

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

**DEPARTMENT OF EDUCATION IN SOCIAL SCIENCES & HUMANITIES
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SRI AUROBINDO MARG, NEW DELHI - 110 016**

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/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
1. HUMAN BODY				
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 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 Study materials	Observation, Demonstration and Practices of washing hands.
2. MOVEMENT AWARENESS				
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
3. FOOD AND NUTRITION				
Need of food	Why do we eat food?	Food as a source of energy for work	Food at home/Tiffin	Play-way activities Using picture stories

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
		and play	Mid-Day Meals 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 Mid day meals Various kinds of food items	Observing food items at home Discussion with friends or peer-group 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 Eating as per need Importance of not wasting food	Food at home/Tiffin Mid-day meals	Discussion and demonstration 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 Appreciating some one else's food Enjoying different tastes	Food at home/Tiffin Special foods on festival days	Demonstration Teachers' participation in eating with children Sharing of experiences
4. SAFETY AND SECURITY				
Safety rules	What hinders safe play? How can we avoid mishaps and injuries?	Common hindrances to safe play Common mishaps at school, play-ground, road and home, sun heat Measure to prevent such accidents	Series of pictures and posters/stories Series of pictures and posters/stories	Identifying play areas in the surroundings (community/ school) for safe play Walk in community places, playing in sports grounds Assessing the hazards and keeping the body safe
5. WE AND OUR ENVIRONMENT				

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

Class-II

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
1. HUMAN BODY				
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 Demonstration Observation Sharing of experiences
2. MOVEMENT AWARENESS				
Body Movements	What are the fundamental movements? - How high can I reach? - 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 Hop, Jump 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 Standing on one leg
	How do I clap? How can I clap to count? How to set rhythm with music? Can I jump to the count?	Rhythm	Whistle, music, clapper, rope, ball, ribbons, benches etc.	Demonstration Clapping + Clapping on count Bounce the ball on the music Children act as ball and bounce on music

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
	Can we fly like a bird? Can we walk like animal? Can we move like a fan? Can we sway like a tree?	Imagination, imitation & Mimic	Examples of various birds, animals, objects etc.	Swinging of arms, body rotation Clock-wise and counter clock-wise movements Sway like a tree Motion/action songs related to movements
3. FOOD AND NUTRITION				
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? Who produces food? Where? Where do we buy food from? Where the food is prepared at home?	Sources of food Farmer (farm, field etc.) Ration-shop, Other shops, Canteen etc. Kitchen	Mid-day meals Materials Pictures/ Illustrations	Question-answer Discussion regarding awareness about shops providing food items 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 Songs
4. SAFETY AND SECURITY				
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) Reporting to the elders in the event of injury and/ or sickness	Blackboard Charts	Demonstration and Discussions Demarcation of sports grounds/playfields, cleaning and keeping it free from hazards, i.e.: Removing Glass, paper, plastic etc.
5. WE AND OUR ENVIRONMENT				
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

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

Class-III

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
1. HUMAN BODY				
Growth and Development 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 Normal and deep breathing 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) 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 Listen to teacher / each other Listen to various type of sounds Compare the types of sounds (automobiles, songs, TV programmes, music, drum, water etc.) 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) Proper toilet habits Importance of proper clothing and footwear Proper play and rest	Charts, posters, models	Demonstration and discussion Action songs
2. MOVEMENT EDUCATION				
Neuromuscular Coordination	How do we combine various physical movements?	Neuromuscular Coordination Coupling of Movements ; e.g. Can we combine:	Open space Lime powder for marking of the ground	Performance of neuromuscular co-ordination, activities like jogging, running, hopping, leaping, rolling etc.

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

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
Cleanliness of Surroundings	How can we keep our surroundings clean & beautiful?	Maintaining cleanliness of class-rooms, playground, toilets and bathrooms, home, room, utensils 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 Discussion
4. FOOD AND NUTRITION				
Likes & Dislikes about food	What are food items that we like most? What are the food items that we don't like and why?	Habit of appreciation of food Removing unfounded dislikes	Mid-day meals, Tiffin, Meals at home, fruits which are easily and locally available	Question-answer Songs Experience sharing
Wholesome Diet	Why should we take wholesome diet?	Constituents of food (energy, body building, protection) Implications of junk food Frequency of taking food	Wholesome food items Charts Posters Mid-day meals	Demonstration of food material Observing implementing mid-day meals programme 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 Bring variety of foods on particular days Special foods during festivals) Discussion on chart of balance diet
5. SAFETY AND SECURITY				
Keeping safe	What can we do to keep ourselves safe and how?	Safety measures Fire, electricity, fire crackers, water, animals and insect bites, sharp objects, insecticides	First-aid materials (Creation of standard First-Aid Kit) Available safety gadgets, Materials	Demonstration Role-play Group Discussion Sharing experiences
6. SOCIAL HEALTH				

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

Class-IV

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
1. HUMAN BODY				
Heredity and Environment	In the family, whom do I resemble physically 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 Materials on child's own experience in family, school and community.	Stories Sharing of experiences of children's life
2. MOVEMENT EDUCATION				
Physical Exercises	Why do we exercise?	Objectives of exercises: Good for health and fitness Base for sports performances Importance of warm-up, rest and sleep	Open space Charts Whistles Lime powder for marking	Exercise on two, four and eight counts Calisthenics Jogging, Running Simple stretching General warm-up exercises - Toe-to-head - Head-to-toe
Speed and Power	How fast can we run? How high can we jump? How far can we throw?	Speed Power	Stop watches, open space, measuring tape	Sprinting, Running in Variation Vertical jump Standing broad jump 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? Can I roll on the line? Can I roll on the bench/beam?	Coordinating motor ability with partners and objects	Mats or Soft surface with carpet/dari on it Open space/Indoor	Rolling with partners (double/triple) Free play (informal games & sports)

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
Rhythm and Reflexes	Can I perform on command/rhythm?	Reaction time Responding to command Responding to rhythm	Whistle Clapper	Positions of 'On your marks' and 'Go' Positions of Attention, Stand-at-ease, Right-turn, Left-turn, About-turn Marching on-the-spot (Kadamtal)
3. WE AND ENVIRONMENT				
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 Sources of water supply Agencies responsible for water supply	Pictures Study Materials	Discussion and Demonstration on: (i) Various ways of water supply (ii) Differences in rural and urban areas
Water purification	How can we differentiate between pure and impure water? How can we purify water at home?	Water purification methods	Study materials Things/articles needed for water purification	Discussion & Demonstration (water purifying experiment in the class)
4. FOOD AND NUTRITION				
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, 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/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
Malnutrition	What is malnutrition and its causes? What are the effects of malnutrition?	Malnutrition and causes of malnutrition Deficiency problems, obesity.	Pictures Study materials	Discussion
5. SAFETY AND SECURITY				
Road Safety	How do we cross the road? How traffic is controlled on the road?	Walk-ways, Zebra-crossings Traffic signs	Charts, Drawings, Models, Road-safety literature	Mock-play (Policeman, driver, pedestrian, cyclist etc.) Action-songs Demonstration of traffic signals - Charts
6. SOCIAL HEALTH				
Social Relations	How many friends do you have in neighbourhood and in school?	Social relations: Home, Neighbourhood, Society	Picture stories Other study materials	Discussion/Sharing of experiences from Home, Neighbourhood, Society
Psychological Security	What things are you afraid of in your daily life? How do you cope with your fears?	Types of fear, Introduction to Coping skills	Materials on Child's daily life experiences 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
7. CONSUMER HEALTH AND SPORTS SERVICES				
Human resources and services of play and health management	Who can help me to learn games and sports? Who can help me in case of injury? Whom can I approach in emergency?	Teacher, Coach, Captain, Trainer, Teacher Emergency on road, in park, play ground, school, home Ambulance, First-aid, 101, 100, Dispensary, Hospital, Primary Health Centre, Child help line.	Pictures and Charts, Available resource material	Discussion, Visit to stadium, PHC/Hospital. Fire Station Demonstration of First-Aid Kit/ Illustration

Class-V

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
1. HUMAN BODY				
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 Models Study materials Own body	Discussion, Demonstration Breathing Exercises
Postures	Why do we have correct postures	Correct Postures: Sitting, walking, running, lying, lifting objects	Chart, Pictures Study materials	Demonstration and practice postures while sitting, walking, running, lying Posture while lifting objects Posture while working on computers
Worms	How are we affected by worms? How can you treat worms? How can they be prevented. 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 Preventing and Treating worm infection Proper use of toilet & washing hands.	Charts, Model Life specimen School Health Services Study materials	Story Telling School Health Check ups Situational analysis: (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? There are 50 female worms in Rupa's intestine. One female worm lays 2,00,000 eggs in a day. How many eggs would the 50 female worms lay in all? More problems could be made on cost of treatment)
2. SPORTS SKILLS ABILITIES				
Indigenous and Self-defense activities	What are the popular games in our region, which we can play ? What are the games of Indian origin? How can I be ready to save myself from attack of an	Local games Games of Indian origin Self-defense, Martial Art, Games of different parts of India, Lathi, Kalapati,	Games without apparatus, Lime powder for marking of ground, whistle Judo mats	Demonstration and Discussion Playing locally popular games Kho-Kho, Kabaddi Martial Art – Judo/Karate/

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
	opponent?	Wrestling, Salambam		Taekwondo
Coordination, Flexibility, Balance and 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 Mats (if available)	Demonstration & Practice of skills 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, 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 Track Events (dashes-standing and crouch start, relay, simple hurdles) Jumps (running long jump, modified high-jump, hop-step-jump) Throws (Cricket ball throw)
3. WE AND ENVIRONMENT				
Personal Hygiene	How can I observe personal hygiene? Why do we need toilets?	Cleanliness 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? Experience sharing on habits of personal hygiene
Plastic Waste	How plastic is important in life? How do plastics harm the environment? How do we safely use plastics?	Plastic substances, Use and Abuse of plastics Safe disposal and Recycling of Plastics	Plastic articles	Items-show 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? Which are the Agencies involved in Water purification.	Processes of Water purification at community level	Locally available resources Indigenous practices	Arrange field visits to the local water purification and distribution plant
4. FOOD AND NUTRITION				
Food culture	What are our traditional food habits?	Traditional food habits and health.	Locally available resources in various cultures	Question-answer Experience sharing Demonstration – different ways of eating

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
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 Charts	Experience-sharing Workbook
Food borne Diseases	What are the diseases caused by food contamination? How to prevent it?	Causes of food contamination 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 Outside/road-side eateries, dhabas	Visits the places to observe and note the findings
5. SAFETY AND SECURITY				
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 Charts, Posters	Demonstration, Interaction Opportunities to develop confidence in water, fire and natural calamities Demo for correct use of appropriate use of safety equipments like fire extinguishers etc.
6. SOCIAL HEALTH				
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 Managing relations	Child's own experiences Input from siblings, classmates	Interactive group-discussion
Peer-group Relation	Can we play in group, enjoy and do not fight? What happens if I win? What happens if I lose?	Harmonious relations Respecting self and others Understanding winning & losing	Lead-up games Minor games	Group Dances LEADUP GAMES : - Rolling and Kicking - 10 passes basket ball - Bucket Cricket - Circle Kho - Tunnel Ball - Teniquet

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
				<ul style="list-style-type: none"> - Target kicking - Leg Cricket MINOR GAMES : ON THE BANK IN THE POND
7. CONSUMER HEALTH AND SPORTS SERVICES				
Physical resources and services of play, fitness and health management	Where can I go for health fitness? Where can I go for medical advice?	Stadium, Club, Akhara, Vyayamshala, Sports Centre, School, Community Centre etc. Dispensary, Hospital, Primary Health Care Centre	List of Health Fitness Centres	Information session Group work 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/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
1. HUMAN BODY				
Growth and Development	What is growth and development?	Meaning of growth and development.	Height-measuring equipment/ Marked wall Weighing machine	Measuring height and weight of the students
	What is the difference between growth and development?	Difference between Quantitative & Qualitative changes	Charts Posters 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 Norms of height/weight Records of Anthropometric movement	Group-discussion and experience-sharing
	How my body functions?	Functional organs- Systems in relation to Health fitness	Figures Charts Photographs	Workbook/Group work
Bones	What are the different kinds of bones in our body? How are they joined to each other? How are they formed? How can we make our bones healthy?	Bones and their function Nutrients for Bone formation	Pictures of the skeletal system (back and front)	<ul style="list-style-type: none"> - Feeling and counting the bones of the body as one sees a picture of it - Physical activities like running, jumping, skipping
Common Injuries of Bones	What do I do for a broken bone?	Keeping bones healthy First aid for fractures	A cardboard pipe, a piece of rope or thread to show vertebra.	Show chart, discussion on experience.

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
Disabilities and Difficulties	How do I perceive differently abled persons?	Different kinds of disabilities Learning to understand and to help persons with physical disability	Study materials 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 Demo and feedback 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 Experience of illness disease, pain, discomfort; Common health problems: (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. Also discuss what are the things one does to relax. Is there a difference between the boys and girls?
2. PHYSICAL FITNESS				
Physical Fitness	Are we healthy? Am I physically fit? How can we become more fit?	Concept of Health Concept of physical fitness Strength, Endurance and Flexibility	Charts Information material Work-book Motivational techniques Pictures of athletes and sportspersons Sports bulletins Sports records - making and breaking	Classroom session on physical fitness : Discussion, Explanation
Introduction to Components of Physical Fitness	How fast can we run? How strong are we?	Assessing speed Assessing strength	Open space Lime powder Medicine balls Minimum strength Test 30 M & 40 M Dash	Demonstration & Performance Practical exercise like running, short sprint, broad jump, 600 mtr. run.

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
	How flexible I am? Can I coordinate my movements?	Test for flexibility Coordinative abilities	Sprints – dash running, Strength - squats, medicine ball exercises etc. Sit and reach-test Test for flexibility, Minor Games Aerobics, folk-dance (solo, pair, group) Folk-dance resources (music/equipment)	
Leaders and followers	Can we be ready for instruction? Are we able to impart or follow instructions?	Formations Line, file, circle, oval, triangle, diamond, rectangle, square, pyramid Working/ response to command Working in formation and groups	Markers Microphone/ PA System Drum	Count-in-two/three 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 Observing ethical values Participation in competitive sports Regards for rules, regulations and judgments Team-spirit	Material on fundamental skills : (Reinforcement of previously acquired skills and fitness) Track and field Gymnastics** forward roll, backward roll, sideward roll, balance on one leg, cat and scissor jump, 180 turn on leg. Team Games & Sports (any two) 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/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
Important of Yoga	suitable for me and why should do asanas and pranayam?	asanas	video clips	Vrikshasan, Bhujangasan, Shalabhasana, Pranayam
3. WE AND OUR ENVIRONMENT				
Microbes – useful and harmful;	What are microbes? What are the different types of micro- organisms?	Microbes – useful and harmful; how they cause disease and how they are useful?	Observation	Observing the conversion of milk to curds, fermentation for idalis and bread Demonstrate the useful effect of microbes by curdling milk in the class room; raising of dough. Talk about soil microorganisms and how they help maintain soil fertility
Water borne diseases	How water-borne microbes cause disease?	Water and Food- borne diseases	Charts, Models, Slides, Field visits	Role play – A group of children could represent disease causing organisms, some of them can represent children suffering from these diseases; in-built message of prevention and protection from these water and food borne diseases Call a local doctor of a nearby PHC/ Hospital/Clinic and let the children interact with him/her.
Diseases transmitted through fecal matter	How are these diseases transmitted?	Transmission of fecal during rainy season food borne diseases	Charts, Models, Slides, Microscopes	Demonstration, Lectures
4. FOOD AND NUTRITION				
Purchasing, consuming and preserving nutritious food	What is the availability of food? What are the food we preserve and why?	Diversity of Indian foods, seasonal and locally available food Purchasing food and economics of foods, consuming patterns based on economic levels, food practices and preservation of food values, cooking methods	Locally available foods, Posters, Charts Local markets shops Workbook	Explanation Method Visits to presentation and processing units Sharing of Experiences Preparing the locally food items that can be preserved.

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

Class-VII

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

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

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ 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 & how we can prevent it?</p>	<p>Concept of good environment</p> <p>Different sources of Environmental Pollution & 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>
4. FOOD AND NUTRITION				
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>
5. SAFETY AND SECURITY				
Common Injuries	How we deal with common injuries?	Simple common injuries Identification & Treatment	First-Aid Box	Practicals & Role play

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
6. SOCIAL HEALTH				
Community Health	What is our responsibility towards the health of self and community'?	Social responsibility Our role as a change agent	Work book on health and habits 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? How can you say 'No'?	Peer pressures Ability to say 'No' Health hazards of smoking, alcohol and drugs abuse	Advertisements, wrapping papers, warnings, packets etc. of related items Informative material	Discussion 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 Observation of self and others	Discussion followed by guidance
Outstanding personalities in Health and Sports	Who are your role models? How can they influence our society and culture? How did the personalities contribute to these discipline and society?	Role Models in relation to different games and sports.	Role Models Biographies, movies, posters, T.V., radio, magazines, newspapers highlighting local/ panchayat level achievers etc.	Story-telling Life-experiences 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? What make it difficult for you to do things that make you happy? How can you reduce these barriers?	Creative leisure	- Material - Chart, poster - Film	Play, exercise, reading books, poetry, singing, dancing, play-models Identifying individual potentials through observation. Guidance to find ways for utilizing time

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
7. CONSUMER HEALTH AND SPORTS SERVICES				
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 & 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

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
1. HUMAN BODY				
Mental Health	What is the difference between Mental Health and Mental illness?	Concept of mental health and mental illness.	Charts, Posters 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, Charts School Health Services	Discussion School Health checkup Referral and follow up
Emotional Development	Why am I in such a bad mood? How can you take control of it? When do I get angry? How can I manage my anger? What is shyness, what are the causes of shyness? What can someone do about shyness? How can you overcome it?	Emotional changes concern for physical appearance, assertion of individual identity, existing social values and norms : moods, anger, shyness, etc. Identification of causes for mood swing during adolescence and strategies to overcome it.	Reading Material Books 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? How can you achieve them or not achieve them? How can you be positive? How can you focus	Goal-setting Identifying own strength and weaknesses Planning strategies to achieve set goals	Reading Material 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/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ 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? Setting goals for your physical accomplishments, competing against own/others' sports records and performance Evaluating the opponent team and planning own team's strategy
2. ORIENTATION TO SPORTS SKILLS				
Sports Skills (- For recreation - For Competition)	Can we recreate through physical activities? How many more games we can play?	Recreation through physical activities Learning of Basic Sports Skills Fundamental skills of nay two major games as per the availability of facilities	Reading Material Depending upon the nature of recreational activity	Activities Recreational Games – badminton, table-tennis etc., Party Games Modified Games Football, Hockey, Basketball, Cricket, Kho-Kho, Kabaddi Volleyball, Swimming, Judo, Wrestling etc. TRACK & FIELD GYMNASTICS 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 Bent knee sit-ups Shuttle run
Yoga	What are the asanas and kriyas we can perform?	Flexibility Static contraction of muscles	Charts, Posters, Graph, Photographs	Performance of Halasana, Ardha-Matsyendrasana, Paschimotanasana,

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

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
First-aid	animals? Where is treatment available? What are the situations which require first-aid?	bites Hospitals, PHCS	Material First-aid box	along with providing first-aid, Role Play Practical classes of first-aid, bandaging. PRICER – Prevention, Rest, Ice, Compressor, Elevation and Rehabilitation
6. SOCIAL HEALTH				
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 Experience-sharing (peer group) Guidance and Counseling
7. CONSUMER HEALTH AND SPORTS SERVICES				
Health Programmes and Blood Banks	Do health services respond to our needs? How do we make them responsive?	National health programs including NRHM (National Rural Health Mission) Blood banking, blood groups, and blood safety Patients' rights, role of school and Gram-Panchayat, Community	Information bulletins, brochures, newsletters Information bulletins, brochures, newsletters	Group Project on experiences with health services in family and community Organising blood donation camp 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 Advertising and Health Advertising and Sports	Resource Material	Project to gather advertisement related to health and sports information

Class-IX

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
1. HUMAN BODY				
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
2. ORIENTATION TO PHYSICAL EDUCATION & SPORTS EDUCATION				
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/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
	physical activity?			
Physical Fitness	What is Physical Fitness? What are the effects of Physical fitness on our human body?	Concept about Physical fitness Components of Physical Fitness	Reference books. Stopwatch, measuring tape	Conducting physical fitness tests like- Short runs, Distance runs, Sit-ups, Pull-ups, Pushups, Vertical and Standing Broad jumps. 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 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 Physical, Physiological, Psychological Environmental Factors	Playfield, stopwatches, measuring tape, textbooks/reference books	Demonstration and Participation in games and sports
Fatigue	What is Fatigue?	Concept of fatigue 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? How to judge the Load?	Relationship of load and adaptation 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/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ 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? What motor skills are required to play a sport?	Historical evolution, rules and terminologies of various sports. Description of fundamental motor skills needed to play a sport and perform. Knowledge about elite Sport Personalities	Playfield of various sports, teaching in classroom, availability of various sports equipment. Biographies about sport personalities	Sports selection (any two) : Badminton, Basketball, Cricket, Football, Gymnastics, Hockey, Kabaddi, Kho-Kho, Swimming, Table-Tennis, Tennis, Volleyball Combative Sports: Judo, Wrestling Preparing record book Discussion
Physical, Psycho-social Development	Are we ready for Competition?	Meaning and Types of competitions. Types of Tournament Avenues and levels of competitions	Playground, Classroom Reading Materials	Drawing of Fixtures for competitions namely, Single Knock-out and Single League Assignments
Ethics in Sports	How do you maintain Ethics in Sports? How can we inculcate values through	Introduction and understanding of Ethical and Moral values. Professional values 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 Marching, Demonstration of activities and playing various

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
	Physical Education?	Education programmes in inculcating such values		recreational games Story Telling of various sports personalities
Yoga	What is stretching? How can we improve flexibility?	Meaning and importance of stretching and flexibility	Charts, Posters, various visual aids	Learning and Performing of following Asanas: Ugrasana, Dhanurasana, Simhasana, Uttanmandukasana, Kukkutasana, Nauli and Kapalabhati
3. WE AND ENVIRONMENT				
Waste Segregation & Management	What is Waste segregation management? What is recycling?	Degradable and non-degradable, waste	Laboratory of the School Compost Pits	Observing Compost Pit. Laboratory experiments in school Health and Physical Education Visits to Recycling Units
4. FOOD AND NUTRITION				
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 Age 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? 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/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
	Malnutrition? What is Anorexia and Bulaemia?	Over Nutrition (obesity), Under Nutrition and effect of these on Health		
5. SAFETY AND SECURITY				
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. Asking students to assimilate materials required to make a first-aid box like bandage, gauge, and crepe bandage, few medicines, gentianbiolet antiseptic liquid etc. - Case studies - Role Play - Discussion
Sexual Harassment	What is sexual Harassment?	Different Dimensions of Sexual Harassment, Gender Sensitization to Sexual harassment, Sexual abuse. Gender equality and changing perception of role stereo types of male and female	Care studies, materials related to Sexual Harassment	
6. SOCIAL HEALTH				
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 Reading Materials	Discussion, Essay Writing, Debate 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 Optimum use of natural resources	Chart Material	Demonstration/visit to find the importance of natural resources 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 Chart Poster	Performing the art of communication. Demonstration and presentation of

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
				knowledge for healthy living
7. CONSUMER HEALTH AND SPORTS SERVICES				
Rights and Responsibilities for Health	What are our rights and responsibilities for protecting our health?	<p>Patients rights and responsibilities, Consumer rights and protection, Health and technology including telemedicine</p> <p>Adolescent friendly health services relating to information counseling and other facilities</p>	<p>Rights of consumer through lecture/literature</p> <p>Websites and organizations</p>	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	<p>Visit to nearest associations or by participating in various levels of competitions</p> <p>Assignments</p>

Class-X

Theme/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
1. HUMAN BODY				
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? 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. Basic pharmacology and how does it has impact on the human body and illness, Vital statistics Knowledge about measuring BP, Pulse-rate and Mid arm circumference Examination of conjunctiva, tongue nail bed etc.	Materials Films Use of visual aids, Sphygmomanometer and stethoscope for measuring blood pressure, tape for measuring circumference	Discussion Interactive Session 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/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
2. ORIENTATION TO PHYSICAL EDUCATION & SPORTS EDUCATION				
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 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 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) 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/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ 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. Role of Yoga in stress management	Photographs, Posters of yogic practices, Audio-visual aids	Demonstration and performing of various Asanas: Shirshasana, Shalabasana, Bakasana, Mayurasana (for boys), Hamsh asana (for girls), Uttana Kurmasana (for boys), Anuloma –viloma
3. WE AND ENVIRONMENT				
Healthy Community living	How do we live in a community?	Importance of camping; Organization of camping; Relationship with community; Inculcation of values to live together	School Premises; Camping sites outside the school	Trekking; Hiking; Rafting; Community interaction; Community involvement; Leadership qualities; Cultural activities
4. FOOD AND NUTRITION				
Insecticides Pesticides 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? 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/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
5. SAFETY AND SECURITY				
Occupational health hazards	What is the importance of safety at work place?	First aid Safety while working with machines Handling insecticides, electricity, electric gadgets	Resource Material, Media Material	Discussion and sharing the experiences of peer group
Precautions while taking medicines	What precautions should we take while using medicines? How can these be harmful to our body?	Knowledge about medicines and its side effects on the body Effect of excessive use of medicine Commonly abused substance (drugs) Ways of preventing drug abuse	Medicines, Charts	Discussions and lectures
6. SOCIAL HEALTH				
Education about Health and Role of Institutions (including school, family and sports) in Promoting Health	How can we secure our future? How can we educate people about their health? 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 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/ Sub-Theme	Questions	Key Concepts	Resources	Activities/ Processes
7. CONSUMER HEALTH AND SPORTS SERVICES				
Health Services	Is health insurance essential for every person? 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 Case Studies	Discussions; 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 Yoga Institutions	Sports and Sports Education Promoting Agencies Literature, Information Institutional Profile Reading Material	Projects Interactive Session