

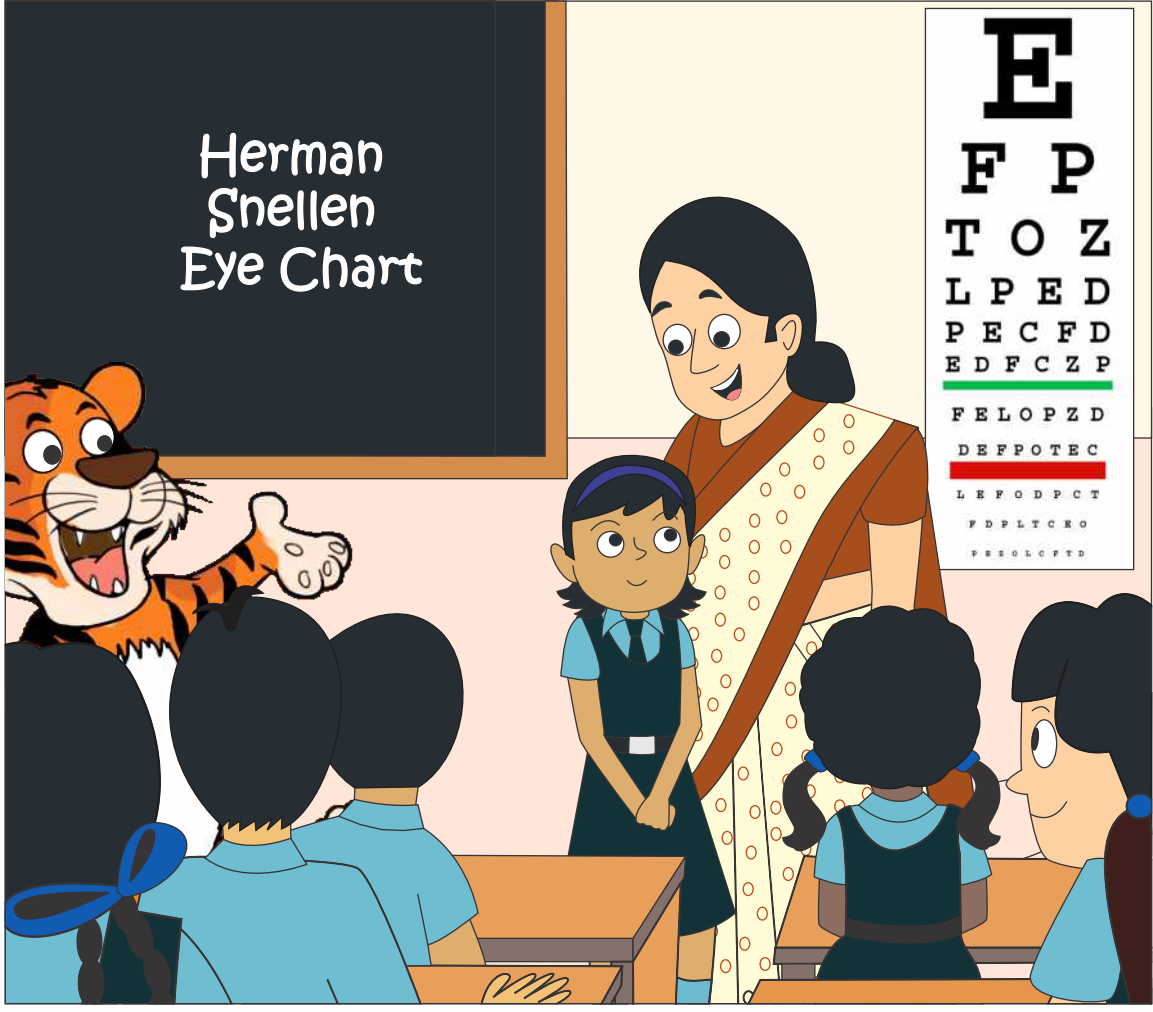


Social Axiom Foundation

Project CACA  
A safety programme for our children under the safety policy of the school - Since 2016

# LESSON PLAN FOR TEACHERS

## My Sixth Safety Workbook



## Dear Teachers

**Deliverables:** All the above instruments and resources, except the instrument ‘Legal and Psychosocial Support for POCSO Survivors’, are provided to schools as part of Project CACA. In addition, Project CACA issues certificates for webinars, training sessions and Project implementation to teachers, non-teaching staff, the School Project Coordinator, the Head of School and the school itself. The Project also facilitates the appointment of external members to the POCSO Committee and the PoSH-ICC.

\*They are available in English, Hindi and regional languages.

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### Project CACA

**Stakeholders:** ST-Students; TH-Teachers; NTS-Non Teaching Staff; PT-Parents; SA-School Authority

SN.	Name	Type	ST	TH	NTS	PT	SA
1.	Safety Workbooks (UKG to Class 9)	Instrument	✓	✗	✗	✗	✗
2.	*Webinars (Training/Sensitisation)	Instrument	✗	✓	✓	✓	✓
3.	Peer Review	Instrument	✗	✓	✗	✗	✗
4.	Opinion Polls/Surveys	Instrument	✓	✓	✓	✓	✓
5.	Assessment of Workbook Teaching Challenges	Instrument	✗	✓	✗	✗	✗
6.	Child Protection Policy Formulation	Instrument	✗	✗	✗	✗	✓
7.	National Psychology Quiz	Instrument	✓	✗	✗	✗	✗
8.	Picture Booklets (UKG to Class 2)	Resource	✓	✗	✗	✗	✗
9.	Practice Booklets (Class 3 to 9)	Resource	✓	✗	✗	✗	✗
10.	Teacher Manual	Resource	✗	✓	✗	✗	✗
11.	*Companion Booklets	Resource	✗	✓	✓	✓	✓
12.	Posters	Resource	✓	✓	✓	✗	✗
13.	Videos/Audios	Resource	✓	✗	✗	✗	✗

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**Project Definition:** The United Nations Convention on the Rights of the Child (UNCRC, 1989) defines a child as a person under the age of 18, a definition also adopted by Project CACA. Project CACA (Children Against Child Abuse) is a comprehensive, research-based safety programme for children, active since 2016. It addresses the urgent need to prevent child sexual abuse through curriculum-based interventions under the school safety policy. The goal is to ensure that our children are happy, healthy, and safe.

The programme adopts a child-centred, holistic approach and incorporates a range of tools and resources for all stakeholders—students, parents, teachers, and non-teaching staff. At its core is the CACA Safety Workbook series. Project CACA addresses the academic, legal, and psychological aspects of child safety and well-being.

**The elephant in the room:** The 2007 survey by the Ministry of Women and Child Development (Government of India) revealed that incidents of child sexual abuse (CSA) in India are of epidemic proportions. Abuse affects children of all sexes and age groups. In most cases, the abuser is not a stranger but someone the child already knows.

Although reports of CSA in schools are common, this does not imply that schools are the primary site of abuse. Rather, abuse within schools is more likely to be noticed and reported. Abuse occurring within the family, extended family, neighbourhood, or during domestic and religious functions often remains hidden.

Most children do not disclose abuse. Fear is a key reason—children may fear the abuser or threats made against their loved ones. They may also worry about being blamed, punished, or scolded. Parents, too, may hesitate to report abuse due to social stigma. Gender stereotypes—such as the belief that boys must be brave and protect girls—can further silence male victims. As a result, many abusers go unpunished and may continue to offend. Individuals sexually attracted to prepubescent children are known as paedophiles.

**The way forward:** The good news is that CSA is highly preventable. With a relatively small number of abusers, strategic interventions can significantly reduce its occurrence. Since we cannot always be physically present with our children, the most effective way forward is to empower them against abuse.

An institution- or school-based intervention is one of the most impactful approaches. The CACA Safety Workbooks promote vital behavioural changes among children, parents, teachers, and support staff. Written from the perspective of our children, they empower young learners to recognise and resist manipulative tactics used by abusers.

**Democratic Processes:** The workbooks are age-appropriate, progressive, and rooted in Indian ethos. They emerge from democratic processes, including opinion polls, surveys, focus group discussions, consensus-building sessions, and pilot programmes across India. The content continues to evolve through feedback, peer review, and the guidance of expert advisors and the project committee.

**Constitutional Morality - Life Skills (Mental Health):** The workbooks follow an interdisciplinary approach aligned with the NEP 2020 and require collaboration across subjects. Only around 10% of the content specifically focuses on CSA prevention. These workbooks function as both constitutional morality and life skills books, while also addressing the United Nations Sustainable Development Goals (UNSDG) 2030.

Several chapters naturally integrate into existing timetable periods for English, Physical Education, Environmental Studies, General Knowledge, Social Science, Science, and Computer Science. The morals promoted in the workbooks are grounded in the Constitution of India—civic nationalism, scientific temper, humanism, and the spirit of enquiry and reform. They also include 21st-century values such as gender diversity, child rights, environmental responsibility (e.g., carbon footprint reduction), and organ donation.

The **21st-century skills** covered include **collaboration, resilience**, and the ten universal **life skills** recommended by the World Health Organisation (WHO): **self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationships, coping with stress, and coping with emotions.**

**Curriculum Matrix:** The workbooks are structured around a curriculum matrix built on seven Core Principles: **Mental Health/Well-Being, Emotional/Intelligence Quotient, Safety, Gender Equality/Equity/Parity, Child Rights, Health & Hygiene, Constitutional Morals/Values/Ethics.**

Each core principle is supported by multiple derivatives. For instance, the principle of 'Safety' encompasses infrastructure, transport, cyber safety, health, abuse (personal, social, emotional, and sexual), bullying, protection mechanisms, and reporting and response systems.

**Pedagogy:** The workbooks are primarily co-scholastic and focus on the affective domain in Bloom's Taxonomy. **Green-coloured questions** explore personal dimensions such as behaviour, emotions, opinions, experiences, relationships, values, and medical conditions. These should be approached with empathy and without judgement.

Each chapter highlights its relevant core principles, derivatives, and life skills using a colour-coded text in margin spaces, with key learning areas noted as footnotes.

**Methodology:** Presented in a storybook format, the workbooks depict relatable day-to-day situations faced by children. They deliver the curriculum matrix through diverse formats including stories, poems, role plays, essays, letters, comic strips, hypothetical scenarios, debates, diagrams, algorithmic steps, pledges, and interactive activities. Some stories draw inspiration from Panchatantra, Jataka, and Aesop's Fables.

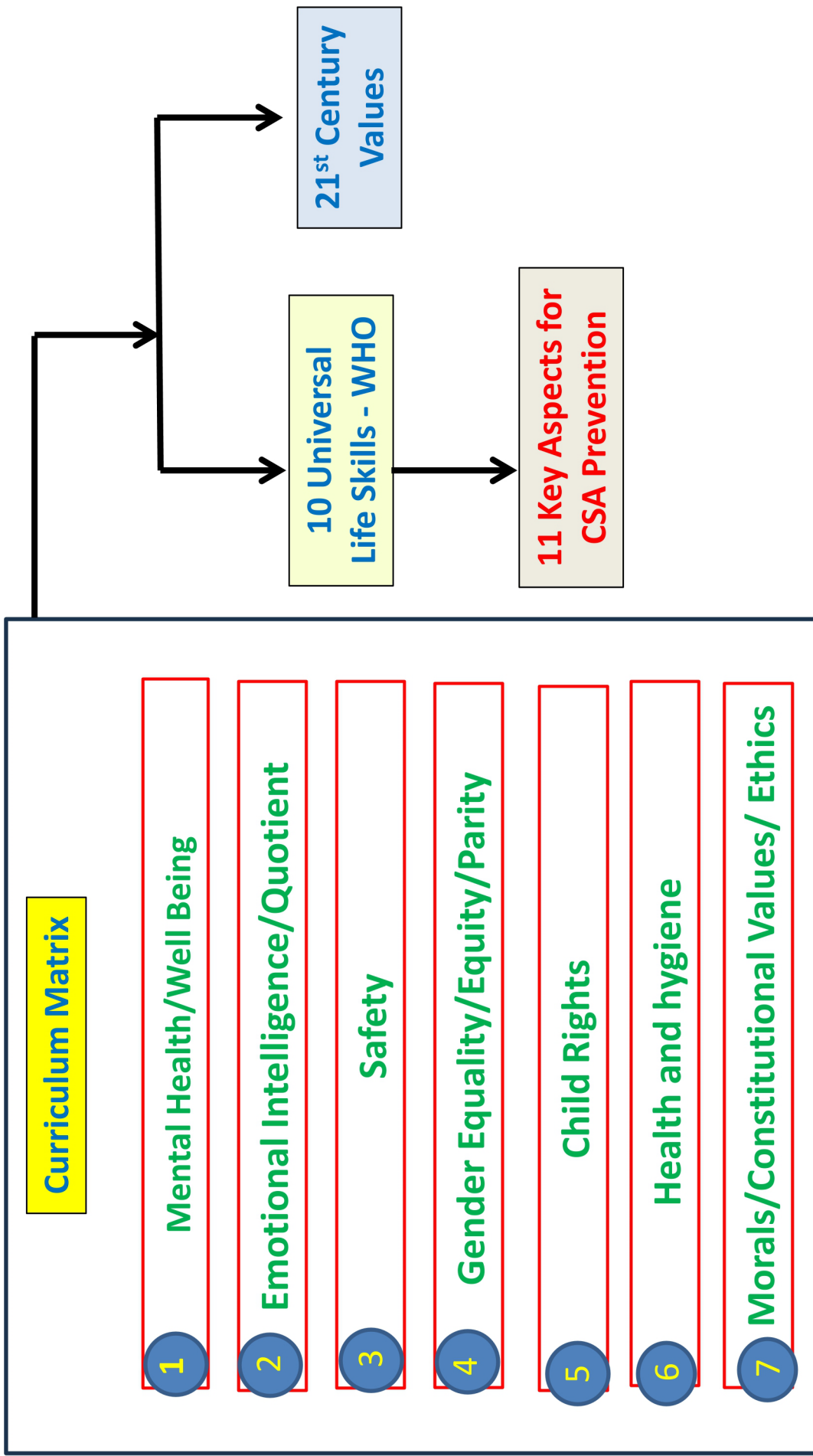
**Dialogue:** The workbooks encourage young readers to express their thoughts, emotions, and behaviours. Their responses enable teachers and parents to initiate open conversations on sensitive subjects that may otherwise be difficult to address. These workbooks are meant to be actively discussed in parent-teacher meetings, sending a strong message—including to potential abusers—that children are being educated about their safety and are encouraged to speak up.

**Key Characters:** Three key characters guide the narrative: Sana (a girl), Arpit (a boy), and Pokso (a tiger). Pokso plays a central role as a trustworthy confidant and symbol of the law. He introduces children to good habits, constitutional morals, safety norms, and legal awareness. The diverse cast of characters challenges stereotypes related to gender and skin colour, and the content promotes inclusivity across religion, gender, disabilities, and race.

Advisors and Committee Members - Project CACA

## General Instructions for Teachers

1. Teachers are advised to review the complete lesson plan, rubric criteria, and required materials in advance to ensure smooth facilitation of discussions and activities.
2. **Green-coloured questions** in the workbooks explore personal dimensions such as behaviour, emotions, opinions, experiences, relationships, values and medical conditions. These should be approached with empathy and without judgement.
3. Prior to the lesson, teachers should familiarise themselves with activity prompts, discussion questions, and expected learner responses to anticipate possible misconceptions or varied interpretations.
4. The lesson plans prioritise activity-based learning; therefore, adequate time should be allocated for student interaction, sharing, and reflection rather than compressing discussion for content coverage.
5. Time allocations are indicative and may require adjustment depending on learner engagement, pace of discussion, or unforeseen classroom interruptions.
6. Rubrics provided are designed to assess observable skills such as participation, reasoning, collaboration, and clarity of expression, and should be applied through ongoing classroom observation rather than only end-product evaluation.
7. During group tasks, teachers should actively monitor peer interaction to ensure balanced participation and intervene where learners are either disengaged or dominating the task.
8. If learners struggle to initiate discussion or provide limited responses, teachers may use probing questions, examples, or think-aloud modelling to scaffold deeper engagement.
9. In cases of excessive excitement or deviation from the task during interactive activities, teachers should gently redirect focus by restating objectives and time boundaries.
10. If the learner feels hesitant or shy, they may be encouraged through smaller group interactions or written reflections before whole-class sharing.
11. Teachers may adapt activity difficulty, grouping patterns, or response formats (oral, written, visual) to accommodate diverse learner abilities without altering the core learning objective.
12. Informal assessment through observation, questioning, and student explanations during activities should inform real-time instructional adjustments.
13. After the lesson, teachers are encouraged to reflect on the effectiveness of activity design, time allocation, and facilitation strategies to inform future implementation.
14. Review of student responses and rubric evidence should be used to identify learning gaps, misconceptions, and the need for reinforcement or enrichment in subsequent lessons.
15. Extension or enrichment tasks may be provided to learners who complete activities early, while additional support may be offered to those requiring further guidance.
  - Some chapters and sub-chapters are available as animated videos and audios embedded as QR codes. These can be given as homework, and the related questions and activities can be discussed in class.  
Refer to <https://www.youtube.com/@projectcaca>
  - Posters for different chapters can be downloaded from the Project CACA website and used as classroom material:  
Refer to <https://projectcaca.org/posters/>
  - Picture-cum-colouring books (UKG to class 2) can be used as supplementary activities:  
Refer to: <https://projectcaca.org/childrenpicturebook/>
  - Chapter-wise supplementary worksheets (classes 3 to 9) are available at:  
Refer to: <https://projectcaca.org/children-worksheets/>
  - Most chapters in the workbooks are based on a storytelling methodology and revolve around three protagonists, the Three Musketeers. For details of all the characters that appear repeatedly in the workbooks, refer to the Characters' Canvas at:  
<https://projectcaca.org/characterprofile/>



# 7 Core Principles & their derivatives

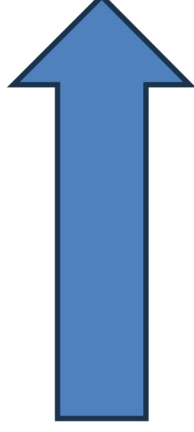


<p><b>1 Mental Health/Well Being</b> Self Esteem   Body Ownership   Pvt. Parts   Feelings   Peer/Exam Pressure   GOAL Setting – SWOT   Abuse – CSA/ Bullying (real/cyber)   Not your fault   OK to be scared   Body Shaming   Math Phobia   Adolescence Issues   Friends – Special Friends   Sibling Rivalry   <b>ETC.</b></p>	<p><b>4 Gender Equality/Equity/Parity</b> Gender Stereotype   Gender &amp; emotions   Gender &amp; Skills   Gender &amp; body movements   Gender spectrum   <b>UNSD2030   ETC.</b></p>
<p><b>2 Emotional Intelligence/Quotient</b> Empathy   Resilience   Conflict Resolution   Apologising   Sibling Rivalry   Listening to &amp; Expressing Feelings   Anger Management   Sibling Rivalry   Morals &amp; Feelings   <b>ETC.</b></p>	<p><b>5 Child Rights</b> Rights as morals   Rights &amp; laws   Rights &amp; Responsibilities   Constitution   <b>ETC.</b></p>
<p><b>3 Safety</b> Personal   Environmental <b>UNSD2030</b>   Natural   Accidents   <b>Safe Unsafe touches/</b> Behaviours   Complaint &amp; redressal – <b>Helpines   Cyber Safety   ETC.</b></p>	<p><b>6 Health and hygiene</b> Nutrition   Eating Habits   Diseases &amp; Medicine   Food Adulteration   Food Labels   Menstrual Hygiene   Sugar, the new tobacco   Advertisements   <b>ETC.</b></p>
	<p><b>7 Morals/Constitutional Values/Ethics</b> Justice-Equity-Parity   Love for nature <b>UNSD2030</b>   Dignity of labour   Dilemmas   Civic Nationalism</p>

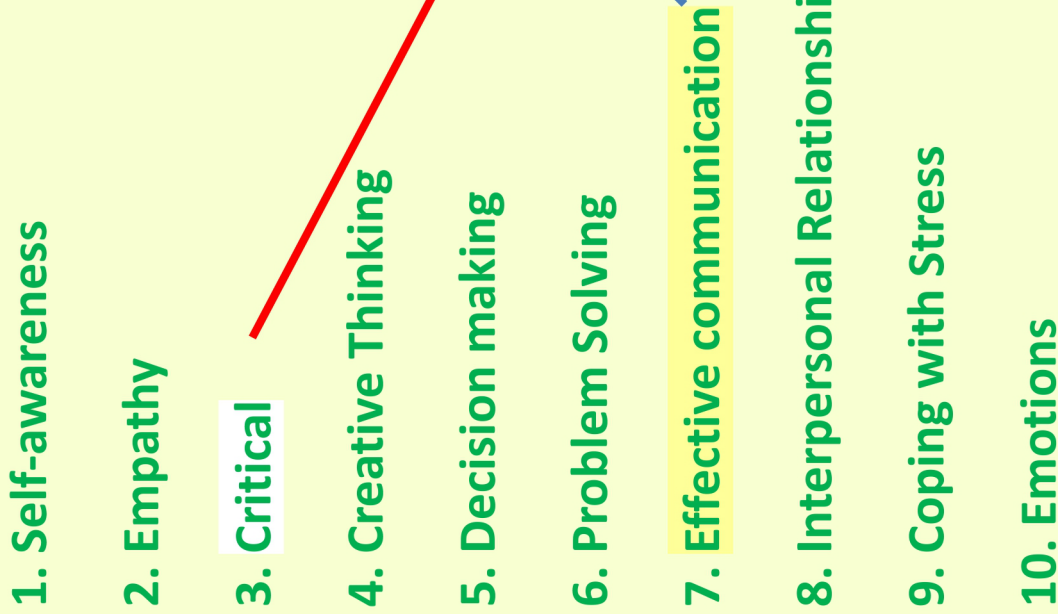
# WHO 10 Life Skills + 11 Key Aspects for CSA Prevention



10 Universal Life Skills - WHO
1. Self-awareness
2. Empathy
3. Critical
4. Creative Thinking
5. Decision making
6. Problem Solving
7. Effective communication
8. Interpersonal Relationship
9. Coping with Stress
10. Emotions



11 Key Aspects for CSA Prevention
1. Vocabulary -Pvt. Parts
2. Feelings/ Emotions
3. It is not your fault
4. It is okay to be scared
5. Being Assertive
6. Touches
7. Body Ownership
8. Self Esteem
9. Secrets
10. Strangers
11. Safety Circle



## 21<sup>st</sup> Century Values

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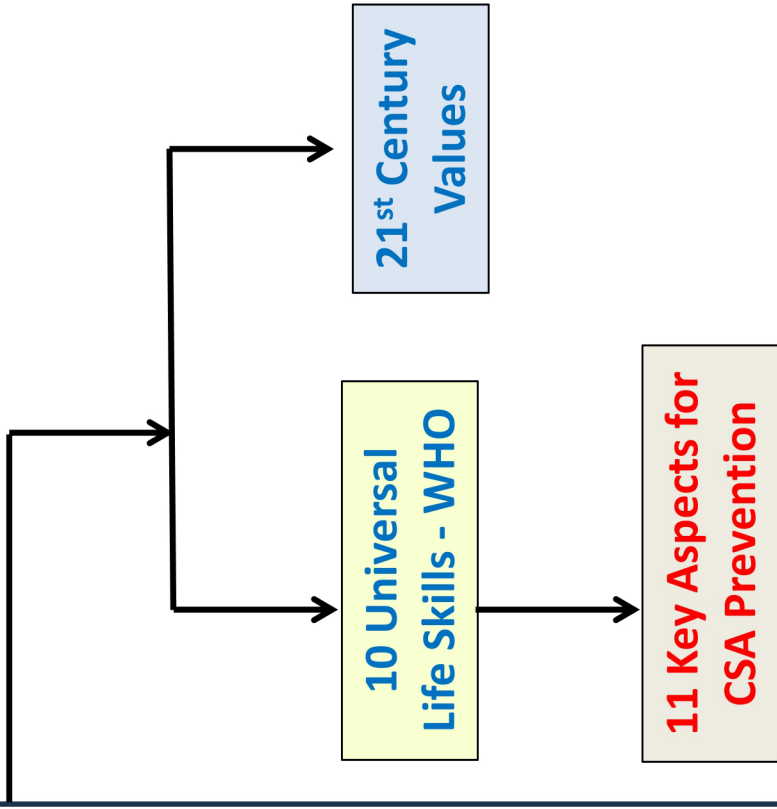
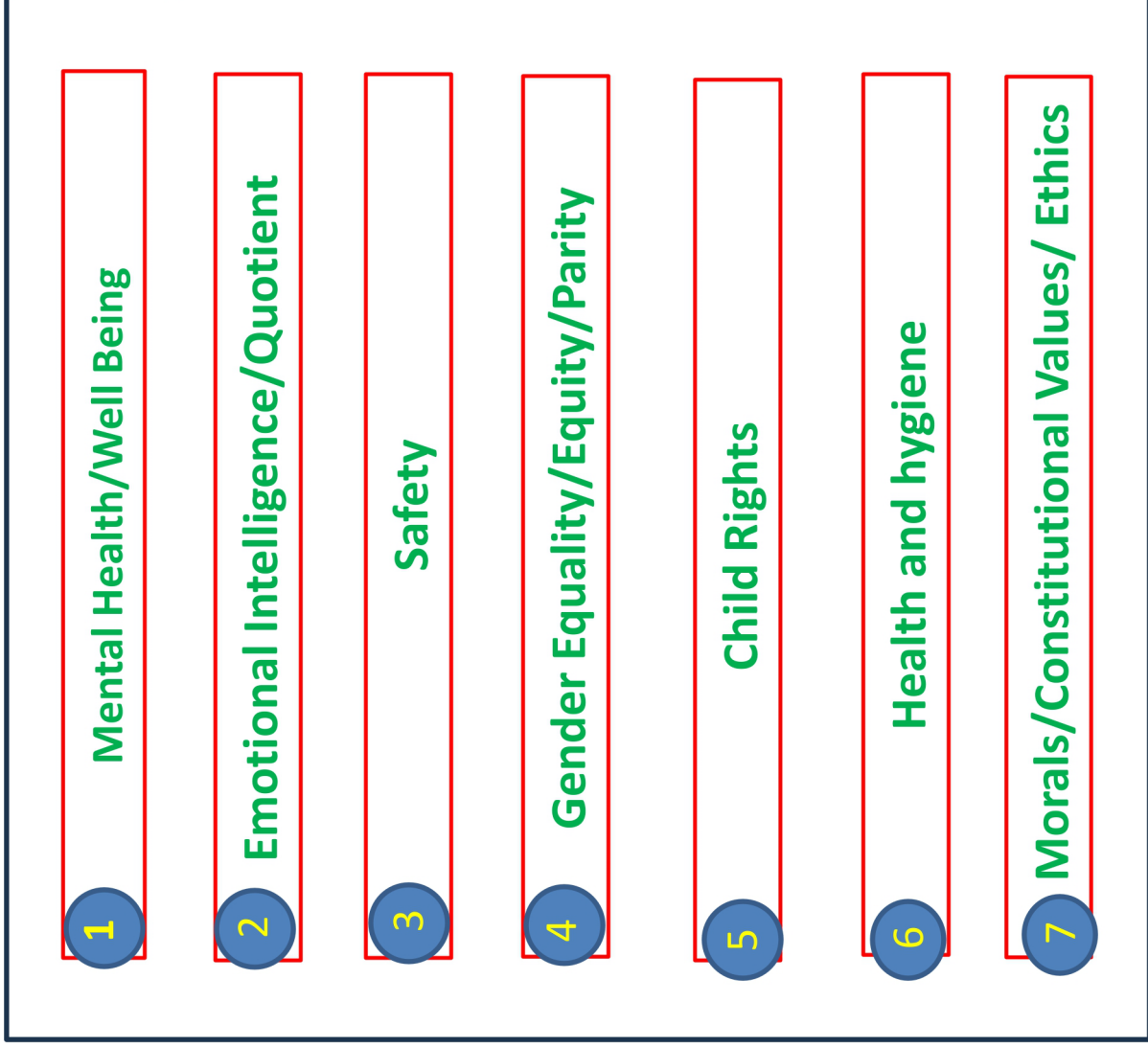
- a.** Child Rights
- b.** Gender Equality/Equity/Parity
- c.** Sex as a spectrum
- d.** Carbon footprint reduction
- e.** Water Preservation
- f.** Organ/Blood Donation
- g.** Euthanasia – *It is the practice of intentionally ending the vegetative state with medical assistance to eliminate pain and suffering.*

## **A Few Examples - Evaluation - Learning Outcomes - Key Message**



- **We cannot control our feelings, but we can control our actions.**
- **No relationship can exist without responsibilities.**
- **Rights cannot exist without responsibilities and duties.**
- **You must always think before you make a choice.**
- **I can always take the help of my loved and trusted ones when choosing becomes difficult.**
- **Always tell your loved ones about any secrets, surprises or gifts.**
- **Smokers don't grow old. They die young.**
- **Never share your personal information with strangers.**
- **Unsafe touches make us feel scared, sad, dirty, angry or guilty.**
- **Being different does not mean being unequal.**
- **It is okay to be scared and brave to tell what or who you are scared of.**

# Core Principles - 21st-century values + skills



Note: Page numbers given are given as per My CACA Safety Workbook.

<b>Chapt./ Sub-Chapt No.</b>	<b>Pg. No.</b>	<b>Chapter/Sub-Chapter Name</b> Poems are highlighted in blue. Chapters with animated videos and audios are marked with an asterisk.	<b>At School/Home - (Parents/Grandparents/ Self Reading)</b>
1	1	Say Hello!	School
	3	Languages, Languages Everywhere	Home/School
	4	The OTB Committee	School
	5	*The Man and the Woods	School
2	6	History of Children	School
	13	*A Poem on Child Rights	School
3	14	*The Spell-Bee Champion	School
4	17	Every Child is Special	Home/ School
	20	Dhruv is Brave	School
5	22	*Your Body Belongs to You	Home/ School
	24	*True Wealth	School
6	26	The Invisible Boundary	Home/ School
7	31	Your Body Talks Too	School
	34	Picture Story	Home
	35	*Ganpati's Presence of Mind	Home/ School
8	36	At the Dinner Table	Home/ School
	38	*The Cub and the Hare	Home/ School
9	40	*The Yakshi Challenge	School
	43	Sportspersonship	School
10	44	*An Incident in the Toilet	School
11	49	*Sana Is Brave	Home/ School
12	53	A Goal to Remember	Home/ School
13	55	I Can Do Maths	School
14	58	*Father's Day	School
	65	Picture Story: Keep telling	Home
15	66	Bully, Bully, Bully	School

16	74	Airborne Dangers	School
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Chapter	1	SAY HELLO!	
<p><b>COMPETENCIES</b></p> <p><b>Core principle(s):</b>  <b>Mental Health &amp; Well-Being:</b> Growing up    <b>Constitutional Morality:</b> Inclusivity in Diversity - Civic Nationalism/  Fundamental Duties</p> <p><b>WHO Life skill(s):</b> Being Independent &amp; Responsible   <b>Critical Thinking:</b> Strangers</p>	<p><b>Suggested Facilitator:</b></p> <p><input checked="" type="checkbox"/> CACA teacher,  <input type="checkbox"/> Parent  <input type="checkbox"/> Grandparent  <input type="checkbox"/> Specific Subject Teacher</p>	<p><b>Explicit (Key message) Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>1. Change is the only constant in the universe.</li> <li>2. You can respect yourself and others at the same time.</li> <li>3. You can never understand one language until you understand at least two.</li> </ol>	
<p><b>Methodology:</b>  Narrative with activities</p>	<p><b>Other resources:</b></p> <ol style="list-style-type: none"> <li>1. QR Code embedded within the chapter - Page 5</li> <li>2. Suggested reading: Once in a Village...ISBN 978-81-237-2046-3</li> </ol>	<p><b>Implicit (Key message) Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>1. Learners can explain the idea of independence and responsibility using examples from school and daily life.</li> <li>2. Differentiate between native language and second language and appreciate linguistic diversity.</li> <li>3. Apply creative thinking to evaluate ideas shared in the Out-of-the-Box Committee discussion.</li> <li>4. Just like the woods learned their lesson about following rules made by mother Earth, learners will also understand the importance of following rules, esp rules of nature like not littering, or regulating the AC use for the betterment of the environment.</li> </ol>	
Suggested Flow			
<p><b>Introduction/opening</b>  (5 mins)</p>	<p>Hook: "Then vs Now" Game</p> <ul style="list-style-type: none"> <li>• Facilitator says:  "Raise your hand if someone still calls you by a nickname."</li> </ul>		

	<ul style="list-style-type: none"> <li>● Quick prompts: <ul style="list-style-type: none"> <li>○ One thing you <i>couldn't</i> do earlier but can do now</li> <li>○ One new responsibility you have</li> </ul> </li> </ul> <p>Transition:  “Just like you are changing, three friends in our book are also growing up.”</p>
<p><b>Context Building/  Workbook in Play</b>  (20 mins)</p>	<p>Scene 1: Meet the Three Friends (5 min)</p> <ul style="list-style-type: none"> <li>● Read aloud selected paragraphs about Sana, Arpit, Pokso</li> <li>● Ask: <ul style="list-style-type: none"> <li>○ Why do they like/dislike nicknames?</li> <li>○ What shows they are becoming independent?</li> </ul> </li> </ul> <p>Transition:  “Growing up also changes how we <i>feel</i>.”</p> <p>Scene 2: Changes Around Us (5 min)</p> <ul style="list-style-type: none"> <li>● Learners tick changes from the list (uniform, teachers, timings)</li> <li>● Pair discussion: <ul style="list-style-type: none"> <li>○ One change they liked</li> <li>○ One that confused them</li> </ul> </li> </ul> <p>Transition:  “Changes don't stop at school - they happen inside us too.”</p> <p>Scene 3: Feelings &amp; Boundaries (5 min)</p> <ul style="list-style-type: none"> <li>● Facilitator reads the paragraph on forced affection</li> <li>● Ask:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Is it okay to say no?</li> <li>○ How can we say it respectfully?</li> </ul> <p>Mini-role play (2 volunteers)</p> <p>Transition: “When we respect ourselves, we learn to respect others too.”</p> <p>Scene 4: Languages &amp; Identity (5 min)</p> <ul style="list-style-type: none"> <li>● Point to pie chart</li> <li>● Ask: <ul style="list-style-type: none"> <li>○ What languages are spoken at home?</li> <li>○ What is L1 and L2?</li> </ul> </li> </ul> <p>Quick Think-Pair-Share</p> <p>Transition: “Different languages, different ideas — and all deserve respect.”</p> <p>Scene 5: Story Time – <i>The Man and the Woods</i> (5 min)</p> <ul style="list-style-type: none"> <li>● Facilitator narrates dramatically</li> <li>● Ask: <ul style="list-style-type: none"> <li>○ Who made a mistake?</li> <li>○ What should they have done differently?</li> </ul> </li> </ul>	
<p><b>Take home (Homework)</b></p>	<ol style="list-style-type: none"> <li>1. Complete reflection questions from workbook: <ul style="list-style-type: none"> <li>● One change you like</li> <li>● One change you dislike</li> </ul> </li> <li>2. Ask a parent/grandparent: <ul style="list-style-type: none"> <li>● “What was one change you found difficult while growing up?”</li> </ul> </li> </ol>	
<p><b>Possible hiccups:</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary Challenges - <ol style="list-style-type: none"> <li>a. Independent - Being able to do</li> </ol> </li> </ol>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>1. Shares personal but</li> </ol>	<p><b>The Confidential Green Zone: Explained</b></p> <p>“Write one change in you that you like and one change that makes</p>

<p>things on your own without help.</p> <p>b. Assertive - Saying what you feel clearly and politely.</p> <p>c. Self-respect - Feeling good about yourself and treating yourself well.</p>	<p>appropriate examples of being independent, bodily changes, etc.</p> <p>2. Uses new vocabulary correctly</p> <p>3. Connects story morals to real life</p> <p>4. Responds without peer prompting</p>	<p>you uncomfortable.”</p> <p>is personal because it reveals the child’s emotional comfort, self-image, and private experiences, which must be respected and not discussed publicly.</p>
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**Scholastic Questions**

**1. Why do Sana and Arpit not like their grandparents’ nicknames at school?**

Because they feel grown up and want to be treated with respect.

**2. Name one change that happens when children move to middle school.**

More subjects / new teachers / new timings.

**3. What does being independent mean?**

Doing tasks on your own responsibly.

**4. What does linguistic diversity mean?**

Different people speak different languages.

**Q: Name one duty learners showed in the OTB Committee.**

Giving ideas to reduce exam stress.

Chapter	2	HISTORY OF CHILDREN	
<p><b>COMPETENCIES</b></p> <p><b>Core principle(s):</b></p> <p><b>Constitutional Morality:</b></p> <p>Human Rights-Child Rights   Civic Nationalism</p> <p><b>WHO Life skill(s):</b></p>	<p><b>Suggested Facilitator:</b></p> <p><input checked="" type="checkbox"/> CACA teacher,</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Grandparent</p> <p><input checked="" type="checkbox"/> Specific Subject Teacher - Social Science</p>	<p><b>Explicit (Key message)</b></p> <p><b>Learning outcome(s):</b></p> <p>1. A person below the age of 18 years is a child. An adult is someone who is 18 years or older.</p> <p>2. You have certain rights called child rights. You are born with these rights, and no one can take them away.</p>	

		<p>3. Rights cannot exist without responsibilities and duties.</p> <p>4. The final morality of a nation lies in its constitution.</p> <p>5. Children are the future of humanity.</p> <p>6. Will learn about the UN and its function.</p> <p>7. The constitution and its role in protection of child rights.</p> <p>8. Understand the negotiation of several rights like right to food vs right to health.</p> <p>9. About freedom struggle and freedom fighters' roles.</p>
<p><b>Methodology:</b> Story and Informational Text</p>	<p><b>Other resources:</b></p> <ol style="list-style-type: none"> <li>1. QR Codes embedded within the chapter - Page 13</li> <li>2. National Book Trust of India <a href="https://www.nbtindia.gov.in/">https://www.nbtindia.gov.in/</a> and the Children's Film Society <a href="https://www.efsindia.org/">https://www.efsindia.org/</a></li> <li>3. Suggested reading: Children Who Made It Big, ISBN 978-81-237-2756-1 (Just like every learner has a roll number, every book in the library has an ISBN)</li> </ol>	<p><b>Implicit (Key message)</b></p> <p><b>Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>1. The learners will be able to explain the role of the Constitution in protecting child rights in simple terms.</li> <li>2. Relate child rights to the actions and responsibilities of adults, society, and the government.</li> <li>3. Reflect on how child rights influence their own safety, education, and well-being.</li> </ol>
<b>Suggested Flow</b>		
<p><b>Introduction/opening</b> (5 mins)</p>	<ol style="list-style-type: none"> <li>1. The facilitator begins the class by mirroring the chapter's opening</li> </ol> <p>The facilitator enters the class and asks:</p> <ul style="list-style-type: none"> <li>• How many children are there in this class?</li> <li>• How many are girls? How many are boys?</li> <li>• How many children live in your home?</li> <li>• Who decides what time you sleep?</li> <li>• Who decides when you can go out and play?</li> </ul>	

	<p>Learners respond orally.</p> <p>Scaffolded Pause:</p> <p>The facilitator asks:</p> <p style="padding-left: 40px;">“Did you notice something? Most decisions about children are taken by adults.”</p> <p>Transition:</p> <p style="padding-left: 40px;">“Was it always like this? Children couldn't vote or drive, while adults couldn't learn in the same class as a child? Let's find out.”</p>
<p><b>Context Building/ Workbook in Play</b> (25 mins)</p>	<p>2. The facilitator may read selected portions aloud if there are time constraints -</p> <ul style="list-style-type: none"> <li>● Children as “small adults”</li> <li>● Child marriage</li> <li>● Child labour in mines</li> <li>● No special protection for children</li> </ul> <p>QR Code is also provided in the chapter so that the facilitator may play the video to save time.</p> <p>Think–Pause–Respond:</p> <p>After reading, the facilitator asks:</p> <ul style="list-style-type: none"> <li>● “How do you feel hearing this?”</li> <li>● “Do you think children could say ‘no’ during those times?”</li> </ul> <p>Expected responses:</p> <ul style="list-style-type: none"> <li>● “They had no choice.”</li> <li>● “They were treated unfairly.”</li> <li>● “They were not safe.”</li> </ul> <p>Concept Building:</p>

The facilitator introduces the idea gently:

“People slowly realised that children think differently, feel differently, and need protection.”

The discussion may include all this -

France → laws → other countries → UN → child rights

Transition:

“So if children need protection, what exactly are these protections called?”

(Leads directly into Child Rights.)

### 3. CHILD RIGHTS AS LIVED EXPERIENCES (8 minutes)

#### Activity 2: *Rights Around Me*

The facilitator displays or reads the Poem on Child Rights.

After each stanza, the facilitator pauses and asks:

- “Where do you see this right in your daily life?”
- “Who helps you get this right?”

Examples:

- Right to education → school, teachers
- Right to food → parents, mid-day meal
- Right to safety → family, law

Workbook Integration (Play-way):

Learners open the book and complete:

- Exercise D: “Write 3 rights that you think are most important for every child.”

Instead of silent writing:

- Learners whisper-share with a partner
- 2–3 children share aloud

Transition:

“If we have so many rights, can we do anything we want?”

(This prepares them for duties.)

#### 4. RIGHTS AND DUTIES – MORAL CORE (6 minutes)

##### *Activity 3: Rights Need Balance*

The facilitator reads aloud the Yellow Box slowly:

“Rights cannot exist without responsibilities and duties.”

The facilitator gives real-life situations:

- Right to food → duty not to waste food
- Right to education → duty to learn
- Right to play → duty to follow rules

Guided Question:

“Why do you think adults sometimes stop children from doing things even when children say ‘it’s my right?’”

(Expected understanding: protection, care, responsibility.)

Workbook Link:

Learners complete Exercise E (Fill in the blanks) together orally, then write.

Transition:

“But where are these rights written so that no one can take them away?”

#### 5. CONSTITUTION AS A PROTECTOR (7 minutes)

##### *Activity 4: Understanding the Constitution through Analogy*

The facilitator says:

“Just like a school rulebook protects learners, the Constitution protects citizens.”

Key ideas highlighted orally (no overload):

	<ul style="list-style-type: none"> <li>● Written document</li> <li>● Supreme law</li> <li>● Protects rights</li> <li>● Supreme Court as guardian</li> </ul> <p>Interactive Questions:</p> <ul style="list-style-type: none"> <li>● “Who wrote it?”</li> <li>● “Why do we celebrate Constitution Day?”</li> <li>● “Why is it called a living document?”</li> </ul> <p>Learners respond using prior reading.</p> <p>Visual Anchoring:</p> <p>Names of leaders (Ambedkar, Gandhi, Nehru) are pointed out in the text to show:</p> <p style="padding-left: 40px;">“They were once children too.</p> <p>Closure:</p> <p style="padding-left: 40px;">“The rights you enjoy today exist because adults once fought to protect children.”</p>	
<p><b>Take home (Homework)</b></p>	<p>1. Given as Take Home (Not Rushed in Class):</p> <ul style="list-style-type: none"> <li>● Exercise F – Match the leaders and nicknames</li> <li>● Exercises G–L – Constitution-based reflection questions</li> </ul> <p>2. Reflection Question:</p> <p>“Which child right do you think is still not fully followed today? Why?”</p>	
<p><b>Possible hiccups:</b></p> <p>1. Abstract terms like Constitution, law, rights may feel distant.</p> <p><i>Strategy:</i> Use analogies:</p>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>1. Explains a child right using a real-life example</li> <li>2. Correctly links a right with a responsibility</li> <li>3. Responds meaningfully</li> </ol>	<p><b>The Confidential Green Zone: Explained</b></p> <p style="color: green;">“Which right do you think children still struggle to get today, and why?”</p> <p>is personal because it may</p>

<ul style="list-style-type: none"> <li>● School rule book → Constitution</li> <li>● Teacher → Supreme Court</li> </ul> <p>Anchor concepts in familiar systems.</p> <p>2. Vocabulary challenges</p> <ol style="list-style-type: none"> <li>a. Constitution: The biggest rule book of our country that protects people's rights.</li> <li>b. Child Labour: When children are made to work instead of going to school.</li> <li>c. Child Marriage: When a child is forced to marry before becoming an adult.</li> </ol>	<p>during discussion</p> <p>4. Uses key words (right, duty, protection) accurately</p>	<p>reveal the child's personal experiences, fears, or unmet needs and therefore must be handled sensitively and kept confidential.</p>
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### Scholastic Questions

**1. Why are children given special rights?**

Because children need protection, care, and support to grow safely.

**2. Who protects our fundamental rights?**

The Constitution and the Supreme Court.

**3. What is the meaning of the word "responsibility" in the lesson?**

Doing what is right when we enjoy our rights.

**4. Write one sentence showing the difference between a right and a duty.**

I have the right to education, and my duty is to study sincerely.

**5. If a class has 40 learners and 10 are children below 12, what fraction of the class are children?**

$10/40 = 1/4$

**6. A child gets half ticket fare. If the full ticket costs ₹100, how much will the child pay?**

₹50

Chapter	3	THE SPELL-BEE CHAMPION	
<p><b>COMPETENCIES</b>  <b>Core principle(s):</b></p> <p><b>WHO Life skill(s):</b> Self Awareness: Self Esteem/Skills/Aptitudes   Interpersonal Relationship   Resilience: Coping   Creative Thinking</p>	<p><b>Suggested Facilitator:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> CACA teacher,</li> <li><input type="checkbox"/> Parent</li> <li><input type="checkbox"/> Grandparent</li> <li><input type="checkbox"/> Specific Subject Teacher</li> </ul>	<p><b>Explicit (Key message)</b>  <b>Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>1. We are all good at something and not so good at something else, but we should always strive to be better.</li> <li>2. You deserve your love and affection as much as anyone else in the universe.</li> </ol>	
<p><b>Methodology:</b>  Story</p>	<p><b>Other resources:</b></p> <ol style="list-style-type: none"> <li>1. QR Codes embedded within the chapter - Page 15</li> <li>2. Suggested viewing: YouTube search Abbott &amp; Costello 7x13=28</li> <li>3. <b>Character Canvas:</b> Page 14 - Nancy</li> </ol>	<p><b>Implicit (Key message)</b>  <b>Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>1. The learners will be able to reflect on their own abilities without comparing themselves negatively with others. They will be able to learn to be compassionate towards themselves in the face of criticism.</li> <li>2. Apply positive thinking strategies when faced with academic challenges.</li> <li>3. Respond empathetically to peers' struggles and differences.</li> </ol>	
Suggested Flow			
<p><b>Introduction/opening</b>  (5 mins)</p>	<p>Activity: "Everyone Is Good at Something" – Think–Share–Affirm</p> <p>Teacher Move (Opening Statement):  "Close your eyes for a moment and think of one thing you do really well - and one thing you find difficult."</p> <p>Steps:</p> <ol style="list-style-type: none"> <li>1. Learners think silently (30-60 seconds).</li> <li>2. Turn to a partner and complete: <ul style="list-style-type: none"> <li>○ "I am good at _____."</li> <li>○ "I find _____ difficult."</li> </ul> </li> <li>3. The teacher invites 2–3 volunteers to share (only if comfortable).</li> </ol>		

	<p>Teacher affirmation: “You don’t have to be good at everything to be valuable.”</p> <p>Transition Line: “Today’s chapter is about a girl who is brilliant at many things—but struggles with few other subjects. Let’s meet her.”</p>
<p><b>Context Building/ Workbook in Play</b> (25 mins)</p>	<p>Activity: Interactive Story Reading with Pauses</p> <p>The teacher does not read continuously. The story is broken into meaningful chunks.</p> <p>Part A: Jane’s Entry &amp; Strengths (5 mins)</p> <ul style="list-style-type: none"> <li>● Teacher reads about: <ul style="list-style-type: none"> <li>○ Jane joining the class</li> <li>○ Being a Spell-Bee champion</li> <li>○ Doing well in languages</li> </ul> </li> </ul> <p>Pause &amp; Probe:</p> <ul style="list-style-type: none"> <li>● “How do you think the class sees Jane?”</li> <li>● “What do people usually expect from someone who is ‘very good’ at something?”</li> </ul> <p>(Teacher paraphrases responses on board: <i>expectations, pressure, comparisons</i>)</p> <p>Part B: Poor Marks &amp; Reactions (5 mins)</p> <ul style="list-style-type: none"> <li>● The teacher reads the Social Studies test episode.</li> </ul> <p>Guided Questions:</p> <ul style="list-style-type: none"> <li>● “Why are the classmates shocked?”</li> <li>● “How would <i>you</i> feel in Jane’s place?”</li> </ul> <p>The teacher does not judge answers—acknowledges all.</p> <p>Part C: Parents &amp; Separation (5 mins)</p>

	<p>The teacher summarises instead of reading fully (emotionally sensitive part).</p> <p>Focus questions:</p> <ul style="list-style-type: none"> <li>● “Do all parents react the same way?”</li> <li>● “Is scolding the same as caring?”</li> </ul> <p>Smooth Transition Line:</p> <p>“Jane’s marks did not decide her worth. Let’s understand why she still feels confident.”</p> <p><i>Ask learners to read the Yellow Box on Page 15 which leads directly into self-esteem</i></p> <p>The teacher may also read it aloud and ask the learners to repeat after her as affirmations.</p> <p>Guided Reflection:</p> <ul style="list-style-type: none"> <li>● “Why does knowing your strengths help?”</li> </ul> <p>Teacher reinforces: “Self-esteem means liking yourself even while trying to improve.”</p> <p>Smooth Transition Line:</p> <p>“Self-esteem also shows in how we think, spell, answer, and create. Let’s see how.”</p> <p><i>Moves to exercises</i></p> <p>4. WORKBOOK IN PLAY MODE (12 minutes)</p> <p>A. Spelling Exercise → Human Dictionary (4 mins)</p> <ul style="list-style-type: none"> <li>● The teacher calls out spellings.</li> <li>● Learners show: <ul style="list-style-type: none"> <li>○ Thumbs up - correct</li> <li>○ Thumbs down - unsure</li> </ul> </li> </ul> <p>The teacher briefly explains why mistakes are normal, especially with different English systems.</p> <p>B. Palindromes → Mirror Words (4 mins)</p>
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	<ul style="list-style-type: none"> <li>• Write <i>MADAM</i> on board.</li> <li>• Ask: <ul style="list-style-type: none"> <li>○ “What happens if I read it backwards?”</li> </ul> </li> </ul> <p>Learners attempt orally.</p> <p>Teacher links:</p> <p>“Some people think straight, some think in patterns—both are intelligent.”</p> <p>C. Birsa’s Answers → Thinking Differently (4 mins)</p> <p>Teacher shows examples and asks:</p> <ul style="list-style-type: none"> <li>• “Is this wrong—or creative?”</li> <li>• “Would you give marks only for one type of answer?”</li> </ul> <p>Learners vote by raising hands.</p> <p>Smooth Transition Line:</p> <p>“This chapter shows us that learning is not just about right answers—it’s about confidence, effort, and creativity.”</p>	
<p><b>Take home (Homework)</b></p>	<ol style="list-style-type: none"> <li>1. Write or draw “One thing I am good at and one thing I want to improve.”</li> <li>2. Ask an elder, “What was hard for you in school?”</li> <li>3. Learners can read about the character of Nancy from the <b>Character Canvas</b>: Page 14.</li> </ol>	
<p><b>Possible hiccups:</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary Challenges - <ol style="list-style-type: none"> <li>a. Champion: A person who wins or is very good at something.</li> <li>b. Disastrous: Very bad or harmful.</li> <li>c. Camaraderie: Friendship and</li> </ol> </li> </ol>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>1. Explains self-esteem in own words</li> <li>2. Accepts mistakes without distress</li> <li>3. Responds thoughtfully to story-based questions</li> <li>4. Recognises different strengths in peers</li> </ol>	<p><b>The Confidential Green Zone: Explained</b></p> <p>“What is one thing you are good at and one thing you want to improve?”</p> <p>is personal because it connects learning to the child’s self-image and emotional safety, so responses must not be shared or judged publicly.</p>

trust among people.		
<p><b>Scholastic Questions</b></p> <p><b>1. What quality of Jane shows high self-esteem?</b> She accepts her weakness and tries to improve.</p> <p><b>2. Is Birsa’s answer “28” to <math>7 \times 13</math> correct? Why is it discussed?</b> No, but it shows creative thinking.</p> <p><b>3. What does this chapter say about making mistakes in learning maths?</b> Mistakes are part of learning and improvement.</p> <p><b>4. How do different parents react to children’s marks in the story?</b> Some scold, some support and guide.</p> <p><b>5. Why should we think before making choices?</b> Because our choices affect ourselves and others.</p>		

Chapter	4	EVERY CHILD IS SPECIAL	
<p><b>COMPETENCIES</b></p> <p><b>Core principle(s): Mental Health &amp; Well-Being:</b> Medical (Physical/Mental) Conditions   <b>Constitutional Morality: Right to Live with Dignity</b></p> <p><b>WHO Life skill(s): Self Awareness: Self Esteem   Empathy</b></p>	<p><b>Suggested Facilitator:</b></p> <p><input checked="" type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher</p>	<p><b>Explicit (Key message)</b></p> <p><b>Learning outcome(s):</b> 1. Assertive means to express your feelings and views firmly and confidently without inserting the person or becoming violent.</p>	
<p><b>Methodology:</b> Narrative</p>	<p><b>Other resources:</b></p>	<p><b>Implicit (Key message)</b></p> <p><b>Learning outcome(s):</b> 1. The learners will be able to demonstrate empathy towards people who look, learn, or behave differently, especially children with various disabilities.</p>	

		<p>2. Relate the idea of aptitude to their own abilities and interests.</p> <p>3. Differentiate between contagious and non-contagious conditions using examples</p> <p>4. Learners will be able to understand empathy.</p> <p>5. Learners will be informed of various physical and developmental disabilities.</p>
<b>Suggested Flow</b>		
<p><b>Introduction/opening</b> (5 mins)</p>	<p style="text-align: center;">Activity: "Same but Different!"</p> <p>Material: Quick visuals on board — e.g., two mangoes, two zebras, two fingerprints (can even draw)</p> <p>Facilitator prompts:</p> <p style="padding-left: 40px;">"Do these look exactly the same?" "If we look closely — are they still identical?"</p> <p>→ Encourage learners to notice small differences.</p> <p>Scaffold: The facilitator connects this discovery to human uniqueness.</p> <p style="padding-left: 40px;">"Just like no two zebras have the same stripes, no two children are the same. That's exactly what our chapter is about!"</p> <p>Transition → "Let's read how different children in this chapter show their own special talents and challenges."</p>	
<p><b>Context Building/ Workbook in Play</b> (25 mins)</p>	<p>A. Guided Reading &amp; Connection (10 mins)</p> <p>Read aloud sections about:</p> <ul style="list-style-type: none"> <li>● Jane (tone-deaf but Spell Bee champ)</li> <li>● Arpit (good in art, struggles in math)</li> <li>● Murali (has dyslexia but swims well)</li> </ul>	

	<p>Facilitator strategy:</p> <ul style="list-style-type: none"> <li>● Read one child’s paragraph → pause → ask reflective questions <ul style="list-style-type: none"> <li>○ “Have you seen someone who is great at one thing but finds another hard?”</li> <li>○ “Is that okay? Why?”</li> </ul> </li> </ul> <p>Explain gently: “This difference doesn’t mean weakness — it means each child’s brain and body work differently.”</p> <p><i>Mini task:</i> Learners note one strength they have and one thing they find challenging (can be oral).</p> <p>B. Mini Reading Activity: “The Rabbit and the Tortoise” (5 mins)</p> <p>Show how Murali’s version looks — letters jumbled. Ask learners to time themselves reading it.</p> <p>Then ask:</p> <p style="padding-left: 40px;">“Was it easy or hard to read? Why?” “How do you think Murali feels when he sees letters like that?”</p> <p>Concept built: <i>Empathy for learners with dyslexia.</i></p> <p>Transition →</p> <p style="padding-left: 40px;">“Now let’s see how the book helps us understand what these differences are called.”</p> <p>C. Concept Wall: “The 3 Ds” (5 mins)</p> <p>The facilitator writes Dyslexia, Dyscalculia, Dysgraphia on the board.</p> <ul style="list-style-type: none"> <li>● Read their definitions from the text aloud.</li> <li>● Class discusses how practice + patience helps.</li> </ul> <p>Scaffold: Shift from <i>disability</i> → <i>different ability</i>.</p> <p>Transition →</p> <p style="padding-left: 40px;">“Just like Murali and Arpit, Dhruv too faces something special. Let’s meet him next.”</p> <p>D. Visual Understanding: “Dhruv is Brave” (5 mins)</p>
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	<p>Show the cartoon on page 20–21. Discuss politely:</p> <p>“How should we speak to someone who looks different?” “Why does the book say Dhruv is brave?”</p> <p>Facilitator reinforces <i>empathy + dignity</i>.</p> <p>E. Workbook in Play (5 mins)</p> <p>Choose 1–2 quick exercises:</p> <ul style="list-style-type: none"> <li>• Matching (Tone-deaf → Music, Dyslexia → Words, etc.)</li> <li>• Define: aptitude / contagious (done orally first, then written)</li> <li>• Short answer: “Do we get our features from parents?” — discuss, then jot 2–3 lines.</li> </ul> <p>Facilitator supports weaker learners by prompting:</p> <p>“Aptitude means something you are naturally good at doing — like drawing or running!”</p>	
<p><b>Take home (Homework)</b></p>	<p>1. Reflection:</p> <p>“Write 3–4 lines about what makes YOU unique.”</p> <p>2. Extension idea:</p> <p>Ask learners to talk to a parent/grandparent about something they struggled to learn — to realise <i>everyone has limitations and strengths</i>.</p>	
<p><b>Possible hiccups:</b></p> <p>1. Vocabulary challenges</p> <ol style="list-style-type: none"> <li>Dyslexia – A condition where reading words becomes difficult.</li> <li>Dyscalculia – A condition where understanding numbers and maths is difficult.</li> <li>Dysgraphia – A condition that makes handwriting and</li> </ol>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>Explains the main idea in own words</li> </ol> <p>Uses respectful language while discussing differences</p> <p>Correctly matches conditions with examples</p> <p>Connects chapter ideas to real-life situations</p>	<p><b>The Confidential Green Zone: Explained</b> <b>NOT REQUIRED</b></p>

<p>writing difficult.</p> <p>d. Tone-deaf – Not able to understand or sing musical sounds correctly.</p> <p>e. Contagious – A disease that can spread from one person to another.</p> <p>f. Congenital – A condition present from birth.</p>		
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### Scholastic Questions

**Why does the chapter say “Every Child is Unique”?**

Because every child has different abilities, strengths, and challenges.

**Write two sentences describing Murali.**

Murali is a good swimmer. He finds reading letters and numbers difficult.

**What does aptitude mean? Give one example.**

Aptitude means a natural ability. For example, being good at sports.

**Are all body differences illnesses? Explain.**

No, many differences are natural and not illnesses.

**Why might a child with dyscalculia find maths difficult?**

Because their brain finds numbers and calculations hard to understand.

**Does difficulty in maths mean a child is lazy? Why?**

No, it means the child learns numbers differently.

Chapter	5	YOUR BODY BELONGS TO YOU	
<p><b>COMPETENCIES</b></p> <p><b>Core principle(s):</b></p> <p><b>Constitutional Morality:</b></p> <p>Right to Live with Dignity  </p> <p><b>Personal Safety:</b></p> <p>Fundamental Duties</p> <p><b>WHO Life skill(s): Self Awareness:</b> Body Ownership/ Private Parts-Zones/Privacy</p>	<p><b>Suggested Facilitator:</b></p> <p><input checked="" type="checkbox"/> CACA teacher,</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Grandparent</p> <p><input type="checkbox"/> Specific Subject Teacher</p>	<p><b>Explicit (Key message)</b></p> <p><b>Learning outcome(s):</b></p> <p>1. You are the boss of your body.</p> <p>We have our private parts covered for health, hygiene, safety, and dignity.</p> <p>2. Every 'body part' has a role to play. We must respect each body part.</p>	

<p><b>Methodology:</b> Narrative with Informational Text</p>	<p><b>Other resources:</b> 1. QR Code embedded within the chapter - Page 22, 24 2. Project CACA Poster Catalogue: <a href="#">Body Ownership_3#1</a> <a href="http://projectcaca.org/posters/">http://projectcaca.org/posters/</a></p>	<p><b>Implicit (Key message) Learning outcome(s):</b> 1. The learners will be able to recognise that their body belongs only to them and that they are responsible for its care and safety. 2. Differentiate between safe and unsafe touch and identify situations that require seeking help from a trusted adult. 3. Explain the meaning of privacy and relate it to personal dignity and basic human rights.</p>
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### Suggested Flow

<p><b>Introduction/opening</b> (5 mins)</p>	<p>Activity: “Who is the Boss?” Game</p> <p>Facilitator does this:</p> <ul style="list-style-type: none"> <li>● Ask learners to stand.</li> <li>● Say: <ul style="list-style-type: none"> <li>○ “Clap your hands.” (they do)</li> <li>○ “Stop clapping.”</li> <li>○ “Sit.”</li> </ul> </li> <li>● Then ask: <p style="margin-left: 40px;">“Who decided when your hands clapped?” “Could I clap <i>for</i> you?” “Who controls your body?”</p> </li> </ul> <p>Let learners respond freely.</p> <p>Key Bridge Line:</p> <p style="margin-left: 40px;">“If <i>you</i> control your body, then it must belong to <i>you</i>. Let’s see what Arpit learns about this.”</p>
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**Context Building/  
Workbook in Play**  
(25 mins)

Part 1: *Your Body Belongs to You* (8 minutes)

Method: Role-play + Think-Aloud Questions

- Narrate the first scene of the book - Arpit–Pokso dramatically, not silently reading.
- Pause after Arpit falls.

Ask the same questions Pokso asks, but act them out:

- “Can I feel pain for you?”
- “Can your legs run for me?”

Let learners respond physically (shake head, say NO).

Key Anchor Line (Board / Oral):

“I live in my body. My body works for me.”

Transition:

“If my body is mine... can it be owned like an object?”

Part 2: Slavery → Body Ownership (5 minutes)

Method: Contrast Activity

- Ask:

“Can a chair feel pain?”  
“Can a human feel pain?”

Explain slavery very briefly:

“Earlier, some humans were treated like objects.  
But a human body is NOT property.”

Key Concept (simplified):

“Your body is NOT owned by anyone. Not even by  
people who love you.”

Transition:

“Because our body is precious, some parts need

	<p>extra care.”</p> <p>Part 3: Private Parts &amp; Safety Rules (8 minutes)</p> <p>Method: Zones Game (No visuals needed)</p> <p>Ask learners to imagine:</p> <ul style="list-style-type: none"> <li>• “If you wear a swimsuit — which parts are covered?”</li> </ul> <p>Define PRIVATE in child-friendly language:</p> <p>“Private means only yours.”</p> <p>Rules explained orally, with thumbs up/down:</p> <ul style="list-style-type: none"> <li>• “Doctor + trusted adult = thumbs up”</li> <li>• “Touch as a secret = thumbs down”</li> <li>• “Playing and touching private parts = thumbs down”</li> </ul> <p>Say: “Most touches are safe, but not all.”</p> <p>Transition:</p> <p>“Because our body is ours, we also need privacy — not just outside, but everywhere.”</p> <p>Part 4: Privacy as a Right (4 minutes)</p> <p>Quick discussion:</p> <ul style="list-style-type: none"> <li>• “Should someone read your diary without asking?”</li> <li>• “Should someone check your phone without permission?”</li> </ul> <p>Board link:</p> <p>Body → Privacy → Dignity → Rights</p> <p>Explain:</p> <p>“Privacy is part of human rights.”</p>
<p><b>Take home (Homework)</b></p>	<p>1. Read the story and Write 3 lines on “Why is our body our true wealth?”</p> <p>2. Read Project CACA Poster Catalogue: <a href="#">Body Ownership_3#1</a></p>

	<a href="http://projectcaca.org/posters/">http://projectcaca.org/posters/</a>	
<p><b>Possible hiccups:</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary challenges -       <ol style="list-style-type: none"> <li>a. Private – Something that belongs only to you and is not meant for everyone.</li> <li>b. Privacy – The right to keep some things about yourself personal and protected.</li> <li>c. Dignity – Feeling respected and valued as a human being.</li> <li>d. Ownership – When something belongs to you.</li> <li>e. Responsibility – A duty to take care of something properly.</li> </ol> </li> </ol>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>1. Answers concept questions correctly without prompting</li> <li>2. Uses terms like <i>my body</i>, <i>private</i>, <i>safe</i> appropriately</li> <li>3. Applies rules correctly to given situations</li> <li>4. Responds confidently during discussion</li> </ol>	<p><b>The Confidential Green Zone: Explained</b></p> <p><b>“If someone touches you in a way that makes you uncomfortable, whom will you tell?”</b></p> <p>is personal because it relates directly to the child’s personal safety and lived experiences, and sharing such information must remain private to protect the child’s dignity and well-being.</p>
<p><b>Scholastic Questions</b></p> <ol style="list-style-type: none"> <li><b>1. Why do we say our body is our first responsibility?</b> Because we must take care of it to stay safe, healthy, and happy.</li> <li><b>2. What are private parts and why do we keep them covered?</b> Private parts are body parts covered by underwear or swimsuit, kept covered for safety, hygiene, and dignity.</li> <li><b>3. Write one sentence showing that your body belongs to you.</b> My body belongs only to me.</li> <li><b>4. Find the antonym of ‘safe’ from the chapter.</b> Unsafe.</li> <li><b>5. Why is the body called ‘true wealth’ in the story?</b> Because the body helps us work, learn, and earn.</li> <li><b>6. Name one way to keep your body healthy.</b> <b>Answer: By eating healthy food / exercising / keeping clean.</b></li> </ol>		

Chapter	6	THE INVISIBLE BOUNDARY	
<p><b>COMPETENCIES</b></p> <p><b>Core principle(s):</b>  <b>Constitutional Morality:</b>            Gender Equality/ Equity/            Parity   <b>Gender Stereotype</b>  <b>Breaking   Personal Safety:</b>            Abuse</p> <p><b>WHO Life skill(s): Self</b>  <b>Awareness:</b> Personal            Boundaries   <b>Effective</b>  <b>Communication:</b> Listening to            &amp; Expressing Emotions    <b>Interpersonal Relationship  </b>  <b>Resilience:</b> Being            Assertive-Confident    <b>Collaboration:</b> Taking Help</p> <p><b>UNSDG - 5</b></p>	<p><b>Suggested Facilitator:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> CACA teacher,</li> <li><input type="checkbox"/> Parent</li> <li><input type="checkbox"/> Grandparent</li> <li><input type="checkbox"/> Specific Subject Teacher</li> </ul>	<p><b>Explicit (Key message)</b>  <b>Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>1. I should be aware of my own and other's feelings.</li> <li>2. Our personal boundary belongs to us.</li> </ol>	
<p><b>Methodology:</b>            Narrative</p>	<p><b>Other resources:</b></p> <ol style="list-style-type: none"> <li>1. Project CACA Poster Catalogue: <b>Emotions Feelings_8#4</b>  <a href="http://projectcaca.org/posters/">http://projectcaca.org/posters/</a></li> </ol>	<p><b>Implicit (Key message)</b>  <b>Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>1. The learners will be able to demonstrate assertive language to express discomfort without being disrespectful.</li> <li>2. Recognise that personal boundaries can change with people, time, and situations.</li> <li>3. Reflect on their own feelings to understand when a boundary is crossed.</li> </ol>	
<b>Suggested Flow</b>			
<p><b>Introduction/opening</b>            (5 mins)</p>	<p>Hook: "Boundary Check!" (2 mins)</p> <p>Facilitator says (with energy):            "Quick question — in tennis, what happens if the ball crosses the boundary?"</p> <p>(In Tennis, when you hit a boundary, you lose a point.)</p>		

	<p>→ Take 2–3 responses (4 runs, 6 runs, out of play)</p> <p>Then ask: “Do boundaries exist only in sports?”</p> <p>(Pause. Let confusion happen.)</p> <p style="text-align: center;">Bridge to the Chapter (3 mins)</p> <p>Facilitator narrates (no textbook yet):</p> <p>“Imagine you are sitting on a bench. Someone sits <i>very</i> close to you. You feel uncomfortable... but there is no rope around you, no fence. Still, something feels crossed.”</p> <p>Transition line: “So today, just like sports boundaries, we are going to talk about a boundary we cannot see — but we can feel.”</p> <p>Open the textbook now.</p>
<p><b>Context Building/ Workbook in Play</b> (25 mins)</p>	<p>Scene 1: Story as a Shared Experience (6 mins)</p> <p>Strategy: You may read selectively + act it out</p> <ul style="list-style-type: none"> <li>● Read only the Sports Day + teacher explanation part</li> <li>● Assign voices: <ul style="list-style-type: none"> <li>○ Narrator</li> <li>○ Teacher</li> <li>○ Sana / Murali (short lines)</li> </ul> </li> </ul> <p>Facilitator pauses and asks:</p> <ul style="list-style-type: none"> <li>● “Why did Ma’am talk about sports first?”</li> <li>● “What do sports boundaries help us do?”</li> </ul> <p>Transition: “Just like sports boundaries keep games fair, personal boundaries help us feel safe.”</p> <p>Scene 2: Concept Building – What is an Invisible Boundary? (5 mins)</p> <p>On the board, draw:</p>

- A stick figure
- A dotted circle around it

Ask:

- “Can we see this circle?”
- “Can we feel it?”

Elicit definition together (do NOT dictate):

“A personal or physical boundary is how close someone can come to us before we feel uncomfortable.”

Now quickly do Exercise D (Tick the correct option) orally:

- Read options aloud
- Learners show thumbs up / thumbs down instead of writing

Transition:

“Now that we know what a boundary is, let’s see how it feels when it is crossed.”

Scene 3: Feelings & Faces (Workbook Play) (6 mins)

Exercise B – Feelings for the faces

Instead of writing immediately:

1. Show each face (point from book)
2. Ask:
  - “What might this person be feeling?”
  - “Has anyone felt like this before?” (No pressure to share personal stories)

Write feelings on the board:

- uncomfortable
- confused
- angry

- scared
- Embarrassed

The facilitator can also introduce the poster **Emotions Feelings\_8#4** from the Project CACA Poster Catalogue <http://projectcaca.org/posters/> to introduce animal feelings and their reactions.

Key scaffolding moment:

“These feelings are signals. They tell us our boundaries may be crossed.”

Transition:

“When we feel this way, what can we do?”

Scene 4: Assertiveness – Practising the Language (5 mins)

Write on board in big letters:

“PLEASE STOP. I DON’T LIKE THAT.”

Ask:

- “Is this rude?”
- “Is this confidence?”

Briefly explain assertive ≠ rude

Mini Role-play (2 volunteers):

- Situation: Someone standing too close in a line
- Learner practises the sentence

Transition:

“We set our boundaries ourselves. But who decides these boundaries?”

Scene 5: Who Creates Boundaries? + Quick Checks (3 mins)

Do Exercise E orally:

- “Who creates personal boundaries?”  
→ Emphasise: We do

Then 1–2 True/False statements from the exercise (not all —

	<p>time!)</p> <p>Closing transition:  “Boundaries are personal, they change, and it is okay to speak up.”</p>	
<p><b>Take home (Homework)</b></p>	<p>Conversation Task (Exercise C)  “Talk to your parents about boundaries when <i>they</i> were children.”</p> <p>Reflection Task  “Think about one situation at home or school where you feel comfortable — and one where you don’t.”</p>	
<p><b>Possible hiccups:</b></p> <p>1. Some children may confuse between rudeness and assertiveness  <i>Strategy:</i> Repeatedly model polite assertive sentences</p> <p>2. Vocabulary challenges</p> <p>a. Uncomfortable: A feeling when something does not feel right or safe.</p> <p>b. Assertive: Saying what you feel clearly and confidently without being rude.</p> <p>When we speak assertively, we should make eye contact with the person we are communicating with, our tone should neither be aggressive or passive rather be neutral and firm, and lastly our body language should be firm too - no slouching or charging toward the person.</p>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>1. Correctly explains personal boundary in own words</li> <li>2. Gives appropriate examples</li> <li>3. Uses assertive language confidently</li> <li>4. Identifies feelings linked to boundary crossing</li> </ol>	<p><b>The Confidential Green Zone: Explained</b></p> <p><b>“When do you feel uncomfortable because someone is too close to you?”</b></p> <p>asks the child to reflect on personal feelings and experiences that should not be shared publicly.</p>
<p><b>Scholastic Questions</b></p> <p><b>1. What is a personal boundary?</b>  A limit that decides how close someone can come before we feel uncomfortable.</p> <p><b>2. Write one assertive sentence you can use if someone makes you uncomfortable.</b>  “Please stop. I don’t like that.”</p>		

**3. Why are personal boundaries important?**

They help us feel safe and respected.

**4. Can personal boundaries change? Give one reason.**

Yes, they can change as we grow or in different situations.

**5. Name two feelings that tell us our boundary is crossed.**

Fear, discomfort (any two: anger, confusion, embarrassment).

**6. Which part of our body helps us sense discomfort—eyes, skin, or hair?**

Skin.

Chapter	7	YOUR BODY TALKS TOO	
<p><b>COMPETENCIES</b>  <b>Core principle(s): Health:</b>            Exercise   <b>Emotional/ Intelligence Quotient:</b> It is okay to be afraid    <b>Constitutional Morality:</b>            Qualities-Virtues (Courage)</p> <p><b>WHO Life skill(s): Effective Communication:</b> Being Assertive-Confident/ Body Language   <b>Critical Thinking</b>   <b>Collaboration:</b> Taking Help</p>	<p><b>Suggested Facilitator:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> CACA teacher,</li> <li><input type="checkbox"/> Parent</li> <li><input type="checkbox"/> Grandparent</li> <li><input type="checkbox"/> Specific Subject Teacher</li> </ul>	<p><b>Explicit (Key message) Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>1. Being confident means looking and sounding sure of what you are saying.</li> <li>2. It is okay to feel scared. It helps us to stay safe. It is brave to ask for help when you are scared.</li> </ol>	
<p><b>Methodology:</b>            Narrative and Informational Text</p>	<p><b>Other resources:</b></p> <ol style="list-style-type: none"> <li>1. QR Code embedded within the chapter - Page 35</li> <li>2. Project CACA Poster Catalogue: <a href="http://projectcaca.org/posters/">Health_12#3</a></li> </ol>	<p><b>Implicit (Key message) Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>1. The learners will distinguish between assertive, passive, and incorrect body language using visual cues.</li> <li>2. Apply appropriate body language to say “yes” or “no” politely and firmly in daily situations.</li> <li>3. Recognise that feeling scared is natural and justify why asking for help is a brave act.</li> </ol>	

## Suggested Flow

### Introduction/opening (5 mins)

Activity: *“Yes–No Without Words”*

Transition anchor: *“Let’s start without speaking.”*

- Facilitator asks:
  - “Do you like ice cream?”
  - “Do you like exams?”
- Learners respond only using head movements (no words).

Quick prompts

- “How did I know your answer?”
- “Did anyone say anything?”

Bridge line:

*“So even when our mouth is silent, our body is talking.”*

*Key idea seeded:* Communication is not only verbal.

### Context Building/ Workbook in Play (25 mins)

Scene 1: Naming the Concept (4 minutes)

Facilitator Talk (interactive, not lecture):

- “The way we sit, stand, look, move — all of this sends messages.”
- Introducing the term Body Language.

Mini-demonstration

- Slouch vs straight posture
- Avoiding eye contact vs eye contact

Smooth transition:

*“If our body sends messages, then we must learn to send the right ones.”*

Scene 2: “Correct Body Language” (Exercise A & B) – 6 minutes

Activity: Mirror Me

- Facilitator demonstrates:
  - Head up
  - Straight back
  - Eye contact
- Learners mirror the posture.

Workbook integration

- Quickly go through Exercise A & B orally
- Learners *point* to correct pictures instead of writing everything.

Transition:

“We use body language not only while talking... but also while playing and watching others play.”

Scene 3: Umpire Signals (Exercise E) – 4 minutes

Game-based matching

- The facilitator shows umpire gestures (can enact).
- Learners guess: *Out / No Ball / Boundary*

Why this works

- Real-life
- Non-threatening
- Reinforces non-verbal communication

Bridge:

“If sports use body language, what about our daily health and posture?”

Scene 4: Yoga & Posture (Exercises F, G, H) – 6 minutes

Quick posture check

- Everyone sits properly for 30 seconds.

	<p>Selective engagement</p> <ul style="list-style-type: none"> <li>● Tick 2–3 yoga poses mentally (no writing yet)</li> <li>● One learner demonstrates <i>Tree pose</i> (if space allows)</li> </ul> <p>Do NOT attempt all poses — name exposure is enough.</p> <p>Transition sentence: “Strong body language also gives us the confidence to say YES or NO clearly.”</p> <p>Scene 5: Picture Story – Assertiveness (6 minutes)</p> <p>Dramatic Reading</p> <ul style="list-style-type: none"> <li>● The facilitator reads Sakshi–Sudha story with pauses.</li> <li>● Ask: <ul style="list-style-type: none"> <li>○ “Was Sudha rude?”</li> <li>○ “Was she scared?”</li> </ul> </li> </ul> <p>Key teaching moment</p> <ul style="list-style-type: none"> <li>● Introduce assertive communication <ul style="list-style-type: none"> <li>○ Polite</li> <li>○ Firm</li> <li>○ Eye contact</li> </ul> </li> </ul> <p>Workbook</p> <ul style="list-style-type: none"> <li>● Tick assertive poses together (only 1–2 discussed)</li> </ul> <p>Transition: “But what if we feel scared while saying no?”</p> <p>Scene 6: Ganpati’s Story (4 minutes)</p> <p>Storytelling (expressive, calm tone)</p> <p>Post-story reflection</p> <ul style="list-style-type: none"> <li>● “Was Ganpati brave or afraid?”</li> <li>● “Can both happen together?”</li> </ul>
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	<p>Key emotional learning highlighted:</p> <p>“Being scared is okay. Asking for help is brave.”</p>	
<p><b>Take home (Homework)</b></p>	<p>Complete in workbook:</p> <ul style="list-style-type: none"> <li>● Remaining picture-based exercises</li> <li>● Yoga matching (H)</li> </ul> <p>Reflection Question (oral or written)</p> <ul style="list-style-type: none"> <li>● “One situation where I can say NO politely.”</li> </ul>	
<p><b>Possible hiccups:</b></p> <p>1. Learners may imitate body language mockingly <i>Strategy:</i> Set clear norms: “We observe, not make fun.” Model respectful behaviour</p> <p>2. Vocabulary challenges</p> <ol style="list-style-type: none"> <li>a. Fidget: Moving again and again because you feel restless</li> <li>b. Gesture: A movement of hands, head, or body to show meaning</li> </ol>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>1. Uses correct posture</li> <li>2. Explains body language</li> <li>3. Answers confidently</li> <li>4. connects story to real life</li> </ol>	<p><b>The Confidential Green Zone: Explained</b></p> <p><i>“Can you think of one situation where you wanted to say NO but felt scared?”</i></p> <p>connects to the child’s real emotions and experiences, which may involve fear, peer pressure, or family situations and should not be shared publicly.</p>
<p><b>Scholastic Questions</b></p> <p><b>1. What is body language?</b> Body language is how our body shows feelings without words.</p> <p><b>2. Why should we make eye contact while talking?</b> It shows confidence and respect.</p> <p><b>3. Write one correct way to sit in class.</b> Sit straight with your back and shoulders upright.</p> <p><b>4. Why is it important to say ‘no’ politely?</b> It shows respect while protecting ourselves.</p>		

**5. How does good posture help our body?**

It keeps our body healthy and strong.

**6. Name one activity where body language is important.**

Sports / dance / yoga.

Chapter	8	AT THE DINNER TABLE	
<p><b>COMPETENCIES</b></p> <p><b>Core principle(s):</b>  <b>Interpersonal Relationship:</b>            Eating Together in a Family    <b>Personal Safety:</b>            Strangers/Secrets   <b>Cyber Safety   Constitutional Morality:</b> Social Inclusion and Cultural Protection of Scheduled Tribes (STs)</p> <p><b>WHO Life skill(s):</b> <b>Critical Thinking   Collaboration:</b>            Taking Help</p>	<p><b>Suggested Facilitator:</b></p> <p><input checked="" type="checkbox"/> CACA teacher,  <input type="checkbox"/> Parent  <input type="checkbox"/> Grandparent  <input type="checkbox"/> Specific Subject Teacher</p>	<p><b>Explicit (Key message)</b>  <b>Learning outcome(s):</b>            1. You must always be careful around strangers.            2. It is important not to keep unsafe secrets.</p>	
<p><b>Methodology:</b>            Narrative and Story</p>	<p><b>Other resources:</b></p> <p>1. QR Code embedded within the chapter - Page 38            2. Teacher's resource: Tribal Faces - <a href="https://bit.ly/2N7gd93">https://bit.ly/2N7gd93</a>            3. Project CACA Poster Catalogue: <a href="http://projectcaca.org/posters/">Secrets_19#2</a>  <a href="http://projectcaca.org/posters/">http://projectcaca.org/posters/</a></p>	<p><b>Implicit (Key message)</b>  <b>Learning outcome(s):</b>            1. The learners will be able to explain the difference between safe secrets and unsafe secrets using examples from stories.            2. Apply personal safety rules while interacting with others at home, outside, and online.            3. Reflect on their own choices and decide when to seek help from a trusted adult.</p>	
<b>Suggested Flow</b>			
<p><b>Introduction/opening</b>            (5 mins)</p>	<p>Activity: "Promise &amp; Forget" Starter</p>		

	<p>Facilitator does this:</p> <ul style="list-style-type: none"> <li>● Ask learners: <p style="margin-left: 40px;">“Have you ever promised to do something small—like watching TV time, keeping milk on the stove, or charging a phone—and then forgot?”</p> </li> <li>● Take 2–3 quick responses (no judgment).</li> </ul> <p>Transition line:</p> <p style="margin-left: 40px;">“Today’s chapter begins with a <i>small forgotten promise</i> that turns into a big learning moment.”</p>
<p><b>Context Building/ Workbook in Play</b> (25 mins)</p>	<p>Scene 1: Story 1 – At the Dinner Table (7 minutes)</p> <p>Method: Read–Pause–Predict</p> <ul style="list-style-type: none"> <li>● Facilitator reads the story with pauses: <ul style="list-style-type: none"> <li>○ Pause after: <ul style="list-style-type: none"> <li>■ Milk incident</li> <li>■ Granny’s response</li> <li>■ Stranger discussion</li> </ul> </li> </ul> </li> </ul> <p>Think-aloud prompts:</p> <ul style="list-style-type: none"> <li>● “What went wrong here?”</li> <li>● “Was Sana bad—or just careless?”</li> <li>● “Why do you think Granny didn’t scold her?”</li> </ul> <p>Scaffolding move:</p> <p style="margin-left: 40px;">Emphasise responsibility ≠ punishment, responsibility = learning + solution.</p> <p>Smooth transition:</p> <p style="margin-left: 40px;">“Granny doesn’t stop at responsibility. She moves to something even more important—safety.”</p>

	<p>Scene 2: Strangers, Online &amp; Offline (8 minutes)</p> <p>Activity: “Stranger or Not?” Game</p> <p>Facilitator says situations aloud:</p> <ul style="list-style-type: none"> <li>● A person you met only in an online game</li> <li>● Your neighbour’s cousin</li> <li>● Someone who knows your name but not your parents</li> <li>● A delivery person</li> </ul> <p>Learners respond by showing:</p> <ul style="list-style-type: none"> <li>● thumbs up = “Safe”</li> <li>● shake head = “Not sure”</li> <li>● thumbs down = “Stranger”</li> </ul> <p>Key scaffolding line:</p> <p style="padding-left: 40px;">“If you are confused, treat them as a stranger until a trusted adult confirms.”</p> <p>Mini-Concept Build (2 minutes): Safe vs Unsafe Secrets</p> <p>Facilitator draws a simple T-chart on board:</p> <ul style="list-style-type: none"> <li>● Safe Secret   Unsafe Secret</li> </ul> <p>Give one example each, ask learners to add one more orally.</p> <p>Smooth transition:</p> <p style="padding-left: 40px;">“Now let’s see what happens when a character <i>keeps the wrong kind of secret.</i>”</p> <p>Scene 3: Story 2 – The Cub and the Hare (8 minutes)</p> <p>Method: Storytelling with Pauses</p> <ul style="list-style-type: none"> <li>● Guided Storytelling</li> <li>● Pause at: <ul style="list-style-type: none"> <li>○ Leveret asking for a secret</li> <li>○ Jwala jumping into the well</li> </ul> </li> </ul>
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	<p>Critical thinking prompt:</p> <ul style="list-style-type: none"> <li>● “Was Leveret clever or dangerous?”</li> <li>● “Should Jwala have told her mother earlier?”</li> </ul> <p>Facilitator anchors learning:</p> <p>“Secrets shared with trusted people keep us safe. Secrets that scare us must be shared.”</p> <p>Workbook Integration (During flow – not separate) (5 minutes)</p> <p>Pick ONLY CORE QUESTIONS:</p> <ul style="list-style-type: none"> <li>● Fill in the blanks (1–3)</li> <li>● Define: <ul style="list-style-type: none"> <li>○ Safe behaviour</li> <li>○ Unsafe behaviour</li> </ul> </li> </ul> <p>Strategy:</p> <ul style="list-style-type: none"> <li>● Do one answer together</li> <li>● One pair discussion</li> <li>● Rest → homework</li> </ul> <p>Smooth closing line:</p> <p>“These exercises help us check—<i>Did we really understand the story or just enjoy it?</i>”</p>	
<p><b>Take home (Homework)</b></p>	<p>1. Reflection Task</p> <p>Write: “One safe rule I will follow online or outside.”</p> <p>2. Read the poster <b>Secrets_19#2</b> from Project CACA Poster Catalogue: <a href="http://projectcaca.org/posters/">http://projectcaca.org/posters/</a></p>	
<p><b>Possible hiccups:</b></p> <p>1. Confusion between surprise and secret due to</p>	<p><b>Cues for Quick Progress Tracking</b></p> <p>1. Gives correct examples of</p>	<p><b>The Confidential Green Zone: Explained</b></p>

<p>language and concept overlap.  <i>Strategy: Anchor using emotions: happy vs uncomfortable</i>          2. Learners may think “known people are safe”  <i>Strategy: Repeatedly reinforce: behaviour matters, not identity</i></p>	<p>safe vs unsafe behaviour</p> <p>Uses story references accurately</p> <p>Responds confidently during discussions</p> <p>Applies concepts to new situations</p>	<p><b>“If something makes you feel scared, uncomfortable, or confused, whom would you tell?”</b></p> <p>is personal because it connects directly to a child’s real-life safety and trust system and should never be discussed publicly.</p>
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**Scholastic Questions**

**1. Why did Granny say Sana should be responsible?**  
 Because she left the milk unattended and forgot her duty.

**2. What lesson does the story teach us?**  
 We should be responsible and careful about safety.

**3. Who is called a stranger?**  
 A person we do not know well.

**4. Why should unsafe secrets be shared?**  
 To stay safe and get help.

**5. Name one rule for staying safe online.**  
 Do not share personal information.

Chapter	9	THE YAKSHI CHALLENGE	
<p><b>COMPETENCIES</b>  <b>Core principle(s):</b>  <b>Emotional/Intelligence Quotient: Peer Pressure/Anger Management   Cyber Safety: Addiction-Gaming   Constitutional Morality: Honesty-Integrity</b></p>	<p><b>Suggested Facilitator:</b></p> <p><input type="checkbox"/> CACA teacher,  <input type="checkbox"/> Parent  <input type="checkbox"/> Grandparent  <input checked="" type="checkbox"/> Specific Subject Teacher</p>	<p><b>Explicit (Key message)</b>  <b>Learning outcome(s):</b>          1. Anger is one letter short of danger.          2. Always think carefully and make choices that are safe and good for you.</p>	

<p><b>WHO Life skill(s): Critical Thinking   Decision Making   Resilience: Coping</b></p>		
<p><b>Methodology:</b> Story and Play-based</p>	<p><b>Other resources:</b> 1. QR Code embedded within the chapter - Page 40</p>	<p><b>Implicit (Key message) Learning outcome(s):</b> 1. The learners will be able to apply critical thinking questions to make safe and responsible decisions. 2. Explain the importance of honesty and sportspersonship beyond written rules. 3. Reflect on personal choices and emotions when facing pressure from peers.</p>
<p><b>Suggested Flow</b></p>		
<p><b>Introduction/opening</b> (5 mins)</p>	<p>Activity: “Would You Do It?” Game</p> <p>Facilitator says:</p> <p>“I’ll say some dares. You silently show thumbs up or thumbs down.”</p> <ul style="list-style-type: none"> <li>● Jump from a table for a video</li> <li>● Stay awake all night for likes</li> <li>● Eat only chocolates for 3 days</li> <li>● Break a rule if no one sees you</li> </ul> <p>Transition:</p> <p>“Interesting... Some of these sound fun, some scary. Today’s chapter is about when friends push us to do things that may not be safe.”</p>	
<p><b>Context Building/ Workbook in Play</b> (25 mins)</p>	<p>PART A: Story Experience – The Yakshi Challenge (10 minutes)</p> <p>Strategy: Interactive Read-Aloud (NOT silent reading)</p> <ul style="list-style-type: none"> <li>● Teacher reads key parts dramatically</li> </ul>	

- Pause at decision points

Pause Points & Questions:

- When Murali hears about fame → *“Why does fame feel exciting?”*
- At the open window → *“What would YOU feel here?”*
- When Pokso speaks → *“Who is being brave here?”*

Smooth Transition:

“So bravery is not always jumping... sometimes it is saying NO.”

PART B: Peer Pressure – Workbook as Play (7 minutes)

Activity: “Pressure Meter”

On board draw a scale:

Easy to say NO → Very hard to say NO

Read out statements from the book:

- “If I say no, they won’t like me”
- “They say yes to me, so I should say yes”

Learners point where it falls on the scale.

Facilitator scaffolding (not moralising):

“Feeling pressure is normal. The problem is not feeling it — the problem is not thinking before acting.”

Transition:

“So how do we think when pressure is high?”

PART C: 7 Questions – Thinking Tool (5 minutes)

Think–Pair–Share (Very Quick)

- Put ONLY 3 questions on board:
  1. Can I get hurt?
  2. Will others get hurt?

	<p style="text-align: center;">3. Will I feel proud later?</p> <p>Ask:</p> <p style="padding-left: 40px;">“If Dheeraj had asked these questions, what would change?”</p> <p>Learners answer orally (don't write yet).</p> <p>Bridge Transition:</p> <p style="padding-left: 40px;">“Thinking clearly is important not just in games like Yakshi... but also in real games.”</p> <p>PART D: Sportsmanship Snapshot (Mini-Discussion) (5 minutes)</p> <p>The facilitator narrates both Arpit situations briefly (no full reading).</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>● “Did Arpit break a rule?”</li> <li>● “Did Arpit do the right thing?”</li> </ul> <p>Key idea drawn out:</p> <p style="padding-left: 40px;">“Rules and rights are not always the same.”</p> <p>Core Message (spoken, not written):</p> <p style="padding-left: 40px;">“Character is what you do when no one is watching.”</p>	
<p><b>Take home (Homework)</b></p>	<p>Task 1: Reflection (Choose any one)</p> <ul style="list-style-type: none"> <li>● Answer C (7 questions for Dheeraj) OR</li> <li>● Answer A or B from Arpit's situations</li> </ul>	
<p><b>Possible hiccups:</b></p> <p>1. Learners may confuse bravery with risk</p> <p><i>Strategy:</i> Use contrast examples: “Jumping is not the same as brave and Thinking does not mean coward”</p>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>1. Clearly explains events and choices.</li> <li>2. Identifies pressure correctly.</li> <li>3. Uses reasoning language.</li> <li>4. Distinguishes right vs rule.</li> </ol>	<p><b>The Confidential Green Zone: Explained</b></p> <p style="color: green;">“Have you ever felt forced by friends to do something</p>

<p>2. Vocabulary Challenges:</p> <ol style="list-style-type: none"> <li>Sportspersonship: Playing fairly and honestly</li> <li>Integrity: Doing the right thing even when no one sees</li> <li>Consequence: What happens because of an action</li> </ol>		<p><b>you were uncomfortable with?"</b></p> <p>is personal because it connects directly to the child's emotional experiences and may reveal vulnerability, fear, or real-life pressure.</p>
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### Scholastic Questions

**1. What is peer pressure? Give one example from the chapter.**

Peer pressure is when friends force someone to act; Chetna pressuring Murali is an example.

**2. Why are some online games unsafe?**

They can collect personal information and encourage harmful actions.

**3. Why is jumping onto a hard balcony dangerous?**

**Ans: Hard surfaces can cause serious injuries like broken bones.**

**4. How does the body react to fear in risky situations?**

The heart beats faster and the body feels tense.

**5. If each Yakshi challenge gives 5 points, how many challenges are needed to reach 250 points?**

50 challenges.

Chapter	10	AN INCIDENT IN THE TOILET	
<p><b>COMPETENCIES</b></p> <p><b>Core principle(s): Cyber Safety   Safety: Helplines/Laws   Constitutional Morality: Qualities-Virtues (Courage)</b></p> <p><b>WHO Life skill(s): Effective Communication: Telling</b></p>	<p><b>Suggested Facilitator:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> CACA teacher,</li> <li><input type="checkbox"/> Parent</li> <li><input type="checkbox"/> Grandparent</li> <li><input type="checkbox"/> Specific Subject Teacher</li> </ul>	<p><b>Explicit (Key message)</b></p> <p><b>Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>Laws are made for safety.</li> <li>There is a law to punish people who touch children in an unsafe way. This law is called POCSO.</li> </ol>	
<p><b>Methodology:</b></p> <p>Narrative</p>	<p><b>Other resources:</b></p> <ol style="list-style-type: none"> <li>QR Code embedded within the chapter - Page 44</li> </ol>	<p><b>Implicit (Key message)</b></p> <p><b>Learning outcome(s):</b></p>	

	<p>2. Child helpline numbers: 1098, 9868235077, and 1800115455.</p>	<p>1. The learners will be able to <b>Understand</b> that laws like POCSO exist to protect children, not to punish them.  2. <b>Apply</b> basic cyber safety rules while using the internet and digital devices.  3. <b>Use</b> simple safety-related vocabulary to express discomfort or seek help.  4. <b>Develop</b> confidence to report unsafe incidents without fear or shame.</p>
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**Suggested Flow**

<p><b>Introduction/opening</b> (5 mins)</p>	<p>Activity: “Safe or Unsafe?” (No explanation yet)</p> <p>Teacher Action</p> <ul style="list-style-type: none"> <li>● Write two words on the board: <ul style="list-style-type: none"> <li>○ SAFE</li> <li>○ UNSAFE</li> </ul> </li> <li>● Say a few situations orally (no discussion yet): <ul style="list-style-type: none"> <li>○ “Someone pushes you while playing.”</li> <li>○ “A teacher shouts at the whole class.”</li> <li>○ “Someone asks to see your private parts.”</li> <li>○ “You tell your teacher when you feel scared.”</li> </ul> </li> </ul> <p>Learner Action</p> <ul style="list-style-type: none"> <li>● Learners show thumbs up (safe) or thumbs down (unsafe)</li> </ul> <p>Transition Line</p> <p>“Today, we will read a story where some children face a situation that made them feel unsafe, and we’ll see what they did next.”</p>
<p><b>Context Building/ Workbook in Play</b></p>	<p>Scene 1: Entering the Story World (7 minutes)</p>

(25 mins)

Strategy: Guided Reading + Freeze Moments

Teacher

- Reads the story till:

*“Salman said, ‘No, that is unsafe... I’m leaving.’”*

- Stop reading.

Think–Pair–Share

- Ask:
  - “What made Salman uncomfortable?”
  - “Why didn’t he stay silent like the others?”

Key Scaffold

- Introduce the phrase:
  - “My body, my rules.”

Transition

“Salman didn’t stay quiet. Let’s see where he went and why that place mattered.”

Scene 2: The Role of Trusted Adults (6 minutes)

Continue Reading

- Salman goes to:
  - Staff room
  - Class teacher
  - Counsellor

Activity: Safety Circle

- On board, draw a stick figure → write ME
- Learners suggest:
  - People they can tell (teacher, parents, counsellor,

helpline)

#### Key Message

- Unsafe situation + trusted adult = safety

#### Transition

“But just telling is not enough. What if someone asks—*Is there a rule or law for this?* Let’s find out.”

#### Scene 3: Law as Protection, Not Fear (6 minutes)

#### Concept Introduction (Very Simple)

- Write on board:
  - POCSO = Protection of Children

#### Guided Questions

- “Is the law to scare children?”
- “Or to protect them?”

#### Imagination Hook

- Ask:

“If POCSO were a superhero, what powers would it have?”

#### Learners answer:

- Stops bad people
- Protects children
- Helps police

#### Scaffold

- Law = shield, not punishment for children

	<p>Transition</p> <p>“Safety is not only about our body. Today, children also need safety online. Let’s switch scenes—from the toilet to the internet.”</p> <p>Scene 4: Cyber Safety + Vocabulary (6 minutes)</p> <p>Bridge from Story</p> <ul style="list-style-type: none"> <li>● Teacher says:</li> </ul> <p>“Just like someone can behave wrongly in school, people can behave wrongly on the internet too.”</p> <p>Workbook in Play</p> <ul style="list-style-type: none"> <li>● Do ONLY 4–5 KEY WORDS orally, not entire list: <ul style="list-style-type: none"> <li>○ Internet</li> <li>○ Browser</li> <li>○ OTP</li> <li>○ Hacking</li> <li>○ Cybercrime</li> </ul> </li> </ul> <p>Mini-Game</p> <ul style="list-style-type: none"> <li>● Teacher says word → learners say: <ul style="list-style-type: none"> <li>○ SAFE USE / UNSAFE USE</li> </ul> </li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>● Sharing OTP → Unsafe</li> <li>● Telling parent → Safe</li> </ul>
<p><b>Take home (Homework)</b></p>	<p>Reflection</p> <p>Question</p> <p>“If you ever feel unsafe, whom will you tell first and</p>

	<p>why?”</p> <p>(Write 3–4 lines)</p> <p>Homework 2: Workbook</p> <ul style="list-style-type: none"> <li>● Complete: <ul style="list-style-type: none"> <li>○ Crossword</li> <li>○ Match the cyber words with meanings</li> </ul> </li> </ul>	
<p><b>Possible hiccups:</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary challenges: <ol style="list-style-type: none"> <li>a. Cybercrime: A crime done using computers, mobiles, or the internet.</li> <li>b. Hacking:Stealing information from a computer or phone without permission.</li> <li>c. Counsellor: A trained adult who listens and helps children solve problems safely.</li> </ol> </li> </ol>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>1. Identifies safe/unsafe situations correctly</li> </ol> <p>Names at least one trusted adult</p> <p>Uses safety vocabulary appropriately</p> <p>Participates confidently in discussion</p>	<p><b>The Confidential Green Zone: Explained</b></p> <p><b>“If you ever feel unsafe, whom will you tell first?”</b></p> <p>is personal because it connects directly to the child’s real-life safety network and may reveal personal fears or experiences that must be handled privately.</p>
<p><b>Scholastic Questions</b></p> <ol style="list-style-type: none"> <li><b>1. Name one helpline number for children.</b> 1098.</li> <li><b>2. Why are laws made for children?</b> To keep them safe.</li> <li><b>3. Why should private parts not be touched by others?</b> Because they are personal and sensitive body parts.</li> <li><b>4. Why do people feel uncomfortable in unsafe situations?</b> Because the mind senses danger.</li> <li><b>5. What is hacking?</b> Stealing information using a computer.</li> <li><b>6. Should you share your OTP with friends?</b> No, it is private.</li> </ol>		

Chapter	11	SANA IS BRAVE	
<p><b>COMPETENCIES</b></p> <p><b>Core principle(s):</b> Safety: Safety Circle   Constitutional Morality: Qualities-Virtues (Courage)</p> <p><b>WHO Life skill(s):</b> Critical Thinking   Resilience: Coping   Collaboration: Taking Help</p>	<p><b>Suggested Facilitator:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> CACA teacher,</li> <li><input checked="" type="checkbox"/> Parent</li> <li><input type="checkbox"/> Grandparent</li> <li><input type="checkbox"/> Specific Subject Teacher</li> </ul>	<p><b>Explicit (Key message)</b></p> <p><b>Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>1. Police are there to help us.</li> </ol>	
<p><b>Methodology:</b></p> <p>Narrative</p>	<p><b>Other resources:</b></p> <ol style="list-style-type: none"> <li>1. QR Code embedded within the chapter - Page 49</li> </ol>	<p><b>Implicit (Key message)</b></p> <p><b>Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>1. The learners will be able to connect personal safety rules with social systems such as family, community, and police support.</li> <li>2. Reflect on personal boundaries and articulate the importance of saying “no” in uncomfortable situations.</li> </ol>	
Suggested Flow			
<p><b>Introduction/opening</b> (5 mins)</p>	<p>Activity: “Brave or Not?” Freeze Moments</p> <p>Transition into the lesson smoothly through emotions</p> <p>Facilitator says:</p> <p style="padding-left: 40px;">“I’ll say a situation. You show me thumbs up if it feels safe, thumbs down if it doesn’t, shake hands if you’re not sure.”</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Someone you know asks you to sit next to them.</li> <li>● You are home alone and someone rings the bell.</li> <li>● You feel uncomfortable but don’t know why.</li> </ul> <p>Quick debrief:</p>		

	<ul style="list-style-type: none"> <li>● “Sometimes our body tells us things before our mouth does.”</li> <li>● Introduce the word “gut feeling” (simple explanation).</li> </ul> <p>Transition Line:</p> <p>“Today’s story is about a girl who listened to her gut feeling—and that made her brave.”</p>
	<p>1. Guided Storytelling (10 minutes)</p> <p>Strategy: <i>Pause–Predict–Think</i></p> <ul style="list-style-type: none"> <li>● Read the story selectively, not word-to-word.</li> <li>● Pause at key moments and ask: <ul style="list-style-type: none"> <li>○ “What would you do?”</li> <li>○ “Is Sana safe here or not? Why?”</li> <li>○ “What rule did she remember?”</li> </ul> </li> </ul> <p>Key Pauses:</p> <ul style="list-style-type: none"> <li>● When Sana is alone</li> <li>● When uncle enters kitchen</li> <li>● When she escapes to the garden</li> <li>● When she goes to the police</li> </ul> <p>Scaffolding Focus:</p> <ul style="list-style-type: none"> <li>● Naming feelings: uncomfortable, scared, confused</li> <li>● Naming actions: refusing, escaping, asking for help</li> </ul> <p>Transition Line:</p> <p>“Being brave is not about fighting—it’s about choosing safety.”</p> <p>2. Workbook Section A (Problem-solving link) – 5 minutes</p>

Math Problem (Buckets)

Instead of solving fully in class:

- Ask:
  - “Is Sana calm or panicking when she does homework?”
  - “Why is it important to stay calm in unsafe moments?”

Emphasise thinking clearly under pressure, not the answer.

Transition:

“Later, we’ll finish the maths. Right now, let’s see how Sana solved a bigger problem—keeping herself safe.”

3. Workbook Section B (Time Question) – 5 minutes

Mirror Time Activity

- Draw a clock quickly on the board.
- Explain the mirror idea simply.
- Solve together orally.

Link to story:

“Sana was observing her surroundings even when scared. That helped her.”

4. Workbook Section D (Matching – Play Way) – 5 minutes

Activity: “Who Is She?”

- The facilitator reads clues dramatically.
- Learners guess by raising their hand.
- Do 3–4 orally; rest as homework.

Core Message:

“Bravery looks different for different people.”

<p><b>Take home (Homework)</b></p>	<p>Workbook Completion</p> <ul style="list-style-type: none"> <li>• Remaining matching</li> <li>• Stamp story + moral (parent interaction encouraged)</li> </ul>	
<p><b>Possible hiccups:</b></p> <ol style="list-style-type: none"> <li>Vocabulary Challenges: <ol style="list-style-type: none"> <li>Gut feeling – A strong feeling inside you that tells you something is right or wrong, even without thinking.</li> <li>Awkward – Something that feels uncomfortable or not right.</li> <li>Resilience – The ability to stay strong and keep going even when something is difficult.</li> <li>Patrolling – When police move around an area to keep people safe.</li> <li>Punish – To make someone suffer for doing something wrong.</li> <li>Courage – The strength to do the right thing even when you are scared.</li> </ol> </li> </ol>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>Explains why Sana’s actions were safe</li> <li>Identifies police as appropriate help</li> <li>Uses words like <i>uncomfortable, safe, brave</i> correctly</li> <li>Gives reasoned responses, not guesses</li> </ol>	<p><b>The Confidential Green Zone: Explained</b></p> <p><b>“What is one safety rule you follow when you are alone at home?”</b></p> <p>This question connects the lesson to the child’s real-life safety practices and may reveal personal situations, so responses must be handled sensitively and kept confidential.</p>
<p><b>Scholastic Questions</b></p> <ol style="list-style-type: none"> <li><b>Why was Sana able to think clearly while solving the maths problem?</b> She was calm and focused.</li> <li><b>What time did Sana see in the mirror clock?</b> 5:00 PM.</li> </ol>		

**3. Who helps people stay safe in the community?**

Police.

**4. Why is it important to follow safety rules at home?**

To protect ourselves from danger.

**5. Name one safety rule Sana followed correctly.**

Asking for help from the police.

Chapter	12	A GOAL TO REMEMBER	
<b>COMPETENCIES</b> <b>Core principle(s):</b>  <b>WHO Life skill(s): Critical Thinking   Decision Making: Goal Setting-SWOT Analysis   Collaboration: Taking Help</b>	<b>Suggested Facilitator:</b> <input checked="" type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	<b>Explicit (Key message) Learning outcome(s):</b> 1.	
<b>Methodology:</b> Activity Basedp	<b>Other resources:</b>	<b>Implicit (Key message) Learning outcome(s):</b> 1. The learners will be able to recognise the role of discipline, routine, and effort in achieving long-term success. 2. Apply the idea of goal-setting by verbally connecting the concept to their own short-term goals. 3. Demonstrate understanding of SWOT analysis by classifying examples from the text into Strengths, Weaknesses, Opportunities, and Threats.	
<b>Suggested Flow</b>			
<b>Introduction/opening</b> (5 mins)		Activity: "One Dream, One Step"	

	<p>Teacher Action</p> <ul style="list-style-type: none"> <li>● Write on the board: “BIG DREAM → ? → ? → ?”</li> <li>● Ask: <ul style="list-style-type: none"> <li>○ “If you want to become <i>very good</i> at something, can it happen in one day?”</li> <li>○ “What could be the <i>first small step</i>?”</li> </ul> </li> </ul> <p>Learner Responses</p> <ul style="list-style-type: none"> <li>● Practice</li> <li>● Training</li> <li>● Learning</li> <li>● Improving weakness</li> </ul> <p>Transition:</p> <p>“Today’s chapter is about a girl who dreams big—but more importantly, she plans smartly.”</p>
<p><b>Context Building/ Workbook in Play</b> (25 mins)</p>	<p>Activity: Guided Story Walk</p> <p>Instead of full reading, selectively narrate key moments with questions.</p> <p>Facilitator Reads / Narrates</p> <ul style="list-style-type: none"> <li>● Introducing Sana and her dream of becoming an international footballer.</li> <li>● Pause and ask: <ul style="list-style-type: none"> <li>○ “Is this a small goal or a big goal?”</li> <li>○ “What problem do you think she might face?”</li> </ul> </li> </ul> <p>Key Scaffold</p> <ul style="list-style-type: none"> <li>● Highlight words orally: <ul style="list-style-type: none"> <li>○ <i>road map</i></li> </ul> </li> </ul>

- *milestone*
- *weakness*
- *strength*

#### Mini Interaction

- Ask learners to show:
  - Rockstar gesture - if they think Sana's dream is possible
  - Confused gesture - if they think it's difficult

#### Transition:

"Sana doesn't just dream—she plans. Let's see *how* she plans her day."

#### C. Workbook-in-Play: Making Sense of the Plan (12 minutes)

##### Activity 1: "Spot the Strength, Spot the Weakness" (6 min)

On the board, draw two columns:

- STRENGTH
- WEAKNESS

#### Teacher Reads Selected Lines

- "Sprints are Sana's strength."
- "Stamina is her weakness."

#### Learners Respond Orally

- Call out: Strength or Weakness?
- The teacher writes answers.

#### Scaffolding

- Ask:
  - "Does Sana stop because she has a weakness?"
  - "What does she do instead?"

Transition:

“To understand herself better, Sana uses a special tool.”

Activity 2: Introducing SWOT (6 min)

Play-way Explanation

- Write S W O T on the board.
- Explain using child-friendly language:

Letter	Meaning	Example from Sana
S	What I am good at	Sprints
W	What I need to improve	Stamina
O	What helps me	Coach, team
T	What can stop me	Time, pressure

Think–Pair

- “Turn to your partner: what could be one *opportunity* Sana has?”

Transition:

“Now that we understand Sana’s plan, let’s gently think about *ourselves*.”

D. Personal Connection (5 minutes)

Activity: “My One Small Goal” (Oral, not written)

- Ask learners to think silently:

	<ul style="list-style-type: none"> <li>○ “One thing I want to get better at”</li> <li>● Volunteers share: <ul style="list-style-type: none"> <li>○ Sport</li> <li>○ Reading</li> <li>○ Speaking English</li> <li>○ Drawing</li> </ul> </li> </ul> <p>Teacher Response</p> <ul style="list-style-type: none"> <li>● Validate all goals.</li> <li>● Link back:</li> </ul> <p>“Just like Sana, every goal needs planning.”</p> <p>Transition:</p> <p>“You’ll explore this more calmly at home.”</p>	
<p><b>Take home (Homework)</b></p>	<p>Answer in notebook:</p> <ul style="list-style-type: none"> <li>● What is one short-term goal I have?</li> <li>● Write only S and W for now.</li> </ul>	
<p><b>Possible hiccups:</b></p> <ol style="list-style-type: none"> <li>1. Difficulty understanding abstract terms like “SWOT” <i>Strategy:</i> Use oral examples before naming the term; write the word only after examples</li> <li>2. Vocabulary challenges <ol style="list-style-type: none"> <li>a. Goal: Something a person wants to achieve.</li> <li>b. Roadmap: A clear plan that shows the steps to reach a goal.</li> <li>c. Milestone: An important step or stage while moving towards a goal.</li> </ol> </li> </ol>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>1. Correctly identifies Sana’s goal</li> <li>2. Gives clear examples of strength and weakness</li> <li>3. Participates confidently in discussion</li> <li>4. Makes a personal connection without prompting</li> </ol>	<p><b>The Confidential Green Zone: Explained</b></p> <p>“What is one small goal you want to improve in your own life?”</p> <p>This question invites the child to reflect on personal aspirations and struggles, which may involve emotions, confidence, or family context and should therefore not be publicly discussed or assessed.</p>

### Scholastic Questions

**1. What is Sana’s short-term goal?**

To get selected for the Inter-Zone football team.

**2. Why is discipline important in Sana’s daily routine?**

It helps her train regularly and stay healthy.

**3. How many minutes is Sana’s training session?**

40 minutes.

**4. Why does Usha Ma’am note Sana’s time and rounds?**

To track her improvement.

**5. Why is 8 hours of sleep important for Sana?**

It keeps her body and mind healthy.

**6. Why does Sana avoid junk food?**

Because it is unhealthy and affects performance.

Chapter	13	I CAN DO MATHS	
<p><b>COMPETENCIES</b>  <b>Core principle(s): Mental Health &amp; Well-Being: Phobias</b>   <b>WHO Life skill(s): Coping with Stress: Exam-Math Pressure   Resilience: Coping</b></p>	<p><b>Suggested Facilitator:</b>  <input checked="" type="checkbox"/> CACA teacher,  <input type="checkbox"/> Parent  <input type="checkbox"/> Grandparent  <input checked="" type="checkbox"/> Specific Subject Teacher</p>	<p><b>Explicit (Key message)</b>  <b>Learning outcome(s):</b>                      Not everything that counts can be counted, and not everything that can be counted, counts..</p>	
<p><b>Methodology:</b>                      Narrative and Mathematical Thinking</p>	<p><b>Other resources:</b></p>	<p><b>Implicit (Key message)</b>  <b>Learning outcome(s):</b>                      1. The learners will be able to identify strengths and weaknesses in oneself and others through examples from the chapter.</p>	

		<p>2. Demonstrate logical thinking by engaging with puzzles, codes, and possibility-based problems.</p> <p>3. Develop a positive attitude towards mathematics by reflecting on effort, thinking, and problem-solving rather than marks.</p>
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**Suggested Flow**

<p><b>Introduction/opening</b> (5 mins)</p>	<p>Activity: “Maths Feelings Check”</p> <p>Teacher Action</p> <ul style="list-style-type: none"> <li>● On the board, draw 3 faces: Smiling, Neutral, Sad</li> <li>● Ask: <ul style="list-style-type: none"> <li>○ “How do you feel when you hear the word <i>Maths?</i>”</li> </ul> </li> <li>● Children show fingers / say the expression aloud.</li> </ul> <p>Scaffolding</p> <ul style="list-style-type: none"> <li>● Validate all responses.</li> <li>● Say: <p style="text-align: center;">“Today’s chapter is about realising that <i>everyone is good at something</i> — including maths, in different ways.”</p> </li> </ul> <p>Smooth Transition</p> <p style="text-align: center;">“Let’s meet some children who feel exactly like you.”</p>
<p><b>Context Building/ Workbook in Play</b> (25 mins)</p>	<p>Activity: Guided Storytelling (Not Silent Reading)</p> <p>Facilitator Narrates Key Parts</p> <ul style="list-style-type: none"> <li>● Arpit fears maths</li> <li>● Kajal enjoys maths</li> </ul>

- Kalpana Ma'am shares report cards

#### Pause & Prompt

- "Was Ma'am good at *everything*?"
- "Were the children surprised?"

#### Key Scaffold

- Introduce word APTITUDE orally:

"Aptitude means something you are naturally good at."

#### Transition

"So maths is not about being 'smart' — it's about *how we think*."

#### C. WORKBOOK IN PLAY (18 minutes)

##### Activity 1: Strengths Everywhere (5 min)

#### Board Work

- Write:
  - Drawing
  - Sports
  - Music
  - Maths
  - Memory

#### Ask

- "Which of these need thinking?"
- Lead them to realise maths thinking is everywhere

#### Transition

“Let’s see maths hiding in stories and puzzles.”

Activity 2: Impossible Mango Question (A) (4 min)

Read aloud Question A

- Don’t solve it.
- Ask:
  - “Is this question sensible?”
  - “Can happiness be measured?”

Scaffold

- Emphasise:

“Maths also teaches us *what cannot be calculated.*”

Transition

“Now let’s see maths hidden in words.”

Activity 3: Code Paragraph (B) – Whole Class (5 min)

Play-way

- Write the code key on board.
- Decode the first 2 words together.
- Let learners shout numbers.

Do NOT finish fully

- Say:

“You now know the trick — the rest you can do.”

Transition

“Maths also plays with possibilities.”

	<p>Activity 4: Astrologer Puzzle (C) – Think Aloud (4 min)</p> <p>Ask</p> <ul style="list-style-type: none"> <li>• “If not even one fails, what else can happen?”</li> <li>• Draw simple stick figures.</li> </ul> <p>Stop before overload</p> <ul style="list-style-type: none"> <li>• Highlight thinking, not answers.</li> </ul> <p>Transition</p> <p>“Maths thinking can also protect secrets.”</p>	
<p><b>Take home (Homework)</b></p>	<ol style="list-style-type: none"> <li>1. Complete any ONE puzzle (B / C / D)</li> <li>2. Write meanings of any FIVE idioms</li> <li>3. Observe one pattern at home (tiles, leaves, rangoli)</li> </ol>	
<p><b>Possible hiccups:</b></p> <ol style="list-style-type: none"> <li>1. Learners feel anxious seeing “math puzzles” <i>Strategy:</i> Emphasise thinking aloud, not correct answers</li> <li>2. Vocabulary challenges: <ol style="list-style-type: none"> <li>a. Fractal: A pattern that repeats inside itself again and again.</li> </ol> </li> </ol>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>1. Explains chapter idea in own words</li> <li>2. Participates confidently in discussions</li> <li>3. Identifies maths in stories or puzzles</li> <li>4. Attempts logic-based questions independently</li> </ol>	<p><b>The Confidential Green Zone: Explained</b> <b>NOT REQUIRED</b></p>
<p><b>Scholastic Questions</b></p> <ol style="list-style-type: none"> <li><b>1. Why was Arpit nervous about maths?</b> Because he found maths difficult.</li> <li><b>2. What lesson did Kalpana Ma’am teach using her report cards?</b> Everyone has strengths and weaknesses.</li> <li><b>3. Why cannot happiness be measured using mangoes?</b> Because happiness cannot be counted in numbers.</li> </ol>		

**4. What does the astrologer raising one finger mean?**

Not even one learner would fail.

**5. Why do animals like dogs have strong smell-based intelligence?**

It helps them survive and find things.

Chapter	14	FATHER'S DAY	
<b>COMPETENCIES</b> <b>Core principle(s): Mental Health &amp; Well-Being:</b> Phobias   <b>Personal Safety:</b> Abuse/ Bullying/ Touches/ Hugs/ Kisses/ Looks) CSA/ Self Defence  <b>WHO Life skill(s): Coping with Emotions:</b> It is okay to be afraid/ It is not your fault   <b>Critical Thinking   Effective Communication:</b> Listening to Feelings/ Telling/ Being Assertive	<b>Suggested Facilitator:</b> <input checked="" type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	<b>Explicit (Key message)</b> <b>Learning outcome(s):</b> 1. If anyone tries to do anything unsafe to you, it is not your fault. 2. Our loved and trusted ones are those who do their best to keep us happy, healthy and safe.	
<b>Methodology:</b> Story, Narrative, and Expository Text	<b>Other resources:</b> 1. QR Code embedded within the chapter - Page 58 2. Suggested viewing: YouTube search - Komal, a cartoon film for children on safe and unsafe touches.' It is available in English, Hindi and various regional languages. Runtime 10 minutes. 3. Project CACA Poster Catalogue: <a href="#">Safety_17#3</a> , <a href="#">Emotions Feelings_8#1</a> <a href="http://projectcaca.org/posters/">http://projectcaca.org/posters/</a>	<b>Implicit (Key message)</b> <b>Learning outcome(s):</b> 1. The learners will be able to connect why rules and supervision are important for children's safety in school spaces. 2. Recognise how individual choices can lead to safe or unsafe outcomes. 3. Relate personal experiences in school to situations described in the chapter.	
<b>Suggested Flow</b>			
<b>Introduction/opening</b> (5 mins)	Hook: "Brave or Foolish?" Game		

	<p>Transition into lesson gently and safely</p> <p>Facilitator says:</p> <p>“If a lion comes in front of you, should you fight it to be brave?”</p> <ul style="list-style-type: none"> <li>● Children respond (Yes/No)</li> <li>● Facilitator probes: <ul style="list-style-type: none"> <li>○ “What would an intelligent person do?”</li> </ul> </li> <li>● Elicit: <i>run away, hide, call for help</i></li> </ul> <p>Transition line:</p> <p>“So sometimes, being scared is not a weakness. Sometimes, being scared is wisdom.”</p>
<p><b>Context Building/ Workbook in Play</b> (25 mins)</p>	<p>Activity 1: Father’s Letter – Listening with Feelings (6 mins)</p> <p>Method</p> <ul style="list-style-type: none"> <li>● Facilitator reads the letter aloud (slow, calm tone)</li> <li>● Learners keep books closed for the first reading</li> </ul> <p>Pause &amp; Reflect (Oral)</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>● “What did Papa want Arpit to remember?”</li> <li>● “Is it okay to be scared?”</li> <li>● “Is telling a grown-up tattling?”</li> </ul> <p>Write one line on the board:</p> <p>“It is not your fault.”</p> <p>Transition line:</p> <p>“If fear is normal, then let’s understand <i>what kind of fears</i> we have.”</p> <p>Activity 2: Fear vs Phobia – Sorting Game (6 mins)</p>

### Play-way

- Facilitator says words aloud:
  - Dark, lizard, height, lion, water, exam
- Children raise:
  - one hand = fear
  - two fingers = phobia

### Clarify simply

- Fear = comes and goes
- Phobia = stays longer and feels very strong

Do Matching Exercise (F) orally on board  
(Learners call out answers; no writing yet)

Transition line:

“Fear tells us something. But what should we DO when something feels unsafe?”

Activity 3: 7 Steps to Safety – Freeze & Act (7 mins)

Chunking:

Don't read all the steps. Use movement + voice.

Write only keywords on board:

1. Plan
2. Aware
3. Feelings
4. NO
5. Away
6. Tell
7. Keep telling

Freeze & Act

- Facilitator calls a step

	<ul style="list-style-type: none"> <li>● Children show action: <ul style="list-style-type: none"> <li>○ “NO!” → firm voice</li> <li>○ “Get Away” → step back</li> <li>○ “Tell” → point to trusted adult</li> </ul> </li> </ul> <p>Transition line:</p> <p>“Knowing steps is not enough. We must know <i>what to say</i>.”</p> <p>Activity 4: Assertiveness Scenarios – Think Like Sana &amp; Arpit (3 mins)</p> <p>Instead of reading all options, do guided thinking.</p> <p>Take ONE situation orally:</p> <p>“A stranger gives a gift and says don’t tell your parents.”</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>● “Which answer keeps Arpit safest?”</li> <li>● “Why are secrets dangerous?”</li> </ul> <p>Reveal Option C and briefly explain assertiveness:</p> <p>“Clear voice, clear message, no fear.”</p> <p>(Other scenarios → assigned as take-home)</p>
<p><b>Take home (Homework)</b></p>	<p>1. Workbook</p> <ul style="list-style-type: none"> <li>● Remaining assertiveness questions</li> <li>● Phobia matching</li> </ul> <p>2. Safety Talk</p> <ul style="list-style-type: none"> <li>● Discuss one safety plan with parents. Read the poster <a href="#">Safety_17#3</a> from Project CACA Poster Catalogue: <a href="http://projectcaca.org/posters/">http://projectcaca.org/posters/</a> and add the new 2 steps.</li> </ul>

<p><b>Possible hiccups:</b></p> <p>1. Vocabulary Challenges:</p> <ol style="list-style-type: none"> <li>Reception: A place near the entrance where visitors and parents are helped.</li> <li>Guard: A person whose job is to keep people safe and stop strangers.</li> <li>CCTV: A camera that records places to keep people safe.</li> </ol>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>Correctly identifies safe and unsafe places.</li> <li>Gives reasons for decisions in the activities.</li> <li>Connects story situations to real life.</li> </ol>	<p><b>The Confidential Green Zone: Explained</b></p> <p><b>“Write about an incident when you felt scared and had to intelligently escape.”</b></p> <p>is personal because it connects directly to the child’s real-life experiences and emotions, which must be respected and not shared publicly to protect the child’s privacy and emotional safety.</p>
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**Scholastic Questions**

**1. What message does Arpit’s father give him in the letter?**

He tells Arpit that being scared is okay and he should always tell a trusted grown-up.

**2. Write one sentence using the word ‘confident’.**

I spoke confidently when I said no.

**3. Why is it important to be aware of your surroundings?**

It helps us notice danger and stay safe.

**4. Name any two people you can trust when you feel unsafe.**

Parents, teacher, grandparents (any two)

**5. What should you do if someone asks for your personal information?**

I should not tell them and inform a trusted adult.

Chapter	15	BULLY, BULLY, BULLY	
<p><b>COMPETENCIES</b></p> <p><b>Core principle(s): Personal Safety: Bullying-Body Shaming   Mental Health &amp; Well-Being: Medical (Physical/Mental) Conditions</b></p>	<p><b>Suggested Facilitator:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> CACA teacher,</li> <li><input type="checkbox"/> Parent</li> <li><input type="checkbox"/> Grandparent</li> <li><input type="checkbox"/> Specific Subject Teacher</li> </ul>	<p><b>Explicit (Key message) Learning outcome(s):</b></p> <ol style="list-style-type: none"> <li>Nobody wants to be friends with a bully.</li> <li>Bullying is bad behaviour.</li> <li>Nobody deserves to be bullied.</li> </ol>	

<p><b>WHO Life skill(s): Empathy   Collaboration: Helping/ Taking Help/ Apologising</b></p>		<p>4. Nobody likes bullying behaviour. 5. Strangers exist in the real as well as the virtual world, so rules for safety regarding strangers are applicable in both worlds.</p>
<p><b>Methodology:</b> Narrative</p>	<p><b>Other resources:</b> 1. Project CACA Poster Catalogue: <a href="#">Bullying_4#4</a> <a href="http://projectcaca.org/posters/">http://projectcaca.org/posters/</a></p>	<p><b>Implicit (Key message) Learning outcome(s):</b> 1. The learners will be able to construct a meaningful apology by identifying wrongdoing, acknowledging harm, and committing to better behaviour. 2. Reflect on personal behaviour to assess whether their actions may harm others intentionally or unintentionally</p>

**Suggested Flow**

<p><b>Introduction/opening</b> (5 mins)</p>	<p>Activity: “Freeze the Feeling”</p> <p>The teacher does NOT say the word ‘bullying’ yet.</p> <p>Facilitator says:</p> <p>“I will read out a short scene. When I clap, freeze your body and show me how the character feels.”</p> <ul style="list-style-type: none"> <li>● Read only Scene 1</li> <li>● Clap → learners freeze with expressions</li> </ul> <p>Quick prompts (no right/wrong):</p> <ul style="list-style-type: none"> <li>● “What feeling did you freeze with?”</li> <li>● “Who looked powerful? Who looked small?”</li> </ul> <p>Transition:</p> <p>“We just <i>saw</i> something. Let’s now <i>step inside</i> the story.”</p>
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**Context Building/  
Workbook in Play**  
(25 mins)

1. Entering the Play (5 minutes)

Activity: Role-on-the-wall

- On board: draw a stick figure in black
- Ask:
  - “What words describe this child?”
  - “What words describe the boy and the girl?”

Write words outside the body (actions) and inside (feelings).

Without defining, children already *construct* the idea.

Transition:

“When someone behaves like this again and again,  
it gets a name. Let’s see what Ma’am calls it.”

2. Naming the Experience: What is Bullying? (5 minutes)

Read the definition given by Ma’am.

Mini Activity: Thumbs Game

Teacher reads examples aloud:

- April Fool’s joke
- Breaking a pencil to get back
- Calling names again and again

Learners show:

- Thumbs up - Bullying
- Thumbs down - Not bullying

Teacher briefly labels

- Prank
- One-time meanness
- Quarrel
- Bullying

The difference between a Prank and Bullying can be explained with the poster - [Bullying\\_4#4](#) from Project CACA Poster Catalogue: <http://projectcaca.org/posters/>

Transition:

“Bullying doesn’t always look the same. Sometimes it hurts the body, sometimes the mind.”

### 3. Types of Bullying – Living Statues (7 minutes)

Divide class into 4 groups:

- Physical
- Verbal
- Social
- Cyber

Each group creates a 10-second silent statue.

Audience guesses:

- “Which type?”
- “How do we know?”

The teacher connects directly to textbook examples.

Transition:

“Now that we can see bullying, the big question is — what do we do?”

### 4. Responding to Bullying + Apology (8 minutes)

A. If YOU are bullied (Quick Think-Pair):

- Ask: “Which one step feels easiest to try?”
- Pair-share (30 seconds)

B. Apology Writing (Workbook Exercise B – Guided)

Read the Riya–Ananya situation.

	<p>On board, write the 6 steps of apology as sentence starters:</p> <ul style="list-style-type: none"> <li>● “I am sorry for...”</li> <li>● “I know this hurts you because...”</li> <li>● “I will try to...”</li> </ul> <p>Learners verbally frame an apology (no full writing yet).</p> <p>Writing moves to homework.</p> <p>Transition:</p> <p style="padding-left: 40px;">“Before we leave, there’s one last mirror we need to look into.”</p>	
<p><b>Take home (Homework)</b></p>	<ol style="list-style-type: none"> <li>1. Write the apology (Exercise B)</li> <li>2. Sign the anti-bullying oath and bring it back</li> </ol>	
<p><b>Possible hiccups:</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary challenges <ol style="list-style-type: none"> <li>a. Bully – A person who repeatedly hurts or troubles someone on purpose.</li> <li>b. Bullying – The act of hurting, frightening, or embarrassing someone again and again.</li> <li>c. Dignity – The respect and worth that every person deserves.</li> <li>d. Body shaming – Making someone feel bad about their body or appearance.</li> <li>e. Name-calling – Using hurtful or insulting names to tease someone.</li> <li>f. Apology – Saying sorry for doing something wrong and hurting someone.</li> <li>g. Cyberbullying – Bullying done using phones, messages, or</li> </ol> </li> </ol>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>1. Correctly identifies bullying in examples</li> <li>2. Differentiates prank vs bullying clearly</li> <li>3. Uses terms like “repeat,” “hurt,” “on purpose”</li> <li>4. Suggests safe responses (tell adult, say no, walk away)</li> </ol>	<p><b>The Confidential Green Zone: Explained</b></p> <p>“Have you ever felt hurt by someone’s words or actions?”</p> <p>is personal because this connects the lesson to the child’s lived emotional experience and may reveal sensitive personal memories, so it must remain confidential.</p>

<p>the internet.</p> <p>h. Boundary – A personal limit that tells others how we want to be treated.</p> <p>i. Mischief – Playful behaviour meant for fun and not to hurt anyone.</p>		
<p><b>Scholastic Questions</b></p> <p><b>1. What is bullying?</b> Bullying is when someone repeatedly hurts or troubles another person on purpose.</p> <p><b>2. How does bullying affect a person’s mental health?</b> It makes the person feel sad, scared, and less confident.</p> <p><b>3. Name any two types of bullying.</b> Physical bullying and verbal bullying.</p> <p><b>4. Why should we not support a bully even if they are our friend?</b> Because bullying hurts others and lowers their dignity.</p> <p><b>5. What should you do if you see someone being bullied?</b> Ask the bully to stop or tell a trusted adult.</p>		

Chapter	16	AIRBORNE DANGERS	
<p><b>COMPETENCIES</b></p> <p><b>Core principle(s):</b> Personal Safety: Emergency-Air Pollution</p> <p><b>WHO Life skill(s):</b></p> <p><b>UNSDG - 3,11,13</b></p>	<p><b>Suggested Facilitator:</b></p> <p><input checked="" type="checkbox"/> CACA teacher,  <input type="checkbox"/> Parent  <input type="checkbox"/> Grandparent  <input type="checkbox"/> Specific Subject Teacher</p>	<p><b>Explicit (Key message)</b></p> <p><b>Learning outcome(s):</b></p> <p>1. It is a good habit to always cover your mouth and nose when you sneeze or cough.</p>	
<p><b>Methodology:</b></p> <p>Narrative and Inquiry based</p>	<p><b>Other resources:</b></p> <p>2. Teacher's resource: One can find city-wise AQI index across India and data related to various types of pollution at <a href="https://cpcb.nic.in/">https://cpcb.nic.in/</a></p>	<p><b>Implicit (Key message)</b></p> <p><b>Learning outcome(s):</b></p> <p>1. The learners will be able to identify emergency services and explain when and why</p>	

		<p>they are needed in everyday life.</p> <p>2. Demonstrate awareness of personal safety information required during emergencies.</p> <p>3. Explain air pollution as an invisible but harmful environmental danger affecting human health.</p> <p>4. Interpret Air Quality Index (AQI) colour codes to judge air safety levels.</p>
<b>Suggested Flow</b>		
<p><b>Introduction/opening</b> (5 mins)</p>	<p>1. Begin with a quick scenario (no book yet):</p> <p>“You are walking home and suddenly someone faints near you. What will you do?”</p> <p>2. Let learners respond freely. - Expect answers like: call parents, ask help, shout, panic.</p> <p>Guided Prompt:</p> <ul style="list-style-type: none"> <li>● “Is there someone we can call even if no family member is nearby?”</li> </ul> <p>Transition:</p> <p>“To stay safe, we don’t only need courage — we need <i>information</i>. Let’s see what kind of dangers we face and how we protect ourselves.”</p> <p>(Open textbook)</p>	
<p><b>Context Building/ Workbook in Play</b> (25 mins)</p>	<p>Scene 1: Emergency &amp; Personal Safety (6 minutes)</p> <p>Text Focus: Emergency numbers, trusted adults, personal safety points</p> <p>Activity: “Safety Circle”</p> <ul style="list-style-type: none"> <li>● On the board, draw a circle titled “My Safety”</li> <li>● Ask learners to fill it verbally:</li> </ul>	

- Emergency numbers
- People they trust
- Things they should know (blood group, allergy)

Workbook Integration:

- Briefly discuss Exercise A (do NOT write answers now)
- Emphasise starred questions → “Ask your parents”

Transition:

“Some dangers are loud and visible — like accidents. But some dangers are silent. You can’t see them... but they still harm us.”

Scene 2: Air as an Invisible Danger (7 minutes)

Text Focus: Air pollution, causes, responsibility

Activity: “Can You See It?”

- Ask:
  - “Can you see the air?”
  - “Then how does dirty air harm us?”

Introduce air pollution using:

- Vehicles
- Factories
- Burning waste

Short Think-Pair-Share:

- “Who is responsible for air pollution?”  
Guide towards *humans collectively*.

Transition:

“If air is dangerous but invisible, how do doctors and scientists warn us?”

Scene 3: AQI & Colour Codes (6 minutes)

Text Focus: AQI table, colours, health impact

Activity: "Colour Alert Game"

- Say a colour → learners show thumbs:
  - Thumbs up - Safe
  - Thumbs right - Careful
  - Thumbs down - Dangerous

Explain AQI in simple language:

"AQI is like a traffic signal for air."

Workbook Integration:

- Discuss matching colours orally (Exercise F)
- Explain descending order using board arrows (Exercise E)

Transition:

"If the air is bad, what can we do immediately to protect ourselves?"

Scene 4: Protection & Health Habits (6 minutes)

Text Focus: Masks, sneezing etiquette, PM2.5

Demonstration + Talk:

- Show how to sneeze into elbow
- Discuss masks:
  - Cloth vs N95 (no technical overload)

Explain PM2.5 using hair example:

"One hair = 70 microns. PM2.5 is much, much smaller."

Quick Reflection Question:

- "Why are children more at risk?"

	<p>Transition:</p> <p>“Knowing is not enough. We must also spread awareness.”</p>	
<p><b>Take home (Homework)</b></p>	<p>1. Ask &amp; Write (From Exercise A):</p> <ul style="list-style-type: none"> <li>● Blood group</li> <li>● Allergy (if any)</li> <li>● Last tetanus shot (optional)</li> </ul> <p>2. Mini Research Task:</p> <ul style="list-style-type: none"> <li>● Find today’s AQI of your city (TV/news/app)</li> <li>● Colour code it</li> </ul>	
<p><b>Possible hiccups:</b></p> <p>1. AQI feels abstract because numbers and colours lack lived context <i>Strategy:</i> Compare AQI of different cities and explain the concept in detail.</p> <p>2. Overload due to technical terms (PM2.5, AQI) <i>Strategy:</i> Use analogies (hair strand, dust visibility)</p> <p>2. Vocabulary challenges:</p> <p style="margin-left: 20px;">b. Suspicious: Something that makes you feel that it may not be right or safe.</p>	<p><b>Cues for Quick Progress Tracking</b></p> <ol style="list-style-type: none"> <li>1. Explains ideas in own words</li> <li>2. Uses AQI colours correctly</li> <li>3. Gives real-life examples</li> </ol>	<p><b>The Confidential Green Zone: Explained</b> <b>NOT REQUIRED</b></p>
<p><b>Scholastic Questions</b></p> <p><b>1. What is air pollution?</b> Air pollution is dirty air that contains harmful substances.</p> <p><b>2. Name two sources of air pollution.</b> Vehicles and factories.</p>		

**3. Why are children more affected by air pollution?**

Their lungs are still developing.

**4. What does AQI tell us?**

It tells us how clean or polluted the air is.

**5. Why is PM2.5 dangerous?**

Because it can enter deep into our lungs.





## A List of Interactive Webinars Delivered Under the Implementation of Project CACA

Dear teachers

- **For children**, the project unfolds through Safety Workbooks.
- **For parents, teachers and non-teaching staff**, the project unfolds year after year in the form of training, capacity building and sensitisation webinars.
- The webinars cover psychological, legal and academic aspects of children's safety and well-being.
- Our partner, supportive organisations, and team members comprise a resource-person pool of subject matter experts, like judges, panel advocates, psychologists, and academicians, who conduct these webinars.
- Webinars for Parents/Non-Teaching Staff is available in English, Hindi and Regional languages.
- Duration ranges from 40 minutes to 2 hours.

Code	Webinars for only Teachers
1.	CACA Safety Workbooks - Pedagogy
2.	PoSH Act
Code	Webinars for Parents/Teachers
3.	Children's Safety and Well-being
4.	Mental Health and Well-being
5.	Abuse Prevention and Psychological First Aid
6.	Bullying Prevention
7.	Substance Abuse Prevention
8.	Dealing with Peer Pressure
9.	Supporting Children through Exam Season
10.	Building Resilience and Optimism
11.	Stress Management
12.	Mindful Lifestyle
13.	Parenting Skills
14.	Cybersafety
15.	Key Aspects for Child Sexual Abuse Prevention
16.	PRASHAST: A Disability Screening Checklist
17.	Psychological Tests for School-going Children
18.	School Child Protection Policy
Code	Webinars for Non-Teaching Staff/Teachers/Parents
19.	POCSO Act and JJ Act

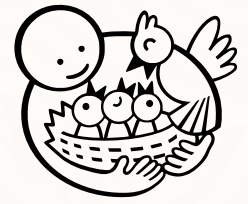
For more details



To book a webinar, contact:  
workshopcoordinator\_01@projectcaca.org / +91 9205488404

**SUPPLEMENTARY RESOURCES:**

The Videos, Practice Booklets, Picture-Colour Booklets, Posters, Companion Booklets and more are embedded as QR Codes in each Safety Workbook. Additionally, page 77 of each Workbook is dedicated to the resources in English, Hindi and various regional languages for parents, teachers and support-staff.



**Project CRADLE**  
(Upcoming)

**My Practice Booklets (Class III to Class IX)**



My Beginner's Picture-cum-Colouring Booklet



My First Picture-cum-Colouring Booklet



My Second Picture-cum-Colouring Booklet



My Third Practice Booklet



My Fourth Practice Booklet



My Fifth Practice Booklet



My Sixth Practice Booklet



My Seventh Practice Booklet



My Eighth Practice Booklet



My Ninth Practice Booklet



**Partners**



**With Support From Various:**

State & District Legal Services Authorities (SLSA & DLSA)  
State Commissions for Protection of Child Rights (SCPCR)

**Advocacy Partner**



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LSP-M6SW-V01

**End the Stigma, Raise Awareness**