



ಕರ್ನಾಟಕ ಸರ್ಕಾರ - ಜಿಲ್ಲಾ ಆಡಳಿತ್, ಜಾಮರಾಜನಗರ

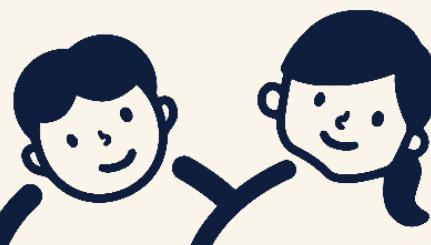


BLOCKCHAIN FOR
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CLASS VIII – X



ಪ್ರಾಣಸಕ್ಷಿ

PranaSakhi

ಪೌರ್ಣಾವಸ್ತಯ
ಆರೋಗ್ಯದ 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

ಮುನ್ಸುಡಿ



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 ಅರೋಗ್ಯ 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 ಸಮಸ್ಯೆಯ ಮೊದಲಿಗೆ, ಇಂಡಿಯಾ ಹೆಲ್ಪ್ ಅಂಡ್ ಡ್ರೆಮ್ಪ್ಲಾಟ್ ರೆಸಿಲಿಯನ್ಸ್ ಫೆಲೋಶಿಪ್ (IHCRF) ಸಹಯೋಗದಲ್ಲಿ ನಡೆಯುತ್ತಿರುವ ಈ ಉಪಕ್ರಮವು, ಹಂಡಿಕರೆಯದವರ ಸಮಗ್ರ ಯೋಂಗ್ಸ್ವೀಮತ್ವಾಗಿ ಜಿಲ್ಲೆಯ ಬದ್ಧತೆಯನ್ನು ಸ್ವಾಷಧಿಸುತ್ತದೆ. ಶಿಕ್ಷಣ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕ್ರಮಬದ್ಧ ತರೆಂಟೆಯನ್ನು ಒದಗಿಸುವ ಮೂಲಕ, ಪ್ರಾಣಸಂಭಾರ ಮೂಲಕ ಪಡೆದ ಜ್ಞಾನವು ಹೀಲಿಗೆಯಿಂದ ಹೀಲಿಗೆ ವರ್ಗಾವಕೆಯಾಗುವುದು ಮತ್ತು ವೈದ್ಯಿಕಾಗುತ್ತದೆ ಎಂದು ನಾವು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳುತ್ತೇವೆ.

ಈ ಕಾರ್ಯಕ್ರಮವನ್ನು ಅರ್ಥಪೂರ್ಣ ಮತ್ತು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ರೂಪಿಸಲು ಶ್ರಮಿಸಿದ ಎಲ್ಲಾ ಇಲಾಖೆಗಳು, ವಾಲುದಾರ ಸಂಸ್ಥೆಗಳು ಮತ್ತು ಸ್ವಯಂಸೇವಕರ ಸಮರ್ಪಿತ ಸಹಕಾರವನ್ನು ನಾನು ಹೃತ್ಯುವರೆಕವಾಗಿ ಅನ್ವಯಿಸುತ್ತೇನೆ. ವಿಶೇಷವಾಗಿ IHCRF ತಂಡದ ನಿರಂತರ ಕೊಡುಗಿ ಮತ್ತು VGKK ಸಂಸ್ಥೆಯ ಸಹಭಾಗಿತ್ವ ಪ್ರಶಂಸನೀಯವಾಗಿದೆ. ಬಟ್ಟಗಿ, ನಾವು ಹೆಚ್ಚು ಅರೋಗ್ಯಕರ, ಹೆಚ್ಚು ಅರಿವುಳ್ಳ, ಮತ್ತು ಸಬಲೀಕರಣಗೊಂಡ ಹಂಡಿಕರೆಯದ ಹೀಲಿಗೆಯನ್ನು ನಿರ್ಮಿಸುವ ದಿಕ್ಕಿನಲ್ಲಿ ಒಂದು ಮಹತ್ವದ ಹೆಚ್ಚಿ ಇಡುತ್ತಿದ್ದೇವೆ.

ಶಿಲ್ಪಾ ನಾಗ್, ಬಾಂಗಾರ್
ಜಿಲ್ಲಾಧಿಕಾರಿಗಳು ಮತ್ತು ಜಿಲ್ಲಾ ದಂಡಾಧಿಕಾರಿಗಳು
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, ಶೈಕ್ಷಣಿಕ 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 ಹೈಕೋಹಿಸಲಾಗುತ್ತಿದೆ.

ಚಾಮರಾಜನಗರವನ್ನು 'ಹಳಿಹರೆಯ ಸೈಹಿ ಜಿಲ್ಲೆ' ಅಗಿ ರೂಪೀಸುವ ನಮ್ಮೊಮುದ್ಯಾಗಿ ಇದು ಮಹತ್ವದ ಬೆಂಬಲವಾಗಿದೆ. ಈ ಕಾರ್ಯಕ್ರಮಕ್ಕೆ ಶ್ರಮ ನೀಡಿದ ಎಲ್ಲ 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

ଜୀବନରାଜନାର ଜୀବେଣୁଲ୍ଲୀ କଦିକରେଯଦ ମୁକ୍ତା ଅରୋଗ୍ୟ, ବିଶେଷବାଗି କଦିକରେଯଦ ବାଲକୀଯର ସମ୍ବନ୍ଧ ଅରୋଗ୍ୟରେ ସାବଧନିକ ଅରୋଗ୍ୟର ପ୍ରମୁଖ ଅଧ୍ୟାତ୍ମିକୀୟାଦିରେ ତା ପରିସ୍ଥିତିରେ ପୋଷିକାଠିର ଅଗ୍ରତ୍ବ ହେବାଗୁପ୍ତଦରୋଳଦିର ରକ୍ଷଣେନ୍ତି ସାମାନ୍ୟବାରୀ କଂଦୁବୁଦ୍ଧିତ୍ରଦ, ମୁଖୁପତ୍ର, ଦ୍ୱାହିକ ବଦଳାବକ୍ଷେଗୁ ମୁତ୍ତୁ ଭାବନାତେକ ବିକଶନକେ ସଂବନ୍ଧିତ ହୋଲେ ପ୍ରତ୍ୟୁଷଗୁଲୀ ମୁତ୍ତୁ ସବାଲୁଗୁଲୀ ଏଦୁରାଗୁତ୍ତବେ । ତା ଅଗ୍ରତ୍ବରେନ୍ମୁ ସରିଯାଦ ସମ୍ବନ୍ଧଦିଲ୍ଲୀ ଗୁରୁତିତ୍ତି ନେରବାଗଦିଦ୍ଵରେ, ପରିକାମଗୁଲୀ ଇପରି ଜୀବନଦ ମେଲେ ମାତ୍ରବେଳୁ, ମୁମଦିନ ହେଲିଗିଗଲୀ ଅରୋଗ୍ୟର ମେଲେଯିବ ଦିନେପକାଳଦ ପରିକାମଗୁଲୀନ୍ମୁ ବୀରୁତ୍ତବେ ।

ఈ హైన్‌లీయల్, మాన్స జిల్లాధికారియవరాద శ్రీమతి తీల్నాగా రపర మహాత్మకాంచ్యు వాణసబి కాయిఫ్‌క్రమవు అంత్యంత అగ్త్యవాద మత్తు సమయాంచితవారిమై, శాలా మట్టదల్సీ అరోగ్య జాగ్రత్త, ముక్కుస్వావ నివారణ, వోడ్స్‌క్రత అరివు కాగాల వివిధ అరోగ్య అపాయిగళ త్వరిత గురుతిసుపాచియన్లు సమగ్రవారి ఒగ్గొందిసువ వేడికేయన్లు ఒదిగిసుత్తదే. బాలసియరిగి నిబురువాద మాపితి, సురక్షిత సంవాద వాతావరణ కాగాల తీక్ష్ణచరు, సహపారి నాయిచరు మత్తు అరోగ్య సిబ్బుండిగిల బలవాద బెంబల వ్యవస్థగళన్లు ఒదిగిసువ మత్తు అవర తండె, తాయియవరిగి అరివు మూడిసువ మూలక ఈ కాయిఫ్‌క్రమవు అరోగ్య అపాయిగళన్లు తడేగట్టువ అరోగ్య చట్టపటికగళ నలెయన్లు ఇన్నమ్ము బలప్రధిసుత్తదే.

జిల్లా ఆరోగ్య ఇలాటీయు జిల్లా ఆడళింద నేట్కెక్కడల్లి, జిల్లా పంచాయితి, తీశ్వర ఇలాటీశ్వరు మత్తు IHCRFన సమన్వయదోందిగి ఈ కాయిఫ్కుమవన్ను తాలా మట్టడల్లి, యతస్మియాగి అనుష్ణానగోలీసుక్రియాలు నమ్మ జిల్లెయి ప్రగతియి సంకేతవాగిదే. RSKR, RBSK మత్తు తాలా ఆరోగ్య కాయిఫ్కుమగళ అడియల్లి నియమిత ఆరోగ్య తపాసణ, సమాచారచన, రేపురలాగళు హగాం సమగ్ర బెంబలవన్ను ఒదగిసువ మూలక, కొమరాజనగర జిల్లెయి ప్రతియోబ్మి కదికరయిద బాలశయి ఆరోగ్యవంతశాగి, అతివీలూ సద్గంద మత్తు సబలలూగి బేళ్లెవంతక పరిసరపన్ను నావు నియ్యసుక్కిద్దేవే.

ఈ కాయ్ఫకుమద యతీస్థిగి సంపుళణ కేదుగి నీడుత్తిరువ ఎల్లా తీస్కచ్చరు, తథామట్టద ఆరోగ్య సిబ్బుంది, IHCRF కాగాల VGKK సంస్థగాల సమహిత శ్రమకే నాను ద్వారా వుఫక అభినందనగాలన్న తిళిసుత్తేనే. వాణిసబి కాయ్ఫకుమద ములక ఆరోగ్య వ్యవస్థ మత్తు సముదాయ వాలెబుల్చుపీక బలవాగుత్తిరువంతయే, రక్తమీనఁకే, అప్పాష్టికే మత్తు తప్పు కల్పనగాల భస్కవన్న మురిదు, వృత్తియోబు బాలకియం గొరవ, అరిపు మత్తు సమగ్ర ఆరోగ్యదోందిగి బేళీయువంతక జిల్లెయున్న నిమిసువ దిక్కినల్లి నావు ప్రముఖ యజ్ఞి ఇట్టిద్దేవ.

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

Message from the Deputy Director of Public Instruction, Chamarajanagar

ಸಂದೇಶ

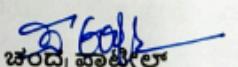


ಹಿದಿಹರೆಯವು ಮುಕ್ತಾ ಆರೋಗ್ಯ, ಆತ್ಮವಿಶ್ವಾಸ ಮತ್ತು ಭವಿಷ್ಯದ ನೀಥಾರಗಳನ್ನು ರೂಪೀಸುವ ಅತ್ಯಂತ ಮಹತ್ವದ ಹಂತ. ಶಿಕ್ಷಕರಾಗಿ, ನಾವು ಪಾಠ ಬೋಥನೆಯೋಂದಿಗೆ ಅವರ ಸಮಗ್ರ ಬೆಳವಣಿಗೆ ಮಾರ್ಗದರ್ಶನ ನೀಡುವ ಜವಾಬಾರಿಯನ್ನೂ ಹೊಂದಿದ್ದೇವೆ. ಈ ಹಿನ್ನಲ್ಲಿಯಲ್ಲಿ, ಪ್ರಾಣಸಖಿ ಕಾರ್ಯಕ್ರಮವು ಚಾಮರಾಜನಗರ ಜಿಲ್ಲೆಯ ಶಾಲೆಗಳಲ್ಲಿ ಹಿದಿಹರೆಯದ ಮುಕ್ತಾಗಿ ಆರೋಗ್ಯ ಜಾಗ್ತಿ, ಪೌಷ್ಟಿಕತೆ ಅರಿವೆ ಮತ್ತು ಜೀವನಕೌಶಲ್ಯಗಳನ್ನು ನೀಡುವ ಮಹತ್ವದ ಪ್ರಯತ್ನವಾಗಿದೆ.

ನಮ್ಮ ಜಿಲ್ಲೆಯಲ್ಲಿ ರಕ್ಷಿತೆ, ಪೌಷ್ಟಿಕಾಂಶ ಕೇರತೆ ಮತ್ತು ಯಿತುಮತ್ತಿತ್ವ ಅರಿವಿನ ಕೇರತೆಯಂತಹ ಸಾಂಪ್ರದಾಯಿಕ ಆತ್ಮಮತ್ತು ಅವಕಾಶಗಳಿಂದ ವಂಚಿತರಾಗುತ್ತಿದ್ದಾರೆ. ಪ್ರಾಣಸಖಿಯ ಮೂಲಕ ನಾವು ಈ ಸಮಸ್ಯೆಗಳನ್ನು ಆರಂಭದಲ್ಲಿ ಗುರುತಿಸಿ, ಶಾಲಾ ಮಟ್ಟದಲ್ಲಿ ಪರಿಹಾರ ಬದ್ರಿಸುವ ದಿಟ್ಟು ಹೊಜ್ಜೆ ಇಟ್ಟಿದ್ದೇವೆ.

ಈ ಕಾರ್ಯಕ್ರಮದ ಬಿಂಬ -BEO, BRC, ECO, BRP, CRP ಮತ್ತು ಶಿಕ್ಷಕರ ಒಕ್ಕಾರ್ಥದ ಸಕ್ರಿಯ ಸಹಭಾಗಿತ್ವದ ಪ್ರಯತ್ನವಾಗಿದೆ. ಈ ಕಾರ್ಯಕ್ರಮವನ್ನು ಶಾಲಾ ವ್ಯವಸ್ಥೆಯ ಭಾಗವನಾಗುತ್ತಿದೆ, ಜಾಗ್ತಿ ಮತ್ತು ಸಂಖಾರವನ್ನು ನಿರಂತರ ಅಭಾಷಣವನಾಗಿ ಮಾಡುತ್ತದೆ. ಪ್ರಾಣಸಖಿ ನಮ್ಮ ಹಿದಿಹರೆಯ ಸ್ವೀಕ್ರಿಯೆ ಶಾಲೆಗಳ ದೃಷ್ಟಿಗೆ ಹೊಂದಿಕೊಂಡಿದ್ದು, ಮುಕ್ತಾಗಿ ಸರಿಯಾದ ಮಾಹಿತಿ, ಸುರಕ್ಷಿತ ಪರಿಸರ ಮತ್ತು ಮುಕ್ತ ಸಂಖಾರ ನೀಡುವ ಮೂಲಕ ಅವರನ್ನು ಆರೋಗ್ಯಕರ ಮತ್ತು ಜವಾಬಾರಿಯುತ್ತ ನಾಗರಿಕರನಾಗಿ ಬೆಳೆಸುವ ಪ್ರಯತ್ನವಾಗಿದೆ.

ಈ ಕಾರ್ಯಕ್ರಮಕ್ಕೆ ಬೆಂಬಲ ನೀಡಿದ ಜಿಲ್ಲಾ ಆಡಳಿತ, ಜಿಲ್ಲಾ ಪಂಚಾಯತ್ರ, ಆರೋಗ್ಯ ಇಲಾಖೆ, IHCRF, VGKK ಮತ್ತು ಎಲ್ಲಾ ಪಾಲುದಾರರಿಗೆ ನಾನು ಹೃತ್ಕೂರ್ವಕ ಅಭಿನಂದನೆಗಳನ್ನು ಸಲ್ಲಿಸುತ್ತೇನೆ. ಪ್ರಾಣಸಖಿ ಮುಂದಿನ ದಿನಗಳಲ್ಲಿ ನಮ್ಮ ವಿದ್ಯಾರ್ಥಿಗಳ ಜೀವನದಲ್ಲಿ ಶಾಳೆತ ಮತ್ತು ಸಕಾರಾತ್ಮಕ ಬದಲಾವಣೆಯನ್ನು ಮಾಡಿಸಲಿದೆ ಎಂಬ ವಿಶ್ವಾಸವಿದೆ.


ಉವ್ವ ನೀಡೇಶಕರು, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ
ಚಾಮರಾಜನಗರ ಜಿಲ್ಲೆ

সংদৰ্শ



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

ఈ కాయిస్క్రమపు పోషిస్తే, ముతుమతిత్తు, మానసిక ఆరోగ్య మత్తు స్థాపితి కురిత సరళ కాగా నిబిర జ్ఞానపన్ము విద్యార్థినియరిగే తలుపిసుత్తదే. ఇవు అవర ఆత్మపీశాస్, ఆరోగ్యకర నడెనుడి మత్తు జవాబ్దారియత నిధారిగళన్ము అభివృద్ధిపడిసలు సహాయకవాగుత్తదే.

జిల్లా ఆడళీతద నేత్యుత్తదల్లి, జిల్లా పంచాయితి, తీక్ష్ణణ మత్తు ఆరోగ్య ఇలాబెస్, IHCRF, VGKK కాగాలో నమ్మ PU లాపన్యాసస్కర సహకారదింద ప్రాణసబీ శాశ్వతవాద బదలాపణయ్యత్త మున్సుడేయుత్తిదే. లాపన్యాసస్కర సశియ పాల్మోఫ్స్ పిచ్ ఈ కాయిఫ్ క్ర్యూమవన్స్ లిదాయ్ధినియరిగ్ ఇన్స్టిచ్యూట్ కెత్తిర, లాపయుక్త మత్తు పరిణామకారి మాడుత్తదే.

ఈ కాయుక్కమను ఆరోగ్యకర, తిలిద మత్తు ఆక్రమితాన్ని యువతేయరన్న బేళ్ళసువ దిశయల్లి ఒందు మహత్వద హేజ్సే. భవిష్యదల్లి ఇదు జిల్లేయాద్యంత జదికరేయదవర ఆరోగ్యపన్న బలపడిసువ మాదరియన్నాగి పరివతీసువల్లి ననగే పులణి విశాఖాసపిదే.

କାନ୍ତିଲାଲ କୁମାରୀମ୍ୟ

ଲାବ ନିର୍ଦ୍ଦେଶକରୁ, ପଦପି ପୁରୋଫ ଶୈକ୍ଷଣ ଅଲାବେ
କୋମୁରାଜନଗର ଜିଲ୍ଲେ.



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

This module aims at accompanying adolescent girls 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:

Class 8 to 10
<ul style="list-style-type: none">- Empower adolescents to positively understand & recognise different physical growths at different stages of life- Support them in accepting physical change as a normal part of growth process

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.

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 8 to 10 (~15 mins)

Activity: Body Mapping

Instructions:

- a. The teacher or a volunteer will draw an outline of a female body on the board.
- b. Divide the students into smaller groups and assign different female age categories (ex. 0 -5, 6 -10, 11 -15, 16 -18 etc.,) to each group
- c. Invite each group to quickly discuss different physical changes in a female body based on the age category assigned to them
- d. Each group presents the different physical changes related to the age with the help of the drawing on the board

3. Input & Conclusion:

Class 8 to 10 (~15 mins)

- Using the IEC poster on age based physical changes in a female body with specific detailed mention of changes during puberty
- Further discuss how body parts grow at their own pace, and each person develops in a unique way. Everyone's growth timeline is different, and that's completely normal.

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 8 to 10

- Why do hips and thighs look different?
- What is the reason for changes in skin, such as acne?
- Is it okay if breast development is still ongoing?
- Do mood swings or irritability relate to physical growth, if so, how?
- Should I worry if I'm late compared to friends?
- Do boys and girls grow the same way?
- Should I be worried about physical attention by other sexes in the school/around the house?

F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
 - i. Class 8 -10: Stages of Physical Development and stages
2. **Learning Aid/IEC:**
 - i. Class 8 -10: "Growing Up Step by Step"

Understanding Stages of Physical Development

Human development occurs in distinct stages from birth through adolescence. Each stage has characteristic physical, cognitive, and social milestones. Understanding these stages helps students recognize that their current changes are part of a natural progression.

Infancy to Early Childhood (0-5 years): Rapid physical growth occurs during this period. Brain development is fastest in first three years of life. Basic motor skills develop (crawling, walking, running). Language acquisition begins. By age 5, most children have developed basic physical coordination and communication skills.

Middle Childhood (6-10 years): Growth becomes steadier and more predictable, averaging 5-6 cm per year. Motor skills become more refined, allowing for complex activities like sports and musical instruments. Cognitive abilities expand significantly - children develop logical thinking, understanding of cause and effect, and ability to focus on tasks for longer periods. Social relationships with peers become increasingly important.

Early Adolescence (11-13 years): Puberty begins, bringing rapid physical changes. Growth rate accelerates dramatically in what is called the "growth spurt." Secondary sexual characteristics emerge. Hormonal changes affect not just the body but also emotions and social behavior. Cognitive development includes ability to think abstractly and consider hypothetical situations.

Mid Adolescence (14-16 years): This is the age range for Class 8-10 students. Physical changes continue but at a slower rate than early adolescence. For most girls, puberty is well underway or nearing completion. Height growth decelerates after menarche, with most reaching near-final adult height by age 15-16. Body proportions settle into adult patterns. Emotional regulation improves as brain development continues. Identity formation intensifies - adolescents actively explore who they are and who they want to become.

Late Adolescence (17-19 years): Final physical maturation occurs. Brain continues developing, particularly the prefrontal cortex responsible for planning, decision-making, and impulse control (this development continues into mid-20s). Adult thinking patterns establish. Preparation for adult roles in society intensifies.

Body Changes Specific to Ages 13-16

At ages 13-16, most girls have already experienced the initial phases of puberty. The focus shifts from dramatic changes to refinement and completion of physical maturation.

Hip and Thigh Development: The female pelvis widens during puberty to reach adult proportions. This widening is controlled by estrogen and represents normal skeletal maturation, not weight gain. The pelvis structure in females is wider and more circular than in males, designed for potential childbearing in adulthood. Simultaneously, estrogen directs fat deposition to hips, thighs, and buttocks. This is called gynoid fat distribution and is completely normal and healthy. The angle at which the femur (thigh bone) connects to the pelvis also changes, which can make thighs appear to touch even in healthy-weight individuals. These changes are permanent skeletal and fat distribution patterns, not signs of being overweight.

Breast Development Continuation: By ages 13-16, many girls are in later stages of breast development (Tanner stages 4-5), though some may still be progressing. Breast tissue continues to mature and fill out. It is completely normal for breasts to still be developing at age 15 or 16. Asymmetry (one breast larger than the other) often persists into adulthood and affects approximately 25% of women. Size, shape, and position vary enormously among individuals and all variations are normal. Breast size has no correlation with health, femininity, or future ability to breastfeed.

Skin Changes and Acne: Oil (sebum) production from sebaceous glands increases under the influence of androgens. When excess sebum combines with dead skin cells and bacteria in hair follicles, acne develops. Approximately 85% of people aged 12-24 experience acne to some degree. For most, acne improves in late teens or early twenties as hormones stabilize. Severe acne that causes scarring or significant emotional distress should be evaluated by a dermatologist, as effective treatments exist.



Mild to moderate acne can be managed with regular cleansing (twice daily with mild soap), avoiding touching or picking at face, and over-the-counter treatments if needed.

Body Odor and Hygiene Needs: Apocrine sweat glands in underarms and groin area activate during puberty. These glands produce thicker secretion than eccrine sweat glands (which produce watery sweat for temperature regulation). When skin bacteria break down apocrine secretions, distinctive body odor develops. Managing body odor requires daily bathing with soap and water, wearing clean clothes (especially underwear), and optional use of deodorant or antiperspirant. This is a normal part of physical maturation, not a hygiene failure.

Mood Changes and Physical Growth Connection

Hormonal fluctuations directly affect brain chemistry and emotional states. Estrogen and progesterone levels vary throughout the menstrual cycle, affecting neurotransmitters like serotonin (mood regulation), dopamine (motivation and pleasure), and GABA (calming effects). This creates natural mood variability that is physiological, not personality-based or controllable through willpower alone.

Additionally, the adolescent brain is undergoing significant restructuring. The limbic system (emotional center) matures earlier than the prefrontal cortex (rational thinking and emotional regulation). This creates a temporary imbalance where emotions are felt very intensely while the ability to regulate them is still developing. This is a normal neurodevelopmental stage, not a character flaw.

Understanding this biological basis can help students be less critical of themselves and others during emotional moments.

Sleep patterns also change during adolescence. Biological changes shift the sleep-wake cycle later (called delayed sleep phase), making teenagers naturally inclined to stay up later and wake later. However, school schedules often conflict with this biological pattern, leading to chronic sleep deprivation. Inadequate sleep significantly worsens mood, increases irritability, impairs concentration, and affects physical growth (growth hormone is released primarily during deep sleep).

Timing Variations and Peer Comparison

By ages 13-16, most girls have begun puberty, but the rate of progression varies significantly. Some girls at age 13 may still be in early stages while others are nearly complete. By age 16, most are approaching adult development, but some may still be maturing. This variability is completely normal and primarily genetically determined.

Comparing oneself to peers is psychologically natural during adolescence but not biologically meaningful. Each person follows their own timeline. Early or late development compared to peers does not predict final adult outcome. Girls who developed early may have already reached their adult height while later developers continue growing. Neither pattern is better or worse - both result in healthy adults.

Gender Differences in Development

Boys and girls follow different developmental timelines and patterns. On average, girls begin puberty 1-2 years earlier than boys. Girls' growth spurt peaks around age 11-12, while boys' peaks around age 13-14. This creates a period in early adolescence where girls are often taller than boys of the same age. By late adolescence, boys have typically caught up and exceeded girls in height due to their longer growth period.

Body composition changes differ significantly. Girls gain more body fat (necessary for hormone production and reproduction), while boys gain more muscle mass (due to higher testosterone levels). Fat distribution patterns differ - females develop gynoid (pear-shaped) fat distribution, while males develop android (apple-shaped) distribution. These differences are hormonally controlled and represent normal sexual dimorphism in humans.

Navigating Physical Attention and Safety

As girls' bodies mature, they may receive attention from others that feels uncomfortable or confusing. It is important for students to understand that their developing body is theirs alone, and they have the right to set boundaries about their physical space and body.



Appropriate vs Inappropriate Attention: Compliments from peers or adults that are respectful and non-sexualizing are normal social interactions. Comments that focus on sexual characteristics, make someone uncomfortable, or are accompanied by unwanted touching are inappropriate. Any touching of private body parts (areas covered by underwear) by anyone other than medical professionals during examination (with parent present) or the person themselves is inappropriate and should be reported immediately.

Trusted Adults: Students should know they can and should talk to trusted adults (parents, teachers, counselors, older siblings) if they experience attention or touch that makes them uncomfortable. This is true whether the attention comes from peers, older students, adults, or family members. No one has the right to touch them in ways that feel wrong, regardless of the relationship.

Safety Principles: Trust your instincts - if something feels wrong, it probably is. Say "no" clearly to unwanted attention or touch. Remove yourself from uncomfortable situations when possible. Tell a trusted adult even if someone asks you to keep it secret. You are never at fault for someone else's inappropriate behavior toward you.



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Growing Up Step by Step

Everyone grows differently; growth is not a race.

AGE 10

AGE 19

HEIGHT



BREASTS



ARMPITS

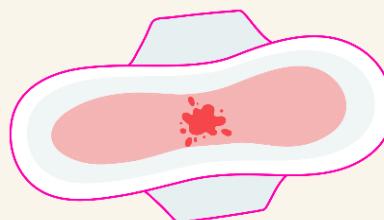


PUBLIC HAIR



Menstruation

Menstruation starts between the ages of 10 to 16



Other changes are widening of the pelvis, and alteration in the shape of the vagina.



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 8 to 10

- To help adolescents understand the physical and emotional changes that occur during different phases of puberty

B. Duration: 40 mins

C. Materials Required:

Class 8 to 10

Coloured chalk, duster, classroom, and Wordhunt flipchart, IEC material

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 (~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 8 to 10 (~15 mins)

Activity: Word Hunt

Instruction:

- Display the “Word Hunt” IEC Poster
- Instruct the students to find as many words hidden horizontally, vertically, or diagonally related to puberty (ex. menstruation, beard, etc.,) hidden in it within 5 minutes
- Ask them to share which word, related to puberty, they feel is missing or not represented
- The teacher will read out all the words and ask the students to verify the list and add words that they have missed.

3. Input & Conclusion:

Class 8 to 10 (~10 mins)

Based on the words found and using the IEC Poster on different phases of puberty (early, mid and late), and changes one goes through, the teacher will explain and build confidence of students to acknowledge and welcome the changes in them

4. Questions related to the subject matter:

Teachers should be prepared to input on the following questions

Class 8 to 10

- Why am I growing so fast or feeling clumsy?
- Why are my hips widening and my body shape changing?
- Is it normal to feel discomfort or pain in my breasts or other areas?
- How should I care for my body as it changes – hygiene, bras, shaving, etc.?
- What causes weight gain or body fat during puberty?
- Are changes in smell or sweatiness normal?

F. Annexures:

3. **Guide:** To enhance the Teachers’ expertise on the subject
 - i. Class 8 -10: Different words and concepts related to stages of Puberty

4. **Learning Aid/IEC:**
 - i. Class 8 -10: “The stages of adolescence”
 - ii. Class 8 -10: “Adolescence – Word Hunt”

Annexure 1: Guide

Understanding Different Phases of Puberty

Puberty is not a single event but a process occurring over 3-5 years, with distinct phases characterized by different physical, emotional, and social changes. By ages 13-16 (Class 8-10), students are typically in mid to late puberty phases.



Early Puberty Phase: Usually begins ages 8-11 for girls (though students in Class 8-10 have already passed this phase, understanding it helps them recognize the progression). First visible sign is typically breast budding. Light, fine pubic hair may appear. Growth begins to accelerate. Hormones start affecting mood and emotions. Many girls in early puberty feel self-conscious as their body begins changing while peers may not yet be changing.

Mid Puberty Phase: Typically ages 11-13, though some Class 8 students may still be in this phase. Breast development continues noticeably. Pubic and underarm hair becomes darker and coarser. Peak height growth occurs - this is when girls grow fastest (8-10 cm per year). Hips widen noticeably. Menarche (first period) typically occurs during this phase, usually 2-3 years after breast budding began. Body shape changes from child-like to more curved. Acne often appears as oil glands activate. Girls in this phase may feel awkward as body proportions change faster than coordination adapts.

Late Puberty Phase: Typically ages 13-15, which includes many Class 8-10 students. Breast development approaches adult size (though may continue growing slightly). Body hair reaches adult distribution and texture. Growth rate slows significantly - by end of this phase, most girls have reached or nearly reached adult height. Menstrual cycles begin regularizing (though may still have some irregularity). Body proportions stabilize. Bone density continues building (critical for lifelong bone health). Girls in this phase usually feel more comfortable with their body as changes slow and settle.

Post-Puberty/Final Maturation: Ages 15-18. Final height is reached by 15-17 for most girls. Breast tissue continues maturing even after growth stops - full maturation may take until early twenties. Body fat distribution reaches adult pattern. Menstrual cycles are typically regular by this point. Physical appearance is essentially adult, though some subtle changes continue into early twenties.

Rapid Growth and Clumsiness

During peak height velocity (fastest growth period), different body parts grow at different rates. Legs often grow first, then trunk elongates, then shoulders and chest broaden. This asymmetrical growth can temporarily affect coordination and spatial awareness - girls may feel clumsy, bump into things, or misjudge distances. This is called "adolescent awkwardness" and is a normal, temporary phase. As growth rate slows and the brain adapts to the new body proportions, coordination improves. Activities like sports, dance, or yoga can help during this adjustment period by improving body awareness and control.

Body Shape Changes in Detail

Hip Widening: The pelvis undergoes structural growth during puberty. In females, the pelvis grows wider and more circular, while in males it remains narrower and more vertical. This is controlled by estrogen and represents permanent skeletal change. The subpubic angle (angle of the pubic bones) widens to approximately 80-90 degrees in females compared to 50-60 degrees in males. This skeletal change is necessary for the female body structure and cannot be prevented or reversed through diet or exercise.

Fat Distribution: Estrogen directs fat cells to accumulate in breasts, hips, buttocks, and thighs. This is called gynoid or peripheral fat distribution. Total body fat percentage increases from about 12-15% in childhood to 20-27% in adolescent and adult females. This increase is physiologically necessary for hormone production and menstruation. Body fat below 17% can disrupt menstrual cycles and hormone production. The characteristic female body shape with curves is the result of normal, healthy fat distribution, not excess weight or poor diet.

Why Weight Gain is Normal and Necessary: During puberty, girls typically gain 15-25 kg of body weight. This includes growth in bones, muscles, organs, and yes, body fat. All these increases are necessary. Fat is not "bad" - it is an essential tissue that produces hormones, stores energy, cushions organs, insulates the body, and is necessary for reproduction. The weight gain and curves that develop during puberty are signs of healthy maturation, not problems to prevent or fix.

Breast Discomfort and Development

Breast tissue growth can cause several sensations that concern students. Tenderness, soreness, or aching in breasts is common during growth phases. The tissue is actively developing, stretching, and differentiating, which can cause discomfort. This is normal and temporary. Breast pain that is severe,



accompanied by lumps, or persists for long periods should be evaluated by a doctor, but mild tenderness during growth is expected.

Some girls experience asymmetrical growth where one breast grows faster or hurts more than the other. This is because each breast develops independently. Usually they even out eventually, though slight size difference often persists into adulthood. Breast development continues until early twenties in many women, so breasts may continue changing even after overall puberty is complete.

Body Care During Changes

Hygiene Practices: Daily bathing or showering becomes more important as sweat and oil production increases. Washing hair regularly (frequency depends on hair type and oil production). Using deodorant or antiperspirant to manage body odor. Changing underwear daily. Washing hands regularly, especially after using restroom and before eating.

Bra Selection: As breasts develop, many girls begin wearing bras for support and comfort. The right size is important - bands should be snug but not tight, cups should contain breast tissue without overflow or gaps, straps should not dig into shoulders. Bras should be comfortable enough to wear all day. Sports bras provide more support during physical activity. There is no medical requirement to wear bras - it is a personal choice for comfort.

Body Hair Management: Hair on legs, underarms, and pubic area is natural and serves biological purposes (protection, pheromone distribution, reducing friction). Removing body hair is a personal and cultural choice, not a medical necessity. If choosing to remove hair, safe methods include shaving (most common, temporary), trimming (scissors or electric trimmer), or depilatory creams (hair removal creams - check for allergic reactions first). Waxing and threading are more painful options. Permanent hair removal (laser, electrolysis) is expensive and usually not recommended for teens as body hair distribution may still be changing. Regardless of choice, body hair is natural and normal, and removal is optional.

Weight Gain and Body Fat Context

Many girls worry about weight gain during puberty, influenced by social messages suggesting thinness as ideal. It is crucial for students to understand that weight gain during adolescence is not only normal but necessary for health. Attempting to prevent normal pubertal weight gain through restrictive dieting can have serious consequences including delayed or disrupted menstruation, stunted growth (won't reach full height potential), weakened bones (increasing osteoporosis risk later), nutritional deficiencies, and development of disordered eating patterns.

Healthy bodies come in different sizes and shapes. Health is not determined by weight or appearance but by having energy, growing properly, eating nutritious food, being able to participate in activities, and feeling well. Two girls of the same age and height may naturally weigh different amounts based on genetics, body composition, and bone structure - both can be equally healthy.



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The stages of adolescence

During adolescence, your body undergoes many changes. Here are some notable ones. Remember that everyone's body develops at a different rate, and adolescence isn't the same for everyone.

	Beginning of Puberty	During Puberty	After Puberty
The changes you can see	<ul style="list-style-type: none"> • Breast development (small bumps under the nipples) • Hair growth under the arms and around the pubic area • Increase in height and changes in body shape (hips start to widen) • Oily skin or the first pimples 	<ul style="list-style-type: none"> • Regular growth of breasts and curves of the body. • Start of the menstrual cycle (first period). • Hair growth continues under the arms and around the genitals. • Skin and hair may become oily. • Sweating and body odor may increase. 	<ul style="list-style-type: none"> • The body is fully developed, • has a regular menstrual cycle (usually 28–35 days), • growth plate stops, and puberty begins.
The changes you can experience	<ul style="list-style-type: none"> • Curiosity or confusion about changes in the body • Pain or tenderness in the breasts • Changes in mood or an increased emotional feeling • White vaginal discharge before the first period (a sign that the body is preparing) 	<ul style="list-style-type: none"> • Cramps, back pain, or fatigue during menstruation. • Strong emotions - sadness, anger, excitement. • Attraction or interest in others may begin. • The need for privacy increases. • Developing a sense of identity and independence. 	<ul style="list-style-type: none"> • More emotional stability and self-awareness • More confidence and comfort with their body.



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Adolescence – Word Hunt

E	S	H	R	I	A	H	Q	E	S	S
W	B	T	A	B	S	X	C	L	H	B
D	O	O	M	P	I	A	N	P	Y	M
D	H	G	F	V	P	E	D	M	A	R
P	M	R	R	R	P	I	E	I	P	E
U	T	E	R	U	S	B	N	P	M	G
A	C	N	E	T	I	R	A	E	S	N
N	I	A	P	O	N	O	T	T	S	A
H	S	B	O	A	N	I	G	A	V	S
P	P	D	I	H	O	R	M	O	N	E



Hidden words

VAGINA
UTERUS
PIMPLE
CERVIX
ANGER
PAIN
HAPPINESS
MOOD
SHY
BLOOD
HAIR
HORMONE
SAD



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 Objectives for Class 8 to 10

- To make students learn facts about menstruation
- To empower students to navigate myths and taboos around menstruation.

B. Duration: 40 mins

C. Materials Required:

Class 8 to 10

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

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 (~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 8 to 10 (~15 mins)



Activity: Myths Vs Facts Sorting

Instruction:

- Divide students into groups of five, ask them to write five (or more) statements about menstruation.
- Explain the meaning of myths and facts.
- Divide the blackboard into two parts- “Myths” and “Facts”
- Ask volunteers from each group to come and write their statements into relevant sections on the board.

3. Input & Conclusion:

Class 8 to 10 (~10 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.

4. Questions related to the subject matter:

Teachers should be prepared to input on the following questions

Class 8 to 10

- Is a Menstruating girl dirty?
- Should menstruation be painful?
- Should I take a bath during menstruation?
- What is the menstrual cycle?
- What should I do when I get period between a few days?
- How do I understand different discharges?

F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
 - i. Class 8 -10: Menstrual Cycle, Myths and Facts

2. **Learning Aid/IEC:**
 - i. Class 8 -10: “Myths vs Facts: Let’s Talk Menstruation”

Annexure 1: Guide

Detailed Understanding of Menstrual Cycle

By ages 13-16, most girls have started menstruating and benefit from understanding the complete cycle, not just the bleeding phase. The menstrual cycle is a monthly hormonal rhythm involving the brain, ovaries, and uterus working in coordination.

Cycle Length and Variation: A menstrual cycle is counted from the first day of bleeding to the day before the next bleeding starts. Average cycle length is 28 days, but normal range extends from 21-35 days. In the first 1-3 years after menarche, cycles are often irregular as the hormonal system matures. By ages 14-16, most girls have more regular cycles, though some variation month-to-month is still normal. Stress, illness, significant weight changes, intense exercise, and emotional upheaval can all affect cycle regularity.



The Four Phases Explained in Detail:

Phase 1: Menstruation (Bleeding Phase, Days 1-5) Day 1 is defined as the first day of full bleeding (not spotting). The functional layer of the endometrium (uterine lining) that built up during the previous cycle sheds when pregnancy did not occur. This shedding happens because progesterone and estrogen levels drop sharply when the corpus luteum (temporary structure in ovary) degenerates. The uterus contracts to expel the lining, which is why cramps occur - prostaglandins trigger these contractions. Normal menstrual blood loss is 30-80 ml (about 2-5 tablespoons) over 3-7 days. Blood may be bright red, dark red, or brown. Small clots are normal (usually clots smaller than a coin). Bleeding is typically heaviest on days 1-2, then tapers off.

Phase 2: Follicular Phase (Days 1-13) This phase overlaps with menstruation and continues after bleeding stops. The pituitary gland in the brain releases FSH (follicle-stimulating hormone), which signals the ovaries to mature several egg-containing follicles. Usually one follicle becomes dominant and continues developing while others dissolve. As the follicle grows, it produces increasing amounts of estrogen. This estrogen has multiple effects: it stimulates the endometrium to rebuild and thicken (proliferation), it thins cervical mucus to allow sperm passage, and it signals back to the brain to prepare for ovulation. Many women feel energetic and positive during late follicular phase as estrogen rises.

Phase 3: Ovulation (Day 14 ± 2) A sharp surge in LH (luteinizing hormone) from the pituitary triggers the mature follicle to rupture and release its egg. This is ovulation. The released egg (ovum) is swept into the fallopian tube by finger-like projections called fimbriae. The egg survives only 12-24 hours after ovulation. However, the "fertile window" extends 5 days before ovulation through 1 day after, because sperm can survive in favorable conditions for up to 5 days. Some women notice physical signs of ovulation: mild cramping on one side (mittelschmerz), clear stretchy cervical discharge (like raw egg white), slight temperature increase, increased libido, or breast tenderness.

Phase 4: Luteal Phase (Days 15-28) After the egg is released, the ruptured follicle transforms into the corpus luteum (Latin for "yellow body"), which produces progesterone and some estrogen. Progesterone's job is to maintain and further develop the endometrial lining in case a fertilized egg arrives for implantation. The lining becomes thick, spongy, and rich with blood vessels. Progesterone also raises basal body temperature slightly and thickens cervical mucus to form a "plug" preventing bacteria (and sperm) from entering uterus. If fertilization and implantation do not occur, the corpus luteum degenerates after about 12-14 days. Hormone levels plummet, triggering menstruation, and the cycle begins again. Many women experience PMS (premenstrual syndrome) in late luteal phase as hormones shift - symptoms may include mood changes, bloating, breast tenderness, food cravings, fatigue, or irritability.

Addressing "Irregular" Periods

What is Normal Irregularity: In the first 2-3 years after menarche, cycles can vary significantly in length (anywhere from 21-45 days between periods). Some months may be skipped entirely. Flow may vary from very light to heavy. This irregularity is normal as the hypothalamic-pituitary-ovarian axis matures. By age 15-16, most girls have established more regular patterns, though perfect 28-day regularity is not universal or required.

When to Seek Medical Advice: Consistently very short cycles (less than 21 days between periods), consistently very long cycles (more than 35 days between periods after first 2 years), completely missed periods for 3+ months (after first year post-menarche, and ruling out pregnancy), extremely heavy bleeding (soaking through pad or tampon every hour for several hours), severe pain interfering with daily activities, or any concerning symptoms should be discussed with a doctor.

Understanding Vaginal Discharge

Normal vaginal discharge changes throughout the menstrual cycle. After menstruation, discharge may be minimal or absent for a few days. As estrogen rises in follicular phase, discharge increases and becomes clear or white, thin and watery. Around ovulation, discharge becomes very clear, slippery, and stretchy (similar to raw egg white) - this is optimal consistency for sperm to swim through. After ovulation, progesterone makes discharge thicker, cloudier, white or cream-colored, and stickier. Before menstruation, discharge may decrease or become stickier.



Normal discharge is clear, white, or slightly yellow when dried; has mild odor or no odor; does not cause itching or irritation. Abnormal discharge that may indicate infection includes: green or gray color, frothy or cottage cheese-like texture, strong fishy or foul odor, accompanied by itching, burning, or redness. Abnormal discharge should be evaluated by a doctor.

Comprehensive Myth-Busting

Cultural and Religious Restrictions: Many cultures have taboos around menstruation, often rooted in historical beliefs about ritual purity. Common restrictions include avoiding temples or prayer, not touching religious items or books, not entering kitchen or preparing food, not touching certain foods (especially pickles, believing they will spoil), not bathing or washing hair, sleeping separately from family, and not participating in celebrations or ceremonies.

Scientific Reality: These restrictions have no scientific basis. Menstrual blood is simply blood (containing iron and other nutrients) mixed with endometrial tissue, cervical mucus, and vaginal secretions. It is not toxic, impure, or capable of spoiling food or affecting others. Modern menstrual health recommendations directly contradict many traditional restrictions. Bathing during menstruation is not only safe but essential for hygiene and comfort. Regular hair washing is also important. Physical activity including exercise, sports, and yoga is beneficial and helps reduce cramps. There are no foods that menstruating people need to avoid, and they certainly cannot spoil food by touch or proximity.

Balancing Culture and Health: Many students face conflict between scientific information and family/cultural practices. Teachers should acknowledge this complexity respectfully. Students can be empowered with accurate information while recognizing they may need to navigate family expectations. The key message is that menstruation is a normal biological function, not a source of shame or impurity, and that hygiene and comfort should be prioritized regardless of cultural context.

Medical Myths:

- "Periods should be very painful" - FALSE. Mild cramping is common, but severe pain is not normal and may indicate conditions like endometriosis that should be treated.
- "You can't get pregnant during your period" - MOSTLY FALSE. While less likely, pregnancy is possible especially with shorter cycles or longer periods, because sperm can survive several days.
- "Tampons can get lost inside you" - FALSE. The vagina is a closed space; tampons cannot migrate into the uterus or abdomen.
- "Period blood is dirty" - FALSE. It is no more "dirty" than any other blood.
- "Periods sync up when women live together" - MOSTLY FALSE. Scientific studies find this is largely coincidence, not true synchronization.



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Myths vs Facts: Let's Talk Menstruation

Believe in facts. Myths can hurt.

MYTH

You should not bathe during menstruation.

You should not eat sour or spicy food during menstruation.

Girls should not go to the religious places during menstruation.

You shouldn't touch others during menstruation.

Working or moving around during menstruation is bad for health.

Drinking milk during menstruation increases bleeding.

Girls should not cook food during menstruation.

Using pads or clean cloth is unnatural.

“Menstrual blood means illness.”

FACT



Bathing keeps the body clean, prevents infection, and helps reduce cramps.



Nutritious food gives strength and helps the body recover, there's no harm in eating regular foods.



Menstruation is a natural body process, it does not make you impure or unfit for any activity.



There is no scientific reason for this; menstruation is not contagious or harmful to anyone.



Light activity and movement actually help reduce pain and make the body more active.



Milk and dairy provide calcium and strength, they don't cause heavy bleeding.



Cooking or doing household work during menstruation is perfectly safe.



Using clean sanitary pads or cloth is essential for hygiene and helps prevent infections.



Menstruation is not an illness, they are a natural sign of a healthy, growing body.



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 8 to 10

- To help students learn safe menstrual practices
- To help recognise effective ways to manage challenges during menstruation.

B. Duration: 40 mins

C. Materials Required:

Class 8 to 10

Coloured chalk, duster, classroom, IEC poster, quiz questions and answers

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 8 to 10 (~18 mins)

Activity 1: True and False Quiz (~8 mins)

Instructions:

- The teacher will bring a list of statements about menstrual health and hygiene and will read each statement aloud to the class.
- Ask the students to guess on each statement whether the statement is True or False.



- After each statement, ask a few volunteer students to explain why they think it's true or false.
- At the end of the activity, the teacher reads out the answers and provides a brief explanation.

Activity 2: My Period plan (~10 mins)

Instructions:

- Divide the students in to 3 groups. Assign each group 'at School', 'at home' & 'in public places'.
- Ask students to quickly create a personal Menstrual Hygiene plan they would follow in their assigned situation in their notebook.
- Ask few volunteers to share from different situation and invite all to validate their list.

3. Input & Conclusion:

Class 8 to 10 (~10 mins)
<ul style="list-style-type: none">- Using the IEC poster on Menstrual hygiene best practices in different scenarios, teacher explains the 'Must do', 'Good to do' and 'to Consider' within each one's contexts. <p>Kindly invite and encourage students to drop any questions they have but could not ask during the session in the anonymous question box.</p>

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

Class 8 to 10
<ul style="list-style-type: none">- How often should pads be changed?- What is the correct way to dispose pads/cloths?- How can hygiene be maintained during school, sports, home, public event, travel?- Is washing with soap safe for intimate areas?- What should be done in public toilets?- How do hygiene practices change when using cloth?- Are there any foods or activities to avoid for hygiene?

F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
 - i. Class 8 -10: Information about Menstrual hygiene and care

2. Learning Aid/IEC:

- i. Class 8 -10: "Clean hands + Clean body = Healthy periods."

Comprehensive Hygiene Protocols

Good menstrual hygiene management prevents infections, maintains dignity and comfort, and enables full participation in daily activities. By ages 13-16, students should understand detailed hygiene practices for various situations.

Pad Change Frequency: The standard recommendation is to change pads every 4-6 hours, even if the pad does not appear full. This prevents bacterial overgrowth, odor development, and reduces infection risk. On heavy flow days (typically days 1-2), change more frequently - every 2-3 hours if needed. Even overnight pads should not be worn for more than 8 hours maximum. Wearing the same pad too long can cause bacterial vaginosis (overgrowth of harmful bacteria), urinary tract infections, or toxic shock syndrome (very rare but serious condition).

Proper Disposal Methods: Used pads should never be flushed down toilets as they cause plumbing blockages and environmental pollution. Instead, remove pad carefully, wrap it in paper or its wrapper, place in disposal bag or wrap in newspaper, and dispose in dustbin. At home, keep a covered dustbin lined with plastic bag in bathroom or bedroom, empty daily or every other day. At school, use disposal bins provided in restrooms. If bins are not available, carry small opaque disposal bags in your period kit. In public restrooms, always use disposal bins provided, never flush.

Genital Cleaning Practices: Wash external genital area (vulva) 2-3 times daily with clean, running water - once in morning, once in evening, and once mid-day if possible. Always wash from front to back to avoid bringing bacteria from the anus toward the vagina (this prevents urinary tract infections). Plain water is sufficient and best. If using soap, choose mild, unscented soap and apply only to external area. Never insert soap, water, or any cleaning products inside the vagina. The vagina is self-cleaning and has a delicate pH balance (acidic, around pH 4) that protects against infections. Douching or internal washing disrupts this balance and increases infection risk.

Hand Hygiene: Wash hands thoroughly with soap and water before changing menstrual products (prevents introducing bacteria to genital area) and after changing products and disposing waste (prevents spreading bacteria to other surfaces). Proper handwashing technique: wet hands, apply soap, lather for at least 20 seconds (including between fingers and under nails), rinse thoroughly, dry with clean towel. If soap and water unavailable, alcohol-based hand sanitizer (60% alcohol minimum) is acceptable alternative.

Managing Periods in Different Settings

At School: Keep your period kit stocked and accessible at all times. Contents should include: 5-6 pads of varying absorbencies, 1-2 pairs of spare underwear, disposal bags, wet wipes or tissues, pain relief medication (if parents have approved), small pouch to carry supplies discreetly to restroom. Know your cycle timing as closely as possible and be extra prepared on expected period days. Identify locations of all restrooms in school and which have disposal bins. Know school policy for restroom access during class time. Identify at least one trusted female teacher or staff member you can approach if unexpected period starts or emergency arises.

If period starts unexpectedly and you have no supplies, go to restroom and fold toilet paper to create temporary pad. Ask friend, teacher, or school nurse for supplies - most schools stock emergency supplies. Call parent if needed. Do not feel embarrassed - this is a normal body function and adults are prepared to help.

During Sports and Physical Activity: Physical activity during menstruation is not only safe but beneficial - it releases endorphins (natural pain relievers) and can reduce cramps. However, some adjustments help with comfort. Use appropriate absorbency pad or consider tampon/menstrual cup for internal protection during swimming or intense activity. Wear fitted, dark-colored athletic clothes. Consider period underwear as backup protection. Change pad immediately before and after activity. Stay very well hydrated. If experiencing significant cramps, do lighter activity or take rest day if needed - listen to your body.

At Home: Maintain privacy and comfort. Keep adequate supplies stocked. Have dedicated disposal system in your room or bathroom. Wear comfortable, loose clothing. Use hot water bottle or heating



pad for cramps. Rest when needed. Maintain normal hygiene routine including showering and hair washing. Eat nutritious meals and stay hydrated.

In Public Places: Plan ahead - always carry period kit when leaving home. Know where restrooms are located in places you visit. In public restrooms, use disposal bins if provided. If there are no bins, carry disposal bags to take waste with you and dispose properly elsewhere. In squat toilets, maintain balance and hygiene carefully. If possible, avoid using public restrooms when flow is heaviest (plan timing of changing pads). Always wash hands thoroughly after using public restrooms. Carry hand sanitizer for situations where handwashing facilities are inadequate.

While Traveling: Traveling during menstruation requires extra planning. Pack more supplies than you think you need (delays happen). Keep period kit in carry-on or easily accessible bag, not checked luggage. Plan for restroom breaks during long journeys. On long trips, set phone alarm to remind you to change pad every 4-6 hours. Wear comfortable clothes and consider darker colors. Bring extra supplies for emergencies. Research restroom availability along your route. If traveling overnight, use overnight pads. Maintain hygiene as much as possible within available facilities.

Cloth Pad Management

Some families use cloth pads for economic or environmental reasons. Cloth pads can be hygienic when properly managed. Immediately after removing, rinse cloth pad in cold running water until water runs clear (this removes most blood before staining sets). Soak rinsed pads in bucket of water with mild detergent for 30 minutes to 1 hour. Wash thoroughly by hand with soap, scrubbing to remove any remaining stains. Rinse completely until no soap residue remains. Wring out excess water gently. Hang to dry in direct sunlight - UV rays from sun naturally disinfect and bleach stains. Ensure pads are completely dry before storing (damp pads breed bacteria). Store dry pads in clean, dry, covered container. Have enough cloth pads for entire cycle (typically need 8-12 pads depending on flow). Never reuse a damp pad. Wash hands thoroughly after handling soiled pads.

Soap Use on Intimate Areas

This is a common question. The external genital area (vulva) can be washed with mild, unscented soap if desired, though water alone is sufficient. The vagina (internal canal) should never be washed with soap or any products - it is self-cleaning and soap disrupts its protective acidic environment. Products marketed for "feminine hygiene" like douches, feminine washes, or scented sprays are unnecessary and potentially harmful. They can cause irritation, disrupt healthy bacterial balance, and increase infection risk. Simple water or very mild unscented soap on external areas only is the healthiest approach.

Food and Activity Guidance

Foods to Avoid: There are no foods that are medically contraindicated during menstruation. However, some foods may worsen discomfort for some individuals. Very salty foods can increase bloating and water retention. Excessive caffeine may worsen cramps and anxiety. High-sugar foods can cause energy crashes and mood swings. Heavy, greasy foods may be harder to digest when already experiencing cramps. These are comfort/symptom management suggestions, not medical prohibitions. Individual experiences vary.

Foods That May Help: Iron-rich foods help replace iron lost in menstrual blood (spinach, jaggery, dates, eggs). Foods rich in magnesium may reduce cramps (nuts, seeds, leafy greens, bananas). Omega-3 fatty acids have anti-inflammatory properties that may reduce pain (walnuts, flaxseeds). Complex carbohydrates provide steady energy (whole grains, oats). Adequate hydration (water, herbal teas) helps reduce bloating and prevents constipation.

Activities: There are no activities that must be avoided during menstruation. Exercise, sports, swimming (with tampon/cup), yoga, dancing, and all normal activities are safe. In fact, moderate exercise often reduces cramps and improves mood. Very strenuous exercise on heavy flow days may be uncomfortable but is not harmful. Listen to your body - if you feel unwell or very fatigued, rest is fine, but periods should not routinely prevent activities.



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Clean hands + Clean body = Healthy periods.

Believe in facts. Myths can hurt.

Hygiene practices at home

Change your pad every 3-4 hours	Wear clean clothes	Bathe regularly

Talking to an adult	Wash your hands before and after	Use clean sanitary pads of your choice

Hygiene practices while in school, sports & public

Ask a friend or teacher for a pad	Wash your hands before and after changing pad	Find a clean, safe and private washroom

Let your family or teacher know	Use clean sanitary pads	Stay clean, stay healthy!



Theme 2: Nutrition and Health

Module 5: Nutrition: What and Why?

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

A. Objectives:

Specific Objectives for Class 8 to 10
<ul style="list-style-type: none">- To guide students in assessing their daily nutritional intake and identifying ways to improve it for better 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/ 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 8 to 10 (~10 mins)

Activity: Nutrition Recall

Instructions:

- Ask students individually to recall what they ate & drank during the breakfast and draw it in their notebook
- Instruct that the drawing should contain the following information:
 - o ingredients of each food item & drink
 - o portion sizes on the plate



- o cooking style (boiled, steamed, fried etc.,)

3. Input & Conclusion:

Class 8 to 10 (~17 mins)

- Using the IEC poster on nutrients table including food & drinks, ask students to verify ingredients of each food & drink item, cooking style, portion size
 - o What did their breakfast contain?
 - o What was missing?
- Further discuss ideal ways to improve nutritional intake through food and drinks (particularly the role of water)

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 8 to 10

- What nutrients are essential to me?
- How do I plan my meal?
- How do I portion my meal?
- What is the best cooking style to preserve nutrition in food?
- How much water should I drink in a day?

F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
 - i. Class 8 -10: Ways to balancing nutrients throughout the day

2. **Learning Aid/IEC:**
 - i. Class 8 -10: "My healthy plate"

Annexure 1: Guide

Understanding Nutritional Assessment

By ages 13-16, students can begin taking more active responsibility for their nutrition. This involves understanding what they currently eat and identifying areas for improvement. Unlike younger students who may simply follow family meal patterns, older adolescents can make conscious food choices and advocate for their nutritional needs.

Components of Nutritional Assessment

Ingredient Analysis: Understanding what goes into the foods we eat helps identify nutritional value. For example, poha made with vegetables, peanuts, and lemon provides carbohydrates (from poha), protein and healthy fats (from peanuts), vitamins and fiber (from vegetables), and vitamin C (from lemon) - making it a nutritionally complete breakfast. In contrast, plain white bread with jam provides primarily simple carbohydrates and sugar, lacking protein, healthy fats, and most vitamins - making it less nutritionally complete.



Portion Size Awareness: Portion sizes significantly affect nutritional intake. A typical serving for adolescent girls might be: 2 medium rotis or 1 cup cooked rice (carbohydrates), 1 cup or katori of dal or protein source, 1-1.5 cups of vegetables, 1 cup milk or curd, 1 medium fruit or 1 cup cut fruit. However, these are guidelines, not rigid rules. Actual needs vary based on individual size, activity level, and growth stage. Learning to recognize appropriate portions helps prevent both under-eating and overeating.

Cooking Methods and Nutrient Preservation: How food is prepared affects its nutritional value significantly. Boiling vegetables in large amounts of water causes water-soluble vitamins (B vitamins, vitamin C) to leach into cooking water, which is often discarded. Steaming preserves more nutrients than boiling. Stir-frying or sautéing with small amounts of oil preserves nutrients while making fat-soluble vitamins (A, D, E, K) more available for absorption. Pressure cooking is efficient and preserves nutrients reasonably well. Deep frying adds excessive calories and unhealthy fats while degrading some nutrients. Raw vegetables in salads preserve maximum vitamins but some nutrients (like lycopene in tomatoes) become more bioavailable when cooked. A balanced approach includes various cooking methods.

Meal Planning Principles

Balanced Meal Structure: Each meal should ideally include all three macronutrients (carbohydrates, proteins, and fats) plus fiber and micronutrients from vegetables or fruits. This combination provides sustained energy, satiety, and complete nutrition. For example, a lunch of dal (protein), roti (carbohydrate), vegetable sabzi (vitamins, minerals, fiber), and a small amount of ghee used in cooking (healthy fat) represents a balanced meal. In contrast, a meal of only rice and sambar is better than plain rice but still lacks sufficient protein and fat.

Portion Distribution Principles: The balanced plate method divides the plate visually: 50% vegetables and fruits (emphasizing vegetables), 25% protein sources, 25% whole grains, plus small amounts of healthy fats. This visual guide helps create balanced meals without complex calculations. For Indian meals, this might translate to: half the plate covered with sabzi and salad, one-quarter with dal or other protein, one-quarter with roti or rice, plus curd on the side and a small amount of ghee or oil used in cooking.

Role of Water in Nutrition: Water is often overlooked but is critical for nutrition. It helps digest food, absorb nutrients, transport nutrients through blood to cells, regulate body temperature, remove waste products, maintain blood volume, prevent constipation, and keep skin healthy. Adolescent girls should drink 8-10 glasses (2-2.5 liters) of water daily, more during hot weather or after exercise. Drinking adequate water is especially important during menstruation to maintain blood volume and reduce bloating. Signs of dehydration include dark yellow urine, headache, fatigue, dizziness, and dry lips.

Cooking Methods for Nutrient Preservation

Best Cooking Methods: Steaming vegetables preserves maximum nutrients while making them digestible. Pressure cooking is efficient for dal and rice while retaining most nutrients. Minimal water boiling (using just enough water that gets absorbed or evaporates) preserves water-soluble vitamins. Light sautéing or stir-frying with small amounts of oil preserves nutrients and improves absorption of fat-soluble vitamins. Baking or roasting at moderate temperatures preserves nutrients reasonably well.

Methods to Limit: Deep frying adds excessive calories from oil, degrades some vitamins (especially vitamin C and some B vitamins), and creates unhealthy trans fats if oil is reused or overheated. Prolonged boiling in large amounts of water leaches water-soluble vitamins into cooking water. Very high-temperature cooking (charring or blackening) can produce potentially harmful compounds and destroys many nutrients. Microwaving is convenient and preserves nutrients well, but reheating food multiple times degrades nutritional value.

Practical Tips: Save water used for boiling vegetables or dal and use it in gravies or soups to retain dissolved nutrients. Cook vegetables until tender but still slightly crisp (overcooking destroys nutrients). Add salt and spices toward end of cooking rather than beginning (preserves flavors and



some nutrients). Store cut vegetables in refrigerator and cook soon after cutting (exposure to air degrades vitamin C). Use fresh ingredients rather than long-stored vegetables (nutrient content decreases over time).

Evaluating Current Dietary Patterns

Students can assess their own nutrition by asking key questions about their eating patterns. Do I eat breakfast daily, or do I often skip it? How many servings of vegetables and fruits do I eat per day (aim for 5 or more)? How often do I eat dal or other protein sources (should be 2-3 times daily)? Do I drink milk or eat curd regularly (important for calcium)? How much water do I drink (should be 8-10 glasses)? How often do I eat junk food, fried snacks, or sweets (occasional is fine, daily is problematic)? Do I eat at regular times, or is my eating pattern irregular? Am I eating enough to support my growth, or am I restricting food?

Common Nutritional Gaps in Adolescent Diets

Insufficient Iron Intake: Many adolescent girls do not consume enough iron to meet increased needs during menstruation. Iron-rich foods should be included daily, preferably at every meal. Vegetarian sources require pairing with vitamin C for optimal absorption.

Inadequate Calcium Consumption: Peak bone-building occurs during adolescence. Missing calcium intake during these critical years cannot be fully compensated later. Aim for 3 servings of calcium-rich foods daily (1 serving = 1 glass milk, 1 cup curd, 30g cheese, or 1 cup cooked leafy greens).

Protein Deficiency: Rapid growth during adolescence requires adequate protein. Many Indian diets may be carbohydrate-heavy but protein-light. Consciously include protein with every meal.

Insufficient Fruits and Vegetables: Many students eat inadequate quantities and varieties of fruits and vegetables, missing out on vitamins, minerals, antioxidants, and fiber. Aim for at least 5 servings daily of different colors.

Inadequate Hydration: Many students drink insufficient water, relying instead on tea, coffee, or sugary drinks. Plain water should be the primary beverage throughout the day.



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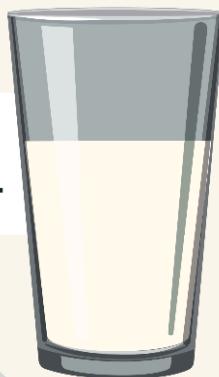
My healthy plate

Eating a balanced diet is good for the body and the mind.

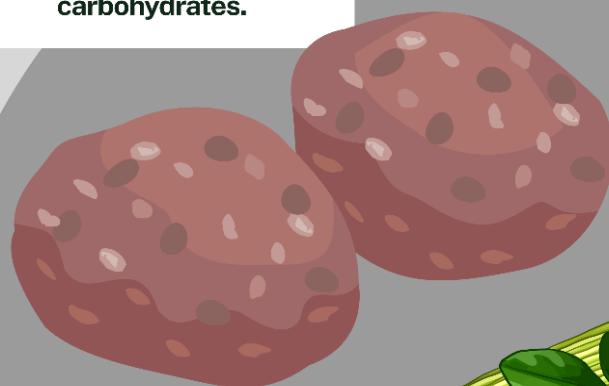
Snacks like Peanut Chikk give us energy if we eat them in small quantities.



Drinking milk or other protein rich liquids with meals may increase energy and strength.



To get energy, you need to eat foods that are high in carbohydrates.



Eggs and meat can provide the protein needed for growth.



Meals that have vegetables and pulses are tastier and better health food.



Eat black lentils, spinach, and other green vegetables to get the necessary nutrition for the body.



Adding yogurt (Dahi) to meals provides a healthy dose of protein and good fat to the body.

Don't forget to eat your fruits like bananas for the necessary vitamins.



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 8 to 10

- To help students understand the most essential nutrients in relation to Menstruation and puberty
- To build basic skills among students for self-management of healthy food habits

B. Duration: 40 mins

C. Materials Required:

Class 8 to 10

Coloured chalk, duster, classroom, and IEC material

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 (~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 8 to 10 (~20 mins)

Activity: Period Thali

Instruction:

- Briefly explain the most essential nutrients required (Iron, Calcium etc.,) for a girl during menstruation
- Divide the students in to groups of 4 -5
- Instruct them to create a “Period Thali (meal plate)” which should include all the nutrients and the ingredients have to be available locally.

3. Input & Conclusion:

Class 8 to 10 (~7 mins)

Using the IEC poster on a sample menstrual thali and list of essential nutrients and food/drinks that boost health during menstruation, ask the students to validate their meal plate and add or omit food or drinks that are harmful during menstruation

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

Class 8 to 10

- Why do I have period cravings and how can I manage them?
- What is period positive food?
- Can nutrients contribute in effectively handling period discomfort?
- What are the right food combinations that strengthen my reproductive organs?

F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
2. Class 8 -10: Nutrition for Menstrual health 101 & effective management

3. Learning Aid/IEC:

- a. Class 8 -10: “My menstrual cycle plate”

Annexure 1: Guide

Understanding Period Cravings

Many girls experience food cravings before or during menstruation. These cravings have biological basis and are not just "in your head." Hormonal fluctuations affect neurotransmitters that regulate appetite and mood. Dropping serotonin levels before menstruation can trigger cravings for foods that temporarily boost serotonin, particularly carbohydrates and sweets. Progesterone increases metabolic rate slightly, which can increase genuine hunger. Some cravings may indicate nutrient needs - chocolate cravings may signal magnesium deficiency, for example.



Managing Cravings Healthily: Acknowledge cravings as normal and biological, not weakness. Satisfy cravings with healthier versions when possible - if craving chocolate, choose small amount of dark chocolate with nuts rather than entire candy bar. If craving salty foods, choose roasted chana or makhana instead of chips. If craving carbohydrates, choose whole grains like oats or whole wheat rather than refined sugar items. Don't completely deny cravings as this can lead to binge eating later. Allow moderate indulgence while making nutritious choices overall. Ensure you're eating regular, balanced meals - cravings are often worse when overall nutrition is poor or meals are skipped.

Period-Positive Foods

"Period-positive foods" are those that provide nutrients specifically helpful during menstruation or that ease menstrual symptoms.

Iron-Rich Foods (Critical Priority): During menstruation, girls lose blood containing iron. This iron must be replaced to prevent anemia. Include iron-rich foods every single day, not just during periods. Vegetarian sources include spinach, methi (fenugreek leaves), amaranth, dates (2-3 daily), jaggery, raisins, beetroot, garden cress seeds (halim seeds), dried figs, and pomegranate. Non-vegetarian sources include red meat, chicken, fish, and eggs. Iron from animal sources (heme iron) is absorbed 2-3 times more efficiently than plant iron (non-heme iron). Vegetarians must pay extra attention to iron intake and combine plant iron sources with vitamin C.

Magnesium-Rich Foods (For Cramp Relief): Magnesium relaxes muscles, including uterine muscles, thereby reducing cramps. It also helps regulate mood and reduce headaches. Good sources include leafy green vegetables (spinach, kale), nuts (almonds, cashews, peanuts), seeds (pumpkin seeds, sunflower seeds), bananas, avocado, dark chocolate (small amounts), and whole grains. Including these foods regularly throughout the month builds magnesium stores, making cramps less severe.

Omega-3 Fatty Acids (Anti-Inflammatory): Omega-3 fats reduce production of prostaglandins (hormone-like substances that cause uterine contractions and cramps). They also have anti-inflammatory effects throughout the body and support mood regulation. Sources include walnuts, flaxseeds, chia seeds, fish (if non-vegetarian), and soybean oil. Include small amounts daily, not just during periods.

Calcium-Rich Foods: Calcium helps reduce PMS symptoms including mood swings, cramps, and bloating. Good sources are milk, curd, paneer, cheese, ragi, sesame seeds, and green leafy vegetables. Some research suggests calcium supplementation can reduce PMS severity, but food sources should be first approach.

Foods Supporting Blood Production: Beyond iron, other nutrients support blood cell production. Vitamin B12 (eggs, milk products, meat, fortified foods), folate (green leafy vegetables, dal, beans, fortified grains), vitamin C (citrus fruits, guava, tomatoes), and copper (nuts, seeds, legumes) all support healthy blood formation.

Foods to Reduce During Menstruation

Very Salty Foods: Excess sodium causes water retention, worsening bloating and breast tenderness. Limit packaged snacks, processed foods, pickles (small amounts okay), fast food, and added table salt during periods. This doesn't mean salt-free diet, just reducing excess salt.

Excessive Caffeine: While moderate amounts (1-2 cups tea) are fine, excessive caffeine from multiple cups of tea/coffee or energy drinks can worsen cramps by constricting blood vessels, increase anxiety and irritability, disrupt sleep (which worsens all symptoms), and interfere with iron absorption.

High-Sugar Foods: Large amounts of refined sugar (candies, sodas, packaged sweets) cause rapid blood sugar spikes followed by crashes, leading to energy fluctuations, mood swings, worsened cramps, and increased inflammation. Small amounts are okay, but don't rely on sugar to manage period symptoms.

Excessive Fried/Greasy Foods: Heavy fried foods can worsen bloating and digestive discomfort. They also promote inflammation. Occasional fried food is fine, but making fried foods a staple during periods can worsen symptoms.

Nutrients and Reproductive Organ Health



For Healthy Uterus: Iron (for blood and tissue health), vitamin C (tissue repair and iron absorption), vitamin E (antioxidant protecting cells), and omega-3 fatty acids (reduce inflammation) support uterine health.

For Healthy Ovaries: Antioxidants from colorful fruits and vegetables, omega-3 fats, and maintaining healthy body weight support ovarian function. Severe under-eating or over-exercising can disrupt ovulation.

For Regular Menstrual Cycles: Adequate overall nutrition, sufficient healthy fats (for hormone production), adequate calories (not under-eating), stable weight (neither rapid gain nor loss), sufficient iron and zinc, and balanced blood sugar all support regular cycles.

For Reducing Period Pain: Magnesium, omega-3 fats, vitamin D, vitamin E, calcium, and B vitamins all have research support for reducing menstrual pain when consumed regularly.

Sample Period-Supporting Meal Plan

Day 1-2 (Heavy Flow Days):

Morning: Water with lemon, 2-3 soaked dates, methi paratha with curd, banana, glass of milk or buttermilk

Mid-morning: Pomegranate or orange, handful of almonds

Lunch: 2 rotis, spinach dal, beetroot and tomato salad with lemon dressing, mixed vegetable sabzi, curd

Evening: Ginger-jaggery tea (helps cramps), roasted chana, or sprout salad

Dinner: Khichdi with mixed vegetables (easy to digest), raita, small piece of dark chocolate if craving

Before bed: Warm turmeric milk

Throughout Day: 10-12 glasses water, avoid excessive tea/coffee with meals (reduces iron absorption)

Days 3-5 (Lighter Flow):

Continue emphasis on iron, magnesium, and hydration but can be more flexible. Ensure protein with every meal. Continue avoiding excessive salt, caffeine, and sugar.



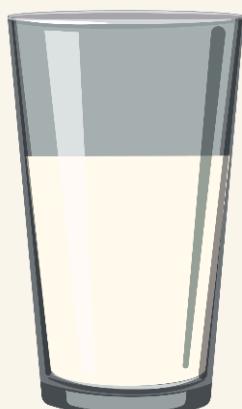
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My menstrual cycle plate

Eat right during your menstrual cycle and you will feel energized and calm.

Here are some foods that can help you manage cramps and pain during your menstruation by replenishing lost electrolytes and reducing inflammation.

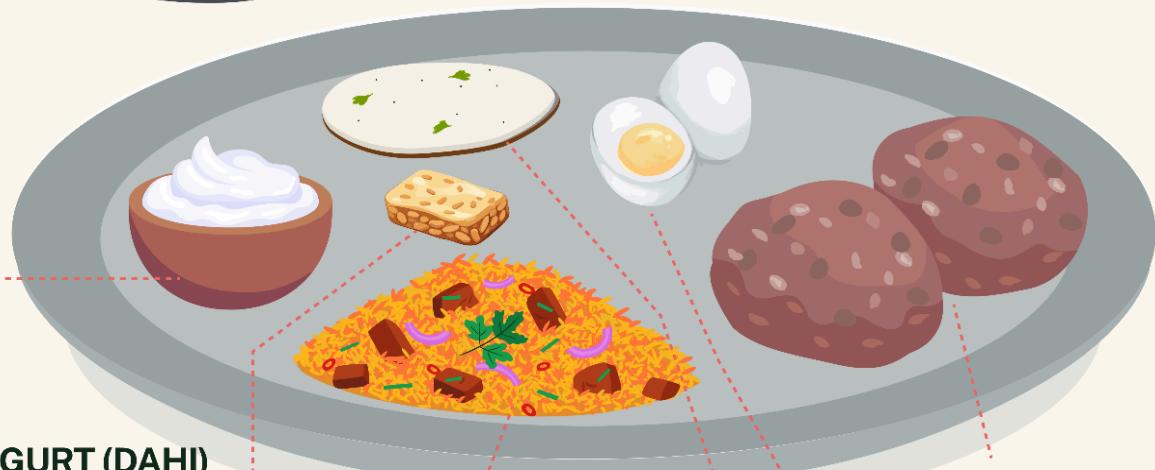


MILK

Milk gives us calcium and vitamin D, which can help reduce pain.

BANANA

The banana may help relieve pain and stomach swelling.



YOGURT (DAHI)

Curd can help make the stomach feel better and reduce pain.

PEANUTS

Peanuts provide instant energy.

RICE & SAMBAR

Carbohydrates and vegetables fill you up and give you energy.

AKKI ROTI

Foods like akki roti contain enough nutrients to help the body.

Ragi Mudde

Consume iron-rich foods like ragi mudde.

EGGS

Eggs are a concentrated source of protein



Module 7: Nutrition and my Mind

The module recognises that dietary patterns have 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 8 to 10

- To help students understand the concept of emotional hunger
- To help students to inculcate best food habits/practices to boost their mental health growth

B. Duration: 40 mins

C. Materials Required:

Class 8 to 10

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/ 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 8 to 10 (~20 mins)

Activity: Food & Feelings Tracker

Instruction:

- Briefly introduce the concept of physical and emotional hunger
- Ask the students to recall their food & drink consumption last week
- Instruct them to create a Table with columns in their notebook with the following:
 - Vertically -Monday to Sunday
 - Horizontally -Food I ate, Drink I had, my feeling before eating, my feeling after I ate, was it Physical hunger, was it emotional hunger, was it nutritionally harmful, was it nutritionally healing

3. Input & Conclusion:

Class 8 to 10 (~7 mins)

Using the IEC poster on tracking nutrition to achieve mindfulness, teacher invites the students to validate their Food and Feelings tracker results and encourage them to take steps to improve their Mental Health with appropriate nutrition within their own context

4. Questions related to the subject matter:

Teachers should be prepared to input on the following questions

Class 8 to 10

- What is emotional eating and how is it related to psychological states like stress, depression, or loneliness?
- How do positive and negative moods influence appetite and food preferences?
- Are there specific nutrients or foods that boost emotional well-being?
- What are ways to manage emotions without turning to unhealthy eating habits?

F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
 - i. Class 8 -10: Difference between physical hunger and emotional hunger and ways nutrition can help
2. **Learning Aid/IEC:**
 - i. Class 8 -10: "The foods you eat can change the way you feel."

Annexure 1: Guide

Defining Physical vs Emotional Hunger

Understanding the difference between physical hunger and emotional hunger is a critical life skill for adolescents, who are navigating intense emotions while establishing lifelong eating patterns.

Physical Hunger Characteristics: Physical hunger develops gradually over several hours after last eating. It can wait - you can delay eating for 15-30 minutes without distress. Physical hunger is satisfied by any food - while you might prefer certain foods, you're willing to eat available options. Once physically satisfied, you stop eating naturally. Physical hunger originates in the body (stomach growling, low energy, lightheadedness). There is no emotional aftermath - you feel satisfied and energized after eating, no guilt.

Emotional Hunger Characteristics: Emotional hunger comes on suddenly and feels urgent - "I need to eat NOW." It cannot wait without significant emotional discomfort. Emotional hunger craves specific foods, usually comfort foods (sweet, salty, creamy, crunchy). It often craves processed or "junk" foods specifically. Eating doesn't satisfy emotional hunger - you may continue eating past fullness, searching for satisfaction that food cannot provide. Emotional hunger originates in the mind and emotions, not the stomach. Emotional hunger is typically followed by guilt, shame, or regret about eating.

Psychological States and Emotional Eating

Stress and Eating: Stress triggers cortisol release, which can increase appetite, especially for high-calorie comfort foods. Eating temporarily reduces stress by activating the brain's reward system and providing distraction from stressors. However, it doesn't solve the underlying problems and may create additional stress about eating behaviors. Common stress-eating patterns in adolescents include eating during exam periods, eating while studying (association between activity and food), eating after conflicts with family or friends, and eating when anxious about future events.

Depression and Loneliness: Low mood can manifest in eating patterns in two opposite ways. Some people eat more when depressed, seeking comfort or trying to fill emotional emptiness. Others lose appetite entirely and eat very little. Both patterns indicate that emotional state is driving eating rather than nutritional needs. Loneliness specifically can trigger eating as a way to comfort oneself or fill time, especially if food was associated with love and comfort in childhood.

Boredom: Boredom eating is extremely common in adolescents. When understimulated, eating provides something to do, creates mild pleasure, and passes time. This often occurs during study breaks, weekends, holidays, or procrastination. Boredom eating typically involves snacking on whatever is available rather than true meals.

Mood Influence on Food Choices

Positive Moods: When feeling happy, energetic, or confident, people tend to make healthier food choices, are more motivated to prepare nutritious meals, have better appetite regulation (eating when hungry, stopping when full), and are more likely to try new foods. Social eating in positive contexts tends to be balanced.

Negative Moods: Sadness, anger, frustration, or anxiety typically drive cravings for highly palatable foods (high in sugar, salt, or fat). These foods provide quick dopamine release, creating temporary pleasure that masks negative emotions. However, this creates a problematic cycle - negative emotion leads to unhealthy eating, which leads to guilt or physical discomfort, which worsens mood.

Foods That Support Emotional Well-Being

Complex Carbohydrates: Whole grains, oats, brown rice, and whole wheat provide steady glucose release, supporting stable mood and energy. They help with serotonin production in the brain. Unlike refined carbs, they don't cause blood sugar crashes that worsen mood.

Omega-3 Fatty Acids: Multiple studies link omega-3 consumption with reduced depression and anxiety. These fats are crucial for brain structure and function. Include walnuts, flaxseeds, chia seeds, or fish regularly.



Protein Sources: Amino acids from protein are building blocks for neurotransmitters (brain chemicals) including serotonin, dopamine, and norepinephrine. Inadequate protein can contribute to low mood and poor concentration.

B Vitamins: B vitamins (especially B6, B12, and folate) support nervous system function and neurotransmitter production. Deficiencies can contribute to depression and fatigue. Sources include whole grains, leafy greens, eggs, and legumes.

Magnesium: Called "nature's relaxant," magnesium supports stress management and reduces anxiety. Many people are mildly deficient. Include leafy greens, nuts, seeds, and whole grains.

Probiotics: Emerging research on the gut-brain axis shows that gut bacteria influence mood and mental health. Probiotic-rich foods like curd, fermented foods, and buttermilk support healthy gut bacteria, which may support mental well-being.

Managing Emotions Without Unhealthy Eating

The HALT Method: Before eating, especially if it feels like emotional eating, check if you are: **H**ungry (physically), **A**ngry, **L**onely, or **T**ired. If not physically hungry, address the real need instead of eating. If angry, express feelings appropriately, punch a pillow, write in journal, or talk to someone. If lonely, call a friend, spend time with family, or engage in community activity. If tired, rest or take a short nap rather than using food for energy.

Alternative Coping Strategies: Develop a personal toolkit of non-food coping mechanisms. For stress, try deep breathing exercises, progressive muscle relaxation, going for a walk, listening to music, or talking to someone. For sadness, allow yourself to cry (crying is healthy emotional release), journal about feelings, do something creative (draw, write, craft), watch something uplifting, or help someone else. For boredom, make a list of activities you enjoy (reading, calling friends, hobbies, learning something new), keep yourself engaged in meaningful activities, break up monotonous tasks, or try something new. For anxiety, practice grounding techniques (5-4-3-2-1 senses exercise), controlled breathing, gentle movement like yoga or stretching, or talk through worries with someone.

Mindful Eating Practices: Even when eating is appropriate response to hunger, practicing mindfulness improves relationship with food. Eat without distractions (no phone, TV, or studying while eating). Notice the appearance, smell, texture, and taste of food. Chew slowly and thoroughly (at least 20 times per bite). Pause between bites and check in with your body. Notice when you feel satisfied (not stuffed) and stop eating. Express gratitude for food. This practice helps distinguish physical from emotional eating and improves satisfaction from meals.

When Emotional Eating Becomes Problematic

Occasional emotional eating is normal human behavior. However, certain patterns indicate a problem that needs professional support: eating in response to emotions most days, feeling completely out of control around food, eating in secret or hiding eating from others, eating until uncomfortably full regularly, significant weight changes (gain or loss) in short time, using extreme behaviors (purging, excessive exercise, severe restriction) after eating, food thoughts dominating much of the day, or significant distress about eating patterns.

These patterns may indicate developing eating disorder (anorexia nervosa, bulimia nervosa, binge eating disorder) or significant emotional health issues. Students experiencing these should talk to parents, school counselor, or trusted adult who can help them access appropriate support (CRP, RKS, counselor, mental health professional, or nutritionist/dietitian).



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PUBLIC HEALTH

The foods you eat can change the way you feel.

Eating with mindfulness means being fully present while eating and focusing your mind on it. It means paying attention to the food you are eating, savoring its taste, and listening to the body's signals about hunger and taste.

How do you feel after you eat this dish?



Food

Previous feeling

Post Feeling

Food 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.

Recovery enhancing food



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 without dehydration.



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 8 to 10

- To assist students to learn to creatively bring together different nutrients by creating different recipe using locally available ingredients

B. Duration: 40 mins

C. Materials Required:

Class 8 to 10

Coloured chalk, duster, classroom, 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/ RKS K 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 8 to 10 (~25 mins)

Activity 1: My Superfood Recipe

Instructions:

- A week before the session, instruct students to come prepared with single superfood recipe for Breakfast, Lunch, Dinner and snack respectively
- The recipe should contain:
 - o Low budget & easily available Ingredients
 - o Portion size



- o Cooking instruction
- o Nutritional detail
- In the session, divide the students into smaller groups, ask them to share recipe and create a 1 perfect day super menu
- The groups present the menu
- You could involve other students/teachers to judge the winning group

3. Input & Conclusion:

Class 8 to 10 (~5 mins)

Using the IEC poster on recipes of Super foods for adolescent girls, invite the students to validate their recipes 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 8 to 10

- How to effectively combine nutrients?
- Should nutrient rich food be expensive?
- How to source nutrients locally?
- How do I create my own superfood?

F. Annexures:

1. **Guide:** To enhance the Teachers' expertise on the subject
 - i. Class 8 -10: Combining nutrients to create superfoods 101

2. Learning Aid/IEC:

- i. Class 8 -10: "Create your own super menu!"

Annexure 1: Guide

Understanding Nutrient Combinations

Creating truly nutritious meals involves more than simply including healthy foods - it requires understanding how nutrients work together synergistically.

Iron and Vitamin C Pairing: Iron from plant sources (non-heme iron) is absorbed poorly by the body - typically only 2-20% is absorbed. However, vitamin C dramatically increases absorption, sometimes tripling it. Therefore, always pair iron-rich vegetarian foods with vitamin C sources in the same meal. Examples: spinach curry with tomato in the gravy and lemon water to drink; dal with lemon squeeze



and side of fresh tomato salad; methi paratha with curd and orange for dessert; beetroot salad with lemon dressing.

Iron and Calcium Separation: Calcium competes with iron for absorption in the intestines. While both are essential nutrients, consuming large amounts together reduces absorption of both. Practical approach: don't drink milk with iron-rich meals; have curd at meals that aren't focused on iron; space calcium supplements (if taking) from iron-rich meals by at least 2 hours; ensure you get both nutrients throughout the day but not always together.

Fat-Soluble Vitamins and Dietary Fat: Vitamins A, D, E, and K require dietary fat for absorption. Eating carrot (vitamin A) with a tiny amount of ghee or oil significantly increases vitamin A absorption compared to eating raw carrot alone. Similarly, colorful vegetables cooked with small amounts of oil provide more bioavailable vitamins than steamed vegetables with no fat. A small amount of fat goes a long way - you don't need deep frying, just a teaspoon or two of ghee or oil in cooking.

Protein and Carbohydrate Balance: Combining protein with carbohydrates slows carbohydrate digestion, preventing blood sugar spikes and crashes. This provides steady energy, better satiety, improved mood stability, and better concentration. Examples: whole wheat roti (carb) with dal (protein); rice (carb) with sambar (protein); banana (carb) with peanut butter or nuts (protein); oats (carb) cooked in milk (protein).

Sourcing Nutrients Locally and Affordably

One major misconception is that healthy eating requires expensive, imported "superfoods." In reality, Indian traditional foods are incredibly nutritious and affordable.

Local Protein Sources: Dal (all varieties - moong, toor, masoor, chana, urad) is extremely affordable and nutritious. Peanuts provide protein and healthy fats at very low cost. Eggs are among the cheapest complete protein sources available. Soy products (soy chunks, tofu) provide excellent plant protein. Milk and curd are relatively affordable sources of protein and calcium. Seasonal fish in coastal areas provides protein and omega-3 at reasonable prices.

Affordable Iron Sources: Seasonal green leafy vegetables (spinach, methi, amaranth) are very affordable, especially from local markets. Jaggery costs less than refined sugar and provides iron. Dates, while seemingly expensive, provide concentrated iron in small amounts (eating 2-3 daily is affordable). Garden cress seeds (halim) are inexpensive and extremely iron-rich. Beetroot is affordable and provides iron plus other nutrients.

Budget Calcium Sources: Ragi (finger millet) is traditional, affordable, and extremely calcium-rich (344 mg per 100g compared to milk's 120 mg per 100ml). Sesame seeds provide significant calcium at low cost (use in chutneys, sprinkle on foods). Green leafy vegetables provide calcium along with iron and other nutrients. Milk and curd remain affordable calcium sources for most families.

Seasonal and Local: Vegetables in season are always cheaper and more nutritious than off-season produce (which has been stored). Local produce is fresher (more nutrients) and cheaper (no long-distance transport). Shopping at local vegetable markets rather than supermarkets saves money. Growing some vegetables or herbs at home (even in small pots) provides fresh, free produce.

Creating Superfood Combinations

A "superfood" is simply a food very rich in beneficial nutrients. Rather than expensive imported items, create superfood combinations from local ingredients.

Superfood Breakfast Ideas:

Ragi Porridge Supreme: Ragi flour cooked in milk, sweetened with jaggery, topped with chopped nuts and banana. Provides calcium (ragi and milk), iron (ragi and jaggery), protein (milk and nuts), potassium (banana), healthy fats (nuts), and sustained energy.

Ultimate Sprouted Salad: Sprouted moong mixed with chopped cucumber, tomato, onion, coriander, grated carrot, lemon juice, and pinch of salt. Provides complete protein (sprouts), vitamins A and C (vegetables), fiber, and is easy to digest. Sprouting increases nutrient content and makes protein more digestible.



Power Paratha Plate: Whole wheat paratha stuffed with mixed vegetables (potato, peas, cauliflower), served with thick curd and pickle. Provides carbs (wheat), protein (curd), vitamins and fiber (vegetables), probiotics (curd), calcium (wheat and curd), and complete satisfaction.

Superfood Snack Ideas:

Iron Boost Balls: Mix together dates (pitted and chopped), roasted sesame seeds, peanuts, and jaggery. Roll into small balls. Each ball provides iron, calcium, protein, and healthy fats. Can be stored for weeks.

Quick Energy Mix: Combine roasted chana, peanuts, raisins, and a few pieces of dark chocolate. Provides protein, iron, quick energy, and satisfies sweet cravings healthily.

Vegetable Sticks with Hummus: Cut carrots, cucumber, and bell peppers into sticks. Make hummus from chickpeas (or use peanut butter). Provides protein, fiber, vitamins, and satisfying crunch.

Superfood Main Meal Ideas:

Complete Sambar Meal: Sambar made with toor dal and multiple vegetables (drumstick, carrot, beans, potato, brinjal) served with brown rice, side of curd, and vegetable salad. This single meal provides all essential nutrients - complete protein (dal and rice combination), multiple vitamins and minerals (variety of vegetables), fiber, probiotics (curd), and balanced macronutrients.

Balanced Khichdi Bowl: Khichdi made with rice, moong dal, mixed vegetables (peas, carrots, beans), topped with ghee, served with curd raita and papad. Easy to digest, provides complete nutrition, suitable when not feeling well or during periods.

Thali Perfection: Traditional Indian thali approach - 2 rotis, small portion dal, two vegetable dishes (one dry, one curry), salad, curd, small amount pickle, and seasonal fruit for dessert. This traditional approach naturally provides balanced nutrition.

Practical Recipe Creation Skills

Basic Formula for Nutritious Recipes:

1. Start with base (grain or legume for carbs/protein)
2. Add vegetables (at least 2-3 types for variety)
3. Include small amount healthy fat (ghee, oil, nuts)
4. Add spices (not just flavor - many have health benefits)
5. Include something fresh (salad, fruit, or fresh chutney)

Example Application: Creating a nutritious breakfast paratha

- Base: Whole wheat flour (carbs, fiber, some protein)
- Add: Grated vegetables - carrot, radish, methi, or cauliflower (vitamins, minerals)
- Include: Seeds - sesame or flax mixed into dough (calcium, omega-3)
- Fat: Small amount ghee or oil for cooking
- Serve with: Curd (protein, calcium, probiotics) and tomato chutney (vitamin C)

Budget Considerations: Nutritious food doesn't require expensive ingredients. A week's worth of dal costs less than a single restaurant meal. Seasonal vegetables are cheaper than one packet of chips. Eggs cost less per protein gram than any processed protein food. Home-cooked food is always cheaper and more nutritious than packaged or restaurant food. Buying whole ingredients and cooking is more economical than buying pre-prepared items.

Combining Nutrients for Specific Goals

For Healthy Skin: Vitamin A (carrots, sweet potato, spinach), vitamin C (citrus, guava, tomatoes), vitamin E (nuts, seeds), healthy fats (ghee, nuts), and adequate water create glowing skin from within.

For Strong Bones: Calcium (milk, ragi, sesame), vitamin D (sunlight, fortified milk, eggs), protein (dal, eggs, milk), magnesium (leafy greens, nuts), and vitamin K (green vegetables) work together for bone health.



For Energy and Focus: Complex carbs (whole grains), protein (dal, eggs), healthy fats (nuts), B vitamins (whole grains, leafy greens), iron (spinach, dates), and adequate hydration support mental and physical energy.

For Period Health: Iron (spinach, jaggery, dates), vitamin C (citrus, tomatoes), magnesium (nuts, leafy greens), calcium (milk, ragi), and omega-3 (walnuts, flaxseeds) combine to support menstrual health and reduce discomfort.

Teaching Note on Food and Health

While teaching nutrition, emphasize that food is meant to nourish and provide enjoyment, not to be feared or obsessed over. All foods can fit in a healthy diet in appropriate amounts and frequency. The focus should be on adding nutritious foods, not on restricting or forbidding any foods (unless medical allergies exist). Healthy eating is about overall patterns, not perfection in every single meal. Small, sustainable improvements matter more than extreme changes that cannot be maintained.

Students developing concerning attitudes toward food (extreme restriction, excessive worry about weight, secretive eating, purging behaviors) should be referred to appropriate counselors or health professionals.



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Create your own super menu!

Superfood Recipes for Adolescent Girls

Breakfast: Vegetable Upma with Milk

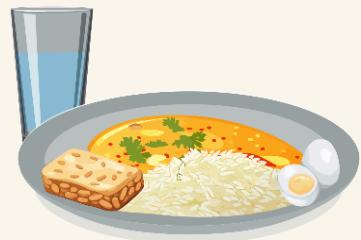


Ingredients: Rava (semolina), any available vegetables (onion, carrot, beans, etc.) curry leaves, mustard seeds, water, oil, and salt.

How to make: Roast rava and keep aside. Heat oil, add mustard seeds, curry leaves, and chopped vegetables. Pour in water, bring to a boil, then add roasted rava slowly while stirring until soft and cooked. Serve warm with milk.

Benefits: Rich in iron and vitamins, supports energy and brain activity.

Lunch: Rice, Vegetable Sambar + Boiled Egg or Peanut Chikki

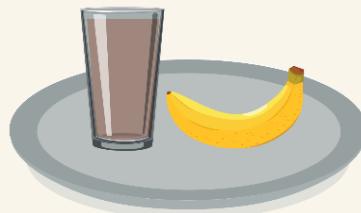


Ingredients: Rice, toor dal, mixed vegetables, tamarind, sambar powder(home chilli powder), salt, ghee/oil, and either a boiled egg or peanut chickki.

How to make: Cook rice and dal separately. In a pot, cook vegetables with tamarind and sambar powder. Add the cooked dal, simmer for 5–10 minutes, and finish with a spoon of ghee. Serve hot with rice and a boiled egg or a piece of peanut chikki.

Benefits: Balanced meal with protein, fibre, and essential vitamins for growth and strength.

SNACKS: Fruits and Ragi malt

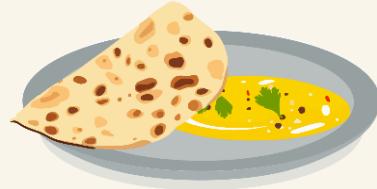


Ingredients: Ragi flour, milk or water, jaggery, cardamom.

How to make: Mix ragi with a little water to form a paste. Boil milk or water, add the paste, stir till thick, and mix in jaggery and cardamom.

Benefits: Provides natural energy, calcium, and iron to keep the body active and refreshed.

Dinner: Chapathi and Vegetable Saagu



Ingredients: Wheat flour/any locally eaten or available flour, mixed vegetables (carrot, beans, peas, potato), onion, tomato, green chilli, and spices.

How to make: Knead flour with water to make soft dough and roll into chapathis; cook on a hot tawa. For saagu, sauté onions and tomatoes, add chopped vegetables and spices, and cook till soft. Serve hot with chapathis.

Benefits: Nutritious and fibre-rich meal that supports digestion and overall energy balance.



General Note for Teachers

This guide provides background information for Modules 1-8 tailored to Class 8-10 students (ages 13-16). At this age, students are capable of more complex understanding and ready for greater responsibility for their own health and nutrition.

Key principles for this age group:

- Provide scientific information without patronizing - treat students as capable learners
- Acknowledge the complexity of navigating cultural expectations, peer pressure, and health information
- Emphasize empowerment and agency - students can make informed choices
- Be alert for warning signs of eating disorders, depression, or other mental health concerns
- Respect privacy



Additional Annexures:



ಕರ್ನಾಟಕ ಸರ್ಕಾರ -
ಜಿಲ್ಲಾ ಅಡಳಿತ್, ಬಾಮಾಜನಗರ



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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

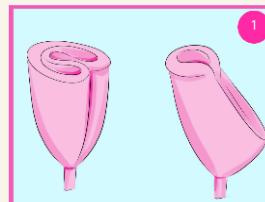
A menstrual cup is a silicone cup designed to collect menstrual blood. It is inserted into the vagina. It is completely safe to use and does not cause any harm to the body when inserted. When it feels full, it needs to be removed. After washing the cup with water, it can be reused. **The same cup can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

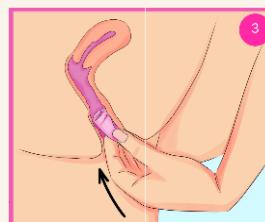
Always wash your hands with soap before using a menstrual cup or touching your genitals.



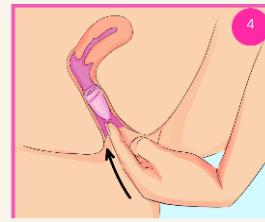
Fold the top of the cup so it is easier to insert.



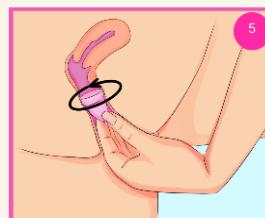
Raise one leg or sit down for better access. Use one hand to open the skin folds covering your vagina.



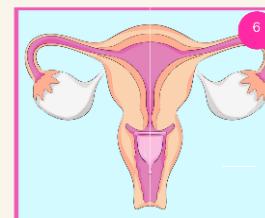
Aim for your bottom end and guide the cup through your thighs.



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



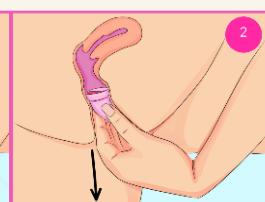
To stop the leak, the cup should be opened completely. Feel for cracks with your finger. You can also turn it to open the cup. Try to relax so your muscles don't tense up.



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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