



SAF

Social  
Axiom  
Foundation

Project CACA

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

# My Practice Booklet



9

PB-C9-01-01

## 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



**A. Match the following organs, with the hormones they secrete, and their primary functions.**

| ORGANS                    | HARMONES          | PRIMARY FUNCTIONS                            |
|---------------------------|-------------------|--|
| 1. Pancreas (Alpha cells) | A. Melatonin      | a. Increases blood glucose levels            |
| 2. Thyroid Gland          | B. Insulin        | b. Stimulates uterine muscle contractions    |
| 3. Adrenal Medulla        | C. Glucagon       | c. Regulates sleep-wake cycles               |
| 4. Pancreas (Beta cells)  | D. Thyroxine      | d. Promotes male secondary characteristics   |
| 5. Pineal Gland           | E. Epinephrine    | e. Lowers blood glucose levels               |
| 6. Posterior Pituitary    | F. Cortisol       | f. Regulates metabolic rate levels           |
| 7. Testes                 | G. Estrogen       | g. Triggers fight-flight response            |
| 8. Adrenal Cortex         | H. Oxytocin       | h. Increases blood calcium levels            |
| 9. Ovaries                | I. Testosterone   | i. Manages long-term stress response         |
| 10. Parathyroid Gland     | J. PTH            | j. Develops female secondary characteristics |
| 11. Kidney                | K. Thymosin       | k. Stimulates red cell production            |
| 12. Thymus                | L. Erythropoietin | l. Promotes T-cell immune maturation         |



**B. For each personality listed below, write their generation based on their year of birth.**

**Write A for Baby Boomers, B for Gen X, C for Gen Y (Millennials), D for Gen Z, or E for Gen Alpha.**

1. Maria Ressa is a Nobel Peace Prize-winning journalist born in 1963. \_\_\_\_
2. Born in India, Laxmi Narayan Tripathi is a transgender rights activist born in 1978. \_\_\_\_
3. Dutee Chand is an Indian Olympic sprinter and queer athlete born in 1996. \_\_\_\_
4. Greta Thunberg is a global environmental activist born in 2003. \_\_\_\_
5. Lilly Singh is a world-famous social media star and talk-show host born in 1988. \_\_\_\_
6. Pa. Ranjith is an influential filmmaker from India, born in 1982. \_\_\_\_
7. Rana Ayyub is a world-renowned investigative journalist born in 1984. \_\_\_\_
8. Shigeru Miyamoto is the legendary Japanese video game designer who created Mario, born in 1952. \_\_\_\_
9. Haruki Murakami is a globally acclaimed Japanese novelist born in 1949. \_\_\_\_
10. Zanele Muholi is a South African visual activist and photographer who documents Black LGBTQ+ lives, born in 1972. \_\_\_\_
11. Sarwagya Singh Kushwaha is a record-breaking chess prodigy from India. Born in 2021, he is the youngest FIDE-rated chess player in history. \_\_\_\_
12. Thennal Abhilash is a celebrated child actress from India, born in 2014. She has appeared in over a dozen films across Malayalam, Tamil, and Telugu cinema. \_\_\_\_

**C. Match the following.**



1.

A. Dutee Chand



2.

B. Greta Thunberg



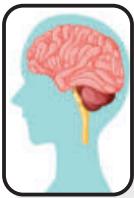
3.

C. Sarwagya Singh Kushwaha



4.

D. Pa Ranjith



#### D. For every situation, tick the brain that is guiding the behaviour described.

● **A = Adrenaline Brain** (fast, emotional, impulsive).

● **T = Thinking Brain** (slow, logical, considers consequences).

**A**  / **T**

1. Arpit speeds up his bike because his friends are cheering him on.

**A**  / **T**

2. Sana pauses before doing an online challenge and checks if it is safe.

**A**  / **T**

3. Pokso shouts back immediately after hearing an insult.

**A**  / **T**

4. A student feels nervous before an exam and decides to copy answers.

**A**  / **T**

5. Someone reads a rumor in a group chat and forwards it without checking.

**A**  / **T**

6. Arpit thinks about traffic and slows down even though friends tease him.

**A**  / **T**

7. Sana keeps messaging friends repeatedly because she feels left out.

**A**  / **T**

8. A student feels angry at home and slams the door without speaking.

**A**  / **T**

9. Pokso chooses a dangerous shortcut because he is running late.

**A**  / **T**

10. A gamer abuses others online after losing a match.

**A**  / **T**

11. Sana shares personal information quickly because she feels emotionally close.

**A**  / **T**

12. Arpit tries smoking once because friends dare him.

**A**  / **T**

13. A student walks out of class immediately after feeling embarrassed.

**A**  / **T**

14. Someone shares a shocking video online without thinking about impact.

**A**  / **T**

15. A student plans to insult someone back online after being hurt.

**Now I know:** Learning to shift from adrenaline to thinking is a key life skill.



# It Feels Good to Be Me

2



Match the State with their Geographical Indication (GI) products.

A. J&K



a. Shahi Litchi

B. BR



b. Kandhamal Haldi

C. MN



c. Blue Pottery

D. CG



d. Naga Mircha (King Chilli)

E. NL



e. Saffron (Kesar)

F. AR



f. Yak Churpi

G. TS



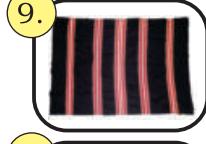
g. Pochampally Ikat

H. MZ



h. Tawlhlohpuan (Fabric)

I. OD



i. Bastar Iron Craft

J. RJ

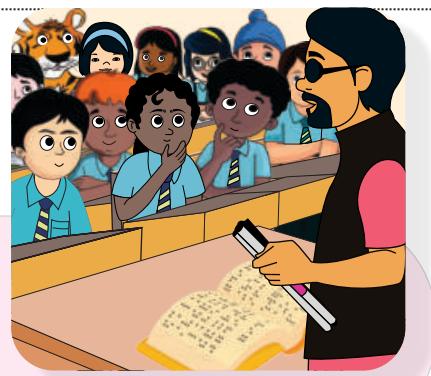


j. Black Rice (Chak-Hao)

**Legend:** Jammu & Kashmir (J&K), Bihar (BR), Manipur (MN), Chhattisgarh (CG), Nagaland (NL), Arunachal Pradesh (AR), Telangana (TS), Mizoram (MZ), Odisha (OD), Rajasthan (RJ)

## To Sir With Love

3



Braille letters are read through touch using raised dots. Below is their representation, where the blackened dots indicate the raised dots. The numerical positions of the slots are also shown. Use the Braille code to write the title of each book.

One has been done.

A. By M. C. Mary Kom

| U | N | B | R | E | A | K | A | B | L | E |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | 3 | 2 | 2 | 5 |   | 3 |   | 2 | 2 | 5 |
| 6 | 4 |   | 3 |   |   |   |   | 3 |   |   |
|   | 5 |   |   | 5 |   |   |   |   |   |   |

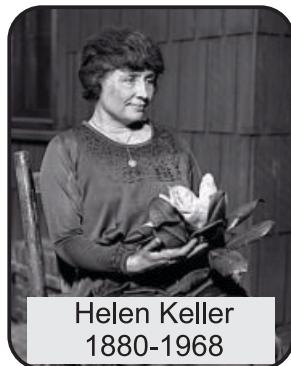
|     |     |     |     |     |              |     |
|-----|-----|-----|-----|-----|--------------|-----|
| A   | B   | C   | D   | E   | F            | G   |
| ●○○ | ●○○ | ●○○ | ●○○ | ●○○ | ●○○          | ●○○ |
| ●○○ | ●○○ | ●○○ | ●○○ | ●○○ | ●○○          | ●○○ |
| ●○○ | ●○○ | ●○○ | ●○○ | ●○○ | ●○○          | ●○○ |
| H   | I   | J   | K   | L   | M            | N   |
| ●○○ | ○●○ | ○●○ | ○●○ | ○●○ | ○●○          | ○●○ |
| ●○○ | ●○○ | ●○○ | ●○○ | ●○○ | ●○○          | ●○○ |
| O   | P   | Q   | R   | S   | T            | U   |
| ●○○ | ●○○ | ●○○ | ●○○ | ●○○ | ●○○          | ●○○ |
| ●○○ | ●○○ | ●○○ | ●○○ | ●○○ | ●○○          | ●○○ |
| V   | W   | X   | Y   | Z   | Braille Cell |     |
| ●○○ | ○●○ | ○●○ | ○●○ | ○●○ | 1 ●○ 4       |     |
| ●○○ | ●○○ | ●○○ | ●○○ | ●○○ | 2 ●○ 5       |     |
| ●○○ | ●○○ | ●○○ | ●○○ | ●○○ | 3 ●○ 6       |     |

B. By Anne Frank

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |   |   |   |
| 2 | 1 | 1 |   |   |   |   |   |   |   |   |
| 3 | 2 | 5 | 1 | 2 | 1 | 1 | 1 |   |   |   |
| 4 | 5 |   | 4 | 4 |   | 2 | 3 |   |   |   |
| 5 |   |   | 5 |   |   | 3 | 4 |   |   |   |
|   |   |   |   |   |   | 1 |   | 1 | 1 | 1 |
|   |   |   |   |   |   | 3 | 2 | 3 | 3 | 2 |
|   |   |   |   |   |   | 5 | 4 | 5 | 6 | 4 |
|   |   |   |   |   |   | 5 | 5 | 5 | 5 | 5 |
|   |   |   |   |   |   | 6 |   |   |   |   |

C. By A. P. J. Abdul Kalam

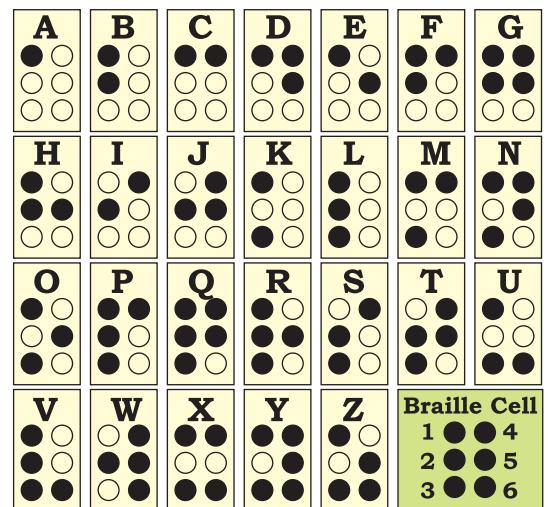
|   |   |   |   |   |   |   |   |   |   |  |
|---|---|---|---|---|---|---|---|---|---|--|
|   |   |   |   |   |   |   |   |   |   |  |
| 2 | 2 | 1 | 1 | 2 |   |   |   |   |   |  |
| 4 | 4 | 3 | 2 | 3 | 1 | 1 |   |   |   |  |
| 5 |   | 4 | 4 | 4 | 3 | 2 |   |   |   |  |
| 6 |   |   | 5 | 5 | 5 | 4 |   |   |   |  |
|   |   |   |   |   |   | 2 | 4 | 2 | 5 |  |
|   |   |   |   |   |   | 4 | 3 | 3 | 5 |  |
|   |   |   |   |   |   | 5 |   |   |   |  |



Helen Keller  
1880-1968

D. By William Shakespeare

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|   |   |   |   |   |   |
| 1 | 1 | 1 | 1 | 1 | 2 |
| 2 |   | 3 | 2 | 5 | 3 |
| 5 |   | 4 | 3 |   | 4 |



E. By Ruskin Bond

|   |   |   |
|---|---|---|
|   |   |   |
| 2 | 1 | 1 |
| 3 | 2 | 5 |
| 4 | 5 |   |
| 5 |   |   |

|   |   |   |   |
|---|---|---|---|
|   |   |   |   |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 3 | 5 |
| 3 | 6 |   |   |

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | 3 | 2 | 2 | 5 | 2 | 2 |   |
| 6 | 4 |   | 3 |   | 3 | 3 |   |
|   |   | 5 |   |   |   |   |   |

F. By Milkha Singh

|   |   |   |
|---|---|---|
|   |   |   |
| 2 | 1 | 1 |
| 3 | 2 | 5 |
| 4 | 5 |   |
| 5 |   |   |

|   |   |   |   |
|---|---|---|---|
|   |   |   |   |
| 1 | 1 | 1 | 1 |
| 2 |   | 4 | 5 |
| 3 |   |   |   |
| 5 |   |   |   |

|   |   |  |  |
|---|---|--|--|
| 1 | 1 |  |  |
| 3 | 2 |  |  |
| 5 | 4 |  |  |

|   |   |  |  |
|---|---|--|--|
| 1 | 1 |  |  |
| 3 | 3 |  |  |
| 4 | 4 |  |  |
|   | 5 |  |  |
|   | 6 |  |  |

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 1 | 1 |
| 2 | 4 | 2 | 5 |
| 3 |   | 4 |   |

G. By William Golding

|   |   |   |   |
|---|---|---|---|
|   |   |   |   |
| 1 | 1 | 1 | 1 |
| 2 | 3 | 2 | 4 |
| 3 | 5 | 3 | 5 |

|   |   |  |  |
|---|---|--|--|
| 1 | 1 |  |  |
| 3 | 2 |  |  |
| 5 | 4 |  |  |

|   |   |   |  |
|---|---|---|--|
| 2 | 1 | 1 |  |
| 3 | 2 | 5 |  |
| 4 | 5 |   |  |
| 5 |   |   |  |

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 1 | 2 | 1 | 2 |
| 2 | 2 | 4 | 5 | 3 |
| 4 | 3 |   |   | 4 |

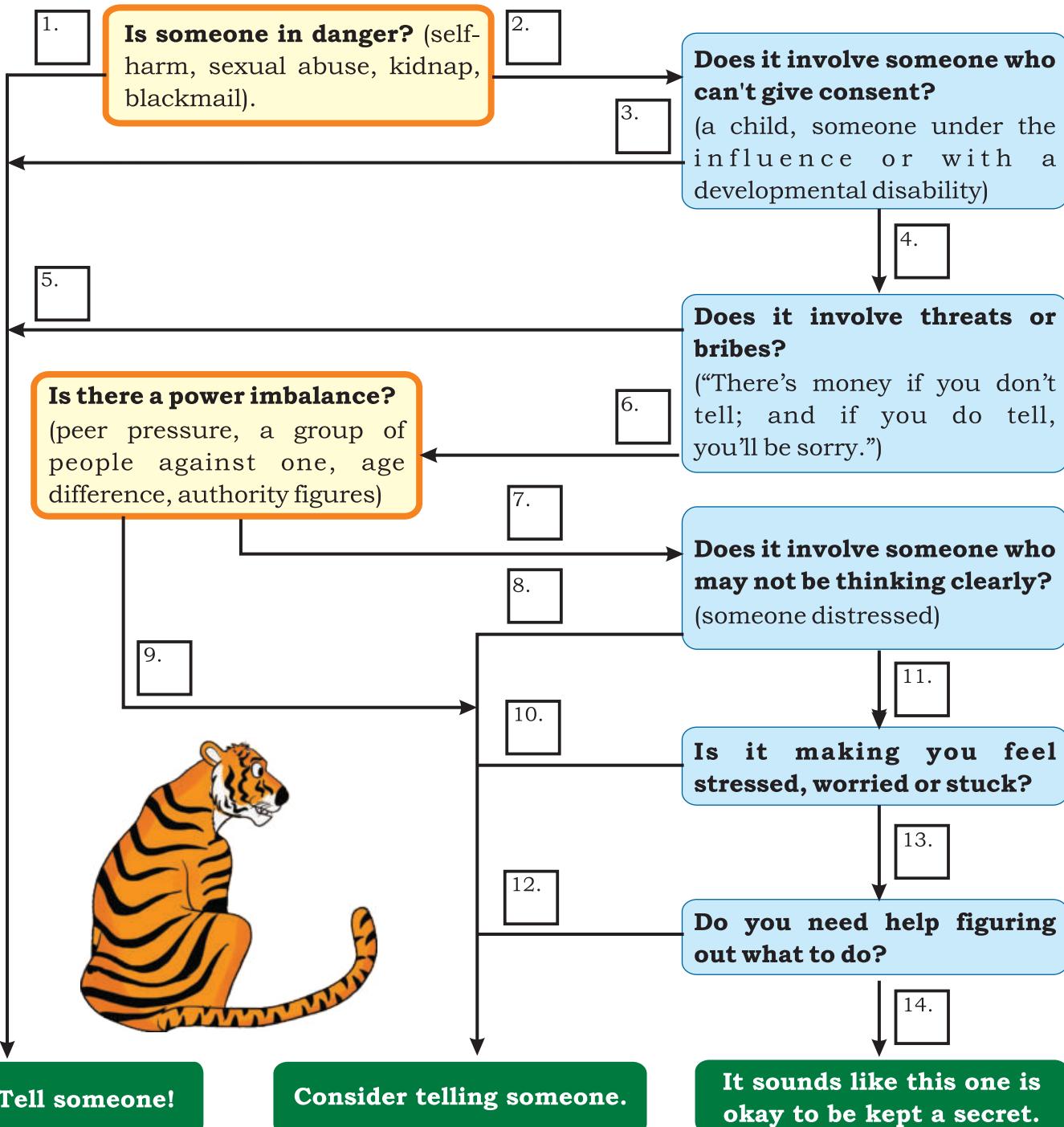


4



Secrets

A. When should a secret stop being a secret? Write 'Y' for Yes or 'N' for No in the boxes numbered 1 to 14.



**B. Write the appropriate response code (a, b or c) from the cue box for the following situations.**



1. Arpit's older cousin gives him a chocolate and tells him not to tell his parents that they rode the scooter without wearing helmets. \_\_\_\_
2. Sana and her grandmother are planning a surprise sweet halwa treat for Arpit because he got good marks in Math. \_\_\_\_
3. A neighbour uncle asks Sana to come inside his house to see "magic" but tells her it must be a secret from her Mummy and Papa. \_\_\_\_
4. Arpit's friend in the colony is feeling very "stuck" and sad because someone is teasing him about his weight, but he asks Arpit to keep it quiet. \_\_\_\_
5. Sana's dance teacher tells her she is his "favorite" and gives her a gift, but says she shouldn't tell the other students or her parents about it. \_\_\_\_
6. Arpit accidentally saw his elder brother smoking behind the water tank. He feels very confused and worried about his brother's health. \_\_\_\_
7. During the Diwali mela, a stranger offers Arpit a toy if he agrees to go to the parking lot alone to help find a lost puppy. \_\_\_\_
8. Sana and her best friend have a secret "handshake" they do every time they enter the school gate. \_\_\_\_
9. An older boy on the school bus tells Arpit he will hit him if he tells the teacher who broke the window pane. \_\_\_\_
10. Sana's friend tells her she wants to skip school and go to the mall alone, but Sana is worried about her friend's safety. \_\_\_\_
11. Arpit is helping his father hide a "New Cycle" in the neighbour's house as a surprise for Sana's birthday. \_\_\_\_
12. A senior student tells Sana that she is "too small" to understand and that she must do his homework every day and not tell anyone. \_\_\_\_

**Cue Box:**

**a – Tell someone** (if there is danger, no consent, threats or bribes, or a power imbalance).

**b – Consider telling someone** (if it involves distress, feeling stressed or stuck, or needing help).

**c – It is okay to keep this a secret** (if it is a safe, happy surprise or involves no harm).



**The paragraphs in the following story are numbered A to F. Write the appropriate number (1 to 6) from the cue box for each paragraph.**

Aarav loved school, but one afternoon, something made his stomach feel tight. During the lunch break, a group of older students began teasing him near the staircase. One of them stood too close, blocking his way. Aarav felt unsafe, but he didn't know what to do. He stayed quiet, hoping it would stop on its own. **A -** \_\_\_

Just then, Aarav remembered what his teacher had once said: "If a place doesn't feel safe, you don't have to stay there." Slowly, he turned around and walked away from the staircase and sat near the playground where other students were present. His heart was still beating fast, but he felt a little better. **B -** \_\_\_

Later in class, the teacher asked everyone to share something that scared them. When Aarav said he felt scared near the staircase, a few children laughed. "Why are you scared of something so silly?" one student said, giggling. Aarav felt embarrassed and looked down at his desk. **C -** \_\_\_

After school, Aarav couldn't stop thinking about what had happened. His chest felt heavy. Finally, he went to his class teacher and said softly, "Ma'am, I need help. Something happened today, and I didn't feel safe." **D -** \_\_\_

His teacher listened carefully and said, "Thank you for telling me, Aarav. You did the right thing." She encouraged him to speak to the school counsellor as well. Sitting in the counsellor's room, Aarav took a deep breath and said honestly, "I was scared, and I didn't know what to do." **E -** \_\_\_

That evening, Aarav told his mother everything—how he felt unsafe, how people laughed, and how afraid he was. His mother hugged him and said, "I'm proud of you for telling me. Being scared doesn't make you weak. Speaking up makes you brave." **F -** \_\_\_

Aarav went to bed that night feeling lighter. He knew now that fear was not something to hide, and that help always begins with telling someone.



**Cue Box:**

1. Telling a trusted adult
2. Admitting fear honestly
3. Walking away from unsafe situations
4. Staying silent despite feeling unsafe
5. Asking for help
6. Laughing at other's fear

## In Pursuit of Happiness

6

A. Write the hygiene code from the cue box for each symbol.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



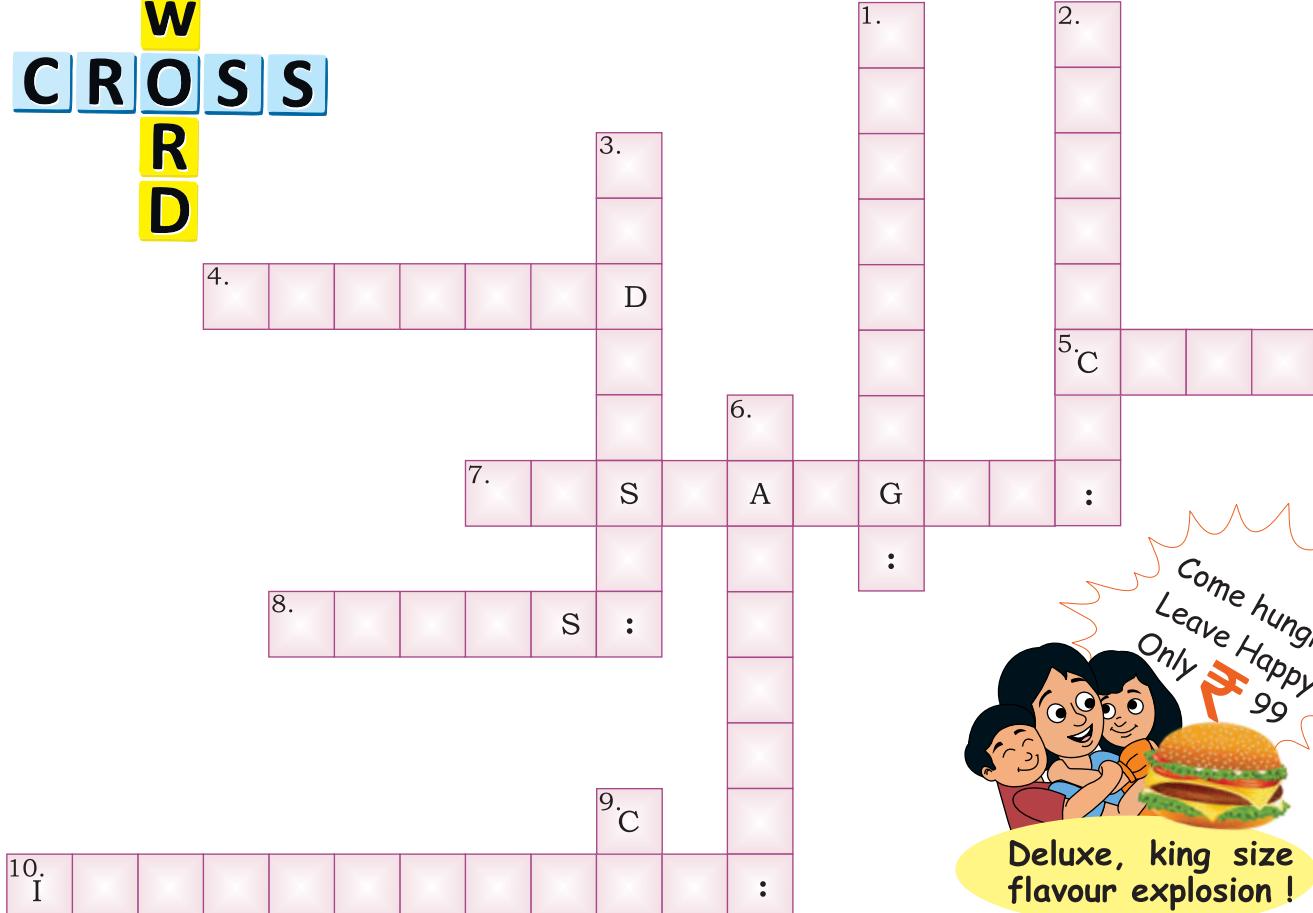
12. \_\_\_\_\_

### Cue Box:

- Store cold food at cool temperature
- Keep separate and covered dustbins for food waste
- Wash hands before & after handling food and after using toilets, coughing, sneezing, etc.
- Do not handle food when unwell
- Keep vending premises/ cart clean and pest free
- Use clean and separate dusters to clean surfaces and wipe utensils
- Use waterproof bandage to cover cuts or burn wounds
- Cook food thoroughly; keep hot food hot and cold food cold
- Wear clean clothes/ uniform
- Handle and store veg. & non-veg., raw and cooked food separately
- Use separate chopping boards, knives, etc. for raw / cooked & veg / non-veg food
- Use potable water for food preparation

**B. Crossword: Clues (Across and Down) are about marketing tricks, consumer rights, and safe decision-making.**

# W CROSS R D



**Now I know:** I have to be careful and attentive whenever I come across an advertisement.



**Across**

4. False or deceptive advertising
5. Authority that protects consumer rights
7. Using old memories to sell products
8. Misleading use of numbers in ads
10. Right to know product details

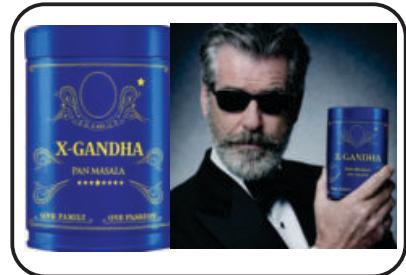
**Down**

1. Ability to question advertisements
2. “Only today”! pressure tactic
3. Right to seek compensation
6. Products that damage health
9. Person who buys goods or services

**C. In a surrogate advertisement, the company or brand indirectly promotes a restricted or harmful product (such as alcohol, tobacco, or excessive sweetness) by advertising another product or a lifestyle—using the same brand name and imagery.**

**Put a tick if it is a surrogate advertisement. Otherwise, put a cross.**

- 1. A well-known liquor brand advertises club soda using the same logo and tagline as its alcohol products.
- 2. A cigarette company promotes a music CD featuring its brand name and colours.
- 3. A whisky brand sponsors a fashion show and repeatedly displays its brand name on banners.
- 4. A beer brand advertises non-alcoholic beer under the same brand name.
- 5. A toothpaste company advertises its new herbal toothpaste on television.
- 6. A pan masala brand promotes an elaichi (cardamom) product using the same celebrity and packaging style.
- 7. A sports shoe company advertises its latest running shoes.
- 8. A liquor brand advertises a packaged drinking water with the same branding.
- 9. A chocolate brand promotes its festival gift box.
- 10. A tobacco brand advertises a lifestyle award event named after the brand.
- 11. A mobile phone company advertises its new smartphone model.
- 12. A liquor brand promotes a music concert where only the brand name and logo are highlighted.
- 13. A cigarette brand advertises branded merchandise such as caps and T-shirts.
- 14. A pan masala brand advertises a mouth freshener using the same tagline as its main product.



**Now I know:** What surrogate advertisement means!

# Men Are From Mars Women Are From Venus, Oh Really?

7



**A. Write the intelligence type code from the cue box against each of the following activities.**

- 1. I enjoy dance, drama, and sports.
- 2. I like reading books and playing word games.
- 3. I wonder about the purpose of life.
- 4. I can solve puzzles and enjoy asking "why" and "how".
- 5. I enjoy looking at trees, flowers, and sunsets.
- 6. I often hum or tap beats while studying.
- 7. I prefer studying in a group rather than studying alone.
- 8. I can imagine things clearly in my mind.
- 9. I am confident and like to manage my feelings on my own.
- 10. I enjoy drawing, painting, or doodling.
- 11. I like to cheer up my friends when they are upset.
- 12. I enjoy nature walks and treks.
- 13. I enjoy writing stories, essays, or poems.
- 14. I can count numbers easily in my head.
- 15. I often think about life and death.
- 16. I enjoy listening to music often.
- 17. I use my hands and body a lot while talking.
- 18. I make friends easily.



**Cue Box:** a. Linguistic b. Logical and Mathematical c. Spatial d. Kinesthetic  
e. Musical f. Inter-personal g. Intra-personal h. Naturalistic i. Existential

**B. Write how the act of “branding” a woman as a witch violates her dignity and social standing.**



Witch-hunting in India is a grave social evil rooted in deep-seated superstitions and specifically the devaluation of women. Historically, these practices were used as tools for social control or to settle personal disputes, such as grabbing land or property from vulnerable women. To combat this, several Indian states have enacted specific legislations, starting with Bihar, which passed the Prevention of Witch (Daain) Practices Act in 1999. Other states like Jharkhand, Chhattisgarh, Odisha, and Rajasthan followed with their own specialized laws, as there is currently no singular central law governing the entire country.

These laws specifically target the branding of individuals as "witches" and provide penalties for both the accusers and the "witch doctors" who claim to identify them. Despite these legal safeguards, thousands of women, disproportionately from marginalized Dalit and Tribal communities,

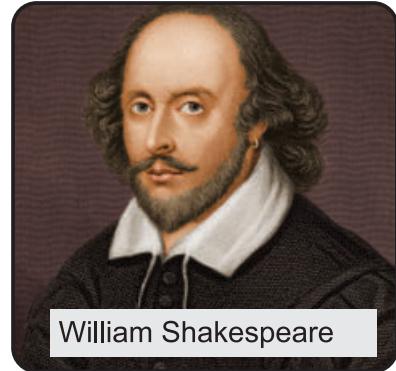
**Now I know:** Why the Constitution and the Rule of Law matter.





**A. Put a tick (✓) if the pairing of the play and its genre is correct; otherwise, put a cross (X). Write the number of the play's famous character from the cue box.**

- 1. Hamlet - Tragedy a. \_\_\_\_
- 2. Twelfth Night - Comedy b. \_\_\_\_
- 3. Macbeth - Comedy c. \_\_\_\_
- 4. A Midsummer Night's Dream - Comedy d. \_\_\_\_
- 5. King Lear - Tragedy e. \_\_\_\_
- 6. Much Ado About Nothing - Tragedy f. \_\_\_\_
- 7. Othello - Tragedy g. \_\_\_\_
- 8. The Merchant of Venice - Comedy h. \_\_\_\_
- 9. Romeo and Juliet - Tragedy i. \_\_\_\_
- 10. The Taming of the Shrew - Comedy j. \_\_\_\_
- 11. Julius Caesar - Comedy k. \_\_\_\_
- 12. As You Like It - Comedy l. \_\_\_\_
- 13. The Comedy of Errors - Tragedy m. \_\_\_\_



William Shakespeare



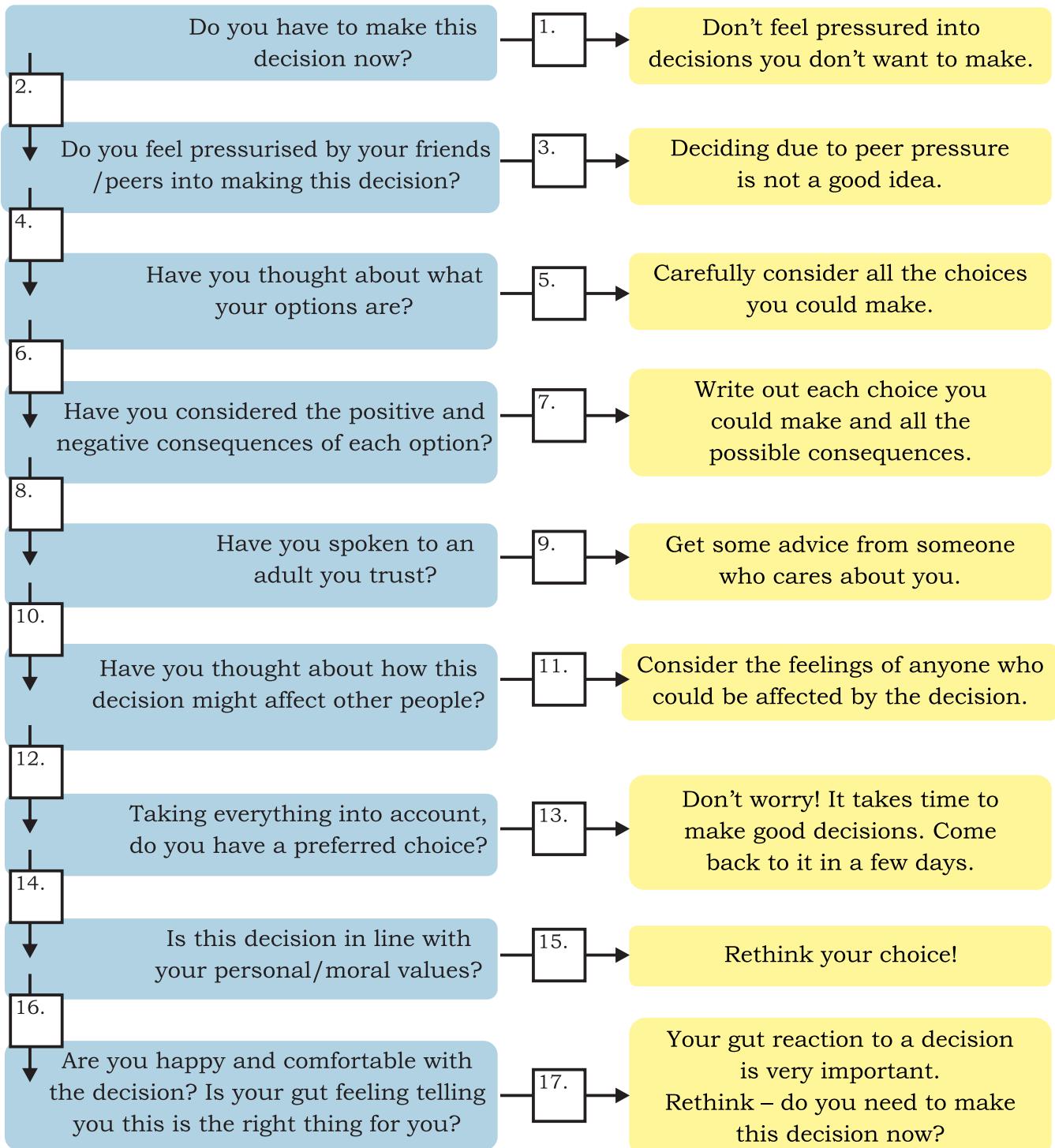
**Cue Box:** 1. Rosalind 2. Antipholus  
3. Prince of Denmark 4. Portia 5. Beatrice  
6. Viola 7. Katherine 8. Nick Bottom  
9. Desdemona 10. Mark Antony  
11. Goneril 12. Tybalt 13. Lady Macbeth.

**Now I know:** Some moons of the planet Uranus, such as Miranda and Juliet, are named after characters from William Shakespeare's plays.

# How to Choose Well

9

## A. Take a right decision? Write 'Y' for Yes or 'N' for No in the boxes numbered 1 to 17.





10

Good Friends Are  
for Keeps, But...

**Briefly describe the following friendships.**

Queen Victoria and Abdul Karim



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Srinivasa Ramanujan and Godfrey H Hardy



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George Harrison and Ravi Shankar



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## Based on the following story, match the role of the by-stander.

Every day after lunch, Aarav took the long way back to class. It helped him avoid the cricket ground, where Rohan usually waited. That afternoon, Rohan spotted him anyway. "Look who's walking like a scared cat," Rohan said loudly, blocking Aarav's path. He snatched Aarav's notebook and held it up. The laughter began. Rohan enjoyed being in control and knowing others were watching.

Behind him stood two boys, Mohan and Soham, who immediately joined in. "Yeah, maybe he cries in his sleep too," one said. "Let's see what else is in his bag," the other added. They are quick to join Rohan, even though they never start the trouble themselves.

A few students nearby didn't say anything mean, but they laughed and whispered to each other. Prateek took out his phone to record the scene. "Rohan is so funny," he murmured. They didn't touch Aarav, but their smiles and attention told Rohan to continue.

On the other side of the ground, Heera watched quietly. His hands tightened around his water bottle. He knew this was wrong. He felt bad for Aarav—but He also felt scared. What if I'm next? he thought. So, he said nothing and walked away.

Just then, Kabir stepped forward. "Stop it, Rohan," he said firmly. "This isn't funny. Give the notebook back." The ground went quiet. Rohan scoffed, but Kabir didn't move. "If you don't stop, I'm calling the teacher." Rohan threw the notebook on the ground and walked off, muttering. The crowd slowly disappeared.

Kabir picked up the notebook and handed it to Aarav. "You okay?" he asked. Aarav nodded, though his eyes were still heavy. "Thank you," he whispered.

Later that day, Heera found Aarav in the classroom. "I'm sorry I didn't help," he said softly. "I was scared." Aarav looked up. "Next time," he said, "standing with me would help." Heera nodded. He knew something important now.

### By-stander

- A. Rohan
- B. Mohan and Soham
- C. Prateek
- D. Heera
- E. Kabir

### Role

- 1. Defender
- 2. Silent Participant
- 3. Instigator
- 4. Follower
- 5. Supporter

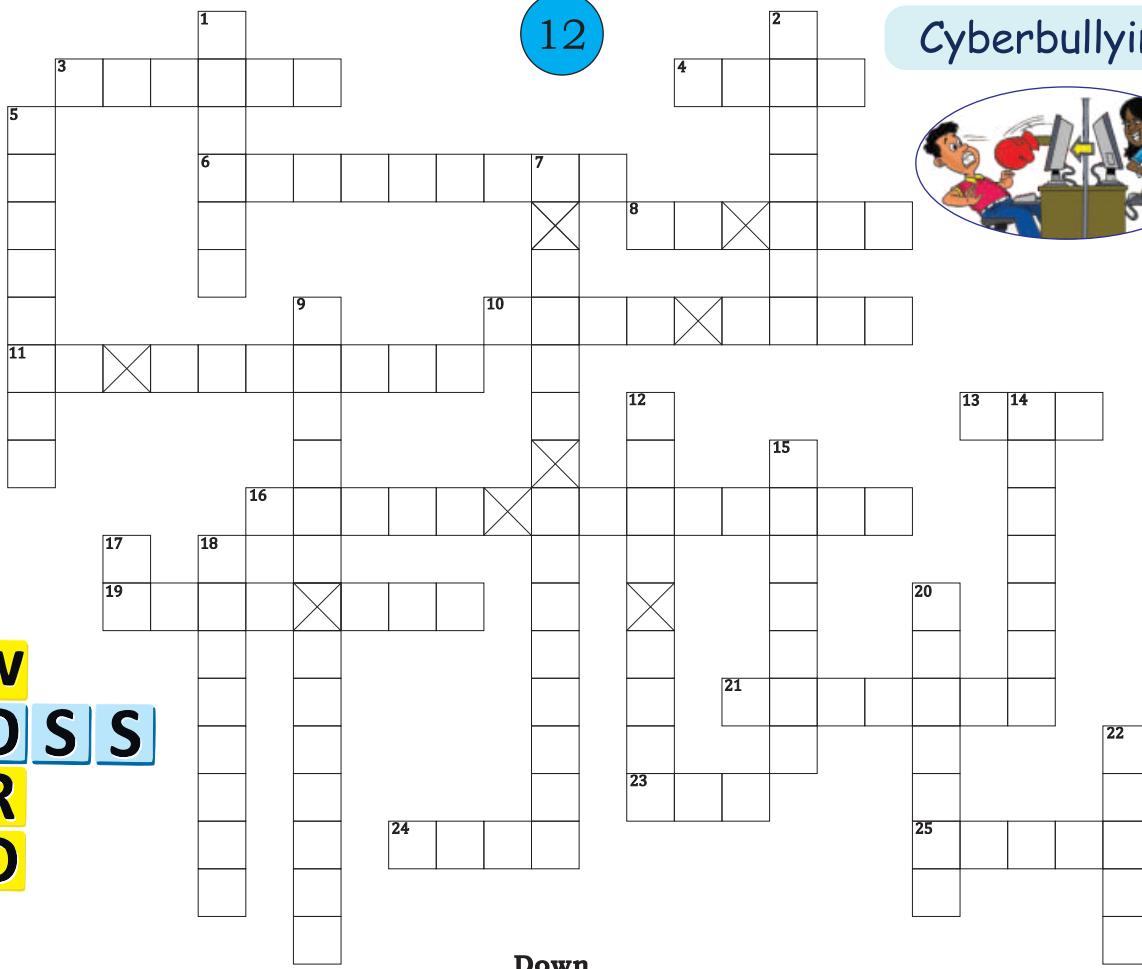
12

## Cyberbullying



# WORD

# CROSS



## Across

3. Circulating gossip.
4. Junk mail sent to many people at once.
6. A software program or hardware that records all keystrokes on a keyboard.
8. It is the primary law in India dealing with cybercrime and electronic commerce.
10. False stories that appear to be news.
11. A unique string of numbers that identify each computer using the Internet Protocol to communicate over a network.
13. A short form for Internet Service Provider
16. Using a mobile phone or camera to record an incident where a person is bullied and then circulating the recording on social media.
19. Portion of the Internet intentionally hidden through masked IP addresses.
21. Using a computer to steal private information.
23. Multimedia Messaging Service.
24. An online journal with photos and videos.
25. Relating to information technology/the Internet and virtual reality.

## Down

1. An invisible file placed on a computer when a website is visited.
2. Software like spyware or other virus, worms or Trojans that infect and intend to damage or take control over an electronic device.
5. A fake e-mail or message to a person to authenticate an account that leads to disclosure of personal information.
7. Sending fake or malicious e-mails that look genuine and from a trusted e-mail ID.
9. A type of malware often disguised as legitimate software.
12. A website that allows people to send instant messages to each other.
14. The sending of sexually explicit content from one person to another.
15. Something that does not exist physically.
17. Compact Disc.
18. Cyberbullying a person online.
20. The state of being free from unwanted intrusion, public scrutiny, and secret surveillance.
22. A harmful computer program that damages computers.

For each activity below there are a set of yes/no questions, but they are jumbled. Arrange them in the correct logical order so that the final answer can be reached step by step. The sequence cannot be changed, as each question depends on the one before it. Write the correct sequence number in the box.

**I. "India won its first world's cricket cup in 1983."**

There 6 yes/no jumbled question.

- A. Did this victory occur in the 20th century, before the year 1990?
- B. Does this sport have the largest following in India
- C. Did this win happen in the year 1983 in the sport of cricket?
- D. Is the event related to an international team sport rather than an individual competition?
- E. Was this India's first-ever victory in that particular world championship?
- F. Does the achievement involve winning a world championship rather than a bilateral or regional tournament?

Put the logical Sequence of questions from 1 to 6.

|   |  |
|---|--|
| A |  |
| B |  |
| C |  |
| D |  |
| E |  |
| F |  |

**II. "India became independent in 1947."**

There 12 yes/no jumbled question.

- A. Did this event happen in the year 1947?
- B. Is the event related to India?
- C. Did this event happen in the 20th century?
- D. Is this event about a country gaining freedom?
- E. Is it an event rather than a person or an object?
- F. Did this event involve the end of foreign rule?
- G. Is this a historical event?
- H. Did this event occur after a long struggle?
- I. Is the country involved a former British colony?
- J. Did this event change the political status of the country?
- K. Did this event take place before 1950?
- L. Is this event known as Independence?

Put the logical Sequence of questions from 1 to 12.

|   |  |
|---|--|
| A |  |
| B |  |
| C |  |
| D |  |
| E |  |
| F |  |
| G |  |
| H |  |
| I |  |
| J |  |
| K |  |
| L |  |

### III. COVID-19

**There are 12 yes/no jumbled question.**

- A. Is transmission possible through respiratory droplets or aerosols?
- B. Was the outbreak officially declared a pandemic by the World Health Organization?
- C. Is the microorganism a virus rather than bacteria or fungi?
- D. Is the subject related to human health rather than politics or sports?
- E. Did this pandemic begin around the end of 2019?
- F. Does it involve a disease rather than an injury or genetic condition?
- G. Did this disease lead to a global outbreak rather than remaining local?
- H. Does this virus primarily affect the respiratory system?
- I. Can it spread from person to person through close contact?
- J. Did it result in worldwide lockdowns, travel restrictions, and mass vaccination efforts?
- K. Is this disease commonly known as COVID-19?
- L. Is the disease caused by a microorganism rather than lifestyle factors?

**Put the logical Sequence of questions from 1 to 12.**

|   |  |
|---|--|
| A |  |
| B |  |
| C |  |
| D |  |
| E |  |
| F |  |
| G |  |
| H |  |
| I |  |
| J |  |
| K |  |
| L |  |

### IV. "First human in space - Yuri Gagarin - 1961"

**There 6 yes/no jumbled question.**

- A. Did this event occur specifically in the year 1961?
- B. Was the mission carried out by the Soviet Union rather than the United States?
- C. Did the flight involve orbiting the Earth rather than landing on another celestial body?
- D. Is the subject related to space exploration rather than Earth-based travel?
- E. Was this spacecraft called Vostok 1?
- F. Is the individual remembered as a global symbol of early space exploration?
- G. Did this achievement occur during the Cold War era?
- H. Does it involve a human participant rather than an unmanned mission?
- I. Was this the first time any human had traveled into outer space?
- J. Was this person Yuri Gagarin, the first human in space?
- K. Did this event take place in the 20th century?
- L. Is the person associated with an early milestone in spaceflight history?

**Put the logical Sequence of questions from 1 to 12.**

|   |  |
|---|--|
| A |  |
| B |  |
| C |  |
| D |  |
| E |  |
| F |  |
| G |  |
| H |  |
| I |  |
| J |  |
| K |  |
| L |  |

### A. Answer the following questions based on the novel - *Lord of the Flies*.

**Tick the correct answer.**

1. Which character is bullied because of his appearance and asthma?

- a. Ralph
- b. Jack
- c. Piggy
- d. Simon



Sir William Golding  
1911-1993

2. Who uses fear and physical power to control and intimidate the other boys?

- a. Ralph
- b. Jack
- c. Simon
- d. Sam

3. What nickname is used to mock Piggy throughout the novel?

- a. Fatty
- b. Glasses
- c. Porky
- d. Pig

4. Which character joins Jack's tribe mainly due to fear and peer pressure?

- a. Ralph
- b. Piggy
- c. Simon
- d. Roger

5. Which activity best shows how peer pressure leads the boys to violence?

- a. Building shelters
- b. Lighting the signal fire
- c. The hunting dances
- d. Swimming in the lagoon

6. Who is killed when the boys mistake him for the "beast"?

- a. Piggy
- b. Ralph
- c. Simon
- d. Sam



7. What moral rule does Ralph try to enforce by using the conch?

- a. Strength gives power
- b. Everyone must hunt
- c. Order and the right to speak
- d. Fear keeps people safe



8. Which object symbolises law, order, and democracy?

- a. The fire
- b. The conch
- c. Piggy's glasses
- d. The spear

9. How does Jack show bullying behaviour towards the boys?

- a. By ignoring them
- b. By threatening and punishing them
- c. By reasoning calmly
- d. By sharing food equally



**10.** Which character represents morality and understands that the “beast” is within the boys?

- a. Jack
- b. Roger
- c. Piggy
- d. Simon

**11.** What does Piggy’s death symbolise?

- a. The end of hunting
- b. The victory of civilisation
- c. The complete breakdown of order and reason
- d. The return of adult authority

**12.** Which event shows the final breakdown of morals and order on the island?

- a. The building of huts
- b. The election of Ralph
- c. The killing of Piggy
- d. The first hunt

**13.** What does the signal fire mainly represent in the novel?

- a. Fun and excitement
- b. Hope of rescue
- c. Fear of the beast
- d. Power and control

**14.** Why do the boys light the signal fire at first?

- a. To cook food
- b. To scare the beast
- c. To signal for rescue
- d. To keep warm at night

**15.** How does Roger show his growing cruelty?

- a. By helping Piggy
- b. By throwing stones near the littluns
- c. By protecting the conch
- d. By stopping Jack

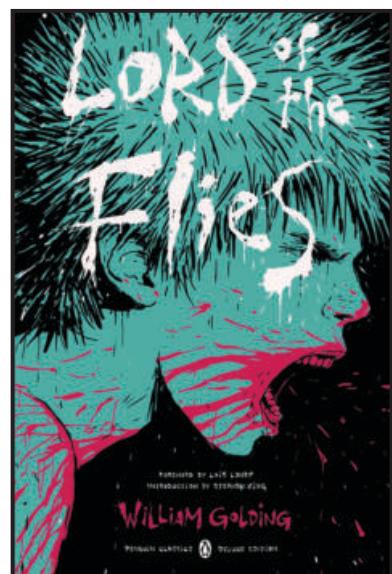
**16.** What role does fear of the “beast” play among the boys?

- a. It unites them peacefully
- b. It makes them more civilised
- c. It allows Jack to control them
- d. It has no effect on them

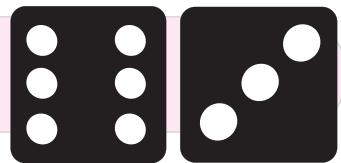
**17.** Why does Ralph cry at the end of the novel?

- a. He is injured
- b. He misses home
- c. He realises the loss of innocence and moral failure
- d. He is afraid of Jack

**Now I know:** Without the guidance and love of my family and teachers, and the rules they set, I could lose my way and make harmful choices.



**B. Tick the following statements if they are correct; otherwise, put a cross.**

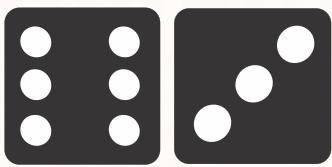


- 1. POCSO and the JJA define a child as a person below 16 years of age.
- 2. POCSO and the JJA apply to the whole of India.
- 3. A children's home is meant for children of Category B.
- 4. An observation home is meant for children of Category A.
- 5. The Special Child-Friendly Police do not deal with children of Category B.
- 6. The JJB can detain a child found guilty of a crime for more than three years.
- 7. A child in Category A can never fall into Category B.
- 8. A Children's Court is applicable to children above 14 years of age.
- 9. No record of a child found guilty by the JJB can be kept for future disqualification by anyone.
- 10. A child found guilty of a crime may be released on probation and allowed to stay with their family.
- 11. The identity of a child victim under POCSO and a Category B child under the JJA must not be disclosed.
- 12. Any child, whether from Category A or Category B, is eligible for adoption.
- 13. A Category B child aged 16 years or above can never serve a sentence in a regular jail after turning 21 years of age.
- 14. A child can be put in a police lock-up.
- 15. A child cannot be handcuffed by the police.
- 16. A child can be put in a jail meant for adults.
- 17. A child can be tried in a court with adults.
- 18. The parents or guardians of a child found guilty by the JJB can be fined.
- 19. A child who is not permitted to drive a motor vehicle under the Motor Vehicles Act, if found guilty, will be dealt with by the JJB.
- 20. The PoSH Act protects all children, whether a boy, a girl, or another gender.



**Now I know:** My rights and responsibilities.





**Answers:** **1A:** 1-C-a, 2-D-f, 3-E-g, 4-B-e, 5-A-c, 6-H-b, 7-I-d, 8-F-i, 9-G-j, 10-J-h, 11-L-k, 12-K-l **1B:** 1-A, 2-B, 3-C, 4-D, 5-C, 6-C, 7-C, 8-A, 9-A, 10-B, 11-E, 12-E **1C:** 1-C, 2-D, 3-A, 4-B **1D:** 1-A, 2-T, 3-A, 4-A, 5-A, 6-T, 7-A, 8-A, 9-A, 10-A, 11-A, 12-A, 13-A, 14-A, 15-A **2:** A-1-e, B-2-a, C-3-j, D-5-i, E-4-d, F-7-f, G-6-g, H-9-h, I-8-b, J-10-c **3:** B-The Diary of a Young Girl, C-Wings of Fire, D-Hamlet, E-The Blue Umbrella, F-The Race of My Life, G-Lord of the Flies **4A:** 1-Y, 2-N, 3-Y, 4-N, 5-Y, 6-N, 7-N, 8-Y, 9-Y, 10-Y, 11-N, 12-Y, 13-N, 14-N **4B:** 1-a, 2-c, 3-a, 4-b, 5-a, 6-b, 7-a, 8-c, 9-a, 10-b, 11-c, 12-a **5:** A-4, B-3, C-6, D-5, E-2, F-1 **6A:** 1-e, 2-l, 3-h, 4-j, 5-a, 6-k, 7-i, 8-c, 9-g, 10-d, 11-f, 12-b **6B:** 1-THINKING, 2-URGENCY, 3-REDRESS, 4-MISLEAD, 5-CCPA, 6-HARMFUL, 7-NOSTALGIA, 8-STATS, 9-CONSUMER, 10-INFORMATION **6C:** 1-✓, 2-✓, 3-✓, 4-✓, 5-✗, 6-✓, 7-✗, 8-✓, 9-✗, 10-✓, 11-✗, 12-✓, 13-✓, 14-✓ **7A:** 1-d, 2-a, 3-i, 4-b, 5-h, 6-e, 7-f, 8-c, 9-g, 10-c, 11-f, 12-h, 13-a, 14-b, 15-i, 16-e, 17-d, 18-f **8A:** 1-✓-3, 2-✓-6, 3-✗-13, 4-✓-8, 5-✓-11, 6-✗-5, 7-✓-9, 8-✓-4, 9-✓-12, 10-✓-7, 11-✗-10, 12-✓-1, 13-✗-2 **9A:** 1-N, 2-Y, 3-Y, 4-N, 5-N, 6-Y, 7-N, 8-Y, 9-N, 10-Y, 11-N, 12-Y, 13-N, 14-Y, 15-N, 16-Y, 17-N **11:** A-3, B-4, C-5, D-2, E-1 **12:** Across: 3. RUMOUR, 4. SPAM, 6. KEYLOGGER, 8. IT ACT, 10. FAKE NEWS, 11. IP ADDRESS, 13. ISP, 16. HAPPY SLAPPING, 19. DARK WEB, 21. HACKING, 23. MMS, 24. BLOG, 25. CYBER - Down: 1. COOKIE, 2. MALWARE, 5. PHISHING 7. E MAIL SPOOFING, 9. TROJAN MALWARE, 12. CHAT ROOM, 14. SEXTING, 15. VIRTUAL, 17. CD, 18. TROLLING, 20. PRIVACY, 22. VIRUS **13:** I. D-1, B-2, F-3, A-4, E-5, C-6, II. E-1, G-2, B-3, D-4, F-5, I-6, H-7, J-8, C-9, K-10, A-11, L-12 **III:** D-1, F-2, L-3, C-4, H-5, I-6, A-7, G-8, B-9, E-10, J-11, K-12 **IV:** D-1, H-2, L-3, G-4, B-5, C-6, I-7, K-8, A-9, E-10, F-11, J-12 **14A:** 1-c, 2-b, 3-b, 4-d, 5-c, 6-c, 7-c, 8-b, 9-b, 10-d, 11-c, 12-c, 13-b, 14-c, 15-b, 16-c, 17-c **14B:** 1-✗, 2-✓, 3-✗, 4-✗, 5-✗, 6-✗, 7-✗, 8-✗, 9-✓, 10-✓, 11-✓, 12-✗, 13-✗, 14-✗, 15-✓, 16-✗, 17-✗, 18-✓, 19-✓, 20-✗

### Project CACA

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

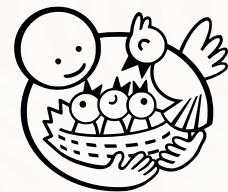
| SN. | Name                                     | Type       | ST | TH | NTS | PT | SA |
|-----|--|------------|----|----|-----|----|----|
| 1.  | Safety Workbooks (UKG to Class 9)        | Instrument | ✓  | ✗  | ✗   | ✗  | ✗  |
| 2.  | *Webinars (Training/Sensitisation)       | Instrument | ✗  | ✓  | ✓   | ✓  | ✓  |
| 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.

### SUPPLEMENTARY RESOURCES:

The Videos, Practice Booklets, Picture-Colour Booklets, Posters, Companion Booklets and more are embedded as **QR Codes** in the workbooks' chapter. Additionally, page 75 of each workbook is dedicated to the resources in English, Hindi and various regional languages for parents, teachers and support-staff.



Upcoming:  
Project CRADLE

### CACA Practice Booklets (Class III to Class IX)



My Beginner's Picture-Colour Book



My First Picture-Colour Book



My Second Picture-Colour Book



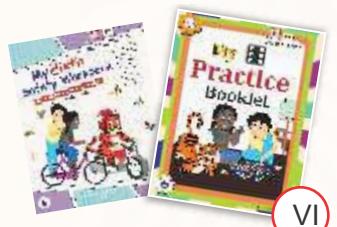
My Third Practice Booklet



My Fourth Practice Booklet



My fifth Practice Booklet



My Sixth Practice Booklet



My Seventh Practice Booklet



My Eighth Practice Booklet



My Ninth Practice Booklet



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