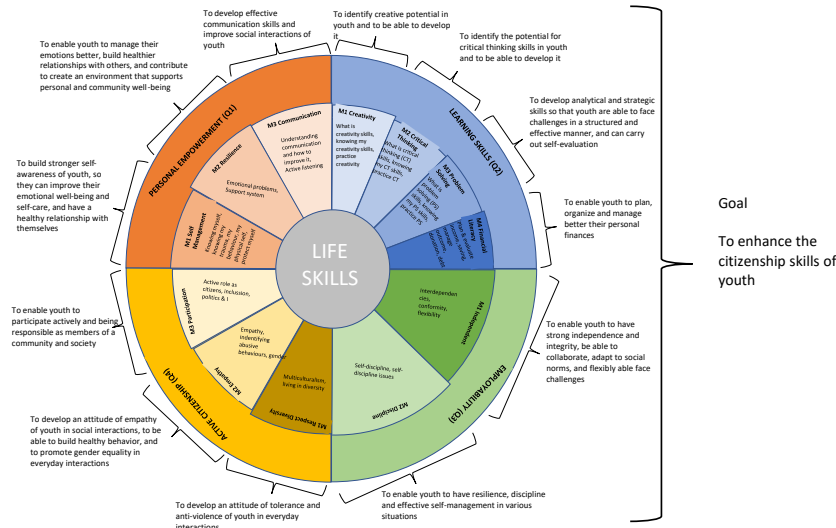


SYLLABUS OF LIFE SKILLS LESSON PLANS
Goal: To enhance the citizenship skills of youth

Key Skills	Topic	Sub Topics	Module's Objective	Domain's Objective	Learning Strategy	Component of Process	Evaluation			
Module 1: Self-Management	Getting to know Yourself	1. Who Am I 2. Accepting and Developing Myself	To build stronger self-awareness in youth, so that they can improve their personal development in a positive and meaningful way in the face of challenges	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges	The learning strategies used in this curriculum are to accommodate the different learning styles of students, namely kinesthetic, auditory, visual and their combinations and pay attention to the characteristics of the subgroups of the material to be taught. This curriculum is designed to fulfil all aspects to be developed, namely cognitive, psychomotor, attitudinal and social. Each lesson is well structured, taught using by step and aims for hands-on learning. In accordance with Law No. 202/2019, learning strategies in the classroom are carried out by means of heart, spirit, brain, and hands. Thus, the learning strategies used in this curriculum are expected to empower all students' potential.	Through the teaching and learning process contained in this curriculum, it is expected that changes in behaviour will occur in students. Therefore, this curriculum empowers to create a conducive, creative and effective learning atmosphere. The process encompasses and use: 1) Student-centred learning, where students will discover prior knowledge through group discussions, case studies, video analysis, games and other interactive learning. 2) Groupable learning, both in terms of material (Self-empowerment domain, study skills, employability, active citizenship), as well as in terms of incorporating several aspects of student development (cognitive, reflective, skills, attitudes).	The standard assessment is with regard to the progress and results of student learning to check the level of achievement/learning/learning process of students' knowledge, skills and attitudes that are intended to be realized through this curriculum. The dimensions used in this evaluation are the quantity and quality dimensions. The instruments used to measure these changes are pre-post tests as well as instruments to carry out class checking. Assessment time: Pre-test : conducted on the first day of the orientation class Final Post Test : for students who have attended this class for the full 6 months. Sharing class instrument : given after the first post test and in the third month.			
	My Habits	1. My habits + Building habits (Discipline Module, Discipline Issues) 2. Time Management								
	My Body	1. My Body 2. Taking Care of My Body: Maintaining Hygiene, Body Health + Specific Issues Related to Discipline (Discipline Module, Discipline Issues Topic)								
	Protection and Protecting	1. Rights and Responsibilities 2. Protection 3. Protecting My Body: Protecting Myself								
Self-Empowerment	Emotional Problems	1. What are Emotional Problems? 2. Avoiding Emotional Problems 3. How to Overcome Emotional Problems 4. Completing the Self-Management Module, Topic My Habits, Sub Topic Managing Time 5. Independence Module, Topic: Being a Flexible Person, Sub Topic: Flexibility and Stress Management	To empower youth to better manage their emotions better, build healthier relationships with others, and contribute to create an environment that supports personal and community well-being	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges			
	My Support System	1. What is a Support System? 2. Types of Support System 3. Building a Strong Support System 4. Being a Good and Strong Support System								
	Communication Skills	1. Definition of Communication Skills 2. Things that Can Improve and Hinder Communication Skills 3. The Impact of Lack of Communication Skills 4. Digital Literacy (Digital and Social Media) + Independence Module, Topic: Growing up in the Digital Age 5. Interpersonal Communication 6. Active Listening	To develop effective communication skills and improve social interaction among youth							
	Active Listening	1. Interpersonal communication 2. Active listening								
Module 1: Creativity	What is Creativity?	1. Paying Attention to Creativity in the Neighborhood + Independence Module, Topic: Becoming a Flexible Person, Sub Topic: Flexibility and Innovation 2. Definition of Creativity 3. Benefits of Creativity	To identify and develop the creative potential of young people	To identify and develop the creative potential of young people	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges			
	Getting to know Your Creativity	1. Recognizing Creative Thinking Potential 2. Supporting and Inhibiting Factors for Creativity								
	Practicing Creativity	1. Creative Thinking Prompts 2. Creating Creative Products								
	What is Critical Thinking?	1. The Phenomenon of Reactive Behaviour 2. Definition of Critical Thinking	To identify and develop the potential for critical thinking skills in youth							
Learning Skills	Critical Thinking	1. Recognizing Automatic Thought Tendencies 2. The Challenge of Critical Thinking 3. Anti-Thinking Critique		To identify and develop the potential for critical thinking skills in youth	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges			
	Practicing Critical Thinking	1. Critical Thinking Reference 2. Critical Thinking Practice								
	Problem Solving Concepts	1. What are Problem Solving Skills 2. Qualities and barriers to problem solving	To develop analytical and strategic skills so that youth are able to face challenges in a structured and effective manner, and to engage in self-evaluation							
	Identification of Strengths and Weaknesses	1. Identifying Strengths and Weaknesses of Problem Solving Skills								
Module 4: Financial Literacy	Practice of Problem Solving Skills	1. Effective Methods of Problem Solving 2. Identification of root problems 3. Problem Solving Steps/Steps + Resilience Module, Topic: Emotional problems, Sub topic: Becoming a Problem Solver		To develop analytical and strategic skills so that youth are able to face challenges in a structured and effective manner, and to engage in self-evaluation	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges	To equip the youth with the skills to use their personal strengths to shape their personal development in a positive and meaningful way in the face of challenges			
	Financial plan and evaluate learning money	1. Learn Financial Plan Carefully 2. Evaluating money 3. Diligent Saving 4. Managing Money Out / Expenses 5. Duration Allocation for Social 6. Sustainable Debt	To enable youth to better plan, organize and manage better their personal finances							
	Being a person who is interdependent with others	1. Independence and Interdependence 2. Relationship with Parents, Other Adults, and Peers 3. Maintaining Relationships in Life	To enable youth to have a strong sense of independence and integrity, to be able to work together, to adapt to their norms, and to be flexible in the face of challenges							
	Being a person who conforms to the prevailing norms	1. Conformity and Compliance 2. Youth Compliance and Rebellion 3. Conformity, Peer Pressure, and (Negative) Risk Behaviour 4. Pro-Social Risk Behaviour 5. Social Intelligence								
Employability	Become a Flexible Person	1. Flexibility as a Sublime Function 2. Flexibility and Growth Mindset		To enable youth to have a strong sense of independence and integrity, to be able to work together, to adapt to their norms, and to be flexible in the face of challenges						
	Self-discipline	1. Definition and Self-Discipline 2. Myths and views of Self-Discipline 3. Steps of Self-Discipline	To enable youth to have resilience, discipline and effective self-management in various situations							
	Self-discipline Issues	1. Discipline Issues in Youth 2. Strategies Related to Self-Discipline								
	Diversity	1. Diversity Versus Uniformity 2. Resilience and Communication	To develop an attitude of tolerance and anti-violence among the youth in their daily interactions							
Valuing Diversity	Living in Diversity	1. Promoting the Values of Tolerance 2. Anti-Violence		To develop an attitude of tolerance and anti-violence among the youth in their daily interactions						
	Empathy	1. Basic Concept of Empathy 2. Factors of Empathy 3. How and Why Empathetic Ability	To develop an attitude of empathy among the youth in social interactions, to be able to build healthy behavior, and to promote gender equality in everyday interactions							



Goal
 To enhance the citizenship skills of youth

Active Citizenship	Module 2: Building Empathy	Identifying Abusive Behaviours Around Me	1. What is Abusive Behaviour? 2. Getting to know Emotionally Abusive Behaviour 3. Causes & Effects of Emotionally Abusive Behaviour 4. Overcoming Emotional Abuse 5. Signs of Emotionally Abusive Behaviour 6. Getting to know Yourself 7. The Difference between Healthy Behaviour and Emotional Abuse 8. Building healthy Behaviour	and to promote gender equality in everyday interactions
		Gender	1. Basic Concept of Gender 2. Gender Equality & Inequality 3. Causes and Consequences of Gender Inequality 4. Understanding Stereotypes 5. Gender Inclusivity 6. Promoting Gender Equality and Inclusivity	
	Module 3: Participation	Active Role as a Citizen	1. Participation 2. Engagement & Participation : independent Module Topic: Becoming a person who is involved & helps the environment, Go-Trip! 3. Involvement of Youth in various the environments 4. Active Participation of Youth as Citizens	To enable the youth to participate actively and responsibly as members of a community and society
		Indclusivity	1. Individual & Social Inclusion 2. Emotional & Functional Inclusion	
		Politics & I	1. Society & Politics in Indonesia (New Youth Participant in Politics) 2. Political Process in Indonesia	

Self-Management Syllabus (Source: WVI Life Skills Module)														
Goal: (To build stronger self-awareness of youth, so they can improve their emotional well-being and self-care, and have a healthy relationship with themselves)														
No	Topic	Day	Hour	Sub Topic	Basic Competency	Lesson-Plan's Objective	Indicator	Methods	Media	Material	Content	Activities	Assessment	
1	Getting to Know Yourself	1	3h	1. Who Am I	* Self-management * Adaptability and Flexibility	Students can: * Identify their own personalities, strengths and weaknesses * Reflect on experiences in their lives that can and cannot be changed * Develop an attitude of honesty, openness, and self-confidence	Students can: * Write down the strengths and weaknesses they have * Write down things that cannot be changed, things that can be changed and list at least two ways to change them	* Interactive lectures * Individual Assignment * Sharing * Games	* PPT * Copy of characteristic reflection * Copy of personality measurement tool * Copy of list of things that can/cannot be changed * Copy of personal reflection & evaluation	Who am I and accepting & developing self materials, Bridge of Openness' questionnaire, characteristics reflection materials, personality measurement tools, worksheet materials listing unchangeable and changeable things in life, personal reflection & evaluation materials	* Johari window: open window, blind window, secret window, mysterious window * Definition of personality, personality influence factors, personality categorisation, DISC personality assessment tools * Self-acceptance * Acceptance of emotions, thoughts and physicality * Self-development * How to recognise potential in oneself	* Opening: election of class leader, prayer, setting up class rules, icebreaker, delivery of learning objectives * Core: Johari window game/reflection, Johari window material presentation, DISC characteristic test, DISC material presentation, icebreaker, self-acceptance material presentation, strength and weakness reflection, sharing * Closing: conclusion, personal reflection & evaluation, prayer	No Mission	
				2. Accepting and Developing Myself										
2	Trauma	2	3h	1. Trauma		Students can: * Analyse trauma-related issues * Identify related personal traumas * Develop an honest attitude towards themselves	Students can: * Write down things related to trauma, causes, symptoms/effects, and ways to overcome trauma * Write at least one trauma that they have experienced in their own notebooks	* Interactive lectures * Film analysis * Group discussion * Presentation	* PPT * Trauma video * Copy of short film analysis * Copy of personal trauma reflection * Copy of personal reflection & evaluation	Trauma materials, film materials, group discussion materials, personal trauma reflection materials, personal reflection & evaluation materials	* Definition and types of trauma * Causes, symptoms and effects of trauma * Impact of trauma (health, psychiatric)	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, exposure to types of trauma, video analysis, icebreaker, presentation, exposure to the impact of trauma, reflection & sharing * Closing: conclusion, personal reflection & evaluation, prayer	No Mission	
				2. Recovery		Students can: * Analyse how to recover from trauma * Identify personal trauma and how to overcome it * Make a personal commitment to recovery * Develop an attitude of persistence and motivation	Students can: * Identify and write down at least two ways to overcome their past trauma * Write at least one commitment they will make to heal from trauma in their weekly journal	* Interactive lectures * Group discussion * Presentation * Reflection * Sharing	* PPT * Copy of inspirational character story article * Copy of the article analysis worksheet * Copy of personal recovery reflection worksheet * Copy of weekly mission sheet * Copy of personal reflection and evaluation sheet	Recovery materials, inspirational figure article materials, article analysis materials, personal recovery reflection materials, weekly mission materials, personal reflection and evaluation materials	* Strategies for trauma recovery approaches * Ways that survivors can help * Other practical steps that can be taken * Post-traumatic growth * Post-traumatic change * References	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, article study, presentation, presentation of recovery steps, icebreaker, presentation of reference material, reflection on personal recovery, sharing * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling	
		3	3h											
3	My Habits	4	3h	1. My Habits		Students can: * Understand things about habits * Build an attitude of persistence and self-confidence	Students can: * Create one interesting and informative Educational Aids (APE) related to the habit material * Mention the habit material to classmates using the APE media they have created	* Interactive lectures * Group assignments * Gallery walk * Presentation	* PPT * Student-made educational props * Copy of group instruction sheet * Copy of group material sheet * Copy of personal reflection & evaluation sheet	My habit material, group instruction material, APE material, group task material, personal reflection & evaluation material	* Habits and categorisation * Types of habits * Nine very important habit categories * How habits are formed * The basis of habit formation * Why habits are hard to break * Conscious habits and hidden habits * How to identify your hidden habits * The impact of good habits * The impact of bad habits * Breaking bad habits * The impact of good habits * 9 steps to creating new good habits * 6 things to avoid when creating new good habits * Successful habits	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, presentation of habit material, making props, icebreaker, gallery walk, presentation * Closing: conclusion, reflection & personal evaluation, prayer	No Mission	
				2. Building Habits		Students can: * Understand how to build good habits and eliminate bad habits according to the concept of the law of behaviour change * Make a commitment to build good habits and eliminate bad habits * Cultivate an analytical attitude	Students can: * Write on a piece of paper at least one suggestion for building good habits and eliminating bad habits * Write at least one commitment to build good habits and eliminate bad habits in a weekly journal	* Interactive lectures * Guided instruction * Class discussion	* PPT * Cards of example steps on the law of behaviour change * Copy of individual worksheet on the law of behaviour change * Copy of personal reflection and evaluation sheet	Habit building materials, law of behaviour change cards, individual worksheet materials on law of behaviour change, personal reflection and evaluation materials	* Three lessons on building habits * The habit loop * Four laws of behaviour change * How to create good habits * How to break bad habits	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: presentation of behavior change material, guided instruction on creating good habits, class discussion, icebreaker, guided instruction on eliminating bad habits, class discussion * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling	
		6	3h	2. Time management		Students can: * Identify each activity according to the 4 quadrants of time * Recognise the steps to good time management * Make a personal commitment to time management * Practise an attitude of willingness to grow by learning to manage time well	Students can: * Identify, write down and categorise all personal activities into four time quadrants * List the steps to managing time for success * Write at least one personal commitment to better manage time in a weekly journal	* Interactive lectures * Individual assignment * Sharing	* PPT * Learning video * Copy of time quadrant student worksheet * Copy of quadrant II organising worksheet * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Time management materials, learning video materials, time quadrant worksheet materials, quadrant II organising worksheet materials, weekly mission materials, personal reflection & evaluation materials	* The four quadrants of time * Putting first things first * 6 essential criteria of a quadrant II organiser * The 4 main activities of a quadrant II organiser in a weekly period	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: watching time management video, presentation of material, filling out time quadrant sheet, sharing, icebreaker, video analysis, presentation of material, individual assignment to fill out the organization of quadrant II * Closing: knowledge reinforcement, reflection, evaluation, weekly mission, prayer	Journaling	
4	My Body	7	3h	1. My Body		Students can: * Build knowledge of the names of body parts and their functions * Share knowledge of body part names and their functions with classmates * Cultivate an attitude of perseverance	Students can: * Correctly match body part name cards with their functions * Create an educational poster about body parts and their functions	* Interactive lectures * Matching game * Watching videos * Making educational posters	* PPT * Learning video * Paper with names of body parts and their functions * Copy of group activity instruction sheet * Copy of personal reflection & evaluation sheet	My body material, matching game material, instructional material for making educational posters, personal reflection & evaluation material	* The building blocks of the body (cell, tissue, organ, organ system/body system) * Body parts and their functions * Stages of human growth and development.	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: division of groups, matching limb cards with their functions, presentation, showing videos of the human body, presentation of body parts and their functions, icebreaker, presentation of growth process material, making educational posters, presentation * Closing: conclusion, reflection & personal evaluation, prayer	Journaling	
				2. Taking Care of My Body: Keeping My Body Clean and Healthy + Discipline Module, Topic: Self-Discipline Issues, Sub Topic: Specific Self-Discipline Issues		Students can: * Build knowledge about maintaining personal hygiene and health * Share knowledge about maintaining a clean and healthy body in the form of a public service promotion video. * Practise and maintain a clean and healthy lifestyle * Cultivate a caring attitude towards themselves and others regarding personal hygiene and health	Students can: * Correctly answer and write questions related to personal hygiene and health and specific issues related to self-discipline correctly * Make a public service promotion related to the material of maintaining personal hygiene and health * Practise at least one clean and healthy lifestyle written in a weekly journal	* Interactive lectures * Quiz game * Making a public service advertisement * Presentation	* PPT * Video * Copy of quiz sheet * Copy of group instruction sheet related to making public service advertisements * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Materials on maintaining body hygiene and health and specific issues of self-discipline, quiz game materials, group instruction materials related to making public service advertisements, personal reflection & evaluation materials	* Maintain body hygiene * Maintaining body health * Specific issues of self-discipline	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: games related to body hygiene and health, material presentation, icebreaker, presentation of specific issues related to the discipline of body hygiene and health, making public service advertisements, presentation * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer		
5	Protected and Protecting	9	3h	1. Rights and Responsibilities		Students can: * Recognize the rights and responsibilities involved in some social environments * Foster an attitude of responsibility and respect for the rights of others	Students can: * Write about the rights and responsibilities at school, on the playground, at home, in religious life, and in the community.	* Interactive lectures * Singing * Group work * Presentation	* PPT * Singing video * Copy of group assignment sheet on rights * Copy of group assignment sheet related to responsibility * Copy of personal reflection & evaluation sheet	Rights and responsibilities materials, learning video materials, group assignment materials related to rights, group assignment materials related to responsibility, personal reflection & evaluation materials	* Definition of rights * 5 clusters of children's rights * Adult rights * Child's responsibilities * Responsibilities in various domains	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: division of groups, presentation of rights, singing, group discussion related to rights in several fields, presentation, icebreaker, presentation of material on responsibilities, group discussion related to responsibilities, presentation * Closing: conclusion, reflection & personal evaluation, prayer	No Mission	
				2. Protection		Students can: * Identify issues related to protection * Practise providing solutions related to norms and policies to prevent violence * Foster a caring and critical attitude towards protection from violence	Students can: * Answer and write questions related to protective materials * Create at least one applicable standard and policy that can be developed to prevent violence.	* Interactive lectures * Case studies * Presentation * Practise making protection standards	* PPT * Article * Copy of case study sheet * Copy of the practice sheet for making protection standards * Copy of personal reflection & evaluation sheet	Protection material, article material, violence-related case study material, practice material for making protection standards, personal reflection & evaluation material	* The role of social workers * Foster care * Safeguarding (empowerment, prevention, proportionality, protection, partnership, accountability) * Adult safeguarding * Child safeguarding * General principles of child safeguarding * Child safeguarding standards * Examples of child safeguarding cases in Indonesia * Applicable policies * Examples of child safeguarding efforts of Wahana Visi Indonesia	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: exposure to protection material, case studies, presentations, icebreakers, exposure to protection policies, group assignments to design protection standards, presentations * Closing: conclusion, reflection & personal evaluation, prayer	No Mission	
		11	3h	3. Protecting My Body: Protecting Myself		Students can: * Identify things associated with violence * Identify body parts of the body that should not be touched by others * Recognise the most common acts of sexual violence and suggest solutions for actions to take when they occur * Foster a caring and problem-solving attitude toward sexual violence that is common	Students can: * Identify and write down at least one act of sexual violence that is common in the neighbourhood * Write in a weekly journal at least one solution regarding the actions that need to be taken when such violence occurs in a weekly journal	* Interactive lectures * Video screening * Video analysis * Presentation * Identification of actions against violence * Sharing	* PPT * Learning video * Copy of video analysis sheet * Copy of action against violence identification sheet * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Self-protection materials, video analysis materials, identification of actions against violence materials, weekly mission materials, personal reflection & evaluation materials	* Protect yourself (data, forms, impacts, perpetrators, sexual violence) * What to do if you experience or know of sexual violence	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: video of sexual violence, group division, video analysis, presentation, exposure of violence data, icebreaker, exposure of actions to be taken when violence occurs, group assignment to identify actions to be taken regarding violence, sharing * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling	

Resilience Syllabus (Source: WVI Life Skills Module)

Goal: (To enable youth to manage their emotions better, build healthier relationships with others, and contribute to create an environment that supports personal and community well-being)

No	Topic	Day	Hour	Sub Topic	Basic Competency	Lesson-Plan's Objective	Indicator	Methods	Media	Material	Content	Activities	Assessment
1	Emotional Problems	12	3h	1. What are Emotional Problems?	* Self-management * Adaptability and Flexibility	Students can: * Identify symptoms of mental disorders that lead to emotional mental health * Increase knowledge of symptoms of emotional disorders, characteristics of emotional disorders, and forms of emotional problems	Students can: * Recognise and list the symptoms of emotional disorders and at least three ways to avoid these emotional problems.	* Interactive lecture * Questionnaire * Group Discussion * Presentation	* PPT * Copy of self-measurement questionnaire sheet * Copy of group assignment sheet related to making posters * Copy of personal reflection & evaluation sheet	Emotional problem material, self rating questionnaire material, poster making material, personal reflection & evaluation material	* Definition of emotion * Negative and positive emotions * Symptoms of emotional disorders * Characteristics of emotional disorders * Forms of emotional problems	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: presentation of emotion material, filling out questionnaires, presentation of forms of emotional problems, ice breakers, group division, making educational posters, presentation * Closing: conclusion, reflection & personal evaluation, prayer	No Mission
				3. Avoiding Emotional Problems							* Strategies to help prevent emotional problems: 1. Self-care 2. Healthy coping skills 3. Maintain a supportive social network 4. Set goals 5. Time management 6. Communication skills 7. Healthy work - life balance 8. Limit exposure to stressors 9. Practise gratitude 10. Avoid excessive medical consumption 11. Seek professional help		
		13	3h	2. How to Overcome Emotional Problems?		Students can: * Communicate about emotional problems * Manage stress in daily life * Have an attitude of openness and respect for others	Students can: * Write about at least one experience of managing stress. * Communicate in front of the class about stress management. * Recognise and write at least one type of stress experienced and how to manage stress in a weekly journal	* Interactive lectures * Group assignments * Presentation * Individual assignment	* PPT * Learning video * Copy of article study sheet * Copy of individual assignment sheet * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Emotional coping and stress management materials, article study materials, control circle determination materials, weekly mission materials, personal reflection & evaluation materials	* Coping with stress * Major categories of coping mechanisms	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: watching videos related to stress, article study, presentation, presentation of material related to stress, icebreaker, presentation of material on flexibility and stress management, game to deepen the concept of three control circles * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling:
				Completing the Self-Management Module, Topic My Habits, Sub Topic: Managing Stress + Independence Module, Topic: Being a Flexible Person, Sub Topic: Flexibility and Stress Management							* Definition and benefits of stress * Types of stress * Benefits of stress * Sources of stress * Symptoms of stress * How to manage stress		
2	My Support System	14	3h	1. What is a Support System?	* Self-management * Adaptability and Flexibility	Students can: * Practise providing forms of support according to today's material * Have an attitude of active participation in learning	Students can: * Recognize and name at least one difference between having a support system and not having one in the classroom. * Role play at least two types of support systems that can be given according to the topic	* Interactive lectures * Practise * Group discussion * Individual assignment	* PPT * Copy of drawing sheet * Copy of group discussion sheet * Copy of role play instruction * Copy of personal assignment * Copy of personal reflection & evaluation sheet	Material on what is & forms of support system, material on drawing dots, material on group discussions related to drawing activities, material on practical assignments, material on identifying the support system you have, material on personal reflection & evaluation.	* Definition of support system * Importance of support system	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: presentation of support system material, practise drawing points, filling in worksheets related to the support system, sharing, icebreaker, presentation of the form of support system, role play, role play analysis, sharing * Closing: conclusion, reflection & personal evaluation, prayer	No Mission
				2. Types of Support System							* Forms of support system: 1. Love 2. Caring 3. Service 4. Encouragement		
		15	3h	3. Building a Strong Support System		Students can: * Understand what it means to be a good and strong support system * Practise being a good support system * Have an attitude of mutual respect	Students can: * Identify at least one support system they have and the role it has played. * Write at least one way to maintain the existing support system * Write one letter of support to one close person in the form of an expression of empathy, motivation, or appreciation.	* Interactive lecture * Identify your support network * Practise writing a letter of support * Sharing	* PPT * Copy of the support system sheet that you have * Copy of the practise sheet for making support letters * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Materials on building and becoming a good and strong support system, materials on identifying your own support system, instructions on creating a letter of support, weekly mission materials, personal reflection & evaluation materials.	1. Who can be your Support System (SS) 2. Who should avoid being part of the SS 3. What can you do? 4. How to maintain the existing SS	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: identification of your support network, sharing, presentation of a strong support system, icebreaker, presentation of tips to become a strong support system, writing a letter of support, sharing * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling:
				4. Being a Good and Strong Support System							1. Listen with empathy 2. Provide verbal and non-verbal support 3. Validate their feelings and experiences 4. Maintain confidentiality 5. Provide encouragement and motivation 6. Be present and consistent 7. Make room for growth and development 8. Maintain balance		

Communication Syllabus (Source: WVI Life Skills Module)

Goal: (To develop effective communication skills and improve social interactions of youth)

No	Topic	Day	Hour	Sub Topic	Basic Competency	Lesson-Plan's Objective	Indicator	Methods	Media	Material	Content	Activities	Assessment
1	Understanding Communication and Improving Communication Skills	16	3h	1. Definition of Communication Skills	* Communication skills	Students can: * Identify communication problems * Analyze and practice actively in the group	Students can: * Answer and write questions related to communication * Present the results of communication-related group work to the class	* Interactive lectures * Case study * Group discussion * Presentation	* PPT * Copy of article sheet * Copy of group discussion sheet * Copy of personal reflection & evaluation sheet	Materials on understanding communication skills, things that can improve and hinder communication skills, the impact of lack of communication skills, article materials, group instruction materials, personal reflection & evaluation materials	* Definition of communication * Healthy communication * Suggestions to start healthy communication	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: presentation of communication material, group division, article study, icebreaker, presentation, presentation of healthy communication * Closing: conclusion, reflection & personal evaluation, prayer	No Mission
				2. Things that Can Improve and Hinder Communication Skills	* Digital literacy						* Impairment in communication * barriers of communication skills		
				3. The Impact of Lack of Communication Skills							* What is poor communication * Causes of poor communication * The impact of poor communication		
	Understanding Communication and Improving Communication Skills	17	3h	4. Digital Literacy (Me and Social Media) + Independence Module, Topic: Becoming an engaged person in the living environment, Sub Topic: Growing up in the Digital Age		Students can: * Build the concept of knowledge related to digital literacy * Have a commitment to practise stopping hoaxes or hate speech * Have an analytical attitude	Students can: * Write things related to digital literacy * Write at least one commitment to stop hoaxes or hate speech on social media written in a weekly journal	* Interactive lecture * Short movie analysis * Group discussion on identifying fake news * Presentation	* PPT * Short film video * Copy of short film analysis sheet related to digital literacy * Copy of fake news and true news article sheet * Copy of group discussion sheet * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Digital literacy material and growing up in the digital era, digital footprint video material, wise social media video material, data security video material, short film analysis group discussion material, fake news and true news article material, group discussion material for identifying fake news characteristics and true news characteristics, weekly mission material, personal reflection & evaluation material.	* What is digital literacy * Why digital literacy is important * The 4 pillars of behavioral reference for using technology * Digital rights and responsibilities * Internet ethics * Cyber bullying * Content that should be avoided * The importance of maintaining data confidentiality * How to maintain data confidentiality * The threat of the digital world or the internet * Reasons why overuse of technology can be damaging * Benefits of the digital world in teenagers' lives * 3 Core skills of the digital age * Steps to navigate social media	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: exposure to digital literacy material, group division, watching short films related to digital literacy, short film analysis, presentation, icebreaker, exposure to growing up in the digital era, identification of fake news and facts, presentation * Closing: conclusion, reflection & personal evaluation, material presentation, prayer	Journaling:
2	Active Listening	18	3h	4. Interpersonal Communication		Students can: * Recognise good interpersonal communication and be an active listener * Practise interpersonal communication and be an active listener * Have an attitude of mutual respect	Students can: * Write and present about good interpersonal communication and being an active listener. * Write at least one strength, weakness, and commitment related to interpersonal communication and active listening in a weekly journal.	* Interactive lectures * Case study * Listening to audio stories * Presentation	* PPT * Audio story * Copy of case study sheet * Copy of active listening sheet * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Interpersonal communication and active listening materials, audio story materials, case study materials, active listening questions materials, weekly mission materials, personal reflection & evaluation materials	* What is interpersonal communication * The importance of building interpersonal communication skills * How to build interpersonal communication	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: presentation of interpersonal communication material, group division, case study, presentation, icebreaker, presentation of active listening material, analysis of audio stories, sharing * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling:
				Active Listening							* Definition of hearing vs listening * Benefits of being an active listener * How to be an active listener		

Creativity Syllabus (Source: WVI Life Skills Module)
Goal: (To identify creative potential in youth and be able to develop it)

No	Topic	Day	Hour	Sub Topic	Basic Competency	Lesson-Plan's Objective	Indicator	Methods	Media	Material	Content	Activities	Assessment
1	What is Creativity?	19	3h	1. Paying Attention to Creativity in the Neighbourhood + Independence Module, Topic: Becoming a Flexible Person, Sub Topic: Flexibility and Innovation 2. Definition of Creativity 3. Benefits of Creativity	* Critical thinking & Problem Solving * Creativity & Innovation	Students can: * Identify forms of creativity in their environment * Recognise forms of creativity consistent with the field of creativity learned * Have an attitude of creativity	Students can: * Identify and list objects that are included in creative works along with at least two reasons why they are classified as creative objects. * Identify and list at least five creative objects that exist around in accordance with the domain of creativity learned	* Class discussion * Individual assignment * Class discussion * Group discussion	* PPT * Copy of picture sheet of objects around us * Copy of group discussion sheet related to creativity categories * Copy of personal reflection & evaluation sheet	Materials for examining creativity around, flexibility and innovation, understanding & benefits of creativity, individual assignment materials related to creativity around, group discussion materials related to creativity categories, personal reflection & evaluation materials	* We live with creative work * Flexibility and Innovation * Variety of creativity * 4 categories of creativity * Definition of creativity * Benefits of creativity	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: presentation of creativity material, exploring creativity around, sharing, class discussion, sharing, icebreaker, division of groups, presentation of various creativity, registering examples of creativity, presentation * Closing: conclusion, reflection & personal evaluation, prayer	No Mission:
2	Getting to Know Your Creativity	20	3h	1. Recognising Creative Thinking Potential 2. Supporting and Inhibiting Factors for Creativity		Students can: * Recognise their potential for creative thinking * Understand the factors that support and inhibit creativity * Have an honest and analytical attitude	Students can: * Identify and write down as many ideas and uniqueness in looking at the given problem * Write down at least three characteristics possessed by creative people	* Interactive lectures * Informal assessment * Class discussion * Group discussion	* PPT * Copy of informal assessment sheet * Copy of inspirational figure article sheet * Copy of group discussion sheet related to the article * Copy of personal reflection & evaluation sheet	Materials for recognizing creative thinking potential, supporting and inhibiting factors for creativity, informal assessment materials, inspirational figure articles, group discussion materials related to articles, personal reflection & evaluation materials.	* Informal assessment * Verbal test * Non-verbal test * Scoring guide * Expected understanding * Fluency in generating ideas * Creativity variables * Habits that support creativity * Habits that inhibit creativity	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: self-assessment of creativity, explanation of results, presentation of habits that support and inhibit creativity, icebreaker, group division, article analysis, presentation of results of article discussion, class discussion * Closing: conclusion, reflection & personal evaluation, prayer	No Mission:
3	Practicing Creativity	21	3h	1. Creative Thinking Prompts 2. Creating Creative Products		Students can: * Practise habits that support creative thinking by applying the 5 stages of the creative process * Apply the 5 stages of the creative process in everyday life * Have an attitude of confidence and mutual respect	Students can: * Create one creative work based on the steps of the creative thinking activity * Write down the five stages of the creative process and use them in solving everyday problems in a weekly journal	* Interactive lectures * Group work * Presentation * Games	* PPT * Copy of creative thinking prompts sheet * Copy of informal assessment sheet * Copy of creative product creation sheet * Copy of creative product creation form * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	* Creative thinking prompts, creative product creation materials, creative thinking prompts, informal assessment materials, creative product completion format materials, weekly mission materials, personal reflection and evaluation materials	* How to activate the creative thinking process * Stages of the creative process * Thinking prompts	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: presentation of critical thinking material, critical thinking exercises, discussion, informal assessment, icebreaker, group division, presentation of creating creative products, practise of creating creative products, presentation * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling:

Critical Thinking Syllabus (Source: WVI Life Skills Module)

Goal: (To identify the potential for critical thinking skills in youth and to be able to develop it)

No	Topic	Day	Hour	Sub Topic	Basic Competency	Lesson-Plan's Objective	Indicator	Methods	Media	Material	Content	Activities	Assessment
1	What is Critical Thinking?	22	3h	1. The Phenomenon of Reactive Behaviour 2. Definition of Critical Thinking	* Critical thinking & Problem Solving * Creativity & Innovation	Students can: * Identify the phenomenon of reactive behavior * Reflect on personal reactive experiences * Present the concept of reactive thinking through group work * Have an analytical attitude	Students can: * Write down at least one automatic conclusion that often occurs * Write/share at least one personal reactive experience in their notebooks * Create one critical thinking concept map	* Interactive lectures * Class discussion * Case study * Presentation	* PPT * Short movie video * Copy of article for case study * Copy of case study sheet * Copy of personal reflection & evaluation sheet	Reactive behavior phenomenon material, critical thinking material, short film material, article material, case study material, personal reflection & evaluation material	* Definition of reactive behavior * Causes of reactive behavior * Examples of reactive phenomena * Definition of critical thinking * What situations are classified as critical situations * Benefits of critical thinking	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: presentation of reactive behavior material, video analysis, icebreaker, exposure to critical thinking, group division, case study, presentation * Closing: conclusion, personal reflection & evaluation, prayer	No mission:
2	Recognizing Critical Thinking Readiness	23	3h	1. Recognising Automatic Thought Tendencies 2. The Challenge of Critical Thinking 3. Am I Thinking Critically?		Students can: * Recognise the concept of automatic thinking tendencies and critical thinking challenges * Identify potential critical thinking attitudes in themselves * Practise solving problems using critical thinking concepts * Have an honest and unyielding attitude	Students can: * List one type of bias that another group engages in. * Write and complete an assessment related to critical thinking tendencies * Complete a critical thinking puzzle provided	* Interactive lectures * Role play * Self-assessment	* PPT * Copy of bias identification sheet * Copy of critical thinking questionnaire * Copy of critical thinking questionnaire * Copy of personal reflection & evaluation sheet	Material for recognizing automatic thought tendencies, critical thinking challenges, do I think critically, material for examples of actions in certain bias categories, critical thinking question material, critical thinking attitude questionnaire material	* Automatic thought experiments * An overview of how our minds automatically work to help us think and carry out daily functions * Types of biases that are common in everyday life * Readiness for critical thinking * Critical thinking questionnaire * Critical thinking attitude questionnaire * Critical thinking process	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: delivery of critical thinking challenge material, group division, group discussion to determine action examples, class discussion, icebreaker, exposure to do I think critically, filling out critical thinking questions, filling out questionnaires, practise solving problems with critical thinking * Closing: conclusion, reflection & personal evaluation, prayer	No mission:
3	Practicing Critical Thinking	24	3h	1. Critical Thinking Reference 2. Critical Thinking Practise		Students can: * Apply critical thinking references to the given assignment * Communicate group assignments to the class * Apply critical thinking skills in daily life * Develop an attitude of curiosity and open-mindedness	Students can: * Write at least one response related to the critical thinking prompt * Present the response to the critical thinking prompt to the class.	* Lecture * Group work on critical thinking exercises * Class discussion	* PPT * Copy of critical thinking exercise sheet * Copy of weekly mission sheet * Copy of weekly reflection & evaluation sheet	Critical thinking reference material, critical thinking exercises, critical thinking exercise material, weekly mission material, personal reflection & evaluation material	* Critical thinking references * Application of critical thinking * Responding to photos * Responding to a statement sentence * Responding to news * Responding to cases * Responding to events	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: delivery of critical thinking reference material, group division, PAUSE practise, icebreaker, class discussion * Closing: conclusion, reflection & personal evaluation, prayer	No mission:

Problem Solving Syllabus (Source: WVI Life Skills Module)

Goal: (To develop analytical and strategic skills so that youth are able to face challenges in a structured and effective manner, and can carry out self-evaluation)

No	Topic	Day	Hour	Sub Topic	Basic Competency	Lesson-Plan's Objective	Indikator	Methods	Media	Material	Content	Activities	Assessment
1	Problem Solving Conceptions	25	3h	1. What are Problem Solving Skills	* Critical thinking & Problem Solving * Creativity & Innovation	Students can: * Recognise students' habitual tendencies in solving a problem * Analyse the steps of problem solving * Practise problem solving on simple cases * Develop an open-minded attitude	Students can: * Answer and complete a self-assessment related to the tendency to personalize problem solving. * Write at least one paper related to the benefits, steps, supporting factors, and inhibiting factors of problem solving * Solve a puzzle related to solving the given problem	* Lecture * Assessment of problem solving skills * Article study * Group discussion * Presentation	* PPT * Copy of problem solving ability measurement tool sheet * Copy of article study sheet * Copy of article study sheet * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Problem solving skills, supporting and inhibiting factors of problem solving, identification of strengths and weaknesses of problem solving skills, assessment materials, article materials, article study materials, weekly mission materials, personal reflection & evaluation materials.	* Definition of problem solving * Benefits of having problem solving skills * Indicators of problem solving	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: filling out skill measurement questionnaire, discussion, material presentation, group division, article analysis, icebreaker, presentation * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling:
				2. Enablers and barriers to problem solving							* Factors that influence problem solving ability * Individual characteristics that should be avoided and hinder problem-solving ability		
2	Identification of Strengths and Weaknesses			1. Identifying Strengths and Weaknesses of Problem Solving Skills							* Instrument to identify problem-solving skills.		
3	Practise of Problem Solving Skills	26	3h	1. Effective Methods of Problem Solving		Students can: * Identify the root of the problem and effective methods of problem solving * Learn to use the problem tree to solve the problem at hand * Develop an analytical and innovative mindset	Students can: * Write the answer to the given problem according to the stages of problem solving * Draw one problem tree and write in a weekly journal at least one way of sloving the problem faced in a week.	* Lectures * Article study * Group discussion * Presentation	* PPT * Copy of article * Copy of article study * Copy of weekly mission * Copy of personal reflection & evaluation	Effective methods of problem solving, root cause identification, stages of problem solving, being a problem solver, article material, article study material, weekly mission material, personal reflection & evaluation material	* Brainstorming method: form a group, set ground rules, define purpose and focus, start brainstorming session, instruct participants to think freely, one person facilitates, record all ideas, evaluate ideas	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, material presentation, article study, icebreaker, presentation * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	
				2. Identification of root problems							* Problem tree * Benefits of using problem tree analysis * Steps for preparing a problem tree * Practise		
				3. Problem Solving Steps/Stages + Resilience Module, Topic: Emotional problems, Sub topic: Becoming a Problem Solver							* Stages of problem solving * Case study * Problem solving stage tools		

Financial Literacy Syllabus (Source: WVI Life Skills Module)
Goal: (To enable youth to plan, organize and manage better their personal finances)

No	Topic	Day	Hour	Sub Topic	Basic Competency	Lesson-Plan's Objective	Indikator	Methods	Media	Material	Content	Activities	Assessment
1	Learn Financial Plan Carefully	27	3h	Learn Financial Plan Carefully	* Financial Literacy	Students can: * Identify financial planning, needs and wants, and prioritization. * Recognise personal goals/vision * Find the formula for using money * Recognise sources of income and appropriateness * Have a financial plan * Have a conscientious attitude toward money coming in	Students can: * List at least five differences in financial planning * Write at least five financial plans for the future and how to implement them in a weekly journal	* Interactive lectures * Copy of stories and pictures related to financial planning * Practise * Group discussion * Presentation	* PPT * Copy of stories and pictures related to financial planning * Copy of needs vs. wants and prioritization list sheet * Metaplan with writing (EARN, SAVING, CONSUME, DONATE) * Copy of money source sheet * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Material for scrutinising your finances and evaluating incoming money, material for stories and images related to financial planning, material for the needs vs. wants table and priority scale, material for educational aids, material for the money source table, material for weekly missions, material for personal reflection & evaluation.	* Important things needed in developing a financial plan * 5 characteristics of a financial goal/vision * Able to distinguish needs from wants * Setting a priority scale * Definition and function of money * Understanding of incoming money or income * Sources of incoming money or income	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: financial plan analysis, SMART method, presentation of needs and wants, prioritization practise, presentation, icebreaker, group division, sorting the concept of incoming money evaluation on metaplan, presentation of material * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling
2	Money-in evaluation			Evaluating money									
3	Diligent Saving	28	3h	Diligent Saving		Students can: * Identify the formula for using spending money * Recognise the method of saving money * Practise spending planning and implementing spending activities * Plan personal money management * Have a conscientious attitude	Students can: * Develop the correct formula for money in and money out * Recognise and write down at least five ways to save money * Write at least five personal financial management plans in a weekly journal	* Lecture * Group discussion * Practise * Class discussion	* PPT * Metaplan labeled (MONEY IN, - SPENDING, =, SAVINGS) * Copy of case sheet and spending plan * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Materials on diligent saving and managing money out / expenses, material on group assignments related to saving, material on practise managing expenses, material on weekly missions, material on personal reflection & evaluation.	* Principles of saving * Benefits of saving * Methods of saving * Making an effective and efficient budget * Recording money in and money out	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, making saving formula, presentation of saving principles, group discussion of advantages and disadvantages of saving, presentation of saving method material, icebreaker, presentation of managing expenses, practise of managing expenses, class discussion * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling:
4	Managing Money Out / Expenditure			Managing Money Out / Expenses									
5	Scrutinise Debts	29	3h	Scrutinise Debts		Students can: * Analyse social actions taken in society * Reflect on social actions they have taken and will have take * Research knowledge about debt * Develop an empathetic attitude	Students can: * Write at least two social actions that can be done either individually or in groups to help people around them who need help. * Write and present a presentation about debt	* Interactive lecture * Group discussion * Class discussion * Reflection * Presentation	* PPT * Learning video * Copy of group discussion sheet on debt * Copy of group discussion sheet on social fund allocation * Copy of personal reflection & evaluation sheet	Donation allocation materials for social and debt research, video materials related to social fund allocation, group discussion materials related to debt, group discussion materials related to social fund allocation, personal reflection & evaluation materials	* Definition and types of debt * Good debt vs bad debt * Becoming the wise generation in using FINTECH * Definition of donation * Watch a video on social sensitivity * Group social action plan	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, discussion of prior knowledge related to debt, class discussion, presentation of debt material, icebreaker, presentation of donation, watching video, reflection on donation activities, presentation * Closing: conclusion, personal reflection & evaluation, prayer	No mission
6	Donation Allocation for Social			Donation Allocation for Social									

Independent Syllabus (Source: WVI Life Skills Module)													
Goal: (To enable youth to have strong independence and integrity, be able to collaborate, adapt to social norms, and flexibly able face challenges)													
No	Topic	Day	Hour	Sub Topic	Basic Competency	Lesson-Plan's Objective	Indicator	Methods	Media	Material	Content	Activities	Assessment
1	Becoming a person who is interdependent with others	30	3	1. Independence and Interdependence	* Self-Management * Adaptability & Flexibility	Students can: * Analyse in relation to autonomy * Experience learning about the dimensions of autonomy * Develop a critical attitude to learning	Students can: * Write at least one opinion regarding autonomy, supporting and inhibiting factors. * Select and justify a dimension of autonomy that is appropriate to the given example.	* Interactive lectures * Games * Class discussion	* PPT * Inspirational video * Copy of autonomy dimension assignment sheet * Copy of opinion sheet of factors supporting and inhibiting independence * Copy of personal reflection & evaluation sheet	Independence and interdependence material, inspirational video material, autonomy dimension game material, supporting & inhibiting factors task material, personal reflection & evaluation material	* Definition of independence * Developmental challenges for youths * The concept of youth autonomy * 6 factors of psychological independence * 4 developmental stages & challenges of youths' journey to independence	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: watching video, presentation of independence material, autonomy game and its dimensions, icebreaker, class discussion, presentation of developmental stage material	No mission objectives
		31	3	2. Relationships with Parents, Other Adults, and Peers		Students can: * Reconstruct knowledge of the 3 types of relationships and 5 core assets of the youth * Identify issues related to relationships with parents, other adults, and peers * Develop an open-minded attitude	Students can: * Write at least five examples of three types of relationships and give core assets of the youth * Write at least five opinions about relationships with parents, other adults, and peers.	* Interactive lecture * Group discussion * Class discussion * Video analysis * Presentation	* PPT * Short movie video related to friendship * Copy of group discussion sheet related to youths' relationship with parents / adults * Copy of group discussion sheet related to friendship * Copy of personal reflection & evaluation sheet	Relationship materials with parents, other adults, and peers, friendship short film materials, group discussion materials related to youth relationships with parents / adults, group discussion materials related to friendship, personal reflection & evaluation materials	* The social relationships that youths have * 5 core assets of youths * 3 things that youths need * Things that parents provide for youths * The role of parents * Coping with peer relationships * The function of friends for youths * Characteristics of friends	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, delivery of social relationship material, group discussion on identifying youth needs, class discussion, icebreaker, friendship video, group discussion related to youth and friend relationships, presentation, presentation of friendship material. * Closing: conclusion, reflection & personal evaluation, prayer	No mission objectives
		32	3	3. Maintaining Relationships in Life		Students can: * Recognise personal tendencies in maintaining or damaging relationships with self and others. * Provide examples related to the concept of win-win thinking, healthy competition, and unhealthy competition through making videos * Make a commitment to increase personal and relationship bank accounts * Develop an attitude of honesty and willingness to change	Students can: * Evaluate and record personal action tendencies on personal and relationship bank accounts * Create one educational video related to the concept of win-win thinking, healthy competition, and unhealthy competition * Write a self-commitment in a weekly journal to improve relationships and increase personal and relationship bank accounts.	* Lecture * Individual assignment * Sharing * Making educational media	* PPT * Copy of personal bank account and relationship assignment sheet * Copy of group assignment sheet related to educational media * Copy of weekly mission statement * Copy of personal reflection & evaluation sheet	Materials on maintaining relationships in life, individual assignments on RBP and RBH, group assignments on educational media, weekly mission, personal reflection and evaluation.	* Concept of personal victory and public victory * Relationship bank account * The concept of win-win thinking * Healthy and unhealthy competition	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: bank account presentation, personal reflection related to bank account, sharing, icebreaker, presentation of competition material, making educational media, sharing * Closing: conclusion, personal reflection & evaluation, weekly mission presentation, prayer	Journaling:
2	Being a person who conforms to the prevailing norms	33	3	1. Conformity and Compliance		Students can: * Understand hidden norms and the positive effects of norms * Analyse issues related to conformity * Develop an open-minded attitude	Students can: * Write at least five examples of hidden norm behaviours that should be used in a given situation. * Write down at least five concepts related to conformity and at least two negative and positive effects of conformity	* Interactive lecture * Group discussion * Video analysis * Presentation	* PPT * Video on conformity * Copy of group discussion sheet related to norms * Copy of video analysis sheet related to conformity * Copy of personal reflection & evaluation sheet	Conformity and compliance material, conformity video material, group discussion material related to norms, video analysis task material, personal reflection & evaluation material	* Two parts of the brain involved in youth brain development * Psychological factors of brain development and hormonal changes * Hidden norms * Positive impact of norms * Definition and motivation of conformity * Negative conformity	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: division of groups, presentation of material, finding examples of hidden norms, class discussion, icebreakers, analysis of conformity videos, presentations, presentation of negative conformity material * Closing: conclusion, reflection & personal evaluation, prayer	No mission objectives
		34	3	2. Youth Compliance and Rebellion		Students can: * Identify the role of parents and the youth in adolescent conformity and rebellion * Commit to the behavior they want to improve * Have a norm-compliant attitude	Students can: * List at least five demands, limits, also related to adolescent conformity and rebellion from the perspective of parents and the youth. * Write at least two types of rebellious behavior to be corrected on the behavior contract sheet	* Lecture * Case study discussion * Presentation * Individual assignment * Sharing	* PPT * Copy of case study sheet on compliance and rebellion * Copy of youth behavior contract sheet * Copy of personal reflection & evaluation sheet	Youth obedience and rebellion materials, group assignment materials, contract materials with youth	* Types of rebellion * Youth strategies to avoid responsibility * 5 pillars of social authority that support the family structure * 6 things youth need to follow in making a behavioral contract	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: division of groups, presentation of types of rebellion, case studies, presentations, icebreakers, presentation of behavior contract material, making behavior contracts, sharing * Closing: conclusion, reflection & personal evaluation, prayer	No mission objectives
		35	3	3. Conformity, Peer Pressure, and (Negative) Risk Behaviour		Students can: * Analyse the youth risk behaviors * Identify related problem behaviors in youth * Develop an analytical attitude	Students can: * List at least five items related to negative the youth risk behaviors and examples of common social offenses. * Write the formula for the onset of problem behavior correctly	* Interactive lecture * Group discussion * Presentation * Video analysis	* PPT * Video related to negative risk behavior * Copy of video analysis sheet * Copy of group discussion sheet related to pressure * Copy of personal reflection & evaluation sheet	Conformity, peer pressure and risky (negative) behavior materials, video materials, group discussion questions related to video analysis, group discussion questions related to pressure, personal reflection & evaluation materials.	* 5 Categories of youth risk behavior (negative) * Conformity to peer groups * Three common social offenses in early youth * Social identity equation * Some pressures experienced by youths * Three-question decision-making test * Causes of inflated perceptions	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: division of groups, watching videos of negative risk behavior, video analysis, presentation, presentation of social identity equation material, icebreaker, presentation of the concept of peer protection, listing daily activities that are at risk of being dangerous, presentation	No mission objectives
		36	3	4. Pro-Social Risk Behaviour		Students can: * Understand that every decision made is a result of a given situation. * Identify personal attitudes regarding decisions/actions to be taken based on given situations * Develop an empathetic attitude	Students can: * Identify specific categories of risk-taking and prosocial tendencies based on reactions to a given situation. * Write at least one action they would take if they were in a bullying situation from different roles (perpetrator, victim, witness)	* Interactive lecture * Risk taker-prosociality game * Reflection * Sharing	* PPT * Metaplan with quadrant names on it * Copy of assignment sheet to determine risk taker prosociality * Copy of personal reflection sheet related to personal responses in certain social situations * Copy of personal reflection & evaluation sheet	Prosocial risk behavior materials, task materials to determine risk-taking tendency categories, reflection materials related to individual responses, personal reflection & evaluation materials	* Description of prosocial * Components of prosocial risk-taking * 4 categories of risk-taking tendencies * Examples of individual responses from each category to a social situation * Susceptibility to social influence	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: exposure to prosocial material, prosocial games, icebreakers, exposure to material on vulnerability to social influence, reflection on risk-taking behavior attitudes, sharing * Closing: conclusion, personal reflection & evaluation, prayer	No mission objectives
		37	3	5. Social Intelligence		Students can: * Analyse social intelligence * Demonstrate knowledge of social intelligence through role-playing * Apply social intelligence in daily life * Foster an attitude of having social intelligence	Students can: * Write down at least five things related to the types and effects of social etiquette * Make one educational video related to nonverbal social intelligence * List in a weekly journal at least two social intelligence skills they want to improve and how to improve them	* Interactive lecture * Group discussion * Making informative media * Class discussion	* PPT * Learning video * Copy of learning video analysis sheet * Copy of group assignment sheet related to making informative media * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Social intelligence materials, video materials, video analysis materials, informative media creation materials, weekly mission materials, personal reflection & evaluation materials	* Definition of intelligence * Social intelligence * Basic etiquette that teenagers need to apply in their daily life	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, exposure to social intelligence material, watching short films, analyzing films, presentations, icebreakers, making informative media, class discussions * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling:
3	Become a Flexible Person	38	3	1. Flexibility as a Sublime Function		Students can: * Draw conclusions about flexibility of cognition * Present information on flexibility of cognition in the form of a video * Have a flexible attitude	Students can: * Write down at least five things to avoid and things to do practice flexibility * Make one video invitation to have and practice cognitive flexibility	* Interactive lectures * Class discussion * Reflection * Video analysis * Group discussion * Presentation	* PPT * Youth brain development video * Cognitive flexibility video * Copy of personal reflection sheet on dealing with change * Copy of cognitive flexibility video analysis sheet * Copy of personal reflection & evaluation sheet	Flexibility material as a sublime function, brain development video material, cognitive flexibility video material, personal reflection material in dealing with change, group discussion material related to cognitive flexibility, personal reflection & evaluation material	* Forms of self-realization during the dynamic development of the brain * Sublime functions * How to regulate behavior by using sublime functions * Cognitive flexibility * Things that can be avoided by youths with flexibility * Things that can be done to train youth flexibility	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, presentation of sublime function material, reflection on how to self-regulate, sharing, icebreaker, presentation of cognitive flexibility material, learning video of cognitive flexibility, group discussion, presentation * Closing: conclusion, reflection & personal evaluation, prayer	No mission objectives
		39	3	2. Flexibility and Growth Mindset		Students can: * Reflect on the views of a fixed mindset and a growth mindset * Develop the fundamentals of a growth mindset * Make a commitment to growth * Build a growth mindset attitude	Students can: * Write down at least one of their opinions about a fixed mindset and a growth mindset. * List at least five approaches to developing a growth mindset * Write at least one commitment to address the challenges they face in a weekly journal	* Interactive lecture * Filling out questionnaires * Class discussion * Group discussion	* PPT * Copy of questionnaire sheet * Copy of article and group discussion sheet * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Flexibility and growth mindset materials, questionnaire materials, article materials, questionnaire materials related to strategies to develop a growth mindset, copy of weekly mission sheet, copy of personal reflection & evaluation sheet	* One way to be flexible * Settled mindset and growth mindset * Behaviors that reflect a growth mindset * 8 general approaches to developing a growth mindset foundation * Examples of thoughts and questions to ask	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: mindset identification questionnaire, class discussion, presentation of material on how to be flexible, icebreaker, group discussion, class discussion * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling:

Discipline Syllabus (Source: WVI Life Skills Module)

Goal: (To enable youth to have resilience, discipline and effective self-management in various situations)

No	Topic	Day	Hour	Sub Topic	Basic Competency	Lesson-Plan's Objective	Indicator	Methods	Media	Material	Content	Activities	Assessment
1	Self-discipline	40	3	1. Determination and Self-Discipline	* Self-Management * Adaptability & Flexibility	Students can: * Analyse matters related to self-discipline * Develop an attitude of self-regulation	Students can: * Write at least one item related to the impact of self-discipline, areas of discipline, and societal views that determine their self-discipline.	* Interactive lectures * Video viewing * Group discussion * Class discussion * Reflection * Sharing	* PPT * Self-discipline video * Copy of group discussion sheet * Copy of goal setting form * Copy of personal reflection & evaluation sheet	Determination and self-discipline materials, learning video materials, group discussion materials, goal setting form materials, personal reflection & evaluation materials	* Definition of discipline or self-control * Behaviors that demonstrate self-control or discipline * Different concepts, self-control, self-discipline and self-regulation * Determination * Key benefits of self-discipline * Self-care as part of self-discipline	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, video related to self-discipline, video analysis, class discussion, icebreaker, presentation of the benefits of discipline, filling out the motivation determination form, sharing * Closing: conclusion, reflection & personal evaluation, prayer	No mission
		41	3	2. Myths and Views of Self-Discipline		Students can: * Analyse issues related to self-discipline * Gain insights related to 'determination' diagram * Build an attitude of discipline	Students can: * Write down at least one response related to myths and views and how to reduce fatigue related to self-discipline. * Write at least one opinion related to the four quadrants of willpower (exercising willpower, managing energy, healthy lifestyle, and patience perseverance)	* Interactive lecture * Group discussion * Presentation	* PPT * Video	Materials related to myths and views on self-discipline, ppt materials, video materials, group task materials	* Misconceptions about self-discipline * Concept of decision fatigue * Things that can be done to reduce decision fatigue * 2 views on determination * 4 practical things we can implement to be more disciplined in life	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, presentation of myths and disciplinary views, group discussion, class discussion, icebreaker, presentation of determination material, analyzing and finding students' views related to determination. * Closing: conclusion, reflection & personal evaluation, prayer	No mission
		42	3	3. Steps of Self-Discipline		Students can: * Analyse issues related to self-discipline * Gain insights related to 'determination' diagram * Build an attitude of discipline	Students can: * Write down at least one response related to myths and views and how to reduce fatigue related to self-discipline. * Write at least one opinion related to the four quadrants of willpower (exercising willpower, managing energy, healthy lifestyle, and patience perseverance)	* Interactive lecture * Group discussion * Presentation	* PPT * Video	Materials related to myths and views on self-discipline, ppt materials, video materials, group task materials	* Misconceptions about self-discipline * Concept of decision fatigue * Things that can be done to reduce decision fatigue * 2 views on determination * 4 practical things we can implement to be more disciplined in life	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, presentation of myths and disciplinary views, group discussion, class discussion, icebreaker, presentation of determination material, analyzing and finding students' views related to determination. * Closing: conclusion, reflection & personal evaluation, prayer	No mission
2	Self-discipline Issues	43	3	1. Discipline Issues in Youth		Students can: * Identify issues related to discipline of the youth * Reflect on the greatest challenges to individual independence * Develop a reflective and honest attitude	Students can: * Write at least one item related to the youth discipline issues (related to reasons for infractions, advice for the and adults around them) on eight anchor posters that stabilize the youth * Write at least three biggest challenges to independence for themselves (freedom, responsibility, and biggest distraction)	* Interactive lectures * Individual assignment * Class discussion * Reflection * Sharing	* PPT * Poster on discipline issues in youths * Copy of question sheet related to discipline issues * Copy of reflection sheet on sources of stress * Copy of personal reflection & evaluation sheet	Youth discipline issue materials, poster materials, discipline issue questions, stress source questions, personal reflection & evaluation materials	* 8 anchors that stabilize teens * 3 challenges of independence * 3 signs of psychological dependency related to inability to achieve completion, commitment, and consistency * Various sources of stress faced by late-stage youths * Some ways parents can help late-stage youths	* Opening: prayer, ice breaker, review of material, review of rules, learning objectives * Core: identification of discipline issues that are often violated, class discussion, icebreaker, presentation of material on sources of stress, reflection on personal sources of stress, sharing * Closing: conclusion, personal reflection & evaluation, prayer	No mission
		44	3	3. Strategies		Students can: * Identify issues related to discipline of the youth * Reflect on the greatest challenges to individual independence * Develop a reflective and honest attitude	Students can: * Write at least one item related to the youth discipline issues (related to reasons for infractions, advice for the and adults around them) on eight anchor posters that stabilize the youth * Write at least three biggest challenges to independence for themselves (freedom, responsibility, and biggest distraction)	* Interactive lectures * Individual assignment * Class discussion * Reflection * Sharing	* PPT * Poster on discipline issues in youths * Copy of question sheet related to discipline issues * Copy of reflection sheet on sources of stress * Copy of personal reflection & evaluation sheet	Youth discipline issue materials, poster materials, discipline issue questions, stress source questions, personal reflection & evaluation materials	* 8 anchors that stabilize teens * 3 challenges of independence * 3 signs of psychological dependency related to inability to achieve completion, commitment, and consistency * Various sources of stress faced by late-stage youths * Some ways parents can help late-stage youths	* Opening: prayer, ice breaker, review of material, review of rules, learning objectives * Core: identification of discipline issues that are often violated, class discussion, icebreaker, presentation of material on sources of stress, reflection on personal sources of stress, sharing * Closing: conclusion, personal reflection & evaluation, prayer	No mission
		44	3	3. Strategies		Students can: * Identify issues related to discipline of the youth * Reflect on the greatest challenges to individual independence * Develop a reflective and honest attitude	Students can: * Write at least one item related to the youth discipline issues (related to reasons for infractions, advice for the and adults around them) on eight anchor posters that stabilize the youth * Write at least three biggest challenges to independence for themselves (freedom, responsibility, and biggest distraction)	* Interactive lectures * Individual assignment * Class discussion * Reflection * Sharing	* PPT * Poster on discipline issues in youths * Copy of question sheet related to discipline issues * Copy of reflection sheet on sources of stress * Copy of personal reflection & evaluation sheet	Youth discipline issue materials, poster materials, discipline issue questions, stress source questions, personal reflection & evaluation materials	* 8 anchors that stabilize teens * 3 challenges of independence * 3 signs of psychological dependency related to inability to achieve completion, commitment, and consistency * Various sources of stress faced by late-stage youths * Some ways parents can help late-stage youths	* Opening: prayer, ice breaker, review of material, review of rules, learning objectives * Core: identification of discipline issues that are often violated, class discussion, icebreaker, presentation of material on sources of stress, reflection on personal sources of stress, sharing * Closing: conclusion, personal reflection & evaluation, prayer	No mission

Valuing Diversity Syllabus (Source: WVI Life Skills Module)

Goal: (To develop an attitude of tolerance and anti-violence of youth in everyday interactions)

No	Topic	Day	Hour	Sub Topic	Basic Competency	Lesson-Plan's Objective	Indicator	Methods	Media	Material	Content	Activities	Assessment
1	Diversity	45	3	1. Diversity Versus Uniformity	* Cultural Awareness and Global Citizenship * Ethical Responsibility	Students can: * Reconstruct knowledge related to multiculturalism * Present knowledge about multiculturalism in the form of educational videos * Foster an attitude of openness	Students can: * Write at least one opinion about diversity, its types, positive and negative effects of diversity, and how to preserve diversity. * Create one educational video about multiculturalism, its importance, and how to preserve it.	* Interactive lectures * Video viewing * Group discussion * Presentation * Group assignment * Sharing	* PPT * Learning video * Copy of group discussion sheet related to multiculturalism * Copy of group assignment sheet to make informative media * Copy of personal reflection & evaluation sheet	Diversity vs uniformity material and relevance and contextualisation material, multiculturalism video material, group discussion material related to multiculturalism, informative media making assignment material, personal reflection & evaluation material.	* What is diversity * What is uniformity * Diversity around me * Positive and negative impacts of diversity * Preserving diversity	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, watching multiculturalism video, group discussion, presentation, presentation of diversity material, icebreaker, presentation of multiculturalism context material, making information media, sharing * Closing: conclusion, reflection & personal evaluation, prayer	No mission
				2. Relevance and Contextualisation							* What is relevance in the context of multiculturalism? * How to introduce the relevance of multiculturalism amidst the strawberry generation so that it can be a solution * What is contextualisation in the context of multiculturalism? * How to contextualise multiculturalism in the midst of the strawberry generation so that it can be a solution		
2	Living in Diversity	46	3	1. Promoting the Values of Tolerance	* Cultural Awareness and Global Citizenship * Ethical Responsibility	Students can: * Analyse tolerant and intolerant attitudes. * Present knowledge about tolerance and anti-violence values in the form of an educational video * Have a tolerant attitude	Students can: * Write at least 1 opinion about intolerance and its effects and attitudes to develop tolerance. * Make one educational video about the values of tolerance and non-violence	* Interactive lectures * Case study * Presentation * Make a video	* PPT * Copy of article related to intolerance * Copy of article study sheet * Copy of instruction sheet for making informative video * Copy of personal reflection & evaluation sheet	Materials promoting tolerance & anti-violence values, articles related to intolerance, group discussion questions related to article studies, instructions for making informative videos, personal reflection & evaluation materials	* What is tolerance in diversity * Attitude & Behavior of tolerance in diversity * Maintaining tolerance in diversity	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: division of groups, presentation of tolerance material, case studies, presentations, icebreakers, presentation of anti-violence material, making educational videos, sharing * Closing: conclusion, reflection & personal evaluation, prayer	No mission
				2. Anti-Violence							* What is nonviolence? * Becoming a perpetrator of anti-violence		

Goal: (To develop an attitude of empathy of youth in social interactions, to be able to build healthy behavior, and to promote gender equality in everyday interactions)

No	Topic	Day	Hour	Sub Topic	Basic Competency	Lesson-Plan's Objective	Indicator	Methods	Media	Material	Content	Activities	Assessment
1	Empathy	47	3h	1. Basic Concept of Empathy 2. Factors of Empathy 3. Me and My Empathetic Ability	* Empathy & Compassion * Conflict Resolution	Students can: * Measure their own level of empathy ability * Reconstruct knowledge based on personal experience * Demonstrate knowledge in the form of role play * Build an attitude of empathy in the practice of daily life	Students can: * Write about one empathy experience they have had * Write one empathy practice scenario * Practice the empathy scenario	* Interactive lecture * Reflection * Sharing * Practice	* PPT * Video example of empathy * Copy of empathy experience reflection material, empathy practice instruction material, weekly mission material, reflection & evaluation material * Copy of empathy practice instruction sheet * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Basic concepts of empathy, empathy factors, me & my empathy skills, empathy experience reflection material, empathy practice instruction material, reflection & evaluation material	* Definition of empathy * Theory of empathy * 2 kinds of empathy * Benefits of empathy * Things that can encourage someone to practise empathy * Indicators of empathy * Non-verbal gestures that show empathy or detect our interlocutor's emotions * Learning to empathize * Getting to know yourself	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: presentation of material, watching empathy video, exploring personal empathy experience, sharing, icebreaker, presentation of material on how to apply empathy, group division, practice, sharing * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling:
2	Identifying Abusive Behaviours Around Me	48	3h	1. What is Abusive Behaviour? 2. Getting to know Emotionally Abusive Behaviour 3. Causes & Impacts of Emotionally Abusive Behaviour 6. Overcoming Emotional Abuse		Students can: * Analyse the types of abuse that exist * Build conceptual knowledge through case studies * Overcome emotional abuse they have experienced * Have an honest attitude and desire to stop emotional abuse	Students can: * Write at least one opinion about the causes, types, effects, and ways to overcome them * Write at least one action they would take if involved in an emotionally abusive situation.	* Interactive lectures * Class discussion * Presentation * Article study	* PPT * Short movie on violence * Articles on emotional violence * Copy of violence tree identification and solution sheet * Copy of article study sheet * Copy of personal reflection & evaluation sheet	Materials what is abusive behavior? Knowing emotional abusive behavior, factors causing and impacting emotional abusive behavior, short film materials, article materials, problem and solution tree instruction materials, article study questions materials, personal reflection & evaluation materials	* Definition of abusive behavior * Components of a abusive behavior * Various forms of abusive behavior * Definition of emotionally abusive behavior * Various forms of emotionally abusive behavior * Factors of emotionally abusive behavior * Impact of emotionally abusive behavior * Steps that can be taken to address abusive behavior * As a third party	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: exposure to violent behavior material, watching videos, group discussions, presentations, icebreakers, exposure to material on forms of emotional violent behavior, article studies, presentations * Closing: conclusion, personal reflection & personal evaluation, prayer	No mission
		49	3h	4. Signs of Emotionally Abusive Behaviour 8. Getting to Know Yourself 5. Difference between Healthy Behaviour and Emotional Abuse 7. Building Healthy Behaviour		Students can: * Identify their own involvement in emotionally abusive behavior * Analyse issues related to abusive behavior * Present knowledge in an educational video about the effects of abusive behaviors * Reflect on their own healthy and abusive behaviors * Have an honest attitude and desire to improve themselves	Students can: * Identify and write a scale from one to five related to involvement in a situation of emotionally abusive behavior * Create one media campaign related to encouraging healthy behaviors, stopping abusive behaviors, and information about the effects of abusive behaviors * Write down at least one healthy and one abusive behavior in a weekly journal.	* Interactive lecture * Questionnaire * Analysis of short films related to emotional violence * Sharing * Making campaign media * Presentation	* PPT * Copy of questionnaire sheet * Short movie video * Copy of movie analysis sheet * Copy of instruction sheet for making campaign media * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Materials on signs of emotionally abusive behavior, knowing yourself, the difference between healthy behavior and emotional abuse building healthy behavior, Getting to Know Yourself questionnaire materials	* Signs of abusive behavior around us * A measurement tool that can be used to identify whether we are involved in a situation of emotionally violent behavior * Definition of healthy behavior * Characteristics of healthy behavior * Differences between healthy and abusive behavior * How to develop healthy behaviors	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: exposure to signs of violent behavior, filling out questionnaires, group formation, watching short films on violent behavior, film analysis, sharing, icebreakers, presentation of material on how to develop healthy behavior, making informative media, presentation * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling:
5	Gender	50	3h	1. Basic Concept of Gender 2. Gender Equality and Inequality 3. Causes and Consequences of Gender Inequality		Students can: * Analyse issues related to gender inequality. * Identify other forms of gender inequality in their environment * Understand the concept of gender better * Have an attitude of honesty and openness	Students can: * Write at least one opinion about gender inequality, its causes, consequences, and the importance of gender equality. * Correctly answer questions related to gender concepts correctly * Write at least one gender equality / inequality experience as a victim or perpetrator in a weekly journal	* Interactive lectures * Group discussion * Movie analysis * Class discussion	* PPT * Gender concept learning video * Copy of quiz question sheet * Gender inequality short movie video * Copy of movie analysis sheet * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Materials on basic concepts of gender, gender equality and inequality, causes and effects of gender inequality, quiz materials, gender inequality films	* Definition of gender knowledge * Definition of gender * The importance of gender knowledge * Definition of gender equality and gender inequality * Forms of gender equality * Forms of gender inequality * Causes of gender inequality * Consequences of gender inequality * Importance of gender equality	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, quiz, class discussion, icebreaker, watching gender inequality film, short film analysis, presentation, class discussion * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling:
		51	3h	4. Understanding Stereotypes 5. Gender Inclusivity 6. Promoting Gender Equality and Inclusivity		Students can: * Analyse issues related to stereotypes. * Promote gender equality and inclusivity in the form of a short video * Make a commitment not to stereotype themselves or others * Have an honest attitude and desire to change	Students can: * Write down one practical solution to promote gender equality and create inclusivity from the given case. * Write at least one stereotype of themselves or others in their weekly journal. * Write in a weekly journal, at least one commitment to change the habit of stereotyping themselves or others.	* Interactive lecture * Short film analysis * Case study * Presentation	* PPT * Video of stereotypical movie * Copy of movie analysis questions * Copy of case study sheet * Copy of weekly mission sheet * Copy of personal reflection & evaluation sheet	Recognising stereotypes, gender inclusiveness, promoting gender equality and inclusiveness, short film material, film analysis questions, case study material, weekly mission material, personal reflection & evaluation material.	* Definition of stereotyping * Forms of gender stereotyping * Consequences of stereotyping * Definition of gender inclusivity * Things that can be done to promote a culture of equality and inclusiveness between genders	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, watching stereotyping short film, analyzing short film, presentation, class discussion, icebreaker, group division, presentation of gender inclusivity material, case study, presentation * Closing: conclusion, personal reflection & evaluation, weekly mission statement, prayer	Journaling:

Participation Syllabus (Source: WVI Life Skills Module)
Goal: (To enable youth to participate actively and being responsible as members of a community and society)

No	Topic	Day	Hour	Sub Topic	Basic Competency	Lesson-Plan's Objective	Indicator	Methods	Media	Material	Content	Activities	Assessment
1	Active Role as a Citizen	52	3h	1. Participation	* Cultural Awareness and Global Citizenship * Ethical Responsibility	Students can: * Reconstruct knowledge related to the concept of participation * Argue about participation and social engagement * Develop an attitude of self-confidence	Students can: * Express an opinion on whether participation in a debate is a right or a choice. * Create tips for participation at home/ neighborhood / school / country in a creative informative media	* Interactive lecture * Group discussion * Debate * Making informative media * Presentation	* PPT * Learning video * Copy of debate preparation sheet * Copy of informative media making instruction sheet * Copy of personal reflection & evaluation sheet	Participation materials, involvement and participation, youth involvement in various living environments, learning video materials, debate preparation materials, informative media making instruction materials, personal reflection & evaluation materials	* Definition of participation * Importance of child and youth participation * Benefits of child and youth participation * Types of child and youth participation * Principles of engaging youth * Indicators of child participation * Ecological systems theory * Three levels of responsibility * Benefits of doing household chores * Dimensions of involvement * How parents and adults can encourage youths to engage in volunteering activities	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, presentation of participation materials, collecting data and facts, debate, icebreaker, presentation of youth engagement principles, making informative media, presentation * Closing: conclusion, reflection & personal evaluation, prayer	No mission
				2. Engagement & Participation + Independence Module, Topic: Becoming a person who is involved in his/her life environment, Sub Topic: Involvement of Youth in various life environments									
		53	3h	3. Active Participation of Youth as Citizens		Students can: * Practise playing an active role as a citizen using the CVA (Citizen Voice Action) method. * Develop an active attitude	Students can: * Study one SOP, compare the existing services with the standards set by the government/regulations, evaluate the existing services, and make at least one action plan so that the services can meet the standards.	* Interactive lecture * Practise * Sharing	* PPT * Copy of policy minimum service standard sheet * Copy of SPM assessment sheet * Copy of personal reflection & evaluation sheet	Materials on active participation of youth as citizens, SPM policy materials, SPM assessment materials, personal reflection & evaluation materials	* Things that can be done for children and youths to be able to participate actively * Active participation of youth as citizens through the CVA (Citizen Voice and Action) approach * Several stages in the CVA approach so that children and youths can be involved as citizens	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: presentation of CVA material, group division, CVA practise, sharing * Closing: conclusion, personal reflection & evaluation, prayer	No mission
2	Inclusivity	54	3h	1. Individual & Social Inclusion		Students can: * Identify good practises of inclusion among young people. * Analyse inclusion in different areas of life * Develop a critical and analytical attitude	Students can: * Write at least one opinion on inclusion, its purpose, benefits, barriers, principles, and stages. * Write at least one opinion on inclusion in some areas of life, and list simple actions taken to pay attention to everyone's needs and emotional involvement.	* Interactive lectures * Article study * Presentation * Group discussion * Sharing	* PPT * Copy of article sheet on community and inclusion movement * Copy of article study sheet * Copy of group discussion sheet on emotional inclusion * Copy of personal reflection & evaluation sheet	Individual and social inclusion, emotional and functional inclusion, article materials, article study materials, group discussion materials related to emotional inclusion, personal reflection & evaluation materials	* What is inclusion? * The purpose of inclusion * Benefits of inclusion * Barriers to inclusivity * Principles of inclusion in policy/ program development * Principles of social inclusion in every development process * Application of inclusion in the development process	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: group division, delivery of inclusion material, article study, presentation, icebreaker, presentation of emotional inclusion material, watching inclusion video, group discussion, sharing * Closing: conclusion, reflection & personal evaluation, prayer	No mission
				2. Emotional & Functional Inclusion							* What is the process of inclusion? * Emotional inclusion? * What are the benefits of emotional inclusion? * How to apply emotional inclusion in daily life? * Good practises of inclusion activities by youth		
3	Politics and I	55	3h	1. Society & Politics in Indonesia (How Youth Participate in Politics)		Students can: * Practise political participation on social media * Create a flow of important stages of the political process in Indonesia * Have a critical and creative attitude	Students can: * Make one video as a medium of information related to political issues that are important to them to raise awareness about certain issues such as women's and children's rights. * Make one flow chart by arranging pieces of paper that contain the stages of the political process in Indonesia	* Interactive lectures * Watching learning videos * Practise of political education through social media * Sharing * Group assignment * Presentation	* PPT * Learning video * Copy of practise instruction * Copy of instructions to make a diagram of the stages of democracy * Copy of personal reflection & evaluation sheet	Materials on society and politics in Indonesia, political processes in Indonesia, instruction materials for political education practises, instruction materials for making diagrams of the stages of democracy, reflection & evaluation materials	* Definition of politics * Youth political participation * Obligations of children and youth as citizen members * Youth political participation on social media * Why should young people participate? * Cultivating awareness of ideology, nation, and state * Challenges faced by youth in terms of participation	* Opening: prayer, icebreaker, review, delivery of learning objectives * Core: watching political science videos, group division, presentation of political material, making political education campaign media, sharing, icebreaker, presentation of democracy material, making the flow of the stages of democracy, presentation * Closing: conclusion, reflection & personal evaluation, prayer	No mission
				2. Political Process in Indonesia							* Democracy in Indonesia * Characteristics of democracy * Principles of the government system in Indonesia * Important stages of the political process in Indonesia		