



ಕರ್ನಾಟಕ ಸರ್ಕಾರ - ಜಿಲ್ಲಾ ಆಡಳಿತ್, ಭಾರತಾಜನರೆ



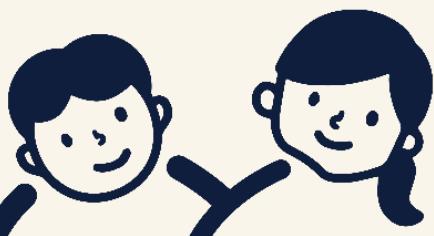
BLOCKCHAIN FOR  
**IMPACT**

**phia**



INSTITUTE of  
PUBLIC HEALTH

CLASS V – VII



# ಪ್ರಾನಸಕ್ಷಿ

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## PranaSakhi

ಪೈಥಾವಸ್ಯೆ  
ಆರೋಗ್ಯದ ಬಗ್ಗೆ ತರೆಬೇತಿ 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**

**ಮನ್ಸುದಿ**



ಹದಿಹರೆಯದವರ ಅರೋಗ್ಯವು, ಅರೋಗ್ಯಕರ ಕಾಗ್ರ ಪ್ರಗತಿವರ ಸಮಾಜ ನಿರ್ಮಾಣದ ಪ್ರಮುಖ ಅಧಾರಸ್ವರೂಪಗಳಲ್ಲಿ ಒಂದಾಗಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಬಾಮರಾಜನಗರ ಜಿಲ್ಲೆಯಲ್ಲಿ ಕೃಗ್ರಿತ್ತಿಕೊಳ್ಳಲ್ಪಟ್ಟ ಪ್ರಾಣಸಂಭಾರ ಕಾರ್ಯಕ್ರಮವು ಹದಿಹರೆಯದವರಿಗೆ ಅರೋಗ್ಯ, ಯೋಂಗ್ಸ್ಟ್ರೇಮು ಮತ್ತು ಜೀವನ ಕೌಶಲ್ಯಗಳ ಬಗ್ಗೆ ಅಗತ್ಯವಾದ ಅರಿವು ಮತ್ತು ಜ್ಞಾನವನ್ನು ನೀಡುವ ದಿಕ್ಕಿನಲ್ಲಿ ಮಹತ್ವದ ಹೆಚ್ಚಿಯಾಗಿದೆ.

ಬಾಮರಾಜನಗರ ಜಿಲ್ಲೆಯಲ್ಲಿ ಹದಿಹರೆಯದವರಲ್ಲಿ, ವಿಶೇಷವಾಗಿ ಯುವತೆಯರಲ್ಲಿ ರಕ್ತಹಿನತೆ, ಅವೈಷಿಕತೆ ಮತ್ತು ಸಂಬಂಧಿತ ಅರೋಗ್ಯ ಸಮಸ್ಯೆಗಳಿಂತಹ ಸವಾಲುಗಳು ಮುಂದುವರಿದಿವೆ. ಇವುಗಳನ್ನು ಪರಿಕರಿಸುವುದು ಕೇವಲ ವೈದ್ಯಕೀಯ ಕರ್ನಾಟಕದ ಮಾತ್ರ ಸೇವೆತ್ವಾಗಿರದೇ, ಶಿಕ್ಷಣ, ಜಾಗ್ರತ್ತ ಮತ್ತು ನಡವಳಿಕೆಯ ಬದಲಾವಣೆಯನ್ನು ಒಳಗೊಂಡ ಸಮಗ್ರ ಮತ್ತು ಪೂರಕ ವಿಧಾನದ ಅಗತ್ಯವಿದೆ. ಈ ದೃಷ್ಟಿಯಿಂದ, ಪ್ರಾಣಸಂಭಾರ ಕಾರ್ಯಕ್ರಮ ನಾಲ್ಕು ಮತ್ತು ದಲ್ಲಿಯಲ್ಲಿ ಅರೋಗ್ಯ ಜಾಗ್ರತ್ತಿಯನ್ನು ಬಲಪಡಿಸುವ ಗುರಿ ಹೊಂದಿದೆ, ಇದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳು ಅರೋಗ್ಯಕರ ಅಭ್ಯಾಸಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಲುದಿದೆ, ತಮ್ಮ ಸಹಕಾರಿಗಳ ಕಾಗ್ರ ಸಮುದಾಯದ ಬದಲಾವಣೆಯ ರಾಯಭಾರಿಗಳಾಗಲು ನಾಧ್ಯವಾಗುತ್ತದೆ.

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

ಈ ಕಾರ್ಯಕ್ರಮವನ್ನು ಅಧಿಕೃತ ಸರ್ಕಾರಿ ಸಂಸ್ಥೆಗಳ ಮತ್ತು ಸ್ವಯಂಸೇವಕರ ಸಮರ್ಪಿತ ಸಹಕಾರವನ್ನು ನಾನು ಹೃತ್ಯುವರೆಕವಾಗಿ ಅನ್ವಯಿಸುತ್ತೇನೆ. ವಿಶೇಷವಾಗಿ IHCRF ತಂಡದ ನಿರಂತರ ಕೊಡುಗಿ ಮತ್ತು VGKK ಸಂಸ್ಥೆಯ ಸಹಭಾಗಿತ್ವ ಪ್ರಶಂಸನೀಯವಾಗಿದೆ. ಬಂಜ್ಬಗಿ, ನಾವು ಹೆಚ್ಚು ಅರೋಗ್ಯಕರ, ಹೆಚ್ಚು ಅರಿವುಳ್ಳ, ಮತ್ತು ಸಬಲೀಕರಣಗೊಂಡ ಹದಿಹರೆಯದ ಹೀಲಿಗೆಯನ್ನು ನಿರ್ಮಿಸುವ ದಿಕ್ಕಿನಲ್ಲಿ ಒಂದು ಮಹತ್ವದ ಹೆಚ್ಚಿ ಇಡುತ್ತಿದ್ದೇವೆ.

**ಶಿಲ್ಪಾ ನಾಗ್, ಬಂದಾ ವಿಷಯಕ ಸಂಸ್ಥೆಯ ಸಹಾಯಕಾರಿಗಳ ಮತ್ತು ಜಿಲ್ಲಾ ದಂಡಾಧಿಕಾರಿಗಳ ಬಾಮರಾಜನಗರ ಜಿಲ್ಲೆ**



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

ಸಂದೇಶ



ಹಳಿಹರೆಯವು 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 ಕೋರತೆ ಹಾಗೂ ಅರಿವಿನ ಅಭಾವ ಇನ್ನೂ ಹಳಿಹರೆಯದ ಬಾಲಕಿಯರ ಆರೋಗ್ಯವನ್ನು ಪ್ರಭಾವಿಸುತ್ತಿವೆ. ಇವುಗಳನ್ನು ಎದುರಿಸಲು ಕೇವಲ ಚಿಕಿತ್ಸೆಯಷ್ಟೇ ಸಾಲದು ಶಾಲೆಗಳು, ಕುಟುಂಬಗಳು ಮತ್ತು ಸಮುದಾಯಗಳನ್ನು ಒಳಗೊಂಡ ನಿರಂತರ ಹಸ್ತಕ್ಷೇಪ ಅಗತ್ಯ ವಾಣಿಸಬಿ ಈ ಅಗತ್ಯಕ್ಕೆ ತಕ್ಷಂತ ಆರೋಗ್ಯ ಶೈಕ್ಷಣಿಕವನ್ನು ಸುಸಂಘಟಿತವಾಗಿ ನೀಡುತ್ತಿದ್ದು, ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಜಾಗ್ತಿ, ಆತ್ಮವಿಶ್ವಾಸ ಮತ್ತು ಆರೋಗ್ಯಕರ ಅಭಾವಸಗಳನ್ನು ಬೇಳೆಸುತ್ತಿದೆ.

ಜಿಲ್ಲಾ ಪಂಚಾಯತ್ ಜಿಲ್ಲಾ, ಆಡಳಿತದ ನೇತ್ಯಕ್ತದಲ್ಲಿ, ಶಿಕ್ಷಣ ಹಾಗೂ ಆರೋಗ್ಯ ಇಲಾಖೆಗಳು, IICRF, VGKK, IPH ಮತ್ತು ಶಾಲಾ ವ್ಯವಸ್ಥೆಯ ಸಮನ್ವಯದಿಂದ ಈ ಕಾರ್ಯಕ್ರಮವು ಬಲವಾದ ಬೆಂಬಲ ವ್ಯವಸ್ಥೆಯಾಗಿ ರೂಪೊಳ್ಳುತ್ತಿದೆ. ತರಬೇತಿ ಪಡೆದ ಶೈಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳು ಹಾಗೂ ತಮ್ಮ ಸಹಪಾಠಿಗಳ ಆರೋಗ್ಯದ ಬಗ್ಗೆ ಹೋಣಾರಿಕೆ ಪಡೆಯುವಂತೆ ಪ್ರೇರಣೆಯಿಸಲಾಗುತ್ತಿದೆ.

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

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

**Message from the District Health and Family Welfare Officer, Chamarajanagar**



ಸಂದೇಶ

ଜାମୁରାଜନଗର ଜିଲ୍ଲେରୁ କଦିକରେଯଦ ମୁକ୍ତା ଅରୋଗ୍ୟ, ଏତେହିପାଇ  
କଦିକରେଯଦ ବାଲକିଯର ସମ୍ବନ୍ଧ ଅରୋଗ୍ୟରେ ସାପରିଜନିକ ଅରୋଗ୍ୟରେ ପ୍ରମୁଖ  
ଅଧ୍ୟତ୍ମିକୀୟାଦିରେ ତା ପରିସ୍ଥିତିରେ ପୋଷିକାଠାର ଅଗ୍ରତ୍ତେ ହେବାଗୁପ୍ତରେଠାରଦିରେ ରକ୍ଷଣେନ୍ତି  
ସାମାଜିକାରେ କଂଦୁବୁଦ୍ଧିତ୍ରଦ, ମୁଖୁପତ୍ର, ଦ୍ୱାହିକ ବଦଳାବକ୍ଷେତ୍ରରୁ ମୁତ୍ତୁ ଭାବନାତେକ  
ଏକଶନକେ ସଂବନ୍ଧିତ ହୋଲ ପ୍ରତ୍ୟେକରୁ ମୁତ୍ତୁ ସବାଲୁଗରୁ ଏଦୁରାଗୁତ୍ତିବେ. ତା  
ଅଗ୍ରତ୍ତେନ୍ତିରୁ ସରିଯାଦ ସମ୍ବନ୍ଧରେ ଗୁରୁତିତ୍ତି ନେରବାଗଦିଦ୍ଵରେ, ପରିକାମଗରୁ ଇପରି  
ଜୀବନଦ ମେଲେ ମାତ୍ରପଲ୍ଲେ, ମୁମଦିନ ହେଲିଗିଗରୁ ଅରୋଗ୍ୟରେ ମେଲେଯିବ ଦିଏହିକାଳଦ  
ପରିକାମଗରୁନ୍ତି ବୀରୁତ୍ତିବେ.

ఈ హిన్నలేయల్ని మాన్స జిల్లాధికారియవరాద శ్రీమతి తీల్నాగా రవర మహాత్మాంచ్యేయ వాణిసభి కాయిఫ్క్స్మిప్ అంత్యంత అగ్త్యవాద మత్తు సమయాంచేతపారిద్దు, శాలా మట్టదల్లో అరోగ్య జాగ్రత్త, ముఖుస్వావ నిషాధణ, పోషికత అరివు హాగూ వివిధ ఆరోగ్య అపాయిగళ త్వరిత గురుతిసుపోయిన్న సమ్మగ్వారి ఒగ్సోడిసువ వేడికేయన్ను ఒద్దిసుత్తదే. బాలకియరిగే నిబురువాద మాహితి, సురక్షిత సంవాద వాతావరణ హాగూ తీక్ష్ణకరు, సహపారి నాయకరు మత్తు ఆరోగ్య సిబ్బుందిగిల బలవాద దెంబల వ్యవస్థగిళన్ను ఒద్దిసువ మత్తు అవర తండె, తాయియవరిగా అరివు మండిసువ మూలక ఈ కాయిఫ్క్స్మిప్ అరోగ్య అపాయిగళన్ను తడేగట్టువ అరోగ్య చట్టపటీకగాల నలెయిన్న ఇన్నమ్ము బలపడునుత్తదే.

జిల్లా ఆరోగ్య ఇలాబేయి జిల్లా ఆడలిడ నేపుక్కుదల్లి, జిల్లా పంచాయితి, తిక్షేణ ఇలాబేశ్చ మత్తు IHCRCన సమన్వయదోందిగే ఈ కాయిఫ్కుమవన్ను తాలా మట్టుదల్లి, యతస్మియాగి అనుష్ణనగోలిసుక్కిరుపుదు నమ్మ, జిల్లాయి ప్రగతియి సంకేతవాగిదే. RSKR, RBSK మత్తు తాలా ఆరోగ్య కాయిఫ్కుమగా అడియల్లి, నియమిత ఆరోగ్య తప్పాసణ, సమాచోచనే, రెఫరలాగాలు కొగిలు సమగ్ర బెంబలవన్ను ఒదగిసువ మూలక, కొమరాజనగర జిల్లాయి ప్రతియేంబు, కదికరయిద బాలశియిలు ఆరోగ్యవంతిల్లాగి, అతిశీలాసదింద మత్తు సబలల్లాగి బీళేపంతక పరిసరపన్ను నావు నీచేసుక్కిద్దేవే.

ఈ కాయిఫ్ కుమద యత్పిగ్, సంపుళణ కేదుగు నీడుతీరువ ఎల్లా తీసుకరు, తెలుపుట్టద ఆరోగ్య సిబుంది, IICRF కాగాల VGKK సంస్థగల్ సమిఫ్ తె శుమక్ష నాను ద్వుకుల్వఫ్ క అభినందనగలన్ను తీళిసుత్తేనే. వాణిసబి కాయిఫ్ కుమద ములక ఆరోగ్య వ్యవస్థ మత్తు సముదాయ పాలేబ్లిష్మెంట్ బలవాగుతీరువంతెయే, రక్తహీనతే, అప్పాష్టిక్ తె మత్తు తప్పు కల్పనగల భస్కరపన్న, మురిదు, వృత్తియోబ్, బాలకియం గొరవ, అరిపు మత్తు సమగ్ర ఆరోగ్యదోందిగే బేళీయవంతమ జిల్లెయిన్ను నిమిషసువ దిక్కినల్లి నావు ప్రముఖ రోజ్జు ఇట్టిద్దేవ.

Dr. Chidanand SMBBS, MD, PGDPH, PGDND  
జిల్లా ఆరోగ్య మత్తు కుటుంబ కల్యాణాధికారి  
జిల్లాపురాధికారి ప్రియులు



## **Message from the Deputy Director of Public Instruction, Chamarajanagar**

ಸಂದೇಶ



ಹೆಡಿಹರೆಯವು ಮತ್ತು ಆರೋಗ್ಯ, ಆತ್ಮಿಯಾಸ ಮತ್ತು ಭವಿಷ್ಯದ ನಿರ್ಧಾರಗಳನ್ನು ರೂಪಿಸುವ ಅತ್ಯಂತ ಮಹತ್ವದ ಹಂತ. ಶಿಕ್ಷಕರಾಗಿ, ನಾವು ಪಾಠ ಬೋಧನೆಯೊಂದಿಗೆ ಅವರ ಸಮಗ್ರ ಬೇಳವಣಿಗೆ ಮಾರ್ಗದರ್ಶನ ನೀಡುವ ಜವಾಬ್ದಾರಿಯನ್ನೂ ಹೊಂದಿದ್ದೇವೆ. ಈ ಹಿನ್ನಲೆಯಲ್ಲಿ, ವಾರಾಸಬಿ ಕಾರ್ಯಕ್ರಮವು ಚಾಮರಾಜನಗರ ಜಿಲ್ಲೆಯ ಶಾಲೆಗಳಲ್ಲಿ ಹದಿಹರೆಯದ ಮತ್ತು ಆರೋಗ್ಯ ಜಾಗ್ತ್ರತ್ವ, ಪೌಷ್ಟಿಕತೆ ಅರಿವು ಮತ್ತು ಜೀವನಕೌಶಲಗಳನ್ನು ನೀಡುವ ಮಹತ್ವದ ಪ್ರಯತ್ನವಾಗಿದೆ.

ನಮ್ಮ ಜಿಲ್ಲೆಯಲ್ಲಿ ರಕ್ಷಿತೆನಾಗಿ, ಹೊಣ್ಣುಕಾಂಶ ಕೊರತೆ ಮತ್ತು ಬುತುಮತ್ತಿತ್ತು ಅರಿವಿನ ಕೊರತೆಯಂತಹ ಸಂಖಾರಗಳಿವೆ. ಇವು ವಿದ್ಯಾರ್ಥಿಗಳ ಆರೋಗ್ಯದ ಜೀವತೆಗೆ ಅವರ ಕಲಿಕೆ, ಆತ್ಮವಿಶ್ವಾಸ ಮತ್ತು ಉತ್ಸಮ ಅವಕಾಶಗಳಿಂದ ವಂಚಿತರಾಗುತ್ತಿದ್ದಾರೆ. ಪ್ರಾಣಸರ್ವಿಯ ಮೂಲಕ ನಾವು ಈ ಸಮಸ್ಯೆಗಳನ್ನು ಅರಂಭದಲ್ಲೋ ಗುರುತಿಸಿ, ಶಾಲಾ ಮಟ್ಟದಲ್ಲೋ ಪರಿಹಾರಾದರ್ದಿಸುವ ದಿಟ್ಟು ಹೊಜ್ಜೆ ಇಟ್ಟಿದ್ದೇವೆ.

ಕೆ ಕಾರ್ಯಕ್ರಮದ ಬಲವು -BEO, BRC, ECO, BRP, CRP ಮತ್ತು ಶಿಕ್ಷಕರ ಒಕ್ಕೂಟದ ಸಕ್ರಿಯ ಸಹಭಾಗಿತ್ವದ ಪ್ರಯತ್ನವಾಗಿದೆ. ಕೆ ಕಾರ್ಯಕ್ರಮವನ್ನು ಶಾಲಾ ವ್ಯವಸ್ಥೆಯ ಭಾಗವನಾಗಿಸಿ, ಜಾಗ್ರತ್ತಿ ಮತ್ತು ಸಂವಾದವನ್ನು ನಿರಂತರ ಅಭ್ಯಾಸವನಾಗಿ ಮಾಡುತ್ತದೆ. ಪ್ರಾಣಿಸಬೀ ನಮ್ಮ ಹದಿಹರೆಯ ಸ್ವೀಕ್ರಿಯೆಗಳ ದೃಷ್ಟಿಗೆ ಹೊಂದಿಕೊಂಡಿದ್ದು, ಮಕ್ಕಳಿಗೆ ಸರಿಯಾದ ಮಾಹಿತಿ, ಸುರಕ್ಷಿತ ಪರಿಸರ ಮತ್ತು ಮುಕ್ತ ಸಂವಾದ ನೀಡುವ ಮೂಲಕ ಅವರನ್ನು ಅರೋಗ್ಯಕರ ಮತ್ತು ಜವಾಬಾರಿಯತ ನಾಗರಿಕರನಾಗಿ ಬೆಳ್ಳಿಸುವ ಪ್ರಯತ್ನವಾಗಿದೆ.

ఈ కాయ్ఫ్స్క్రమక్కె బెంబల నీర్దిద జిల్లా ఆడళిత, జిల్లా పంచాయతీ, ఆరోగ్య ఇలాచీ, IICRF, VGKK మత్తు ఎల్లా పాలుదారరిగె నాను కృత్యవంక అభినందనగళన్ను సల్స్ట్రిస్క్రైన్ పాత్రాసచీ ముందిన దినగళల్లి నమ్మ విద్యార్థిగళ జీవనదల్లి తాత్కుత మత్తు సకారాత్కుసే బదలావణేయన్ను ముండిసల్చిదే ఎంబ విత్తాసచిదే.

ಬ್ರಹ್ಮ  
ಜಂಡಿ ಹಾಟ್ಲು  
ಉಪ 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 ವಾಣಿಸಬೀ ಕಾರ್ಯಕ್ರಮದ ಮೂಲಕ ಪರಿಣಾಮಕಾರಿ ರೀತಿಯಲ್ಲಿ ಅನುಷ್ಠಾನಗೇರಿಸಲಾಗುತ್ತದೆ.

ಈ ಕಾರ್ಯಕ್ರಮವು ಪೌರ್ಣಿಕತೆ, ಮತ್ತು ಮತ್ತು, ಮಾನಸಿಕ ಆರೋಗ್ಯ ಮತ್ತು ಸ್ವಜ್ಞತೆ ಪೂರಿತ ಸರಳ ಹಾಗೂ ನೀಂಬರ ಜ್ಞಾನವನ್ನು ವಿದ್ಯಾರ್ಥಿನಿಯರಿಗೆ ತಲುಪಿಸುತ್ತದೆ. ಇವು ಅವರ ಆತ್ಮವಿಶ್ವಾಸ, ಆರೋಗ್ಯಕರ ನಡೆ-ನುಡಿ ಮತ್ತು ಜವಾಬ್ದಾರಿಯತೆ ನೀರ್ಧಾರಿಸಬೇಕಾಗಿ ಅಭಿವೃದ್ಧಿಪಡಿಸಲು ಸಹಾಯಕವಾಗುತ್ತದೆ.

ಜಿಲ್ಲಾ, ಆಡಳಿತದ ನೇತ್ಯತ್ವದಲ್ಲಿ, ಜಿಲ್ಲಾ ಪಂಚಾಯಿತಿ, ಶಿಕ್ಷಣ ಮತ್ತು ಆರೋಗ್ಯ ಇಲಾಖೆ, IHCRF, VGKK ಹಾಗೂ ನಮ್ಮ PU ಉಪನ್ಯಾಸಕರ ಸಹಕಾರದಿಂದ ವಾಣಿಸಬೀ 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.

ಇಂದಿನ ಕುರ್ತಿಯಿಂದ  
ಪುಟ್ಟಗೌರಮ್ಮ.ಹೆಚ್.ಎನ್

ಉಪ ನೀರ್ದೇಶಕರು, ಪದವಿ ಪೂರ್ವ ಶಿಕ್ಷಣ 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



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

Module 1: Understanding Physical Growth

Module 2: Puberty, Physical Change and Socialisation

Module 3: Demystifying Menstruation: Habits, Myths and Facts

Module 4: Menstrual Health and Hygiene: Practices

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

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 to help girls in Classes 5-7 (aged approximately 10-13 years) understand physical growth as a natural and healthy part of growing up. Through simple, age-appropriate discussions and activities, the module encourages girls to learn about their body parts and functions; and become more aware of the changes in their bodies.

### A. Objectives:

Class 8 to 10
<ul style="list-style-type: none"><li>- To help students gain knowledge of the fundamentals of their body parts &amp; functions</li><li>- To help them feel prepared and confident about the transformative stages</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/ RSKC counsellors.

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

- **Introduction (~5 mins):** The 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.
- **Activity (15 Minutes)**

### Class 5 to 7 (~15 mins)

#### Activity: Drawing my Body

##### Instruction:

- Ask the students to draw a female body in their notebook
- Instruct them to label different body parts and their functions as much as they know



- **Input & Conclusion: (15 mins)**

<b>Class 5 to 7 (~10 mins)</b>
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- Using the IEC poster on Female body parts and their functions, invite students to look at their drawing and verify their answers and correct if necessary
- Teachers should stress on the importance of knowing & discussing body parts and never to feel ashamed to discuss our changes.
- Teacher to introduce and let students know of the drop box where they can leave their anonymous questions & confusions

- **Questions related to the subject matter:** Teachers should be prepared to input on the following questions

<b>Class 5 to 7</b>
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- Is it normal for breast growth to be uneven or sore at first?
- When should periods start?
- How much taller will girls grow after their period starts?
- What if puberty starts earlier or later than peer groups?
- Are changes in body shape, such as widening hips and increased fat, normal?

#### **F. Annexures:**

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

- Scientific names of different body parts & functions

**Learning Aid/IEC:**

- "My body, My pride"
- Functions

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

#### **Understanding Female Body Parts**

The female body has many important parts for reproduction. The external parts (called vulva) include the outer and inner lips, and the vaginal opening. The internal parts include the vagina (a tube connecting outside to inside), cervix (opening of the uterus), uterus (womb where a baby grows), two fallopian tubes, and two ovaries (where eggs are stored).

The breasts develop during puberty because of hormones. Breasts have milk glands, fat, and supportive tissue. The darker circle around the nipple is called the areola. Breast size is different for each girl and depends mainly on family genetics. Size does not affect health or ability to breastfeed later.

Hormones are like body messengers. They control growth and development. The brain (hypothalamus) signals another part of the brain (pituitary gland) to make hormones. These hormones tell the ovaries to make estrogen and progesterone. These hormones control periods, breast growth, bone growth, and where body fat goes.



## How Bodies Grow

Growth happens in spurts, not steadily. Different body parts grow at different speeds. Bones grow at special areas called growth plates until late teenage years. Muscles also grow more during puberty. The heart and lungs grow bigger to support the larger body.

## Common Body Development Questions

Many girls notice one breast is bigger than the other. This happens in about 1 out of 4 girls and is completely normal. Breasts may feel tender or sore when growing - this is normal because tissue is growing quickly. How fast breasts grow does not tell how big they will be later.

Hips get wider and thighs develop because of estrogen hormone. This is normal female body development, not a problem. Height depends mostly on family genetics (about 80%). Girls reach half their adult height by age 2. Good food, sleep, and health help girls reach their full height potential. Not eating enough during growing years can make a person shorter as an adult.



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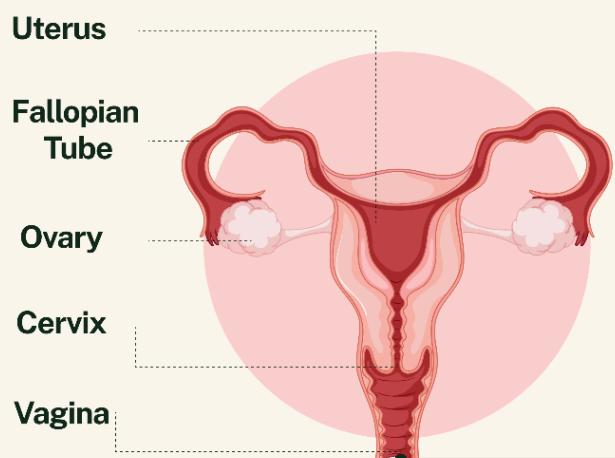
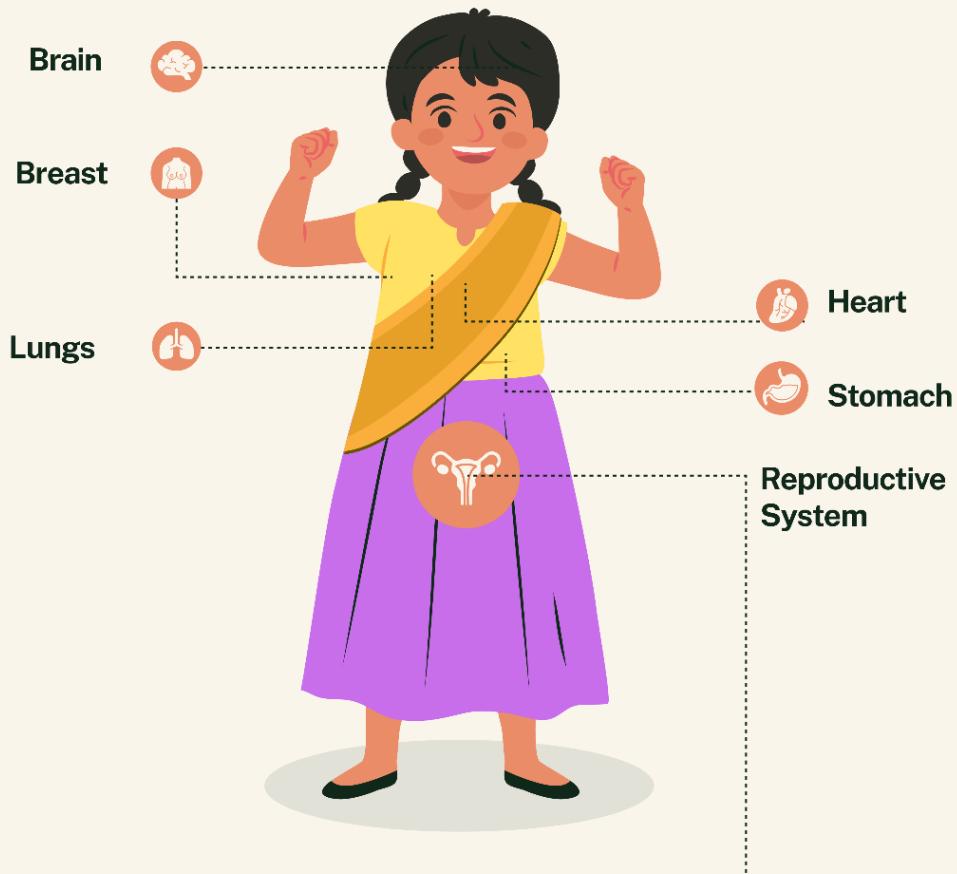
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## My body, my pride

Knowing my body helps me care for it





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## My body, my pride

Knowing my body helps me care for it



### BRAIN

Controls thoughts, emotions, memory, movement, and body functions.



### HEART

Pumps blood to supply oxygen and nutrients throughout the body.



### STOMACH

Breaks down food using acids and enzymes for digestion.



### VAGINA

Pathway for menstrual blood to leave the body and for child birth.



### UTERUS

Nurtures and supports a fertilized egg during pregnancy; sheds its lining during menstruation if not pregnant (after menarche).



### FALLOPIAN TUBES

Carry eggs from the ovaries to the uterus; site of fertilization.



### OVARIES

Produce eggs (ova) and release hormones like estrogen and progesterone.



### LUNGS

Breathe in oxygen and breathe out carbon dioxide from the body.



### BREASTS

Produce milk to feed infants.



### ANUS

Controls the release of solid waste (stool) from the body.



## 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 Objectives for Class 5 to 7

- To help students understand puberty
- Recognise puberty as a natural and normal stage of growth.

### B. Duration: 40 mins

### C. Materials Required:

#### Class 5 to 7

Coloured chalk, duster, classroom, and IEC on growth during puberty.

### 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 the 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 (~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 5 to 7 (~15 mins)

##### Activity: Drawing my Body

##### Instruction:

- Ask each student to draw in their notebook how they think their body will look at the age 16.
- Review the drawings to see who has captured realistic growth patterns and identify who was not able to imagine changes.
- Invite students with relatively accurate drawings to explain what they expect will change in their bodies.

#### 3. Input & Conclusion:



### Class 5 to 7 (~10 mins)

Using IEC posters on different types of growth in Puberty, the teachers will explain and emphasize that during puberty, body parts will grow and change.

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

### Class 5 to 7

- When will puberty start? and what are the first signs?
- What physical changes will happen to my body?
- Why are my breasts growing, and is it normal for them to be uneven or sore?
- When will I get my first period, and what should I expect?
- Is vaginal discharge normal before periods start?
- Why do I have more body hair, and should I remove it?
- Why does my skin get oily or have pimples?

**F. Annexures:**

**Guide:** To enhance the Teachers' expertise on the subject  
 i. Class 5 – 7: Definition of Puberty and different growth

**Learning Aid/IEC:**

i. Class 5 –7: “Growing up Step by Step”

### Annexure 1: Guide

**Puberty:** Puberty starts when the brain begins making special signals. This happens between ages 8-13 for most girls. The brain tells the body to make sex hormones. These hormones cause all the changes that turn a child's body into an adult body.

#### When Changes Happen

Time Period	Age Range	What Happens	How Long
Before puberty	Before 8-10	No visible changes; hormones starting	Different for each girl
Early puberty	8-11 years	Breast buds appear; light body hair; growing faster; body odor starts	1-2 years
Middle puberty	11-13 years	Breasts grow more; body hair gets darker; fastest growth; first period usually comes; hips widen; pimples may appear	2-3 years
Late puberty	13-15 years	Breasts reach adult size; periods become regular; growth slows down	1-2 years
After puberty	15-18 years	Final adult height reached; body settles into adult shape	Continues



## Height Growth

Girls grow fastest about 6-12 months before the first period. During the fastest growth time, girls may grow 8-10 cm in one year. After the first period, girls usually grow only 5-8 cm more in total. Most girls reach their final adult height by age 15-17.

Girls who start puberty early often stop growing earlier and may be shorter as adults. Girls who start puberty late often grow for more years and may be taller as adults.

## Body Weight and Shape Changes

During puberty, girls usually gain 15-25 kg of weight. This is healthy and normal. Body fat increases and is needed for making hormones and having periods. Fat goes to breasts, hips, buttocks, and thighs because of estrogen hormone. This is the normal female body shape.

The hip bones grow wider to reach adult female size. The angle of the thigh bone to hip also changes. This is why some girls notice their thighs touching. These bone changes are permanent and normal.

## Body Hair, Skin, and Other Changes

Body hair starts fine and thin, then becomes darker and thicker. Hair grows in the pubic area, under arms, and on arms and legs. How much hair and where it grows depends on family genetics.

Oil glands in the skin become more active. This can cause pimples (acne). About 85% of teenagers get some pimples. This is temporary and usually gets better later.

Sweat glands under the arms and in the private area become active during puberty. This causes body odor that was not there during childhood.

White or clear vaginal discharge increases during puberty because of estrogen. Normal discharge is clear to white, may be slightly thick, and has a mild smell. This discharge is healthy - it keeps the vagina clean and at the right pH level. Discharge amount changes during the menstrual cycle, usually more in the middle of the cycle.

## Emotional and Brain Changes

The teenage brain is still developing. The emotional part develops before the thinking and planning part. This is why feelings can be very strong. Hormones also affect brain chemicals that control mood. This is why moods can change quickly.

Teenagers start thinking about what others think of them. They compare themselves to friends. Peer relationships become very important. Wanting independence from parents increases. All these are normal parts of growing up.

## Different Timing for Different Girls

Some girls start puberty before age 10 (early). Some start after age 13 (late). Both are normal. Starting early or late depends mostly on family genetics. Environment, body weight, stress, and other factors can also affect timing.

Girls who mature early may get unwanted attention and feel pressure to act older. Girls who mature late may feel left behind. Both need reassurance that they are normal and will catch up with their final adult development.



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## GROWING UP STEP BY STEP

Everyone grows differently; growth is not a race.

AGE 10

AGE 19

### HEIGHT



### FACE AND SKIN



### PUBIC HAIR



### ARMPIT HAIR



### BODY HAIR



### YOU MAY EXPERIENCE MOOD SWINGS



Not everyone grows at the same rate; every person's height and weight is different.



## 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 early on the facts and dispel myths, which is crucial for promoting menstrual health and hygiene among adolescent girls.

### A. Objectives

#### Specific Objectives for Class 5 to 7

- To help students learn about and understand menstruation
- To reaffirm that menstruation is a natural process in female bodies.

### B. Duration: 40 mins

### C. Materials Required:

#### Class 5 to 7

Coloured chalk, duster, classroom and IEC poster on female reproductive system and mensuration

### 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

#### 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 5 to 7 (~15 mins)

##### Activity 1: Brainstorm on Menstruation (~5 mins)

###### Instruction:

- Ask the students to come up to the board and write in one word what do they think about Menstruation – what, why & how?
- Make a list to discuss at the end of the session

##### Activity 2: Period Kit IEC/ Pads Show and Tell (~10 mins)

###### Instruction:

- Start with a brainstorming on Menstruation, what, why & How?



- Show the IEC of different items of menstrual care and ask the students to identify them and uses

### 3. Input & Conclusion:

#### Class 5 to 7 (~10 mins)

- Using an IEC poster on Menstruation – what, why and how? Explain Menstruation
- Explain and clarify the menstrual care kit/products and its uses

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

#### Class 5 to 7

- What is Menstruation?
- What are common symptoms?
- Managing period camps/pain?
- Which menstrual kit is best suited for me? Safe, usage and affordability
- Will I die if I bleed too much during this period?

### F. Annexures:

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

i. Class 5 – 7: List of products in menstrual care, Menstruation – what, why and how?

### Learning Aid/IEC:

i. Class 5 – 7: "Menstruation: What, Why & How"

#### Annexure 1: Guide

### Understanding the Menstrual Cycle

The menstrual cycle is a monthly process involving the brain, hormones, ovaries, and uterus working together. An average cycle is 28 days, but anywhere from 21-35 days is normal. In the first 1-3 years after the first period, cycles may be irregular. This is expected and normal.

### Four Phases of the Cycle

**Menstrual Phase (Days 1-5):** Day 1 is the first day of bleeding. The lining of the uterus sheds if there is no pregnancy. Normal blood loss is 30-80 ml (2-5 tablespoons) over 3-7 days. Blood may have small clots, which are normal if smaller than a coin.

**Follicular Phase (Days 1-13):** This happens at the same time as menstruation. The pituitary gland (in the brain) makes FSH hormone. This hormone tells the ovaries to mature an egg. The growing egg area makes estrogen hormone. Estrogen makes the uterus lining grow thick again.

**Ovulation (Day 14):** A surge of LH hormone makes the ovary release a mature egg. The egg lives for 12-24 hours. Some women feel slight pain when the egg is released. The 5 days before ovulation and 1 day after are when pregnancy can happen.



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**Luteal Phase (Days 15-28):** The area where the egg came from makes progesterone hormone. This hormone makes the uterus lining even thicker, preparing for a possible pregnancy. If the egg is not fertilized, hormone levels drop after about 14 days, and menstruation starts again.

### Premenstrual Syndrome (PMS)

PMS means physical and emotional symptoms before the period that go away when bleeding starts. About 20-40% of menstruating people experience PMS. Symptoms happen because hormones affect brain chemicals and body fluids. Common symptoms include mood changes (irritability, sadness, anxiety), tiredness, breast tenderness, bloating, food cravings, headaches, and mild cramping.

### Menstrual Products

**Sanitary Pads:** Most common for young girls. These are absorbent pads that stick to underwear. They come in different sizes for light, regular, heavy, and overnight flow. Change pads every 4-6 hours, more often if flow is heavy. Always wrap used pads and put them in the dustbin, never throw them in the toilet.

**Cloth pads:** Reusable pads made from layers of soft cotton or other absorbent fabric. They work just like disposable pads but can be washed and used again for several months or even years. Many girls choose cloth pads because they are gentle on the skin, reduce itching or rashes, and cost much less over time. After use, they should be soaked in clean water, washed with soap, and dried fully in sunlight. Sunlight helps kill germs and keeps the pad safe for the next use. It is important that cloth pads are stored in a clean, dry place so they do not collect moisture.

**Pantyliners:** very thin pads used on days when the bleeding is very light or when there is daily discharge. They feel almost like regular underwear and are useful at the beginning or end of the period, but they cannot hold heavy flow.

**Period underwear:** A specially designed underwear with built-in absorbent layers. It can hold blood for a few hours depending on the girl's flow and the brand. Many girls like it because it feels comfortable and does not shift around. Since it must be washed after each use, families need privacy and water to maintain it well.

**Menstrual Cups:** These are reusable cups made of silicone or rubber. They are inserted into the vagina to collect blood. Can be worn for up to 12 hours. They save money over time and create less waste. They need practice to use correctly. Not recommended for beginners.

**Tampons:** Absorbent material inserted into vagina. Can be worn while swimming. Must be changed every 4-8 hours. Many young girls feel uncomfortable with internal products at first, which is normal.



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## Menstruation: What, Why, How

Periods mean your body is healthy and growing.

### What:

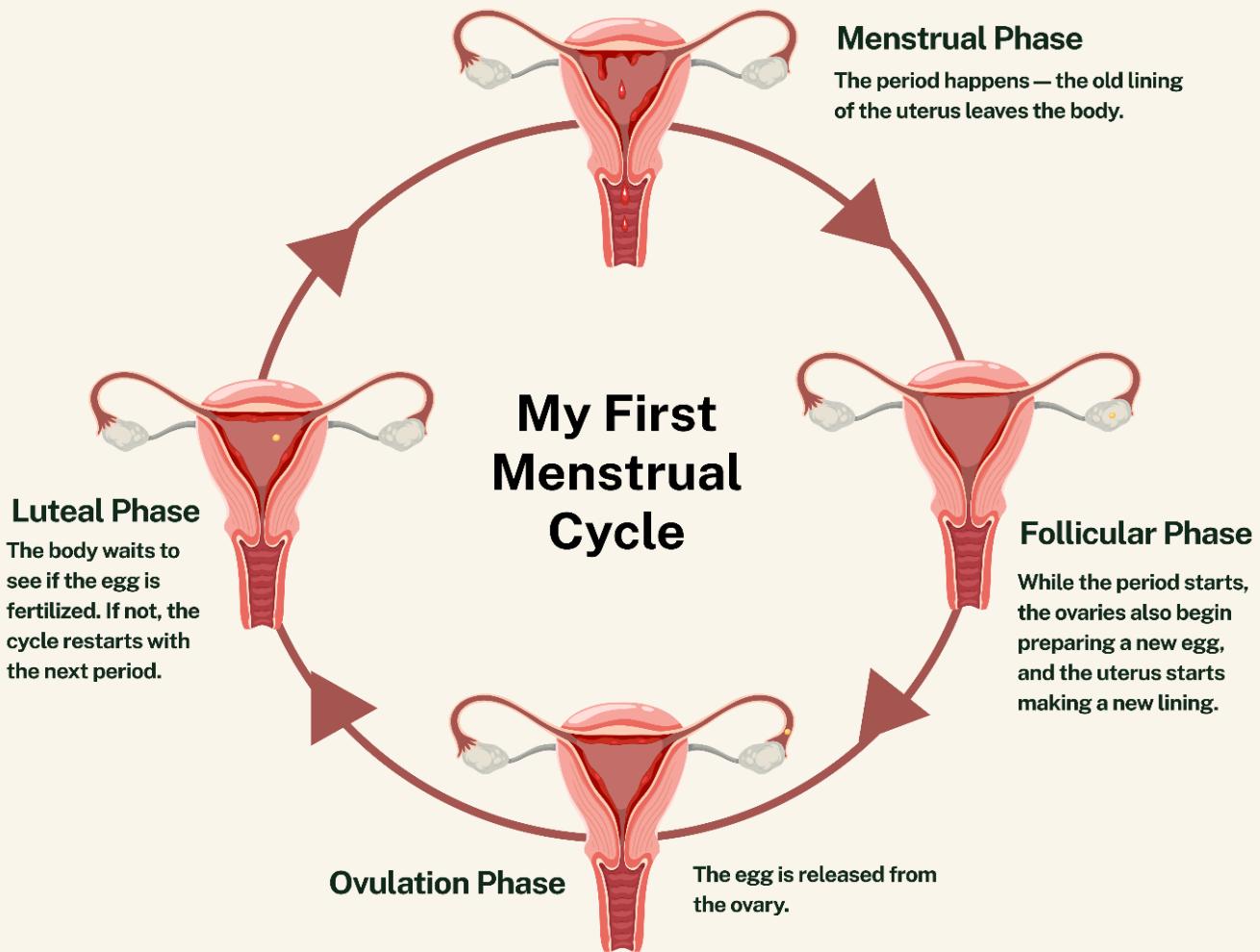
The menstrual cycle is a natural process in girls and women bodies that happens every month as they grow. It's when the body prepares for the possibility of having a baby someday.

### Why:

It is a normal sign of growing up and the body is working as it should.

### How:

Every month, the body builds a soft lining inside the uterus. If no baby grows, this lining comes out through the vagina as blood for a few days — this is called a period. Then the cycle starts again.



A menstrual cycle usually lasts about 28 days, though it can be a little shorter or longer for different girls.



## 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 5 to 7

- To equip students to understand the importance of Menstrual Health and Hygiene
- To build knowledge and simple ways to manage the onset of menstruation safely.

### B. Duration: 40 mins

### C. Materials Required:

#### Class 5 to 7

Coloured chalk, duster, classroom, IEC poster on first period

### 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

#### 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 5 to 7 (~20 mins)

##### Activity: First period Scenario

##### Instructions:

- Move benches to four corners and label them – “Tell an adult”, “Ask a friend”, “Use your menstruation kit”, “Find a toilet.”
- Set the scenario: “Imagine your first period starts at ... (school/home/playground). What's your first step?”
- Ask each student to move to the corner that relates to ‘what they would do first’.



- Ask students to briefly explain why they chose that step.
- Add missing steps

### 3. Input & Conclusion:

#### Class 5 to 7 (~8 mins)

- Teacher highlights safe practices students may have missed (wash hands, change pad, stay calm, ask adult if needed).
- Teacher shall stress on the importance of seeking help when they have their first period
- Teacher should reassure that being prepared and adopting safe practices makes the first period easy to manage.

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 5 to 7

- At what age will I get my first period?
- What are signs my period is coming?
- Is it normal if my first period is irregular or different in colour?
- What products should I use — pads, tampons, cups?
- What if my period comes unexpectedly at school? Carrying a period kit (pads, wipes, spare underwear)
- How do I manage cramps or discomfort?
- When should I see a doctor?

### F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
  - i. Class 5 – 7: Period response education and care (Physical, Emotional and Social)

### 2. Learning Aid/IEC:

- i. Class 5 - 7: "My First Menstrual Cycle – What Should I Do?"

#### Annexure 1: Guide

### Menstrual Hygiene Management

Good menstrual hygiene means having clean menstrual products, places to change and wash, soap and water for washing hands and body, and safe ways to dispose of used products. Poor hygiene can cause infections and make girls miss school.

### Hygiene Rules

**Washing Hands:** Always wash hands with soap and water before and after changing menstrual products. Wash for 20 seconds. This prevents infections. If no water is available, use hand sanitizer with at least 60% alcohol.



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**Washing Private Parts:** Wash external areas 2-3 times daily with clean water. Wash from front to back to prevent germs from going from back passage to vagina. Plain water is enough. If using soap, use mild, unscented soap only on the outside area. Never wash inside the vagina, it cleans itself. Washing inside can harm the healthy bacteria.

**How Often to Change Pads:** Change pads every 4-6 hours minimum, more often if flow is heavy or the pad feels wet. Overnight pads can be worn for 8 hours maximum while sleeping. Not changing often enough can cause bacterial growth, bad smell, rashes, and infections. Menstrual cups can be worn for up to 12 hours but should be emptied when full.

**If Using Cloth Pads:** Rinse immediately in cold water to remove blood (hot water makes stains permanent). Soak in a bucket with mild soap for 30 minutes. Wash well with soap and water, rinse completely. Dry in direct sunlight until completely dry (sun kills germs). Store only completely dry pads in a clean, dry container. Never reuse damp pads as this can cause infection.

### Managing First Period

The first period is often irregular, may be light or heavy, and can be brown or red (all normal). Signs that first period is coming: white vaginal discharge in previous months, breasts have started developing (period usually comes 2-3 years after breast buds), pubic hair has started growing, cramping or stomach discomfort.

**Being Prepared:** Start carrying a period kit 6-12 months before the expected first period. The kit should have: 3-4 pads (different sizes), spare underwear, small plastic bags for throwing away used pads, wet wipes or tissue, pain medicine if parents say it's okay, and emergency contact information. Know where toilets and dustbins are at school and other places you visit.

**If First Period Starts Unexpectedly:** Stay calm - it's natural. Ask a trusted woman (teacher, ASHA worker, mother, aunt, older sister) for supplies. School nurses usually have pads for emergencies. Call your parents if needed. Teachers should help quietly and calmly.

### Managing Period Pain and Discomfort

**Menstrual Cramps:** Cramps happen because of substances called prostaglandins that make the uterus contract to push out the lining. Normal cramping is uncomfortable but manageable. Very severe pain that stops daily activities may mean a medical problem.

**Ways to Reduce Pain Without Medicine:** Apply heat (warm water bottle, heating pad) to relax uterus muscles. Do gentle exercise (walking, stretching, yoga) - this releases natural pain-relieving chemicals. Drink plenty of water. Massage lower stomach in circles. Rest when needed.

### When to See a Doctor:

- Severe pain that stops you from going to school or doing normal activities
- Pain that does not get better with medicine
- Very heavy bleeding (soaking one pad every hour for several hours)
- Bleeding lasting more than 7 days
- Periods coming more often than every 21 days or less often than every 35 days (after first 2 years)
- Fever during period



- Bad-smelling discharge
- Missed periods (though pregnancy unlikely in young girls)

## Managing Periods at School

**At School:** Keep period kit in your bag always. Mark a calendar to track your cycle and know when the next period is coming. Know the school rules for going to the toilet during class. Find one or two female teachers you can talk to if needed. Most schools have emergency supplies in the nurse's office.

**What to Say:** You can simply tell the teacher "I need to use the toilet" without explaining. If you have severe cramps, you can tell the ASHA worker or teacher "I'm not feeling well" or "I have menstrual cramps." Most female teachers understand and will help. Asking for help is not shameful or embarrassing.

**If Leaking Happens:** Wear dark-colored clothes on heavy flow days. Tie a sweater or jacket around your waist if a leak happens. Change pad immediately when possible. Most people will not notice small stains.

**Remember: Menstruation is normal and most females have experienced a leak at some point.**

## Emotional Support

First period and ongoing menstruation can bring different feelings: pride about growing up, worry about managing it, fear of embarrassment, physical discomfort, and mood changes from hormones. All these feelings are normal. Talk to trusted adults (mother, aunt, older sister, school counselor) who can help. Friends experiencing similar changes can also help you feel normal.

Teachers should acknowledge feelings while giving reassurance. Saying "It's normal to feel nervous about your first period" shows you understand the emotion. Adding "Many girls feel this way and learn to manage it easily" gives hope. Avoid saying "It's no big deal" which dismisses real concerns.



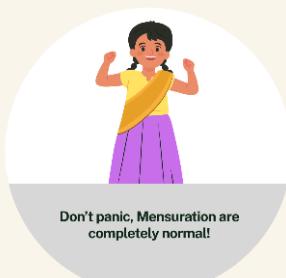
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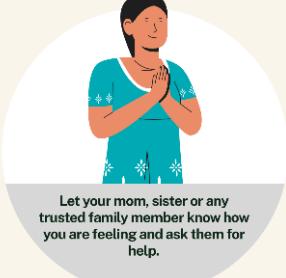
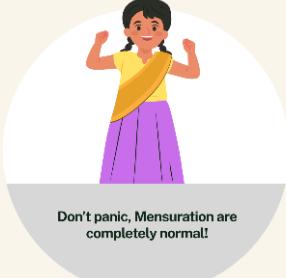
## My First Menstrual Cycle – What Should I Do?

Stay calm, tell an adult, use pad, wash hands, and dispose safely.

### AT SCHOOL



### AT HOME



### AT SPORTS



### WHEN YOU ARE OUT



Don't panic, Mensuration are completely normal! And there are always people to help!

Inform whoever you are with - friends or family.

Ask for help in getting a sanitary napkin.





## Theme 2: Nutrition and Health

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

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

#### A. Objectives:

##### Specific Objectives for Class 5 to 7

- To help students understand the meaning of Nutrition
- To help students understand different types of Nutrients, including water, and their need for healthy growth

#### B. Duration: 40 mins

#### C. Materials Required: IEC Posters, 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/ RSKC 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 5 to 7 (~20 mins)

###### Activity: What is in my Kitchen?

###### Instructions:

- Briefly explain the meaning of nutrition & their need for us to grow
- Divide the students into 5 groups and assign one nutrient (Carbohydrates, Proteins, Vitamins & Minerals, Fats) for each group
- Divide the blackboard into 5 parts and label them different nutrients
- Ask each group to name different items in their kitchen that fall under their assigned nutrient category and write it on the board in respective section
- In plenary discuss role of water in binding and transporting nutrients in the body



### 3. Input & Conclusion:

Class 5 to 7 (~7 mins)
- Using the ICS poster on Nutrients, water and their contributions, let the students validate their answers
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:

5.

Class 5 to 7
- What is Nutrition? - Is all food nutrient rich? - Why should we add water as part of nutrition? - What are the most essential nutrition for my age?

### F. Annexures:

#### 1. Guide: To enhance the Teachers' expertise on the subject

- Class 5 -7: Meaning of Nutrition, different types of nutrients & uses and water as binding element

#### 2. Learning Aid/IEC:

- Class 5 -7: "My Daily Nutrition Table"

### Annexure 1: Guide

#### What is Nutrition?

Nutrition means getting and using food for growth, energy, and staying healthy. Good nutrition means eating different types of foods that give all the nutrients the body needs. Nutrients are substances in food that help the body work properly and grow.

#### Types of Nutrients and Their Uses

##### 1. Carbohydrates (Energy Givers)

Carbohydrates are the body's main source of energy. They give fuel for daily activities, studying, playing, and all body functions. The brain uses carbohydrates for thinking and learning.

Food sources: Rice, wheat, bread, roti, potatoes, bananas, corn, jowar, bajra, ragi

*Why important:* Without enough carbohydrates, children feel tired, cannot concentrate, and have low energy for activities.

##### 2. Proteins (Body Builders)



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Proteins build and repair all body parts - muscles, organs, skin, hair, and nails. They make enzymes (substances that help digestion) and hormones. During puberty, when the body is growing quickly, protein needs increase.

**Food sources:** Dal (all types), beans, rajma, chole, eggs, milk, paneer, curd, chicken, fish, nuts, soy

**Why important:** Without enough protein, growth slows down, muscles become weak, wounds heal slowly, and the immune system becomes weak.

### **3. Fats (Energy Storage and Hormone Support)**

Fats store energy, help make hormones (including those for puberty and periods), help absorb certain vitamins (A, D, E, K), protect organs, and keep skin healthy.

**Food sources:** Ghee, cooking oil, nuts, seeds, butter, coconut

**Why important:** Healthy fats are needed for hormone production during puberty and for having regular periods. Too little fat can delay periods or make them irregular.

**Important note:** Fats are needed but in moderate amounts. Choose healthy fats from nuts, seeds, and cooking oils rather than fried foods.

### **4. Vitamins (Body Regulators)**

Vitamins help the body work properly. Each vitamin has specific jobs:

- **Vitamin A:** Helps eyes see, keeps skin healthy, fights infections
  - Sources: Carrots, sweet potatoes, spinach, pumpkin, mangoes
- **Vitamin C:** Fights infections, heals wounds, helps absorb iron
  - Sources: Citrus fruits (oranges, lemons), guava, tomatoes, amla
- **Vitamin D:** Makes bones strong, helps absorb calcium
  - Sources: Sunlight (15-20 minutes daily), fortified milk, eggs
- **Vitamin E:** Protects cells, keeps skin healthy
  - Sources: Nuts, seeds, green vegetables, vegetable oils
- **B Vitamins:** Give energy, help brain work, support nervous system
  - Sources: Whole grains, leafy greens, eggs, dal, milk

### **5. Minerals (Bone and Blood Builders)**

Minerals are needed for building strong bones, making blood, and many body functions:

- **Iron:** Makes blood, carries oxygen to all body parts, prevents anemia (weakness)
  - Sources: Spinach, methi, jaggery, dates, beetroot, meat, eggs
  - *Very important for girls:* Iron is lost during periods, so girls need more iron
- **Calcium:** Builds strong bones and teeth, helps muscles work
  - Sources: Milk, yogurt, curd, cheese, paneer, ragi, sesame seeds, green leafy vegetables
  - *Very important during puberty:* These are bone-building years
- **Zinc:** Helps growth, wound healing, immune system
  - Sources: Nuts, seeds, legumes, whole grains
- **Magnesium:** Helps muscles work, gives energy
  - Sources: Green vegetables, nuts, whole grains



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## 6. Fiber (Digestive Health)

Fiber helps food move through the digestive system, prevents constipation, makes you feel full.

Sources: Fruits, vegetables, whole grains, dal, beans

## 7. Water (The Essential Nutrient)

Water is often forgotten but is very important. The body is about 60% water.

*Why water is essential:*

- Transports nutrients to all body parts
- Helps nutrients dissolve and get absorbed
- Removes waste from body
- Controls body temperature
- Helps make blood
- Keeps skin healthy
- Prevents constipation and headaches

*How much:* Drink 8-10 glasses (2-2.5 liters) of water daily. Drink more in hot weather or after exercise.

### How Nutrients Work Together

No single food has all the nutrients. This is why eating a variety of foods is important. For example, eating iron-rich spinach with vitamin C-rich tomatoes helps the body absorb iron better. Eating calcium-rich curd with a meal helps build strong bones.

Water helps all nutrients dissolve and travel through the body in blood. Without enough water, even if you eat nutritious food, the body cannot use it properly.

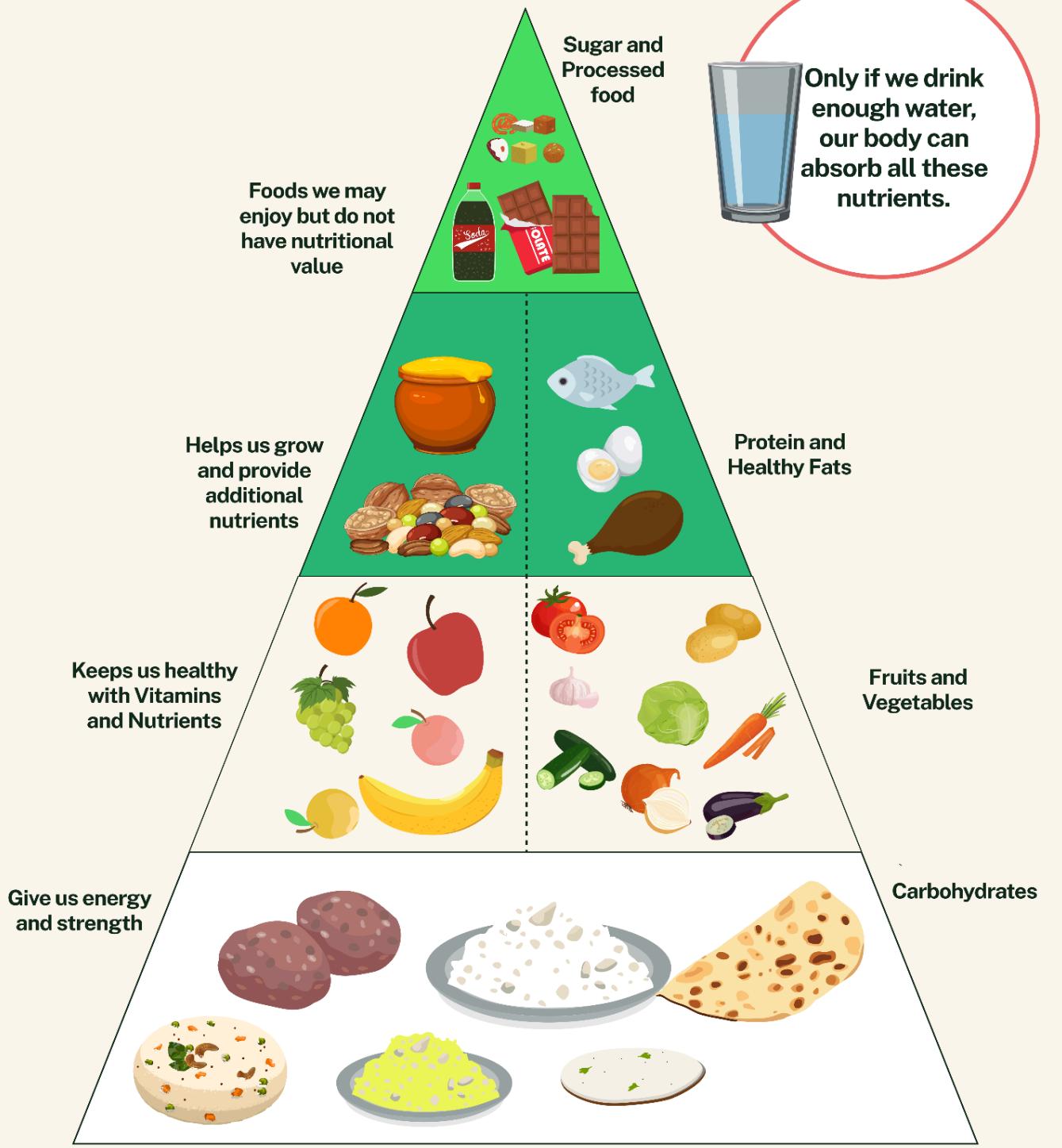


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## My Daily Nutrition Table

Balance nutrients through your day





## 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 5 to 7

- To help students understand direct relation between nutrition and their body
- To equip students with most essential nutrition knowledge for healthy growth

### B. Duration: 40 mins

### C. Materials Required:

#### Class 5 to 7

IEC poster, Coloured chalk, duster, 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/ RSKS 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 5 to 7 (~20 mins)



## Activity: Food as Fuel

### Instruction:

- Ask the students to recall what food and drink they consumed in the last 24 hours and to list down the ingredients in their notebooks;
- While students are making the list, draw a human body with vital organs on the board
- Ask students to associate the food & drink they consumed to the particular organ (Ex. Carrot for eye health)
- Ask the students from their list, to identify and list any food or drink that are harmful to the body on the board

### 3. Input & Conclusion:

#### Class 5 to 7 (~7 mins)

Using IEC posters on the most essential nutrients for different organs in the body and foods that boost growth, ask the students to verify their lists and include what is missing.

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

Teachers should be prepared to input on the following questions

#### Class 5 to 7

- Which food is best for me?
- Which food are harmful to me and why?
- Are fat girls unhealthy?
- Are skinny girls unhealthy?
- How can I grow tall?
- How can I build my body?
- Do nutrients in excess amount make me stronger faster?
- What are the ideal times in a day to eat my meals?

### F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
  - i. Class 5 -7: Most essential nutrients for growth and harmful food habits
2. **Learning Aid/IEC:**
  - i. Class 5 -7: "Food for Every Organ"

### Annexure 1: Guide

#### Nutrients Essential for Growing Girls

During ages 10-13, girls' bodies are growing quickly and changing. Certain nutrients become extra important during this time.

#### Most Important Nutrients for Adolescent Girls

#### Iron - The Critical Nutrient



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Iron is the most important nutrient for adolescent girls because:

- Girls lose blood during periods every month and need to replace it
- Iron makes hemoglobin (part of blood that carries oxygen)
- Without enough iron, girls feel very tired, weak, cannot concentrate in school

*How much needed: 15-18 mg per day (more than boys or adult women)*

*Best iron sources:*

- Vegetarian: Spinach, methi, amaranth, jaggery, dates, raisins, beetroot, garden cress seeds (halim)
- Non-vegetarian: Meat, chicken, fish, eggs (iron from animal sources is absorbed better)

*Important tip: Eat iron-rich foods with vitamin C foods (lemon, tomato, orange) to help the body absorb iron better. Don't drink tea or coffee with meals as they reduce iron absorption.*

### **Calcium - For Strong Bones**

Ages 10-18 are the most important bone-building years. About 45% of adult bone mass is built during adolescence. Strong bones now prevent weak bones (osteoporosis) later in life.

*How much needed: 1200-1300 mg per day*

*Signs of calcium deficiency:*

- Weak bones that break easily
- Poor teeth
- Muscle cramps
- Growing pains

*Best calcium sources:*

- Milk (1 glass = 300 mg calcium)
- Curd, yogurt, paneer, cheese
- Ragi, sesame seeds
- Green leafy vegetables like spinach and methi

*Important tip: Vitamin D (from sunlight) is needed to absorb calcium. Get 15-20 minutes of sunlight daily.*

### **Protein - For Growth**

During puberty, bodies grow quickly. Muscles develop, breasts grow, bones lengthen. All this needs protein.

*How much needed: 45-60 grams per day*

*Best protein sources:*

- Dal (all types), rajma, chole, beans
- Milk, curd, paneer
- Eggs
- Soy, tofu
- Nuts and seeds
- Chicken, fish (if non-vegetarian)



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### Other Important Nutrients:

- **Folic Acid (Folate):** Important for cell growth, important for future pregnancy health
- Sources: Green leafy vegetables, dal, beans, fortified grains
- **Vitamin D:** Helps calcium absorption, important for bone health
- Sources: Sunlight (15-20 minutes daily), fortified milk, eggs
- **Healthy Fats:** Help make hormones needed for puberty and regular periods
- Sources: Nuts, seeds, ghee (in moderation)

### Nutrients for Different Body Organs

Different nutrients support different organs and body systems:Foods and Habits That Harm Growth

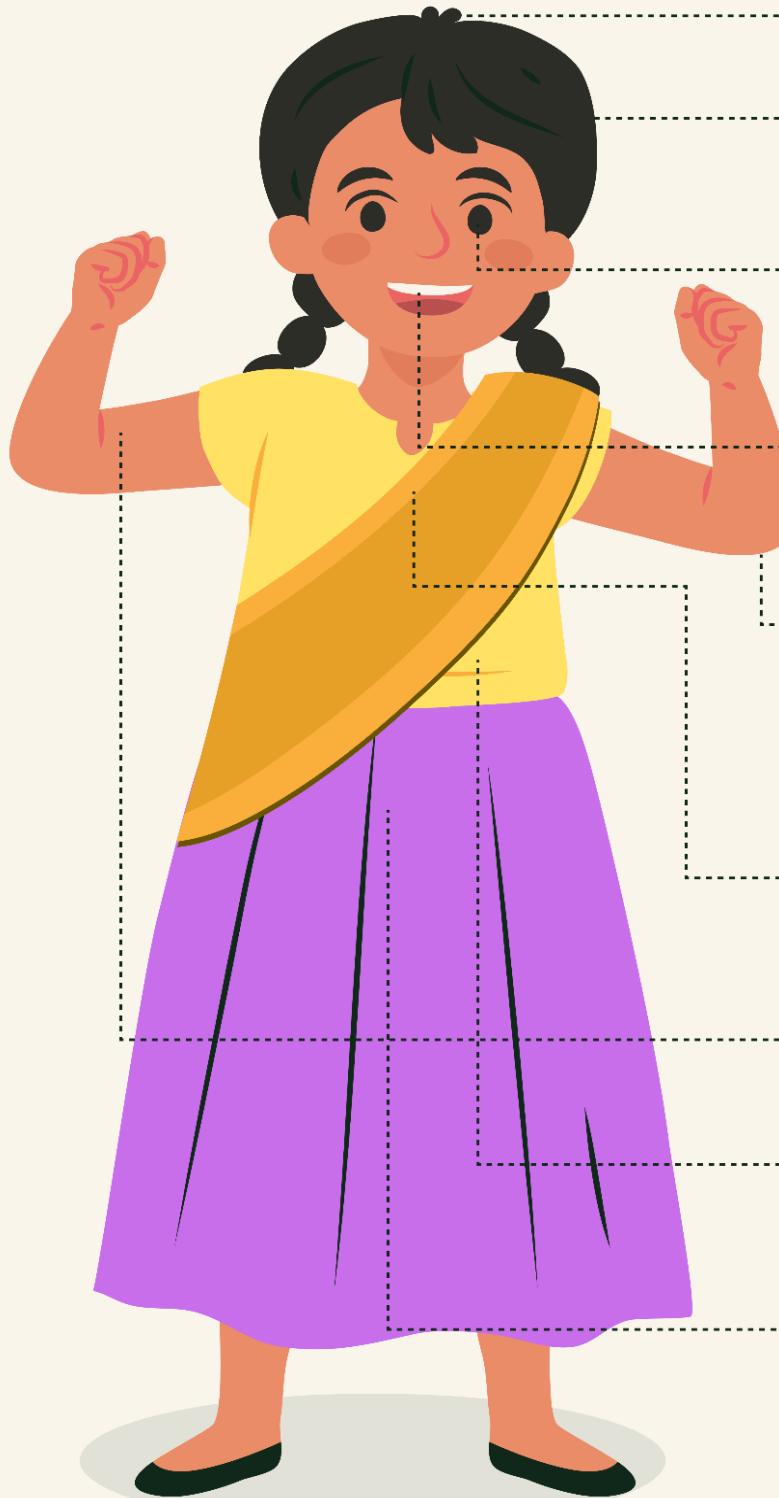


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## Food for Every Organ

Healthy foods make my organs happy!



Hair



Brain



Eyes



Bones and Teeth



Skin



Heart



Muscles



Stomach



Reproductive system





## Module 7: Nutrition and my Mind

The module recognises that 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 5 to 7

- To help the students understand the meaning of emotions, feelings and mood
- To help students understand the correlation between food and emotions, feelings and mood

### B. Duration: 40 mins

### C. Materials Required:

#### Class 5 to 7

Coloured chalk, duster, classroom, IEC Materials

### 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

#### 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 5 to 7 (~17 mins)



## Activity: Feeling Brainstorm

### Instruction:

- Using the IEC materials (if needed), briefly explain the differences between Emotions, Feelings and moods
- Divide the students into 3 groups and label each group as Emotions, Feelings and moods respectively
- Instruct each group to list different foods and drinks they can think of that Hurt or Heal respectively

### 3. Input & Conclusion:

#### Class 5 to 7 (~10 mins)

Using IEC poster on Emotions, Feelings and Mood and the foods that boost them positively, invite students to verify their lists and create personal list of Healthy Foods for Healthy Mind

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

Teachers should be prepared to input on the following questions

#### Class 5 to 7

- What is the difference between emotions, feelings, and moods?
- How do emotions affect eating behaviour and food choices?
- Why do people eat more or crave certain foods when they feel stressed or sad?
- Can certain foods improve mood or reduce feelings of anxiety and depression?
- How does food consumption impact emotions over the short and long term?

### F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
  - i. Class 5 -7: Differences between emotions, feelings and moods and how nutrition can heal
2. **Learning Aid/IEC:**
  - i. Class 5 -7: "Food and Feeling"

### Annexure 1: Guide

### The Gut-Brain Connection

The stomach and intestines (digestive system) are strongly connected to the brain. Scientists call this the "gut-brain axis." Here are important facts:

- About 90% of serotonin (a chemical that makes us feel happy) is made in the gut, not the brain
- The gut has millions of nerve cells that communicate with the brain
- Gut bacteria (helpful microorganisms living in intestines) affect mood and mental health
- What we eat influences brain chemistry and how we feel

This is why what we eat can affect our emotions, feelings, and moods.



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### Important Understanding

Food can support emotional health, but it cannot solve serious emotional problems. If feeling very sad, anxious, or worried for many days, it's important to talk to parents, teachers, or counselors. Food is one tool for mental health, not a cure for everything.



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## Food and Feeling

What we eat affects both our body and our mind.

	EMOTIONS	FEELINGS	MOODS
DURATION	Short (Seconds)	Moderate (Minutes)	Long (Hours or Days)
INTENSITY	High	Moderate	Low
CAUSES	Specific responses to external stimuli (events, objects)	Mental reactions to emotions	The cause is often general and unclear
EFFECTS	Immediate actions, fight or flight response	Decision-making, learning, memory, perceptions, attitudes, intentions	Behavior, psychological wellbeing, physical health
	<b>Foods that improve your mood</b>	<b>Foods useful for reducing anxiety</b>	<b>Foods that help increase concentration</b>
<b>Foods that bring happiness to the mind</b>			<b>Foods that help with sleep</b>



## 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 5 to 7

- To assist students in understanding what their ideal meal can look like.
- Students will create a rough plan for the next week, detailing foods and their nutrition value based on their physical and emotional needs.

### B. Duration: 40 mins

### C. Materials Required:

#### Class 5 to 7

Coloured chalk, duster, classroom, IEC poster

### 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/ RSK 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 5 to 7 (~25 mins)



## Activity: My super plate

### Instructions:

- Divide the students into smaller groups
- Ask them to discuss different nutrients discussed in the previous sessions
- Instruct them to create a super meal plate with all necessary nutrients required for physical and mental growth of a girl
- The plate should clearly show
  - Portion sizes
  - Combination of food
  - Nutritional information
- The groups present the plate
- You could involve other students/teachers to judge the winning group

### 3. Input & Conclusion:

#### Class 5 to 7 (~5 mins)

Using IEC Poster on Ideal meal for Physical and Mental growth, will invite the students to validate their super plates and improve as required

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 5 to 7

- How to combine different foods?
- 
- What should be on my plate?
- 
- What do I eat first in my meal?
- 
- How do I make every meal a super meal?

### F. Annexures:

#### 1. Guide: To enhance the Teachers' expertise on the subject

- i. Class 5 – 7: Balanced meal and diet planning 101

#### 2. Learning Aid/IEC:

- i. Class 5 – 7: "Eat a rainbow, feel amazing!"

#### Annexure 1: Guide

### Understanding a Balanced Meal

A balanced meal includes appropriate amounts of all food groups to provide necessary nutrients for growth, energy, and health.

### Simple Rules:



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1. **Color Rule:** Include at least 3 different colors on your plate (green, red/orange, white/brown)
2. **Texture Rule:** Include something crunchy (salad, roasted nuts), something soft (dal, sabzi), something chewy (roti)
3. **Preparation Rule:** Include one raw item (salad, fruit), one cooked item (vegetables), one liquid (dal, rasam, buttermilk)
4. **Timing Rule:** Eat at same times every day; don't skip meals; eat slowly
5. **Water Rule:** Drink water before, during, or after meal; keep sipping throughout day

## Understanding Portion Sizes

### For a 10-13 year old girl:

- **Grains:** 2 medium rotis or 1 cup cooked rice per meal
- **Dal/Protein:** 1 cup per meal
- **Vegetables:** 1-1.5 cups per meal
- **Milk/Curd:** 2-3 cups throughout day
- **Fruits:** 2-3 servings per day (1 serving = 1 medium fruit or 1 cup cut fruit)
- **Nuts:** Small handful (about 10-12 pieces) per day

These are approximate - listen to your body's hunger and fullness signals.

### General Note for Teachers

This guide provides background information to help you answer student questions with correct, age-appropriate information. The focus is on making nutrition practical and achievable with local, affordable foods rather than expensive "superfoods."

### Emphasize to students:

- Good nutrition is about variety and balance, not perfection
- Local, seasonal, home-cooked food is best
- Every meal is an opportunity to nourish the body
- Small improvements matter

Use the detailed Glossary and IEC materials for pictures and examples to show students. For questions beyond this guide or if students show signs of eating problems (refusing to eat, eating very little, obsessing about weight), refer to RKS K counsellors.



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## Eat a rainbow, feel amazing!

Ideal Meal for Body and Mind

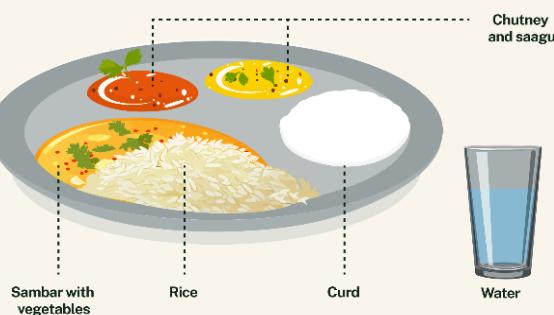
### Breakfast: Energy for the Day

Ragi/Akki/Millet dosa



Water

### Lunch: Strength and Growth



Chutney and saagu

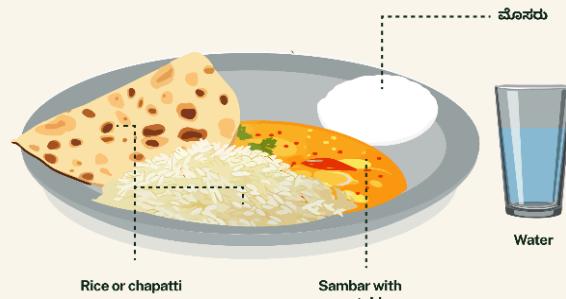
Sambar with vegetables

Rice

Curd

Water

### Dinner: Repair and Rest



Water

Rice or chapatti

Sambar with vegetables

### Some other healthy Alternatives



Lemon rice



Bisi bele bhaath



Akki rotti



Uppittu upma



Milk



Ragi mudde



Chapati



Any vegetable curry



Rasam



One fruit



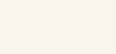
Ragi mudde



Biryani



Pulao



Any vegetable curry



## 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

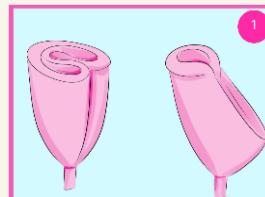
A menstrual cup is a silicone cup designed to collect menstrual blood. It is inserted into the vagina. It is completely safe to use and does not cause any harm to the body when inserted. When it feels full, it needs to be removed. After washing the cup with water, it can be reused. **The same cup can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

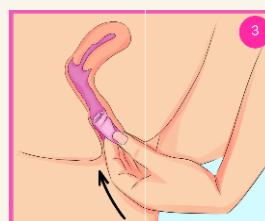
**Always wash your hands with soap before using a menstrual cup or touching your genitals.**



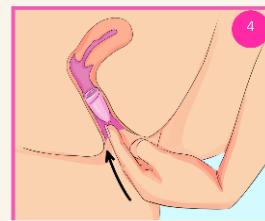
Fold the top of the cup so it is easier to insert.



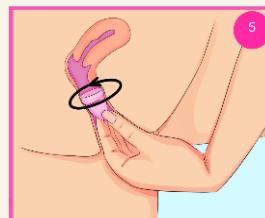
Raise one leg or sit down for better access. Use one hand to open the skin folds covering your vagina.



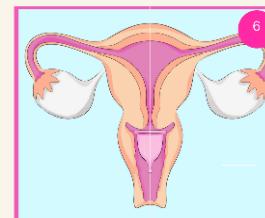
Aim for your bottom end and guide the cup through your thighs.



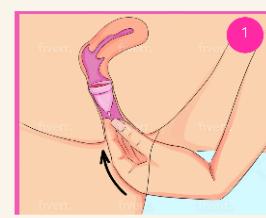
Push the cup down until the base of the cup is inside of your vagina, and the cup will be open.



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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## References:

- American Academy of Pediatrics: "Menstruation in Girls and Adolescents: Using the Menstrual Cycle as a Vital Sign"
- Royal College of Obstetricians and Gynaecologists (UK): "Menstrual Problems" guidelines
- WaterAid: Menstrual Hygiene Management resources
- UNICEF India: WASH (Water, Sanitation and Hygiene) in Schools
- World Health Organization (WHO): "Adolescent Development" guidelines
- American Academy of Pediatrics: "Understanding Puberty" ([www.healthychildren.org](http://www.healthychildren.org))
- RKS (Rashtriya Kishor Swasthya Karyakram) - Government of India Adolescent Health Program
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- Royal College of Obstetricians and Gynaecologists (UK): "Menstrual Problems" guidelines
- WaterAid: Menstrual Hygiene Management resources
- UNICEF India: WASH (Water, Sanitation and Hygiene) in Schools
- World Health Organization (WHO): "Healthy Diet" fact sheets
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- Food and Agriculture Organization (FAO): "Nutrition Education" resources
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- World Health Organization (WHO): "Nutrition in Adolescence"
- UNICEF: "Nutrition for Adolescent Girls" resources
- Harvard Medical School: "Nutritional Psychiatry - Your Brain on Food"
- Mental Health Foundation (UK): "Diet and Mental Health"
- Indian Psychiatric Society: "Nutrition and Mental Health" guidelines
- World Health Organization (WHO): "Mental Health and Nutrition" resources



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