

HEALTH AND WELL-BEING IN SCHOOLS

OVERVIEW

In this session we will discuss about the concept of health and well-being and its importance in schools by following various modalities. The session will reflect on physical development, related myths, physical fitness and its components. The types of activities which help in the development of physical fitness will also be covered in this session. Yoga, being very important not only for physical but also for emotional and physiological development and for holistic health, has also been included in the module. Healthy eating habits and hygiene which are important factors affecting the health of children are also covered. Activities related to emotional well-being, self awareness, social awareness, violence and abuse, and injuries are also part of the module. Gender cut across throughout the module. Care has also been taken to be inclusive.

LEARNING OBJECTIVE

At the end of this session you will be able to:

- Understand the concept of health and wellness.
- Understand the importance of a healthy environment for children in school.
- Develop and understand about pedagogical processes to be adopted in order to develop healthy attitudes and behaviours among children.
- Develop life skills for achieving enhanced Learning Outcomes related to health and wellness.

RESOURCES AND PEDAGOGY

- Case studies, experiences and role play situation along with the accompanying questions, charts, photographs, videos, games etc.
- Group work, discussion, demonstration, interaction, games, self-reflection, self-learning activities like question-box, Role Play, Case Study, and quiz contest for providing accurate and adequate information to learners and inculcating in them positive attitude and developing the ability to apply the concerned life skills.

HEALTH AND WELLNESS

- What is health? What does holistic health include? When most people are asked about health, what is their usual

response? Ask a few participants to share their views. After listening to them, share that good health refers to a state of physical, social, emotional, and mental well-being and not mere freedom from diseases. All are on the same continuum and influence each other. Let us discuss each one.

- Physical health is only one aspect of our overall health. It is the state of being free from illness or injury. Understanding of physical health need awareness about physical development, physical fitness, healthy and hygienic eating habits, etc.
- Social health includes the ability to interact with others and the environment, work in a team and to have satisfying personal relationships.
- Emotional health is said to be stable when a person can control and manage emotions in order to feel comfortable. People are emotionally healthy if they are able to express their feelings successfully.
- Mental health and Well-being is “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” (WHO). Mental health can affect daily life and relationships. Even physical health can be influenced how one thinks, feels, and behaves. Mental health also includes one’s ability to enjoy life by balancing between life activities and efforts in order to achieve psychological resilience.
- Distress includes fear, guilt, nervousness, shame, helplessness, doubting self, confusion, loneliness, sadness, and anger. This is a phase where the individual facing a challenge or under stress can find a solution and act positively, or might require support or help. One can observe distressed feelings in many ways such as decline in academic performance, hyper activity, anger, or misbehaviour, etc.
- Illness or Disorder is a state along the continuum, when distress lasts for a longer period of time. A person shows symptoms such as, difficulties with sleeping and/or eating, suicidal tendencies, increased social withdrawal, physical symptoms of anxiety, substance misuse, aggressive behaviour, etc. Mental illness or disorders need to be treated by a professional.
- This state can keep changing along a continuum. An individual could be at different levels on the continuum based on the situations he or she might face at different

times of his or her life. Their ability to manage and overcome distress also depends on their physical, emotional, social, and intellectual health. Let us discuss these one by one.

Physical Development

Physical development of children is one of the important components of health. Ask participants to think and write about all the changes that they have noticed in themselves since their childhood (when they were 6-8 years old onwards or observed in their siblings). Ask 6-8 participants to share their observations. Show them Fig. 1.



Fig. 1—Different stages of life

Draw five columns on the black board with the headings—infancy, childhood, adolescence, adulthood and aged as shown in the table below. Note book can also be used. Ask them to list approximately four to five changes in each phase of life. Give 5 minutes to them and then have a discussion.

Activity 1—Changes in different Stages of Human Being

Changes during the different phases of life				
Infancy	Childhood	Adolescence	Adulthood	Aged

After discussion, you can summarise that the

- changes in our bodies are natural, normal, and healthy. These are essential parts of human growth and development. It can be extremely interesting to experience these changes.
- all changes do not take place at the same time. As a result, it is possible that physical changes may take place early, but psycho-social changes take place later in the same individual. It may also happen the other way around.

Two children of the same age may have different levels of maturity and experience changes at a varying pace.

- sometimes we can influence changes in our lives and at other times we have little control over them.
- some of the changes in our lives are predictable. If we are prepared for them, we may be able to influence some of these processes and manage them better. For example, growth and maturation is a continuous process.
- sometimes, children feel stressed if they look different from their peers. They could be maturing faster or slower than the others, and this difference may become the focus of teasing and ridicule among peers.
- there are a lot of prejudices and harmful stereotypes attached to the growing up process, which need to be discussed.

Note: chapter in science of class VIII discusses these changes in detail.

Since all children do not grow at the same pace (physically as well as intellectually) there may be some myths and misconceptions related to growing up.

Myths and Misconceptions Related to Growing Up

Activity 2

Myths and Misconceptions Related To Growing Up, Peer Influence and Gender

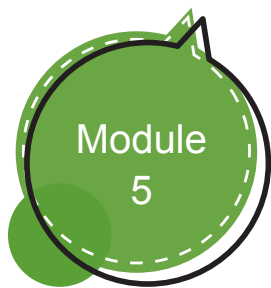
The following case studies aims at clarifying stereotypes and myths and misconceptions related to growing up, peer influence and gender stereotype by following case studies.

Case Study 1: Variation in growth and development

Rakesh and Mihir, are walking home together from school. Rakesh begins to tease Mihir, saying that he speaks in a girl's voice. He also laughs at the fact that Mihir has got no hair on his upper lip. "Look at me," Rakesh says, "I am a real man. My voice is strong and my face is manly- I have so much facial hair. My father calls me *sher*." This really embarrasses Mihir. He recalls that his mother still calls him 'my sweet boy'. He decides to go home and ask his mother why he is so different from Rakesh and whether something is wrong with him.

Questions for discussion

- Although they are of the same age, why do Rakesh and Mihir look so different?



- Do you think that there is something wrong with Mihir? Why?
- How do you think Mihir feels about himself?
- What should Mihir's mother tell him?

Case Study 2: Positive and Negative Peer Influences

Raju used to study all the time, whether at school or at home. He always scored good marks. He did not have any other interests or hobbies. When he joined a new school in Class XI, he became friends with Zaheer and Moti. Both were keen cricketers. Raju started to play cricket with them and discovered that he was a good spin bowler. His parents are now concerned that he is spending too much time in the playground which may affect his studies.

Questions for discussion

1. Do you think Zaheer and Moti are a good influence on Raju?
2. Do you think that Raju's parents are justified in being concerned about his new hobby?
3. What role can Raju's teacher/s play in decreasing his parents' anxiety?
4. Should Raju continue playing cricket? Why?

Case Study 3: Stereo typed body image

Shalini and her friends in class seven were preparing for the school's annual function. All of them were very excited. Shalini was taking part in the classical dance, while her classmates Anita and Farah were in the play. One day Anita said mockingly to her, "You are so dark. We will need additional light to be able to see you on stage." Shalini made no reply to her. Farah felt bad for Shalini and said, "You dance so well. Why don't you use a fairness cream, to get a fair complexion? Can you imagine how nice you will look on the stage if you had a lighter complexion?"

Shalini smiled and said, "Thank you, Farah. I appreciate your concern but I am happy with my complexion as it is. My teacher and I are working hard on my dance practice and I am confident that our efforts and your good wishes will lead to a good performance."

Questions for discussion

1. What do you think of Anita's remark about Shalini?
2. Do you think Farah's remark is based on a false stereotype (light complexion is essential for being beautiful), or is it based on facts? Explain your answer.

3. Does Shalini's response indicate that she has a positive or a negative self-image? Give reasons for your answer.
4. Do you think Shalini is a mature person with a positive style of communication?

Case Study 4—Friendship and Bullying

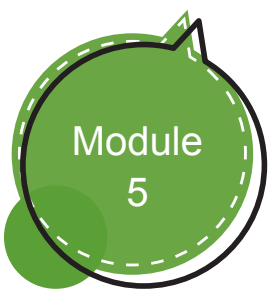
Sujit and Manoj were buying a music CD at a shop just outside the school gate. They spotted Sharad going home. They caught hold of him and bullied him for money to buy the CD. Sharad refused because he had often been forced to lend money to them since he had joined this school in class 9 almost a year ago. The two boys never returned the money they borrowed. When Sharad refused, the two bullies pushed him around until he fell, then, snatched his money and ran away. Sharad's class teacher, who was returning home, saw him lying on the ground and helped him back to his feet. Despite being asked, Sharad did not reveal how he hurt himself. The next day, Abid, who was Sharad's classmate, and had witnessed the whole incident, asked him to complain to the teacher. Sharad hesitated, but agreed when Abid offered to accompany him to the teacher's room.

Questions for discussion

1. Why do you think Sharad did not complain against the bullies for so long?
2. Why do you think that he agreed to complain this time?
3. Why did Abid get involved in this matter?

The teacher should explain

- Peer relationships can have both positive and negative dimensions
- Self-confidence and assertiveness are essential for maintaining positive relationships
- Adolescents and their parents and teachers should interact more so that they appreciate one another's concerns and understand each other better
- In most situations, feelings should be recognised rather than pretending they do not exist.
- Adolescents learn a lot from adults. It is very important for adults to model healthy, honest, and wise (mature) ways to express feelings.
- Due to prejudices and ignorance children are sometimes drawn to harmful or ineffective commercial products which claim to hasten the growing up process. For instance some



products claim to increase height and muscle mass very quickly, without any additional input of diet and exercise.

- Similarly, advertisements for cosmetics and beauty parlours reinforce prejudices and over-emphasize physical appearance, leading to feelings of anxiety, inadequacy and low self-esteem. It is important to counter all such prejudices and pressures, and be confident about who you are and how you look.
- Children should recognise and learn to express their thoughts and feelings (communicate) in a clear, honest, and respectful manner without putting down either themselves or the other person/s.

Questions to assess/reflect

- What kind of physical changes do girls and boys experience during growing up?
- Do physical changes among children occur at the same time for everyone?
- What should we do if we are concerned about any changes in our body?

Change among Boys and Girls

Provide sheets with columns as drawn below to the participants or ask them to draw the columns as shown below in their notebook or a sheet of paper.

Activity 2—Changes in Children

Change	Boy	Girl	Both Girl and Boy
• Enjoying friends' company more			
• Can cross the road independently			
• Becoming taller			
• Becoming heavier			
• Broadening of shoulders			
• Can run faster			
• Sweat more			
• Oily skin			
• Can solve more difficult sums			
• Can concentrate for a longer period			
• More conscious about appearance			
• Facial hair begins to appear			
• Breasts beginning to develop			
• Become more brave and more shy			
• Add changes			

Ask participants to tick mark () the correct option in appropriate column for the changes mentioned in the above table as per age and observations. Participants may be encouraged to add some more changes and identify changes specific to boys and girls and common changes. The facilitator can summarise by explaining that certain changes are common while certain changes are specific to boys or girls. Variations are seen even within same age groups of girls or boys. Such variations may be due to heredity, differences in diet and physical exercises. Such variation is normal and should not be allowed to have impact on self-image. Some qualities like brave, shy, weak and strong are not about 'male' or 'female'. Qualities don't have a gender.

Activity 3—Related to height and weight for students.

The teacher asks students to compare heights of different children as per the table given below:

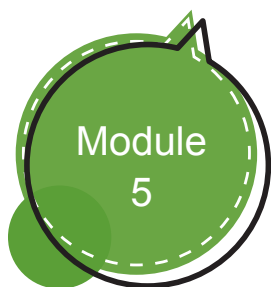
Table—Height and Weight of Students

S.No.	Name	Age (Years)	Height (cm.)	Weight (kg.)
1				
2				
3				
4				
5				
N				
Average				

Students can compare and record changes in the height and weight after six months in a similar table to see their growth from the two tables and to try to find reasons for variations. The teacher emphasises that such variation is normal. Teacher may also encourage them to prepare a graph of the data and encourage them to interpret data from the graph. Based on the analysis, teacher can discuss the variations in growth and development and linked to the importance of physical fitness.

How to remain physically fit?

Proper growth and development in children lead to good health. Just knowing about height and weight, and growth and development is not enough for good health. The best way to achieve good health is to remain physically fit, emotionally strong and mentally alert. Physical fitness activities improve



the shape and size of the body and efficiency of the heart, blood circulation and all internal organs and systems of the body. It helps in improving learning skills, promotes general well being and also improves performance in games and sports. Age appropriate physical activities should be organised by the teachers for keeping children healthy and fit. The major components of physical fitness are strength, speed, endurance, flexibility, and agility.

Physical fitness is defined as the general capacity to adapt and respond favorably to physical efforts. It also means the capacity to carry out daily work with vigor and alertness. Doing work without undue fatigue and also having ample energy to enjoy leisure time and to meet unforeseen emergencies is also part of physical fitness. To be healthy, one requires doing physical activities including playing games and sports doing yoga, and having healthy eating and hygienic habits. All these activities need to be modified as per the age and the ability of the child.

Components of Physical Fitness

- What are the components of physical fitness?
- Can you name them?
- How these can be improved?
- What types of activities helps in the development of physical fitness?

After a brain storming session for 5–6 minutes, you can discuss the components of physical fitness. These are as follow:

Strength—It may be defined as the ability of the muscle to overcome resistance or act against resistance. Push-ups and standing broad jump helps in developing strength.

Speed—It is measured by rate of movements. Speed is the ability of a child to cover a certain distance in a minimum possible time. For example, how much time does a child require for 20-50 meters sprint on a plane surface?

Endurance—It is defined as the ability to perform movements for longer duration under the condition of fatigue (tiredness).

Flexibility—It is defined as the ability to perform movement with greater amplitude (wide range) or in other words it may be defined as the range of movement possible around a specific limb joint, or even the body as a whole. Sit and Reach Test helps in developing flexibility.

Agility—It pertains to ability for making quick movements (ability to change). A 4×10 meters shuttle-run test may be organised to check the agility of students.

Activity 4

Think about the activities we perform in daytoday life. Prepare a list of those activities which help in fitness. Examples of some activities are given below. Add more activities to the list.

Indoor activities

- Crawl under tables
- Use a object to practice balance
- Jumping jacks
- Dancing
- Yogic activities
- -----
- -----
- -----

Outdoor activities

- Climbing a ladder
- Jumping, crawling, and walking from one area to another.
- Zig-zag running between obstacles.
- Jump over various objects
- Walking
- -----
- -----
- -----

Calisthenics, mass fitness and rhythmic activities involve a variety of bodily movements performed repeatedly in a coordinated manner in tune with music. It involves variety of free hand exercises, exercises with light apparatus, marching drills, aerobics, action song and dances. For the purpose of such activities equipments like balls, dumbbells, hoops, umbrellas, wands, etc., can be used.



Fig 2A—Attention



Fig. 2B—Steps for Turn



Fig 2C—March pass Steps

Development of a Good Posture

You have seen some children do not have right posture while walking, standing, sitting, running, etc. Let us look at some of the postures. Which one of the following is good posture?

Posture in Sitting Position—the feet should be flat on the floor at a comfortable distance apart. Sit with back into the chair as shown below.

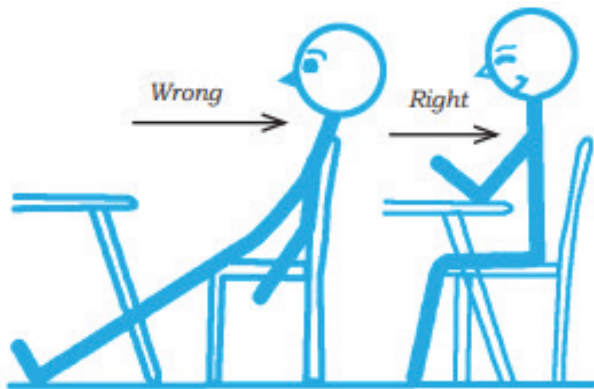


Fig. 3A—Sitting Posture

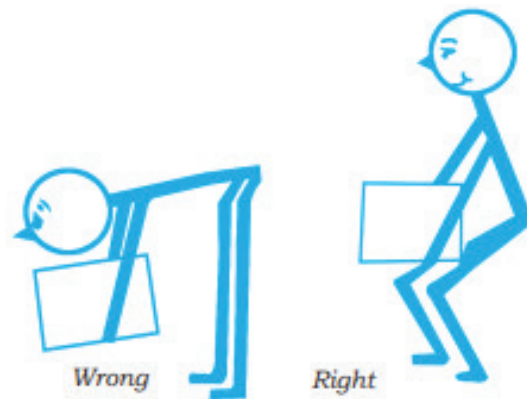


Fig. 3B—Lifting Posture

If we do not sit, stand, or sleep properly, we may develop long standing aches and pains in our neck and back. This may need help from medical expert.

- The following exercises are recommended for correcting above posture—
 - *Bhujang Asana*
 - While walking, keep head in such a position that eyes are looking forward.
 - Walk balancing a book on the head.

Importance of Games and Sports

Think for a moment, what you really do for making children play games? Have they ever seen any national match?

Do they also aspire to play like them?

What is the status of physical education class in your area?

Is there a regular period for physical education for every class?

Do you think, it is the responsibility of Physical Education teacher only to conduct physical fitness activities in schools at the elementary level?

Discuss with the participants about the games they play. Also ask them the local games which are popular in their area.

Tell them that there are individual sports and team games. The individual sports are track and field events, gymnastics, swimming, etc. Track and field events comprise running, jumping and throwing. Running events include sprints, middle and long distance runs, while field events consist of jumps and throws. Every event requires certain fundamental skills for efficient performance.

Team games require a number of players to play in specific positions. These games develop sportspersonship, cooperation and positive attitude towards diverse group. Team games includes like football, kabaddi, kho-kho, volleyball, basketball, cricket etc. Depending upon the facilities available children should be encouraged to take any games including indigenous games and practice yoga.

Integration of Physical Education in Different Subjects

- Make groups of 5-6 participants in each group.
- Name the groups in the name of different subjects. Such as–Language, EVS, Mathematics’, Science, Social Sciences.
- Ask them to prepare a chart showing physical activities they would conduct while teaching that subject at the primary and upper primary levels.
- Give them 10 minutes and then ask each group to present. While one group is presenting, asks other groups to add any suggestion if any. After the presentation conclude that it is the responsibility of every one to integrate physical activities while transacting their own subject area.

Yama and *Niyama* are principles that help us in following standards in our personal and social lives. The five principles of *Yama* are: *Ahimsa* (non-violence), *Satya* (truthfulness); *Asteya* (non-stealing); *Brahmcharya* (abstinence) and *Aparigraha* (non-collectiveness). The five principles of *Niyama* are: *Shaucha* (cleanliness); *Santosa* (satisfaction); *Tapas* (austerity); *Swadhyaya* (study of good literature and knowing about the ‘self’) and *Ishwar pranidhana* (dedication to Supreme power).

Yoga for holistic health

To know, how much the participants are aware about yoga, the following questions may be raised.

- What do they understand by yoga?
- Should yoga be introduced at the primary level?
- How can yoga help in promoting health among children?

- What are some of the benefits of yoga for children?
- About what one should be careful while doing yoga?

Have a brain storming session with them. After discussion, the following may be presented:

Generally people think that yoga means *asana*, *pranayama* only. Yoga includes several practices such as *yama*, *niyama*, *asana*, *pranayama*, *pratyahara*, *kriya* (cleansing practices), *mudra*, *bandha*, *dharana*, *dhyana* (meditation).

Yoga may be introduced from the primary level onwards in informal ways, but formal introduction of yogic exercises should begin only from Class VI onwards.

Yoga is to encourage a positive and healthy lifestyle for physical, mental and emotional health of children. Yoga helps in the development of strength, stamina, endurance and high energy at physical level. It also empowers oneself with increased concentration, calm, peace and contentment at mental level leading to inner and outer harmony. There is need to organise yogic practices with children. Names of some *Asana*, *Pranayama* and *Kriya* are given below.

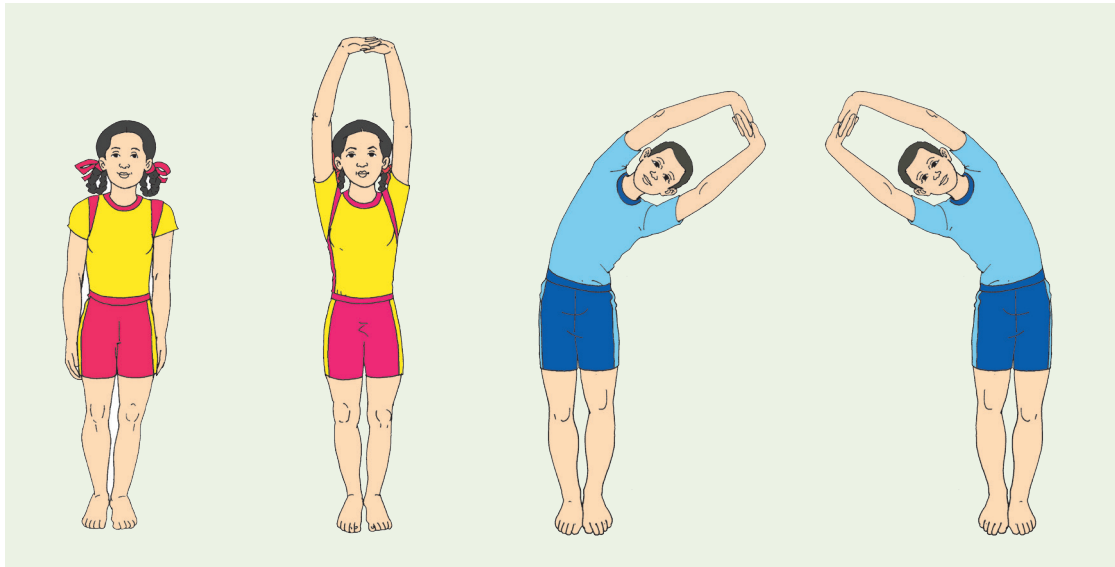


Fig. 4: Practicing Yoga

Asanas

Standing Posture— *Tadasana*, *Vrikshasana*, *Trikonasana*, *Garudasana*

Sitting Posture— *Yogamudrasana*, *Badha*, *Padmasana*, *Pachimattanasana*, *Supta Vajrasana*, *Gamukhasana*, *Ardhamatsyendrasana*

Prone Posture—*Bhujangasana, Shalabhasana, Dhanurasana, Makarasana*

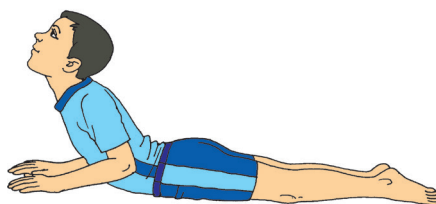
Supine Posture—*Setubandhasana, Ardhalasana, Matsyasana, Chakrasana, Pawanmuktasana*

Pranayama—*Anulomaviloma, Sitkari, Bhramari*

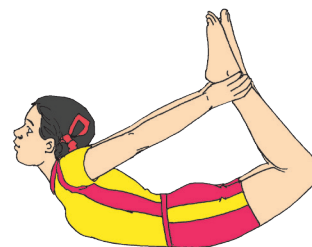
Kriya—Kapalabhati and Agnisara



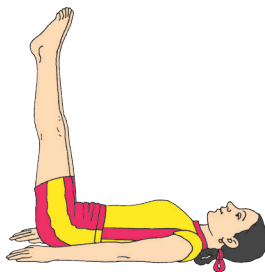
Yogamudrasana



Bhujangasana



Dhanurasana



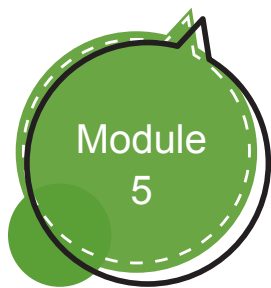
Ardhalasana



Bhastrika Pranayama

General Guidelines for Yogic Practices

- Most of the *asanas*, *pranayamas* and *kriyas* should be practiced on an empty or on a very light stomach.
- Early morning is the ideal time for yoga practice but it can also be practiced in the evening on empty stomach about three hours after lunch.
- Yoga should not be practiced in hurry or when you are exhausted.
- Select a well-ventilated, clean and peaceful place for your practice.
- Yogic practices should performed on a *durry* or a mat.
- Taking a bath before the practice is ideal. Use cold or warm water as per the requirement of the individual and season.



- Clothes should be loose and comfortable while performing the yogic practices.
- Breathing should be as normal/natural as possible.
- There are limitations of yogic practices. If you are suffering from any problem or chronic disease, inform your teacher before starting yogic practices.
- At initial stage, easy practices should be adopted. Later on more difficult ones can be practiced.
- Yogic practices can be carried out at home once they are properly learnt in the school.
- Yoga has a broader meaning. Therefore, apart from *asana* and *pranayama*, one should practice moral and ethical values in life.

However, children with special needs should perform these activities in consultation with yoga experts/yoga teacher as per their capacity.

The facilitator can go through the following materials related to physical fitness, games and sports and other related information.

Note: NCERT has developed resource book on *Assessment on Health and Physical Education for Primary Stage and Teacher' Guide in Health and Physical Education* for Class VI, VII, and VIII.

Healthy Eating Habits and Hygiene

Along with physical activities, healthy eating habits and hygiene is also essential. The body keeps fit only when various organ systems function properly. The organ systems remain fit and healthy when nutritious diet is taken regularly, hygienic habits and regular physical exercises are undertaken and healthy life style is observed. A healthy and fit body helps in developing a positive attitude towards oneself and others.

- Divide the learners into small groups such that no group has more than five to six participations. Give task to each group. Same task can be given to more than one group.
- The groups should be given 15 minutes to complete the task assigned to them.

Task for Group 1

- Prepare a menu for any one healthy meal (breakfast, lunch or dinner) and justify why the group considers it as healthy

Task for Group 2

- Develop at least six slogans on promoting healthy eating habits and justify why the group thinks these slogans are important

Task for Group 3

- Create an advertisement for selling health food and suggest how you can build awareness on healthy eating habits among your peers.

Task for Group 4

- How do you think media influences the eating habits of young people? Please share at least three examples.

Task for Group 5

- Make a list of healthy foods that you are aware of from your homes/families/friends’ families. Along with the food item, write one health benefit it has. (These can include health-promoting ingredients as well as prepared or cooked food).

After the presentation by all groups, the teacher should emphasise that—

- children need a carefully planned diet so that they remain healthy
- balanced diet means inclusion of proteins, carbohydrates, fats, vitamins in requisite proportion, as shown below—

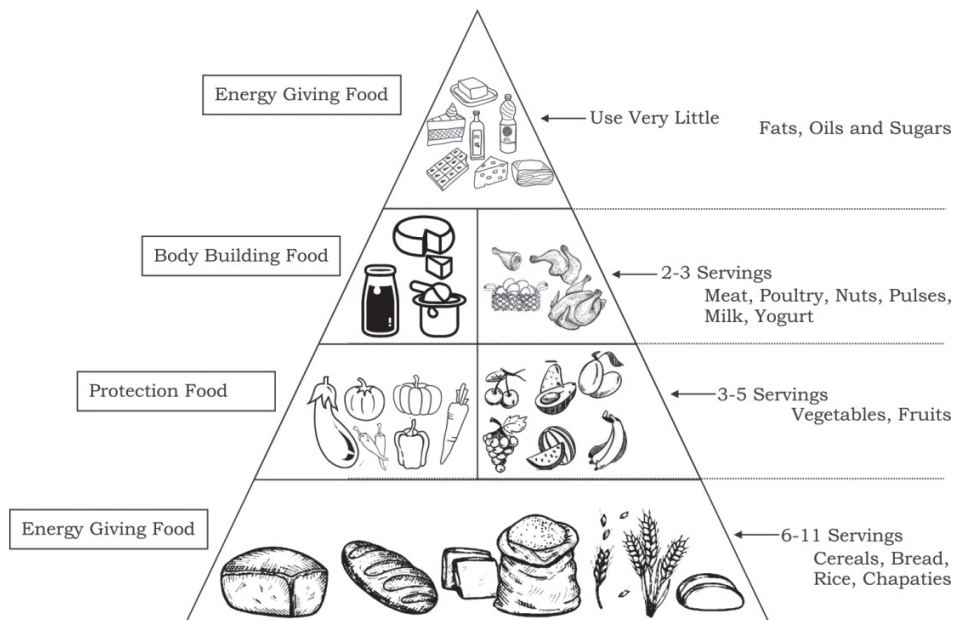
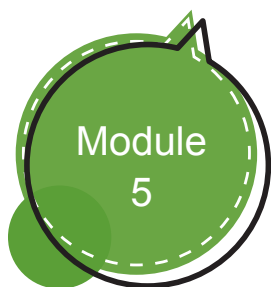


Fig. 5—The Food Pyramid



Module 5

- every region has locally available nutritious food items. These should be identified and consumed as part of daily meals. For example, the millet *Ragi* is a very rich source of calcium and is easily available across many parts of India.
- packed and junk food may be tasty, but should never replace the regular meal as they do not have adequate nutritional value.
- drastic diet plans and slimming medication can be harmful, unless prescribed by a qualified professional (nutritionist, doctor) for health reasons. Advertisements that promote girls as being thin and boys as being tall and muscular can mislead young people into making unhealthy eating choices.
- healthy eating habits include:
 - Eating slowly, chewing properly
 - Avoiding TV viewing or reading while eating
 - Eating a balanced meal that contains different food groups in adequate proportions
 - Eating moderate proportions at proper intervals
 - Never skipping meals nor overeating
 - Drinking sufficient water (8 to 10 glasses per day)

Healthy Hygienic Habits

Ask learners to think of factors other than food habits that impact a person's health. Learners may talk about physical exercise, clean environment, personal hygiene etc.

Are there any challenges one faces to practice these personal hygiene habits?

What can happen if one does not maintain personal hygiene? There will be multiple responses. Announce that they are going to play a game called 'passing the parcel'.

- Ask all learners to stand in a circle. In case the size is big, ask only 10-12 learners to come in front and form a circle. The others will guess.
- Place 15 chits on healthy hygiene practices at the centre of the circle.
- One of the volunteer will clap hands.
- As soon as the clapping starts, the rest of the learners will start passing the ball to the person standing next to them.
- When the clapping stops, the learner who has the ball will, pick up a chit from the bowl and try to convey the practice by acting (they cannot utter words).
- Other learners in the group and in class will need to guess the activity being demonstrated.

- If acting is not done correctly, get another volunteer to perform. Ensure learners are able to guess the act otherwise reveal the practice.
- Ensure everyone understands the practice, explain if required. Ask learners if they follow this practice? How often? What is the benefit of this practice? This will ensure that they self-reflect while playing the game.
- Before moving to the next practice, get all learners to repeat the action once.
- Continue the game till all 15 chits are completed.

1. Washing hands with soap and water after going to the toilet
2. Brushing teeth twice a day
3. Bathing daily
4. Clipping nails of hands and feet
5. Cleaning eyes while washing face
6. Keeping ears clean
7. Covering mouth while coughing
8. Turning head or covering mouth while sneezing
9. Wearing clean clothes
10. Rinsing the mouth after a meal
11. Flushing the toilet after use
12. Not biting nails
13. Not digging the nose
14. Combing the hair everyday
15. Keep the surrounding clean

Based on the picture given, similar activities can be organised with students. The teacher can prepare a chart with names and place it on the classroom wall.

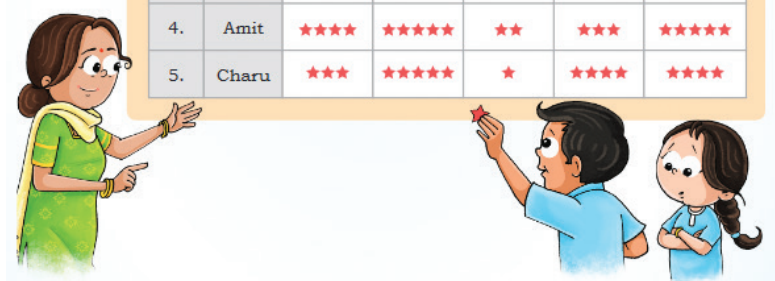
- Ask each student to put a star on the habit they are following. This can continue for a week as shown in the picture.
- Ask them to share their list with the student sitting next and vice versa.
- By the end of the week take an update on the sheet and see whether practices are becoming a habit. If not they can continue this exercise.

The facilitator or the teacher explains that

- while eating a balanced diet with right amounts of all three types of foods: Energy giving, body building and protective foods including micronutrients is critical for staying

Did I follow healthy habits today?

S. No.	Name	Did you brush your teeth?	Are your nails out?	Are your clothes clean?	Is your hair combed?	Have you taken a bath today?
1.	Afsa	★★★★★	★★★★★	★★★★★	★★★★★	★★★★★
2.	Simmi	★	★		★★	★★
3.	Bhanu	★★★★★	★★★	★★★★	★★★★★	★★★
4.	Amit	★★★★	★★★★★	★★	★★★	★★★★★
5.	Charu	★★★	★★★★★	★	★★★★	★★★★



healthy, equally critical is to follow good hygiene practices to avoid infections.

- Maintaining personal hygiene prevent illness and infection from bacteria or viruses.
- Simple activities can be done to maintain personal hygiene like washing hands (before eating or preparing food, after playing or going to the toilet), brushing teeth at least twice a day, rinsing mouth after every meal, clipping finger nails when long, having bath daily, avoiding biting nails or digging the nose,

changing under garments daily, wearing footwear when going out, turn head away when coughing or sneezing.

- good personal hygiene is a habit that must be practiced by everyone to maintain good health.

Questions for assessment

1. Describe healthy eating habits.
2. Why is personal hygiene important for good health?
3. What are the personal hygiene practices one must follow at least once daily?

Emotional Well-being and Mental Health

Conduct a brain storming session with the participants on various emotions. Encourage them to come up with as many emotions as possible. Write down the emotions on the blackboard. Show them the Table having list of emotions.

Emotions			
Happy	Shy	Surprised	Scared
Angry	Joyful	Sad	Puzzled
Content	Hurt	Confused	Hopeful
Loved	Jealous	Frustrated	Guilty
Excited	Worried	Irritated	Silly
Disappointed	Proud	Tensed	Embarrassed

- Now ask them What happens to the body when:
 - We are angry?

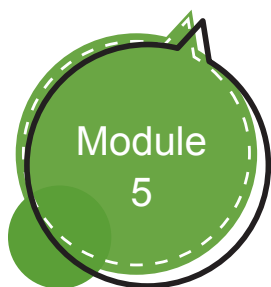
- We feel happy?
- We feel sad?
- We feel excited?
- We feel scared?
- Use information below to add to the responses from the learners—
 - angry – we may begin to feel hot, start sweating or get a headache
 - happy – we may feel energised, our body may feel light
 - sad – we may feel lethargic
 - excited – our heart beat may become fast
 - fear – we may start sweating, may experience goose bumps on the skin.
- Becoming aware of our emotions and labelling them, is the first step and helps in managing them better and taking good decisions. Emotions are a part of everyone’s lives - they are neither good nor bad; but how they get expressed is more important.
- Developing awareness of emotions is a skill that builds over time and needs to be practiced. It is also important to know one’s strength as an individual as well as a group

My Core Strengths— ‘I have, I am, I can, we have, we are, we can’

- Everyone has different core strengths, be it values, traits, dispositions, characteristics, attitudes, beliefs or resources. Some of the core strengths can be forgiveness, kindness, teamwork, athletic ability, musical talent, humility, creativity, curiosity, courage, kindness, team work, humour, and so on. Let us find out those strengths.

Draw a table with three column headings on the blackboard— ‘I Am’, ‘I Have’, ‘I Can’. In the column – some examples are given in the table below:

I am	I have	I can
(internal personal strengths- feelings, attitudes and beliefs that can be strengthened by support) E.g.: I am honest, and I believe that we should work hard if we want to achieve our dreams.	(external support, resources, help that promotes resilience and well-being) E.g.: I have a loving aunt who supports and guides me. I have 2 close friends with whom I share everything.	(social and interpersonal skills- learnt or acquired by interacting with others) E.g.: I am able to express my feelings and needs with people around me - Most of my peers trust me



Make groups of 5–7 participants in each and ask them to write strengths that they derive in a group and fill up the similar columns as ‘We Are’, ‘We Have’ and ‘We Can’ in their notebooks. Some questions are given in the box which can help you to identify your individual and as group strengths, weaknesses, opportunities and threats. Give the groups 10 minutes to discuss and have a presentation in the larger group. Based on the discussions you can highlight main points.

- Identifying and using one’s strengths, weaknesses, opportunities, and threats can promote wellbeing. Strengths can also be applied to manage personal challenges as well as make good use of available opportunities.

- Strengths—what are my/our strengths?
- What achievements am I/we are most proud of?
- What are the things I/we do that help stay happy and deal with challenging situations?
- Weaknesses—What learning or skills am I lacking or need to improve?
- What do my teachers or classmates/friends or parents say are my weaknesses?
- Opportunities—What opportunities available to me to learn new skills?
- Who are the people who can support me.
- Threats—What external resources do I/we lack (guidance/peer support/parental support etc.) which inhibit my progress?
- What external factors (demands made by friends/teachers/parents, bullying, conflicts) block me from achieving success in work and relationships?

- Identifying areas of improvement or weaknesses helps individuals grow and become better so that they are better prepared to deal with personal challenges.
- It is important that one identifies people who can support them to learn new skills and abilities, can help create opportunities for new learnings and personal growth.

Activity 5—Role Play on how one behaves in different situations

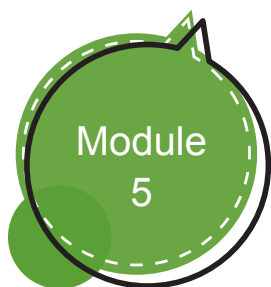
- Divide the participants into groups of 5–6 members.
- One situation can be given to more than one group.
- Give 10 minutes for preparation of role play.

- A classmate lodges a false complaint against you to a strict class teacher.
- There is a problem at home and your best friend comes to visit you.
- You do not do well in a subject at school.
- Your father scolds you without any reason.
- Your team wins an interschool sports competition.

After role play and discussion the teacher summarises that

- We experience a range of emotions from positive to negative in different situations, for example happiness, satisfaction, sadness, anger, frustration, etc.
- These are further reinforced by people around us
- It is necessary to express these emotions but there are both positive and negative ways of expression
- It is important to recognise that stress and anger are emotions that can be tackled, controlled, and decreased
- Rather than comparing oneself with others, it is far more healthy and productive to compete with our own selves and steadily improve our own performance/ behaviour
- Generate a discussion on what other healthy reactions can they use when they experience challenging emotions and add to the list on the board. Add some from the reference list below.
 - Listening to music
 - Taking deep breaths when I am nervous
 - Playing a sport, running up and down stairs when I am angry
 - Meditating or praying
 - Leave the scene
 - Talk about your feelings with someone you trust who is preferably not directly involved in the incident
 - Listen to your favourite music
 - Exercise or do some physical activity
 - Write and then destroy a letter to the person you are angry with
 - Watch a funny movie
 - Spend time on your favourite hobby
 - Do something creative
 - Help somebody else

Factors like nutrition, physical activity, stress-coping methods, good relationships, and a sound mind influence our Health and Well-being in Schools



Module 5

state of wellness. When faced with challenges, some return to the state of wellbeing by themselves, while others might require help.

Questions for Self-reflection:

Every participant should be encouraged to record at least three traits in response to each of the two questions.

- I am valuable and important because _____
- My family, friends and teachers are valuable and important because _____

The facilitator should emphasise the following:

- Awareness of positive traits/ qualities makes one feel good and enhances self-esteem
- Positive feedback from important people in our lives (for example, friends, family, teachers) also helps us to feel good about ourselves
- Appreciating others also makes us feel good
- When we feel good, we respond to everyday situations more positively
- Positive outlook helps us to recognise and work on our failings and shortcomings and continually improve ourselves without being hard on ourselves

Safety and Security in Schools

‘School Safety’ has been defined as the creation of safe environments for children starting from their homes to their schools and back. This includes safety from large-scale ‘natural’ hazards of geological/climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies that can adversely affect the lives of children.’

School Safety efforts need to take into account all kinds of hazards such as floods and earthquakes, dilapidated buildings, loosely placed heavy objects such as almirahs, invasion of the campus by snakes and any other pests, broken or no boundary walls, uneven flooring, blocked evacuation routes, poorly designed and placed furniture, inadequate sanitation facilities and road safety etc. Safety of children, their teachers and parents needs to be approached holistically to include visible as well as invisible risks

- For road safety, Children should
- Know Signals
- Stop, Look, and then Cross. ...

- Pay Attention and Listen
- Not Run On Roads. ...
- Always Use Sidewalks. ...
- Crossroads and Pedestrian Crossing. ...
- Never Stick Hands Outside The Vehicle. ...
- Never Cross Road At Bends

School administration

- Allocate time for weekly knowledge and life-skill building activities.
- Incorporate school safety issues in the school development plan.
- Ensure that teachers and non-teaching staff receive appropriate training in disaster risk reduction.
- Involve PRIs/ Urban Local Bodies and line departments in safety planning exercises.
- Ensure that relevant norms and standards for school safety are applied in their own school building and functions.
- Ensure active and equitable participation of school community, including children and elected representatives for preparing and implementing SDPs.
- Deploy appropriate strategies to encourage and support children to participate in spreading disaster risk reduction knowledge to families and communities.

Activity

Prepare a chart on the Roles and Responsibilities of Different Stakeholders about disaster management.

- State Disaster Management Authorities
- District Disaster Management Authorities (DDMAs)
- National level Education Authorities
- State level Education Authorities
- District and Block level Education Authorities
- SCERT and DIETs
- School administration
- Accreditation and Registration Authorities for schools
- PRIs / Urban Local Bodies and Line Departments
- School Children

Right of school children to a safe learning environment cannot be the responsibility of one institution. The National Policy on Disaster Management reinforces that disaster management is everyone's business.

Activity 6—Violence and Harassment

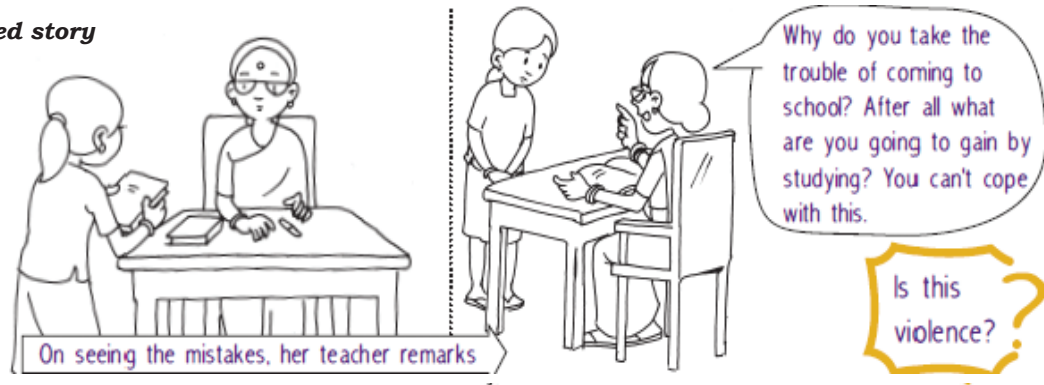
Read each story given below slowly while showing the cartoon strips to the learners.

If possible, make photocopies of the cartoon strips and share with the participants.

After each story is read out, use the discussion questions given below each story to facilitate the discussion.

School based story

One day Usha takes her Maths notebook to the teacher.



Neighbourhood based story

A girl is walking in the local market. A group of boys see her and start passing remarks and humming a film song.



Questions for discussion

- Is violence there in both the story? Why do you think so?
- How do you think Usha would have felt in this situation?
 - Could the teacher have acted differently in school based story? If yes, how?
 - How would the girl feel in this situation given in second story?
 - Do such incidents happen often with women and girls?

- What can be done to stop such incidents?
- What can the girl do to seek help and stop this harassment?

The teacher can also organise a quiz using the statement given below.

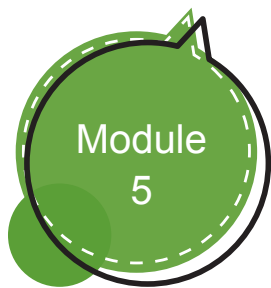
Activity 7—Conduct a Quiz

- A father helps his child to study.
- When Radha makes a mistake in her home homework, the teacher calls her 'stupid'.
- A big boy pushes a smaller boy while playing.
- The girls in her class make fun of Komal, because she has short hair.
- A mother helps her daughter to get ready.
- Boys start whistling when they see girls.
- Sonu's mother beats him because a book gets torn.
- A child does not like the way a neighbour touches him/her.
- Ali's friends make fun of him because he does not pass comments on girls.
- An adult person shows vulgar photographs to a child.
- Neighbours tease Rupesh because he helps with the household chores.
- A tutor touches James inappropriately.
- Robert and Meena play kho-kho together.

Activity 8 (for Students)

Ask students to reflect on the observation of surroundings—school, home, community

- Do they see any acts of violence around you? What forms of violence do they see? Ask them to discuss with friends and/or parents on what can be done to prevent such incidents?
- Read newspapers from the last two weeks and cut out articles that have any forms of violence. Discuss with your friends and/or parents on what can be done to stop these?
- Have you done anything, either alone, or with someone's help, to intervene and stop any of acts of violence around you? Write, or draw, about such experiences, and discuss with your friends or class teacher.
- Encourage children to make a list of trusted adults from whom they can seek help for any unsafe situations
- Create a poster for your school with key messages on responding and seeking help in case of violence and abuse.



Module 5

The teacher reinforces as follows:

- Any act that causes harm (physical, mental, emotional or sexual) to another person, against whom the act is directed, is violence.
- People with power use violence as a means to control people with less power.
- Anyone can face violence at different times in their life. However, the ones who are in a position of less power in society due to their gender, age, caste, class, etc. are more likely to face violence.
- Violence and abuse can be emotional violence, sexual harassment, physical violence, corporal punishment, bullying, etc.
- There can be many other situations of violence. Violence in any form or in any situation is never acceptable. One needs to challenge the violence in everyday lives to help make our surroundings safe for ourselves as well as for others.
- One should always try to seek help when faced with violence. Keeping quiet and not reporting violence may make matters worse.
- There are various people, services and institutions that should help us in such situations. It is important to collectively respond to situations of violence.
- Say No assertively. If you are finding it difficult to say “No” – start thinking “No, Thinking NO” –
- Go away from that person when you get a chance. Get to a safe place which has more people around, or go offline if you are being bullied online.
- There are laws to protect children from abuse.
 - United Nations Convention on the Rights of Child provides that no one is supposed to hurt children in any way.
 - The Government of India has created a law called Protection of Children from Sexual Offences Act (POCSO) to support children in case someone sexually abuses them.

Anyone (be it an adult or a child) who sexually abuses children or breaks their Article 34, will have to bear consequences under this law.

Promotion of Safe Use of Internet, Gadgets and Media

Nowadays, many people use new media like Internet to quickly find information. At the same time, they spend a good deal of

time on media. Although media is a rich source of information, all of it may not be true or reliable. We should not believe everything shown in advertisements. It is important to clarify information. False information affects our attitudes and behaviors. It is advisable to seek guidance from a trusted adult while accessing media and internet.

Activity 9—Time Diary for proper use of Media

Guidance to the facilitators

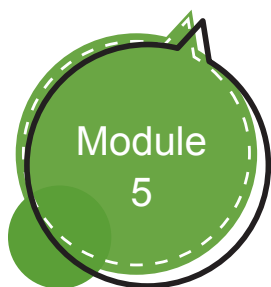
- Tell the participant that through this activity, we will try to develop the ability to discriminate between positive and negative messages. We also learnt that there is a huge gap between ‘real’ and ‘reel’, hence we should not be influenced by appealing advertisements or believe everything we see on media.
- Tell the learners that all of us have only limited number of hours per day within which we have to do all that we want to -- work, leisure, time, with parents and so on.
- It is for this, that we will be making a time diary.
- Draw the following table on the Blackboard.

Time	Activity	Media/ Gadget that you access during this time	Time you spend on media/ gadget and for what reason
E.g., 6.00 - 7.00 a.m	Wake up and get ready	Newspaper	15 minutes, read news on first page and sport news
7.00- 7.30 a.m	Breakfast and leave for school	Radio	5 minutes, listened to music

- Ask the participants to draw the table in their copies as well. Similar activities can be organised for children also.
- Tell them to think over their day and recall all their activities and put those activity and time in the column.
- Generate a discussion on the time spent on media. Encourage everyone to participate actively in the discussion.
- Now ask them to adjust the time spent on various activities, so to make better use of their day.

Think over it

- Out of the total time how much time you are spending on various media?



- Do you think you are devoting enough time to physical activities, hobbies and learning new skills?
- What is the impact of spending more time on media, on our health and relationships?

Time is limited, therefore it is very important to use productively. It is healthy to allocate reasonable time for each activity such as play and exercise, hobbies etc rather than spending all the time sitting indoors, watching TV/on the internet/etc.

Try to follow the plan for one week. Record any difference in your physical and mental health. Share the changes with other teachers.

After going through this module the participants/learner will be able to enhance their holistic development by responding to real life situation effectively. Participatory process oriented and non-judgmental approach adopted during the transaction of this module will provide opportunity to think critically, analyse various issues and concerns and draw influences related to health and wellbeing.

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