



ಕರ್ನಾಟಕ ಸರ್ಕಾರ - ಜಿಲ್ಲಾ ಆಡ್ಮಿನಿಸ್ಟ್ರೇಟ್, ಭಾಮರಾಜನಗರ



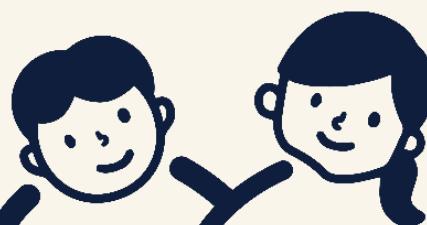
BLOCKCHAIN FOR  
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Building Healthy Communities

CLASS XI- XII



# ಪ್ರಾನಸಕ್ಷಿ

PranaSakhi

ಪೈಥಾವಸ್ಯೇಯ  
ಅರೋಗ್ಯದ ಬಗ್ಗೆ ತರೀಕೆತ್ತಿ ಘಟಕ

TRAINING MODULE ON  
ADOLESCENT HEALTH



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*The thematic framework of the modules is adapted from the National Health Mission School Health and Wellness programme.*

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## **Message from the Deputy Commissioner and District Magistrate, Chamarajanagar**

**ಮನ್ಮಂದಿ**



ಹಂಡಿಕರೆಯದವರ ಅರೋಗ್ಯವು, ಅರೋಗ್ಯಕರ ಕಾಗ್ರೆ ಪ್ರಗತಿವರ ಸಮಾಜ ನಿರ್ಮಾಣದ ಪ್ರಮುಖ ಅಧಾರಸ್ವರೂಪಗಳಲ್ಲಿ ಒಂದಾಗಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಬಾಮರಾಜನಗರ ಜಿಲ್ಲೆಯಲ್ಲಿ ಕೃಗ್ರಿತ್ತಿಕೊಳ್ಳಲ್ಪಟ್ಟ ಪ್ರಾಣಸಂಭಾರ ಕಾರ್ಯಕ್ರಮವು ಹಂಡಿಕರೆಯದವರಿಗೆ ಅರೋಗ್ಯ, ಯೋಂಗ್ಸ್ವೀಮು ಮತ್ತು ಜೀವನ ಕೌಶಲಗಳ ಬಗ್ಗೆ ಅಗತ್ಯವಾದ ಅರಿವು ಮತ್ತು ಜ್ಞಾನವನ್ನು ನೀಡುವ ದಿಕ್ಕಿನಲ್ಲಿ ಮಹತ್ವದ ಹೆಚ್ಚಿಯಾಗಿದೆ.

ಬಾಮರಾಜನಗರ ಜಿಲ್ಲೆಯಲ್ಲಿ ಹಂಡಿಕರೆಯದವರಲ್ಲಿ, ವಿಶೇಷವಾಗಿ ಯುವತೆಯರಲ್ಲಿ ರಕ್ತಹಿನತೆ, ಅವೈಷಿಕತೆ ಮತ್ತು ಸಂಬಂಧಿತ ಅರೋಗ್ಯ ಸಮಸ್ಯೆಗಳಿಂತಹ ಸವಾಲುಗಳು ಮುಂದುವರಿದಿವೆ. ಇವುಗಳನ್ನು ಪರಿಕರಿಸುವುದು ಕೇವಲ ವೈದ್ಯಕೀಯ ಕರ್ನಾಟಕ್ಕೆ ಮಾತ್ರ ಸೀಮಿತವಾಗಿರದೇ, ಶಿಕ್ಷಣ, ಜಾಗ್ರತ್ತ ಮತ್ತು ನಡವಳಿಕೆಯ ಬದಲಾವಣೆಯನ್ನು ಒಳಗೊಂಡ ಸಮಗ್ರ ಮತ್ತು ಪೂರಕ ವಿಧಾನದ ಅಗತ್ಯವಿದೆ. ಈ ದೃಷ್ಟಿಯಿಂದ, ಪ್ರಾಣಸಂಭಾರ ಕಾರ್ಯಕ್ರಮ ನಾಲ್ಕಾರ್ಥಿಕ ಮತ್ತು ಸಾಮಾಜಿಕ ಆರೋಗ್ಯ ಜಾಗ್ರತ್ತಿಯನ್ನು ಬಲಪಡಿಸುವ ಗುರಿ ಹೊಂದಿದೆ, ಇದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳು ಅರೋಗ್ಯಕರ ಅಭ್ಯಾಸಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಪ್ರಾರ್ಥಿಸಿದ್ದಾರೆ. ತಮ್ಮ ಸಹಕಾರಿಗಳ ಕಾಗ್ರೆ ಸಮುದಾಯದ ಬದಲಾವಣೆಯ ರಾಯಭಾರಿಗಳಾಗಲು ನಾಧ್ಯವಾಗುತ್ತದೆ.

ಬಾಮರಾಜನಗರ ಜಿಲ್ಲಾಡಿಕೆ ದ್ವಾರಾ ನೇತ್ತೆದಲ್ಲಿ, ವಿಶೇಷವಾಗಿ ಜಿಲ್ಲಾ ಪಂಚಾಯತ್ರ, ಶಿಕ್ಷಣ ಮತ್ತು ಅರೋಗ್ಯ ಇಲಾಖೆಗಳ ಸಮಸ್ಯೆಯೆಂದೂ ಇಂಡಿಯಾ ಹೆಲ್ಪ್ ಅಂಡ್ ಡ್ರೆಮ್ಪ್ಲಾಟ್ ರೆಸಿಲಿಯನ್ಸ್ ಫೆಲೋಶಿಪ್ (IHCRF) ಸಹಯೋಗದಲ್ಲಿ ನಡೆಯುತ್ತಿರುವ ಈ ಉಪಕ್ರಮವು, ಹಂಡಿಕರೆಯದವರ ಸಮಗ್ರ ಯೋಂಗ್ಸ್ವೀಮತ್ವಾಗಿ ಜಿಲ್ಲೆಯ ಬದ್ದಿಯನ್ನು ಸ್ವಷ್ಟಪಡಿಸುತ್ತದೆ. ಶಿಕ್ಷಣ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕ್ರಮಬದ್ಧ ತರೆಂಟೆಯನ್ನು ಒದಗಿಸುವ ಮೂಲಕ, ಪ್ರಾಣಸಂಭಾರ ಮೂಲಕ ಪಡೆದ ಜ್ಞಾನವು ಹೀಲಿಗೆಯಿಂದ ಹೀಲಿಗೆ ವರ್ಗಾವಕೆಯಾಗುವುದು ಮತ್ತು ವೈದ್ಯಿಕಾಗುತ್ತದೆ ಎಂದು ನಾವು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳುತ್ತೇವೆ.

ಈ ಕಾರ್ಯಕ್ರಮವನ್ನು ಅಧಿಕೃತರಾ ಮತ್ತು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ರೂಪಿಸಲು ಶ್ರಮಿಸಿದ ಎಲ್ಲಾ ಇಲಾಖೆಗಳು, ವಾಲುದಾರ ಸಂಸ್ಥೆಗಳು ಮತ್ತು ಸ್ವಯಂಸೇವಕರ ಸಮರ್ಪಿತ ಸಹಕಾರವನ್ನು ನಾನು ಹೃತ್ಯುವರುವಾಗಿ ಅನ್ನಾರ್ಥಿನ್ನು ನೀಡಿದೆ. ವಿಶೇಷವಾಗಿ IHCRF ತಂಡದ ನಿರಂತರ ಕೊಡುಗಿ ಮತ್ತು VGKK ಸಂಸ್ಥೆಯ ಸಹಭಾಗಿತ್ವ ಪ್ರಶಂಸನೀಯವಾಗಿದೆ. ಬಂಜ್ಬಗಿ, ನಾವು ಹೆಚ್ಚು ಅರೋಗ್ಯಕರ, ಹೆಚ್ಚು ಅರಿವುಳ್ಳ, ಮತ್ತು ಸಬಲೀಕರಣಗೊಂಡ ಹಂಡಿಕರೆಯದ ಹೀಲಿಗೆಯನ್ನು ನಿರ್ಮಿಸುವ ದಿಕ್ಕಿನಲ್ಲಿ ಒಂದು ಮಹತ್ವದ ಹೆಚ್ಚಿ ಇಡುತ್ತೇವೆ.

**ಶಿಲ್ಪಾ ನಾಗ್, ಬಂಜ್ಬಗಿ  
ಜಿಲ್ಲಾಧಿಕಾರಿಗಳು ಮತ್ತು ಜಿಲ್ಲಾ ದಂಡಾಧಿಕಾರಿಗಳು  
ಬಾಮರಾಜನಗರ ಜಿಲ್ಲೆ**

## **Message from the Chief Executive Officer, Zilla Panchayat, Chamarajanagar**

ಸಂದೇಶ



ಹಳಹಳರೆಯವು ಜೀವನದ ಅತ್ಯಂತ ಮಹತ್ವದ ಹಂತವಾಗಿದ್ದು, ಅವರ ಆರೋಗ್ಯ ಮತ್ತು ಆತ್ಮವಿಶ್ವಾಸವನ್ನು ಬಲಪಡಿಸುವುದು ನಮ್ಮೆಲ್ಲರ ಜವಾಬಾರಿಯಾಗಿದೆ. ಚಾಮರಾಜನಗರದಲ್ಲಿ ಜಾರಿಗೊಂಡಿರುವ ವಾಣಿಸಬಿ ಕಾರ್ಯಕ್ರಮವು ಶಾಲಾ ಮಟ್ಟದಲ್ಲಿ ಸರಿಯಾದ ಆರೋಗ್ಯ ಜ್ಞಾನ, ಜೀವನ ಕೌಶಲಗಳು ಮತ್ತು ಬೆಂಬಲಾತ್ಮಕ ವಾತಾವರಣವನ್ನು ಒದಗಿಸುವ ಮೂಲಕ ಈ ದಿಕ್ಕಿನಲ್ಲಿ ಮಹತ್ವದ ಹೆಚ್ಚು ಇಟ್ಟಿದೆ.

ಜಿಲ್ಲೆಯಲ್ಲಿ, ರಕ್ಷಿತೀನತೆ, ಪೌಷ್ಟಿಕತೆಯ ಕೇರಕೆ ಹಾಗೂ ಅರಿವಿನ ಅಭಾವ ಇನ್ನೂ ಹಳಹಳರೆಯದ ಬಾಲಕಿಯರ ಆರೋಗ್ಯವನ್ನು ಪ್ರಭಾವಿಸುತ್ತಿವೆ. ಇವುಗಳನ್ನು ಎದುರಿಸಲು ಕೇವಲ ಚಿಕಿತ್ಸೆಯಷ್ಟೇ ಸಾಲದು ಶಾಲೆಗಳು, ಕುಟುಂಬಗಳು ಮತ್ತು ಸಮುದಾಯಗಳನ್ನು ಒಳಗೊಂಡ ನಿರಂತರ ಹಸ್ತಕ್ಷೇಪ ಅಗತ್ಯ ವಾಣಿಸಬಿ ಈ ಅಗತ್ಯಕ್ಕೆ ತಕ್ಷಂತ ಆರೋಗ್ಯ ಶೈಕ್ಷಣಿಕವನ್ನು ಸುಸಂಖ್ಯೆತವಾಗಿ ನೀಡುತ್ತಿದ್ದು, ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಜಾಗ್ತಿಕಿ, ಆತ್ಮವಿಶ್ವಾಸ ಮತ್ತು ಆರೋಗ್ಯಕರ ಅಭಾಷಗಳನ್ನು ಬೇಳೆಸುತ್ತಿದೆ.

ಜಿಲ್ಲಾ ಪಂಚಾಯತ್ ಜಿಲ್ಲಾ, ಆಡಳಿತದ ನೇತ್ಯಕ್ತುದಲ್ಲಿ, ಶೈಕ್ಷಣಿಕ ಹಾಗೂ ಆರೋಗ್ಯ ಇಲಾಖೆಗಳು, IHCRF, VGKK, IPH ಮತ್ತು ಶಾಲಾ ವ್ಯವಸ್ಥೆಯ ಸಮನ್ವಯದಿಂದ ಈ ಕಾರ್ಯಕ್ರಮವು ಬಲವಾದ ಬೆಂಬಲ ವ್ಯವಸ್ಥೆಯಾಗಿ ರೂಪೊಳ್ಳುತ್ತಿದೆ. ತರಬೇತಿ ಪಡೆದ ಶೈಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳು ಹಾಗೂ ತಮ್ಮ ಸಹಪಾಠಿಗಳ ಆರೋಗ್ಯದ ಬಗ್ಗೆ ಹೋಣಾರಿಕೆ ಪಡೆಯುವಂತೆ ಹೈಕೋಹಿಸಲಾಗುತ್ತಿದೆ.

ಚಾಮರಾಜನಗರವನ್ನು 'ಹಳಹಳ ಸೈಕ್ಲಿ ಜಿಲ್ಲೆ' ಅಗಿ ರೂಪೀಸುವ ನಮ್ಮೊಮುದ್ಯಾಗಿ ಇದು ಮಹತ್ವದ ಬೆಂಬಲವಾಗಿದೆ. ಈ ಕಾರ್ಯಕ್ರಮಕ್ಕೆ ಶ್ರಮ ನೀಡಿದ ಎಲ್ಲ ಪಾಲುದಾರರಿಗೆ ನಾನು ಮನವುಂಟು ಧನ್ಯವಾದಗಳನ್ನು ಸಲ್ಲಿಸುತ್ತೇನೆ. ಮುಂದಿನ ದಿನಗಳಲ್ಲಿ, ವಾಣಿಸಬಿ ಜಿಲ್ಲಾ ಮಟ್ಟದಲ್ಲಿ ಹಳಹಳರೆಯದವರ ಆರೋಗ್ಯ ವಲಯವನ್ನು ಇನ್ನಷ್ಟು ಬಲಪಡಿಸುವ ಮಾದರಿಯನ್ನಾಗಿ ಬೇಳೆಯಲ್ಲಿದೆ ಎಂಬ ವಿಶ್ವಾಸವಿದೆ.

ಮೂರೊ ರೋತ್ತ. ಭಾ.ಆ.ಸೇ.  
ಮುಖ್ಯ ಕಾರ್ಯಕ್ರಮಾಧಿಕಾರಿ  
ಜಿಲ್ಲಾ ಪಂಚಾಯತ್, ಚಾಮರಾಜನಗರ



ಸಂದೇಶ

ବାମୁରାଜନ୍ଗର ଜିଲ୍ଲେରୁ କଦିକରୀଯଦ ମୁକ୍ତି ଆରୋଗ୍ନ, ପିତ୍ତେଷବାଗି କଦିକରୀଯଦ ବାଲିକିଯିର ସମ୍ବନ୍ଧ ଆରୋଗ୍ନରୁ ସାବଧନିକ ଆରୋଗ୍ନଦ ପ୍ରମୁଖ ଆଧୁତୀଯାରୀରେ ତା ପରିସିନ୍ଧୁରେ ପୋଷିକାଠିର ଆଗତ୍ୟ ହେବୁଗୁପ୍ରଦରୋଳଦିର ରକ୍ତହୀନକେ ନାମାନାଵାରି କଂଦୁବୁରୁତ୍ତିରେ, ମୁଖୁପତ୍ର, ଦ୍ୱିହିକ ବଦଳାବନ୍ଧଗୁରୁ ମୁତ୍ତୁ ଭାବନାତେକ ଏକସନ୍ତେ ସଂବନ୍ଧି ହେବ ପୁଣ୍ୟଗୁରୁ ମୁତ୍ତୁ ସବାଲୁଗୁରୁ ଏଦରାଗୁତ୍ତିବେ । ଆ ଆଗତ୍ୟଗୁରୁରୁ ସରିଯାଦ ସମ୍ବନ୍ଧଦିଲ୍ଲି ଗୁରୁତିଶି ନେରବାଗଦିଦୂରେ, ପରିକାମଗୁରୁ ଇପରି ଜୀବନଦ ମେଲେ ମାତ୍ରପଲ୍ଲୁ, ମୁମଦିନ ହେଲିଗିଗଲୁ ଆରୋଗ୍ନଦ ମେଲେଯିବ ଦିଏପ୍ରକାଳଦ ପରିକାମଗୁରୁରୁ ବୀରୁତ୍ତିବେ ।

ఈ హైన్‌లేయల్ని మాన్స జిల్లాధికారియవరాద శ్రీమతి తీలునాగ్ రవర మహాత్మకాంచ్యేయ వాణిశబ్ది కాయిచ్చుమ్మ అత్యంత అగ్త్యవాద మతు సమయాంచితవారిద్దు, శాలా మట్టదల్లే అరోగ్య జాగ్రత్త, ముఖుస్వామ నిషాధణే, వోడ్సుక్తె అరివు కాగాల వివిధ అరోగ్య అపాయిగళ త్వరిత గురుతిసువిచ్చయన్న సమగ్రవారి ఒగ్గుధిసువ వేడికేయన్న ఒద్దిసుత్తదే. బాలకియరిగే నిబురపాద మాహితి, సురక్షిత సంవాద వాతావరణ కాగాల తిక్ష్ణకరు, సహసరాల నాయకరు మతు అరోగ్య సిబ్బుందిగిల్ల బలవాద జెంబల వ్యవస్థగిల్లన్న ఒద్దిసువ మతు అవర తండే, తాయియవరిగా అరివు మండిసువ మూలక ఈ కాయిచ్చుమ్మ అరోగ్య అపాయిగళన్న తడేగట్టువా అరోగ్య చట్టవటీకేగాల నలెయన్న ఇన్నమ్మ బలవద్దిసుత్తదే.

జిల్లా ఆరోగ్య ఇలాచేయి జిల్లా ఆడలిడ నేపుక్కుదల్లి, జిల్లా పంచాయితి, తిశ్శణ ఇలాచేయి మత్తు IHCRCన సమన్వయదోందిగే ఈ కాయిఫ్కుమవన్ను తాలా మట్టుదల్లి, యతస్సియాగి అనుష్టానగోళిస్తురివుదు నమ్మ జిల్లేయి ప్రగతియి సంసేపేవాగిదే. RSKS, RBSK మత్తు తాలా ఆరోగ్య కాయిఫ్కుమగళ అడియల్లి, నియమిత ఆరోగ్య తప్పాసణ, సమాచోచనే, రేపురలాగళు హాగాలే సమగ్ర బెంబలవన్ను ఒదగిసువ మూలక, చూమరాజనగార జిల్లేయి ప్రతియోబ్భు కదికరయిద బాలకయిల ఆరోగ్యవంతాలాగి, ఆశ్చర్యితాన్నదింద మత్తు సబలాగి బేళ్వపంతక పరిసరపన్ను నావు నియ్యిసుతిద్దేవై.

ఈ కాయిFకుమద యితీస్టిగ్ సంపూర్ణF కేదుగి నీడుక్కిరువ ఎల్లా తీక్ష్ణకరు, తలమట్టద ఆరోగ్య సిబ్బుంది, IICRF కాగాల VGKK సంస్థగల సమిఫ్ట శ్రుతుక్కే నాను ద్వుతూహిFక అభినందనగలన్న తీళిసుత్తునే. వాతాసమి కాయిFకుమద మూలక ఆరోగ్య వ్యవస్థ మత్తు సముదాయ పాలెర్లభ్యుపీచే బలవాగుక్కిరువంతయే, రక్తహిన్సకే, అపోష్టిక్కతే మత్తు తప్పు కల్పనగల చేక్కవన్న మురిదు, వ్యక్తియోబ్బ బాలకియల గొరవ, అరపు మత్తు సమగ్ర ఆరోగ్యదోందిగి బేళీయవంతయ జిల్లెయిన్న నిమిఫ్సువ దిక్కినల్ల నావు వ్యముఖ జెహీ ఇచ్చియ్యేవ.

Shashikant  
ಡಾ. ಶಿಶಂಬರಣ್ಣಬ್ರಹ್ಮಂತ, MBBS, MD, PGDPH, PGDND  
ಜಿಲ್ಲಾ ಅರೋಗ್ಯ ಮತ್ತು ಕುಟುಂಬ ಕಲ್ಯಾಣಾಧಿಕಾರಿ  
ಜಾಮರಾಜನಗರ ಜಿಲ್ಲೆ.

ಸಂದೇಶ



ಹೆಡಿಹರೆಯವು ಮತ್ತು ಆರೋಗ್ಯ, ಆತ್ಮವಿಶ್ವಾಸ ಮತ್ತು ಭವಿಷ್ಯದ ನಿರ್ದಾರಗಳನ್ನು ರೂಪಿಸುವ ಅತ್ಯಂತ ಮಹತ್ವದ ಹಂತ. ಶಿಕ್ಷಕರಾಗಿ, ನಾವು ವಾರ ಬೋಧನೆಯೊಂದಿಗೆ ಅವರ ಸಮಗ್ರ ಬೇಳವಣಿಗೆ ಮಾರ್ಗದರ್ಶನ ನೀಡುವ ಜವಾಬ್ದಾರಿಯನ್ನೂ ಹೊಂದಿದ್ದೇವೆ. ಈ ಹಿನ್ನಲೆಯಲ್ಲಿ, ವಾರಾಂತರ ಕಾರ್ಯಕ್ರಮವು ಚಾಮರಾಜನಗರ ಜಿಲ್ಲೆಯ ಶಾಲೆಗಳಲ್ಲಿ ಹದಿಹರೆಯದ ಮತ್ತು ಆರೋಗ್ಯ ಜಾಗ್ತಿ, ಪೌಷ್ಟಿಕತೆ ಅರಿವು ಮತ್ತು ಜೀವನಕೌಶಲಗಳನ್ನು ನೀಡುವ ಮಹತ್ವದ ಪ್ರಯತ್ನವಾಗಿದೆ.

ನಮ್ಮ ಜಿಲ್ಲೆಯಲ್ಲಿ ರಕ್ಷಣೀಯತೆ, ಹೊಣ್ಣುಕಾಂಶ ಕೊರತೆ ಮತ್ತು ಬುತ್ತಮತ್ತಿತ್ವ ಅರ್ಪಿಸಿ ಕೊರತೆಯಂತಹ ಸಂಪಾದನೆಗಳಿಗೆ ಅವು ವಿದ್ಯಾರ್ಥಿಗಳ ಆರೋಗ್ಯದ ಜೀವತೆಗೆ ಅವರ ಕಲಿಕೆ, ಆತ್ಮವಿಶ್ವಾಸ ಮತ್ತು ಉತ್ಸಮ ಅವಕಾಶಗಳಿಂದ ವಂಚಿತರಾಗುತ್ತಿದ್ದಾರೆ. ಪ್ರಾಣಸರ್ವಿಯ ಮೂಲಕ ನಾವು ಈ ಸಮಸ್ಯೆಗಳನ್ನು ಅರಂಭಿಸಿ, ಗುರುತಿಸಿ, ಶಾಲಾ ಮಟ್ಟದಲ್ಲಿ ಪರಿಹಾರಿ ಬದಿಗೆನುವ ದಿಟ್ಟು ಹೊಂದಿ ಇಟ್ಟಿದ್ದೇವೆ.

ఈ కాయ్ఫ్ క్రమద బలపు -BEO, BRC, ECO, BRP, CRP మత్తు తీస్కచర ఒకోటద స్క్రియ సహభాగిత్వద ప్రయత్నాగిదే. ఈ కాయ్ఫ్ క్రమవన్ను శాలా వ్యవస్థాయ భాగపన్నాగిసి, జాగ్రత్తమత్తు సంపాదవన్ను నిరంతర అభ్యాసపన్నాగి మాడుత్తేదే. ప్రాణిసభి నమ్మి కదికరేయ స్నేహి శాలేజిల దృష్టిగ్రహించికొండిదు, మక్కలీగే సరియాద మాహితి, సురక్షిత పరిసర మత్తు ముక్కే సంపాద నీదువ మూలక అవరన్ను ఆరోగ్యకర మత్తు జవాబారీయుత నాగరికరన్నాగి బెళ్లసువ ప్రయత్నాగిదే.

ఈ కాయ్ఫ్స్క్రమకే బెంబల నీరిద జిల్లా ఆడలిత, జిల్లా పంచాయతీ, ఆరోగ్య ఇలాచీ, IICRF, VGKK మత్తు ఎల్లా పాలుదారరిగే నాను క్షుట్టువ్హక్ అభినందనగళన్ను సల్స్ట్రిస్క్రైన్ ఎంచి ముందిన దినగళల్లి నమ్మ విద్యాధ్రిగళ జీవనదల్లి తాత్కుత మత్తు సకారాత్కుసే బదలావణేయన్ను ముండిసల్చిదే ఎంబ విత్తాసవిదే.

ಬ್ರಹ್ಮ  
ಜಂಡಿ ಹಾಟ್ಲು  
ಉಮ ನಿದೇರ್ಶಕರು, ಸಾರ್ವಜನಿಕ ತೀಕ್ಷ್ಣ ಇಲಾಖೆ  
ಚಾಮರಾಜನಗರ ಜಿಲ್ಲೆ

## ಸಂದೇಶ



ಹದಿಹರೆಯದ ಭಾಲಕಿಯರ ಆರೋಗ್ಯ ಮತ್ತು ಅರಿವು ನಮ್ಮ ಜಿಲ್ಲೆಯ ಭವಿಷ್ಯಕ್ಕೆ ಅತ್ಯಂತ ಮುಖ್ಯ. ಈ ಹಂತದಲ್ಲಿ, ಸರಿಯಾದ ಮಾಹಿತಿ, ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಭಾವನಾತ್ಮಕ ಬೆಂಬಲ ಅಗತ್ಯವಾಗಿದ್ದು, ನಮ್ಮ ಕಾಲೇಜುಗಳಲ್ಲಿ ಪ್ರಾಣಸಖಿ ಕಾರ್ಯಕ್ರಮದ ಮೂಲಕ ಪರಿಣಾಮಕಾರಿ ರೀತಿಯಲ್ಲಿ ಅನುಷ್ಠಾನಗೇರಿಸಲಾಗುತ್ತದೆ.

ಈ ಕಾರ್ಯಕ್ರಮವು ಪೌರ್ಣಿಕತೆ, ಮುತ್ತಮತ್ತು, ಮಾನಸಿಕ ಆರೋಗ್ಯ ಮತ್ತು ಸ್ವಜ್ಞತೆ ಪುರಿತ ಸರಳ ಹಾಗೂ ನೀಬಿರ ಜ್ಞಾನವನ್ನು ವಿದ್ಯಾರ್ಥಿನಿಯರಿಗೆ ತಲುಪಿಸುತ್ತದೆ. ಇವು ಅವರ ಆತ್ಮವಿಶ್ವಾಸ, ಆರೋಗ್ಯಕರ ನಡೆ-ನುಡಿ ಮತ್ತು ಜವಾಬ್ದಾರಿಯತೆ ನೀರ್ಧಾರಿಸಿದ್ದು. ಅಭಿವೃದ್ಧಿಪಡಿಸಲು ಸಹಾಯಕವಾಗುತ್ತದೆ.

ಜಿಲ್ಲಾ, ಆಡಳಿತದ ನೇತ್ಯತ್ವದಲ್ಲಿ, ಜಿಲ್ಲಾ ಪಂಚಾಯಿತಿ, ಶ್ರೀಕೃಷ್ಣ ಮತ್ತು ಆರೋಗ್ಯ ಇಲಾಖೆ, IHCRF, VGKK ಹಾಗೂ ನಮ್ಮ PU ಉಪನ್ಯಾಸಕರ ಸಹಕಾರದಿಂದ ಪ್ರಾಣಸಖಿ ಶಾಶ್ವತವಾದ ಬದಲಾವಣೆಯತ್ತ ಮುನ್ದುದೆಯತ್ತಿದೆ. ಉಪನ್ಯಾಸಕರ ಸಕ್ರಿಯ ವಾಲೋಳ್ಳಾವಿಕೆ ಈ ಕಾರ್ಯಕ್ರಮವನ್ನು ವಿದ್ಯಾರ್ಥಿನಿಯರಿಗೆ ಇನ್ನುಮ್ಮೆ ಹತ್ತಿರ, ಉಪಯುಕ್ತ ಮತ್ತು ಪರಿಣಾಮಕಾರಿ ಮಾಡುತ್ತದೆ.

ಈ ಕಾರ್ಯಕ್ರಮವು ಆರೋಗ್ಯಕರ, ತಿಳಿದ ಮತ್ತು ಆತ್ಮವಿಶ್ವಾಸಿ ಯುವತೆಯರನ್ನು ಬೇಳೆಸುವ ದಿಶೆಯಲ್ಲಿ ಒಂದು ಮಹತ್ವದ ಹಂಚ್ಚೆ. ಭವಿಷ್ಯದಲ್ಲಿ ಇದು ಜಿಲ್ಲೆಯಾದ್ಯಂತ ಹದಿಹರೆಯದವರ ಆರೋಗ್ಯವನ್ನು ಬಲಪಡಿಸುವ ಮಾದರಿಯನ್ನಾಗಿ ಪರಿವರ್ತಿಸುವಲ್ಲಿ ನನಗೆ ಪೂರ್ಣ ವಿಶ್ವಾಸವಿದೆ.

ಜಾತಿಲಂಗ ಕುರ್ತಿನಿಯ್  
ಪ್ರಾಣಸಖಿ ಕೆಂಪ್. ಎನ್.

ಉಪ ನೀರ್ದೇಶಕರು, ಪದವಿ ಪೂರ್ವ ಶ್ರೀಕೃಷ್ಣ ಇಲಾಖೆ  
ಚಾಮರಾಜನಗರ ಜಿಲ್ಲೆ.



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## Message from the India Health and Climate Resilience Fellowship (IHCRF)

Dear Educators, Students, and Partners,

It gives me immense pleasure to present this module compendium, developed through deep consultations with students, teachers, community members, and the district administration of Chamarajanagar. These modules on 'Healthy Body and Mind' and 'Nutrition and Health' address critical needs identified by the adolescent girls themselves. By equipping girls in Classes 5-12 with knowledge, skills, and confidence to navigate this important phase of life, we are not merely delivering lessons; we are building agency, breaking stigma, and fostering a culture of informed self-care.

Developed through a human-centered approach, co-creation has been at the heart of our work; ensuring that every voice, especially those of adolescent girls and those supporting their health needs (families, community members, ASHA workers, ANMs, officials from the health and education departments), shapes the solutions we create. We have carefully contextualized existing health and nutrition knowledge to resonate with our students' lived realities by presenting content in Kannada and English, incorporating examples of locally consumed foods and figures in IECs, and integrating iterative feedback from teachers who engage with students in their daily lives.

I extend my heartfelt gratitude to the Honorable Deputy Commissioner and District Magistrate- Shilpa Nag, IAS for her constant guidance and visionary support in adopting this program across all government schools in Chamarajanagar district. Her leadership and her team's (especially Ms. Mona Roat, IAS, Chief Executive Officer, Zilla Panchayat) painstaking efforts exemplify the collaborative spirit needed to transform adolescent health outcomes.

I am confident that through collective commitment, Chamarajanagar will emerge as a model district for adolescent health, one where every girl is empowered to thrive with dignity, knowledge, and support.

With kind regards,  
Nagakarthik MP  
Advisor- India Health and Climate Resilience Fellowship  
Vice President, Blockchain for Impact



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## Preface

In Chamarajanagar, adolescent girls navigate a critical phase of their lives against significant challenges. The district's difficult terrain, significant population of traditionally disadvantaged caste and tribe groups and limited educational opportunities create barriers to healthcare access. Health services remain focused primarily on maternal and child health, often overlooking adolescents' specific needs.

These girls grow up with little understanding of their own health, surrounded by myths about menstruation and their changing bodies, accepting anemia as normal, and with few sources of reliable information or timely care. Intergenerational taboos silence crucial conversations about puberty and reproductive health. Early pregnancies, poor dietary diversity, menstrual stigma, and poor reproductive health become normalized risks. Many lack safe spaces to voice their concerns or access the health information, nutrition support, and guidance they need to thrive.

Recognizing that adolescent girls deserve better, the India Health and Climate Resilience Fellowship (IHCRF), in partnership with district leadership, local NGO partner VGKK and community stakeholders, developed PranaSakhi ("friend of life")- a comprehensive, school-based initiative envisioning a Chamarajanagar where every girl thrives with a strong body, an informed mind, and a supportive community.

PranaSakhi creates a 360-degree platform for adolescent success through an integrated approach that protects, informs, nourishes, heals, engages, and empowers. The program establishes Health and Wellness Safe Spaces in schools, strengthens redressal mechanisms, fosters community engagement, and builds adolescent health literacy through structured education.

These modules address the education and awareness component of PranaSakhi. Designed for a weekly Health and Wellbeing Hour in government schools, the curriculum encompasses eight themes: Healthy Body and Mind, Nutrition and Health, Emotional Resilience, Respectful Relationships, Gender Equity and Inclusion, Safety and Digital Responsibility, among others.

**This booklet presents modules on two foundational themes: 'Healthy Body and Mind' and 'Nutrition and Health.'** These priorities emerged from consultations with adolescent girls, educators, healthcare providers, and community members. They dispel myths about puberty and menstruation, build understanding of bodily changes, promote nutritious eating, and address widespread anemia.

Each module is interactive, age-appropriate, and evidence-based while remaining culturally sensitive. They are designed as facilitated conversations, not lectures, creating safe spaces where girls can ask questions, challenge misconceptions, and build agency to make informed health decisions.

Teachers are envisioned as trusted mentors whose role extends beyond imparting information to creating environments where adolescent girls feel seen, heard, and supported through life's most transformative period.

These modules mark the beginning of a broader transformation. As PranaSakhi expands across the district's government educational institutions, we are building an ecosystem where every girl has access to knowledge, products, services, spaces, and support systems needed to flourish.

Chamarajanagar, Nov 2025



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## Contents

### **Theme 1: Healthy Body and Mind**

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Module 3: Demystifying Menstruation: Habits, Myths and Facts

Module 4: Menstrual Health and Hygiene: Practices

Unit 4: Menstrual Health and Hygiene

### **Theme 2: Nutrition and Health & Sanitation**

Module 5: Nutrition: What and Why?

Module 6: Nutrition and my Body

Module 7: Nutrition and my Mind

Module 8: Creating a Healthy Me



# Theme 1: Healthy Body and Mind

## Module 1: Understanding Physical Growth

This module aims at accompanying the girls in classes 11 and 12 to recognise physical growth as a natural process of human body development. The objectives and the learning activities are designed to assist girls of different age groups to feel more informed, supported and confident as they navigate this important phase of life within their own context & life experiences.

### A. Objectives:

Specific Objectives for Class 11 and 12
Physical Growth and Manifestation (physical, mental, hormonal, social, etc.):
<ul style="list-style-type: none"><li>- To help adolescents understand the physical, emotional, and social changes that occur during growth and development,</li><li>- To help them recognise the importance of and setting realistic expectations and promoting a healthy mindset towards their body-image</li><li>- To help them prepare themselves to face social pressures towards their growth</li></ul>

### B. Duration: 40 mins

### C. Materials Required: IEC Poster, coloured chalk, duster, and classroom

### D. Facilitator Guide:

- Respect the voices of the students
- Read through the guide and IEC materials before the session
- Keep the guide to help clarify and input
- Refrain from enforcing personal opinions & biases (if any)
- Be open to encouraging discussions related to the topics
- Motivate and ensure participation of all students
- Listen without judgment, thank them for sharing, and redirect gently if needed.
- If asked something you don't know, acknowledge honestly and follow up after consulting with relevant resources like CRP/ RKS K counsellors .

### E. Session Process: Teachers do the following group activity with students.

1. **Introduction (~5 mins):** Teacher will introduce the students to
  - a. the objective of the entire curriculum on adolescent girl health and
  - b. explain the purpose of the modules.



## 2. Activity

### Class 11 & 12 (~15 mins)

#### Activity: Mirror Exercise – Seeing Myself and Others

##### Instructions:

- Ask students to form pairs. Ensure everyone has a partner.
- Teacher to clarify that this exercise is only aimed at understanding how we look at ourselves and how we are perceived. Therefore, any sharing or discussions are not to be taken literally as truth
- Instruct that in each pair for first 5 minutes, one student becomes the person and the other a mirror and inter change thereafter
- The person looking at the mirror describes one feature of their body they find most beautiful and one feature they feel less confident about. Once the person has spoken, the mirror responds on what does the mirror think about the sharing with the person. After 5 minutes the role reverses in the pair

## 3. Input & Conclusion:

### Class 11 to 12 (~15 mins)

- Teachers should lead the discussion around recognising the physical, emotional, and social changes during puberty, and they should see them as natural, and build confidence in their changing bodies and identities.
- Touch upon dangers of self-criticism based on how others perceive us
- Emphasize about self-acceptance and feeling proud of one's own body

Teacher to introduce and let students know of the drop box where they can leave their anonymous questions & confusions

## 4. Questions related to the subject matter: Teachers should be prepared to input on the following questions

### Class 11 to 12

- Is it normal for one breast to be larger than the other, or to still feel changes in breast tissue at this age?
- Why do hips and thighs change shape or become more prominent during these years?
- How long will growth continue after menstruation starts, and what is the typical adult height?
- What causes new or increased body hair, and how should it be managed (e.g., shaving, waxing)?
- Why does acne continue or worsen at this stage, and what are the best ways to manage it?
- Are changes in body odour or sweatiness normal, and what hygiene practices help?
- How can differences from peers (breast size, growth rate, body hair, etc.) be handled or accepted?



## F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
  - i. Class 11 & 12: Self-care & Self-acceptance

2. **Learning Aid/IEC:**
  - i. Class 11 & 12: "Self-care increases confidence."

### Annexure 1: Guide

**About Breast Development** Breasts continue developing until age 18-20. Most girls have one breast slightly larger than the other throughout life. This is completely normal. Tenderness before periods is normal due to hormones. However, severe pain, redness, or hard fixed lumps need medical attention.

**About Body Shape Changes** During puberty, hip bones widen and the body stores more fat around hips and thighs. This is caused by estrogen hormone and prepares the body for adulthood. Every girl's body shape is different based on family genetics. All body shapes are healthy and normal.

**About Height Growth** Most growth happens before periods start, not after. Girls usually reach adult height by age 16-18, though some grow until age 20. Final height depends on family genetics. Each girl grows at her own pace.

**About Body Hair** Body hair grows due to hormones during puberty. The amount and thickness depends on family background and is completely normal. Removing hair is a personal choice, not a medical requirement. If removing hair, do it safely to prevent cuts and infections.

**About Acne** Acne happens when hormones cause the skin's oil glands to become more active. The extra oil can mix with dead skin cells and block pores, leading to pimples. Acne is not caused by dirty skin, and washing the face too many times can irritate the skin and make acne worse. Washing gently twice a day with mild soap is enough. Picking or squeezing pimples can cause marks, infection, and scars. For many people, acne improves as they grow older. If acne is very painful, widespread, or affecting confidence, a doctor can provide safe treatment.

**About Body Odor** Sweat glands become more active during puberty. Sweat mixing with skin bacteria creates odor. Daily bathing, washing underarms well, and wearing clean clothes can help manage this. If available and/or affordable, deodorant helps but is optional.

**About Comparing with Peers** Every girl develops at a different pace. Some develop early, some late. Both are normal. Comparing with friends, peers or media images harms confidence. Health and body function matter more than matching others.



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## Self-care increases confidence.

### Taking care of your body



Play games & sports

Eating healthy food keeps you healthy



Take a refreshing bath

### Taking care of your emotional well being

Share your feelings with a friend



Take a deep breath



Remember what makes you happy



### Self - Care



Love yourself

Don't compare yourself with others. Everybody grows differently



Celebrate what makes you special.





## Module 2: Puberty, Physical Change and Socialisation

This module is designed to assist adolescent girls to explore the universe of puberty and understand how it affects us physically, emotionally, and socially. It is also an attempt to capture the intertwined connection between physical change during puberty and social dynamics & development in a person.

### A. Objectives

#### Specific Objective for Class 11 and 12

- To help students better navigate societal expectations and stereotypes as they grow.

### B. Duration: 40 mins

### C. Materials Required:

#### Class 11 to 12

Coloured chalk, duster, classroom, and IEC poster.

### D. Facilitator Guide

- a. Respect the voices of the students
- b. Read through the guide and IEC materials before the session
- c. Keep the guide to help clarify and input
- d. Refrain from enforcing personal opinions & biases (if any)
- e. Be open to encouraging discussions related to the topics
- f. Motivate and ensure participation of all students
- g. Listen without judgment, thank them for sharing, and redirect gently if needed.
- h. If asked something you don't know, acknowledge honestly and follow up after consulting with relevant resources like CRP/ RSKS counsellors .

### E. Session Process

#### 1. Introduction (~15 mins):

- a. Teachers should start the session by answering all the questions in the drop box that are relevant for that age group. (~10 mins)
- b. Introduce the session's topic and encourage the students to freely engage (~5 mins)



## 2. Activity

### Class 11 to 12 (~10 mins)

#### Activity: Strongly Agree/Disagree

##### Instruction:

- Ask the students to stand in a single line
- Label one side of the classroom wall as “Strongly agree/follow” and on the opposite wall label “Strongly disagree/ Do not follow”
- Instruct them that when the teacher reads-out a statement related to physical, emotional, and social practices / norms / customs prevalent around puberty, they will have to individually move to the side based on their own practice or belief

~10 mins for cross question and learning - Teachers may ask some volunteers to come and share any expectation that they have since they grew up- whether about their looks, bodies, or roles in home or society.

## 3. Input & Conclusion:

### Class 11 to 12 (~15 mins)

Discuss with students the following:

- Did anything surprise you in this activity?
- Which one current practice / norm/ custom did you find difficult to navigate?
- One social expectation around puberty that you don't agree

The teacher explains the expectations about how they will grow, look, or act, but these expectations can differ from reality; understanding this helps them accept their own growth, embrace their unique bodies, and navigate societal roles with confidence.

## 4. Questions related to the subject matter:

Teachers should be prepared to input on the following questions

### Class 11 to 12

- How will my relationships with my family and friends change as I grow older?
- How can I deal with peer pressure or wanting more privacy?
- How should I handle changing friendships or romantic interests?
- Why do I care more about how I look and what others think of me?
- What is a healthy body image, and how do I deal with negative feelings?
- How do I manage new responsibilities or increased independence?
- How do I talk to trusted adults about what I'm feeling?

## F. Annexures:

- 
3. **Guide:** To enhance the Teachers' expertise on the subject
- Class 11 & 12: Current local & popular customs , norms and practices for adolescent girls
  - Statement sheet

4. **Learning Aid/IEC:**
- Class 11 & 12: "Circles of influence"

#### **Annexure 1: Guide**

**About Family Relationships** As teenagers grow, they want more privacy and independence. This is natural development. Parents may need time to adjust to these changes. Both staying connected with family and having personal space are important. Clear, calm communication helps both sides understand each other. Wanting privacy is normal and healthy. Balance privacy with family time and responsibilities.

**About Peer Pressure** Peer pressure means friends pushing you to do things you don't want to do. True friends respect your choices and boundaries.

**About Friendships** Friendships naturally change as everyone grows. Some become stronger, some fade away. New romantic interests are also normal at this age. Choose friends who respect you and make you feel good about yourself. It's okay to let unhealthy friendships go.

**About Body Image and Self-Worth** Teenagers become more aware of their appearance and others' opinions. This is normal. Media often shows edited, unrealistic images. Worth comes from character, talents, and qualities, not just appearance. People who truly matter care about who you are inside.

**About Healthy Body Image** Healthy body image means accepting your body, appreciating what it can do, not constantly comparing with others, and caring for it with good food and rest. If negative thoughts about body are constant and interfere with daily life, you can talk to a trusted adult or a counsellor, if you have access to one.

**About New Responsibilities** Growing up brings new responsibilities at home and school. This can feel overwhelming. Break big tasks into smaller steps. Ask for help when needed, this shows maturity not weakness. Balance work with rest and activities you enjoy.

**About Communicating Feelings** Many teenagers find it hard to talk about feelings. Choose a calm time to talk. Use clear statements like "I feel worried when..." Write it down if speaking is too hard. Asking for help shows strength.

#### **Annexure 2: Statements**

- "In a school group discussion, it is better for girls to just listen or agree rather than strongly arguing their own opinion."
- "Teachers and relatives give a girl more respect when she dresses well and looks beautiful."
- "Even if a girl has an important exam, she is expected to help with cooking or fulfill other responsibilities at home before that."
- "If you tell your friends or family that you are feeling very stressed or sad, it becomes a burden to them."
- "If a girl wants to be the captain of a sports team or a leader in the class, it is seen as a bit 'weird' or 'unfeminine'."
- "Even if you have severe menstrual pain, it is better to just bear it rather than asking teachers for rest."



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- "When deciding what to study next in college, your friends' advice is more useful than your parents' advice."
  - "At this age, being in a romantic relationship or being popular among boys is more important than being a class topper."
  - "It is justified for parents to place more restrictions/curfews on their daughters than on their teenage sons for the sake of the girls' 'safety'."
  - "The perfect lives and beautiful images you see on social media do not cause pressure; instead, they provide inspiration."



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## Circles of Influence

We learn a lot from the people and places around us. Don't forget to always question what helps you and what hurts you.





## Module 3: Demystifying Menstruation: Habits, Myths and Facts

The module recognises menstruation as a natural and healthy biological process. However, our realities over decades have taught that it is often surrounded by misconceptions and stigma. Therefore, this is an attempt at helping students understand the facts and dispel myths, which is crucial for promoting menstrual health and hygiene among adolescent girls.

### A. Objectives

#### Specific Objective for Class 11 and 12

- To equip students with facts about menstruation and empower them to navigate myths and taboos around it.

### B. Duration: 40 mins

### C. Materials Required:

#### Class 11 to 12

Coloured chalk, duster, classroom, , Myths and facts IEC

### D. Facilitator Guide

- a. Respect the voices of the students
- b. Read through the guide and IEC materials before the session
- c. Keep the guide to help clarify and input
- d. Refrain from enforcing personal opinions & biases (if any)
- e. Be open to encouraging discussions related to the topics
- f. Motivate and ensure participation of all students
- g. Listen without judgment, thank them for sharing, and redirect gently if needed.
- h. If asked something you don't know, acknowledge honestly and follow up after consulting with relevant resources like CRP/ RKS K counsellors .

### E. Session Process

#### 1. Introduction (~15 mins):

- a. Teachers should start the session by answering all the questions in the drop box that are relevant for that age group. (~10 mins)
- b. Introduce the session's topic and encourage the students to freely engage (~5 mins)



## 2. Activity

### Class 11 & 12 (~20 mins)

#### Activity: Poster Making

##### Instruction:

- Divide the students in to 3 groups. Label each group as Physical Myth Busters, Social Myth Busters and Emotional Myth Busters respectively
- Invite each group to identify 3 key Myths around Menstruation based on the label assigned to them
- Ask them to discuss ways to bust these myths
- Ask them to identify one myth they would want to bust and represent it through a drawing or a poster & explain

## 3. Input & Conclusion:

### Class 11 to 12 (~5 mins)

The teacher should conclude by emphasizing that many beliefs about menstruation are myths, and continuing to follow them can be harmful; it is important to rely on facts and safe practices using IEC poster on Circle of Influence

## 4. Questions related to the subject matter:

Teachers should be prepared to input on the following questions

### Class 11 to 12

- What are the correct Physical practices to follow during menstruation?
- Healthy practices of Menstruation?
- Right attitudes and emotional practices towards menstruation?
- How do I be assertive around Menstruation practices?
- Communicating my needs during menstruation?

## F. Annexures:

**Guide:** To enhance the Teachers' expertise on the subject

- i. Class 11 & 12: Physical, Social and Emotional approaches to normalising Menstruation

## Learning Aid/IEC:

- i. Class 11 & 12: "Dimensions of Menstrual perception"



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## Annexure 1: Guide

**Physical Practices During Menstruation** Change pad every 4-6 hours even with light flow. Wash hands before and after. Clean private area from front to back. Bathe daily, water does not harm during periods. Never flush pads, wrap in paper and throw in bin. All normal activities including bathing, exercise, school, cooking, and touching food are safe during periods.

**Common Myths About Menstruation** Many restrictions like not entering kitchen, not touching plants, not washing hair, not exercising have no scientific basis. These myths create fear and limit girls' lives. Continuing belief in these myths can affect health and education. Science and facts matter more than old beliefs.

**Healthy Attitudes Toward Menstruation** Periods are a natural body function like breathing or digestion. They are not dirty or shameful. Having periods does not make you less capable. Mood changes before periods are real and caused by hormones. You deserve comfort and rest when needed.

**About Period Pain and Emotions** Mood swings, tiredness, and irritability before periods are caused by hormone changes. This is not overreacting. Stomach cramping is normal. Gentle exercise often helps with cramps. If pain is very severe and prevents normal activities, or if periods are very irregular or heavy, talk to a trusted adult and/ or see a health worker.

**Talking About Menstruation** It is good to express your needs during menstruation clearly and confidently. Practice saying "I need to use the bathroom" or "I need a pad" or "I'm having pain and need rest." When facing myths, state facts calmly without aggression. Seek support from teachers or health workers. Know that changing old beliefs takes time.



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## Dimensions of Menstrual perception





## Module 4: Menstrual Health and Hygiene: Practices

This module is aimed at helping girls to understand and scientifically define individual personal menstrual health and hygiene regimes within the socio-cultural context of their homes, school & community.

### A. Objectives

Specific Objectives for Class 11 and 12
<ul style="list-style-type: none"><li>- To equip students with information on safe menstrual health management (MHM) practices and available resources,</li><li>- To empower students to advocate for menstrual health among their peers, family and community</li></ul>

### B. Duration: 40 mins

### C. Materials Required:

Class 11 to 12
Coloured chalk, duster, classroom, IEC poster/ list of available resources for menstrual health management

### D. Facilitator Guide

- a. Respect the voices of the students
- b. Read through the guide and IEC materials before the session
- c. Keep the guide to help clarify and input
- d. Refrain from enforcing personal opinions & biases (if any)
- e. Be open to encouraging discussions related to the topics
- f. Motivate and ensure participation of all students
- g. Listen without judgment, thank them for sharing, and redirect gently if needed.
- h. If asked something you don't know, acknowledge honestly and follow up after consulting with relevant resources like CRP/ RSKC counsellors .

### E. Session Process

#### 1. Introduction (~12 mins):

- a. Teachers should start the session by answering all the questions in the drop box that are relevant for that age group. (~10 mins)
- b. Introduce the session's topic and encourage the students to freely engage (~2 mins)

#### 2. Activity

Class 11 to 12 (~25 mins)
<b>Activity: Menstrual support Resource Mapping</b> <b>Instructions:</b> <ul style="list-style-type: none"><li>- Divide students into 3 groups.</li></ul>



- Assign each group a category of support ‘Physical’, ‘Emotional’ and ‘Social’ respectively
- Instruct each group to list resources they know for seeking support based on the category assigned to them during any challenge related to menstruation: place to access pads, toilets (at school, home, public toilet, etc), school, counsellors, sub-centres/ PHCs/ CHCs/ hospitals/ clinics, NGOs/ any others.
- Invite each group to write their findings on the blackboard
- Teacher should review and using IEC materials, add any missing support resources under each category

### 3. Input & Conclusion:

#### Class 11 to 12 (~20 mins)

- Discuss when and how students and anyone in need can use these resources
- Emphasize that safe menstrual health management includes knowing and accessing available resources.
- Reiterate that being aware of support options, like health centres, counsellors, and community services, empowers students to manage challenges and support their siblings and others in managing menstrual health

Kindly invite and encourage students to drop any questions they have but could not ask during the session in the anonymous question box.

### 4. Questions related to the subject matter: Teachers should be prepared to input on the following questions

#### Class 11 to 12

- Where can free or subsidized sanitary pads be obtained?
- What kinds of services do hygiene support centres provide?
- Are there facilities for safe disposal of menstrual products?
- Who can answer health questions or offer guidance & counselling?
- How do I address the social taboos while seeking help?

### F. Annexures:

1. **Guide:** To enhance the Teachers’ expertise on the subject
  - i. Class 11 & 12: Information about the role and functions of support centres and ways to access them
2. **Learning Aid/IEC:**
  - i. Class 11 & 12: “Resources for seeking help”



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## Annexure 1: Guide

**About Disposal of Menstrual Products** At home, wrap used pad in paper and throw in regular dustbin. Never flush pads as they block drains. If school lacks disposal facilities, inform teachers so arrangements can be made.

**Who Can Help with Questions** School teachers, school counselor, parents, friends, or other trusted family members, ASHA worker, ANM, doctors at PHC or CHC, and NGO workers in the community can all answer questions and provide guidance. Health workers are there to help and girls should not hesitate to ask questions.

**Addressing Taboos** Periods are natural and not shameful. Approach female teachers or health workers if more comfortable. Speak privately if needed but use clear language. Educate others gently using facts. Seek support from people who understand. Change takes time but science matters more than old beliefs.



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## Resources for seeking help

You can always ask for help.

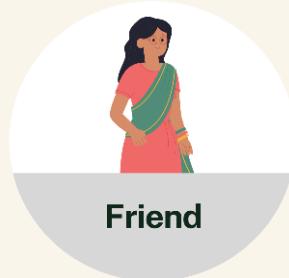
Talk to an adult you trust.



The teacher



Parents or guardians



Friend

Call the helpline



Tele MANAS

→ Tele Manas  
14416



Childline

1098



Childline

Contact the Health Centre.



Friendship Clinic



Primary Health Center



School Health Center

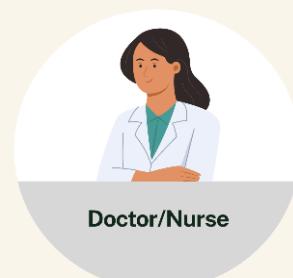


ASHA worker



RKS K Counsellors

Talk to your RKS K Counselor or Health Worker



Doctor/Nurse



## Theme 2: Nutrition and Health

### Module 5: Nutrition: What and Why?

This module aims at accompanying the girls aged 10 - 18 years to understand the meaning, need, types and their direct impact on overall wellbeing, development and quality of life at different stages.

#### A. Objectives:

Specific Objective for Class 11 and 12
- To help students understand and identify the key nutrients essential for their growth.

#### B. Duration: 40 mins

#### C. Materials Required: IEC Poster, Coloured chalk, duster, and classroom

#### D. Facilitator Guide:

- Respect the voices of the students
- Read through the guide and IEC materials before the session
- Keep the guide to help clarify and input
- Refrain from enforcing personal opinions & biases (if any)
- Be open to encouraging discussions related to the topics
- Motivate and ensure participation of all students
- Listen without judgment, thank them for sharing, and redirect gently if needed.
- If asked something you don't know, acknowledge honestly and follow up after consulting with relevant resources like CRP/ RKS K counsellors.

#### E. Session Process: Teachers do the following group activity with students.

##### 1. Introduction (~13 mins):

- a. Teachers should start the session by answering all the questions in the drop box that are relevant for that age group. (~10 mins)
- b. Introduce the session's topic and encourage the students to freely engage (~3 mins)

##### 2. Activity

Class 11 & 12 (~15 mins)
<p><b>Activity: Nutrients shopping</b></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"><li>- Briefly explain the meaning and types of nutrients</li><li>- Instruct that each girl gets a ₹100 budget to buy ingredients to make a power breakfast &amp; drink, which includes all the essential nutrients. Condition is that they will have to fully utilise the budget and not to save or over-spend</li><li>- Ask them to make a list of ingredients they will buy</li></ul>



### 3. Input & Conclusion:

#### Class 11 to 12 (~7 mins)

- Using the IEC poster on key nutrients most important for girls 15-18 & where to get them, teacher invites the students to verify their own list of ingredients. Ask them to identify what is missing.
- Teachers should share ways of balancing nutrients throughout the day.

Teacher to let students know of the drop box where they can leave their anonymous questions & confusions

### 4. Questions related to the subject matter: Teachers should be prepared to input on the following questions:

#### Class 11 to 12

- What are the nutrients most important to me?
- Do nutrient requirements change according to growth?
- Are my current food practices nutritious?
- Can I afford balanced nutrient food?
- Can drinks be nutrient rich? And what kind?
- Should I consider hydration part of nutrition?
- Do I need to take supplements?

### F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
  - i. Class 11 & 12: Most important nutrients for girls aged 15 -18 and where to get them locally. Dos and Don'ts

### 2. Learning Aid/IEC:

- i. Class 11 & 12: "Types of Nutrients and their Superpower"

#### Annexure 1: Guide

**Essential Nutrients for Teenage Girls** Iron builds blood and prevents tiredness. Sources include green leafy vegetables like spinach and amaranth, jaggery, eggs, and lentils. Calcium builds strong bones and is found in milk, yogurt, ragi, sesame seeds, and green vegetables. Protein helps body grow and repair, found in lentils, beans, eggs, milk, nuts, chicken, and fish. Healthy fats support brain and hormones, found in nuts, seeds, ghee, etc. Vitamins from fruits and vegetables support immunity and health. Water is essential for all body functions, drink 8-10 glasses daily.

**Why Nutrition Needs Increase** Teenagers need more nutrients than younger children because the body is growing rapidly, bones are building mass, after periods start girls need more iron to replace blood loss, the brain is still developing, and energy needs increase. This makes eating well during teenage years very important.

**Affordable Nutritious Foods** Healthy eating does not require expensive foods. Green leafy vegetables like spinach or amaranth, jaggery, and lentils provide iron. Ragi, milk and sesame seeds provide calcium at low cost. Lentils, beans, curd, groundnuts, and eggs provide affordable protein. Seasonal grains, fruits and vegetables cost less and are nutritious. Simple meals like dal-rice-vegetable are



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nutritious. Variety matters more than expensive foods.

**About Drinks and Hydration** Buttermilk gives calcium, lemonade with jaggery gives energy and vitamin C, ragi malt gives calcium and iron, coconut water hydrates and gives minerals, and milk gives protein and calcium. Avoid too many sugary drinks and sodas. Water is essential for digestion, carrying nutrients, removing waste, preventing constipation, helping concentration, and keeping skin healthy. Dark yellow urine, headaches, tiredness, dry mouth, and constipation are signs of not drinking enough liquids.

**About Supplements** Most nutrients should come from food. Schools provide weekly iron tablets that should be taken regularly as advised. Iron tablets prevent anemia which is low blood in body. Take iron tablets with lemon water or orange juice for better absorption. Do not take iron with tea or milk. See a doctor before taking other supplements.



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## Types of Nutrients and Their Superpowers

Eat a rainbow every day. My food helps me grow!

NUTRIENT	NEED	SOURCES
<b>Vitamins</b>		
Vitamin A	Normal growth and to keep eyes and skin healthy	
Vitamin D	Formation of strong bones and teeth	
Vitamin E	Protection of cell membrane, formation of red blood cells (RBC)	
Vitamin K	Clotting of blood	
Vitamin B1	It helps in body growth and in obtaining energy from carbohydrates.	
Vitamin B12	Forming Red Blood Cells (RBC)	
<b>Iron</b>	Formation of haemoglobin	
<b>Calcium</b>	Formation of strong bones, teeth; clotting of blood; muscle contraction	
<b>Potassium</b>	For growth; keeping cells and blood healthy	
<b>Iodine</b>	Proper functioning of thyroid – deficiency causes goitre	
<b>Carbohydrate rich food</b>	Foods that give energy and glow.	
<b>Protein and healthy Fat rich food</b>	Foods that help your growth and provide extra nutrition.	



## Module 6: Nutrition and my Body

This module is designed to equip adolescent girls with ways to take ownership of their growth through age-appropriate nutritional education, skills for self-management of healthy food habits and tracking nutrition and menstrual health.

### A. Objectives

#### Specific Objectives for Class 11 and 12

- To help students understand malnutrition and its effects on their growth
- To help students develop basic skills on tracking nutrition and Menstrual Health

### B. Duration: 40 mins

### C. Materials Required:

#### Class 11 to 12

Coloured chalk, duster, classroom.

### D. Facilitator Guide

- a. Respect the voices of the students
- b. Read through the guide and IEC materials before the session
- c. Keep the guide to help clarify and input
- d. Refrain from enforcing personal opinions & biases (if any)
- e. Be open to encouraging discussions related to the topics
- f. Motivate and ensure participation of all students
- g. Listen without judgment, thank them for sharing, and redirect gently if needed.
- h. If asked something you don't know, acknowledge honestly and follow up after consulting with relevant resources like CRP/ RKS<sup>K</sup> counsellors.

### E. Session Process

#### 1. Introduction (~13 mins):

- a. Teachers should start the session by answering all the questions in the drop box that are relevant for that age group. (~10 mins)
- b. Introduce the session's topic and encourage the students to freely engage (~3 min)

#### 2. Activity

#### Class 11 to 12 (~12 mins)



## Activity: Nutrition and Period Log

### Instruction:

- Briefly explain malnutrition and its effect on growth
- Instruct the students to create a simple
  - Daily Nutrition log:
    - Vertically - Monday to Sunday
    - Horizontally - Meals & Snacks, Water intake, Nutrients, cravings, meal skipped, rate for the day (0 -5)
  - Period log:
    - Vertically -Pre-period, Period days 1 -8 (depending on the length)
    - Horizontally - Signs & symptoms, Flow (light/medium/heavy), Pain / discomfort level (0 -5), Mood (0 -5), activities affected, Food intake, water intake, cravings, Rating (0 -5)

### 3. Input & Conclusion:

#### Class 11 to 12 (~10 mins)

Using the IEC poster on ideally tracking nutrition & Menstrual Health template, ask the students to validate and explain how to practice and track their daily nutrition and reproductive health progress and improvement as required.

### 4. Questions related to the subject matter:

Teachers should be prepared to input on the following questions

#### Class 11 to 12

- Why do I have period cravings and how can I manage them?
- What is the right regime that can strengthen my reproductive organs?
- How to set physical growth goals?
- Is it ok to skip meals now and then?

### F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
  - i. Class 11 & 12: Know how to set reproductive health goals and tracking nutrition & Menstrual health
2. **Learning Aid/IEC:**
  - i. Class 11 & 12: Template on ideally tracking nutrition & Menstrual Health

## Annexure 1: Guide

**About Period Cravings** Cravings before and during periods happen because hormones change, body needs more iron after blood loss, and blood sugar levels drop. Do not ignore cravings completely but choose healthier versions like jaggery instead of candy or fruits when craving sweets. Eat regular small meals to keep blood sugar stable. Drink plenty of water and include iron-rich foods in meals.

**Keeping Reproductive System Healthy** Eat iron-rich foods like green vegetables, jaggery, and eggs. Include protein daily from lentils, milk, or eggs. Eat plenty of fruits and vegetables. Drink enough water. Keep private areas clean and dry. Change underwear daily. Change pad every 4-6 hours during periods. Get enough sleep around 8 hours. Exercise regularly through walking or sports. See doctor if periods are very painful or irregular.

**Setting Growth Goals** Good growth goals are realistic and specific like "I will eat one vegetable with lunch every day" or "I will drink 6 glasses of water daily" or "I will not skip breakfast" or "I will sleep by 10 PM on school nights." Avoid goals focused only on weight or appearance. Track progress weekly. Small steady improvements work best.

**About Skipping Meals** Skipping meals regularly causes low energy and tiredness, difficulty concentrating in class, irritability and mood swings, may cause irregular periods, often leads to overeating later, slows down growth, and can cause stomach pain. If you must skip a meal, at least eat something small like fruit, nuts, or bread. Never skip breakfast as it is most important. If skipping meals is due to body image worries, talk to a teacher or counselor, if available.

## ನನ್ನ ಖರ್ಚಕ್ಕಾದ್ಯಂತ ಅರೋಗ್ಯಕರ ಆಹಾರ ಮತ್ತು ಸಂಶೋಧನೆ

ಖರ್ಚಕ್ಕಾದ್ಯಂತ ಅರೋಗ್ಯಕರ ಆಹಾರ ಮತ್ತು ಸಂಶೋಧನೆ

	ದಿನ 1	ದಿನ 2	ದಿನ 3	ದಿನ 4	ದಿನ 5	ದಿನ 6	ದಿನ 7
ಆಹಾರ							
ಮನಸ್ಸಿಗೆ							
ಶಕ್ತಿಯ ಮಟ್ಟಗಳು							
ಖರ್ಚನಾವ							



## Module 7: Nutrition and my Mind

The module recognises that the dietary patterns have a direct impact on mental health more than we recognise or give credit to. Be it cognition or mood regulation, the relationship between gut and mind can never be undermined. Hence, the module aims at helping students recognise the correlation between mind and nutrition and explore ways to practice healthy mind food habits within their local contexts.

### A. Objectives

#### Specific Objectives for Class 11 and 12

- To help students to understand impact of poor or malnutrition on their mental health
- To help students identify prevailing nutritional ill-practices among adolescent girls
- To help students understand good nutritional practices to strengthen their mental health

### B. Duration: 40 mins

### C. Materials Required:

#### Class 11 to 12

Coloured chalk, duster, classroom, IEC Materials

### D. Facilitator Guide

- a. Respect the voices of the students
- b. Read through the guide and IEC materials before the session
- c. Keep the guide to help clarify and input
- d. Refrain from enforcing personal opinions & biases (if any)
- e. Be open to encouraging discussions related to the topics
- f. Motivate and ensure participation of all students
- g. Listen without judgment, thank them for sharing, and redirect gently if needed.
- h. If asked something you don't know, acknowledge honestly and follow up after consulting with relevant resources like CRP/ RSKC counsellors.

### E. Session Process

#### 1. Introduction (~13 mins):

- a. Teachers should start the session by answering all the questions in the drop box that are relevant for that age group. (~10 mins)
- b. Introduce the session's topic and encourage the students to freely engage (~3 mins)



## 2. Activity

### Class 11 & 12 (~20 mins)

#### Activity: Mental Health Menu

##### Instruction:

- Briefly explain the impact of malnutrition on Mental Health
- Divide students into small groups and instruct students to quickly make a list of different ill food habits (stress eating, boredom eating etc.,) among adolescent girls in their locality
- Once the list is ready, ask them to choose any one ill practice and prepare a mental health menu adding different nutrients to help solve the issue

## 3. Input & Conclusion:

### Class 11 to 12 (~7 mins)

Using the IEC poster on Mental Health Menu, invite the students to verify their menu and improve them if need be

## 4. Questions related to the subject matter:

Teachers should be prepared to input on the following questions

### Class 11 to 12

- Do cultural and social factors influence the connection between mood and food?
- How can I manage stress and anxiety effectively through food practices?
- What causes eating disorders and how do I know if I have one?
- How do I know what nutrients I lack or need to improve on?
- Do I need to take supplements?
- Do superfood shown in the media help improve mental health?

## F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
  - i. Class 11 & 12: Nutrition and Mental Health 101, Nutritional interventions to improve mental health
2. **Learning Aid/IEC:**
  - i. Class 11 & 12: "Food for my Mental Health"



## Annexure 1: Guide

**How Food Affects Mood** Food directly affects mood and brain function. When body lacks nutrients, the brain also struggles. Poor eating causes irritability, lack of focus, and tiredness. Skipping meals causes blood sugar drops leading to mood swings. Regular balanced meals keep mood stable.

**Cultural and Social Influences on Food** Food choices are shaped by local food rules, family traditions, regional preferences, religious fasting, eating with friends, social media trends, peer influence, and stress eating. Understanding these influences helps make conscious choices based on health needs while still enjoying cultural foods.

**Foods That Help Mental Health** Complex carbohydrates from whole grains and vegetables give steady energy. Protein from eggs, lentils, and nuts help brain make mood chemicals. Omega-3 fats from walnuts and flaxseeds support brain function. B vitamins from whole grains, green vegetables, and eggs help mood. Magnesium from nuts, seeds, and spinach reduces stress. Eat regular meals, limit sugar and caffeine, drink enough water, and eat mindfully not when stressed.

**About Eating Disorders** Eating disorders are serious problems with eating behavior often caused by extreme focus on body weight, low self-esteem, stress or trauma, and pressure to look a certain way. Warning signs include eating very little or refusing food, eating large amounts secretly, vomiting after eating, excessive exercise to burn food, constant negative thoughts about body, avoiding social events with food, and mood depending heavily on what was eaten. These need professional help immediately.

**Identifying Nutrient Deficiencies** Iron deficiency causes constant tiredness, dizziness, pale skin, and difficulty concentrating. Calcium deficiency causes weak bones, muscle cramps, and tooth problems. Protein deficiency causes weak muscles, slow wound healing, and hair loss. Vitamin deficiency causes frequent illness, poor vision, and skin problems. Blood tests at health centers can confirm deficiencies.

**About Superfoods and Media Claims** Superfoods are often just marketing. No single food magically fixes health. Variety of nutritious foods is better than one superfood. Local affordable foods are as good as expensive trendy ones. Consistent good eating matters more than occasional superfoods. Focus on overall eating pattern not single foods.



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## Food for my mental health

The food we eat affects our thoughts and feelings. Eating healthy food keeps us healthy and happy.



Foods that improve your mood

Useful substances for reducing anxiety



Nutritious foods that help increase concentration



Nutritious foods that bring joy to the mind



Sleep-enhancing Food

Substances that can cause problems



**Spicy Food**  
can increase anger and stress.



**Caffeine (coffee, tea)**  
can increase anger and stress.



**Excessive sugar (soft drinks, candy)**  
Affects our attention span, and levels of energy.



**Not eating**  
Anxiety, sadness, and feelings of hopelessness are common.



**Fruits (such as bananas)**  
The natural sugar in fruit improves your mood and provides energy.



**Drumstick and drumstick leaves**  
are good for the skin, hair, and overall health.



**Turmeric milk**  
It is useful for inflammation and pain.



**Water**  
Drinking water regularly helps our brain and body function properly. It keeps the body cool and assists in staying hydrated.



**Eggs**  
They are rich in protein and help in feeling full and energetic.



## Module 8: Creating a Healthy Me

This module is aimed at helping girls to take next steps towards self-management of their Physical and mental growth.

### A. Objectives

#### Specific Objectives for Class 11 and 12

- To assist students to have clarity of their personal Physical and Mental growth goals
- To help students take ownership and self-advocate their health needs among peers, parents, teachers and the community

### B. Duration: 40 mins

### C. Materials Required:

#### Class 11 to 12

Coloured chalk, duster, classroom, IEC Posters

### D. Facilitator Guide

- a. Respect the voices of the students
- b. Read through the guide and IEC materials before the session
- c. Keep the guide to help clarify and input
- d. Refrain from enforcing personal opinions & biases (if any)
- e. Be open to encouraging discussions related to the topics
- f. Motivate and ensure participation of all students
- g. Listen without judgment, thank them for sharing, and redirect gently if needed.
- h. If asked something you don't know, acknowledge honestly and follow up after consulting with relevant resources like CRP/ RSKC counsellors.

### E. Session Process

#### 1. Introduction (~10 mins):

- a. Teachers should start the session by answering all the questions in the drop box that are relevant for that age group. (~10 mins)

#### 2. Activity

#### Class 11 to 12 (~25 mins)

##### Activity: I wish you knew - Painting

##### Instructions:

- Instruct the students to come prepared with a A4 size painting or drawing 2 or 3 days prior to this session. Instruct students that the painting or drawing should be themed “I wish you knew about my Physical & Mental growing needs”



- Remind them that students should try and capture their needs, dreams, successes, feelings and struggles throughout their growing age both physically and mentally
- During the session, divide the students into small groups and share about their work
- Further their work could be displayed across the school

Note: If time and resources permit this could also be converted as the mural exercise

### 3. Input & Conclusion:

#### Class 11 to 12 (~5 mins)

- Teacher talking points during the sharing reaffirms their support and encourage them to seek support and strengthen their growth ownership

Kindly invite and encourage students to drop any questions they have but could not ask during the session in the anonymous question box.

### 4. Questions related to the subject matter: Teachers should be prepared to input on the following questions

#### Class 11 to 12

- What is the social dimension of my physical and mental growth?
- What could be the role of my peers, parents, teachers, institutions, government and community?
- Do we need support in our growth?
- How and from whom do we seek support in our growth?

### F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
  - i. Class 11 & 12: Roles in of supporting adolescent girls in their journey of Physical and Mental growth
2. **Learning Aid/IEC:**
  - i. Class 11 & 12: "Expressing my needs"

#### Annexure 1: Guide

**Social Dimension of Growth** Growth is influenced by family support and expectations, school environment, friends and peer groups, community beliefs and practices, access to healthcare and resources, media and social media messages, and cultural traditions. Positive social support helps feel confident, make healthy choices, seek help when needed, and develop full potential. Negative social pressure can harm self-esteem, create unhealthy habits, and restrict opportunities.



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**Roles of Different People in Growth** Peers and friends provide emotional support, share experiences, and encourage healthy choices. Parents and family provide basic needs, emotional support, guidance, and access to healthcare. Teachers provide education, create safe school environment, and connect students to resources. Schools and institutions provide menstrual products and facilities, counseling services, health check-ups, and iron tablets. Government provides health centers and services, free or subsidized health programs, ASHA workers and ANMs, and helplines. Community includes NGOs providing support, community health workers, and safe public spaces.

**Why Support is Needed** No one grows up completely alone. Support reduces stress and prevents problems. Help from others leads to better choices. Guidance builds confidence. Everyone needs support at different times. Asking for help is strength not weakness. Having support improves life outcomes.

**How to Seek Support** Different problems need different helpers. For physical health issues like periods and body changes, approach parents, school nurse or teacher, ASHA worker, ANM at health center, or doctor at PHC or CHC. For mental and emotional health like stress, sadness, or anxiety, approach school counselor, trusted teacher, parents or family member, mental health professional, or call CHILDLINE 1098. For school or study problems, approach teachers, school counselor, or classmates. For safety concerns, approach parents, teachers, police, or call CHILDLINE 1098. Identify the problem clearly, choose the right person to help, find a calm time to talk, explain what you need, and follow up if help was not enough.

#### **Important Notes for Teachers**

When answering student questions, use simple clear language, do not judge or shame, respect cultural context while providing scientific facts, admit if you do not know something and find the answer later, refer serious concerns to counselors or health workers, maintain student confidentiality, and create a safe supportive environment.

Immediately refer to a counselor or health worker if you notice signs of eating disorders, severe depression or anxiety, mention of self-harm, disclosure of abuse, extreme social isolation, or severe menstrual problems that interfere with daily life.



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## EXPRESSING MY NEEDS

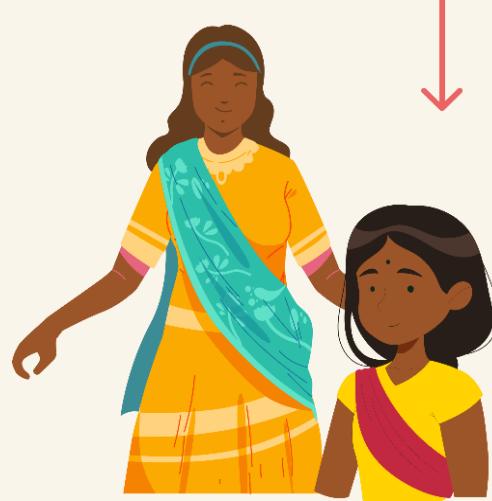
Your words are your most powerful tool. If we learn to use them with respect, we can empower ourselves!



You can take some time to calm down or settle your thoughts. Take a deep breath and try to relax your body.

Talk to your friend. Talking to someone who understands you can help you realize your own needs

Emotions like anger, sadness, and fear can drive us to behave in strange ways. But remember, the problem will never be solved by hitting others, skipping meals, or remaining silent.



Talking to your parents or teachers helps you share your worries, frustrations, and needs.



## Additional Annexures:



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### How to wear a Pad



When the bleeding reduces, you might want to use **panty liners**. These are small, lightweight pads that can be used at the end of your Menstrual Cycle when you don't have heavy bleeding.



### How to use a cloth pad



Wash your cloth pad with soap after every use. Dry it in sunlight for at least **6 hours**.

You can place a piece of folded cloth in your underwear. Change the cloth every 3 to 4 hours. Wash the used cloth with soap and dry it in the sunlight for at least 6 hours.



A tampon is inserted into the vagina and absorbs menstrual blood. It can be used for up to 4 hours, after which it must be replaced with a new one.

### How to use a tampon



When inserting a tampon, ensure that its string remains visible on the outside. After the tampon is full or after 4 hours, use the string to pull it out. Wrap it in paper and dispose of it in a designated trash bin.



You can also use "**period panties**," which are undergarments made of a special material that absorbs blood. Remember to wash them thoroughly with soap after use and dry them in direct sunlight.



## Menstrual Cup - What it is and how to use it

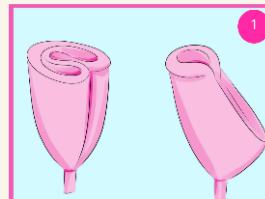
A menstrual cup is a silicone cup designed to collect menstrual blood. It is inserted into the vagina. It is completely safe to use and does not cause any harm to the body when inserted. When it feels full, it needs to be removed. After washing the cup with water, it can be reused. **The same cup can be used for up to 4 years per menstrual cycle.**

The menstrual cup should be disinfected at the beginning and end of each menstrual cycle. To disinfect it, place it in a small cup of boiling water for 5-7 minutes. Parents or caregivers should be present to help you do this.



Cups come in various sizes. Teenage girls might prefer smaller cups with handles, as the cup's handle helps to pull it off. As your body grows, you might need a larger cup.

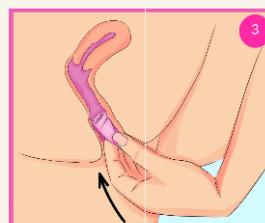
**Always wash your hands with soap before using a menstrual cup or touching your genitals.**



Fold the top of the cup so it is easier to insert.



Raise one leg or sit down for better access. Use one hand to open the skin folds covering your vagina.



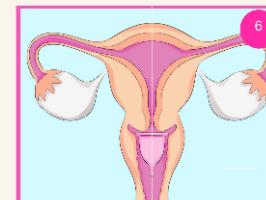
Aim for your bottom end and guide the cup through your thighs.



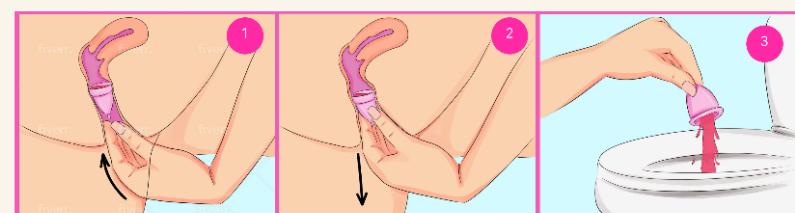
Push the cup down until the base of the cup is inside of your vagina, and the cup will be open.



To stop the leak, the cup should be opened completely. Feel for cracks with your finger. You can also turn it to open the cup. Try to relax so your muscles don't tense up.



After correctly inserting the cup, you shouldn't feel it. If you do, remove it and try again. Don't worry about the cup getting lost; your cervix is above the vagina, and it cannot pass that point.



After filling the cup, remove it gently. To do this, squeeze the bottom and gently pull it out. Be careful not to pull too hard. After removing the cup, you can discard the blood in the toilet. Rinse the cup with water and put it back on.



## How to wear a pad



Bring a new pad to the restroom.  
Pull down your underwear. Remove  
the used pad from your underwear.



Wrap the used pad in paper or in the  
packaging of the new pad



Open the new pad Remove the  
paper covering the adhesive on  
the back



Press the new pad onto the underwear. If  
the pad has "wings," remove the paper  
sticking to them and wrap them around  
the sides of the underwear.



Put the well-wrapped, used pads into  
an incinerator or a designated trash  
bin.



Wash your hands with soap and  
water after you are finished.



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- b. Royal College of Obstetricians and Gynaecologists (UK): "Menstrual Problems" guidelines
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- o. National Institute of Nutrition (NIN), India: "Dietary Guidelines for Indians"
- p. Indian Council of Medical Research (ICMR): "Nutrient Requirements for Indians"
- q. Food and Agriculture Organization (FAO): "Nutrition Education" resources
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- s. Indian Council of Medical Research (ICMR): "Nutrient Requirements for Indians - RDA 2020"
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- v. Harvard Medical School: "Nutritional Psychiatry - Your Brain on Food"
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- x. Indian Psychiatric Society: "Nutrition and Mental Health" guidelines
- y. World Health Organization (WHO): "Mental Health and Nutrition" resources



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