

# Health and Wellbeing in Schools

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# Health and Wellness

- **Health** refers to a state of physical, social, emotional and mental wellbeing and not merely free from diseases
- **Physical 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:** This includes the ability to interact with other person well and the environment, work in team and to have satisfying personal relationships.
- **Emotional Health:** It means the ability to control and manage emotions so that one feel comfortable. A person is emotionally healthy if one is able to express feeling appropriately

# Health and Wellness

- **Mental Health and Wellbeing:** It is a state of well-being in which the individual 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..
- **Distress:** Distress include fear, guilt, nervousness, and shame, helplessness, doubting self, confusion, loneliness, sadness and anger. This is a phase where the individual facing a challenge or stress can either find solutions and move positively or might require support or help.
- One can observe distressed feelings many ways such as decline in academic performance, hyper active, angry or show misbehaviour etc.

# Physical Health and Physical Development



## Changes during the different phases of life

Infancy	Childhood	Adolescence	Adulthood	Aged

# A Snapshot of Children Health in India

**14 %**

suffer from  
mental health  
disorders



**One  
student  
every  
hour**  
commits  
suicide

**54%**

girls are  
anemic



Perpetuates  
intergenerati  
onal cycle of  
anemia

**8-12%**

use tobacco and alcohol



Tobacco  
contributes  
to **30%**  
**NCDs**

**12 %**

experience  
violence



**24%** girls  
reported  
spousal violence

**27 %**

of girls in India  
are married  
before 18



**8%** teenage  
pregnancies  
leading to poor  
pregnancy  
outcome

# Why invest in children ?



- Triple benefit**
- Improve health of children
  - Improve future adult health trajectories
  - Improve health of next generation of children



Investment of USD 5.2 per child/year led to economic and social benefits at **10 times** their cost



Investments in secondary school education will generate economic benefits of **12 times** the costs incurred

***Source: Lancet, 2017***

# Themes



Growing Up  
Healthy



Emotional Well-  
being and  
Mental Health



Interpersonal  
Relationships



Gender Equality



Prevention and  
Management of  
Substance  
Misuse



Nutrition, Health  
and Sanitation



Reproductive  
Health and HIV  
Prevention



Safety and  
Security Against  
Violence and  
Injuries



Promotion of  
Safe Use of  
Internet and  
Social Media

Values and Responsible  
Citizenship



Promotion of  
Healthy Life  
Style

# 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.

## 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 VIII, 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 many hours in the playground which may affect his studies.

## 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."

## 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.

# 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 many hours in the playground which may affect his studies.

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? Questions for discussion P

# Let us conclude

- Changes in our bodies are natural, normal and healthy.
- All changes do not take place at the same time.
- Sometimes we can influence changes in our lives and at other times we have little control over them.
- Sometimes, children feel stressed if they look different from their peers.
- There are a lot of prejudices and harmful stereotypes attached to growing up , which need to be discussed.
- Due to prejudices and ignorance ,they are drawn to harmful or ineffective commercial products which claim to increase height and muscle mass very quickly, without any additional inputs.

- Children learn a lot from adults ,therefore , adults should model healthy, honest and wise (mature) ways to express feelings.
- it is important to counter physical beauty physical appearance, leading to feelings of anxiety, inadequacy and low self-esteem.
- Children should communicate in a clear, honest and respectful manner without putting down either themselves or the other
- Peer relationships is both positive and negative dimensions
- Self-confidence and assertiveness are essential for maintaining positive relationships
- Children and their parents and teachers should interact more so that they appreciate one another's concerns and understand each other better

# **Physical Fitness**



# Physical Fitness

- It also means the capacity to carry out daily work with vigor and alertness.
- To be healthy, one requires doing physical activities
  - Playing games and sports
  - Yoga,
  - healthy eating and hygienic habits.

# Components of Physical Fitness

- **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. For example, how much time, a child require for 20-50 meters sprint on plane surface.
- **Endurance:** It is defined as the ability to perform movements for longer duration under the condition of fatigue (tiredness).
- **Flexibility:** 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 organized to check the agility of students.

# Activities For Physical Fitness

## **Indoor activities**

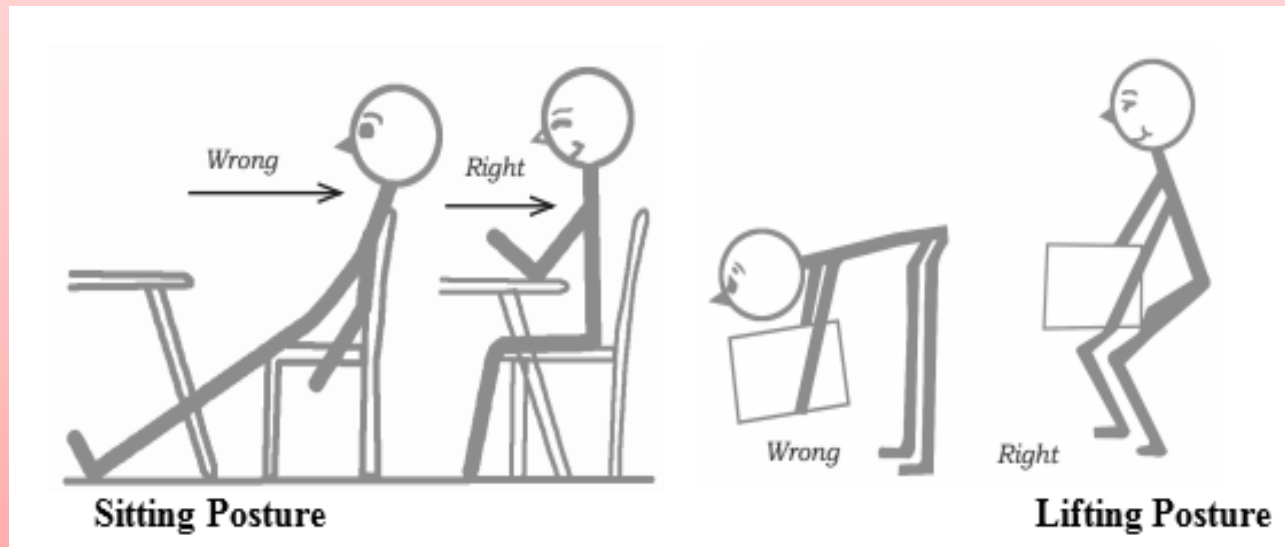
- Crawl under tables
- Use a object to practice balance
- Jumping jacks
- Dancing
- Yogic activities
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## **Outdoor activities**

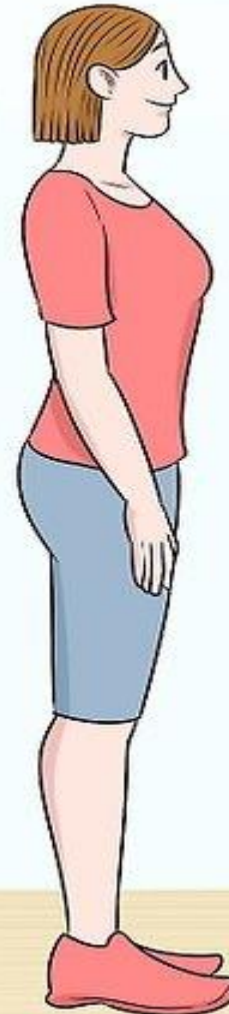
- Playing games and sport
- Climbing a ladder
- Jumping, crawling, and walking from one area to another.
- Zig-zag Walking ,running between obstacles.
- Jump over various objects

# Development of a Good Posture

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



# Standing Posture

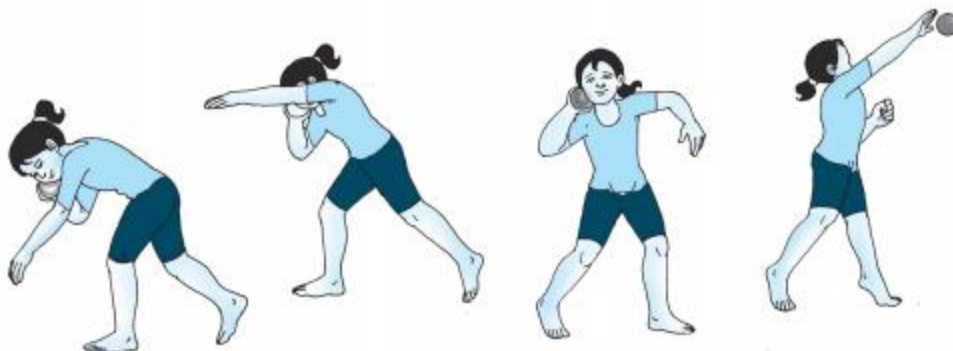




# Games and Sports



Fig. 5.11: Breast Stroke Swimming



# Yoga for Holistic Health



# Common Yogic Practices

- Yogic practices such as yama, niyama, asana, pranayama, pratyahara, Kriyas (cleansing practices), mudra and bandha and dhyana (meditation).
- 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 (purity/cleanliness); Santosha (satisfaction); Tapas (austerity); Swadhyaya (study of good literature and knowing about the 'self') and Ishwarpranidhana (dedication to the God/Supreme power).
- Kriyas -Neti, Dhauti, Basti, Trataka, Nauli and Kapalabhati.



# Yogic Practices

- **Pranayama:** Anulomaviloma,



- **Kriya:** Kapalabhati and Tratak

# General Guidelines for Yogic Practices

- Most of the asanas, pranayamas and kriyas should be practised on an empty or on a very light stomach.
- Early morning is the ideal time for yoga practice
- Yoga should not be practised in hurry or when you are exhausted
- Select a well-ventilated, clean and non-disturbing place for your practice.
- Yogic practices be performed on a durry or a mat
- Bath before the practice is good.

# Healthy Eating Habits and Hygiene

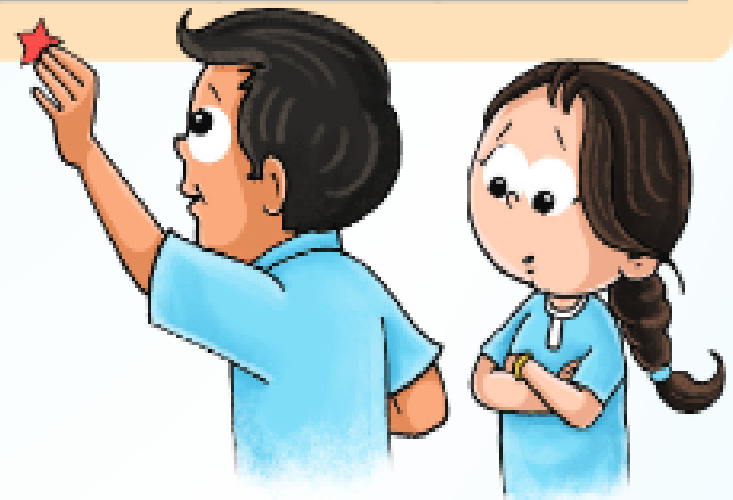
# Healthy Eating Habits and Hygiene

- 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 and nor overeating
- Drinking sufficient water (8 to 10 glasses per day)

# Healthy Hygienic Habits

- Washing hands with soap and water after going to the toilet
- Brushing teeth twice a day
- Bathing daily
- Clipping nails of hands and feet
- Cleaning eyes while washing face
- Covering mouth while coughing
- Turning head or covering mouth while sneezing
- Wearing clean clothes
- Rinsing the mouth after a meal
- Flushing the toilet after use
- Not biting nails
- Not digging the nose
- Combing the hair everyday
- Keep the surrounding clean

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





# Emotional Well-Being

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

# Emotions Refers To:

- Angry – we may begin to feel hot , start sweating or get a headache
- Happy – we may feel energized , 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

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

I am	I have	I can
(internal personal strengths- feelings, attitudes and beliefs that can be strengthened by support)	(external support, resources, help that promotes resilience and well-being)	(social and interpersonal skills- learnt or acquired by interacting with others)

## **Activity: Role Play on how one behaves in different situations**

- 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

# How one behaves in different situations

- 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
- It is important to recognize that stress and anger are emotions that can be tackled, controlled and decreased
- Comparing oneself with our own selves and steadily improve our own performance/ behaviour
- Generate a discussion on what other healthy reactions.

# List Things One Should do

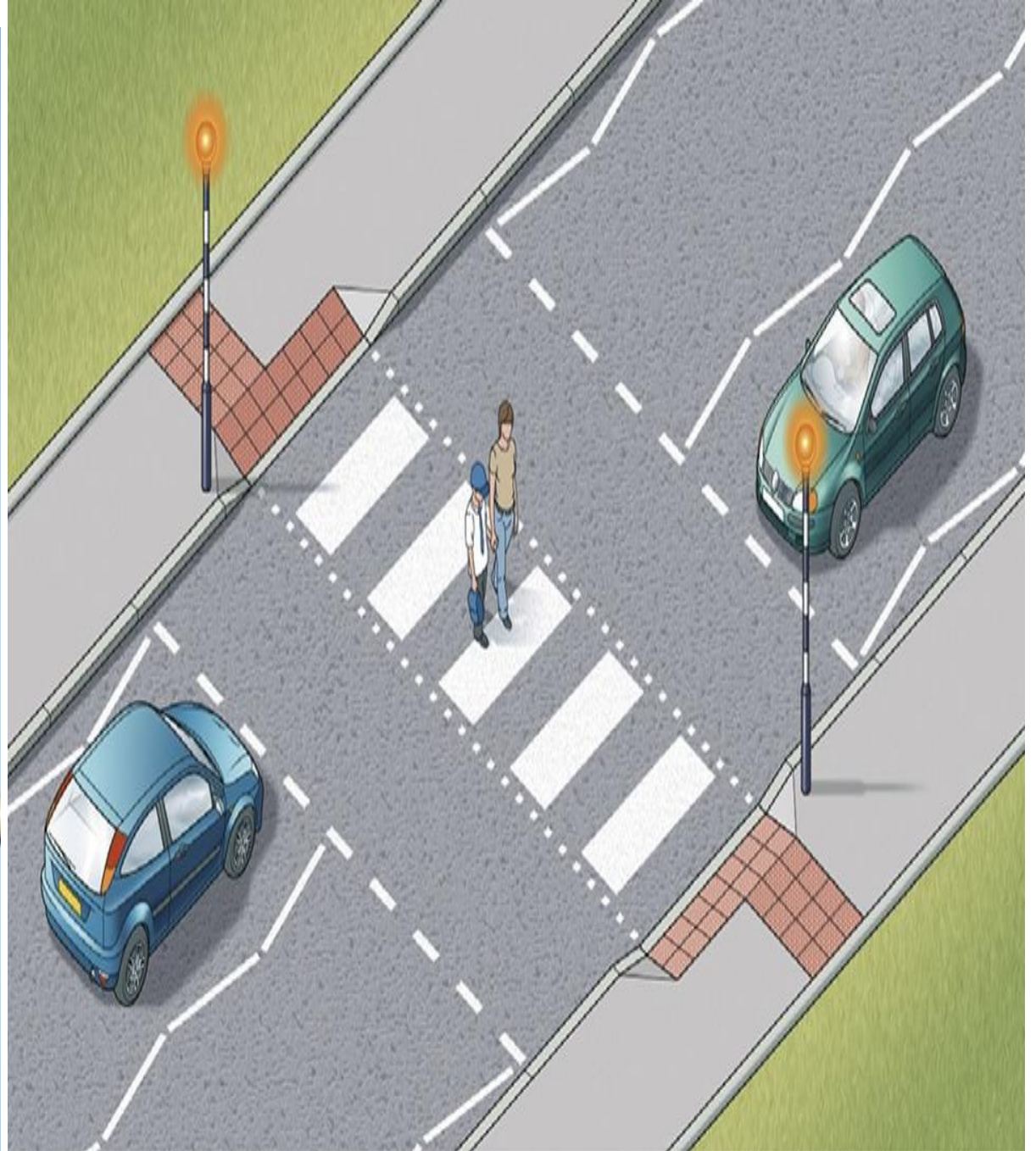
- Taking deep breaths when one is nervous
- Playing a sport, running up and down stairs when I am angry
- Meditating or praying
- Leave the scene
- Talk about your feelings with someone you trust who is preferably not directly involved in the incident
- Listen to favourite music
- Exercise or do some 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

# **Safety and Security in Schools and Outside**

# **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





# Violence and Harassment

# Violence and Harassment

- Abuse can be of various kinds, from emotional, physical, economic and sexual.
- It can happen with all kinds of people, irrespective of class, caste, educational status, urban-rural locations
- Both boys and girls are vulnerable to sexual abuse

***Study on Child Abuse, MoWCD 2007 says:***

- In a recent nationwide survey in India in which 12,447 children across 13 states participated
- 50% children reported some form of sexual abuse.
- 53 % victims were boys.
- Often times, the abuser is a relative or friend of the family or a person in a position of power making it very difficult for the victim to disclose the experience as well as the identity of the abuser
- Incidents of sexual harassment and abuse often go unreported.

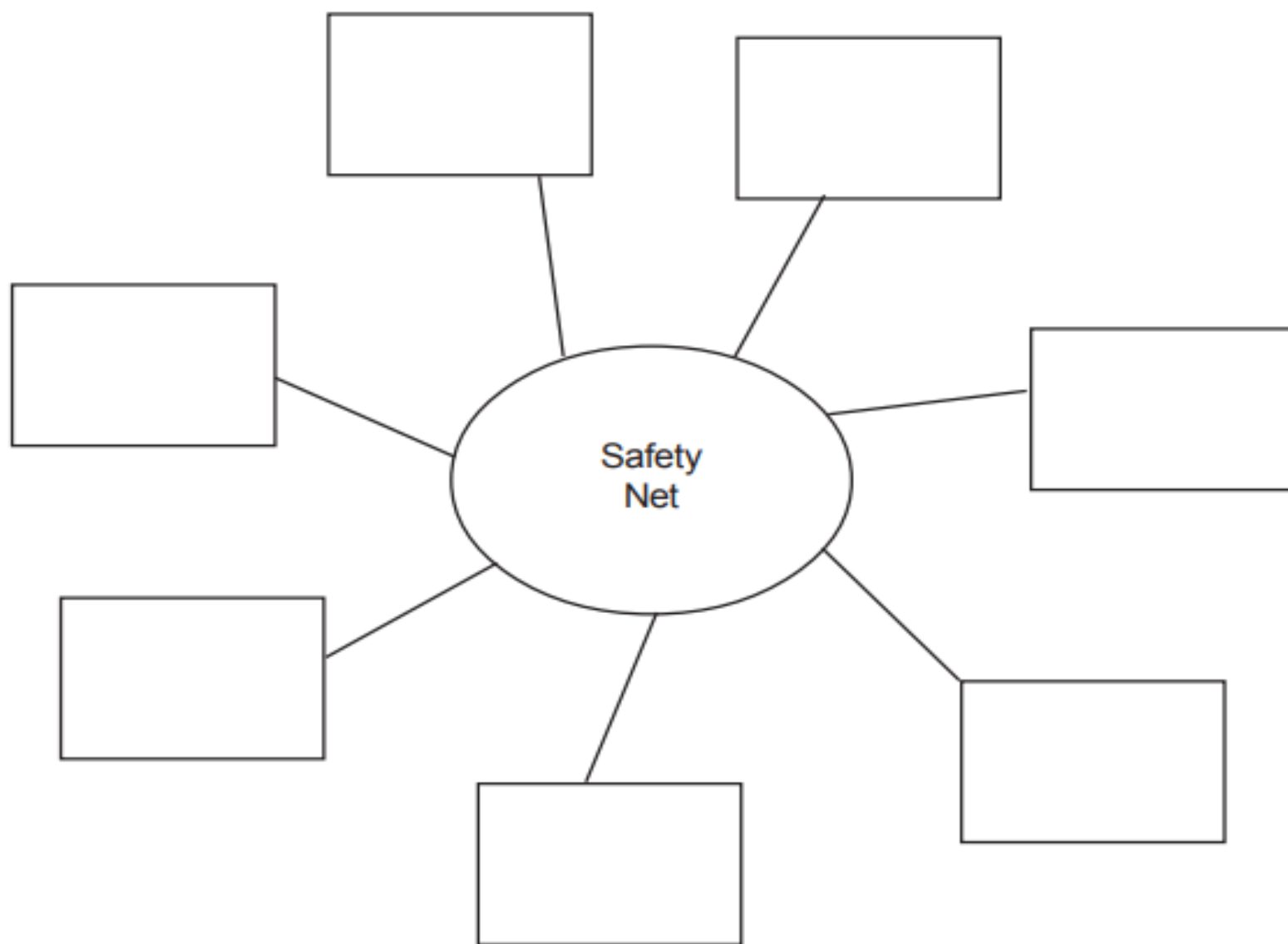
# Protection of children from Sexual Offences (POCSO) Act 2012

# Violence and Harassment

- 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.

## **Activity: Quiz Y for violence and N for not**

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





# **Promotion of Safe Use of Internet, Gadgets and Media**

<b>Time</b>	<b>Activity</b>	<b>Media/ Gadget that access during this time</b>	<b>Time spend on media/gadget and for what reason</b>
<b>6.00 - 7.00 a.m</b>	Wake up and get ready	Phone Newspaper	
<b>7.00 - 7.30 a.m</b>			

# Core Life Skills

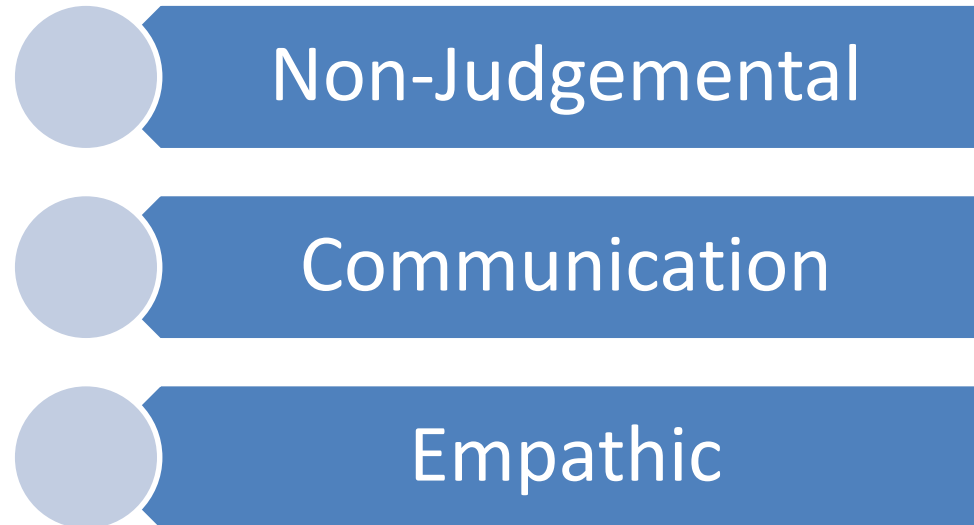
Self-Awareness	Self-Awareness includes recognition of self, of one's character, strengths and areas of growth, preferences, beliefs and values.
Problem-solving	The ability to deal constructively with problems/ challenges that arise, which if unresolved can lead to strain and stress.
Decision-making	The ability to evaluate existing options, arrive at constructive decisions and take appropriate actions.
Critical Thinking	The capacity to analyse information and experiences from multiple perspectives and objectively evaluate the same.
Creative Thinking	A novel way of seeing and doing things that includes fluency, flexibility, originality and elaboration.
Empathy	The ability to understand what life is for another person, even in a situation with which one may not be familiar.
Managing Emotions	The ability to recognize one's own emotions, as well as those of others and their influence on behaviour. Also includes the capacity to develop an internal locus of control to monitor and manage/regulate one's emotions.
Interpersonal Skills And Effective Communication	The skills that facilitate one to relate in positive ways with people around. The ability to express oneself, both verbally and non-verbally in culturally appropriate ways in different situations.

# LIFE SKILLS

## Students



## Teachers



# ACTIVITIES

1. Question Box
2. Role Play
3. Value Clarification
4. Group Discussion
5. Debate
6. Case Studies
7. Quiz Contest

**THINK BIG**

**START SMALL**

**ACT NOW**

**Thank You**