change.

The awards are open to all school affiliated to CBSE which include Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Government Schools, Private Independent Schools, DAV Schools, CTSA Schools, Army Schools etc.

Awards will be given in the following categories which schools can take up as part of Health and Wellness Clubs and Eco-Clubs

- Awareness Generation leading to Behavioural Change through Students and Community Mobilization
- Technical Innovation and Interventions
- Improving Sanitation facilities for the Girl Child
- Best performing Health and Wellness Clubs
- Sustainability of the Effort
- Waste Management and Disposal
- Water conservation and Waste Water Recycling and its Utilization
- Conservation of Green Spaces
- Public Private Partnership

Parameters for the Selection

1. Sustainability : Demonstrated success geared towards long term hygiene and safe sanitation.
2. Replicability: Potential for replication of practices and models that have resulted in better service delivery.
3. Safe Hygiene Practices
4. Waste Segregation and Waste Management
5. Awareness Generation Efforts and impact leading to Behavioral Change
6. Water and Sanitation: Tangible Improvements in Service Delivery

7. Efforts towards Water Management
8. Innovation: Demonstrated Innovation, Uniqueness and Originality in the use of Ideas, Technology and Resources
9. Dynamism: Activity points scored by participation in various activities as organized from time to time through website; www.schoolsanitation.com

Mechanism and Procedures

- MoUD, CBSE and GTZ have constituted an Advisory Group for deciding on Awards.
- Initial scrutiny will be done by Committee and then the final hundred entries will be submitted for critical examination and final selection for the Awards by the Advisory Group.

The Awards will be in the form of certificates of excellence, mementos, citations, participation in a school sanitation exchange programmes, joint development of pilot projects on zero waste producing concepts with the schools and also special certificates to Principals, teachers and students associated with excellent Health & Wellness Clubs and Eco Clubs.

You are requested to disseminate the information to all and participate in this initiative of National importance.

You are requested to send in CD-ROM addressed to the Nodal Officer, National Urban School Sanitation Awards 2009 by courier at CBSE, Shiksha Sadan, 4th Floor, Room No. 404. Under no circumstances either projects or models should be sent to the CBSE or GTZ Office. For more information about the National initiative on Urban School Sanitation visit: www.schoolsanitation.com and for further queries, the Academic Branch at CBSE may be contacted at telephone no. 011-23234324 (Dr. Sneha Singh / Syed Shaney Alam)

Yours sincerely,

(DR.SADHANA PARASHAR)
EDUCATION OFFICER (L)

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- 08 All Regional Officers, CBSE
- 09 All Assistant Commissioners, Regional Offices, KVS

10. All Education Officers and Asstt. Education Officers, CBSE
11. Joint Secretary .IT. CBSE
12. E.O. to Chairman CBSE
13. P.A. to Secretary CBSE
14. P.A. to Director (Academic) CBSE
15. P.A. to Controller of Exams. CBSE
16. P.A. to HOD (EDUSAT), CBSE
17. P.A. to HOD (AIEEE), CBSE

Education Officer (L)

**CENTRAL BOARD OF SECONDARY EDUCATION
INSTITUTIONAL AREA, ROUSE AVENUE, NEW DELHI-110002**

(An autonomous Organisation under the Union Ministry of Human Resource Development, Govt. of India). 'Shiksha Sadan', 17, Institutional Area, Rouse Avenue, New Delhi -110002

CBSE/ACAD/HEALTH/2010

**July 28, 2010
Circular No. 38**

All the Heads of Independent Schools
Affiliated to the CBSE

Subject: Observation of International Day against Drug Abuse and Illicit Trafficking on 26th June, 2010.

Dear Principals,

As you are aware that each year 26th June is observed as the International Day against Drug Abuse and Illicit Trafficking. Kindly refer to our earlier circular no.18 dated June19, 2009 whereby all schools affiliated to CBSE had been asked to observe the day in a befitting manner by organizing activities like awareness campaigns, conducting seminars and workshops and holding exhibitions etc. You are hereby requested to send a report on the specific activities conducted in your school on this occasion such as debates, elocution, essay writing, poster making competition and other suitable extra curricular activities.

Yours Sincerely

(C.Gurumurthy)
Director (Academic)

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(C.Gurumurthy)
Director (Academic)

**CENTRAL BOARD OF SECONDARY EDUCATION
INSTITUTIONAL AREA, ROUSE AVENUE, NEW DELHI-110002**

CBSE/Sports/2010-2011

**Dated: 27.10.2010
Circular No. 71**

All the Heads of the Institutions
Affiliated to CBSE

Subject: Physical Education & Sports in Schools - reg..

Dear Principal,

Schools are dynamic settings for promoting health and wellness through various correlated areas such as Physical Education and Sports as well as through Health and Wellness Clubs. There is a growing awareness that the health and psycho-social well-being of young children is of paramount importance and schools can provide a strategic means of improving children's health, self-esteem, life skills and behaviour.

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.

The CBSE through its various advisories (Circular No. 09 dated 31.5.2006, Circular No. 29 dated 20th June, 2007, Circular No. 27/08 dated 24th June, 2008, Circular No. 49 dated 6th Nov., 2008 and Circular No. 57 dated 20.11.2009) has directed schools to set up Health and Wellness Clubs which can be used to conduct the activities which are detailed in the School Health Manuals in four volumes already released to all the schools.

It is well established that participation in Physical Education & Sports activities is highly beneficial to one's health and it leads to improved performance by students in schools, in addition to helping them in developing many life skills.

Children lead happier lives as a result of being actively involved in sporting activities and it has long been established that fitness and improved academics performance go hand in hand. Physical Education and Sports activities during the school hours reduce boredom and help keep students attentive in the classrooms.

Keeping in view the above, the Central Board of Secondary Education has time and again recommended for providing compulsory time schedule for Physical Education & Sports activities for the students of all classes.

The Board is of the firm opinion that the Physical Education & Sports programs teach important conflict resolution skills including team work, fair play and communication leading to reduced violent behaviour among children. Further, children who participate in Physical Education & Sports develop a positive attitude towards their every day life activities.

In the above background, it is advised that the following in respect of the Physical Education & Sports may be strictly adhered to:

- a. There should be at least 40-45 minutes of Physical Activities or Games period for Classes I-X everyday.
- b. For Classes XI - XII it should be ensured that all the students participate in Physical Activity / Games / Mass P.T / Yoga with maximum health benefits for at least two periods per week

(90-120 min / week).

- c. In case the school has constraints of space, climatic conditions, presence of enough PE Teachers, or coaches it may consider indoor activities which would provide maximum health benefits (Aerobics / Meditation / Yoga & Asanas).
- d. Mass P.T. in the morning keeping in view the climate conditions is another alternative the school can have.

As part of Continuous and Comprehensive Evaluation the students will be assessed on participation and performance in by choosing any two activities from the 13 activities given for Classes VI-VIII and 08 activities given for Classes IX-X.

It is earnestly hoped that all schools will follow these directives to ensure that all students draw maximum health benefit in terms of physical fitness and team building as well as collaborative skills. This may be brought to the notice of all teachers, students and parents.

Yours sincerely

VINEET JOSHI
CHAIRMAN

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

- 01 The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
- 02 The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
- 03 The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054.
- 04 The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh-160017.
- 05 The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737101
- 06 The Director of School Education, Govt of Arunachal Pradesh, Itanagar-791111.
- 07 The Director of Education, Govt. of Andaman and Nicobar Islands, Port Blair.
- 08. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
- 09 All Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
- 10. All Education Officers of the Academic Branch, CBSE
- 11. All Asstt. Education Officers, CBSE
- 12. The Library and Information Officer, CBSE
- 13. E.O. to Chairman CBSE
- 14. P.A. to C.E., CBSE
- 15. D.O. to Secretary, CBSE
- 16. P.A. to Director (Academic), CBSE
- 17. P.A. to HOD (EDUSAT), CBSE
- 18. P.A. to HOD (AIEEE), CBSE
- 19. PRO, CBSE

CHAIRMAN

BASIC EMERGENCY CARE

Cardiac arrest occurs in 70% of individuals at home and 20% at workspace and only in 10% at hospital. It is therefore important that non-healthcare persons such as schoolchildren, teachers, police and drivers should learn how to save life and transport the patient to the nearest health facility.

Cardiopulmonary resuscitation (CPR) is a procedure to support and maintain breathing and circulation for a person who has stopped breathing (respiratory arrest) and/or whose heart has stopped (cardiac arrest.)

Basic Emergency Care (BEC) is the emergency care which can be provided by **schoolchildren, teachers, police** and drivers in the absence of advanced medical care. If one school kid is trained in CPR, he or she can take care of his peers, family members and community at large.

Beside *CPR and foreign body removal*, it also includes considerations of patient transport such as the protection of the cervical spine and avoiding additional injuries through splinting and immobilization.

When witnessing sudden collapse in victims of all ages, the rescuer should first telephone the emergency medical services system and then return to continue CPR (**phone first**). But for unwitnessed arrest (eg drowning, drug overdose and injured), the rescuer should deliver five cycles of CPR before calling emergency number and then continue CPR (**phone fast**).

THE CHAIN OF SURVIVAL

The highest survival rate from cardiac arrest can be achieved only when the following sequence of events occurs as rapidly as possible :

1. Early recognition of warning signs
2. Activation of emergency medical services
3. Basic CPR
4. Defibrillation
5. Management of airway and ventilation
6. Intravenous administration of medications



Figure 1 : The adult chain of survival. The 4 links of actions in the chain are (1) phone (2) CPR, (3) early defibrillation and (4) advanced care

These events have been likened to the links in a chain - The chain of Survival. It was introduced in 1991 as a model of efficiency and synergy in resuscitative efforts. If any link is weak or missing, the chances of survival are lessened. The links in the Adult chain of survival are :

1. Early access
2. Early CPR
3. Early defibrillation
4. Early advanced cardiac life support

LEARN CPR
You Can Do It!

Reference : Basic Emergency Care - by Dr. Sanjeev Boi, Dr. John. Bera, Dr. Chhavi Sawhney, Published by Paras Medical Publisher, Hyderabad. 2009