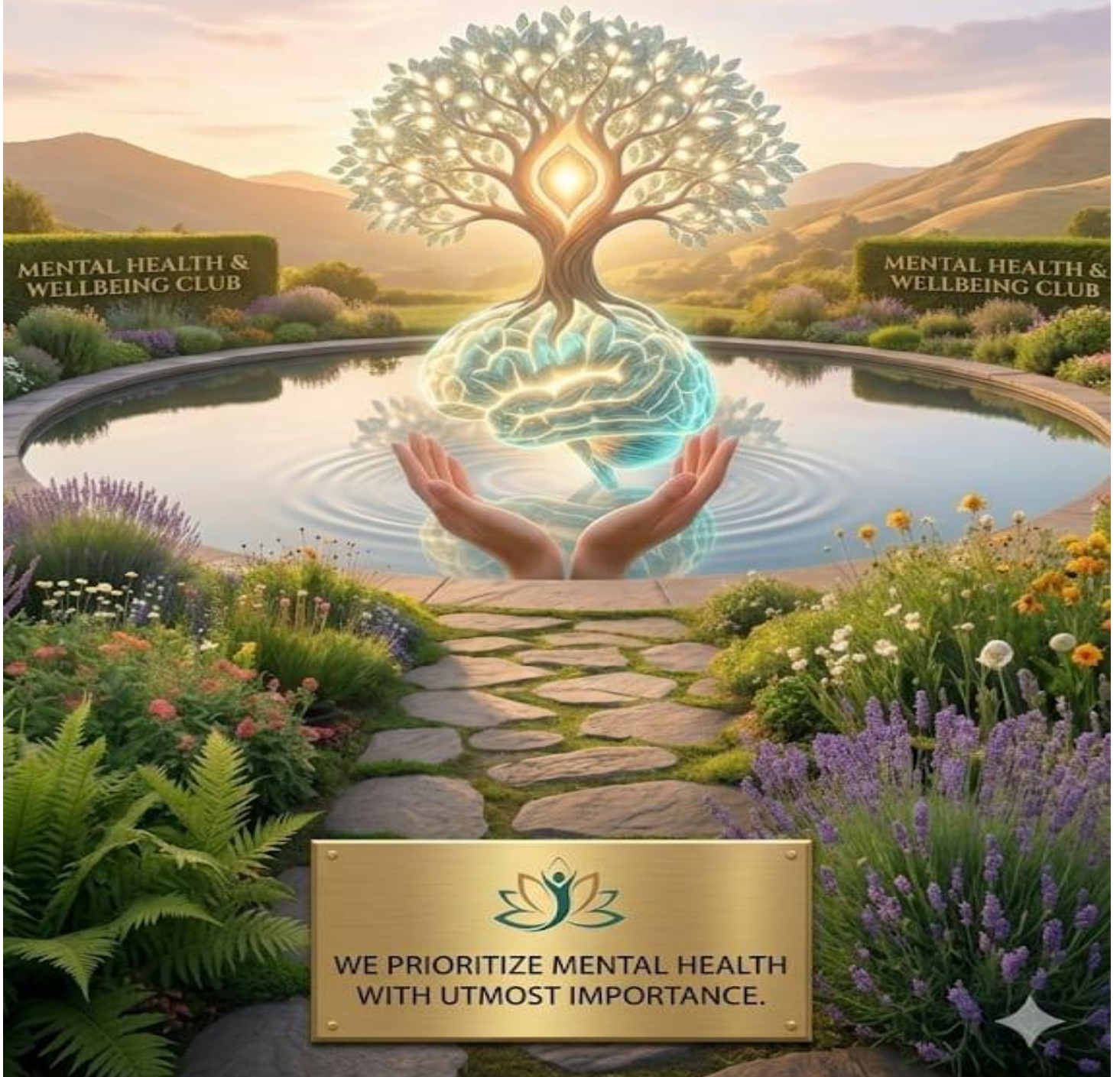


MANODARPAN CLUB

MENTAL HEALTH & WELLBEING



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WE PRIORITIZE MENTAL HEALTH
WITH UTMOST IMPORTANCE.

ACTIVITY: AWARENESS SESSION ON GENDER AND SEX (MEANING, DIFFERENCES, AND GENDER ROLES)

CLASSES: VIII, IX, and XI

GOAL OF THE ACTIVITY:

The goal of the session was to help students understand the difference between sex and gender, develop awareness about gender identity, and recognize the impact of biased gender roles on individual mindset, behavior, and society. The session aimed to promote equality, respect, and healthy attitudes among students.

DESCRIPTION OF THE ACTIVITY:

An awareness session on the meaning of sex and gender was conducted by the school counsellor along with teachers for students of classes 8, 9, and 11 on different days. The sessions included age-appropriate discussions, real-life examples, case scenarios, short activities, and guided conversations. Students were helped to understand the biological concept of sex and the social concept of gender, along with how traditional and biased gender roles develop in society. The discussion focused on how stereotypes can limit personal growth, influence mental well-being, and affect relationships. Emphasis was laid on mutual respect, equality, and accepting individual differences. Students were encouraged to reflect on everyday situations and question unfair gender expectations.

FEEDBACK OF THE PARTICIPANTS:

Students actively participated in discussions and shared their thoughts and experiences related to gender roles and stereotypes. Many students asked questions and expressed curiosity, showing a growing awareness of the topic. The sessions encouraged open dialogue and created a respectful and thoughtful learning environment.

OUTCOMES ACHIEVED:

The sessions helped students gain clarity about the difference between sex and gender. Students developed a better understanding of how biased gender roles influence thinking, behavior, and mental health. They showed increased sensitivity towards equality, respect, and fairness, and demonstrated improved awareness of social attitudes and personal responsibility.

CHALLENGES ENCOUNTERED:

Some students were initially hesitant to speak openly due to the sensitivity of the topic. With reassurance, guidance, and a safe classroom environment, students gradually became more comfortable and engaged actively in discussions.



ACTIVITY: POSTER-MAKING ACTIVITY ON DIFFERENT CULTURES OF INDIA

CLASSES: VII, VIII, and IX

GOAL OF THE ACTIVITY:

The goal of the activity was to help students understand and appreciate the rich cultural diversity of India. The activity aimed to promote awareness, respect, and pride in the various traditions, languages, festivals, art forms, and lifestyles followed across different regions of the country.

DESCRIPTION OF THE ACTIVITY:

A poster-making activity on the different cultures of India was conducted for students of classes VII, VIII, and IX on different days under the guidance of teachers. Students were encouraged to research and creatively depict various aspects of Indian culture, including traditional clothing, festivals, food, dances, languages, monuments, and customs of different states and regions.

Through this creative activity, students expressed their understanding of unity in diversity and showcased their artistic skills. The activity also provided an opportunity for discussion, where students explained their posters and shared interesting facts about the cultures represented.

FEEDBACK OF THE PARTICIPANTS:

Students participated enthusiastically and showed great creativity and effort in designing their posters. They expressed excitement while presenting their work and demonstrated curiosity and respect for different cultures. The classroom atmosphere was lively, engaging, and positive.

OUTCOMES ACHIEVED:

The activity helped students develop cultural awareness and appreciation for India's diversity. Students enhanced their creativity, research skills, and confidence while presenting their ideas. They demonstrated improved understanding of unity, respect, and harmony among different cultural groups.

CHALLENGES ENCOUNTERED:

Some students required initial guidance in selecting cultural themes and organizing information for their posters. With support and encouragement from teachers, students were able to complete the activity effectively and with confidence.



ACTIVITY: Awareness Session on Menstrual Health and Hygiene

CLASSES: VIII, IX, and XI (Students and Teachers)

GOAL OF THE ACTIVITY:

The session aimed to create awareness about menstrual health and hygiene, promote scientific understanding, and dispel common myths and misconceptions. It also sought to encourage healthy practices and build a supportive and respectful environment within the school community.

DESCRIPTION OF THE ACTIVITY:

An awareness session on menstrual health and hygiene was conducted on 13th February 2026 by doctors from the Postgraduate Institute of Medical Education and Research for students of classes VIII, IX, and XI along with teachers.

The doctors explained the biological process of menstruation, physical and emotional changes during adolescence, and the importance of maintaining proper hygiene. Guidance was given on the correct use and safe disposal of sanitary products, maintaining nutrition, and recognizing symptoms that may require medical consultation. The session also addressed prevalent myths and taboos surrounding menstruation and emphasized the importance of normalizing conversations about menstrual health.

Interactive discussions and a question-answer round encouraged participants to clarify doubts openly. Teachers were also guided on how to provide emotional and practical support to students.

FEEDBACK AND OUTCOMES:

Students and teachers actively participated and appreciated the informative session. The program enhanced awareness, reduced misconceptions, and promoted positive attitudes toward menstrual health.

CHALLENGES ENCOUNTERED:

Some students were initially hesitant due to the sensitive nature of the topic, but the supportive environment helped them engage confidently



ACTIVITY: Awareness Session on Positive Mental Health and Gender & Cultural Sensitivity

CLASSES: VIII, IX, and XI (Students and Teachers)

GOAL OF THE ACTIVITY:

The session aimed to promote positive mental health among students and teachers while fostering awareness about gender and cultural sensitivity. It sought to encourage emotional well-being, mutual respect, inclusivity, and responsible behavior within the school environment.

DESCRIPTION OF THE ACTIVITY:

An awareness session on positive mental health and gender and cultural sensitivity was conducted on 23rd February 2026 by **Dr. Ramneek Sharma** (Chairman, Mental Wellness and Care), **Dr. Col. Raj Sharma**, and **Dr. Geeteshwar Dewan** (Neuropsychiatrist and Psychotherapist) for students of classes VIII, IX, and XI along with teachers.

The resource persons highlighted the importance of emotional resilience, stress management, self-awareness, and seeking help when needed. They discussed common mental health challenges faced by adolescents and practical coping strategies to maintain psychological well-being. The session also emphasized understanding and respecting gender diversity and cultural differences, promoting empathy, and reducing prejudice and discrimination.

Real-life examples, interactive discussions, and reflective activities helped participants understand how attitudes and language can impact others' mental health. Teachers were guided on identifying early signs of emotional distress and creating a supportive classroom atmosphere.

FEEDBACK AND OUTCOMES:

Students and teachers actively engaged in the session and appreciated the practical guidance shared by the experts. The program enhanced awareness about mental well-being, inclusivity, and respectful behavior, encouraging participants to adopt healthier perspectives and attitudes.

CHALLENGES ENCOUNTERED:

Initially, a few participants were reserved in discussing mental health concerns. However, the open and reassuring approach of the speakers fostered comfort and meaningful participation.

ACTIVITY : GRATITUDE TREE MAKING ACTIVITY

GOAL OF THE ACTIVITY:

The goal of the activity was to help students understand the meaning and importance of gratitude and encourage them to reflect on positive aspects of their lives, thereby promoting emotional well-being, self-awareness, and a positive mindset.

DESCRIPTION OF THE ACTIVITY:

The Gratitude Tree Making activity was conducted during Life Skills classes by the school counsellor for students of Grades 6, 8, and 10 on different dates throughout December and January. The session began with a discussion on the meaning of gratitude and its role in personal growth and emotional health. Students were encouraged to reflect on people, experiences, and opportunities they were thankful for. Following this, students created a Gratitude Tree by writing their thoughts on leaf-shaped cut-outs or by drawing a gratitude tree and displaying them on a tree chart. The activity provided students with a meaningful opportunity to express appreciation in a creative and reflective manner.

FEEDBACK OF THE PARTICIPANTS:

Students participated actively and shared thoughtful responses during discussions. They showed enthusiasm and maturity while expressing gratitude and appreciated the opportunity to reflect on positive experiences in their lives.

OUTCOMES ACHIEVED:

The activity helped students develop a deeper understanding of gratitude as a life skill. It enhanced emotional awareness, positive thinking, empathy, and communication skills, contributing to overall emotional well-being. The activity made them aware

CHALLENGES ENCOUNTERED:

Some students initially found it challenging to reflect deeply or express their thoughts; however, with guidance and encouragement from the school counsellor, they gradually became more comfortable and engaged meaningfully in the activity.



ACTIVITY: Road Safety Awareness and Practical Learning Activity

GOAL OF THE ACTIVITY:

The goal of the activity was to introduce Nursery, Grade 1, and Grade 2 students to basic road safety rules. The activity aimed to help young learners understand traffic signals, recognize common road signs, and develop safe decision-making habits while crossing roads and traveling.

DESCRIPTION OF THE ACTIVITY:

The Road Safety Awareness activity was conducted for **Nursery, Grades 1 and 2** through practical, hands-on learning sessions during December 2025 and January 2026. Students were taught about road crossing rules, the meaning of traffic signals (red, yellow, and green), pedestrian signals, and important road signs in a simple and age-appropriate manner.

A mock road setup was created within the school premises, allowing students to **practice road crossing under supervision**. Through role play and demonstrations, children learned when to stop, look both ways, understand signals, and decide when it was safe to cross the road. Teachers guided students step by step, reinforcing correct behavior and encouraging active participation.

FEEDBACK OF THE PARTICIPANTS:

Students showed keen interest and excitement during the activity. They actively participated, followed instructions carefully, and enjoyed learning through practical demonstration and role play. Children were able to recall traffic signals and basic road signs confidently during the session.

OUTCOMES ACHIEVED:

The activity helped students develop basic awareness of road safety and traffic rules. It improved their ability to recognize road signs, understand traffic signals, and make safe decisions while traveling. The hands-on approach strengthened their confidence, alertness, and decision-making skills, contributing to their overall safety and independence.

CHALLENGES ENCOUNTERED:

Due to their young age, some students initially required repeated instructions and close supervision. With patience, visual aids, and continuous guidance from teachers, students gradually understood the concepts and participated effectively in the activity.



ACTIVITY: Digital Safety Handout – Dos and Don'ts for Parents

GOAL OF THE ACTIVITY:

The goal of the activity was to raise awareness among parents about digital safety and responsible use of technology by children. It aimed to help parents identify early signs of digital risk, provide intervention strategies, and promote a safe online environment for students.

DESCRIPTION OF THE ACTIVITY:

The school prepared a comprehensive **Digital Safety Handout and Checklist** highlighting the dos and don'ts for parents. The handout included guidance on monitoring online activity, setting healthy screen time limits, recognizing early signs of risk, and intervening appropriately.

These guidelines were shared with parents through multiple platforms:

- During the Parent-Teacher Meeting (PTM)
- At the Orientation Programme
- Via the school mobile app (CSM)

Parents were encouraged to follow the checklist regularly and implement the suggested strategies to ensure their children's digital safety. The activity also included discussions on responsible online behavior, cyberbullying, and safe social media usage.

FEEDBACK OF THE PARTICIPANTS:

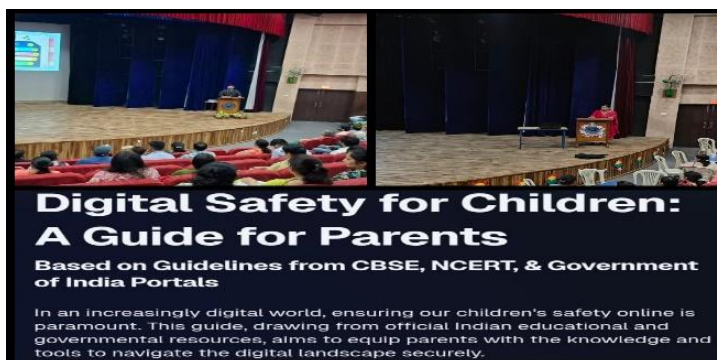
Parents appreciated the practical guidance provided through the handout and checklist. They reported feeling more confident about monitoring their children's online activities and taking timely action to prevent risks. Teachers observed increased parental engagement and awareness regarding digital safety concerns.

OUTCOMES ACHIEVED:

- Enhanced parental awareness of digital safety and online risks.
- Provided practical tools for monitoring and guiding children's online behavior.
- Supported early detection and intervention for potential digital risks.
- Strengthened collaboration between parents and the school in promoting responsible digital use.

CHALLENGES ENCOUNTERED:

Some parents initially felt overwhelmed by the volume of information about digital risks and monitoring techniques. Through detailed handouts, checklist guidance, and interactive discussions during PTM and orientation, they were able to understand and implement the recommendations effectively.



ACTIVITY: Gender-Sensitivity and Inclusive Practices Session for Teachers and Parents

GOAL OF THE ACTIVITY:

The goal of the session was to model gender-sensitive attitudes and promote inclusive practices in classrooms and at home. It aimed to help teachers and parents recognize unconscious biases, challenge gender myths and stereotypes, and develop strategies to foster respect, equality, and inclusivity in interactions with children.

DESCRIPTION OF THE ACTIVITY:

The session was conducted by the school counsellor along with a science teacher for teachers and parents. Through interactive discussions, examples, and reflective exercises, participants explored common gender stereotypes and biases that exist in society and in educational settings.

The facilitators shared practical strategies for encouraging gender equality and inclusivity among children, promoting equitable classroom practices, and supporting children in challenging stereotypes. Discussions included recognizing unconscious bias, promoting respectful communication, and creating environments where all children feel valued and supported.

FEEDBACK OF THE PARTICIPANTS:

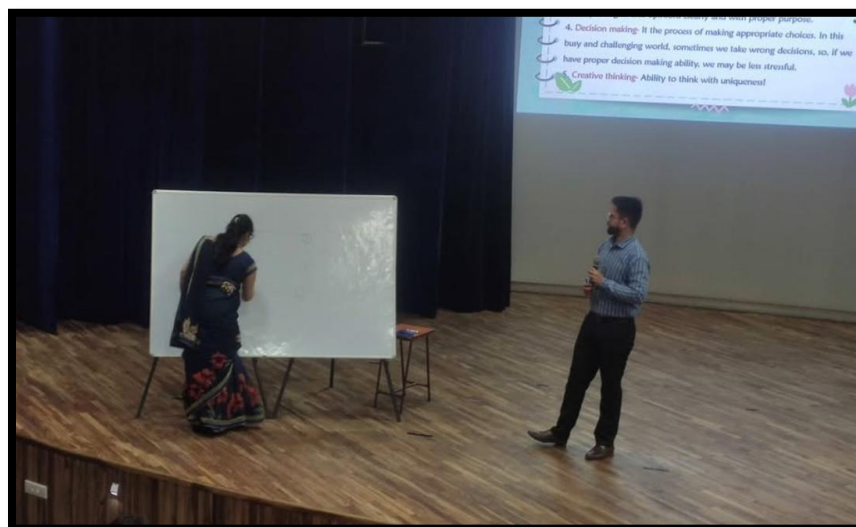
Teachers and parents actively engaged in the session, sharing their experiences and reflecting on their own assumptions. Participants appreciated the practical examples and strategies provided, and many expressed that the session helped them understand how small changes in language, expectations, and behavior can make a big difference in promoting gender equality.

OUTCOMES ACHIEVED:

- Increased awareness of unconscious bias, gender myths, and stereotypes among teachers and parents.
- Enhanced understanding of how to model inclusive attitudes and promote equality for children.
- Encouraged adoption of respectful, supportive, and equitable practices at school and home.
- Strengthened collaboration between teachers and parents in fostering an inclusive and respectful environment for all students.

CHALLENGES ENCOUNTERED:

Some participants initially found it challenging to recognize subtle biases in their own attitudes and behaviors. Through guided reflection, examples, and discussion, they were able to identify areas for improvement and commit to more inclusive practices.



FOR SUPPORT STAFFS

ACTIVITY: *Well-Being Activity – Yoga Session for Support Staff*

GOAL OF THE ACTIVITY:

The goal of the activity was to promote physical, mental, and emotional well-being among support staff by helping them manage stress, improve health, and develop a sense of relaxation and positivity.

DESCRIPTION OF THE ACTIVITY:

A well-being yoga session was organized for the school support staff under the guidance of a trained instructor. The session included simple yoga postures, breathing exercises (pranayama), and relaxation techniques that were easy to follow and suitable for all participants.

The importance of self-care, stress management, and maintaining a healthy lifestyle was also explained. The session aimed to help support staff relax, rejuvenate, and feel valued, thereby enhancing their overall well-being and work satisfaction.

FEEDBACK OF THE PARTICIPANTS:

The support staff participated actively and showed keen interest throughout the session. They expressed that the yoga practices helped them feel relaxed, refreshed, and energized. The session was appreciated as a positive and meaningful initiative for their well-being.

OUTCOMES ACHIEVED:

The activity helped support staff become more aware of the importance of physical and mental health. Participants experienced reduced stress, improved relaxation, and a positive outlook. The session also encouraged them to incorporate simple yoga and breathing practices into their daily routine.

CHALLENGES ENCOUNTERED:

Some participants initially found it challenging to perform certain postures; however, with guidance, modifications, and encouragement from the instructor, they were able to participate comfortably and benefit from the session.



ACTIVITY : SCREENING OF REAL - LIFE BULLYING STORIES

GOAL OF THE ACTIVITY:

The goal of this activity was to raise awareness among students about the harmful effects of bullying and to promote empathy, kindness, and responsible behavior within the school community.

DESCRIPTION OF THE ACTIVITY:

A screening of **real-life bullying stories** was organized at **Blue Bird High School** for the students of **Classes VI to VIII**. The session was conducted by **Ms. Deepti Sharma** and **Ms. Geeta Tayal**. Through powerful and emotional real-life narratives, students learned about the serious emotional and psychological impact that bullying can have on individuals. The stories encouraged students to reflect on their behavior and understand the importance of respect and compassion in daily interactions.

FEEDBACK OF THE PARTICIPANTS:

The students were deeply moved by the screening. Many showed curiosity and asked thoughtful questions about different forms of bullying and ways to prevent it. Their active participation reflected genuine awareness and empathy.

OUTCOMES ACHIEVED:

The activity successfully sensitized students to the issue of bullying and inspired them to promote a safe and supportive school environment. Students pledged never to be involved in bullying and to stand up for anyone being mistreated.

CHALLENGES ENCOUNTERED:

A few students initially hesitated to discuss personal experiences related to bullying, but the supportive and open atmosphere created by the teachers helped them share their thoughts confidently



ACTIVITY : CYBER SAFETY AWARENESS WORKSHOP

GOAL OF THE ACTIVITY:

The goal of the workshop was to educate students about the growing concerns of cybercrime and to equip them with the knowledge and skills required to navigate the digital world safely and responsibly.

DESCRIPTION OF THE ACTIVITY:

A comprehensive **Cyber Safety Awareness Workshop** was conducted by **Ms. Manisha** for the students of **Classes IX to XII** at **Blue Bird High School**. The session focused on three major areas:

i. Safe Social Media Practices:

Students learned how to create secure and responsible social media profiles. The importance of using privacy settings, strong passwords, and identifying suspicious activities was emphasized.

ii. Tackling Cyberbullying:

The psychological effects of cyberbullying were discussed in depth. Students were guided on responding to online harassment and negative comments while building emotional resilience and self-confidence to handle cyber abuse.

iii. The Reality Behind Social Media:

A reflective discussion highlighted the curated nature of online content, encouraging students to distinguish between virtual appearances and real-life authenticity.

FEEDBACK OF THE PARTICIPANTS:

Students participated actively and shared their experiences and thoughts about online behavior and safety. They showed a keen interest in learning how to protect their digital identities.

OUTCOMES ACHIEVED:

The workshop successfully enhanced students' awareness of cyber safety, empowering them to make informed, responsible digital choices. They took a **pledge to be cyber-aware and vigilant**, ensuring safe online practices for themselves and others.

CHALLENGES ENCOUNTERED:

A few students initially hesitated to discuss personal online experiences, but open dialogue and real-life examples helped them engage confidently.



ACTIVITY : SESSION ON EMOTIONAL INTELLIGENCE AND AWARENESS OF EMOTIONS

GOAL OF THE ACTIVITY:

The goal of the session was to help students understand the concept of **emotional intelligence**, recognize and manage their emotions effectively, and appreciate the importance of empathy, self-awareness, and emotional balance in daily life.

DESCRIPTION OF THE ACTIVITY:

A highly engaging session on **Emotional Intelligence and Awareness of Emotions** was conducted by **Mr. Debsagar Malik**, the **School Counsellor**, at **Blue Bird High School**. The session aimed to enhance students' emotional understanding and equip them with strategies to manage their feelings in a healthy way. Mr. Malik discussed the **importance of identifying and respecting each emotion**, explaining how emotions guide decision-making, relationships, and overall well-being.

Real-life examples and **case studies** were shared to help students relate to common emotional situations, making the session more interactive and practical.

FEEDBACK OF THE PARTICIPANTS:

Students participated actively, shared their personal experiences, and reflected deeply on how emotions influence their behavior and relationships. They appreciated the relatable examples and found the discussion insightful and comforting.

OUTCOMES ACHIEVED:

The session successfully increased students' **emotional awareness and empathy**, helping them develop self-regulation skills and a positive mindset. It encouraged open conversations about feelings and promoted emotional well-being within the school environment.

CHALLENGES ENCOUNTERED:

Some students initially hesitated to discuss their emotions openly, but the counsellor's supportive and non-judgmental approach helped them feel comfortable and engaged.



**ACTIVITY : SESSION ON CODE OF CONDUCT AND SENSITIVE
ENGAGEMENT WITH STUDENTS IN THE SCHOOL PREMISES**

GOAL OF THE ACTIVITY:

The objective of the session was to educate the school's support staff on the code of conduct within the school premises and to sensitize them towards dealing with children in a respectful, caring, and responsible manner. The session aimed to ensure that all non-teaching staff understand their vital role in maintaining a safe, disciplined, and compassionate school environment.

DESCRIPTION OF THE ACTIVITY:

An informative and awareness-building session on the *Code of Conduct in the School Premises* was conducted by the School Doctor and the Principal at Blue Bird High School. The session focused on guiding the support staff—including drivers, attendants, housekeeping, and security personnel—about appropriate conduct, child safety norms, and professional behaviour. The speakers emphasized the importance of empathy, patience, and respectful communication when interacting with students.

Detailed discussions were held on various operational areas such as transport safety procedures, behaviour management, disaster response protocols, and effective communication channels. Real-life examples and situational role-plays helped participants understand how to handle emergencies and daily interactions with responsibility and sensitivity.

FEEDBACK OF THE PARTICIPANTS:

Support staff expressed appreciation for the clarity and relevance of the session. They felt more confident about their responsibilities and valued the emphasis on mutual respect and teamwork.

OUTCOMES ACHIEVED:

The session reinforced a culture of safety, sensitivity, and respect in the school. It strengthened the understanding of protocols and encouraged all staff to model ethical and compassionate behaviour in every aspect of their duties.

CHALLENGES ENCOUNTERED:

A few challenges were noticed during the session. Some staff members found it a little difficult to understand all the new rules and communication guidelines at once. Language differences and different levels of understanding made it harder for everyone to follow the same way. Ensuring that all staff consistently follow the code of conduct, especially in transport and maintenance areas, was also seen as a challenge. The Principal assured that regular guidance, follow-up meetings, and refresher sessions would be arranged to help staff overcome these difficulties and maintain good practices.

