

A decorative graphic in the top left corner consisting of several long, flowing ribbons in various colors: purple, blue, green, yellow, orange, and red. The ribbons appear to be tied together at the top and hang down, creating a dynamic, celebratory feel.

SKILL BASED HEALTH EDUCATION

SECONDARY (classes 6-8)



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Students in the age group of 10-14 years have entered in to the adolescence period and are generally confused as they undergo rapid physical, physiological and psychological changes. These changes contribute to 'growth spurts' and have implications that last through a lifetime and affect both individual and public health.

Children at this age go through rapid but uneven physical growth, social and psychological development. As they enter into the sexual maturity phase; the growth is much faster than the adolescent can cope with, the pace is confusing and bewildering and thus they develop a desire for experimentation. All these changes lead to development of adult mental processes and in the midst of this confusion, the child searches for his self identity. These changes influence the behaviour of the adolescent. It is important for society to provide them support and opportunities to facilitate the development of a healthy self-concept. At times, the adolescents may behave in ways neither accepted nor appreciated and get branded for having a negative identity.

Students of classes 5-8 (age group 10-14) are in the stage of wanting to become independent in all the spheres. All the activities that constitute this module sufficiently consider all these points and thus will be useful in helping them to resolve their confusion thereby facilitating their holistic development.

The activities given in this module are those, which can be easily incorporated into the school setting with minimal input from outside. The average time for each activity is one class period. Teachers can use these activities by combining them with their subject course, as some of them are covered in the syllabi. If needed, the teacher can adapt the activities, making sure that students are comfortable doing them. Teacher has to be thorough with all the activities before taking them up in class. If possible the appropriate portion from the textbook should follow the activity and teacher can repeat the activity from time to time. Teacher can reinforce the key messages derived from the activities from time to time. Special emphasis has been placed on development of life skills and skills that help the individual to adopt positive behaviour to deal with demands and challenges of everyday life. Life skills contribute to our perceptions of self-confidence and self-esteem and play an important role in the promotion of mental well-being and to enhance our psychosocial competencies.