



# Curriculum on Health and Wellness of School-going Adolescents

Under the aegis of School Health Programme of  
Ayushman Bharat

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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## Foreword

National Council of Educational Research and Training was assigned the task by Ministry of Human Resource and Development and Ministry of Health and Family Welfare to prepare Curriculum and Training Material related to health and wellness of school going children as a part of Ayushman Bharat which is a flagship programme of Government of India. The objective of this initiative is to provide comprehensive knowledge, psychological support and services to school going children related to health and well-being. NCERT developed the Curriculum Framework for School Health & Wellness from pre-primary to senior secondary stages. This Framework is woven around eleven themes that are: growing up healthy; emotional well-being and mental health, interpersonal relationships, values and citizenship, gender equality, nutrition, health and sanitation, prevention and management of substance misuse, promotion of healthy life style, reproductive health and HIV prevention, safety and security against violence and injuries and promotion of safe use of internet and social media behavior. It has been designed to equip teachers and teacher educators to help promote healthy behaviors among children for their overall development. The framework delineates learning outcomes, content outlines, suggested transaction methods and life skills to be enhanced. Road map for implementing this programme is also a part of this Framework.

The development of this Framework is the result of several consultations and reviews at national level with officials of government agencies, educationists, civil society, health professionals, school principals, teachers and UN agencies and NCERT faculty members. It draws its content substantively from the NCERT Adolescence Education materials

I take this opportunity to express my sincere thanks to all the material development contributors, experts and participants. I particularly thank Prof. Saroj Yadav, Dean (Academic) and Project coordinator, NPEP/AEP and her colleagues Dr. Bijaya Malik and Mr. Harish Meena of the National Population Education Project for bringing out this Framework.

I hope this Curriculum Framework will be useful in preparing relevant strategies for the to effectively respond to the health and wellbeing of children in classroom setting. NCERT welcomes comments and suggestions which will enable us for further revision and refinement.

Prof. Hrushikesh Senapaty  
Director, NCERT

New Delhi



## Introduction

Health and well-being are universal pursuits at individual, community, national and global levels. World Health Organization (WHO) defines health as a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity. Well-being is a complex combination of a person's physical, mental, emotional and social health factors and is strongly linked to happiness and life satisfaction. India is committed to achieving the sustainable development goals including good health and well-being to ensure healthy lives and promote well-being for everyone at all ages. Life skills (also referred as Jeevan Kaushal) are recognized as psycho-social abilities to bring in action and behavioral transformation in children and Children so as to develop healthy life styles. WHO (1997) defines life skills as 'the psychosocial competencies and abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.' The term 'psychosocial' speaks of an interconnection between the psychological and emotional dimension of a person as well as in the social and prosocial behavior of the person.

Health, well-being and life skills are globally recognized as essential needs for holistic development of school going children. This document is a proposal to bring both health and well-being as well as life skills into the forefront of the current national requirements.

India is home to 47.3 crore children (0-18 years) comprising 39% of the total population (Census 2011). The recent data suggests around 26 crore children in the age group of 6-18 years are attending schools.. Investments in children will enable the country to harness the demographic dividend, have an immediate, direct and positive impact on India's health goals, support effective social functioning and over all development including economic development. Similarly investments in Life skills of children , will strengthen the health and wellbeing by empowering them to connect with their own self, with others, discover one's strengths and weaknesses and hold self-motivation to improve upon it . It will prepare them to cope with difficult situations/pressures in life, find solutions to optimizing opportunities, learn strategies of decision making for self and be confident. CASEL study says there has been 11 percentile academic gains with \$1 investment on SEL interventions.(<http://www.casel.org/research/>).

Childhood is the age span ranging from birth to adolescence. Various experiences, contexts and factors in childhood affect the development attitude formation, confidence and self-concept and understanding of self with respect to others. Awareness of one's characteristics in relation to caregivers within one's own family, community and school develop during this phase. Childhood is thus recognized as crucial phase that defines the physical, emotional, psychological development. Similarly, adolescence is recognized as a critical phase in the life span- characterized by physical and more importantly mental and psychological development. In this phase, individuals acquire an identity of their own, form close relationships outside immediate families and start responding to environment as independent entities. These traits present excellent opportunities for extending and supporting children's engagement with the real world, inculcating positive and progressive attitudes and improving behaviors for holistic development.

While life skills are relevant for everyone, they are especially valuable for children, as they develop a sense of identity in an environment that often bombards them with numerous and often contradictory stimuli. To make healthy transitions from childhood to adolescence and from adolescence to adulthood, children need to successfully navigate physical, psychosocial and emotional changes. The rapid pace of internal change, coupled with numerous contradictory external stimuli and lack of accessible reliable resources, renders children particularly vulnerable. Hence, children need to be given care, empathy, respect, appreciation, be valued, and must have access to accurate information, youth friendly services as well as support.

## **Context for Health, Well-being and Life Skills Component in schools**

Indian society is in transition: globalization, urbanization, rapid economic growth and the extensive reach of media have created tensions in the process of social change and vastly changed the realities of children as compared to the previous generation. However, social norms have not kept pace with the changing circumstances. Findings from the National Family Health Survey (2015-16) also show that 35% females and 32% males in the age group 15-24 reported that wife beating was justified under specific circumstances, suggesting gender-discriminatory attitudes with high levels of acceptance of gender-based violence. Discrimination and neglect of the girl child manifests in compromised educational opportunities (61.5% boys in comparison to 52.8% girls in the age group 15-19 are in educational institutions, NSSO, 66th Round, 2013) and harmful practices such as gender biased sex selection, early marriage and dowry.

A little over one-fourth (26.8%) of the girls in the country are still getting married below the legal age. Around 8% of girls aged 15-19 years were already mothers or pregnant at the time of NFHS-4 survey. More than one-third married females in the age group of 15-24 years (37%) reported physical, sexual, or emotional violence perpetrated by their husbands. Only 58% girls in the age of 15-24 years use a hygienic method during menstruation (NFHS 4).

These findings indicate the vulnerability of a large proportion of children in India. The reasons could be manifold. Children may be poorly informed on several issues related to their health and well-being, or may lack the necessary skills, support and access to friendly services to translate their knowledge into safe and responsible behaviours.

Rashtriya Kishor Swasthya Karyakram (RKSK) is Ministry of Health and Family Welfare's flagship programme to respond to the needs and concerns of all children in a comprehensive manner.. Given the focus on school enrollment and retention through initiatives such as Sarva Siksha Abhiyaan, Right to Education, school enrollment and retention will increase over time. Hence, RKSK has renewed its commitment to reach out to children in schools to enhance their health and well-being. It is in this context that the School Health Component of Ayushman Bharat initiative is placed: it is envisaged as an educational initiative that builds on experiences of children to enhance their health and support their holistic development through Life Skills to enable them to respond to real-life situations effectively.

What children acquire in the classroom and the demands placed on them from the outside world often lack connection. We all know that the world is changing fast and what we think and take for granted at this moment is actually changing continuously. While the present is unpredictable, the future is equally unpredictable and none of us can predict with confidence what aspect of life will evolve. Preparing young people and adolescent thus is a constant challenge ahead.

There is a need to equip children with life skills (Jeevan Kaushal) that will enable them to meet the unknown challenges. It is critical to recognize the importance of life skills (Jeevan Kaushal) and bring them in the school system as an additional period addressing various developmental learning stages of students including Pre-primary, Primary, Upper Primary and Secondary.

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### CORE LIFE SKILLS

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1.1	Self-Awareness	Self-Awareness includes recognition of self, of one's character, strengths and areas of growth, preferences, beliefs and values.
1.2	Problem-solving	The ability to deal constructively with problems/ challenges that arise, which if unresolved can lead to strain and stress.
1.3	Decision-making	The ability to evaluate existing options, arrive at constructive decisions and take appropriate actions on the basis of that.
1.4	Critical Thinking	The capacity to analyse information and experiences from multiple perspectives and objectively evaluate the same.
1.5	Creative Thinking	A novel way of seeing and doing things that includes fluency, flexibility, originality and elaboration.
1.6	Empathy	The ability to understand what life is for another person, even in a situation with which one may not be familiar.
1.7	Managing Emotions	The ability to recognize one's own emotions, as well as those of others and their influence on behaviour. Also includes the capacity to develop an internal locus of control to monitor and manage/regulate one's emotions.
1.8	Interpersonal Skills And Effective Communication	The skills that facilitate one to relate in positive ways with people around. The ability to express oneself, both verbally and non-verbally in culturally appropriate ways in different situations.

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For optimal and efficient use of resources, the programme aims to harmonize existing initiatives in school education that share the goal of advancing the health and well-being of school going children. Some of these initiatives include, Life Skills Education (LSE), Adolescence Education Programme (AEP), Value Education, Environment Safety, Peace Education, National Population Education Project (NPEP) implemented by NCERT, NACO, CBSE, several state Governments, NGOs. Teachers and students have shared that they feel burdened by multiple initiatives that compete rather than complement one another.

## VISION STATEMENT

The School Health Programme under Ayushman Bharat envisions to contribute towards holistic development and well-being of children through health promotion activities by integrating life skills approach.

**Objectives of the programme** are to increase knowledge, inculcate positive and progressive attitudes and enhance life skills to promote informed, responsible and healthy behaviors among school going children.

## GUIDING PRINCIPLES OF THE PROGRAMME

- Uphold that children are a positive resource and are trusted, appreciated and respected
- Anchored in a rights-based perspective and recognizes that children and young people are heterogeneous there is diversity in terms of urban, rural, caste, class, religion, region, language, cultural beliefs, disability, gender, sexual orientation and so on.
- Focus on the transformational potential of education, based on principles of equity and social justice.
- Integral part of the content and process of school and teacher education.
- Flexible in terms of content, context and processes to respond to the diverse and dynamic needs of learners at every stage of development.
- Create an open, non-threatening and nurturing environment which is not prescriptive and/or stigmatizing.
- Enable learners to understand, adapt and negotiate existing and constantly changing realities.
- Empower learners through participatory, process-oriented, non-judgmental approaches that build on their experiences, and provide them with opportunities to think critically, analyze and draw inferences.
- Contribute towards enhancing the physical, mental, emotional and social well-being of learners that takes strengths based approach rather than a deficit perspective.
- Create opportunities to and supports educational functionaries, school administrators and teachers to unlearn and learn with respect to content, attitudes and pedagogy.
- Sensitize different stakeholders, particularly parents, community and media to the needs and concerns of children and young people and respond to them in positive ways.

## THEMES AND SUGGESTED METHODS



Growing Up Healthy



Emotional Well-being and Mental Health



Interpersonal Relationships



Values and Responsible Citizenship



Gender Equality



Nutrition, Health and Sanitation



Prevention and Management of Substance Misuse



Promotion of Healthy Life Style



Reproductive Health and HIV Prevention



Safety and Security Against Violence and Injuries



Promotion of safe use of Internet and Social Media Behaviors

*Relevant laws and policies will be integrated across all the above mentioned themes. Modern technology and knowledge based on Indian culture and ethos will both be suitably utilized to attain the goal of a healthy and happy student.*

- School Health Promotion Activities
  - Age appropriate learning for promotion of healthy behavior and prevention of various diseases
  - Delivered through school teachers trained as Health and Wellness Ambassadors
  - Re inforce key learnings through existing school spaces and forums such as assembly, PTA meetings, Adolescent health days.
  - Access to psychological support.
- Health Screening and Services
  - The screening of children will be continued for 30 identified health conditions for early detection, free treatment and management through dedicated Rashtriya Bal Swasthya Karyakram (RBSK) mobile health teams
  - Iron Folic Acid (IFA) tablets
  - Albendazole administration
  - Provision of Sanitary Napkins
  - Access to counselors, helplines and adolescent friendly health clinics
- Electronic Health Records
  - Electronic health record for each child

## SUGGESTED METHODS

- **Case studies:** Case studies allow students to analyse an event experienced by someone else, use this analysis and apply the lessons learnt. Analysis of these cases individually or in a group leads to fostering skills like problem solving, decision making, critical thinking, creative thinking, effective communication.
- **Role Plays:** Role plays help students to understand real life situations by engaging with other participants while enacting these situations. This helps in developing diverse perspectives of the situation and also understanding alternate ways to deal with them. Interactions and reflections after role play help inculcating skills like self-awareness, critical thinking, creative thinking, empathy, effective communication.
- **Guided Discussions:** Group discussions allow students to share their perspectives on significant topics with others and also to appreciate others point of view. These discussions encourage students to become more confident at asking questions and speaking up. Group discussions are effective in developing skills such as empathy, managing emotions, effective communication, critical thinking.
- **Stories and picture books:** Stories and picture books enable students to learn complex issues in an interesting and engaging manner. When images are paired with the text, it leads to better learning and retention. Therefore learning becomes better and faster. Use of stories and picture books lead to building skills as creative thing, managing emotions, self-awareness.
- **Yoga:** Students derive many benefits from age appropriate yoga activities. Yoga on one hand builds physical strength, flexibility; it enhances compassion, concentration, relaxation, reflection and calmness making them more self-aware. These activities help in developing skills like self- awareness, managing emotions, and empathy.

- **Theatre:** Theatre is one of the powerful methods to teach life skills and prepare them to face the real life challenges. Students learn to think creatively and behave confidently through enacting different plays and collaborating with others. Skills like creative thinking, effective communication, managing emotions, self-awareness, empathy can be effectively taught beyond classroom in a theatre.
- **Art:** Art activities enable students to deep dive and understand what defines their art object by taking a deeper look at scenery, person or a situation. Work of art can be extremely engaging and interesting helping students to learn how things look at the other side. This medium of self-expression helps in developing skills like empathy, self-awareness, problem solving, managing emotions, creative thinking.
- **Sports:** In this competitive environment child often learn that giving your best foot forward will give you desired results. Sometimes it may not be the case in real life because no matter how hard we try, there is always someone better than us. Sports help us learn getting along with others, accepting failure, while building confidence and team spirit. It helps in fostering skills like decision making, problem solving, effective communication, empathy, managing emotions.
- **Quizzes:** Quizzes help teachers to check and further build students' understanding of various life skills in the areas like gender equality, nutrition, health and sanitation, safety and security. On one hand it provides an opportunity to assess their basic understanding, it helps in creating awareness on the other. Quizzes help in decision making, critical thinking, problem solving, and self-awareness.
- **Puppetry:** Puppetry can be a powerful way to stimulate imagination, encourage creative play and bringing interesting stories to life in an engaging manner. Puppetry helps in positively building students' confidence and critical thinking ability while learning complex topics. It helps in fostering skills like creative thinking, critical thinking, emotional management, empathy, self-awareness.
- **Expert talks:** Inviting experts who can engage with the students on various themes like growing up healthy, sexual and reproductive health, emotional wellbeing and mental health, value education, safety and security is an effective way to impart knowledge leading to building skills like problem solving, self-awareness, critical thinking, effective communication
- **Exposure visits:** Exposure visits are effective method to enable the students from a particular setting to interact and learn from others from different setting to understand and real life situations. These visits help in building diverse perspectives around situations and people enabling acquisition of skills like critical thinking, empathy, effective communication.
- **Reflective Exercises:** Reflecting about ones' thoughts, emotions and actions leads to much deeper understanding of oneself. Looking within also helps to build better relations with others by becoming more compassionate and empathetic towards self and others. Reflection on regular basis helps in building skills such as self-awareness, empathy, managing emotions, problem solving, decision making
- **Engaging parents:** Supportive and congenial environment at home is critical for healthy upbringing of child. Engaging parents in various activities in and outside school, with a focus to build their understanding of life skills and engaging in activities to enhance their child rearing practices, is important to child's emotional wellbeing.

- **Debates:** Debates are interesting and engaging way of enabling students analyse different situations and themes. Debates help in appreciating complex issues in a structured manner looking at both aspects of the issue in question. Debates help in building skills like critical thinking, creative thinking, and effective communication.
- **Demonstration and Practice:** Demonstrations in the classroom help students connecting complex life skills concepts to actual practice. It helps in changing perspective in relation to students' learning, making them more responsible. Demonstrations and practice help in enhancing skills like critical thinking, creative thinking, self-awareness, empathy, problem solving

## Scheme of Content



### Theme 1: Growing Up Healthy (Psycho-social changes and being comfortable with them)

#### **Pre-Primary Stage (3-5 years)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>identifies body parts including private body parts</li> <li>demonstrates personal hygiene habits</li> <li>acknowledges the presence of people in life above parents and care giver</li> <li>identifies good touch and bad touch</li> <li>makes choices for healthy habits and personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Pictorial elaboration of body parts</li> <li>Awareness of difference in body</li> <li>Description of healthy habits</li> <li>Knowledge of different people that are available in family, society, community</li> <li>Knowledge of relation to hold with these people by providing names to these relationships</li> <li>Open ended question based on daily happenings (Why do we need to wash hands before meals?)</li> <li>Exposure to several choices of different hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Puppetry,</li> <li>Audio Visuals</li> <li>Demonstration &amp; practice</li> <li>Picture Book</li> <li>Creative Assembly</li> <li>Guided discussion</li> </ul>	<ul style="list-style-type: none"> <li>Self- Awareness</li> <li>Empathy</li> <li>Effective Communication</li> <li>Critical Thinking</li> <li>Decision making</li> </ul>

#### **Primary Stage (Classes 1-5)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>describes physical changes in the body</li> <li>identifies and expresses needs and thoughts</li> <li>identifies personal strength and weaknesses</li> <li>practices personal hygiene habits</li> </ul>	<ul style="list-style-type: none"> <li>Pictorial elaboration on positive body image</li> <li>Knowledge about bodily changes happening with age</li> <li>Vocabulary list to express needs and thoughts</li> <li>List of strengths and weaknesses</li> <li>Knowledge of strength and weakness</li> </ul>	<ul style="list-style-type: none"> <li>Case studies,</li> <li>Group Discussions, Role Plays,</li> <li>Stories,</li> <li>Comics,</li> <li>Appropriate Yoga activities,</li> <li>Theatre,</li> <li>Art,</li> <li>Puppetry,</li> </ul>	<ul style="list-style-type: none"> <li>Self- awareness</li> <li>Empathy</li> <li>Critical- Thinking</li> <li>Managing emotion</li> </ul>

	<ul style="list-style-type: none"> <li>• Description of hygiene including genital hygiene.</li> <li>• Description of how to keep classroom and home organized and clean</li> </ul>	<ul style="list-style-type: none"> <li>• Audio Visuals,</li> <li>• Engage parents</li> </ul>	
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### UPPER PRIMARY STAGE (Classes 6 – 8)

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>• Recognizes unique traits of adolescence</li> <li>• Describes physical and socio-emotional changes occurring during adolescence in self and peers</li> <li>• displays comfort with different changes during adolescence</li> <li>• questions social taboos associated with changes during adolescence (Menstruation, shame, girls – come home on time)</li> <li>• Identifies and accesses sources of help and support (people and services) around them</li> </ul>	<ul style="list-style-type: none"> <li>• Unique characteristics of adolescence</li> <li>• Psycho-social &amp; Emotional Changes during adolescence (awareness about Love, attraction, intimacy, etc.)</li> <li>• Physical changes in girls and boys during adolescence including onset of puberty, menstruation and nocturnal emission</li> <li>• Genital hygiene</li> <li>• Body Image (complexion, height, media)</li> <li>• Issues of shame and myths and social taboos related to changes during adolescence</li> <li>• Access to youth friendly services and sources of help and support in school and wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies,</li> <li>• Group Discussions, Role Plays,</li> <li>• Stories,</li> <li>• Comics,</li> <li>• Appropriate Yoga activities,</li> <li>• Theatre,</li> <li>• Art,</li> <li>• Puppetry,</li> <li>• Audio Visuals,</li> <li>• Engage parents</li> </ul>	<ul style="list-style-type: none"> <li>• Self- Awareness</li> <li>• Self Esteem</li> <li>• Empathy</li> <li>• Critical Thinking</li> </ul>

### SECONDARY & SENIOR SECONDARY STAGE (Classes 9-12)

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>• Demonstrate acceptance of self</li> <li>• displays sensitivity and respect towards differences among individuals</li> <li>• Clarifies myths and misconceptions related to growing up</li> <li>• challenges stigmas and stereotypes related to adolescence</li> </ul>	<ul style="list-style-type: none"> <li>• Body Image</li> <li>• diverse experiences of growing up</li> <li>• Valuing and respecting self</li> <li>• Balancing autonomy and interdependence</li> <li>• Individual variations in reaching developmental milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies,</li> <li>• Group Discussions,</li> <li>• Quizzes,</li> <li>• Role Plays,</li> <li>• Stories,</li> <li>• Comics,</li> <li>• Expert Talks,</li> <li>• Theatre,</li> <li>• Art,</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self Esteem</li> <li>• Empathy</li> <li>• Effective Communication</li> <li>• Critical Thinking</li> </ul>

<ul style="list-style-type: none"> <li>• accesses youth friendly services and supports others</li> </ul>	<ul style="list-style-type: none"> <li>• Needs of diverse groups of children</li> <li>• Myths and misconceptions related to adolescence</li> <li>• Stereotypes related to adolescence?</li> <li>• youth friendly services for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate Yoga activities,</li> <li>• Audio Visual</li> <li>• Puppetry,</li> <li>• Field Visits,</li> <li>• Journals,</li> <li>• Surveys,</li> <li>• Observe</li> <li>• Menstrual Hygiene Day,</li> <li>• Engage parents</li> </ul>	
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## Scheme of Content



### Theme 2: Emotional Well-Being & Mental Health

#### **Pre-Primary Stage (3-5 years)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>mentions different emotions</li> <li>expresses emotion</li> <li>demonstrates a positive self-image</li> </ul>	<ul style="list-style-type: none"> <li>Pictorial description of different emotions</li> <li>Description of sample situations as to when people feel happy or sad relating to day to day happenings</li> <li>Vocabulary list to express 3-5 simple emotions</li> <li>Practice of saying “I am good” and 5 such encouraging statements in front of mirror</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Puppetry</li> <li>Audio Visuals</li> <li>Demonstration and practice</li> <li>Yoga</li> <li>BALA (Building as Learning Aid)</li> <li>Story telling</li> <li>Interaction of caregiver with distressed child</li> </ul>	<ul style="list-style-type: none"> <li>Self- Awareness</li> <li>Empathy</li> <li>Effective Communication</li> <li>Managing Emotions</li> </ul>

#### **PRIMARY STAGE (Classes 1 – 5)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>describes emotions</li> <li>articulate needs and thoughts effectively to others</li> <li>identify reasons behind occurred emotions</li> <li>Identifies patterns in emotions</li> <li>display emotions regulating skills</li> <li>identifies support network to cope up with stress</li> <li>seeks support from support network</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary list to label emotions</li> <li>Verbal and non-verbal cues (pictures, words, facial expressions, etc.) to express thoughts and needs</li> <li>Patterns of emotions.</li> <li>Ways of managing simple emotions</li> <li>Ways to identify who can be nearest support systems. Core group, extended group and far-fetched group</li> <li>Ways to seek support and what should be expect from support networks</li> </ul>	<ul style="list-style-type: none"> <li>Yoga</li> <li>Meditation</li> <li>Sports</li> <li>Role Plays</li> <li>Theatre</li> <li>Art</li> <li>Reflective Exercises</li> <li>Story telling</li> <li>Group discussions</li> <li>Pictorial representations</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Managing Emotions</li> <li>Empathy</li> <li>Effective Communication</li> <li>Critical thinking</li> </ul>

## UPPER PRIMARY STAGE (Classes 6 – 8)

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>Identifies personal strengths and resources</li> <li>Manages expectations of self and others</li> <li>Demonstrates healthy expression of needs, thoughts and emotions in different situations</li> <li>Displays strategies to overcome challenging situations</li> <li>Demonstrates skills to access support systems</li> </ul>	<ul style="list-style-type: none"> <li>Emotions and thoughts as experienced by children in diverse situations</li> <li>Personal strengths of children (internal emotional strengths)</li> <li>Needs, thoughts and emotions: its interlinkage with each other w.r.t. adolescent well-being</li> <li>Regulation of emotion for well-being (relaxation, self-soothing skills)</li> <li>Management of expectations (self and others)</li> <li>Resources and support systems including youth and friendly services</li> </ul>	<ul style="list-style-type: none"> <li>Yoga and Meditation,</li> <li>Sports,</li> <li>Role Plays,</li> <li>Theatre,</li> <li>Art,</li> <li>Reflective Exercises</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Managing Emotions</li> <li>Empathy</li> <li>Problem solving</li> <li>Effective Communication</li> <li>Critical thinking</li> </ul>

## SECONDARY & SENIOR SECONDARY STAGE (Classes 9-12)

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>Identifies personal strengths and resources</li> <li>Demonstrates healthy expression of needs, thoughts and emotions in different situations</li> <li>Identifies stressors and their impact</li> <li>Practices positive coping strategies to deal with challenging situations</li> <li>Overcomes barriers and accesses resources and support systems</li> </ul>	<ul style="list-style-type: none"> <li>Self and Identity</li> <li>Needs, thoughts and emotions as experienced by children in diverse situations: its interlinkage with each other w.r.t. children well-being</li> <li>Distress and Eustress, different stressors and their intra personal and interpersonal impact (exams, peer pressure, relationships, sexuality, substance use/misuse, technology)</li> <li>Coping with stress (helpful and unhelpful strategies) –</li> <li>Relaxation exercises</li> <li>Mindfulness, and problem solving skills</li> <li>Thought and Emotional regulation</li> </ul>	<ul style="list-style-type: none"> <li>Yoga and Meditation,</li> <li>Sports,</li> <li>Role Plays,</li> <li>Case Studies,</li> <li>Theatre,</li> <li>Art,</li> <li>Reflective Exercises</li> <li>Exposure Visits,</li> <li>Expert Talks</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Empathy</li> <li>Problem solving</li> <li>Effective Communication</li> <li>Critical thinking</li> <li>Managing Emotions</li> </ul>

	<ul style="list-style-type: none"><li>• Acceptance of failures and setbacks and learning from them</li><li>• Self-harm, addictions and other maladaptive strategies</li><li>• Resources and support systems including youth friendly services for children</li></ul>		
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## Scheme of Content



### Theme 3: Inter Personal Relationships

#### **Pre-Primary Stage (3-5 years)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>initiates relationships with non-primary care givers</li> <li>uses both non verbal and verbal cues to communicate with peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary to respond with empathy</li> <li>Importance of holding on to loved ones in life</li> <li>Nonverbal and verbal ways of communication</li> <li>Body language and gestures for communication</li> <li>Importance of patience</li> <li>Importance of listening</li> </ul>	<ul style="list-style-type: none"> <li>Expression games</li> <li>Role plays</li> <li>Circle Time</li> <li>Story building</li> </ul>	<ul style="list-style-type: none"> <li>Empathy</li> <li>Effective Communication</li> <li>Creative Thinking</li> <li>Problem Solving</li> </ul>

#### **Primary Stage (Classes 1-5)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>builds healthy relationships with peers, friends and family</li> <li>demonstrates respect to others</li> <li>identifies healthy and unhealthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>Attributes of healthy relationships</li> <li>Communication with others (positive body language, choice of words, verbal and non-verbal cues)</li> <li>Exposure to different socio- economic background, cultures, nationality</li> <li>Importance of love, care and compassion</li> <li>Listening to thoughts and opinion of others</li> <li>Awareness on healthy/unhealthy relationship</li> </ul>	<ul style="list-style-type: none"> <li>Role Plays,</li> <li>Stories</li> <li>Theatre,</li> <li>Puppetry</li> <li>Audio Visuals</li> <li>Sports</li> <li>Group activities</li> </ul>	<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Empathy</li> <li>Effective Communication</li> <li>Interpersonal Relationships</li> <li>Managing emotions</li> <li>Problem solving</li> </ul>

## UPPER PRIMARY STAGE (Classes 6 – 8)

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>Builds and nurtures harmonious relationships with friends, family and environment;</li> <li>Deals effectively with unhealthy relationships</li> <li>Collaborates effectively towards group and team goals</li> </ul>	<ul style="list-style-type: none"> <li>Empathy and Solidarity in relationships</li> <li>Diverse relationships with peers, family, teachers and community</li> <li>Group dynamics and Peer Influences</li> <li>Assertiveness: Respecting self and others</li> <li>Respect for diversity &amp; inclusion (Inclusion of special needs, various talents &amp; multiple intelligence in classroom)</li> <li>Changing forms of relationships – from family to beyond</li> </ul>	<ul style="list-style-type: none"> <li>Role Plays,</li> <li>Stories</li> <li>Theatre,</li> <li>Art,</li> <li>Group Discussions,</li> <li>Puppetry,</li> <li>Audio Visuals</li> </ul>	<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self Esteem</li> <li>Empathy</li> <li>Effective Communication</li> <li>Interpersonal Relationships</li> <li>Managing emotions</li> </ul>

## SECONDARY & SENIOR SECONDARY STAGE (Classes 9-12)

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>Demonstrates healthy responses to other's thoughts, emotions</li> <li>Builds and nurtures harmonious relationships with friends, family and environment;</li> <li>Deals effectively with unhealthy relationships</li> <li>Collaborates effectively towards group and team goals</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal relationships: liking, friendship, attraction, infatuation, love, physical intimacy (dealing with it, how to tackle and go about)</li> <li>Changing relationships with parents and teachers</li> <li>Power dynamics and conflicts in relationships</li> <li>Assertiveness: Respecting self and others</li> <li>Respect for diversity &amp; inclusion (Inclusion of special needs, various talents &amp; multiple intelligence in classroom)</li> <li>Respects self and other rights and comfort</li> <li>Trust and sharing in a group</li> <li>Changing forms of relationships – virtual world, social media</li> </ul>	<ul style="list-style-type: none"> <li>Role Plays, Stories, Theatre,</li> <li>Art, Group Discussions, Puppetry, Audio Visuals</li> </ul>	<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self Esteem</li> <li>Empath</li> <li>Effective Communication</li> <li>Interpersonal Relationships</li> <li>Managing emotions</li> </ul>

## Scheme of Content



### Theme 4: Values and Citizenship

#### **Pre-Primary Stage (3-5 years)**

Learning Outcomes	Content Outline	Suggested Transaction Methods and Methodologies	Life Skills Enhanced
<ul style="list-style-type: none"> <li>displays the use of golden words</li> <li>demonstrates respect towards elders and peers</li> <li>Initiates sharing of food, toys etc.</li> <li>demonstrates care and love for others</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to golden words like “thank you”, “sorry” etc. and situations to use them.</li> <li>Importance of tolerance and patience</li> <li>Non verbal and verbal ways to show care for others</li> </ul>	<ul style="list-style-type: none"> <li>Games</li> <li>Group sports</li> <li>Role plays</li> <li>Expression activities</li> <li>Comics</li> <li>Story telling</li> <li>Film Strips</li> </ul>	<ul style="list-style-type: none"> <li>Empathy</li> <li>Effective Communication</li> </ul>

#### **Primary Stage (Classes 1-5)**

Learning Outcomes	Content Outline	Suggested Transaction Methods and Methodologies	Life Skills Enhanced
<ul style="list-style-type: none"> <li>displays awareness of core human values</li> <li>demonstrates respect for core human values</li> <li>Make informed value based decisions</li> </ul>	<ul style="list-style-type: none"> <li>Basic core human values (honesty, respect, trust, truthfulness, etc.</li> <li>Concept of civic values</li> <li>Harmony with self and others</li> <li>Articulation of non-negotiable and negotiable values</li> <li>Conceptual understanding of how values can affect decisions</li> </ul>	<ul style="list-style-type: none"> <li>Yoga and Meditation,</li> <li>Role Plays,</li> <li>Theater,</li> <li>Art</li> <li>Reflective Exercises</li> <li>Value clarification,</li> <li>Group activities,</li> <li>Questioning, discussion,</li> <li>Sports</li> <li>Bal-Sansad</li> </ul>	<ul style="list-style-type: none"> <li>Empathy Problem solving</li> <li>Effective Communication</li> <li>Critical thinking</li> <li>Creative thinking</li> <li>Decision making</li> </ul>

### UPPER PRIMARY STAGE (Classes 6 – 8)

Learning Outcomes	Content Outline	Suggested Transaction Methods and Methodologies	Life Skills Enhanced
<ul style="list-style-type: none"> <li>Identifies values embedded in own behaviour</li> <li>Recognizes that values influence decision making</li> <li>Recognizes the constitutional values</li> <li>Analyses own values in the light of constitutional values</li> </ul>	<ul style="list-style-type: none"> <li>Values, decisions and behaviours in personal relationships: Love, Friendship and Bullying</li> <li>Responsible decision making and behaviours in the context of eating healthy, caring for the environment, body image and shame, sanitation</li> <li>One's own personal values and their effect on others: Thinking beyond self and caring for others.</li> <li>Constitutional Values: Respect for Diversity, Equality and Pluralism</li> </ul>	<ul style="list-style-type: none"> <li>Yoga and</li> <li>Meditation, Sports,</li> <li>Role Plays,</li> <li>Theater,</li> <li>Art,</li> <li>Reflective</li> <li>Exercises</li> <li>Value clarification,</li> <li>Silent sitting,</li> <li>visual experiences,</li> <li>Anecdotes,</li> <li>group activities,</li> <li>Questioning,</li> <li>discussion,</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Managing Emotions</li> <li>Empathy</li> <li>Problem solving</li> <li>Effective Communication</li> <li>Critical thinking</li> <li>Creative thinking</li> </ul>

### SECONDARY & SENIOR SECONDARY STAGE (Classes 9-12)

Learning Outcomes	Content Outline	Suggested Transaction Methods and Methodologies	Life Skills Enhanced
<ul style="list-style-type: none"> <li>Demonstrates informed and responsible decision making by aligning personal values with constitutional values</li> <li>Practices the process of value prioritization</li> <li>Negotiate real-life dilemmas by upholding own values as well as constitutional values</li> <li>Understand the values of global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Responsible decision making and behaviours in the context of substance misuse, road safety, Ethical boundaries in using gadgets. relationship</li> <li>Harmony with self and caring for others: resolving conflict and violence</li> <li>Respect in Relationships: Friends, Family, Community and across Generations</li> <li>Discrimination: Home, School, Community amongst Genders, children with special needs, children with HIV AIDS</li> <li>Towards Societal Harmony: harmony between personal and civic values</li> </ul>	<ul style="list-style-type: none"> <li>Yoga and</li> <li>Meditation,</li> <li>Sports,</li> <li>Role Plays,</li> <li>Case studies,</li> <li>Reflective Exercises</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Empathy</li> <li>Problem solving</li> <li>Effective Communication</li> <li>Critical thinking</li> <li>Managing Emotions</li> </ul>

## Scheme of Content



### Theme 5: Gender Equality

#### **Pre-Primary Stage (3-5 years)**

Learning Outcomes	Content Outline	Suggested Transaction Methods and Methodologies	Life Skills Enhanced
<ul style="list-style-type: none"> <li>explains difference in genders</li> <li>engages with stereotypes related to gender</li> <li>differentiate self from others and accept oneself positively</li> </ul>	<ul style="list-style-type: none"> <li>Awareness on types of genders</li> <li>Importance of inclusiveness and oneness</li> <li>Inequalities related to gender at home, school, society and access to other opportunities</li> <li>Uniqueness and beauty of each and every individual</li> <li>Characteristics of self-identity as a girl/boy</li> <li>Possibilities of guilt and shame related to gender</li> </ul>	<ul style="list-style-type: none"> <li>Role reversal, Games,</li> <li>Case studies,</li> <li>Role plays,</li> <li>Discussion and debates,</li> <li>Audio Visuals</li> <li>Meditation</li> <li>Group activities</li> <li>Guided discussions</li> <li>Pictorial representations</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Critical thinking,</li> <li>Creative thinking</li> <li>Problem-solving</li> <li>Effective Communication</li> <li>Decision making</li> </ul>

#### **UPPER PRIMARY STAGE (Classes 6 – 8)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>explains gender roles and gender inequalities</li> <li>engages with stereotypes related to gender and sexuality</li> <li>demonstrates ways of promoting gender equality in their relationships at home, school and in the community</li> </ul>	<ul style="list-style-type: none"> <li>Gender identity</li> <li>Variety of roles viable for all gender (related to work, household responsibilities, career options, sports and others)</li> <li>Positive gender roles</li> </ul>	<ul style="list-style-type: none"> <li>Role reversal, Games,</li> <li>Case studies,</li> <li>Role plays,</li> <li>Discussion and debates,</li> <li>Audio Visuals</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness,</li> <li>Critical thinking,</li> <li>Creative thinking</li> <li>Negotiation skills</li> <li>Problem- solving</li> <li>Effective Communication</li> <li>Decision making,</li> </ul>

	<ul style="list-style-type: none"> <li>• Inequalities related to gender at home, school, society and access to other opportunities</li> <li>• Discrimination related to gender in relation to physical movement, decision making, social customs, access to education and others</li> </ul>		
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## SECONDARY & SENIOR SECONDARY STAGE (Classes 9-12)

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>• choices and behaviours</li> <li>• Challenges gender based discrimination and negative influences of media</li> <li>• Challenges power dynamics and upholds equality in all interactions</li> <li>• Recognizes and challenges gender based violence.</li> <li>• Explains consequences of child marriage, accesses support and services against child marriage community.</li> </ul>	<ul style="list-style-type: none"> <li>• related to gender and sexual identity</li> <li>• Influence of media on understanding of gender and gender identity</li> <li>• Personal beliefs and attitudes on gender, gender equality and stereotypes</li> <li>• Prevention of discrimination and promotion of gender equality in personal and public spaces.</li> <li>• Role of boys in preventing violence against girls and women</li> <li>• Child marriage and its consequences for girls and boys education and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Role reversal, Games,</li> <li>• Case studies,</li> <li>• Role plays,</li> <li>• Discussion and debates,</li> <li>• Audio Visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness,</li> <li>• Critical thinking,</li> <li>• Creative thinking</li> <li>• Negotiation skills</li> <li>• Problem- solving</li> <li>• Effective Communication</li> <li>• Decision making,</li> </ul>

## Scheme of Content



### Theme 6: Nutrition, Health & Sanitation

#### **Pre-Primary Stage (3-5 years)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>identifies everyday food to keep oneself healthy and strong</li> <li>demonstrates personal hygiene habits to stay clean</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between healthy and unhealthy foods</li> <li>Every day and regular good habits for personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Picture Book</li> <li>Rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>Self- Awareness</li> <li>Critical Thinking</li> <li>Decision making</li> </ul>

#### **Primary Stage (Classes 1-5)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>identifies different food types to keep healthy and strong</li> <li>demonstrates personal hygiene habits to stay clean</li> <li>Explains the role of germs in spread of infection</li> </ul>	<ul style="list-style-type: none"> <li>Why do we need food</li> <li>Sources of food</li> <li>Healthy and Unhealthy food</li> <li>Health and Hygiene</li> <li>Keeping oneself healthy (exercise, yoga, sleep, healthy food)</li> </ul>	<ul style="list-style-type: none"> <li>Games</li> <li>Picture Book</li> <li>Quiz</li> <li>School PT</li> </ul>	<ul style="list-style-type: none"> <li>Self- Awareness</li> <li>Critical</li> <li>Thinking Decision making</li> </ul>

#### **UPPER PRIMARY STAGE (Classes 6 – 8)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>Explains nutritional needs of children</li> <li>Demonstrates healthy nutritional and hygienic practices</li> <li>Accesses youth friendly services (YFS)</li> </ul>	<ul style="list-style-type: none"> <li>Nutritional needs, including micronutrients</li> <li>Access to healthy and locally available foods</li> <li>Healthy preparation and eating practices (Balanced diet)</li> </ul>	<ul style="list-style-type: none"> <li>Recipe demonstrations or contests'</li> <li>Developing/adoption Comics</li> <li>Audio Visuals resource</li> <li>Bal Sansad</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Critical thinking</li> <li>Decision making</li> </ul>

<ul style="list-style-type: none"> <li>• Follows the schedule of ongoing Government programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Malnutrition (including under nutrition, over nutrition, anorexia, bulimia)</li> <li>• Anaemia and related Government programs: WIFS and deworming (NDD), Swatch Bharat</li> <li>• Sanitation and hygiene</li> <li>• Food fads and fallacies</li> <li>• Nutritional discrimination</li> <li>• Access to youth friendly services</li> </ul>	<ul style="list-style-type: none"> <li>• Exposure visits to Adolescent Friendly Health Centre (AFHCs) and Nutritional Rehabilitation Centre (NRC)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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## SECONDARY & SENIOR SECONDARY STAGE (Classes 9-12)

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>• Explains nutritional needs of children including comfort foods and junk foods</li> <li>• Demonstrates healthy nutritional and hygienic practices</li> <li>• Identifies and challenges nutritional discrimination</li> <li>• Counters food fads and fallacies promoted by peers, community and media</li> <li>• Accesses youth friendly services</li> <li>• Follows the schedule of ongoing Government programs</li> </ul>	<ul style="list-style-type: none"> <li>• Nutritional needs, including micronutrients</li> <li>• Access to healthy and locally available foods</li> <li>• Healthy preparation and eating practices (Balanced diet)</li> <li>• Malnutrition (including under nutrition, over nutrition, anorexia, bulimia)</li> <li>• Anaemia and related Government programs: WIFS and deworming (NDD), Swatch Bharat</li> <li>• Sanitation and hygiene</li> <li>• Food fads and fallacies</li> <li>• Nutritional discrimination</li> <li>• Access to youth friendly services</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom activities/Games</li> <li>• / role- plays/quiz</li> <li>• Celebrate world nutrition day/ NDD</li> <li>• Recipe demonstrations/ contests</li> <li>• Expert Talks</li> <li>• School health club (peer led)</li> <li>• Audio Visuals/</li> <li>• IEC/Posters/ takeaways</li> <li>• Exposure visits to AFHC/ NRC (Nutrition Rehabilitation Centre (NRC) Audio Visuals/</li> <li>• IEC/Posters</li> <li>• Engage parents</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Critical thinking</li> <li>• Effective communication</li> </ul>

## Scheme of Content



### Theme 7: Promotion of Healthy Life Style

#### **Upper Primary Stage (Classes 6 – 8)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>explains how life style choices and physical activity contribute towards long term health and well being</li> <li>identifies symptoms to prompt screening and seeks health care services for self and others</li> <li>adopts positive physical activity and yoga for fit body and mind</li> </ul>	<ul style="list-style-type: none"> <li>Healthy life style, Physical activity, yoga</li> <li>Common life style diseases and their prevention</li> <li>Access to youth friendly services</li> </ul>	<ul style="list-style-type: none"> <li>Physical education and yoga sessions</li> <li>Sports day and activity clubs</li> <li>Interactive games</li> <li>Celebration of International Yoga Day</li> <li>Role play,</li> <li>Case studies,</li> <li>Posters</li> <li>Participatory physical activities with family and community</li> </ul>	<ul style="list-style-type: none"> <li>Self-efficacy</li> <li>Refusal skills</li> <li>Self- awareness</li> <li>Critical thinking</li> <li>Problem solving</li> </ul>

#### **SECONDARY & SENIOR SECONDARY STAGE (Classes 9-12)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>practices healthy life style choices and includes physical activities in daily routine</li> <li>demonstrates effective ways to cope with stress and other mental health concerns</li> <li>advocates for healthy behaviors in school and community</li> <li>identifies symptoms to prompt screening and seeks health care services for self and others</li> </ul>	<ul style="list-style-type: none"> <li>Healthy life style and prevention and control of non-communicable diseases</li> <li>Modifiable risk factors for non-communicable diseases and underlying social determinants</li> <li>Management of stress and anxiety</li> <li>Lifestyle diseases, their symptoms and prevention</li> <li>Access to Youth friendly services</li> </ul>	<ul style="list-style-type: none"> <li>Physical education and yoga sessions</li> <li>Sports day and activity clubs</li> <li>Interactive games</li> <li>Celebration of International Yoga Day</li> <li>Role play,</li> <li>Case studies,</li> <li>Posters</li> <li>Participatory physical activities with family and community</li> </ul>	<ul style="list-style-type: none"> <li>Self-efficacy</li> <li>Refusal skills</li> <li>Self- awareness</li> <li>Critical thinking</li> <li>Problem solving</li> </ul>

## Scheme of Content



### Theme 8: Prevention & Management of Substance Misuse

#### **Upper Primary Stage (Classes 6 – 8)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>• Explain adverse consequences of commonly misused substances</li> <li>• Negotiates pressure from peers, family and popular culture to resist substance misuse</li> <li>• Counters myths related to substance misuse</li> <li>• Accesses support and youth friendly services for self and others</li> <li>• Advocates for tobacco free schools</li> </ul>	<ul style="list-style-type: none"> <li>• Commonly misused substances like tobacco (smoking &amp; smokeless), new tobacco products (e-cigarettes, e-hukkas), alcohol, solvents, inhalants, whitener, cough syrup, injecting etc.</li> <li>• Stages of substance misuse: experimentation, use, abuse and addiction</li> <li>• Short and long term consequences of substance misuse</li> <li>• Substance misuse within families, popular culture, and media projection (including social media)</li> <li>• Myths and misconceptions related to substance misuse</li> <li>• Potential sources of help</li> <li>• (a social safety net): family,</li> <li>• friends, teachers, counsellors</li> <li>• Non-punitive, non-stigmatizing culture</li> <li>• Relevant laws and policies</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• and situation management</li> <li>• Discussions and critique of messages in the media and internet</li> <li>• Reflective exercises</li> <li>• Audio Visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Self-efficacy</li> <li>• Effective Communication</li> <li>• Assertive communication and Refusal skills</li> <li>• Problem Solving</li> <li>• Decision making</li> </ul>

## SECONDARY & SENIOR SECONDARY STAGE (Classes 9-12)

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>• Explain adverse consequences of commonly misused substances</li> <li>• Analyse factors that make children vulnerable to substance misuse and resist them</li> <li>• Negotiates pressure from peers, family and popular culture to resist substance misuse</li> <li>• Counter myths related to substance misuse</li> <li>• Accesses support and youth friendly services for self and others</li> <li>• Advocate for tobacco – free schools</li> <li>• Knows about initiatives that support de-addiction and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of substance use and misuse</li> <li>• Vulnerability of children to substance misuse including role of peers, media, popular culture and substance misuse within families and communities</li> <li>• Commonly misused substances like Tobacco, Gutka, Alcohol, Hukka, e-cigarettes, e-Hukkas, solvents, inhalants, whitener, cough syrup etc.</li> <li>• Stages of substance misuse: experimentation, use, abuse and addiction</li> <li>• Short and long term consequences of substance misuse</li> <li>• Myths &amp; misconceptions related to substance misuse (such as becoming successful, enhancing performance in school and outside, or dealing with frustration, anxiety, depression, peer group acceptance)</li> <li>• Ways of protection against substance misuse</li> <li>• Help and support for self and others</li> <li>• Link with government m-cessation and National quit line for tobacco cessation</li> <li>• Laws and policies – COTPA, MMDA, Road safety, Drinking and driving</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions and debates</li> <li>• Case studies, Role play and situation management</li> <li>• Discussions and critique of messages in the media and internet</li> <li>• Reflective exercises</li> <li>• Celebrating World No Tobacco Day</li> <li>• Role Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Self-efficacy</li> <li>• Effective Communication</li> <li>• Assertive communication and Refusal skills</li> <li>• Problem Solving</li> <li>• Decision making</li> </ul>

## Scheme of Content



### Theme 9: Reproductive Health and HIV Prevention

#### **Upper Primary Stage (Classes 6 – 8)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>Explains ways to prevent infections and maintain genital hygiene</li> <li>Explains symptoms, prevention, and management of RTI</li> <li>Explains the meaning of HIV and AIDS</li> <li>Recognises that people living with HIV and AIDS should not be discriminated against</li> </ul>	<ul style="list-style-type: none"> <li>Genital hygiene, menstrual management, access to services without shame and guilt</li> <li>Identifying RTIs</li> <li>prevention and management of RTIs</li> <li>Explains the meaning of HIV and AIDS</li> <li>HIV infection can happen to anyone and availability of services - counselling, testing, and treatment services</li> </ul>	<ul style="list-style-type: none"> <li>Through case studies and discussions</li> <li>HIV Role play adapted from AIDSED Newsletter, WHO/UNESCO AIDS and The YP Foundation's 'Know Your Body Know Your Rights' curriculum</li> <li>Through 'HIV can happen to anyone' from the green book</li> </ul>	<ul style="list-style-type: none"> <li>Self-efficacy</li> <li>Effective Communication</li> <li>Assertive communication and Refusal skills</li> <li>Problem Solving</li> <li>Decision making</li> </ul>

#### **SECONDARY & SENIOR SECONDARY STAGE (Classes 9-12)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>Explains transmission, prevention and management of RTI/STIs</li> <li>Counters myths on HIV/AIDS</li> <li>Explains vulnerability of youth to RTIs, STIs, HIV</li> <li>Explains ways to protect self and others from HIV, STIs and RTIs</li> </ul>	<ul style="list-style-type: none"> <li>Transmission prevention and management of RTIs/STIs</li> <li>HIV – Modes of transmission, preventions, myth, clarification</li> <li>STI: Symptoms and linkage with HIV</li> </ul>	<ul style="list-style-type: none"> <li>Group discussions and debate,</li> <li>Brain storming,</li> <li>Case studies,</li> <li>Role plays,</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking, Problem- solving,</li> <li>Effective</li> <li>Communication,</li> <li>Decision making,</li> <li>Negotiation skills</li> </ul>

<ul style="list-style-type: none"> <li>• Advocates for zero discrimination against people living with HIV &amp; AIDS and diverse identities</li> <li>• Explains consequences of adolescent pregnancy</li> <li>• Accesses support and youth friendly services for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Laws and policies: HIV Act – 2017</li> <li>• Information on testing, treatment and care</li> <li>• Individual and social responsibility towards people living with HIV and AIDS(PLWHA)</li> <li>• Responsible Sexual behaviours</li> <li>• Adolescent Pregnancy and its consequences, and contraception</li> </ul>		
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## Scheme of Content



### Theme 10: Safety and Security Against Violence and Injuries

#### **Pre-Primary Stage (3-5 years)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>Recognizes unsafe situations</li> <li>Recognizes basic safety measures</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Good and bad touch</li> <li>Verbal, physical, teasing and bullying</li> <li>Road safety measures, personal safety against fire, electricity, water</li> </ul>	<ul style="list-style-type: none"> <li>Picture Book</li> <li>Rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>Self- Awareness</li> <li>Critical Thinking</li> <li>Decision making</li> </ul>

#### **Primary Stage (Classes 1-5)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>Recognizes unsafe situations</li> <li>Demonstrates skills to protect self from harassment and abuse</li> <li>Recognizes basic road safety measures</li> </ul>	<ul style="list-style-type: none"> <li>Safe and unsafe situations</li> <li>Neglect, physical, verbal, emotional and sexual abuse including teasing, bullying and harassment</li> <li>Road safety measures</li> </ul>	<ul style="list-style-type: none"> <li>Case study</li> <li>Picture book</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Self- Awareness</li> <li>Critical Thinking</li> <li>Decision making</li> <li>Effective communication</li> </ul>

#### **UPPER PRIMARY STAGE (Classes 6 – 8)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>Recognizes unsafe situations, violence and abuse</li> <li>Demonstrates effective ways to communicate personal boundaries and respect those of others</li> <li>Demonstrates effective ways to respond and seek help to keep self and others safe</li> </ul>	<ul style="list-style-type: none"> <li>Forms of violence, (physical, sexual and emotional violence) sites where violence occurs (in and around schools, home, communities, cyberspace)</li> <li>GBV</li> <li>Personal boundaries for self and others</li> </ul>	<ul style="list-style-type: none"> <li>Role Plays, Art, Comics, Theatre, Case Studies, Discussions on advertisements, movie clips and videos, games, reflective activities, quiz</li> <li>Expert Talk</li> <li>Guided discussions</li> <li>Simulations</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Empathy</li> <li>Creative thinking</li> <li>Effective</li> <li>Communication</li> <li>Problem Solving</li> <li>Decision making</li> </ul>

	<ul style="list-style-type: none"> <li>• Rights, Laws and provisions addressing violence</li> <li>• Violence prevention, support system, response and promotion of safety and security;</li> <li>• Assertive behaviour, refusal and resistance skills including No-Go-Tell technique</li> <li>• Injury prevention and basic first Aid (in schools, home and communities)</li> </ul>		
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### SECONDARY & SENIOR SECONDARY STAGE (Classes 9-12)

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>• Questions different forms of abuse and violence</li> <li>• Demonstrates skills to keep self and others safe from violence and injuries</li> <li>• Demonstrates responsible behaviors that minimize risk and reduce harm</li> <li>• Accesses support without guilt and shame</li> <li>• Advocates for safe environment that encourage dignified and respectful treatment of all</li> </ul>	<ul style="list-style-type: none"> <li>• Different forms and causes of violence, (gender based violence including bullying, sexual, physical, emotional) sites where violence occurs</li> <li>• Rights, Laws and provisions addressing violence</li> <li>• Support system, grievance redressal mechanisms</li> <li>• Risky Behaviours (road safety, addressing beliefs and attitudes perpetuating violence)</li> <li>• Collective action to promote of safety and security</li> </ul>	<ul style="list-style-type: none"> <li>• Role Plays, Art, Comics, Theatre, Case Studies, Discussions on advertisements, movie clips and videos, games, reflective activities, quiz</li> <li>• Expert Talk</li> <li>• Guided discussions</li> <li>• Simulations</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Empathy</li> <li>• Creative thinking</li> <li>• Effective</li> <li>• Communication</li> <li>• Problem Solving</li> <li>• Decision making</li> </ul>

## Scheme of Content



### Theme 11: Promotion of Safe Use of Internet and Social Media

#### **Primary Stage (Classes 1 - 5)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>• self regulates use of gadgets and media</li> <li>• seeks clarifications on information promoted through different communication platform such as TV, radio, internet</li> </ul>	<ul style="list-style-type: none"> <li>• Consequences of indiscriminate use of mobiles and gadgets</li> <li>• Safety net of parents and teachers and other trusted sources</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming, Discussion on audio-video clips and print materials,</li> <li>• role plays,</li> <li>• case studies, games</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness, Critical Thinking, Effective Communication, Problem Solving, Decision Making</li> </ul>

#### **UPPER PRIMARY STAGE (Classes 6 – 8)**

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>• Seeks clarifications on information promoted through different communication platforms such as television, radio, internet</li> <li>• Self regulates use of gadgets and media</li> <li>• Recognizes unsafe situations and seeks help from trusted sources</li> </ul>	<ul style="list-style-type: none"> <li>• Role of media including social media in building understanding and perpetuating myths</li> <li>• on adolescent issues (including body image, food habits, gender norms, substance misuse, risk taking)</li> <li>• Consequences of indiscriminate use of gadgets and media</li> <li>• Need for self regulation</li> <li>• Safety and security – cyber bullying (online and offline)</li> <li>• Youth friendly services including toll free helplines</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on audio-video clips and print materials,</li> <li>• role plays,</li> <li>• case studies,</li> <li>• quizzes,</li> <li>• games</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness, Critical Thinking, Effective Communication, Problem Solving</li> </ul>

## SECONDARY & SENIOR SECONDARY STAGE (Classes 9-12)

Learning Outcomes	Content Outline	Suggested Transaction Methods	Life Skills Enhanced
<ul style="list-style-type: none"> <li>• Challenges myths perpetuated through different communication platforms such as television, radio, internet</li> <li>• self regulates use of gadgets and media, including social media</li> <li>• recognizes unsafe situations, seeks help from trusted sources and accesses youth friendly services</li> <li>• contributes in keeping peers safe and accessing help from trusted sources</li> </ul>	<ul style="list-style-type: none"> <li>• Role of media including social media in building understanding and perpetuating myths on adolescent issues (body image, food habits, gender)</li> <li>• norms, substance misuse, risk taking)</li> <li>• Cyber Laws and Policies Need for self-regulation</li> <li>• Safety and security – cyber bullying (online and offline)</li> <li>• Safety net: Access to trusted sources, youth friendly services including toll free helplines</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming, Discussion on audio-video clips and print materials,</li> <li>• role plays,</li> <li>• case studies,</li> <li>• quizzes,</li> <li>• games</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness, Critical Thinking, Effective Communication, Problem Solving, Decision Making</li> </ul>

# **ROADMAP FOR IMPLEMENTING THE HEALTH WELLNESS AND LIFESKILLS INITIATIVE**

- The programme will foster partnerships with relevant Ministries and Departments, Ministries of Health and Family Welfare, Women and Child Development, Youth and Sports, and Civil Society.
- The Health, well-being and life skills programme will be implemented in a phased manner across different stages of schooling, right from pre-primary to senior secondary stages. It will be initiated with children from age of 3 years through 9 years. As adolescence starts at age 10 and continues up to age 19; the programme will be evolved further for upper primary, secondary and senior secondary stages of school education. The resource materials will build on existing materials from both Government and Non-Government agencies to address the varying needs across developmental stages.
- The programme will be inclusive of instructional hours given for an academic year.
- Senior officials in the Departments of Education and Health in the national level and states will be sensitized to the purpose of this initiative and their specific roles in achieving the programme goals.
- The programme will also invest in sensitizing school administrators and functionaries, including Principals, non-teaching staff, School Management Committees (SMCs) / School Development Management Committees (SDMCs) and parents.
- The programme will be implemented by harnessing the capacities and mandate in the existing institutional structures in the school system, including National Council of Educational Research and Training (NCERT), Central Board of Secondary Education (CBSE), National Institute of Open Schooling (NIOS), State Council of Educational Research and Training (SCERTs), State Boards of Education, State Open Schools, District Institutes of Education and Training (DIETs), Block and Cluster Resource Centers (BRCs/CRCs).
- Teachers' (designated as Health, Wellness and Life Skills as well as life skills Ambassadors) capacities will be enhanced to organize and transact learner-centric activities in classrooms and use other school spaces (for example, school assembly, PTA meetings) creatively to reinforce learning. The professional development will focus more on mindset of the school administrators and teachers and on introducing participatory and learner-centric pedagogies.
- The programme will be implemented through twin approaches: An integrated approach and a stand-alone approach. In the integrated approach, relevant content will be integrated in the scholastic subjects at appropriate stages of learning to ensure that over a period of time life skills curriculum is well integrated into the processes of school education so that the culture of responding to needs and concerns of school going children can be truly embedded and deepened within the school system on a sustained basis. This will be achieved at the time of revision of text books by NCERT as well as State Boards of Education will be advised to integrate the Health, Wellness and Life Skills curriculum focusing on the life skills and content in the textbooks revisions initiated in the states. A stand-alone approach: Guided by the curriculum framework, resource materials will be collated / developed for different stages of learning.
- Under guidance to facilitator guidelines have been provided for transacting sensitive content.
- Concerned Laws and Policies related to different thematic areas will be included at the end of the Training and Resource Material.

- To implement the stand alone curriculum, it is recommended that 2 periods/ week be allocated to the programme in the school timetable for approximately thirty-eight weeks in an academic year.
- It would be ideal to orient all school teachers to implement Health, Wellness and Life Skills curriculum.
- However, given the large number of school teachers and the resources required to achieve this, it is recommended that one teacher is oriented for every 250 learners enrolled in a school.
- In the interim, atleast 2 teachers/ school should be oriented. Given the reality of single teacher schools; the teacher should be oriented to Health, Wellness and Life Skills curriculum in these settings.
- Different modalities of capacity enhancement will be made available: i) Face-to-face, ii) E- learning and iii) a blended model that combines e-learning and face-to-face approaches. There are advantages of e-learning approaches in terms of increasing the outreach of standardized content in a qualitative manner. However, all teachers may not be able to access and use technology. Also, there may be merit in building certain skills in face-to-face settings. States will make these choices based on their unique contexts and resources.
- It is also recommended that refresher trainings be organized at an optimal frequency (suggested once every two years). In this regard, virtual learning could serve as an efficient and effective mechanism. In addition, it is proposed to create a community of teachers who could share learning, good practices and finding solutions to common challenges on moderated electronic platforms supported by NCERT.
- To provide a head start to the programme, Health, Wellness and Life Skills curriculum should be mandated in the pre-service training of teachers so that teachers are well equipped to empower their learners and their skills are further enhanced through the induction and in- service teacher training programs.
- Teachers and school principals will be encouraged to network and access support from relevant institutions and professionals, such as, Adolescent Friendly Health Clinics, helplines, Youth Information Centers, Environment Friendly Projects.
- The design, implementation and evaluation of this initiative should be determined by the concerns and active contributions of young people.
- It will be reinforced in all spaces and structures of school education, including classroom transactions, school assembly, PTA meetings, school events, school inspections and monitoring protocols.
- Sensitize different stakeholders, particularly parents, community and media, to the needs and concerns of children and young people and respond to them in positive ways.

## FEEDBACK, MONITORING AND EVALUATION

- It is recommended that both paper based and online feedback is obtained from all stakeholders (including principals, teachers and students) regarding processes and quality of inputs in Health, Wellness and Life Skills education at a quarterly frequency.
- Selected critical programme indicators should be included in system specific MIS eg.
- Shaladarpan and NAS to institutionalize the programme.
- Recognition and rewards for teachers and schools should include indicators on Health, Wellness and Life Skills education implementation.

It may be noted that the integration of Health, Wellness and Life Skills curriculum and content in the scholastic subjects at appropriate levels of learning will be guided by MHRD approved curriculum and scheme of content. It will follow the text book revision work undertaken by NCERT and State Boards of Education.

### Critical Activities:

Activity	Agency
<ol style="list-style-type: none"> <li>1. Bringing Education and Health departments on same platform for improving children's life Skills, health and well-being</li> <li>2. Support advocacy of life Skills, health and well-being programme</li> <li>3. Support orientation workshops and follow-up communication for Departments of Education and Health</li> </ol>	MHRD
<ol style="list-style-type: none"> <li>1. Developing curriculum framework, training materials for the stand-alone program</li> <li>2. Online repository of support material on Life Skills, Health and well-being</li> <li>3. Support integration of selective indicators in National Achievement Survey</li> <li>4. Sensitize and train senior officials from Education and Health departments in different states</li> </ol>	NCERT
<ol style="list-style-type: none"> <li>1. Introduce courses on life skills, health and well-being in the pre-service teacher education</li> </ol>	NCTE, Teacher Education Institutions
<ol style="list-style-type: none"> <li>1. Provide guideline for 2 periods per week per grade for life skills as well as health and well-being</li> <li>2. Selection and training of teachers as life skills as well as health and well-being ambassadors</li> <li>3. Training and Orientation on perspectives of life skills as well as health and well-being of all cadres of officials from DoE and DIETs.</li> </ol>	UT / State School education departments

**Timelines for Critical Activities with school education departments, SCERTs, SIEMATs, State boards:**

Activity	Timeline
<ol style="list-style-type: none"> <li>1. Identify and train life skills as well as health and well-being ambassadors from existing cadre of teachers including anganwari workers</li> <li>2. Orient all cadres of officials from DoE and DIETs on a 18 hour orientation module for perspectives on life skills, health and well-being</li> <li>3. Run projects for roll out in Atleast 1 block per district</li> <li>4. Develop course and training materials for anganwari workers, teachers and officials</li> <li>5. Set up Programme Management Unit to initiate feedback mechanism, evolve Action Research, collaboration of ASHA-Anganwari Workers and Teacher Ambassadors</li> </ol>	Till May 2019
<ol style="list-style-type: none"> <li>1. Run projects in 3 blocks per districts with trained officials, teachers and Anganwari workers from previous year as Resource Persons</li> <li>2. Identify and train life skills as well as health and well-being ambassadors for the new blocks</li> <li>3. Review and conduct trainings for teacher ambassadors who were selected and trained in the previous year</li> </ol>	May 2019 to May 2020
<ol style="list-style-type: none"> <li>1. State reviews Program impact and plans for scaling across all blocks</li> </ol>	May 2020 to May 2025