

School Health Manual

(Teachers' Manual for Class I - V)

VOL. II



Grains

Vegetables

Fruits

CENTRAL BOARD OF SECONDARY EDUCATION



दोहे: Oil is not a food group, but you need some for good health. Get your oils from...

Acknowledgements

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Preface



Childhood and the age of adolescence are perhaps the most momentous period in an individual's journey of life. They are characterized by creative bursts of energy, immense curiosity about the self and the world, sudden changes in the physical, emotional and social dimension and expanded need for communication. They are also periods of grappling with an identity crisis, feelings of isolation, anxiety, alienation and confusion. Each individual is unique with inherent positive attributes and latent potential and it is the responsibility of the school to provide opportunities for young talent to blossom and flourish.

The biggest killer in the world today is not war, disease or natural calamities. It is life style related diseases. Health is an important component of the concerns regarding adolescent issues. Obesity, lack of physical activity and exercise, mental and emotional stress are major concerns. The experiences gained as children often stay with us throughout life. Therefore there is a need to create health oriented school climate so that appropriate ambience is created which is sensitive to the health needs of school going children and helps to promote their well being.

The new millennium school must provide a setting where education and health programmes come together to create a health promoting environment which in turn promotes learning. It constantly strengthens its capacity as a healthy setting for learning and preparing for life. Such schools use its full organization potential to promote health among students, staff, families and community members.

Schools need to provide a safe healthy environment which includes safe, clean water and sufficient sanitation facilities, freedom from abuse and violence, a climate of care, trust and respect, social support and mental health promotion.

The school can work in the arena of Food and Nutrition, Knowing Your Body, Personal and Environmental Hygiene, Behaviour and Life Skills, Physical Fitness and Being Responsible and Safe. The Manual provides guidelines to all stakeholders including managers, principals, teachers and students. There are activities designed for different levels in the different volumes of the Manual. The first part of the Manual recommends setting up of a Health Club to further carry on these enrichment activities within the school. The ultimate objective of the Manual is to involve the school going child in making healthy life style choices.

The Comprehensive School Health Manuals are an outcome of the collaborative effort of CBSE along with the guidance provided by Dr. Cherian Varghese of WHO India. The Manuals would not have been possible but for the effort and support provided by the material production team under the expertise and guidance of the Secretary CBSE, Shri Vineet Joshi (I.A.S.). I would also like to thank Dr. Sadhana Parashar, Education Officer CBSE for co-ordinating and editing the Manual. There are four volumes in the package. The First volume is Introductory and the other three consist of graded activities for each level : Primary, Upper Primary and Secondary as well as Senior Secondary.

Any further suggestions for improving the manual are always welcome.

ASHOK GANGULY
CHAIRMAN

Message



ARJUN SINGH

Minister Human Resource Development

Childhood is a time of immense creative energy, joyous, carefree and abundantly energetic. It is also a time of widening horizons at the cognitive, social, emotional and physical level. Sometimes the adolescent can feel isolated and struggle to cope with changes in the face of the complexity of demands being made on their psycho-social mindscape due to the changing world around them.

The need of the day is to address the various concerns of the young adolescent in a holistic manner. The health and development of future generations will depend on the health of young people today. Education can play a supportive role by incorporating all aspects of adolescent health concerns in the curriculum plus of school education.

I am delighted to learn about the ongoing Comprehensive School Health Plan that the CBSE is implementing through its schools. The Health Policy, the attention to factors which contribute to positive health of school going children and creating awareness regarding issues of health through the setting up of Health Clubs are major steps taken up by the Board and are indeed praiseworthy.

The Global School Health Survey that the Board has conducted in collaboration with WHO on a random sample cutting across the heterogeneity of schools is also noteworthy. Truly, the nation needs a comprehensive health plan integrated within the school system. This will harmonize the effective partnership of health and education sectors to facilitate the holistic approach to child and adolescent growth. This will also lead to healthy living and future life style changes. I hope the activities suggested in the Manuals for various levels are followed in spirit and we can create a health conscious youth. I wish the CBSE and the schools the very best in this endeavour.

March 5, 2007
New Delhi.

(ARJUN SINGH)
Minister Human Resource Development

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक [सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए, तथा उन सब में, व्यक्ति की गरिमा और [राष्ट्र की एकता और अखण्डता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

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About The Comprehensive School Health Manuals

The Comprehensive School Health Manuals address a basic gap in schooling that has crept in over the years. This is largely to do with the aspect of school health which has somehow been relegated to sporadic health check-ups or in some cases a few hours of health instruction in the curriculum. It is imperative that something is done urgently to take up the issue of holistic health in school going children which includes physical, mental, emotional and psychological health. The School Health Policy and presently the Manual proposes to view health holistically, utilize all educational opportunities for health promotion including formal and informal approaches in curriculum pedagogy. Providing a safe school environment, an activity oriented health education curriculum to avoid health-related risk behavior, ensuring physical fitness activities and sports, providing nutritious snacks in the school canteen, ensuring access to primary health care services and integrated family and community activities and a staff health promotion policy are some of the expectations that a school should fulfill as was advised earlier in a circular issued to all schools regarding setting up of Health Clubs.

There are four Manuals in this package. The first Manual-Vol I is addressed to all stakeholders concerned with school health.

A health promoting school strives to provide a healthy environment conducive to school health, education and school health services along with school/community projects and outreach opportunities for physical education and recreation, social support and mental health promotion.

School Health Clubs can become the focal point of school health promotion which would encompass the entire school environment and become a school campus activity. A checklist for a Health Promoting School is included so that schools can monitor their own School Health Plan. The responsibilities of the

Administrators, Principals, Teachers, Counselors and Community leaders are also spelt out. Monitoring, Evaluation and Sustainability of the Health Plan in each school is extremely essential. Fact Sheets regarding a Health Promoting School, focusing resources on Effective School Health and Improving School Performance through health promotion are other areas of concern.

The other three Manuals are activity based manuals for teachers. Vol II is Teachers Activity Manual which consist of activities for Primary Level (Classes I-V), Vol III is Teacher's Manual for Upper Primary Level (Classes VI-VIII) and Vol IV is Teachers' Manual for Secondary and Senior Secondary Level (Classes IX-XII). The activities revolve around six different themes - **Knowing your Body, Food and Nutrition, Personal and Environmental Hygiene, Physical Fitness, Being Responsible and Safe and Behaviour and Life Skills**. The objectives of the modules and activities is to focus on the different aspects of growth and age appropriate development of the child.

Knowing Your Body Activities will take the child from knowing its body parts and their functions to self awareness. Appreciation of the importance of each body part to heightened understanding of the need for correct information regarding growing up processes will help in creating a well balanced individual.

Food And Nutrition Activities focus on the effect of the right food and nutrition intake to generate positive energy and influence learning capacity. Geographical location alter or modify nutritional intake. Food can effect energy levels, concentration and learning.

Personal And Environmental Hygiene Activities emphasize on the need to ensure that children follow clean and regular habits regarding bath, bowel movement, sleep, oral hygiene, nails and hair. Once personal hygiene becomes a part of the regular system the child will look forward to having a cleaner environment.

Physical Fitness Activities will help children to maintain fitness, strengthen cardiovascular and respiratory system, keep bones and muscles strong, ease depression, manage pain and stress and above all make one feel alive, vibrant and energetic.

Being Safe And Responsible Activities help learners to understand the consequences of risk taking behavior and creating a safe environment for themselves and others. This would lead to a better quality of personal life and would enhance positive behaviour towards self and environment. Security and an environment that is physically and emotionally safe is the need of the hour and equipping a child to handle situations that are age appropriate is the task of the school, family and community.

Behaviour And Life Skills Section focuses on bringing about an awareness and in-depth understanding of behavioural issues revolving around a child which will certainly influence his or her academic performance and social development. The module is an attempt to forge clarity for the teachers to facilitate the child's learning progress. The objective of the activities is to highlight self management and coping skills within the child which will help him or her emerge as an individual who will be well equipped to handle related issues.

The Manuals are holistic in their approach since they deal with not only physical health but also mental, social emotional and spiritual well being. Their uniqueness lies in their participative and interactive approach. The activities mentioned can be easily incorporated in the classroom transaction, keeping in mind that hands on learning is internalized faster than conventional learning. It is also recommended that teachers may modify or customize the activities according to their social, cultural and demographic needs.

The CBSE has also undertaken a Global School Health Survey across different types of schools in various parts of the country. This is to collect data on health behaviours and protective factors that affect the immediate and long term health status of young children. The results from the survey will help in policy formulation at the local and national level. The feedback once analyzed will also help to further enhance understanding of health protective factors.

The activities for teachers in each Section are suggestive and it is earnestly hoped that they will carry on the spirit of each section through curriculum plus intervention strategies within the school. The activities are learner centred and will help to empower them to construct knowledge for themselves in a classroom or out of the class setting.

The future of young India is being shaped in the schools and it is imperative that all of us take a proactive role in ensuring that healthy and balanced young minds leave school and forge ahead confidently.

We wish teachers will find the Manuals useful and enrich them further with their wisdom and experience. It is an investment that each teacher, principal and parent must make to generate and augment creative and protective capacity of young people. This will go a long way in creating a sustainable social, healthy and peaceful society.

VINEET JOSHI
SECRETARY

At no point of time should one be stressed to do it. Any discomfort should be informed immediately to the teacher.

Very carefully, with calmness and poise, meditation has to be done with constant soft speech and well-planned instructions on how to perform the breathing exercises.

OBSERVATIONS:

Students will feel fresh after the session.

CONCLUSION:

Wonderful things happen in silence. Yoga is a very effective tool to build concentration and will power in children.

INFORMAL ASSESSMENT:

- (i) **Drill presentations** at the end of every month.

NOTE: No yogic exercises are to be done without the presence of a registered practitioner/ trained teacher.

- (ii) **Problem recognition tasks:** Let the student write down the times when he feels tired in a day. Providing clues (related to his eating habits, sleeping cycle, studies, posture he adopts during studies, time he devotes to games etc..) help him analyze his physical fitness. Assign small yogic exercises separately to the child if need be.

NOTE: The PT /sports teacher taking the class can be present during this activity to get insights which will help him note down areas of concern of a child.

KEY MESSAGE:

- (i) Awareness of our culture and traditions
- (ii) Getting up early
- (iii) Importance of exercise, *yoga* and *pranayam*

SUGGESTED ACTIVITIES:

- (i) What is *Yoga*? How is *Yoga* related to our Indian culture?
- (ii) Mention any two forms of *Yoga*.
- (iii) Prepare a table for yourself indicating study hours, games/sports timings, sleeping hours, dinner timings and duration. Get it signed by parents first and then show it to the teacher. The teacher in the mentoring classes can take up the issue with the student.
- (iv) A soul stirring *Shloka* can be played on the music player while students are told to meditate. As the music is played students repeat the steps learnt in the period.

Activity - Staying Fit!

BACKGROUND :

The child has a duty for his community. He needs to spread the message of good health to every part of the community he comes in contact with and the advantages of physical fitness.

Physical fitness : Keeps our body in excellent shape. It makes the body supple. It tones up muscles and strengthens bones.

- **Generates spirit of camaraderie :** It teaches a child about teamwork and unselfish play. Playing for team and not for personal accomplishment is the goal.
- **Teaches to accept defeat gracefully :** It assists a child in developing the skill for handling disappointments
- **Generates healthy spirit of competition.**
- **Channelizes energies constructively :** It inspires and energizes youngsters.
- **Makes a child more disciplined.**
- **Builds self esteem and confidence :** Sports improves body postures and lends grace to the body, thus enhancing self esteem. It boosts a child's morale when he excels at a specific skill he has e.g. If he is very good in fielding and bowling in cricket, he can work more towards honing that skill.
- **Builds good immune system :** It improves body immune system thus promoting good health. It builds good appetite.

METHODOLOGY:

1. Students are asked to make posters on "Staying fit".
2. A rally can be organized in and around the community.
3. Dressed in a sporty attire to get a feel of the run for health, students can demonstrate poses, slogans, verbal dialogues, importance of medical kit etc. on the microphone and spread the message. A team of teachers has to supervise the whole event. Constant soft speech and well-planned instructions on how to perform the breathing exercises is Essential.

CONCEPT

Need for awareness in the society about staying fit.



OBJECTIVE

To spread awareness in the locality about physical fitness.



MATERIALS REQUIRED:

A small mat (2mtx2mt), music player, cassette. If mat is not available newspapers can be used.



MODE

Group



TIME

One hour



OBSERVATIONS:

Students participate enthusiastically . They will love going out of the school and communicating the message to the community.

CONCLUSION:

It is equally essential to spread awareness in the society about the importance of being fit.

INFORMAL ASSESSMENT :

- a) Design a poem or a pledge to reinforce Being Fit.
- b) Write any five slogans on “Physical Fitness”.
- c) **Matrix method:** Let students complete the following matrix

S.No	Name of my...	Things they do for me...	Things I will do for them...	Ways I will be fulfill my responsibilities towards my...
	PARENTS			
	FRIENDS			
	SCHOOL			
	COMMUNITY			
	COUNTRY			

KEY MESSAGES:

- (i) Appreciation
- (ii) Importance of spreading socially relevant messages
- (iii) Valuing interpersonal relations
- (iv) Sensitivity towards people who may be physically unfit.

SUGGESTED ACTIVITIES:

- (i) What is a social message?
- (ii) Make a list of any five social messages being shown on the television.
- (iii) Prepare a collage for the class bulletin board based on social messages.
- (iv) Do an opinion poll in your class/school on how many students follow/implement the social messages.



BEING
Responsible
& Safe





5

Being Responsible And Safe

Activity - My Home Safety

BACKGROUND:

Home Safety can protect people from intruders, but it can also be harmful if security features prevent quick escape during a fire emergency. Families seeking to protect themselves from one hazard can unknowingly put themselves at risk from others. Home security and home safety can and should work together and you should take the time to examine your entry points (doors and windows) to make sure home security doesn't interfere with your safety.



METHODOLOGY:

1. Divide the class into groups (maximum eight in a group).
2. Give separate topics related to homes where safety is concerned. For e.g. kitchen, living room, electronic devices etc.
3. Ask the students to prepare a **role play** on the given topic.
4. The teacher can give as many inputs related to the class level concerned and help them create a dramatised presentation.
5. This can be showcased in the class first and after further refinement can be shown in the assembly.

CONCLUSION:

Every corner of the house needs safety measures to be followed. A little negligence can become the cause of a major accident.

INFORMAL ASSESSMENT:

- (i) Write five/ten lines on the learning that took place after the presentation.

CONCEPT

Safety at homes is an essential requirement.



OBJECTIVE

To make students aware of various issues related to safety in homes.



MATERIALS REQUIRED:

A pen, paper, role play requirements (if any)



MODE

Group



TIME REQUIRED

40 minutes



- (ii) **Poster making:** Prepare a poster on *Safety in my house*.
- (iii) Mention any four safety measures one should undertake when there is a gas leakage in the kitchen.

KEY MESSAGE:

- (i) Self realization
- (ii) Skills enhancement
- (iii) Being preventive

SUGGESTED ACTIVITIES:

- (i) How can lightening affect the electronic devices at home?
- (ii) **What ifing:** A range of open ended questions can be thrown to the class for eg:
 - (a) **What if** the electric bulb bursts all of a sudden?
 - (b) **What if** your younger brother or sister gets a cut and it starts bleeding?
 - (c) **What if**
- (iii) Name three chemical substances to be kept at home for safety purposes and which can be used as First Aid after an accident.
- (iv) Put up a list of Do's and Dont's safety rules in your own home as well as in the school.
- (v) Make a list of First Aid measures in case of mini fire, injury or insect bite.



Activity - Safety Kit

BACKGROUND:

A child needs to know how to go to school safely and walk down home safely. Accidents during travel are very common now-a-days. A child has to know minimum Life Skills while travelling on the road anytime so that he does not endanger his life and also the persons with him on the road. Drive and let others drive safely too should be his motto.

METHODOLOGY:

1. Select out any seven speakers from a class.
2. Conduct an extempore in the school in one of the language classes.
3. Students can be briefed about the various issues, accidents happening in and around by the teachers from time to time.
4. On an informed date with proper instructions being given the child can be asked to express his points related to safety.
5. Different situations can be given like on road, in air travel, on train, while walking and trekking etc....



Safety norms need to be highlighted during the presentation.

OBSERVATIONS:

Students will be able to speak on the given issue and will also benefit from what others say.

CONCLUSION:

Extempore is a very healthy technique to enhance **Speaking skills** and **Creative Thinking** in a child.

INFORMAL ASSESSMENT:

- (i) **Collège making:** Prepare a collège from newspaper cuttings on the topic **My role in building a safe society.**
- (ii) What is a safety kit? What should it contain?

CONCEPT

Safe travelling is a very important area of concern.



OBJECTIVE

To generate newer ideas in children (creative thinking) about safety issues on the road/while travelling.



MATERIALS REQUIRED:

Posters on Road Safety, Traffic Rules.



MODE

Individual



TIME

1 minute for each child



(iii) Take the students out to the field for a hockey /cricket/volley ball match.. Let them plan their safety tool kit for the class and preserve it for the whole session.

- What type of planning should be done with regards to safety while traveling. The child can choose his/her own mode of travel.
- Children can be made to practice sitting, standing and moving with awareness and confidence. They practice how to look and speak so that people will bother them less and listen to them more. They practice noticing and observing what is happening around them so that they can prevent trouble before it starts.

KEY MESSAGE:

- (i) Planning ahead
- (ii) Self monitoring
- (iii) Being preventive
- (iv) Devising Safety Kits

SUGGESTED ACTIVITIES:

- Choose the right chores for your child's age and level of ability. Choose beginning tasks at which your child can easily succeed. Make tasks manageable. Assign chores that produce pleasant effects. Give an incentive to finish. Set reasonable performance standards.
- **Dramatization of Road Safety Rules**
- Organizing Safety Weeks
- Creative writing on issues that children need to be aware of while travelling (unclaimed objects, talking to strangers, good touch and bad touch, helping the elderly, younger children and differently abled)
- Collection of newspaper cuttings and reports that reinforce Safety Norms.



Activity - I Am Responsible!

BACKGROUND:

While in public places like canteens, malls, zoos, theatres, market places etc. one needs to behave responsibly.

METHODOLOGY:

Arrange for children to participate in a community project such as planting flowers in a favourite park. Help your child understand why you chose particular social causes and convictions. Allow him to voice his opinions.

Focussed listening:

1. Divide the class into groups.
2. Start off a discussion on the responsibility of an Indian citizen and generate more ideas from the students.
3. Motivate them to speak.
4. Add variety to the discussion by changing the subtopics under the broader perspective of *Need for a responsible Indian*. To make the discussion interesting show cut outs from papers and keep brainstorming on the issue.
5. One student is to be made the recorder who will keep noting down the points discussed in the class on the notice board.
6. Conclude by summarizing the discussion.



OBSERVATIONS:

Students will mostly participate freely in the class. Newer ideas will be generated and different students may see one picture differently.

CONCLUSION:

If students are empowered to make responsible decisions and participate in discussions related to their neighborhood, community and their country, they will emerge as responsible Indians.



CONCEPT

Responsibility in public areas is extremely important



OBJECTIVE

To make the child aware of responsible acts in public areas



MATERIALS REQUIRED:

Articles, Stories, Editorials



MODE

Group



TIME

40 minutes



INFORMAL ASSESSMENT:

- (i) Why is it unsafe to step out of homes alone in the night?
- (ii) When you go out for vacations what safety measures should you equip your house with?
- (iii) Make a note of the traffic signals and their meanings in your copy.

KEY MESSAGE:

- (i) Concern for a better India
- (ii) Togetherness
- (iii) Responsibility

SUGGESTED ACTIVITIES:

- (i) You think your house is a safe house. Why? Justify your answer with five valid points.
- (ii) Prepare an **interactive bulletin board** in the class based on the above answers.
- (iii) Give the child **independent assignment** to find solutions to questions like:
 - (a) Do you believe that you or your family will probably never be in a serious accident?
 - (b) Do you believe accidents only happen to *other people*?
 - (c) Do you believe your family's current safety knowledge is sufficient to keep everyone safe?
 - (d) As a child what measures can you adopt in order to be called *A Responsible Citizen of India*?



Behaviour And Life Skills





6

Behaviour And Life Skills

Activity – Expression!

BACKGROUND:

Emotions are integral part of life and leave an effect on everything we do.

METHODOLOGY:

1. On slips of paper have the class write examples of times when kids of their age might feel disappointed or feel like a failure.
2. Have them pick one slip at a time from the hat, read it aloud and offer suggestions on how to deal with it.



OBSERVATION:

Students are able to identify their emotion and are found to be equipped with the confidence to deal with them.

CONCLUSION:

Students are able to relate themselves to the situations and thus develop their resources.

INFORMAL ASSESSMENT / SELF ASSESSMENT :

Plan out strategies required to deal with emotions.

KEY MESSAGE:

Understanding our emotions is the first step in having more control over them.

SUGGESTED ACTIVITY:

Divide class into groups and brainstorm the group on 5 different situations which will make them angry, disappointed, worried, sad etc. List the situations on the chart paper let the students form pairs to work together to find one healthy/ unhealthy way to respond to the situation.

CONCEPT

It is a way to raise awareness about the way we feel and react in a particular situation.



OBJECTIVE

To make the students aware of different types of emotions and correct way of handling them.



MATERIALS REQUIRED:

Markers, charts, hat



MODE

Group



TIME REQUIRED

1 hour



Activity - A.S.K. : A Three Step Process For Saying 'No'

BACKGROUND :

Sometimes we get into trouble because we don't ask the right questions. When someone encourages you to do something that you think might end up causing problem, use this process.

METHODOLOGY:

Divide class into pairs and give situations to each group. Each group has to discuss the situation and follow A-S-K process. Later they have to come in front of class and answer various questions such as : -

- Describe the situation in which you used A-S-K process.
- Describe what happened as you used the 3 steps.
- What did you say for 'A'.
- What did the other person say for 'A'.
- What did you say for 'S'.
- What did the other person say (if anything).
- What did you say for 'K'.
- How did you feel about the outcome?

Before starting this activity make the students understand A-S-K process.

A- Ask questions

So that you know what you are getting into and decide if the situation could lead to trouble

S- Say 'No'

If its wrong or will get you in to trouble and give a reason.

K- Know alternatives



CONCEPT

Understand the process of Assertiveness.



OBJECTIVE

To help the students in taking decisions thus enhancing their Decision Making Skills.



MATERIALS REQUIRED:

Handout



MODE

Group



TIME

½ hr



OBSERVATIONS:

Increase in Assertiveness, Confidence, Self Esteem and Responsible behaviour.

CONCLUSION:

It is better to say 'no' than to land yourself in trouble. This activity will help in dealing with pressures which we have in our life.

INFORMAL ASSESSMENT:

To have clubs in schools which will help you to check the change in student's ways of dealing with pressures.

KEY MESSAGE:

Evaluate what the situation offers and then decide your action plan.

SUGGESTED ACTIVITY:

Give students various situations related to problems they face and discuss openly various ways to say 'No' in situations that lead to negative consequences.



Activity - Empty or full?

BACKGROUND:

Having a Positive Attitude makes it easier for us to go ahead in our life.

METHODOLOGY:

- 1) Fill a glass half way with coloured liquid.
- 2) Ask the students to say whether it's half empty or half full. Quickly they conclude it could be either.
- 3) Explain that how you see things or your point of view is called 'perspective' your attitude can be shown in the way you interpret glass as 'half empty' (negative attitude) or half full (positive attitude). Ask for examples of how our attitude can influence the way we see many things in our lives.

OBSERVATION:

Students were able to develop positive perception / attitude towards events in their life.

CONCLUSION:

This activity will help students to have better critical thinking.

INFORMAL ASSESSMENT:

Give students some tough jobs and see the change in their perception and the level of effort they put in coping with that with the help of positive attitude.

KEY MESSAGE:

Having positive attitude has long list of advantages, out of which some are: increase in self esteem, self confidence and enhanced decision making skills.



SUGGESTED ACTIVITIES:

Divide the class into groups and give various situations. They have to look for perceptions of common people towards that situation and their own. Have discussion and come out with healthy way of perception.

CONCEPT

The way we perceive things around us makes a difference.



OBJECTIVE

To make students able to think about different ways of viewing situations. To make them accept the positive side of situation and move with confidence towards their goals.



MATERIALS REQUIRED:

Glass of coloured water



MODE

Group



TIME

45 minutes



Frequently Asked Questions

Q1 What is the correct method to wash our hands?

Work up a good lather. Cover the areas between fingers, under the nails and the back of the hand upto the wrists. Put hands under running water. Dry hands with a clean towel .

Q2 How can I help people in the slums to be aware about their personal hygiene?

You can stage some 'nukkad shows' along with your classmates wherein you emphasize the steps to be taken for proper maintenance of personal hygiene. You could create slogans and work on campaigns to promote personal hygiene.

Q3 I have a cavity in my teeth. It gives me a lot of pain. I am afraid to go to the dentist. What should I do?

Dentists are friends who help you in maintaining good oral health. Every cavity in your teeth will lead you to more vigorous pain later on. So quickly meet a good dentist. He will advise you properly.

Q4 Is calcium really good for my teeth?

Yes, calcium gives the basic covering to the teeth. If this covering is strong the teeth will live a good life.

Q5 I am 14 yrs old. My hair has started to grey. Shall I start applying colour/mehendi to my hair?

Application of colour to the hair may damage them. Greying of hair at such a tender age may be due to eating habits that do not contain proper balanced diet. So take the help of a good dietician who will help you to decide a good diet for you.

Q6 I have a friend who has a habit of biting nails. How can he be helped?

Your friend should develop a positive attitude of self-consciousness. It may be an attitude problem or a medical problem. He should talk to a good counsellor so that he can be helped for his development of confidence and take a diet which is rich in calcium.

Q7 I have very long hair. It becomes difficult for me to wash my hair daily. What should I do?

The geographic location where you live in should help you to understand the need/requirement to wash your hair everyday. If you live in a humid area probably washing the hair every alternate day should be helpful.

Q8 I have a lot of dandruff and my friends tease me as I scratch my hair. Help me.

Dandruff is not a disease. You should take proper care of your scalp. Use a shampoo if possible or reetha powder to clean your hair and your dandruff will disappear gradually. If it persists consult a doctor immediately.

Q9 Why is it said that self discipline is important in physical fitness?

Self discipline in physical fitness will result in punctuality, dedication, commitment and strong will power.

Q10 One has to do tons of push ups and dumb bells to really get that strong muscular look. How far is this true?

This is not true. Overuse of crunches will only shorten your abs, pull your head forward, and give you bad posture. Any standing exercise that will contract your abs will do, but you should specifically target your lower back to strengthen the muscles that support your spine. Along with proper exercise proper eating habits is a must and do not forget to consult your doctor before starting any diet and exercise plan.

Q11 Will indoor games also help me?

Yes. Indoor games like Chess, Carom board, Chinese checkers and Abacus inspire the mind to think independently which ultimately helps a child in dealing with real life situations too. Computer related games, if selected carefully can also increase a child's speed and mental skill.

Q12 What are the benefits of yoga?

It helps in finding your limits, expanding your boundaries and being able to truly relax. It includes meditation and certain exercises, which increase breathing, reduce physical and mental disorders, helps maintain calmness and teaches one to concentrate.

Q13 I jog every morning. How good is a morning walk?

A proper morning fitness schedule can have exercises including walking which decrease the risk of death, heart attacks, stroke, high blood pressure, some cancers, osteoporosis, depression, anxiety and obesity. It also improves overall health, helps osteoarthritis and diabetes, boosts good cholesterol levels and lightens mood. As long as there are no medical conditions that contraindicate walking (such as predisposition to falls or advanced degenerative joint disease), walking is an excellent inexpensive form of exercise. Walking slowly for 30 minutes uses 100 calories. Even making a few minor changes in your lifestyle and walking the extra distance can make a difference.

Q14 I am fat and I can't walk or run distances easily. I get tired very easily. What should I do to be fit and not obese?

- When it comes to eating here are some helpful do's and don'ts .
- Do eat slowly and avoid junk foods.
- Do listen to your body and eat only when you are hungry.
- Don't eat because you are bored or want to pass time.
- Don't skip meals.

Overeating, however, is not the main reason for obesity. Inactivity is the main reason. Exercise makes you burn energy much faster than you do when you are resting for e.g. resting for 20 minutes burns around 10 calories of energy while 20 minutes of running burns around 300 calories. An obese person needs to burn more calories than they consume.

Q15. Is cycling or swimming an exercise?

Yes. It is an exercise as it helps to improve body composition, muscular strength and endurance, muscular flexibility, toning of the body and thus helps in staying fit.

Q 17 Usually girls feel they should stay slim and trim to be fit. So "dieting" is the solution where they eat less and work more on exercises to remain thin. How healthy is it?

This is a classic myth. One needs to have proper dietary habits to remain fit. Fitness has nothing to do with slimness. To be fit one should be healthy which can happen only when one eats well in the required amounts. On the contrary, eating less and doing more workouts may lead to cardiovascular problems, poor strength of muscles, malnutrition disorders like anemia and weakness.

Q18 Will martial arts ,aerobics ,dance classes ,kung fu etc. help me to stay fit?

The above mentioned performing arts help in promoting greater aerobic capacity, balance, flexibility, muscle endurance and strength. They can be considered as an excellent form of exercise for the promotion of fitness in adolescents and an alternative method to the traditional exercise.

Q19 Is it necessary that healthy eating can be obtained only if we take vegetarian food?

No, this is not true. Balanced diet is a diet which contains all components of food in proper amounts. So it can be achieved from vegetarian as well as non-vegetarian sources.

Q20 If I eat one pizza daily will it harm me?

Yes. It contains a huge amount of fat that takes a long time to digest. So, once a week is fine but definitely not on daily basis.

Q21 We used to eat rice based items in Chennai. But now we are living in Delhi and I have a stomach ache daily. Is this because of my eating rice daily?

Yes, your stomach ache could be due to eating of rice daily. There are many reasons for your problem. It may be that you are growing up, rice diet is not helping you to cope with the demands and growing requirements of your body. Before you take any decision on your own it is advisable to have an appointment with a good dietician who will definitely help you.

Q22 I like to eat chocolates. My mother does not allow me to eat even one chocolate. What should I do?

Your mother definitely is concerned for your health. If you eat one chocolate daily it may harm your dental health.

Q23 Can I lose weight by missing meals?

Research shows that missing meals can actually lead to an over-compensation and increased food consumption at the next meal. The result can be a gain, not loss in weight. Not only that, when a meal is missed, the body makes up for lost energy by conserving what you have already eaten and thus slows up your metabolism.

Q24 Are vegetarian diets healthier than meat-based diets?

Vegetarian diets vary greatly and can range from avoiding meat to a strict vegetarian diet, where all foods of animal origin are excluded. Some studies show that vegetarians suffer less from heart disease, some cancers, high blood pressure and type 2 diabetes, and that they live longer than meat-eaters. However, any beneficial effect is also likely to be due, in part, to a generally healthier lifestyle adopted by vegetarians including not smoking and taking more exercise. It is not simply a case of omitting meat from the diet. Thus, a vegetarian diet is not automatically

healthier than an omnivorous diet and non-vegetarians who are health conscious can live just as long as vegetarians. Vegetarian diets can even be unhealthy if meat and animal products, rich in essential vitamins (e.g. vitamin B12) and minerals (e.g. iron, zinc), are not substituted by nutritionally appropriate foods or compensated by adequate food supplements.

Q25 Does sugar cause diabetes?

When sugar is consumed, the hormone insulin is required to bring blood sugar levels back down to normal. Diabetes is caused through a lack of sugar in the diet and not excess. Once someone has diabetes it is important to manage the frequency and amount of eating and the types of carbohydrate, (including sugar) consumed to allow the body to maintain good blood sugar control.

Q26 If both my mother and grandmother are overweight, does that mean that I too will be overweight?

You do not inherit fat, but you have a tendency to become fat. The women in your family may tend to store excess weight around their thighs while the men expand around their bellies. But whether you accumulate this fat or not depends on the way you lead your life. If the number of calories you eat each day match those that you burn then you will not gain weight anywhere on your body, regardless of your parents' shape. What tends to happen, however, is that we inherit eating and lifestyle habits from those we grow up with. Kick those habits, eat well, get active. You will look and feel better.

Q27 Is it wrong to drink water in between meals?

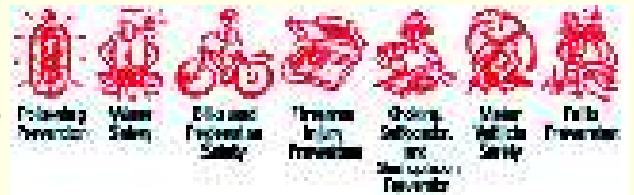
As such there is no set rule for drinking water. It is said that water should be taken only after meals are complete. This is just a myth.

Q28. Which are the areas where I have to be very careful? List out the accident prone areas which a child may normally encounter.

Fire and burns, motor vehicle safety, choking, suffocation, poisoning, falls, water ,risk of any adventure for which one is unprepared for.

Q29 Where can I find out about road safety?

Newspapers carry large coverage on road safety. The Internet has it in plenty. Moreover, police stations, traffic departments and other government departments related to transport have information about it.



Q30 In case of a fire at home/school what should I do?

At home such matters should be immediately informed to parents/elders present at that time in the home and if in school the matter should be reported to any teacher /principal. However a knowledge of use of fire extinguisher and water, switching off of the mains connection can come in handy.

Q31 Why is it important to have the phone numbers of all family members?

It is important to have the phone numbers of all family members so that people surrounding you can contact your near and dear ones on time in case of emergency. An Identity Card is always helpful when out of the house for any reason.

Q32 What do I do in case of a road accident?

The nearest police station is to be intimated immediately or the person rushed to nearby hospital if he requires medical help.

Q33. When do we get an electric shock?

Electricity is always trying to get to the ground. It takes shortcuts whenever it can. If something that conducts electricity gives electricity an easy path to the ground, electricity will take it. You can never tell when contact with electricity will be fatal, but you can be sure it will always hurt.

Electric shock can cause muscle spasms, weakness, shallow breathing, rapid pulse, severe burns, unconsciousness, or death. Appliances have protective insulated cords and coverings to keep you from contacting the electricity inside. It's important to use appliances and cords the way they were designed to be used so you don't damage the insulation or contact live electrical parts. If a live wire inside an appliance, toy, or power tool touches the inside of the device and you touch the device, it would be like touching a bare live wire. In a shock incident, the path that electric current takes through the body gets very hot. Burns occur all along that path, including the places on the skin where the current enters and leaves the body.

Q34. How does one act responsibly when parents are out or when one is all alone at home?

The house should be locked from inside. Care should be taken of the younger sibling. Any emergency should be reported to the neighbours first and then to the parents too. The telephone numbers of the neighbors is a must. One needs to apply one's presence of mind in pressure situations when parents have gone very far off. Help of neighbors should be taken judiciously.

Q35. Why do we have mock drills in our school?

One of the key objectives of these safety programmes is to create awareness on issues related to Road Safety amongst students and general masses. The students are told about safety rules and regulations through the use of audio-visual aids, interaction through quizzes and live demonstration wherever undertaken. Other events such as skits on road safety and traffic drill are also organised to educate children on road safety. Mock drills expose a person to situations, which he/she has never encountered before. So the information helps in tackling them. Mock drills are also a part of evacuation drills in case of disasters.

Q36 I know my father hates me. He finds ways to beat me. What should I do?

Parents just don't beat up their children because they want it that way. There might definitely be some ways by which you may talk to your parents and find a good communication channel with your parents.

Q37 I do not have a thumb. I feel ashamed and try to remain indoors.

Not having a thumb is a body deformity but it definitely is not a disability. Even Eklavya did not have a thumb. But he became a legend and was a master archer. So respect yourself for what you are and get ahead in life.

Q38 How can I know that my friends like me truly?

It is not a measurable quantity to be known. But if you get along well with your friends and you are able to keep up a good communication with your friends you have already won the hearts of all.

Q39 Is my IQ level appropriate to my age?

IQ of every person depends on the logical approach that an individual has developed as he grows up. So IQ's may vary in the same age group.

Q40 Why am I so tall compared to others in my class? Everybody says I am a Giraffe!!

You are tall because your genes carry dominant height genes. Your parents might also be tall. So you do not have to worry. Feel privileged, carry yourself well and enjoy being tall.

Q41 Why is it that I catch cough and cold very easily?

Your immune system might be not as strong as it should be for your age. Consult a good physician who will advise you on proper eating habits which will help you to develop a strong immune system.

Q42 I have white spots on my face. My classmates laugh at me!

Your white spots may be due to deficiency of some minerals and vitamins that may be required by your system. Do not get obsessed by the fact. Instead, consult a good physician and a good dermatologist.

Q43 My classmates always laugh at me saying I am too short. What should I do?

You are short in height and may have small stature because of your genes. Your parents might be short. So you do not have to worry. Feel privileged.

Q44 I have heard my teacher saying "my sixth sense works for me". Which sense is called the sixth sense and why?

Sixth sense is your inner consciousness that helps you to guide yourself in adversities. As you grow up you may feel guided by this sense.

Q45 Is it necessary to know one's blood group?

Yes, this is very important as this helps you in case of any emergency.

Q46 How can I improve on my bad habits?

Who decides what is good or bad? If you are able to analyze yourself and make a positive effort to come out of the so-called bad habits you have done a great job! Writing a daily diary may also help you in your self-introspection.

Q47 Everybody in my class hates me because I have a "Me -Too" attitude. How should I come out of this situation?

"Me-Too" attitude is definitely not good for one's image. It is great that you have self introspected and feel the urge to come out of it. Take the help of a good counsellor or a teacher who will help you to overcome this attitude.

Q48 How can I increase my concentration power ?

Concentration power can be developed in many ways such as:

- (i) Improve your listening skills.
- (ii) Recapitulate all that you have listened to as early as possible.
- (iii) Try to jot down important points.
- (iv) Avoid any kind of distraction when involved in serious work.

PHYSICAL EDUCATION PROGRAM AT PRIMARY LEVEL

Class - I	Class - II	Class - III - V
<ul style="list-style-type: none"> ❖ Distinguish between straight, curved and zig-zag pathways while traveling in various ways. ❖ Place a variety of body parts or an object into high, middle and low levels. ❖ Balance an object on various body parts. ❖ Tell guidelines and method for safe use of equipment. ❖ Tell about feelings that come from participation in physical activities. ❖ Enjoy participation alone and with others. ❖ Eye Exercise. ❖ Breathing Exercise in and out. ❖ Padmasan. ❖ Tadasan. ❖ Beginning of water skills enter/exit from the pool. ❖ Dip your face and blow bubbles. ❖ Kick stationary ball 	<ul style="list-style-type: none"> ❖ Roll a ball under hand to a target. ❖ Kick a stationary ball to a target. ❖ Kick a moving ball. ❖ Move each joint completely. ❖ Manage body weight. ❖ Tell about importance of safety while participating in physical activity. ❖ Be considerate of other in physical activity. ❖ Introduce glide, front and back float, flutter kick, free style strokes. ❖ Vajrasan. ❖ Game of kick ball. ❖ Introduce felling of success, failures and challenges. 	<ul style="list-style-type: none"> ❖ Jump and land for height. ❖ Standing broad jump. ❖ Run and take off. ❖ Run and jump a hurdle. ❖ Complete warm up schedule. ❖ Marching. ❖ Changing body movement with Music. ❖ Halasan. ❖ Suryanamaskar. ❖ Different types of relays. ❖ Game of leg cricket. ❖ Game of hockey. ❖ Introduce to rules of games and life. ❖ introduce survival skill in, on and around water. ❖ Celebrate personal success and achievements of others.

ASSESSMENT OF THE STUDENTS TO BE DONE UNDER THESE PARAMETERS

- ❖ Participates In vigorous physical activity.
- ❖ Achieve desired level of physical fitness.
- ❖ Shows responsible personal /social behavior.
- ❖ Values physical activity for health, enjoyment, expression and discipline.
- ❖ Competency In motor skills.
- ❖ Understanding of tactics and strategies.

ADVISORY TO SCHOOLS

- ❖ Each Physical Education class should be of at least 40-45 minute's duration.
- ❖ Each class should at least get 150 - 160 mts. of physical Education programe each week.
- ❖ Each Physical Education shall be supervised by at least to teachers (i.e. one P.E.T. and an asst. P.E.T.) as is done in the science practical class.
- ❖ Physical Education teachers should assess their students both objectively and subjectivlly.
- ❖ The Assessment of students should be in relation to their class at the primary level.
- ❖ The teachers shall try to inculcate the values of respect, caring, honesty and responsibility in the students.
- ❖ Physical Education Teachers should actively participate in the activity being taught to the student.
- ❖ The Schools are advised to keep a qualified doctor, nurse and a clinical psychologist on full time bases.
- ❖ A five point scale for indicating the achievements in the following order is recommended.

O	-	EXCELLENT
+A	-	VERY GOOD
A	-	GOOD
+B	-	AVERAGE
B	-	SATISFACTORY

PHYSICAL EDUCATION PROGRAM AT PRIMARY LEVEL

Class - I	Class - II	Class - III - V
<ul style="list-style-type: none"> ❖ Walking forward and sideways direction and change direction in response to a signal. ❖ Formation of different shapes and response to signal. ❖ Walking forward and sideways on a bench. ❖ Toss and catch the ball before it bounce. ❖ Running on the spot. ❖ Jump a swinging rope held by others. ❖ Walk and run using a mature motor pattern. ❖ Split jumping. 	<ul style="list-style-type: none"> ❖ Travel in backward direction and quickly and safely, without falling. ❖ Jump and land using a combination of one and two feet take-offs and landings. ❖ Demonstrate Skills of chasing, fleeing, and dodging to avoid or catch others. ❖ Throw a ball hard demonstrating an overhand technique, a side orientation and opposition. ❖ Catch, using properly positioned hands, a gently thrown ball. ❖ Use at least one body part to strike a ball toward a target. ❖ Repeatedly jump a self-turned rope. ❖ Demonstrate skills of chasing, fleeing and dodging to avoid or catch others. ❖ Balance, demonstrating stillness, in symmetrical and asymmetrical shapes on a variety of body parts. 	<ul style="list-style-type: none"> ❖ While traveling, avoid or catch an individual or object. ❖ Hand/foot dribble a ball and maintain control while traveling by self and within a group. ❖ Without hesitating, travel into and out of a rope turned by others. ❖ Strike a softly thrown, lightweight ball back to a partner using a variety of body parts, and combinations of body parts (e.g. the bump volley in volley ball, the thigh in soccer, etc.) ❖ Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to target and swing plane. ❖ Throw, catch and kick using mature motor patterns, and toward a target.