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## COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS



# HEALTH AND HYGIENE HANDBOOK

Knowledge Partner





*Cleanliness is next to Godliness*  
- Mahatma Gandhi

# HEALTH AND HYGIENE HANDBOOK



**Council for the Indian School Certificate Examinations**

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# FOREWORD

Good health is the foundation of effective learning. Building healthy habits from a young age empowers children to grow into confident, responsible, and capable citizens. This Health and Hygiene Handbook brings together essential concepts and practical approaches that help learners to understand not only what to do, but why these habits matter in their daily lives.

Aligned with the vision of the National Education Policy (NEP) 2020 and the national commitment to the *Swachh Bharat* Mission, this handbook reinforces holistic development and responsible citizenship. It encourages children to take responsibility for their personal hygiene, adopt safe and mindful practices, and contribute positively to the wellness of their surroundings. When students learn to keep themselves, their homes, and their schools clean and safe, they also learn the values of respect, empathy, dignity of labour, teamwork, and citizenship.

This Handbook covers twelve thematic areas that collectively promote a healthier environment and a stronger sense of personal and community wellbeing. The activities, tools, and suggestions are designed to be simple and engaging, enabling teachers and parents to guide children in a meaningful way.

I hope this handbook inspires every learner to internalize these practices and become active partners in nation-building, creating cleaner schools, healthier communities, and a brighter future for all.

November 2025

**Dr. Joseph Emmanuel**  
Chief Executive and Secretary, CISCE

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## ABBREVIATIONS

<b>AED</b>	Automatic External Defibrillator
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>BPA</b>	Bisphenol A
<b>CD</b>	Communicable Disease
<b>CPR</b>	Cardio Pulmonary Resuscitation
<b>FSSAI</b>	Food Safety and Standards Authority of India
<b>HIV</b>	Human Immunodeficiency Virus
<b>IDC</b>	Infectious Disease Control
<b>ILO</b>	International Labour Organisation
<b>IMD</b>	Indian Meteorological Department
<b>NCD</b>	Non- Communicable Disease
<b>NDMA</b>	National Disaster Management Authority
<b>NDRF</b>	National Disaster Response Force
<b>NEP</b>	National Education Policy
<b>PMS</b>	Premenstrual Syndrome
<b>RO</b>	Reverse Osmosis
<b>SBA</b>	Swachh Bharat Abhiyan
<b>SDMA</b>	State Disaster Management Authority
<b>SIWI</b>	Stockholm International Water Institute
<b>SODIS</b>	Solar Disinfection
<b>STD</b>	Sexually Transmitted Diseases
<b>UN</b>	United Nations
<b>UNDR</b>	United Nations Office for Disaster Risk Reduction
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>UNICEF</b>	United Nations Children’s Emergency Fund
<b>UV</b>	Ultra-Violet
<b>WB</b>	World Bank
<b>WHO</b>	World Health Organisation

## **How to Use this Health and Hygiene Handbook?**

This Health and Hygiene Handbook is designed as a practical, user-friendly guide that students, teachers, and parents can use together to build healthier habits and cleaner surroundings. Each section introduces clear concepts, simple explanations, and easy-to-follow practices. This initiative intends to help every learner to build a strong foundation of personal care, responsible behaviour, and awareness of community well-being.

### ***For Students***

Students are encouraged to explore each section with curiosity and openness. They should read the concepts slowly, think about how these practices apply to their daily lives, and try to adopt one new healthy habit at a time. Whether it is washing hands correctly, choosing safer foods, maintaining oral hygiene, or keeping their surroundings clean, students will find practical steps that can be followed at home, in school, and even during play. Revisiting the modules regularly will help them to reinforce these habits, build self-discipline, and develop confidence in managing their own health. By applying these practices every day, students grow into responsible individuals who understand the value of a clean and safe environment.

### ***For Teachers***

Teachers can use this handbook as an instructional companion during classroom teaching, group work, school clubs, or special assemblies. Each topic can be linked with real-life scenarios, demonstrations, or hands-on activities that make learning meaningful and memorable. Teachers can also use the content to set classroom routines - for example, handwashing before meals, maintaining classroom hygiene, or practicing safe habits during emergencies. The handbook helps teachers to guide students gently, motivate them consistently, and create a school culture where health and hygiene are treated as shared responsibilities.

### ***For Parents***

Parents are vital partners in reinforcing healthy habits at home. The handbook offers practical guidelines on maintaining cleanliness, safe storage of food and water, sanitation, and general home hygiene. Parents are encouraged to read along with their children, answer their questions, model good practices, and ensure that children follow these habits daily. Creating a predictable routine at home - such as brushing twice a day, cleaning personal spaces, and practicing cleanliness during meals - helps children to internalize these behaviours for life.

### ***For Schools***

Schools are encouraged to guide students to read specific modules and play the corresponding audio files through the school PA system at appropriate times or occasions relevant to the module topics.

When used thoughtfully by students, teachers, and parents together, this handbook becomes more than a learning resource - it becomes a shared tool for building healthier individuals, stronger communities, and a cleaner, more responsible society.

**TO DOWNLOAD  
THE AUDIO BOOK**



**PLEASE SCAN**

# INTRODUCTION

A healthy child learns better, thinks more clearly, participates more confidently, and grows into a responsible citizen. Good hygiene, safe habits, and awareness of one's surroundings are not just practices - they are life skills that shape the well-being of individuals and communities.

This Health and Hygiene Handbook has been designed as a practical guide for students, teachers, and parents to understand these essential life skills in a simple, relatable, and action-oriented manner. It encourages young learners to take charge of their own health while also contributing positively to the cleanliness and safety of their schools, homes, and neighbourhoods.

Aligned with the vision of the National Education Policy (NEP) 2020, the handbook supports holistic development by emphasizing physical health, emotional well-being, nutritional awareness, and community responsibility. When children learn to maintain hygiene, prevent illness, respect those who keep our spaces clean, and respond wisely to emergencies, they develop habits that extend far beyond the classroom. These habits foster discipline, empathy, resilience, and a sense of collective ownership - qualities essential for strong communities and nation-building.

The modules begin by strengthening basic personal care. ***Basics of Personal Hygiene*** explains everyday habits that keep the body clean, healthy, and comfortable. ***Handwashing and Sanitation Practices*** highlight simple actions that stop germs from spreading. ***Oral Hygiene and Dental Care*** teaches students how to protect their teeth and gums through proper brushing and mindful eating.

***Food Safety and Nutrition*** guides children to make healthy food choices and understand how food affects growth and energy. ***Clean Drinking Water and Safe Storage*** emphasizes the importance of consuming water that is free from contamination. ***Menstrual Hygiene*** supports adolescents with clear, respectful information to help them manage periods safely and confidently.

***Environmental Hygiene and Waste Management*** explains how clean surroundings create healthier communities. ***Preventing Communicable Diseases*** helps students understand how infections spread and how simple precautions keep everyone safer. ***Healthy Habits for Mental Well-being*** encourages students to care for their emotional health through positive routines and coping strategies.

***First Aid and Emergency Healthcare*** introduces basic, practical steps for responding to injuries and emergencies. ***Disaster Management*** builds awareness and preparedness for natural and man-made disasters. ***Respecting the Dignity of Labour*** encourages students to appreciate the invaluable work of sanitation workers and participate meaningfully in cleanliness efforts.

Together, these twelve modules aim to build lifelong habits that create healthier students, cleaner communities, and a more aware and responsible generation.

# MODULE 1

## BASICS OF PERSONAL HYGIENE



### 1. Introduction to the Module

This module creates awareness about the importance of personal hygiene and explains simple, practical ways to prevent diseases, illnesses, and infections. It helps students to stay healthy, clean, and safe in their daily lives.

### 2. Key Concepts and Fundamentals

Personal hygiene means keeping our bodies and surroundings clean to stay healthy and confident. It includes:

- **Body Hygiene:** Regular bathing removes dirt, sweat, and dead skin, keeping the body clean, fresh, and free from germs.
- **Oral Hygiene:** Brushing teeth twice daily and rinsing the mouth prevents tooth decay, gum disease, and bad breath.
- **Hand Hygiene:** Washing hands regularly helps prevent the spread of infections like colds, flu, and stomach-related illnesses.
- **Menstrual Hygiene** (for girls): Use clean sanitary products, change them regularly, and maintain cleanliness to prevent infections.
- **Reproductive Hygiene:** Keep private areas clean and dry and use sanitary products properly to prevent infections and stay comfortable.



- **Hair Care:** Regular washing, brushing, combing, and trimming keep the scalp clean, prevent lice, dandruff, and infections, and help to maintain healthy, neat, and manageable hair.
- **Eye Care:** Rinsing eyes with clean water, avoiding rubbing, and not sharing towels or cosmetics helps to prevent eye infections and strain.
- **Ear Care:** Clean ears gently; avoid inserting sharp objects. Seek medical help if there's pain or discharge.
- **Nail Care:** Keeping nails clean and trimmed removes dirt and prevents infections caused by germs under the nails.
- **Foot Care:** Wash feet daily, dry properly (especially between toes), and keep nails trimmed to prevent fungal infections.
- **Skin Care:** Protects the body from germs, injuries, and harmful UV rays. Especially important during adolescence to manage acne, oiliness, and body odour.



- **Footwear:** Wearing clean and appropriate shoes or slippers protects the feet from injuries, infections, and sharp objects.
- **Clothing:** Wearing clean, dry, and pressed clothes prevents skin infections, promotes comfort, boosts confidence, and supports a positive self-image.



### 3. Common Issues and Challenges

- Lack of awareness about personal hygiene can lead to various illnesses and infections.
- Limited knowledge about using hygiene products properly may cause harm to the body.
- Peer influence and neglect make students careless about daily hygiene habits.



### 4. Do's and Don'ts

#### Do's

- Wash your hands regularly - especially before eating, after using the toilet, and after touching public surfaces.
- Take a daily shower with soap to remove sweat, dirt, and germs.
- Brush your teeth twice a day and rinse your mouth after every meal.
- Trim nails weekly or fortnightly to avoid dirt buildup and infections.
- Wear clean, dry clothes and change inner garments daily.
- Cover your mouth and nose while coughing or sneezing.
- Keep personal items like toothbrushes, towels, and combs clean and stored properly.



#### Don'ts

- Don't spit or litter in public places.
- Don't touch your face, eyes, or nose with unwashed hands.
- Don't share personal items such as brushes, towels, razors, or inner garments.
- Don't wear dirty or damp clothes.
- Don't ignore small wounds or skin infections - clean and treat them promptly.



### 5. Correcting Myths and Misconceptions

**Myth:** Soap kills germs.

**Fact:** Soap does not kill germs; it helps remove them from the skin.

**Myth:** Brushing harder cleans teeth better.

**Fact:** Brushing too hard can harm tooth enamel and gums.

**Myth:** Using perfume or deodorant is the same as staying clean.

**Fact:** Fragrances only mask odour - they don't replace bathing or hygiene practices.

### 6. Interesting Facts

- In ancient India and Egypt, people used neem or miswak sticks to clean their teeth - a natural toothbrush still used today!
- Romans used powdered charcoal and oyster shells to clean their teeth - an ancient form of toothpaste.
- The invention of antiseptics and personal care products in the 19<sup>th</sup> century marked a turning point in public health, drastically lowering infection-related mortality rates and paving the way for improved personal hygiene worldwide.



### 7. Role of Teachers and Parents

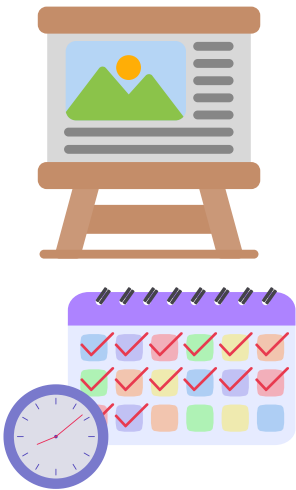
#### Teachers

- *Educate and Reinforce* - Regularly teach and remind students about hygiene practices through discussions and classroom activities.
- *Monitor and Motivate* - Observe students' hygiene habits and appreciate those maintaining cleanliness.
- *Organize Awareness Programmes* - Conduct science-based demonstrations, quizzes, or role plays to make hygiene learning interactive and practical.



### Parents

- *Model Good Behaviour* - Children learn by watching. When parents practice good hygiene, children naturally follow.
- *Create Daily Routines* - Encourage regular habits like handwashing, bathing, brushing, trimming nails, and wearing clean clothes.
- *Teach Correct Techniques* - Demonstrate the right way to brush teeth, wash hands, and bathe properly.
- *Communicate openly*: Talk to children about personal hygiene, including care of private body parts, with comfort and sensitivity.



### 8. Suggested Activities

- **Poster Making**: Create colourful posters and catchy slogans promoting personal hygiene and healthy daily habits.
- **Hygiene Chart**: Create a personal hygiene routine chart showing daily, weekly, and monthly habits like bathing, brushing, and nail trimming, etc.



### 9. Toolkit for Personal Hygiene

- Toothbrush, Toothpaste, and Mouthwash
- Soap or Body Wash, Shampoo, and Hair Oil
- Comb or Hairbrush
- Small Mirror
- Face Towel and Handkerchief
- Deodorant or Talcum Powder
- Nail Cutter
- Hand Sanitizer
- Wet Wipes
- Sanitary Pads (for girls)
- Cotton Buds and Tissues
- Clean Mask
- Reusable Water Bottle
- Moisturizer or body lotion
- Shaving Set (Razor, Shaving Cream/Gel, Aftershave Lotion)
- Lip Balm and Sunscreen (for outdoor activities)
- Small Pouch or Box (to keep all items neatly organized)



### 10. Summary and Key Message

- Personal hygiene keeps the body clean, fresh, and free from disease.
- Make hygiene a daily routine - small steps lead to big health benefits.
- A clean body builds confidence and supports a healthy mind.
- Always carry basic hygiene items like sanitizer, a handkerchief, etc.



# MODULE 2

## **HANDWASHING & SANITATION PRACTICES**



### 1. Introduction to the Module

Imagine tiny, invisible enemies - germs lurking around you, waiting for a chance to enter your body. Your strongest defense against them is simple yet powerful: handwashing and good sanitation practices. Handwashing with soap and water helps to remove dirt, germs, and harmful microorganisms that cause illness. This module aims to build awareness about the importance of handwashing practices and how they protect health, prevent disease, and promote lifelong well-being.



### 2. Key Concepts and Fundamentals

To fight diseases, we must understand both the enemy - germs - and our defense system.

- **The Enemy:** Germs (Pathogens) - These are tiny, invisible living organisms such as bacteria, viruses, and parasites that cause illness. Germs can survive on hands, objects, and surfaces for hours, spreading easily through touch or contact with the mouth, eyes, or nose.
- **The Defence:** Breaking the Chain - The infection chain shows how germs spread: from an infected person or surface → to your hands → to another person or object → into the body.

Proper handwashing and good sanitation stop this chain, keeping you healthy and safe.

### 3. Common Issues and Challenges

- **Lack of Awareness:** Many people don't understand the correct way or the importance of washing hands regularly.
- **Negligence in Practice:** Even when facilities exist, people often skip handwashing out of haste or habit.
- **Health Problems:** Unwashed hands lead to frequent infections such as diarrhea, flu, and stomach illnesses, affecting overall well-being.

### 4. Do's and Don'ts

#### *Do's*

Master the Steps of Handwashing: Scrub for at least 20 seconds (the time it takes to sing 'Happy Birthday' twice) using soap.

- **Wet Hands:** Use clean, running water. Turn off the tap while scrubbing to save water.
- **Apply Soap:** Use enough to cover all parts of your hands.
- **Rub Palms Together:** Scrub palm to palm to create lather.
- **Clean Backs of Hands:** Rub right palm over left back and vice versa.
- **Interlink Fingers:** Rub between fingers to remove dirt and germs.
- **Clean Thumbs and Nails:** Rotate each thumb and rub fingertips into the opposite palm.
- **Rinse and Dry:** Rinse thoroughly and dry with a clean towel or air-dry your hands.



**Use sanitizer:** When soap and water are not available, use an alcohol-based hand sanitizer (at least 60% alcohol).



### **Wash at Key Moments**

Always wash your hands:

- Before, during, and after cooking
- Before and after eating
- After using the toilet
- After blowing your nose, coughing, or sneezing
- After touching animals or handling pet food/treats
- After outdoor activities (games, exercise, work, etc.)
- After handling garbage
- Before and after caring for a sick person or infant.



### **Don'ts**

- Washing too quickly: A quick rinse doesn't remove germs under nails or between fingers.
- Ignoring parts of the hand: Skipping backs of hands, wrists, or between fingers leaves germs behind.
- Leaving the tap running wastes water; turn it off after wetting your hands.
- Using dirty towels: Always use a clean towel; reusing damp ones spreads germs.
- Touching unclean surfaces after washing: Avoid touching doorknobs, taps, or desks, etc., immediately after washing.

### 5. Correcting Myths and Misconceptions

**Myth:** You only need to wash your hands if they look dirty.

**Fact:** Germs and viruses are invisible! Even if your hands look clean, they may still carry harmful microorganisms that can cause illness.

**Myth:** Rinsing with water is enough; soap is optional.

**Fact:** Soap and scrubbing are essential to remove oils, dirt, and germs effectively. The friction created while washing with soap lifts microbes off your skin.

**Myth:** Hand sanitizers are better than washing with soap and water.

**Fact:** While sanitizers help in emergencies, soap and water are more effective in removing dirt, grease, and all types of germs - especially after using the toilet or before eating.



### 6. Interesting Facts about Handwashing

- Global Handwashing Day is celebrated every year on October 15. It reminds us that washing hands with soap and water removes germs, prevents diseases, and saves lives.
- In the 1840s, Dr. Ignaz Semmelweis, a Hungarian doctor, discovered that handwashing reduced infections. When he asked doctors to wash their hands with a chlorinated lime solution, deaths in a maternity ward dropped sharply - an early proof of the power of hygiene!
- The average human hand can host between 10,000 and 10 million bacteria. While some are harmless, many harmful germs can survive on hands for up to three hours, ready to spread infections.
- Research shows that people touch their faces nearly 23 times an hour, allowing germs from unwashed hands to enter through the mouth, nose, or eyes.



### 7. Role of Teachers and Parents

Teachers and parents are the 'Chief Health Officers' of the classrooms and home.

#### *Teachers*

- Lead by Example: Demonstrate proper handwashing and cleanliness in class.
- Reinforce Habits: Remind students to wash their hands before lunch/food and after toilet breaks.
- Integrate Learning: Use hygiene-related activities, posters, or classroom discussions.
- Monitor and Motivate: Appreciate students who maintain good hygiene and gently correct in person those who forget.



#### *Parents*

- Be a Role Model: Children copy what they see. Show them how to wash their hands properly and stay clean every day.
- Create Daily Routines: Encourage handwashing before meals, after using the toilet, and after outdoor activities.

Teachers and parents should ensure the provision of adequate and easily accessible handwashing facilities within schools and homes.



### 8. Suggested Activities

Let's make learning about handwashing interesting and practical!

- **The Glitter Germ Experiment:** Apply glitter (representing germs) to a student's hand. Have them shake hands and touch objects to show how germs spread. Then demonstrate that only proper washing with soap removes the 'germs.'



- **Handprint Art:** Students make colorful handprint posters with suitable slogans, messages, and hygiene tips to promote handwashing practices.



### 9. Suggested Routine and Toolkit

- **Hand Hygiene Calendar:** Encourage students to follow a 7-day 'Clean Hands Challenge.' Each day, they record when they wash their hands correctly - before eating, after using the toilet, or after playtime. Reward consistent efforts to reinforce good habits.
- **Handwashing Toolkit:** Under the guidance of teachers and parents, students should map and list essential handwashing items available in school and home wash areas - such as clean water, soap, towels, sanitizer, and waste bins - to identify gaps and improve hygiene practices.



### 10. Summary and Key Message

- Handwashing with soap and maintaining clean sanitation practices are acts of self-respect and responsibility toward our community.
- These simple actions dramatically reduce the spread of harmful germs, prevent infections, and protect your health.
- Practicing proper hand hygiene helps you stay strong, energetic, and ready to learn or work effectively. Clean hands save lives.

# MODULE 3

## ORAL HYGIENE AND DENTAL CARE



### 1. Introduction to the Module

Oral hygiene means keeping your teeth, gums, and mouth clean and healthy. It helps you to chew food properly, stay free from cavities, and prevent bad breath. A clean mouth also protects your body from germs and infections. This module teaches brushing, flossing, and oral care practices to help students to maintain strong teeth and overall health and well-being.

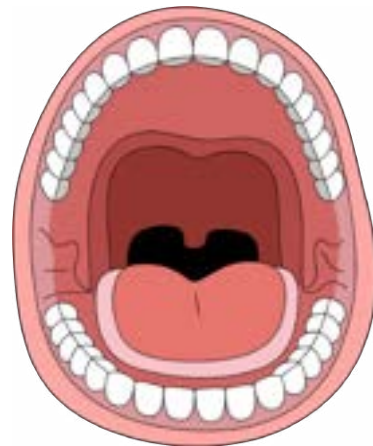
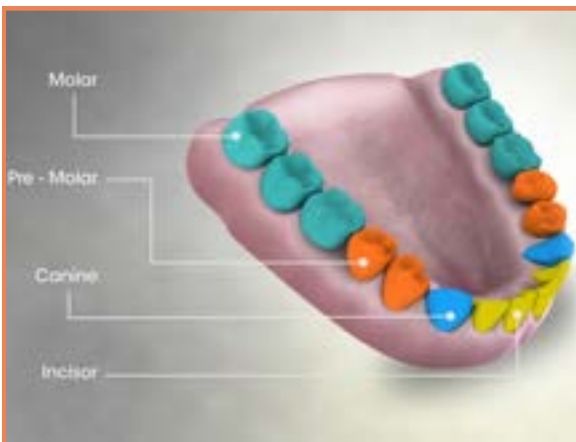


### 2. Key Concepts and Fundamentals

Teeth and gums work together to chew food, speak clearly, and maintain a confident, healthy smile.

#### ***Tooth Types and Functions***

- Incisors (Cutting Teeth): The four front teeth in each jaw; used for cutting and biting food.
- Canines (Corner Teeth): Pointed teeth next to incisors; help rip and tear tougher foods.
- Premolars & Molars (Grinding Teeth): Larger teeth at the back; grind and crush food into smaller pieces.



### **Dentition Stages**

- Primary Teeth (Milk/Deciduous): 20 teeth (10 in each jaw); start appearing around 6 months, complete by 2.5-3 years.
- Permanent Teeth (Adult/Secondary): 32 teeth (16 in each jaw); most erupt by age 13, except wisdom teeth, which appear later.



### **Gums and Mouth**

- Healthy gums support teeth, prevent infections, and act as a barrier to bacteria.
- A clean mouth reduces bad breath, prevents cavities, and protects overall health.



### **Throat Care**

- Throat and oral hygiene are closely linked, as germs from the mouth can easily reach the throat.
- Regular brushing, gargling, and drinking warm, clean water help to prevent throat infections.

Proper oral hygiene protects teeth and gums from decay and infections, ensuring long-term dental health and overall well-being.



### **3. Common Issues and Challenges**

- **Tooth Decay (Caries):** Cavities form when enamel breaks down, causing pain, infection, and possible tooth loss if untreated.

- **Gum Diseases (Gingivitis or Periodontitis):** Plaque buildup irritates gums, leading to swelling, bleeding, and long-term gum problems.
- **Bad Breath (Halitosis):** Food stuck between teeth and bacteria on the tongue cause unpleasant odours.
- **Orthodontic Issues:** Improper care can worsen crooked teeth or misalignment problems.
- **Enamel Erosion:** Acidic foods and drinks weaken enamel, making teeth sensitive and prone to decay.
- **Staining and Discoloration:** Poor hygiene leads to yellowing or staining of teeth, affecting appearance.
- Eating sugary foods without proper oral care allows bacteria to grow in your mouth, producing acids that harm teeth and gums.



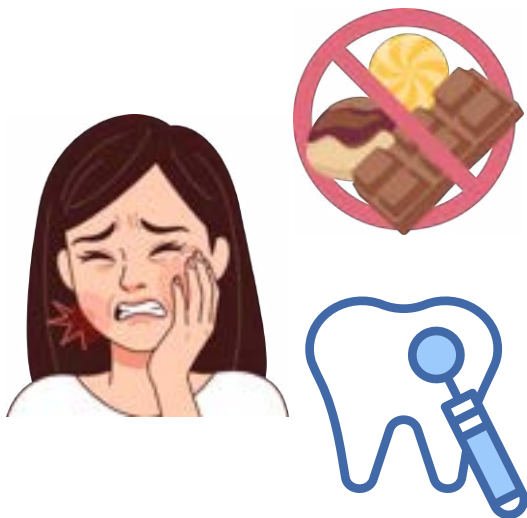
### 4. Do's and Don'ts

#### Do's

- **Brush Twice a Day for Two Minutes:** Brush every morning after waking up and every night before sleeping to remove plaque and food particles.
- **Use the Right Brush and Technique:**
  - Choose a **soft-bristled toothbrush** with a pea-sized amount of **fluoride toothpaste** (1000–1500 ppm). Fluoride strengthens teeth and prevents cavities.
  - Hold the brush at a **45° angle** to your gums and brush in gentle circular motions. Cover the inner, outer, and chewing surfaces.
  - **Clean your tongue gently** to remove bacteria and freshen breath.



- **Floss Once a Day:** Slide floss gently between teeth in a 'C' shape to remove food and plaque from tight spaces.
- **Eat Healthy Foods:** Include fruits, vegetables, and dairy to strengthen teeth and gums.
- **Drink Plenty of Water:** Helps rinse away food particles and maintain oral moisture.
- **Replace Toothbrush Regularly:** Change your toothbrush every 4-6 months or when bristles wear out.



### Don'ts

- **Don't Brush Hard:** Brushing aggressively can damage gums and tooth enamel.
- **Don't Floss Hard:** Avoid forcing floss; it may injure gums.
- **Limit Sugary Foods:** Reduce sweets and chocolates as they feed harmful bacteria.
- **Don't Skip Routine Care:** Neglecting brushing, flossing, or dental visits increases the risk of decay and gum disease.

### 5. Correcting Myths and Misconceptions

**Myth:** Brushing harder cleans better

**Fact:** Brushing too hard can wear down tooth enamel and damage gums. Gentle, circular motions clean teeth more effectively.



**Myth:** Only sweet foods cause cavities

**Fact:** Acidic and starchy foods also contribute to tooth decay, not just sugary treats.

**Myth:** Mouthwash replaces brushing

**Fact:** Mouthwash can freshen breath, but cannot replace brushing or flossing for thorough cleaning.

**Myth:** Bad breath is only caused by food

**Fact:** Chronic bad breath often comes from bacteria trapped between teeth and on the tongue.

### 6. Interesting Facts

- **Unique Teeth:** Each person's teeth are as unique as fingerprints. Dental records are often used for identification.
- **Hard Enamel:** Tooth enamel is the hardest substance in the human body, even stronger than bone.
- **Bacterial Ecosystem:** The mouth hosts around 700 types of bacteria, more microorganisms than the total number of people on Earth!
- **Chewing Habits:** Right-handed people usually chew on the right side, while left-handed people prefer the left side.
- **World Oral Health Day** on **March 20** promotes global oral hygiene awareness.



### 7. Role of Teachers and Parents

- **Be Role Models:** Children learn by observing adults. Parents and teachers should demonstrate correct ways of brushing and flossing, and proper oral care techniques.
- **Reinforce Routines:** Encourage students to follow a daily oral hygiene routine, including brushing with fluoride toothpaste twice a day.

- **Guide Healthy Food Choices:** Help children choose nutritious foods, limit sugary snacks, and drink plenty of water to support healthy teeth and gums.
- **Positive Reinforcement:** Appreciate and reward children who consistently follow good oral hygiene habits to motivate lifelong practices.



### 8. Suggested Activities

- **Tooth Brushing Demonstration:** Teachers show students how to brush correctly using typodonts (mouth and teeth plastic models), demonstrating proper angles, gentle circular motions, and brushing duration for clean and healthy teeth.
- **Flossing Workshop:** Students practice flossing on models to learn how to remove plaque between teeth, keeping gums healthy, and preventing cavities.

### 9. Dental Care Kits and Tooth-friendly Food Catalogue

#### **Dental Care Kit Essentials**

- Soft-bristled Toothbrush
- Fluoride Toothpaste
- Dental Floss
- Mouthwash (alcohol-free for children)
- Tongue Cleaner
- Small Hand Mirror
- Toothbrush Cover or Holder
- Small Towel or Napkin



### ***Tooth-Friendly Foods***

- Fruits: Apples, pears, strawberries
- Vegetables: Carrots, celery, spinach
- Dairy: Milk, cheese, yogurt
- Nuts: Almonds, cashews
- Whole grains: Oats, brown rice
- Sugar-free gum (stimulates saliva)
- Seeds (sesame, chia, flax)



### ***Tooth-Harmful Foods***

- Sugary Snacks: Candies, chocolates, cookies
- Sugary Drinks: Soda, soft drinks, energy drinks
- Sticky Foods: Toffee, Caramel
- Acidic Foods in excess: Citrus fruit juice without moderation
- Processed Snacks: Chips, crackers



## **10. Summary and Key Message**

- Your permanent teeth are meant to last a lifetime; daily care is essential.
- Brush twice a day for two minutes using proper technique and floss regularly.
- Choose tooth-friendly foods.
- Healthy habits today lead to a lifetime of strong teeth, fresh breath, and a confident, brilliant smile!



# MODULE 4

## FOOD SAFETY AND NUTRITION



### 1. Introduction to the Module

Safe and nutritious food protects our health. Food safety means keeping food clean, fresh, and safe so it does not harm the body. Eating safe food supports a strong immune system, prevents infections, and provides energy for daily activities. This module helps students learn safe food handling, storage, and preparation practices to preserve nutrients, prevent foodborne illnesses, and promote overall health and well-being.

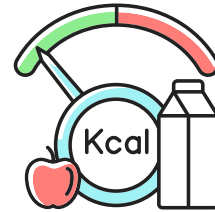


### 2. Key Concepts and Fundamentals

Food safety relies on four main principles: nutrition, preventing contamination, controlling microbial growth, and removing harmful microorganisms.

- **Nutrition:** Safe and healthy food provides essential nutrients like carbohydrates, proteins, vitamins, minerals, and energy needed for growth, immunity, and daily activities. Balanced nutrition keeps the body strong and helps to fight infections.
- **Preventing Contamination:** Food can get contaminated through unwashed hands, dirty utensils, poor storage, or unsafe handling at farms, markets, or kitchens. Contaminants include bacteria, viruses, parasites, harmful chemicals, pesticide residues, and physical objects like dust, hair, or stones.

- **Controlling Microbial Growth:** Foods with high microbial content spoil quickly and can cause disease. Storing food at proper temperatures, separating raw and cooked items, and following hygiene practices slow down bacterial growth while preserving nutrients.
- **Removing Harmful Microorganisms:** Cooking, cleaning, and maintaining clean surroundings destroy germs. Foods like undercooked poultry, meat, desserts, salads, egg products, unpasteurized dairy, and leftover rice need extra care because protein and moisture encourage bacterial growth.
- **Food Calories:** Food calories measure the energy our body gains from what we eat. Eating the right amount supports growth and activity, while excess calorie intake can cause obesity and related health problems.



### 3. Common Issues and Challenges

- **Lack of Awareness:** Many people do not know how germs spread through contaminated food.
- **Poor Hygiene:** Unwashed hands, dirty utensils, surfaces, and surroundings increase contamination risks.
- **Cross Contamination:** Mixing raw and cooked foods allows bacteria to spread.
- **Improper Storage:** Leaving perishable foods at room temperature encourages microbial growth.
- **Inadequate Cooking:** Undercooked meat, eggs, and poultry may contain harmful bacteria.

- Excessive Sugar or Additives: Overuse of preservatives, sugar, and unhealthy ingredients can affect overall health.
- Food Handling by Sick People: Ill food handlers can transfer germs to food.

### 4. Do's and Don'ts

#### *Hygienic Handling of Food*

##### *Do's*

- Wash your hands thoroughly before handling food.
- Cover your mouth and nose when sneezing or coughing to avoid contaminating food.
- Pick up utensils, plates, and cups with their handles or bases.
- Use spoons, tongs, or gloves while serving food.



##### *Don'ts*

- Do not allow sick people to prepare food.
- Avoid blowing on food to cool it; germs from the mouth may transfer.
- Do not use kitchen towels to wipe hands or carry hot food.



#### *Proper Storing Methods*

##### *Do's*

- Ensure that all food items and raw materials are stored in clean, safe, and hygienic conditions in closed containers.
- Keep raw and cooked food separate to prevent cross-contamination. Store cooked food above raw food in the refrigerator.
- Refrigerate food promptly within a few hours after cooking or purchasing.



- Use permitted preservatives within safe limits.

### *Don'ts*

- Do not leave food uncovered for long periods; germs in the air can settle on food.
- Do not refreeze defrosted food. Refreezing causes bacterial growth and spoilage. Avoid buying frozen foods with large ice crystals.
- Do not leave perishable foods at room temperature for more than four hours.
- Avoid overloading the refrigerator; blocked airflow affects cooling.



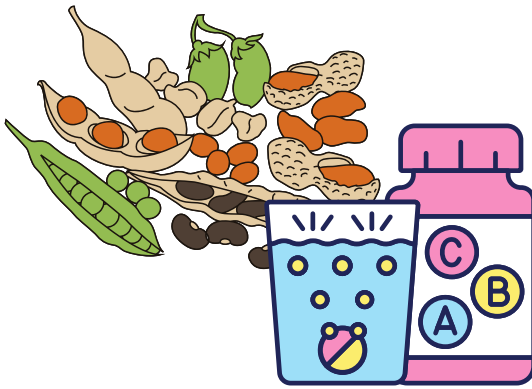
### ***Food Preparation Practices***

#### *Do's*

- Defrost frozen food before cooking.
- Clean chopping boards between raw and cooked food; use color-coded boards and knives.
- Reheat leftovers thoroughly, stirring while heating.

#### *Don'ts*

- Do not undercook meat, poultry, or eggs.
- Avoid reusing cooking oil.
- Do not prepare food too far in advance before serving.



**Preserving Nutrients**

- Water-soluble vitamins (B complex, C) are sensitive to cutting, soaking, overcooking, reheating, and exposure to alkali or heat.
- Fat-soluble vitamins (A, D, E, K) are lost primarily through oxidation and deep frying.
- Minerals are stable but may leach into discarded cooking water.



**5. Correcting Myths and Misconceptions**

**Myth:** Preservatives are always harmful.

**Fact:** Approved preservatives in safe amounts prevent bacterial growth and food spoilage.

**Myth:** Cooking removes all chemicals.

**Fact:** Cooking kills microbes but may not remove chemical residues; washing and safe sourcing are important.

**Myth:** Fresh-looking food is always safe.

**Fact:** Appearance cannot show microbes or toxins; hygiene and proper storage matter.

**Myth:** Washing Fruits and vegetables once is enough.

**Fact:** Fruits and vegetables may need thorough rinsing under running water to remove dirt, germs, and pesticide residues.



**6. Interesting Facts**

- Cooking food at the right temperature (between 63°C and 75°C) kills harmful germs like Salmonella and E. coli, making meals safe to eat.
- Condensed milk and milk powder last longer than regular milk. Removing water through evaporation or dehydration slows down microbial growth, delays spoilage, and keeps the milk safe for longer.
- The 'danger zone' for food is between 5°C and 63°C. In this temperature range, bacteria multiply quickly, increasing the risk of spoilage and disease.
- Vacuum-packed or canned foods help prevent the growth of aerobic bacteria by limiting exposure to air.
- World Food Day, observed on October 16, inspires global action against hunger and malnutrition.

**7. Role of Teachers and Parents**

- Teach students to read food labels to understand nutritional content and calorie implications.
- Encourage daily habits like washing hands before meals, using clean utensils, and storing food properly.
- Educate on Healthy Eating: Teach students about balanced diets, food groups, and portion control through classroom or home lessons and activities.
- Encourage Water and Fruit Intake: Replace sugary snacks and drinks with healthy alternatives.

Nutrition Facts	
Serving Size Serving Per Container	
Amount per serving	
Calories	Calories from Fat
% Daily Value*	
<b>Total Fat</b>	
Saturated Fat	0 g 0 %
Trans Fat	0 g 0 %
<b>Cholesterol</b>	0 g 0 %
<b>Sodium</b>	0 g 0 %
<b>Total Carbohydrate</b>	0 g 0 %
Dietary Fiber	0 g 0 %
Sugar	0 g 0 %
<b>Protein</b>	0 g 0 %
<b>Vitamin A</b> 0 %	<b>Vitamin C</b> 0 %
<b>Calcium</b> 0 %	<b>Iron</b> 0 %

\*Percent Daily values are based on 2,000 calories diet. Your daily values may be higher or lower depending on your calories needs.

<p><b>4,7%</b></p> <p><b>ENERGY</b> 94,6 KCAL 396,2 KJ</p>	<p><b>0,6%</b></p> <p><b>PROTEIN</b> 0,5 g</p>
<p><b>37,8%</b></p> <p><b>SUGAR</b> 18,9 g</p>	<p><b>0,5%</b></p> <p><b>FAT</b> 0,3 g</p>
<p><b>&lt;0,1%</b></p> <p><b>SALT</b> &lt;0,1 g</p>	<p><b>0,2%</b></p> <p><b>SATURATES</b> &lt;0,1 g</p>

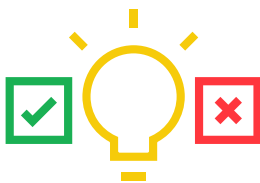


- Arrange awareness sessions with students and local food handlers using the 7Cs of food safety:
  - Check – Inspect food for freshness and quality before use.
  - Clean – Wash hands, utensils, and surfaces regularly.
  - Cover – Keep food covered to protect from dust, flies, and germs.
  - Cross-Contamination Avoid – Use separate boards/knives for raw and cooked food.
  - Cook – Cook food thoroughly to kill harmful germs.
  - Cool/Chill – Refrigerate or freeze food promptly to keep it safe.
  - Consume – Eat food within safe time limits.



### 8. Suggested Activities

- Food Safety Posters: Create colorful posters showing hygiene practices, safe storage, and handling of food, displayed around the school as visual reminders.
- Weekly Healthy Lunch Plan: Students create a weekly lunch menu that includes a variety of vegetables, two fruits, whole grains, limited sugar, and balanced calories to ensure nutritious and energizing meals.
- Nutrition Quiz: Organize quizzes to test students' knowledge about nutrition, food contamination, storage methods, and healthy eating habits.
- Cataloguing: Map Non-Perishable, Semi-Perishable, and Perishable food items and discuss how to handle and store them safely.



### 9. Various Cooking Methods

Cooking makes food safer, tastier, and easier to digest. Each method has its own purpose and health benefits.

- **Boiling:** Cooks food in water; ideal for rice, eggs, or lentils. Helps soften food and kill germs.
- **Steaming:** Uses hot steam to cook vegetables or idlis while retaining nutrients and natural flavor.
- **Roasting:** Dry heat cooking - perfect for nuts, grains, and vegetables. Adds crunch and rich flavor.
- **Baking:** Uses oven heat to cook cakes, bread, and snacks evenly without excess oil.
- **Frying** (Deep/Shallow/Sautéing): Adds crispness and enhances taste; suitable for cutlets or stir-fried vegetables.
- **Grilling:** Cooks food on direct heat, reducing fat and adding a smoky flavour.
- **Pressure Cooking:** Cooks food faster using steam under pressure, saving time and fuel.
- **Stewing and Simmering:** Cooks slowly in minimal liquid; perfect for soups, dals, and curries - preserves flavor and nutrients.



**10. Summary and Key Message**

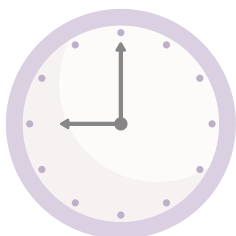
Safe and nutritious food is essential for a healthy body and a strong immune system. Following simple daily habits like washing hands, using clean utensils, proper storage, and cooking thoroughly can prevent illnesses, protect nutrients, and support overall well-being. Students can make healthy choices, develop lifelong food safety habits, and stay energetic and active.

'Every bite counts - make it safe, make it healthy'.



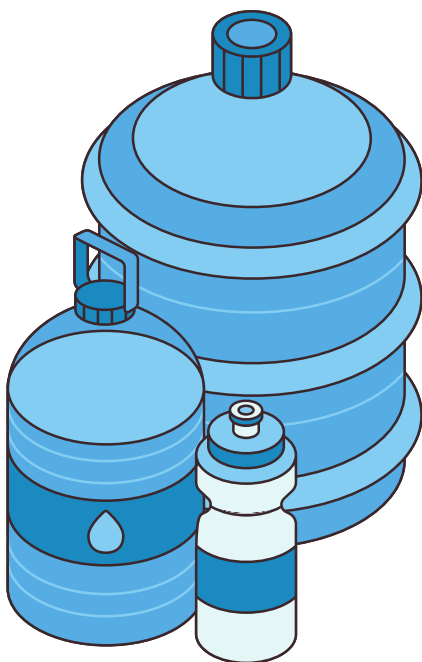
# MODULE 5

## CLEAN DRINKING WATER AND SAFE STORAGE



### 1. Introduction to the Module

Water is a precious natural resource and essential for all forms of life. Clean and safe drinking water is a basic human right and a top priority for every community. According to WHO and UNICEF, access to clean, well-stored water is essential for good health and achieving Sustainable Development Goal 6 - ensuring safe and affordable drinking water for all. This module explains the importance of safe water for health, ways to improve water quality, and safe storage practices.



### 2. Key Concepts and Fundamentals

#### ***What is Safe Drinking Water?***

Safe drinking water is clean, clear, and free from germs, chemicals, and dirt.

#### ***Water Contamination***

Water contamination occurs when harmful substances - like waste, dirt, bacteria, or chemicals - enter the water, making it unsafe to drink. This often happens due to poor sanitation, leaking pipes, open defecation, or storing water in dirty containers.

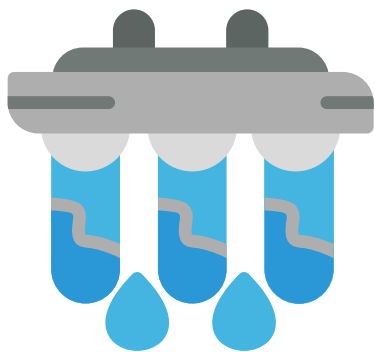
#### ***Safe Water Storage***

Even clean water can become unsafe if stored improperly. Always use clean, covered containers and avoid dipping hands or cups directly into them. Using ladles or taps prevents germs from spreading.

### **Water Treatment Techniques**

Treating water before drinking ensures it is safe for use.

Here are some common and effective methods:



- **Boiling:** The simplest and most reliable method. Boil water until large bubbles appear and continue for 10–15 minutes to kill bacteria, viruses, and parasites. Let it cool naturally and store it in clean, covered containers. Boiling Has Limits - Boiling kills most germs, but cannot remove harmful chemicals, pesticides, or radioactive materials.
- **Chlorination:** Add a small, measured amount of chlorine (as tablets or liquid) to disinfect water. Chlorine kills harmful microbes and makes water safe for drinking.
- **Filtration:** Use clean muslin cloth, ceramic, or carbon filters to remove mud, dirt, and some impurities. Modern household filters also reduce harmful chemicals.
- **Reverse Osmosis (RO):** RO systems push water through a fine membrane that removes dissolved salts, heavy metals, and germs. They are ideal for areas with hard or chemically contaminated water.
- **Solar Disinfection (SODIS):** Fill clear plastic bottles with water and expose them to direct sunlight for 6 hours. UV rays from the sun destroy most bacteria and viruses - an easy, low-cost method for rural areas.

### 3. Common Issues and Challenges

- **Waterborne diseases:** Contaminated water and poor sanitation are directly linked to diseases such as diarrhea, cholera, dysentery, typhoid, and hepatitis A (WHO, 2023).
- **Access to safely managed water:** Globally, 1 in 4 people - about 2.1 billion - still lack safely managed drinking water services, including untreated surface water sources (WHO and UNICEF, 2025).
- **Malnutrition and hygiene deficits:** Without enough safe water, growing food is harder, people cannot bathe properly, and skin and hygiene-related illnesses increase.

### 4. Do's and Don'ts

#### Collecting Water

##### Do's

- Collect water only from safe and protected sources such as covered wells, community taps, or treated municipal supply.
- Use clean, covered containers for fetching water to prevent dust or insects from entering.
- Wash your hands with soap before collecting or transferring water.

##### Don'ts

- Do not collect water for drinking from open or stagnant sources like ponds or drains.
- Never dip unclean mugs or hands into storage containers.

#### Storing Water Safely

##### Do's

- Store drinking water in clean, covered containers made of food-grade material (like stainless steel or Bisphenol A/BPA-free plastic).



## MODULE 5 CLEAN DRINKING WATER AND SAFE STORAGE



- Keep storage vessels elevated and tightly closed to prevent contamination from insects or dust.
- Label containers for 'drinking water only.'
- Change stored water every 24 hours to maintain freshness.

### *Don'ts*

- Do not use containers that were previously used for chemicals or oils.
- Avoid placing storage vessels near toilets, drains, or garbage areas.

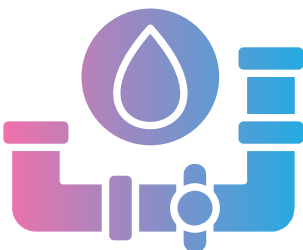
### ***Treating and Consuming Water***

#### *Do's*

- Boil water for at least one minute to kill harmful microbes.
- Use reliable household water filters or chlorination methods if available.
- Drink only treated or bottled water when traveling.
- Educate peers and family about safe water habits.

#### *Don'ts*

- Do not ignore leaks, rust, or foul smells in water; report them to authorities immediately.
- Always drink water that has been boiled, filtered, or purified - never drink directly from taps or wells.



### **5. Correcting Myths and Misconceptions**

Many people believe certain myths about drinking water that can actually harm their health. Let's clear up some of these common misconceptions with correct facts!



## MODULE 5 CLEAN DRINKING WATER AND SAFE STORAGE

**Myth:** Clear water is always safe to drink.

**Fact:** Even if water looks clear, it may still carry chemicals such as arsenic, fluoride, or lead from natural sources or old pipes, creating hidden health risks (WHO, 2022).

**Myth:** Chlorine in water is harmful.

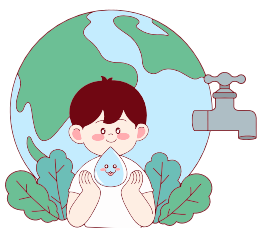
**Fact:** The right amount of chlorine kills dangerous germs without harming health (UNICEF). Excess chlorine, however, should be avoided.

**Myth:** If animals drink the water, it is safe for humans.

**Fact:** Animals have different resistance to germs. Water that is safe for animals may still make humans sick.

### 6. Interesting Facts

- Limited Freshwater on Earth: Only 2.5% of all water on Earth is freshwater, and less than 1% of it is easily available for human use - the rest is trapped in glaciers and ice caps (UNESCO, 2023).
- Our Body and Water: About 70% of the human body is made up of water. Babies have nearly 75%, while adults have around 60-70% depending on age and gender (WHO, 2024).
- World Water Week: Organized every August in Stockholm, Sweden, by the Stockholm International Water Institute (SIWI), this global event brings together scientists, leaders, and youth to find solutions for global water challenges.
- World Water Day: Celebrated every 22 March, it was established by the United Nations (UN) to raise awareness about the importance of freshwater and sustainable water use around the world.
- Global Concern: Nearly 2 billion people worldwide still drink water contaminated with human waste (UN Water, 2023).



### 7. Role of Teachers and Parents

- Ensure clean water is available and keep water containers covered.
- Regularly check and maintain water sources or water stations.
- Supervise the safe distribution of drinking water, especially for younger children.
- Report any issues of unsafe or contaminated water to the school authorities immediately.
- Remind children to drink only clean, filtered, or boiled water, even at school.
- Teach children about saving water and using it wisely.
- Encourage safe water storage practices.



### 8. Suggested Activities

#### *Water Awareness Chart*

Students can create colorful charts showing sources of clean water, ways to purify it, and how to store it safely at home and school.

#### *Safe Water Pledge*

Organize a class pledge where students promise to drink only clean water, avoid wasting it, and report any unsafe water source.



### 9. Suggested Routine and Toolkit

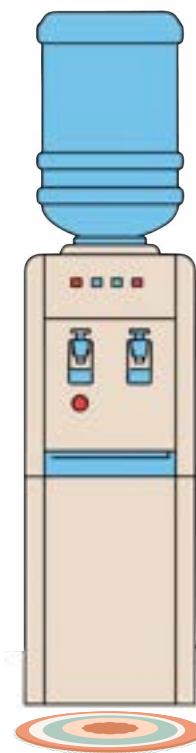
- Always use a ladle, cup, or bottle with a tap to pour water. Avoid dipping hands into the container - it spreads germs.
- Refill your bottle only from a clean and covered source like a water cooler or water station.
- Seek help as required when handling or filling water to make sure it's done safely, cleanly, and without spilling.

## MODULE 5 CLEAN DRINKING WATER AND SAFE STORAGE

- Water containers and coolers should be washed regularly using mild soap and clean water.
- Check the cleanliness of water points regularly.
- Twice a month, organize a Dry Day when all containers are emptied, washed, and placed in sunlight to dry.

### School Water Station Toolkit

- Water cooler cum filter unit
- Covered, food-grade water containers or matkas (earthen pots) with tight lids.
- Water dispensers or pots fitted with taps (no hand dipping)
- Separate jugs or ladles for pouring water
- Mild cleaning agents like bleaching powder or disinfectant.
- Brushes, scrub pads, and cloths for washing containers.
- Buckets and mops to keep the water area dry and clean.
- Simple water testing kit (for checking chlorine, pH, turbidity, etc.)
- Record book to log cleaning, testing, and refilling schedules
- Soap or handwashing station near the water area
- Hand sanitizer bottle for quick use
- Towels or tissue paper for drying hands
- Posters and charts on safe water handling and handwashing steps
- Do's and Don'ts board for drinking water safety



### 10. Summary and Key Message

Safe and clean drinking water is essential for good health and energy. Boiling or chlorinating helps make water germ-free, while proper storage in clean, covered containers keeps it pure. Choosing safe water every day protects us from diseases and supports overall well-being. Remember - safe water, safe life! Clean water today means a healthy tomorrow for everyone.

# MODULE 6

## MENSTRUAL HYGIENE



## 1. Introduction to the Module

This module helps students understand the importance of making good choices and staying healthy, as proper menstrual hygiene is an important part of overall health.

### ***Why is it important?***

- The practice of good menstrual hygiene prevents infections.
- It helps to stay comfortable during the period and to continue with daily activities.
- Reduces uncomfortable odours.
- Menstrual health is a key aspect of reproductive health and for maternal well-being in the future.

## 2. Key Concepts and Fundamentals

### ***Understanding Menstruation***

Menstruation, also called a period, is a natural and healthy process where blood and tissue are released from the uterus every month. It is a sign that the body is growing and becoming capable of reproduction. Most girls get their first period between the ages of 9 and 16. The average menstrual cycle lasts about 28 days, but it can range from 21 to 35 days. Menstrual bleeding typically continues for 3 to 7 days, and that's perfectly normal.

### ***Why Does It Happen?***

Menstruation is part of the reproductive cycle. Every month, the uterus prepares for a possible pregnancy. If pregnancy does not occur, the lining of the uterus sheds, which causes bleeding.

### ***Menstrual Products***

Different menstrual hygiene products are available to manage periods safely and comfortably:

- Cloth pads - reusable and eco-friendly when washed and dried properly.
- Biodegradable disposable pads - safer for the environment.
- Sanitary napkins - easily available and convenient.
- Tampons - inserted inside the vagina, changed every 4–8 hours.
- Menstrual cups - reusable silicone cups, changed every 10–12 hours depending on flow.
- Period underwear - washable and reusable for light to moderate flow.

### 3. Common Challenges Faced During Menstruation

Many girls face certain physical and emotional changes during their periods, which are completely normal.

#### ***Premenstrual Syndrome (PMS)***

Some experience symptoms like bloating, tiredness, sore breasts, mood swings, or sadness a few days before their period. These usually go away once the period starts.

#### ***Menstrual Pain***

Cramps or pain in the lower abdomen are common. Relief can be found through warm baths, using a hot water bag, gentle stretching, light exercise, or warm drinks. Staying active and calm helps you feel better.

#### ***Lack of Awareness and Stigma***

In many places, menstruation is not discussed openly, leading to confusion, embarrassment, and poor hygiene practices.



### 4. Do's and Don'ts

Menstruation is a natural and healthy process. Taking care of yourself during this time helps prevent infections, reduces discomfort, and promotes overall well-being.

#### ***Do's: Healthy Habits During Menstruation***

- Wash Hands Properly - Always wash your hands before and after changing sanitary pads, menstrual cups, or tampons. Dirty hands can carry germs that cause infections.
- Maintain Genital Hygiene - Wash your genital area daily with clean water. Always wipe from front to back - never the other way. This prevents harmful bacteria from spreading from the anal area to the vagina or urinary tract, reducing the risk of infections.
- Wear Clean and Breathable Clothing - Choose light, breathable cotton underwear. Avoid tight or synthetic fabrics that trap moisture and heat, as these conditions allow bacteria and fungi to grow easily.

- **Change Menstrual Products Regularly** - Change pads, tampons, or period underwear every 4-6 hours, even when the flow is light. Keeping the same product for too long can lead to bad odour, rashes, or infections due to trapped moisture.
- **Clean and Sanitize Menstrual Cups** - If using a menstrual cup, rinse it thoroughly after each use with clean water. After your period ends, boil it for 2 minutes to disinfect and dry it completely before storing it.
- **Eat Nutritious Food and Stay Hydrated** - Drink plenty of water to reduce cramps and prevent tiredness. Eat foods rich in iron (like leafy greens and lentils) to replace the blood lost during menstruation. Include magnesium-rich foods like bananas and dark chocolate to reduce mood swings and cramps. Avoid excess sugar, salt, and processed or spicy foods.



### **Don'ts: Things to Avoid During Menstruation**

- **Avoid Using Soaps or Chemicals in the Genital Area** - The vagina cleans itself naturally. Using soaps, facial cleansers, or antiseptics can disturb its natural pH balance and cause irritation or infections. Use only clean water for washing.
- **Stay Away from Scented Products** - Do not use scented pads, tampons, or toilet paper. These contain chemicals that can irritate the skin and upset the vagina's natural balance.
- **Never flush pads, tampons, or cloth pieces down the toilet.** Dispose of menstrual products safely. Wrap them in paper or old newspaper before disposing of them in a covered dustbin. Leaving them uncovered spreads germs and foul odour.

- Don't Dry Cloth Pads Indoors - If you use reusable pads or period underwear, wash them thoroughly and dry them in sunlight. Sunlight kills germs, while drying indoors in damp areas can cause bacterial growth.
- Avoid Using Tampons When Not Menstruating - Tampons should only be used during your period. Using them otherwise can upset the vagina's natural functioning and lead to infections.

### When to Seek Help or Medical Care?

It's important to reach out to a doctor, school nurse, or a trusted female adult if you notice:

- Severe pain that stops you from doing daily activities.
- Very heavy bleeding (changing two pads every hour).
- Periods lasting longer than 7 days.
- Large blood clots (bigger than a coin).
- Periods that come too early or too late (twice a month or skipped for over 3 months).
- Drastic change in one's individual cycle (a variation of 8 days or more from regular, for example, for one whose regular cycle is 40 days, suddenly starts once in 20-30 days)
- Unusual vaginal odour or discharge.
- Menstruation starting before age 9 or not starting by age 16.



### 5. Correcting Myths and Misconceptions

Understanding the truth about menstruation helps to break taboos and promotes confidence.

**Myth:** Girls are impure or sick during their periods.

**Fact:** Menstruation is a natural and healthy body process. Period blood is not dirty - it's simply the body's way of shedding the uterine lining.



- **Myth:** Girls should avoid sports or outdoor activities.
- **Fact:** It is perfectly fine to play, study, and do all regular activities during periods. Staying active can even reduce cramps.
- **Myth:** It's abnormal if a younger girl starts her period before others.
- **Fact:** Every girl's body develops at its own pace. Starting early or late is normal.
- **Myth:** Irregular periods at the beginning are a health problem.
- **Fact:** During the first one or two years, irregular cycles are common as the body adjusts.

### 6. Facts about Menstruation

- The word 'menstruation' comes from the Latin word 'mensis,' which means month.
- During each period, a girl loses only about 30-80 milliliters (ml) of blood.
- The menstrual cycle is controlled by four main hormones - estrogen, progesterone, follicle-stimulating hormone (FSH), and luteinizing hormone (LH).
- Menstrual Hygiene Day (May 28) helps to raise awareness and break myths around menstruation.

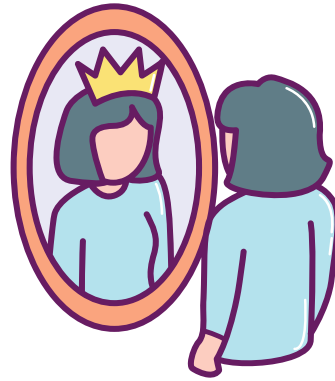
### 7. Role of Teachers and Parents in Menstrual Hygiene

- Provide accurate, age-appropriate information about menstruation scientifically and respectfully.
- Promote hygienic practices, including the use of clean sanitary products and regular changing.
- Ensure access to clean water, toilets, and safe disposal facilities.
- Address myths and misconceptions related to menstruation.
- Offer emotional support and create a supportive, stigma-free environment.
- Encourage healthy habits that support physical and mental well-being.



**8. Suggested Activities for Awareness**

- Awareness Sessions: Conduct interactive talks or workshops to explain menstruation and hygiene. Invite doctors or health educators for open discussions and Q&A sessions.
- Peer Support Groups: Form student clubs where girls can share experiences and learn together.
- Educational Film Screening: Show short documentaries or animated videos on menstrual health.



**9. Menstrual Hygiene Toolkit for Students**

- Track Your Cycle: Use a diary, calendar, or mobile app to record your period dates. This helps you understand your body’s rhythm, notice any changes, and stay prepared in advance.
- Prepare a Period Kit: Keep a small pouch with sanitary pads, extra underwear, tissues, hand sanitizer, and a small disposal bag. Carry it in your school bag for emergencies.



**Think Positive**



- **Seek Guidance:** If you have questions or worries, talk to a trusted adult like a parent, teacher, or school nurse.
- **Ensure Facilities:** Ask your school to maintain clean toilets, provide water, soap, and covered bins for safe disposal.
- **Be Eco-friendly:** Try biodegradable or reusable products like cloth pads or menstrual cups to protect the environment.



### 10. Summary and Key Message

Menstrual hygiene is an important part of overall health. Understanding periods helps students manage them confidently. Clean habits - like washing hands, changing pads regularly, and eating healthy - prevent infections and discomfort. Talking openly removes myths and stigma, making menstruation a natural topic. Schools, teachers, and parents must create awareness, provide facilities, and support students during this phase.

*Menstruation is natural - understanding it, maintaining hygiene, and talking openly keeps you healthy, confident, and strong.*



# MODULE 7

## ENVIRONMENTAL HYGIENE AND WASTE MANAGEMENT



### 1. Introduction to the Module

Our surroundings shape both our physical and mental health. This module encourages students to practice good environmental hygiene and adopt smart waste management practices. By keeping our homes, schools, and neighbourhoods clean and free from harmful waste, we reduce illnesses and help ourselves to feel confident and strong. This module intends to empower each student to be a guardian of the environment and a champion for clean spaces.



### 2. Key Concepts and Fundamentals

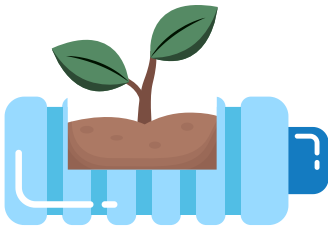
The environment we live in - what we breathe, drink, touch, and see - has a direct effect on our health every single day. Environmental hygiene is the practice of keeping our surroundings, water, air, food, and waste clean and safe. Each of us has a role in maintaining environmental hygiene by following small but consistent habits.

#### ***Understanding Waste and Its Types***

Waste is anything that we abandon or throw away because it is no longer useful. It can be divided into:

- Biodegradable Waste: Kitchen and garden waste that decomposes naturally.
- Non-Biodegradable Waste: Plastics, glass, and metals that do not decompose easily.
- Recyclable Waste: Paper, bottles, and metals that can be processed into new products.
- Hazardous Waste: Batteries, e-waste, and chemicals that require special disposal.





### **Waste Management**

It means properly collecting, separating, and disposing of waste so it does not pollute land, air, or water. Waste should never be left in open areas where it can attract pests or contaminate water sources.

### **The 5Rs of Waste Management**

Good waste management follows the 5Rs:

- Refuse unnecessary items.
- Reduce what you use.
- Reuse items rather than throwing them away.
- Repurpose objects for a new use.
- Recycle to create new materials.

By following the 5Rs and sorting waste into green (wet), blue (dry and/or recyclable), red (hazardous), and black/grey (general) bins, we can keep our environment healthy and sustainable for all.

### **Medical Waste**

Medical waste includes used bandages, syringes, gloves, and other hospital materials that may spread infection. It is collected safely in yellow bins, meant for contaminated waste. Proper segregation, treatment, and disposal prevent diseases, protect workers, and keep our environment clean.

### **Pollution**

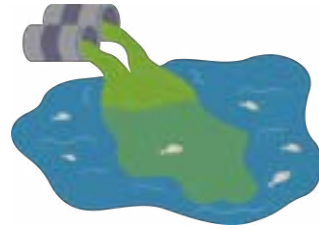
Pollution is the introduction of harmful substances or energy into the environment, which makes air, water, and soil unsafe for humans, animals, and plants.

### **Impact of Pollution**

Pollution causes health problems like asthma, diarrhea, heart disease, and reduces life expectancy. It damages ecosystems, harms humans and animals, and affects crop growth.

### **Types of Pollution**

- Air Pollution: Smoke, dust, vehicle emissions, and industrial gases make the air dirty.
- Water Pollution: Chemicals, waste, and sewage contaminate rivers, lakes, and oceans.
- Soil Pollution: Pesticides, plastics, and industrial waste harm soil quality.
- Noise Pollution: Loud traffic, factories, and construction disturb humans and wildlife.



### **Ways to Prevent Pollution**

- Reduce waste, plant trees, use public transport, recycle materials, avoid burning garbage, and use clean energy sources.
- Sanitation in Homes and Schools
- Clean toilets, proper drainage, and regular cleaning reduce infections and make living spaces pleasant.
- Individual and community efforts together can make the environment healthier and safer for all.



### **Vector Control**

Mosquitoes, flies, and rats spread many diseases. Keeping the environment clean, dry, and garbage-free prevents their breeding.





### 3. Common Issues and Challenges

Environmental hygiene problems affect homes, schools, and communities in many ways. Dirty surroundings and poor hygiene cause frequent sickness and absenteeism in schools.

#### ***Improper Waste Disposal***

- Garbage often gets thrown away without separating dry and wet waste.
- It clogs drains and collects stagnant water, becoming a breeding ground for mosquitoes. This leads to vector-borne diseases such as dengue, malaria, and chikungunya and causes water-borne illnesses like diarrhea, cholera, and typhoid.
- It pollutes the water resources and harms soil and aquatic life, disturbing the ecosystem.



#### ***Poor Air Quality***

- Smoke from burning garbage, vehicle fumes, and dust cause air pollution.
- Polluted air leads to health hazards like breathing problems, cough, flu, asthma, and even tuberculosis. Long-term exposure reduces concentration, energy, and overall health.



#### ***Lack of Sanitation Facilities***

Many public areas still lack clean toilets or handwashing stations. Without proper sanitation, infections spread quickly.

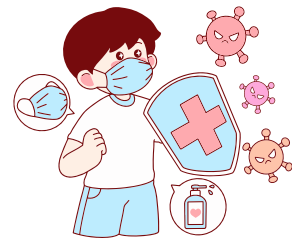
### 4. Do's and Don'ts

Good cleanliness habits help us to protect our surroundings, stay healthy, and build a cleaner, greener future. Practicing environmental hygiene and managing waste properly are small steps that create a big difference.



#### **Do's: Positive Habits**

- Maintain clean surroundings: Keep classrooms, corridors, and schoolyards clean and tidy. Dispose of waste properly and ensure that dustbins are emptied daily.
- Segregate waste properly: Separate wet (food or garden) waste from dry (plastic, paper, metal) waste. Use green bins for wet waste, blue bins for dry or recyclable waste, red bins for hazardous waste, and black bins for general waste.
- Plant and protect trees: Trees improve air quality, give shade, reduce heat, and support biodiversity. Encourage plantation drives.
- Save electricity: Switch off lights, fans, and electronic devices when not in use. It conserves energy and lowers carbon emissions.
- Conserve water: Fix leaking taps, collect rainwater, and avoid wasting water while washing hands or cleaning.
- Use eco-friendly products: Choose biodegradable plates, reusable bottles, and cloth bags instead of single-use plastics.



## MODULE 7 ENVIRONMENTAL HYGIENE AND WASTE MANAGEMENT

- Promote hygiene awareness: Teach peers about the importance of cleanliness and proper waste management through posters, plays, and campaigns.

### **Don'ts: Habits to Avoid**

- Don't spit or urinate in public places: It spreads infections and makes the environment unpleasant.
- Don't litter: Throwing garbage on roads, in drains, and in water bodies pollutes the environment.
- Don't burn waste: Burning plastics or dry leaves releases harmful smoke and toxins into the air.
- Don't use loudspeakers or horns unnecessarily: Noise pollution harms hearing, disturbs sleep, and reduces concentration.
- Don't use excess plastic: Avoid plastic straws, bottles, and packaging - choose sustainable alternatives instead.



### **Use of Toilets**

- Use toilets responsibly - flush after every use, keep the seat and floor clean, and wash your hands with soap.
- Dispose of sanitary pads, diapers, and tissues only in the assigned bins.
- Following these steps keeps toilets and washrooms hygienic and prevents blockages or infections.



### 5. Correcting Myths and Misconceptions



**Myth:** Waste burning is harmless if it is outdoors.

**Fact:** Burning any waste releases toxic gases and particulates that harm lungs, pollute the air, and affect entire communities.

**Myth:** Segregating waste is unnecessary; all garbage goes together.

**Fact:** Mixing wet, dry, recyclable, and hazardous waste makes recycling difficult and increases pollution risks.

**Myth:** Using air fresheners and scented chemicals keeps the surroundings clean.

**Fact:** These only mask odours; they do not remove germs, bacteria, or pollutants.

**Myth:** Using chemical pesticides is always safe for hygiene.

**Fact:** Excessive or improper use of chemicals can contaminate soil, water, and food, and harm humans and wildlife.

### 6. Interesting Facts

- Globally, each person produces approximately 270 kilograms of waste per year (0.74 kg/day) according to the World Bank report 'What a Waste: A Global Snapshot of Solid Waste Management' (2018).
- Plastic can take decades to 1,000 years to fully decompose!
- Recycling potential: Recycling one ton of paper saves about 17 trees, 26,000 liters of water, and 4,000 kWh of electricity (Studies by the University of Manchester).
- International Days: World Environment Day (June 5), World Earth Day (April 22), and Global Recycling Day (March 18) raise awareness about hygiene and waste management.
- Composting magic: Organic waste like food scraps and leaves can turn into nutrient-rich compost in just a few months, reducing landfill waste.



WORLD  
ENVIRONMENT  
DAY



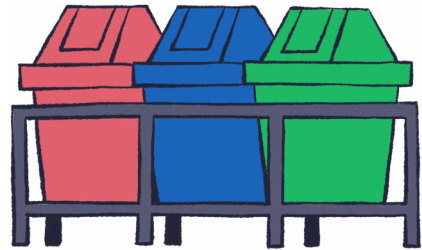
### 7. Role of Teachers and Parents

- Be role models - when children see parents and teachers washing hands, separating wet and dry waste, and keeping home and school surroundings tidy, they follow the pattern.
- Establish daily habits - Encourage children to wash hands after meals, brush, bathe, and discard waste properly.
- Provide information - Talk about clean surroundings and waste management habits at home and school. Teach key concepts of environmental hygiene, connecting to science, civics, and health.
- Organize demonstration sessions like hand-washing drills in schools, waste collection drives, and cleaning the surroundings.



### 8. Suggested Activities

- School Clean Drive: Organize fortnightly or monthly events where students pick up litter, sweep the compound, and categorize waste bins.
- Tree Planting Drives: Gather students to plant trees on school grounds, then track growth, care, and environmental impact.
- Neighbourhood Awareness Walk: Students walk locally with banners, talk to neighbours about waste segregation, safe water, and clean air practices.



### 9. Environmental Hygiene Toolkit

- Hand Sanitizer or Soap to clean before and after handling waste.
- Tissue Paper or Handkerchief for safely wiping surfaces, handling small waste items, or covering sneezes and spills.
- Dust Mask or Face Shield to protect your lungs and eyes while cleaning dusty areas or handling waste.
- Dustbins (Clearly Labeled) - Use separate bins for dry, wet, and hazardous waste.
- Broom and Dustpan to sweep classrooms, homes, and surrounding areas to remove dirt, leaves, and litter.
- Gloves - Wear gloves while collecting, handling, or sorting waste to protect your hands from germs, chemicals, or sharp objects.
- Garbage Bags to collect waste efficiently and transport it to proper disposal or segregation points.



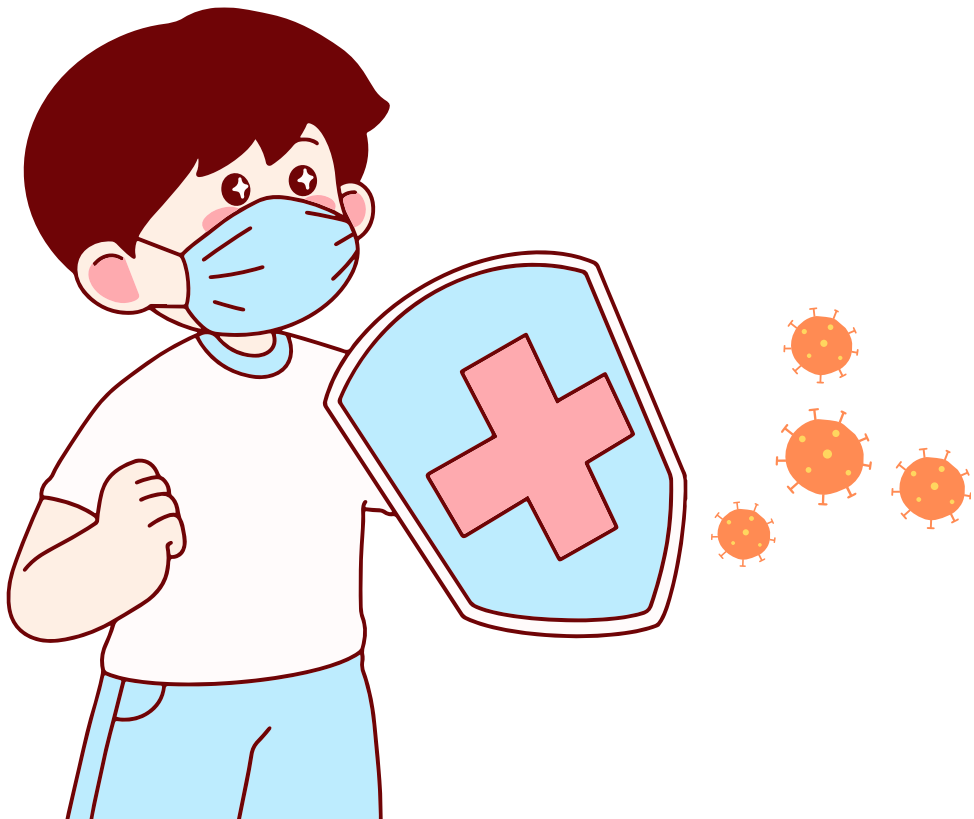
### 10. Summary and Key Message

This module on Environmental Hygiene and Waste Management teaches students how clean surroundings, safe water, air quality, and proper waste management practices protect health and the environment. It covers types of waste, segregation, safe disposal, and the 5Rs: refuse, reduce, reuse, repurpose, and recycle.

Healthy habits at home and school foster well-being and sustainable living.

# MODULE 8

## PREVENTING COMMUNICABLE DISEASES



### 1. Introduction to the Module

Communicable diseases remain a major public health challenge, affecting millions each year. These illnesses spread from person to person through air, water, bodily fluids, or vectors, and place a significant burden on health systems. This module introduces students to the basics of health and disease, focusing on how infections occur, spread, and can be prevented.

### 2. Key Concepts and Fundamentals

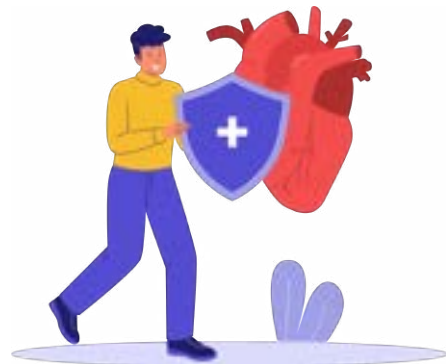
#### ***Health and Disease***

Health is more than the absence of disease; it is a state of complete physical, mental, and social well-being, as defined by WHO. Being healthy means functioning well in daily life, participating in the community, and reaching one's potential. In contrast, disease is any harmful deviation from normal bodily structure or function, often marked by specific signs and symptoms. Understanding both concepts helps us prevent illness and promote well-being.

#### ***Types of Diseases***

Diseases are broadly classified as communicable and non-communicable.

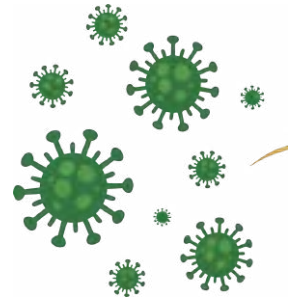
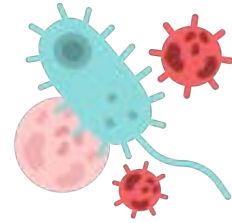
***Communicable Diseases*** are infectious illnesses that spread from person to person, or from animals to humans (zoonotic). Caused by viruses or bacteria, they cannot be inherited. Examples include COVID-19, tuberculosis, malaria, typhoid, and cholera. These diseases are often acute and develop rapidly, depending on the pathogen infectivity and host immunity.



**Non-communicable diseases** cannot be transmitted between people. They are caused by genetics, lifestyle, environmental factors, or organ dysfunction, and can be chronic. Examples include diabetes, heart disease, allergies, and high blood pressure.

### **Terminologies**

- **Sources:** Places where germs live, like surfaces, water, or human skin.
- **Mode of Transmission:** How germs move to susceptible individuals, including airborne, vector-borne, contact, bites, saliva, or contaminated food.
- **Host/Susceptible Person:** Individuals with weak immunity, unvaccinated children, or patients with chronic illnesses.
- **Infectivity:** The ability of a pathogen to cause infection.
- **Colonization:** Presence of germs without symptoms, yet capable of spreading infection.
- **Disease Transmission and Progression:** Infection begins when a germ enters a susceptible person, multiplies, and triggers the body's response. Symptoms appear when the disease develops, marking the stage where intervention and prevention are critical. Recognizing how germs live, spread, and affect the body is essential to preventing infections and maintaining community health.
- **Common Symptoms of Communicable Diseases:** Communicable diseases often cause fever, cough, runny nose, body aches, diarrhea, vomiting, rash, fatigue, and sore throat. Symptoms vary by infection, but early recognition helps in timely treatment and prevents the spread to others.



### 3. Common Issues and Challenges

Communicable diseases thrive where hygiene is poor, water and food are unsafe, air is polluted, and awareness is limited.



#### **Unsafe Water and Food**

Contaminated water sources and improperly stored food lead to waterborne illnesses like cholera, typhoid, and diarrhea.



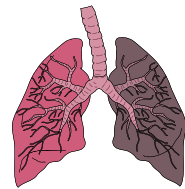
#### **Poor Sanitation and Hygiene**

Insufficient toilets, handwashing facilities, and waste disposal systems in homes and schools increase exposure to germs. Open defecation, littering, and stagnant water become breeding grounds for pathogens and vectors, especially mosquitoes.



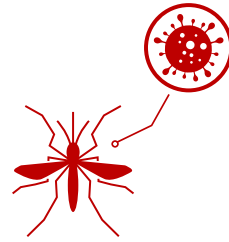
#### **Airborne Exposure**

Crowded spaces, polluted air, and poor ventilation contribute to respiratory infections such as tuberculosis, influenza, and COVID-19. Children, the elderly, and immunocompromised individuals are especially at risk.



### **Vector-Borne Diseases**

Mosquitoes, flies, and rodents thrive in unsanitary conditions, spreading malaria, dengue, chikungunya, and leptospirosis. Urbanization without proper waste management worsens these outbreaks.



### **Limited Awareness and Vaccination**

Many individuals lack knowledge about preventive measures, early symptoms, and vaccination schedules. Low immunization coverage increases susceptibility to preventable infections like measles, hepatitis, and polio.



### **Socio-economic and Environmental Factors**

Overcrowding, poverty, and insufficient healthcare infrastructure exacerbate disease transmission. Seasonal changes and climate conditions can increase vector populations and infection rates.



### **4. Do's and Don'ts**

As communicable diseases spread through contact, air, food, vectors, and body fluids, following simple, clear preventive practices can break the chain of infection and keep everyone healthy.

Do's: Recommended Preventive Practices

#### **Contact-based Diseases**

(Diseases: Hand, Foot, and Mouth Disease, Chickenpox, Lice, Eye Infections)

- Wash your hands frequently with soap and water, particularly before meals and after using the toilet/washroom.

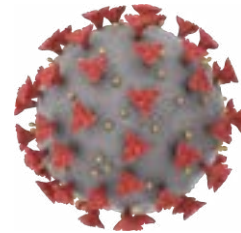
- Disinfect items used by sick individuals.
- Wear gloves if you need to touch contaminated items.
- Isolate sick individuals until recovery to stop transmission.



### ***Airborne and Droplet Diseases***

(Diseases: Common Cold, COVID-19, Measles, Tuberculosis)

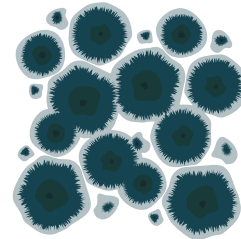
- Cover mouth and nose with tissue or elbow when coughing or sneezing.
- Maintain hand hygiene regularly.
- Use masks for those in contact with sick people.
- Keep rooms well-ventilated to reduce germ concentration.
- Isolate sick individuals until they are non-infectious.



### ***Food-borne Diseases***

(Diseases: Cholera, Food Poisoning, Dysentery)

- Cook eggs, meat, and poultry thoroughly.
- Refrigerate leftovers immediately.
- Wash hands, food, and surfaces before handling food.
- Dispose of vomit and stool safely.
- Ensure food handlers receive medical attention if unwell.



### **Vector-borne Diseases**

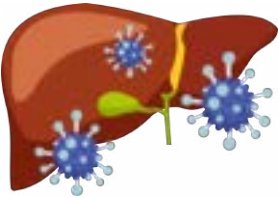
(Diseases: Dengue, Malaria, Chikungunya)



- Remove stagnant water to prevent mosquito breeding.
- Wear light-colored, long-sleeved clothing.
- Use insect repellents when outdoors.
- Stay away from areas with tall grass, bushes, or stagnant water.

### **Blood and Body Fluid-borne Diseases**

(Diseases: HIV/AIDS, Hepatitis B, STDs)



- Stay safe and avoid contact with others' blood or body fluids.
- Avoid sharing needles, razors, or toothbrushes.
- Wear gloves while handling blood or wounds.
- Receive recommended vaccinations, such as Hepatitis B.

### **Rabies Prevention**

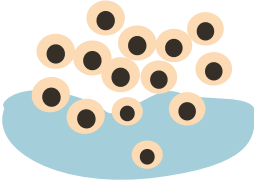


- Avoid contact with unknown domestic or wild animals.
- Wash animal bites immediately with soap and running water.
- Seek urgent medical care after any animal bite.

### **Vaccination**

- Follow the recommended immunization schedule for children and adults.
- Keep vaccination records updated.





### **Don'ts**

- Don't share personal items like towels, combs, clothing, and bathing and shaving accessories.
- Don't eat uncovered or stale food.
- Don't drink unclean or untreated water.
- Don't stay close to someone who is sick with a fever, cold, or cough.
- Don't handle food with dirty hands.
- Don't allow stagnant water around homes or schools.
- Don't touch sick animals or unknown pets.
- Don't share needles.
- Don't put yourself in situations that may risk your health or safety.
- Don't delay vaccination or ignore booster schedules.

By following these simple do's and avoiding the don'ts, children, families, and schools can significantly reduce the spread of communicable diseases, maintain a safe environment, and promote long-term health.



### **5. Correcting Myths and Misconceptions**

**Myth:** Communicable diseases only affect poor or unhygienic people.

**Fact:** Factors such as exposure, immunity, and preventive practices determine the risk regardless of socioeconomic status.

**Myth:** Antibiotics can cure all infectious diseases.

**Fact:** Antibiotics are effective only against bacterial infections, not viral ones like the common cold, influenza, or COVID-19. Misuse of antibiotics can lead to drug resistance.

**Myth:** Once symptoms disappear, the person is no longer infectious.

**Fact:** Some infections remain contagious even after symptoms subside. Following isolation and treatment guidelines prevents the spread.

**Myth:** Vaccinated individuals never get infected.

**Fact:** Vaccines greatly reduce the risk and severity of infection but do not always provide 100% protection.

### 6. Interesting Facts

- The word 'quarantine' comes from the Italian quaranta giorni, meaning 'forty days.' In the 14th century, ships suspected of carrying plague were isolated for forty days to prevent the spread.
- The Black Death (1347–1351), caused by *Yersinia pestis*, killed an estimated 75–200 million people. Spread by fleas on rats and human contact, it devastated Europe, Asia, and North Africa, altering societies and economies profoundly.
- The term 'COVID-19' comes from 'CO' (Corona), 'VI' (Virus), 'D' (Disease), and '19' refers to 2019, the year it was first identified in Wuhan, China, marking the start of the global pandemic.

### 7. Role of Parents and Teachers

#### Teachers

- Educate staff and students about communicable disease guidelines.
- Monitor students for early signs of illness and take timely action.
- Ensure availability of handwashing stations, soap, sanitizers, and other protective items.
- Maintain accurate health and sick leave records for students and staff.
- Communicate regularly with parents to coordinate infection control measures.
- Model good hygiene practices, like proper handwashing and respiratory etiquette.
- Encourage regular cleaning of classrooms and school surroundings.





### **Parents**

- Teach and reinforce proper handwashing and personal hygiene at home.
- Ensure children receive all recommended vaccinations on time.
- Maintain a clean home and surroundings to reduce infection risks.
- Promote healthy habits: nutritious food, adequate sleep, and physical activity.
- Monitor children's health and seek medical care promptly when needed.
- Support school and community health initiatives actively.

### **8. Suggested Activities**

- **Respiratory Hygiene Drill:** Conduct fun exercises showing proper coughing and sneezing etiquette using tissues or elbows, and explain how droplets spread diseases, reinforcing the habit in daily community life.
- **Vector Control Campaign:** Students identify stagnant water and mosquito breeding spots around the school and community, remove them, and learn preventive measures for vector-borne diseases like dengue and malaria.
- **Vaccination Awareness Day:** Invite healthcare professionals to explain vaccines and their benefits, followed by quizzes or fun sessions to motivate students and families to complete vaccination schedules.



**9. Vector Control Toolkit for Schools and Homes**

**Personal Protection**

- Long-sleeved, light-colored clothing - Reduces mosquito bites and exposure to other vectors.
- Insect repellents - Safe, age-appropriate repellents for skin or clothing.
- Mosquito nets/Screens - Protect sleeping areas, windows, and classroom vents.



**Environmental Management**

- Larvicide or mosquito dunks - For ponds, water tanks, or stagnant water sources.
- Fly traps / Sticky tapes - Capture flies in kitchens, classrooms, or cafeterias.
- Rodent traps / Bait stations - Safe control of mice and rats.
- Garbage bins with lids - Prevent vector breeding in trash and food waste.



**Cleaning & Maintenance Supplies**

- Brooms, mops, and dustpans - Regular cleaning of floors, corners, and drains.
- Drainage cleaning tools - To remove stagnant water in schoolyards, homes, and surroundings.
- Gloves and masks - For safe handling of cleaning and vector-control activities.
- Awareness & Monitoring Tools



### **Special Measures**

- Cover water storage containers - Tanks, buckets, and jars should always be tightly closed.
- Trim shrubs and grass - Reduces mosquito and rodent hiding spots around school and home.
- Check pet areas - Regularly clean bowls and cages to prevent mosquito breeding or fly infestation.
- Conduct a weekly inspection of the school and home premises to remove stagnant water and ensure proper sanitation.

Keep toolkit supplies accessible, labeled, and age-appropriate, so children can also participate safely in vector prevention.



### **10. Summary and Key Message**

Preventing communicable diseases begins with strong, healthy habits - adequate sleep, balanced nutrition, exercise, and oral care. Regular handwashing, safe food handling, and covering coughs help stop germ transmission. Vaccination strengthens protection from communicable diseases. By practicing these simple actions consistently, schools, families, and communities can break the chain of infection and create safer, healthier spaces for everyone.

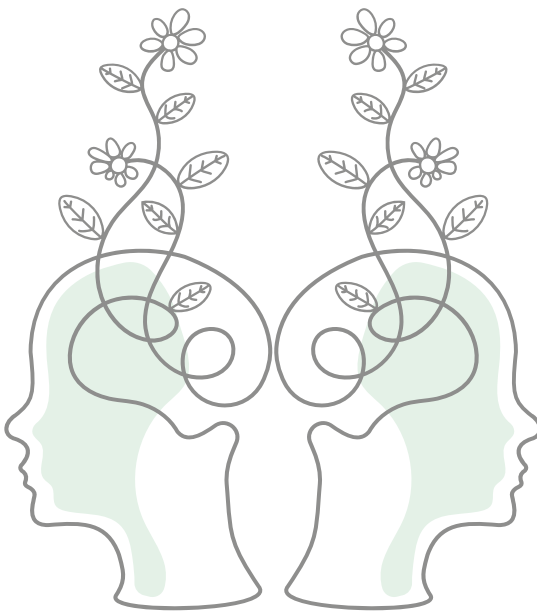


**MODULE 9**  
**HEALTHY HABITS FOR**  
**MENTAL WELL-BEING**



### 1. Introduction to the Module

Your brain is like your superhero - it helps you to think, learn, and achieve your dreams. But even superheroes need care and rest. This module will teach you simple ways to take care of your thoughts and emotions. You'll learn to manage stress, stay calm, and think positively. By the end, you'll understand the importance of mental well-being, build healthy habits, and develop focus, confidence, and inner strength for a happier, more balanced mind.



### 2. Key Concepts and Fundamentals

“Your mind is your greatest friend if you control it, but your worst enemy if it controls you.” - Sadhguru

#### ***What Is Mental Health?***

Mental health is the way you think, feel, and respond to life's challenges. It includes how you manage stress, make decisions, and connect with others. Good mental health doesn't mean being happy all the time - it means understanding your emotions, coping with difficulties, and finding balance even when things go wrong.

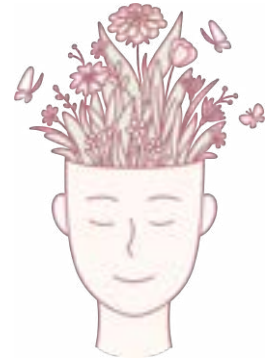
#### ***Why It Matters?***

Strong mental health helps you to stay focused, calm, and confident. It improves learning, strengthens friendships, boosts self-esteem, and even keeps your body healthy. A positive mind helps you to see problems as chances to learn and grow.



### **The MIND Model**

- **M** - Mental: Understand your thoughts and emotions, and express them in healthy ways.
- **I** - Integrity: Be true to your values, stay honest, and treat others with respect.
- **N** - Nourishment: Feed your brain with good sleep, nutritious food, exercise, and positive thoughts.
- **D** - Development: Learn from mistakes, stay curious, and grow through experiences.



### **Understanding Mental Health Issues**

Sometimes, feeling anxious, sad, or stressed for long periods can signal mental health concerns like depression or anxiety. These are common and treatable. Talking to trusted adults, teachers, or counselors can help you find support. Caring for your mind daily builds resilience, peace, and lifelong well-being.

### **3. Common Issues and Challenges**

*'Ups and downs in life are very important to keep us going, because a straight line, even in an ECG, means we are not alive.'* - Ratan Tata

#### **Everyday Pressures**

It's normal to feel stressed during exams, nervous while performing, or pressured to meet expectations. Often, people struggle with time management, academic competition, or fear of failure, which can affect confidence and focus.

#### **Emotional Struggles**

Sometimes, you may feel lonely, anxious, or sad even when surrounded by others. Overthinking, comparing yourself on social media, or dealing with friendship issues can make these feelings stronger.



### ***Mental Stress due to External Factors***

Mental stress can be caused by bullying (offline and online), body shaming, the use of drugs or alcohol, or spending too much time on screens. These experiences can affect your mood, focus, and confidence. Talking to trusted adults and practicing self-care helps to maintain mental well-being.



### ***When It Becomes a Problem***

If these emotions last too long or disturb your sleep, studies, or relationships, they may signal a deeper concern like anxiety or depression.

### ***The Way Forward***

Talking to someone you trust, practicing self-care, balancing study and rest, and staying connected with supportive people can help you build resilience and emotional strength.



## **4. Do's and Don'ts**

‘Talk to yourself once a day, otherwise you may miss meeting an excellent person in this world.’ - Swami Vivekananda

Good mental health begins with simple daily choices. The way you eat, sleep, think, and interact with others all shape your emotional well-being.

### ***Do's***

- Move your body: Stay active through sports, dancing, yoga, or even a short daily walk. Physical movement releases stress, lifts your mood, and keeps your mind fresh.
- Sleep well: Aim for 7–9 hours of good sleep every night. Quality rest helps your brain recharge, improves memory, and keeps your emotions balanced.

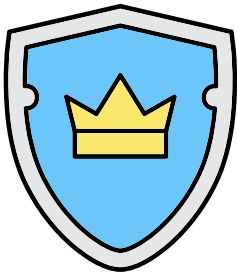


- Practice mindfulness: Try deep breathing, journaling, or spending a few quiet minutes alone. These practices calm your thoughts and help you focus better.
- Talk it out: Share your feelings with friends, parents, or teachers. Talking about what bothers you can lighten your emotions and help you find solutions.
- Stay positive: Focus on gratitude, kindness, and self-acceptance. Celebrate small successes and remind yourself that mistakes are part of learning.
- Balance your time: Plan your day with time for study, play, and rest. A balanced routine prevents burnout and keeps you happy and productive.
- Eat brain-friendly foods: Include fruits, nuts, vegetables, and whole grains in your meals. These foods boost energy, concentration, and overall mental health.



### ***Don'ts***

- Don't hide your emotions: It's okay to feel sad, angry, or anxious. Sharing your feelings or seeking help is a sign of courage, not weakness.
- Don't compare yourself with others: Everyone's journey is different. Focus on your growth instead of matching online/offline appearances.
- Don't ignore constant stress or sadness: If you feel low for a long time, talk to a counselor, teacher, or parent early. Getting support can make a big difference.
- Don't overwork yourself: Pushing too hard without rest harms both body and mind. Take breaks - relaxation helps you perform better.
- Don't rely on junk food or energy drinks: These may give quick energy but can affect mood, focus, and long-term health. Choose healthy snacks instead.



### 5. Correcting Myths and Misconceptions

**Myth:** Only people with serious problems need help

**Fact:** Everyone has mental health - we all need support sometimes

**Myth:** Sharing emotions is a weakness

**Fact:** Talking about feelings takes courage

**Myth:** Mindfulness is only for grown-ups

**Fact:** It's great for students to focus and relax

**Myth:** School stress is 'just part of growing up'

**Fact:** Stress is real and can be harmful if ignored

**Myth:** Ignoring problems makes them go away

**Fact:** Unspoken worries often grow bigger



### 6. Interesting Facts

- According to global studies, 1 in 7 teenagers experiences mental health challenges such as stress, anxiety, or sadness -yet many never seek help (WHO, 202,4 and UNICEF, 2019). That means someone in almost every classroom is silently struggling. Remember, these feelings are normal, and asking for help shows courage, not weakness.
- Mindfulness and deep breathing can reduce anxiety levels by nearly 40%.
- Laughter triggers chemicals in your brain that instantly lift your mood.
- Sleep is your brain's 'reset button.' A full night's rest boosts memory and focus.
- Exercise releases endorphins - natural mood boosters that help fight stress.
- Acts of kindness increase happiness for both the giver and receiver.
- Taking care of your mind isn't extra - it's essential. Just a few mindful minutes each day can help you feel calmer, stronger, and more in control of your life.

*Arjun, a Class 10 student, used to panic before every test - his heart raced, his hands trembled, and his mind went blank. One day, his teacher suggested something simple: take deep breaths and jot down his thoughts in a journal each day. At first, it sounded silly, but Arjun tried it anyway. Slowly, he began to feel calmer and more in control. Exams stopped feeling like monsters, and his focus improved. Soon, he was teaching his friends the same trick. What started as a small habit became his secret power - breathe, write, and believe in yourself.*



### 7. Role of Teachers and Parents

Mental health is a shared responsibility that begins at home and continues in school. When teachers and parents work together, they help children grow into emotionally strong, confident, and caring individuals.

#### **Role of Teachers**

- Create a safe, inclusive, and positive classroom environment.
- Encourage open discussions about feelings and mental well-being.
- Notice changes in students' behaviour, mood, or performance and offer support.
- Teach students coping skills such as mindfulness, problem-solving, and teamwork.
- Promote kindness, respect, and empathy among classmates.
- Be patient, understanding, and model calm behaviour during stressful times.





### ***Role of Parents***

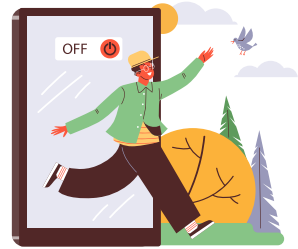
- Build balanced daily routines with time for study, rest, and recreation.
- Ask questions like “How are you feeling today?” and listen without judgment.
- Encourage children to express emotions openly instead of hiding them.
- Support healthy habits such as good sleep, nutritious food, and exercise.
- Celebrate effort and progress, not just results.
- Seek help from teachers or counselors when needed.
- Together, teachers and parents can create a nurturing world where every young person feels heard, supported, and strong.

### **8. Suggested Activities**

- **Mindful Minute:** Begin or end each class with one or two minutes of deep breathing or guided mindfulness. Close your eyes, inhale slowly, and focus on the present moment. This small practice reduces stress, clears your thoughts, and improves concentration throughout the day.
- **Journaling Time:** Spend 5-10 minutes writing about your thoughts, goals, or emotions. Journaling is like talking to your best friend - it helps you understand your feelings, release worries, and discover what truly matters to you.
- **Movement Breaks** - Take short breaks to stretch, walk, or dance between study sessions. Moving your body boosts energy, refreshes your brain, and instantly uplifts your mood.



- Kindness Challenge - Do one kind act every day – help a classmate, share a snack, or simply say “thank you.” Acts of kindness make you feel happier and create a positive environment around you.
- Digital Detox Hour - Set aside at least one hour daily without screens. Use this time to read, draw, talk to family, or spend time in nature. It gives your eyes, mind, and emotions a much-needed rest.

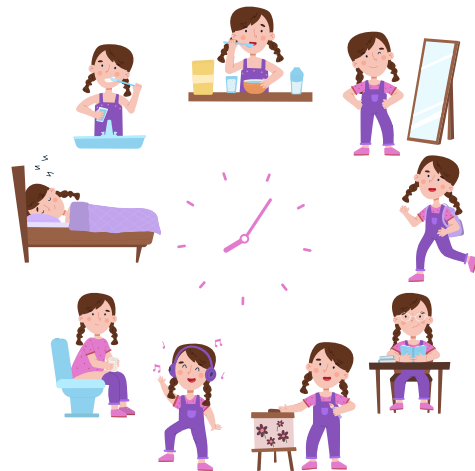


### 9. Daily Mind Routine and Wellness Toolkit

You are not alone. You are loved. And your mental health matters. Building small, positive habits each day can make your mind stronger, calmer, and happier. Here’s a simple routine to keep your mental well-being in balance.

#### *Daily Mind Routine*

- Morning: Begin your day with light stretching, deep breathing, or a short walk. Set one positive intention for the day.
- Midday: Stay hydrated, eat a healthy snack, and take a 5-minute break from screens to rest your eyes and mind.
- Afternoon: Do something creative - draw, listen to music, or help a classmate.
- Evening: Write in your journal or talk to a friend or family member about your day.
- Night: Switch off screens at least 30 minutes before bed, relax, and get 7-9 hours of sleep.



### **Healthy Mind Toolkit – Habit Tracker**

- Moved my body today
- Ate a healthy meal
- Took a break from screens
- Talked to someone I trust
- Slept 7+ hours
- Practiced gratitude or mindfulness

Keep this checklist for the week - each tick is a small step toward a happier, healthier you.



- The **KIRAN Helpline (1800-599-0019)** is a 24/7 toll-free mental health service by the Ministry of Social Justice and Empowerment. It offers free, confidential support in 13 languages for stress, anxiety, depression, and suicidal thoughts, connecting callers to trained professionals.
- Child helpline **1098** provides emergency support and protection for children in distress.

### **10. Summary and Key Message**

The module discusses the importance of caring for our minds just as we care for our bodies. It teaches simple, daily habits like mindfulness, gratitude, exercise, good sleep, and open communication to manage stress and emotions. The module encourages positive thinking, self-awareness, and kindness toward oneself and others. A healthy mind creates a happy life - small daily habits build strength, balance, and lasting well-being.



MODULE 10  
**FIRST AID AND  
EMERGENCY HEALTHCARE**



### 1. Introduction to the Module

Emergencies can happen to anyone, any time, at any place - at home, school, or on the road. Knowing what to do in those first few minutes can save a life. This module on First Aid and Emergency Care teaches you how to act calmly, quickly, and safely during medical emergencies. By the end of this module, you will learn to assess situations, give basic first aid, call for help effectively, and gain the confidence and skills to protect yourself and others in emergencies.

### 2. Key Concepts and Fundamentals

#### ***First Aid***

First Aid is the immediate care given to someone who is injured or suddenly becomes ill before professional medical help arrives, and within the Golden Hour and Platinum 10 Minutes. It doesn't replace a doctor but helps to prevent the condition from worsening.

The main goals of first aid are to:

- Preserve life - keep the person alive until professional medical help comes.
- Prevent further harm - avoid worsening the injury or illness.
- Promote recovery - provide comfort and basic treatment.

#### ***Emergency Care***

Emergency care refers to quick action taken during serious health conditions that need immediate medical attention, such as severe bleeding, burns, fractures, heart attacks, or fainting.



## MODULE 10 FIRST AID AND EMERGENCY HEALTHCARE

Basic principles of emergency care include:

- Stay calm - Panic makes the situation worse.
- Check safety - Ensure the scene is safe for you and the injured person.
- Assess and act - Check breathing, consciousness, and bleeding.
- Call for help - Dial emergency numbers like 108 (ambulance) or 112 (all-in-one emergency helpline).

Basic knowledge of first aid empowers students to respond with confidence, compassion, and clarity during emergencies - sometimes making the difference between life and death.



### 3. Common Issues and Challenges

Many people hesitate to help during emergencies due to fear, lack of training, or misinformation. According to the World Health Organization (WHO, 2022), fewer than 20% of people worldwide know how to perform basic first aid.

Some common challenges include:

- **The Bystander Effect:** The bystander effect occurs when the presence of others inhibits an individual from helping, largely due to a 'diffusion of responsibility' (assuming others will act) and 'pluralistic ignorance' (assuming no help is needed because others are not acting). The Good Samaritan Law primarily protects bystanders from legal, procedural, and hospital-related hassles.
- Lack of awareness: Many people do not know emergency numbers or basic steps to follow.
- Fear of harming: People often worry they might make the situation worse.
- Panic and confusion: In emergencies, people tend to freeze or panic instead of acting promptly.
- Limited access to first aid kits: Schools and homes may not have essential supplies like bandages or antiseptics.

### 4. Do's and Don'ts

Every emergency is different, but the golden rule is simple - stay calm, stay safe, and act quickly.

#### A. Cuts and Bleeding

Do's:

- Wash your hands and clean the wound gently with clean water.
- Apply gentle pressure with a sterile cloth or bandage to stop bleeding.
- If bleeding continues, elevate the injured area.
- Call for medical help if bleeding is severe.



Don'ts:

- Don't use a dirty cloth or touch the wound with unwashed hands.
- Don't remove deeply embedded objects - leave them for professionals.

Note: For minor cuts caused by sharp objects, it is advisable to take an anti-tetanus injection (TT - Tetanus Toxoid).

#### B. Road Traffic Injury/Crash

Do's:

- Stay calm and ensure your safety before helping others.
- Call emergency services (Dial 108 or 112) immediately.
- Turn on hazard lights and move injured people only if there is immediate danger (like fire).
- Give basic first aid - stop bleeding, keep the injured comfortable, and check breathing.
- Note vehicle details and witness information for reporting.



Don'ts:

- Don't crowd the accident site.
- Don't move victims with neck or spine injuries unnecessarily.
- Don't give water, food, or medicine to unconscious persons.
- Don't delay calling for help - every second counts.

**C. Burns and Scalds**

Do's:

- Cool the burned area under running water for at least 10 minutes.
- Cover it with a clean, non-stick dressing (like plastic sheet, aluminum foil, etc.).
- Remove tight clothing or jewelry near the area before it swells.



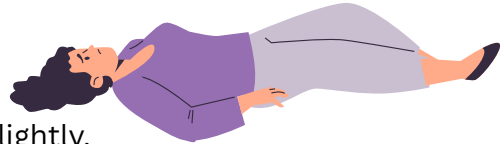
Don'ts:

- Don't apply toothpaste, oil, or butter - it can worsen the burn.
- Don't pop blisters.

**D. Fainting or Unconsciousness**

Do's:

- Lay the person flat with legs raised slightly.
- Loosen tight clothing and allow fresh air.
- If unresponsive, check breathing and pulse. Watch if the chest rises and falls and listen for breathing. Check pulse by gently pressing two fingers on the neck or wrist.
- Call 108 or 112 immediately for help.
- If you feel faint, lie down or sit down, and to reduce the chance of fainting again, don't get up too quickly. Place your head between your knees if you sit down.



Don'ts:

- Don't splash water or give anything to eat or drink until the person regains consciousness. An unconscious person is at risk of choking (aspiration) if given anything by mouth.

**E. Fractures and Sprains**

Do's:

- Elevate the limb to reduce swelling.
- Support the injured area using a splint or cloth.
- Apply a cold compress to reduce swelling.
- Seek medical help.



Don'ts:

- Don't try to push a bone back in place.
- Don't move the injured person unnecessarily.

**F. Nosebleeds**

Do's:

- Sit upright and lean slightly forward.
- Pinch the soft part of the nose for 10 minutes.
- Apply a cold compress to the nose bridge.



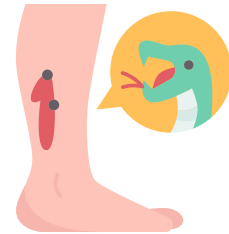
Don'ts:

- Don't tilt the head backward - it may cause choking.

**G. Snake or Insect Bites**

Do's:

- Keep the person calm and still.
- Tie a loose band above the bite to slow venom spread.
- Get medical help immediately.



Don'ts:

- Don't cut the wound or try to suck out venom.
- Don't use ice or tight tourniquets.

**H. Heart Attack or Chest Pain**

Do's:

- Call 108 or 112 immediately.
- Help the person sit or lie down comfortably in an upright position.
- Loosen tight clothes.
- Encourage slow, steady breathing.



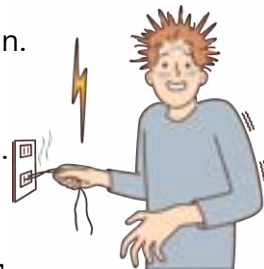
Don'ts:

- Don't ignore early warning signs like chest pressure or sweating.
- Don't allow the person to walk or exert themselves.
- Do not ignore chest pain by assuming it is only gas pain.

**I. Electric Shock**

Do's:

- Turn off the power supply before touching the person.
- Call for medical help.
- Check breathing and perform CPR if trained.
- Use substances that are bad conductors of electricity, like rubber and wood.



Don'ts:

- Don't touch the person while they are in contact with electricity.

### **J. Stroke**

Do's:

- Act immediately if you notice signs of stroke using the F.A.S.T method (Face droops, Arm weakness, Speech difficulty, and Time is critical).
- Note down the exact time when symptoms first appeared.
- Take the person to a hospital immediately (within the Golden Hour).
- Keep the person calm and help them rest in a comfortable position.



Don'ts:

- Do not try home remedies such as massage or oil application.
- Do not give food, water, or medicines by mouth.
- Do not leave the person alone or allow them to sleep unattended.

### **K. Seizure**

Do's:

- Make the surrounding area safe by removing sharp or hard objects.
- Loosen tight clothing and ensure proper ventilation; keep the area calm.
- After the seizure stops, place the person in the recovery position.



Don'ts:

- Do not put anything in the person's mouth.
- Do not try to restrain their movements during the seizure.
- Do not crowd around the person; give them space.
- Do not panic; stay calm and seek medical help if the seizure is prolonged.



**L. Dog Bite**

Do's:

- Wash the wound immediately with soap and running water for 7-10 minutes.
- Apply an antiseptic after thorough washing.
- Seek medical help immediately for anti-rabies vaccination.
- Follow the full vaccination schedule as advised.

Don'ts:

- Do not ignore even small or painless bites or scratches.
- Do not apply home remedies like turmeric, oil, or paste on the wound.
- Do not cover the wound tightly with bandages.



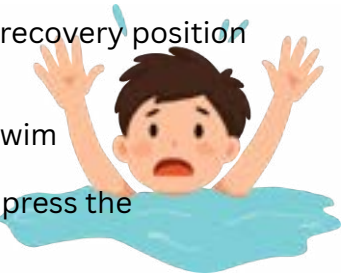
**M. Drowning**

Do's:

- Ensure your own safety before attempting a rescue.
- Use a rope, stick, or floating object to help the person if possible.
- If the person is not breathing and unresponsive, start CPR immediately.
- If breathing but unresponsive, place them in the recovery position and keep them warm while rushing to a hospital.

Don'ts:

- Do not enter the water unless you know how to swim and the situation is safe.
- Do not try to remove water from the stomach or press the abdomen.



**N. Choking**

Do's:

- Encourage the person to cough forcefully if they can breathe or speak.
- Give up to five sharp back blows between the shoulder blades.
- If needed, give up to five abdominal thrusts (adults) or chest thrusts (infants).
- Check the mouth after each step and call for emergency help if choking continues.
- Repeat the steps until the object is expelled or help arrives.

Don'ts:

- Do not put fingers blindly into the mouth.
- Do not give food, water, or medicine.
- Do not leave the person unattended.



### How to Give CPR?

CPR, or Cardiopulmonary Resuscitation, is a simple lifesaving skill used when someone's heart stops beating or they stop breathing.

- Check for safety. Make sure the area is safe for you and the person.
- Check for response. Gently tap their shoulder and call out, 'Are you okay?'
- Call for help. Ask someone to dial 108 or 112 and bring an AED (Automated External Defibrillator) if available.
- Check breathing. Tilt his/her head slightly back, lift his/her chin, and look for normal breathing for 10 seconds.
- If no breathing or only gasping, start chest compressions: **3P** Concept – **Position, Place, and Push**.
  - Take a position by the side of the person.
  - Place one hand in the centre of the chest. Put your other hand on top. Position your shoulders directly over your hands and keep your arms straight and elbows locked, using your body weight to push down.
  - Push down hard and fast - about 5 cm deep, 100–120 times a minute (about 2 per second).
- Let the chest rise fully each time. Keep pushing the chest continuously until help arrives or the person starts breathing.

Your timely action can save a life!



### Emergency Numbers in India

- 108 – Ambulance / Medical emergencies
- 112 – Universal Emergency Helpline (Police, Fire, Ambulance)
- 101 – Fire emergency
- 100 – Police
- 1098 – Child Helpline

### 5. Correcting Myths and Misconceptions



**Myth:** Only doctors can give first aid.

**Fact:** Anyone with basic knowledge and confidence can save a life by acting calmly and safely.

**Myth:** Tie a tight rope above a snake bite to stop venom.

**Fact:** Tight bands cut blood flow and cause more damage. Keep the person calm and still, and seek medical help immediately.

**Myth:** Always remove an object stuck in a wound.

**Fact:** Removing it can cause heavy bleeding. Keep it in place and seek medical help.

**Myth:** CPR (Cardiopulmonary Resuscitation) should only be done by doctors.

**Fact:** Anyone trained in basic CPR can perform it; timely action can double the chances of survival.

### 6. Interesting Facts

- Approximately 1.19 million people die each year as a result of road traffic crashes (WHO, 2023). Road traffic injuries are the leading cause of death for children and young adults aged 5–29 years.
- The 'Golden Hour' - the first 60 minutes after an injury - is the most crucial time to save lives.
- Around 50% of road accident deaths in India could be prevented with timely first aid and faster medical response (GOI, 2021).
- Performing CPR (Cardiopulmonary Resuscitation) can double the chances of survival in a cardiac arrest.

## 7. Role of Teachers and Parents

### Teachers

- Teach students how to identify emergencies, stay calm, and seek help quickly.
- Ensure first aid kits are available and accessible.
- Conduct workshops, awareness sessions, and mock drills to build confidence and readiness.
- Encourage open conversations about health, safety, and emotional well-being.
- Demonstrate calmness, teamwork, and responsibility during school emergencies or minor injuries.
- Integrate basic safety lessons into daily classroom discussions or activities.



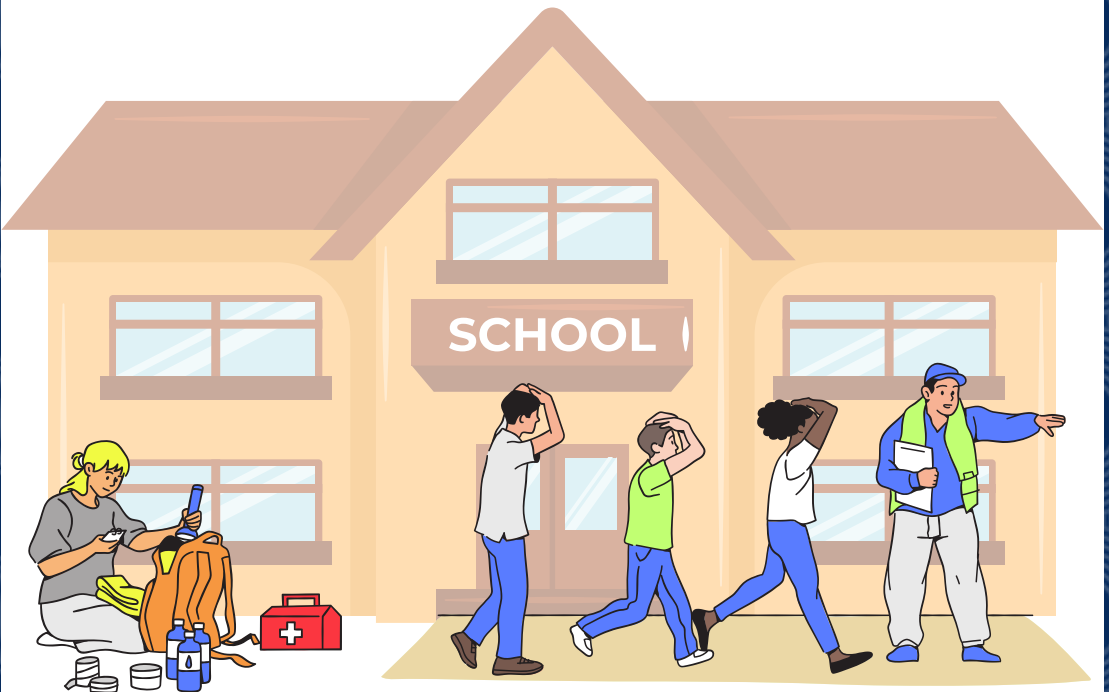
### Parents

- Reinforce safety practices at home and ensure a well-stocked first aid kit is available.
- Teach children emergency contact numbers (such as 108 and 112).
- Discuss the importance of staying composed and acting wisely in emergencies.
- Support school initiatives that promote health, hygiene, and preparedness.
- Together, teachers and parents create a culture of safety, awareness, and care for all students.



### 8. Suggested Activities

- **First Aid Demonstration:** Organize interactive sessions where students learn how to treat burns, cuts, fractures, fainting, or nosebleeds. Teachers or health professionals can demonstrate simple techniques like cleaning wounds, applying bandages, and performing CPR.
- **Mock Emergency Drill:** Conduct regular drills to simulate real-life emergencies such as fire, earthquake, or road accidents. Students practice safe evacuation routes, teamwork, and how to assist others calmly.
- **Poster and Slogan Campaign:** Encourage students to design creative posters or catchy slogans to promote first aid and emergency care practices.
- **First Aid Club:** Form a school safety club to maintain first aid kits, spread awareness, and assist during school events.



### 9. Toolkit for First Aid and Emergency Care

A well-prepared first aid kit ensures a quick and effective response during emergencies. Every home, school, and vehicle should have one that is easy to access and regularly updated.

#### Basic Items

- Sterile gauze pads, adhesive bandages, antiseptic solution, cotton balls, medical tape, scissors, tweezers, pain relievers, a digital thermometer, disposable gloves, a face mask, hand sanitizer, and an emergency contact list (family, teachers, ambulance numbers).



#### Additional Essentials

- Instant cold pack, burn ointment, elastic or crepe bandages, CPR face shield, and eye wash solution. Schools can include a flashlight, whistle, blanket, and extra batteries for use during major emergencies.

Keep your kit clearly labeled, dry, and within reach, and check and restock supplies every month to stay prepared.



### The Recovery Position

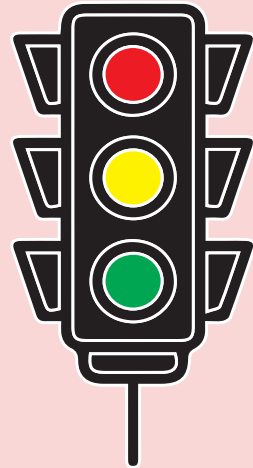
Keep the Airway Clear



### Follow Traffic Rules to Stay Safe

- Always use pedestrian crossings and wait for the green signal before crossing the road.
- Wear helmets while riding two-wheelers and seat belts while driving or sitting in a car.
- Avoid using mobile phones while walking, cycling, or driving. Stay alert.
- Follow traffic lights and road signs - they guide everyone and prevent confusion.
- Do not overspeed or try dangerous stunts on roads.
- Use footpaths and avoid walking or playing on busy streets.
- Never drive without a valid license and proper training.
- Keep your vehicle in good condition - check brakes, lights, and tyres regularly.
- Be kind and patient on roads - let ambulances, school buses, and elders pass first.

‘Following traffic rules saves lives - yours and others’



### 10. Summary and Key Message

First Aid and Emergency Care are vital life skills every student should learn. Knowing what to do in the first few moments of an emergency can prevent serious harm and even save lives. Staying calm, acting wisely, and calling for help are the most important steps. Every student can be a lifesaver. With knowledge, practice, and presence of mind, you can make your school, home, and community safer for everyone.



# MODULE 11

## DISASTER MANAGEMENT



**1. Introduction to the Module**

Disasters - natural or human-made - can strike anytime and in any place, and their impact can be sudden and severe. Knowing how to prepare, respond, and recover from them saves lives and reduces damage. This module on Disaster Management helps you to understand what disasters are, how they occur, and what actions to take before, during, and after an emergency.

**2. Key Concepts and Fundamentals**

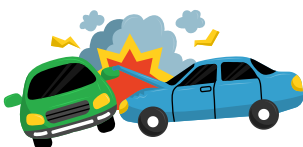
***What is a Disaster?***

According to the United Nations Office for Disaster Risk Reduction (UNDRR), a disaster is 'a serious disruption of the functioning of a community or society involving widespread human, material, economic, or environmental losses which exceed the ability of the affected community to cope using its own resources.'



***Types of Disasters***

- Natural Disasters: Caused by natural forces such as earthquakes, cyclones, floods, droughts, landslides, and tsunamis.
- Man-made Disasters: Resulting from human activities such as industrial accidents, chemical leaks, fires, building collapses, nuclear incidents, and transportation accidents.



### ***What is Disaster Management?***

Disaster management means preparing for, responding to, and recovering from events that cause harm to people, property, or the environment. The goal of disaster management is to minimize loss of life and property and to assist people in recovering quickly. It involves planning before a disaster occurs, acting quickly during it, and rebuilding afterward.

For example, if a flood is expected, disaster management includes warning people, evacuating them safely, providing food and shelter, and later helping them repair homes and return to normal life.



### ***Disaster Management Cycle***

The Disaster Management Cycle is a step-by-step process that helps communities deal with disasters more effectively. It includes five key stages:

- **Prevention:** Taking actions to stop disasters from happening - for example, building dams to prevent floods or banning construction in landslide-prone areas.
- **Mitigation:** Reducing the effects of a disaster - for instance, using earthquake-resistant buildings or planting trees to reduce soil erosion.
- **Preparedness:** Planning and training people to handle emergencies - such as conducting school fire drills or keeping emergency kits ready.
- **Response:** Immediate action during a disaster - rescuing people, giving first aid, and providing food, water, and shelter.
- **Recovery:** Helping communities rebuild homes, restore services, and return to normal life after the disaster.

Disaster management is most effective when everyone - government, schools, families, and communities - works together. Awareness, cooperation, and quick action can turn danger into safety and fear into resilience.

### 3. Common Issues and Challenges

According to the United Nations Office for Disaster Risk Reduction (UNDRR, 2022), over 300 million people are affected by disasters annually.

Common Challenges Include:

- **Lack of Awareness:** Many people are unaware of how to react during emergencies, especially in schools and rural areas.
- **Poor Preparedness:** Communities often lack evacuation plans, safety kits, and early warning systems.
- **Infrastructure Weaknesses:** Unsafe buildings, poor drainage, and unplanned urban growth increase disaster risks.
- **Delayed Response:** Lack of coordination between agencies can slow down rescue efforts.
- **Psychological Impact:** Disasters cause fear, anxiety, and trauma, especially among children and adolescents.
- **Misinformation and Panic:** False rumors and myths often make situations worse.

To address these issues, awareness, training, and timely action are essential.



**4. Do's and Don'ts**

Every type of disaster requires specific actions for safety. Knowing what to do - and what not to do - can prevent injuries and save lives.

**A. Earthquake**

Do's:

- Drop to the ground, take cover under a sturdy table, and hold on until the shaking stops.
- Move away from windows, glass, or heavy objects.
- After shaking, move outside to an open area away from buildings and power lines.



Don'ts:

- Don't run outside during shaking - falling debris can injure you.
- Don't use elevators.



**B. Fire**

Do's:

- Stay low to avoid smoke; cover your mouth with a cloth.
- Use the nearest safe exit; know your escape routes.
- If clothes catch fire, Stop, Drop, and Roll.

Don'ts:

- Don't use lifts.
- Don't re-enter a burning building for valuables.





**C. Floods**

Do's:

- Move to higher ground immediately.
- Switch off the electrical supply and gas connections.
- Store drinking water in covered containers.

Don'ts:

- Don't walk or drive through moving water.
- Don't touch electrical wires or poles.

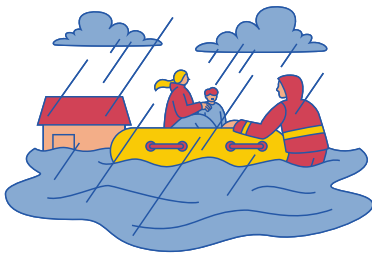
**D. Cyclones and Storms**

Do's:

- Stay indoors and away from windows.
- Keep emergency lights, water, and food ready.
- Listen to weather alerts on the radio or mobile.

Don'ts:

- Don't go out until officials declare it safe.
- Don't use electrical appliances during lightning.



**E. Landslides**

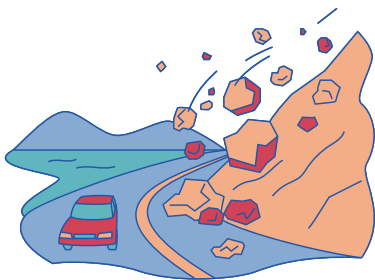
Do's:

- Move away from slopes or steep areas immediately.
- Be alert for sounds like rumbling or cracking ground.
- Follow evacuation instructions quickly.

Don'ts:

- Don't cross landslide-prone zones during heavy rain.

Don't ignore early warning signs.



### F. Road or Train Accidents

Do's:

- Call emergency numbers (108 or 112).
- Help victims move to safety if possible.
- Provide first aid or stop bleeding if trained.

Don'ts:

- Don't crowd the area.
- Don't move injured people unnecessarily.



### Disaster Management Agencies in India

India has several key agencies that work together to manage disasters effectively.

- The National Disaster Management Authority (NDMA) creates national policies and coordinates disaster planning.
- The National Disaster Response Force (NDRF) carries out specialized rescue and relief operations.
- Each state has its own State Disaster Management Authority (SDMA) to handle local emergencies.
- The Indian Meteorological Department (IMD) provides early warnings for weather-related disasters like cyclones, floods, and heatwaves, helping communities prepare and stay safe.

### 5. Correcting Myths and Misconceptions

**Myth:** Earthquakes only happen once in a place.

**Fact:** Earthquakes can happen anytime in the same region, especially in seismic zones. Stay prepared always.

**Myth:** Flood water is safe once it looks clean.

**Fact:** It may contain harmful bacteria or chemicals. Always purify drinking water.

**Myth:** Once a disaster ends, the danger is over.

**Fact:** Post-disaster risks like contaminated water, weak buildings, and aftershocks can still harm people. Stay alert and follow official guidance.

**Myth:** Only adults need disaster training.

**Fact:** Students play a vital role in safety and awareness.



### 6. Interesting Facts

- India is among the top five disaster-prone countries in the world, facing frequent floods, cyclones, and earthquakes. In India, the National Disaster Management Authority (NDMA) reports that nearly 58% of the landmass is prone to earthquakes, 12% to floods, and 68% to droughts.
- The 2004 Indian Ocean Tsunami, triggered by a 9.1 magnitude earthquake off Sumatra, Indonesia, struck 14 countries, including India and Sri Lanka, killing over 230,000 people - one of history's deadliest disasters.
- During floods, 15 cm of fast-moving water can knock an adult off their feet.
- The 1986 Chernobyl Nuclear Disaster in the USSR (now in Ukraine) released massive radioactive material, contaminating large parts of Europe. Over 300,000 people were evacuated, and thousands suffered radiation illnesses and long-term environmental damage.
- India celebrates National Disaster Reduction Day on October 29 every year.

**7. Role of Teachers and Parents**

**Teachers**

- Teachers should conduct regular mock drills in schools and integrate disaster management lessons into classroom discussions to help students respond calmly and effectively.
- They can encourage students to identify hazards within their surroundings and suggest safety solutions.
- Displaying evacuation maps, safety posters, and emergency contact numbers in classrooms ensures constant readiness.
- Teachers should model calm and confident behavior during emergencies and organize workshops or guest lectures with disaster management experts to build practical skills.

**Parents**

- Parents should create a clear family emergency plan, store important documents safely, and ensure that first aid kits and emergency numbers are accessible.
- They must teach children how to use helplines like 108 and 112, stay alert to warnings, and practice empathy by helping others safely during difficult situations.



**8. Suggested Activities**

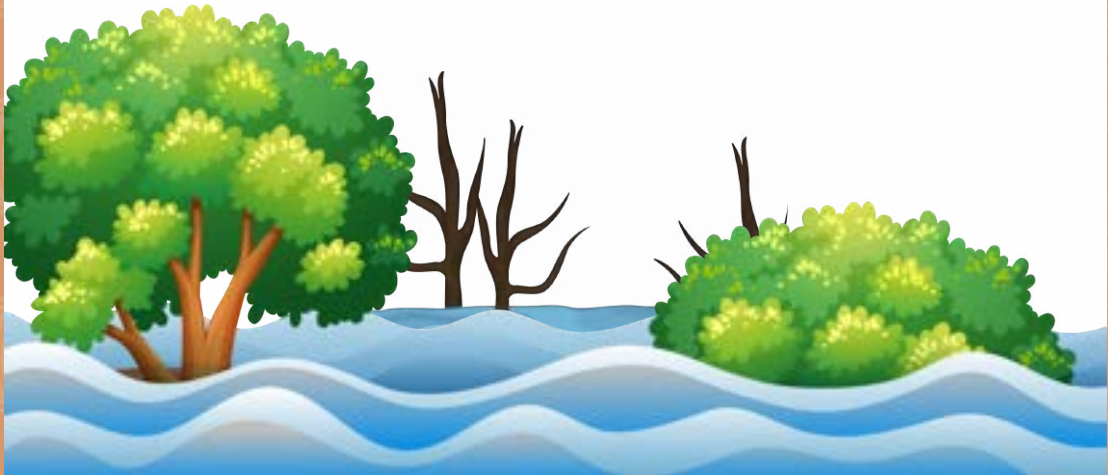
- **Mock Drills:** Conduct regular earthquake, fire, or flood evacuation drills to help students practice safe movement and teamwork.
- **Map Your School Activity:** Students identify safe zones, assembly points, and exit routes on a school map to understand escape plans.
- **Disaster Awareness Exhibition:** Organize exhibitions or poster competitions where students display models, charts, and slogans promoting disaster safety.
- **First Aid and Rescue Demonstration:** Invite local fire officers, NDRF teams, or health professionals to demonstrate first aid, CPR, and basic rescue techniques.





**10. Summary and Key Message**

Disasters cannot always be prevented, but their impact can be reduced through awareness, planning, and teamwork. The Disaster Management module teaches how to stay calm, act quickly, and support others during crises. Preparedness is not just about safety - it's about responsibility and care for one another. Every student can be a safety leader. With knowledge, readiness, and courage, you can protect yourself, your family, and your community in times of disaster.



# MODULE 12

## RESPECTING DIGNITY OF LABOUR

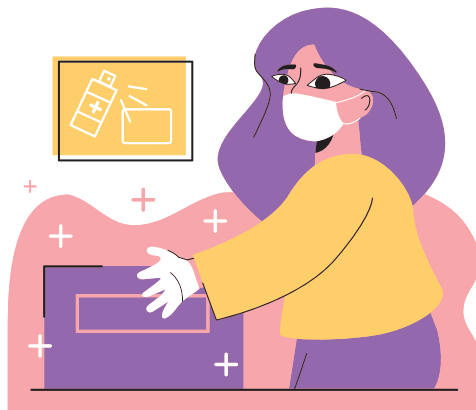


### 1. Introduction to the Module

Cleanliness is not just about hygiene - it is also about respecting those who help keep our surroundings clean. Every act of cleaning, from sweeping to waste management, carries dignity and purpose. This module helps students to understand that maintaining cleanliness is everyone's responsibility, not just the job of sanitation workers. By the end of this module, students will value all forms of work equally, learn responsible cleaning habits, and contribute actively to personal, school, and community cleanliness with pride and empathy.

### 2. Key Concepts and Fundamentals

- Dignity of labour means respecting all types of work - whether mental or physical - without discrimination. In the context of cleanliness, it involves valuing the efforts of those who clean streets, toilets, schools, or public spaces. These tasks are essential for maintaining public health, yet are often undervalued.
- Cleanliness is directly linked to health, hygiene, and human dignity. Every individual, regardless of social or economic status, deserves to live and work in clean, safe environments. Cleaning is not a lowly act; it is a noble contribution to community well-being.



- Students must understand that everyone shares responsibility for cleanliness - from keeping classrooms tidy to managing household and community waste. Simple acts like disposing of litter properly, washing hands, or keeping toilets clean prevent diseases and promote respect for labour.
- True progress happens when society sees no difference between intellectual and physical work. Respecting cleaners and participating in cleanliness drives develop empathy, humility, and civic sense - vital qualities of responsible citizens.



### 3. Common Issues and Challenges

- In India and many other societies, physical cleaning work is often looked down upon. According to a National Commission for Safai Karamcharis (2022) report, over five million sanitation workers continue to face stigma and unsafe working conditions. Many still handle waste manually, risking diseases and social exclusion.
- This stigma arises from deep-rooted social beliefs that cleaning jobs are 'low-status' or 'meant for others.' Such attitudes lead to discrimination, a lack of respect, and unsafe work environments for sanitation workers. In schools and homes, children sometimes hesitate to clean their surroundings, seeing it as 'someone else's duty.'

- Promoting dignity in cleaning work improves hygiene, public health, and equality.
- The challenge is to change mindsets - to make every student and citizen feel proud of contributing to cleanliness. Respect for cleaning work starts when we share responsibilities, recognize others' efforts, and stop linking dignity with the type of work done.

### 4. Do's and Don'ts

#### A. *Personal Cleanliness and Responsibility*

Do's:

- Keep yourself clean - bathe daily, wash hands, wear clean clothes, and trim nails regularly.
- Maintain cleanliness in your study area, classroom, and home.
- Dispose of waste properly in separate bins (wet, dry, and recyclable).
- Use toilets properly and keep them clean after every use.
- Wash your hands before eating, after using the toilet, or touching dust or waste.
- Encourage classmates to clean up after themselves instead of leaving it to others.



Don'ts:

- Don't litter in classrooms, playgrounds, or public spaces.
- Don't rely on cleaning staff for tasks you can do yourself.
- Don't use abusive or disrespectful language towards people engaged in cleaning work.



### ***B. Respecting Cleaning Workers***

Do's:

- Always greet and thank the cleaning staff
- Understand their contribution and show gratitude for their efforts.

Don'ts:

- Don't treat cleaning work as inferior. Every job that supports health and hygiene is honorable.
- Don't exclude or isolate sanitation workers due to their occupation.



### ***C. Cleanliness in Community and Environment***

Do's:

- Participate in local cleanliness drives, tree planting, and waste segregation programs.
- Educate family and peers about hygiene, recycling, and respecting sanitation workers.
- Report open garbage dumps or unhygienic conditions to local authorities.
- Follow safe cleaning practices - use gloves, masks, and proper waste handling tools.



Don'ts:

- Don't burn waste - it causes air pollution and health hazards.
- Don't mix medical or chemical waste with household garbage.



**D. When to Seek Skilled Help**

- For plumbing issues, pest control, or deep cleaning, seek trained professionals.
- Never handle broken glass, medical waste, or hazardous materials without supervision.
- Always inform teachers or adults about unsafe conditions (like blocked toilets or spilled chemicals).
- Taking responsibility for cleanliness is not just a duty - it's a mark of self-respect and gratitude towards those who work to keep our surroundings healthy.



**5. Correcting Myths and Misconceptions**

**Myth:** Cleaning is only for servants or sanitation workers.

**Fact:** Cleaning is everyone's responsibility. Self-cleaning builds discipline and respect for labour.

**Myth:** Physical labour is inferior to white-collar work.

**Fact:** All work that benefits society has equal dignity and value.

**Myth:** Cleaning is a punishment.

**Fact:** Cleaning develops responsibility, teamwork, and hygiene awareness.

**Myth:** Cleaners are uneducated or less skilled.

**Fact:** Cleaning requires training, precision, and health safety knowledge.

**Myth:** Boys should not clean as it is 'not their job.'

**Fact:** Cleanliness has no gender - everyone shares equal responsibility.

### 6. Interesting Facts

- Mahatma Gandhi considered cleanliness next to godliness and believed that true freedom includes freedom from dirt and disease.
- The Swachh Bharat Abhiyan (2014) made cleanliness a national mission and encouraged citizen participation in hygiene activities.
- The World Toilet Organization celebrates World Toilet Day on November 19 to promote respect for sanitation workers.
- According to the International Labour Organization (ILO, 2022), sanitation workers are among the world's most essential yet least recognized public health workers.

### 7. Role of Teachers and Parents

#### *Teachers*

- Integrate cleanliness and dignity of labour into classroom lessons.
- Organize cleaning activities where all students participate equally.
- Highlight the contributions of sanitation workers in morning assemblies.
- Model respectful behavior towards all staff and encourage the same among students.



**Parents**

- Teach children to clean their own rooms, toilets, and dishes.
- Discuss the importance of respecting all kinds of work.
- Avoid discriminatory comments about cleaning work.
- Support community cleaning activities and involve children.
- When teachers and parents set an example of respect and responsibility, students naturally develop empathy, humility, and civic pride - values that make society more inclusive and compassionate.

**8. Suggested Activities**

- Cleanliness Drive: Organize school or community cleaning days where all students participate equally, promoting teamwork and respect for sanitation workers.
- Meet the Heroes: Invite local sanitation workers to share their stories, experiences, and challenges. This helps students appreciate their contribution and learn about safe hygiene practices.
- Peer Cleaning Roster and Reflection Journal: Assign weekly classroom or home cleaning duties to students in rotation. Afterward, ask them to write short reflections on how cleaning made them feel more responsible and aware of hygiene.

**9. Survey - Understanding the Lives of Sanitation Workers**

This survey helps students understand the daily work patterns, challenges, and contributions of sanitation workers. It aims to promote respect, empathy, and the dignity of labour.

**Questionnaire**

1. Name of the sanitation worker (optional): \_\_\_\_\_

2. Age: \_\_\_\_\_

3. Gender: \_\_\_\_\_

4. Area or neighborhood where he/she works: \_\_\_\_\_

5. How long have you been working in sanitation services? \_\_\_\_\_ years

6. What type of sanitation work do you do? (e.g., street sweeping, waste collection, toilet cleaning, drainage cleaning, etc.)  
\_\_\_\_\_

7. What is your usual working time (start and end of the day)?  
\_\_\_\_\_

8. How many days a week do you work?  
\_\_\_\_\_

9. What tools or equipment do you use daily?  
\_\_\_\_\_

10. Do you use any protective gear (gloves, masks, boots, uniforms)? \_\_\_\_\_

11. What challenges do you face while working (e.g., health risks, long hours, lack of safety gear)?  
\_\_\_\_\_

12. Have you ever been injured or fallen sick due to your work?  
\_\_\_\_\_

13. Do you receive medical check-ups or health benefits from your employer/municipality?  
\_\_\_\_\_

14. What could make your working conditions safer and more comfortable?  
\_\_\_\_\_

15. How do people in your neighborhood treat sanitation workers?  
\_\_\_\_\_

16. Do you feel respected for the work you do?

17. What changes would you like to see in how society views sanitation workers?

18. What message would you like to give students and citizens about cleanliness and respect for sanitation work?

### ***Instructions for Students***

- Conduct the survey respectfully and politely.
- Take permission before asking questions.
- Maintain confidentiality and never record personal details without consent.
- After completing the survey, discuss your findings in class to create awareness about the dignity and importance of sanitation work.

### ***10. Summary and Key Message***

Respecting the dignity of labour, especially in cleanliness, means recognizing that no work is small or inferior. Cleanliness is not someone else's job - it is a shared responsibility for everyone's health and happiness. By taking part in cleaning and respecting those who do it daily, students become responsible citizens who value equality, hygiene, and respect. Every act of cleaning is an act of dignity and pride.



***Acute Disease***

An acute disease starts suddenly and lasts for a short period of time.

***AED***

An AED (Automated External Defibrillator) is a portable device that checks heart rhythm and gives an electric shock to restart the heart during sudden cardiac arrest, greatly increasing survival chances.

***Chronic Disease***

Chronic disease is a condition or disorder that persists for an extended period or has long-lasting health effects.

***Contamination***

Soiling or introduction of organisms or radioactive material into a wound or anywhere is not desired.

***Defecation***

A natural biological process by which organisms eliminate a solid, semisolid, or liquid waste material from the digestive tract.

***Genetic Disorder***

A health problem caused by one or more abnormalities in the genome. Monogenic - mutation in a single gene; Polygenic - in multiple genes or by a chromosomal abnormality

***Golden Hour***

The first crucial hour after an injury is when timely medical treatment greatly improves survival and reduces serious complications.

***Immunization***

Immunization describes the process of making one immune or resistant to an infectious disease by receiving a vaccination.

***Immunity***

Immunity refers to the body's ability to defend itself against harmful substances, pathogens, and foreign invaders.

***Immunocompromised***

A condition where a weakened immune system leads to an inability to fight off infections. One can be born with it, or caused by an infection, medication, or cancer, etc.

***Inherited diseases***

Inherited diseases are mostly a subset of genetic disorders, caused by changes (mutations) in one or more genes that are passed from parents to their offspring.

***Isolation***

A process of separating sick people who have a contagious disease from those who are disease-free or those who are not sick

***Larvicide***

An insecticide (contact or stomach poisons or biological control agents) that is specifically targeted against the larval life stage of an insect, especially mosquitoes.

***Malnutrition***

Deficiencies, excesses, or imbalances in a person's intake of energy and/or nutrient resulting in a spectrum ranging from underweight, wasting, micronutrient insufficiencies to overweight, obesity, etc.

***Nutrient***

A substance, organic or inorganic, that provides nourishment essential for the maintenance of life. It is used by an organism to survive, grow, and reproduce.

***Parasite***

An organism that lives on or within another organism or host and benefits at their expense by deriving nutrients from them

***Pathogen***

Tiny organisms that can make one sick if they get inside the body. Viruses, bacteria, fungi, parasites, and prions are pathogens. They're commonly called germs.

***Platinum 10 Minutes***

The first ten minutes after trauma are when rapid assessment and immediate care are vital to prevent death or severe damage.

***Quarantine***

A process to separate and restrict the movement of apparently healthy people who were exposed to a contagious disease to see if they become sick.

***Recovery Position***

A safe side-lying position used to keep an unconscious but breathing person's airway open and prevent choking.

***Rescue Breaths***

Breaths given to a non-breathing person to supply oxygen and support life until normal breathing or medical help arrives.

***Resuscitation***

The attempt to revive someone's breathing and/or heartbeat, from apparent death or unconsciousness, by involving methods such as cardiopulmonary resuscitation (CPR), drug administration, or electric shock.

***Rodent***

Relatively small gnawing mammals (such as a mouse, squirrel, or beaver) that have in both jaws a single pair of incisors with a chisel-shaped edge.

***Sanitation***

Use of public health measures designed to promote health and prevent disease; as the provision of clean water and the disposal of sewage and waste.

***SDGs***

Sustainable Development Goals (SDGs), adopted in 2015 by the UN, is universal call for action to end poverty, protect the planet, & ensure that by 2030 all enjoy peace & prosperity.

***Susceptibility***

It is a state of being predisposed to, or sensitive to, developing a certain disease, and is influenced by a combination of genetic and environmental factors

***Vaccine***

Vaccines are injectable or oral biological preparations that help in developing immunity against specific diseases by stimulating antibody production.

***Vaccination***

Vaccination describes the act of introducing a vaccine into your body to give you immunity to a specific disease.

***Vector***

Living organisms that can transmit infectious pathogens between humans, or from animals to humans, without being affected by these pathogens themselves

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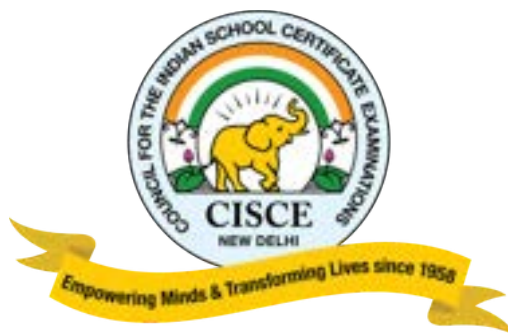
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## ABOUT CISCE

The Council for the Indian School Certificate Examinations (CISCE) is a premiere national board of education established in 1958, known for its commitment to academic excellence, innovation, and holistic development. It conducts the ICSE and ISC examinations, designed to strike a balance between rigorous academics and creativity, analytical thinking, and life skills. CISCE's curriculum encourages curiosity, conceptual understanding, and real-world application, preparing students to face global challenges with confidence and integrity. By continually upgrading its syllabi and evaluation methods, the Council ensures that learning remains relevant, inclusive, and future-oriented. Rooted in Indian values yet aligned with international standards, CISCE strives to nurture responsible, compassionate, and capable individuals ready to contribute meaningfully to the progress of society and the nation.

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Chief Executive and Secretary

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## Catholic Health Association of India

### ABOUT CHAI

The Catholic Health Association of India (CHAI) is a Network of 3626 Healthcare and Social Service Institutions across India. The network is divided into 11 regional units spanning the length and breadth of the country. It is a not-for-profit organization that works in various areas of health care, touching the lives of 12 million marginalized people every year. Leveraging the scale and reach of the network of its member institutions, CHAI has been successful in implementing a wide variety of projects in Community Health, Communicable Diseases, Non-Communicable Diseases, Palliative Care, Disability, Disaster Intervention, and Strengthening of the Healthcare System.

Director – General

**Fr. Dr. Mathew Abraham C.Ss.R.**

Associate Director General

**Sr. Dr. Helen Mary, SAB**

## *Note of Gratitude*

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Their professional guidance and commitment have greatly enhanced the accuracy, relevance, and quality of the handbook.



# NOTES

## **Health and Hygiene Pledge**

I pledge to care for my body, mind, and surroundings with responsibility and respect.

I will keep myself clean, practice proper handwashing, and follow safe hygiene routines every day.

I will maintain oral hygiene, stay active, and nurture habits that support my physical and mental health.

I will keep my home, classroom, and community clean, manage waste responsibly, and prevent the spread of diseases.

I will eat healthy food, drink clean water, and make choices that protect my well-being.

I will stay prepared for emergencies, practice safety, and value the dignity of all who help keep our environment healthy.

With awareness, discipline, and compassion, I pledge to build a healthier me and a healthier society.



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