

Ministry of Human
Resource Development
Government of India



Ministry of Health
and Family Welfare
Government of India

Activity Book for Students

Under the aegis of
School Health Programme
of Ayushman Bharat



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

National Council of Education Research and Training

A Joint initiative of Ministry of Health & Family Welfare
and Ministry of Human Resource & Development,
Government of India



एक कदम स्वच्छता की ओर



Foreword

National Council of Educational Research and Training (NCERT) developed this book as a supplementary reading material on issues related to health and wellness of School children of Upper Primary secondary stages. It is a self-learning material. The objectives of this book is to provide comprehensive knowledge to school going children related to health and well-being to build their awareness , developing healthy habits and the ability to apply life skills to deal with day today challenges in life. , Children can read and enjoy independently and develop understanding about self and healthy life style.

Various dimensions of holistic health have been woven in different format to help children imbibe these practices in their daily life. To motivate children to read this book, activities in an interesting format per theme has been included. There are quizzes, word searches, stories, topics for discussion in this Book which the learners will find fun to do and there is learning too!

I congratulate Saroj Yadav, Professor and Dean (Academic) and team members for developing this material. It is hoped that this book will be well received by children. Comments and suggestions for further improvement would be thankfully acknowledged and incorporated in subsequent editions.

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Background

Under the School Health Programme designed for the Health and Wellness of school going children, this activity book has been especially designed for the learners to take up activities beyond the classroom transactions done by the teachers named as Health and Wellness Ambassadors.

This booklet is a supplementary reading material for students for primary to secondary stage. The activities given in the booklet are simple and can be done by the children themselves or with their own classmates/peer group in the school. Children in consultation with the teacher can also decide when some of these activities can be taken up in the class with other students. There are quizzes, word searches, stories, topics for discussion in this Booklet, which the children will find fun to do and there is learning too! The answers to the quizzes are given at the end of the activity book.

The Activities are organized according to the 11 themes included in the School Health and Wellness Curriculum. The themes are as follows:



It is envisaged that after going through this booklet, children will acquire knowledge develop positive attitude and the ability to apply skills and related to health and Well-being related issues. The booklet is also enable children to understand themselves and develop health life style.

Chapter-1

GROWING UP HEALTHY

As we grow we experience many changes in our life. These changes are physical, physiological, psychological, mental and emotional. Children need to be prepared for these changes particularly during adolescence. This period is defined both in terms of age (10-19 years) and in terms of a phase of life marked by special attributes. These attributes include all these changes and developments, including, urge to experiment, attainment of sexual maturity, development of adult identity, and transition from socio-economic dependence to relative independence..The pace of change may differ from individual to individual . Children during this phase also have to cope with emotions of anxiety, frequent mood swings and temper or intense feelings due to hormonal changes taking place in their bodies. This becomes difficult sometimes mainly because they are not informed and not prepared to deal with such changes. There is a need to empower them, so that they are not anxious about them and respond to these changes in positive and responsible ways

Knowing oneself is necessary for developing a positive attitude towards life. What one thinks about one's strengths, weaknesses, likes, dislikes, physical characteristics and abilities shape our confidence and attitudes. Self-awareness helps one to improve one's qualities and change for the better, purposefully. This awareness and information with one's body is essential to overcome discomfort regarding these changes. See the illustration given below and reflect the changes occurring in different phases of life. In which phase of life you are. Reflect on these changes.



Do You Know



- ❖ As we grow we experience physical, mental, emotional and psycho-social changes.
- ❖ All changes do not take place at the same time. Some mature early, others mature later.
- ❖ 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.
- ❖ We may find changes exciting and good or scary and painful.
- ❖ Sometimes we can influence changes in our lives and at other times we have little control over them
- ❖ If we are prepared for them, we may be able to manage them better.
- ❖ Know and respond to these changes in positive and responsible ways

By responding to the case studies given below, see how comfortable you are with the changes occurring to you.

A. Being comfortable with my body image

Read the following case studies and reflect on the questions after each case study.

Case Study 1: Rakesh and Mihir, students of Class XI, 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.

Reflections:

1. Although they are of the same age, why do Rakesh and Mihir look so different?
2. Do you think that there is something wrong with Mihir? Why?
3. How do you think Mihir feels about himself?
4. What should Mihir's mother tell him?

Case Study 2: Pushpa, Sujatha, Abida and Radha are good friends. All of them are 13 years old and love to spend time with one another. They have so much to talk about, the new film, the new dress, homework, the boys in the class and just about everything ... Yesterday, Radha seemed uncomfortable. She was having her periods and was concerned about staining her uniform. Pushpa recollected that 3 months ago, Abida had started her periods in school and had to borrow a sanitary napkin from her older cousin. Pushpa is worried. Except her, all her friends had started their periods. Was something wrong with her?

Reflections:

1. If Pushpa came to you for advice, what would you tell her as a peer?
2. In your opinion, where should Pushpa go to discuss about it.
3. Do you think it is important for young people to be prepared for the changes that they are likely to face in adolescence? Why?

Case Study 3: Robin is in Class XI. He is the smallest boy in his class. Although he likes to play football, he is never selected for his school team. He is quite swift and skilful, but the coach always rejects him saying that he will get pushed around by the other players, who are much bigger than him. One day, on the roadside, Robin sees an advertisement outside the tent of a travelling medicine-man (quack). It shows a thin, weak looking boy in one picture and a muscular glowing man in another. The advertisement claims that a magic drug can bring about this transformation. Robin wants to try this drug, but is scared.

Reflections:

1. Why do you think that Robin is different from the other boys in his class?
2. Do you think that Robin can be a good football player and that the coach should give him a chance?
3. Do you think that Robin should take the magic drug which claims to make one muscular and strong? What are the possible effects of this drug?
4. If you were in Robin's place, what would you do?

Case Study 4 : Shalini and her friends in class 9 were preparing for the school's annual function. All of them were very excited. Anita, one of Shalini's classmates mocked at her, "You are so dark. We will need additional light to be able to see you on the stage." Shalini's good friend, Madhu felt bad for Shalini and advised her to use a cream to make her complexion lighter. "You already dance so well. Can you imagine how nice you will look on the stage if you had a lighter complexion?" Shalini smiled and said, "Thank you, Madhu. I appreciate your concern but I am happy with my complexion. 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."

Reflections:

1. What do you think of Anita's remark about Shalini?
2. Do you think that having a light complexion is important for being beautiful?
3. Do you think that Madhu is trying to perpetuate the stereotype that having a light complexion is an important component of being beautiful?
4. What do you think of Shalini's response?

Do You Know



- ❖ It is also possible that physical changes may take place early, but psycho-social changes take place later in the same individual. As a result, one may look very grown up, but other may continue to think and behave like a child.
- ❖ There are a lot of products which claim to increase height and muscle mass very quickly, without any additional input of diet and exercise. As you grow, you are drawn towards these products because you feel that these will enable you to hasten the growing up process. It is best to seek medical advice on any apprehension that you might have regarding your growth and the need to use any product.
- ❖ Similarly, advertisements for cosmetics over-emphasize physical appearance often leading to feelings of inadequacy and low self-esteem like in Shalini's case. It is important to be confident about who you are and how you look.

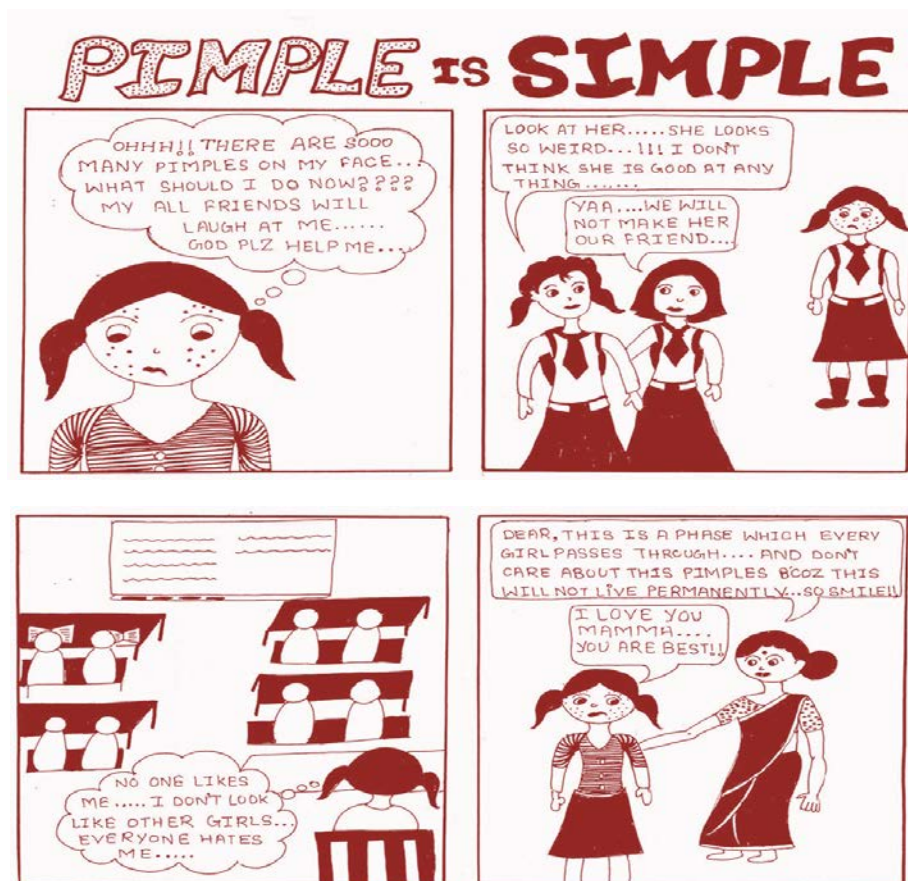
B. I am Growing Up

If you are in the age group of 10-19 years, Tick mark yes(✓) or No(✗):

Items	Yes	No
I have armpit hair.		
I am attracted to members of the opposite/same gender.		
I have been growing taller.		
I sometimes feel withdrawn from my parents.		
My chest is growing bigger.		
I care about my appearance.		
I sweat a lot.		
A girl can play with boys even after her period starts?		
Menstrual blood is impure.		
A girl/woman can bathe during her period?		
Wet dream (release of semen during sleep) is normal.		

Yes, You are growing up: If you have any doubt, talk to the Health and Wellness Ambassadors in your school or visit the closest Adolescent Friendly Health Clinic or Health and Wellness Centre

C. Changes During Adolecense



D. Steps to Positive Body Image



(Adapted from Teen Clinic. Mental Health toolkit: University of Manitoba)

Chapter-2

EMOTIONAL WELL-BEING AND MENTAL HEALTH

Children during adolescence develop and maintain social and emotional habits which are important for mental well-being. These include eating healthy food adopting healthy sleep patterns; taking regular exercise; coping with emotions, problem-solving, and interpersonal skills.

A. Tune in to your feelings!

Get in touch with your own feelings and get to know yourself better.

Given below is a chart of five commonly felt feelings. Read through the list and ask yourself if you had any of these feelings lately. Put a ✓ in the column that shows how often you had the feelings during the past week.

In the past one week I felt:



Tease



Fear



Sad



Shout



Confuse



Love



Clever



Contentment



Angry

Emotions	Almost all the time	Often	A few times	Hardly at all	Not at all
Confusion					
Fear					
Contentment					
Anger					
Love					

This will show you how well you understand yourself and your emotions. You can even discuss with your parents/siblings and friends and see what feedback they have and how they assess your feelings as coming across to them.

B. Self-Acceptance

Think about a time/situation that reflects the following:

1. I am a brave person. An example, I was brave

2. I am capable of being happy. A time I was happy

3. I am a good friend. A time I was there for a friend

4. I am capable of making decisions for myself. A time I made a good decision was:

5. I am loved and cared about. People who care about me are:

6. Two things I am really good at are:

Note down as many as you feel like from the above and feel free to share it with your family and friends.

C. Managing Anger

All of us have a world of emotions. There are feelings that make us feel good—like happiness and peace. And then there are some uncomfortable feelings such as fears, sadness and anger. We feel angry for many reasons, such as people not behaving properly with us, when we do not get what we want or when we feel unfairly treated. We also show our anger in very many different ways, either verbally or with actions or with aggression. Anger affects us physically and emotionally and our relationships. If we learn better ways to deal with our anger, we would not only feel calm and in control of the situations, we would also feel healthy and happy

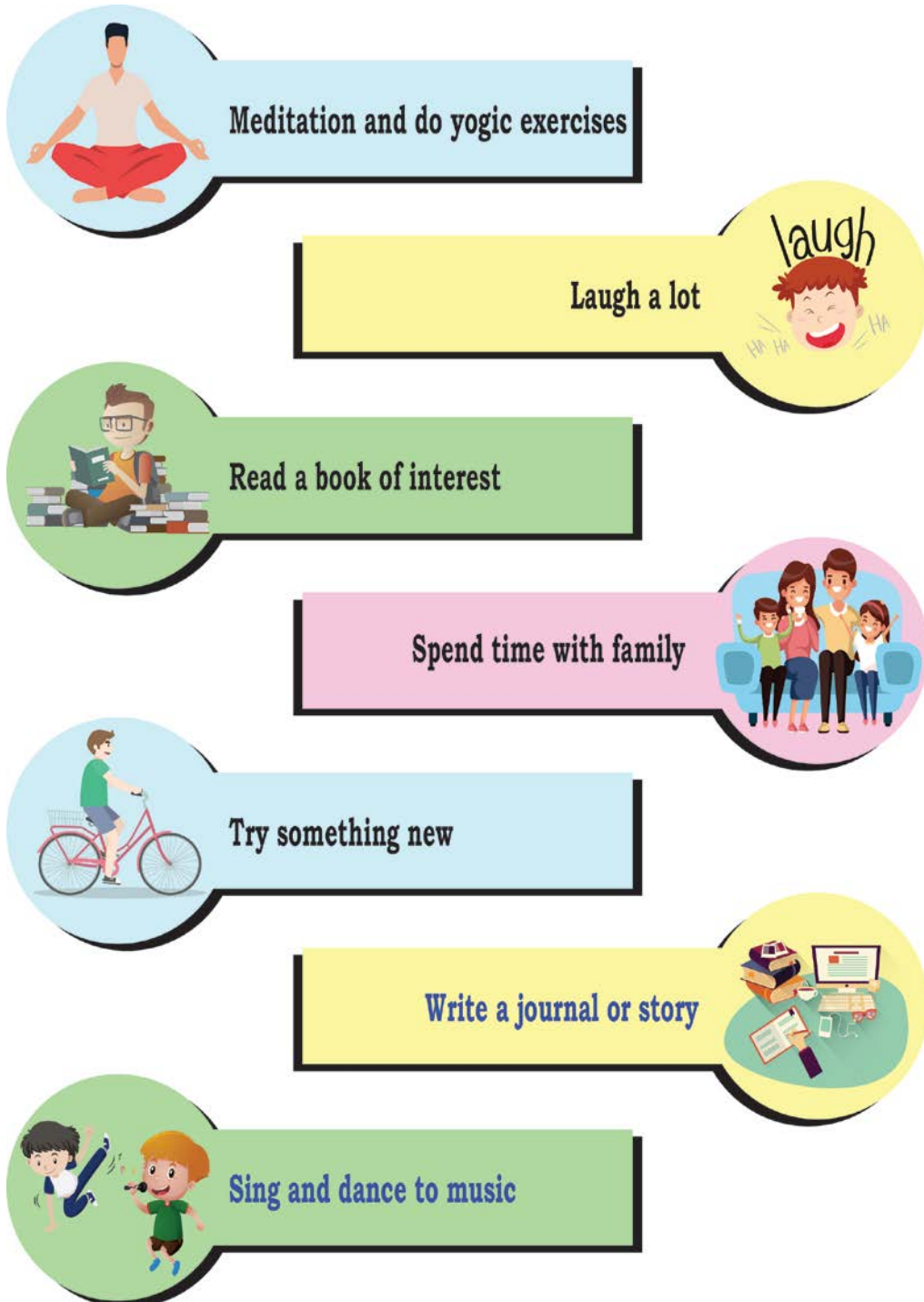
List and analyse the situations when you get angry and your responses to deal with the situations (you may draw up and use the framework below): –

Situation/ Reason for Provocation	Anger Response	Consequences	Response Helpful or Not?

Now see your responses and judge whether your responses were helpful or not. Also think about alternative ways to:

-  express the anger;
-  resolve the issue/ conflict.

D. Managing stress and anger



Deptt. of Education YUVA school adolescence education programme , Handbook for Teachers Vol-2, Delhi.

Reflection

Some responses in anger situations are as follows:

1. walking away, letting the other person know you are angry verbally (instead of physical aggression). You can think other ways of your responses to situations when you are angry.
2. Also, you can apply strategies such as negotiation, persuasion and can seek external/ additional help and intervention from caregivers or teachers.

E. Converting Anger into Positive Action

Given below are two real case scenarios of (Sunitha Krishnan and Payal Jangid) children who have suffered injustice and converted their difficult experiences into prosocial actions of courage. You can also see videos of their courage in the link provided below:

“Anger, as we said, is not necessarily a bad thing. In fact, there are certain contexts in which anger is both necessary and valid. An example: if you see a person bullying a young child who is weak, would you be angry? Why?”

When we see acts of injustice, we get angry because if we don't get angry then it shows that we don't care, that we are apathetic to any situation of injustice.

Sunitha Krishnan

For Sunitha Krishnan, it is rescuing victims of sex trafficking and rehabilitating them into mainstream society. She is the co-founder of Prajwala, a Hyderabad based NGO dedicated to rescuing women from the clutches of prostitution and preventing the second generation from falling into the same trap by providing education. A gang rape survivor, Sunitha channelled her anger to put a smile on a little girl's face. She has rescued more than 10,000 women and children, and has sensitized many on how to reintegrate them into society. She is also a recipient of this year's Padma Shri award.

<https://www.youtube.com/watch?v=9gV-RqBcsOE>

Payal Jangid: a girl from Rajasthan, India, escaped forced child slavery and child marriage, to become the leader of the Child Parliament in her village, and fights for girls' right to education and against child labour and child marriage.

https://www.youtube.com/watch?v=Grc_qq55kAU



Identify your strength, weakness, opportunities and threats.

List the action to be taken to improve your strength and weakness.

Chapter-3

INTERPERSONAL RELATIONSHIPS

Interpersonal relationship is a strong bond between two or more people. Research shows that if we have strong, caring relationship with others we are more likely to be healthy and live longer. Good relationships require management, effort and attention.

A. Developing positive interpersonal relationships:

Think a while about your good friends and list out 3 things that you admire about your friendship:

1. _____
2. _____
3. _____

There are things you would do for a certain people but not for others. How do you decide? Some situations are given below. Complete these sentences after thinking about these situations.

After completing the sentences, analyse your responses.

You will realize that certain actions/behaviours helps us to strengthen relationships. It is important to nurture positive relationships as they keep us inspired and happy. Each person's relationship is different and unique, it is also possible that with time and situation, relationship changes. Development of values helps us to build positive connections with people around us such as friends, siblings, parents and teachers.

B. Ways to deal with conflict

1. If my friend forgot his/her lunch, I would _____
2. If my friend needed to borrow a book, I would _____
3. If my friend talked about running away from home, I would _____
4. If I see my mother is working alone in the kitchen, I would _____
5. If my brother was planning to drive father's scooter without license, I would _____
6. If my team gets defeated in the basketball match, I would _____
7. If my friend is telling me to tease a girl from my class, I would _____
8. If I see a blind person who wants to cross the road, I would _____
9. If my friend has broken the school furniture and I was asked about it, I would _____
10. Mother is unwell and my father tells my sister to stay at home from school and do the household work, I would _____
11. If my friend touches someone inappropriately, I would _____

We all face conflict in our relationships. Do you know how to handle it?

Take this quiz to understand conflict in relationship. Encircle one option you consider the most appropriate.

- 1. If you're feeling angry with a friend, what should you do?**
 - a. Bang the door so that s/he will get the idea that you are angry
 - b. Ignore how you feel
 - c. Ignore your friend
 - d. Work on ways to tell your friend what you are feeling
- 2. If you don't deal with a conflict, what could happen?**
 - a. You could lose a good friend
 - b. You might be treated unfairly at work or school
 - c. You might not get something you want or need
 - d. You could feel like you can never make things better
- 3. If you're angry, it's a good idea to pause and count to 10 before saying something?**
 - a. True
 - b. False
- 4. Which of the following is an open, positive way to express how you feel in a conflicting situation?**
 - a. I only think about myself.
 - b. I feel upset when no one ask me what I want to do.
 - c. I don't care really about me
 - d. I never listen to what I'm saying.
- 5. How can you help yourself stay safe from violence?**
 - a. Choose your friend(s) carefully.
 - b. Report any weapons you see to a trusted adult.
 - c. Practice safety and always remain alert.
 - d. All of the above
- 6. Staying calm during a disagreement with your parents can help show them that you are growing up?**
 - a. True
 - b. False

Please refer to page ____ and see where do you stand in managing conflicts and relationships.

C. Communication

All relationships cannot be perfect and each individual has unique personality traits that influence the way we react to people in different situations. However, what matters most are the style of communication we adopt in our interactions. It is important to realize the significance of effective communications in strengthening interpersonal relationships. When

communicating with one another, we might come across different ways of communications such as passive, aggressive or assertive.

The kind of behaviour which children during adolescence period adopt, has a great impact on their relationship with peers. Therefore, it becomes vital to enable adolescents to use productive assertive techniques when confronting peer pressure rather than developing behaviours that are passive or aggressive.

The table below will make you understand the styles of communications and help you deal with pressure in an assertive manner.

Different Styles of Communication*		
Passive	Aggressive	Assertive
Disrespectful to oneself	Disrespectful to others.	Respectful to oneself as well as others.
Undervaluing personal needs, desires, feelings, knowledge, etc.	Overvaluing personal needs, feelings, rights, etc.	Valuing appropriately personal needs, desires, feelings, etc.
Always placing others' Interest first, at the expense of oneself.	Exercising one's Personal needs, rights, etc.	Considering one's own self as Well another interests.
Remaining in active in Situations where personal rights, needs and feelings are ignored.	Demanding.	Being confident and polite.
Yielding always to pressure against one's wishes.	Being impolite and rude	Talking as well as listening.
Suffering silently.	Blaming others for negative happenings.	Expressing negative as well as Positive feelings.
Blaming oneself for Negative things in life.	Only talking and not listening.	Being both considerate as well as demanding.
Listening only to others.	-	Standing up for one's rights without domination of others
Hesitating to express Negative feelings.		

C.1 How assertive am I?

As you read each one, think about how often you do what the statement says.

For each statement, write M for most of the time, S for some of the time and N for never at the end of the sentence.

Repeat this process for all statements

- ❖ If I disagree with a friend, I say it, even if it means s/he might not like it.
- ❖ I do what I think is right, even it makes me unpopular.
- ❖ If a friend borrows money and is late paying it back, I remind him or her.
- ❖ I say no when classmates want to copy my homework or test answers.
- ❖ If I have a friend who is always late, I tell him or her how I feel about it.
- ❖ I ask my friends for help when I need it.
- ❖ When someone asks me to do something that goes against my values, I refuse.
- ❖ I don't take drugs even if the best of my friends ask me.
- ❖ When I don't understand what someone is telling me, I ask again.
- ❖ When people hurt my feelings, I let them know how I feel.

C.2 Your Assertiveness Score:

- Add up the number of M's in your sheet
- **0-3:** You need to practise hard
- **4-6:** You are doing okay, but you still need to practise.
- **7-10:** You are doing very well. Keep it up!

If you have scores below three, you can easily improve the score by practising assertive behaviours.

C.3 Think about the following:

1. Self-confidence and assertiveness are essential for maintaining positive relationships.
2. Trust is a very important element in all relationships
3. There is a need for mutual respect and honesty in all relationships
4. In any relationship, it is important to assess our feelings and communicate them honestly
5. Peer relationships can have both positive and negative dimensions
6. What makes it difficult to be assertive? (the other person is more powerful or stronger, for example, an adult or parent. The person is someone whom you want to please, like a friend). Can you think of a situation in which you would like to be more assertive?
7. Do you know someone in real life who is particularly good at being assertive and standing up for her/his rights? Write down about that person's assertive behaviour.
8. Think of a situation when you were assertive and what happened?

Adapted from: <http://www.lifeskillshandbooks.com/2013/04/activity-20-communication-how-assertive-are-you/>

Chapter-4

VALUES AND CITIZENSHIP

Values are inner standards from which one receives the motivation to act. Value signifies what is important and worthwhile. Value guides every person's decision making process. The decisions one takes may be different but the values behind may still be same, that is why it is important to respect everyone's decision. Knowing one's own values helps in getting clarity on what one does.

A. My Values

A list of commonly understood values that inform the decision we take is provided below. The list is only suggestive. You may think of more such values.

Sincerity	Honesty	Integrity	Stability
Fairness	Justice	Loyalty	Safety
Independence	Friendship	Love	Achievement
Comfort	Courage	Perseverance	Equality
Cooperation	Generosity	Honour	Kindness
Punctuality	Respect	Trust	Tolerance
Compassion	Security	Freedom	Commitment

Some sentences are given below. Write out the values from the tablet provided above, in the space provided at the end of the sentence. You may have multiple values for each statement. This will provide you to understand the values that you follow in your day to day life:

1. Protect school property _____ .
2. Takes care of younger students during different school events _____ .
3. Follow safety rules while crossing the road _____ .
4. Keeping your home surrounding clean _____ .
5. Switch off fans and lights when not in use _____ .
6. Eat meals with the family at least once a day _____ .
7. Say no to physical fighting and hitting other students in school and outside _____ .
8. Help parents with their work without giving any excuse _____ .

9. Keep bags, books, clothes etc. neatly and tidily every day _____.
10. Help children in the community with their homework's and other needs _____.
11. Spare few minutes talking to old/ needy persons _____.
12. Respect for all genders irrespective of diversity _____.

You should be aware that respecting each other differences is an important value in our constitution.

B. Stories of National Bravery Award Winners are given below. Read these stories given below and reflect

Illegal gambling was rampant for many years in **Agra** and **18-year-old Nazia** decided to report this to the authorities. On 13 July, 2016, she collected related evidence and informed the police. Four people were arrested as a result and the illegal gambling business was stopped. In retaliation, she received death threats; her family members were beaten up as well. Soon it became impossible for her to get out of her home or even go to school. She took to social media and tweeted to the then Chief Minister of Uttar Pradesh Sri. Akhilesh Yadav for help. She was applauded and the authorities initiated action against the miscreants.

(<https://www.thebetterindia.com/136328/nazia-khan-up-police-special-police-officer/>)

Hailing from Mandi in Himachal Pradesh, 9-year-old Praful Sharma won a bravery award for saving his school bus from rolling into a ditch. The incident occurred on December 13, 2015, when children of a school were on an educational tour. While returning from Dharamshala, they stopped for a short break and alighted from the bus. However, one child fiddled with the brakes and the bus started moving down the hill. Praful, who was on the bus, rushed and jumped into the driver's seat, applied the brakes and stopped the bus. His prompt action and sense of duty averted a major accident.

(<https://www.thebetterindia.com/83437/national-bravery-award-children-india/>)

Tejasweeta Pradhan (18) and Shivani Gond (17) from Darjeeling, West Bengal, helped the police and NGO MARG in uncovering an international sex racket that led to the arrest of the mastermind in Delhi. The minor girls befriended the traffickers on Facebook in May 2016. They then spent days communicating with them by telephone, convincing the traffickers that they were willing to run away from home before leading them to the trap laid by the police. For showing immense courage in the face of danger and fearlessly helping the police, the duo were awarded the prestigious Geeta Chopra Award.

(<https://toistudent.timesofindia.indiatimes.com/news/top-news/national-bravery-awards-2016-winners/16189.html>)

Now you have read these stories, write down the lessons learnt from each of them. As you are aware, individual habits based on personal and civic values can lead to actions that benefit society at large.

Chapter-5

GENDER EQUALITY

Sex is biologically determined but gender is socially determined. Gender is influenced by social, cultural and historical factors. Gender is a concept made by society, teaching us how men and women should behave and how they are expected to act within that society. This means that gender roles and categories vary from society to society, and at different times in history. The way girls and boys are socialized to be 'feminine' or 'masculine' is called gendering. Different cultures may value girls and boys differently and assign them different gender roles, responsibilities and attributes. Gender-based stereotypes dictate certain kinds of behaviour and practices which may not necessarily be in the best interest of individuals or communities

A. Understanding Gender and Sex

Now read the statements given in the matrix below and tick in the relevant column, 'G' if the statement describes a gender-based behaviour and 'S' if the statement indicates a sex-based trait: Gender roles are often based on social customs and not on our abilities or interests.

It is important to examine our own beliefs about gender roles and expectations. This helps us understand the effects of such norms. We also begin to question them as they may be limiting our life choices. It helps us understand the truth beyond our own assumptions and biases that we may be blindly following. We may not be able to find solutions at once, but being aware and questioning gender norms is very important and a good starting point.

Statement	Gender	Sex
Only women are responsible for pregnancy		
Only women can feed babies		
Men don't cook		
Only women give birth to babies		
Men are aggressive by nature		
Financial matters should be handled by men alone		
A man does not have to abstain from sexual intercourse before marriage		
Men cannot menstruate		
Girls cannot work outside the home		
Real men don't cry		
If there is not enough money for school fees, it is always the girl that should leave		
Girls should be shy and submissive, boys should be bold, assertive		

B. Gender Identification Exercise

Some situations are given below. You are required to recognise the gender of the person in the given situation and record it in the table given.



Case Study1: Two friends 'D' and 'E' were walking on an isolated road at night. Suddenly a thief accosts them, shows them a knife and in a gruff voice asks them to hand over all their money. D starts to run in the opposite direction while E grabs the thief's hand and punches the thief hard, forcing the thief to drop the knife. The thief flees leaving the knife where it had fallen.

Case Study 2: Both 'A' and 'B' study in the same class. They are attracted towards each other. They have expressed their feelings to each other. Both try to spend a lot of time together. Since they are also neighbors, they manage to take out time for each other. Sometimes they also buy gifts for each other with their pocket money.



Case Study 3: 'X' studies in class VIII. In school, X does not get a chance to wear makeup. But X loves to dress up a lot. Sometimes at home, 'X' wears make up, dances to the tune of Bollywood music and feels at the top of the world.

Case Study 4: Y has been attracted towards Z for some time now. Y wishes Z would reciprocate these feelings. Y's friends know about this attraction and think that Y should give some expression to the feelings. Today Y gave a flower to Z.



Table for Recording your answer

Character	Male	Female
Story1		
D		
E		
Story2		
A		
B		
Story3		
X		
Story4		
Y		
Z		

Discuss amongst your family and friends..

Reflections

It may be summarised that there is no correct answer;

1. Both men and women can and do exhibit these characteristics
2. Qualities like brave, shy, weak and strong are not 'male' or 'female'. A woman can be strong, a man can be shy. These messages are present in many things around us – in the songs we hear, the movies we watch, the games we play, the books we read.
3. Family members, neighbours and even friends can give us these messages about how girls and boys should behave. For example a boy who is crying is likely to hear 'boys don't cry' from family as well as friends. A child internalizes many of such messages about gender from day today experience.
4. There is, in fact that most of us do not behave, feel, dress, walk, talk, act 100% in the way our society expects us to. For example, the social setup might expect boys to be less emotional, and girls to be less independent-minded.
5. If we behave and act differently from gender stereotypes, we may face criticism from others in society

C. Gender Discrimination

Think about discrimination and atrocities against girls, women, transgender and differently abled around you and also read from the following list:

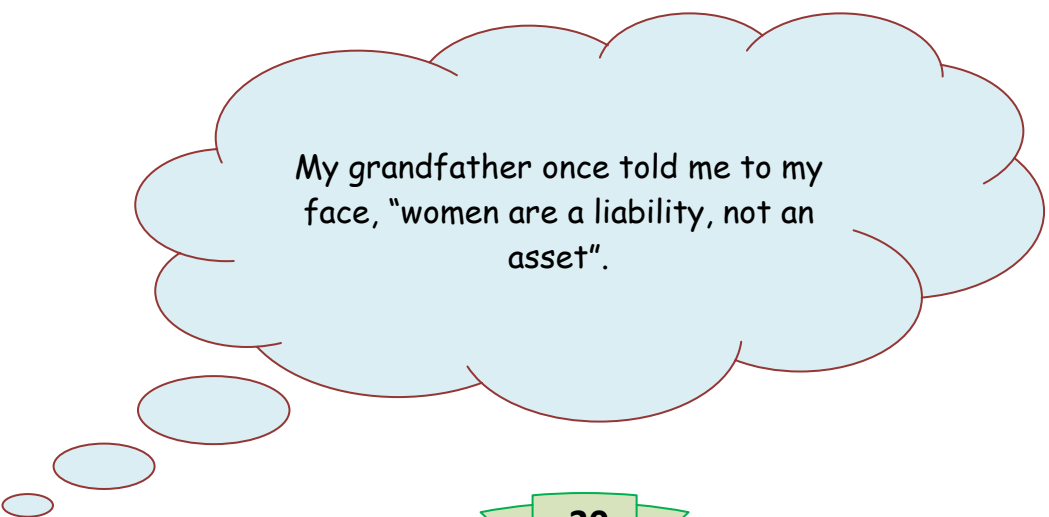
- Sex selective abortions or foeticide still happening in the society.
- Girls receiving smaller portions and poorer quality of food
- Women eats food only after the entire household has been fed
- Third gender are denied opportunities of formal education
- Least priority given to the health & emotional needs of the differently abled
- Girls not allowed to complete education in order to look after siblings household work
- Women do not get equal wages for equal work
- No separate toilets for transgender
- Discrimination at work place
- Women not being allowed to make choices or decide on issues regarding pregnancy, abortion, contraception
- Male risk behaviour leading to STDs and HIV/AIDS infection in women.
- Woman held responsible for not giving birth to a male child
- Violence against women, transgender in the form of sexual violence, sexual harassment, forced prostitution, domestic violence, rape,

List what you can do at a personal as well as a community level to discourage and prevent such discrimination and start doing that.

D. Recognising Discrimination around us

Discrimination against certain genders when socially endorsed become 'normal behaviour' and leads to inequality and situations like those discussed in the previous section.

In an attempt to draw attention of the society, in 2014, as a part of a campaign **#Break The Silence, No Country For Women**, people were asked to share examples of day to day gender based discrimination. Posters were created from the received responses. Some are shown below. See these posters. Do you see similar discrimination around you? If yes, how will you counter and respond to such injustices in the society?



My grandfather once told me to my face, "women are a liability, not an asset".

I asked my mom if I could join kick boxing classes. She said "you have time for that but you don't have time to learn how to cook. A girl needs to learn that first kick boxing is for guys."

When I was 12. My Brother and I were having Aloo Parathas. I finished my portion and was about to take more, when my Grandmother stopped me and said: "You should wait for your brother to finish. If he leaves any, You can have them."

"Tu meri beti nahin beta hai", A reinforcement of patriarchy, ironically used as a compliment for a girl who has made her parents proud by performing well.

When I started pursuing my master's many of my relatives remarked: "Itna Padh ke kya Karegi, Ladka Kaise Milega Ise?" (Why is she studying so much, what guy will marry her?)

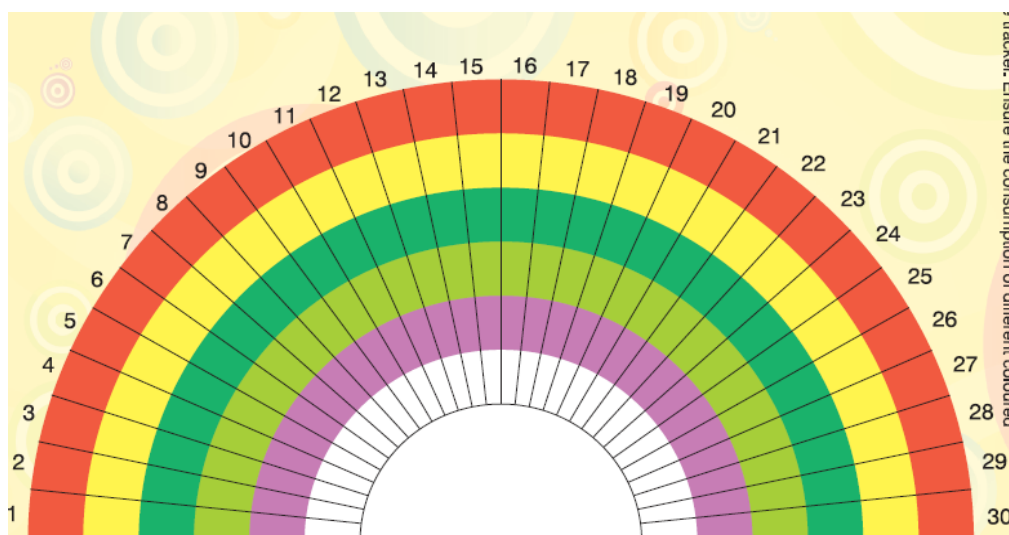
Chapter-6

NUTRITION, HEALTH AND SANITATION

Food serves many important functions in our body. It gives energy, builds muscles, protects the body and helps us to keep us healthy. One should eat a balanced diet having energy giving food, body building food and protective foods in appropriate amounts. It is better to include locally available nutritious and seasonal food items in the diet.

A. My Food Tracker

Track you are eating healthy. Discuss with your parents at the end of the month and see how you can eat healthy food within the family budget, in case there are any gaps



Red: apple with skin, pomegranate, cherries, strawberries, water melon, tomato, carrots, beet, red pepper, rajma, jaggery, nuts, dal

Orange: papaya, orange, pumpkin, dal, apricots, mausambi

Yellow: pineapples, golden apple, mango, bell pepper, corn, pumpkin, sweet potato, dal, sweet potato, lemon

Dark Green: spinach, methi, broccoli, green beans, spring onion, torai, capsicum, karela, bhindi, green pumpkin, parwal, mustard

Light Green: pears, green apple, kiwi, cabbage, cucumber, peas, lauki (bottle gourd), lettuce, tinda

Purple: jamun, black grapes, brinjal, purple cabbage, olives, radish

White: banana, litchi, potato, arbi, turnip, cauliflower, onion, radish, jowar, rice, soya beans, kharbooza, paneer, curd, milk

My Food Tracker

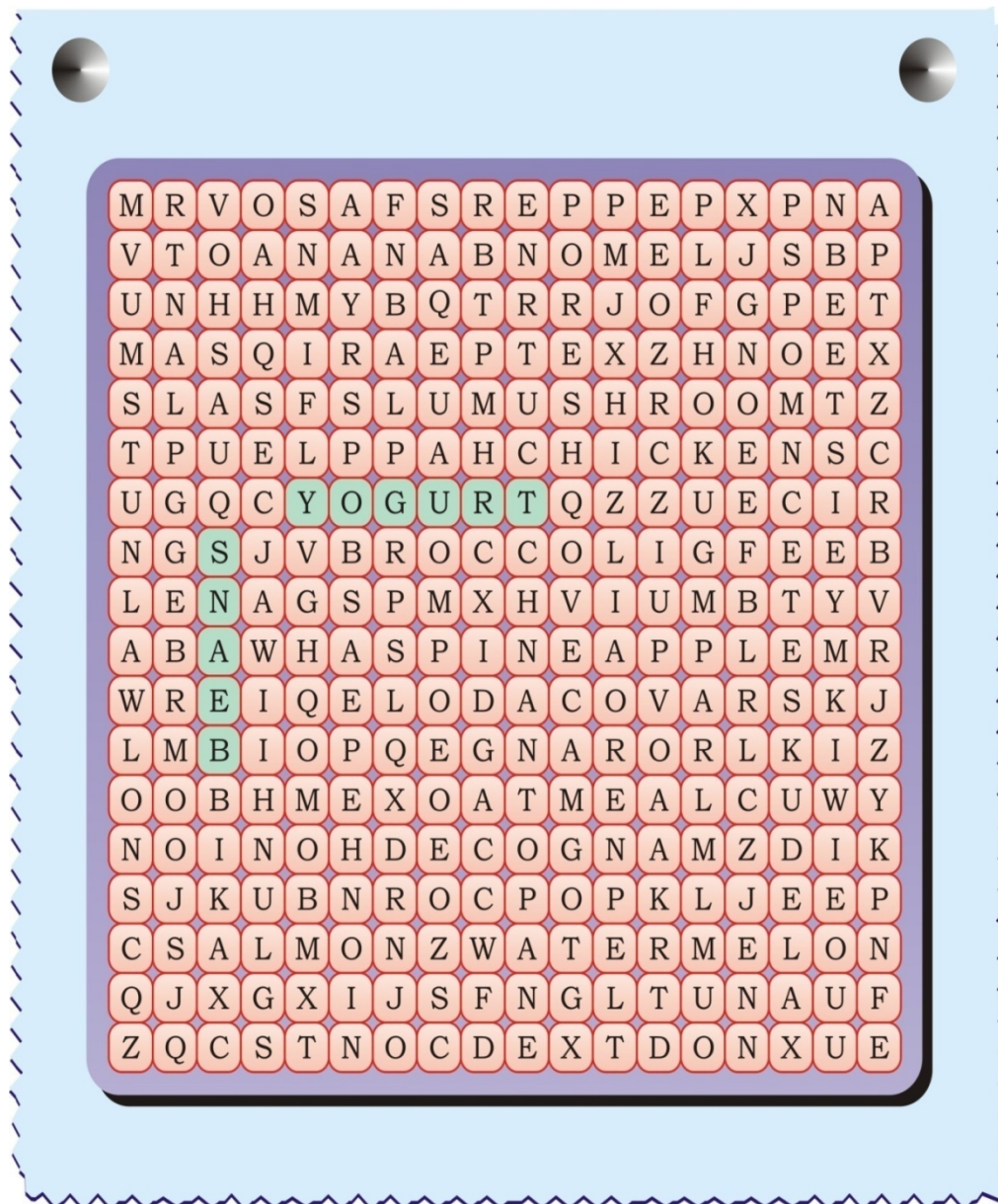
B. Word Search

Let play a word search game to find out healthy food items. See how many food items you can search in 5 minutes.

The word may be found horizontally, vertically or backwards

Find out different (at least 10) of the following food items in five minutes in grid below:

Apple, Watermelon, Peas, Chicken, Mushroom, Popcorn, Rice, Yogurt, Banana, Lemon, Pineapple, Mango, Oatmeal, Peppers, Walnuts, Mango, Eggplant, Beans



The answer is given on Page 56

C. Eating Healthy Food

Balanced diet means inclusion of proteins, carbohydrates, fats, vitamins in requisite proportions. Being a stage of rapid growth and development, as a child you need to eat a balanced diet so that you can remain healthy.

Every region has locally available nutritious food items. These should be identified and consumed as part of your 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. The thali in the photograph, showing a balanced meal that has roti, rice, curd, a green vegetable, daal and salad.



D. Snake and Ladder: Make your way to Healthy Eating

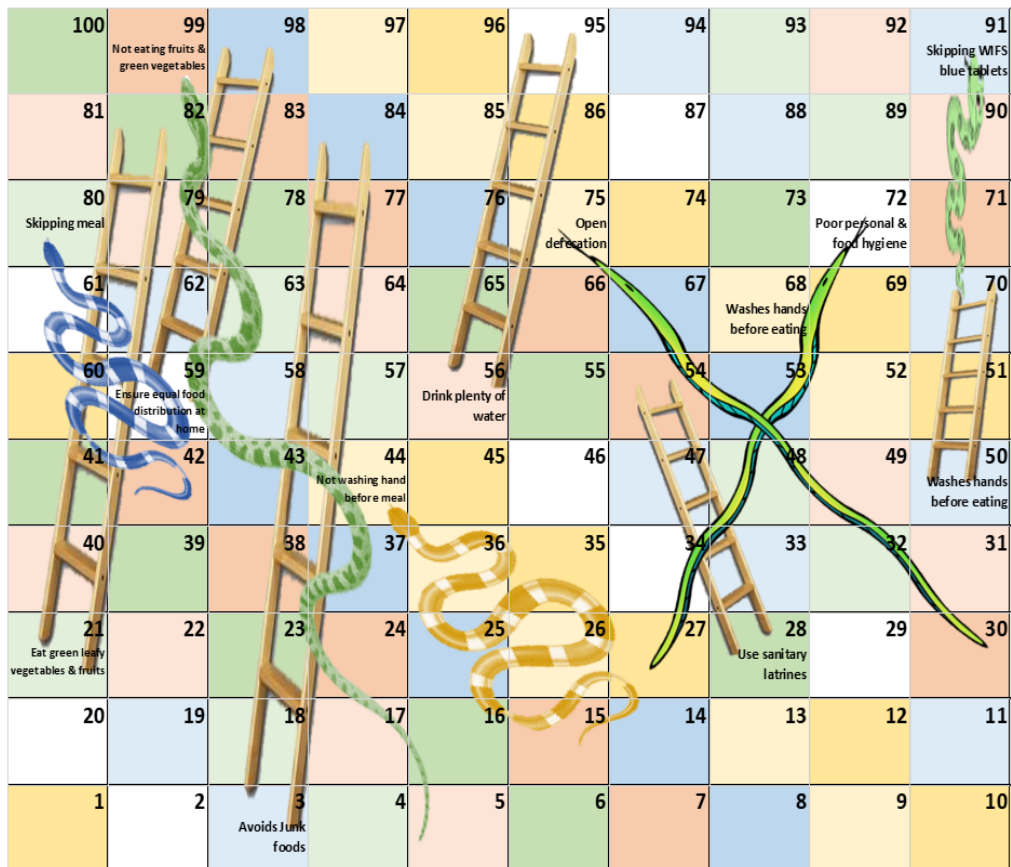
Instructions

Take board with dice and coins. You can play with your siblings, parents or friends.

Instructions of how to play

1. Players take turns to roll the dice. The players with the highest number goes first, the person with the second highest goes next and so on.
2. The player moves the coin by the number spaces as shown by the number in the dice.
3. If a player lands on a snake's head, the player's coin slides down to the square at the snake's tail. Ask the student to read aloud what happened and explain why.
4. If a player lands on the bottom of a ladder, the player climbs up to the square at the top of the ladder. Ask the student to read aloud what happened.
5. The player to reach 100 is the winner.

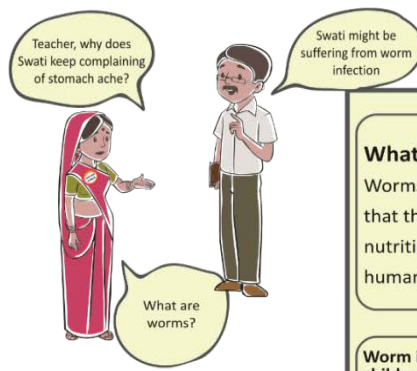
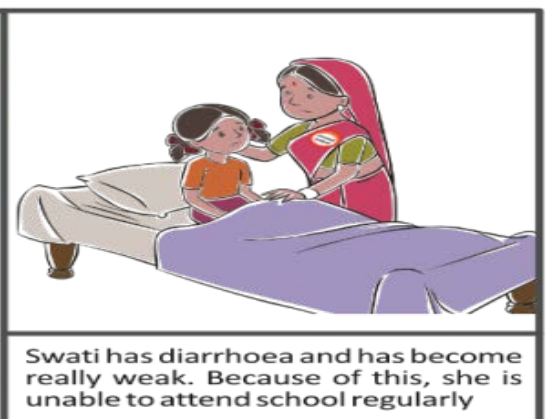
Allow 5-6 minutes for the game. It does not matter if no one has completed the game.



Not eating fruits & green vegetables	Lack of essential nutrients
Skipping WIFS blue tablets	Can lead to anemia
Not washing hands before meal	Can lead to infections
Open defecation	Can lead to diseases & infections like worm infestation, loose motions.
Poor personal & food hygiene	Increases chances of catching Infections
Skipping meal	Affect growth and development of adolescents

Washes hands before eating	Prevents infection
Drinks plenty of water	Equally important for growth like nutrients
Ensures equal food Distribution at home	Healthy family and values equality
Eats green leafy vegetables & fruits	Provides essential nutrients for growth
Avoids Junk foods	Promotes growth & development
Use sanitary latrines	Prevents infection & diseases (worm), prevents water contamination

E. Understanding Worm Infection and how to prevent it



Key Points About Worm Infection

What are worms?

Worms are parasites that thrive on nutrition from the human intestine.

Three types of worms most commonly found in children

Round worms

Whip worms

Hook worms



Worm infection in children can spread through:

- Playing outside barefoot
- Eating food without washing hands
- Defecating in the open
- Unclean surroundings

Impact of worm infection on children

- Anaemia
- Nutritional impairment
- Loss of appetite
- Weakness and anxiety
- Stomach ache, nausea, vomiting, and diarrhoea
- Blood in stool

Benefits of deworming children:

Direct benefits:

- Controls anemia
- Improves nutritional uptake

Indirect benefits:

- Helps Improve immunity
- Helps improve concentration, capacity to learn, and attendance at school/anganwadi centre
- Helps improve work potential and livelihood opportunity
- Helps break the transmission cycle resulting in lesser worm infection in the community

Albendazole tablet helps control worm infection



Worm Transmission Cycle

1. An infected child contaminates soil with faeces containing worm eggs. These eggs develop into larvae in the soil

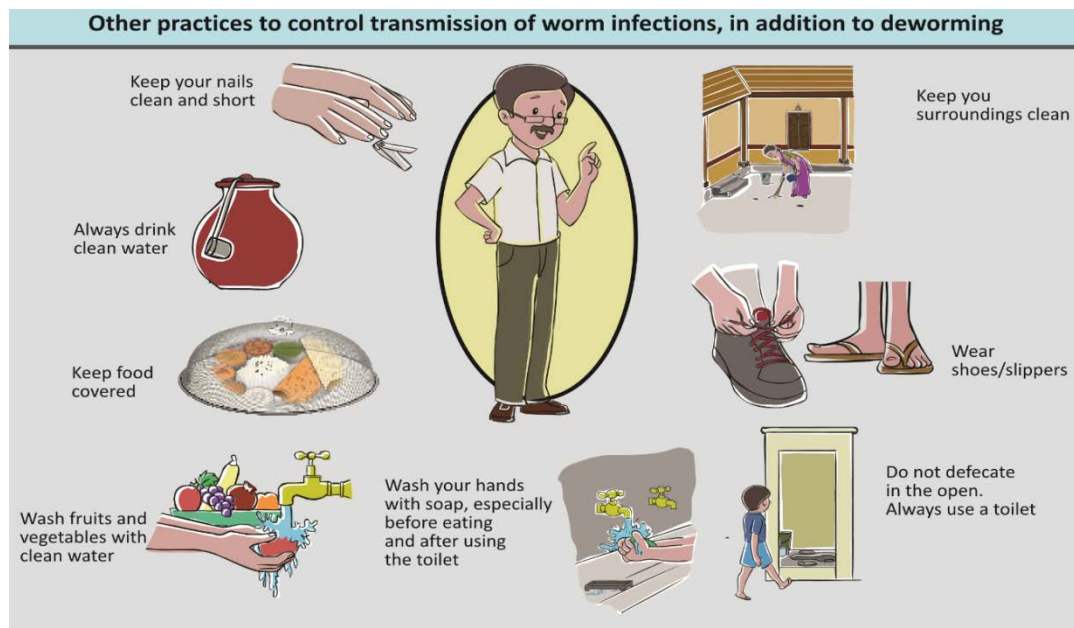


3. In an infected child, eggs and larvae develop into adult worms, which produce eggs and have an ill effect on the child's health



2. Other children are infected by eggs ingested through food or dirty hands, or by larvae penetrating the skin





F. Know your Body Mass Index (BMI)

BMI is a measure of body weight to height it can be calculated as follows:

BMI = $\frac{\text{Weight in Kilograms}}{\text{Height in Meters}^2}$

BMI	Category
<18.5	Under Weight
18.5-24.9	Normal Weight
25-29.9	Over Weight
>30	Obese

There are some common nutritional disorders

Nutritional Anaemia

Anaemia is the loss of oxygen-carrying capacity of the blood owing to the deficiency of haemoglobin in the red blood cells. It is important to note that during growing up, the need for iron increases with the rapid growth and expansion of blood volume and muscle mass. Hence, children must consume iron rich foods, green leafy vegetables, jaggery, meat, complemented with vitamin C sources like citrus fruits, oranges, lemon and Indian gooseberry (amla).

Iron deficiency leads to anaemia which causes tiredness, lethargy and if left untreated can have long term negative consequences.

Bulimia Nervosa

Children during growing up, indulge in bingeing (periods of over eating) and later removing it by vomiting or using laxatives to prevent weight gain. Eating disorders such as bulimia are often caused by anxiety, tension or worry about one's weight.

Anorexia Nervosa

It is a self imposed starvation related to a severely distorted body image. In this children due to fear of gaining weight restrict their food intake by extreme dieting, fasting and sometimes indulging in over exercise.

Children some time develop anorexia and bulimia due to inadequate acceptance of emotional and physical changes, media images, peer pressure, stress due to studies and inadequate guidance from adults. Hyped up body images of girls/women – with thin as the ideal body – is a major factor pushing many girls and young women to develop these ailments. The media images and social expectations often do not help adolescent girls in making good nutritional choices.

Both these conditions are detrimental to health if left untreated. Some symptoms include frailness, hair loss, low blood pressure, brittle nails, anaemia, depression, lethargy and use of laxatives in excess. Anorexia and bulimia can lead to delay in onset of menstruation, and also lead to serious consequences such as convulsions, renal failure, irregular heart beat and osteoporosis.



Iron Rich Foods for Recovering nutritional disorders

Chapter-7

PREVENTION AND MANAGEMENT OF SUBSTANCE MISUSE

Adolescent are most vulnerable to substance misuse or commonly known as drug abuse. It effects individual's mental health and also all dimension of health adversely. In an effort to establish the identity, adolescents like to try out new things, sometimes under the influence of media, peers, and others. Many adolescents start using drugs unthinkingly and some do it because of various kinds of pressure. We need to consciously and effectively make use of life skills to remain away from drugs.

A. Did you Know? myths and facts about drugs:

Myths	Facts
There is no harm in trying drugs just once.	Almost all drug addicts start by trying just once. Drugs alter the metabolism of the brain and body. Once the drug is taken, the user is always at risk of increasing the drug intake, which becomes a part of his/her habit.
Alcohol promotes good sleep.	Those who do not use alcohol regularly may have disturbed sleep after consuming it. Persons dependent on alcohol cannot sleep well without alcohol.
Will power alone can help a drug addict stop taking drugs.	A person dependent on substances requires medical and psychiatric treatment. and not just a failure of will power.
Alcohol helps people forget their problems.	Problems go away only if a person works towards seeking solutions and taking steps to address the problem. Drinking alcohol does not address problems. In fact, it adds to the problems.
Most addicts get their first dose of drugs from a peddler or a pusher.	Most addicts get their first dose of drugs from a friend or a close associate.

Beer is not 'hard liquor' and can be consumed safely.	Beer is an alcoholic beverage, although it contains less alcohol than 'hard liquor' like whisky or rum. Beer contains 4%–8% alcohol. One 12-ounce (285 ml) bottle of beer is equal to one peg of whisky; if somebody drinks six such bottles in an evening, he/she has consumed the equivalent of six pegs of whisky
Marijuana has over 400 chemicals in it	True. Some people think marijuana is pretty safe, but it can cause coughing and breathing problems just like regular cigarettes can. It also can cause memory loss, anxiety, and other serious problems.
Sniffing an inhalant like hairspray or paint thinner can cause brain damage	Yes, it's dangerous to sniff inhalants — even one time. You could have lots of problems, like fainting, vomiting, and even trouble breathing.

B. Saying NO

A time does come in almost every teen's life when they are confronted with drugs or alcohol. Some lucky ones may not experience this kind of peer pressure, but the unfortunate truth is that many teens will be asked by friends or classmates if they want to try alcohol or drugs.

- If the pressure to try drugs is getting to you, here are some suggestions that can help:
- If someone is forcing you to take a drug, make an excuse to leave the place. Like:
- I can't stay; I've got to help my parents with something



- I'm supposed to meet so and so in a few minutes.
- Forget it. There's no way I'm going to do drugs.
- I've got more to do with my life.
- Ask for support from other friends or adults if someone is really pressurising you to use drugs.
- Make friends with those who respect your decision not to use drugs.
- Go to events that don't involve drugs.
- Avoid unsafe or difficult situations.

Chapter-8

PROMOTING HEALTHY LIFESTYLE

Good health is adopting a healthy life style and leading healthy stress free life. Eating well, regular sleep and physical exercise are important to maintain good health and fitness.

A. AM I MAKING HEALTHY CHOICES

Reflect on the following behaviours. Mark them as Yes or No as per your own behaviour:

1. Getting up early every day.
2. Missing exercises and eating breakfast without brushing teeth.
3. Having healthy breakfast
4. Eating junk food regularly during lunch time instead of homemade tiffin.
5. Chewing pan masala and guthka.
6. Skipping meals to stay slim.
7. Smoking cigarettes to relieve stress.
8. Doing exercises on regular basis.
9. Drinking alcohol.
10. Viewing television for more than 3-4 hours a day.
11. Playing video games/online games on regular basis.
12. Drinking carbonated drinks with lunch and dinner.
13. Eating fruits and whole grains.
14. Drinking 8-10 glasses of water every day.
15. Staying awake late in the night.

If you have got: Yes:

- ✓ in <10 or more: You need to make serious lifestyle changes
- ✓ in 5-9: You are on the path to making unhealthy choices, rethink and choose healthy
- ✓ 4 and below: your life style choices are good, stay that way

We can have healthy lifestyle by eating healthy, engaging in physical activities and sports and be able to manage stress effectively. If you do not follow this, it may lead to non-communicable diseases (NCD). NCDs are also closely associated with certain behaviours that are closely associated with adolescent age such as tobacco chewing, alcohol use, poor eating habits and lack of exercise. Our own life style choices ensure a more productive and healthy adulthood. NCDs are one of the biggest public health challenges in 21st century. Therefore, we need to identify unhealthy behaviours and work on modifying them. Healthy life style choices like physical activity, no to tobacco and alcohol helps in reducing the risk of NCDs

Based on the choices that you have selected above, please prepare a healthy choices plan for yourself as per the matrix below:

Habits you like to continue.	Habits you like to stop.	New habits you like to start.

B. Yoga for better Health

Yoga has become very popular not only in our country but also in many other parts of the world. Yogic practices lead to the development of holistic health. Yoga specifically means a connection of body and mind. It contributes to the promotion and maintenance of healthy body and sound mind. We can develop abilities like agility, balance, coordination, strength and flexibility by performing yogic practices. These also improve physical, mental and emotional health. Below are given some asana Pranayama, and Kriyas and meditation.

Asana

The term asana means sitting in a particular posture, which is comfortable and which could be maintained steadily for long time. Asana gives stability and comfort, both at physical and mental level

Standing Posture: Vrikshasana, Trikonasana, Hastottanasana, Padhastasana

Sitting Posture: Simhasana, Uttana Mundakasana, Kukkutasana, Dhanurasana, Ustrasana, Shashankasana, Bakarasana

Prone Posture: Salabhasana, Dhanurasana, Mayurasana

Supine Posture: Sarvanganasana, Matsyasana, Sirsana



Trikonasana



Shashankasana



Salabhasana



Sarvanganasana

Pranayama

Pranayama consists of the breathing techniques which are related to the control of breath or respiratory process.

Pranayama: Anuloma Viloma, Shitali, Bhastrika

Kriya

(Frontal Brain Cleansing) Kapalabhati is considered a Kriya (cleansing practice) which cleanses the frontal brain.

Kriya: Kapalabhati, Agnisara



Anuloma Viloma



Kapalbhati

Meditation

Meditation is a relaxation practice which induces relaxation in body and mind. In meditation, concentration is focussed for a long time on a single object like, breath, tip of the nose, etc.

Are you doing these yogic practices. If not , start today . Learn from NCERT (2015) Yoga A Healthy Way of Living .

Also play game and sport of your own choice.

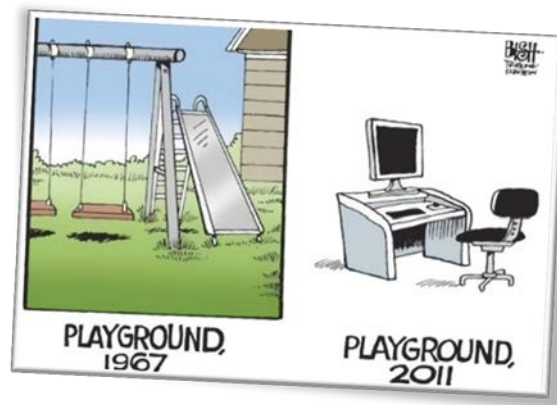
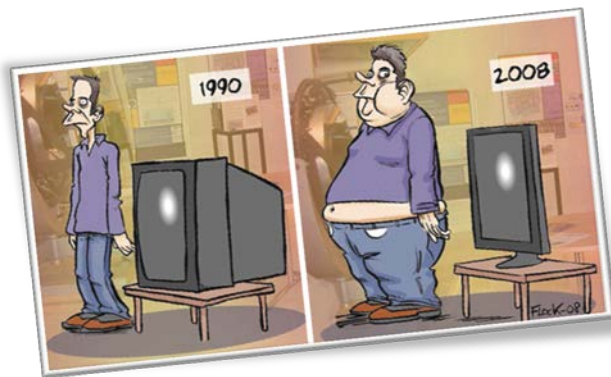


C. Discuss what you see in the cartoons below:

Reflect on the set of cartoons depicting how life has changed over the years. You can observe and think of similar ideas from your surroundings and draw more cartoons.

1. What do you see in these cartoons?
2. Why do you think this is happening?
3. Have you seen it around in your surroundings? Give examples
4. Do you think it is a problem?
5. How can it be addressed?

Over the year's life has changed from active to sedentary life style that is why the incidence of NCDs is also on rise at younger age groups.



See the above pictures and draw your inferences. You can also discuss these pictures with your friends. Also think what these pictures convey to us. What are the lessons to learn.

Chapter-9

REPRODUCTIVE HEALTH AND HIV PREVENTION

Taking care of one's health is an individual's responsibility. What you eat, what you do not eat, how much sleep you get, how much physical exercise you do, how much time you spend in the sunlight, how you maintain hygiene, how you manage stress and your sexual and reproductive health behaviour, at what age you get married and when you plan to have your first child: all are determinants of health which have been discussed at length. It is very important for you to have the right information to be able to protect and be responsible for yourself.

A. Vulnerability of Adolescents to HIV

Case Study 1

Fourteen year old Ravi has a troubled relationship with his parents. As a result, he stays out of the house for long duration. He hangs out with a group of slightly older boys who engage in risky behaviours. Ravi is drawn towards them and at the same time is not sure about joining them in their risky behaviours. He is at a loss and does not know whom to turn to for help and advice.

1. What are the potential risks Ravi is vulnerable to, especially in the context of HIV?
2. In this situation, could Ravi's parents have played a more supportive role? If yes, explain what they could have done.

Case Study 2

Mahesh, 17 year old, has been friends with a group of boys in his neighbourhood since last five years. His friends pressurize him into taking drugs through injection. He refuses but when they start call him names, he agrees to experiment with injectable drugs because he did not want to be the odd one out in his group. He uses the same needle that the other boys had used and enjoys the sensation. Soon, he is addicted to injectable drugs.

1. What was the role of Mahesh's so-called friends in influencing his decision?
2. Could Mahesh have behaved differently? If yes, explain what could he have done?

Case Study 3

Mita, 17 year old, saw a programme on television on HIV. She was scared as she thought she has engaged in risky behaviour. After class one day, she gathered courage and approached her teacher. Mita told the teacher that she wants to talk to her. On being asked by the teacher, Mita told her that lately she is feeling very unwell. She goes on to confide in the teacher her fear of getting HIV as she has engaged in one of the risky behaviours. The teacher gets very angry and tells her that she is a bad girl. Mita is very upset and goes away from the class.

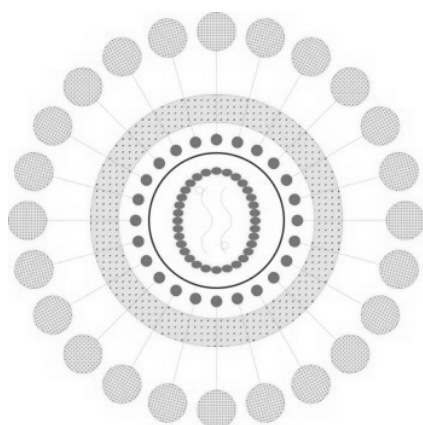
1. How does the behaviour of the teacher affect Mita?
2. Could the teacher have done anything different? Explain what could she/he have done?

Do You Know



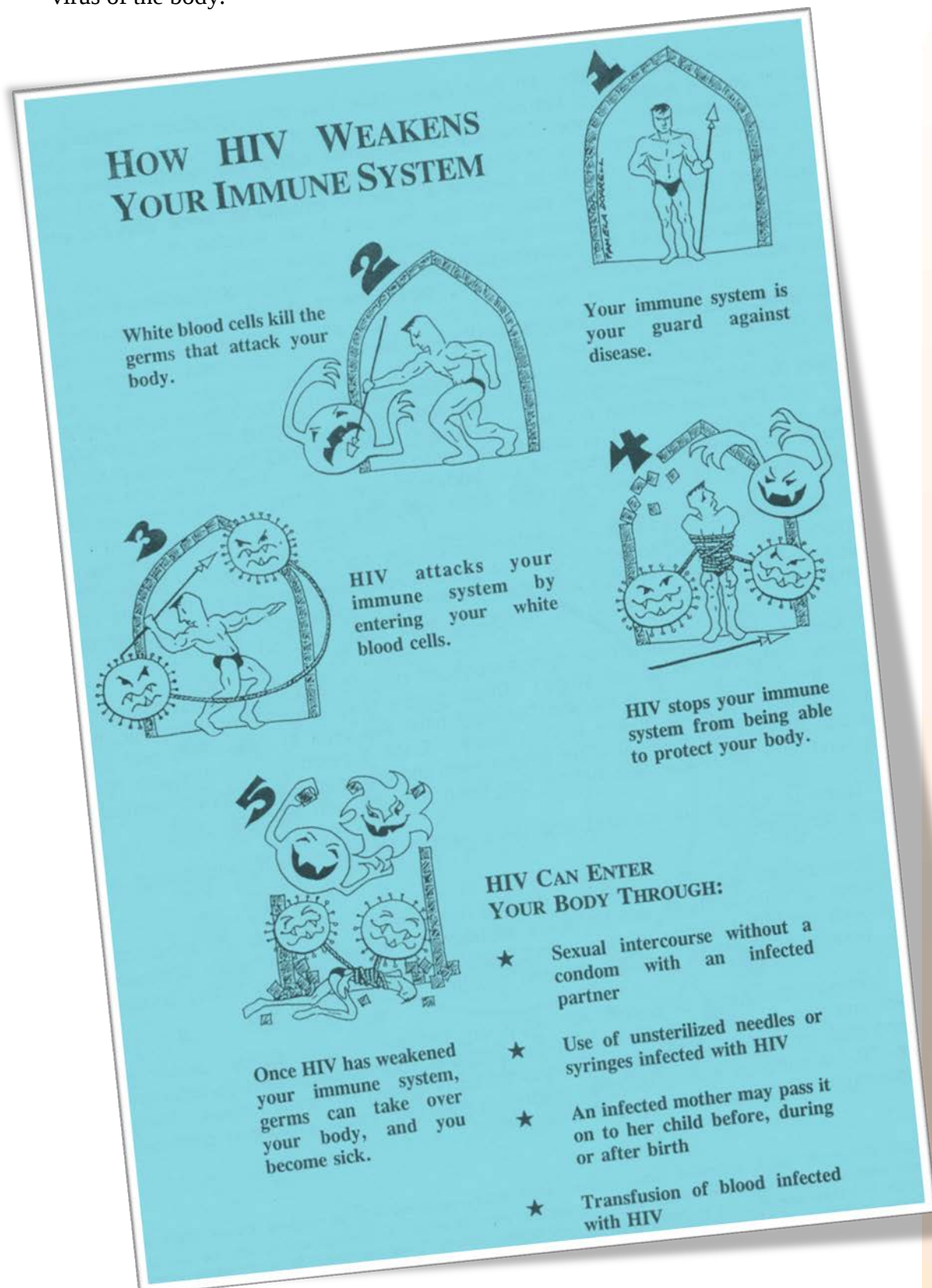
- ✓ Children need the support of their family to enable them to adopt safe and responsible behaviors to prevent HIV infection
- ✓ As peers have an important influence on the behavior of Children; parents and teachers should be aware of the friends that he/she interact with
- ✓ Empowered with accurate and age appropriate information and skills, adolescents can adopt safe and responsible behaviors
- ✓ Parents are the most important individuals whom adolescents look up to for support

B. Identify the pictures given below and collect information to know more about them.



C. How does HIV's do in human body

See the illustrations given below and analysis how the immune system is weakened by the HIV's virus. Most people with HIV do not show any symptoms of diseases and may remain without any symptoms for months or even more than 10 years. Only blood test can tell about the presence of HIV virus of the body.



Now it's time to go over what you know about HIV's and AIDS. Read the statements and put tick mark on true or false given in front of each statement.

D. Quiz

- | | |
|---|------------|
| 1. HIV stands for Human Immunodeficiency Virus. | True/False |
| 2. HIV spreads through contact with certain body fluids, including sweat, saliva and urine. | True/False |
| 3. One can get HIV by hugging or touching a person who has HIV. | True/False |
| 4. An infected mother can pass HIV to her unborn child. | True/False |
| 5. AIDS can be cured if it is treated early. | True/False |
| 6. A person infected with HIV can be recognising by look. | True/False |
| 7. There is no vaccine to prevent a person from contacting HIV. | True/False |
| 8. A test for HIV looks for HIV antibodies. | True/False |
| 9. Mosquitos can transmit HIV from one person to another. | True/False |
| 10. There is no difference between HIV and STIs. | True/False |
| 11. A person can become infected with HIV by donating blood. | True/False |

E. One should understand that HIV does not transmit by:

1. Shaking hands.
2. Kissing and hugging
3. Sharing cups, plates and other utensils
4. Sharing toilet and bathroom facilities
5. Through coughing or sneezing or through the air we breathe
6. Sitting in the same class or canteen
7. Sharing work instruments or machinery
8. Swimming together or playing together
9. Donating blood to the Blood Bank (with sterilized needles)
10. Bites by insects, e.g. mosquitoes, bed bugs, etc.

One cannot get HIV/AIDS through everyday social contact with a person infected with HIV.



Source: NCERT AIDS Education in Schools a Training Package

Chapter-10

SAFETY AND SECURITY AGAINST VIOLENCE AND INJURIES

Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community. GBV is violence that targets individuals or groups on the basis of their gender. Both women, men and transgender experience gender-based violence but the majority of victims are women and girls. You need to know how to keep yourself safe.

A. What is Child Abuse?

Child abuse is physical, sexual, and/or psychological maltreatment or neglect of a child or children, especially by a parent or a caregiver. It can occur in a child's home, or in the organizations, schools or communities the child interacts with. The picture below describes forms of child abuse:



B. Safe and Unsafe Touch

Safe Touch

It feels, pleasant and good, it is a way to show care, love and help. Like when your parents hug you or give you a goodnight kiss or your grandparents hold you in their arms and you hold your friend's hands while playing.

Unsafe Touch

Touches that make you uncomfortable and you feel unpleasant and you want to stop it there and then. It is a bad touch if you feel hurt, if you do not want to be touched, if someone touches your private parts without a reason, if someone touches you and tells you not to tell anyone, all these are examples of a bad touch.

The picture below depicts Good (safe) touch and Bad (Unsafe) Touch



Safe Touch

Some safe touches can be:

- 👉 There is a situation thunder and you feel scared. Your mother gives you a hug to comfort you.
- 👉 It is your birthday, and your friends hug you.

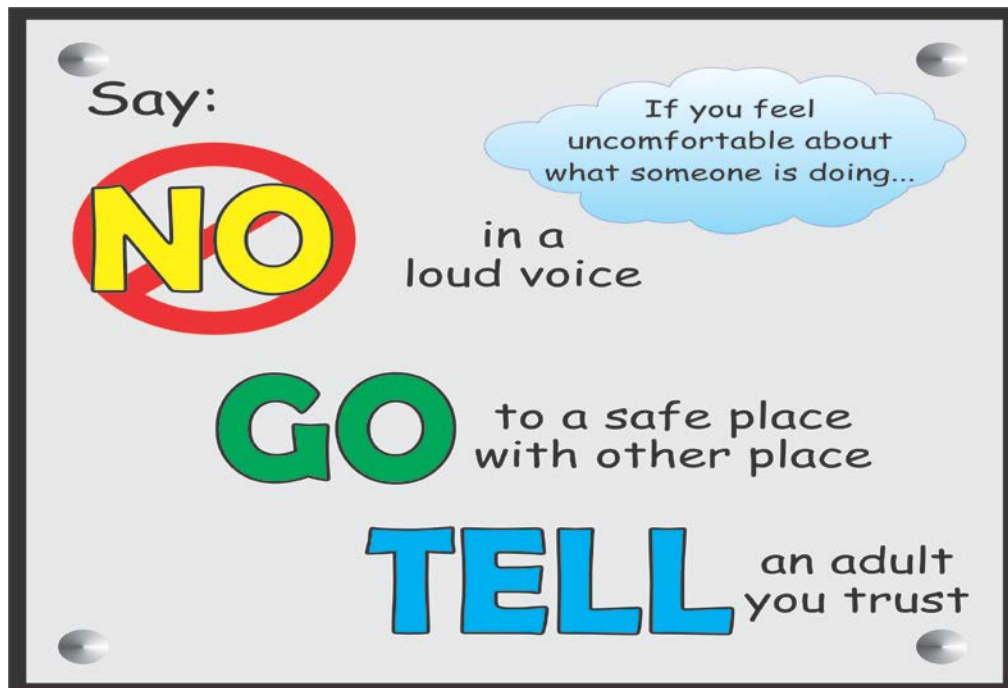
Some unsafe touches/situations can be:

- 👉 Your swimming coach touches your Private Body Parts while teaching you swimming.
- 👉 An uncle gives you your favorite toy/game and asks you to show your private body parts to him.
- 👉 Your friend shows you a magazine with pictures of people without clothes.



Unsafe Touch

C. How to keep yourself safe? It is important to learn to protect yourself. Follow this formula



D. What is Bullying?

Bullying is when someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. The picture below illustrates bullying:



Find out if there is any anti-bullying and ragging policy in your school. If yes, what are the ways suggested in that policy to take anti-bullying and ragging in the school. Have you ever noticed such incidence? Any action taken by you. Write down in your note-book. If such things happen in future what action will you take?

E. Quiz: Are you safe on the Internet

1. If you're a good student, mature for your age, and don't look for trouble, nothing bad will ever happen to you online.
 - a. Fact
 - b. Myth**
2. Which of the following chat rooms is your safest choice?
 - a. A private chat with people you don't know.
 - b. An open chat for sports fans on a.com website.
 - c. An open chat for single people wanting to meet a partner.
 - d. An open and moderated chat recommended by your teacher.
3. You are on vacation and have no Internet access. You can't wait to check your email to see if your best friend has emailed you back. You should:
 - a. Call a friend and give her your username and password so that s/he can check your email for you
 - b. Ask a stranger who is using his/her laptop if you can borrow it for a few minutes to check your email.
 - c. Wait until you get back home to check your email. After all you'll be back in a week.
 - d. Travel by yourself to an Internet cafe that is 3 hours away check your email.
4. Fact or Myth: If people send you their picture online then it is okay to meet them because you know what they look like.
 - a. Fact
 - b. Myth
5. You are being followed from chat room to chat room and getting unwanted messages from someone you don't know. You are feeling uncomfortable with the instant messages (IM) that the person is sending you. You should:
 - a. Ignore the person for a while until they leave you alone.
 - b. Give them any information they want so they will leave you alone.
 - c. Log off immediately and let your parents know that you are being harassed.
 - d. Tell the person to meet you in the chat tomorrow and don't show up.

F. Road Safety

For many teenagers, learning to drive is an important rite of passage. But the statistics are sobering: teen drivers have the highest crash risk of any age group. More than 70% of the fatal road accidents in 2017 involved persons in the age group of 18-45 in India. Ensure that you follow the road safety rules to avoid any mishap that could be life threatening or even fatal.

**DELHI POLICE**
SHANTI SEWA NYAYA





Your Safety

Our Concern

Use Helmet Always


Don't Drink & Drive


Don't Jump Red Light


Don't Use Mobile While Driving


Do Not Overspeed


Lane Driving Is Sane Driving


Always Use Seat Belt While Driving


Say No To Triple Ride


DP/9040/18

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Write to CP, Delhi at PO Box No. 171 GPO, New Delhi

FOR IMMEDIATE POLICE HELP CALL : 100

TO SHARE INFORMATION CALL 1090

Chapter-11

PROMOTION OF SAFE USE OF INTERNET AND SOCIAL MEDIA BEHAVIOURS

A. What is Cyber bullying?



Cyberbullying

Cyberbullying includes sending, posting or sharing negative, harmful, false or mean information and content about someone. It is a serious offence which is punishable under Cyber law.

Cyber Bullying Includes

- Nasty comments on your posts or posts about you
- Someone creating a fake profile in your name and trying to defame you
- Threatening or abusive messages online or on the mobile phone
- Being excluded from online groups and forums
- Embarrassing photographs put online without your permission
- Rumours and lies about you on a site
- Stealing your account password and sending unwanted/inappropriate messages from your account
- Offensive chat
- Fake online profiles created with an intent to defame you

Do the following If Cyberbullied

Do not Respond
If someone is cyber bullying you, do not respond or retaliate by doing the same thing back. Responding or retaliating to cyber bullying may make matter worse or even get you into trouble.

Screenshot
Take a screenshot of anything that you think could be cyber bullying and keep a record of it.

Block and Report
Most online platforms have this feature. If someone bothers you, make sure you block and report the offender to the social media platform.

Talk about it
Cyber bullying may affect you in many different ways. Do not feel that you are alone. Let your parents and teachers know what is going on. Never keep it to yourself.

Be Private
Keep your social media privacy settings high and do not connect with anybody who you do not know offline. You would not talk to random people on the street, so why do it online?

Be Aware
Remain updated with all the preventive and security measures in the cyber world.

Be Safe in Cyber World

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Basics of Cyber Safety and Security

What is Cyber Safety and Security?
Cyber safety is the safe and responsible use of information and communication technology. It is about keeping information safe and secure, but also about being responsible with the information, being respectful to other people online, and using good Internet etiquette. It includes body of technologies, processes and practices designed to protect networks, computers, programs and data from attack, damage or unauthorized access.

Computer Safety and Security

- Log off your Computer when not in use & don't leave them unattended
- Do not plug the computer directly to the wall outlet as power surges may destroy computer. Instead, use a stabilizer to plug a computer
- Do not install pirated software
- Do not connect unknown devices to your computer as they may contain viruses
- Use only verified open source or licensed software and operating systems
- Check that antivirus software in each system is regularly updated
- Invest in a robust firewall
- Consider blocking of file extension such as .bat, .cmd, .exe, .pif by using content filtering software
- Have a password protocol with specific strong password guidelines, frequently change your passwords, prevents reuse of old passwords
- Ensure that computer system and labs are assist only by authorized personnel
- Discourage use of personal devices on the network, such as personal USBs or hard drives

Internet Safety and Ethics

- Respect other people's privacy
- Follow proper protocol in language use while chatting, blogging and emailing
- Do not log in to other people's email accounts
- Do not download and use copyrighted material
- Enable automatic browser update to ensure detection of malicious sites

Safe Email Practices

- Do not reply to emails from unknown sender even if it looks like a genuine email
- Do not provide personal information like name, date of birth, school name, address, parent's names or any other information
- Do not fall for lucrative offers/discounts as they might be coming from unknown source and it may not be reliable. Ignore/delete those mails
- Do not open attachments or click on links from unknown senders, since they may contain malicious files that might affect your device. Only click the links and downloads from websites that you trust
- Beware of phishing websites - check the URL to confirm if the website is secure
- Do not forward spam or suspicious emails to others

Safe Social Networking

- Avoid revealing too much of your personal information like your age, address, telephone number, school name etc. as this can lead to identity theft
- Do your privacy settings very carefully on social networking sites
- Never reveal your password to anyone other than your parent or guardian
- Communicate and collaborate only with people known to you
- Do not post anything which hurts others feelings
- Always be careful while posting photographs, videos and any other sensitive information in social networking sites as they leave digital footprints which stay online forever
- Do not post your friends' information on networking sites, which may possibly put them at risk. Protect your friends' privacy by not posting the group photos, school names, locations, age, etc.
- Avoid posting your plans and activities on networking sites
- Do not create fake profiles for yourself on any social networking sites. If you suspect that your social networking account details have been compromised or stolen, report immediately to the support team of networking site
- Do not forward anything that you read on social media without verifying it from a trusted source
- Always avoid opening links and attachment through social networking sites
- Never leave your account unattended after login, log out immediately when you are not using it

References

A. Differences in maturation process during adolescence and effect on body image

<http://www.ncert.nic.in/programmes/aep/pdfs/MODULE%204%20UNDERSTANDING%20ADOLESCENCE.pdf>

B. GROWING UP HEALTHY QUIZ

I. Adapted from:

<https://www.allthetests.com/quiz31/quiz/1404486681/Have-you-hit-puberty-boys>

II. EMOTIONAL WELL-BEING AND MENTAL HEALTH

Tune in to your feelings

Adapted from Corstone Facilitator Manual for Emotional Resilience, Class VIII, Self-Acceptance Exercise: adapted from:

<https://www.therapistaid.com/therapy-worksheet/self-esteem-sentence-completion/self-esteem/none>

D&E : Anger Management & Converting Anger into Positive Action

<http://www.nimhanschildproject.in/wp-content/uploads/2018/05/Life-Skills-Adolesce-Socio-Emotional.pdf>

III: INTERPERSONAL RELATIONSHIPS

- Ways to deal with conflict Quiz adapted from

<https://www.girlshealth.gov/relationships/quizzes/quiz.conflict.html>

NCERT (2013) Adolescence Education Programme, Training and Resource Materials, New Delhi

IV. VALUES AND CITIZENSHIP

- National Bravery Award Winners

<https://www.thebetterindia.com/136328/nazia-khan-up-police-special-police-officer/>

<https://www.thebetterindia.com/83437/national-bravery-award-children-india/>

<https://toistudent.timesofindia.indiatimes.com/news/top-news/national-bravery-awards-2016-winners/16189.html>

V. GENDER EQUALITY

Gender Light bulb exercise

https://www.open.edu/openlearncreate/pluginfile.php/272873/mod_resource/content/1/Classroom%20Activities%20on%20gender%20stereotypes%20and%20equality.pdf

Gender Discrimination

<http://www.cbse.nic.in/aep/TEACHERS%20BOOK%2051-100.pdf>

VI. NUTRITION, HEALTH AND SANITATION

Word Search: Adapted from

<http://downloads.eatright.org/nnm/games/wordsearch/kids/index.html>

B.

FoodTracker: <https://snfportal.in/snf/data/school/Yellow%20Book%201.pdf>

D: Worm Infection: Comic from MoHFW

VII PREVENTION AND MANAGEMENT OF SUBSTANCE MISUSE

How much do you know about alcohol?

Pick the correct answer for each question.

Adapted from

<https://www.girlshealth.gov/substance/quizzes/quiz.alcohol.php>

C. How smart are you about drugs?

Adapted from

<https://www.girlshealth.gov/substance/quizzes/quiz.drugs.php>

VIII. PROMOTION OF HEALTHY LIFE STYLE

A Yoga for Health: NCERT book Yoga:

A Healthy Way of Living" for Upper Primary Stage

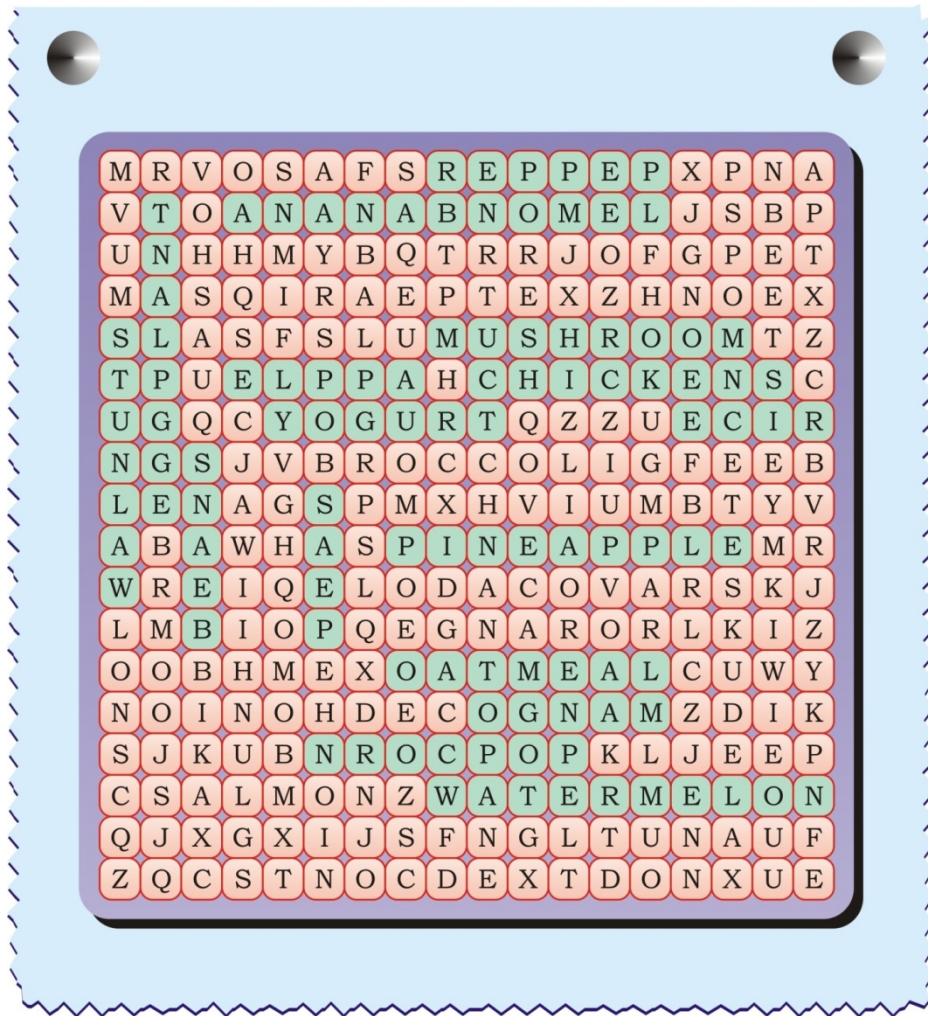
C: Discuss what you see in the cartoons

<https://www.architecturendesign.net/funny-illustrations-proving-the-world-has-changed-for-the-worse/>

Answer Sheets

VI. NUTRITION, HEALTH AND SANITATION

Word Search Answers



VII PREVENTION AND MANAGEMENT OF SUBSTANCE MISUSE

IX. REPRODUCTIVE HEALTH AND HIV PREVENTION

A short Quiz: Answers

HIV stands for Human Immunodeficiency Virus (True)

HIV spreads through contact with certain body fluids, including sweat, saliva and urine: (False)

It can't be transmitted via saliva, sweat, skin, feces, or urine. So, there's no risk of getting HIV from regular social contact, such as closed-mouth kissing, shaking hands, sharing drinks, or hugging because those bodily fluids aren't exchanged during these activities. Body fluids responsible for transmission of HIV include: blood, breast milk, cervical/vaginal fluid and semen.

AIDS is the leading cause of death among women aged 15-49 worldwide (True)

HIV/AIDS is the leading cause of death among women of reproductive age (aged 15–49). In 2017, of the total estimated 1.6 million new HIV infections in adults globally, almost 48% were among women. <https://www.amfar.org/about-hiv-and-aids/facts-and-stats/statistics--women-and-hiv-aids/>

HIV cannot be passed from a mother to her children during pregnancy or childbirth (False)

It's possible to have HIV without having AIDS (True)

It's possible to have AIDS without being HIV+ (False)

With therapy, we can completely cure HIV/AIDS so that no infected cells are left in the patient's body (False)

AIDS is characterized by an abnormally low number of T cells in the immune system (True)

Scientists identified HIV before they discovered AIDS (False)

In the 1980s, people feared that HIV/AIDS could be transmitted by touch. Diana, Princess of Wales, helped disprove this by publicly shaking hands with a HIV+ man (True)

D. Examining Risky Behaviours and Making Healthy Decisions

Risky Behaviours Exercise Worksheet Instruction: Draw a line between each risky behaviour in the right-hand column and the possible negative result in the left-hand column that can occur from doing the behaviour.

Types of Risky Behaviours	Possible Negative Results	Responses
Having sex at an early age	a. Feel tired and cannot study well	b
Having sex without a condom	Get HIV and other STIs Have unwanted pregnancy	d
Not washing your hands and bathing regularly	Get HIV and other diseases	l
Riding in a car without a seat belt	Get HIV and other STIs Have unwanted pregnancy	4 - g
Touching blood from a cut of someone who has HIV	Get in a car crash	5 - c
Not getting enough sleep	Get HIV and other STIs Have unwanted pregnancy	6 -a
Eating food high in fat, sugar, or salt, and not getting enough exercise	Get hurt more seriously if get in an accident	7 -i
Driving under the influence of alcohol or drugs	Get more stressed because problems get worse	8 - e
Not doing school work on time	Gain too much weight and have less energy. Get heart disease or diabetes.	9 - k
Having sex when under the influence of drugs or alcohol	Get HIV and other diseases	10 - f
Sharing razors	Get poor grades	11 - j
Not getting support when you have problems	l. Get health problems, such as diarrhoea, scabies, lice	12 - h

X. SAFETY AND SECURITY AGAINST VIOLENCE AND INJURIES

A. Safe touch Unsafe Touch: Poster

Content adapted from: <http://www.arpan.org.in/for-children/>

B. How to keep yourself safe?

Poster: <https://www.tulir.org/>

C. What is Bullying?

Poster: <https://www.tulir.org/>

E What is Child Abuse?

Poster: <https://www.tulir.org/>