



Revised School Health Manual

Grains wheat, rice, pulses, whole grains	Vegetables leafy green, orange	Fruits Pomegranate, fruits	Milk Curries, milk, curd, paneer	Meat & Beans Chicken, fish, pulses
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VOL. II





Revised School Health Manual

(Teacher's Manual for Classes I - V)

VOL. II



CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092

Revised School Health Manual, Vol-II for classes I-V

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मानव संसाधन विकास,
विज्ञान और प्रौद्योगिकी एवं पृथ्वी विज्ञान,
संचार एवं सूचना प्रौद्योगिकी
भारत सरकार, नई दिल्ली -110 115

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HUMAN RESOURCE DEVELOPMENT,
SCIENCE & TECHNOLOGY AND EARTH SCIENCES,
COMMUNICATIONS AND INFORMATION TECHNOLOGY
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



सत्यमेव जयते

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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



सत्यमेव जयते

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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.

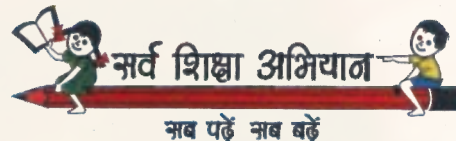
I am happy to know that the Comprehensive School Health Programme of the Central Board of Secondary Education addresses Health and Wellness of children in totality. A Health Promoting School strives to provide an environment of physical and mental health in the school. Health and wellness clubs of the 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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MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
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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.

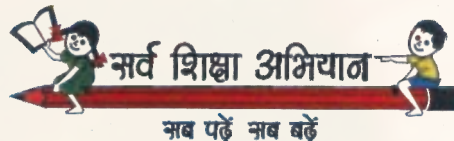
The goal of Health Education is to help students adopt and maintain healthy behaviors and to avoid health risks.

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.

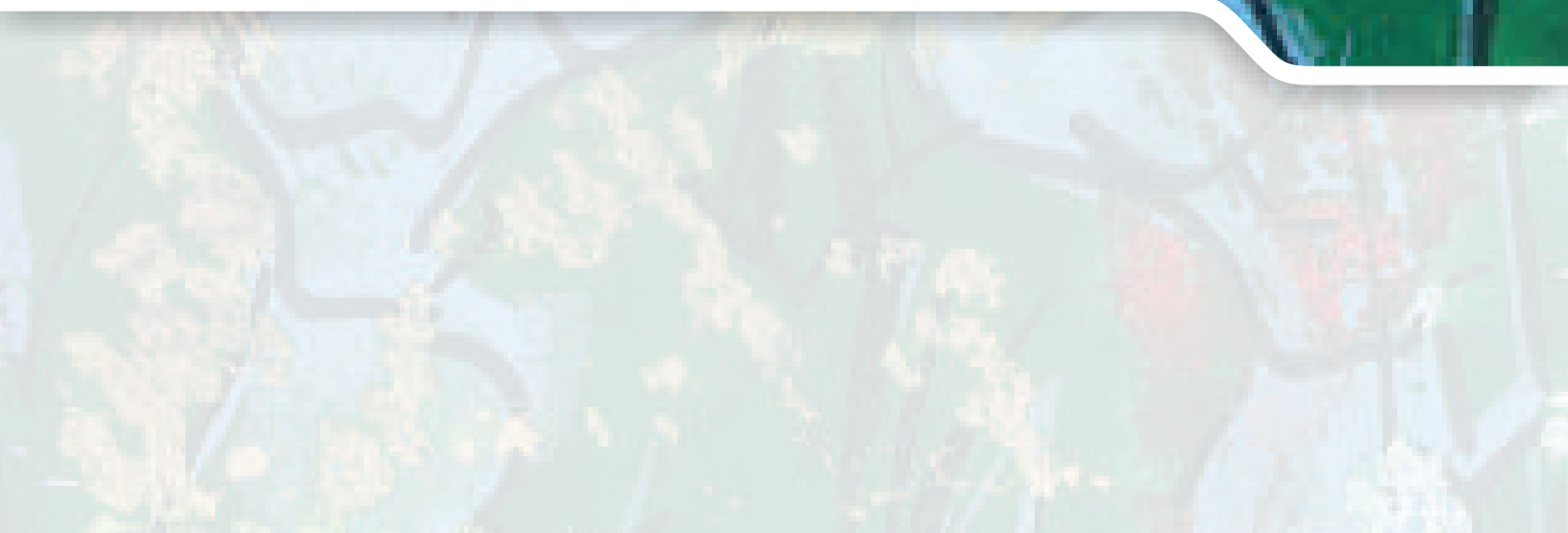
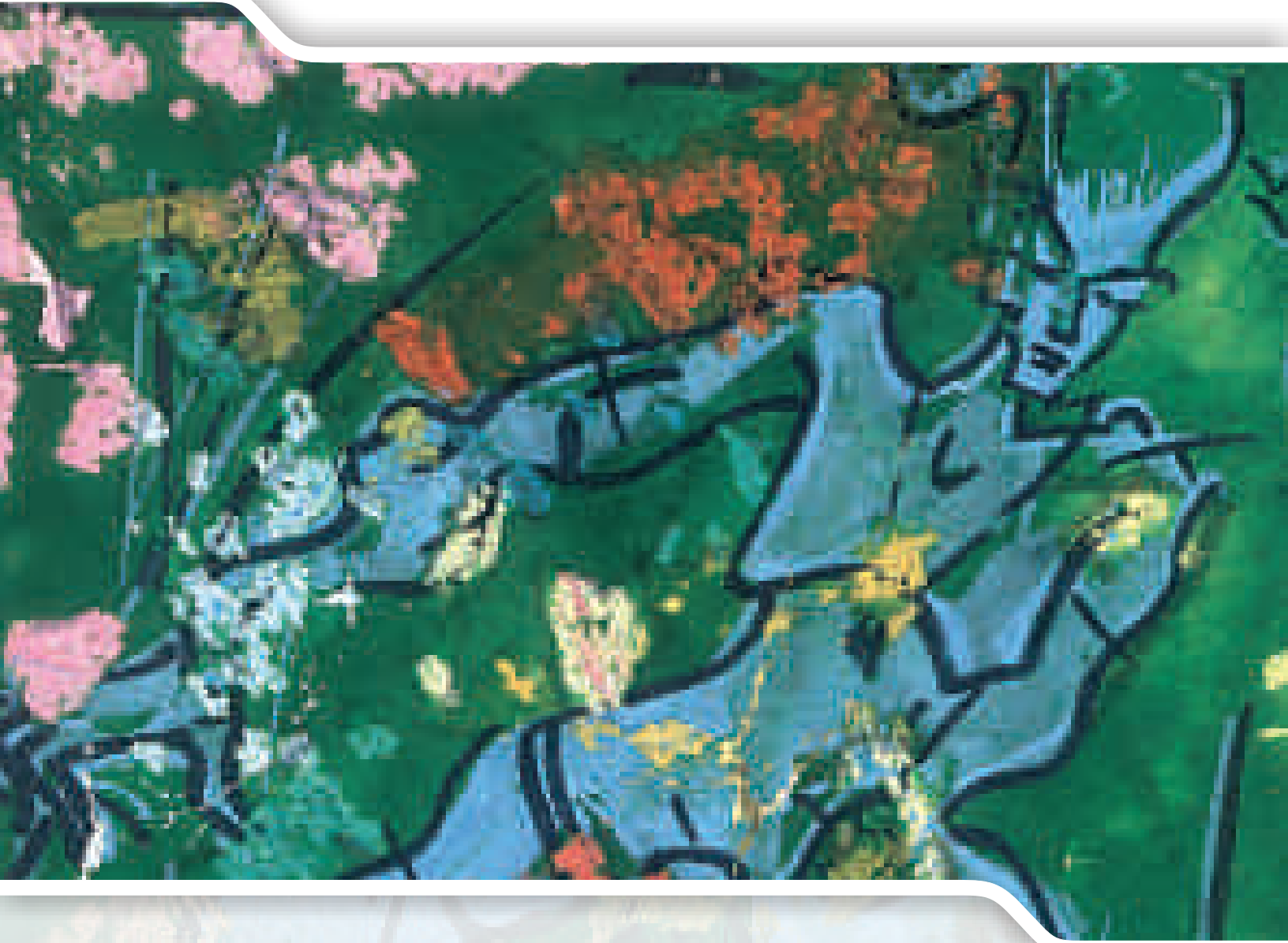
The Board has strengthened the School Based Assessment and Continuous and Comprehensive Evaluation in 2009-2010. As part of Comprehensive assessment of co-scholastic aspects, the grades obtained in Health and Physical Education will be reflected in the Report Card as well as Certificate of School Based 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

Activity: Awareness Kit

BACKGROUND:

Awareness is the first step to realization. Knowledge of one's body parts helps in understanding the various changes taking place and those that have already taken place in the child's body so far. The identification of parts and their function helps a child to convey properly if he is facing any discomfort or is unwell physically.

METHODOLOGY:

- The teacher starts the class with positive and specific reinforcement statements like:

“You're doing a good job in drawing that hut!”

“Your teeth are sparkling!”

“What a nice smile you have!”

“You were very graceful in aerobics that day!”

“You are a very fast runner. Keep working on your strengths and weaknesses too!”

“I appreciate your 100% attendance

- The teacher puts up a chart on the board showing parts of the body.
- Talking about functions of every body part the teacher asks the students to list down what according to them is the probable function of each body part.
- Important points of discussion can be put up on the board.

The questions can be graded i.e from simple to complex depending upon the class and age appropriateness.

OBSERVATION:

Students will be able to write down most of the functions of body parts themselves. Teacher can give inputs wherever necessary.



CONCEPT :

To know the functions of various parts of one's body.



OBJECTIVE :

To help in identifying the various parts of the body and to know their functions.



MATERIALS REQUIRED:

Two chart papers showing parts of the body.



MODE :

Individual



TIME REQUIRED :

45 minutes



CONCLUSION:

Every part of the body has a specific role to perform. A healthy body doesn't feel fatigued or tired easily.

INFORMAL ASSESSMENT:

- (i) In the human body, one fine day the liver decides to go on a holiday. A lot of problems start arising and the other organs decide to write a letter to the “Brain” citing their problems and the crisis which arose after the absence of the liver. Draft a letter to the brain (in not more than 60 words) on behalf of the organs of the body citing why liver should be immediately called back from the holiday. [Students can be asked to write similar thematic paragraphs in situations like what if the heart goes on strike OR What if the stomach decides to go to his parent's house OR What will happen if ears will stop listening to sounds.]
- (ii) Do you watch Television? If so identify positive advertisements or images that project the importance of body parts.

KEY MESSAGES:

- (i) Self analysis
- (ii) Self regulation
- (iii) Knowledge of one's body parts
- (iv) Awareness of “feeling good and looking good”

SUGGESTED ACTIVITIES:

- (i) Invite friends over and encourage them to wear whatever makes them feel good-sweat suits, flip flops, pyjamas—and serve delicious food or snacks without any guilt. Urge everyone to come prepared to talk about their feelings and experiences.
- (ii) Try a new physical activity just for fun. Stop weighing yourself, and change your goal from weight loss to improving your health.
- (iii) Conduct a “Love Your Self Campaign” in the school.
- (iv) Write a poem on “My Eyes”
- (v) Empty outline method:- The teacher can give a short paragraph involving the various parts of the body using incomplete sentences. The child will be required to complete them.
- (vi) Select rhymes, poems or stories that talk the about relevance of body parts.

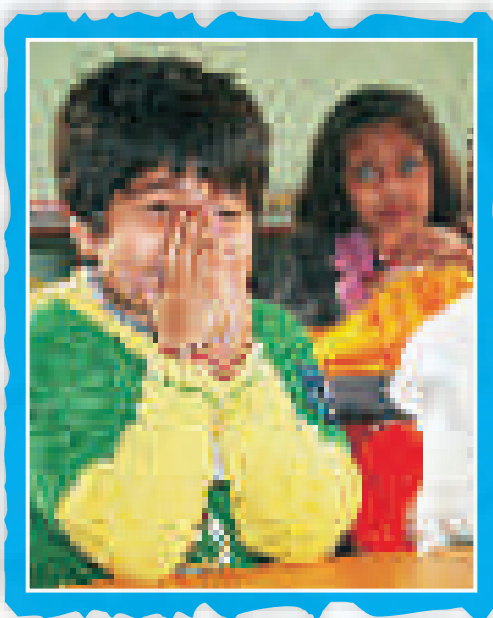
Activity : Small Wonders

BACKGROUND :

Finer parts of our body are equally essential for the proper functioning of our body. The nostrils and their mucous lining, eye lids/lashes, fingers, ear muscles, tongue, teeth ,lips etc. play a vital role in conduction systems of our body efficiently. There are certain other parts called as "vestigial organs," which are present in our body but they don't contribute much to the functioning of the body. Examples of vestigial organs are villi, outer ear lobe muscle, eyebrows, hair and nails.

METHODOLOGY:

1. Divide the class into groups comprising two students each.
2. Each group will be given the task of finding details regarding a particular "fine body part". For e.g. one group works on fingers, the second works on nails, the third works on hair, fourth works on eyelids and eyebrows, fifth works on tongue etc. Allotment of the "parts" should be done in such a way that it covers all the major systems of the human body.
3. The students should be given at least two days time to find out relevant information about the body part.
4. Every group will do presentations in the class.
5. While one group is doing the presentation, the other students will be noting down the key areas (the function/presence/mode of action etc.) of the presentation in their science copy.
6. The teacher sums up the exercise by elaborating the importance of the "small wonders" on the blackboard.



OBSERVATION:

Children already have some prior knowledge about the different parts of the body. They will be interested to know the science behind every organ/body part irrespective of how small it is.

CONCEPT :

Knowledge of various parts of the body, even the minutest one will lead to self-knowledge in child and respect for those parts



OBJECTIVE :

To make oneself aware of the need to take care of the minutest part of the body



MATERIALS REQUIRED:

Copy, Pencil, Crayons or Colours, Chart Paper



MODE :

Group

TIME REQUIRED :

30 minutes



CONCLUSION:

Our body is a combination of different systems which work collaboratively in terms of functional aspects of its processes both at cellular as well as sub-cellular level.

INFORMAL ASSESSMENT:

Divide the students into groups of four (QAXP-Q for question, A for answer, X for expand and P for paraphrase) and conduct a quiz. e.g first group asks a question: What is the role of our nostrils in respiration?

The second group provides answer to the question. The third group explains the role of nostrils in detail while the fourth group summarizes the answer. Every group gets a chance to switch roles i.e if once a group asks a question, the next time they answer the question asked by the second group, the third time a question is asked by a group they expand the answer given by another group, and in the fourth time they get a chance to paraphrase the answer .

Highlight the need to be healthy rather than slim. In this context highlight the role of muscle building with respect to age, sex and geographical locations.

KEY MESSAGE:

- (i) Importance of exercise
- (ii) Self-monitoring
- (ii) Team work.

SUGGESTED ACTIVITIES:**Ask questions like:**

- (i) What is “*appendicitis*”? What are “*villi*” and why are they called “*vestigial organs*”?
- (ii) Conduct simple exercises for increasing the flexibility of fingers.
- (iii) Play a game. Let children look into the eyes of their neighbouring student and watch who blinks the eyelids first. This exercise will not only help in improving the concentration levels of a child but will also be a good exercise for the eyes. [Overstraining of eyes should be avoided. This exercise should never be done if one is suffering from any minor/major eye infection]
- (iv) Write an autobiography of an ape. [Points to be included:]
 - relationship with man
 - development of body parts
 - social interactions
 - beauty both inner and outer
 - development of the brain
 - thinking skills
- (v) Put on good rhythmic music and let children understand that every part of their body is involved in the exercise.

Activity: Having Fun!

BACKGROUND:

The need and necessity of each part of the body helps to maintain the general appearance and up-keep of the body.

METHODOLOGY:

Activity-A

1. The students discuss the most used part of the body - the hands.
2. They make a short list of activities that they can do with their hands.
3. Then they make a list of activities that can be done without the use of the hands.
4. All answers will be discussed.



Activity-B

1. The teacher asks the students to toss a ball around the classroom using their hands.
2. The teacher will ask the students about what they had done.
3. Then they write down how they threw the ball.
4. The class discusses the needed hand movements.
5. Then the students pass a small ball by using any part of the body other than the hands.



Activity-C

1. The students place their fingers together at the second knuckles with the pinkies up and touching.
2. They try to move them without sliding them sideways.
3. They try this with each finger to determine which finger is immobile.

CONCEPT :

To give conceptual knowledge alongwith demonstration of various body parts



OBJECTIVE :

The students will

- be able to label the bones in the hand;
- create a model of the hand;
- compile a set of fingerprints;
- realize the importance of the thumb.



MATERIALS REQUIRED:

Note book paper, slips of paper (1 for each student), Crayons, Flour, Water, Pencil, sticking tape, Masking tape, Scissors, Blank paper, Wax paper



MODE :

Group/individual



TIME REQUIRED :

2-3 periods



Activity-D

1. The students tape down their thumbs and try to complete a number of exercises, such as writing, catching a ball, buttoning clothes, etc.

Activity-E

1. The students use a mixture of flour, salt and water to create dough.
2. They flatten it out and press their hand into it to create a handprint.
3. A partner uses a plastic knife to cut the excess dough from between the fingers.
4. The students then place the bone structure cut out in the appropriate parts of the hand.
5. The dough is left to dry for several days.

Activity-F

1. The students trace their hand on a blank sheet of paper.
2. They make fingerprints by using a pencil to make graphite shavings.
3. Then they rub their finger across the graphite.
4. The partner places a one-inch piece of clear tape across the darkened part of the finger.
5. This piece of tape is applied to the matching finger on the traced hand.
6. This is continued until all fingers are done.

OBSERVATION:

Children will develop motor skills which will help them to actively participate in class activity.

CONCLUSION:

At the conclusion of this lesson the students will be able to identify the anatomy of the hand including the fingerprints. They will also know the importance of the hand and its many uses for different activities.

KEY MESSAGES:

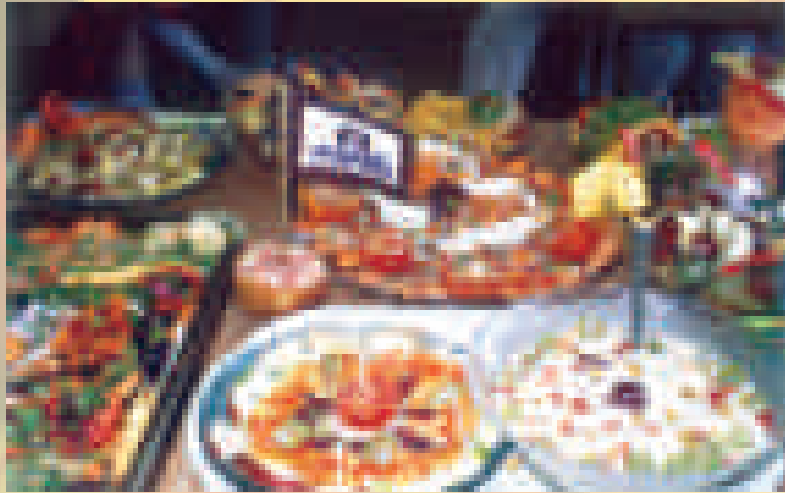
1. Importance of body parts should be acknowledged and every body part should be given equal importance.
2. There are children who are differently abled.

SUGGESTED ACTIVITIES:

1. Other body parts like nose, eyes, ear, legs and feet may also be considered to illustrate the importance of body parts.
2. Let the children try out activities with body parts other than the ones they use.
3. A game of *Simon says* can be played where in teacher says, *Simon says*, raise your hands so the students raise their hands.
 - She can continue *Simon says* eyes see and students can touch their eyes.
 - For every sensory organ she can call out phrases.



Food & Nutrition



Eat Healthy - Stay Healthy



2

Food and Nutrition

Activity: My Personal diet!

BACKGROUND:

Learn the four basic food groups:

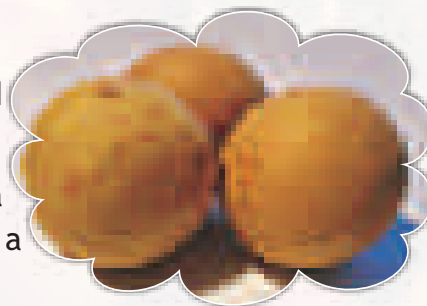
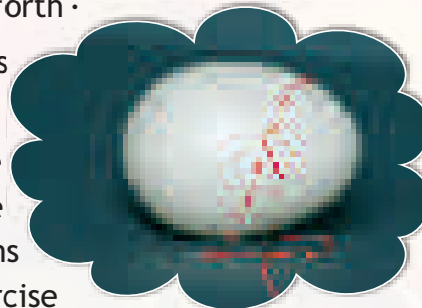
- milk products: milk, cheese, yogurt and ice cream
- meat/eggs: red meat, poultry, fish and eggs
- grains: bread, cereals, rice, pasta and so forth
- fruits/vegetables: may be consumed as solids or juices.

One should know what to eat before exercise. Eating meat does not improve athletic performance. The best food items to be consumed before prolonged exercise are complex carbohydrates. These include bread, pasta (noodles), potatoes and rice. These should be consumed 3 to 4 hours before the athletic event so that they have passed out of the stomach.

Water consumption continues to be important upto the time of participation and every 20 to 30 minutes during the activity.

METHODOLOGY:

1. Let the children bring pictures related to the above four basic food groups.
2. Working in groups, let the groups make a collage based on the components of a nutritive diet.



CONCEPT :

A proper diet helps a person to be healthy.



OBJECTIVE :

To make oneself aware of the nutritive value of food items.



MATERIALS REQUIRED:

Chart papers for the groups, pictures related to the four basic food groups.



MODE :

Group/individual

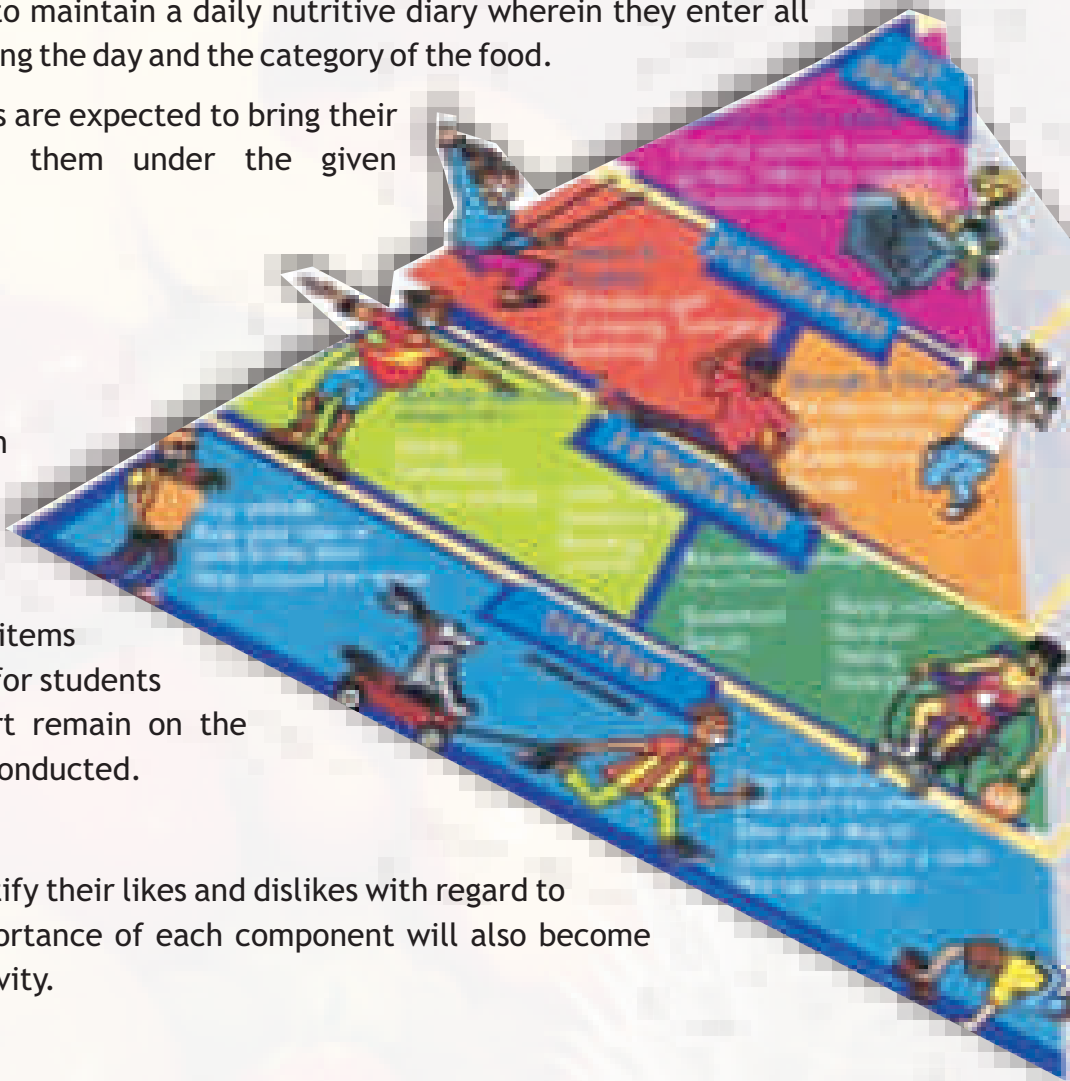


TIME REQUIRED :

2 periods



3. The students are asked to maintain a daily nutritive diary wherein they enter all that they have eaten during the day and the category of the food.
4. In the next class students are expected to bring their responses and classify them under the given headings.
 - (i) Everyday
 - (ii) 2-3 times a week
 - (iii) 3-5 times a week
 - (iv) Need to cut down on
5. The teacher now provides insights into the calories provided by various food items and puts it on the board for students to review. Let the chart remain on the board till this activity is conducted.



OBSERVATION:

Children will be able to identify their likes and dislikes with regard to the food they eat. The importance of each component will also become clearer by the end of the activity.

CONCLUSION:

Every food item influences the human body in some way or the other.

INFORMAL ASSESSMENT:

- (i) Write a poem on fruits and vegetables.
- (ii) How are the following useful to our body? Carrots, Spinach, Rice, Pulses, Chocolates, Toffee.
- (iii) Empty outline method:- The teacher can give a short paragraph involving the four basic food groups using incomplete sentences. The child will be required to complete them.

KEY MESSAGE :

- (i) Importance of a proper diet
- (ii) Knowing oneself

- (iii) Self analysis
- (iv) Self regulation

SUGGESTED ACTIVITIES:

- (i) Prepare a *matrix* to show which food item helps in the building process of a body part. e.g.

S. No	Name of the food item	The food item is rich in	Body part it helps to grow	Available in the season

[The teacher can help the students in filling up column 3 and 4 or else give the task for independent work]

Ask the questions:

- (ii) What is a balanced diet? Give an example of a balanced meal a child of your age must eat.
- (iii) Give reasons why certain food items should not be eaten. You can even have a debate on it.



Activity: I Love Eating!

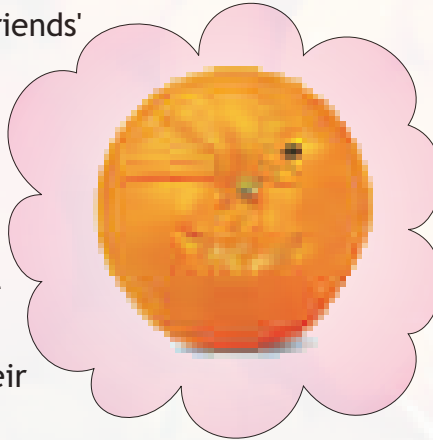
BACKGROUND :

The need and necessity of each part of the body that helps to maintain the general appearance and up-keep of the body.

METHODOLOGY:

FAVOURITE FOOD CHART

1. The students will name their favourite foods.
2. Have a large piece of chart paper put up on the board .
3. Ask the children to think of all their favourite foods; food their parents make, food they eat at their grandparents house, food they eat out, or foods they eat at their friends' homes.
4. Ask the children to name each food, write it down on the chart paper.
5. Let them illustrate their words.
6. They could look at all the words that begin with a particular letter.
7. They could also look for letters in their names that appear on the chart.



OBSERVATION :

Students are able to state their liking for a particular type of food item.

CONCLUSION :

Every food item if taken according to its nutritive value with respect to likes and dislikes will help the child to develop good eating habits.

INFORMAL ASSESSMENT :

- (i) Provide art paper and art medium such as paints or crayons.
- (ii) During free time, allow the children to make pictures of their favourite food items or provide old magazines from which they can cut pictures of their favourite food items.
- (iii) Write each child's comments about his/her pictures somewhere on the picture.
- (iv) Display the pictures in the room.
- (v) Let the class decide on a title for the art display.

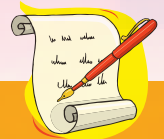
CONCEPT :

Know your favourite food



OBJECTIVE :

Students will be able to identify their favourite food items.



MATERIALS REQUIRED:

Chart papers, colored pens to display the list of favourite food items.



MODE :

Groups / Individual



TIME REQUIRED :

1 Period of 35 min



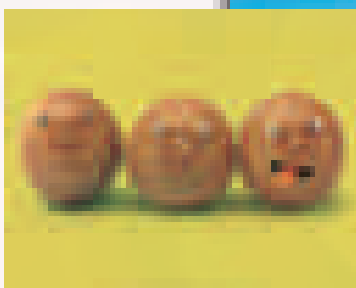
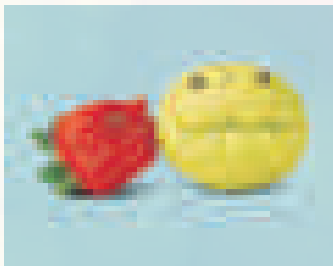
- (vi) Write the title on a word strip and post it on the board along with the names of the children.
- (vii) The students can be evaluated by asking them to record the daily food intake they take according to the food pyramid. They can write food servings taken by them in the food pyramid. Note them for a month and let them discover for themselves the utility of a food pyramid.

KEY MESSAGE :

Identification of various food items of their choice will help them to be independent in knowing the value of food items.

SUGGESTED ACTIVITIES :

- (i) Students can play a quiz naming the most popular food items.
- (ii) Mother's Recipe book can be created highlighting nutritious food.



Activity: Nutriman!

BACKGROUND :

The knowledge of the need and necessity of each part of the body helps to maintain the general appearance and up-keep of the body.

METHODOLOGY :

1. Have *NUTRIMAN* the puppet hold the following pictures of food in his pocket; whole apple, apple slices, apple juice, milk, parantha, different fresh vegetables or any other nutritious food available.
2. Explain that many of the food items we like can be fixed in several different ways. The way a food is prepared may make it a favourite food or one they do not like at all. Everyone likes variety in the food items.
3. Use the cards from the puppet's pocket to show how rotis and rice and nutritious food available can be prepared in many different ways.
4. Explain how foods items change as they go through the preparation process.
5. Post pictures along with the food chart on bulletin board to be displayed during the week.

OBSERVATIONS :

Students will get to know the value of every food item. They will also be able to identify the food items if taken according to the food pyramid and also highlight them as stated by *NUTRIMAN*. They will also learn to mix and match food items.

CONCLUSION : Diet in different food forms is taken up by different people according to what they like. Every food item if taken according to its nutritive value will help us to grow properly.

KEY MESSAGE:

CONCEPT :

Children are prone to eating junk food and are not made to understand the harmful effects of food items that have no nutritive value.



OBJECTIVE :

Student will be able to understand the importance of eating nutritious and healthy food items.



MATERIALS REQUIRED:

Cloth to make puppets, pictures of food items, fresh vegetables, milk



MODE :

Groups / Individual



TIME REQUIRED :

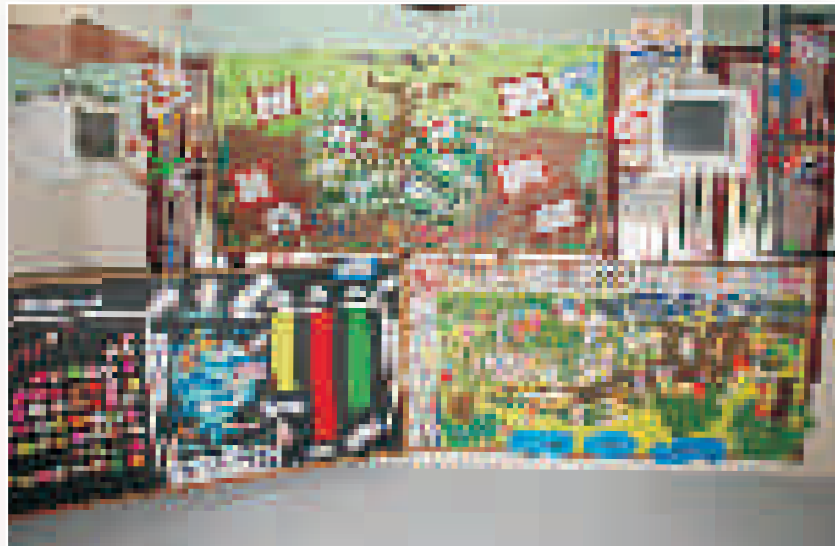
1 period of
35 min x 2 classes

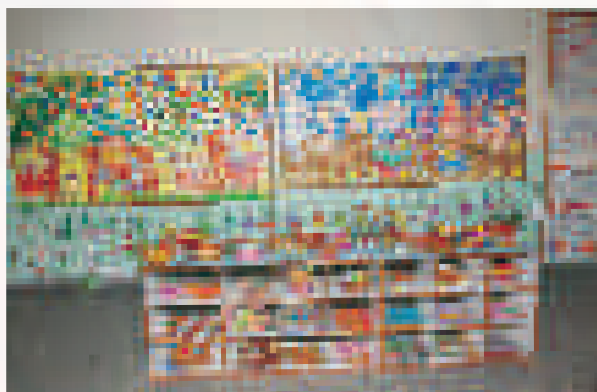
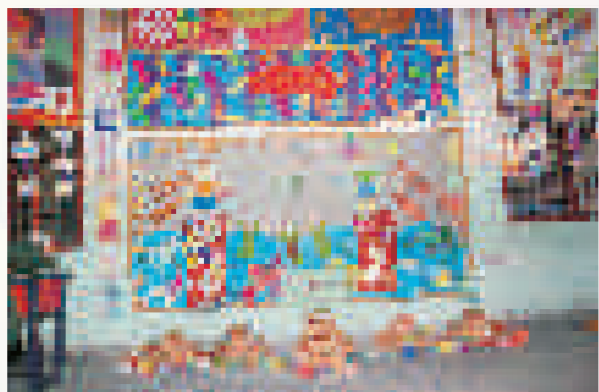
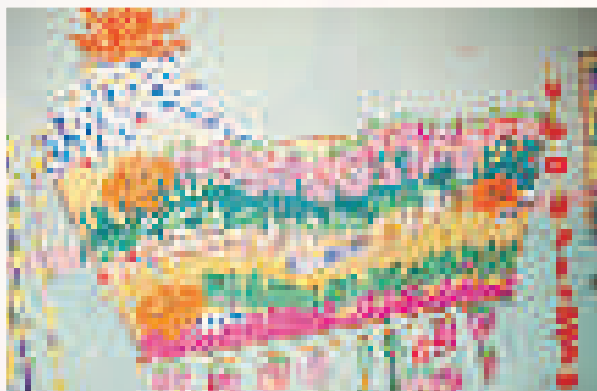
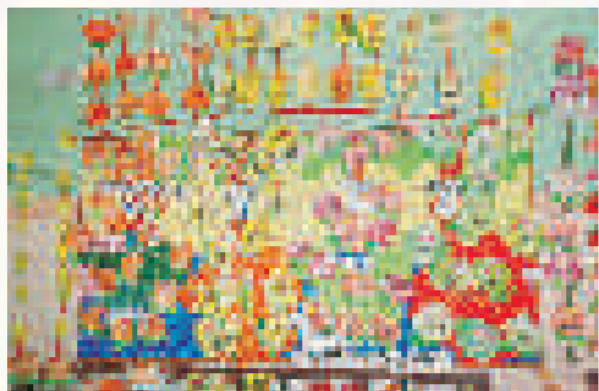


- (i) Nutritious and value added food enhances the eating habits of fussy children.
- (ii) Liking for a particular type of food can make a child learn the importance of food.
- (iii) Balanced diet plays an important role in the proper development of every individual. Hence proper diet plans will help every person to stay fit and strong.
- (iv) Every food form has its own nutritive value.

SUGGESTED ACTIVITIES:

- (i) Interactive bulletin board can be used to help students visualise what is taught in the class.
- (ii) Role plays between junk food and nutritive food
- (iii) A debate - (for and against)- *Topic-Junk food is necessary in order to have variety in the diet.*
- (iv) Daily Diary of food intake.
- (v) Lyric writing advocating balanced diet.
- (vi) Jingles or advertisements for 30 seconds on any one food item.
- (vii) Interview a cheese burger and salad burger (Design a questionnaire).





Personal, Environmental Hygiene and Sanitation



*We Keep Our School
Green & Healthy*





3 Personal, Environmental Hygiene and Sanitation

Activity: Open Your Mouth! Ha! Ha! Ha

BACKGROUND:

Learn the following:

- Pieces of food get trapped in the tooth surface and in between the teeth when we eat food items such as bread, cereals, pasta, crackers and potato chips which stay in the mouth for long periods of time.
- If we do not brush our teeth, the food stays in between our teeth and the bacterias that live in our mouth break the food into sugar products.
- These sugar products are converted into acids that decay the tooth enamel.
- Enamel is the protective outer coating of the teeth.
- If you eat snacks a lot, food is left on the teeth longer and increases your risk of tooth decay (cavities).



CONCEPT :

Hygiene of our “Mouth” is very important.



OBJECTIVE :

To make oneself aware of the need to keep the mouth clean.



MATERIALS REQUIRED:

Chart papers showing pictures of the mouth [Students with neat teeth and gums can be used as props].



If possible recorded jingles or advertisements advocating oral hygiene can also be used.



MODE :

Group

TIME REQUIRED :

30 minutes



- For these reasons, sugar and starchy food items should be eaten during mealtime when there is a higher level of saliva (spit) production to prevent cavities.
- Food items that produce cavities include cake, candies, cookies, cough drops, doughnuts, gums, honey, jams, jellies, mints, molasses, pies, popsicles, soft drinks, syrups, and table sugar.

METHODOLOGY:

1. Place a chart on the blackboard showing mouth and its various parts.
2. Now place another chart showing a person smiling heartily.
3. Point to the picture and ask the children the following questions:
 - a. What is this person doing with her mouth?
 - b. Could you smile if you did not have a mouth?
 - c. What would your smile look like without teeth?
 - d. How would you feel if you couldn't smile?
4. Point to the picture that shows a person eating.

Ask the children the following questions:

- a. What is this person doing with his mouth?
 - b. What moves when you eat food?
 - c. What part of your mouth do you use when you are eating food?
 - d. How would you feel if you couldn't eat?
5. The teacher talks about mouth, its parts and their utility.

“Cleanliness” of the mouth needs to be emphasized with due reference to microbes, bad odour, tooth decay and bleeding gums.

OBSERVATION :

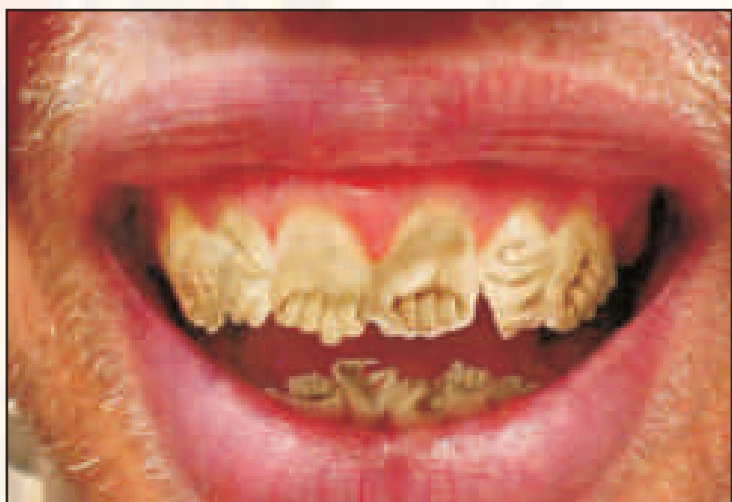
Children have some prior knowledge already about mouth and the necessity to maintain its cleanliness. They will be interested to know more about how to keep their mouth, teeth and gums in proper condition.

CONCLUSION :

Every food item we consume influences the mouth in some way or the other.

INFORMAL ASSESSMENT :

- (i) Write five lines on the oral hygiene
“Teeth are important for your smile”



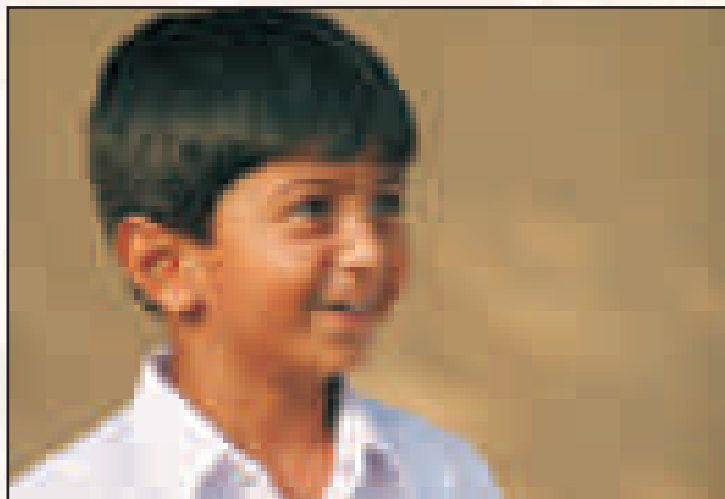
- (ii) How are the teeth useful to our body?
- (iii) Frame two stories -One on healthy teeth and gums called the *Happy teeth story* and the other about bad teeth, foul breath and aching gums called the *Sad teeth story*.
- (iv) Cover any size playblocks with magazine pictures of nutritious food items and use food with added sugar as well. Let children choose a block and talk about whether the food is both nutritious and good for the teeth. If so, have them use the block to build a strong tower.
- (v) Explore the options used in cleaning of teeth, tongue and mouth in both rural and urban sector.

KEY MESSAGE:

- (i) Self awareness
- (ii) Self monitoring
- (iii) Proper daily habits
- (iv) Oral hygiene

SUGGESTED ACTIVITIES:

- (i) Conduct a **group discussion** in the class on when and why do gums start bleeding? [A student can keep noting down the key points of discussion on the board for every one to see and reflect upon].
- (ii) **Matching activity:** Distribute a page having six cliparts on “*What we use to keep our mouth organs clean*” to each student. Help children match the organ to be cleaned with the item used for cleaning. They may cut out the items and place the matched items side by side and glue them in their science copies.
- (iii) Make arrangements for a dentist to visit your class. Have him explain what happens during a visit to the dentist. The visit can also be simulated through a role play.



Activity: Am I Clean?

BACKGROUND : Different people coming from different areas have specific habits.

METHODOLOGY:

- Remind children not to share
 - food and drinks
 - eating and drinking utensils
 - personal toiletries e.g. toothbrush, toothpaste, etc
- Ask the children why the above should not be shared.
- Wash hands with soap and water frequently especially :
 - before eating
 - before preparing food
 - after visiting the toilet
 - after handling rubbish
- Ask the children why they think hands should be washed.
- Cough, sneeze, or blow your nose into a tissue. Do not reuse the towel/napkin. Wash hands immediately after it. Spit into a tissue or napkin in case of emergency and dispose it in a litterbin.
- Practical demonstration of cleaning hands with soap: Work up a good lather. Cover the areas between fingers, under the nails and the back of the hand up to the wrists. Put your hands under running water. Dry hands with a clean towel.



CONCEPT :

Personal Hygiene is very important.



OBJECTIVE :

Children learn good personal hygiene practices and toilet habits.



MATERIALS REQUIRED:

Soap, towel



MODE :

Group / Individual



TIME REQUIRED :

35 min



OBSERVATIONS:

Students are keen to practically try the soap cleaning process.

INFORMAL ASSESSMENT:

Students can be graded for their day-to-day activity based in class by the class teacher as he/she marks them for the responsibility shown by every child before and after taking his food or returning from the toilet.

SUGGESTED ACTIVITIES:

- Team leaders can be made in class to note down the personal hygiene code of conduct being followed by each child.
- Nails can be checked by a class representative every week.
- A daily diary by students can be made wherein the teacher records comments on personal hygiene and their relationship with the environment.
- Placards can be put up in the toilets stating
 - (i) Flush Toilet After Use
 - (ii) Wash Hands After Use
- Students can enact a role-play situation wherein a child can be made a doctor and other a patient. They may just talk of awareness of good toilet habits and personal hygiene.



Activity : Environmental Hygiene

BACKGROUND : Students will be able to develop a positive attitude towards environmental cleanliness. Students will be involved in framing certain ground rules in maintaining the environment in their school premises.

METHODOLOGY:

1. Students are asked to bring 1-2 handouts on issues related to environmental hygiene.
2. They are divided into groups and asked to visit various areas of the school such as playground, corridors, laboratories and drinking water corner.
3. They prepare a report on the hygiene level of cleanliness in these areas.
4. After the survey is concluded they get back into groups followed by group discussions.
5. After the discussions, the students should frame basic ground rules to be put up in the classes. Some rules should be on the suggestion for improvement to re-inforce the ground rules of cleanliness. Help of cut-outs should be taken to emphasize the importance of cleanliness.



OBSERVATIONS:

Students will observe if any positive changes have taken place over a period of time (say in a week) and report their findings in the form of a journal entry or presentation in the class or assembly.

EXERCISE / EVALUATION / ASSESSMENT:

Students will be submitting their report every month regarding the condition of cleanliness in different areas of their school. They will be graded in groups according to the level of maintenance of cleanliness in their areas.

KEY MESSAGE:

A healthy school will prepare students to maintain a healthy environment.

SUGGESTED ACTIVITIES:

- a. *Shramdaan* can be conducted on monthly basis.
- b. Story telling competition can be held at interclass/inter- house levels.
- c. The various groups can be asked to make questions for a quiz to list the basic rules that are being practiced.

CONCEPT

Nurturing environmental ethics.



OBJECTIVE

The student will be able to understand the importance of creating hygienic conditions.



MATERIALS REQUIRED:

Magazines, newspapers



MODE

Group Work



TIME

Two periods of 30 minutes each.



Activity : Food Hygiene

BACKGROUND :

Encouraging students to understand

- the importance of Healthy eating habits
- the need for maintaining food hygiene.
- the various hygienic conditions that decreases the development of chronic diseases.

METHODOLOGY:

1. Students will be divided into two groups A and B and given two surveys.
2. Children of each group have to undergo an individual survey at home for the following:
 - A) Adequate water supply in kitchen.
 - B) Maintenance of food in hygienic conditions.
3. Group survey in a school for encoding and highlighting the hygienic conditions in various areas of school.
4. Group A and B will document their findings by making power point presentation on hygienic conditions in school.
5. The best chart and presentation will be applauded in the class.

EVALUATION:

Students will observe if any positive changes have taken place over a period of time.

List of groups	contents	PowerPoint presentation/ chart	Presentation in the class	Individual/team work
Group A				
Group B				

KEY MESSAGE

- Children should be aware of maintaining hygienic conditions at home and in school.
- Habit of maintaining food hygiene helps children to achieve physical and mental growth.

SUGGESTED ACTIVITIES

1. Brainstorming sessions can be taken up in a class for keeping food hygiene.
2. Students can make daily check list for do's and don'ts of maintaining hygienic conditions

INDEPENDENT PRACTICES : FROM SCHOOL TO HOME

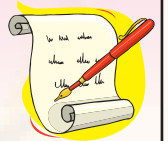
1. Do an individual survey at home to find out how many times junk food is prepared for one's family in a month.
2. Prepare a comparative chart to study the advantages and disadvantages of nutritious food and junk food.

CONCEPT :

- Health and hygienic conditions are essentials to achieve full mental and physical growth.

OBJECTIVE :

Sensitize children for adopting measures for maintaining essential food hygiene and to maintain overall health.



MATERIALS REQUIRED:

- Chart paper and coloring material.
- Computer and internet facility.



MODE :

Individual



TIME REQUIRED :

2-3 periods



Basic Hygiene

POINTS FOR HEALTH EDUCATION

LET CHILDREN LEARN THE FOLLOWING:

- i) Take a bath every day. Use soap and water or a soft paste made from a small amount of gram flour mixed with a little water. Scrub the body, especially the back and feet, with a brush, or a rough cloth, or a dried gourd. Take care to wash the folds in the armpit and groin.
- ii) Wash the hair at least once a week and more often during the hot weather. Comb it regularly. If it is long, plait it neatly and tie ends with a ribbon or a strip of cloth.
- iii) Every evening after school, comb the hair with a fine toothed comb to look for lice and nits (eggs). If there are lice in the hair, take the necessary treatment before the number of lice increases.
- iv) Keep your fingernails and toenails short and clean. Cut your fingernails once a week. If you work in the garden or field scrub your nails with a brush to take out the dirt.
- v) Wash your hands well with soap and water after you go to the toilet and before taking food.
- vi) Always wear clean clothes. Wash your clothes frequently especially in the summer. If you have to wear the same clothes on the next day, keep them to air or in the hot sun. Clothes worn next to the skin (underclothes) should be washed every day.
- vii) Wear light and loose clothes. These should be cool in the summer (e.g. cotton garments) and warm in the winter (e.g. woollen or padded garments).
- viii) When you go out of the house, wear well-fitting shoes, sandals or chappals. See that there are no nails coming through the sole of your shoe.
- ix) When you go home, leave your footwear outside the house. Wash your feet before coming into the house.

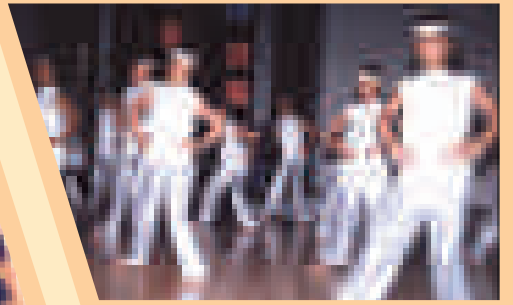
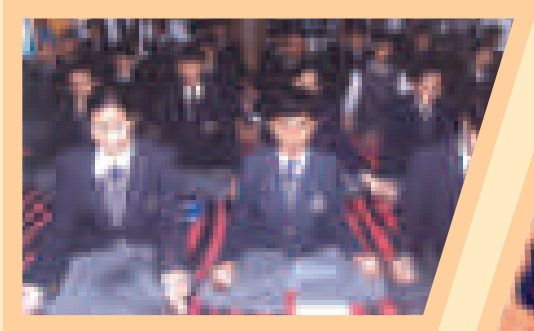
NATURE & HEALTH

POINTS FOR HEALTH EDUCATION

- i) Tell and show children how water collections become breeding places for mosquitoes and explain how mosquitoes can cause malaria and filariasis.
- ii) Get children to help in filling in any water collections in the school compound with earth.
- iii) Get children to help in constructing soakage pits.
- iv) Get children to help in planting and maintaining the kitchen garden.

Physical

Fitness





4 Physical Fitness

Activity: Jumping Jack

BACKGROUND:

Activities to enhance a child's motor skill development could include the following: **animal imitation** -- have the children imitate various animals by jumping like a frog or hopping like a rabbit; **kicking and running** -- turn the children loose in an open area to play; **follow the leader** -- have the children dance like a ballerina, waddle like a duck, or walk a straight line like a tightrope walker; **riding a broomstick horse** -- a broom with a bag over the top can be the transportation for a cowboy or cowgirl; **shadow tag** -- on a sunny day in the playground have the children try to step on the shadows of other children; **buttoning and zipping** -- attach the following items to a sturdy board: a sneaker with laces, a zipper from a pair of pants, a belt with a buckle, and a row of buttons and buttonholes from a shirt; **dressing up** -- in the dramatic play centre, or at home, provide the children with plenty of adult wardrobe clothing so they can practice learning how to dress; and **cutting** -- with safety scissors, allow a child ample opportunities for cutting (World Book, 1987; Ebert, 1991; Hammett, 1992).



INFORMAL ASSESSMENT:

- (i) The child prepares a **self-assessment diary** on the times and types of activities conducted by him/her in a day. [The teacher should review the diary fortnightly.]
- (ii) Conduct simple activities in the class to promote skill of speed counting and matching objects one-to-one.

CONCEPT :

Activities like jumping, hopping etc can enhance child's motor skill



OBJECTIVES :

To develop motor skills



MATERIALS REQUIRED:

As per activities



MODE :

Group/Individual



TIME REQUIRED :

One period



Examples of activities to promote math readiness include: **counting from one to 10** -- in the bottom of each pocket of an empty egg carton, place different quantities of items such as buttons or beans and ask the child to count how many are there in each pocket;

«**What Time Is It Mr./Mrs. Lion**» -- have the children ask Mr./Mrs. Lion what time it is.

If the lion says it's three o'clock, the children take three steps forward, but if the lion says it's dinner time then he/she chases the children back to a predetermined line;

One-to-one matching -- have the children set the lunch table by placing a fork, cup, plate and napkin at each seat; help children develop skills in number awareness, counting and measuring;

«**Five Little Ducks**» **song** -- use colourful pieces of felt to make five little ducks, including a mother and father, and act out the song on a flannel board; and **matched cards** -- make a set of numbered cards and a set of object cards and then match each numbered card with an object card (World Books, 1987; Stravos, 1987; Inderbaum, 1985).

KEY MESSAGE:

- (i) Learning by playing
- (ii) Self review
- (iii) Importance of staying fit
- (iv) Correlation of a healthy mind and a healthy body.

SUGGESTED ACTIVITIES:

(i) Empty outline method:

I believe I am physically fit today because _____. I think I have to improve on _____. Two years down the line, I see myself _____ physically. I can achieve it by _____. I should not have bad habits like _____ as it may affect my health. My health is very precious to me because _____.

(ii) Answer the following questions:

- (a) List two ways which help a person to stay fit.
- (b) *A healthy mind rests in a healthy body.* Do you agree? Justify your answer in ten lines.
- (c) What is the role of muscles in our body?
- (d) What is meant by *reflex action*?

(iii) Maintain a diary to keep a record of your fitness routine.



Activity : Pranayama or breathing exercise is the key to good health

BACKGROUND :

Student will be sensitized to the importance of breathing properly. They will be taught simple pranayama practices so that they can take care their health in a better way.

METHODOLOGY:

The importance of pranayam and its process will be demonstrated.

Step 1 Sit down with legs folded. Free your hands and lay your palms on your thighs.

Step 2 Close your eyes and try to calm yourself.

Step 3 Take a deep breath in and then exhale out.

Repeat this process slowly at least ten times.

Step 4 Now breathe through one nostril and release through the other.

Repeat this process at least ten times.

[Do this with the other nostril now.]



CONCEPT :

Studies and sports are equally important. Rightly said “ A healthy mind rests in a healthy body”



OBJECTIVE :

The aim is to teach the young ones simple breathing exercise which are like a mantra to a healthy living.



MATERIALS REQUIRED:

A small mat (2mx2m), music player, cassette. If mat is not available newspapers can be used.



MODE :

Group



TIME REQUIRED :

30 minutes



At no point of time should one be stressed to do it. Any discomfort should be informed immediately to the teacher.

Very carefully, with calmness and poise, meditation has to be done with constant soft speech and well-planned instructions on how to perform the breathing exercises.

OBSERVATIONS:

Students will feel fresh after the session.

CONCLUSION:

Wonderful things happen in silence. Pranayama is a very effective tool to build concentration and will power in children.

INFORMAL ASSESSMENT:

Problem recognition tasks: Let student write down the time when he feels tired in a day. Providing clues (related to his eating habits, sleeping cycle, studies, posture he adopts during studies, time he devotes to games etc.) help him analyze his physical fitness. Ask the children to make a chart showing how many days in a month the child has been able to practice pranayama at home.

NOTE: The PT /sports teacher taking the class can be present during this activity to get insights which will help him note down the areas of concern of a child.

KEY MESSAGE:

- (i) Awareness of our culture and traditions
- (ii) Getting up early
- (iii) Importance of *yoga* and *pranayam*.

SUGGESTED ACTIVITIES:

- (i) What is *Yoga*? How is *Yoga* related to our Indian culture?
- (ii) Mention any two forms of *Yoga*.
- (iii) Prepare a table for yourself indicating study hours, games/sports timings, pranayam practice, sleeping 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 with the student as to how to lead a regulated and structured life.
- (iv) A soul stirring *Shloka* can be played on the music player while students are told to meditate. As the music is played the students repeat the steps learnt during the period.

Activity : Staying Fit!

BACKGROUND :

The child has a duty for his community. He needs to spread the message of good health to every part of the community he comes in contact with and the advantages of physical fitness.

Physical fitness : Keeps our body in excellent shape. It makes the body supple. It tones up muscles and strengthens bones.

- **Generates spirit of camaraderie :** It teaches a child about teamwork and unselfish play. Playing for team and not for personal accomplishment is the goal.
- **Teaches to accept defeat gracefully :** It assists a child in developing the skill for handling disappointments
- **Generates healthy spirit of competition.**
- **Channelizes energies constructively :** It inspires and energizes youngsters.
- **Makes a child more disciplined.**
- **Builds self esteem and confidence :** Sports improves body postures and lends grace to the body, thus enhancing self-esteem. It boosts a child's morale when he excels at a specific skill he has. e.g. If he is very good at fielding and bowling in cricket, he can work more towards honing that skill.
- **Builds good immune system :** It improves body immune system thus promoting good health. It builds good appetite.

METHODOLOGY:

1. Students are asked to make posters on “Staying fit”.
2. A rally can be organized in and around the community.
3. Dressed in a sporty attire to get a feel of the run for health, students can demonstrate poses, slogans, verbal dialogues, importance of medical kit etc.on the microphone and spread the message .A team of teachers has to supervise the whole event. Constant soft speech and well-planned instructions on how to perform the breathing exercises is essential.

CONCEPT :

There is a need for awareness in the society about staying fit.



OBJECTIVE :

To spread awareness in the locality about physical fitness.



MATERIALS REQUIRED:

A small mat (2mx2m), music player, cassette. If mat is not available newspapers can be used.



MODE :

Group



TIME REQUIRED :

One hour



OBSERVATIONS:

Students participate enthusiastically . They will love to go out of the school and communicate the message to the community.

CONCLUSION:

It is equally essential to spread awareness in the society about the importance of being fit.

INFORMAL ASSESSMENT :

- Design a poem or a pledge to reinforce the importance of Being Fit.
- Write any five slogans on “Physical Fitness”.
- Matrix method: Let the students complete the following matrix

S.No	Name of my...	Things they do for me...	Things I will do for them...	Ways I will fulfill my responsibilities towards my...
	PARENTS			
	FRIENDS			
	SCHOOL			
	COMMUNITY			
	COUNTRY			

KEY MESSAGES:

- Appreciation
- Importance of spreading socially relevant messages
- Valuing interpersonal relations
- Sensitivity towards people who may be physically unfit.

SUGGESTED ACTIVITIES:

- What is a social message?
- Make a list of any five social messages being shown on the television.
- Prepare a collage for the class bulletin board based on social messages.
- Do an opinion poll in your class/school on how many students follow/implement the social messages.



BEING
Responsible
& Safe





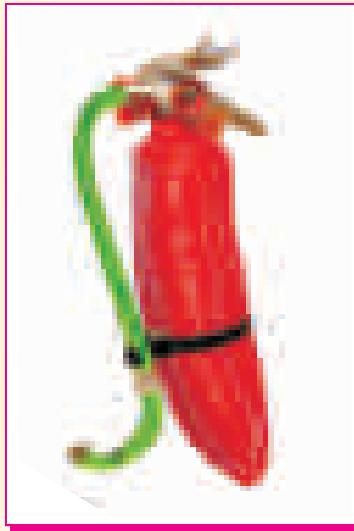
5

Being Responsible And Safe

Activity : My Home Safety

BACKGROUND :

Home Safety can protect people from intruders, but it can also be harmful if security features prevent quick escape during a fire emergency. Families seeking to protect themselves from one hazard can unknowingly put themselves at risk from others. Home security and home safety can and should work together and you should take the time to examine your entry points (doors and windows) to make sure home security doesn't interfere with your safety.



METHODOLOGY:

1. Divide the class into groups (maximum eight in a group).
2. Give separate topics related to homes where safety is a concern. e.g. kitchen, living room, electronic devices etc.
3. Ask the students to prepare a role play on the given topic.
4. The teacher can give as many inputs as required, related to the class level concerned and help them create a dramatised presentation.
5. This can be showcased in the class first and after further refinement can be shown in the assembly.

CONCLUSION:

Every corner of the house needs safety measures to be followed. A little negligence can become the cause of a major accident.

INFORMAL ASSESSMENT:

- (i) Write five/ten lines on the learning that took place after the presentation.

CONCEPT :

Safety at homes is an essential requirement.



OBJECTIVE :

To make students aware of various issues related to safety in homes.



MATERIALS REQUIRED:

A pen, paper, role play requirements (if any)



MODE :

Group



TIME REQUIRED :

40 minutes



- (ii) Poster making: Prepare a poster on *Safety of my house*.
- (iii) Mention any four safety measures one should undertake when there is a gas leakage in the kitchen.

KEY MESSAGE:

- (i) Self realization
- (ii) Skills enhancement
- (iii) Being preventive

SUGGESTED ACTIVITIES:

- (i) How can lightening affect the electronic devices at home?
- (ii) '**What iffing**': A range of open ended questions can be thrown to the class e.g:
 - (a) **What if** the electric bulb bursts all of a sudden?
 - (b) **What if** your younger brother or sister gets a cut and it starts bleeding?
 - (c) **What if**
- (iii) Name three chemical substances to be kept at home for safety purposes and which can be used as First Aid after an accident.
- (iv) Put up a list of Do's and Dont's safety rules in your own home as well as in the school.
- (v) Make a list of First Aid measures in case of mini fire, injury or insect bite.



Activity: Safety Kit

BACKGROUND:

A child needs to know how to go to school safely and walk down home safely. Accidents during travel are very common now-a-days. A child has to know minimum Life Skills while travelling on the road anytime so that he does not endanger his life and also the persons with him on the road. Drive and let others drive safely too should be his motto.

METHODOLOGY:

1. Select any seven speakers from a class.
2. Conduct an extempore in the school in one of the language classes.
3. Students can be briefed about various issues, accidents happening in and around by the teachers from time to time.
4. On an informed date with proper instructions being given the child can be asked to express his points related to safety.
5. Different situations can be given like on road, during air travel, on train, while walking and trekking etc....



Safety norms need to be highlighted during the presentation.

OBSERVATIONS:

Students will be able to speak on the given issue and will also benefit from what others say.

CONCLUSION:

Extempore is a very healthy technique to enhance **Speaking skills** and **Creative Thinking** in a child.

INFORMAL ASSESSMENT:

- (i) **Collège making:** Prepare a collège from newspaper cuttings on the topic **My role in building a safe society.**

Ask questions like:

- (ii) What is a safety kit? What should it contain?

CONCEPT :

Safe travelling is a very important area of concern.



OBJECTIVE :

To generate newer ideas in children (creative thinking) about safety issues on the road/while travelling.



MATERIALS REQUIRED:

Posters on Road Safety, Traffic Rules.



MODE :

Individual



TIME REQUIRED :

1 minute for each child



- (iii) Take the students out to the field for a hockey /cricket/volley ball match. After words let them plan their safety tool kit for the class and preserve it for the whole session.
- What type of planning should be done with regards to safety while traveling. The child can choose his/her own mode of travel.
- Children can be made to practice sitting, standing and moving with awareness and confidence. They practice how to look and speak more confidently so that people will bother them less and listen to them more. They practice noticing and observing what is happening around them so that they can prevent the trouble before it starts.

KEY MESSAGE:

- (i) Planning ahead
- (ii) Self monitoring
- (iii) Being preventive
- (iv) Devising Safety Kits

SUGGESTED ACTIVITIES:

- Choose the right chores according to the child's age and level of ability. Choose beginner-level task at which your child can easily succeed. Make tasks manageable. Assign chores that produce pleasant effects. Give an incentive to finish the chore properly. Set reasonable performance standards.
- **Dramatization of Road Safety Rules**
- Organizing Safety Weeks.
- Creative writing on issues that children need to be aware of while travelling (unclaimed objects, talking to strangers, good touch and bad touch, helping the elderly, younger children and differently abled).
- Collection of newspaper cuttings and reports that reinforce Safety Norms.



Activity: I Am Responsible!

BACKGROUND:

While in public places like canteens, malls, zoos, theatres, market places etc. one needs to behave responsibly.

METHODOLOGY:

Arrange for children to participate in a community project such as planting flowers in a favourite park. Help your child understand why you chose particular social causes and convictions. Allow him to voice his opinions.

Focussed listening:

1. Divide the class into groups.
2. Start off a discussion on the responsibility of an Indian citizen and generate more ideas with help of the students.
3. Motivate them to speak.
4. Add variety to the discussion by changing the subtopics under the broader perspective of *Need for a responsible Indian*. To make the discussion interesting show cut-outs from papers and keep brainstorming on the issue.
5. One student is to be made the recorder who will keep noting down the points discussed in the class on the notice board.
6. Conclude by summarizing the discussion.



OBSERVATIONS:

Students will mostly participate freely in the class. New ideas will be generated and different students may see one picture differently.

CONCLUSION:

If students are empowered to make responsible decisions and participate in discussions related to their neighbourhood, community and their country, they will emerge as responsible Indians.



CONCEPT :

Responsibility in public areas is extremely important



OBJECTIVE :

To make the child aware of responsible acts in public areas



MATERIALS REQUIRED:

Articles, Stories, Editorials



MODE :

Group



TIME REQUIRED :

40 minutes



INFORMAL ASSESSMENT:

- (i) Why is it unsafe to step out of home alone in the night?
- (ii) When you go out for vacations what safety measures should you equip your house with?
- (iii) Make a note of the traffic signals and their meanings in your copy.

KEY MESSAGE:

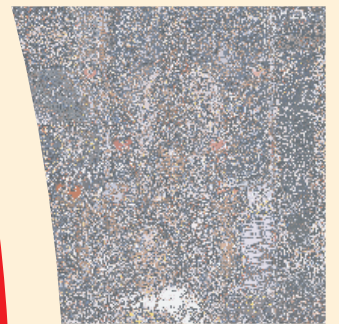
- (i) Concern for a better India
- (ii) Togetherness
- (iii) Responsibility

SUGGESTED ACTIVITIES:

- (i) You think your house is a safe house. Why? Justify your answer with five valid points.
- (ii) Prepare an **interactive bulletin board** in the class based on the above answers.
- (iii) Give the child an **independent assignment** to find solutions to questions like:
 - (a) Do you believe that you or your family will probably never meet a serious accident?
 - (b) Do you believe accidents only happen to *other people*?
 - (c) Do you believe your family's current safety knowledge is sufficient to keep everyone safe?
 - (d) As a child what measures can you adopt in order to be called *A Responsible Citizen of India*?



Behaviour And Life Skills





6

Behaviour And Life Skills

Activity: Expression!

BACKGROUND:

Emotions are an integral part of life and leave an effect on everything we do.

METHODOLOGY:

1. On the slips of paper have the students write examples of times when kids of their age might feel disappointed or feel like a failure.
2. Have them pick one slip at a time from the hat, read it aloud and offer suggestions on how to deal with it.



OBSERVATION:

Students are able to identify their emotion and are found to be equipped with the confidence to deal with them.

CONCLUSION:

Students are able to relate themselves to the situations and thus develop their resources.

INFORMAL ASSESSMENT / SELF ASSESSMENT :

Plan out strategies required to deal with emotions.

KEY MESSAGE:

Understanding our emotions is the first step towards having more control over them.

SUGGESTED ACTIVITY:

Divide the class into groups and brainstorm the group on Five different situations which will make them angry, disappointed, worried, sad etc. List the situations on the chart paper let the students form pairs to work together to find one healthy/ unhealthy way to respond to the situation.

CONCEPT :

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



OBJECTIVE :

To make the students aware of different types of emotions and correct way of handling them.



MATERIALS REQUIRED:

Markers, charts, hat



MODE :

Group



TIME REQUIRED :

1 hour



Activity : A.S.K. :

A Three Step Process For Saying 'No'

BACKGROUND :

Sometimes we get into trouble because we don't ask the right questions. When someone encourages you to do something that you think might end up causing problem, use this process.

METHODOLOGY:

Divide the class into pairs and give situations to each group. Each group has to discuss the situation and follow A-S-K process. Later they have to come in front of class and answer various questions such as : -

- Describe the situation in which you used A-S-K process.
- Describe what happened as you used the 3 steps.
- What did you say for 'A'.
- What did the other person say for 'A'.
- What did you say for 'S'.
- What did the other person say (if anything).
- What did you say for 'K'.
- How did you feel about the outcome?

Before starting this activity make the students understand A-S-K process.

A- Ask questions

So that you know what you are getting into and decide if the situation could lead you in to trouble

S- Say 'No'

If it is wrong or will get you in to trouble.

K- Know alternatives



CONCEPT :

Understand the process of Assertiveness.



OBJECTIVE :

To help the students in taking decisions and thus enhancing their Decision Making Skills.



MATERIALS REQUIRED:

Handout



MODE :

Group



TIME REQUIRED :

30 minutes



OBSERVATIONS:

Increase in Assertiveness, Confidence, Self-Esteem and Responsible behaviour.

CONCLUSION:

It is better to say 'no' than to land yourself in to trouble. This activity will help in dealing with pressures which we have in our life.

INFORMAL ASSESSMENT:

To have clubs in schools which will help you to check the change in student's ways of dealing with pressures.

KEY MESSAGE:

Evaluate what the situation offers and then decide your action plan.

SUGGESTED ACTIVITY:

Give students various situations related to problems they face and discuss openly various ways to say 'No' in situations that lead to troublesome consequences.



Activity: Empty or full?

BACKGROUND :

Having a Positive Attitude makes it easier for us to go ahead in our life.

METHODOLOGY :

- 1) Fill a glass half way with coloured liquid.
- 2) Ask the students to say whether it's half empty or half full. Quickly they will conclude it could be either.
- 3) Explain that the way you see things or your point of view is called 'perspective'. Your attitude can be categorised by the way you interpret glass as 'half empty' (negative attitude) or half full (positive attitude). Ask for examples, how our attitude can influence the way we see many things in our lives.

OBSERVATION :

Students were able to develop positive perception / attitude towards events in their life.

CONCLUSION :

This activity will help students to have better critical thinking.

INFORMAL ASSESSMENT :

Give students some tough jobs and notice the change in their perception and the level of effort they put in to cope with the situation with the help of positive attitude.

KEY MESSAGE :

Having positive attitude has long list of advantages, out of which some are: increase in self-esteem, self-confidence and enhanced decision making skills.



SUGGESTED ACTIVITIES :

Divide the class into groups and give them various situations. They have to look for perceptions of common people towards that situation and their own. Have discussion and come out with healthy way of perception.

CONCEPT :

The way we perceive things around us makes a difference.



OBJECTIVE :

To make students able to think about different ways of viewing situations. To make them accept the positive side of situation and move with confidence towards their goals.



MATERIALS REQUIRED :

Glass of coloured water



MODE :

Group



TIME REQUIRED :

45 minutes



Activity: Breathing in deeply

BACKGROUND:

This activity highlights the importance of correct breathing techniques. This practice has a great influence at the pranic level and it is very useful for harmonizing and improving the functions of the internal organs.

METHODOLOGY:

- 1) For this activity, the children should be made to sit in base position, which is sitting with legs stretched in front of the body. After that they should hold the right foot and place it under the left thigh, and then hold the left foot and place it under the right thigh. Place the hands on the knees and keep the spine absolutely straight, for proper breathing.
- 2) When small children are asked to breathe deeply, they tend to inhale hurriedly and in a shallow manner. To encourage deep breathing, the children should be made aware of doing it slowly and to hold it longer.
- 3) It should also be emphasized that the head should not keep moving up and down during this process. The children need to focus inward on their breathing pattern during this practice.



OBSERVATION AND SUGGESTIONS:

The mind and the body are highly influenced by the pattern of our breathing. If the body lacks in stamina and supple movements, then the mind becomes restless and dull. But if the breathing process is correct, the child can easily move towards developing a focused and sharp mind.

KEY MESSAGE:

Breathing done in the correct way helps us concentrate on our studies.

FOLLOW UP ACTIVITY:

This activity should be practiced at least two or three times in the morning and in the evening, on an empty stomach.

CONCEPT :

The correct way of breathing is instrumental in providing peace to the mind and calmness in thoughts.



OBJECTIVE :

To make the children understand the importance of deep breathing through the nose.

MODE :

Group/Individual



TIME REQUIRED :

2-3 minutes



Activity: Stretching like a tree (Tree Pose)

BACKGROUND:

This activity highlights the importance of physical and mental balance in relaxing the child's mind and body. The entire spine is stretched and relaxed, helps to clear up any congestion of the spinal nerves.

METHODOLOGY:

In this activity, the children should be made to stand erect, interlock the fingers and lift their palms up, over the head. Inhale and stretch the arms above the head, while standing on their toes. Then, gently and slowly, start exhaling and lowering the heels back to its starting position. This is one round. Do 5-7 rounds.

OBSERVATION AND SUGGESTIONS:

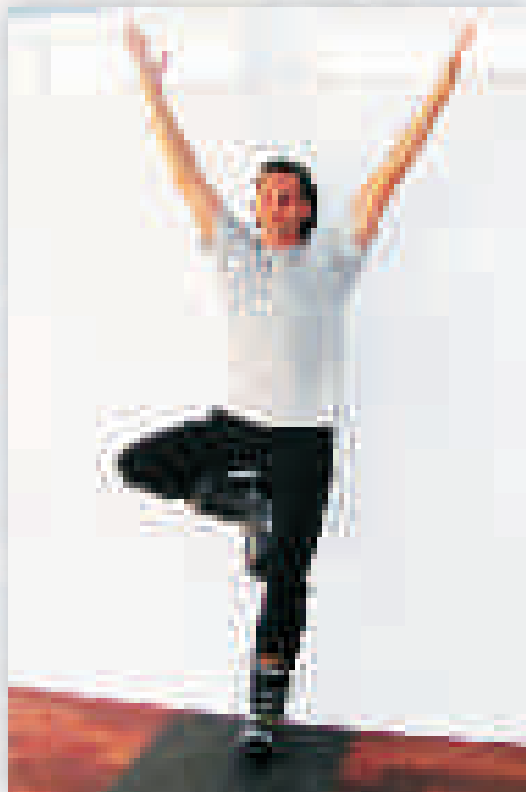
The mind and the body are highly influenced by the pattern of our breathing. If the body lacks in stamina and supple movements, then the mind becomes restless and dull. But if the breathing process is correct, the child can easily move towards developing a focused and sharp mind.

KEY MESSAGE:

Stretching like a tree makes us grow tall.

FOLLOW UP ACTIVITY:

This activity should be practiced at least two or three times in the morning and in the evening, on an empty stomach.



CONCEPT :

The importance of physical and mental balance in relaxing the child's mind and body.



OBJECTIVE :

To help the children keep their spine straight.

To develop a sense of balance and focus within them.

MODE :

Group/Individual



TIME REQUIRED :

2-3 minutes



Activity: Roaring like a lion

BACKGROUND:

This activity, which is highly recommended for children, is practiced facing the Sun. It helps in curing swollen tonsils and is a good remedy against ailments of throat, nose, ears, mouth and teeth.

METHODOLOGY:

For this activity, children should assume a kneeling position, with the toes touching, heels apart and soles facing upward. While facing the Sun, place the hands on the floor between the knees, then lean forward, resting the body on the arms. Inhale deeply and then, tilt your head backward, open the mouth and stretch out your tongue as much as possible, so as to expose your tongue and throat to the rays of the Sun while exhaling. Keep producing a roaring sound from the throat during this practice. Do 5-7 rounds.

OBSERVATION AND SUGGESTIONS:

The children usually do not understand the significance of this activity, and so they do not open their mouth wide enough or roar loud enough. The roaring sound should be loud and clear.

KEY MESSAGE:

Roaring like a lion is excellent for keeping all kinds of throat related problems at bay.

FOLLOW UP ACTIVITY:

This activity should be practiced at least two to three times in the morning and in the evening, on an empty stomach.

CONCEPT :

The activity can be a good remedy against ailments of throat.



OBJECTIVE :

To remove stuttering and stammering.

To give a vent to the pent up feelings within kids.

MATERIALS REQUIRED:



Mats



MODE :

Group/Individual



TIME REQUIRED :

2-3 minutes



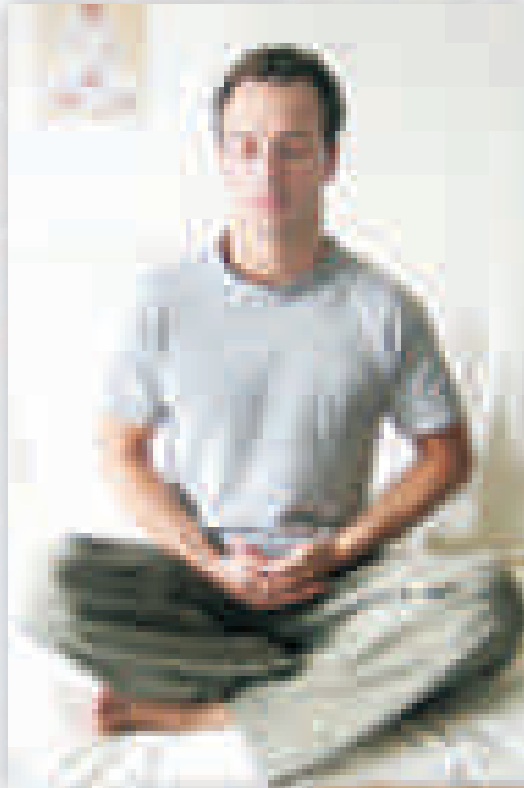
Activity: Humming like a bee

BACKGROUND:

This activity is mainly to relieve the stress caused by anger and is beneficial for children who are aggressive and restless.

METHODOLOGY:

For this activity, children must sit in a comfortable position with erect spine and knees resting on the floor. Inhale fully through both nostrils and plug the ears with the index fingers. After this, with mouth still closed, exhale completely while producing a humming sound like a bee. Exhalation should be slow and steady and they should focus on a humming sound. Lips should be together or slightly apart. Do 5-7 rounds.



OBSERVATION AND SUGGESTIONS:

This activity helps to relax the child's mind and body. Since if children are nervous and tense, this activity helps them relieve their stress.

KEY MESSAGE:

Humming like a bee shuts us out from the external world and helps us experience the beauty of the internal world.

FOLLOW UP ACTIVITY:

This activity should be practiced at least two-three times in the morning for a relaxed start to the day.

CONCEPT :

Humming like Bee can relieve stress



OBJECTIVE :

To remove stuttering and stammering.

To give a vent to the pent up feelings within kids.

MATERIALS REQUIRED:



Mats



MODE :

Group/Individual



TIME REQUIRED :

2-3 minutes



Frequently Asked Questions

Q1 What is the correct method to wash our hands?

Work up a good lather. Cover the areas between fingers, under the nails and the back of the hand upto the wrists. Put hands under running water. Dry hands with a clean towel .

Q2 How can I help people in the slums to be aware about their personal hygiene?

You can stage some 'nukkad shows' along with your classmates wherein you emphasize the steps to be taken for proper maintenance of personal hygiene. You could create slogans and work on campaigns to promote personal hygiene.

Q3 I have a cavity in my teeth. It gives me a lot of pain. I am afraid to go to the dentist. What should I do?

Dentists are friends who help you in maintaining good oral health. Every cavity in your teeth will lead you to more severe pain later on. So quickly meet a good dentist. He will advise you properly.

Q4 Is calcium really good for my teeth?

Yes, calcium gives the basic covering to the teeth. If this covering is strong the teeth will live a good life.

Q5 I am 14 yrs old. My hair has started to grey. Shall I start applying colour/mehendi to my hair?

Application of colour to the hair may damage them. Greying of hair at such a tender age may be due to eating habits that do not contain proper balanced diet. So take the help of a good dietician who will help you to decide a good diet for you.

Q6 I have a friend who has a habit of biting nails. How can he be helped?

Your friend should develop a positive attitude of self-consciousness. It may be an attitude problem or a medical problem. He should talk to a good counsellor so that he can be helped for the development of confidence and take a diet which is rich in calcium.

Q7 I have very long hair. It becomes difficult for me to wash my hair daily. What should I do?

The geographic location where you live in should help you to decide frequency of hair wash. If you live in a humid area probably washing the hair every alternate day should be helpful.

Q8 I have a lot of dandruff and my friends tease me as I scratch my hair. Help me.

Dandruff is not a disease. You should take proper care of your scalp. Use a medicated shampoo if possible or reetha powder to clean your hair and your dandruff will disappear gradually. If it persists consult a doctor immediately.

Q9 Why is it said that self discipline is important for physical fitness?

Self-discipline promotes punctuality, dedication, commitment and strong will power, which are imperative for physical fitness.

Q10 One has to do tons of push ups and dumb bells to really get that strong muscular look. How far is this true?

This is not true. Overuse of crunches will only shorten your abs, pull your head forward, and give you bad posture. Any standing exercise that will contract your abs will do, but you should specifically target your lower back to strengthen the muscles that support your spine. Along with proper exercise proper eating habits is a must and do not forget to consult your doctor before starting any diet and exercise plan.

Q11 Will indoor games also help me?

Yes. Indoor games like Chess, Carom board, Chinese checkers and Abacus inspire the mind to think independently which ultimately helps a child in dealing with real life situations too. Computer games, if selected carefully can also increase a child's speed and mental skill.

Q12 What are the benefits of yoga?

It helps in finding your limits, expanding your boundaries and relaxation of mind. It includes meditation and certain exercises, which improve breathing techniques, reduce physical and mental disorders, help maintain calmness and teach one to concentrate.

Q13 I jog every morning. How good is a morning walk?

A proper morning fitness schedule can have exercises including walking which decreases the risk of death, heart attacks, stroke, high blood pressure, some cancers, osteoporosis, depression, anxiety and obesity. It also improves overall health, helps in osteoarthritis and diabetes, reduce high cholesterol levels and lightens mood. As long as there are no medical conditions that contraindicate walking (such as predisposition to falls or advanced degenerative joint disease), walking is an excellent inexpensive form of exercise. Walking slowly for 30 minutes uses 100 calories. Even making a few minor changes in your lifestyle and walking the extra distance can make a difference.

Q14 I am fat and I can't walk or run distances easily. I get tired very easily. What should I do to be fit and not obese?

When it comes to eating here are some helpful do's and don'ts .

- Do eat slowly and avoid junk foods.
- Do listen to your body and eat only when you are hungry. Don't mistake thirst for hunger. Drink plenty of waters.
- Don't eat because you are bored or want to pass time.
- Don't skip meals.

Overeating, however, is not the main reason for obesity. Inactivity is the main reason. Exercise makes you burn energy much faster than you do when you are resting for e.g. resting for 20 minutes burns around 10 calories of energy while 20 minutes of running burns around 300 calories. An obese person needs to burn more calories than they consume.

Q15. Is cycling or swimming an exercise?

Yes. It is an exercise as it helps to improve body composition, muscular strength and endurance, muscular flexibility, toning of the body and thus helps in staying fit.

Q 17 Usually girls feel they should stay slim and trim to be fit. So "dieting" is the solution where they eat less and work more on exercises to remain thin. How healthy is it?

This is a classic myth. One needs to have proper dietary habits to remain fit. Fitness has nothing to do with slimness. To be fit one should be healthy which can happen only when one eats well in the required amounts. On the contrary, eating less and doing more workouts may lead to cardiovascular problems, poor strength of muscles, malnutrition arracmia like anemia and weakness.

Q18 Will martial arts ,aerobics ,dance classes ,kung fu etc. help me to stay fit?

The above mentioned arts help in promoting greater aerobic capacity, balance, flexibility, muscle endurance and strength. They can be considered as an excellent form of exercise for the promotion of fitness in adolescents and an alternative method to the traditional exercise.

Q19 Is it necessary that healthy eating habits can be obtained only if we take vegetarian food?

No, this is not true. Balanced diet is a diet which contains all the components of food in proper amounts. So it can be achieved from vegetarian as well as non-vegetarian sources.

Q20 If I eat one pizza daily will it harm me?

Yes. It contains a huge amount of fat that takes a long time or extensive workout to digest. So, once a week is fine but definitely not on daily basis.

Q21 We used to eat rice based items in Chennai. But now we are living in Delhi and I have a stomach ache daily. Is this because of my eating rice daily?

Yes, your stomach ache could be due to eating rice daily. There cab be many reasons for your problem. It may be that you are growing up,rice diet is not helping you to cope with the demands and growing requirements of your body. Before you take any decision on your own it is advisable to have an appointment with a good dietician who will definitely help you.

Q22 I like to eat chocolates. My mother does not allow me to eat even one chocolate. What should I do?

Your mother definitely is concerned for your health. If you eat one chocolate daily it may harm your oral health.

Q23 Can I lose weight by missing meals?

Research shows that missing meals can actually lead to an over-compensation and increased food consumption at the next meal. The result can be a gain, not loss in weight. Not only that, when a meal is missed, the body makes up for lost energy by conserving what you have already eaten and thus slows up your metabolism.

Q24 Are vegetarian diets healthier than meat-based diets?

Vegetarian diets vary greatly and can range from avoiding meat to a strict vegetarian diet, where all foods of animal origin are excluded. Some studies show that vegetarians suffer less from heart disease, some cancers, high blood pressure and type 2 diabetes, and that they live longer than meat-eaters. However, any beneficial effect is also likely to be due, in part, to a generally healthier lifestyle adopted by vegetarians including not smoking and taking more exercises. It is not simply a case of omitting meat from the diet. Thus, a vegetarian diet is not automatically healthier than an omnivorous diet and non-vegetarians who are health conscious can live just as long as vegetarians. Vegetarian diets can even be unhealthy if meat and animal products, rich in essential vitamins (e.g. vitamin B12) and minerals (e.g. iron, zinc), are not substituted by nutritionally appropriate foods or compensated by adequate food supplements.

Q25 Does sugar cause diabetes?

When sugar is consumed, the hormone insulin is required to bring blood sugar levels back down to normal. Diabetes is caused due to a lack of sugar in the diet and not excess. Once someone has diabetes it is important to manage the frequency and amount of eating and the types of carbohydrate, (including sugar) consumed to allow the body to maintain good blood sugar control.

Q26 If both my mother and grandmother are overweight, does that mean that I too will be overweight?

You do not inherit fat, but you have a tendency to become fat. The women in your family may tend to store excess weight around their thighs while the men expand around their bellies. But whether you accumulate this fat or not depends on the way you lead your life. If the number of calories you eat each day match those which you burn then you will not gain weight anywhere on your body, regardless of your parents' shape. What tends to happen, however, is that we inherit eating and lifestyle habits from those we grow up with. Kick those habits, eat well, get active. You will look and feel better.

Q27 Is it wrong to drink water in between meals?

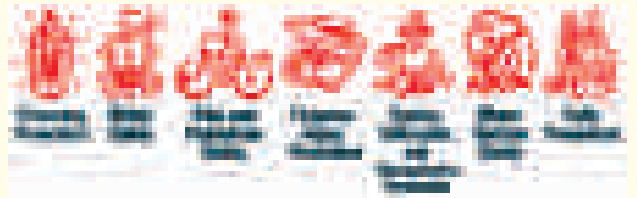
As such there is no set rule for drinking water. It is said that water should be taken only after meals are complete. This is just a myth.

Q28. Which are the areas where I have to be very careful? List out the accident prone areas which a child may normally encounter.

Fire and burns, motor vehicle safety, choking, suffocation, poisoning, falls, water drowning, risk of any adventure for which one is unprepared for etc.

Q29 Where can I find out about road safety?

Newspapers carry large coverage on road safety. The Internet has it in plenty. Moreover, police stations, traffic departments and other government departments related to transport have information about it.



Q30 In case of a fire at home/school what should I do?

At home such matters should be immediately informed to parents/elders present at that time in the home and if in school the matter should be reported to any teacher /principal. However a knowledge of use of fire extinguisher and water, switching off the main electricity connection can come in handy.

Q31 Why is it important to have the phone numbers of all family members?

It is important to have the phone numbers of all family members so that people surrounding you can contact your near and dear ones in case of any emergency. An Identity Card is always helpful when one is out of the house for any reason.

Q32 What do I do incase of a road accident?

The nearest police station is to be intimated immediately or the person be rushed to a nearby hospital if he requires any medical help.

Q33. When do we get an electric shock?

Electricity is always trying to get to the ground. It takes shortcuts whenever it can. If something that conducts electricity gives electricity an easy path to the ground, electricity will take it. You can never tell when contact with electricity will be fatal, but you can be sure that it will always hurt.

Electric shock can cause muscle spasms, weakness, shallow breathing, rapid pulse, severe burns, unconsciousness, or death. Appliances have protective insulated cords and coverings to keep you from contacting the electricity inside. It's important to use appliances and cords the way they were designed to be used so you don't damage the insulation or contact live electrical parts. If a live wire inside an appliance, toy, or power tool touches the inside of the device and you touch the device, it would be like touching a bare live wire. In a shock incident, the path that electric current takes through the body gets very hot. Burns occur all along that path, including the places on the skin where the current enters and leaves the body.

Q34. How does one act responsibly when parents are out or when one is all alone at home?

The house should be locked from inside. Care should be taken of the younger siblings. Any emergency should be reported to the neighbours first and then to the parents too. The telephone numbers of the neighbours is a must. One needs to apply one's presence of mind in problematic situations when parents have gone very far off. Help of neighbours should be taken judiciously.

Q35. Why do we have mock drills in our school?

One of the key objectives of these safety programmes is to create awareness about issues related to Road Safety amongst students and general masses. The students are told about safety rules and regulations through the use of audio-visual aids, interaction through quizzes and live demonstrations wherever undertaken. Other events such as skits on road safety and traffic drills are also organised to educate children on road safety. Mock drills expose a person to situations, which he/she has never encountered before. So the information helps in tackling them. Mock drills are also a part of evacuation drills in case of disasters.

Q36 I know my father hates me. He finds ways to beat me. What should I do?

Parents just don't beat up their children because they want it that way. There might definitely be some ways by which you may talk to your parents and find a good communication channel with your parents.

Q37 I do not have a thumb. I feel ashamed and try to remain indoors.

Not having a thumb is a body deformity but it definitely is not a disability. Even Eklavya did not have a thumb. But he became a legend and was a master archer. So respect yourself for what you are and get ahead in life.

Q38 How can I know that my friends like me truly?

It is not a measurable quantity to be known. But if you get along well with your friends and you are able to keep up a good communication with your friends you have already won the hearts of all.

Q39 Is my IQ level appropriate according to my age?

IQ of every person depends on the logical approach that an individual has developed as he grows

up. So IQ's may vary in the same age group.

Q40 Why am I so tall compared to others in my class? Everybody says I am a Giraffe!!

You are tall because your genes carry dominant height genes. Your parents might also be tall. So you do not have to worry. Feel privileged, carry yourself well and enjoy being tall.

Q41 Why is it that I catch cough and cold very easily?

Your immune system might be not as strong as it should be for your age. Consult a good physician who will advise you on proper eating habits which will help you to develop a strong immune system.

Q42 I have white spots on my face. My classmates laugh at me!

Your white spots may be due to deficiency of some minerals and vitamins that may be required by your system. Do not get obsessed by the fact. Instead, consult a good physician and a good dermatologist.

Q43 My classmates always laugh at me saying I am too short. What should I do?

You are short in height and may have small stature because of your genes. Your parents might be short. So you do not have to worry.

Q44 I have heard my teacher saying "my sixth sense works for me". Which sense is called the sixth sense and why?

Sixth sense is your inner consciousness that helps you to guide yourself in adversities. As you grow up you may feel guided by this sense.

Q45 Is it necessary to know one's blood group?

Yes, this is very important as this helps you in case of any emergency.

Q46 How can I improve on my bad habits?

Who decides what is good or bad? If you are able to analyze yourself and make a positive effort to come out of the so-called bad habits you have done a great job! Writing a daily diary may also help you in your self-introspection. Take the help of your parents & teachers.

Q47 Everybody in my class hates me because I have a "Me -Too" attitude. How should I come out of this situation?

"Me-Too" attitude is definitely not good for one's image. It is great that you have self introspected and feel the urge to come out of it. Take the help of a good counsellor or a teacher who will help you to overcome this attitude.

Q48 How can I increase my concentration power ?

Concentration power can be developed in many ways such as:

- (i) Improve your listening skills.
- (ii) Recapitulate all that you have listened to as early as possible.
- (iii) Try to jot down important points.
- (iv) Avoid any kind of distraction when involved in serious work.

PHYSICAL EDUCATION PROGRAM AT PRIMARY LEVEL

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

Advisory To Schools

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.

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, climate 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.

PHYSICAL EDUCATION PROGRAM AT PRIMARY LEVEL

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

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.

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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 flurosis. 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 over all 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. The 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 advise 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.

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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
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. P.A. to Director (Academic) CBSE
16. P.A. to HOD (EDUSAT), CBSE
17. P.A. to HOD(AIEEE), CBSE
18. PRO, CBSE

SECRETARY

**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

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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 - 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
 11. All Asstt. Education Officers, CBSE
 12. The Library and Information Officer, CBSE
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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 home 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 diary 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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- 06 The Director of School Education, Govt of Arunachal Pradesh, Itanagar-791111.
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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 dont's 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:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
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-110 054.
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.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
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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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- 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 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

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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 Boina, Dr. John. Bera, Dr. Chhavi Sawhney, Published by Paras Medical Publisher, Hyderabad. 2009