

**SYLLABUS  
ON  
HEALTH AND PHYSICAL EDUCATION  
(Classes I-X)**

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## HEALTH AND PHYSICAL EDUCATION

### Introduction

It is well acknowledged that health is a multidimensional concept and is shaped by biological, physical, psychological, social, economic, cultural and political factors. Access to basic needs like food, safe water supply, housing, sanitation and health services influences the health status of a population and these are reflected through mortality, morbidity and nutritional indicators. An analysis of the mortality and nutritional indicators from the pre-school, primary, secondary and senior secondary levels show that under-nutrition and communicable diseases are the major health problems faced by majority of the children in this country. Therefore health is a critical input for the overall development of the child since it influences significantly enrolment, retention and completion of school. This subject area adopts a holistic definition of health within which physical education and yoga contribute to the physical, social, emotional and mental aspects of a child's development. The basic understanding is that health of children contributes to their healthy living in the future and also provides the base for performance in the chosen area of work.

The curriculum design for this area addresses the health and physical fitness needs of children at different levels of schooling with special attention to vulnerable social groups and girl children. It is proposed that the mid day meal programme and health check ups must be a part of this subject and health and physical education must be related to the needs of the children and also address the age specific concerns at different stages of development. The idea of a comprehensive school health programme was conceived of in the 1940's that included six major components viz. medical care, hygienic school environment, and school lunch, health, yoga and physical education. But unfortunately the implementation of this comprehensive approach was extremely weak that resulted in its transaction in a fragmented manner that lacked a holistic or comprehensive approach. As a result the subject of health and physical education is being dealt with separately

and the curriculum is being transacted conventionally with little knowledge that all the three areas are integral to achieving holistic health.

Given the interdisciplinary nature of this subject there are cross cutting themes across subjects. Therefore there is a need for cross-curricular planning and also integrating it with socially useful productive work, National Service Scheme, Bharat Scouts and Guides and the like. This subject lends itself for applied learning and innovative approaches can be adopted for transacting the curriculum. Physical education inclusive of yoga, have to be a regular part of the school's timetable and must be seen as an important contribution for the overall development of the child. This would require flexibility in the school calendar and also in the structuring of school timetable in terms of the time and space allotted for integration of this subject area.

The importance of this subject to the overall development needs to be reinforced at the policy level, with administrators, other subject teachers in schools, the public health department, parents and children. There are several ways in which this can be done and would include the recognition of the subject as compulsory in the curriculum, that the required infrastructure and human resources are in place, that there is adequate teacher preparation and also in-service training, that there is interface between the school, health department and the community. Although the subject is compulsory till class X, it is not given its due importance. It has been suggested that it be treated as a core subject and students who wish to opt for it as one of the core subjects in lieu of another subject may be allowed to do so. This subject should be offered as an elective subject at the plus two level.

The curriculum and syllabus for this subject has to adopt a 'need based' approach to a child's development. This is the framework that will guide the inclusion of physical, psycho-social and mental aspects that need to be addressed at different levels of schooling. A basic understanding of the concerns need to be delineated but this subject has an applied dimension that needs strengthening through experiential learning, acquiring skills to recognize and cope with demands, expectations and responsibilities of

daily living, the collective responsibilities for health and community living also need to be emphasized.

During the last two decades several National health programmes like the Reproductive and Child Health, HIV/AIDs; Tuberculosis and Mental Health have been emphasizing on health education and children are viewed as a potential ‘target group’ for preventive and promotive activities. The concern with this approach is that the focus is on giving information and each of these programmes are independent of one another. This creates demands on the teachers and children to deal with each of these concerns and they are not integrated into the existing curriculum.

This subject offers enormous potential for the adoption of innovative strategies and the experiences of quasi government programmes and several NGOs across the country who have worked with schools on issues relating to health and physical education needs to reviewed, assessed and integrated into curriculum planning, development of syllabi and pedagogy. The evaluation of this subject needs plurality of strategies, which should be a part of continuous and comprehensive evaluation.

**Aim:**

To provide the required theoretical and practical inputs in order to provide an integrated and holistic understanding and developing positive attitudes, values, skills and behaviour related to health and physical education at the primary, secondary and senior secondary levels.

**Specific objectives:**

1. To help children know and accept individual and collective responsibility for healthy living at home, school and in the community.
2. To help children know their health status, identify health problems and be informed for taking appropriate remedial measures.
3. To create awareness among children about rules of safety in appropriate hazardous situations to avoid accidents and injuries. To acquaint them with first-aid measures about common sickness and injuries.

4. To help children learn correct postural habits in standing, walking, running, sitting and other basic movements so as to avoid postural defects and physical deformities.
5. To help children improve their neuromuscular coordination through participation in a variety of physical activities in order to physical fitness.
6. To help children strive for excellence in games and sports.
7. To provide skills for dealing with psycho-social issues in the school, home and the community
8. To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, N.C.C., Red Cross, Scouts & Guides etc.
9. To inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life.
10. To address the physical, psycho-social needs of differently abled children in an integrated fashion.

Inputs required for transaction of subject area:

- The major components that have to be included in the school health programme include medical care, hygienic school environment, and school lunch, health and physical education. The School Health Programme has to be a coordinated effort between the education and health departments with the latter providing preventive, curative and promotive services at all levels of schooling.
- The components of the school health programme must be an integral part of 'Health and Physical education'. Infact health and nutrition programmes should form the basis for health and nutrition education rather than just focusing on 'creating awareness' in children about what they should eat, especially when a large percentage of children do not have access to adequate food. Therefore the mid day meal programme must become a part of the curriculum of this subject along with regular medical check ups and follow up.
- The education department must coordinate efforts with the health department and where the public health services are weak alternative strategies like involving local NGOs and practitioners must explored.

- For health, yoga and physical education there needs to be minimum of outdoor and indoor facilities coupled with proper ventilation and sanitation in the classroom and school premises at the primary, secondary and senior secondary levels
- Given the interdisciplinary nature of the area there is a need for cross curricular planning and need to be integrated with science. Social science, language and other relevant subjects from the primary to senior secondary levels addressing both the theoretical and applied dimensions.
- Science subjects must integrate the health dimensions for topics that are related to health issues
- There is a need to review the curriculum, syllabus and pedagogy of the teacher's training programme for health, physical education and yoga offered by different colleges, institutions and deemed universities in this area within the conceptual framework offered by the focus group.
- All teacher education courses must include health, yoga and physical education as a compulsory subject.
- Descriptive and impact studies be commissioned to review the status of this subject in school education and document alternative experiences in this area.
- There is a need to try the approach suggested for this area on a pilot basis across different types of schools and only then up scaled.
- For effective implementation of this subject advocacy is required at different levels of the education and health systems.
- The group strongly recommends that the curricular area must guide the scope and determine the appropriateness of the design, materials and pedagogy that are prescribed by health programmes as interventions in the school curriculum. This is critical because several of these programmes are tied to external funding and decisions are made at the central and state levels.

### **Framework of Syllabus**

For effective implementation of the subject of Health and Physical Education, the committee identified several broad themes and these included:

1. We and our environment

2. Human Body; physical fitness and health
3. Food and Nutrition
4. Social Health and relationships with others
5. Safety and Security
6. Consumer Health; vocational and leadership aspects.

Each of these themes has been addressed in a progressive and spiral manner keeping in view the preparedness of the child's level of development. Certain broad principles have guided the process of syllabus formulation and these are:

1. Health education and physical education must not be treated merely as an instructive area since they have strong experiential component to them.
2. Some aspects of the subject will draw from other curricular area like environmental science, science and social science. However this subject will have its own core content and therefore needs to be treated on par with other subjects.
3. The experiences of NGOs, teacher educators and individual teachers who have been involved in curriculum, syllabi and material development and transaction must be considered for replication and upscaling in rural and urban schools.
4. Experiences of 'vertical programmes' like the ICDS, midday meal programme, adolescent health (including HIV/AIDS; drug abuse etc) and mental health have been appropriately considered while forming the syllabus.
5. In view of the conscious efforts of the government to promote excellence in games and sports, the syllabus provides for indoor and outdoor games for school children. It seeks to create a broad based approach for the enhancement of skills and nurturing potentially talented children in games and sports.

### **Transaction of Syllabus**

For effective transaction of this subject, text books, work books and resource books need to be prepared for both children and teachers. For this, there is a need for a creative approach to development of resource materials. The NCERT could consider setting up a resource center for materials development, which can help to create a network of individuals and organizations who

have had experience in working with this subject. This network can pool and share materials developed by individual organizations that can be accessed by those working with schools.

## **Syllabus**

### **Evaluation**

- (a) The proportion of marks in theory and practical may be assigned differently for Health and Physical Education as a compulsory subject (at Xth level) and that as an optional/elective subject at the plus two level.
- (b) Evolve and use the system of Comprehensive and Continuous Evaluation given the applied nature of the subject.

### **Preparedness required for transacting the syllabus**

For the first time this subject is being considered in a holistic manner and hence there are two major areas that need to be addressed for preparedness.

1. Textbook, resource book and other relevant materials for both teachers and students.
2. Human resource development for both pre service and in service teacher training programmes. For inservice teachers there is a need for both physical education and general teachers to be oriented for the transaction of this subject area. Similarly for preservice teachers, health and physical education must be made compulsory. Institutions at the district, state and national levels can draw on available expertise in order to facilitate capacity and skill building for this area.
3. Need to review and reorient the teacher educator syllabus for 'Health and Physical Education'.
4. The teacher education programmes in Physical Education institutions need consider the inputs suggested in the syllabus.

### **Annexures**

1. Materials used for developing the syllabus
2. For Health Education –case studies of three organizations that have developed syllabi and transacted it in schools- Karnataka, Madhya Pradesh and Maharashtra

## SYLLABUS ON HEALTH AND PHYSICAL EDUCATION

### Class-I

| Theme/<br>Sub-Theme          | Questions  | Key Concepts   | Resources   | Activities/<br>Processes   |
|------------------------------|--|--|---|--|
| <b>1. HUMAN BODY</b>         |  |  |   |  |
| Body Awareness               | Who am I?  | Description about self and surrounding   | Mirror, Live examples of child's own body                   | Observing mirror image and self portrait   |
|                              | What are my body parts?  | <i>Identification of</i> body parts (Head neck, chest, abdomen, eyes, nose, ears, legs, mouth) | Charts, Models, Drawings, Pictures                          | Observation of body parts<br>Drawings, pictures of human body, Body mapping  |
|                              | How does my body move?   | Different types of fundamental movements   | Live examples & Study materials                             | Observation, Demonstration, Imitation and practice of natural movements (sitting, standing, walking, running etc.) |
|                              | How do we sit/ stand/ walk/ sleep?                             | Correct postures   | Posters, Charts, (Materials for) Demonstration              | Demonstration, standing, sitting, walking, sleeping  |
|                              | How do we take care of our body?                               | Joy and pride of keeping the body clean  | Pictures, Charts<br><b>Study materials</b>                  | Observation, Demonstration and Practices of washing hands.   |
| <b>2. MOVEMENT AWARENESS</b> |  |  |   |  |
| Growth & Development         | What different body parts are involved in different movements? | Body parts and various movements   | Models, Observation of own body and that of peer group      | Observation, imitation and participation   |
|                              | How body parts and sports equipments are related?              | Relationship between different body parts and sports equipment                                 | Equipment like ball, bat, racket, shuttle cocks etc.        | Touching, feeling and identifying shapes, utility and purpose of the sports equipment                              |
|                              | What do we like to play to have fun?                           | Exercise, play and movements for fun   | Available local equipment/resources, e.g.: balls, rope etc. | Minor games, simple relays, local games with or without equipment  |
| <b>3. FOOD AND NUTRITION</b> |  |  |   |  |
| Need of food                 | Why do we eat food?  | Food as a source of energy for work  | Food at home/Tiffin   | Play-way activities<br>Using picture stories   |

| Theme/<br>Sub-Theme              | Questions   | Key Concepts  | Resources  | Activities/<br>Processes   |
|----------------------------------|---|---|--|--|
|                                  |   | and play  | Mid-Day Meals<br>Study materials   |  |
| Foods that we eat                | What are the food items that we eat daily?                            | Identification of food items and locally available foods  | Charts & pictures of available food items<br>Mid day meals<br>Various kinds of food items                | Observing food items at home<br>Discussion with friends or peer-group<br>Identifying while eating mid day meals/ home-made food items  |
| Eating habits                    | Why should we wash hands before and after eating?                     | Hygiene and cleanliness   | Soap and water, plates, pans, serving utensils   | Demonstration and practices  |
|                                  | Why we must not waste food?   | Wastage of food<br>Eating as per need<br>Importance of not wasting food   | Food at home/Tiffin<br>Mid-day meals   | Discussion and demonstration<br>Sharing of experiences   |
|                                  | Why must we brush teeth and rinse mouth?                              | Cleanliness of the body   | Neem-twigs and other locally available safe cleansing equipment and materials, Toothpaste, Tooth brushes | Demonstration of correct ways of brushing teeth and rinsing mouth  |
| Sharing                          | Why it is a pleasant experience when we share food                    | Culture of sharing<br>Appreciating some one else's food<br>Enjoying different tastes  | Food at home/Tiffin<br>Special foods on festival days  | Demonstration<br>Teachers' participation in eating with children<br><b>Sharing of experiences</b>  |
| <b>4. SAFETY AND SECURITY</b>    |   |   |  |  |
| Safety rules                     | What hinders safe play?<br><br>How can we avoid mishaps and injuries? | Common hindrances to safe play<br><br>Common mishaps at school, play-ground, road and home, sun heat<br><br>Measure to prevent such accidents | Series of pictures and posters/stories<br><br>Series of pictures and posters/stories                     | Identifying play areas in the surroundings (community/ school) for safe play<br><br>Walk in community places, playing in sports grounds<br><br>Assessing the hazards and keeping the body safe |
| <b>5. WE AND OUR ENVIRONMENT</b> |   |   |  |  |

| Theme/<br>Sub-Theme       | Questions   | Key Concepts   | Resources   | Activities/<br>Processes                              |
|---------------------------|---|--|---|---|
| Need of water in the body | Why should I drink water?   | Importance or water in the body                          | Charts  | Activities facilitating explanation and understanding |
| Use of Toilets            | Where do I go for toileting?<br>How do I keep the toilet and myself clean?                              | Proper use of toilet<br><br>Cleanliness after toileting  | Posters, Visual Aids<br><br>Toilets (open and closed) | Sharing of experiences, Discussion and demonstration  |
| Cleaning up after meals   | Why do we clean up after taking food?<br>How do I keep surrounding clean before and after eating meals? | Cleanliness (self and environment)<br><br>Healthy habits | Mid-day Meals, Tiffin,<br><br>Taking meals at home    | Sharing of experiences, Discussion and demonstration  |

**Class-II**

| Theme/<br>Sub-Theme          | Questions   | Key Concepts  | Resources  | Activities/<br>Processes  |
|------------------------------|---|---|--|---|
| <b>1. HUMAN BODY</b>         |   |   |  |   |
| Body Awareness               | What are our sensory organs?  | Awareness about sensory organs : eyes, nose, ears, skin, tongue | Live examples of own body, charts  | Demonstration of function of each sensory organ   |
|                              | How can I maintain cleanliness?   | Cleanliness of skin, mouth, nose, teeth, year and eyes          | Water, soaps, tooth, brush, paste and other locally available safe cleansing equipment and materials | Action songs<br>Demonstration<br>Observation<br>Sharing of experiences  |
| <b>2. MOVEMENT AWARENESS</b> |   |   |  |   |
| Body Movements               | What are the fundamental movements?<br>- How high can I reach?<br>- How far can I go?                   | Movements   | Open space, cones, markers, ropes, hanging rods, swings, old tyres, hoops                            | Walking in straight line, circles, zigzag, running variations<br>Hop, Jump<br><br>Leaping, Galloping, Skipping                            |
|                              | What are the other forms of movements?  | Movements   | Card-boxes/ boxes/cubes, vands, Indian clubs, lime powder  | Balancing, swinging, stretching, pushing, pulling, twisting, bending, sitting postures, lifting, carrying, falling<br>Standing on one leg |
|                              | How do I clap?<br>How can I clap to count?<br>How to set rhythm with music?<br>Can I jump to the count? | Rhythm  | Whistle, music, clapper, rope, ball, ribbons, benches etc.   | Demonstration<br>Clapping + Clapping on count<br>Bounce the ball on the music<br><br>Children act as ball and bounce on music             |

| Theme/<br>Sub-Theme                  | Questions  | Key Concepts   | Resources   | Activities/<br>Processes  |
|--------------------------------------|--|--|---|---|
|                                      | Can we fly like a bird?<br>Can we walk like animal?<br>Can we move like a fan?<br>Can we sway like a tree?                           | Imagination, imitation & Mimic   | Examples of various birds, animals, objects etc.                    | Swinging of arms, body rotation<br><br>Clock-wise and counter clock-wise movements<br>Sway like a tree<br>Motion/action songs related to movements              |
| <b>3. FOOD AND NUTRITION</b>         |  |  |   |   |
| Colours of Food                      | What are different colours of food items?  | Identifying the colour of foods  | Various kinds of food items in Tiffin, Mid-Day Meals, Meals at home | Identifying colours while eating together mid-day meals or tiffin   |
| Tastes of Food                       | Which are different tastes?  | Identifying different tastes – sweet, sour, salty etc.   | Various kinds of food items in Tiffin, Mid-Day Meals, Meals at home | Identifying tastes while eating together mid-day meals or tiffin  |
| Sources of food                      | Where does the food come from?<br>Who produces food? Where?<br>Where do we buy food from?<br><br>Where the food is prepared at home? | Sources of food<br>Farmer (farm, field etc.)<br>Ration-shop, Other shops, Canteen etc.<br>Kitchen  | Mid-day meals<br>Materials<br>Pictures/<br>Illustrations            | Question-answer<br>Discussion regarding awareness about shops providing food items<br>Mock-plays (Action as shopkeeper and consumers, Cooking food etc.)        |
| Different foods in different seasons | Which food we eat everyday?  | Seasonal food items, vegetables, fruits etc.   | Mid-day meals, tiffins, fruits which are locally available          | Question-answer<br>Songs  |
| <b>4. SAFETY AND SECURITY</b>        |  |  |   |   |
| Getting help during emergency        | Whom/Where should I go for help in emergency at home/school during sickness or injuries in school bus?                               | Reporting to the teacher in the event of injury and/ or sickness in school (class-room/ playground)<br>Reporting to the elders in the event of injury and/ or sickness | Blackboard<br>Charts  | Demonstration and Discussions<br>Demarcation of sports grounds/playfields, cleaning and keeping it free from hazards, i.e.: Removing Glass, paper, plastic etc. |
| <b>5. WE AND OUR ENVIRONMENT</b>     |  |  |   |   |
| Sources of safe                      | What are the sources of safe   | Sources and quality of the water we  | Source of drinking water in   | Visiting sources of drinking water and Listing them for   |

| <b>Theme/<br/>Sub-Theme</b> | <b>Questions</b>   | <b>Key Concepts</b>                                      | <b>Resources</b>   | <b>Activities/<br/>Processes</b>                     |
|-----------------------------|--|--|--|--|
| drinking water              | drinking water?  | drink  | the school, home and public places.                        | Discussion in the class                              |
| Use of Toilets              | Where do we go for toileting?<br>How do we keep the toilet and myself clean?                             | Proper use of toilet<br><br>Cleanliness after toileting  | Posters, Visual Aids<br><br>Toilets (open and closed)      | Sharing of experiences, discussion and demonstration |
| Cleaning up after meals     | Why do we clean up after taking food?<br>How do we keep surrounding clean before and after eating meals? | Cleanliness (self and environment)<br><br>Healthy habits | Mid-day Meals, Tiffin,<br>Taking meals at home and picnic. | Sharing of experiences, Discussion and demonstration |

**Class-III**

| Theme/<br>Sub-Theme                     | Questions                                       | Key Concepts   | Resources   | Activities/<br>Processes   |
|---|---|--|---|--|
| <b>1. HUMAN BODY</b>                    |   |  |   |  |
| Growth and Development<br><br>Breathing | How do we breathe?                              | Basic understanding of breathing pattern and body sounds   | Own body, charts, models                                    | Demonstration and Imitation (Actions of stomach and chest<br><br>Normal and deep breathing<br><br>Huffing, puffing, sneezing etc.)   |
| Seeing                                  | How do we see?                                  | Basic Understanding of vision  | Pictures / Charts / Models of Eyes and mechanism of seeing  | Demonstration and Imitation (closing and opening of eyes)<br><br>Seeing far/near   |
| Hearing                                 | How do we hear?                                 | Basic understanding of hearing   | Pictures / Charts / Models of Ears and mechanism of hearing | Demonstration and Imitation (Keep your hands on the ears<br><br>Listen to teacher / each other<br><br>Listen to various type of sounds<br><br>Compare the types of sounds (automobiles, songs, TV programmes, music, drum, water etc.)<br><br>Avoid listening to high volume of music – disadvantages) |
| Healthy Habits: Hygiene                 | What should we do to maintain personal hygiene? | Maintaining cleanliness of our body (hair, eyes, nose, teeth, ears, nails, skin)<br><br>Proper toilet habits<br><br>Importance of proper clothing and footwear<br><br>Proper play and rest | Charts, posters, models                                     | Demonstration and discussion<br><br>Action songs   |
| <b>2. MOVEMENT EDUCATION</b>            |   |  |   |  |
| Neuromuscular Coordination              | How do we combine various physical movements?   | Neuromuscular Coordination<br><br>Coupling of Movements ; e.g.<br><br>Can we combine:  | Open space<br><br>Lime powder for marking of the ground     | Performance of neuromuscular co-ordination, activities like jogging, running, hopping, leaping, rolling etc.   |

| Theme/<br>Sub-Theme       | Questions   | Key Concepts   | Resources  | Activities/<br>Processes  |
|---------------------------|---|--|--|---|
|                           |   | walk and run<br>sit and stand<br>stop and walk<br>hop and walk<br>bend and roll<br>walk and run/leap<br>walk and jog<br>Walk, jog and run<br>forward and<br>backward running |  |   |
| Strength and<br>Judgment  | What is throwing &<br>catching?<br><br>How do we throw<br>and catch any<br>object?<br><br>How far & high can<br>I throw the object? | Developing strength<br><br>Judgment and<br>decision-making<br><br>Throwing/Catching<br>the ball<br><br>Developing strength,<br>judgment and<br>decision-making               | Open space,<br>balls of various<br>sizes, Lime<br>powder for<br>marking the<br>ground<br><br>Open space,<br>balls of various<br>sizes, Lime<br>powder for<br>marking the<br>ground | Throwing and catching in<br>pairs and in groups (simple<br>and manipulative)<br><br>Throwing to various distances<br>and catching from various<br>distances<br><br>Throwing the ball farthest and<br>highest  |
| Coordinative<br>Abilities | How do I run with<br>my partner by<br>holding?<br><br>How can I toss?   | Eye-hand, eye-leg<br>and neuromuscular<br>coordination and<br>motor fitness<br><br>Tossing and<br>decision-making  | Open space<br><br>Lime powder<br>for marking of<br>the ground<br><br>Classroom and<br>playground   | Running in pair while holding<br>hands<br><br>Playing chain<br><br>Three-legged race<br><br>Tossing the coin/ ball/ shuttle<br>cock/tennikoit ring/frisbee<br><br>Taking decision about<br>choosing head or tail and<br>deciding about the turn on<br>any game<br><br>Fundamentals of tossing of<br>various sports object |
| Combative<br>Skills       | Can we move (pull,<br>push) the objects<br>around us?   | Combative Actions  | Wall, sports<br>equipment,<br>partners   | Hand pull/push<br><br>Line pull/push<br><br>Back to back pull/push<br><br>Wall-push   |
| 3. WE AND ENVIRONMENT     |   |  |  |   |

| Theme/<br>Sub-Theme           | Questions   | Key Concepts  | Resources   | Activities/<br>Processes  |
|-------------------------------|---|---|---|---|
| Cleanliness of Surroundings   | How can we keep our surroundings clean & beautiful?   | Maintaining cleanliness of class-rooms, playground, toilets and bathrooms, home, room, utensils<br><br>Proper management of garbage | Class-room, playground, toilet, bathroom, home, room, sitting table, chair, school bag, lunch box, other utensils, chalks, paints, posters etc. | Demonstration for using various equipment like broom and dust pan; disposal of waste<br><br>Discussion  |
| <b>4. FOOD AND NUTRITION</b>  |   |   |   |   |
| Likes & Dislikes about food   | What are food items that we like most?<br><br>What are the food items that we don't like and why? | Habit of appreciation of food<br><br>Removing unfounded dislikes  | Mid-day meals, Tiffin, Meals at home, fruits which are easily and locally available   | Question-answer<br>Songs<br>Experience sharing  |
| Wholesome Diet                | Why should we take wholesome diet?  | Constituents of food (energy, body building, protection)<br><br>Implications of junk food<br><br>Frequency of taking food           | Wholesome food items<br><br>Charts<br>Posters<br>Mid-day meals  | Demonstration of food material<br><br>Observing implementing mid-day meals programme<br><br>Using picture story   |
| Variety of food               | Why do we include various food items in our meals?  | Importance of including a variety of food items in diet and frequent eating sumptuous diet.   | Tiffin, Food at home, Mid-day meals   | Discussion and Demonstration (Exercises depicting food functions<br><br>Bring variety of foods on particular days<br><br>Special foods during festivals)<br><br>Discussion on chart of balance diet |
| <b>5. SAFETY AND SECURITY</b> |   |   |   |   |
| Keeping safe                  | What can we do to keep ourselves safe and how?  | Safety measures<br><br>Fire, electricity, fire crackers, water, animals and insect bites, sharp objects, insecticides               | First-aid materials<br><br>(Creation of standard First-Aid Kit)<br><br>Available safety gadgets, Materials                                      | Demonstration<br>Role-play<br>Group Discussion<br>Sharing experiences   |
| <b>6. SOCIAL HEALTH</b>       |   |   |   |   |

| Theme/<br>Sub-Theme                           | Questions   | Key Concepts   | Resources  | Activities/<br>Processes   |
|---|---|--|--|--|
| Family  | Who looks after me at home?<br>How my family is important to me?  | Concept of family<br>– Family as a support system<br>– Co-operation<br>– Respect for each other and elders<br>– Respect for other gender | Open space<br>Story<br>Pictures                        | Group activities and games<br>Story-play and discussion based on story<br>Sharing of experiences     |
| Social relations                              | What do our elders feel?  | Communication with grand parents, parents, neighbours and teachers   | Picture stories on , social interactions, home, school | Sharing of experiences on talking to grandparents/parents/ neighbours/teachers about their childhood |
| <b>7. CONSUMER HEALTH AND SPORTS SERVICES</b> |   |  |  |  |
| People/<br>Personnel as caretakers            | Who will help me when I am sick or injured, tired or uncomfortable?                                     | Role of family/ teachers, health/sports professional   | Pictures<br>Study materials                            | Discussion<br>Role-Play Story<br>AV-aids   |
| Use of Toilets                                | Where do I go for toileting?<br>How do I keep the toilet and myself clean?                              | Proper use of toilet<br><br>Cleanliness after toileting  | Posters, Visual Aids<br>Toilets (open and closed)      | Sharing of experiences, discussion and demonstration   |
| Cleaning up after meals                       | Why do we clean up after taking food?<br>How do I keep surrounding clean before and after eating meals? | Cleanliness (self and surroundings)<br><br>Healthy habits  | Mid-day Meals, Tiffin,<br>Taking meals at home         | Sharing of experiences, discussion and demonstration   |

**Class-IV**

| Theme/<br>Sub-Theme          | Questions   | Key Concepts   | Resources   | Activities/<br>Processes   |
|------------------------------|---|--|---|--|
| <b>1. HUMAN BODY</b>         |   |  |   |  |
| Heredity and Environment     | In the family, whom do I resemble physically<br>Whom do I resemble in my behaviour?           | Role of Heredity & Environment in shaping self. [height, weight, habits, voice temperament etc.]                                 | Photographs of twins, look-alike people in the family<br><br>Materials on child's own experience in family, school and community. | Stories<br>Sharing of experiences of children's life   |
| <b>2. MOVEMENT EDUCATION</b> |   |  |   |  |
| Physical Exercises           | Why do we exercise?   | Objectives of exercises:<br>Good for health and fitness<br>Base for sports performances<br>Importance of warm-up, rest and sleep | Open space<br>Charts<br>Whistles<br>Lime powder for marking   | Exercise on two, four and eight counts<br>Calisthenics<br>Jogging, Running<br>Simple stretching<br>General warm-up exercises<br>- Toe-to-head<br>- Head-to-toe |
| Speed and Power              | How fast can we run?<br>How high can we jump?<br>How far can we throw?                        | Speed<br><br>Power   | Stop watches, open space, measuring tape  | Sprinting, Running in Variation<br>Vertical jump<br>Standing broad jump<br>Running long jump   |
| Coupling Motor Ability       | Can we crouch and roll our body and also maintain the balance?                                | Developing flexibility and balance   | Mats or Soft surface with carpet/dari on it   | Forward roll, Backward roll, Forward roll and Leg split, Backward roll and leg split, Cartwheel  |
| Coordination                 | Can I do rolling with my partner?<br>Can I roll on the line?<br>Can I roll on the bench/beam? | Coordinating motor ability with partners and objects   | Mats or Soft surface with carpet/dari on it<br><br>Open space/Indoor  | Rolling with partners (double/triple)<br>Free play (informal games & sports)   |

| Theme/<br>Sub-Theme          | Questions   | Key Concepts   | Resources   | Activities/<br>Processes   |
|------------------------------|---|--|---|--|
| Rhythm and Reflexes          | Can I perform on command/rhythm?  | Reaction time<br><br>Responding to command<br><br>Responding to rhythm                                       | Whistle<br>Clapper  | Positions of 'On your marks' and 'Go'<br><br>Positions of Attention, Stand-at-ease, Right-turn, Left-turn, About-turn<br><br>Marching on-the-spot (Kadamtal) |
| <b>3. WE AND ENVIRONMENT</b> |   |  |   |  |
| Lighting and Ventilation     | Why do we need light and air?   | Importance of adequate lighting and ventilation for health   | Charts, Experiments, Field visits, Observations                       | Sharing of experiences on: Requirement of air and a well lit environment   |
| Water & Water Supply         | How is water supplied to the people?  | Difference between clean and dirty water<br>Sources of water supply<br>Agencies responsible for water supply | Pictures<br>Study Materials   | Discussion and Demonstration on:<br>(i) Various ways of water supply<br>(ii) Differences in rural and urban areas  |
| Water purification           | How can we differentiate between pure and impure water?<br><br>How can we purify water at home? | Water purification methods   | Study materials<br>Things/articles needed for water purification      | Discussion & Demonstration (water purifying experiment in the class )  |
| <b>4. FOOD AND NUTRITION</b> |   |  |   |  |
| Wholesome food and Junk food | What are the harmful effects of junk food?  | Wholesome food and junk food: Differences  | Pictures of wholesome food and junk food / Charts, Posters, Magazines | Demonstration, observation of practices of healthy eating habits   |
| Food hygiene and Storage     | Which are the food items that get spoilt soon and which don't?                                  | Basics of food storage and hygiene   | Pictures,<br>Food items in Mid-day meals Programme                    | Demonstration, Discussion  |
| Food path in the human body  | Where does the food go when we eat ?  | Functional digestive tract   | Charts and pictures, Models   | Demonstration, Discussion  |

| Theme/<br>Sub-Theme  | Questions   | Key Concepts   | Resources   | Activities/<br>Processes   |
|--|---|--|---|--|
| Malnutrition   | What is malnutrition and its causes?<br><br>What are the effects of malnutrition?   | Malnutrition and causes of malnutrition<br><br>Deficiency problems, obesity.   | Pictures<br>Study materials                             | Discussion   |
| <b>5. SAFETY AND SECURITY</b>                              |   |  |   |  |
| Road Safety  | How do we cross the road?<br><br>How traffic is controlled on the road?   | Walk-ways, Zebra-crossings<br><br>Traffic signs  | Charts,<br>Drawings,<br>Models, Road-safety literature  | Mock-play (Policeman, driver, pedestrian, cyclist etc.)<br>Action-songs<br>Demonstration of traffic signals - Charts |
| <b>6. SOCIAL HEALTH</b>                                    |   |  |   |  |
| Social Relations   | How many friends do you have in neighbourhood and in school?  | Social relations:<br>Home, Neighbourhood, Society  | Picture stories<br>Other study materials                | Discussion/Sharing of experiences from<br>Home, Neighbourhood, Society   |
| Psychological Security                                     | What things are you afraid of in your daily life?<br><br>How do you cope with your fears?                                     | Types of fear, Introduction to Coping skills   | Materials on Child's daily life experiences<br>Workbook | Interactive activities focused on experiential learning  |
| Relationships through play                                 | How do we play together?  | Interpersonal relations and belongings, Recreational skills  | Markers, cones etc.                                     | Circle games, Tag games, Relay drills and minor games  |
| <b>7. CONSUMER HEALTH AND SPORTS SERVICES</b>              |   |  |   |  |
| Human resources and services of play and health management | Who can help me to learn games and sports?<br><br>Who can help me in case of injury?<br><br>Whom can I approach in emergency? | Teacher, Coach, Captain, Trainer, Teacher<br><br>Emergency on road, in park, play ground, school, home<br>Ambulance, First-aid, 101, 100,<br><br>Dispensary, Hospital, Primary Health Centre, Child help line. | Pictures and Charts,<br>Available resource material     | Discussion, Visit to stadium, PHC/Hospital. Fire Station<br>Demonstration of First-Aid Kit/ Illustration             |

**Class-V**

| Theme/<br>Sub-Theme                    | Questions  | Key Concepts   | Resources   | Activities/<br>Processes   |
|--|--|--|---|--|
| <b>1. HUMAN BODY</b>                   |  |  |   |  |
| Structure & Functions of the body      | How does my body function?   | Understanding of the body systems i.e. functional anatomy and physiology, skeleton, muscular, respiratory, circulatory, digestive, excretory   | Charts<br>Models<br>Study materials<br>Own body   | Discussion, Demonstration<br>Breathing Exercises   |
| Postures                               | Why do we have correct postures  | Correct Postures:<br>Sitting, walking, running, lying, lifting objects   | Chart, Pictures<br>Study materials  | Demonstration and practice postures while sitting, walking, running, lying<br>Posture while lifting objects<br>Posture while working on computers  |
| Worms                                  | How are we affected by worms?<br>How can you treat worms? How can they be prevented.<br><br>What are the symptoms of worm infection/infestation?             | Description of worms, reasons for being affected by worms, sources of worms, routes of entry of worms in the body<br><br>Preventing and Treating worm infection<br><br>Proper use of toilet & washing hands. | Charts, Model<br>Life specimen<br>School Health Services<br><br>Study materials             | Story Telling<br>School Health Check ups<br>Situational analysis:<br>(Some maths problems : e.g. If Mahesh eats 250 grams rice and 50 grams dal and the worms in his intestines eat half the food how much of his food do they eat in a week?<br><br>There are 50 female worms in Rupa's intestine. One female worm lays 2,00,000 eggs in a day.<br><br>How many eggs would the 50 female worms lay in all?<br><br>More problems could be made on cost of treatment) |
| <b>2. SPORTS SKILLS ABILITIES</b>      |  |  |   |  |
| Indigenous and Self-defense activities | What are the popular games in our region, which we can play ?<br>What are the games of Indian origin?<br>How can I be ready to save myself from attack of an | Local games<br><br>Games of Indian origin<br><br>Self-defense, Martial Art, Games of different parts of India, Lathi, Kalapati,  | Games without apparatus,<br><br>Lime powder for marking of ground, whistle<br><br>Judo mats | Demonstration and Discussion<br>Playing locally popular games<br><br>Kho-Kho, Kabaddi<br><br>Martial Art – Judo/Karate/  |

| Theme/<br>Sub-Theme                                     | Questions   | Key Concepts   | Resources  | Activities/<br>Processes  |
|---|---|--|--|---|
|   | opponent?   | Wrestling, Salambam  |  | Taekwondo   |
| Coordination,<br>Flexibility,<br>Balance and<br>Timings | What are the ways to have my body in control and balance?   | Self-testing activities and use of large muscles   | Wooden Boxes of different heights<br>Mats (if available)   | Demonstration & Practice of skills<br>Dive-and-Roll, Cart-wheel (in movement), Hand-stand, Turns and jumps, Pyramids  |
| Track & Field Events                                    | How can I perform like an athlete?  | Basic Skills – Running,<br>Jumping and Throwing  | Stop-watch, lime-powder for marking, relay batons, bamboo sticks/Rope for high jump, long-jump pit, cricket ball, measuring tape | Demonstration & Practice of skills<br>Track Events (dashes-standing and crouch start, relay, simple hurdles)<br>Jumps (running long jump, modified high-jump, hop-step-jump)<br>Throws (Cricket ball throw) |
| <b>3. WE AND ENVIRONMENT</b>                            |   |  |  |   |
| Personal Hygiene  | How can I observe personal hygiene?<br><br>Why do we need toilets?  | Cleanliness<br>Different types of toilets  | Study materials Field visits and locally available resources   | Demonstration and discussion on all aspects of personal hygiene and cleanliness, how to use toilets at home and at the school?<br>Experience sharing on habits of personal hygiene                          |
| Plastic Waste   | How plastic is important in life?<br>How do plastics harm the environment?<br>How do we safely use plastics?                  | Plastic substances, Use and Abuse of plastics<br>Safe disposal and Recycling of Plastics | Plastic articles   | Items-show<br>Discussion with children on what happens to the environment by haphazard disposal of plastics   |
| Water purification at community level                   | What are the methods for water purification at the community level?<br>Which are the Agencies involved in Water purification. | Processes of Water purification at community level                                       | Locally available resources<br>Indigenous practices  | Arrange field visits to the local water purification and distribution plant   |
| <b>4. FOOD AND NUTRITION</b>                            |   |  |  |   |
| Food culture  | What are our traditional food habits?   | Traditional food habits and health.  | Locally available resources in various cultures  | Question-answer<br>Experience sharing<br>Demonstration – different ways of eating   |

| <b>Theme/<br/>Sub-Theme</b>   | <b>Questions</b>   | <b>Key Concepts</b>  | <b>Resources</b>   | <b>Activities/<br/>Processes</b>   |
|-------------------------------|--|--|--|--|
| Nutritive values of food      | What are the nutritive values of different foods?  | Food values  | Food items, recipes  | Preparing food and discussing about food values while sharing meals.   |
| Daily Requirements            | Why different age groups have different daily requirements?  | Different needs of different age and work-groups                                     | Pictures<br>Charts   | Experience-sharing<br>Workbook   |
| Food borne Diseases           | What are the diseases caused by food contamination?<br>How to prevent it?                              | Causes of food contamination<br>Prevention of food contamination                     | Newspaper items  | Reading, Discussion  |
| Eating places                 | What precautions should be taken while eating outside?   | Do's and don'ts of eating outside  | Charts/Pictures<br>Outside/road-side eateries, dhabas      | Visits the places to observe and note the findings   |
| <b>5. SAFETY AND SECURITY</b> |  |  |  |  |
| Survival Skills               | What should I do in the event of natural calamities?   | Prevention and principles of safety (Hazards of water, fire and natural disasters)   | Study Material<br>Charts,<br>Posters                       | Demonstration, Interaction<br>Opportunities to develop confidence in water, fire and natural calamities<br>Demo for correct use of appropriate use of safety equipments like fire extinguishers etc. |
| <b>6. SOCIAL HEALTH</b>       |  |  |  |  |
| Self-esteem                   | What do you think you are good at?   | Uniqueness & Self-esteem   | Child's own experiences                                    | Discussion, different creative activities  |
|                               | Does your elder brother/ sister/ classmates/friends bully you or do you bully others?                  | Self-image<br>Managing relations   | Child's own experiences<br>Input from siblings, classmates | Interactive group-discussion   |
| Peer-group Relation           | Can we play in group, enjoy and do not fight?<br><br>What happens if I win?<br>What happens if I lose? | Harmonious relations<br>Respecting self and others<br>Understanding winning & losing | Lead-up games<br>Minor games                               | Group Dances<br>LEADUP GAMES :<br>- Rolling and Kicking<br>- 10 passes basket ball<br>- Bucket Cricket<br>- Circle Kho<br>- Tunnel Ball<br>- Teniquet  |

| Theme/<br>Sub-Theme  | Questions  | Key Concepts   | Resources                      | Activities/<br>Processes   |
|--|--|--|--------------------------------|--|
|  |  |  |                                | <ul style="list-style-type: none"> <li>- Target kicking</li> <li>- Leg Cricket</li> </ul> MINOR GAMES :<br>ON THE BANK IN THE<br>POND  |
| <b>7. CONSUMER HEALTH AND SPORTS SERVICES</b>                          |  |  |                                |  |
| Physical resources and services of play, fitness and health management | Where can I go for health fitness?<br><br>Where can I go for medical advice? | Stadium, Club, Akhara, Vyayamshala, Sports Centre, School, Community Centre etc.<br><br>Dispensary, Hospital, Primary Health Care Centre | List of Health Fitness Centres | Information session<br>Group work<br>Resource material preferable a list of addresses and means to contact (postal addresses, telephone number etc.), means to reach the venue (modes of transport available, routes, fare etc.) |

**Class-VI**

| Theme/<br>Sub-Theme      | Questions  | Key Concepts   | Resources  | Activities/<br>Processes  |
|--------------------------|--|--|--|---|
| <b>1. HUMAN BODY</b>     |  |  |  |   |
| Growth and Development   | What is growth and development?  | Meaning of growth and development.                           | Height-measuring equipment/<br>Marked wall<br>Weighing machine                 | Measuring height and weight of the students   |
|                          | What is the difference between growth and development?   | Difference between Quantitative & Qualitative changes        | Charts<br>Posters<br>School Health service                                     | Discussion variations in height and weight  |
|                          | How do boys and girls are similar & different?   | Physical characteristics - Concepts of Body image            | Models, Charts<br>Norms of height/weight<br>Records of Anthropometric movement | Group-discussion and experience-sharing   |
|                          | How my body functions?   | Functional organs- Systems in relation to Health fitness     | Figures<br>Charts<br>Photographs   | Workbook/Group work   |
| Bones                    | What are the different kinds of bones in our body?<br>How are they joined to each other?<br>How are they formed?<br>How can we make our bones healthy? | Bones and their function<br><br>Nutrients for Bone formation | Pictures of the skeletal system (back and front)                               | <ul style="list-style-type: none"> <li>- Feeling and counting the bones of the body as one sees a picture of it</li> <li>- Physical activities like running, jumping, skipping</li> </ul> |
| Common Injuries of Bones | What do I do for a broken bone?  | Keeping bones healthy<br>First aid for fractures             | A cardboard pipe, a piece of rope or thread to show vertebra.                  | Show chart, discussion on experience.   |

| <b>Theme/<br/>Sub-Theme</b>                    | <b>Questions</b>  | <b>Key Concepts</b>  | <b>Resources</b>   | <b>Activities/<br/>Processes</b>   |
|--|---|--|--|--|
| Disabilities and Difficulties                  | How do I perceive differently abled persons?  | Different kinds of disabilities<br>Learning to understand and to help persons with physical disability   | Study materials<br>Pictures and other illustrations of differently abled people performing different roles   | Walking up the stairs, visiting the toilet, writing on the blackboard, eating your food after tying your knees with a rope, wrapping your fingers with a cloth Discuss on the difficulties faced   |
| Postural Defects                               | What are the different postural defects?  | Remedies   |  | Check-list<br>Demo and feedback<br>Corrective Exercise   |
| Protection from the Diseases                   | Why do we fall sick? How does the body protect us from disease? How can we help improve our immunity? What is immunization? | Immunity and immunization: brief description of the immune system; causes of illness, role of immunization<br>Experience of illness disease, pain, discomfort;<br>Common health problems:<br>(Check Class IX science syllabus) |  | Make separate groups of girls and boys and make a chart of the types of exercise each person does on each day of the week. Discuss these.<br><br>Also discuss what are the things one does to relax. Is there a difference between the boys and girls? |
| <b>2. PHYSICAL FITNESS</b>                     |   |  |  |  |
| Physical Fitness                               | Are we healthy?<br>Am I physically fit?<br>How can we become more fit?  | Concept of Health<br>Concept of physical fitness<br>Strength, Endurance and Flexibility  | Charts<br>Information material<br>Work-book<br>Motivational techniques<br>Pictures of athletes and sportspersons<br>Sports bulletins<br>Sports records - making and breaking | Classroom session on physical fitness : Discussion, Explanation  |
| Introduction to Components of Physical Fitness | How fast can we run?<br>How strong are we?  | Assessing speed<br>Assessing strength  | Open space<br>Lime powder<br>Medicine balls<br>Minimum strength<br>Test 30 M & 40 M<br>Dash  | Demonstration & Performance<br><br>Practical exercise like running, short sprint, broad jump, 600 mtr. run.  |

| Theme/<br>Sub-Theme          | Questions   | Key Concepts   | Resources  | Activities/<br>Processes  |
|------------------------------|---|--|--|---|
|                              | How flexible I am?<br>Can I coordinate my movements?                              | Test for flexibility<br>Coordinative abilities   | Sprints – dash running,<br>Strength - squats, medicine ball exercises etc. Sit and reach-test<br><br>Test for flexibility, Minor Games<br>Aerobics, folk-dance (solo, pair, group)<br><br>Folk-dance resources (music/equipment)   |   |
| Leaders and followers        | Can we be ready for instruction?<br>Are we able to impart or follow instructions? | Formations<br>Line, file, circle, oval, triangle, diamond, rectangle, square, pyramid<br><br>Working/ response to command<br><br>Working in formation and groups | Markers<br><br>Microphone/ PA System<br><br>Drum   | Count-in-two/three<br><br>Making students to form the desired formation and perform some kind of group-activity in a particular formation |
| Player and Sports personship | How can we become sportspersons?  | Learning motor skill<br>Observing ethical values<br>Participation in competitive sports<br>Regards for rules, regulations and judgments<br>Team-spirit           | Material on fundamental skills : (Reinforcement of previously acquired skills and fitness)<br><br>Track and field<br>Gymnastics**<br>forward roll, backward roll, sideward roll, balance on one leg, cat and scissor jump, 180 turn on leg.<br><br>Team Games & Sports (any two)<br><br>Kabaddi, Kho Kho, Volleyball, Badminton, Judo, Basketball, Cricket | Demonstration, Practice (Individual/ Group & Team)  |
| Meaning and                  | How yoga is   | Benefits of Yoga   | Daries, Charts,  | Surya namaskar, Tadasan,  |

| Theme/<br>Sub-Theme   | Questions   | Key Concepts  | Resources  | Activities/<br>Processes  |
|---|---|---|--|---|
| Important of<br>Yoga  | suitable for me<br>and why should<br>do asanas and<br>pranayam?                             | asanas  | video clips  | Vrikshasan, Bhujangasan,<br>Shalabhasana, Pranayam  |
| <b>3. WE AND OUR ENVIRONMENT</b>                              |   |   |  |   |
| Microbes –<br>useful and<br>harmful;                          | What are<br>microbes? What<br>are the different<br>types of micro-<br>organisms?            | Microbes – useful<br>and harmful; how<br>they cause disease<br>and how they are<br>useful?  | Observation  | Observing the conversion<br>of milk to curds,<br>fermentation for idalis and<br>bread<br><br>Demonstrate the useful<br>effect of microbes by curdling<br>milk in the class room;<br>raising of dough. Talk about<br>soil microorganisms and how<br>they help maintain soil<br>fertility   |
| Water borne<br>diseases                                       | How water-borne<br>microbes cause<br>disease?   | Water and Food-<br>borne diseases   | Charts, Models,<br>Slides,<br>Field visits   | Role play – A group of<br>children could represent<br>disease causing organisms,<br>some of them can represent<br>children suffering from these<br>diseases; in-built message of<br>prevention and protection<br>from these water and food<br>borne diseases<br><br>Call a local doctor of a<br>nearby PHC/ Hospital/Clinic<br>and let the children interact<br>with him/her. |
| Diseases<br>transmitted<br>through fecal<br>matter            | How are these<br>diseases<br>transmitted?   | Transmission of<br>fecal during rainy<br>season food borne<br>diseases  | Charts, Models,<br>Slides,<br>Microscopes  | Demonstration, Lectures   |
| <b>4. FOOD AND NUTRITION</b>                                  |   |   |  |   |
| Purchasing,<br>consuming and<br>preserving<br>nutritious food | What is the<br>availability of<br>food?<br><br>What are the food<br>we preserve and<br>why? | Diversity of Indian<br>foods, seasonal<br>and locally<br>available food<br><br>Purchasing food<br>and economics of<br>foods, consuming<br>patterns based on<br>economic levels,<br>food practices and<br>preservation of food<br>values, cooking<br>methods | Locally available<br>foods, Posters,<br>Charts<br><br>Local markets<br>shops<br>Workbook | Explanation Method<br>Visits to presentation and<br>processing units<br>Sharing of Experiences<br><br>Preparing the locally food<br>items that can be preserved.  |

| Theme/<br>Sub-Theme                           | Questions   | Key Concepts   | Resources   | Activities/<br>Processes  |
|---|---|--|---|---|
| <b>5. SAFETY AND SECURITY</b>                 |   |  |   |   |
| Safety outside the school                     | How can we prevent & manage minor injuries?   | Accidents-Safety outside school (during excursions) first aid – wounds dressing etc;   | Bandage, Cotton, Tapes, Medicine<br>Chart and Posters | Demonstration<br>Visit to a local clinic/dispensary and site of disaster  |
| <b>6. SOCIAL HEALTH</b>                       |   |  |   |   |
| Gender Sensitivity                            | What are the socially constructed role for men & woman in the family?                         | Gender and gender difference : feticide<br>- Sharing of work responsibility<br>stereotype work roles<br>proper gender roles. | Newspaper Cuttings, Charts                            | Discussions<br>Experience Sharing<br>-Care study<br>-Drama  |
| <b>7. CONSUMER HEALTH AND SPORTS SERVICES</b> |   |  |   |   |
|   |   |  |   |   |
| Patient's Right                               | Do patient have any right?  | Concept of patients' right   | Media Coverage Newspapers                             | Discussions/Sharing of Personal Experience<br>- Listing of different competition  |
| Sports Awareness                              | What is Olympics & its history.   | Olympics flag, torch, emblem, motto, ideals  | -Pictures<br>-Reading Material                        | Sports Quiz regarding general awareness according to the level of students<br>Olympic flame making project<br>Sports-badges collection<br>Sports-stamp collection |
| Safe water and role of Local Bodies           | What are the services Government provides regarding safe water?<br>Are the services Adequate? | Agencies providing safe water.   | Agencies<br>Study materials                           | Visits to local bodies<br>Group Work<br>Project work  |

**Class-VII**

| Theme/<br>Sub-Theme                           | Questions   | Key Concepts   | Resources   | Activities/<br>Processes  |
|---|---|--|---|---|
| <b>1. HUMAN BODY</b>                          |   |  |   |   |
| Process of Growing-up<br><br>Menstruation     | What are the changes that occur at puberty?<br><br>Why do these changes occur?<br><br>What is menstruation?<br><br>How can you keep clean during menstruation?                                      | Difference between boys and girls during growing-up<br><br>Puberty<br><br>Menstruation<br><br>Common menstrual problems<br><br>Emotional changes<br><br>Sexual Health, Hygiene and Genital Hygiene<br><br>Need for cleanliness during menstruation | Study material, Drawings and Figures<br><br>Models of reproductive system<br><br>Films<br><br>Work book | Interaction<br><br>Discussion<br><br>Life skills focused activities<br><br>- Question Box |
| Myths and Misconceptions regarding growing-up | Is there any change in the ways your parents & society interact with you as you are growing?<br><br><br><br><br><br><br><br><br><br>Should girls change their behaviour during menstruation period? | Body consciousness<br><br>Attraction towards opposite sex<br><br>Socio-cultural norms<br><br>Parent adolescent relationship<br><br><br><br>Common myths and misconception regarding growing up and menstruation                                    | Drawings and Figures<br><br><br><br>Reading Material  | Interactive session<br><br>Discussion<br><br><br><br>Life skills focused activities       |
| Sexual Abuse                                  | What is sexual abuse?<br><br>What can we do when somebody is sexually abused?   | Touch including unwanted touch sexual abuse<br><br><br><br>Prevention of sexual abuse<br><br>Life skills   | Study material, Stories, poster, newspaper clippings.   | Discussion<br><br>Story Telling<br><br>Role Play<br><br>Life skills focused activities    |

| Theme/<br>Sub-Theme          | Questions  | Key Concepts   | Resources  | Activities/<br>Processes   |
|------------------------------|--|--|--|--|
| Concept of Body Image        | Whom do you consider beautiful?<br><br>Is physical beauty the only thing that makes a person beautiful and likeable? | Concept of beauty, body image<br><br>Misconception about body image                            | Advertisements about Cosmetics, Clothes etc.<br><br>Stories and Life-experiences | Information<br><br>Sharing experiences of great personalities<br><br>Examples of famous players, actors/actresses etc.   |
| <b>2. SPORTS SKILLS</b>      |  |  |  |  |
| Motor skills                 | How many more activities we can play?  | Opportunities to play games and sports   | Play ground<br>Gymnastic beams & benches<br>Mattresses                           | Fundamentals of track & fields events - 100 m. run, 600 m. run/walk<br><br>Basic gymnastic Balance on one leg, jumps, turn 360 degree<br><br>Games (As per available facilities) : football, hockey, basketball, cricket, kho-kho, kabaddi , badminton, volleyball, swimming, judo, wrestling etc. |
| Rhythm                       | How do we move smartly?  | Developing ability of naturally responding to : command, limited space, group-work, formations | Microphone/ PA System<br><br>Markers<br><br>Drum                                 | Marching on command<br><br>Marching formations<br><br>Exercising with Apparatus : Lezium, Dumbbels, Tipri, Wands, Hoops, Ropes, Balls, Ribbons<br><br>Aerobics and other group-activities  |
| Yoga                         | Why do we do Asanas?<br><br>What is Mudra?   | For healthful living<br><br>Postures   | Yoga Charts<br><br>Posters of Yogic practices                                    | Orientation to Yoga<br><br>Gomukhasana, Yoga-Mudra, Viparitkarani, Sarvangasana, Matsyasana, Halasasana, Ujjayi (without Kumbhaka), Shavasana  |
| <b>3. WE AND ENVIRONMENT</b> |  |  |  |  |
| Vector borne disease         | What are vectors?<br><br>What are the life cycles of different vectors   | Vector's Life Cycle<br><br>Life cycles for prevention & treatment for illness.                 | Charts, Models, experiments<br><br>Real life situations<br><br>Observations      | Watch and write about mosquito behaviour<br><br>Watch different mosquitoes under a microscope  |

| Theme/<br>Sub-Theme              | Questions  | Key Concepts  | Resources  | Activities/<br>Processes  |
|----------------------------------|--|---|--|---|
|                                  | <p>– like mosquito etc?</p> <p>How do vectors carry diseases?</p> <p>How do we break the life cycles of vector in order to prevent the diseases?</p> |   | <p>and discussions</p> <p>Slides</p>                             | <p>Visit a microbiology lab and see slides of Plasmodia etc</p>   |
| Environmental Pollution & Health | <p>What is a good environment?</p> <p>What are the sources of Environmental Pollution &amp; how we can prevent it?</p>                               | <p>Concept of good environment</p> <p>Different sources of Environmental Pollution &amp; its effects on health.</p> <p>Steps for prevention of pollution.</p> | <p>Charts, Models</p> <p>- Pictures</p> <p>-Reading Material</p> | <p>Listing of different sources of Environment Pollution</p> <p>-Interaction</p> <p>-Discussion</p>             |
| <b>4. FOOD AND NUTRITION</b>     |  |   |  |   |
| Preparing Foods                  | How to prepare food nutritiously?  | Preparing new and old recipes   | Some recipes   | Making some recipes   |
|                                  | <p>What is the relation between food and festival and celebration?</p> <p>Who purchase cook and serve food?</p>                                      | Preparing foods for celebration - festival / special occasion and its food value for health.  | <p>Meals prepared by students.</p> <p>Study material.</p>        | <p>Listing of festival foods</p> <p>Organizing a small community meal or class-meal (pre/post any festival)</p> |
| <b>5. SAFETY AND SECURITY</b>    |  |   |  |   |
| Common Injuries                  | How we deal with common injuries?  | Simple common injuries Identification & Treatment   | First-Aid Box  | Practicals & Role play  |

| Theme/<br>Sub-Theme                            | Questions   | Key Concepts  | Resources  | Activities/<br>Processes   |
|--|---|---|--|--|
| <b>6. SOCIAL HEALTH</b>                        |   |   |  |  |
| Community Health                               | What is our responsibility towards the health of self and community'?   | Social responsibility<br>Our role as a change agent   | Work book on health and habits<br>Checklist of responsibilities and self-assessment proforma                                       | Community based projects   |
| Peer and Social Pressures                      | Did any friend pressurize you to smoke a cigarette or drink alcohol or try a drug?<br><br>How can you say 'No'?   | Peer pressures<br>Ability to say 'No'<br>Health hazards of smoking, alcohol and drugs abuse | Advertisements, wrapping papers, warnings, packets etc. of related items<br><br>Informative material                               | Discussion<br>Role Play  |
| Adapting to Situations and Changes             | How to cope-up with the stresses of changes during growing-up?  | Changes occurring during growing-up   | Material<br>Observation of self and others   | Discussion followed by guidance  |
| Outstanding personalities in Health and Sports | Who are your role models?<br>How can they influence our society and culture?<br><br>How did the personalities contribute to these discipline and society?         | Role Models in relation to different games and sports.                                      | Role Models<br>Biographies, movies, posters, T.V., radio, magazines, newspapers highlighting local/ panchayat level achievers etc. | Story-telling<br>Life-experiences<br>Discussion about the local heroes, outstanding students in the school or currently popular personality in any field                           |
| Positive Use of Leisure Time                   | When you are free what is that makes you happy?<br><br>What make it difficult for you to do things that make you happy?<br><br>How can you reduce these barriers? | Creative leisure  | - Material<br>- Chart, poster<br>- Film  | Play, exercise, reading books, poetry, singing, dancing, play-models<br><br>Identifying individual potentials through observation.<br><br>Guidance to find ways for utilizing time |

| Theme/<br>Sub-Theme                            | Questions  | Key Concepts  | Resources  | Activities/<br>Processes   |
|--|--|---|--|--|
| <b>7. CONSUMER HEALTH AND SPORTS SERVICES</b>  |  |   |  |  |
| Govt. Health Services                          | <p>What are the Govt. Health Services?</p> <p>How does advertisement affect healthy behaviour?</p> | <p>Structure and function of different levels of health care.</p> <p>Role of advertisement on health</p>                | <p>Literature – Information bulletins, circulars, brochures, newsletters etc.</p> <p>-Newspapers, films, radio, Electronic &amp; print media</p> | <p>Meeting with Government health functionaries</p> <p>Visit to local sub-centre/ dispensary</p> <p>-Self Assessment</p> <p>- Creating healthy promoting Advertisement</p> |
| Sports Scholarships and Awards giving Agencies | <p>Is there any scholarship in sports for winning medals or for participation in sports?</p>       | <p>Availability of scholarships at school / zonal / inter-zonal / district / state / national / international level</p> | <p>Information Bulletins, Brochures</p> <p>News Clippings etc.</p>   | <p>Preparing list of the scholarships and / or awards available (specifying name, amount, eligibility, duration etc.)</p>  |

**Class-VIII**

| <b>Theme/<br/>Sub-Theme</b>                                    | <b>Questions</b>  | <b>Key Concepts</b>   | <b>Resources</b>  | <b>Activities/<br/>Processes</b>   |
|--|---|---|---|--|
| <b>1. HUMAN BODY</b>   |   |   |   |  |
| Mental Health  | What is the difference between Mental Health and Mental illness?  | Concept of mental health and mental illness.  | Charts,<br>Posters<br>Materials                                   | Observation of behaviour of people around (home, neighbour, society, school etc.) and in different situations (happiness, sorrow, winning, losing etc.) followed by discussion and counseling                                      |
| Growth and Development   | What are the major causes of defects in eyes and ears?  | Role of heredity and environment Defects related to eye and ear   | Models,<br>Charts<br>School Health Services                       | Discussion<br>School Health checkup<br>Referral and follow up  |
| Emotional Development  | Why am I in such a bad mood?<br>How can you take control of it?<br>When do I get angry?<br>How can I manage my anger?<br>What is shyness, what are the causes of shyness?<br>What can someone do about shyness?<br>How can you overcome it? | Emotional changes concern for physical appearance, assertion of individual identity, existing social values and norms<br>: moods, anger, shyness, etc.<br>Identification of causes for mood swing during adolescence and strategies to overcome it. | Reading Material<br>Books<br><br>Charts depicting different moods | Discussion and other co-curricular activities and games and sports.  |
| Target / goal-setting and identifying strategies to achieve it | What are your goals?<br>How can you achieve them or not achieve them?<br>How can you be positive?<br>How can you focus  | Goal-setting<br><br>Identifying own strength and weaknesses<br><br>Planning strategies to achieve set goals   | Reading Material<br>Books   | Each student could draw a hexagon and write one goal they have in life in its center. Then on each side of the hexagon write the answer to the following question: Is your goal clear? Is it realistic? Is it achievable? When can |

| Theme/<br>Sub-Theme                                      | Questions  | Key Concepts   | Resources  | Activities/<br>Processes  |
|--|--|--|--|---|
|  | on accomplishments and not on failures?  |  |  | you achieve it? What will you have to do in order to achieve it? How will you know when you reach it?<br><br>Setting goals for your physical accomplishments, competing against own/others' sports records and performance<br><br>Evaluating the opponent team and planning own team's strategy |
| <b>2. ORIENTATION TO SPORTS SKILLS</b>                   |  |  |  |   |
| Sports Skills<br>(- For recreation<br>- For Competition) | Can we recreate through physical activities?<br><br>How many more games we can play? | Recreation through physical activities<br><br>Learning of Basic Sports Skills<br><br>Fundamental skills of nay two major games as per the availability of facilities | Reading Material<br><br>Depending upon the nature of recreational activity | Activities<br>Recreational Games – badminton, table-tennis etc.,<br>Party Games<br>Modified Games<br><br>Football, Hockey, Basketball, Cricket, Kho-Kho, Kabaddi<br><br>Volleyball, Swimming, Judo, Wrestling etc.<br><br>TRACK & FIELD<br>GYMNASTICS<br>Match Practice (before / after school) |
| Agility  | How can we test our agility?   | Agility for fitness  | Measuring tape, stopwatch, whistle, open space, lime-powder for marking    | Pushups/modified pushup<br>Bent knee sit-ups<br>Shuttle run   |
| Yoga   | What are the asanas and kriyas we can perform?                                       | Flexibility<br>Static contraction of muscles   | Charts, Posters, Graph, Photographs  | Performance of Halasana, Ardha-Matsyendrasana, Paschimotanasana,  |

| Theme/<br>Sub-Theme  | Questions  | Key Concepts   | Resources  | Activities/<br>Processes  |
|--|--|--|--|---|
|  |  | Concentration<br>Balance   | of Yogic<br>Practices  | Gomukhasana (Baddha<br>hasta), Bhadrasana,<br>Tadasana,<br>Uddiyana Bandha,<br>Agnisara   |
| <b>3. WE AND ENVIRONMENT</b>                               |  |  |  |   |
| Water and<br>hygiene<br>sanitation                         | What is the<br>importance of water<br>conservation?<br><br>How do we prevent<br>water wastage – at<br>the personal level,<br>family level and<br>community level<br><br>Using water wisely | Water hygiene and<br>sanitation, water<br>management, kitchen<br>garden, using grey<br>water   | Field visits,<br>Charts,<br>Slides,<br>Models                    | Harvesting structure in<br>the school<br><br>Raise and maintain the<br>kitchen garden<br><br>Demonstration of water<br>management in home<br>and school |
| Seed banking   | What is seed -<br>banking and how to<br>do it?   | Seed banking, learn<br>about indigenous seed<br>varieties and its impact<br>on health.   | Seeds, Soil,<br>Water etc.                                       | Collection of seeds of<br>all locally grown crops<br>and making an<br>indigenous seed bank<br>in the school   |
| <b>4. FOOD AND NUTRITION</b>                               |  |  |  |   |
| Food practices   | What are different<br>types of food<br>practices?  | Food choices and<br>mixes<br><br>Shifts in food practices<br><br>Globalization of food<br>practices<br><br>Seasonal foods and<br>festivals<br><br>Fasting, nutritional<br>anemia | Charts &<br>Posters  | Discussion and sharing<br>the experiences of peer<br>group  |
| GM (Genetically<br>Modified Food)                          | What are the GM<br>foods?  | GM foods – debate<br>about the usefulness<br>and the harm that<br>these foods can cause  | Reading<br>Materials<br><br>Picture of GM<br>Food<br><br>Samples | Debate on the GM<br>foods amongst the<br>children   |
| <b>5. SAFETY AND SECURITY</b>                              |  |  |  |   |
| Safety from<br>Animals and<br>treatment of<br>animal bites | How can we<br>prevent and treat<br>immediate attack on<br>our body from  | Knowledge about<br>providing first-aid-<br>incase of snakebite,<br>animal attacks, dog-  | Use of first<br>aid materials<br>to tackle the<br>problems       | Demonstration<br><br>Preparing practical file<br>mentioning steps to<br>tackle animal attack  |

| Theme/<br>Sub-Theme                           | Questions  | Key Concepts  | Resources  | Activities/<br>Processes   |
|---|--|---|--|--|
| First-aid                                     | animals? Where is treatment available?<br><br>What are the situations which require first-aid? | bites<br>Hospitals, PHCS  | Material<br><br>First-aid box  | along with providing first-aid, Role Play<br><br>Practical classes of first-aid, bandaging. PRICER – Prevention, Rest, Ice, Compressor, Elevation and Rehabilitation |
| <b>6. SOCIAL HEALTH</b>                       |  |   |  |  |
| Qualities of socially healthy persons         | Am I a socially healthy person?  | Listening to others, doing negotiations, making decisions, being assertive, solving problems, being confident, caring for nature, doing activities for relaxation, reacting to strangers, caring of the aged and developing leadership skills | Resource Material, Media Material  | Discussion<br>Experience-sharing (peer group)<br>Guidance and Counseling   |
| <b>7. CONSUMER HEALTH AND SPORTS SERVICES</b> |  |   |  |  |
| Health Programmes and Blood Banks             | Do health services respond to our needs?<br><br>How do we make them responsive?                | National health programs including NRHM (National Rural Health Mission)<br><br>Blood banking, blood groups, and blood safety<br><br>Patients' rights, role of school and Gram-Panchayat, Community  | Information bulletins, brochures, newsletters<br><br>Information bulletins, brochures, newsletters | Group Project on experiences with health services in family and community<br><br>Organising blood donation camp<br><br>Campaign                                      |
| Role of Media and Advertising                 | What is the influence of the media and advertising on our health and/ sport promotion?         | Role of Active media<br>Advertising and Health<br>Advertising and Sports  | Resource Material  | Project to gather advertisement related to health and sports information   |

**Class-IX**

| Theme/<br>Sub-Theme  | Questions  | Key Concepts  | Resources   | Activities/<br>Processes                         |
|--|--|---|---|--|
| <b>1. HUMAN BODY</b>   |  |   |   |  |
| Illness and Disease  | Why do we fall ill?  | Causes of illness   | Reference books, Charts   | Discussion, Demonstration & Explanation          |
|  | How can we manage illness?                                   | Procedure to deal with various kinds of illnesses   | Websites dealing with the knowledge, Models                           |  |
| Communicable and non communicable Diseases                         | Are you aware of communicable and non communicable diseases? | Enlisting and knowledge about communicable diseases. Also information on Reproductive health including RTI'S/STI'S, Risk factors, myths and misconception of HIV/AIDS, Responsible Sexual Behaviour | Reference books, Charts, Websites dealing with the knowledge, Models  | Discussion, Demonstration & Explanation          |
| Growth and Development   | What are the factors affecting growth & development          | Heredity, Environment, Socio-personal factors, Psychological security, Suicides and its prevention, Mental illnesses, Emotional relationships, self concept and self esteem                         | Reference books, Charts, Websites dealing with the knowledge, Models, | Discussion, & Explanation                        |
| <b>2. ORIENTATION TO PHYSICAL EDUCATION &amp; SPORTS EDUCATION</b> |  |   |   |  |
| Physical Education   | What is Physical Education?                                  | Need and Importance of Physical Education   | Reference books, Study Materials                                      | Demonstration Participation Interactive sessions |
| Objectives of Physical Education                                   | What are the Objectives of Physical education?               | Explaining the objectives of physical education like physical, mental, social and emotional development   | Reference books, class lectures                                       | Discussion                                       |
| Warming-up and Cooling Down  | What is Warming-Up?  | Role and importance of warming-up   | Playground  | Playing games after warming-up                   |
|  | How to get ready and limbering down for and after specific   | Need for limbering down after physical activity   |   | Measuring of pulse rate                          |

| Theme/<br>Sub-Theme       | Questions  | Key Concepts  | Resources  | Activities/<br>Processes  |
|---------------------------|--|---|--|---|
|                           | physical activity?   |   |  |   |
| Physical Fitness          | What is Physical Fitness?<br><br>What are the effects of Physical fitness on our human body? | Concept about Physical fitness<br><br>Components of Physical Fitness  | Reference books.<br><br>Stopwatch, measuring tape                          | Conducting physical fitness tests like-<br>Short runs,<br>Distance runs, Sit-ups, Pull-ups, Pushups, Vertical and Standing Broad jumps.<br><br>Recording the performance of each child and documenting the same |
| Measurement of Growth     | Can we measure the growth of our human body?   | Assessment of Growth  | Stadiometer, weighing machine, measuring tape<br><br>Age Appropriate Index | Practical demonstration of measuring the body parts and weight and recording the data in the practical file   |
| Sports Training           | What is sports training?   | Aim, Characteristics and Principles of sports training  | Reference books  | Interactive Session practical use of principles of sports training in playfield with the help of various sports   |
| Excellence in Performance | How can we prepared for performance excellencies at higher level?                            | Factors affecting the training of an athlete<br><br>Physical, Physiological, Psychological<br>Environmental Factors   | Playfield, stopwatches, measuring tape, textbooks/reference books          | Demonstration and Participation in games and sports   |
| Fatigue                   | What is Fatigue?   | Concept of fatigue<br>Causes & symptoms of fatigue. Remedial measures to overcome fatigue   | Reference books  | Practical demonstration of fatigue factors on playfield using various physical activity   |
| Load and Adaptation       | What is Load and Adaptation?<br><br>How to judge the Load?                                   | Relationship of load and adaptation<br><br>Components of load and its importance in training, fitness and health development, Sign and Symptoms of overload | Reference books  | Project work, Interactive Session Use of physical activity and various sports along with other training methods on the playfield.   |

| Theme/<br>Sub-Theme   | Questions  | Key Concepts   | Resources  | Activities/<br>Processes   |
|---|--|--|--|--|
|   |  |  |  | Practical counting of the pulse after physical activity and recording it in the practical record book for further analysis   |
| Relaxation  | How can we relax?  | Meditation and its advantages. Relaxation through Yoga and various Recreational activities   | Playground, Hall or classroom  | Selected yogic asanas, meditation and use of various recreational games  |
| Knowledge and proficiency in sports and motor skill acquisition | Are you aware of the evolution of various sports?<br><br>What motor skills are required to play a sport? | Historical evolution, rules and terminologies of various sports.<br><br>Description of fundamental motor skills needed to play a sport and perform.<br><br>Knowledge about elite Sport Personalities | Playfield of various sports, teaching in classroom, availability of various sports equipment.<br><br>Biographies about sport personalities | Sports selection (any two) :<br><br>Badminton, Basketball, Cricket, Football, Gymnastics, Hockey, Kabaddi, Kho-Kho, Swimming, Table-Tennis, Tennis, Volleyball<br><br>Combative Sports: Judo, Wrestling<br><br>Preparing record book<br><br>Discussion |
| Physical, Psycho-social Development                             | Are we ready for Competition?  | Meaning and Types of competitions.<br>Types of Tournament Avenues and levels of competitions   | Playground, Classroom<br><br>Reading Materials   | Drawing of Fixtures for competitions namely, Single Knock-out and Single League<br><br>Assignments   |
| Ethics in Sports  | How do you maintain Ethics in Sports?<br><br>How can we inculcate values through                         | Introduction and understanding of Ethical and Moral values.<br><br>Professional values<br><br>Role of Physical   | Playground, Classroom, School Complex, Home, Charts Models, Menacans, Story Telling, anecdotal Reading Material                            | Opportunities to participate in sports and various group games in fair play<br><br>Marching, Demonstration of activities and playing various   |

| Theme/<br>Sub-Theme   | Questions   | Key Concepts  | Resources  | Activities/<br>Processes   |
|---|---|---|--|--|
|   | Physical Education?   | Education programmes in inculcating such values   |  | recreational games<br><br>Story Telling of various sports personalities  |
| Yoga  | What is stretching?<br>How can we improve flexibility?  | Meaning and importance of stretching and flexibility  | Charts, Posters, various visual aids   | Learning and Performing of following Asanas:<br><br>Ugrasana, Dhanurasana, Simhasana, Uttanmandukasana, Kukkutasana, Nauli and Kapalabhati |
| <b>3. WE AND ENVIRONMENT</b>  |   |   |  |  |
| Waste Segregation & Management                                      | What is Waste segregation management?<br>What is recycling?   | Degradable and non-degradable, waste  | Laboratory of the School Compost Pits  | Observing Compost Pit.<br><br>Laboratory experiments in school Health and Physical Education<br>Visits to Recycling Units                  |
| <b>4. FOOD AND NUTRITION</b>  |   |   |  |  |
| Dietary requirements of human body                                  | Why do some people need to eat more?  | Knowledge about special dietary requirements in different age groups and professions, pregnant and lactating mothers<br>Age<br>and work nature appropriate dietary requirements | Charts, Posters and Recommended dietary requirements for varied nature of work | Preparing dietary requirement as per nature of work and documenting in record book   |
| Dietary Requirements with Special Reference to Sports Participation | What should I eat more to take part in Sports? Why?<br>What are the condition when people need to eat more? | Sports Diet   | Information Bulletins  | Preparing check-list for various sports and games  |
| Malnutrition  | What are different types of   | Nutritional needs, nutritional needs of girls   | Information and Photographs relation to Mal Nutrition                          | Discussion Workbook  |

| Theme/<br>Sub-Theme                        | Questions   | Key Concepts   | Resources   | Activities/<br>Processes  |
|--|---|--|---|---|
|  | Malnutrition?<br><br>What is Anorexia and Bulaemia?   | Over Nutrition (obesity), Under Nutrition and effect of these on Health  |   |   |
| <b>5. SAFETY AND SECURITY</b>              |   |  |   |   |
| Protection of Self and Others              | How can we protect ourselves and help others in need? | Knowledge about providing First-Aid in case of drowning, water, fire injuries, injuries on the playfield, burns and the persons to contact after giving first-aid. Coping with accidents                           | Playfield, Classroom, use of dummies. Materials needed for first-aid to meet immediate requirement for certain ailments like cuts, abrasions, sprain, strain etc. | Use of sports field and laboratory of health and physical education.<br><br>Asking students to assimilate materials required to make a first-aid box like bandage, gauge, and crepe bandage, few medicines, gentianbiolet antiseptic liquid etc.<br><br>- Case studies<br>- Role Play<br>- Discussion |
| Sexual Harassment                          | What is sexual Harassment?                            | Different Dimensions of Sexual Harassment, Gender Sensitization to Sexual harassment, Sexual abuse.<br><br>Gender equality and changing perception of role stereo types of male and female                         | Care studies, materials related to Sexual Harassment  |   |
| <b>6. SOCIAL HEALTH</b>                    |   |  |   |   |
| Social Customs                             | How social customs affect our health?                 | Impacts of social customs on health care, age at marriage breast feeding, practices, family size, son performance Substance abuse and effect on the family & community Learning self-discipline and guiding others | Reference books<br>Reading Materials  | Discussion, Essay Writing, Debate<br><br>Case study to record   |
| Protection of Natural Resources for Health | What should we do to protect our natural resources?   | Keeping clean water and food resources<br><br>Optimum use of natural resources   | Chart<br>Material   | Demonstration/visit to find the importance of natural resources<br>Agricultural Resource Water Reserved   |
| Community Education                        | How can we educate the community on healthy living?   | Communication and developing community awareness of health care  | Reading Material<br>Chart<br>Poster   | Performing the art of communication.<br>Demonstration and presentation of   |

| Theme/<br>Sub-Theme                           | Questions   | Key Concepts  | Resources   | Activities/<br>Processes   |
|---|---|---|---|--|
|   |   |   |   | knowledge for healthy living   |
| <b>7. CONSUMER HEALTH AND SPORTS SERVICES</b> |   |   |   |  |
| Rights and Responsibilities for Health        | What are our rights and responsibilities for protecting our health? | Patients rights and responsibilities, Consumer rights and protection, Health and technology including telemedicine<br><br>Adolescent friendly health services relating to information counseling and other facilities | Rights of consumer through lecture/literature<br><br>Websites and organizations | Organizing Quiz competition  |
| Agencies Promoting Sports                     | Which are the organizations promoting sports?                       | Knowledge about organizations/ associations/ Federations and International Federations  | Classroom teaching, Lectures Websites of various organizations                  | Visit to nearest associations or by participating in various levels of competitions<br>Assignments |

**Class-X**

| Theme/<br>Sub-Theme    | Questions  | Key Concepts   | Resources   | Activities/<br>Processes  |
|------------------------|--|--|---|---|
| <b>1. HUMAN BODY</b>   |  |  |   |   |
| Systems of Human Body  | Do you know the effects of exercise on various systems of the body   | Knowledge about different types of physical activity inducing changes in our body systems i.e. effect on muscular, circulatory and respiratory system  | Benches of different heights, Stair climbing and playground.  | Demonstration of various exercises and making students to work on various standardized tests and record their respective fitness levels in a practical file.  |
| Growth and Development | Why does a need to understand Physical, Physiological and Psychological during adolescence?<br><br>Can we measure our blood-pressure, pulse rate, respiratory rate, and circumference of body parts? | Process of growing up: hormonal changes, development of secondary sexual characteristic, conception. Pregnancy, sexual development, nocturnal emission.<br><br>Basic pharmacology and how does it has impact on the human body and illness, Vital statistics<br>Knowledge about measuring BP, Pulse-rate and Mid arm circumference<br>Examination of conjunctiva, tongue nail bed etc. | Materials<br>Films<br><br>Use of visual aids, Sphygmomanometer and stethoscope for measuring blood pressure, tape for measuring circumference | Discussion<br>Interactive Session<br><br>Demonstration of measuring BP, Pulse rate, respiratory rate and mid-arm circumference and students collecting data of their classmates The data collected to be recorded in practical file on quarterly basis. |

| Theme/<br>Sub-Theme  | Questions  | Key Concepts  | Resources  | Activities/<br>Processes   |
|--|--|---|--|--|
| <b>2. ORIENTATION TO PHYSICAL EDUCATION &amp; SPORTS EDUCATION</b> |  |   |  |  |
| Physical Education   | How is physical education an integral part of education?   | Relationship of physical education with other discipline of knowledge.                                    | Books and various resource materials   | Interaction<br>Projects depicting use of various disciplines like Application of Maths, Science, Sociology and Psychology in games and sports/Activities   |
| Tournaments  | What are the types of tournaments and drawing of fixtures? | Knowledge about drawing of fixtures Merits and De-merits of each type of fixtures, Scheduling of matches. | Fixtures of various tournaments  | Knock-out-Single and double; League – single and double<br><br>Combination Fixtures: League cum knock-out; knock-out cum league  |
| Sports and Games   | How various sports were evolved?                           | History of games and sports.  | Reference books  | Track & Field events (any two)<br><br>Sports and games (any two) : Badminton, Basketball, Cricket, Football, Gymnastics, Hockey, Kabaddi, KhoKho, Swimming, Table-Tennis, Tennis, Volleyball, Combative Sports : Judo, Wrestling Preparing record book |
| Rules and Regulations of Sports                                    | What are the rules and terminologies governing the sport?  | Knowledge about rules needed to understand and play the sport. Awareness about sports terminologies       | Use of Rules book of various sports  | Playing of above stated games and sports   |
| Playfield Dimensions   | Do you know the area required to play various sports?      | Measurements/ Dimensions of various sports  | Use of Rules book of various sports. Playground. Knowledge from various websites | Visit to various sports stadiums or schools in the vicinity having various sports facilities   |
| Sports Skills  | What skills/ Techniques needed to play various sports?     | Information about fundamental skills required to  | Playground outdoor and indoor sports area  | Demonstration Practice   |

| Theme/<br>Sub-Theme                                      | Questions   | Key Concepts  | Resources   | Activities/<br>Processes  |
|--|---|---|---|---|
|  |   | play a sport  |   |   |
| Awards and Rewards in Sports                             | Are you aware of awards given to outstanding sportspersons                          | Knowledge about Awards in sports. Various sports personalities on whom these awards conferred   | Reference books and various websites  | Collection of photographs of various sports personalities and awards and recording in practical file  |
| Yoga   | Do we feel stressed?  | Stress and factors inducing stress.<br><br>Role of Yoga in stress management  | Photographs, Posters of yogic practices, Audio-visual aids  | Demonstration and performing of various Asanas:<br><br>Shirshasana, Shalabasana, Bakasana, Mayurasana (for boys), Hamsh asana (for girls), Uttana Kurmasana (for boys), Anuloma –viloma |
| <b>3. WE AND ENVIRONMENT</b>                             |   |   |   |   |
| Healthy Community living                                 | How do we live in a community?  | Importance of camping;<br>Organization of camping;<br>Relationship with community;<br>Inculcation of values to live together          | School Premises;<br>Camping sites outside the school  | Trekking; Hiking;<br>Rafting; Community interaction;<br>Community involvement;<br>Leadership qualities;<br>Cultural activities  |
| <b>4. FOOD AND NUTRITION</b>                             |   |   |   |   |
| Insecticides<br>Pesticides<br>Electromagnetic Radiations | Are you aware of Nuclear issues and Electro-magnetic Radiations?                    | Knowledge about Nuclear issues and electromagnetic radiation.   | Books and resource materials  | Preparing charts depicting effects of nuclear and electromagnetic radiation   |
| Need for Dietary Planning                                | What is the need for dietary planning?<br><br>What are the effects of adulteration? | Food quality: conservation of food; Food for family; Meal planning and dietary needs; using food as treatment; Food and adulteration. | Reference books and literature depicting dietary needs and calories requirement for various people. | Preparation of diet chart in practical file for various categories and age groups of people.  |

| Theme/<br>Sub-Theme   | Questions  | Key Concepts  | Resources  | Activities/<br>Processes   |
|---|--|---|--|--|
| <b>5. SAFETY AND SECURITY</b>   |  |   |  |  |
| Occupational health hazards   | What is the importance of safety at work place?  | First aid<br>Safety while working with machines<br><br>Handling insecticides, electricity, electric gadgets   | Resource Material,<br>Media Material                       | Discussion and sharing the experiences of peer group   |
| Precautions while taking medicines  | What precautions should we take while using medicines?<br><br>How can these be harmful to our body?  | Knowledge about medicines and its side effects on the body<br><br>Effect of excessive use of medicine<br><br>Commonly abused substance (drugs)<br><br>Ways of preventing drug abuse | Medicines, Charts  | Discussions and lectures   |
| <b>6. SOCIAL HEALTH</b>   |  |   |  |  |
| Education about Health and Role of Institutions (including school, family and sports) in Promoting Health | How can we secure our future?<br><br>How can we educate people about their health?<br><br>How can school be helpful in promoting health of each child? | Life planning; Thinking for future; Learning to manage adult interactions; Advocacy and health communication; Children as change agents; School role in health care.                | Developing a format for each child<br><br>Reading material | Screening of health by school authorities. Employing the senior students to record the health data of younger children under the supervision of physical education teacher |

| Theme/<br>Sub-Theme                                | Questions  | Key Concepts  | Resources  | Activities/<br>Processes                                  |
|--|--|---|--|---|
| <b>7. CONSUMER HEALTH AND SPORTS SERVICES</b>      |  |   |  |   |
| Health Services                                    | Is health insurance essential for every person?<br><br>What are future careers in health care? | Economics of health care, Health equity, Access to health care, Health care financing including insurance, Careers in health care | Health promoting materials<br>Case Studies   | Discussions;<br>Interactive sessions and Quiz competition |
| Govt. Agencies Promoting games and sports in India | What is the role of Government in sports promotion?  | SAI, NSNIS, Institutes of Physical Education, Sports School, CBSE, NCERT<br>Yoga<br>Institutions                                  | Sports and Sports Education Promoting Agencies<br><br>Literature, Information<br><br>Institutional Profile<br>Reading Material | Projects<br><br>Interactive Session                       |