



Project CACA



Social
Axiom
Foundation

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

My Practice Booklet



Dear Teachers, Parents and Caregivers

This booklet is part of the main Safety Workbook and designed to explore the implicit learning aspects embedded within the workbooks across a wide range of subjects, including General Knowledge, Environmental Studies, Social Science, Mathematics, Science, and so on. Serving as scholastic extensions, they provide structured opportunities for practice and deeper engagement with subject-specific content, while complementing the co-scholastic content of the workbook chapters, thereby fostering holistic education and integrated learning, as emphasised in the National Education Policy (NEP, 2020). The booklet is one of the resources available to children-students under Project CACA.

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Say Hello!

1



What are these children campaigning for?



Arpit Sings a Lullaby

2



Match the lullabies with their respective countries.

A. Brahms' Lullaby
(Gentle Cradle Song)

1. Wales

B. Rock-a-bye Baby
(Rocking Sleep Rhyme)

2. France

C. Suo Gân
(Soft Soothing Song)

3. Austria

D. Durme, Durme
(Tender Night Song)

4. Japan

E. Hush Little Baby
(Comforting Promise Song)

5. Germany

F. Wiegenlied (Mozart)
(Classical Sleep Song)

6. Serbia

G. Tiru Liru Liru
(Playful Bedtime Tune)

7. India

H. Oki Doki (A lullaby from Nippon)
Calming Folk Song

8. England

I. Dodo Titit (French lullaby)
(Sweet Lullaby Chant)

9. USA

J. Amma Enakku
(Mother's Comfort Song)

10. Spain

Now I know: Children all over the world grow up listening to lullabies.



Unscramble the lullabies names and match them with their respective Indian states.

A. Lori (Hindi)
(Gentle Sleep Song)

1. RKNTKAAAAA _____

B. Oonjal Paattu
(Swinging Cradle Song)

2. UARGAJT _____

C. Laali Laali
(Soothing Baby Tune)

3. BJPUN _____

D. Halarda
(Calming Night Song)

4. ITAML UNDA _____

E. Baisa Ra Beendani
(Tender Royal Lullaby)

5. JTRASAHNA _____

F. Jhoolna (Bhojpuri)
(Rocking Cradle Song)

6. AMRAHSTAAR _____

G. Baaye Baaye Pori
(Playful Baby Song)

7. HRAADN EPPRSEAH _____

H. Ghughuti Basuti
(Folk Sleep Chant)

8. TUTKHNNARAND _____

I. Amma Enakku
(Mother's Comfort Song)

9. HIARB _____

Cue Box: a. Uttarakhand b. Tamil Nadu c. Andhra Pradesh d. Bihar
e. Punjab f. Karnataka g. Gujarat h. Rajasthan 9. Maharashtra

Being Confident

4



Match the yoga poses (asanas) with their names.



1. One-Legged King Pigeon

2. Warrior III

3. Side Plank

4. Wide-Angle Seated Forward Bend

5. Bound Angle

6. Tree

7. Easy

8. Four-Limbed Staff

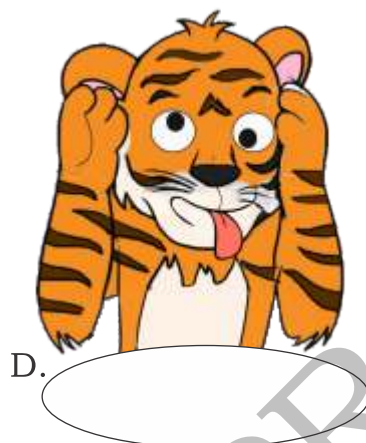
9. Bow

Know Your Feelings

5



Write what the three musketeers are feeling. Discuss your answers with your classmates.



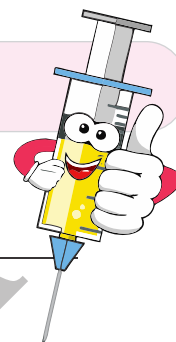
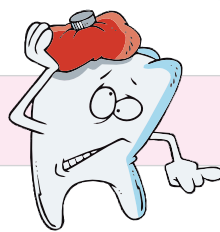
Cue Box: 1. Scared 2. Angry 3. Happy 4. Silly 5. Confused 6. Secretive 7. Sad

Arpit Goes to A Hospital

6

Joey gets an Injection

Match the shoe knots with their names, but first unscramble their names.



A.



1. CLAITET _____

B.



2. TISWIET _____

C.



3. RADDEL _____

D.



4. OATSTWHO _____

E.



5. ZEPIRP _____

F.



6. OFGOBAT _____

G.



7. YPALSID _____

Cue Box: 1. Twistie 2. Zipper 3. Ladder 4. Lattice 5. Display 6. Sawtooth 7. Footbag



7

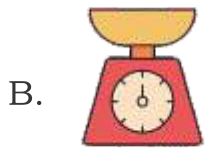


Match the measuring instruments with their names and their purposes.



1. Measuring Tape

I. Measures temperature



2. Protractor

ii. Measures short lengths



3. Compass

iii. Measures portions of a circle



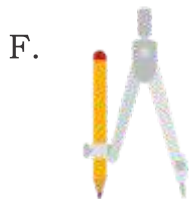
4. Clock

iv. Measures angles



5. Ruler

v. Measures length or distance



6. Thermometer

vi. Measures weight



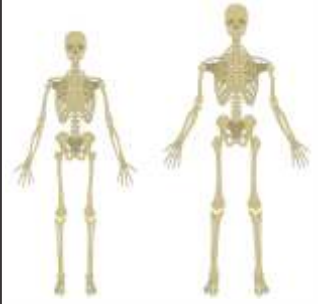
7. Weighing Scale

vii. Measures time

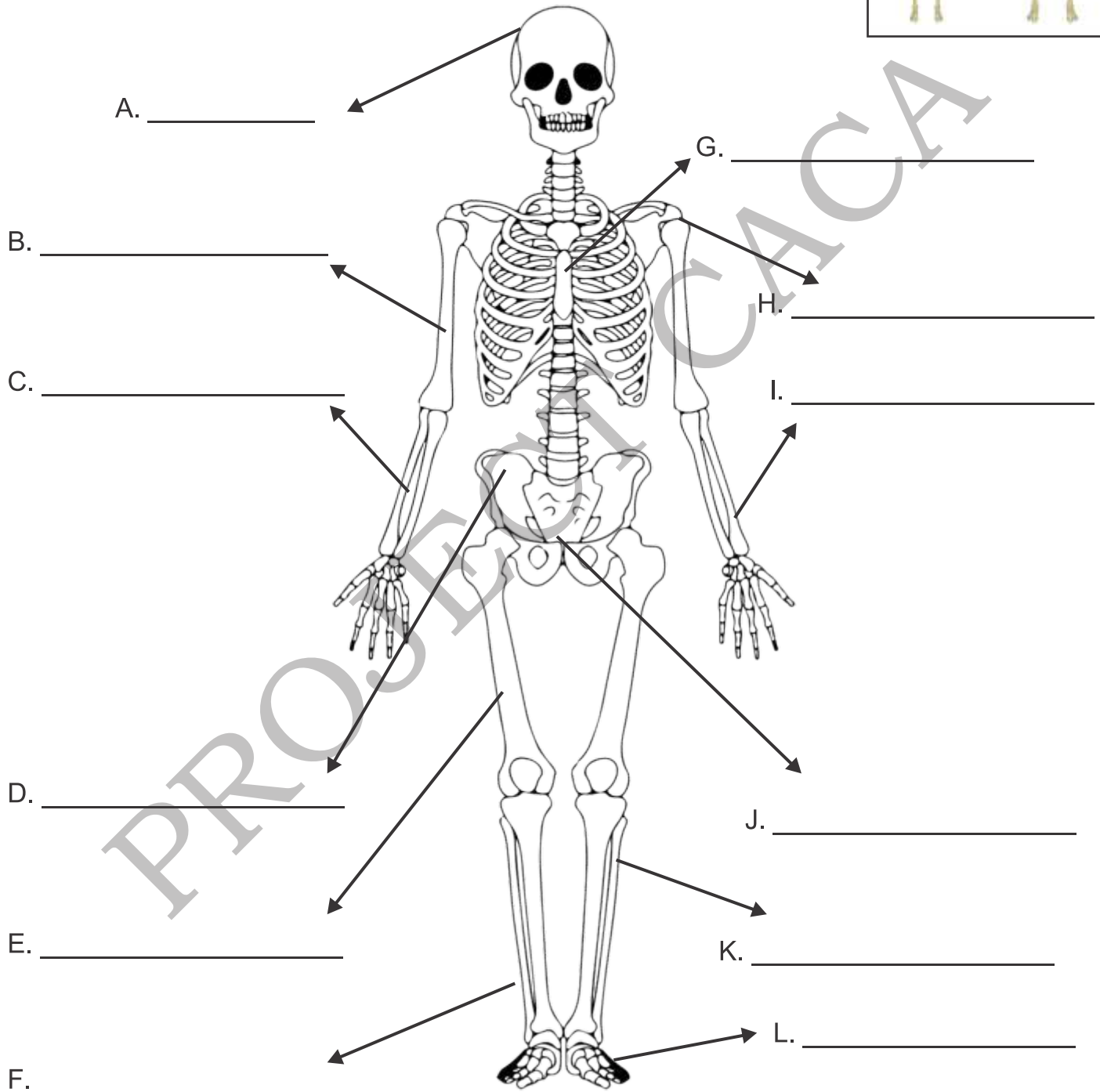


8

Human Skeleton



Name the bones in the human skeletal system.



Cue Box: 1. Skull 2. Fibula 3. Sternum 4. Radius 5. Sacrum 6. Ulna 7. Pelvis 8. Femur 9. Scapula 10. Phalanges 11. Tibia 12. Humerus



9



A skeleton named Skull lived in a small town called Boneland. Nobody knew whether Skull was a she or a he, so it's up to you to decide.

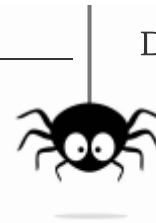
If you think Skull is a she, tick 'she/her' while reading the story; if you feel Skull is a he, tick 'he/him.' Alternatively, you can simply enjoy the story without worrying about whether Skull is a he or a she. Unlike us, Skull can go through only 4 feelings. Don't forget to fill in the blanks with the feelings numbered 1 to 4 that you think Skull must have experienced.

A. _____

B. _____

C. _____

D. _____



A Day with Skull

Neighbours often saw the bony Skull walking along the roadside, dancing, singing, and waving at passers-by. Skull found adventure in each day.

One cloudy morning, Skull heard laughter from the playground. Children were playing catch, and their cheerful voices floated in the air. The ball

Cue Box: 1. Angry 2. Sad 3. Scared 4. Happy

rolled to Skull's feet, and with a clumsy kick, she/he sent it back. The children clapped, and Skull smiled, feeling ?.

i. What did Skull feel? _____

Later in the day, Skull bought a red balloon that bounced with each step. Suddenly, the string slipped from her/his hand. Skull reached out, but it was too late—the balloon floated away to join the clouds. Skull's shoulders drooped and her/his jaw hung low. She/he felt ?.

ii. What did Skull feel? _____

Suddenly, the clouds began to roar. Skull saw lightning flashing in the sky. The trees shook, and birds shrieked in fright. Skull's bones rattled. She/he huddled under a tree, her/his knees knocking, and she/he felt ?.

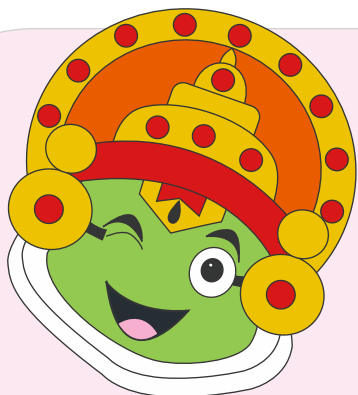
iii. What did Skull feel? _____

When the storm passed, the streets were filled with puddles and litter. Many tall, strong trees had fallen to the ground. Skull heard a bird crying. Looking around, she/he saw a little bird in pain, trapped in a bush. Skull carefully lifted the bird out and placed it in a safe spot. She/he felt ? at the storm.

iv. What did Skull feel? _____

Later, as Skull was walking back home, she/he again heard laughter from the playground. The children were calling, "Come, join us for a game, Skull!" Her/his face brightened. Joining their skipping game, Skull clapped to the rhythm. She/he felt ? once more.

v. What did Skull feel? _____



Let us be a little naughty and copy the story – 'A Day with Skull.' However, this time, you don't have to fill in the blanks with the feelings you think Skull must have experienced. Instead, Skull's eyes will speak for her/his feelings. You'll notice that we've replaced her/his feelings with the expression in her/his eyes. After all, eyes can speak too!

In the end, you'll need to name the feelings that these eyes are showing.

A Day with Skull

Neighbours often saw the bony Skull walking along the roadside, dancing, singing, and waving at passers-by. Skull found adventure in each day.

One cloudy morning, Skull heard laughter from the playground. Children were playing catch, and their cheerful voices floated in the air. The ball rolled to Skull's feet, and with a clumsy kick, she/he sent it back. The children clapped, and Skull smiled, feeling **?**. - **A.**



Later in the day, Skull bought a red balloon that bounced with each step. Suddenly, the string slipped from her/his hand. Skull reached out, but it was too late—the balloon floated away to join the clouds. Skull's shoulders drooped and her/his jaw hung low. She/he felt **?**. - **B.**



Suddenly, the clouds began to roar. Skull saw lightning flashing in the sky. The trees shook, and birds shrieked in fright. Skull's bones rattled. She/he huddled under a tree, her/his knees knocking, and she/he felt **?**. - **C.**



When the storm passed, the streets were filled with puddles and litter. Many tall, strong trees had fallen to the ground. Skull heard a bird crying. Looking

around, she/he saw a little bird in pain, trapped in a bush. Skull carefully lifted the bird out and placed it in a safe spot. She/he felt ? at the storm. - **D.**



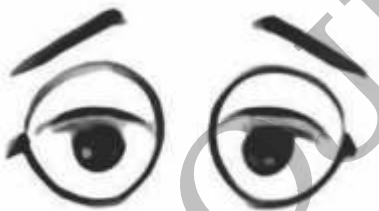
Later, as Skull was walking back home, she/he again heard laughter from the playground. The children were calling, “Come, join us for a game, Skull!” Her/his face brightened. Joining their skipping game, Skull clapped to the rhythm. She/he felt ? once more. - **E.**



A. _____



B. _____



C. _____



D. _____



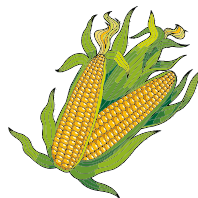
E. _____

Cue Box: 1. Angry 2. Sad 3. Scared 4. Happy 5. Naughty



Now I know: Actors and dancers use their eyes, eyebrows, and face to express feelings.





Unscramble the names of the crops and match them with their images.

A.



1. TWEAH _____

B.



2. ERIC _____

C.



3. ZAMIE _____

D.



4. LERBAY _____

E.



5. LEMILT _____

F.



6. NOTCTO _____

G.



7. RANECAGUS _____

H.



8. TURNGOUND _____

I.



9. DRAMUST _____

J.



10. TOAPTO _____

Cue Box: 1. Wheat 2. Maize 3. Millet 4. Sugarcane 5. Groundnut 6. Mustard 7. Rice 8. Barley 9. Cotton 10. Potato

The Stag & His Magnificent Antlers

12



Unscramble the names of the tribes and match them with their states.

A. GNDO _____

1. Assam

B. SLANHTA _____

2. Andaman & Nicobar Islands

C. HLBI _____

3. Tamil Nadu

D. ODTA _____

4. Madhya Pradesh

E. DOBO _____

5. Meghalaya

F. HSKIA _____

6. Odisha

G. JAWRA _____

7. Sikkim

H. CHELPA _____

8. Rajasthan

I. UMDAN _____

9. Jharkhand



Credit: India Today



Credit: Jagran



Credit: India Today

Cue Box: 1. Gond 2. Bhil 3. Bodo 4. Jarwa 5. Munda 6. Santhal 7. Toda 8. Khasi 9. Lepcha

When Mother Earth Shakes

13



Match the Indian states and union territories with their letter names.

A		B	
1. A ndhra P radesh	A. HP	1. M anipur	A. PB
2. A ssam	B. CG	2. M egha l aya	B. UP
3. B ihar	C. GJ	3. N aga l and	C. TG
4. C hattis g arh	D. AS	4. O disha	D. WB
5. G ujarat	E. KA	5. P unjab	E. MN
6. H aryana	F. JH	6. R ajasthan	F. TN
7. H imachal P radesh	G. AP	7. S ikkim	G. UK
8. J harkhand	H. HR	8. T amil N adu	H. RJ
9. K arnataka	I. BR	9. T elangana	I. NL
10. K erala	J. MP	10. U ttar P radesh	J. ML
11. M adhya P radesh	K. MH	11. U ttara k hand	K. SK
12. M aharashtra	L. KL	12. W est B engal	L. OD
C			
1. C handigarh	A. DL		
2. D elhi	B. JK		
3. J ammu and K ashmir	C. CH		



Fill in the blanks.

- A. The _____ is our home planet as we all live here.
- B. A leftover is _____ waste when it rots over time.
- C. When anything _____, it slowly, bit by bit, vanishes into the earth, air, or water.
- D. Waste that cannot rot is called _____ waste.
- E. Using something _____ and _____ is called recycling.
- F. All our leftover food is _____ waste.
- G. All _____ things are biodegradable.
- H. _____ bottles are non-biodegradable.
- I. All things made from _____ are biodegradable.
- J. All paper, like the paper of this booklet, is made from _____ and is biodegradable.
- K. It is wise to _____ biodegradable things; otherwise, the earth will be filled with non-biodegradable things, like plastics.



Now I know: Recycling is a good habit.

Cue Box: 1. recycle 2. again 3. living 4. non-biodegradable 5. decomposes 6. plastic 7. plants 8. biodegradable 9. trees 10. Earth 11. wet

Think Before You Choose

15

Write what you think the leaking water bottle is saying to the three musketeers.



PROJL



16

Write 'True' (T) or 'False' (F).



Image source: Scroll.inn

A. Water shortage means there is not enough clean water for people to drink, cook their food, clean themselves, and wash their clothes, cars, and houses. ☐

B. Water scarcity is only a problem in arid (dry) regions. ☐

C. Water shortage means that people have to stand in long queues for a long time to wait for their turn to get clean drinking water. ☐

D. Water can be found in liquid form, as water; gas, as vapour; and solid, as ice. ☐

E. The air we breathe does not contain water. ☐

F. The Earth is the only body in the solar system that has water. ☐

G. The Earth is the only body in the solar system that has water in all three forms on its surface: liquid, gas, and ice. ☐

H. Water always flows from plains to mountains. ☐

I. Rainwater harvesting is a method of saving and storing rainwater. ☐

J. Groundwater is drawn using wells and tube wells. ☐

K. Deserts have plenty of fresh water. ☐

L. Lakes, ponds, rivers, and glaciers are related to water. ☐

I Love Dancing, but...

17



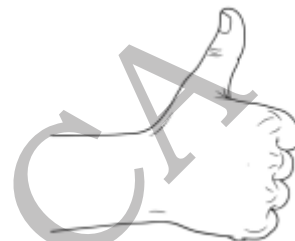
What are these hands saying?



A. _____



B. _____



C. _____



D. _____



E. _____



F. _____



F. _____



H. _____



I. _____

Cue Box: 1. Surprise 2. Fear 3. Humor 4. Love 5. Courage 6. Disgust 7. Peacock 8. Beauty 9. Friendship

Now I know: In Indian classical dances, hand gestures are called Mudras. These mudras tell stories, show actions, and express emotions.



18



Name these dances.

A. The graceful dance with pointe shoes and tutus that originated in Italy.

B. This lively Latin dance, often performed in pairs.

C. A famous dance from Argentina.

D. A joyful Brazilian dance often seen during Carnival.

E. A fitness dance that combines music and exercise.

F. A lively European folk dance.

G. A modern style of street dance.

H. A dance that focuses on foot tapping.

I. A traditional folk dance from the Rajasthan region of India, performed by women in flowing ghagra (skirts).

J. A major Indian classical dance form from the state of Manipur, India.



Cue Box: 1. Ghoomar 2. Samba 3. Salsa 4. Manipuri 5. Tapdance 6. Ballet 7. Manipuri 8. Tango 9. Hip-Hop 10. Zumba 11. Polka

Now I know: Every culture and place in the world has its own dance; no place can exist without dancing.

Eat Healthy & Eat Safe

19

Fill in the blanks by writing the letters A to L from the list of sentences in the boxes for the idioms. One has been done for you.



- | | | |
|--|-----------------------------------|--------------------------------|
| A. The teacher told a joke to __ and make everyone feel comfortable. | 1. once in a blue moon | <input type="text" value="D"/> |
| B. The English test was a __ for Neha; she finished it quickly. | 2. spilt the beans | <input type="text"/> |
| C. Riya accidentally let the __ about the surprise party. | 3. cry over spilt milk | <input type="text"/> |
| D. My cousin lives far away, so we meet __. | 4. burn the midnight oil | <input type="text"/> |
| E. I have a __, so I can't speak very clearly. | 5. piece of cake | <input type="text"/> |
| F. By shopping online, I can buy gifts and save money at the same time – I can __. | 6. frog in my throat | <input type="text"/> |
| G. He did not mean to tell the secret, but he __. | 7. hit the nail on the head | <input type="text"/> |
| H. The soldier had to __ and fight even though he was scared. | 8. added fuel to the fire | <input type="text"/> |
| I. Stop worrying about your broken toy; don't __. | 9. break the ice | <input type="text"/> |
| J. Ritu studied all night before her exam; she had to __. | 10. bite the bullet | <input type="text"/> |
| K. When Ravi explained the problem, he __. | 11. cat out of the bag | <input type="text"/> |
| L. Shouting at each other only made things worse; it just __. | 12. kill two birds with one stone | <input type="text"/> |

Now I know: Idioms are phrases that do not mean exactly what the words say. They have a special meaning.



fssai



20



Eat Right
India



Eat Right
SCHOOL

Tick if true; otherwise, put a cross.

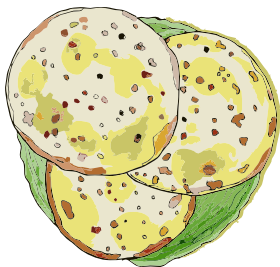
- A. Our body is made up of the same type of cells. ☐
- B. The cells in our body need raw materials, which come from their food. ☐
- C. Our food or diet is what we eat, drink, and breathe. ☐
- D. Our body can store food and oxygen. ☐
- E. The food that we eat lands in our stomach through food pipes. ☐
- F. Unlike breathing, digestion is a slow process. ☐
- G. You can measure what you eat. ☐
- H. Too many calories are good for us. ☐
- I. Excess sugar in our body may lead to a disease called diabetes. ☐
- J. When we overeat, especially sugar, and do little or no exercise, we become obese. ☐
- K. Food adulteration is against the law. ☐
- L. Food fortification is bad for our health. ☐
- M. We require vitamins and minerals in large quantities. ☐
- N. Water provides us with energy. ☐



A Muddy Bath

21

Identify the state to which these dishes belong.



Puran Poli

A. _____



Appam with Stew

B. _____



Rasgulla

C. _____



Rogan Josh

D. _____



Masor Tenga

E. _____



Dhokla

F. _____



Litti Chokha

G. _____



Daal Baati Churma

H. _____



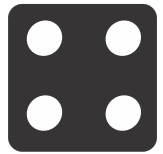
Sarson da Saag
and Makki di Roti

I. _____

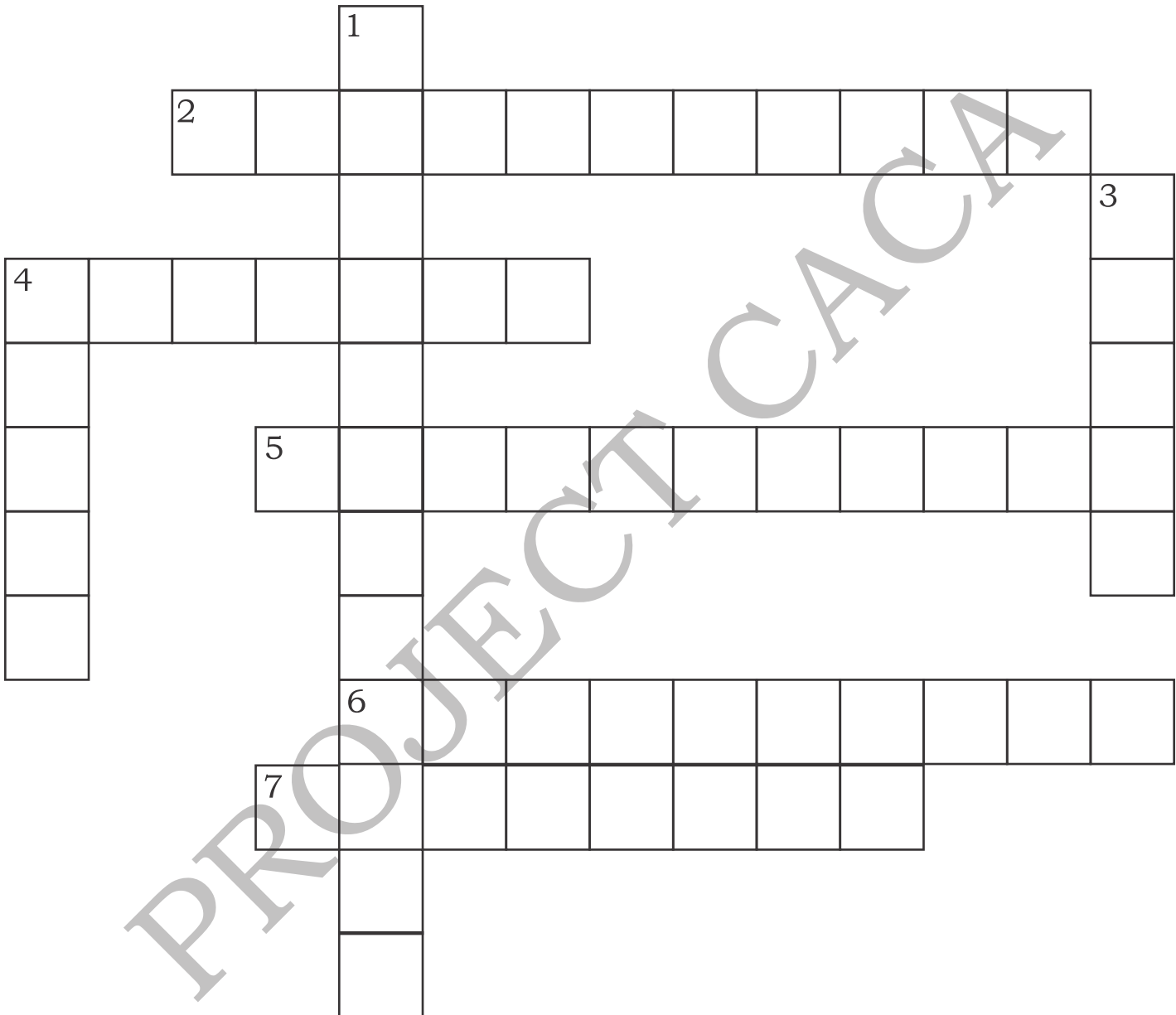
Cue Box: 1. Gujarat 2. Bihar 3. Rajasthan 4. Jammu & Kashmir
5. Kerala 6. Punjab 7. Assam 8. Maharashtra 9. West Bengal

A Frog in Your Throat

22



Crossword.



Across

- 2 A device to measure temperature
- 4 It helps prevent certain diseases and infections
- 5 A medical instrument to listen to internal sounds of the body
- 6 An infection which causes red spots all over the body
- 7 Organisms which can be both helpful and harmful

Down

- 1 A doctor who specialises in children and their diseases
- 3 Rise in body temperature
- 4 Harmful germs causing infections and diseases



Answers: **2:** A-5, B-8, C-1, D-10, E-9, F-3, G-6, H-4, I-2, J-7 - **3:** A-3-e, B-4-b, C-7-c, D-2-g, E-5-h, F-9-d, G-6-i, H-8-a, I-1-f - **4:** A-5, B-4, C-6, D-2, E-8, F-3, G-5, H-9, I-7 - **6:** A-3-3, B-5-2, C-4-6, D-6-7, E-7-5, F-2-2, G-1-4 - **7:** A-5-ii, B-7-vi, C-6-I, D-1-v, E-4-vii, F-3-iii, G-2-iv - **8:** A-1, B-12, C-4, D-7, E-8, F-2, G-3, H-9, I-6, J-5, K-11, L-10 - **9:** A-4, B-2, C-3, D-1, i-4, ii-2, iii-3, iv-1, v-4 - **10:** A-4, B-2, C-3, D-1, E-5 - **11:** A-5-3, B-9-6, C-2-7, D-6-9, E-1-1, F-4-8, G-3-2, H-10-10, I-8-5, J-7-4 - **12:** 1-E-3, 2-G-4, 3-D-7, 4-A-1, 5-F-8, 6-B-6, 7-H-9, 8-C-2, 9-I-5 - **13:** A: 1-G, 2-D, 3-I, 4-B, 5-C, G-H, 7-A, 8-F, 9-E, 10-L, 11-J, 12-K, B: 1-E, 2-J, 3-I, 4-L, 5-A, 6-H, 7-K, 8-F, 9-C, 10-B, 11-G, 12-D, C: 1-C, 2-A, 3-B - **14:** A-10, B-8, C-5, D-4, E-2, F-11, G-3, H-6, I-7, J-9, K-1 - **16:** A-T, B-F, C-T, D-T, E-F, F-T, G-T, H-F, I-T, J-T, K-F, L-T - **17:** A-4, B-3, C-5, D-2, E-6, F-1, G-8, H-9, I-7 - **18:** A-6, B-3, C-8, D-2, E-10, F-11, G-9, H-5, I-1, J-7 - **19:** 1-D, 2-G, 3-I, 4-J, 5-B, 6-E, 7-K, 8-L, 9-A, 10-H, 11-C, 12-F - **20:** A-F, B-T, C-F, D-F, E-T, F-T, G-T, H-F, I-T, J-T, K-T, L-F, M-F, N-F - **21:** A-8, B-5, C-9, D-4, E-7, F-1, G-2, H-3, I-6 - **22:** 1-Pediatrician, 2-Thermometer, 3-Fever, 4-Virus, Vaccine, 5-Stethoscope, 6-Chickenpox, 7-Microbes

Project CACA

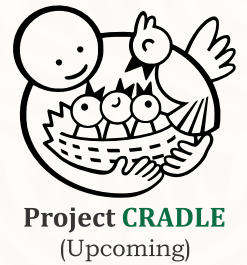
Stakeholders: ST-Students; TH-Teachers; NTS-Non Teaching Staff; PT-Parents; SA-School Authority

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	✓	✗	✗	✗	✗

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.

My Picture-cum-Colouring and Practice Booklets (UKG to IX)



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.

My Practice Booklets (Class III to Class IX)



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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End the Stigma, Raise Awareness