

S.No.	TOPIC
1	My World
2	Self-awareness
3	Our rights and responsibilities
4	Gender and social inclusion
5	Puberty
6	Good habits <ul style="list-style-type: none"> - Avoiding smoking, tobacco use, Drug, Alcohol Abuse - Personal hygiene and sanitation
7	Nutrition
8	First aid
9	Civic Engagement
10	Environment and Natural Resources, Disaster Risk Management and Climate Change Adaptation <ul style="list-style-type: none"> - Natural Resources - Disaster Risk Management and Climate Change Adaptation
11	Saving and Spending
12	Livelihood Options <ul style="list-style-type: none"> - Livelihood options in a changing climate - Planning and budgeting - Jobs - Vocational Training - Enterprises - Sustainable rural livelihoods and inputs
13	Sexual and Reproductive Health <ul style="list-style-type: none"> - Sexual and reproductive health system - Reproductive rights - Menstruation, menstrual hygiene, myths and misconceptions - Sex and sexuality - STI and HIV - Fertility and Family planning, myths and misconceptions - Safe Abortion - Pregnancy and safe motherhood
14	Gender Based Violence <ul style="list-style-type: none"> - Violence - Child Marriage

<ul style="list-style-type: none"> - Domestic Violence - Sexual Violence/ Intimate Partner Violence - Trafficking
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TOPIC	CONTENT	KNOWLEDGE	ATTITUDE	SKILLS	BEHAVIORAL OUTCOME	IMPACT OF BEHAVIOR
1. My World	<p><i>My Family and Friends</i></p> <ul style="list-style-type: none"> • <i>Who are my family members, friends and other members of my social network (teachers, neighbors, relatives, community leaders, religious leaders etc.)</i> • <i>Why are they important (social networks and safety nets)</i> <p><u><i>(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)</i></u></p> <p><i>My Community</i></p> <ul style="list-style-type: none"> • <i>Where do I feel safe and unsafe in the community and why (Methodology:</i> 	<p>I know who I can turn to if I have any problems and it is good to talk about my feelings with them.</p> <p>I know which places in my community are safe and unsafe.</p> <p>I am aware that people in my community belong to different ages, castes, ethnicities, religions, income groups, geographical backgrounds and ability</p>	<p>I believe that if I share my feelings with people I trust, they will listen to me.</p> <p>I should be proud of my identity irrespective of my gender, age, ethnicity, caste, class, geographical background and ability.</p> <p>I value diversity in my community.</p>	<p>I can communicate my feelings with people I trust.</p> <p>I can identify which places are safe and unsafe in my community.</p>	<p>I share my feelings with people I trust.</p> <p>I turn to people I trust if I have any problems.</p> <p>I am proud of my identity irrespective of my gender, age, ethnicity, caste, class, geographical background and ability.</p> <p>I respect my community members irrespective of their gender, age, ethnicity, caste, class, geographical background and ability.</p>	<p>Harmonious community where adolescents have a feeling of belongingness</p>

	<p><i>Community mapping)</i></p> <p><i>Diversity</i></p> <ul style="list-style-type: none"> • <i>Gender (me and my siblings), age, ethnicity, caste, religion, class (income status), geographical background, disability</i> • <i>No matter where I belong, I should be proud</i> <p><i>Life Skills:</i> <i>Communication, Empathy, Interpersonal relationship, Self-awareness, critical thinking</i></p>					
<p>2. Self-awareness</p>	<p><i>My Dream and Goals(milestones)</i></p> <ul style="list-style-type: none"> • <i>Where do I see myself after 10 years</i> <i>(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)</i> 	<p>I know my goals.</p> <p>I know it is important to know myself.</p> <p>I know what I am good at and what I should improve.</p> <p>I am aware of the positive and negative factors that I can face to achieve my goals.</p>	<p>I believe it is important to assess my own strengths and weaknesses in order to realize my dream.</p> <p>I believe that I am responsible for achieving my goals to realize my dream.</p>	<p>I can identify my strengths and areas of improvement.</p> <p>I can identify people who can support me to achieve my goals.</p>	<p>I am working towards enhancing my strengths and improving my weaknesses.</p> <p>I approach people who can support me to achieve my goals.</p>	<p>Self-aware, focused and motivated adolescents who are pursuing their dreams</p>

	<ul style="list-style-type: none"> • <i>What are my goals to achieve that dream</i> • <i>My strengths and areas of improvement</i> <p><i>Knowing my allies (in realizing my dream and goals)</i> <i>(Methodology: Fish and boulder/Fishbone)</i></p> <p><i>Life Skills:</i> <i>Communication, self-awareness, decision making, creative thinking, critical thinking</i></p>					
3. Our Rights and Responsibilities	<p><i>What are our needs and wants</i></p> <p><i>What are our rights: four pillars (UNCRC and existing laws for adolescents)</i> <i>(Methodology: Auction game)</i></p> <p><i>Responsibilities related to rights</i></p> <p><i>Why rights and responsibilities are important</i></p> <p><i>Every individual has rights irrespective of age, gender, disability, health status, religion, ethnicity</i></p>	<p>I am aware about my rights which are a part of human rights.</p> <p>I know my rights are inalienable and indivisible.</p> <p>I am aware that :</p> <ul style="list-style-type: none"> • there is a difference between need and want • every right comes with specific responsibilities <p>I know about CRC and some existing laws for us.</p>	<p>I believe we all are human and we have equal and special rights.</p> <p>I should not claim for my rights without fulfilling my responsibilities.</p> <p>I should try my level best to claim my rights.</p> <p>I should also advocate for my peers' rights.</p>	<p>I can share information about our rights and responsibilities with my peers.</p> <p>I can convince my friends about our rights and responsibilities.</p> <p>I can claim when my rights are forgotten.</p> <p>I can advocate for rights of myself and my peers with relevant adult stakeholders.</p>	<p>I respect others' rights.</p> <p>I claim my rights when it is not fulfilled.</p> <p>I fulfill my responsibilities in my family, among my peers and in my community as per my capacity And my rights</p> <p>I will not discriminate against my peers because every individual has rights irrespective of age, gender, disability, health status, religion, ethnicity etc.</p>	<p>All adolescents are valuable members of the community and contribute to the creation of a just and equitable society.</p>

	<p><i>etc.</i></p> <p><i>Life Skills:</i> <i>Empathy, critical thinking,</i> <i>self-awareness,</i> <i>interpersonal relationship,</i> <i>communication,</i> <i>negotiation</i></p>				I promote the rights of myself and my peers with relevant adult stakeholders.	
4. Gender and Social Inclusion	<p><i>What is Sex?</i></p> <p><i>What is Gender?</i> <i>(Methodology: Game on the difference between Sex and Gender in the CSE Facilitators Guide)</i></p> <ul style="list-style-type: none"> <i>Gender role and responsibilities in society</i> <i>Gender Equality and Equity</i> <i>Gender stereotypes</i> <p><i>What is social inclusion?</i></p> <p><i>What is discrimination?</i></p> <p><i>What are the discriminatory practices (gender + social inclusion) in the community</i></p> <p><i>Gender Equity vs. Equality</i> <i>(Methodology: picture of boys standing behind a</i></p>	<p>I know the difference between sex and gender.</p> <p>I am aware of the gender stereotypes in my society.</p> <p>I am aware that people in my community belong to different caste, ethnicity, religion, income group, geographical background and ability.</p> <p>I know how gender influences our early experiences and continues to influence our thinking</p> <p>I know the difference between gender equity and equality.</p>	<p>I believe that gender stereotypes prevalent in our society are not good.</p> <p>I believe that I should treat everyone equally despite their age, caste, ethnicity, religion, income group, geographical background and ability.</p> <p>I believe that I should challenge the gender stereotypes.</p>	<p>I can identify gender stereotypes in my family and society.</p> <p>I am able to advocate in my group/club to bring diverse representation</p> <p>I can question the gender stereotypes and discriminatory practices prevalent in my family and society.</p> <p>I can convince my family and community to end discriminatory practices against girls, women and marginalized groups.</p>	<p>I do my share of household chores with my sisters (for boys).</p> <p>I promoted diverse representations in my group/club.</p> <p>I treat everyone equally despite their sex, gender, caste and class.</p> <p>I question the gender stereotypes and discriminatory practices prevalent in my family and society.</p> <p>I am an advocate for gender equality and social inclusion.</p>	<p>Diverse representation in adolescents' groups and clubs</p> <p>Reduction of gender stereotypes in society</p> <p>Harmonious families and society</p>

	<p><u>fence to watch a game)</u></p> <p><u>Make sure this chapter has activities for both girls, boys</u></p> <p>Life Skills: Empathy, critical thinking, self-awareness, communication, interpersonal relationship, negotiation, assertiveness</p>					
<p>5. Puberty</p>	<ul style="list-style-type: none"> • Physical changes (body changes, masturbation, menstruation, wet dreams) • Emotional changes (mood swings, attachment to people and things, attraction to opposite sex, self-identity) • Social changes (social responsibilities, peer influence) • Why do changes occur • Puberty can start at different ages (puberty occurs to everyone including disabled peers who might need special support) 	<p>I know:</p> <ul style="list-style-type: none"> • Changes (physical, emotional and social) that take place during puberty • Changes during puberty are natural • What are the changes happening among boys and girls <p>I know the general myths and misconceptions about menstruation, wet dreams and masturbation</p> <p>I know that the shape and size of my body doesn't define the</p>	<p>Puberty is a natural process.</p> <p>I should challenge the myths and misconceptions if imposed on me.</p> <p>I accept myself even though I may look different than my peers.</p>	<p>I feel prepared to face the changes regarding puberty (10-14)</p> <p>I am comfortable to share information about puberty with my friends and family</p> <p>I can challenge myths and misconceptions around menstruation, wet dreams and masturbation</p> <ul style="list-style-type: none"> - Chaupadi - Under age marriage - Safe reproductive health for adolescents for both boys and girls. 	<p>I accept changes during puberty as a natural phenomenon.</p> <p>I share information about puberty with my friends and family members.</p> <p>I resist myths and misconceptions.</p>	<p>More adolescents are coping with puberty in a positive way.</p> <p>More adolescents are aware of puberty as a natural process</p> <p>Less myths and misconceptions around menstruation, wet dreams and masturbation</p>

	<ul style="list-style-type: none"> • <i>Myths and misconceptions about menstruation, wet dreams, masturbation (adolescent perspective)</i> • <i>Body image</i> <p><i>Life Skills: Self-awareness, Communication, coping with emotions and stress, empathy, interpersonal relationship</i></p>	<p>person I am</p> <p>I know there is a possibility I will be forced to get married just because I started to menstruate.</p> <p>I know benefits of sexual reproductive health for adolescents</p>				
<p>6. Good Habits</p>	<p>Good habits:</p> <p><i>What is good habit and what is bad habit?</i></p> <p><i>Avoiding smoking, tobacco use, drug, and alcohol</i></p> <p><i>Causes (peer pressure and bullying) and Effects</i></p> <p><i>How to say "No"</i></p> <p><i>Keeping our surrounding clean</i></p> <p><i>Support peers to quit bad habits</i></p> <p><i>Information on referral services</i></p> <p><i>Life Skills:</i></p>	<p>I know the harmful effects of smoking, tobacco, alcohol and drug use (health and economy)</p> <p>I know the available referral services for smoking, tobacco, alcohol and drug use.</p>	<p>Smoking, tobacco, alcohol and drug use are harmful for me and my peers.</p> <p>I should quit bad habits (for current users).</p> <p>I should say NO when pressurized to adopt bad habits such as smoking, tobacco, alcohol and drug use.</p> <p>I should support my peers to quit bad habits.</p>	<p>I can resist pressure to adopt bad habits such as smoking, tobacco, alcohol and drug use.</p> <p>I can encourage my family and peers to avoid bad habits such as smoking, tobacco, alcohol and drug abuse.</p>	<p>I say NO when pressurized to adopt bad habits such as smoking, tobacco, alcohol and drug use.</p> <p>I do not smoke or use tobacco, alcohol or drugs.</p> <p>I share harmful effects of smoking, tobacco, alcohol and drug use to my family and peers.</p> <p>I influence my friends not to adopt bad habits.</p> <p>I approach available services to quit bad habits (for current</p>	<p>Improved health of adolescents in community</p> <p>Reduced crime in the community</p>

<p><i>Empathy, critical thinking, negotiation, decision making, interpersonal relationship, assertiveness, communication,</i></p>				<p>users).</p> <p>I support my peers to quit bad habits.</p>	
<p>Personal Hygiene and Sanitation:</p> <p><i>What is personal hygiene and sanitation</i></p> <ul style="list-style-type: none"> • <i>Brushing</i> • <i>Face washing</i> • <i>Bathing</i> • <i>Hand washing with soap</i> • <i>Nail cutting</i> • <i>Defecating in toilets (Benefits of using toilets, negative implications of Open Defecation Free zone)</i> • <i>Wearing shoes</i> • <i>Clean clothes/uniforms</i> • <i>Keeping our surrounding and environment safe</i> <p><i>Safe drinking water (benefits and processes)</i></p> <p><i>Water treatment (boiling, chlorination, filtration and sodis)</i></p> <p><i>Deworming and related</i></p>	<p>I know the benefits of maintaining personal hygiene and sanitation.</p> <p>I know the benefits of safe drinking water and how to make drinking water safe.</p> <p>I know the available services related to deworming.</p> <p>I know the benefits of menstrual hygiene management.</p>	<p>I should maintain personal hygiene.</p> <p>I should maintain safe menstrual hygiene practices.</p> <p>I should encourage my family and peers to maintain personal hygiene.</p> <p>I should encourage my friends and family to see the important of hygienic safe practice during the menstruation.</p> <p>All of us should drink safe water.</p>	<p>I know how to maintain personal hygiene.</p> <p>I know how to make drinking water safe.</p> <p>I know how to make low cost sanitary napkins.</p>	<p>I maintain my personal hygiene such as brushing, nail cutting, washing my hands with soap before eating and after using toilet, washing hands with soap after using sanitary napkins during the menstruation, taking bath regularly, defecating in toilets etc.</p> <p>I inform my family and peers about the benefits of personal hygiene, menstrual hygiene management and sanitation.</p> <p>I drink safe water and encourage my family and peers to do the same.</p> <p>I access available services related to dewormingand encourage my family and peers to do the</p>	<p>Improved hygiene and sanitation practicesof adolescents in community</p> <p>Improved menstrual hygiene management practices Open defecation has reduced in the community</p>

	<p><i>available services</i></p> <p><i>Implications of not maintaining personal hygiene and sanitation</i></p> <p><i>How to maintain good habits</i></p> <p><i>Life Skills:</i> <i>Decision making, creative thinking, problem solving, communication, self-awareness</i></p>				<p>same.</p>	
<p>7. Nutrition</p>	<ul style="list-style-type: none"> • <i>What is nutrition?</i> • <i>Types of nutritious foods</i> • <i>Balanced diet and its importance</i> • <i>Local sources of nutritious food</i> • <i>Nutrition and malnutrition</i> • <i>Effects of malnutrition</i> • <i>Gender and nutrition</i> • <i>Available services for accessing iron folic acid etc.</i> • <i>Malnutrition and its effects (immediate/longer term)</i> • <p><i>Life Skills:</i> <i>Decision making, critical</i></p>	<p>I know the importance of a balanced diet.</p> <p>I know the sources of nutritious foods available in my community.</p> <p>I know the causes and effects of malnutrition.</p> <p>I know the available services related to nutrition.</p> <p>I am aware of infections such as diarrhea which lead to malnutrition.</p>	<p>I should consume locally available nutritious food.</p> <p>I believe that timely intervention can reduce/reverse the effects of malnutrition.</p> <p>There should be no discrimination among siblings with regard to food intake.</p> <p>I value nutrition found in locally cultivated crops, vegetables and animal products.</p> <p>I know the roles of gender in the family to ensure the nutrition of adolescents girls</p>	<p>I can identify different sources of nutrition.</p> <p>I can influence my parents to consume a balanced diet.</p> <p>I can avoid the harmful practices that are affecting for good nutrition</p> <p>I can facilitate my parents to practice behaviour that are essential for nutrition improvements</p>	<p>I influence my parents to consume nutritious food and help them to prepare balanced diet.</p> <p>I access available services related to nutrition.</p> <p>I influence my parents and family members to practice good behaviours for nutrition e.g.</p>	<p>Malnutrition in the community has reduced.</p>

	<i>thinking, creative thinking, communication, negotiation</i>					
8. First Aid	<p><i>What is first aid?</i></p> <p><i>How to provide basic first aid (cuts/wounds, snake/dog bite, fainting, burn, poisoning)</i></p> <p><i>Locally available resources to provide first aid</i></p> <p><i>Services available in my community</i></p> <p><i>Life Skills: Decision making, critical thinking, communication, problem solving</i></p>	<p>I know when to use basic first aid.</p> <p>I know the locally available resources that can be used for first aid.</p> <p>I know that I have to ask for help if required during first aid.</p> <p>I know we may have to access available services even after conducting first aid.</p>	<p>I should provide basic first aid service to myself or others as required.</p> <p>I should seek or refer further support beyond basic first aid if required.</p>	<p>I can recognize emergency situations and ask for help.</p> <p>I can provide basic first aid service to myself and others as per the situation.</p>	<p>I provide first aid service to myself and others when required.</p> <p>I seek or refer further support beyond first aid if required.</p>	Reduction in magnitude of injuries in community
9. Civic Engagement	<p><i>What is civic engagement?</i></p> <p><i>Local Governance process</i></p> <p><i>Structure of local level planning process</i></p> <p><i>Being good citizen</i></p> <p><i>How can adolescents participate in local level planning, implementation and monitoring process</i></p> <p><i>Vital registration services</i></p> <p><i>Voter registration process</i></p>	<p>I know about where and how public hearings and social audits are organized in my community.</p> <p>I know how to participate in local planning process as a child representative or concerned adolescent.</p> <p>I know it is good to volunteer my time and efforts to help other</p>	<p>Adolescent issues should be included in the local level planning process.</p> <p>I should participate in planning, implementation and monitoring process and help my community without seeking monetary or personal gain of any kind.</p> <p>As a child</p>	<p>I can represent the voices of my peers.</p> <p>I can share my feelings, thoughts, issues and problems without any hesitation on different forums.</p> <p>I can help my friends to prepare for any interactions they may have with adults stakeholders by providing them with</p>	<p>I participate in planning, implementation and monitoring process.</p> <p>I participate in public hearing and social audits on issues concerning me.</p> <p>I provide information on adolescent issues from my community to child representative on various forums (WCF,</p>	Adolescents are consulted and included at all levels of decision making and planning processes concerning them.

	<p>(15-19)</p> <p><i>Life Skills: Communication, critical thinking, negotiation, decision making, problem solving, interpersonal skills, assertiveness</i></p>	<p>people in my community.</p> <p>I know about the vital registration services and voter registration process.</p>	<p>representative, I should put forward adolescent issues in various forums.</p> <p>Being actively involved in community issues is my responsibility.</p>	<p>information I have on adolescent issues.</p>	<p>IPC, SMC, HMC, WASHCC).</p> <p>As a child representative, I discuss with my peers and advocate for our issues in the local planning processes.</p> <p>I listen to different perspectives on any matter even though I disagree with them.</p>	
<p>10. Environment and Natural Resources</p>	<p>Natural Resources</p> <ul style="list-style-type: none"> • <i>What is resource? (refer to <u>Amartya Sen's theory</u>)</i> • <i>Type of natural resources</i> • <i>Importance of natural resources</i> • <i>Identification of local natural resources, their conservation and optimal utilization</i> • <i>Role of natural resources in improving life standards and livelihood in households</i> • <i>Linking resources and population growth</i> <p><u>Need to link with right and</u></p>	<p>I am aware of my natural environment.</p> <p>I know the importance of local natural resources and their uses.</p> <p>I know the ways of conserving and managing natural resources such as soil, forest and water.</p> <p>I know that local natural resources can be utilized to improve my life and livelihood.</p>	<p>I believe environmental damage is wrong.</p> <p>I should not pollute our environment.</p> <p>I think we should be proactive in preserving our natural environment.</p> <p>I believe conserving the local natural resources will enhance my family's wellbeing.</p>	<p>I can make my family/peers/community aware on the importance of preserving and using natural resources responsibly.</p> <p>I can convince and mobilize my family/peers/community to take actions to preserve and utilize natural resources responsibly.</p>	<p>I respect and protect my natural surroundings.</p> <p>I am a promoter for environmental protection.</p> <p>I utilize/manage my natural resources in a responsible and sustainable manner to improve my life and livelihood.</p>	<p>Environmental damage is reduced.</p> <p>Natural resources are used in a responsible and sustainable manner.</p>

	<p><u>responsibility session</u></p> <p><i>Skills: Critical thinking, creative thinking, negotiation, communication, interpersonal relationship, decision making</i></p>					
	<p>Climate Change</p> <ul style="list-style-type: none"> • <i>Weather vs. climate</i> • <i>What is climate change</i> • <i>Causes and effects of climate change</i> • <i>What is prevention, mitigation and adaptation</i> • <i>Roles and responsibilities of adolescents to prevent, mitigate and adapt to effects of climate change</i> • <i>Gender and climate change</i> 	<p>I know what is climate change, its causes and effects.</p> <p>I know the difference between climate variability, mitigation and adaptation.</p> <p>I know how I can contribute towards mitigating and adapting to the effects of climate change.</p> <p>I know that climate change can have implications on health and gender roles.</p> <p>I know climate change can have both opportunities and negative consequences</p> <p>I know the different</p>	<p>I believe I can adapt to effects of climate change.</p> <p>I believe I should contribute towards mitigating the effects of climate change.</p> <p>I believe our livelihoods have to be adapted in order to cope with the changing environment.</p>	<p>I can share information on climate change with my family and peers.</p> <p>I can access information on weather, forecasting and climate change.</p> <p>Me and my family are prepared for extreme events such as cold wave and heat stress. I can take preparedness measures to protect myself and my family during disasters.</p> <p>I can assess and communicate risks affecting our area.</p> <p>I can communicate early warning messages during disasters.</p>	<p>I promote (<u>pravardhak</u>) the importance of adapting to climate change.</p> <p>Me and my family are preventing and mitigating the effects of climate change.</p> <p>Me and my family are adapting to climate change.</p> <p>I promote the use of energy efficient fuels to mitigate the impact of climate change.</p> <p>I am a promoter of</p>	<p>The community is more resilient and less vulnerable to climate change effects.</p> <p>The community is</p>

	<p>Disaster Risk Management</p> <ul style="list-style-type: none"> • <i>What is hazard? Kinds of hazards</i> • <i>What is disaster?</i> • <i>Different kinds of disasters (human-made and natural), their causes and effects</i> • <i>Preparedness for response during disasters</i> • <i>Whom to approach for services during and after disasters</i> • <i>Role of adolescents for disaster risk management (preparedness, response, recovery, mitigation, prevention, adaptation)</i> <p><u>(Refer to first aid session)</u></p> <p><i>Life Skills: Critical thinking, creative thinking, problem solving, communication, coping with stress</i></p>	<p>kinds of hazards, their causes and effects.</p> <p>I know what we can do to prevent, mitigate or reduce risk of disasters.</p> <p>I know what needs to be done to prepare to respond during disasters.</p> <p>I know the local bodies that we can approach for disaster response.</p> <p>I have access to information on potential hazards for my community</p> <p>I understand how disasters can affect my livelihood.</p>	<p>I must take actions to reduce disasters in my community.</p> <p>I must take actions to prepare for disasters.</p>	<p>I can mobilize my peers to reduce risks.</p> <p>I can manage stress during an emergency.</p>	<p>prevention and mitigation of disasters in my community.</p> <p>I am prepared to deal with disasters.</p> <p>I approach different local bodies and organizations for services after disasters.</p>	<p>safer with regard to disasters and resilient.</p>
<p>11. Saving and Spending</p>	<ul style="list-style-type: none"> • <i>Money and well-being</i> • <i>Learning about saving money (why save)</i> • <i>Learning About Spending (needs and</i> 	<p>I understand the importance of saving.</p> <p>I know my needs and wants may be different.</p>	<p>I value savings as a means to satisfy needs and to achieve goals in life.</p>	<p>I can distinguish between my needs and wants and make careful, well-thought out spending</p>	<p>I have a savings account (where available)/ I am a member of a cooperative.</p>	<p>Adolescents are financially disciplined and responsible, and manage their resources efficiently.</p>

	<p>wants)</p> <ul style="list-style-type: none"> • <i>Creating a Personal Budget</i> • <i>Savings options and financial institutions</i> • <i>Smart Savers (saving other resources)</i> <i>(link with environment and natural resources session)</i> • <i>Responsible savings (ethical perspective)</i> <p><i>(link to rights and responsibilities)</i></p> <p><i>Skills: Communication, critical thinking, decision making, creative thinking, interpersonal skills, negotiation</i></p>	<p>I know how to create a budget.</p> <p>I know about the various savings options available and their advantages and disadvantages.</p> <p>I understand that some resources are scarce and need to be valued.</p>	<p>I must identify my needs and wants before spending.</p> <p>I value appropriate use of natural and financial resources.</p> <p>I should save in an ethical manner.</p> <p>I must encourage my family and friends to manage resources efficiently and responsibly.</p>	<p>decisions.</p> <p>I can create a budget to manage my expenses and save money.</p> <p>I can assess and identify the most appropriate saving option.</p> <p>I can approach financial institutions to start a saving account.</p> <p>I am able to creatively use, reuse, save, and protect resources.</p> <p>I can share the importance of saving with my family and friends.</p>	<p>I save and deposit money regularly.</p> <p>I spend in a responsible manner to meet my needs.</p> <p>I encourage my peers to start saving and spend responsibly.</p> <p>I save other resources like electricity, water, food etc.</p> <p>I influence my friends and families to manage resources efficiently and responsibly.</p>	
<p>12. Livelihood Options</p>	<p>Livelihood options</p> <ul style="list-style-type: none"> • <i>What is my future aspiration?(focusing on livelihood and available resources)</i> <i>(Link with self-awareness session)</i> • <i>Different options for livelihood (Job, vocational skill, enterprise)</i> • <i>Analyze personal aptitudes/skills</i> 	<p>I know about the various options for my career.</p> <p>I know what skills I have.</p> <p>I know about the pros and cons of being a job holder or an entrepreneur.</p>	<p>I should choose my livelihood based on my skills and market demand.</p>	<p>I can analyze the market demand to choose my livelihood.</p> <p>I can convince my family to support me in my livelihood choice.</p>	<p>I am exploring different options for my livelihood based on my skills and market demand.</p>	<p>Adolescents are prepared to become economically active.</p>

<p><u>(Methodology: Skill audit or self-evaluation)</u></p> <ul style="list-style-type: none"> • Pros and cons of being job holders and entrepreneurs • Analyze market demand <p>Life Skills: Self-awareness, critical thinking, decision making, creative thinking, communication, negotiation, interpersonal relationship</p>					
<p>Planning and Budgeting</p> <p>General Planning (including channelization of adolescent energy)</p> <ul style="list-style-type: none"> • What is planning? • Why is it important? • SMART goal setting • Identification of assets and resources required to achieve goals <p>(link to Fish and Boulder methodology in self-awareness session)</p> <p>General Budgeting (link to saving and spending session)</p> <p>Time management</p>	<p>I understand the importance of planning and recognize the different elements involved.</p> <p>I know how to set SMART goals.</p> <p>I understand the use of and the different elements of budgeting.</p>	<p>Good planning and time management will help me to achieve my goals.</p> <p>I appreciate the use of budgets in my planning.</p>	<p>I can set SMART goals.</p> <p>I can prepare a plan and budget to achieve my goals.</p> <p>I can identify the resources required to achieve my goals.</p>	<p>I set SMART goals for myself based on all available assets and resources.</p> <p>I plan and make budget to achieve my goals.</p> <p>I manage my time efficiently.</p>	<p>Adolescents are prepared to achieve their goals.</p>

	<p><i>Life Skills:</i> Critical thinking, decision making, self-awareness, creative thinking</p>					
	<p>Jobs</p> <ul style="list-style-type: none"> • 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 <p><i>Life Skills:</i> Creative thinking, communication, negotiation skills, interpersonal relationships, critical thinking, decision making</p>	<p>I know that every job requires specific skills.</p> <p>I know the elements of a good application letter.</p> <p>I know the elements of a good resume/CV.</p> <p>I know the preparations required for an interview.</p> <p>I am aware of my rights as an employee.</p>	<p>I need to evaluate my values and aptitude to identify the most appropriate job for me.</p> <p>I believe internship or a volunteering experience can/will enhance my skills and knowledge.</p>	<p>I can evaluate my values and aptitude to identify the most appropriate job for me.</p> <p>I know how to write a job application.</p> <p>I know how to write a resume/CV.</p> <p>I know how to prepare and present myself in an interview.</p> <p>I can negotiate with my employer.</p> <p>I know how to:</p> <ul style="list-style-type: none"> • search for job opportunities (formal – advertisement, informal – networking) • explore and access available internship opportunities 	<p>I am prepared to explore and apply for job opportunities</p>	<p>Confident and prepared adolescents who pursue job, internship and volunteering opportunities.</p>
	<p>Vocational Training</p> <ul style="list-style-type: none"> • What is vocational training? 	<p>I know the importance of vocational training.</p> <p>I know the different</p>	<p>Vocational training is a good option to earn income for myself and my family.</p>	<p>I can identify the vocational training most appropriate for me based on my skills</p>	<p>I am exploring vocational training as per my interest and capacity.</p>	<p>Confident and skilled adolescents who have the opportunity to increase their</p>

<ul style="list-style-type: none"> • Importance of vocational training • Various kinds of vocational trainings • Basic asset requirements to take vocational training • Information on availability of vocational trainings <p><i>Life Skills: Decision making, critical thinking, creative thinking, self-awareness, negotiation, communication, interpersonal relationships</i></p>	<p>kinds of available vocational trainings.</p> <p>I know the basic assets required for taking vocational training.</p> <p>I know where I can access information on the available vocational trainings.</p>	<p>Taking a vocational skills training will help me to become a successful candidate in the job market.</p>	<p>and interest.</p> <p>I can convince my family to support my choice of vocational training.</p>		<p>earnings.</p>
<p>Enterprises</p> <ul style="list-style-type: none"> • Social Enterprises • Financial Enterprises • Hybrid Enterprises • Importance of teamwork • Outlining a business plan 	<p>I understand the principles of different types of enterprises.</p> <p>I understand that there are situations around me that need to, and can be, improved (<u>social enterprise</u>)</p> <p>I understand that financial enterprise could be a good option to generate or increase income.</p> <p>I know the importance of teamwork.</p>	<p>I am eager to take the initiative for a social cause or to generate or increase income.</p> <p>I like to be a change maker.</p> <p>I value working in a team.</p>	<p>I am able to research and decide what enterprise I want to start.</p> <p>I am able to initiate and run a social enterprise.</p> <p>I can work in a team.</p> <p>I can prepare a business plan and mobilize resources accordingly.</p>	<p>I have organized / conducted projects for social and green causes.</p> <p>I am exploring the opportunities to start a financial or hybrid enterprise.</p> <p>I work in a team.</p>	<p>Adolescents are changemakers who promote social causes to improve the society.</p> <p>Economically empowered adolescents who run their own enterprises.</p>

	<p><i>Sustainable rural livelihoods and inputs</i></p> <ul style="list-style-type: none"> • <i>What is sustainable rural livelihood</i> • <i>Constraints and opportunities in the community</i> • <i>Importance and utilization of different available resources for sustainable rural livelihood</i> <i>(link to environment and natural resources session)</i> • <i>Importance of alternative agro-based opportunities to diversify income sources</i> • <i>What are inputs</i> <ul style="list-style-type: none"> ○ <i>Energy</i> ○ <i>Technologies</i> ○ <i>Human resources</i> ○ <i>Natural resources</i> ○ <i>Finances</i> • <i>Importance of various inputs to maintain and enhance my livelihood capacities</i> 	<p>I know the different components of a business plan.</p> <p>I understand the concept of sustainable rural livelihood.</p> <p>I understand the importance of available resources to maintain and enhance livelihood capabilities.</p> <p>I know the importance of alternative agro-based opportunities to diversify income sources.</p> <p>I know the various kinds of inputs required for sustainable rural livelihoods and their importance.</p> <p>I know the role that renewable energy plays in my daily life.</p>	<p>I believe it is important to effectively utilize available resources to improve my livelihood.</p> <p>I believe that technology and energy can be valuable for my livelihood.</p> <p>I think rural livelihood may be a worthwhile option to generate or increase income.</p> <p>Natural resources play a vital role to sustain my livelihood.</p> <p>I believe all are entitled to access inputs and improve their livelihood irrespective of their gender and social backgrounds.</p>	<p>I can identify the various inputs to maintain and enhance my livelihood.</p>	<p>I am utilizing the locally available resources to create my living in a way that does not damage the society and environment.</p> <p>I promote the use of renewable energy in my community to contribute to gender and social equality.</p> <p>I am exploring the use of agro-based opportunities and technology to improve my rural livelihood.</p>	<p>Creation of sustainable rural livelihoods by adolescents.</p> <p>Reduction in migration of adolescents.</p>
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	<ul style="list-style-type: none"> • <i>Renewable energy in our everyday life (biogas, improved cooking stove, solar tuki, dhiki pump etc.)</i> • <i>Social inclusion and gender issues in promoting energy and sustainable livelihood</i> • <i>Information on MEDT course</i> <p><i>Life Skills: Creative thinking, decision making, critical thinking, communication, interpersonal relationship</i></p>					
13. Sexual and Reproductive Health	<p><i>Sexual and reproductive health system and reproductive rights</i></p> <ul style="list-style-type: none"> • <i>What is reproductive health system?</i> • <i>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</i> 	<p>I know about my reproductive organs and their functions.</p> <p>I know about the sexual and reproductive rights.</p> <p>I know about the process of reproduction (conception to child birth).</p> <p>I know how the sex of the child is determined</p>	<p>I accept and respect the reproductive rights of others.</p> <p>I am conscious about my sexual and reproductive rights.</p> <p>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.</p>	<p>I can talk about human reproductive organs, their functions and the process of conception with my family and friends.</p> <p>I can share information on sexual and reproductive rights with my family and friends.</p> <p>I can share information on how the sex of the child is determined.</p>	<p>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.)</p> <p>I raise my voice if my sexual and reproductive rights are violated.</p>	<p>Less adolescent pregnancy in society</p> <p>Adolescents take informed choices (when to marry, choosing a partner, when to have sex, when to conceive etc.)</p>

	<p><i>,Double-dutch method for condom use ?</i></p> <ul style="list-style-type: none"> • <i>Safe abortion</i> • <i>Process of conception</i> • <i>Determining the sex of the child (X&Y chromosome)</i> <p><i>Life Skills: Self-awareness, communication, interpersonal relationship, negotiation, critical thinking</i></p>					
	<p>Menstruation, menstrual hygiene, myths and misconceptions</p> <ul style="list-style-type: none"> • <i>What is menstruation?</i> • <i>Menstruation cycle</i> • <i>Maintaining personal hygiene and sanitation during menstruation</i> • <i>Some challenges during menstruation and its solutions</i> • <i>Myths and misconceptions related to menstruation (concept of impurity & discriminatory practices)</i> • <i>How to make your own sanitary napkins (girls only)</i> 	<p>I know about the menstruation cycle.</p> <p>I know how to maintain cleanliness during menstruation.</p> <p>I know about the myths and misconceptions related to menstruation.</p>	<p>I accept menstruation as a natural process.</p> <p>I am ready to challenge the myths and misconceptions related to menstruation if imposed on me.</p> <p>I am ready to break the myths and misconceptions related to menstruation if imposed on me.</p>	<p>I can maintain my personal hygiene during menstruation.</p> <p>I can talk openly about menstruation with my family and friends.</p> <p>I know how to make sanitary napkins (<u>girls only</u>).</p>	<p>I maintain my personal hygiene during menstruation.</p> <p>I resist the myths and misconceptions related to menstruation.</p>	<p>Less drop out of adolescent girls from school during menstruation.</p> <p>Community free from chhaupadi and other discriminatory practices during menstruation.</p>

	<p><i>Life Skills:</i> Communication, critical thinking, decision making, empathy, coping with stress</p>					
	<p>Sex and sexuality</p> <ul style="list-style-type: none"> • <i>What is sex and sexuality</i> • <i>Attraction, Love, Intimacy</i> • <i>Different sexual orientation (LGBTI)</i> • <i>Safe sex (including pleasure and talk about non penetrative sex)</i> <p><i>Life Skills:</i> Self-awareness, empathy, communication, assertiveness, interpersonal relationships, negotiation</p>	<p>I know difference between love, attraction, intimacy and safe sex.</p> <p>I know about the different sexual preferences (LGBTI).</p> <p>I know about safe sex.</p>	<p>I accept my and other's sexuality.</p> <p>I should practice safe sex.</p>	<p>I can talk openly about sex and sexuality with my family and friends.</p> <p>I can negotiate with my partner to practice safe sex.</p>	<p>I encourage my friends to share any concerns about sex and sexuality in a decent manner.</p> <p>I practice safe sex if I am sexually active.</p>	<p>Increased acceptance towards different expressions of sexuality.</p> <p>Reduced unsafe sexual practices.</p>
	<p>STI</p> <ul style="list-style-type: none"> • <i>What is STI?</i> • <i>Types of STI</i> • <i>Symptoms of STI</i> • <i>Modes of transmission</i> • <i>Prevention</i> • <i>Misconceptions about STI</i> • <i>Available services</i> • <i>Double Dutch??</i> <p>HIV</p>	<p>I know the difference between STI, HIV and AIDS.</p> <p>I know the mode of transmission of STI and HIV.</p> <p>I know about the preventive measures for STI and HIV.</p> <p>I know about</p>	<p>I accept PLWH.</p> <p>I should challenge misconceptions about STI and HIV.</p> <p>I should take preventive measures to protect myself from STI, HIV & AIDS.</p>	<p>I can share information about STI, HIV and AIDS with my family and friends.</p>	<p>I will provide information about available services in the community to my family and friends.</p> <p>I challenge misconceptions about STI and HIV.</p> <p>I will have safe sex if I am sexually active.</p>	<p>Reduced STI and HIV infections.</p> <p>Reduced misconceptions, stigma and discrimination with regard to STI and HIV</p> <p>Increased utilization of counseling and testing services at local level.</p>

	<ul style="list-style-type: none"> • <i>What is HIV?</i> • <i>Difference between HIV and AIDS</i> • <i>Modes of transmission</i> • <i>Prevention</i> • <i>Misconceptions about HIV</i> • <i>Stigma and discrimination</i> • <i>Nutritional intake during treatment and use of contraceptives</i> • <i>Available services</i> <p><i>Life Skills:</i> <i>Interpersonal relationship, communication, empathy, self-awareness, stress management, decision making</i></p>	<p>misconceptions related to STI, HIV and AIDS.</p> <p>I know about available services related to STI and HIV.</p>			<p>I access the available services if required.</p>	
	<p>Family Planning and contraceptives</p> <ul style="list-style-type: none"> • <i>What is Family planning?</i> • <i>Methods and types of Family planning</i> • <i>Importance and use of Family planning</i> • <i>Emergency contraceptive, use and consequences</i> • <i>Available services</i> <p>Abortion</p> <ul style="list-style-type: none"> • <i>What is abortion?</i> • <i>Safe and unsafe</i> 	<p>I know about types and uses of family planning methods.</p> <p>I know about emergency contraceptives and the consequences of using them.</p> <p>I know about safe and unsafe abortion and related laws.</p> <p>I know about the consequences of</p>	<p>I should encourage the use of family planning to those who are in need.</p> <p>I should discourage unsafe abortion.</p>	<p>I can talk about different types of family planning methods, abortion related laws and available services with my family and friends.</p> <p>I can differentiate between safe and unsafe abortion.</p>	<p>I share information related to family planning.</p> <p>I share information on available services related to family planning and abortion.</p> <p>I access available services related to family planning and abortion if required.</p>	<p>Increased use of contraceptives.</p> <p>Reduction in unsafe abortion cases</p>

	<p><i>abortion</i></p> <ul style="list-style-type: none"> • <i>Consequences of unsafe abortion</i> • <i>Abortion related laws</i> • <i>Available services</i> • <i>Post abortion contraception</i> <p><i>Life Skills:</i> <i>Communication, coping with stress, critical thinking, interpersonal relationship, negotiation, decision making</i></p>	<p>unsafe abortion.</p> <p>I know about the available services related to family planning and abortion.</p>				
	<p>Pregnancy and Safe motherhood</p> <ul style="list-style-type: none"> • <i>What is pregnancy and early pregnancy</i> • <i>Signs of pregnancy</i> • <i>Consequences of early pregnancy and childbirth</i> • <i>Taking care during pregnancy, delivery and post delivery</i> • <i>Taking care of the neonate</i> • <i>Danger signs during pregnancy, delivery and post-delivery</i> • <i>Prolapse and other morbidities following childbirth</i> • <i>Myths and misconceptions</i> • <i>Domestic violence during pregnancy</i> 	<p>I know about early pregnancy and its implications.</p> <p>I know about major danger signs and required care during pregnancy, delivery and post-delivery.</p> <p>I know about available services related to pregnancy and safe motherhood.</p>	<p>I should challenge the myths, misconceptions and violence related to pregnancy and early motherhood.</p> <p>I should discourage early pregnancy.</p>	<p>I can communicate about implications of early pregnancy.</p> <p>I can share information about danger signs and required care during pregnancy, delivery and post-delivery.</p>	<p>I encourage my relatives, neighbors, family members and friends to utilize ANC and PNC services and institutional delivery.</p> <p>I share information about safe motherhood to my community.</p> <p>I challenge myths, misconceptions and violence related to pregnancy and early motherhood.</p> <p>I access available services related to pregnancy and safer motherhood.</p>	<p>Increased utilization of ANC, PNC and institutional delivery services.</p> <p>Reduced maternal and child related death.</p> <p>Reduced myths and misconceptions related to pregnancy and safer motherhood.</p>

	<p>(deprivation of food, rest; heavy work load etc.)</p> <ul style="list-style-type: none"> • Available services <p>Life Skills: Effective communication, coping with stress, critical thinking, creative thinking</p>					
14. Violence/Protection	<p>Violence</p> <ul style="list-style-type: none"> • What is violence? • Definition, different types (physical, psychological, social, economic, ethnic, communal, gender based violence, social violence, sexual abuse, negligence, exploitation) • Facts about violence in Nepal • Right to live free of any forms of violence • Causes of violence • Consequences of violence • Legal aspects • Where we can report violence cases and available services • How can we support the survivors of violence 	<p>I am aware about different types of violence, its causes, consequences and legal aspects.</p> <p>I know where we can report violence cases and aware of available services.</p> <p>I know when and where to seek health care services following sexual violence.</p>	<p>Any form of violence is unacceptable.</p> <p>I must share/report if any form of violence is inflicted on me.</p> <p>I must protest and report if I see violence happening in any settings (family, community, school, streets etc.)</p>	<p>I can identify violence.</p> <p>I can share if any form of violence is inflicted on me.</p> <p>I can decide where to report if violence is inflicted on me or others.</p> <p>I can share information on where we can report violence cases and available services.</p>	<p>I report if any form of violence is inflicted on me or others around me.</p> <p>I protest if I see violence happening in my family and community.</p> <p>I support my friends and others who have survived any form of violence.</p> <p>I seek health care services within 72 hours following sexual violence.</p>	<p>More reporting on different cases of violence.</p> <p>Reduction on incidences of violence.</p>

<p><u>(Methodology: Map out cases of violence in the community from an adolescent lens. Child Protection section's PLC consultants can help with this)</u></p> <p><u>(Methodology: Problem tree)</u></p> <p><u>Link to My World session (safe/unsafe community spaces)</u></p> <p>Life Skills: Critical thinking, communication, decision making, empathy, assertiveness</p>					
<p>Child Marriage</p> <ul style="list-style-type: none"> • <i>What is child marriage?</i> • <i>What is dowry? (Accepting and giving dowry is undermining family dignity)</i> • <i>Some statistics regarding child marriage in Nepal</i> • <i>What are the implications of child marriage (physical,</i> 	<p>I am aware of my right to decide when to get married.</p> <p>I am aware of gender stereotypes and discrimination.</p> <p>I know that investing in girls' education is equally important as investing in boys.</p> <p>I know that poverty is not the reason to marry</p>	<p>I believe child marriage and dowry are harmful social norms.</p> <p>I should get married after reaching the legal age of marriage.</p> <p>I should resist dowry in my family.</p> <p>I should try my level best along with my friends and other</p>	<p>I can negotiate with my parents if they decide to marry me off before 18 and/or decide to receive or pay dowry.</p> <p>I can convince my parents to allow me to get my education. I can convince people and make them understand about the negative implications of child marriage and dowry.</p>	<p>I am influencing adults' decisions about marrying me off and my family members and friends before 18 as well as taking or giving dowry.</p> <p>I have decided to get married after reaching the legal age of marriage.</p> <p>I, along with my friends, initiate awareness programs about the harmful</p>	<p>I am a change agent and the practice of child marriage has reduced in my community.</p>

	<p><i>reproductive health and mental health, drop out of school, social isolation, violation of rights, sexual and domestic violence, lesser opportunities to be self-reliant)</i></p> <ul style="list-style-type: none"> • <i>Child marriage from rights perspective</i> • <i>Existing laws on child marriage and dowry</i> • <i>Who should do what to prevent child marriage</i> • <i>What can we do to prevent child marriage in our community</i> <p><u><i>(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)</i></u></p> <p><i>Life Skills: Communication, critical thinking, creative thinking, negotiation, decision making, assertiveness, interpersonal relationship</i></p>	<p>me or my friends/family members.</p> <p>I know –</p> <ul style="list-style-type: none"> - what is the legal age of marriage - what proportion of my peers, relatives and others are affected by child marriage - what possibly can happen if I get married early - what is dowry and it is not dignified to receive dowry - what are Nepal's laws about child marriage and dowry <p>I know what we can do to prevent child marriage in our community.</p>	<p>supportive adults to prevent child marriage in our community.</p>		<p>implications of child marriage and dowry.</p> <p>As a married adolescent, I am pursuing my dreams.</p>	
	Domestic Violence	I am aware about	Any form of domestic	I can identify any form	I share or report if	More reporting on

<ul style="list-style-type: none"> • <i>What is domestic violence?</i> • <i>Causes of domestic violence (gender roles & responsibilities, dowry, son preferences, polygamy, infertility, power relationship, patriarchy, child marriage)</i> • <i>How to safeguard myself from possible domestic violence</i> • <i>What can we do to prevent domestic violence especially when it is against our friends, relatives and others with disabilities</i> • <i>Legal provision on domestic violence and available services</i> <p><i>Life Skills: Communication, critical thinking, negotiation, decision making, problem solving, empathy, assertiveness</i></p>	<p>different forms and causes of domestic violence.</p> <p>I know my friends with disabilities, girls and younger children are more vulnerable to domestic violence.</p> <p>I know about the procedures to follow and how to report cases of domestic violence</p>	<p>violence is unacceptable.</p> <p>I should not commit any form of domestic violence.</p> <p>I must protest if I see domestic violence happening in my family, friends and community including those who have disability.</p>	<p>of domestic violence.</p> <p>I can share with family members including extended family/ teachers/GBV watch group if domestic violence is inflicted on me or people I know.</p>	<p>domestic violence is inflicted on me, my family members or my friends.</p> <p>I protest if I see domestic violence happening in my family and community.</p> <p>I discourage my family and friends from inflicting all forms of domestic violence.</p> <p>I facilitate a dialogue with family members and beyond, if domestic violence happens in my family.</p> <p>I support my family members, friends and others who have survived domestic violence by</p>	<p>domestic violence cases.</p> <p>Reduction on incidences of domestic violence.</p> <p>Harmonious families</p>
<p>Sexual Violence and Intimate Partner Violence</p> <ul style="list-style-type: none"> • <i>Forms of sexual violence (sexual</i> 	<p>I am aware about different forms of sexual violence for both boys & girls including those with disabilities.</p>	<p>Any form of sexual violence is unacceptable.</p> <p>I will not commit any form of sexual violence</p>	<p>I can identify any form of sexual violence.</p> <p>I can share if sexual violence inflicted on me or others.</p>	<p>I discourage my family and friends from inflicting all forms of sexual violence by</p>	<p>More reporting on sexual violence cases</p> <p>Reduction in incidences of sexual violence</p>

	<p><i>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)</i></p> <p><u>(Methodology: Good touch and bad touch)</u></p> <ul style="list-style-type: none"> • <i>Sexual violence can happen to anybody; however, girls and children with disabilities are more vulnerable</i> • <i>Sexual violence can happen anywhere like home, school, public places, neighbors' or relative's houses</i> • <i>How can we prevent and protect ourselves from sexual violence</i> • <i>Where to report sexual violence cases</i> • <i>How can we support our friends and others who have survived sexual violence</i> • <i>Legal provision and</i> 	<p>I know sexual violence can happen anywhere and to anybody.</p> <p>I know about the procedures to follow, where to report and available services related to sexual violence.</p> <p>I know ways to protect myself from sexual violence.</p>	<p>and will not support perpetrators.</p> <p>I must protest if I see sexual violence happening in my family & community.</p>	<p>I can decide whom to report if sexual violence is inflicted on me or others.</p>	<p>I share information or report if sexual violence inflicted on me.</p> <p>I report if sexual violence is inflicted on my family or friends.</p> <p>I protest if I see sexual violence happening in my family and community.</p> <p>I support my friends and others who have survived sexual violence by</p>	
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	<p><i>available services</i></p> <ul style="list-style-type: none"> • <i>Health care needs after SBV/IPV</i> <p><i>Life Skills:</i> <i>Critical thinking, empathy, communication, decision making, problem solving, assertiveness</i></p>					
	<p>Trafficking and sale of children</p> <ul style="list-style-type: none"> • <i>Definitions</i> • <i>Statistics on trafficking in Nepal</i> • <i>Purposes for trafficking (commercial sexual exploitation, exploitative and bonded labour, circus, etc.)</i> • <i>Push factors for trafficking</i> • <i>Consequences</i> • <i>Risks of unsafe labour migration</i> • <i>What should I do to prevent trafficking in my community</i> • <i>How can I support my family member or friend who is a survivor of trafficking</i> • <i>Legal provisions</i> 	<p>I know what trafficking and sale of children are and its causes, purposes and consequences.</p> <p>I understand the risks of unsafe labour migration.</p> <p>I know about the legal aspects of trafficking.</p> <p>I know some of the tricks which traffickers use to trap young girls with their evil intentions.</p> <p>I know that trafficking survivors face discrimination, stigmatization in society and get inflicted with diseases, tortures and other inhumane inflictions.</p>	<p>Trafficking and sale are unacceptable.</p> <p>I must protest if I see trafficking or sale happening in my community.</p> <p>I must share anti human trafficking information to my peers and other members of my community.</p> <p>I must cultivate positive attitude towards accepting trafficked survivors in society.</p>	<p>I can identify trafficking and sale cases.</p> <p>I am able to identify unusual behaviours & inform it to adults.</p> <p>I can report if trafficking is happening to me or others.</p> <p>I can make people aware of the issues of trafficking and the discrimination/stigmatization faced by the survivors.</p>	<p>I am prepared to refuse goods or lucrative proposals by a stranger or a family member to take me out of my community.</p> <p>I, along with my friends, initiate awareness programs about trafficking.</p> <p>I share or report if I have a hint of any trafficking or sale cases in my community.</p> <p>I support my family members, friends and others who have survived trafficking or sale after s/he is back in the community by</p> <p>I understand the importance of</p>	<p>More reporting on trafficking cases.</p> <p>Reduction on incidences of trafficking.</p> <p>Increase in the number of reintegrated trafficking survivors with their families.</p>

	<ul style="list-style-type: none">• <i>Where to report trafficking cases</i> <p><i>Life Skills:</i> <i>Creative thinking, critical thinking, decision making, empathy, assertiveness, communication</i></p>				education/skills as a preventive measure of trafficking.	
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