

VOL. IV



Revised **SCHOOL HEALTH** *Manual*

(Teacher's Activity Manual for Classes IX - XII)



CENTRAL BOARD OF SECONDARY EDUCATION



Revised
SCHOOL HEALTH
Manual

(Teacher's Activity Manual for Classes IX - XII)

VOL. IV



CENTRAL BOARD OF SECONDARY EDUCATION

School Health Manual Vol-IV for Classes - IX-XII

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

राज्य मंत्री
मानव संसाधन विकास
भारत सरकार
नई दिल्ली-110 115
MINISTER OF STATE FOR
HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA
NEW DELHI-110 115

MESSAGE

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

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

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

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

(Dr. D.PURANDESWARI)

अंशु वैश्य
सचिव
ANSHU VAISH
SECRETARY



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MESSAGE

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

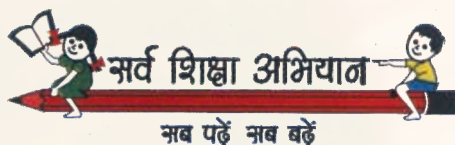
I am happy to know that the Comprehensive School Health Programme of the Central Board of Secondary Education addresses Health and Wellness of children in totality. A Health Promoting School strives to provide an environment of physical and mental health in the school. Health and wellness clubs of the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

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

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

(Anshu Vaish)

New Delhi
December 6, 2010



Dr. S.C. KHUNTIA
Joint Secretary (SE)
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भारत सरकार
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GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
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MESSAGE

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

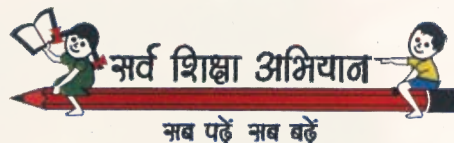
The goal of Health Education is to help students adopt and maintain healthy behaviors and to avoid health risks.

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

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

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

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



Preface



Childhood and the age of adolescence are perhaps the most momentous periods in an individual's journey of life. They are characterized by creative bursts of energy, immense curiosity about the self and the world, sudden changes in the physical, emotional and social dimensions and expanded need for communication. They are also periods of grappling with an identity crisis, feelings of isolation, anxiety, alienation and confusion. Each individual is unique with inherent positive attributes and latent potential and it is the responsibility of the school to provide opportunities for young talent to blossom and flourish.

The biggest killer in the world today is not war, disease or natural calamity. It is life style related diseases. Health is an important component of the concerns regarding adolescent issues. Obesity, lack of physical activity and exercise, mental and emotional stress are major concerns. The experiences gained as children often stay with us throughout life. Therefore there is a need to create health oriented school climate so that appropriate ambience is created which is sensitive to the health needs of school going children and helps to promote their well being.

The new millennium schools must provide a setting where in education and health programmes come together to create a health promoting environment which in turn promotes learning. It must constantly strengthen its capacity as a healthy setting for learning and preparing for life. Such schools use its full organization potential to promote health among students, staff, families and community members.

Schools need to provide a safe healthy environment which includes safe, clean water and sufficient sanitation facilities, freedom from abuse and violence, a climate of care, trust and respect, social support and mental health promotion.

The school can work in the areas of Food and Nutrition, Knowing Your Body, Personal, Environmental Hygiene and Sanitation. Behaviour and Life Skills, Physical Fitness and Being Responsible and Safe. The Manual provides guidelines to all stakeholders including managers, principals, teachers and students. There are activities designed for different levels in the different volumes of the Manual. The first part of the Manual recommends setting up of a Health and Wellness Club to further carry on these enrichment activities within the school. The ultimate objective of the Manual is to involve the school going child in making healthy life style choices.

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

The Comprehensive School Health Manuals are an outcome of the collaborative effort of CBSE along with the guidance provided by WHO India. The Manuals would not have been possible but for the effort and support provided by the material production team. I would also like to thank Dr. Sadhana Parashar, Head (Innovation & Research) and Mr. Pramod Kumar T.K., Asst. Education Officer, CBSE for coordinating and editing the Manual. There are four volumes in the package. The First volume is Introductory and the other three consist of graded activities for each level : Primary, Upper Primary and Secondary as well as Senior Secondary.

Any further suggestions for improving the Manuals are always welcome.

Vineet Joshi
CHAIRMAN

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक ' [सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए, तथा उन सब में, व्यक्ति की गरिमा और ' [राष्ट्र की एकता और अखण्डता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

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About The Comprehensive School Health Manuals

The Comprehensive School Health Manuals address a basic gap in schooling that has crept in over the years. This is largely to do with the aspect of school health which has somehow been relegated to sporadic health check-ups or in some cases a few hours of health instruction in the curriculum. It is imperative that something is done urgently to take up the issue of holistic health in school going children which includes physical, mental, emotional and psychological health. The School Health Policy and the Manual proposes to view health holistically, utilize all the educational opportunities for health promotion including formal and informal approaches in curricular pedagogy. Providing a safe school environment, an activity oriented health education curriculum to prevent health-related risk behavior, ensuring physical fitness activities and sports, providing nutritious snacks in the school canteen, ensuring access to primary health care services and integrated family and community activities and a staff health promotion policy are some of the expectations that a school should fulfill as was advised earlier in a circular issued to all the schools regarding the setting up of **Health and Wellness Clubs**.

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

A health promoting school strives to provide a healthy environment conducive to students' health, education and school health services along with school/community projects and outreach opportunities for physical education and recreation, social support and mental health promotion.

School Health and Wellness Clubs can become the focal point of school health promotion which would encompass the entire school environment and become a school campus activity. A checklist for a Health Promoting School is included so that schools can monitor their own School Health Plan. The responsibilities of the Administrators, Principals, Teachers, Counsellors and Community leaders have also been enlisted. Monitoring, Evaluation and

Sustainability of the Health Plan in each school is extremely essential. Fact Sheets regarding a Health Promoting School, focusing resources on Effective School Health and Improving School Performance through health promotion are other areas of concern.

The other three Manuals are activity based manuals for teachers. Vol II is Teachers Activity Manual which consists of activities for Primary Level (Classes I-V), Vol III is Teacher's Manual for Upper Primary Level (Classes VI-VIII) and Vol IV is Teachers' Manual for Secondary and Senior Secondary Level (Classes IX-XII). The activities revolve around six different themes - **Knowing your Body, Food and Nutrition, Personal, Environmental Hygiene and Sanitation Physical Fitness, Being Responsible and Safe and Behaviour and Life Skills**. The objective of the modules and activities is to focus on the different aspects of growth and appropriate development of the child.

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

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

Personal, Environmental Hygiene and Sanitation Activities emphasize on the need to ensure that children follow clean and regular habits regarding bath, bowel movement, sleep, oral hygiene, nails and hair. Once personal hygiene becomes a part of the regular system the child will look forward to having a cleaner environment. Sanitation activities have been added in the Revised Manual.

Physical Fitness Activities will help children to maintain fitness, strengthen cardiovascular and respiratory system, keep bones and muscles strong, ease depression, manage pain and stress and above all make one feel alive, vibrant and energetic.

Being Safe And Responsible Activities help learners to understand the consequences of risk taking behavior and create a safe environment for themselves and others. This would lead to a better quality of personal life and would enhance positive behaviour towards self and environment. Security and an environment that is physically and emotionally safe is the need of the hour and equipping a child to handle situations that are age appropriate is the task of the school, family and community.

Behaviour And Life Skills Section focuses on bringing about an awareness and in-depth understanding of behavioural issues revolving around a child which will certainly influence his or her academic performance and social development. The module is an attempt to forge clarity for the teachers to facilitate the child's learning progress. The objective of the activities is to highlight self management and infuse skills within the child which will help him or her emerge as an individual who will be well equipped to handle related issues.

The Manuals are holistic in their approach since they deal with not only physical health but also mental, social, emotional and spiritual well being. Their uniqueness lies in their participative and interactive approach. The activities mentioned can be easily incorporated in the classroom transaction, keeping in mind that hands on learning is internalized faster than conventional learning. It is also recommended that teachers may modify or customize the activities according to their social, cultural and demographic needs.

The CBSE had also undertaken a Global School Health Survey across different types of schools in various parts of the country. This was to collect data on health behaviours and protective factors that affect the immediate

and long term health status of young children. The results from the survey will help in policy formulation at the local and national level.

The activities for teachers in each Section are suggestive and it is earnestly hoped that they will be implemented in the spirit of each section through curriculum plus intervention strategies within the school. The activities are learner centred and will help learners to empower themselves to acquire knowledge for themselves in a classroom or out of the class setting.

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

The future of young India is being shaped in the schools and it is imperative that all of us take a proactive role in ensuring that healthy and balanced young minds leave school and forge ahead confidently.

We wish teachers will find the Manuals useful and enrich them further with their wisdom and experience. It is an investment that each teacher, principal and parent must make to generate and augment creative and protective capacity of young people in school. This will go a long way in creating a sustainable, social, healthy and peaceful society.

Dr. SADHANA PARASHAR
HEAD (INNOVATION & RESEARCH)

Introduction

Adolescence is regarded as a period of rapid change both biologically and psychologically. Puberty marks the end of childhood and signifies the beginning of adolescence which is characterized by dramatic physical changes in both boys as well as girls.

Your personal constitution, which is your individual metabolic make-up, helps determine how your mind and body will instinctively react when confronted with and how much effect any stimulus, as a specific taste or emotion, will have on you. This inborn metabolic pattern is called Prakriti. The personality traits most prized or the qualities disliked, all equally arise from these tendencies inherent in your prakriti.

Knowing your own constitution thus allows you to understand the workings of your mind and body better, thereby allowing greater control over the traits through planned and adequate changes which can be incorporated into your lifestyle.

The environment plays a very crucial role in nature and we as citizens of earth live up to maintain the strength of nature. For this purpose our personal health and hygiene also plays a key role and helps us to maintain good health. The role of a mother, a daughter, a father, a brother and their interaction is a vital process and key area which should stress on maintaining a psychological balance.

The adolescence is also a time of rapid physical growth and development. Usually appetites match needs but some may be attracted to trying fad diets. Keeping one-self healthy and maintaining a strict but a rich and nutritious diet helps an adolescent to develop self esteem and respect for self. Myths and facts should be clarified from a proper dietician who can guide and set up a daily Recommended Dietary Allowance, which has now become a must for all. So is proper physical exercise.

Physical education is an education through physical activities for the development of the total personality of the child to its perfection in body, mind and spirit.

Today's society places a high priority on "responsibility" in children. Self defence techniques, prioritization of work, handling pressures, working under varied conditions, taking care of siblings and being sensitive to all (including animals) is a very important desired skill to be possessed in today's youth. During the transition from childhood to adulthood, adolescents establish patterns of behavior and make lifestyle choices that affect both their current and future health. Adolescents and young adults are adversely affected by serious health and safety issues such as dangerous and risky behaviour, violence, substance use, and deviant behavior. They also struggle to adapt positive lifestyles that would decrease their risk of developing chronic diseases in adulthood-behaviors such as eating nutritiously, engaging in physical activity and choosing not to use tobacco.

Responsibility can be thought of as respect for the rights of others and personal accountability for one's actions. Responsible children use their own resources, confidence and judgment to make decisions, act independently, consider the effect their actions have on others and meet their own needs without interfering with the rights of others.

Responsible adolescent behaviour includes the following :

- Can evaluate and respond when extra help is needed around the house
- Follow curfew rules, let parents know change in plans, etc
- Developing sexual responsibility and respect personal rights of others
- Developing increased awareness of long-term life planning, career exploration

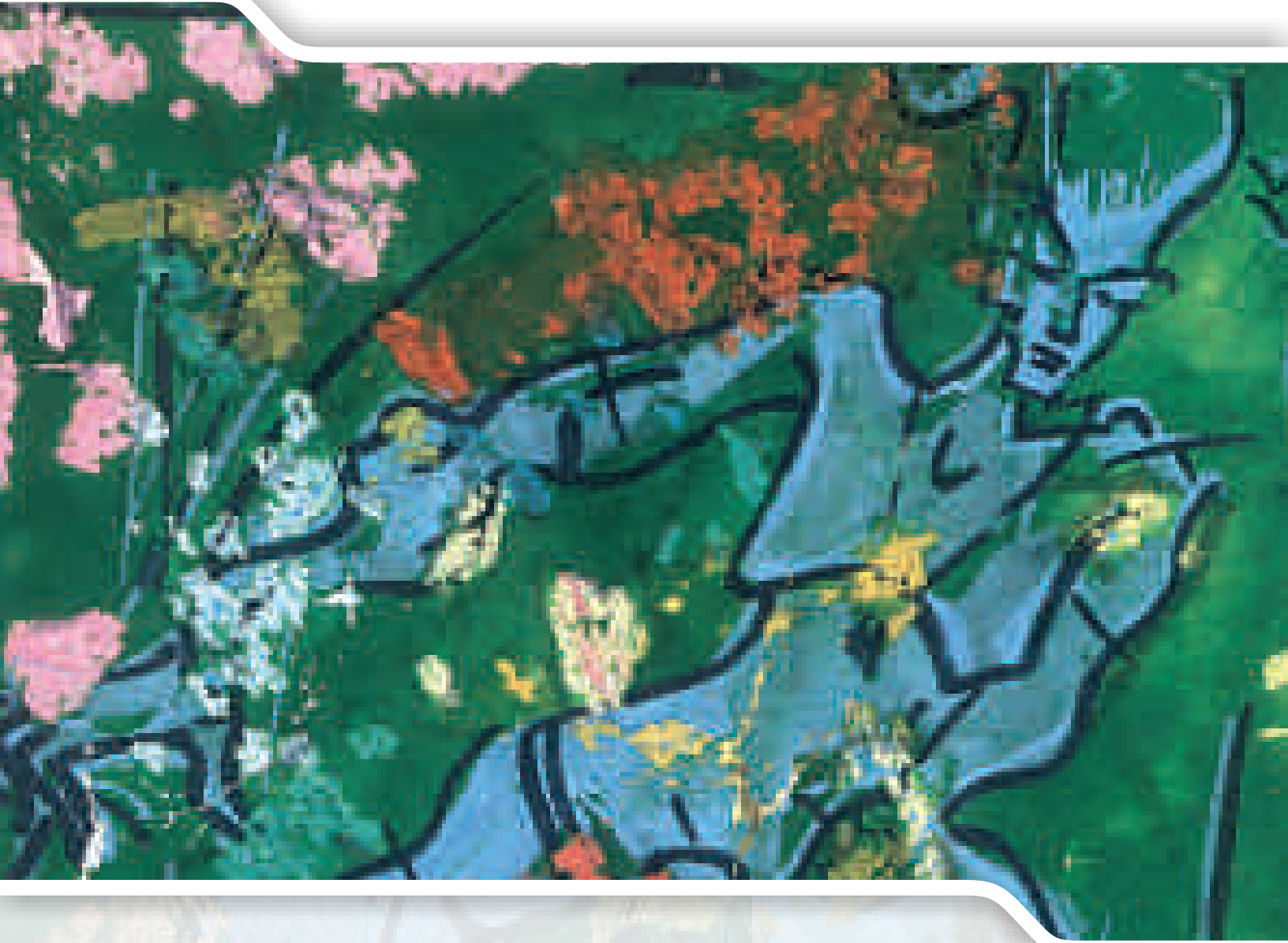
Apart from all these concerns, we need to know that students especially in their pre-teens are being exposed to a lot of media as well as stress. This has resulted many a students falling prey to taking drugs/medicines, which may be addictive in nature. It is important to know that tobacco and alcohol are extremely popular even though they are relatively more dangerous than many illegal drugs and are subjectively less pleasurable. This is attributable to the large marketing campaigns of tobacco and alcohol companies.

Substance abuse refers to the overindulgence in and dependence on a stimulant, depressant, chemical substance, herb (plant) or fungus leading to effects that are detrimental to the individual's physical health or mental health, or the welfare of others.

Hence it is necessary to make the students aware about the drug usage, as it is unhealthy with possible effects ranging from lowered intelligence to insanity to death by overdose, or little or no health effects at all. Some illegal drugs are statistically more dangerous than other unhealthy things.

Through this unit we would like to arm the students with all the knowledge possible in order to save them from falling prey to the Drug Monster.

Knowing Your Body





1

Knowing Your Body

Activity: Growing Up!

BACKGROUND:

With all the changes that take place in our body during adolescence one needs to be aware so as to keep in the best physical state.

METHODOLOGY:

The activity may be done separately for boys and girls. In the activity each participant is asked to identify one part of their body that they love and one part they dislike. Usually, responses remain focused on the face and external parts of their body. Therefore, the teacher encourages the participants to think of their external features and internal organs.

OBSERVATION:

Once all participants have responded they are told to imagine a situation where body parts they dislike stop functioning.

CONCLUSION:

Students will be able to overcome changes easily and take adversities in their stride.

RECAPITULATION:

A figure can be drawn by students on board. Each child can come to the board and label parts of body. Give examples. This encourages the participants to acknowledge the body parts that they may dislike as normal, important and necessary. Activities concluded with a brief discussion on accepting and respecting one's body and appreciating its normalcy and beauty.



CONCEPT

"Everything seems to be changing in my life right now-my best friends, my relationships with my parents, my body, my feelings, my goals-everything"
an adolescent voice.



OBJECTIVE

To understand pubertal changes that occur in our body. This activity is designed to help students to understand, accept and enjoy this period in their life to the fullest.



MATERIALS REQUIRED:

Figures of body parts, black-board.



MODE

Group/Individual separately for boys and girls



TIME REQUIRED

Two 30 min periods.



INFORMAL ASSESSMENT:

- “The teenager wants to be just like everyone else but feels different”. Explain.
- How will you deal with the changes that are happening in your life?

KEY MESSAGE:

Change is permanent and every change has to be taken up as a challenge.

SUGGESTED ACTIVITIES:

- Daily diary entry can be maintained in school.
- Strengths and weakness of every child can be noted by the teacher and she can take the initiative to help the child.



Activity: Body Mapping

BACKGROUND:

Sensitize school going adolescents regarding growing up issues.

METHODOLOGY:

- 1 The activity may be taken up separately for boys and girls.
2. The teacher divides participants in three groups. Ask one group to focus on changes in adolescents in boys.
3. Ask the second group to focus on changes in girls.
4. Ask the third group to list down changes in the thought process that have taken place since they were eight years old.

OBSERVATION:

During the activity the teacher moves amongst the groups and encourages them to list down physical and psychological changes that are more visible in girls and boys to get participants' thinking.

CONCLUSION:

The growing-up issue of children has to be addressed taking in view the global scenario and exposure to TV.

INFORMAL ASSESSMENT:

- Make presentation on group work.
- Discuss on growing up highlighting pubertal changes.

KEY MESSAGE:

Body mapping technique will help students feel proud of their developing body parts.

SUGGESTED ACTIVITIES:

- Questionnaire worksheets probing strengths and weakness can be given to students every weekend.
- "My tree" can be drawn to show strengths and weakness.

CONCEPT

"I am not growing up as my friends already have. Oh well, but liking girls is one thing I thought would never happen which is good change. Getting deeper voice is a good change too."
an adolescent voice



OBJECTIVE

To enable the students share information on growing up issues and inculcate respect for self and the opposite sex.



MATERIALS REQUIRED:

Black-board, paper strips, board pins.



MODE

Group/ Individual.
Separately for boys and girls

TIME REQUIRED

Two 30 min periods.



Activity : Different Roles - Different Expectations!

LIFE SKILLS FOCUSED

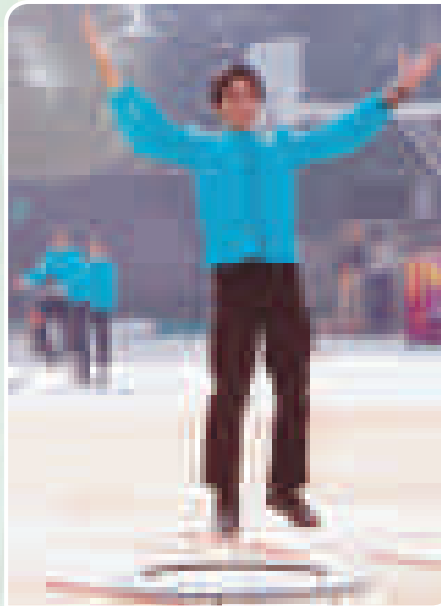
Self-awareness, Consensus Building, interpersonal relationships, Critical Thinking.

PREPARATORY WORK:

- Prepare OHP slides to be displayed in the activity.

PROCESS:

1. On the blackboard make columns headed : Female, Male, Both.
2. Ask participants to think about clothing. Which types of clothes do they think are suitable for females to wear, which for males and which can be worn by both?
3. Next, brainstorm in other categories such as jobs/careers; education; sports; tasks around the house; emotions.
4. Note the responses of participants under the three headings and ask the group to reflect on what has influenced their categorisation. *(Expected responses can be family, media, etc.)*
5. Initiate a discussion on the following questions :



CONCEPT

Concept of life



OBJECTIVE

To enable participants to understand and analyse their own perceptions of gender and the influence of social norms, media etc.



MATERIALS REQUIRED:

OHP, Marker, Blackboard



MODE

Group Pair/ whole class

TIME REQUIRED

40 minutes



SUGGESTED QUESTIONS

- How does our community view girls/women?
(Expected responses : Girls and women are expected to be caring, gentle, passive, respectful and obedient, be responsible for domestic chores and not express their desires).
- How does our community view boys/men?
(Expected responses : Boys and men make important family decisions, for example about household expenditure, role seen as provider for the family, are strong and do not show their emotions, take the lead in all relationships.)

6. Display slide.

- Gender is a sociological construct.
- Gender describes whether someone is masculine or feminine according to behavioural differences, for example, how they dress, their work and their designated role in society. These characteristics are defined by each culture so they can be different in different cultures and they can change.
- Gender roles are ideas about how men and women should behave. As gender roles are created by society, it is possible to change them.

7. Use the following questions to generate a group discussion.

QUESTIONS

- What are the expectations from males and females in our society?
- Are these expectations realistic?
- Are your views different from those of the community?
- What ideas about males and females would you like to change? How?

8. Generate a debate by randomly asking two participants, to give six points each (for and against) the topic "*Women's place is at home*".

9. Use the slide below to recapitulate and highlight the key message.

KEY MESSAGES

- No one gender is inferior to the other.
- Given a chance, both can perform complementary roles.
- Different people and cultures have different ideas and beliefs about gender roles and responsibilities.
- No single viewpoint is the absolute truth; perceptions change with socio-cultural changes.
- Learning to tolerate and respect alternative viewpoints and building a consensus is an important life skill.

Activity : Mind and Body !

BACKGROUND :

Making the students the ambassadors of change through this activity.

METHODOLOGY:

Divide the class into two groups and give each player un-labelled sheets of changes that take place in behaviour. The teacher ensures that all the participants open up and share with one another.

OBSERVATION:

Once all the participants have completed labelling, show them the basic breathing patterns, Yogasanas and Meditation techniques.

CONCLUSION:

Students will be able to develop a healthy attitude for their body and feel confident about their emotions.

RECAPITULATION:

Interactive bulletin board activity can be carried out. The teacher will draw figures on black board and students can pick out strips and paste them on the board.

INFORMAL ASSESSMENT:

- Make presentation on group work.
- Discuss on growing up highlighting emotional and behavioural changes.

KEY MESSAGE:

To know about the mind body connection and develop respect for indigenous system of Yoga and Meditation.

SUGGESTED ACTIVITIES:

- Brainstorming sessions can be had in class with topics that are related to present scenario.
- Specific topic debates can be held.
- Students can be asked to make daily diary entries which can be checked by the class teachers.



CONCEPT

"It is always easier for youth to reach out to other youth, as they use their own idioms, know their likes and dislikes, compulsions and motivations. Most importantly it is they who know what it is like to be a young person".



OBJECTIVE

To impart in-depth information related to the functioning of mind and body and to inculcate a healthy attitude towards the mind & body connection.



MATERIALS REQUIRED:

Mats, Yoga charts.



MODE

Group

TIME REQUIRED

Two 30 min periods.





Food & Nutrition



2

Food And Nutrition

Activity : Yummy! Yummy!

BACKGROUND:

'Nutrition education' refers to a planned, sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating patterns.

METHODOLOGY:

The teacher will ask the students to conduct a survey and compare the nutritional value of a few food items available at fast food corners and healthy diet joints.

OBSERVATION: The students will be able to identify and understand the benefits of diet food as compared to junk food.

CONCLUSION:

The students are able to categorize junk food and are able to compare it with healthy food.

INFORMAL ASSESSMENT:

- Plan out a meal for an athlete.
- Prepare a slogan highlighting the benefits of healthy eating.
- Based on above recapitulation students can be assessed for their presentation skills.



CONCEPT

Healthy eating patterns are essential for students to achieve their full academic potential, physical and mental growth.



OBJECTIVE

'To promote students' overall health



MATERIALS REQUIRED:

Note books, pencils/pens.



MODE

Group Work



TIME REQUIRED

30 Minutes



KEY MESSAGE:

Healthy eating patterns are essential for students to achieve their full academic potential, physical and mental growth. This will also help them to boost their self esteem.

SUGGESTED ACTIVITIES:

As the key message states activities like data recording, pie charts formation can be taken up by the student individually. He/she can then take an overall report and can develop a dietary chart for himself or herself.



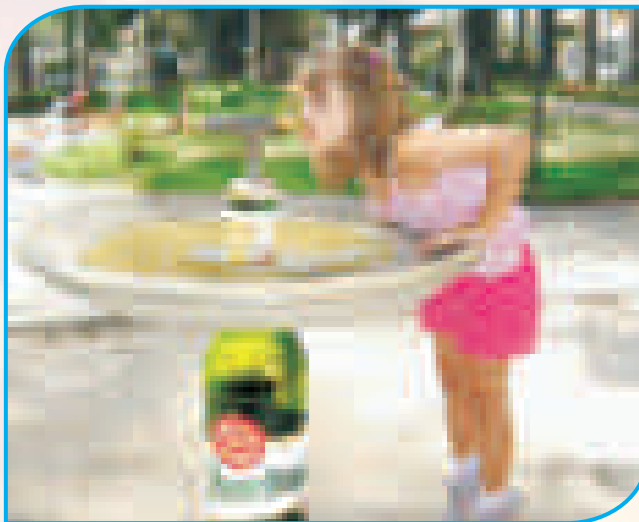
Activity: Is It Dangerous?

BACKGROUND:

Aerated drinks have been in news recently for all the wrong reasons. The Center for Science and Environment conducted a test and found that 10 brands of soft drinks contain pesticides and insecticides in excess of the prescribed limits.

METHODOLOGY:

Teacher will divide the class into groups and each group will be given newspaper cuttings related to articles on pesticides and insecticides. After a discussion among themselves the groups will present their views in front of the class and will also put forward possible solutions to the problem.



OBSERVATION:

Students will be monitored for their active participation in class discussion.

CONCLUSION:

Pesticides and insecticides are harmful for the ecological system of nature and their being used in any form is hazardous.

INFORMAL ASSESSMENT:

Each group will take out a newsletter on the above topic, which will be displayed in the school. Grading can be awarded to students on the presentation of the news letter.



CONCEPT

To make children aware about harmful uses of pesticides and their adverse effects on human health.



OBJECTIVE

To sensitize students to make the right food choices and to make them understand that they should not get easily influenced with misleading advertisements and should not compromise with health.



MATERIALS REQUIRED:

News papers, magazines, information on pesticides and insecticides.



MODE

Group

TIME REQUIRED

1 hr



Activity : Analysis of Advertisements !

BACKGROUND :

Healthy eating habits can help prevent childhood and adolescent health problems such as overweight, eating disorders and iron deficiency. Healthy eating is demonstrably linked with reduced rate for mortality and development of chronic diseases as adults.

METHODOLOGY:

The teacher will ask students to look through magazines and newspapers for 10 samples of food advertisements. She will display those advertisements and carry out a discussion on how advertisers have used images and words to get you to buy their products. Students will conduct a content analysis of the advertisements on the basis of the following criteria:

- Product Name
- Price
- Nutritional value
- Total calories
- Use innovation and imagination.



OBSERVATION / DISCUSSION :

This activity will encourage students to consume healthy and nutritious food.

CONCLUSION:

Teenagers need to understand that there are certain food items which can be labelled as 'good' and some as 'bad' for their health.

SELF ASSESSMENT:

Ask each student to create an advertisement for a food item that is nutritious. Students should use words and images that really 'sell' their product.

CONCEPT

Misleading information in advertisements can influence one's ability to take appropriate decisions.



OBJECTIVE

Creating awareness among students to not get carried away by misleading advertisements.



MATERIALS REQUIRED:

Magazines, newspaper, scissors, coloured pen, chayons



MODE

Group work

TIME REQUIRED

1 hr



KEY MESSAGE:

A well-presented advertisement does not necessarily mean selling of a good product.

SUGGESTED ACTIVITIES:

- List the various benefits of healthy eating.
- Mention any three health problems that may occur later in life due to unhealthy eating habits.



Activity : Nutri-Planner!

BACKGROUND:

The primary goal of nutrition education is to create a school environment that is conducive to healthy eating and being physically active.

METHODOLOGY:

The teacher will ask the students to prepare a food diary for a week:

- To record whatever you eat everyday for a week, along with their amounts / servings and calories.
- To group those items into various food groups
- Nutritional value
- To modify one's diet so that it is more nutritious and healthier

OBSERVATION:

Adolescence is a period of rapid growth in height and weight. Therefore a balanced diet is essential for their overall development.

CONCLUSION:

Eating a nutritious diet helps you grow, feel good and perform at your best.

SELF ASSESSMENT:

Students will prepare a 'recipe' book in which they will record recipes of their favourite dishes.

KEY MESSAGE:

Eat well, live well.

SUGGESTED ACTIVITIES:

- Plan out a healthy meal for your friend.
- Prepare a slogan highlighting the benefits of healthy eating and harmful effects of unhealthy eating habits.

CONCEPT

Helping teens make healthy food choices



OBJECTIVE

To help students identify the elements of a balanced diet.

To help them recognize the importance of proper nutrition practices.



MATERIALS REQUIRED:

Diary, paper, pencil



MODE

Individual

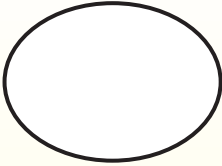
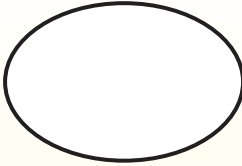
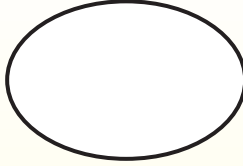
TIME REQUIRED

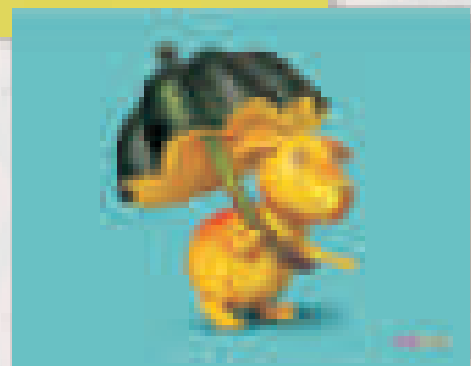
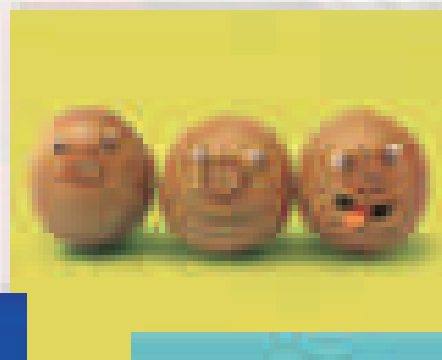
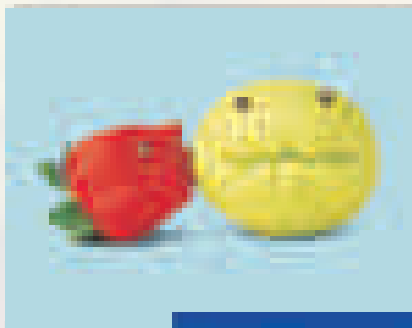
1 week



DIET CHART

STUDENT WORKSHEET

Nutrients /Meals	Carbohydrates	Proteins Fats	Mineral & water	Calories intake
				
Breakfast				
Lunch				
Snacks				
Dinner				



Activity: Live to Eat or Eat to Live!

BACKGROUND:

Nutrition education refers to a planned, sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating patterns.

METHODOLOGY:

The teacher will divide the class into small groups. She will ask each group to research information about diet related disease. They should study the disease and present their findings to the class. The teacher can make the students complete the worksheet on 'Common Dietary Problems'

OBSERVATION:

Most adolescents enjoy snacking on junk foods that do not provide them with needed vitamins, minerals and proteins for proper growth and development.

CONCLUSION:

This activity will enable students to understand health promotion and disease prevention.

SELF ASSESSMENT:

Students will be given a worksheet in which they will match the disease name with its description.

KEY MESSAGE:

It is imperative for the adolescents to engage in sound nutritional habits.

SUGGESTED ACTIVITIES:

- 'Nukkad natak' can be staged to show importance of healthy eating habits.
- Inter-class display board competition can be held on topics related to nutritional diets.

CONCEPT

Helping teens make healthy food choices



OBJECTIVE

To help students identify the elements of a balanced diet.

To help them recognize the importance of proper nutrition practices.



MATERIALS REQUIRED:

Diary, paper, pencil



MODE

Individual

TIME REQUIRED

1 week



STUDENT WORKSHEET

Common Dietary Problems

Read the list of common dietary problems below. Circle the habits that you can identify with:

- a) Eating too fast
- b) Eating the wrong amount of food
- c) Eating a lot of junk food
- d) Drinking less than 8 glasses of water
- e) Skipping breakfast
- f) Skipping lunch
- g) Having soft drinks too often
- h) Eating while studying, watching TV or travelling
- i) Eating desserts too often
- j) Eating snacks after school that are not nutritious

PERSONAL GOAL:

- The food that I have to avoid:

- The food that I must eat a lot more:

STUDENT WORKSHEET
I Don't Feel Well

Match the disease name with its description. Put your answer in the blank on the left.

- | | | | |
|------------------|-------|------------------------------|-------|
| 1. Heart disease | _____ | 7 High Blood Pressure | _____ |
| 2. Obesity | _____ | 8 Diabetes | _____ |
| 3. Anorexia | _____ | 9 Atherosclerosis | _____ |
| 4. Osteoporosis | _____ | 10. Dental caries / problems | _____ |
| 5. Anemia | _____ | 11. Constipation | _____ |
| 6. Bulimia | _____ | 12. Stroke | _____ |

- a) The *Binge Purge Syndrome*
- b) Tooth decay
- c) The '*Brittle bone*' disease
- d) Excess sugar in the blood
- e) Iron deficiency
- f) Fats build up in the arteries
- g) Bowel movements are difficult
- h) Hypertension
- i) High body weight from eating more calories than your body can burn
- j) Blood is unable to reach part of the heart
- k) Obsession with body weight to the point of self induced starving
- l) A clogged blood vessel in the brain

Personal, Environmental Hygiene and Sanitation





3

Personal, Environmental Hygiene and Sanitation

Activity: Mother and Daughter Bond

BACKGROUND:

Working with young girls in various age groups to understand their needs in the area of health and hygiene and personality development.

METHODOLOGY:

1. The teacher with the help of the Resource Person can organize this activity, which involves the mother so that they may be aware of better practice and support their daughters in adopting them.
2. Bonding games between mother and daughter
- 3 Making the mother aware of the changes associated with adolescence:
 - a. Physical changes in girls
 - b. General facts about body hygiene
 - c. Specific care about Menstrual hygiene
4. Education session for the daughter should focus on
 - a. Pubertal changes, growth spurt
 - b. Menstrual cycle
 - c. Learn to respect your body
 - d. Maintain hygiene and cleanliness
 - e. Have control over your body
 - f. Needs of your body - it means physical need (fitness, nutrition) and emotional (thought, feeling) health
5. Resource Person can discuss personal hygiene with boys separately.

OBSERVATION:

Issues concerning personal health and hygiene to be discussed in the

CONCEPT

Mother - Daughter Health and Hygiene programme. / Boy Hygiene class separately



OBJECTIVE

To help young girls cope with the changes they go through at the adolescent age in a confident manner and to accept the right hygiene practices.



MATERIALS REQUIRED:

Worksheet



MODE

Boys and Girls separately.

TIME REQUIRED

One hour



groups separately for menstruation. Hygiene can be discussed in the whole class

CONCLUSION:

Personal health and hygiene are important components of growing up.

INFORMAL ASSESSMENT:

- From the yoga teacher find out the exercises that would help you to deal with cramps.
- List out the nutritive food that is to be included in the diet.

KEY MESSAGE:

Learn to look after the needs of your body.

SUGGESTED ACTIVITIES:

Project-report writing for the interactive session. Role plays can be held during morning assemblies. Board display competitions can be held for topics of Mother- Daughter relationship and Parent Teen Bounding.



STUDENT WORKSHEET

Part of the body	What to do?	Likely problems if not done
Hands	Washing both hands, rubbing with plenty of water and soap before/after eating	Dysentery Diarrhoea Worms (some) Cholera Some respiratory infections (colds)
Head	<ul style="list-style-type: none">● Washing face with plenty of water and soap● Cleaning teeth after meals● Bathing	Eye disease (trachoma, conjunctivitis) Tooth decay Lice
Body	<ul style="list-style-type: none">● Bathing regularly● Washing clothes	Lice, scabies, ring worm



Activity: Waste Generation at Home

BACKGROUND / PREVIOUS KNOWLEDGE:

Waste management system plays a vital role in the development of a town or a village. Designing of the Waste management system entirely depends on the types of waste generated.

METHODOLOGY:

- Put on a pair of rubber gloves.
- Collect dustbins with waste from different rooms and the kitchen in an open space (balcony or courtyard) of your house.
- Empty one dustbin at a time on a plastic sheet.
- Segregate all the components on the basis of their biodegradability.
- Biodegradable waste can further be separated into paper, natural fibres and kitchen waste.
- Non-biodegradable components can further be separated into plastics, metals, glass ceramics and polyester cloth.

OBSERVATION:

Make a list of the different types of waste generated at your home.

CONCLUSION:

This exercise will provide the students an insight into different types of waste generated at home. This will further help them to think critically about the proper disposal of waste.

SELF ASSESSMENT:

1. Find out the waste disposal system at your home.
2. Find out the waste disposal system of your colony.
3. Visit the place where the waste of the colony is dumped. Write your observations.

CONCEPT

Awareness about the waste generated at home



OBJECTIVE

To make students aware about the types of waste generated at home.



MATERIALS REQUIRED:

Pair of rubber gloves, a plastic sheet, dustbins, paper and pencil



MODE

Individual

TIME REQUIRED

30 minutes (at home)



Activity : Newspaper in Environmental Education

BACKGROUND / PREVIOUS KNOWLEDGE :

It is important that students gain awareness about environmental matters. Newspapers carry many news articles related to environment. In order to make them concerned members of the society it is important that they discuss news related to environment among themselves and try and find solutions.

METHODOLOGY:

- Teacher may ask students to cut one news clipping related to waste and paste it on an A-4 sheet.
- Read the news item and note down difficult words and queries on the same sheet below the news item.
- The students should find out the meaning of the difficult words from the library or from the teacher.
- During Environment Education or Life Skills period, the teacher may take up the topic for discussion and clarify the doubts of the students.

OBSERVATION:

The children can pin their sheet on a bulletin board and put it near the library for the school community to read.

CONCLUSION:

The awareness will motivate students to think critically and develop an attitude to look for solutions for environment problems.

SELF ASSESSMENT:

1. The monitor of the class can collect all the news clipping from the bulletin board and arrange a quiz for the class.
2. Discuss these environment related news items with your parents and other family members.

CONCEPT

Newspaper as a means to learn contemporary environmental problems



OBJECTIVE

To familiarize student with current environmental problems



MATERIALS REQUIRED:

Newspaper Sheets



MODE

Individual Work/
Group Work

TIME REQUIRED

One period



Activity : Design A Waste Management System

BACKGROUND / PREVIOUS KNOWLEDGE :

Solid waste contains various components, many of them can be reused or recycled and thus reduce quantity of waste to be dumped.

METHODOLOGY :

Teacher can initiate a discussion through which students can successfully design a waste management system in the school.

The following points may be discussed.

- Identify different types of waste generated in the school and their sources.
- Find out what is the waste collection system in the school.
- The class can be divided into three groups. The class may be divided into three groups. Each group may be assigned the following specific task and asked to submit a report in the next period.
- **Group -1 :** Collect information about the type of waste generated in the classroom and the measures required to collect the waste separately. Make a list of things and changes required to achieve their goals.
- **Group -2 :** Collect information about waste generated in the school office and the measures required to collect the waste separately. Make a list of things and changes required to achieve the goals.
- **Group -3 :** Collect information about waste generated in the canteen and the measures required to collect the waste separately. Make a list of things and changes required to achieve the goals.

Teacher can guide students in finalizing the plan and for arranging the required resources to achieve the goals.

The following action plan may be suggested :

- Arrange blue bins for non-biodegradable and green for biodegradable or simple dustbins with labels, so that children collect waste in separate bins.

CONCEPT

Seregation of waste helps in optimum utilization through reusing and recycling



OBJECTIVE

To help students to develop an attitude to collect waste separately



MATERIALS REQUIRED:

Paper



MODE

Individual Work

TIME REQUIRED

Four periods



- Instruct the children regularly in the assembly, in order to develop a habit of throwing waste in appropriate bins.

The following may be suggested for the school administration :

- Instruct the safai karamchari to sort and collect the waste separately.
- Paper from the waste can be sent to school paper recycling plant. If school does not have a recycling plant, a local rag picker could be arranged and paper and plastic could be sold on daily basis.
- Food waste can be dumped into a "compost pit" along with garden waste.

OBSERVATION :

Individual groups may note down the observations/findings and report to the teacher in charge regularly.

CONCLUSION:

Average quantity of paper, plastic and food waste generated per student per day may be calculated once in a fortnight. Students with the help of safai karamcharies can get these waste materials collected in separate bags and weighed.

SELF ASSESSMENT :

1. Why is management of waste necessary?
2. List any five ways by which you can reduce the use of non-biodegradable materials and promote the use of biodegradable materials in your daily life?



Activity: Recycling Of Waste Paper

BACKGROUND / PREVIOUS KNOWLEDGE :

To help conserve forests and to reduce quantity of waste it is imperative to reuse and recycle paper as much as possible. The technique to make paper varies depending on the quality of paper. A simple technique is given here which students can practice at home.

METHODOLOGY:

Paper Recycling

1. Shred the waste paper into very small size pieces and soak in water for 6-7 hours.
2. Remove excess of water and churn in a mixer. (In absence of a mixer, mash the paper with hand into pulp)
3. Take a fine mesh and cut it according to the size of the paper required.
4. Put a muslin cloth on the mesh and hold it tightly.
5. Transfer pulp depending on the thickness of paper you want.
6. Add water to pulp depending on the thickness of paper you want.
7. Slide the mesh with the muslin cloth into the tub and move it around in the tub until pulp is evenly distributed on mesh.
8. Lift the mesh and place it in the other tub for few minutes to allow excess water to drain off.
9. Very carefully transfer the cloth with pulp on a previously cleaned cemented floor in the sun. After the paper is semi-dry remove it from the cloth.
10. When it is semi dry, roll a roller-pin over it to straighten it.
11. Allow it to dry completely.

OBSERVATION :

Paper made through this method could be used to make attractive greeting cards.

EVALUATION :

This experiment is a good demonstration to generate awareness about recycling of waste paper. This is a good example of transforming waste into a usable material.

CONCLUSION :

Recycling reduces the amount of waste and helps in improving the environment.

SELF ASSESSMENT :

1. Why is it important to recycle paper?

CONCEPT

Saving paper is saving trees



OBJECTIVE

To make students aware of the importance of waste paper as raw material for making fresh paper



MATERIALS REQUIRED:

Waste paper, mixer, mesh, muslin cloth, tub, roller pin



MODE

Individual Work

TIME REQUIRED

One practical session (one and a half hour)



Activity: Compost Making !

BACKGROUND / PREVIOUS KNOWLEDGE :

Dead plants, leaves and other plant parts as well as kitchen waste represent organic waste, which is generated every where almost on daily basis. Indiscriminate disposal or dumping of organic waste cause odour nuisance and unhygienic conditions. Moreover dumping or burning of organic waste represent a loss of the valuable material which can be converted into organic manure and used for enriching soil fertility.

METHODOLOGY:

- A compost pile may be built by layering different kinds of organic wastes in a bin. Between the layers either grass cuttings, saw dust, old papers or twigs may be placed in order to leave space for air to circulate.
- The pile may be turned up and down for better aeration for initial two to four days.
- Nitrogen is added to the pile in the form of bone meal, (grass from mowed lawns, leaves etc.) or cow dung to promote decomposition by microbes.
- Water is sprinkled and the pile is kept moist and not allowed to dry.
- As heat and steam build up, the waste decomposes over a period of 3-4 months into a nutrient-rich substance called compost.
- The Compost is then applied to the soil as manure.



CONCEPT

Waste from kitchen and garden can be converted into valuable manure



OBJECTIVE

To learn to convert waste into useable product.



MATERIALS REQUIRED:

Hardening tools, grass, newspaper raw dust



MODE

A demonstration activity or group work.



TIME REQUIRED

3-4 months activity may be carried out during EE period



OBSERVATION:

Waste material, if not reused may cause problems for the environment.

EVALUATION:

Soil microbes decompose complex organic waste molecules releasing the nutrients locked in the organic wastes, which may be easily absorbed by the plants.

RECAPITULATION:

It is not difficult to change the system if we change our attitude towards waste. This helps us to create a healthy environment. Waste can also be used as useful material.

SELF ASSESSMENT:

1. Why should the compost pile be kept moist and not too wet?
2. How is organic manure different from its raw material in its chemical nature?
3. What is the role of decomposers in maintaining soil fertility?



Activity : Best Out Of Waste

BACKGROUND :

Waste is becoming a serious environmental problem and can become a hazard if not treated suitably. In order to reduce generation of waste, it is essential that we find ways to reuse and recycle waste material to produce useful items.

METHODOLOGY :

It is possible to convert waste through imaginative ways into useful materials.

We are often amazed to see people using locally available waste materials and create wonderful utility items out of them. If we recall, we find many such instances around us. Like granny knitting a new design sweater from an old one, making dolls from worn out clothes or socks, small flower baskets from used wooden ice-cream spoons, decorative pieces from empty egg shell, sea-shells etc.

Some more ideas are given below:

- Small left over pieces of cloth (if you stitch at home) can be stitched to make bags and mats.
- Pencil shavings can be used to make decorative pictures.
- Waste paper may be rolled into fine cylindrical tube like structures and used for making either photo frames or pencil holders.
- The upper broken part of the Squash or Sauce glass bottle can be cut with the glasscutter, edges smoothened and then used as flower vases.
- Weaving mats from left over pieces of wool or strips cut from unutilized poly-bags.

You may think of other activities suitable to your needs.

OBSERVATION :

Creative ideas and skills convert waste into utility items. This not only helps to reduce waste but also help in generating revenue.

VALUATION :

Waste should not always be considered as a problem, as some of it can be converted into a useful product.

CONCEPT

Saving paper is saving trees



OBJECTIVE

To make students aware of the importance of waste paper as raw material for making fresh paper



MATERIALS REQUIRED:

Pieces of cloth, pencils, sharpeners, waste paper



MODE

Individual Work

TIME REQUIRED

One practical session (one and a half hours)



RECAPITULATION:

Natural resources are limited and hence people in different parts have evolved different ways to optimally utilize resources. This also includes meaningful utilization of the waste generated by them. This helps in reducing unnecessary stress on nature by mounting waste generated by society.

ASSESSMENT:

1. Collect information about various ways to use waste as raw material for making useful items.

This information can be shared with other students in order to encourage them to reuse waste as far as possible and to change their attitude towards waste.

2. Students may be challenged to make useful items from the waste collected in the school.



UTILITY ITEMS MADE FROM WASTE

Activity : Ambassadors of AIDS Awareness

BACKGROUND:

Education about AIDS is an important step one can take to make sure that our generation and our relationships stay healthy.

METHODOLOGY:

1. The teacher will ask the students to express their opinion about HIV/AIDS related statement.
2. When the statement is read by the Facilitator the students must stand under the Agree or Disagree sign that matches their opinion. If he is uncertain, he should remain in the centre of the room.
3. Next the facilitator reads the following statement and asks the student to move to 'No risk', 'High risk' and 'Low risk' categories. For instance:
 - Sharing needles in intravenous drug use: High risk

OBSERVATION:

The teacher then discusses the cause of factors that will place someone at risk or not at risk of HIV. The statement where the student's response is uncertain, the teacher clarifies doubts.

CONCLUSION:

Interactive sessions would help the students to change their attitude, behaviour and the misconceptions prevailing among the learners.

SELF ASSESSMENT:

- When is Aids Day celebrated?
- Assess your knowledge, and change the attitude and behaviour of students. Be a peer educator and influence the peer group.

KEY MESSAGE: Awareness about AIDS and other sensitive issues is important to make sure the younger generations stay healthy.

CONCEPT

Misconception and attitude towards persons with HIV/AIDS.



OBJECTIVE

To make the students learn that persons with AIDS should not be ostracized but supported through love and kindness.



MATERIALS REQUIRED:

Statements related to HIV/AIDS to be prepared by teacher



MODE

Group work

TIME REQUIRED

One hour



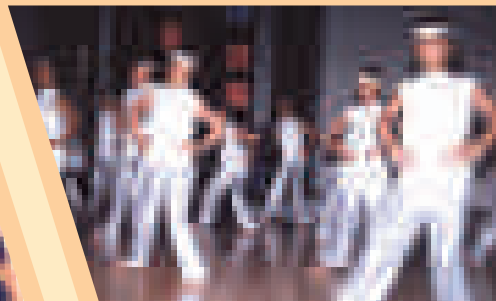
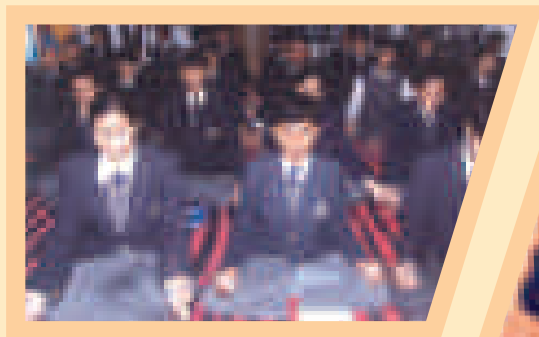
SUGGESTED ACTIVITIES:

Slogan competition at the inter-class, inter-school state and national level can be held by the school authorities. Similarly poster design competitions can be held.



Physical

Fitness





4 Physical Fitness

Activity : Holistic Development

BACKGROUND:

Yoga is a part of India's rich heritage. It aims at developing self - discipline and control over one's emotions through meditation and breathing exercises.

In today's world of stress and competition, it is an excellent means of stress- reliever.

METHODOLOGY:

Yoga will form an integral part of the PT class. Breathing exercises or *pranayam* will help the students to become more relaxed, calm and stress free. Students will be introduced to *Yoga* and the importance of *Pranayam* will be reinforced.



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 down.

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.

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.

OBSERVATION:

CONCEPT

Yoga is an essential component of holistic education.



OBJECTIVES

To teach students of the short - term and long-term benefits of Yoga.



MATERIAL REQUIRED:

Mats(1mx1m)



MODE

Individual work



TIME REQUIRED

7-12 min daily



Students will feel fresh after the session.

CONCLUSION:

Yoga will help the students to face the challenges in the real world in a realistic manner.

INFORMAL ASSESSMENT:

1. Worksheets depicting different asanas will be given to the students and they will have to recognize them.
2. Students will make a project file on '*Yoga - its origin, different asanas and its benefits and display pictures of a few asanas.*'
3. Drill presentations at the end of every month.

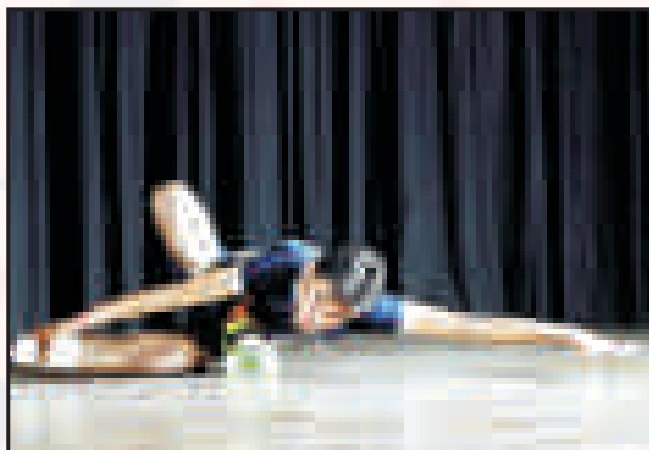
NOTE: No yogic exercises are to be done without the presence of a registered practitioner.

KEY MESSAGE:

- (i) Importance of exercise
- (ii) Getting up early
- (iii) Awareness of our culture and traditions

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, Yoga 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 for the student.



Activity : Am I Fit?

BACKGROUND:

Planned, successfully conducted physical education programmes can provide many benefits for children and adolescents like improved levels of physical fitness, self-discipline and enhanced self-confidence.

METHODOLOGY:

Aerobics can be made a part of the extra - curricular activities. A trained physical educator would teach aerobics twice in a week. It can also be made a part of the after - school programme.

OBSERVATION:

This activity will work for improvement of physical fitness of the children especially those who are obese and lead a sedentary life.

CONCLUSION:

Aerobics is a very enjoyable yet fruitful way of exercise. It not only enhances the body gate posture but also develops flexibility in a child.

SELF ASSESSMENT:

- What are the physical fitness activities that I am involved in?
- What are the changes in my mood, energy levels, emotional states and fitness levels that I have experienced over a period of time?

INFORMAL ASSESSMENT:

- To record the changes in their weight over a period of one month.
- To assess the increase in the stamina of children through simple physical exercises like climbing of stairs and taking rounds of the field.
- Write a daily diary recording positive benefits of Aerobics.



CONCEPT

Health is defined as the state of being physically, mentally and spiritually fit.



OBJECTIVE

To make the students understand that one can achieve physical fitness in an enjoyable manner.



MATERIALS REQUIRED:

Film or chart on Aerobics music system



MODE

Individual/Group

TIME REQUIRED

20 minutes



KEY MESSAGE :

- Importance of exercise
- Positive attitude
- Self-monitoring
- Body posture
- Flexibility

SUGGESTED ACTIVITIES:

Prepare an activity calendar.

- Track it
- Go with a plan
- Go for a goal
- Track it
- Don't burn out before you even warm up
- Mix it up with various activities



Activity : Well Being

BACKGROUND:

Sports is an essential part of physical fitness. It helps in developing qualities like leadership, sportsmanship, teamwork and discipline. These qualities help in making an individual a more responsible and confident person.

METHODOLOGY:

The school will organize for an outstation camp for the students. The teacher will encourage students to participate in the outstation adventurous camps involving activities like river crossing, trekking, rock climbing etc.

OBSERVATION:

This activity will enable the students to learn the traits of a good leader and to develop skills which would make them competent to achieve group goals.

CONCLUSION:

A healthy mind rests in a healthy body. Staying fit means developing inherent skills like responsibility and ability to deal with a range of situations.

INFORMAL ASSESSMENT:

- To take feedback from the participants in terms of the leadership styles of the various members of the group.
- **Goal ranking:** Let the student identify the sports or games that he/she presently plays or is good at. Help the child set a goal or personal target to be achieved every two months. Help him/her review the goal whenever required. The teacher has to provide the direction as well as give inputs every two months. Review it at the end of the year. [Suggestions,



CONCEPT

Physical fitness forms the basis of the well being of all human beings.



OBJECTIVE

To identify and practice skills required to lead a group and to deal with different members of the group.



MATERIALS REQUIRED:

Adventure kit (having the necessary accessories, safety kit etc...)



MODE

Group work

TIME REQUIRED

3 hours



positive criticism, diet information, technique enhancement and areas of improvement should be communicated to the child every two months]

KEY MESSAGE :

- (i) Self confidence
- (ii) Inter and Intra- relationships
- (iii) Decision making

SUGGESTED ACTIVITIES:

Administration of the Questionnaire to as many friends as you can and analyse the data.



QUESTIONNAIRE

	Absolutely	Maybe	Not Really	No Way
The coolest physical activities are ones that I can do with my friends, or that give me a way to meet new people.				
I get pumped up for physical activity because it makes me feel better and helps me stay in shape.				
The kind of activities I like are risky and exciting. I like to move like lightning or change directions quickly.				
What a move! I like to do physical activities that look incredible when others do them. I appreciate their moves and want to do them too.				
For me, physical activities are major stress relievers. I can take a break from my problems not only by doing the activities. but also by watching others do them.				
No pain, no gain! I love to workout alone. I like activities that are physically tough. Give me a long hard practice any day-even if I have to give up other things for it.				
I love to workout alone.				
I love working in a group.				

Activity : Body Image

BACKGROUND : A student's diet and activity level play a crucial role in determining his /her weight

METHODOLOGY:

The teacher will show the students pictures of three people - 2 thin / lean structured and one obese.

Students will give their initial reactions by responding quickly. Typically it is found that the thin-structured people will receive the most positive response while the obese person receives the most negative response.

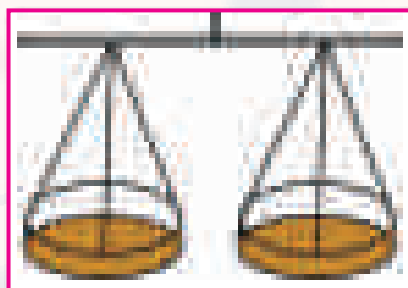
This will be followed by a discussion on student's perception and feelings about overweight and obesity.

The discussion will address issues like:

- What is the difference between being overweight and being obese?
- What are the various factors that lead to obesity?
- What type of health problems are related to obesity?
- What can one do to reduce weight?
- How can physical activity help in weight loss?

OBSERVATION:

INTAKE:
Calories from
food



OUTPUT:
Calories used
during physical
activity

The Energy Balance

The energy balance is like a scale. To remain in balance, the calories consumed (from foods) must be consumed by the calories used (physical activity)

CONCEPT

A student's diet and activity level play a crucial role in determining his / her weight



OBJECTIVE

The students will be able to:

- identify factors that cause individuals to become overweight
- devise a plan to establish life long healthy habits



MATERIALS REQUIRED:

Activity sheets, paper, pencil



MODE

Group

TIME REQUIRED

One hour



CONCLUSION:

In order to maintain a stable weight a person needs to burn the same amount of calories he / she consumes.

SELF ASSESSMENT:

The students will plan daily routine in a manner that they strike a balance between their physical activity and healthy diet.

KEY MESSAGE :

Physical activity along with a healthy diet plays an important role in the prevention of overweight and obesity.

SUGGESTED ACTIVITIES:

Teacher will divide the class into groups and will assign following topics-

1. Pros and Cons of joining spot reduction weight loss centers
2. Pros and cons of dieting
3. The disadvantage of being slim.



Activity : Violence Is Not My Cup Of Tea

BACKGROUND:

- What is violence?
- Where and in what kind of situations does one tend to become violent?
- The various ways in which adolescents express violence?

METHODOLOGY:

1. Divide the class into groups of 5-6 students each.
2. Give each group a situation written on the card sheets.
3. Give them 10 minutes to discuss the situation among their groups and prepare a role play.
4. The duration of the role play would be about 5-7mts.
5. Invite each group to present their role play.

GUIDELINES:

After each group presents their role play, initiate a discussion revolving around the following issues.

- The causes that tend to spread increase in violence.
- How can adolescents contribute to stopping violence?
- Alternative practices instead of violent reaction.

OBSERVATION:

Students were able to understand alternate ways of dealing with problems.

CONCLUSION:

It is important to learn to identify situations that are disturbing for an individual and realize the consequences of expressing violent reactions to disturbing situations.



CONCEPT

Resorting to violence in handling uncomfortable situations reflects uncontrolled behaviour.



OBJECTIVE

- Understanding violence, the impact of violence on an individual as well as society and the ways to prevent violence



MATERIALS REQUIRED:

- Flipchart
- Card sheets
- Markers



MODE

Role play and discussion



TIME REQUIRED

1 Hour



KEY MESSAGE :

- Say no to violence
- Violence can be there at home /school /playground /market /even on the road/anywhere
- Both men women, children are affected by violence
- Violence can be both mental or physical
- Everybody needs to avoid violence

SUGGESTED ACTIVITIES:

Ask students to list sources of anger and frustrations. Then list appropriate and inappropriate ways of dealing with those situation.



Activity : Key That Opens The Lock

BACKGROUND :

Problem solving is a skill required by every individual. It involves implementing decisions in order to achieve a goal or goals. Problem solving includes developing goals, locating and processing information, implementing decisions and evaluating results.

METHODOLOGY:

Divide the group into pairs. One member will share a problem which is to be clarified through reflective listening by the other member. Each pair will keep these questions in mind:

1. What is the problem ?
 2. Has the problem been solved through good listening skills ?
 3. What is the next step ?
- After 8 minutes, get the pairs to share some of the problems reflected and list them. Pick up the problem that requires the problem solving process.
 - Show the steps in problem solving written clearly on a board
 - a. Identify the problem
 - b. Brainstorm for solutions
 - c. Make a plan of action
 - d. Set up time for evaluation

Now select one of the problem and ask for a volunteer to role play the following problem solving sequence :

- Identify the problem and reflect to clarify the problem.
- Brainstorming for possible solution.
- Let the group suggest all possible solutions.

CONCEPT

Many adolescents experience aggressive and violent behavior on a daily basis in school, home and community settings. Violence and aggression are the newest and the most visible faces of this deeply rooted, multi-faceted societal problem.



OBJECTIVES

Participants/students will be able to:

- Explore reactions to anger in self and in others.
- Identify healthy and unhealthy reactions to anger
- Identify false beliefs about anger



MATERIALS REQUIRED:

- Copies of 'HANDLING ANGER' worksheets for each member
- Copy of "When you are angry you are most like...." for the trainer



MODE

- Activity and group discussion



TIME REQUIRED

- 2 hours (120 minutes)



- Making a plan of action. Go over the proposed solutions and select the most favourable one to execute.
- Executing the solution.
- Discuss with the group about the process of cracking the problem and how well the solution worked

OBSERVATIONS:

Gain in decision making ability. Better perception to analyse at depth the problem was noticed in students.

CONCLUSION:

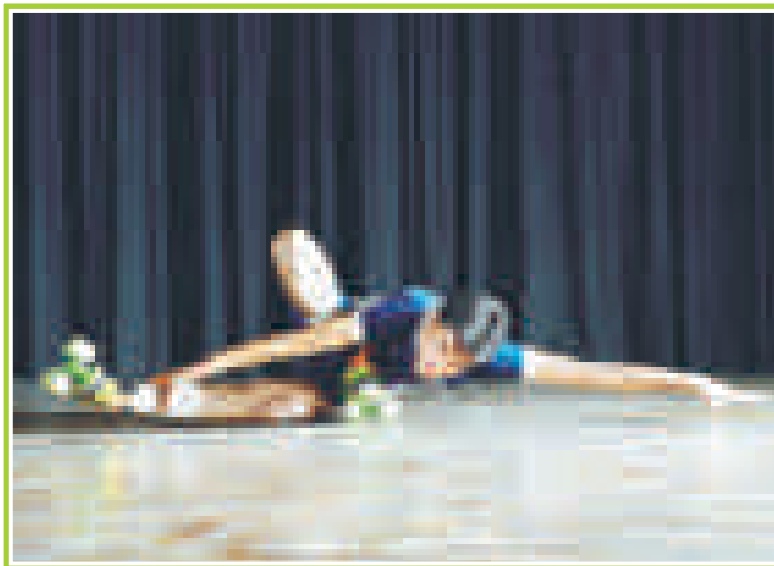
The step by step approach helps the students to develop a knack of solving the problems.

INFORMAL ASSESSMENT:

Give students some situations on which they can apply this process.

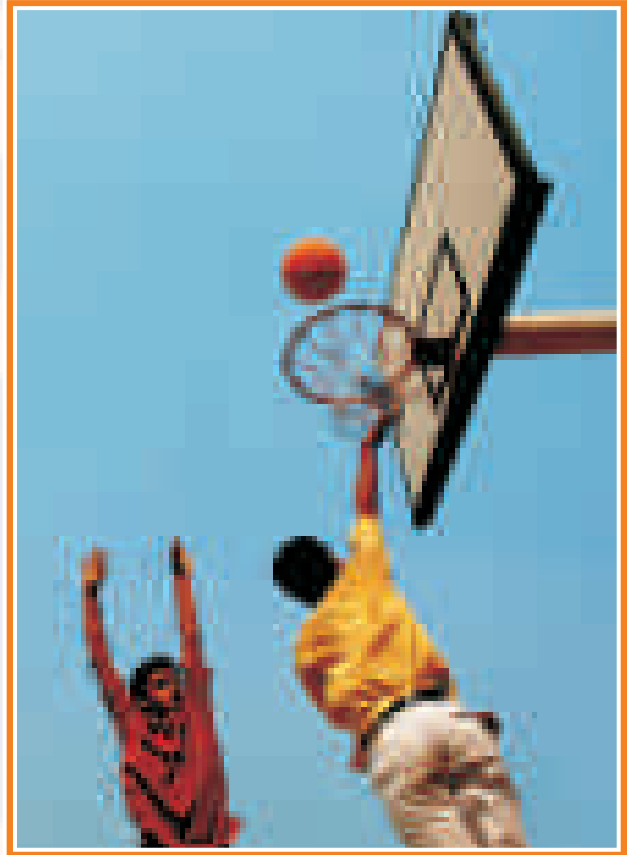
KEY MESSAGE:

1. Identify the real problem
2. Explore the many ways to solve the problem
3. Select the final solution
4. Evaluate the effectiveness of the solution chosen



SUGGESTED ACTIVITY:

Ask the students to discuss three situations during the week when they applied the four steps of decision making process.



BEING
Responsible
& Safe





5

Being Responsible And Safe

Activity - Safety Measures

BACKGROUND:

Disaster management can be defined as the range of activities designed to maintain control over disaster and emergency situations before they occur and to provide a framework for helping at-risk persons to avoid or recover from the impact of the disaster. Disaster management deals with situations that occur prior to, during, and after the disaster.

METHODOLOGY:

The teacher provides a presentation using a OHP/ppt/charts. The teacher discusses about the importance of presentation and also how to handle disasters. She divides the group in equal number and encourages them to have a brainstorming session related to the topic.

CONCLUSION:

Children will understand that those who do not act responsibly should experience the effect of their actions.

RECAPITULATION

Discuss about the accident prone areas in the house and the need for safety measures to be followed. A little negligence can become the cause of a major accident

INFORMAL ASSESSMENT:

- (i) Demonstration of management of fire by calling the

CONCEPT

Safety Measures are a must in today's emerging society.



OBJECTIVE

To recognize situations that may potentially result in unsafe environment and implementing appropriate intervention.



MATERIALS REQUIRED:

Presentation



MODE

Individual



TIME REQUIRED

30 minutes



local fire brigade.

- (ii) List down a few natural and man - made disasters.
- (iii) Work out a management strategy in groups for managing the same.

KEY MESSAGE:

- (i) Self realization
- (ii) Presentation skills enhancement

SUGGESTED ACTIVITIES:

- (i) How lightening affect the electronic devices at home?
- (ii) **What ifing:** A range of open ended questions can be thrown to the class.
 - (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?
- (vi) Name three chemical substances to be kept at home for safety purposes and which can be used during accidents

STUDENT AID GUIDE

It is important to know what to do and what not to do in case of mishap or an accident. Given below are some handy tips to remember as emergency measures in case of a fire accident.

The first step is to rescue the victim from the source of fire. In the event of fire, remember delay is the biggest enemy and every second counts, so speed and clear thinking are required.

1. Move away from the source of fire.
2. Call for help.
3. Never stand up in the fire. Remember, clear air is at ground level.
4. Always crawl on the floor to pull out a person who is lying unconscious or disabled.
5. Keep your mouth covered.
6. Never go back into a burning building for any reason.
7. If there is fire in a room, which has doors and windows closed, do not open them to let in air. The rush of air will increase the intensity of fire.

All of us should be geared up to handle fire and fire victims. The first few hours after burns are the most crucial for recovery. The first aid provider should know how to deal with a person whose clothes

have caught fire.

Fire Burns

1. Stop the burning process.
2. Remove the heat source.
3. Extinguish the fire by pouring cold water over burnt area. The fire gets extinguished by pouring cold water over burnt area. This incidentally cools the skin also and the heat penetration into the deeper layers of the skin is thereby reduced. (The process of cooling takes time, even up to several hours.)
4. In minor burns, involving hands, fingers or feet, cold compress can be continued.
5. If clothes are soaked with hot liquids, pour water and remove the heat-trapped clothing.
6. Remove finger rings, toe rings, chains bangles etc. immediately because burnt area swells and it becomes difficult to remove later. It can even lead to the use of cutters at times.
7. Rather than waiting for the doctor to arrive, immediately rush to the nearest doctor available since the first few hours are the most crucial.
8. Do not apply anything on burnt skin. People use various substances on burns, like ink, toothpaste, mud, cow-dung, ghee, vaseline, sindoor, etc., which should not be done in any case.
9. Do not try to clean the wound.
10. Do not pull adherent particles of charred clothing.
11. Do not pierce blisters.
12. If the hands are burnt, keep them above the level of the shoulders.
13. Elevate the burnt feet or legs.
14. If the face is burnt, prop up the victim and watch for any breathing difficulty.
15. Mouth may need cleaning by putting your finger or handkerchief inside the mouth to remove froth, loose teeth, foreign material, broken dentures, etc. Face may be turned to one side for easy breathing.
16. Sips of water or fresh lime water with a pinch of salt and soda bicarbonate could be

given to a conscious patient.

Electric Burns

Electric burns require immediate first aid measures. It is of paramount importance to exercise care and restraint in such situations. There are a few things that are never done in case of electrical burn injuries. Bear these in mind always. Severity of injury mainly depends on the voltage of current.

1. Do not touch the person who is in contact with electricity.
2. Switch off the main circuit.
3. Use a wooden stick to move the person away from electric source.
4. Never use water if there is electric fire and the electricity is not switched off.
5. If victim is not breathing give artificial respiration and shift to the hospital.

Chemical Burns

Chemical burns are also required to be dealt with caution and care. It is essential to use the environmental evidences to the benefit of the injured individual. Face and trunk are the most commonly affected. There are usually multiple patches due to splattering of the chemical like acids and alkalies. Other parts commonly involved are neck, arms, hands, lower limbs, eyes. Mouth cavity and food pipe can be burnt due to swallowing of chemicals by mistake. A chemical will continue to do damage for as long as it is in contact with the skin.

1. Remove clothing.
2. Wash away the chemical with running water as quickly as possible for several minutes (not less than 5-10 minutes).
3. If the container is lying nearby, read the name of the chemical and any first aid directions written on it, otherwise wash with '1% Soda bicarb solution' for *acid* burns and 'Citric acid solution' for *alkali* burns.
4. Rush to the doctor.

These injuries are common amongst student working in chemistry labs.

Eye Burns

Every part of the body is important but great speed is needed to save eyes from permanent damage. Victim can himself splash water several times in the affected eye otherwise, lay the victim on his back and turn his head to one side so that chemical will not be washed into the other normal eye. Hold the eyelids apart with thumb and forefingers and gently pour water for 10 minutes at least. Do not pour water from a height. It could further damage the eye. Shift the victim to the hospital without delay.



Activity : School Safety

BACKGROUND :

For youth to fulfill their potential in schools, schools should be safe and secure places.

METHODOLOGY:

The teacher narrates a real life incident that led to accident due to neglect. A newspaper cutout or a page from a magazine can be read in the class. The topic of discussion should be available to the child two days earlier so that they come to school prepared. Interactive session is conducted on how the accident could have been avoided. This generates a feeling of responsibility for their actions.

OBSERVATION:

Interactive sessions between the student and teacher strengthen the view point that without safe learning environment students will have difficulty. Concern for improving school safety is very vital.

CONCLUSION:

Allowing children to set goals, make choices and solve problems make children experience being responsible decision-makers.

INFORMAL ASSESSMENT:

- To go to neighborhood schools and list unsafe items found there and politely point it out to the student representative.
- To have talk related to safety measures with assembly.
- To have an inter-house skill competition related to safety measures.

KEY MESSAGE :

- (i) Planning ahead
- (ii) Self monitoring

SUGGESTED ACTIVITIES:

Pick and choose a few and add on as per your interest to be able to handle more responsibilities. Take an initiative and see the difference.

CONCEPT

School safety is vital for students.



OBJECTIVE

To develop strategies to improve school safety.



MATERIALS REQUIRED:

Manuals on safety



MODE

Group/ Whole class

TIME REQUIRED

30 minutes



- Managing an allowance.
- Making plans with friends for a school excursion.
- “Shramdaan” in school classroom, playground,
- Picking up his/her siblings daily after school.
- Create a task force in school with the consent of teachers and school management and putting up articles related to safety issues in school on the notice board for everyone to read them.



Activity : Defending Ourselves

BACKGROUND :

It is very important to realize that to keep yourself safe you have to be bold enough to go out of your home.

METHODOLOGY:

The self-defense teacher will introduce students to a variety of attack moves. The enabling activity will allow students to work out scenarios that could happen to them or someone they know. e.g.

- It is late at night and you are walking back home. You decide to take a short cut - it is deserted land. Someone attacks and grabs you from behind.
- While walking down the street, a man comes and asks you what is the time and suddenly grabs your wrist with both his hands.
- You are travelling in a bus. Somebody tries to snatch away your necklace.
- You are alone at home waiting for your pizza to be delivered. The delivery man forces his way into your house as soon as you turn to get the money.



Once the students have identified a few scenarios they will enact those situations and the defense moves that will enable them to get out of those situations.

OBSERVATION:

Students will gain confidence and will be able to save / protect themselves from approaching strangers.

CONCLUSION:

Self defense techniques are very important for students especially for girls.

CONCEPT

Self-defense isn't about hurting others it's about keeping oneself from being hurt.



OBJECTIVE

The students will understand how to defend themselves from an attack.



MATERIALS REQUIRED:

Paper, pencil, self defense rubric



MODE

Small Group

TIME REQUIRED

30 minutes



INFORMAL ASSESSMENT:

Students will look for real life success stories where defense moves have helped people to save themselves from attackers.

KEY MESSAGE :

Self defense is what you think and more importantly how you think.

SUGGESTED ACTIVITIES:

- To collect articles on self defense activities.
- To take group activity on giving them knowledge about good and bad touch.



Activity – The Smoke Detectives

BACKGROUND:

While some hazards cannot be avoided but one can prevent the happening by being prepared.

METHODOLOGY:

The teacher will make three columns on the board: 'PREVENT', 'PREPARE' and 'PROTECT'. She will ask students to suggest ways to prevent fires from happening in their homes and will write their answers under 'PREVENT' column. e.g.

- Don't play with candles, lighters, matches
- Don't plug too many appliances into one outlet
- Don't place extension cords under rugs
- Keep flammable items away from stoves and hot appliances

Similarly she will ask students how they might prepare for a fire and write their answers under 'PREPARE' column. e.g.

- Keep a fire extinguisher in the kitchen
- Keep a list of important numbers near the phone
- Install smoke alarms and test them regularly

She will then ask students how they would protect themselves if there was a fire and write their answers under 'PROTECT' column. e.g.

- Leave the house immediately
- If your clothes catch fire, roll on the floor but do not run

Students can work in small groups and prepare fire-safety posters for the school.

OBSERVATION:

The students will get an opportunity to share this information with family members and friends.

CONCLUSION:

This activity will enable students to prepare a 'fire safety checklist' for the school.

CONCEPT

Teaching children about the dangers of fire and informing them about how to become active in preventing fires may actually prove life saving, should they ever be involved in a serious fire.



OBJECTIVE

To educate students about fire prevention and to provide them with the essential skills they will need if a fire actually occurs.



MATERIALS REQUIRED:

Fire safety checklist, balckboard, markers/chalk



MODE

Individual / Group



TIME REQUIRED

One hour



INFORMAL ASSESSMENT:

The students will be provided with a *fire safety checklist* that includes fire hazards that can be around them in their houses. They should tick against the hazards that they can observe in their house.

KEY MESSAGE :

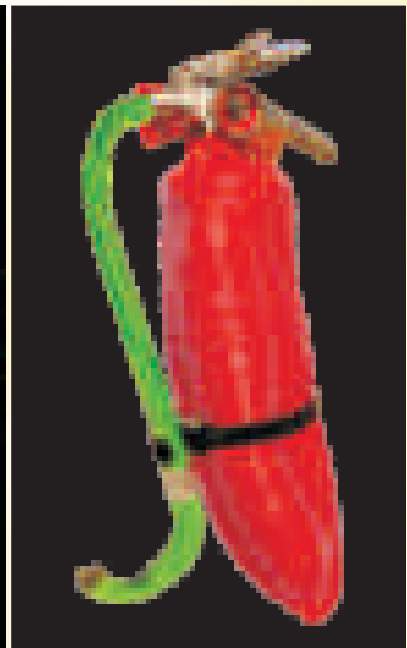
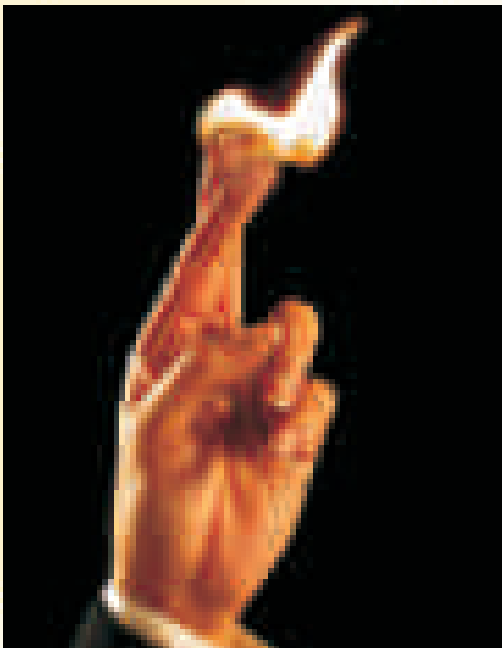
Statistics show that most of the fire that takes place could have been easily avoided provided one is more cautious.

SUGGESTED ACTIVITIES:

Ask students to prepare *Information Survival Guide* about any other kind of disaster.

FIRE SAFETY CHECKLIST

- Are candles, matchsticks and lighters kept away from small children?
- Do you keep your basement closets, garage clear of combustibles like paper, cartons, old furniture etc?
- Are fuel-burning heaters and appliances properly installed and used?
- Is paint kept in tightly closed metal containers?
- Is the chimney cleaned and checked regularly?
- Keep cooking areas clear of combustibles.



Activity : Evacuation Drill

BACKGROUND :

As the number of students is increasing in all the schools, it has become mandatory for all the students to be trained in a manner where they do not lose patience during crisis.

METHODOLOGY:

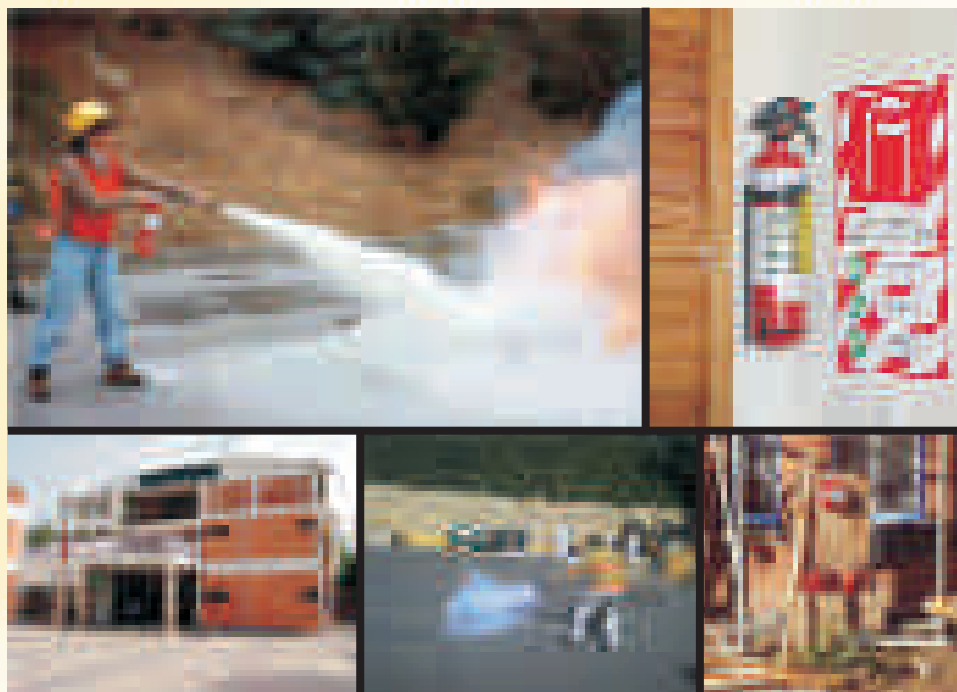
Students are told to assemble, given briefing, shown plan and then the situation is simulated. Time set maintained. Practical exercise, according to situation is done.

OBSERVATION:

Students understand the situation, analyze and react without panic and are mentally alert to face crisis.

ASSESSMENT:

- Make a list of feelings and reactions
- Time management
- Various drills according to the potential threats
- Regular drills



CONCEPT

Drill is a routine that can be followed in an emergency situation.



OBJECTIVE

To train the students to evacuate a building in case of fire, flood or earthquake without panic, anxiety or stampede. Teach the students to respond to emergency alarm.



MODE

Whole school.



TIME REQUIRED

1 hour/2 periods



Activity : Safety Rules

BACKGROUND :

Students should know about the safety rules that should be followed in various situations ranging from crossing the road to being aware of other potential dangers in the environment such as dealing with strangers.

METHODOLOGY:

The teacher starts the session by talking to the students about safety rules. Then we classify the rules into different categories such as:

1. Common Rules
2. Specific Rules
 - (i) Road
 - (ii) Fire
 - (iii) Strangers
 - (iv) Anything related to local dangers.

OBSERVATION:

Students understand the situation, analyze, and react without panic and are mentally alert to face crisis.

ASSESSMENT:

- Make a list of feelings and reactions
- Time management
- Various drills according to the potential threats.
- Regular drills.



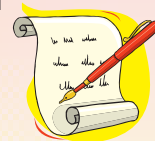
CONCEPT

Safety rules help the students to take care of themselves.



OBJECTIVE

By participating in this activity the students will learn and understand the consequences of risk-taking behaviour. It will facilitate safe living for themselves and others.



MODE

Group work



TIME REQUIRED

2 periods/ 1 hr as a part of Safety week or Health week



Activity : First Aid

BACKGROUND :

As complexity in life is increasing and students are leading a very active life, it is necessary that they learn to deal with small emergencies themselves.

METHODOLOGY:

Activity starts with a pre-activity preparation, that is, School team comprising of Nurse, Doctor and counsellor take care that the venue is ready, material is ready etc.

Parents belonging to similar profession are also involved.

Activity starts with a formal introduction to First-Aid followed by a Multimedia presentation showing how to handle emergencies.

OBSERVATION:

Students will be able to handle minor injuries like cuts, sprains etc without panic and anxiety and would be able to distinguish between fracture and sprain.



CONCEPT

First-Aid is simple and immediate emergency treatment that one can give/receive to an injured or ill person.



OBJECTIVE

To train students to attend to small injuries that may occur on playgrounds, in school buildings or in neighbourhood.



MODE

Group work



TIME REQUIRED

1-day workshop



ASSESSMENT:

- Make a list of articles that are needed in case of emergency.
- Maintain a First-Aid box at home.
- Make a list of important people and phone number in case emergency occurs.



Behaviour And Life Skills





6

Behaviour And Life Skills

Activity : Good Feelings!

BACKGROUND:

Emotion is a particular feeling, a quality of conscious awareness and a way of responding.

METHODOLOGY:

- The teacher divides the group into pairs.
- Distribute a sheet of paper to each student and ask him / her to write five statements or draw five things that make him / her feel good about himself / herself.
- The statements can be verbal compliments / actions; for instance someone tells you that you are good in sports.
- Ask the student to write five statements / draw five things that they think would make their partners feel good about himself / herself.
- Have the pairs get together in small groups of four to share their statements / drawings.

OBSERVATION:

The teacher initiates discussion by asking questions like

- Was it difficult for you to think of five statements that make you happy?
- Whether it was difficult to think of five things that would make your partner happy? Why or Why not?

CONCLUSION:

It is important to learn positive and safe ways to understand and express feelings.

SELF ASSESSMENT :

- Do something nice to or for a friend.
- What was the reaction of their friend?

CONCEPT

Understanding feelings



OBJECTIVE

To make the young people learn how negative feelings expressed by others / self can affect our self-esteem and behaviour.



MATERIALS REQUIRED:

Paper, pen, chart paper, markers



MODE

Group work / class



TIME REQUIRED

30 minutes



KEY MESSAGE :

Understand degrees or intensities of feelings

SUGGESTED ACTIVITY :

Ask the adolescent to identify and write

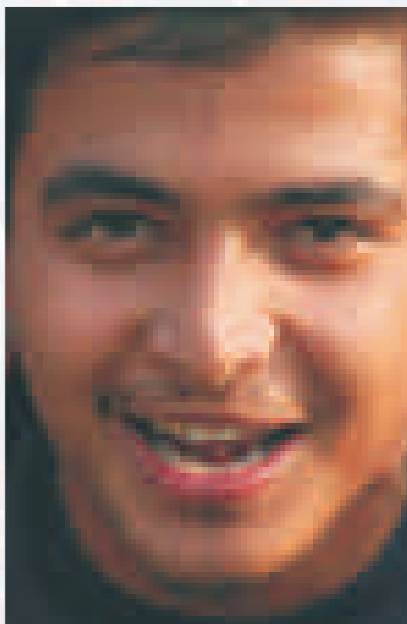
- i) the emotions they experience,
- ii) the situations that cause these emotions,
- iii) the effect of these situations on their lives and
- iv) what they can and what they cannot change about these situations in a tabular form.



STUDENT WORKSHEET

Emotion	Cause	Effect	What can be done?

- Activity Anger Reading Technique - Get 'R....I....D'
- R - Recognize your anger signals and accept that You are angry.
- I - Identify a positive way to analyze the situation.
- D - Do something constructive to calm down.



Activity: Positive Image

BACKGROUND:

Knowledge about one's strength helps in developing goals for attaining them.

METHODOLOGY:

1. The teacher forms groups of six each.
2. Give Hand out of the list of personal qualities to each student.
3. The students are asked to feel free to add qualities to the suggested list of personal qualities - the more qualities the young people can relate to the better.

- | | |
|-----------------|---------------------|
| ● Happy | ● Easy going |
| ● Flexible | ● Dancer |
| ● Singer | ● Graceful |
| ● Honest | ● Encourages others |
| ● Hard worker | ● Friendly |
| ● Generous | ● Intelligent |
| ● Punctual | ● Religious |
| ● Sensitive | ● Strong |
| ● Dedicated | ● Warm |
| ● Confident | ● Humorous |
| ● Considerate | ● Tolerant |
| ● Creative | ● Brave |
| ● Charming | ● Calm |
| ● Compassionate | ● Caring |
| ● Affectionate | ● Attractive |
| ● Thoughtful | ● Soft spoken |

4. Have learners check all qualities which describe them, the learners will list out the qualities which they see in themselves on a sheet of paper.
5. To discuss and share their individual qualities in their groups. The groups are asked to give feedback to each person at a time on additional qualities that were not checked by the person.

CONCEPT

Identifying one's own strength



OBJECTIVE

Students will feel good about themselves, see their varied strengths and get an understanding and positive feedback on how their peers see them.



MATERIALS REQUIRED:

List of qualities, sheet of paper, pens



MODE

Group work/
whole class



TIME REQUIRED

45 minutes



6. If the students are reserved, the teacher can initiate the discussion by showing their own personal qualities.
7. Once everyone in the small group has shared, open the discussion.

OBSERVATION:

1. What did it feel like to share your personal qualities?
2. Is it hard to say positive things about yourself in a group?
3. Were you surprised at how many qualities you have?

CONCLUSION:

By focusing on the concept of liking ourselves, we feel good about other people and better at anything we are doing. We are more sure of ourselves and more able to accomplish things.

KEY MESSAGE:

Think positively about yourself.

SUGGESTED ACTIVITIES:

Ask them to bring photographs and write special qualities against them and paste photographs of all on the bulletin board of the class.



Activity : Learning To Deal With Anger And Aggression

BACKGROUND :

Some people explode when they are angry while others keep things inside and let their anger eat them. Some people get boiling hot and some people get ice cold. The connection between thoughts and actions is a two way. Feelings and actions affect each other. It is important to acknowledge, accept, manage and appropriately express feelings rather than being overwhelmed by their strength. It should be explained to the children that 'anger' is a natural feeling and managing our emotions is a big part of growing up.

METHODOLOGY:

- Divide the participants into groups. There should not be more than 10 members per group.
- Distribute the worksheet *Handling Anger* to each person. Give 15 to 20 minutes for the participants to fill their sheets without discussion with other group members.
- Ask the group to choose a group representative.
- The group representative discusses the questions given in *Handling Anger* and summarizes the group opinions. He summarizes the group opinions.
- After all the groups have finished each group representative is invited to come forward and present his group opinion.
- The trainer writes every technique (both healthy and unhealthy) of handling anger, which emerges, from all the groups, on the blackboard.

CONCEPT

Many adolescents experience aggressive and violent behavior on a daily basis in school, home and community settings. Youth violence has assumed epidemic proportions. Violence and aggression are the newest and the most visible faces of this deeply rooted, multi-faceted societal problem.



OBJECTIVE

Participants/Students will be able to:

- Explore reactions to anger in self and in others.
- Identify healthy and unhealthy reactions to anger
- Identify false beliefs about anger



MATERIALS REQUIRED:

- Copies of 'HANDLING ANGER' worksheets for each member
- Copy of "When you are angry you are most like....." for the trainer



MODE

- Activity and group discussion



TIME REQUIRED

- 2 hours (120 minutes)



OBSERVATIONS

Common responses, which may come forth, would include the following:

Get even	Throw things
Hide in the room	Run.....
Talk to a friend about it	Do nothing.....
Yell	Go and work out / exercise.....
Ignore it	Scream
Take a walk	Hit someone (fight).....
Hit something (usually the wall)	

CONCLUSION

- Conclude the activity with 'anger' as a natural feeling. Managing our emotions is a big part of growing up.
- Help the children name the "big six" emotions:

1. Mad	4. Scared
2. Glad	5. Guilty
3. Sad	6. Lonely

INFORMAL ASSESSMENT:

Note down their reactions next time they are in an angry situation.

KEY MESSAGES:

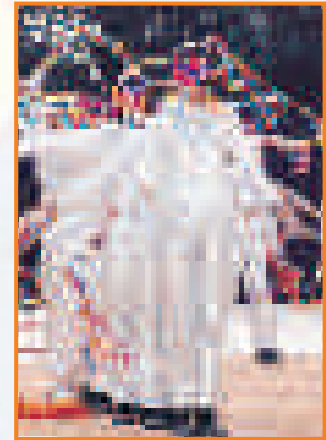
- All emotions just are; they are not good or bad. How one expresses them is very important.
- Temper tantrums, violent outbursts and acting-out behavior fuelled by anger are the common precipitators to both inpatient and outpatient therapy for adolescents.
- Often, depression and suicidal tendencies result from anger directed inward.

SUGGESTED ACTIVITIES:

Do role plays by giving them situations in which they will enact the way they are going to handle the emotion.

Handout

Make Xerox copies and distribute to each participant for filling in



HANDLING ANGER

1. When I get angry, I usually (explain what you do)

2. Does this reaction work for me? Why or why not?

3. How is anger expressed in my family?

Mother : _____

Father : _____

Siblings : _____

Important others : _____

Assertiveness Training - Handout

Make Xerox copies and distribute to all participants at the end of the workshop.

DELAY AND NEGOTIATION TECHNIQUES DELAY / TECHNIQUES

Don't make any decisions until you have had time to think it over. Includes statements such as:

Please, not now, I'm not ready.

Sorry, my friend is waiting. We'll decide later.

I'm busy right now. Let's find a better time to talk about this.

Let's wait and make a decision in a week or two.

I need to talk to someone else first.

NEGOTIATION TECHNIQUES

Try to find a decision you think is acceptable to both parties. Includes statements such as:

Let's try this instead.

Do you think we can find something to do that will make us both happy?

How about we try to do this instead?

Refusal Techniques Handout

1. "NO THANKS" TECHNIQUE

"Would you like a smoke?"

"No thanks."

2. GIVE A REASON OR EXCUSE

"Do you want a drink?" "No thanks, I have basketball practice."

3. BROKEN RECORD

"Just try this joint."

"No way."

"Come on, just one puff!"

"No way."

"Come on"

"No way."

"Don't worry. You won't get caught, wimp."

"I said, No Way!"

4. WALK AWAY

"Are you coming outside for a smoke?" Say "no" and walk away while saying it.

5. AVOID THE SITUATION

If you know or see places where people often cause trouble, stay away from those places or go another way.

6. COLD SHOULDER

"Hey, are you coming to the party on Saturday night? There will be lots of beer!" Just ignore the person.

7. CHANGE THE SUBJECT

Start talking about something else

"Do you want some beer?"

"Hey! I'm not into this music at all.

I'm going to go request something else."

8. STRENGTH IN NUMBERS

Hang around with people you trust, especially in problem situations.

9. HUMOUR

Make a joke of the situation.

"Want a beer?"

"No thanks, too much work at home"

10. STATE A HEALTH PROBLEM

"Do you want to smoke?" "No thanks, I'm allergic to smoke."

11. REVERSE THE PRESSURE

"I saw beer in your fridge. You should get it."

"You get it if you want it so badly."

Refusal Techniques - Student Worksheet

"No thanks" technique

Give a reason or excuse

Broken record

Walk away

Avoiding the situation

Cold shoulder

Change the subject

Reverse the pressure

Strength in numbers

Humour

State a health problem

1. Choose a couple of your favourite refusal skills and explain why.

2. Choose two refusal skills that are most difficult for you and explain why.

3. Choose two refusal skills that you would recommend to a younger sibling. Why would you recommend these?

Activity : Painting Competition

BACKGROUND :

Growing up children are not able to express their conflicts verbally. Thus, it is a good idea to ask the students to draw and paint their view of the relationship of their family.

METHODOLOGY:

Look through photographs or magazines for things you like or that describe you. Cut them out and arrange them on the poster board. Make any design you like.

Put pictures on that make you feel good, that express what you like and who you are. Hang on your wall with pride. Do one in every six months and you will be amazed how much you will have changed.

OBSERVATION:

Students draw the family's painting, which provide an insight in their perception and self esteem.

ASSESSMENT:

In this activity the teacher's observation should be taken into accounts.

- The colours used by the student
- Content analysis
- Injury from the seemingly disturbed student.
- Parental interview and counselling to both, the child and the parent.



CONCEPT

Painting is also considered a good method of expressing the feelings. Colouring activity is equally expressive



OBJECTIVE

This activity provides an insight into students perception and attitude towards other's in relation with oneself.



MATERIALS REQUIRED:

Newspapers
Magazines



MODE

100% participation



TIME REQUIRED

2 periods/ 1 hr



Activity : Role Play

BACKGROUND :

Through role-play participants can experience and explore the feeling and potential outcomes of a social situation without suffering the actual consequences of their decisions.

METHODOLOGY:

Divide the class into small groups. Assign the students their roles and give them time to practice. Allow them to display. Discuss and ask the students to comment.

OBSERVATION:

Student reflect their perception and relationships with others and their environment making the students more responsible.

ASSESSMENT:

- Think of a situation
- Decide the roles
- Write a script
- Write down the feeling
- Discuss and share
- Expert advice



CONCEPT

Role-play techniques ideally suited for situations where identification is sought for the characters specially for contrasting or evolutionary behaviour



OBJECTIVE

This activity aims at generating innovative and reflective range of responses towards a particular situation. It will enhance the personal skills while providing safe environment to give vent to one's 'emotions', besides it helps the students to empathise



MODE

Group-work



TIME REQUIRED

1 hr / 2 pds



Activity : Extempore

BACKGROUND :

Students in their pre-adolescent years are easily excited and while participating in such activities tend to voice their viewpoints on the issues of their concern.

METHODOLOGY:

This activity can be done in the classroom in the language students are comfortable with. Maximum 1 minute is given to each student. The teacher keeps on recording the talk on various dimensions. Deliberate effort is made to give emotionally laden topics.

OBSERVATION:

The pitch of the voice, the confidence in which the students speak provides an insight into students self-concept.

ASSESSMENT:

Students are asked to make a list of emotions they experience in different situations, such as :-

- When they are angry
- When facing exams
- To seek permission from parents
- Peer group comparison

SUGGESTED ACTIVITIES:

- Further questionnaires can be administered
- Referral services according to the need of the individual
- Counselling to be provided at whatever level needed, be it
 - School level
 - Class level
 - Individual level
 - Peer group level

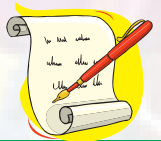
CONCEPT

On the spot activity such as extempore provide an insight into student's thinking style.



OBJECTIVE

To provide the opportunity to share their opinions. This may help the school to mould their policies according to present need.



MODE

Group



TIME REQUIRED

1 hr/ 2 pds



Activity : Research Project

BACKGROUND:

Students are being exposed to lot of stress and as a result medicine/ drugs, which may be addictive in nature. Peer pressure, exposure to media add to such problems in school.

METHODOLOGY:

Teachers debrief the children and then divide the whole class into four groups :

Group 1 : Collect information about various drugs

Group 2 : Collect information about the laws that guide this problem.

Group 3 : Why does one fall prey to such habits.

Group 4 : Make of plan of action.

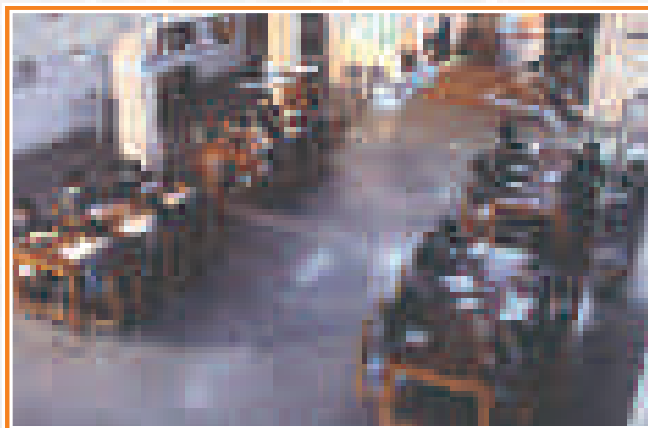
Once the students finish the work they come and share the information with other students. This is followed by panel discussion where experts may be involved. Data/information can be downloaded from the Internet.

OBSERVATION:

Students gain knowledge, discuss the problems openly and share their concerns with the experts.

ASSESSMENT:

- Collect the name of the substances that can be addictive.
- Discuss the reason that lead to addiction.
- Make a list of the rules that guide addiction
- Take a pledge to say no to drugs.
- If some friend they know is in trouble, they must report to the responsible adult.



CONCEPT

Drugs are substances, sold illegally and are often addictive in nature.



OBJECTIVE

By performing this activity, the student will learn to abstain from drugs. They will know about the existing laws related and the management of stress, how to resist peer pressure and help the friends around.



MODE

(Part of the health week) Group work



TIME REQUIRED

2 periods



Activity : Questions And Answer Session

BACKGROUND :

Role models play an important role in moulding young minds. Their viewpoints help the students to internalize good values. These kind of activities motivate the students to emulate their role model behaviour.

METHODOLOGY:

Minimum three experts from the fields can be invited. Principal, parent representative, school's doctor and counsellor also join the panel. Students are encouraged to ask any question that may be pertaining to the subject. At the end experts are given opportunity to express their viewpoints and inform about the neglected aspects.



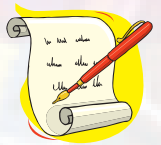
CONCEPT

Understanding the problem from an expert's viewpoint is more convincing than others



OBJECTIVE

To ensure that students have gained all the necessary information, which will help them to take up active and safe life.



MODE

Panel discussion



TIME REQUIRED

1 hr/2 periods



Activity : Awareness Kit

BACKGROUND :

Ignorance about this issue leads to curiosity which in turn may lead to experimentation at an early stage.

METHODOLOGY:

School has house activities, one of the activities can be centered around the theme. Each group presents the ill-effects of addiction in its various aspects. Students, teachers and other members of Healths Clubs participate in the event.

OBSERVATION:

- Increases awareness
- Type of questions asked provide insight to policy makers regarding cause and effect relationship.

ASSESSMENT:

- Talk to the expert if confused.
- Approach a responsible adult, if in trouble.
- Share views with friends, teachers and parents.



CONCEPT

The ill-effects of substance abuse will bring about awareness amongst students.



OBJECTIVE

By witnessing this skit the students will come to understand the ill effects of any form of addiction. The students will also understand the value of counselling and social support.



MODE

Group



TIME REQUIRED

1 hour/assembly



Activity: Introductory Discussion

When examinations are around the corner, students come under great stress. For many it is due to the fear of failure or bad performance. For others, it is due to the anxiety to perform well and excel. Even toppers are not untouched by the sense of apprehension. Parental pressure provides an additional contributory factor to the general tension.

INSTRUCTIONS :

1. Ask : Why are examinations so important in the life of students?

With the help of the participants identify and write down on the blackboard the major reason why examinations are considered so crucial.

Some reasons are :-

- Because they affect a student's career
- Because performance in examinations determine a student's chances of admission to professional colleges and reputed institutions.

(Consider this aspect in view of the fact that for most of the professional colleges and institutions good performance in the entrance test and not in the examinations is the major criterion for admission)

2. Ask : Are marks the major indicator of how well we will fare in future life ?

3. Can you give an example of person whom you know and who was an average scorer in the examination but is doing very well in life ?

There are many high achievers in life, who maintain that good marks and success in life are unrelated. Such examples will certainly reassure those students who do not perform well in examinations.

State : However, the tension related to the examinations cannot be wished away.

This section aims at helping students:

- To reduce the tension considerably, and
- to effectively manage stress.

CONCEPT

Concept of success and fear of failure



OBJECTIVE

- to acquire Life Skills
- to understand that marks are not the only means of achieving success.



MATERIALS REQUIRED:

- Anecdotes
- Stories of success



MODE

- Whole class
- Assembly



TIME REQUIRED

30 minutes



Activity : Time Management And Study Skills

INSTRUCTIONS :

1. Ask : Are you a 'Morning Person' or a 'Night Person'?

How many of you are 'Morning Person'?

How many of you are 'Night Persons'?

Pandit Jawaharlal Nehru, the first Indian Prime Minister who was a 'Night Person', used to work late in the night where as, Mahatma Gandhi who was a 'Morning Person' would go to be sleep exactly at 10 PM. Both were extremely busy and efficient.

Time-table, therefore, will vary from person to person.

2. Ask : Can you identify your high concentration time?

By way of example, a few participants may be asked to identify their 'time' during which they can concentrate well and study effectively. The time table may be divided into five major areas viz. Meal Time, Bed (sleep) Time, Study Time, Relaxation Time and Time for miscellaneous work. (e.g. bath etc.). The following suggestions may be taken into consideration while preparing the time table :

Meal Time	Bed (Sleep) Time	Study Time	Relaxation Time	Miscellaneous
About 2 hours (breakfast, lunch and dinner)	6-8 hours	2-3 hours at a stretch (3-4 times a day)	15-20 minutes after each study session. (relaxation techniques are given later this section)	2 hours

3. The suggestions given above in point No. 2 may be written on the blackboard, and with help or the participants these may suitably be modified and adapted as per local/individual requirements.

4. State : Preparing a good time table alone will not serve the purpose. Students need to develop study skills.

Ask : What points would you ask your students to remember for

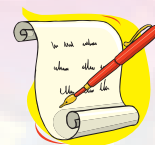
CONCEPT

Study skills and effective time management techniques help to acquire competence



OBJECTIVE

- to develop study skills
- to acquire time management strategies.



MODE

- Whole Class/
- Assembly



TIME REQUIRED

30 minutes



developing study skills?

A few points are given below in the box. With the help of the participants make a list on the blackboard.

Tips for Study Skills

- (i) Have faith in hard work;
- (ii) Identify weak areas and focus on them well in advance;
- (iii) Make sufficient notes covering a wide area of content;
- (v) Focus on shaded areas given in some textbooks especially of NCERT;
- (vi) Revise and practice Sample Papers;
While practicing Sample Papers, additional points to remember are :
 - (a) Use simple language;
 - (b) Ensure a quality presentation.
 - (c) Answer serial-wise (e.g. a, b and c parts of a question)
 - (d) Answer to the point;
 - (e) Read the paper carefully, at least two times;
 - (f) Plan your time for each question and efficiently manage the examination time period of 2-3 hours.
 - (g) Practice application based and higher order thinking questions.



Students may be asked to go through the following general guidelines :

- (i) Each Examination Paper is based on the syllabus and textbooks;
- (ii) there are different sets of question papers in a subject;
- (iii) These question papers have the same difficulty level and equal weightage;
- (iv) The Sample Paper generally specifies the number of questions to be included in each type- short, long and essay type.
- (v) The examination paper aims at testing students for
(a) Knowledge (b) Understanding (c) Application and (d) Higher Order Thinking Skills.

The weightage for various questions varies from subject to subject.



Activity: How To Relax One's Mind And Body

During the examination days students are exposed to various stress level situations. Stress is something difficult to avoid. Student stress is receiving wide-spread attention in the press and media. There are cases of suicides too. There is, therefore, concern to help students manage examination related stress. One method of counteracting harmful effects of stress is to use relaxation techniques which are simple to learn and practice and they are extremely helpful in reducing the stress level.

Meditation

The word is probably derived from the Latin word 'Mederi' which means 'to heal'. Meditation is a process/technique through which one can use one's mind for contemplation, concentration and devotion. Someone has defined it as the right use of mind for positive thinking and lasting peace. Meditation is also meant to know oneself/inner-self from 'inside'.

INSTRUCTIONS :

Ask the participants to recognise that it is important to know how to stop the constant inner dialogue and quieten the mind. For this, practice the following exercises :

EXERCISE 1:

Select any object that you have been using frequently or any object that you like very much. Let us for instance take the pen. Hold your pen in front of you and focus your attention on it as you breathe (inhale and exhale). Breathe slowly and deeply for about 2 minutes. While focusing your attention on your pen, ensure that no other thoughts or feelings enter your mind. If it happens, try to bring your attention back to the pen. At the end of the exercise you should feel more peaceful. The tension that you had before the exercise, gets diminished.

CONCEPT

Relaxation and stress busters can reduce stress



OBJECTIVE

- To help to alleviate stress
- To create awareness about meditation.



MATERIALS REQUIRED:

- Mats
- Class



MODE

Whole Class



TIME REQUIRED

30 minutes



EXERCISE 2:

Sit in a comfortable position. Count your breathing. Be slow. Since your eyes are closed, focus your attention on your breathing. Stop all other thoughts and feelings. If your attention gets distracted, bring it back to your breathing. While exhaling say any meaningful word e.g. 'Om'/'Peace'.

Then inhale with the same slow pace without uttering any sound. Now again while exhaling say another word slowly. It should end like the following :-

Exhaling:

Peace P e-e-e-a-a-a-c-c-c-e-e-e

Om O-o-o-o-m-m-m-m

Inhaling : - - - - -

Exhaling : - - - - -

Calm C-c-c-c-a-a-a-l-l-l-l-m-m-m-m

Shantee Sh-sh-sh-sh-a-a-a-an-n-n-n-t-t-t-t-ee-ee-ee-ee

Continue the exercise for about 5-10 minutes until you feel relaxed.



EXERCISE 3:

If you feel disorganised, the following exercise will help you feel more focussed and organised.

- Sit in a comfortable position and rest your arms at your sides or rest them on your front table.
- Close your eyes and breathe slowly.
- Imagine that your body is as strong as Banyan Tree (alternatively you can imagine any other big tree you are familiar with e.g. Peepal). Imagine that roots are growing from your legs and entering into the earth below, linking your body with the ground. You feel strong enough to handle stress.
- If any disturbing thought or situation comes to your mind, imagine your body as a strong Banyan Tree. Try to feel the strength in your arms and legs.

EXERCISE 4:

The following exercise will help you relax any muscle tension. Muscle tension decreases blood circulation and energy flow in the body. As such it can be a cause for fatigue.

- Sit in a comfortable position and rest your arms at your sides or rest them on your front table.
- Breathe at a very slow pace.
- Close your fingers and hands into fists. Keep them in this position for about 10-15 seconds. While you do this let the rest of your body relax. You will feel that your fists are becoming tighter and tighter.
- You may repeat this exercise with the tight hold of your hands and relax.
- Hold each part tightly for 10-15 seconds and then relax the tensed part. Remember that while repeating the exercise for different parts of the body every time there should be a gap of about 30 seconds.

Some quick and simple exercise to help keep stress in check

Experts tell us that taking relaxation exercise on a regular basis is vital in order to keep stress under control. If you feel you do not have much time for exercises, there are few relaxation techniques that can be used almost any time, any where, in a few seconds. Try some of the following simple exercises :-

(i) The neck and shoulders are the parts of the body which are vulnerable to muscle tension. Tighten the neck and shoulders, and hold the position for about 10 seconds before releasing. Repeat this exercise many times.

(ii) Stress Walk

Take a walk around any place that you find convenient. Walk around your desk at work around your house, or back and forth in your room. Such a walk can give you a much needed "time out". It can be very effective.

(iii) Sigh that Relaxes

- Sit in comfortable position.
- Let out a deep sigh of relief, just let the air come out of your lungs.
- Inhale in a natural way.
- Repeat the procedure about 10 times and experience the feeling of relaxation.

(iii) Short Nap

During examination days take a short nap for about 10-15 minutes. It refreshes you immensely.



Activity : Saying goodbye to muscular tension

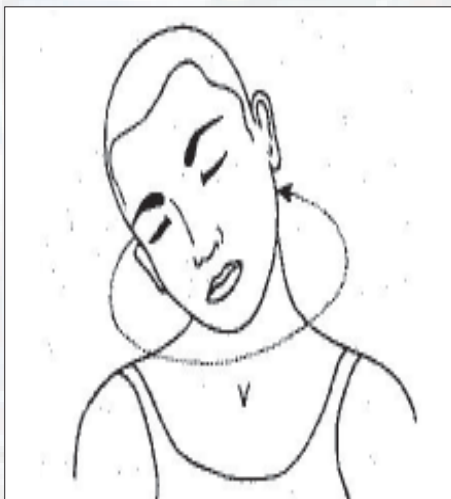
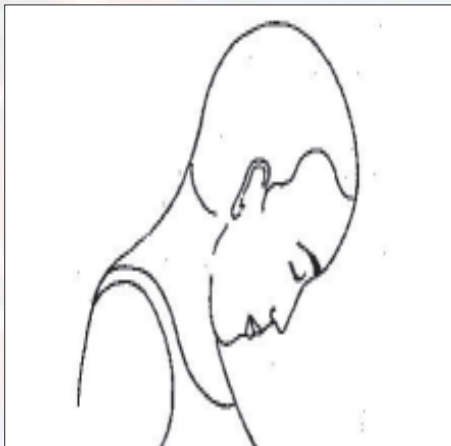
BACKGROUND :

Mind and the body are not separate entities. Muscular knots can occur any where in the body due to blocked energy flow in a particular area and a subsequent accumulation of toxins in that particular area. A set of well chosen simple movements is most effective in eliminating these muscular knots - tackling them both at the physical as well as the mental level.

METHODOLOGY:

The teacher can make this practice an instruction based practice so that all the students do it together - at the same pace. The set of instructions are as follows :

1. Sit straight or stand straight - head, neck, spine in one straight line.
2. Keep your shoulders straight and move your head up and down. When you go down your chin touches the collar bone and when you go up your chin faces up to the ceiling or sky. This is Neck Movement I. Do 3-5 rounds.
3. Now for the second set of neck movement, rotate your neck clockwise three times and then anti-clockwise three times.
4. Eye movement - without moving your face look up at the ceiling / sky. Then let both the eye focus the gaze at the nose tip. After this, let both the eyes look at the person sitting/standing or your left side, then to the right side. Repeat each of these practices three times at your own pace. Remember only the eyeballs move - the head and neck do not move during this practices.



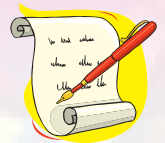
CONCEPT

A set of well chosen simple movements is most effective in eliminating muscular knots.



OBJECTIVE

- to release the muscular tension
- to make the students feel relaxed



MODE

- Whole Class/ Individual



TIME REQUIRED

4-5 minutes



5. Make your arms straight in front of your body - arms are parallel to the floor. Spread the fingers of both hands and feel as if some force is pulling them in opposite direction. Now make a tight fist. Alternate these movement three times at your own pace.
6. Now rub your palms vigorously and place them on your eyes.

OBSERVATION :

1. During the neck movements, children have a tendency to move the shoulders too. The facilitator should ensure that the shoulder do not move during this practice.
2. During the eye movements, students many times tend to move the head up and down too. Full benefits ensure when only the eyeballs move. The facilitator should be particular about this aspect also.
3. Palming / rubbing of palms gives a lot of relaxation to the eyes and also to the facial muscles. Make sure that the tips of the fingers are together and the rubbing is vigorous the more the energy generated , the better it is.

FOLLOW UP ACTIVITY :

The students are advised to do these movements at home too during their study schedule whenever they feel that they are experiencing stiffness in the area of the neck/shoulders, or in the areas of the eyes or when there is pain by writing for longer duration of time.



KEY MESSAGE:

Simple movements of the body parts greatly relieve the muscular tension and make an individual feel fresh and relaxed.

Activity : Driving away your blues through the alternate nostrils

BACKGROUND :

It is said that the nostrils are in connection with the two major energy channels of the body. Any imbalance in the two energy channels is said to be corrected or minimised greatly by this practice. Hence, this particular practice had a great harmonising effect on the personality. Besides this, the brain centres are stimulated to work nearer to their optimal capacity lending to clarity of thought and better concentration level.

METHODOLOGY:

The teacher is to give the following instructions:

1. Sit straight, close your eyes and bring your awareness to your breath.
2. Take a deep breath in, breath out. This is one round of normal breathing. Count 7 such rounds of breath backward to 1.
3. Close the left nostril with the ring finger of right hand. Breathe out through the right nostril.
4. Similarly keep alternating your breath like this through both the nostrils till you are asked to stop.
5. Keep your awareness on the incoming and outgoing breath.



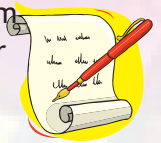
CONCEPT

The nostrils are in connection with the two major energy channels of the body.



OBJECTIVE

- to help students manage their anger and feeling of restlessness
- to enable them to have better concentration level



MODE

- Whole Class/ Individual



TIME REQUIRED

3-5 minutes



OBSERVATION:

The students many times find this practice very boring and hence do it very casually without bothering about the inhalation and, exhalation. The job of the facilitator is to add a little creativity to the practice by saying feel golden energy particles vanishing into the air (the negative energy from the body) with every exhalation.

FOLLOW UP ACTIVITY:

This breathing practice brings about great results as far as anger management is concerned. Students should do it at home early morning for 5-7 minutes daily and 5-7 minutes in the evening and observe for themselves the personality change that they undergo.

KEY MESSAGE:

Breathing through alternate nostrils has a harmonising effect on the mind.



Activity : Mastering the art of perfect sleep

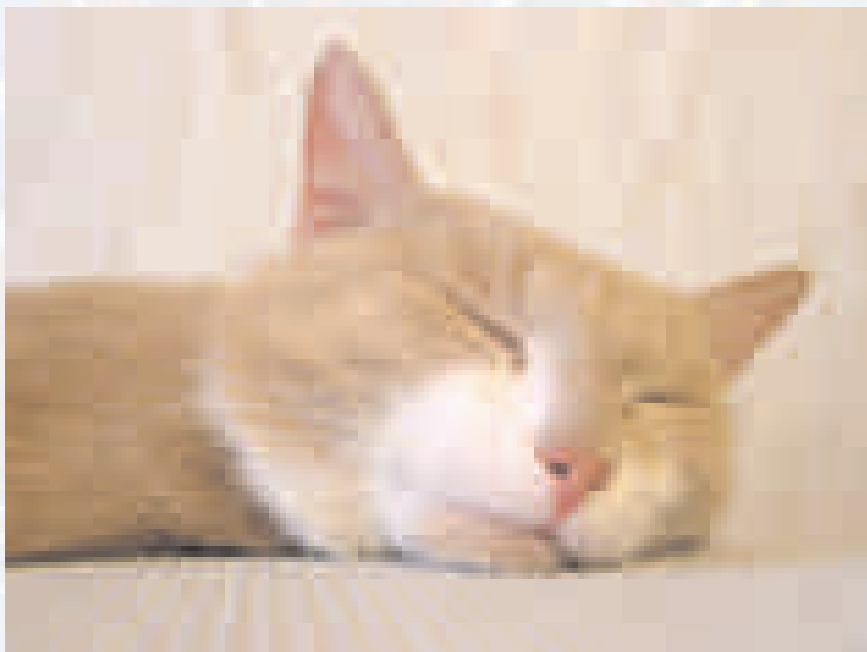
BACKGROUND :

This practice is often referred to as ‘dynamic sleep or sleeping with awareness’. In ordinary sleep, many times, our muscles ache and the mind revolves around the tensions and conflicts that we have gone through during the day with the result that even after waking up, we do not experience the relaxation that we are supposed to be experiencing. Here, in this particular practice, our sleep is organised in such a way that each and every muscle group of the body is gradually relaxed and the mind is not oblivious of everything. The mind is extremely relaxed, aware and alert to a set of instructions being given to the practitioner.

METHODOLOGY:

The instructions are to be given by the facilitator in a soft, gentle and soothing voice. The instructions are as follows :

1. Lie down on a mat or sit straight on a chair.
2. Make sure your body is absolutely relaxed and there is no strain on your face.
3. Take your awareness around the place where you are sitting/lying down. Listen to the sounds around you.
4. Now take a deep breath in, breathe out. Count 11 such breaths backward to 1 at a slow and rhythmic pace.



CONCEPT

In perfect sleep body and mind are extremely relaxed



OBJECTIVE

- to enable the students to get rid of their stress
- to help them experience one pointed concentration



MODE

- Whole Class/ Individual



TIME REQUIRED

7-10 minutes



5. Now bring your awareness to your right hand thumb-feel the muscular tension in th region of right hand thumb vanish into the surrounding air like water vapour vanishes into air. Do the same visualisation in the following sequence :

Middle finger, ring finger, small finger, right lower arm, upper arm, right shoulder, right side of the chest, right side of your abdomen, right thigh, right lower leg, right foot, muscular tension of each part vanishing into the surrounding like water vapour vanishes into thin air.

6. Do the same visualisation (exactly same sequence) on the left side of the body. From left hand thumb left foot.
7. Now same viusalisation from lower back to middle portion of the back, to upper back.
8. Lastly, same viusalisation is to be done from face down to chest, abdomen, legs and foot.
9. Now you are feeling absolutely relaxed - as relaxed as you can possibly be.
10. Now bring your awareness back to the place where you are sitting / lying down.
11. Count 7 deep breaths backward to 1 in a slow rhythmic fashion.
12. Rub your palms vigorously; put them on your closed eyes lids. Massage your face and open your eyes gently.

OBSERVATION :

As this practice takes about 7-10 minutes of time, the students are sometimes seen to open their eyes in the middle of the session. Sometimes they keep moving their fingers or keep shaking their legs. The facilitator should make sure that whatever adjustments have to be made for better comfort level, they should be made at the very beginning of the practice - once the participant is into the practice, opening of eyes or shaking of body parts are not allowed at all.

FOLLOW UP ACTIVITY :

Examinees should master this technique. Record their own instructions in their own voice in an audio cassette and do the practice at home during examination time whenever they feel stressed out.

KEY MESSAGE:

Sleeping with awareness is a wonderful practice as far as stress management of students is concerned.

Activity : Body Relaxation Techniques

BACKGROUND :

The visualisation of nature gives a lot of serenity and tranquility to the practitioner. The students are able to relate to these natural scenes in a wonderful way and hence experience great mental as well as physical relaxation. It is said that when our mind and body are deeply relaxed, the nature of our brain waves change from β - level to α - level and the α - level is much more healthier and desirable as far as learning is concerned.

METHODOLOGY:

The facilitator is to give the following instructions

1. Sit still - eyes closed. Count 11 deep breaths backward to 1. Now imagine yourself in a park in the early morning ... The sun has not risen and the park is absolutely deserted - there is no one but you in the park. Listen to the sounds of birds around you. There are flowers all around - red, white, pink, yellow and purple. The grass is luscious green and you can feel the gentle touch of the green carpet of grass as you walk barefooted on it. Smell the fragrance of flowers around you. Observe the beauty of the crystalline dew drops on the grass blades. There is a fish pond nearby - golden fish swimming in and out of the aquatic plants inside the pond. There is a temple by the side of the fish pond. As you step inside, you see pictures of great saints on the wall. You look at the pictures one by one and are absolutely mesmerised by the state of trance that you are experiencing. In this state being, you feel inspired to sit down cross legged and let very fibre of your being be filled with positive energy that you are experiencing.
2. Now gently bring your mind back to the place where you are seated. Take a deep breath in, breathe out. Count three such breaths at your own pace. Rub your palms vigorously and put them over your closed eye lids. Gently open your eyes.

OBSERVATION:

Students sometimes keep their eyes partially open during the practice. Sometimes they close their eyes but do so very tightly. The facilitator has to make sure that eye have to be closed fully and very gently - no strain should be visible in the areas of the eyes. There should be no

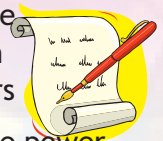
CONCEPT

The visualisation of nature gives a lot of serenity and tranquility to the practitioner



OBJECTIVE

- to make the learner experience complete relaxation
- to improve the concentration of the learners
- to improve the power of retention of the learners



MODE

- Whole Class/
Individual



TIME REQUIRED

4-5 minutes



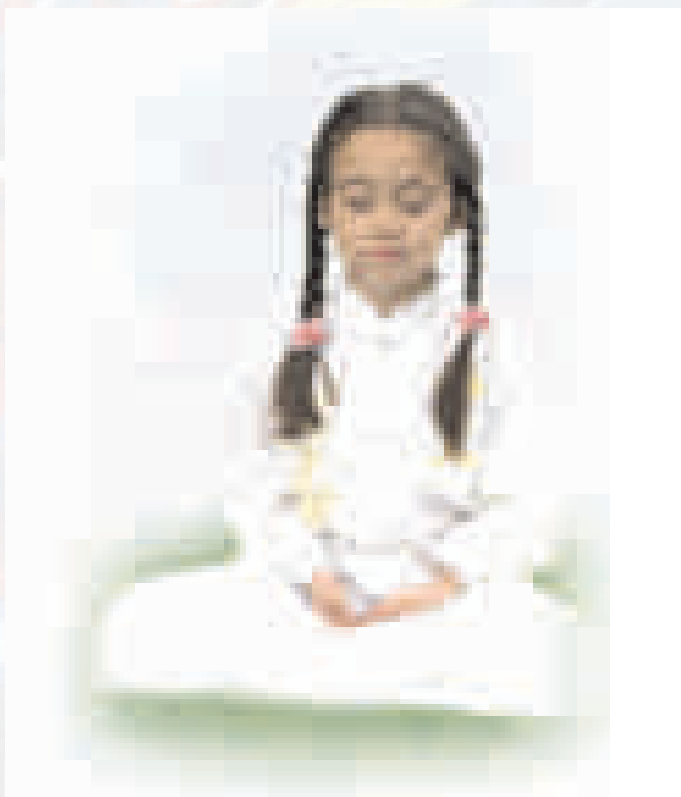
tapping of feet, swinging of legs - even the eye ball within be eyelids should not move.

FOLLOW UP ACTIVITY :

It is not very difficult to learn the instructions or to create your own set of beautiful instructions that give a log of relaxation to you at the personal level. You can record the instructions in your own voice and practice this relaxation technique at home whenever you feel the need to.

KEY MESSAGE:

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



Activity – Laughter Therapy

(Module for teachers)

BACKGROUND :

Laughter is said to be therapeutic in nature. When we laugh, our body release hormones and chemicals that have positive effect on our system- one of these chemicals is endorphin which is known as the body's natural pain killer. They are manufactured in the brain/spinal cord/many other parts of the body. Their function is to increase vitality and lower the level of stress and give a general sense of well-being. They are the feel good factor in our system.

METHODOLOGY:

1. If you are doing it in a standing posture - legs apart”. Hang your hands down and try to touch the floor. If you can't, try to come as close to the floor as possible bending down from the waist. Now breathing in slowly and deeply, raise your arms and body up till your head, neck and spine are in one straight line - arms straight up by the side of the ears.
2. Now swinging your body and arms down, exhale and have a hearty laugh (Ha-ha-ha). This is one round. Do 11 such rounds.
3. If space constraint is there, sit straight on a chair - eyes open, hands on knees. Breathe in deeply. Exhale and have a hearty laugh (Ha-ha-ha). Do 11 such rounds.

OBSERVATION:

It is observed that adults are shy of laughing aloud with a roaring sound. When asked to do so, many shy away from it. Others laugh but with a minimum sound production. The heartier the laughter, the greater the benefits.



Frequently Asked Questions

Q1. What is the best method for me to know about myself?

A1 If you are able to maintain a dairy of your own-self in which you list out your likes and dislikes you will be able to draw a personality picture of your self.

Q2. I have heard of “Body mapping”. Can I know the details?

A2 It is a procedure carried to map out the structural differences that are bestowed on us by nature. The technique can be carried out in the presence of supervisors who will help you to know the process better.

Q3. Will an obese person always remain obese? My friends tease me and this has started to affect my self esteem.

A3 No, a person can gain or lose weight if they go and refer themselves to a good dietician and observe the advise carefully. Definitely you will gain your confidence back.

Q4. How will I be able to know my strengths and weaknesses?

A4 As it is a positive approach to know ones weaknesses and strengths the right way to understand it is to write a personal diary listing the rights and the wrongs done each day. This will help you to analyze yourself correctly.

Q5. People are overweight because of emotional problems. Is it true?

A5 There is a widespread belief that overweight individuals have more psychological difficulties than average-weight persons. Not so, according to Weight Control Digest: *"Most studies have found no significant differences between overweight and average-weight persons. These findings are even more surprising when we consider the frequency of discrimination and negative social interaction experienced by overweight individuals."*

Q6. Fat people have no willpower. Do you think this is true?

A6 Most fat people have been on countless diets and have demonstrated considerable *willpower*. The problem is that no one can stay on these spartan regimens forever.

Q7. If I just stick to my diet, can I lose weight.

A7 Yes, you can. The trick is in keeping it off because most dieters regain their weight within three to five years. Majority of humans are very resistant to the maintenance of body weight below whatever is *normal* for them.

Q8. Should I use my weight to assure my self-worth?

A8 What does weight have to do with self-worth? Your self-worth is the sum of everything that makes you special and unique - not just your waist measurements! Add up your assets, talents, how you treat others, how you treat yourself, the contributions you make to your family, friends and community. Now you have self-worth.

Q9. I have people saying “Count your blessings”. How are they going to help me?

A9 Count your blessings. You have a lot of things to be thankful for a home, a loving family, friends you enjoy, a sunny day, the knowledge you've acquired - even things like shoes, a coat. Many people don't have these things. A mind that counts blessings has no room for self-pity.

Q11. How can I develop positive thinking always?

A11 Don't use "all or nothing" thinking. No one is a *total* failure. Most things you do right. Just because you sometimes make a mistake or take a wrong path does not make you a *total* failure. It makes you human. Besides, the president of a well known company was recently asked for his secret to success. His answer: failures - because how else would we learn?

Q12. How can I develop an optimistic view?

A12 We can always make improvements, but consider the glass half full, not half-empty!

Q13. What is meant by 'Strut your stuff'?

A13 Strut your stuff! Shine! Show the world your talents. We all have them. Capitalize on what you do well.

Q14. How can I build a love for my body?

A14 Your body is a gift given to you, appreciate what it does for you. Appreciate its functional nature. It's a pretty remarkable machine. You can use it to take a walk along the beach, or go shopping! And it can do all of these things no matter what shape or size it is.

Q16. My friends have started developing very well but I haven't. When will these start to happen to me?

A16 It varies. Generally it starts early for girls than boys. Mostly after 14 years but in some cases as early as 10 years. Both are normal. The rate of development is also different. Sometimes it takes 2 years and in some it will take 4 years. So there is a wide variation in puberty and one should not waste time in worrying unnecessarily or comparing. It is normal.

Q17 I am an academic oriented student. I don't want to disrupt my study schedule for exercises. If I want to maintain a fairly high level of 'all-round' physical fitness, what is an appropriate training program?

A17 A training program that involves five or six days per week, with 20-30 minutes of vigorous activity on each day, and with one or two days of rest and recovery, is ideal for the non-specialist sportsperson. It is also worth emphasizing that to be of value, fitness training must be conducted on a regular basis. Fitness that takes weeks or months to acquire will be largely lost after just three weeks of inactivity. Fortunately however, fitness can be re-gained just as quickly as it is lost, if the break from exercise is not prolonged.

Q18 What are the types and intensities of training that I should be doing for all-round fitness in this age?

A18 For general fitness, the most important types of activities are aerobic training, and flexibility exercises. A good exercise program will improve all these aspects of fitness and it will also help you to improve (or maintain) balance and good posture.

One factor that is common to each component is 'progression' - a program needs to be commenced at an appropriate level (usually quite low) and increased gradually as your fitness improves. The body will not respond to a program that stays the same for many weeks.

Q19 What is aerobics? How will it help me in maintaining my fitness?

A19 Aerobic fitness' can be defined as the ability to continue to do fairly hard physical work (where the work may be any vigorous activity) over a prolonged period (eg, for 30 minutes or more). A good predictor of a person's aerobic fitness is their 'maximal oxygen uptake'. Aerobic exercise includes walking, jogging, cycling, swimming, rowing and machine-based stair climbing (among many other activities). To improve aerobic fitness it is appropriate to exercise vigorously for 20-30 minutes continuously, three to five times per week.

Q20 How helpful is jogging? Should it be a planned activity?

A20 20 minutes of walking, jogging or a combination of walking/jogging may be sufficient to leave you rather breathless and fairly tired at the start of your program, but as the weeks go by, you may need to increase the pace or introduce jogging up some shallow hills to achieve a further increase in fitness. Using a variety of exercise types, intensities and durations is important; that is, do not get '*bogged down*' into doing the same exercise each time you train. Although a warm up is not necessary before gentle jogging, cycling or similar aerobic activity, the '*cool down*' period following the activity is the most appropriate time for stretching to improve flexibility.

Q21. What should I do to maintain my body flexibility?

A21 Inactivity brings with it a tendency for our muscles to become less flexible, thus decreasing the '*range of motion*' of our joints as we grow (i.e. the joints stiffen). Regular stretching exercises and full '*range of motion*' activities (such as gently swinging the arms and 'high kicking') will reduce or delay this onset of inflexibility. Long, slow stretches are recommended (hold for 20-30 seconds), with each stretch being taken to the point where a slight discomfort is experienced. Each stretch should be followed by a short rest, and then repeated several times. All the major muscle/tendon groups (legs, abdomen, arms, shoulders, wrists and so on) should be stretched. Stretching should be conducted several times per week, preferably after conducting aerobic and/or resistance training.

Q22. OK, so I should run, swim or ride a bike for 20-30 minutes three to five times a week, do up to three sets of 10-15 repetitions of about eight types of weight training two or three times a week, and stretch after most sessions of vigorous exercise. What is the best time of day for this training?

A22 There is no universally agreed '*best time*' to train. If you are simply training for general fitness, the time of day may be dictated by factors other than personal preference. If you have the luxury of being able to choose your training time, you can choose the time that most suits you. It is appropriate to train before eating a meal (rather than soon after), but otherwise there is no inherent advantage to training early morning over late afternoon or in the evening. Some athletes find that training hard late at night tends to keep them awake. There is a theoretical basis for this: hard training leads to production of adrenaline and other hormones that have a stimulating effect, making sleep difficult.

Q24. What sort of diet should I be eating for peak fitness?

A23 The '*fitness diet*' is similar to that for good health generally, but with increased quantities of grain foods such as bread, rice, pasta and breakfast cereals (mainly for energy and B group vitamins).

Eating plenty of fruits and vegetables will give you many of the remaining additional vitamins and minerals your body needs while you are staying or becoming fit. Lean meat, eggs and/or fish are valuable for protein, B group vitamins and minerals such as iron and magnesium (while vegetarians should have plenty of 'meat alternatives' such as beans, soy products, lentils and nuts). Finally, low- or reduced-fat milk and milk products will give extra calcium and phosphorus.

Q25. During exercising if my friend has a problem I should rush him/her to a doctor. What else immediate help can I give? Can I check his heart beat?

A25 Heart rate can be determined by using a commercially-available heart rate monitor that straps to your chest and sends a radio signal to a wrist-mounted monitor (that also doubles as a wrist watch). Alternatively, you can measure the heart rate by stopping for a few seconds, and conducting any of the following:

- i) Measure heart rate directly by placing the fingers of your right hand over the heart;
- (ii) Measure the carotid pulse by pressing fairly firmly with index and middle finger just to the side (either side) of the midline of the front of the neck - at the position of the 'Adam's Apple' in men; or
- (iii) Measure the wrist pulse by placing index and middle fingers of the opposite hand on the underside of (the wrist (either wrist) about 3-4 cm towards the elbow from the point where the thumb bone attaches to the wrist. Feel around this point until you detect the pulse.

Wait until a heart or pulse beat coincides with the appearance of a second on your watch (any second will do, providing that it 'appears' at the same time as a beat occurs). Count this as 'zero', then count how many beats occur in the next six seconds. Include a beat if it occurs exactly at the six-second mark, but do not include beats that occur later. Add a zero to the number of beats that occurred in six seconds to determine approximate heart rate in beats per minute (eg, 14 beats in six seconds = ~140 beats per minute). With practice, you can estimate the heart rate accurately .

Q26 What is the difference between 'Strength' and 'Muscular Endurance'?

A26 'Strength' of a muscle is defined as the maximum force that the muscle can develop during one maximal contraction. '*Muscular endurance*' is defined as the number of times that a muscle can continue to contract sub maximally. A good test of muscular endurance is the maximum number of times that the subject can lift a fairly heavy weight.

Q30 To lose weight we should eliminate all starchy foods from your diet.

A30 It is usually what you put on top of your breads, cereals, and paranthas that will add all the extra calories. Make sure you eat a variety of foods including starches and watch your calories you take in vs. the calories you burn.

Q31 Regular table sugar is just as nutritious as brown sugar.

A31 Sugar is sugar! Brown sugar just has a little molasses added to change the color. The molasses doesn't add a significant amount of nutrients.

Q32 Eating a high fat diet or an excessive amount of chocolate causes acne.

A32 This theory has never really been proven. Dermatologists think that acne has to do with your family history and your hormones.

Q33 Potato and corn chips are part of the vegetable group in the food guide pyramid.

A33 Even though potatoes and corn are found in the vegetable group, potato and corn chips are not found there. These two snacks can be very high in fat and should only be eaten once in a while.

Q34 If I'm running late and have to skip breakfast, I can make it up by eating more at lunch time.

A34 A good breakfast provides you with energy to start the day right. Without it, you'll have less get up and go--and more difficulty concentrating in school or at work.

Q35. I don't have to pay attention to fat and cholesterol in my diet until I become an adult.

A35. Recent information suggests that your diet during adolescence can influence your health as an adult. Today, health professionals recommend a total diet that's higher in complex carbohydrates and lower in fat, saturated fat, and cholesterol for all healthy people over the age of two.

Q37 Our teacher comes to our room and says please open the windows immediately. Why is it so?

A37. According to the experts young kids may sweat but they don't start having body odour (BO) until they reach puberty. That's when special sweat glands under the arms and around other areas roar into full production pouring out sweat which smells!

Q38 Why do we need to change clothes everyday?

A38 Even if you're not heavily into puberty style sweating, clothes can get stained, dirty and generally grubby, so you need to change them often. Underclothes are right next to your skin and collect dead skin cells, sweat and possibly other unmentionable stains. Overnight bacteria start to work on these stains so your clothes do not smell as nice on the second day of wearing. Change them everyday. If you have to wear a school uniform then take it off as soon as you get home and hang it up to air before you wear it the next day. Ask your family not to smoke in the house or the car. Besides being unhealthy for them and you, the smoke clings to your clothes and makes them smelly.

Q39. My feet stink when I remove my shoes. I feel very ashamed.

A39 You spend a lot of time on your feet and your shoes are very close to the place where the largest collection of sweat glands live - your feet! Sweat gets into your shoes and then bacteria arrive which love the moist leather or fabric so much that they tell all their friends to come round and party! If you have one pair of shoes for school then try to get them off as soon as you get home so that they can air and dry out overnight. (As you get older somewhere outside the house is a good place!) If you have more than one pair then use them on alternate days to give them a better chance of drying out. Keep your shoes clean by brushing, polishing or washing. They will look better, last longer and be less likely to smell.

Q40. Is it correct to use Deo's or perfumes every time? Is there any specific age to start using them?

A40. If you are a bigger kid you may want, or feel you need, to start using a deodorant or anti-

perspirants under your armpits. Be aware that some people have problems with perfumes, which can be a trigger for asthma or hay fever, so don't spray them around in the washroom or change-room. Remember: nothing smells better than clean skin. Perfumes are not a good substitute for a shower or wash. .

Q41. How can I take good care of my hair?

A41 The hair follicles [which the hair grows from] produce oil which keeps the hair smooth. You also have sweat glands in your scalp, and dead skin cells come off the scalp. The oil, sweat and dead cells all add together and can make the hair greasy and look dirty unless you wash it regularly. To keep your hair clean:

- Wash regularly with shampoo (cheap ones are often as good as very expensive ones).
- Massage your scalp well this will remove dead skin cells, excess oil and dirt rinse well with clear water conditioner is helpful if you have longer hair as it makes the hair smoother and easier to comb, but hair doesn't need to have conditioner . Use a wide toothed comb for wet hair as it is easier to pull through.

Q42. I feel very dejected because my teeth have lots of cavities and my mouth stinks always. What should I do?

A42 Immediately consult a good dentist who will advice you to keep your teeth clean and also help in seeing to it that your cavities no longer trouble you.

Q43 What are the numbers to be contacted during an emergency?

A43- One should always have the phone numbers of parents-both father and mother, brothers/sisters, local guardian, neighbour or any other person close to the family. Plus police cell, lady protection helpline, family doctor's number, school principal / teachers numbers etc..will come in handy.

Q45 My teacher tells “decision making” is a very important trait which every adolescent child should hone. How can I work at it?

A45 Model appropriate, responsible behavior: Set an example of respect for self and others -- be on time for appointments, return extra change to a cashier, finish necessary chores before relaxing, speak respectfully to elders, handle anger appropriately. One needs to set goals, make choices, and solve problems. Start involving in setting household maintenance goals and chores. These can be displayed in a chart or contract. Your participation in family meetings by presenting them with acceptable choices in food and clothing selection, time management, television offerings, room decoration, free-time activities, and vacation choices will enhance your decision making abilities.



Q46 I like to do a lot of internet surfing. Some of my friends have met some really cool people while in chatrooms. Why do I want to steer clear of talking to strangers online?

A46 You would never strike up a conversation and share private details of your life with a complete stranger while out and about. Same goes while you are online! Even though you aren't face-to-

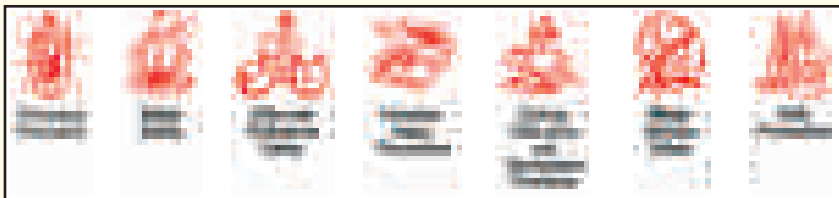
face, you're still talking to a total stranger. You don't know who they are, where they live, are dangerous or not. It's best to chat only with known people.

Q47 What if someone who looks nice approaches me and asks for assistance ? Mom and dad sometimes lend a hand to strangers. What is the big deal?

A47 You should never offer to assist a complete stranger by yourself. You don't know what they want, no matter how cool they appear. If a stranger approaches you for help with groceries or for directions, tell them that you will find an adult to lend a hand. If a stranger doesn't leave you alone, walk quickly to the closest safe place like a school, library, neighbor's house, fire or police station, or hospital. Chances are if you feel like the situation is weird and uncomfortable, ring up parents/any friendly assistance(people whom you know) or scream HELP and run away. It's nice to lend a hand, but your safety comes first.

Q48 There is this kid at school that keeps picking on me in the class, on the way to the bus, and before lunch. Can I give it right back to him?

A48 You can and should stand up for yourself! Sometimes even a joke lightens the mood. But, you should never get into a fight (either physical or verbal) with a bully. Just walk calmly away. Bullies often times pick on people that are 'easy targets' so try not to let them get to you. If the situation becomes violent, be sure to get out of there and to report the situation to your mom, dad or teacher.



Q49 I am impulsive by nature and don't like to be dictated. Sometimes I feel angry when rebuked by elders. How can I improve myself and my behaviour patterns.

A49 It is normal if you get upset very soon. However one has to be careful not to make it a part of the behavior. You need to develop a bond with the parents and elders that you will never forget as they will help you steer through issues of self-esteem, anger management, impulse control and relationships. They are the people you can always count on in times of adversity.

Q51. When do we get an electric shock?

A51 Electricity is always trying to get to the ground. Like all good travelers, electricity 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 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. You cannot tell from the outside if there is a problem inside, so you should always act as if there were danger of shock. 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.

Q52. Why do we have “mock drills” in our school?

A52 One of the key objectives of these safety programmes is to create awareness on 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 demonstration were undertaken. Other events such as skits on road safety, and traffic drill also organised to educate on road safety. Mock drills expose a person to situations, which he/she has never encountered before. So the information helps in tackling them.

Q53. How safe is it attending to discos/discotheques?

A53 Before going check out whether the place you are going to is a legal one. Check out its reputation as many wrong doings (drugs, bullism, smoking, betting, etc) keep flourishing in such places. You want to have clean fun with music but with wrong information about the place you may land up in a big trouble thereby bringing bad name to yourself and your family.

Q54. I have to work to lend a helping hand to my family and I am proud of it. However what areas should I look for my security in job?

A54 There are many other restrictions regarding the type of work you can and cannot do. If you are under 14, there are even stricter laws to protect your health and safety. Check with your school counselor, job placement coordinator, or state Department of Labor to make sure the job you are doing is allowed.

Q55. Do I have to drink alcohol to be socially accepted?

A55 No, you DO NOT HAVE to drink alcohol to be socially accepted.

The need to feel accepted is strong during the teenage years. Teens want to belong to a group, and it is hard to belong if you are always going against what is considered “*fashionable*”. This is why teens are more likely than other groups to succumb to peer pressure. If a group norm includes alcohol use, the teen who joins the group may feel a great deal of pressure to start using alcohol. Why? Because the teen has found a place where he/she is accepted and does not want to lose the sense of security that acceptance in a group entails. Friends are a big part of the emerging self-identity, and the thought of losing them during the early stages of identity development, is very hard to face. Here you have to learn to say no the first time and every time.

Q56. What is the harm in occasionally drinking alcohol socially?

A56 Social consumption of alcohol is an accepted part of the culture of some communities. But it is hard to know when the thin line between social use and harmful use is crossed. If you have wondered about what is the right amount of alcohol to drink socially, looking at drinking patterns is important. What is called “*social drinking*” changes, depending on fads and fashions. Generally, social drinkers use alcohol to relax and feel good, but they must be able to limit the amount consumed. Many people say they are social drinkers, and yet cannot imagine dinner or a good evening without alcohol. This is beyond just social drinking and the person has crossed the line to alcohol dependency. It is best to stay away from alcohol and other forms of addiction forever.

Q57. I drink beer, not alcohol. Is beer ok?

A57 Beer is also an alcoholic beverage, although it contains a lesser amount of alcohol than any hard liquor like whisky or rum. Beer contains 4 to 8 per cent alcohol. One 12-ounce can of beer is equal to one peg of whisky. So, if somebody drinks six cans of beer in an evening, he/she has consumed the equivalent of six pegs of whisky. Thus, depending on quantity, the effects of beer will be similar to any other type of alcohol.

Q 58 What are the immediate effects of alcohol on me?

A58

- The first few drinks affect judgement and reaction time.
- More alcohol causes reactions to become even more sluggish and delays physical coordination.
- Far too much alcohol can suppress some body functions and, in extreme cases result in death.
- Often alcohol consumption is associated with several high-risk behaviours such as rash driving, getting into fights, unsafe social behaviour, drowning, and other fatal accidents.

Q59. If my father is an alcoholic will I also become one?

A59 You may be at a higher risk, but not definitely destined to be one. Alcoholism tends to run in families and genetic factors partially explain this pattern. Research studies show that children of alcoholic parents are about 4 times more likely to develop alcohol related problems. However, a child of an alcoholic parent will not inevitably develop alcoholism, just as a person, with no family history of alcoholism, can become alcoholdependent. A person's environment, such as the influence of friends, stress levels, and the ease of obtaining alcohol, also may influence drinking and the development of alcoholism. Still other factors, such as social support, may help to protect even high-risk people from alcohol-related problems.

Q 60. How can I know whether I or someone close to me has an alcohol problem?

A60 Four simple questions, which comprise the CAGE test developed by Dr John Ewing is widely used for alcohol abuse screening. (To help remember these questions, note the first letter of a key word in each question spells "CAGE").

- Do you feel that you should Cut down on your drinking?
- Do you feel Annoyed when other people comment about your drinking habits?
- Do you ever feel bad or Guilty about your drinking?
- Do you ever need a drink (Eye opener) first thing in the morning to steady your nerves or to get rid of a hangover?

A "yes" to any one of these question suggests possible alcohol-related problems.

More than one "yes" answer means it is highly likely that the person is abusing alcohol. If you think that you or someone you know might have an alcohol-related problem, it is important to talk to the family of the person and persuade him/her to see right away. The doctor can determine whether a drinking problem exists and, if so, suggest the best course of action.

Q 61. Is it true that once an alcoholic, always an alcoholic? Can alcoholism be cured?

A61 Many alcoholics have tried to stop drinking. Some develop withdrawal symptoms due to the physical and psychological dependence of the body on alcohol. This bad experience may force a person to continue drinking alcohol. However, most patients are able to withdraw from alcohol without medication, but patients with moderate-to-severe symptoms are best treated under supervision and need medication to suppress symptoms. This process is called detoxification. Still others are unable to stop drinking for any length of time. The longer one abstains from alcohol, the more likely it is for one to remain sober. It is important to remember that many people relapse once or several times before achieving long-term sobriety.

Q 62. What can I do to prevent/safeguard myself from being pressurized to drink alcohol?

A62 You can prevent /safeguard yourself from being pressurized to drink alcohol by giving the following justifications:

- “I don't like the taste.”
- “I don't like the way it makes me feel.”
- “I want to stay in control.”
- “I'll have more fun by being sober.”
- “I know alcohol may cause problems later.”
- “Drunk driving kills thousands of people every year.”
- “Drinking goes against my beliefs.”
- “I don't want to risk my health.”
- “Hangovers are no fun.”
- “I know that it's illegal for people under 18.”
- “I just don't want to.”

Being clear about your reasons will help you follow through on your decision. Steer clear of parties or places where you know people will be drinking. If you do go, think about how you will deal with alcohol. Drink soda, mineral water, or fruit juice instead of alcohol. Do not attend a party unprepared to resist alcohol.

Q63 I get angry very soon. How do I control it?

A-63 Anger is a completely normal human emotion but when it gets out of control it can be harmful and effect the overall quality of life. You get angry because something is bothering you, which you are not able to express clearly. Express the cause of the anger clearly to someone. Try breathing exercises. Try keeping your calm and be happy.

Q64 How do I handle the situation when I get tense and scared?

A64 One of the major cause of fear, nervousness, anxiety or shyness are phobias. You may deal with phobias by getting help and encouragement from others like friends and family. You must also mentally prepare yourself for such tough situations.

Q66. What is the best way for me to handle intense emotions?

A66 Expressing and speaking of your emotions freely and calmly will help you feel better. Do not concentrate on your behavior too much. It will make you over conscious and act differently.

Express your emotions when appropriate. Discuss emotionally-charged situations and the range of possible responses.

Q67 How can I stay calm or cool, as I get depressed very fast just for small reasons?

A67 There are several ways in which you can get out of these kind of situations:

- Do things that will make you feel cheerful.
- Exercise can help.
- Count your blessings.

Q68 I am unable to express clearly and freely because I am scared of my father, but I wait to remove this fear.

A68 In this kind of situations where you find it difficult to talk to your parents, take advice from a counsellor. Sometimes it can have no effect persuading the one who is depressed to speak out their fear. Also try to understand why you fear him and try to adjust with him. Try to express your fear to him and just act normal with him.

Q69 Is it bad to have fantasies and mood changes during adolescence.

A69 No it is not true, mood changes and fantasies are absolutely normal and harmless emotional changes during adolescence.

Q70 How can I enhance my self - confidence?

A70 Confidence helps to perform better, take better decisions and improve skills. Your knowledge, awareness and positive thoughts increase self confidence. Control over oneself also helps in enhancing self confidence.

Q71 I often feel distracted during exams. How can I improve my concentration?

A71 Concentration is the ability to complete a task with full attention, which helps learning and also saves time. To improve concentration, study at regular hours everyday instead of piling in the work. Do not sit and study for a long time, reduce efficiency and capacity to repair material. Read and set clear targets of time in which you plan to finish the given task. Meditation, yoga help improve concentration.

Q72 How can I improve my memory?

A72 Reading regularly, making points, writing notes, revising the subjects, reading texts and discussing with friends helps to remember things better, Anything read with understanding improves memory, Registration, Retention and Reflection (3R) are the key to good memory.

ACAD/EO/2006

Dated : 31.5.2006
Circular No. 09

All the Heads of the institutions
affiliated to CBSE.

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

Dear Principal,

Childhood and adolescence form the most joyful period of an individual's life. They are times of immense creative energy, self-discovery and exploration of the world. They can also be fraught with feelings of isolation, loneliness and confusion. They can be due to various factors relating to the physical, social, emotional, mental and spiritual well being of the younger generation. Schools, families and communities need to play a positive and responsible role in bringing up young children in a healthy environment which would enable each one to maximize their potential.

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

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

Need For Creating Health Clubs in Schools

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

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

...../-

Constitution of a Health Club

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

Responsibilities of the Health Club

- As an organizer of all health relevant activities (at least 8-10 activities in the year at each level).
- As a Resource Centre for the overall well being of students

Objectives of the Health Club

- To create Health Cards for each student
- To create a health newspaper at least twice a year/poster competition related to health issues
- To conduct surveys on health related concerns
- To organize 'health walks' as part of social campaigns
- To organize health fairs and immunization projects
- To tap the local resources in the community to arrange health talks
- To render service in any area affected by a disaster or a calamity
- To create health help line within the school to distress, cope with emotional and social behaviour and to clarify misconceptions regarding sexual and reproductive health
- To teach the students techniques of yoga and meditation from an early age
- To inculcate in the students healthy and positive ways of living
- To teach health songs on various health topics
- Celebration of important days (World Health Day - April 7)
- Creating awareness regarding 'World No Tobacco Day' (May 31), 'World AIDS Day' (December 1) etc.

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

Any further suggestions on this issue are always welcome.

Yours sincerely

(VINEET JOSHI)
SECRETARY

Encl : Annexure A

COMPREHENSIVE SCHOOL HEALTH PROGRAM

Suggested Activities for promoting Health in School

	I - IV	V-VIII	IX-XII
Module 1 Know yourself	<ul style="list-style-type: none"> • Yoga and Meditation • Drawing a Picture of oneself • Pasting a Photograph • Palm Printing / Foot Printing • Rythmic Exercises • Poem / Rhymes / Recitation • Role Play on Body Parts • Matching of Flash Cards • Self awareness / Diary • Sensitivity based Theater • Check up by Doctors/ Dentists • Health Card • Counselling • Ten Sentences on oneself Physical/ Social/Society • Likes and dislikes • My list of favourites • Any other..... • Yoga & Meditation • Assembly themes • Tapping resources from neighbour-hood / community for health, hygiene & personality • Introspection diary • Survey of eating joints for their nutritive content • Health Card • Any other 	<ul style="list-style-type: none"> • Yoga and Meditation • Health Mela • Health Newsletter • Class Board's Decoration • House Board's Decoration • Creating recipes • Effective use of Home Science lab. • Health Card • Any other 	<ul style="list-style-type: none"> • Yoga and meditation • Health Mela • Health Newsletter • Class Board's Decoration • House Board's Decoration • Creating recipes • Effective use of Home Science lab. • Health Card • Any other
Module 2 Food and Nutrition	<ul style="list-style-type: none"> • Collection of Pictures of nutritive/junk food • Class Party and discussion on food items • Dietary charts for the week • Jigsaw Puzzle presentation • Four Corners • Power point Presentations • Mandatory to bring one nutritive item • Research on food items - balanced items • Mothers' recipe book • Any other 	<ul style="list-style-type: none"> • Nutritive Recipe competition • Orientation program for Parents and Students on good food habits • A PMI (plus, minus and interesting) on generally observed health problems • Survey based on balanced diet of different regions / communities • Any other 	<ul style="list-style-type: none"> • Extempore • Debate • Slogan writing • Theatre • Collage making • Panel Discussion • Any other

	I - IV	V-VIII	IX-XII
Module 3 Hygiene	<ul style="list-style-type: none"> • Tick mark of self check-list • Presentation • Value based assemblies • Shramdaan (cleaning up of your class at the end of the day) • Picking up wrappers/ foils etc after the break • Creating shramdaan clubs • Green brigade clubs • Posters • Outdoor excursions (Speed, stamina, strength) 	<ul style="list-style-type: none"> • Board Displays • Research Projects • Skits • Eco-clubs • Celebrating Environment Friendly Days • Preparing Recycled Paper • Visiting a Heritage Site • Any other 	<ul style="list-style-type: none"> • Resource persons from NGO's • Panel Discussion Planting • Eco-clubs • Planting Sapling and Trees • Rain Water Harvesting • No Polybag Zone • Adopting a National Heritage Spot
Module 4 Physical fitness	<ul style="list-style-type: none"> • Warming up exercises before the beginning of each physical education period • Pranayam • Yoga • Physical education periods a must for all schools/all classes • Drills/aerobics followed by presentations at the end of every month • Skill based programmes-camps • March/run for health • Any other 	<ul style="list-style-type: none"> • Competitive Sports • Team building adventure treks • Leadership camps • Health Walks for social issues • Swimming • Any other 	<ul style="list-style-type: none"> • Inter House Competitions based on Aerobics / Yoga / Gymnastics • Team building • Leadership Camps • Running for a Cause • Any other
Module 5 Safety Measures -Fire Accidents, Emergencies	<ul style="list-style-type: none"> • Extempore dialogue delivery • Ground rules preparation in classes • Safety activities-sports field/ activity period (to be made by students) • Travelling independently (phone numbers/ residential numbers) • Learning to Communicate problems-Circle time) • Campaigns • Vigilance Committee • Evacuation Skills 	<ul style="list-style-type: none"> • Transport drill • Sports Day • First Aid • Showing Movies on fire safety drill • Bravery Award • Research based Projects • Sexual Health Education issues related to Gender Sensitivity 	<ul style="list-style-type: none"> • Fire Brigade Demonstration • Disaster Management • Self - defence techniques • Traffic rules • Theatre-visit to Rehabilitation Centre • Sensitization Programmes on Substance Abuse • Interpersonal relationships • Parental Sessions • Laboratory Safety drill

	I - IV	V-VIII	IX-XII
Module 3 Behavioural and Life Skills	<ul style="list-style-type: none"> • Consequence games • Learning to say "NO" • Think pair share • Handling peer pressure • Identification of good touch and bad touch 	<ul style="list-style-type: none"> • Learning to say no • Mentoring • Interactive Bulletin Board • Quiz Contest • Poster making / Painting Competition • Group Games on Adolescent issues 	<ul style="list-style-type: none"> • Handling Peer Pressure • Question Box Activity • Situation Analysis and Case Studies of sensitive issues • Peace March to mark a social event or issue • Panel Discussion with Eminent Psychologists] • Guest Speakers from the experts (Doctor) • Visit to a rehabilitation centre

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

CBSE/ACAD/CIRCULAR/2007

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

All Heads of Institutions
Affiliated to CBSE.

Subject : Importance of Nutrition for Bone Health.

Dear Principal,

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

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

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

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

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

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

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

With regards,

Yours sincerely

(C.GURUMURTHY)
DIRECTOR(ACADEMICS)

Copy to :

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

(C.GURUMURTHY)

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

NO. CBSE/ACAD/HELATH/2007

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

All the Heads of the institutions
affiliated to CBSE

Subject : Comprehensive School Health Programme :

Dear Principals,

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

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

2. Comprehensive School Health Manual

The Comprehensive School Health Manual addressed a basic gap in schooling that has crept in over the years. There is largely to do with the aspect of school health which has somehow been relegated to sporadic health check ups or in some cases a few hours of health instruction in the curriculum. It is imperative that something is done urgently to take up the issue of holistic health. The School Health Policy and now the Manual proposes to view health holistically, utilize all educational opportunities for health promotion including formal and informal approaches in curriculum and pedagogy. Providing a safe school environment, an activity oriented health education curriculum to avoid health-related risk behaviour, ensuring physical fitness activities and sports, providing nutritious snacks in the school canteen, ensuring access to primary health care services, providing emergency care for illness or injury, providing counselling services and integrated family and community activities and staff health promotion policy are some of the expectations that a school should fulfill as was advised earlier in the circular issued to all schools regarding setting up of Health Clubs.

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

3. Health Websites :

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

The objectives of the website are :

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

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

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

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

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

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

Yours Sincerely

(VINEET JOSHI)
SECRETARY

Copy to :

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

(VINEET JOSHI)
SECRETARY

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

NO. CBSE/ACAD/HEALTH MANUAL/2008

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

All the Heads of the institutions
affiliated to CBSE.

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

Dear Principal,

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

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

Comprehensive School Health Programme and Health Manuals :

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

- To create Health Cards for each student
 - To create a health newspaper at least twice a year / poster competition related to health issues
 - To conduct surveys on health related concerns
 - To organize 'health walks' as part of social campaigns
 - To organize health fairs and immunization projects
 - To tap the local resources in the community to arrange health talks
 - To render service in any area affected by a disaster or a calamity
 - To create health help line within the school to distress, cope with emotional and social behaviour and to clarify misconceptions regarding adolescent health
 - To teach the students techniques of yoga and meditation from an early age
 - To inculcate in the students healthy and positive ways of living
 - To teach health songs on various health topics
-/-
- Celebration of important days (World Health Day - April 7)
 - Creating awareness regarding 'World No Tobacco Day' (May 31), 'World AIDS Day' (December 1) etc.

Health Manuals :

The Comprehensive School Health Manuals address a basic gap in schooling that has crept in over the years. School Health has somehow been relegated to sporadic health check-ups or in some cases a few hours of health instruction in the curriculum. It was imperative that something is done urgently to take up the issue of holistic health in school going children which includes physical, mental, emotional and psychological health. The School Health Policy and now the Manuals propose to view health holistically, utilize all educational opportunities for health promotion including formal and informal approaches in curriculum pedagogy. Providing a safe school environment, an activity oriented health education curriculum to avoid health-related risk behavior, ensuring physical fitness activities and sports, providing nutritious snacks in the school canteen, ensuring access to primary health care services and integrated family and community activities and a staff health promotion policy are some of the expectations that a school should fulfill.

There are four Manuals in this package. The first Manual-Vol I is addressed to all stakeholders concerned with school health. The other three Manuals are activity based manuals for teachers. Vol II is Teachers Activity Manual which consist of activities for Primary Level (Classes I-V), Vol III is Teacher's Manual for Upper Primary Level (Classes VI-VIII) and Vol IV is Teachers' Manual for Secondary and Senior Secondary Level (Classes IX-XII). The activities revolve around six different themes - Knowing your Body, Food and Nutrition, Personal and Environmental Hygiene, Physical Fitness, Being Responsible and Safe and Behaviour and Life Skills. The objectives of the modules and activities is to focus on the different aspects of growth and age appropriate development of the child.

The Manuals are holistic in their approach since they deal with not only physical health but also mental, social, emotional and spiritual well being. Their uniqueness lies in their participative and interactive approach. The activities mentioned can be easily incorporated in the classroom transaction, keeping in mind that hands on learning is internalized faster than conventional learning. It is also recommended that teachers may modify or customize the activities according to their social, cultural and demographic needs.

The activities for teachers in each Section are suggestive and it is earnestly hoped that they will carry on the spirit of each section through curriculum plus intervention strategies within the school. The activities are learner centred and will help to empower them to construct knowledge for themselves in a classroom or out of the class setting.

...../-

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

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

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

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

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

(VINEET JOSHI)
SECRETARY

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

- 01 The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
- 02 The Commissioner, Navodya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
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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
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
13. E.O. to Chairman CBSE
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15. P.A. to Director (Academic), CBSE
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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/ACAD/CSHP/2008

**6th Nov., 2008
Circular No. 49**

All the Heads of the institutions
affiliated to CBSE.

Subject: Follow up on Comprehensive School Health Programme.

Dear Principal,

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

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

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

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

1. Physical Fitness :

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

2. Eating Habits and Diet:

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

3. Substance Abuse :

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

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

4. Emotional Health:

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

Yours sincerely

(DR.SADHANA PARASHAR)
EDUCATION OFFICER(L)

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

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

- 05 The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737101
- 06 The Director of School Education, Govt of Arunachal Pradesh, Itanagar-791111.
- 07 The Director of Education, Govt. of Andaman and Nicobar Islands, Port Blair-
08. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
- 09 All Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
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18. P.A. to HOD(AIEEE), CBSE
19. PRO, CBSE

EDUCATION OFFICER(L)

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

CBSE/CM/ 2008

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

All Heads of Institutions
Affiliated to the Board

Subject: Safety in School Science Laboratories

Dear Principal,

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

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

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

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

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

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

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

With best regards

Yours faithfully,

(VINEET JOSHI)
CHAIRMAN

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

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
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4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim - 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

CHAIRMAN

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

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

Dated: 24.6.2009

Circular No. 22

All the Heads of the Institutions
Affiliated to CBSE.

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

Dear Principal,

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

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

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

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

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

Parameters for the Selection

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

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

Mechanism and Procedures

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

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

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

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

Yours sincerely,

(DR.SADHANA PARASHAR)
EDUCATION OFFICER (L)

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 jurisdictions:

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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)

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-160017.
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, ESS ESS 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
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

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

CHAIRMAN

BASIC EMERGENCY CARE

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

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

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

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

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

THE CHAIN OF SURVIVAL

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

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



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

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

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

LEARN CPR
You Can Do It!

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