Appendix A
Wellness Inventory Manual

Wellness Inventory
The Wellness Inventory is 38 questions instrument which was used to assess an individual’s wellness perceptions in all dimensions physical, emotional, social, intellectual, spiritual, occupational and environmental). Responses to the questions were given 3 point scale ranging from. (1= Never, 2= Sometimes and Always = 3).

Objective: To measure the wellness of adolescent students.

Equipment: Wellness Inventory, pencil or pen.

Validity: Content validity
In this research the data collection tool was Wellness Inventory. With the help of 12 experts the content validity was established for this tool. In this process the content selected through the study review of related literature. The researcher found that the validity of previously established wellness Inventories were not suitable for present conditions of the characteristics of sample. The lifestyle, growth and development, psychological awareness, and the social activities were different.

Reliability: 0.98 (Test - Retest Reliability)

Procedure:

Instructions for Administering the Inventory
Let the students be seated with proper seating arrangement. Make sure that the respondent has a pencil or pen. Assure students that the responses obtained on the test will be kept secret. Any doubts raised by the students should be answered frankly. Distribute the booklet of wellness inventory to the students. Let all the entries of the response booklet be filled one by one. Ensure that the instruction clearly from the test booklet, while the individuals read silently. Ensure that the instructions have been understood correctly. Invite doubts or quarries and clear them before they start responding the items. If someone needs to know the meaning of certain words, attendant should be told. However the responses have to be decided independently by the candidates themselves.

Instructions to Students
Read the following instructions from the inventory: There are 38 items in the Wellness inventory. Against each item there are three responses. You have to read
each carefully and respond to it by making a tick (✓) on any one of the three responses given against that item, which you think, describe you well. There is no right or wrong answer. The right answer is only what you feel about yourself. Try to give your responses according to what you feel about yourself with reference to that statement. Your answer will be kept confidential.

**Scoring method**

The respondent provided with three alternatives to give his responses ranging from acceptable description of his wellness. The alternatives or responses are arranged in a way that the scoring system for all the items will change according to statement. The positive items have 1, 2, 3 scoring and negative items have 3, 2, and 1 scoring method. In positive items if the respondent put (✓) mark for first alternative the score is 1, for second alternative the score is 2 and last alternatives score is 3. And the negative items if the respondent put (✓) mark for first alternative the score is 3, for second alternative the score is 2 and last alternatives score is 1. The summated score of all the 38 items provide the total wellness score of individual. A high score in this inventory indicates a higher Wellness, while low score shows low wellness.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Wellness Dimensions</th>
<th>Questions No.</th>
<th>Positive Questions</th>
<th>Negative Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical</td>
<td>1,6,15,18,20,26,36,38.</td>
<td>1,26,36.</td>
<td>6,15,18,20,38</td>
</tr>
<tr>
<td>2</td>
<td>Social &amp; emotional</td>
<td>2,9,21,23,30,31, 32,34,35,37.</td>
<td>9,23,30,31, 34.</td>
<td>2,21,32,35, 37.</td>
</tr>
<tr>
<td>3</td>
<td>Intellectual</td>
<td>3,10,14,22,27.</td>
<td>10,14,22.</td>
<td>3,27.</td>
</tr>
<tr>
<td>4</td>
<td>Spiritual</td>
<td>4,11,17,28,33.</td>
<td>11,17,33.</td>
<td>4,28.</td>
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<tr>
<td>5</td>
<td>Environmental</td>
<td>5,12,16,24,25.</td>
<td>5,12,24,25.</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>Occupational</td>
<td>7,8,13,19,29.</td>
<td>7,8.</td>
<td>13,19,29.</td>
</tr>
</tbody>
</table>

**Norms of Wellness and Wellness Dimensions**

<table>
<thead>
<tr>
<th>Category</th>
<th>Need Improvement</th>
<th>Satisfactory</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Wellness</td>
<td>Less than 18</td>
<td>19-20</td>
<td>21 &amp; Above</td>
</tr>
<tr>
<td>Social &amp; Emotional wellness</td>
<td>Less than 23</td>
<td>24-25</td>
<td>26 &amp; Above</td>
</tr>
<tr>
<td>Intellectual Wellness</td>
<td>Less than 11</td>
<td>12-12</td>
<td>13 &amp; Above</td>
</tr>
<tr>
<td>Spiritual Wellness</td>
<td>Less than 10</td>
<td>11-11</td>
<td>12 &amp; Above</td>
</tr>
<tr>
<td>Environmental Wellness</td>
<td>Less than 12</td>
<td>13-14</td>
<td>15 &amp; Above</td>
</tr>
<tr>
<td>Occupational Wellness</td>
<td>Less than 11</td>
<td>12-12</td>
<td>13 &amp; Above</td>
</tr>
<tr>
<td>Total Wellness</td>
<td>Less than 86</td>
<td>90-93</td>
<td>94 &amp; Above</td>
</tr>
</tbody>
</table>
Appendix B
Wellness Program

Content areas

1. Physical wellness:
   It is ability to take charge of your health by making conscious decisions to be healthy.
   - Physical activity
   - Nutrition
   - Healthy habits
   - Overall health and
   - Quality of life and its maintenance

2. Spiritual wellness:
   - Meaning and value
   - To establish peace and harmony
   - Meaning and purpose of life

3. Intellectual wellness
   - Critical thinking
   - Curiosity and Creativity
   - Desire to be lifelong learner
   - Ability to be open to new experiences and ideas in order to continue growing.

4. Emotional wellness
   - Emotions
   - Feelings
   - Emotions of sorrow, joy, love.
   - Cope up with emotions

5. Occupational wellness
   - Ability to established balance between work and leisure
   - Soft skills
   - Satisfaction in work/ study
   - Management of daily activity

6. Environmental wellness
   - Hygiene- individual and environmental
   - Conservation of natural sources such as water, electricity etc.

7. Social wellness
   - Relationships, Respect, Community Interaction
   - Participation in social event
   - Roles and Responsibility in society
Physical Wellness

**Aim of the lesson:** Students will examine their own eating habits and learn about eating a balance diet.

**Introduction:** To make them aware about current knowledge of diet. To discuss about current eating habits of students.

**Explanation:**

**Balance Diet:** A well-balanced diet provides the right vitamins, minerals and nutrients to keep the body and mind strong and healthy. Eating well can also aid in the prevention of a variety of diseases and health problems, as well as helping to maintain a healthy body weight, providing energy and promoting a general feeling of well-being.

Definition: A balanced diet is one that gives your body the nutrition it needs to function properly. In order to get truly balanced nutrition, you should obtain the majority of your daily calories from fresh fruits and vegetables, whole grains, and lean proteins.

**The components of balance diet**

Carbohydrates, Proteins Fat, Vitamins, Minerals, Water

**Why is a Healthy Diet Important?**

A healthy diet will help ensure your body is getting the nutrition it needs, and will help you maintain a healthy weight. People who are overweight or obese are at an increased risk for certain health problems such as heart disease, diabetes, high blood pressure and stroke. Your weight is directly affected by your diet and physical activity, and the food you eat greatly affects your body and how blood flows through your heart and arteries. High fat and high cholesterol diets can cause a build up of plaque in your arteries. A blockage in a heart artery can cause a heart attack just as a blockage in your brain can cause a stroke. A healthy diet will help prevent build up in your arteries and blood vessels and reduce your risk of acquiring weight-related health problems.
Physical Wellness

Aim of the lesson: To make them aware and give knowledge about Green vegetables and vitamins.

Introduction: (Brief discussion about previous lesson)

Benefits of a Healthy Diet: Maintaining an overall healthy diet not only offers your body the energy and nutrition that it needs to function, but offers several health benefits as well. Below is a list those foods that are the best for you body, and the health benefits that those foods provide.

Fruits and Vegetables

Eating a diet high in fruits and vegetables as an overall healthy diet may...

- Reduce risk for stroke and other cardiovascular diseases.
- Reduce risk for type 2 diabetes.
- Protect against certain cancers, such as mouth, stomach, and colon-rectum cancer.
- Reduce the risk of coronary artery disease.
- Help decrease bone loss and reduce the risk of developing kidney stones.

Nutrients

- No fruits or vegetables have cholesterol, and most are naturally low in fat and calories.
- Vegetables are a great source for potassium, dietary fiber, folic acid, vitamin A, vitamin E, and vitamin C.
- Fruits are a great source for nutrients such as potassium, dietary fiber, vitamin C and folic acid.
- Diets rich in potassium may help to maintain healthy blood pressure.
- Dietary fiber helps reduce blood cholesterol levels and may lower risk of heart diseases. Fiber is important for proper bowel function. Fiber-containing foods such as vegetables help provide a feeling of fullness with fewer calories.
- Folic acid helps the body form red blood cells. Vitamin A keeps eyes and skin healthy and helps to protect against infections.
- Vitamin E helps protect vitamin A and essential fatty acids from cell oxidation.
- Vitamin C helps heal cuts and wounds and keeps teeth and gums health
Physical Wellness

**Aim of the lesson:** To give healthy tips about healthy diet.

**Introduction:** Maintaining a healthy diet should not have to be a challenge. Even some of the simplest healthier substitutions can give your meal a complete health makeover.

**Whole Grains**
- Instead of white bread try whole-wheat bread.
- Brown rice is delicious and good for you, but it generally takes a little longer to cook.
- Whole wheat bread crumbs or cereal can be a simple substitute for breading chicken and fish.
- Popcorn is a healthy whole-grain snack, but try not to add butter or salt.
- Look at the ingredients on food labels. Many foods that appear to be whole-grain are in fact not. Foods labelled with the words "multi-grain," "stone-ground," "100% wheat," "cracked wheat," "seven-grain," or "bran" are usually not whole-grain products.
- When shopping for whole-grain breads try to avoid products that have too many added sugars, fats or oils.

**Vegetables**
- Vegetables that are in season are often the best choice because they are affordable and often full of flavour. Try a variety of seasonal vegetables to keep meals interesting.
- Vegetables that are high in potassium are often the most nutritious vegetable choices. White beans, tomato products, beet greens, soybeans, lima beans, winter squash, lentils, kidney beans, spinach, split peas, white potatoes and sweet potatoes are great sources of potassium.
- Try focusing some meals on vegetables rather than meats or starches. Vegetable stir-fry's and vegetable soups can be easy to make.
- Pre-washed salad is easy to prepare. Try adding a small salad to every meal.
- Keep vegetable snacks on hand at all times. Carrot sticks, celery sticks, cucumber slices and bell pepper slices can help hold you over between meals.
• Make your salads colourful. If you have more than three colours in your salad you probably have a nice variety of vegetables and nutrients.

• Boiling vegetables can cook the nutrients out of the vegetable. Try lightly steaming veggies instead of boiling them.

**Fruits**

• Dried and canned fruits are good to have on hand so you always have a supply of fruit. Avoid buying canned fruits that are stored in syrup. Instead, try to buy canned fruits that are stored in fruit juice or water.

• Try to eat mostly whole or fresh cut-up fruit. Don't consume too many fruit juices, especially those that have mostly added sugars.

• Always keep your eye peeled for a good deal on bags of oranges and grapefruits. These are great to eat whole or make fresh juice from.

• Vary your fruit choices because different fruits offer different nutrients.

• Fruits that are high in potassium are great choices. Fruits that are high in potassium include bananas, dried peaches and apricots, cantaloupe, honeydew melon, oranges and prunes.

• Baked apples or pears can also be a wonderful dessert.
Physical Wellness

Aim of the lesson: To teach the concept of physical activity.

Introduction: The term "physical activity" should not be mistaken with "exercise". Exercise, is a subcategory of physical activity that is planned, structured, repetitive, and purposeful in the sense that the improvement or maintenance of one or more components of physical fitness is the objective. Physical activity includes exercise as well as other activities which involve bodily movement and are done as part of playing, working, active transportation, house chores and recreational activities.

Explanation:
Physical activity is defined as any bodily movement produced by skeletal muscles that require energy expenditure. Physical inactivity (lack of physical activity) has been identified as the fourth leading risk factor for global mortality (6% of deaths globally). Moreover, physical inactivity is estimated to be the main cause for approximately 21–25% of breast and colon cancers, 27% of diabetes and approximately 30% of ischemic heart disease burden.

The Benefits of Physical Activity
Regular physical activity is one of the most important things you can do for your health. It can help:

- Control your weight
- Reduce your risk of cardiovascular disease
- Reduce your risk for type 2 diabetes and metabolic syndrome
- Reduce your risk of some cancers
- Strengthen your bones and muscles
- Improve your mental health and mood
- Improve your ability to do daily activities and prevent falls, if you're an older adult
- Increase your chances of living longer
Physical Wellness

Aim of the lesson: To teach the concept of Physical Fitness.

Teaching point:

Introduction to Physical Fitness

In simple terms, “physical fitness” refers to the ability of the body to adapt to external environment and cope with daily activities. Good physical fitness not only enables a person to carry out daily works, but also gives him / her extra energy to enjoy leisure, ensuring the body can adapt to unexpected environmental changes and daily pressures. There are two kinds of physical fitness, namely Health-related Physical Fitness and Sports-related Physical Fitness.

Health related physical fitness factor

1. Muscular Endurance
2. Muscular strength
3. Cardio – vascular endurance
4. Flexibility
5. Body composition

Skill related physical fitness factor

1. Speed
2. Agility
3. Power
4. Reaction time
5. Balance
6. Coordination
Physical Wellness

Aim of the lesson: To make students aware about road safety.

Teaching point: Road Safety
Aim of the lesson: To teach the concept of relationship.

Teaching point:
The concept of relationship is both a diagnostic and an operational tool—diagnostic as it helps form a picture of a relationship from the unfolding exchanges in dialogue; operational as it helps us get inside an interaction to change a relationship. Relationships combine five elements. The overall mix—their continuously changing interactions—characterizes a relationship. Changes in any element and changes in the combination of elements help explain why a relationship changes. Each is a point of entry in efforts to change conflictual relationships.

Identity: Each party in a relationship is described most simply in terms of physical characteristics—a group’s size, ethnicity, demographic composition, resources. . . . But it is also essential to understand what human experiences have shaped a person’s or a group’s mindset and ways of acting in relationships with others. We often define ourselves in terms of who we are not—parents, enemies. . . .

Interests: We have commonly defined interests in material terms—how much money or property we need, what positions we want to control. . . . But interests are defined in human terms as well. Our need for acceptance, inner security, dignity. . . . Perceptions, misperceptions, stereotypes familiar to us all often define relationships. Because you have black or white skin, some think that you are likely to act in a predictable way.

Patterns of interaction: confrontational, collaborative, combative, argumentative, problem-solving—become characteristic of any relationship. As we understand identity and interests, we may limit interactions to respect them.
Social Wellness

Aim of the lesson: To teach the advantages of relationship.

Teaching point: The advantages of positive Relationship.

Positive relationships encourage personal growth.
One benefit to positive relationships is that you encourage each other to grow and flourish. Friends like seeing friends succeed and achieve their goals. And most of the time, good friends are willing to help you in any way they can if it means seeing their buddy be happy and successful.

Positive relationships give you support during tough times.
Another huge benefit to positive relationships is that they provide support during tough times. We all have our bad moments, whether it be health-related, money-related, or something else. Thankfully, having a supportive social circle is one of the best ways to stay strong, persist forward, and get a little bit of help when we need it.

Positive relationships enable you to collaborate and work together.
The more we get along with someone, the better we are at collaborating and working together. Human relationships thrive when individuals can combine their skills and talents, and successfully create something greater than the sum of their parts. This is the stuff that makes businesses and other social institutions work.

Positive relationships create feelings of pleasure and joy.
One of the more obvious benefits of positive relationships is that they make life more enjoyable. Good friends, family, and co-workers make life an overall more pleasant experience – we enjoy spending time with these people and we often share positive moments with them on a frequent basis. They provide that extra flavour to life that we can’t find by ourselves.

Positive relationships add more meaning to our life.
Having positive relationships in our life increases our sense of purpose and meaning. When we have a real, positive effect on someone else, we feel like we are making a significant difference in the world – and we are.
Social Wellness

Aim of the lesson: To teach the concept of communication.

Teaching point: The concept of communication

Communication is simply the act of transferring information from one place to another. Communication is essential for success in any business, and the type of communication will vary given the circumstances and business needs. In this lesson, you'll learn about verbal, non-verbal, formal, informal and grapevine communication.

- Spoken or Verbal Communication
- Non-Verbal Communication:
  - Written Communication: letters, e-mails, books, magazines, the Internet or via other media.
  - Visualizations: graphs, charts, maps, logos and other visualizations can communicate messages.
- Verbal & Non-Verbal Communication
  Communication can be divided between verbal and non-verbal communication. Written communication falls under its own category.

Non-verbal communication can include many different elements. Let's look at some:

- Vocal cues, referred to as paralinguistic, is a form of non-verbal communication that includes such things as pitch, inflection, tone, volume, speed of the speech, quality, non-word sounds, pronunciation, enunciation and even silence.
- Body movement and gestures are also part of non-verbal communication. For example, leaning forward may mean interest, while crossing arms is often viewed as a defensive posture.
- Facial expressions are a common form of non-verbal communication. Examples of facial expressions include smiling, crying and grimacing.
- Space can also act as a form of non-verbal communication. Space includes the concept of territoriality and personal space. Territoriality is about making sure others know your territory. A fence is an example of territoriality. Personal space, on the other hand, is a three-dimensional space surrounding you that you don't want people to cross. If they come too close, you get uncomfortable.
• Touch is often considered as positive and reinforcing, such as patting someone on the back for a job well done.

• Clothing and artifacts can also send a message, including status, conformity or rebellion. Think about a doctor. Do they really need to wear a lab coat during all examinations? Not really, but it's a cue to their status. Artifacts include such things as hairstyles, jewellery, cosmetics, watches, shoes, tattoos and body piercing.
Social Wellness

Aim of the lesson: To teach the concept of communication.

Teaching point:

Cell Phone Manners
1. Be in control of your phone, don't let it control you!
2. Speak softly.
3. Be courteous to those you are with; turn off your phone if it will be interrupting a conversation or activity.
4. Watch your language, especially when others can overhear you.
5. Avoid talking about personal problems in a public place.
6. If it must be on and it could bother others, use the silent ring mode and move away to talk.
7. Don’t make calls in a library, theatre, church, or from your table in a restaurant.
8. Don’t text during class or a meeting at your job.
9. Private info can be forwarded, so don’t text it.
10. NEVER drive and use your phone at the same time.

School Etiquette - Uniforms

1. Walk tall and wear your uniform with pride. You are a representative of your school. Give a good account of yourself.
2. No uniform? Abide by the school’s dress code.
3. Sloppy dress impresses nobody and is not cool!
Social Wellness

Aim of the lesson: To teach them School Etiquette - Class Room, uniforms, play Ground.

School Etiquette - Class Room
1. Be on time
2. Don’t give cheek
3. Don’t tell lies - to anyone
4. Don’t answer back
5. Don’t steal from anyone
6. Never bite anyone
7. Pick up your own litter
8. Don’t talk while the teacher is talking
9. Don’t snatch anything from anyone
10. Do immediately what the teacher asks you to do
11. Don’t be noisy or disrupt the class
12. Co-operate with the other kids
13. Pay attention to the teacher
14. Don’t fight, pull, push or shove anyone. Save it for your organised activity such as Tae Kwon Do.

School Etiquette - Playground
1. Have fun by all means but not at the expense of any other kids. Keep it safe and happy for all by not throwing hard or sharp objects that could injure someone, possibly for life:
2. Don’t fight, pull, push or shove anyone. Save it for your organised activity such as Tae Kwon Do.
3. Never bite anyone
4. Don’t litter the playground
5. No bullying. It shows cowardice not courage. Courage is what you have when you take on unbeatable odds for a just cause
6. Watch for bullies and report them
7. Prevent bullying if you are able to
8. Similarly, don’t gang up against anyone
Std: 8<sup>th</sup>  
Time: 30 min.

Social Wellness

**Aim of the lesson:** To teach them School Etiquette - Class Room, uniforms, play Ground,

**School Etiquette - Students**

1. Be punctual
2. Obey the school rules
3. Pay attention to the teachers
4. Be respectful to the teachers and staff
5. Do immediately what you are directed to do
6. Do not answer back
7. Tell the truth - always. It takes courage to tell the truth. Cowards tell lies out of fear
8. Respect everyone’s rights
9. Don't litter the school grounds
10. Don't mess the toilets. If you do, clean it up
12. Don't litter the class room, school grounds or anywhere
13. Don’t graffiti or vandalise property
14. Report graffiti offences being committed
15. Report acts of vandalism being committed
16. Be respectful of public and private property
17. Don’t steal from anyone

**School Etiquette – Public Transport**

1. Be respectful to everyone, especially adults
2. No rowdiness, pushing, fighting or yelling
3. No foul language; no swearing
4. Always offer your seat to the elderly first, then to any other adult that is standing
5. Avoid obstructing doors and aisles. Step aside to allow passengers to pass without being asked to do so
6. Don’t gang up on kids from other schools. Keep inter-school rivalry for organised inter-school competitions
7. Don’t graffiti or vandalise public property anywhere
Spiritual wellness

**Aim of the lesson:** to teach them concept of meditation and its benefits

**Meditation** is a practice in which an individual trains the mind or induces a mode of consciousness, either to realize some benefit or for the mind to simply acknowledge its content without becoming identified with that content, or as an end in it. The term *meditation* refers to a broad variety of practices that includes techniques designed to promote relaxation, build internal energy or life force and develop compassion, love, patience, generosity and forgiveness.

**Physical Benefits of Meditation**
- Lowers high blood pressure
- Lowers the levels of blood lactate, reducing anxiety attacks
- Decreases any tension-related pain, such as, tension headaches, ulcers, insomnia, muscle and joint problems
- Increases serotonin production that improves mood and behavior
- Improves the immune system
- Increases the energy level, as you gain an inner source of energy

**Mental Benefits of Meditation**
- Anxiety decreases
- Emotional stability improves
- Creativity increases
- Happiness increases
- Intuition develops
- Gain clarity and peace of mind
- Problems become smaller
- Meditation sharpens the mind by gaining focus and expands through relaxation
- A sharp mind without expansion causes tension, anger and frustration
- An expanded consciousness without sharpness can lead to lack of action/progress
- The balance of a sharp mind and an expanded consciousness brings perfection
Aim of the lesson: To make aware them about concept of emotion

Emotions

A state of arousal involving facial and body changes, brain activation, cognitive appraisals, subjective feelings, and tendencies toward action, all shaped by cultural rules. Thoughts + Body Sensations = Emotion. For instance, a kind of giddy happiness and anxiety have the same sensations, such as tight muscles and a pounding heart. What determines whether we feel happy or anxious are our thoughts.
Emotional Wellness

Aim of the lesson: To tell them about benefits of feelings

1. Feelings help us to survive
2. Feelings promote emotional attachment and social interaction
3. Feelings support growth
4. Feelings move us toward health and “more life”
5. Feelings reinforce creativity
6. Feelings connect us with all living beings
7. Feelings are continually refined by our consciousness
Emotional Wellness

Aim of the lesson: To Introduce students about the various emotions

Fear
The root of the negative emotions is fear. Fear is a feeling of lack, doubt, insecurity. Hope is its opposite and loving is its remedy. By actively loving we overcome our fears.

Anxiety
Anxiety is experienced when many fears, which are not clearly perceived or understood, are felt subconsciously. The complexity of our contemporary society tends to promote anxiety because of the dangers which are difficult to understand, remedy, or avoid.

Worry
Worry is a continuing fear or an anxiety that is focused on a particular concern. Worry comes from a lack of faith, a negative view of the future, and a failure to take the needed steps in the present. Fears are designed to warn us to do something or avoid something; but if we fail to act, the fear continues to worry us.

Joy
Joy, like love, is a divine principle and a purely positive emotion. Joy naturally and spontaneously arises out of our being when our consciousness is clear. This sense of well-being gives us an inner joy that can transcend any circumstance, because it comes from Spirit and is always potentially within us.
Emotional Wellness

Aim of the lesson: To Introduce students about the various emotions

Enthusiasm

Enthusiasm is joy for a particular thing or situation. The word derives from the Greek *en theos*, meaning "full of the god." Enthusiasm is uplifting and motivating, like a bubbling spring. A dignified and attractive enthusiasm can be a main factor in a person's charisma. The good feeling naturally emanates to others.

Happiness

Happiness is usually thought of as an enduring joy or pleasant state of consciousness. Aristotle held that happiness (or being blessed) is the ultimate end or goal in life, because unlike other goods it is never a means to something else; rather everything else is a means to happiness. Happiness implies calmness, peace, feeling centered, satisfied, and content.

Sorrow

Sorrow is the opposite of joy, as sadness is opposite to happiness. Sorrow is emotional pain from having suffered some psychological hurt, which may be caused by a wound from a personal attack, a loss of something held dear, a failure to achieve one's hopes or desires, or a concern for someone's misfortune. We feel sorrow, because we are emotionally attached to the results of these situations or pursuits.

Disappointment

Disappointment happens when we have expectations, wishes, hopes, desires, or ambitions that are not met or adequately fulfilled. If we artificially lift our consciousness with these hopes, we often are let down when reality sets in. These patterns can put us on an emotional roller coaster. Through experience we learn that while it is good to hope for the best, it is also helpful to prepare for the worst.
Intellectual Wellness

Aim of the lesson: To teach them the concept of critical thinking and how to improve the critical thinking.

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skilfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

Critical Thinking is the art of using reason to analyze ideas and dig deeper to get to our true potential. Critical thinking isn't about thinking more or thinking harder; it's about thinking better. Honing your critical thinking skills can open up a lifetime of intellectual curiosity. But the journey isn't all rosy. Critical thinking requires a lot of discipline. Staying on track takes a combination of steady growth, motivation, and the ability to take an honest look at you, even in the face of some uncomfortable facts.

How to Improve Critical Thinking Skills?

Method 1: Honing Your Questioning Skills

1) Question your assumptions
2) Don't take information on authority until you've investigated it yourself
3) Question things

Method 2: Adjusting Your Perspective

1) Understand your own biases
2) Think several moves ahead.
3) Read great books
4) Put yourself in other peoples' shoes
5) Set aside at least 30 minutes a day to improve your brain function

Method 3: Putting It All Together

1) Understand all your options
2) Surround yourself with people smarter than you
3) Fail until you succeed
Environmental Wellness

Aim of the lesson: To make them aware about natural resources

Natural Resources

Natural resources are useful raw materials that we get from the Earth. They occur naturally, which means that humans cannot make natural resources. Instead, we use and modify natural resources in ways that are beneficial to us. The materials used in human-made objects are natural resources. Some examples of natural resources and the ways we can use them are:

<table>
<thead>
<tr>
<th>Natural Resource</th>
<th>Products or Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air</td>
<td>Wind energy, tires</td>
</tr>
<tr>
<td>Animals</td>
<td>Foods (milk, cheese, steak, bacon) and clothing (wool sweaters, silk shirts, leather belts)</td>
</tr>
<tr>
<td>Coal</td>
<td>Electricity</td>
</tr>
<tr>
<td>Minerals</td>
<td>Coins, wire, steel, aluminium cans.</td>
</tr>
<tr>
<td>Natural gas</td>
<td>Electricity, heating</td>
</tr>
<tr>
<td>Oil</td>
<td>Electricity, fuel for cars and airplanes, plastic</td>
</tr>
<tr>
<td>Plants</td>
<td>Wood, paper, cotton clothing, fruits, vegetables</td>
</tr>
<tr>
<td>Sunlight</td>
<td>Solar power, photosynthesis</td>
</tr>
<tr>
<td>Water</td>
<td>Hydroelectric energy, drinking, cleaning</td>
</tr>
</tbody>
</table>
Environmental Wellness

Aim of the lesson: To make them aware about natural resources

Conserving Natural Resources

Resources are features of environment that are important and value of to human in one form or the other. However, the advancement of modern civilization has had a great impact on our planet's natural resources. So, conserving natural resources is very essential today.

Some important roles of individuals in maintaining peace, harmony and equity in nature are as:

1. Instead of deforestation, representation should keep in mind. We should take help from the Govt, for plantation programmes. Everybody should take part in plantation and care the plants.
2. People should at once stop the over utilization of natural resources instead they must be properly used.
3. We should make habit for waste disposal, compose and to restore biodiversity.
4. Mixed cropping, crop rotation, and proper use of fertilizer, insecticide and pesticides should be taught to farmers. Encourage the use of manures, bio fertilizers and organic fertilizers.
5. We should protect wildlife. Though hunting is not allowed even then the persons are doing so. For this educated young should teach the lesson of wildlife act.
6. We must develop energy saving methods to avoid wastage of energy. We should remember "energy saved is energy produced."
7. Use drip irrigation and sprinkling irrigation to improve irrigation efficiency and reduce evaporation.
8. Utilize renewable energy sources as much as possible. Encourage use of solar cooker, pump etc.
9. We should recycle the waste and waste water for agriculture purposes.
10. Install rain water harvesting system in houses, colonies.
11. Try to educate local people for the protection and judicious use of natural resources.
### Environmental Wellness

**Aim of the lesson:** To make them aware about components of Hygiene and environmental health.

**Components of hygiene and environmental health**

<table>
<thead>
<tr>
<th>Description</th>
<th>Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal hygiene</td>
<td>Hygiene of body and clothing</td>
</tr>
<tr>
<td>Water supply</td>
<td>Adequacy, safety (chemical, bacteriological, physical) of water for domestic, drinking and recreational use</td>
</tr>
<tr>
<td>Human waste disposal</td>
<td>Proper excreta disposal and liquid waste management</td>
</tr>
<tr>
<td>Solid waste management</td>
<td>Proper application of storage, collection, disposal of waste. Waste production and recycling</td>
</tr>
<tr>
<td>Vector control</td>
<td>Control of mammals (such as rats) and <strong>arthropods</strong> (insects such as flies and other creatures such as mites) that transmit disease</td>
</tr>
<tr>
<td>Food hygiene</td>
<td>Food safety and wholesomeness in its production, storage, preparation, distribution and sale, until consumption</td>
</tr>
<tr>
<td>Healthful housing</td>
<td>Physiological needs, protection against disease and accidents, psychological and social comforts in residential and recreational areas</td>
</tr>
<tr>
<td>Institutional hygiene</td>
<td>Communal hygiene in schools, prisons, health facilities, refugee camps, detention homes and settlement areas</td>
</tr>
<tr>
<td>Water pollution</td>
<td>Sources, characteristics, impact and mitigation</td>
</tr>
<tr>
<td>Occupational hygiene</td>
<td>Hygiene and safety in the workplace</td>
</tr>
</tbody>
</table>
Environmental Wellness

Aim of the lesson: To make them aware about saving the power

Ways to save power

Wear the right clothes
Dress for the temperature. Layering clothes and wearing wool helps keep you warm in winter, and means you can turn your heater down.

Shut doors and close curtains
Heating or cooling the whole house can be expensive. Where possible, shut doors to areas you are not using and only heat or cool the rooms you spend the most time in. Make sure your curtains or blinds seal your windows properly, and keep your curtains closed at night, and during the day when there is a heat-wave. Block draughts around doors and windows to stop air leaking out, or in.

Turn heaters and coolers off when you don't need them
Turn off when you leave the room, or go to bed. With some ducted heating systems you can turn off the heating in the rooms that are unoccupied. Make sure all your heating or cooling is turned off when you leave the house.

Run your fridge efficiently
Your fridge is always on, making it one of your most expensive appliances. Make sure the door seal is tight and free from gaps so cold air can't escape. An ideal fridge temperature is 4 or 5 degrees and an ideal freezer temperature is minus 15 to minus 18 degrees Celsius. If you have a second fridge or freezer, only turn it on when you need it.

Stop standby power waste
Did you know your phone charger is still using energy even when your phone is not attached? Up to 10% of your electricity could be used by gadgets and appliances that are on standby. A standby power controller will automatically reduce standby time and switch appliances off when not in use. You may be eligible for a discounted standby power controller.

Save energy in the kitchen
When you are cooking, use the microwave when you can – it uses much less energy than an electric oven. If you use the stove, keep lids on your pots to reduce cooking time. Use the economy cycle on your dishwasher and only run it when it's full.
Appendix C
List of the schools

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vidyanchal school</td>
</tr>
<tr>
<td>2</td>
<td>Sarhad School</td>
</tr>
<tr>
<td>3</td>
<td>Sadhana English Medium school</td>
</tr>
<tr>
<td>4</td>
<td>MES Balshikshan Mandir</td>
</tr>
<tr>
<td>5</td>
<td>City international school</td>
</tr>
<tr>
<td>6</td>
<td>Nagarwala day school</td>
</tr>
<tr>
<td>7</td>
<td>Kendriya vidyalay No- 1</td>
</tr>
<tr>
<td>8</td>
<td>Kendriya Vidyalay No- 9</td>
</tr>
<tr>
<td>9</td>
<td>Kendriya vidyalay NDA</td>
</tr>
<tr>
<td>10</td>
<td>Kendriya Vidyalay No- 2</td>
</tr>
<tr>
<td>11</td>
<td>Silver crest school</td>
</tr>
<tr>
<td>12</td>
<td>Maharashtriya mandal English medium school</td>
</tr>
<tr>
<td>13</td>
<td>S. D. Katariya English Medium school.</td>
</tr>
</tbody>
</table>
## Appendix D

### List of Assistants

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Shinde Shyam</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Gaikwad Vishal</td>
</tr>
<tr>
<td>3</td>
<td>Mr. Jangam Omkar</td>
</tr>
<tr>
<td>4</td>
<td>Mr. Satish Naikwadi</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Shinde Gautam</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Bhujbal Akshay</td>
</tr>
<tr>
<td>7</td>
<td>Mr. Rahane Sandip</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Sampage Manish</td>
</tr>
<tr>
<td>9</td>
<td>Mr. Rajput Amit</td>
</tr>
<tr>
<td>10</td>
<td>Mr. Dhawalw Purushottam</td>
</tr>
<tr>
<td>11</td>
<td>Ms. Naikwadi Sonali</td>
</tr>
<tr>
<td>12</td>
<td>Ms. Mali Supriya</td>
</tr>
</tbody>
</table>