



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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Co-relate the attributes with the situations. One has been done for you.

- | | | |
|----------------------------------|-------------------------------|-------------------------|
| A. Conflict resolution <u>3</u> | G. Coping with emotions _____ | L. Mindfulness _____ |
| B. Collaboration _____ | H. Coping with stress _____ | M. Friendliness _____ |
| C. Resilience _____ | I. Problem-solving _____ | N. Assertiveness _____ |
| D. Critical thinking _____ | J. Self-awareness _____ | O. Confidence _____ |
| E. Decision-making _____ | K. Anger management _____ | P. Responsibility _____ |
| F. Effective communication _____ | | |

1. Jyoti noticed her heart beating fast just before her final examinations and took slow breaths to calm herself.
2. Priya confronted her friend by saying, "I felt hurt when you said that. I want you to apologise."
3. Vinita's cousins wouldn't listen to her as they both wanted to play with the same ball, so she suggested using a timer so that each had 30 minutes to play.
4. When Rohit saw his neighbour carrying heavy books, he went to help him.
5. Shaoni volunteered to read the poem she wrote aloud in the assembly.
6. Himanshi told her cousin, "I need some quiet time right now, we can play after ten minutes."
7. With a project due, Gurpreet took short water breaks, stretched, and continued steadily.
8. Sunny moved aside and said, "Come, sit here with us," to a new student.
9. A stranger asked Vibhu for a photo; he refused and told his parents.
10. Sagar felt his eyes were tired from screens, so he took a short break and stretched.
11. After losing the game, Muskan paused, counted from 1 to 10, then congratulated the winner calmly.
12. Nupur felt sad when her drawing wasn't chosen; she wrote one line in her feelings diary and spoke to her teacher.
13. An unknown profile added Prateek; he blocked the account, and told his parents.
14. During group art, Aman initiated and shared tasks fairly among all the group members.
15. After losing a race, Neha said, "I'll practise and try again tomorrow," and joined the next round.
16. Farhan's pet's cage latch was stuck; he tried a paper clip carefully and opened it safely.

Note: One situation may fall under more than one attribute.

Children, Children Everywhere Children Dark & Children Fair

2

How would you like to express the following quantities — in millions, billions, or trillions? Write M for millions, B for billions, and T for trillions. If you think these numbers are too large for the quantity, write “none”. Discuss your answers with your classmates.

- A. Galaxies in the universe. _____
- B. Number of years in a persons life. _____
- C. Stars in our home galaxy (the Milky Way). _____
- D. World population. _____
- E. Number of days in a persons life. _____
- F. Population of India. _____
- G. Word population of children. _____
- H. Number of weeks in a persons life. _____
- I. Number of insects on Earth. _____
- J. Number of cells in the human body. _____
- K. Number of months in a persons life. _____
- L. Number of grains of sand on a beach. _____
- M. Number of books in a school library. _____
- N. Number of bacteria on your hand. _____
- O. Number of hours in a persons life. _____
- P. Number of heartbeats in a lifetime. _____
- Q. Amount of data stored on the internet. _____
- R. Number of seconds in a persons life. _____
- S. Distance from Earth to the nearest star (in kilometres). _____
- T. Number of stars in the observable universe. _____
- U. Number of trees on Earth. _____
- V. Number of neurons in the human brain. _____





Data Analysis: Child Workers

Source: Government of India—Lok Sabha reply (state-wise child workers, Census 2011).

State/UT	Reported cases (Rounded values)
Uttar Pradesh (UP)	900,000
Maharashtra (MH)	500,000
Bihar	450,000
Andhra Pradesh (AP) & Telangana	400,000
Madhya Pradesh (MP)	285,000
Rajasthan	250,000
Gujarat	250,000
Karnataka	250,000
West Bengal (WB)	235,000
Tamil Nadu (TN)	150,000

A. How many states are in the data? _____

B. UP has the biggest population in India. Does it also have the most working children? _____

C. How many working children are there in all the states together? _____

D. About how many times more working children are in MH than in Karnataka? _____

E. About how many times more working children are in Bihar than in TN? _____

F. About how many times more working children are in Bihar than in Rajasthan? _____

G. Do Gujarat and Karnataka together have more working children than Bihar? _____

H. How many working children are there altogether in TN, WB and Karnataka? _____

I. UP has about how many times the number of working children in TN? _____

J. Do MH and Bihar together have more working children than UP? Yes/No

K. Does the data show how many working children are girls and boys? Yes/No

L. Does the data show how many working children are below 14 years? Yes/No

M. Does the data show what kind of work these children do? Yes/No

N. Does the data show how many hours per day or days per week they work? Yes/No



Match the UNSDG with their logos.

A. Gender Equality



B. Clean Water and Sanitation



C. Affordable and Clean Energy



D. Decent Work and Economic Growth



E. Quality Education



F. Reduced Inequalities



G. Sustainable Cities and Communities



H. Responsible Consumption and Production



I. Climate Action



J. Life Below Water



K. Life on Land



L. Peace, Justice, and Strong Institutions



M. Zero Hunger



Tabassum Needs Glasses

5



Write emotions-feelings (A to P) in the space provided at the end of the story. You can repeat your answers or write more than one feeling in a given space. Discuss your answers with your classmates.

It had been a week since Aarav's art competition results were declared. He had not won any prize. His friends, who had come second and third, kept talking about their paintings all day. Aarav stayed quiet. He felt like his efforts had gone to waste – **A**.

At home, he sat staring at his painting — a sunrise over the river — but all he could think of was how the judges must have found it “too simple.” He wondered if simplicity was the same as being boring – **B**.

Each day, Aarav's interest in painting started to fade. He stopped taking out his brushes. Even when his mother reminded him that not every effort needed a medal, he could not stop feeling small inside – **C**.

One evening, Aarav's grandfather visited. He saw the unused paints and blank canvas. “Why don't we paint together tonight?” he asked cheerfully – **D**. Aarav reluctantly agreed. His grandfather dipped the brush into the blue colour and painted the first stroke. “See, the sky has no rules,” he said.

As they painted side by side, Aarav felt something shift inside him. The canvas no longer looked scary or judgmental – **E**. His hand began to move freely. He mixed yellow and red to form orange, and the river came alive again.

The next morning, Aarav's grandfather showed him a newspaper article. It was about a nearby children's hospital that wanted cheerful paintings for its walls. “Why don't you give your river sunrise to them?” he said – **F**.

Aarav agreed. When the hospital staff put up his painting in the children's ward, a little girl in a wheelchair pointed at it and smiled. “Look, the sun is waking up!” she said. Aarav's heart swelled – **G**.

From that day onwards, Aarav began painting again, this time for others, not for prizes – **H**. His new paintings were filled with bright colours and kind thoughts. He made one for the old-age home, one for the school library, and one for his best friend's birthday.

Soon, his teachers noticed his work and displayed his paintings in the school exhibition. Aarav felt proud but also nervous about whether others would like them – **I**.

During the exhibition, a few classmates walked by and whispered, “He’s showing off again!” Aarav froze, his throat tightened, and he wanted to take his paintings down – **J**.

But just then, one of the younger students tugged at his sleeve and said, “Your painting looks like happiness.” Aarav smiled weakly, but the words stayed with him – **K**.

That night, he told his grandfather about what had happened. “Some people laughed,” he said, “but one person smiled.” His grandfather replied, “Sometimes, we forget that even one smile is enough to keep going.” – **L**.

The next day, Aarav went to the exhibition again. This time, he stood proudly beside his paintings, explaining them to whoever asked – **M**. His confidence slowly returned.

A week later, he was invited to make a mural on the school wall. He called his friends to help, including those who had teased him earlier. At first, they hesitated, but then agreed – **N**.

Working together, they laughed, mixed colours, and created something beautiful. The wall was full of suns, rivers, and trees — each brushstroke telling a story of teamwork and courage – **O**.

When the mural was complete, Aarav stepped back and looked at it. He no longer thought of art as a competition, but as a conversation — one that connects hearts through colour – **P**.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

K. _____

L. _____

M. _____

N. _____

O. _____

P. _____

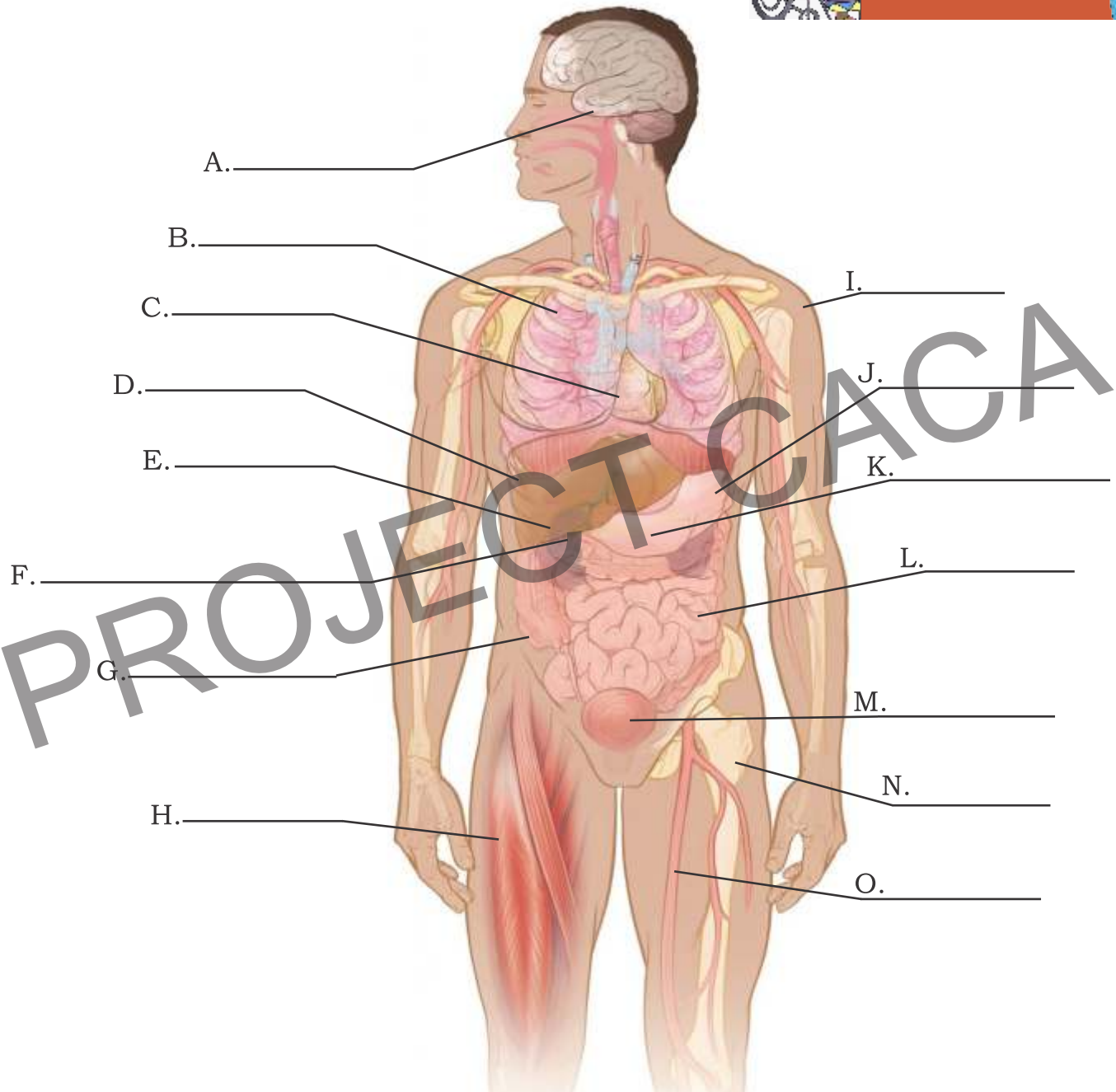
Give a title to this story:

Kartik and His Mother

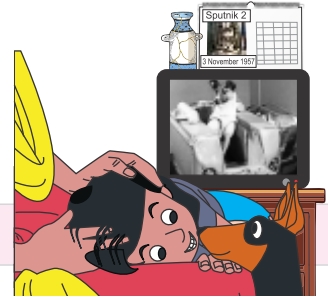
6



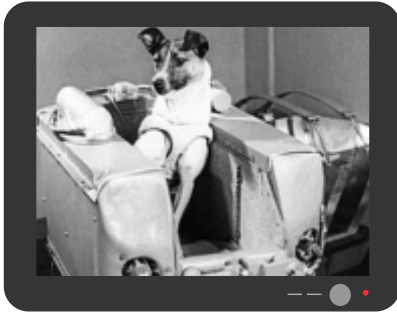
Label the vital organs in the human body.



Cue Box: 1. Heart 2. Large intestine 3. Lungs 4. Muscles 5. Brain 6. Liver 7. Gallbladder 8. Kidney 9. Arteries 10. Skin 11. Bladder 12. Stomach 13. Bones 14. Small intestine



Fair or Unfair.



Modern medicines first go through animal trials. Mice, rabbits, dogs and monkeys are usually involved in such trials. Without such tests, we cannot make life-saving drugs.

What does it mean to be a guinea pig? Is it moral to use animals for experiments or medical trials? Compare your answers with your classmates.



A Letter From Doctor Auntie

8



Doctors (Maze-Search, Down-Across-Diagonal)

G O X Z R Y L T Y J H E Y I E Q W D L O
S A T L O Z V Q B R N X D X J R I E C P
W F S O S L E U O C X I H S P L B N G H
A O N T L A N O A V N X E U U K D T Z T
Q B R O R A S E R J H H G R C N A I I H
D S S M C O R D P T E T H G Y P V S R A
M T H T P Y E Y E H H P A E L H I T Y L
U E S R A X N N N R R O U O C R I R T M
N T B Z T O Y H T G M O P N B Y V H F O
Q R J H B E O W S E O A L A H B C Y G L
Y I Z Q E D N Q H G R L T O E B V I R O
B C F P W A R N F H T O O O G D R J Z G
Q I X H Z S G X X Z U U L G L I I R U I
N A U R M G K R S A E P Q O I O S C J S
V N B Q B M O E E A O Y V Q G S G T S T
X Z N C A R D I O L O G I S T I T I E E
Z Z Z J P Y B N D H T N T W W J S X S B
F A E P N E U R O L O G I S T U C T I T
M A V H Q E X K N P E E A J M V C Z C F
L N M E N D O C R I N O L O G I S T U T

Cue Box: Cardiologist, Dentist, Dermatologist, Endocrinologist, Gastroenterologist, Nephrologist, Neurologist, Obstetrician, Ophthalmologist, Orthopaedics, Otolaryngologist, Surgeon

Crossing the Line

9

Match the sportspersons with the sports they play.



A. Mary Kom

1. Shooting

B. Ankita Raina

2. Badminton

C. PV Sindhu

3. Cricket

D. Bala Devi

4. Gymnastics

E. Dipa Karmakar

5. Table Tennis

F. Sakshi Malik

6. Hockey

G. Mirabai Chanu

7. Tennis

H. Smriti Mandhana

8. Swimming

I. Manika Batra

9. Weightlifting

J. Shivani Kataria

10. Wrestling

K. Rani Rampal

11. Boxing

L. Apurvi Chandela

12. Football



Read the chapter in My Safety Workbook and answer the following questions.

A. Why did Sana and Arpit start fighting on the bus? _____

B. What did Pokso say about quarrels or conflicts? _____

C. List the four approaches Pokso shared for resolving conflicts.

1. _____ 2. _____
3. _____ 4. _____

D. Match the words with their meanings.

- | | |
|--------------|--------------------------------------|
| 1. Conflict | a. A playful insult |
| 2. Spectacle | b. A disagreement or argument |
| 3. Jostling | c. Something that attracts attention |
| 4. Stealer | d. Pushing or shoving in a crowd |

D. Write a short dialogue between two friends who want the same cricket bat.

Friend 1: _____

Friend 2: _____

Friend 1: _____

Friend 2: _____

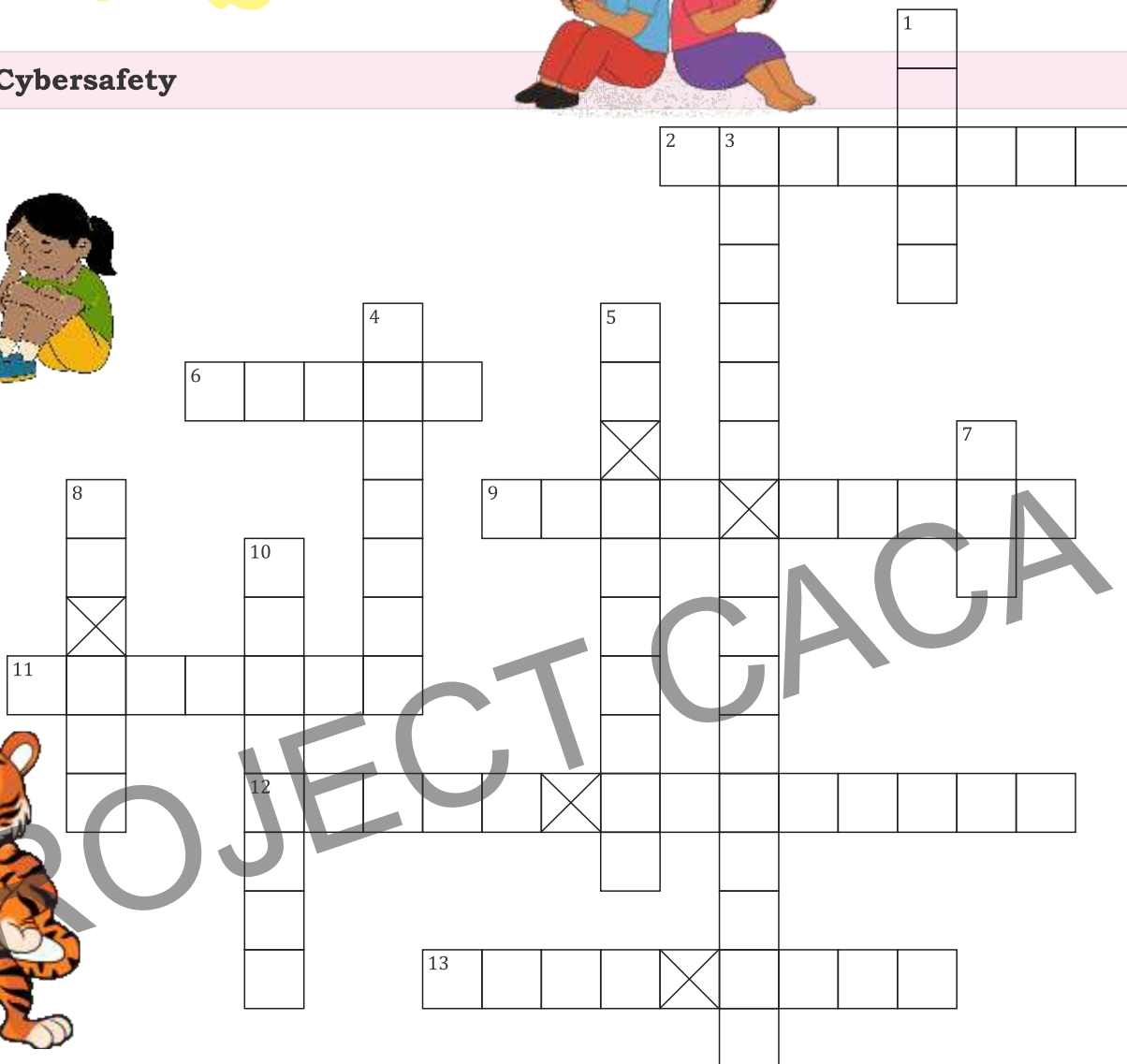
Solve this problem peacefully using one of Pokso's methods? _____

The Virtual World

11



Crossword: Cybersafety



Across

2. Cyber-bullying a person online by making repeated and persistent harassing comments or threatening remarks about her or him.
6. Relating to information technology/the internet and virtual reality.
9. A website that allows people to send instant messages to each other.
11. Using a computer to steal your private information.
12. Using a smartphone or camera to record an incident where a person is being cyber-bullied and then circulating it on the internet.
13. False stories that appear to be accurate or true news are spread on the internet or using other media.

Down

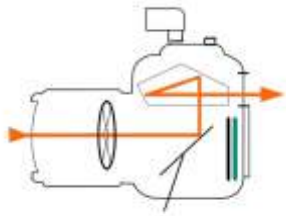
1. Be a buddy, not a _____
3. Circulating gossip though email, text messages, pictures or other means.
4. Sending sexually explicit content to another person via the internet or using MMS.
5. A unique string of numbers separated by full stops that identifies each computer/phone using the internet to communicate.
7. Multimedia Messaging Service.
8. An Indian law applicable to people and organisations using the internet, smartphones and computer-related things.
10. A fake email or message sent to a person to verify an account that leads to disclosure of their personal information, such as passwords and credit card numbers.



Put a ✓ if you think the action would hurt someone's dignity; otherwise, put a ✗.

Dignity means treating every person with respect and kindness, simply because they are human. It means not embarrassing, insulting, or putting others down. Everyone has dignity, and everyone deserves to feel valued.

- A. Rita drops her water bottle in class. Aarav points at her and laughs loudly while others join in.
- B. Ishita forgets an answer during a lesson. Her teacher smiles kindly and says, "Take your time."
- C. Two boys refuse to play with Sam because they think his clothes look "old".
- D. Meera helps a younger child tie their shoelaces without making fun of them.
- E. A group of children copy the way a new student talks and tease him.
- F. Rohan shares his snack with a friend who forgot to bring lunch.
- G. During sports, a girl falls. One boy shouts, "Get up! You're so slow!"
- H. The class claps when Ananya tries her best in a poem recitation, even though she made mistakes.
- I. Neema listens to her friend's problem without interrupting and says, "I'm here for you."
- J. A new student comes from a poorer neighbourhood. Some children avoid sitting with her because they think she is "different".
- K. Ravi's family cannot afford a school trip. His classmates offer to share the cost so he can join them.
- L. A teacher shouts at a student in front of the whole class for not doing homework and says, "You are useless!"
- M. A parent scolds a child harshly for not finishing breakfast on time and calls them "lazy" in front of others.
- N. A student rolls his eyes at the teacher, interrupts her repeatedly, and says, "You don't know anything!"
- O. A child yells at their parents in public and says, "I don't have to listen to you!"



Co-relate the blanks from the world of photography with the numbers from the clue box. One has been done for you.

- A. The word 8 comes from Greek words that mean “drawing with light.”
- B. The first permanent photograph was taken around the year ____.
- C. The first practical camera for photography was developed by ____.
- D. The small opening in a camera that lets light enter is called the ____.
- E. The ____ of a camera controls how long the sensor is exposed to light when taking a picture.
- F. A photograph taken from high above the ground, usually by a drone, helicopter, or aeroplane, is called an ____ photograph.
- G. Modern cameras and smartphones use a ____ instead of film to capture images.
- H. Before digital cameras, photos were captured on a light-sensitive material called ____.
- I. Taking a picture of yourself using a camera or smartphone is called a ____.
- J. In photography, the term “____” means making the main subject sharp and clear.
- K. A macro photograph is taken to show tiny details of very ____ objects.
- L. The time of day known as the “____” for taking beautiful photos is around shortly after sunrise or shortly before sunset.
- M. ____ is essential in photography because it helps make pictures look clear and attractive.

Cue Box: 1. aperture; 2. shutter; 3. selfie ; 4. photographic film; 5. focus; 6. small; 7. golden hour; 8. photography; 9. Lighting 10. 1826; 11. aerial; 12. digital image sensor; 13. Joseph Nicéphore

Pokso Plays Dumb Charades

14



Match the following dog gestures.



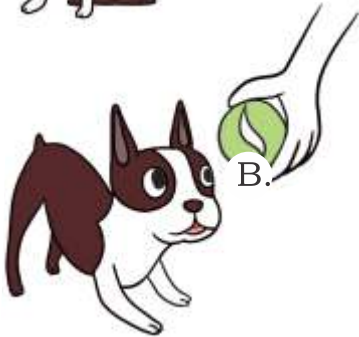
A.

1. Alert



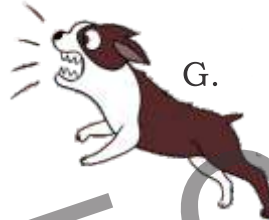
F.

6. Friendly



B.

2. Afraid



G.

7. Fun



C.

3. Relaxed



H.

8. Thinking



D.

4. Ready



I.

9. Happy



E.

5. Curious



J.

10. Angry

Cue: <https://projectcaca.org/wp-content/uploads/2022/07/28.pdf>





Co-relate the following Indian awards with their names from the clue box. One has been done for you.

- A. Given to sportspersons for consistent performance. 9
- B. Highest honour in the medical field. ____
- C. Highest sports honour. ____
- D. Second-highest peacetime gallantry award. ____
- E. For women's empowerment. ____
- F. Given to children. ____
- G. For exceptional bravery during peacetime. ____
- H. The third-highest civilian honour. ____
- I. Highest honour in cinema. ____
- J. The fourth-highest civilian award. ____
- K. Highest wartime gallantry award. ____
- L. To recognise the achievements in science. ____
- M. The highest civilian award. ____
- N. The second-highest civilian award. ____
- O. For outstanding literary work. ____



Cue Box: 1. Padma Vibhushan ; 2. Jnanpith Award; 3. Shanti Swarup Bhatnagar Award; 4. Param Vir Chakra; 5. Padma Bhushan; 6. Dadasaheb Phalke Award; 7. Bharat Ratna; 8. Padma Shri; 9. Arjuna Award; 10. Nari Shakti Puraskar; 11. Dr. B. C. Roy Award; 12. Ashoka Chakra; 13. Kirti Chakra; 14. Pradhan Mantri Rashtriya Bal Puraskar; 15. Major Dhyan Chand Khel Ratna Award



Write 10 idioms numbered A to J in the space provided at the end of the story.

Gurpreet and Tabassum were walking through the old market when they discovered a tiny shop called *The Café of Life*.

“What is it all about?” Tabassum said.

Gurpreet smiled and replied, “**A**,” pretending to be a detective. “It looks like it serves coffee, tea and snacks.”

Inside, they met Chef Basil, who proudly said he cooked like a **B**, always careful to maintain a delicate balance with every ingredient. On the counter stood a glowing pot labelled “**C**.”

“What does it do?” Gurpreet asked.

“To know its magic,” Chef Basil said, “you must help me first. It’s time to really **D**, into this task.”

He handed them a storybook of The **E**, and asked whether they were more like the hardworking Ant or the fun-loving Grasshopper.

Suddenly, from a jar on the shelf came a croaky warning:

“Don’t be like the **F**, Small problems grow big if you ignore them!”

Another jar shook and shouted, “**G**,”

Tabassum nearly fell backwards. “The cookie jar just talked!”

Chef Basil laughed and gave them tiny spoons.

“Add **H**, to this mixture. Too much or too little will ruin it.”

As they worked, he said gently,

“Remember, when you choose food, don’t always **I**. What smells or tastes nice isn’t always good for you.”

When the magical drink was ready, the chef said,

“This café believes **J**. Good food helps you become your best self.”

Tabassum and Gurpreet took small sips. The warm drink showed Gurpreet how often he delayed work.

They both laughed and promised to change.

Together, they realised that life needs both work and play — always in the right balance.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

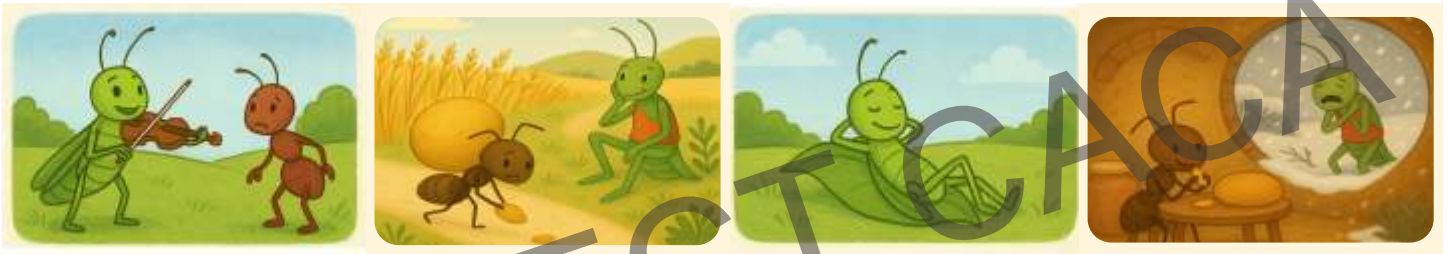
G. _____

H. _____

I. _____

J. _____

K. Write the short story of The Aunt and the Grasshopper.



Cue Box: 1. Boiling frog 2. follow your nose or tongue 3. Ant and the Grasshopper 4. The Elixir of Life 5. Elementary, my dear Watson 6. you are what you eat 7. a pinch of salt, a pinch of sugar 8. sink your teeth into this task 9. tightrope walker 10. Johnny Johnny, Yes Papa

Grandparent's Day

17



Read the chapter in My Safety Workbook and answer the following questions.

Story #1 by Gurpreet's grandma:



A. Who was Kavita Verma, and what did she love doing?

B. Why did Arjun and Meera struggle in school?

C. What did Mrs Verma hide in her books before she passed away?

D. Why did Arjun and Meera start reading their mother's books?

E. What kinds of clues did they find inside the books?

F. What was the password they finally found?

G. How did reading the books change Arjun and Meera?

H. What did they learn about the importance of study?

I. Why do you think their mother used riddles and puzzles instead of telling them the password directly?

Story #2 by Nancy's grandpa:



A. Where did the saint sit every morning?

B. What did Radha bring as an offering?

C. Why was her offering special, even though it was small?

D. What did the rich man offer to the saint?

E. How did the crowd react to the rich man's gift?

F. Whose offering did the saint praise as the greatest?

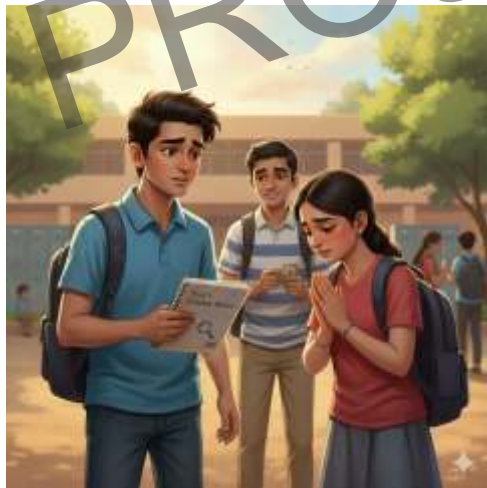
G. Why did he choose Radha's half-eaten mango?

H. What do you think the rich man felt after hearing the saint's words?

I. What does this story teach us about kindness and generosity?

J. Which offering would you have considered more valuable? Why?

Story #3 by Fatima's grandma:



A. Why was Ajay popular among his classmates?

B. What did Vijaya borrow from Ajay?

C. Why was Ajay getting worried before the test?

D. What had Ajay borrowed from Dinesh?

E. How did Dinesh try to remind Ajay about the borrowed money?

F. Why did Ajay not notice Dinesh's hints?

G. What finally made Ajay realise his mistake?

H. What did Vijaya say when Ajay asked for his notes?

I. What did Ajay do after realising he had not returned Dinesh's money?

Story #4 by Aishwarya, Eklavya and Birsa's grandma:



A. Who was Tara, and why was she famous?

B. What disaster struck her town?

C. Which object survived the earthquake?

D. Why did Tara consider the vase her lucky charm?

E. What did Ramesh first do when he saw the vase?

F. Why did Tara refuse to sell it?

G. What trick did Ramesh use to get the vase?

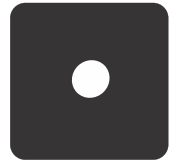
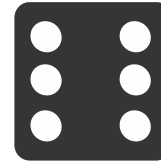
H. Why did Tara give the vase to the “old beggar”?

I. What did Tara tell Ramesh when he revealed the truth?

J. What lesson did Ramesh learn from Tara?

Water, Water Everywhere But...

18



Match the following Ramsar sites.

A. Sundarbans Wetland

B. Everglades National Park

C. Okavango Delta

D. Camargue

E. Danube Delta

F. Wadden Sea

G. Kakadu National Park

H. Doñana National Park

I. Camarga Wetlands

J. Lake Nakuru

K. Ichkeul National Park

L. Redberry Lake

M. Bahia de Lomas

N. Lake Baikal Wetlands

O. Banc d'Arguin National Park

P. Niger Delta

1. Romania & Ukraine

2. Tunisia

3. Italy

4. Mauritania

5. Spain

6. Canada

7. Russia

8. India

9. USA

10. Peru

11. Botswana

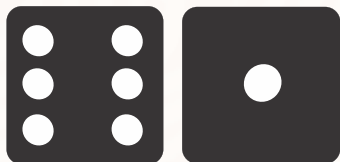
12. Nigeria

13. France

14. Netherlands,
Germany & Denmark

15. Kenya

16. Australia



Answers: 1: A-3; B-4,8,14; C-12,15; D-16; E-13; F-2; G-11,12; H-1,7,10; I-3,16; J-5; K-11; L-1,10; M-8; N-2,6,9; O-5,14; P-6,13 – 2: A-B; B-None; C-B; D-B; E-None; F-B; G-B; H-None; I-T; J-T; K-None; L-T; M-None; N-B; O-B; P-B; Q-T; R-T; S-T; T-T; U-T; V-B – 3: A-10; B-UP-Yes; C-3,670,000; D-2; E-3; F-About 2 times; G-Yes; H-635,000; I-6; J-Yes; K-No; L-No; M-No; N-No – 4: A-3; B-7; C-1; D-12; E-13; F-8; G-2; H-5; I-9; J-4; K-6; L-10; M-11 – 6: A-5; B-3; C-1; D-6; E-8; F-7; G-2; H-4; I-10; J-12; K-14; L-11; M-13; N-9 – 8: Diagonal: Gastroenterologist, Otolaryngologist, Dermatologist, Nephrologist, Orthopaedics, Down: Obstetrician, Surgery, Dentist, Ophthalmologist, Across: Cardiologist, Neurologist, Endocrinologist – 9: A-11; B-7; C-2; D-12; E-4; F-10; G-9; H-3; I-5; J-8; K-6; L-1 – 10: A-because they wanted the same window seat.; C-1-Fight for it, 2-Walk away, 3-Toss a coin, 4-The middle path; D-1-b, 2-c, 3-d,4-a – 11: Across: 2-Trolling, 6-Cyber, 9-Chat Rooms, 11-Hacking, 12-Happy Slapping, 13- Fake News; Down: 1-Bully, 3-Rumour Spreading, 4-Sexting, 5-IP Address, 7-MMS, 8-IT Act, 10-Phishing – 12: A.→✓; B→X; C→✓; D→X; E→✓; F→X; G→✓; H→X; I→X; J→✓; K→X; L→✓; M→✓; N→✓; O→✓ – 13: A-8; B-10; C-13; D-1; E-2; F-11; G-12; H-4; I-3; J-5; K-6; L-7, M-9 – 14: A-3; B-4; C-1; D-5; E-; F-8; G-10; H-9; I-6; J-7 – 15: A-9; B-11; C-15; D-13; E-10; F-14; G-12; H-5; I-6; J-8; K-4; L-3; M-7, N-1; O-2 – 16: A-5; B-9; C-4; D-8; E-3; F-1; G-10; H-7; I-2; J-6 – 18: A-8; B-9; C-11; D-13; E-1; F-14; G-16; H-5; I-3; J-15; K-2; L-6; M-10; N7; O-4; P-12

Project CACA

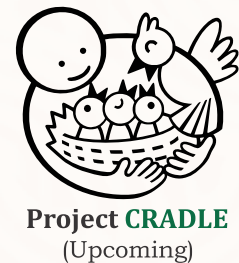
Stakeholders: ST-Students; TH-Teachers; NTS-Non Teaching Staff; PT-Parents; SA-School Authority

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.	Workbooks teaching Challenges Assessment	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's 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