<table>
<thead>
<tr>
<th>S.No.</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My World</td>
</tr>
<tr>
<td>2</td>
<td>Self-awareness</td>
</tr>
<tr>
<td>3</td>
<td>Our rights and responsibilities</td>
</tr>
<tr>
<td>4</td>
<td>Gender and social inclusion</td>
</tr>
<tr>
<td>5</td>
<td>Puberty</td>
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<tr>
<td>6</td>
<td>Good habits</td>
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<tr>
<td></td>
<td>- Avoiding smoking, tobacco use, Drug, Alcohol Abuse</td>
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<tr>
<td></td>
<td>- Personal hygiene and sanitation</td>
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<tr>
<td>7</td>
<td>Nutrition</td>
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<td>8</td>
<td>First aid</td>
</tr>
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<td>9</td>
<td>Civic Engagement</td>
</tr>
<tr>
<td>10</td>
<td>Environment and Natural Resources, Disaster Risk Management and Climate Change Adaptation</td>
</tr>
<tr>
<td></td>
<td>- Natural Resources</td>
</tr>
<tr>
<td></td>
<td>- Disaster Risk Management and Climate Change Adaptation</td>
</tr>
<tr>
<td>11</td>
<td>Saving and Spending</td>
</tr>
<tr>
<td>12</td>
<td>Livelihood Options</td>
</tr>
<tr>
<td></td>
<td>- Livelihood options in a changing climate</td>
</tr>
<tr>
<td></td>
<td>- Planning and budgeting</td>
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<td>- Jobs</td>
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<td>- Vocational Training</td>
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<td></td>
<td>- Enterprises</td>
</tr>
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<td></td>
<td>- Sustainable rural livelihoods and inputs</td>
</tr>
<tr>
<td>13</td>
<td>Sexual and Reproductive Health</td>
</tr>
<tr>
<td></td>
<td>- Sexual and reproductive health system</td>
</tr>
<tr>
<td></td>
<td>- Reproductive rights</td>
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<tr>
<td></td>
<td>- Menstruation, menstrual hygiene, myths and misconceptions</td>
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<tr>
<td></td>
<td>- Sex and sexuality</td>
</tr>
<tr>
<td></td>
<td>- STI and HIV</td>
</tr>
<tr>
<td></td>
<td>- Fertility and Family planning, myths and misconceptions</td>
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<td></td>
<td>- Safe Abortion</td>
</tr>
<tr>
<td></td>
<td>- Pregnancy and safe motherhood</td>
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<tr>
<td>14</td>
<td>Gender Based Violence</td>
</tr>
<tr>
<td></td>
<td>- Violence</td>
</tr>
<tr>
<td></td>
<td>- Child Marriage</td>
</tr>
</tbody>
</table>
## 1. My World

**My Family and Friends**
- Who are my family members, friends, and other members of my social network (teachers, neighbors, relatives, community leaders, religious leaders etc.)
- Why are they important (social networks and safety nets)

*Exercise on how to build trust to encourage the adolescents to share their feelings as they may know their safety nets but still not want to/know how to share*

**My Community**
- Where do I feel safe and unsafe in the community and why (Methodology:)

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CONTENT</th>
<th>KNOWLEDGE</th>
<th>ATTITUDE</th>
<th>SKILLS</th>
<th>BEHAVIORAL OUTCOME</th>
<th>IMPACT OF BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My World</td>
<td><em>My Family and Friends</em></td>
<td>I know who I can turn to if I have any problems and it is good to talk</td>
<td>I believe that if I share my feelings with people I trust, they will</td>
<td>I can communicate my feelings with people I trust.</td>
<td>I share my feelings with people I trust.</td>
<td>Harmonious community where adolescents have a feeling of belongingness</td>
</tr>
<tr>
<td></td>
<td><em>My Community</em></td>
<td>about my feelings with them.</td>
<td>listen to me.</td>
<td>I turn to people I trust if I have any problems.</td>
<td>I am proud of my identity irrespective of my gender, age, ethnicity, caste,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I know which places in my community are safe and unsafe.</td>
<td>I should be proud of my identity irrespective of my gender, age,</td>
<td>I respect my community members irrespective of their gender, age,</td>
<td>geographical background and ability.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am aware that people in my community belong to different ages,</td>
<td>ethnicity, caste, class, geographical background and ability.</td>
<td>ethnicity, caste, class, geographical background and ability.</td>
<td>I respect my community members irrespective of their gender, age,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>castes, ethnicities, religions, income groups, geographical backgrounds</td>
<td></td>
<td></td>
<td>ethnicity, caste, class, geographical background and ability.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and ability.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>I value diversity in my community.</td>
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</tr>
</tbody>
</table>

**Exercise on how to build trust to encourage the adolescents to share their feelings as they may know their safety nets but still not want to/know how to share**
## Diversity
- Gender (me and my siblings), age, ethnicity, caste, religion, class (income status), geographical background, disability
- No matter where I belong, I should be proud

### Life Skills:
- Communication, Empathy, Interpersonal relationship, Self-awareness, critical thinking

## 2. Self-awareness

<table>
<thead>
<tr>
<th>My Dream and Goals (milestones)</th>
<th>I know my goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do I see myself after 10 years (Methodology: similar exercise from the Post 2015 toolkit on getting participants to portray the community/district of their dreams and where/how they see their contribution; conduct it at the beginning of the package and then the same at the end and compare these two dreams)</td>
<td>I know it is important to know myself.</td>
</tr>
<tr>
<td></td>
<td>I know what I am good at and what I should improve.</td>
</tr>
<tr>
<td></td>
<td>I am aware of the positive and negative factors that I can face to achieve my goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I believe it is important to assess my own strengths and weaknesses in order to realize my dream.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that I am responsible for achieving my goals to realize my dream.</td>
</tr>
<tr>
<td>I can identify my strengths and areas of improvement.</td>
</tr>
<tr>
<td>I can identify people who can support me to achieve my goals.</td>
</tr>
<tr>
<td>I am working towards enhancing my strengths and improving my weaknesses.</td>
</tr>
<tr>
<td>I approach people who can support me to achieve my goals.</td>
</tr>
<tr>
<td>Self-aware, focused and motivated adolescents who are pursuing their dreams</td>
</tr>
<tr>
<td>3. Our Rights and Responsibilities</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>What are our rights: four pillars (UNCRC and existing laws for adolescents) (Methodology: Auction game)</td>
</tr>
<tr>
<td>Responsibilities related to rights</td>
</tr>
<tr>
<td>Why rights and responsibilities are important</td>
</tr>
<tr>
<td>Every individual has rights irrespective of age, gender, disability, health status, religion, ethnicity</td>
</tr>
<tr>
<td>I know about CRC and some existing laws for us.</td>
</tr>
<tr>
<td>I know my rights are inalienable and indivisible.</td>
</tr>
<tr>
<td>I am aware that:</td>
</tr>
<tr>
<td>• there is a difference between need and want</td>
</tr>
<tr>
<td>• every right comes with specific responsibilities</td>
</tr>
<tr>
<td>I respect others’ rights.</td>
</tr>
<tr>
<td>I claim my rights when it is not fulfilled.</td>
</tr>
<tr>
<td>I fulfill my responsibilities in my family, among my peers and in my community as per my capacity And my rights</td>
</tr>
<tr>
<td>Life Skills: Empathy, critical thinking, self-awareness, interpersonal relationship, communication, negotiation</td>
</tr>
</tbody>
</table>

### 4. Gender and Social Inclusion

**What is Sex?**

**What is Gender?**

*Methodology: Game on the difference between Sex and Gender in the CSE Facilitators Guide*

- Gender role and responsibilities in society
- Gender Equality and Equity
- Gender stereotypes

**What is social inclusion?**

**What is discrimination?**

**What are the discriminatory practices (gender + social inclusion) in the community**

**Gender Equity vs. Equality**

*Methodology: picture of boys standing behind a boy*

- I know the difference between sex and gender.
- I am aware of the gender stereotypes in my society.
- I am aware that people in my community belong to different caste, ethnicity, religion, income group, geographical background and ability.
- I know how gender influences our early experiences and continues to influence our thinking.
- I know the difference between gender equity and equality.
- I believe that gender stereotypes prevalent in our society are not good.
- I believe that I should treat everyone equally despite their age, caste, ethnicity, religion, income group, geographical background and ability.
- I believe that I should challenge the gender stereotypes.
- I can identify gender stereotypes in my family and society.
- I am able to advocate in my group/club to bring diverse representation.
- I can question the gender stereotypes and discriminatory practices prevalent in my family and society.
- I can convince my family and community to end discriminatory practices against girls, women and marginalized groups.
- I do my share of household chores with my sisters (for boys).
- I promoted diverse representations in my group/club.
- I treat everyone equally despite their sex, gender, caste and class.
- I question the gender stereotypes and discriminatory practices prevalent in my family and society.
- I am an advocate for gender equality and social inclusion.
- Diverse representation in adolescents' groups and clubs
- Reduction of gender stereotypes in society
- Harmonious families and society
<p>| 5. Puberty | - Physical changes (body changes, masturbation, menstruation, wet dreams) | I know: - Changes (physical, emotional and social) that take place during puberty - Changes during puberty are natural - What are the changes happening among boys and girls I know the general myths and misconceptions about menstruation, wet dreams and masturbation | Puberty is a natural process. I should challenge the myths and misconceptions if imposed on me. I accept myself even though I may look different than my peers. I feel prepared to face the changes regarding puberty (10-14) I am comfortable to share information about puberty with my friends and family I can challenge myths and misconceptions around menstruation, wet dreams and masturbation - Chauppadi - Under age marriage - Safe reproductive health for adolescents for both boys and girls. | I accept changes during puberty as a natural phenomenon. I share information about puberty with my friends and family members. I resist myths and misconceptions. More adolescents are coping with puberty in a positive way. More adolescents are aware of puberty as a natural process Less myths and misconceptions around menstruation, wet dreams and masturbation |</p>
<table>
<thead>
<tr>
<th>Life Skills:</th>
<th>6. Good Habits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Myth and misconceptions about menstruation, wet dreams, masturbation (adolescent perspective)</td>
<td><strong>Good habits:</strong></td>
<td></td>
</tr>
<tr>
<td>Body image</td>
<td>What is good habit and what is bad habit?</td>
<td></td>
</tr>
<tr>
<td>Life Skills:</td>
<td>Avoiding smoking, tobacco use, drug, and alcohol</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Causes (peer pressure and bullying) and Effects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to say &quot;No&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keeping our surrounding clean</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support peers to quit bad habits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information on referral services</td>
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</tr>
<tr>
<td></td>
<td>Person I am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I know there is a possibility I will be forced to get married just because I started to menstruate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I know benefits of sexual reproductive health for adolescents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Smoking, tobacco, alcohol and drug use are harmful for me and my peers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I should quit bad habits (for current users).</td>
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</tr>
<tr>
<td></td>
<td>I should say NO when pressurized to adopt bad habits such as smoking, tobacco, alcohol and drug use.</td>
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</tr>
<tr>
<td></td>
<td>I can encourage my family and peers to avoid bad habits such as smoking, tobacco, alcohol and drug use.</td>
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</tr>
<tr>
<td></td>
<td>I can resist pressure to adopt bad habits such as smoking, tobacco, alcohol and drug use.</td>
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</tr>
<tr>
<td></td>
<td>I do not smoke or use tobacco, alcohol or drugs.</td>
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<tr>
<td></td>
<td>I share harmful effects of smoking, tobacco, alcohol and drug use to my family and peers.</td>
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<tr>
<td></td>
<td>I influence my friends not to adopt bad habits.</td>
<td></td>
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<tr>
<td></td>
<td>I approach available services to quit bad habits (for current users).</td>
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<tr>
<td></td>
<td>Improved health of adolescents in community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reduced crime in the community</td>
<td></td>
</tr>
<tr>
<td>Personal Hygiene and Sanitation:</td>
<td>I know the benefits of maintaining personal hygiene and sanitation.</td>
<td>I should maintain personal hygiene.</td>
</tr>
<tr>
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<td>---------------------------------------------------------------</td>
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<tr>
<td></td>
<td>I know the benefits of safe drinking water and how to make drinking water safe.</td>
<td>I should maintain safe menstrual hygiene practices.</td>
</tr>
<tr>
<td></td>
<td>I know the available services related to deworming.</td>
<td>I should encourage my family and peers to see the important of hygienic safe practice during the menstruation.</td>
</tr>
<tr>
<td></td>
<td>I know the benefits of menstrual hygiene management.</td>
<td>All of us should drink safe water.</td>
</tr>
</tbody>
</table>

**Personal Hygiene and Sanitation:**

**What is personal hygiene and sanitation**
- Brushing
- Face washing
- Bathing
- Hand washing with soap
- Nail cutting
- Defecating in toilets (Benefits of using toilets, negative implications of Open Defecation Free zone)
- Wearing shoes
- Clean clothes/uniforms
- Keeping our surrounding and environment safe

**Safe drinking water (benefits and processes)**
Water treatment (boiling, chlorination, filtration and sodis)

**Deworming and related services**
<table>
<thead>
<tr>
<th>available services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implications of not maintaining personal hygiene and sanitation</td>
</tr>
<tr>
<td>How to maintain good habits</td>
</tr>
<tr>
<td>Life Skills: Decision making, creative thinking, problem solving, communication, self-awareness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What is nutrition?</td>
</tr>
<tr>
<td>- Types of nutritious foods</td>
</tr>
<tr>
<td>- Balanced diet and its importance</td>
</tr>
<tr>
<td>- Local sources of nutritious food</td>
</tr>
<tr>
<td>- Nutrition and malnutrition</td>
</tr>
<tr>
<td>- Effects of malnutrition</td>
</tr>
<tr>
<td>- Gender and nutrition</td>
</tr>
<tr>
<td>- Available services for accessing iron folic acid etc.</td>
</tr>
<tr>
<td>- Malnutrition and its effects (immediate/longer term)</td>
</tr>
</tbody>
</table>
| Life Skills: Decision making, critical 

| I know the importance of a balanced diet. |
| I know the sources of nutritious foods available in my community. |
| I know the causes and effects of malnutrition. |
| I know the available services related to nutrition. |
| I am aware of infections such as diarrhea which lead to malnutrition. |
| I should consume locally available nutritious food. |
| I believe that timely intervention can reduce/reverse the effects of malnutrition. |
| There should be no discrimination among siblings with regard to food intake. |
| I value nutrition found in locally cultivated crops, vegetables and animal products. |
| I know the roles of gender in the family to ensure the nutrition of adolescents girls |
| I can identify different sources of nutrition. |
| I can influence my parents to consume a balanced diet. |
| I can avoid the harmful practices that are affecting for good nutrition. |
| I can facilitate my parents to practice behaviour that are essential for nutrition improvements. |
| I influence my parents and family members to practice good behaviours for nutrition e.g. |

| same. |
| I influence my parents to consume nutritious food and help them to prepare balanced diet. |
| I access available services related to nutrition. |
| I influence my parents and family members to practice good behaviours for nutrition e.g. |

| Malnutrition in the community has reduced. |
| **8. First Aid** | **What is first aid?** | I know when to use basic first aid. | I should provide basic first aid service to myself or others as required. | I can recognize emergency situations and ask for help. | I provide first aid service to myself and others when required. | Reduction in magnitude of injuries in community |
| | How to provide basic first aid (cuts/wounds, snake/dog bite, fainting, burn, poisoning) | I know the locally available resources that can be used for first aid. | I should seek or refer further support beyond basic first aid if required. | I can provide basic first aid service to myself and others as per the situation. | I seek or refer further support beyond first aid if required. | |
| | Locally available resources to provide first aid | I know that I have to ask for help if required during first aid. | | | | |
| | Services available in my community | I know we may have to access available services even after conducting first aid. | | | | |
| | Life Skills: Decision making, critical thinking, communication, problem solving | I should provide basic first aid service to myself or others as required. | | | | |
| | | I know when to use basic first aid. | | | | |
| | | I know the locally available resources that can be used for first aid. | | | | |
| | | I know that I have to ask for help if required during first aid. | | | | |
| | | I know we may have to access available services even after conducting first aid. | | | | |

| **9. Civic Engagement** | **What is civic engagement?** | I know about where and how public hearings and social audits are organized in my community. | Adolescent issues should be included in the local level planning process. | I can represent the voices of my peers. | I participate in planning, implementation and monitoring process. | Adolescents are consulted and included at all levels of decision making and planning processes concerning them. |
| | Local Governance process | I know how to participate in local planning process as a child representative or concerned adolescent. | I should participate in planning, implementation and monitoring process and help my community without seeking monetary or personal gain of any kind. | I can share my feelings, thoughts, issues and problems without any hesitation on different forums. | I participate in public hearing and social audits on issues concerning me. | |
| | Structure of local level planning process | I know it is good to volunteer my time and efforts to help others | As a child | | | |
| | Being good citizen | | | | | |
| | How can adolescents participate in local level planning, implementation and monitoring process | | | | | |
| | Vital registration services | | | | | |
| | Voter registration process | | | | | |
| 15-19 | **Life Skills:**  
Communication, critical thinking, negotiation, decision making, problem solving, interpersonal skills, assertiveness | people in my community.  
I know about the vital registration services and voter registration process.  
representative, I should put forward adolescent issues in various forums.  
Being actively involved in community issues is my responsibility.  
information I have on adolescent issues. | IPC, SMC, HMC, WASHCC).  
As a child representative, I discuss with my peers and advocate for our issues in the local planning processes.  
I listen to different perspectives on any matter even though I disagree with them. |
| --- | --- | --- | --- |
| **10. Environment and Natural Resources** | **Natural Resources**  
- What is resource? (refer to Amartya Sen's theory)  
- Type of natural resources  
- Importance of natural resources  
- Identification of local natural resources, their conservation and optimal utilization  
- Role of natural resources in improving life standards and livelihood in households  
- Linking resources and population growth  
*Need to link with right and*  
| I am aware of my natural environment.  
I know the importance of local natural resources and their uses.  
I know the ways of conserving and managing natural resources such as soil, forest and water.  
I know that local natural resources can be utilized to improve my life and livelihood.  
I believe environmental damage is wrong.  
I should not pollute our environment.  
I think we should be proactive in preserving our natural environment.  
I believe conserving the local natural resources will enhance my family's wellbeing.  
I can make my family/peers/community aware on the importance of preserving and using natural resources responsibly.  
I can convince and mobilize my family/peers/community to take actions to preserve and utilize natural resources responsibly.  
I respect and protect my natural surroundings.  
I am a promoter for environmental protection.  
I utilize/manage my natural resources in a responsible and sustainable manner to improve my life and livelihood.  
Environment damage is reduced.  
Natural resources are used in a responsible and sustainable manner. |
<table>
<thead>
<tr>
<th>Responsibility Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills: Critical thinking, creative thinking, negotiation, communication, interpersonal relationship, decision making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Climate Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what is climate change, its causes and effects.</td>
</tr>
<tr>
<td>I know the difference between climate variability, mitigation and adaptation.</td>
</tr>
<tr>
<td>I know how I can contribute towards mitigating and adapting to the effects of climate change.</td>
</tr>
<tr>
<td>I know that climate change can have implications on health and gender roles.</td>
</tr>
<tr>
<td>I know climate change can have both opportunities and negative consequences.</td>
</tr>
<tr>
<td>I know the different</td>
</tr>
<tr>
<td>I believe I can adapt to effects of climate change.</td>
</tr>
<tr>
<td>I believe I should contribute towards mitigating the effects of climate change.</td>
</tr>
<tr>
<td>I believe our livelihoods have to be adapted in order to cope with the changing environment.</td>
</tr>
<tr>
<td>I can share information on climate change with my family and peers.</td>
</tr>
<tr>
<td>I can access information on weather, forecasting and climate change.</td>
</tr>
<tr>
<td>I can communicate early warning messages during disasters.</td>
</tr>
<tr>
<td>I can assess and communicate risks affecting our area.</td>
</tr>
<tr>
<td>I promote (pravardhak) the importance of adapting to climate change.</td>
</tr>
<tr>
<td>Me and my family are preventing and mitigating the effects of climate change.</td>
</tr>
<tr>
<td>Me and my family are adapting to climate change.</td>
</tr>
<tr>
<td>I promote the use of energy efficient fuels to mitigate the impact of climate change.</td>
</tr>
<tr>
<td>I am a promoter of</td>
</tr>
<tr>
<td>The community is more resilient and less vulnerable to climate change effects.</td>
</tr>
<tr>
<td>Disaster Risk Management</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>• What is hazard?</td>
</tr>
<tr>
<td>Kinds of hazards</td>
</tr>
<tr>
<td>• What is disaster?</td>
</tr>
<tr>
<td>• Different kinds of</td>
</tr>
<tr>
<td>disasters (human-</td>
</tr>
<tr>
<td>made and natural),</td>
</tr>
<tr>
<td>their causes and</td>
</tr>
<tr>
<td>effects</td>
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<tr>
<td>• Preparedness for</td>
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<tr>
<td>response during</td>
</tr>
<tr>
<td>disasters</td>
</tr>
<tr>
<td>• Whom to approach</td>
</tr>
<tr>
<td>for services during</td>
</tr>
<tr>
<td>and after disasters</td>
</tr>
<tr>
<td>• Role of adolescents</td>
</tr>
<tr>
<td>for disaster risk</td>
</tr>
<tr>
<td>management (preparedness,</td>
</tr>
<tr>
<td>response, recovery,</td>
</tr>
<tr>
<td>mitigation, prevention,</td>
</tr>
<tr>
<td>adaptation)</td>
</tr>
</tbody>
</table>

*(Refer to first aid session)*

**Life Skills:**
Critical thinking, creative thinking, problem solving, communication, coping with stress

| kinds of hazards, their causes and effects. |
| I know what we can do to prevent, mitigate or reduce risk of disasters. |
| I must take actions to reduce disasters in my community. |
| I must take actions to prepare for disasters. |
| I can mobilize my peers to reduce risks. |
| I can manage stress during an emergency. |
| I approach different local bodies and organizations for services after disasters. |
| I understand how disasters can affect my livelihood. |
| I am prepared to deal with disasters. |
| Adolescents are financially disciplined and responsible, and manage their resources efficiently. |

<table>
<thead>
<tr>
<th>Saving and Spending</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Money and well-being</td>
</tr>
<tr>
<td>• Learning about saving money (why save)</td>
</tr>
<tr>
<td>• Learning About Spending(needs and wants)</td>
</tr>
</tbody>
</table>

| I understand the importance of saving. |
| I know my needs and wants may be different. |
| I value savings as a means to satisfy needs and to achieve goals in life. |
| I can distinguish between my needs and wants and make careful, well-thought out spending |
| I have a savings account (where available)/ I am a member of a cooperative. |
| Adolescents are financially disciplined and responsible, and manage their resources efficiently. |
1. **Creating a Personal Budget**  
   - Savings options and financial institutions  
   - Smart Savers (saving other resources)  
   - Responsible savings (ethical perspective)  

   **Skills:** Communication, critical thinking, decision making, creative thinking, interpersonal skills, negotiation

<table>
<thead>
<tr>
<th>Task</th>
<th>I know how to create a budget.</th>
<th>I know about the various savings options available and their advantages and disadvantages.</th>
<th>I understand that some resources are scarce and need to be valued.</th>
<th>I must identify my needs and wants before spending.</th>
<th>I must convince my family and friends to manage resources efficiently and responsibly.</th>
<th>I save and deposit money regularly.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I value appropriate use of natural and financial resources.</td>
<td>I should save in an ethical manner.</td>
<td>I can assess and identify the most appropriate saving option.</td>
<td>I can approach financial institutions to start a saving account.</td>
<td>I spend in a responsible manner to meet my needs.</td>
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<tr>
<td></td>
<td></td>
<td>I must encourage my family and friends to manage resources efficiently and responsibly.</td>
<td></td>
<td>I am able to creatively use, reuse, save, and protect resources.</td>
<td>I influence my friends and families to manage resources efficiently and responsibly.</td>
<td>I encourage my peers to start saving and spend responsibly.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>I can share the importance of saving with my family and friends.</td>
<td></td>
<td>I save other resources like electricity, water, food etc.</td>
</tr>
</tbody>
</table>

2. **Livelihood Options**  
   - **Livelihood options**  
     - What is my future aspiration? (focusing on livelihood and available resources)  
     - Different options for livelihood (Job, vocational skill, enterprise)  
     - Analyze personal aptitudes/skills

   **Skills:** I know about the various options for my career.  

<table>
<thead>
<tr>
<th>Task</th>
<th>I know about the various options for my career.</th>
<th>I know what skills I have.</th>
<th>I know about the pros and cons of being a job holder or entrepreneur.</th>
<th>I should choose my livelihood based on my skills and market demand.</th>
<th>I can analyze the market demand to choose my livelihood.</th>
<th>I am exploring different options for my livelihood based on my skills and market demand.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I know what skills I have.</td>
<td>I know about the pros and cons of being a job holder or entrepreneur.</td>
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<td>I am exploring different options for my livelihood based on my skills and market demand.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I must choose my livelihood based on my skills and market demand.</td>
<td>I can analyze the market demand to choose my livelihood.</td>
<td>I can convince my family to support me in my livelihood choice.</td>
<td>Adolescents are prepared to become economically active.</td>
</tr>
</tbody>
</table>

Adolescents are prepared to become economically active.
### Methodology: Skill audit or self-evaluation

- Pros and cons of being job holders and entrepreneurs
- Analyze market demand

### Life Skills:
- Self-awareness, critical thinking, decision making, creative thinking, communication, negotiation, interpersonal relationship

### Planning and Budgeting

#### General Planning
- What is planning?
- Why is it important?
- SMART goal setting
- Identification of assets and resources required to achieve goals

#### General Budgeting
- Link to saving and spending session

#### Time management

<table>
<thead>
<tr>
<th></th>
<th>I understand the importance of planning and recognize the different elements involved.</th>
<th>Good planning and time management will help me to achieve my goals.</th>
<th>I can set SMART goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I know how to set SMART goals.</td>
<td>I appreciate the use of budgets in my planning.</td>
<td>I can prepare a plan and budget to achieve my goals.</td>
</tr>
<tr>
<td></td>
<td>I understand the use of and the different elements of budgeting.</td>
<td></td>
<td>I can identify the resources required to achieve my goals.</td>
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<td></td>
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<td></td>
<td>I plan and make budget to achieve my goals.</td>
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<td></td>
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<td>I manage my time efficiently.</td>
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</tbody>
</table>

Adolescents are prepared to achieve their goals.
### Life Skills
- Critical thinking, decision making, self-awareness, creative thinking

### Jobs
- Identification of jobs based on personal values and aptitudes
- How to write job application
- How to write resume/CV
- How to prepare for an interview
- Basic concepts of labor laws and rights
- Identifying sources of information on job, internship and volunteering opportunities

<table>
<thead>
<tr>
<th>Life Skills: Critical thinking, decision making</th>
<th>I know that every job requires specific skills.</th>
<th>I need to evaluate my values and aptitude to identify the most appropriate job for me.</th>
<th>I can evaluate my values and aptitude to identify the most appropriate job for me.</th>
<th>I am prepared to explore and apply for job opportunities</th>
<th>Confident and prepared adolescents who pursue job, internship and volunteering opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I know the elements of a good application letter.</td>
<td>I believe internship or a volunteering experience can/will enhance my skills and knowledge.</td>
<td>I know how to write a job application.</td>
<td>I know how to prepare and present myself in an interview.</td>
<td>I can negotiate with my employer.</td>
</tr>
<tr>
<td></td>
<td>I know the elements of a good resume/CV.</td>
<td></td>
<td>I know how to:</td>
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<td></td>
<td>I know the preparations required for an interview.</td>
<td></td>
<td>- search for job opportunities (formal – advertisement, informal – networking)</td>
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<td></td>
<td>I am aware of my rights as an employee.</td>
<td></td>
<td>- explore and access available internship opportunities</td>
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</tbody>
</table>

### Life Skills
- Creative thinking, communication, negotiation skills, interpersonal relationships, critical thinking, decision making

### Vocational Training
- What is vocational training?

<table>
<thead>
<tr>
<th>Vocational Training</th>
<th>I know the importance of vocational training.</th>
<th>Vocational training is a good option to earn income for myself and my family.</th>
<th>I can identify the vocational training most appropriate for me based on my skills</th>
<th>I am exploring vocational training as per my interest and capacity.</th>
<th>Confident and skilled adolescents who have the opportunity to increase their</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I know the different</td>
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<tr>
<td>Enterprises</td>
<td>Life Skills: Decision making, critical thinking, creative thinking, self-awareness, negotiation, communication, interpersonal relationships</td>
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<tr>
<td>Social Enterprises</td>
<td>I understand the principles of different types of enterprises.</td>
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<tr>
<td>Financial Enterprises</td>
<td>I understand that there are situations around me that need to, and can be, improved (social enterprise)</td>
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<tr>
<td>Hybrid Enterprises</td>
<td>I understand that financial enterprise could be a good option to generate or increase income.</td>
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<tr>
<td>Importance of teamwork</td>
<td>I know the importance of teamwork.</td>
<td></td>
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<tr>
<td>Outlining a business plan</td>
<td>I am eager to take the initiative for a social cause or to generate or increase income.</td>
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<td></td>
<td>I like to be a change maker.</td>
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<td></td>
<td>I value working in a team.</td>
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<td>I am able to research and decide what enterprise I want to start.</td>
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<td></td>
<td>I am able to initiate and run a social enterprise.</td>
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<td></td>
<td>I can work in a team.</td>
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<td>I can prepare a business plan and mobilize resources accordingly.</td>
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<td></td>
<td>I have organized / conducted projects for social and green causes.</td>
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<td></td>
<td>I am exploring the opportunities to start a financial or hybrid enterprise.</td>
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<td></td>
<td>I work in a team.</td>
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<tr>
<td>Adolescents are changemakers who promote social causes to improve the society.</td>
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<tr>
<td>Economically empowered adolescents who run their own enterprises.</td>
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<tr>
<td>Sustainable rural livelihoods and inputs</td>
<td>I know the different components of a business plan.</td>
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<tr>
<td>What is sustainable rural livelihood</td>
<td>I understand the concept of sustainable rural livelihood.</td>
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<tr>
<td>Constraints and opportunities in the community</td>
<td>I understand the importance of available resources to maintain and enhance livelihood capabilities.</td>
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<tr>
<td>Importance and utilization of different available resources for sustainable rural livelihood (link to environment and natural resources session)</td>
<td>I know the importance of alternative agro-based opportunities to diversify income sources.</td>
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<tr>
<td>Importance of alternative agro-based opportunities to diversify income sources</td>
<td>I know the various kinds of inputs required for sustainable rural livelihoods and their importance.</td>
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<tr>
<td>What are inputs</td>
<td>I know the role that renewable energy plays in my daily life.</td>
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<tr>
<td>o Energy</td>
<td>o Technologies</td>
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<tr>
<td>o Human resources</td>
<td>o Natural resources</td>
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<tr>
<td>o Finances</td>
<td></td>
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<tr>
<td>Importance of various inputs to maintain and enhance my livelihood capacities</td>
<td>I believe it is important to effectively utilize available resources to improve my livelihood.</td>
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<td></td>
<td>I believe that technology and energy can be valuable for my livelihood.</td>
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<td></td>
<td>I think rural livelihood may be a worthwhile option to generate or increase income.</td>
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<tr>
<td></td>
<td>Natural resources play a vital role to sustain my livelihood.</td>
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<tr>
<td></td>
<td>I believe all are entitled to access inputs and improve their livelihood irrespective of their gender and social backgrounds.</td>
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<td></td>
<td>I can identify the various inputs to maintain and enhance my livelihood.</td>
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<tr>
<td></td>
<td>I am utilizing the locally available resources to create my living in a way that does not damage the society and environment.</td>
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<tr>
<td></td>
<td>I promote the use of renewable energy in my community to contribute to gender and social equality.</td>
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<tr>
<td></td>
<td>I am exploring the use of agro-based opportunities and technology to improve my rural livelihood.</td>
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<tr>
<td></td>
<td>Creation of sustainable rural livelihoods by adolescents.</td>
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<td></td>
<td>Reduction in migration of adolescents.</td>
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<tr>
<td>13. Sexual and Reproductive Health</td>
<td>Sexual and reproductive health system and reproductive rights</td>
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<tr>
<td>- What is reproductive health system?</td>
<td></td>
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<tr>
<td>- What are my sexual and reproductive rights (when to marry, choosing a partner, methodology: friends mapping), when to have sex, when to conceive, how many children to have, birth spacing, fertility and contraceptives and myths and misconceptions</td>
<td></td>
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<tr>
<td>I know about my reproductive organs and their functions.</td>
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<tr>
<td>I know about the sexual and reproductive rights.</td>
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<tr>
<td>I know about the process of reproduction (conception to childbirth).</td>
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<tr>
<td>I know how the sex of the child is determined.</td>
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<tr>
<td>I accept and respect the reproductive rights of others.</td>
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<tr>
<td>I am conscious about my sexual and reproductive rights.</td>
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<tr>
<td>I accept that the determination of the sex of the fetus is a natural process and the male and female partners have no control over it.</td>
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<tr>
<td>I can talk about human reproductive organs, their functions and the process of conception with my family and friends.</td>
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<tr>
<td>I can share information on sexual and reproductive rights with my family and friends.</td>
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<tr>
<td>I can share information on how the sex of the child is determined.</td>
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<tr>
<td>I am prepared to take decisions in terms of reproductive rights (when to marry, choosing my partner, when to have sex, when to conceive etc.)</td>
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<tr>
<td>I raise my voice if my sexual and reproductive rights are violated.</td>
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<tr>
<td>Less adolescent pregnancy in society</td>
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<tr>
<td>Adolescents take informed choices (when to marry, choosing a partner, when to have sex, when to conceive etc.)</td>
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<tr>
<td>Double-dutch method for condom use?</td>
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<tr>
<td>Safe abortion</td>
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<td>Process of conception</td>
<td></td>
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<tr>
<td>Determining the sex of the child (X&amp;Y chromosome)</td>
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</tbody>
</table>

**Life Skills:**
Self-awareness, communication, interpersonal relationship, negotiation, critical thinking

### Menstruation, Menstrual Hygiene, Myths and Misconceptions
- **What is menstruation?**
- **Menstruation cycle**
- **Maintaining personal hygiene and sanitation during menstruation**
- **Some challenges during menstruation and its solutions**
- **Myths and misconceptions related to menstruation (concept of impurity & discriminatory practices)**
- **How to make your own sanitary napkins (girls only)**

<table>
<thead>
<tr>
<th>I know about the menstruation cycle.</th>
<th>I accept menstruation as a natural process.</th>
<th>I can maintain my personal hygiene during menstruation.</th>
<th>Less drop out of adolescent girls from school during menstruation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to maintain cleanliness during menstruation.</td>
<td>I am ready to challenge the myths and misconceptions related to menstruation if imposed on me.</td>
<td>I can talk openly about menstruation with my family and friends.</td>
<td>Community free from chhaupadi and other discriminatory practices during menstruation.</td>
</tr>
<tr>
<td>I know about the myths and misconceptions related to menstruation.</td>
<td>I am ready to break the myths and misconceptions related to menstruation if imposed on me.</td>
<td>I know how to make sanitary napkins (girls only).</td>
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<tr>
<td>Life Skills: Communication, critical thinking, decision making, empathy, coping with stress</td>
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<tr>
<td><strong>Sex and sexuality</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• What is sex and sexuality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attraction, Love, Intimacy</td>
<td></td>
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<tr>
<td>• Different sexual orientation (LGBTI)</td>
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<tr>
<td>• Safe sex (including pleasure and talk about non penetrative sex)</td>
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<tr>
<td><strong>Life Skills:</strong> Self-awareness, empathy, communication, assertiveness, interpersonal relationships, negotiation</td>
<td></td>
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<tr>
<td>I know difference between love, attraction, intimacy and safe sex.</td>
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<tr>
<td>I know about the different sexual preferences (LGBTI).</td>
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<tr>
<td>I know about safe sex.</td>
<td></td>
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<tr>
<td>I accept my and other's sexuality.</td>
<td></td>
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<tr>
<td>I should practice safe sex.</td>
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<tr>
<td>I can talk openly about sex and sexuality with my family and friends.</td>
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<tr>
<td>I can negotiate with my partner to practice safe sex.</td>
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<tr>
<td>I encourage my friends to share any concerns about sex and sexuality in a decent manner.</td>
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<tr>
<td>I practice safe sex if I am sexually active.</td>
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<tr>
<td>Increased acceptance towards different expressions of sexuality.</td>
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<tr>
<td>Reduced unsafe sexual practices.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Skills: Self-awareness, empathy, communication, assertiveness, interpersonal relationships, negotiation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STI</strong></td>
</tr>
<tr>
<td>• What is STI?</td>
</tr>
<tr>
<td>• Types of STI</td>
</tr>
<tr>
<td>• Symptoms of STI</td>
</tr>
<tr>
<td>• Modes of transmission</td>
</tr>
<tr>
<td>• Prevention</td>
</tr>
<tr>
<td>• Misconceptions about STI</td>
</tr>
<tr>
<td>• Available services</td>
</tr>
<tr>
<td>• Double Dutch??</td>
</tr>
<tr>
<td>• HIV</td>
</tr>
<tr>
<td>I know the difference between STI, HIV and AIDS.</td>
</tr>
<tr>
<td>I know about the preventive measures for STI and HIV.</td>
</tr>
<tr>
<td>I accept PLWH.</td>
</tr>
<tr>
<td>I should challenge misconceptions about STI and HIV.</td>
</tr>
<tr>
<td>I should take preventive measures to protect myself from STI, HIV &amp; AIDS.</td>
</tr>
<tr>
<td>I can share information about STI, HIV and AIDS with my family and friends.</td>
</tr>
<tr>
<td>I will provide information about available services in the community to my family and friends.</td>
</tr>
<tr>
<td>I challenge misconceptions about STI and HIV.</td>
</tr>
<tr>
<td>I will have safe sex if I am sexually active.</td>
</tr>
<tr>
<td>Reduced STI and HIV infections.</td>
</tr>
<tr>
<td>Reduced misconceptions, stigma and discrimination with regard to STI and HIV.</td>
</tr>
<tr>
<td>Increased utilization of counseling and testing services at local level.</td>
</tr>
<tr>
<td>Life Skills: &amp;</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>What is HIV? &amp; Difference between HIV and AIDS &amp; Modes of transmission &amp; Prevention</td>
</tr>
<tr>
<td>Misconceptions about HIV &amp; Stigma and discrimination &amp; Nutritional intake during treatment and use of contraceptives &amp; Available services</td>
</tr>
<tr>
<td>Family Planning and contraceptives &amp; What is Family planning? &amp; Methods and types of Family planning &amp; Importance and use of Family planning</td>
</tr>
<tr>
<td>Emergency contraceptive, use and consequences &amp; Available services</td>
</tr>
<tr>
<td>Abortion &amp; What is abortion? &amp; Safe and unsafe</td>
</tr>
<tr>
<td>I know about types and uses of family planning methods. &amp; I know about emergency contraceptives and the consequences of using them. &amp; I know about the consequences of safe and unsafe abortion and related laws.</td>
</tr>
<tr>
<td>I can talk about different types of family planning methods, abortion related laws and available services with my family and friends. &amp; I should encourage the use of family planning to those who are in need. &amp; I should discourage unsafe abortion.</td>
</tr>
<tr>
<td>I access available services related to family planning and abortion if required. &amp; I share information on available services related to family planning and abortion. &amp; I share information related to family planning.</td>
</tr>
<tr>
<td>Increased use of contraceptives. &amp; Reduction in unsafe abortion cases</td>
</tr>
<tr>
<td><strong>abortion</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Consequences of unsafe abortion</td>
</tr>
<tr>
<td>• Abortion related laws</td>
</tr>
<tr>
<td>• Available services</td>
</tr>
<tr>
<td>• Post abortion contraception</td>
</tr>
</tbody>
</table>

**Life Skills:**
Communication, coping with stress, critical thinking, interpersonal relationship, negotiation, decision making

<table>
<thead>
<tr>
<th><strong>Pregnancy and Safe motherhood</strong></th>
<th><strong>I know about early pregnancy and its implications.</strong></th>
<th><strong>I should challenge the myths, misconceptions and violence related to pregnancy and early motherhood.</strong></th>
<th><strong>I can communicate about implications of early pregnancy.</strong></th>
<th><strong>I encourage my relatives, neighbors, family members and friends to utilize ANC and PNC services and institutional delivery.</strong></th>
<th><strong>I share information about safe motherhood to my community.</strong></th>
<th><strong>I challenge myths, misconceptions and violence related to pregnancy and early motherhood.</strong></th>
<th><strong>I access available services related to pregnancy and safer motherhood.</strong></th>
<th><strong>Increased utilization of ANC, PNC and institutional delivery services.</strong></th>
<th><strong>Reduced maternal and child related death.</strong></th>
<th><strong>Reduced myths and misconceptions related to pregnancy and safer motherhood.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is pregnancy and early pregnancy</td>
<td>• I know about major danger signs and required care during pregnancy, delivery and post-delivery.</td>
<td>• I should discourage early pregnancy.</td>
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<tr>
<td>• Signs of pregnancy</td>
<td>• I know about available services related to pregnancy and safe motherhood.</td>
<td>• I can communicate about implications of early pregnancy.</td>
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<tr>
<td>• Consequences of early pregnancy and childbirth</td>
<td>• I know about early pregnancy and its implications.</td>
<td>• I should challenge the myths, misconceptions and violence related to pregnancy and early motherhood.</td>
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<tr>
<td>• Taking care during pregnancy, delivery and post delivery</td>
<td>• I know about major danger signs and required care during pregnancy, delivery and post-delivery.</td>
<td>• I should discourage early pregnancy.</td>
<td>• I can share information about danger signs and required care during pregnancy, delivery and post-delivery.</td>
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<tr>
<td>• Taking care of the neonate</td>
<td>• I know about available services related to pregnancy and safe motherhood.</td>
<td>• I can communicate about implications of early pregnancy.</td>
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<tr>
<td>• Danger signs during pregnancy, delivery and post-delivery</td>
<td>• I know about early pregnancy and its implications.</td>
<td>• I should challenge the myths, misconceptions and violence related to pregnancy and early motherhood.</td>
<td>• I can share information about danger signs and required care during pregnancy, delivery and post-delivery.</td>
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<tr>
<td>• Prolapse and other morbidities following childbirth</td>
<td>• I know about available services related to pregnancy and safe motherhood.</td>
<td>• I can communicate about implications of early pregnancy.</td>
<td>• I can share information about danger signs and required care during pregnancy, delivery and post-delivery.</td>
<td>I encourage my relatives, neighbors, family members and friends to utilize ANC and PNC services and institutional delivery.</td>
<td>I share information about safe motherhood to my community.</td>
<td>I challenge myths, misconceptions and violence related to pregnancy and early motherhood.</td>
<td>I access available services related to pregnancy and safer motherhood.</td>
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<tr>
<td>• Myths and misconceptions</td>
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<tr>
<td>• Domestic violence during pregnancy</td>
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<tr>
<td>14. Violence/Protection</td>
<td>Violence</td>
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<tr>
<td>• What is violence?</td>
<td>I am aware about different types of violence, its causes, consequences and legal aspects.</td>
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<tr>
<td>• Definition, different types (physical, psychological, social, economic, ethnic, communal, gender based violence, social violence, sexual abuse, negligence, exploitation)</td>
<td>I know where we can report violence cases and aware of available services.</td>
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<tr>
<td>• Facts about violence in Nepal</td>
<td>I know when and where to seek health care services following sexual violence.</td>
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<tr>
<td>• Right to live free of any forms of violence</td>
<td>I am aware about different types of violence, its causes, consequences and legal aspects.</td>
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<tr>
<td>• Causes of violence</td>
<td>Any form of violence is unacceptable.</td>
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<tr>
<td>• Consequences of violence</td>
<td>I must share/report if any form of violence is inflicted on me.</td>
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<tr>
<td>• Legal aspects</td>
<td>I can identify violence.</td>
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<tr>
<td>• Where we can report violence cases and available services</td>
<td>I can share if any form of violence is inflicted on me.</td>
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<tr>
<td>• How can we support the survivors of violence</td>
<td>I must protest and report if I see violence happening in any settings (family, community, school, streets etc.).</td>
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<td></td>
<td>I can decide where to report if violence is inflicted on me or others.</td>
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<td></td>
<td>I can share information on where we can report violence cases and available services.</td>
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<td></td>
<td>I report if any form of violence is inflicted on me or others around me.</td>
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<td></td>
<td>I protest if I see violence happening in my family and community.</td>
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<td></td>
<td>I support my friends and others who have survived any form of violence.</td>
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<td></td>
<td>I seek health care services within 72 hours following sexual violence.</td>
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<td></td>
<td>More reporting on different cases of violence.</td>
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<tr>
<td></td>
<td>Reduction on incidences of violence.</td>
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</tbody>
</table>
(Methodology: Map out cases of violence in the community from an adolescent lens. Child Protection section's PLC consultants can help with this)

(Methodology: Problem tree)

Link to My World session (safe/unsafe community spaces)

Life Skills: Critical thinking, communication, decision making, empathy, assertiveness

<table>
<thead>
<tr>
<th><strong>Child Marriage</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>What is child marriage?</td>
<td>I am aware of my right to decide when to get married.</td>
<td>I believe child marriage and dowry are harmful social norms.</td>
<td>I can negotiate with my parents if they decide to marry me off before 18 and/or decide to receive or pay dowry.</td>
</tr>
<tr>
<td>What is dowry? (Accepting and giving dowry is undermining family dignity)</td>
<td>I am aware of gender stereotypes and discrimination.</td>
<td>I should get married after reaching the legal age of marriage.</td>
<td>I am influencing adults’ decisions about marrying me off and my family members and friends before 18 as well as taking or giving dowry.</td>
</tr>
<tr>
<td>Some statistics regarding child marriage in Nepal</td>
<td>I know that investing in girls' education is equally important as investing in boys.</td>
<td>I should resist dowry in my family.</td>
<td>I have decided to get married after reaching the legal age of marriage.</td>
</tr>
<tr>
<td>What are the implications of child marriage (physical,</td>
<td>I know that poverty is not the reason to marry</td>
<td>I should try my level best along with my friends and other</td>
<td>I, along with my friends, initiate awareness programs about the harmful</td>
</tr>
</tbody>
</table>

I am a change agent and the practice of child marriage has reduced in my community.
<table>
<thead>
<tr>
<th>Topic</th>
<th>I know</th>
<th>What can be done</th>
<th>Life Skills:</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>reproductive health and mental health, drop out of school, social isolation, violation of rights, sexual and domestic violence, lesser opportunities to be self-reliant</td>
<td></td>
<td></td>
<td>Communication, critical thinking, creative thinking, negotiation, decision making, assertiveness, interpersonal relationship</td>
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<tr>
<td>Child marriage from rights perspective</td>
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<tr>
<td>Existing laws on child marriage and dowry</td>
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<tr>
<td>Who should do what to prevent child marriage</td>
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<tr>
<td>What can we do to prevent child marriage in our community</td>
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<tr>
<td>(Note: Content should be sensitive towards married adolescents. The message should be that it is not the end of the world, you can still pursue your dreams)</td>
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<tr>
<td>Life Skills:</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Domestic Violence</td>
<td>I am aware about</td>
<td>Any form of domestic</td>
<td>I can identify any form</td>
<td>I share or report if</td>
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<tr>
<td>I know –</td>
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<tr>
<td>- what is the legal age of marriage</td>
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<tr>
<td>- what proportion of my peers, relatives and others are affected by child marriage</td>
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<tr>
<td>- what possibly can happen if I get married early</td>
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<tr>
<td>- what is dowry and it is not dignified to receive dowry</td>
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<tr>
<td>- what are Nepal’s laws about child marriage and dowry</td>
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<tr>
<td>I know what we can do to prevent child marriage in our community.</td>
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</tbody>
</table>
| As a married adolescent, I am pursuing my dreams.
• What is domestic violence?
  Causes of domestic violence (gender roles & responsibilities, dowry, son preferences, polygamy, infertility, power relationship, patriarchy, child marriage)
• How to safeguard myself from possible domestic violence
• What can we do to prevent domestic violence especially when it is against our friends, relatives and others with disabilities
• Legal provision on domestic violence and available services

Life Skills:
Communication, critical thinking, negotiation, decision making, problem solving, empathy, assertiveness

<table>
<thead>
<tr>
<th>Sexual Violence and Intimate Partner Violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms of sexual violence (sexual</td>
</tr>
<tr>
<td>I am aware about different forms of sexual violence for both boys &amp; girls including those with disabilities.</td>
</tr>
<tr>
<td>Any form of sexual violence is unacceptable.</td>
</tr>
<tr>
<td>I will not commit any form of sexual violence</td>
</tr>
<tr>
<td>I can identify any form of sexual violence</td>
</tr>
<tr>
<td>I can share if sexual violence inflicted on me or others.</td>
</tr>
<tr>
<td>I discourage my family and friends from inflicting all forms of sexual violence by ……..</td>
</tr>
</tbody>
</table>

| I must protest if I see domestic violence happening in my family, friends and community |
| I should not commit any form of domestic violence. |
| I know about the procedures to follow and how to report cases of domestic violence |
| I know my friends with disabilities, girls and younger children are more vulnerable to domestic violence. |
| I support my family members, friends and others who have survived domestic violence by …… |

Reduction on incidences of domestic violence.
Harmonious families.
harassment- eve teasing, abuse including bad touch/good touch, rape, incest, pedophilia, sexual abuse through sms and internet, forcing to watch pornography or recording/taking pictures of children/adolescents demonstrating their sexuality

(Methodology: Good touch and bad touch)

- Sexual violence can happen to anybody; however, girls and children with disabilities are more vulnerable
- Sexual violence can happen anywhere like home, school, public places, neighbors’ or relative’s houses
- How can we prevent and protect ourselves from sexual violence
- Where to report sexual violence cases
- How can we support our friends and others who have survived sexual violence
- Legal provision and

I know sexual violence can happen anywhere and to anybody.
I know about the procedures to follow, where to report and available services related to sexual violence.
I know ways to protect myself from sexual violence.

and will not support perpetrators.
I must protest if I see sexual violence happening in my family & community.

I can decide whom to report if sexual violence is inflicted on me or others.

I share information or report if sexual violence inflicted on me.
I report if sexual violence is inflicted on my family or friends.
I protest if I see sexual violence happening in my family and community.
I support my friends and others who have survived sexual violence by .............
<table>
<thead>
<tr>
<th>available services</th>
<th>Health care needs after SBV/IPV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills:</td>
<td>Critical thinking, empathy, communication, decision making, problem solving, assertiveness</td>
</tr>
</tbody>
</table>

**Trafficking and sale of children**

- Definitions
- Statistics on trafficking in Nepal
- Purposes for trafficking (commercial sexual exploitation, exploitative and bonded labour, circus, etc.)
- Push factors for trafficking
- Consequences
- Risks of unsafe labour migration
- What should I do to prevent trafficking in my community
- How can I support my family member or friend who is a survivor of trafficking
- Legal provisions

| I know what trafficking and sale of children are and its causes, purposes and consequences. | Trafficking and sale are unacceptable. |
| I understand the risks of unsafe labour migration. | I must protest if I see trafficking or sale happening in my community. |
| I know about the legal aspects of trafficking. | I must share anti human trafficking information to my peers and other members of my community. |
| I know some of the tricks which traffickers use to trap young girls with their evil intentions. | I must cultivate positive attitude towards accepting trafficked survivors in society. |
| I know that trafficking survivors face discrimination, stigmatization in society and get inflicted with diseases, tortures and other inhumane inflictions. | I can identify trafficking and sale cases. |
| | I am able to identify unusual behaviours and inform it to adults. |
| | I can report if trafficking is happening to me or others. |
| | I can make people aware of the issues of trafficking and the discrimination/stigmatization faced by the survivors. |

I am prepared to refuse goods or lucrative proposals by a stranger or a family member to take me out of my community.

I, along with my friends, initiate awareness programs about trafficking.

I share or report if I have a hint of any trafficking or sale cases in my community.

I support my family members, friends, and others who have survived trafficking or sale after s/he is back in the community by 

I understand the importance of 

<p>| More reporting on trafficking cases. | Reduction on incidences of trafficking. | Increase in the number of reintegrated trafficking survivors with their families. |</p>
<table>
<thead>
<tr>
<th>Where to report trafficking cases</th>
<th></th>
<th></th>
<th>education/skills as a preventive measure of trafficking.</th>
</tr>
</thead>
</table>

**Life Skills:**
Creative thinking, critical thinking, decision making, empathy, assertiveness, communication.