



**Social
Axiom
Foundation**

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

LESSON PLAN FOR TEACHERS

My First Safety Workbook



Dear Teachers

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

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

Project CACA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Advisors and Committee Members - Project CACA

General Instructions for Teachers

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

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

Chapt./ Sub-Chapt No.	Pg. No.	Chapter/Sub-Chapter Name Poems are highlighted in blue. Chapters with animated videos and audios are marked with an asterisk.	At School/Home - (Parents/Grandparents/ Self Reading)
1	1	Say Hello! - QR Code for Picture book is embedded	School
2	5	Same or Different	School
3	8	*Helping	Home/School
	11	*Helpful Police	Home/School
4	12	*Chew Chew Chew	School
5	13	Be a Hygiene Champion	School
	17	Arpit's Laundry	Home/School
6	19	Sana Is a Grown Up Now	Home/School
	21	Body Parts	Home/School
	22	Private Parts	Home/School
	23	Loved and Trusted Ones	Home/School
	25	Body Rule	Home/School
7	27	Let Us Play	Home
	29	Unsafe Things	Home/School
8	31	How Do You Feel?	Home/School
	34	*I Am Happy	Home/School
	35	Do You Like Mangoes?	School
9	37	Bedtime Stories	Home
	38	*The Hare and the Tortoise	School
	38	*The Monkey and the Crocodile	School
	38	*The Tortoise and the Geese	School
	41	*The Girl Who Cried Wolf	School
10	44	Pack Up for the Holiday	School
11	47	Safety Rules	Home/School
	47	Learning to Swim	Home/School
	48	The 5-Step Safety Rules	Home/School
	51	*Say,"No!"	Home/School
12	52	Telling Your Loved Ones	Home/School
	53	*Telling Your Loved Ones	Home/School
13	54	*Arpit Learn s to Ride His Bicycle	Home

14	57	*Sana Goes to the Zoo	Home/School
15	63	*Surprise Birthday Gift for Mummy	Home
	64	Secrets, Surprises and Gifts	Home/School
16	67	Picture Stories: *Arpit and the Monster	Home/School
	70	Picture Stories: *Who Broke the Glass?	Home/School
	71	Picture Stories: *Arpit's Mother is Proud of Him	Home/School
17	73	Do You Know a Gardener?	Home
18	75	*The Angry Bee	School

Chapter	1	Say Hello	
COMPETENCIES Core principle(s): Constitutional Morality Inclusivity in Diversity WHO Life skill(s): Interpersonal Relationship	Suggested Teacher: <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	Explicit (Key message) Learning outcome(s): 1. All children must go to school. 2. We all dream of becoming someone or something.	
Methodology: Picture-led guided reading with short verbal prompts, observation-based responses, and embedded micro-activities.	Other resources: 1. https://www.youtube.com/watch?v=Cjkl-RkaBng 2. My First Picture-cum-Coloring Booklet pg#1.	Implicit (Key message) Learning outcome(s): Children will begin to 1. Internalise school as a familiar and shared space. 2. Experience social connection through simple actions like greeting and playing. 3. Notice similarities and differences among peers without value judgment. 4. Begin understanding that rules exist in everyday shared spaces. 5. Link dreams and interests with a sense of self.	
Suggested Flow			
Introduction/opening (5 mins)	Teacher greets the class warmly. “Today we are meeting Pokso and his friends.” Ask one question: “Who do you like saying hello to every day?” Accept 2–3 responses only.		
Context Building/ Workbook in Play (20 mins)	1: Character Familiarisation through Point–Pause–Respond		

- Ask children to open the first page.
- Without reading text aloud, say: "Let's look at who is on this page."

Teacher prompts (slow, one at a time):

- "Point to Pokso."
- "Is Pokso big or small?"
- "What animal is Pokso?"

Encourage non-verbal responses first (pointing, nodding). Verbal answers are welcome but not mandatory.

Purpose (teacher-only):

Build visual comfort and reduce performance pressure.

2: Social Connection Game – "Same-Same"

Using the page showing Sana and Arpit:

- Ask children: "Do Sana and Arpit go to the same school?" Then ask the class together: "Do we go to the same school?"

Mini activity (seated):

- Teacher says: "If you come to this school every day, touch your head."
- Pause. Observe. Smile. Move on.

Extension prompt:

- "They are friends. Who do you sit next to in class?"

Accept single-word answers or pointing.

3: Movement-with-Control – "Hello Actions"

Still seated or standing beside desks.

- Teacher models one simple action: a wave / folded hands / small clap.
- Say: "Let's all say hello like this."

Do only one round to avoid overstimulation.

Teacher note:

This replaces free movement and keeps classroom order intact.

4: Understanding Shared Rules (Bus Page)

On the school bus illustration:

- Ask:
 - “Are they all inside the same bus?”
 - “Is anyone outside the bus?”

Then say: “When we go together, we follow rules.”

Micro-choice question: “Is pushing okay in the bus? Yes or no?”

Children respond with thumbs down or head shake.

Teacher-only emphasis:

Do not list rules. Let children infer “rules = safety”.

5: Quiet Identity Building – Likes & Play

Using the playground images:

- Ask:
 - “Who likes the slide?”
 - “Who likes the cycle?”

Activity: “Show Me With Your Hand”

- Slide = hand up
- Cycle = touch knee

(No calling out, no turn-taking.)

Purpose: Choice-making without comparison.

6: Dreams Page – Gentle Aspiration Activity

On the dreams/professions page:

- Say: “Everyone can dream of becoming something.”

Instruction to children:

- “You may draw OR paste a picture.”

	<ul style="list-style-type: none"> • “There is no right or wrong.” <p>Walk around silently while they work.</p> <p>Optional teacher prompt (one-on-one): “What are you making?”</p> <p>Do not correct vocabulary or choices. Before closing books, ask one collective question: “Did Pokso make friends?”</p> <p>Class responds together: “Yes.”</p> <p>End with: “Tomorrow, we say hello again.”</p> <p><i>Movement-based greeting game:</i> https://www.youtube.com/watch?v=Cjkl-RkaBng</p>	
<p>Recapitulation</p>	<p>Activity: Greeting Circle</p> <p>Children walk around the room to music. When music stops, they greet the nearest child in:</p> <ul style="list-style-type: none"> • Eye contact • Smile • Clear voice <p>Ask: “What makes a good hello?”</p> <p>Key recap: We greet politely. We look at people. We speak clearly.</p>	
<p>Take home (Homework)</p>	<p>Child shows the page at home and:</p> <ul style="list-style-type: none"> • Names one character • Shares who they like playing with in school <p>No writing required.</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child refuses to speak → Allow pointing, nodding, or silence. 2. Child says “I have no friends” → Respond softly: “Friends take 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Recognises characters in pictures 2. Responds to greeting non-verbally or verbally 3. Attempts drawing/pasting without 	<p>The Confidential Green Zone:</p> <p><i>This theme does not require personal disclosure.</i></p> <p>If a child voluntarily shares feelings about loneliness or friendship:</p> <ul style="list-style-type: none"> • Acknowledge gently • Do not probe in group

<p>time. School helps us learn.”</p> <p>3. Gendered comments about jobs → Say: “Anyone can like many things.”</p> <p>4. Overexcitement during waving → One instruction, then immediately transition.</p> <p><i>(Teacher-only guidance: consistently use book vocabulary like friends, school, rules, dream.)</i></p>	<p>distress</p> <p>4. Identifies one school-related element</p>	<p>• Flag to class teacher if follow-up is needed</p>
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Scholastic Questions

1. Name Sana, Arpit and Pokso’s school.
Answer: Happy Kids School
2. Do Sana and Arpit live close by?
Answer: Yes
3. Are Sana and Arpit naughty?
Answer: Yes
4. Name one musical instrument Arpit plays.
Answer: Drum / Tabla
5. What does Sana dream of becoming?
Answer: Firefighter
6. Which school rule do they follow?
Answer: They follow school rules (such as not being late)

Chapter	2	Same or Different	
<p>COMPETENCIES</p> <p>Core principle(s): Mental Health & Well-Being Constitutional Morality</p>	<p>Suggested Teacher:</p> <p><input type="checkbox"/> CACA teacher,</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Grandparent</p>	<p>Explicit (Key message)</p> <p>Learning outcome(s):</p> <p>NA</p>	

<p>WHO Life skill(s): Self Awareness Empathy</p>	<p><input type="checkbox"/> Specific Subject Teacher</p>	
<p>Methodology: Guided discovery using pictures, symbols, and everyday routines.</p>	<p>Other resources: 1. How to solve letter reversals? https://bit.ly/2LMdj91 How to hold a pencil? https://bit.ly/3bHRfXR Story book - Thank You, Mr. Falker by Patricia Polacco</p>	<p>Implicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Children learn that things can look similar yet function differently. 2. Children practice attention, sequencing, and pattern recognition. 3. Children begin to understand that differences are normal and manageable. 4. Children build early cognitive flexibility and non-judgemental observation.
<p>Suggested Flow</p>		
<p>Introduction/opening (5 mins)</p>	<p>Teacher shows thumbs-up and thumbs-down gestures with hands. Ask: “Do both look the same?” “Do they mean the same thing?”</p> <p>Allow quick answers. No correction yet</p>	
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Activity 1: Look-Alike, Not Same</p> <p>Objective: Develop visual discrimination and careful observation.</p> <p>Teacher Instructions:</p> <ol style="list-style-type: none"> 1. Ask children to keep fingers on lips and use only pointing. 2. Say slowly: “Let your eyes walk slowly. Do not hurry.” 3. Ask: “What looks the same?” Children point silently. 4. Then ask: “Now look again. Is anything different?” 5. Invite 2–3 children to come forward and point out differences. 6. Let children circle differences in red as instructed in workbook. <p>Prompts to deepen thinking:</p>	

- “Are both tails the same?”
- “Are the stripes in the same place?”
- “Does this letter look the same if I turn it?”

Teacher cue: Slow down children who rush. Say,

“Detectives don’t run. They look carefully.”

This builds patience, detailed attention, and reduces careless errors.

Activity 2: Letter Confusion Game (b–d–p–q)

Objective: Improve spatial orientation and prevent letter reversal.

Teacher Instructions:

1. Write one letter in the air slowly.
2. Ask children to trace it in the air with their finger.
3. Ask:
 - “Where is the stick? On the left or right?”
 - “Where is the round tummy?”
4. Gesture left/right clearly using your own body.
5. Ask children to circle only the target letter in workbook.

Prompts:

- “If the tummy is here, is it b or d?”
- “Does this one look like it is looking forward or backward?”

Teacher-only note:

Avoid “wrong”. Use:

- “Look again.”
- “Try turning your book slightly.”
- “Check the tummy side.”

This reduces shame and builds confidence in early literacy.

Activity 3: Counting with Purpose

(Thumb counting pages)

Objective: Strengthen counting accuracy and visual grouping.

Teacher Instructions:

1. Ask children to place finger under first thumb.
2. Count together slowly.
3. After counting, pause and ask: “Did we count anything

twice?"

4. Let children circle the exact number.

Prompts for thinking:

- "How did you keep track?"
- "Did you move your finger while counting?"
- "What happens if we rush?"

Encourage: "Counting needs calm eyes."

(No materials required beyond the book.)

Activity 4: Sequencing Clothes (Daily Life Link)

Objective: Develop logical sequencing and daily routine awareness.

Teacher Instructions:

1. Ask:
"When you wake up, what do you wear first?"
2. Let 2–3 children answer.
3. Act it out briefly:
 - Pretend to wear underwear.
 - Pretend to wear shirt.
 - Pretend to wear socks.
4. Ask children to whisper sequence to partner.
5. Then number clothes in workbook.

Prompts:

- "Can we wear shoes before socks?"
- "Why not?"
- "What happens if we forget underwear?"

This builds executive functioning and routine independence.

Activity 5: Clean vs Dirty Sorting (Basket Activity)

Objective: Build hygiene awareness + categorisation skill.

Teacher Instructions:

1. Point to each clothing picture.
2. Ask: "Does this look clean or dirty?"
3. Ask children to explain: "How do you know?"
4. Let them draw a line to basket for dirty clothes.

	<p>Prompts:</p> <ul style="list-style-type: none"> ● “Why do we wash dirty clothes?” ● “What happens if we wear dirty clothes again?” ● “Do clean and dirty clothes stay together?” <p>Reinforce vocabulary:</p> <ul style="list-style-type: none"> ● Clean ● Dirty ● Wash ● Fresh ● Smell <p>Builds hygiene + logical grouping + reasoning.</p> <p>Optional Movement Extension (ONLY if needed)</p> <p>During Games period (with Games teacher collaboration):</p> <p>Matching Pair Relay</p> <ul style="list-style-type: none"> ● Children match: <ul style="list-style-type: none"> ○ Sock to sock ○ Shoe to shoe ○ Left hand to right hand ● Or form “b” and “d” shapes using body pairs. <p>Focus: coordination + spatial awareness.</p>
<p>Recapitulation</p>	<p>Activity: Same–Different Corners</p> <p>Call out:</p> <ul style="list-style-type: none"> ● “We all have hands.” (Same) ● “We like different foods.” (Different) ● “We all feel happy sometimes.” (Same) <p>Children move to SAME corner or DIFFERENT corner.</p> <p>Recap: We are different. We are equal.</p>

	Being different is okay.	
Take home (Homework)	Ask child to tell caregiver: One thing that is same and one that is different (wrt the caregiver)	
Possible hiccups: 1. Child mixes up letters → Say: “Many letters like to play tricks. Let’s look again slowly.” 2. Child feels frustrated counting → “Let’s count together, one step at a time.” 3. Child compares self with others → “Everyone learns in their own way.” 4. Child rushes through → “Slow eyes help smart brains.”	Cues for Quick Progress Tracking 1. Child pauses before circling 2. Child self-corrects without prompting 3. Child can explain one difference verbally 4. Child follows the sequence logically.	The Confidential Green Zone: Explained If a child becomes frustrated, embarrassed, or unusually upset during the letter confusion (b–d–p–q) or counting activities. At ages 5–7, difficulty with visual discrimination or sequencing can trigger shame, especially if a child has been previously corrected harshly at home or compared with peers. Early academic embarrassment can quietly affect self-confidence.
Scholastic Questions 1. Are the zebra pictures exactly the same? Answer: No 2. Do letters sometimes look same but sound different? Answer: Yes 3. Which letter faces the other side: b or d? Answer: d 4. What do we wear before shoes? Answer: Clothes / socks 5. Should dirty clothes go with clean ones? Answer: No		

Chapter	3	Helping	
COMPETENCIES Core principle(s): Personal Safety WHO Life skill(s): Being Independent & Responsible Interpersonal Relationship Collaboration Empathy	Suggested Teacher: <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	Explicit (Key message) Learning outcome(s): 1. Growing up is all about helping others. 2. Taking help and helping others is a part of growing up. 3. Police are there to help us be safe.	
Methodology: Guided discussion & Practice-Based Learning	Other resources: 1. QR Code embedded within the chapter for interactive video – Page 8, 11	Implicit (Key message) Learning outcome(s): 1. Children recognise that helping others is part of growing up. 2. Children understand that helping can be small, everyday actions. 3. Children differentiate between helping others and doing things independently.	
Suggested Flow			
Introduction/opening (5 mins)	Ask: “Who helped you today before coming to school?” Accept all answers without correction. Transition: “Today we will see how Arpit helped his mummy.”		
Context Building/ Workbook in Play (25 mins)	Activity 1: Notice and Think (Opening Scene Discussion) • Ask children to quietly look at the first picture for 20 seconds. • Say: “Look carefully. What is Mummy doing? How does she look?” • Ask: “Is Arpit just watching, or is he thinking?” • Let 3–4 children answer in short sentences. Teacher cue: Encourage children to observe before speaking. Do not rush answers. Activity 2: Helping Without Being Told • Ask: “Did anyone ask Arpit to help?” • Follow with: “What did he do by himself?” • Children point to the empty glass and packed bag in the picture. • Say: “Helping means sometimes noticing what others need.” Reinforce independence and responsibility gently. Activity 3: Emotion Link • Ask: “How did Mummy feel?” • Write simple emotion words on the board if needed: happy, proud, calm. • Ask: “How did Arpit feel after helping?”		

	<ul style="list-style-type: none"> • Let children share one-word answers. Avoid correcting emotions. Accept all reasonable responses. <p>Activity 4: Morning Task Sorting (Workbook Page B)</p> <ul style="list-style-type: none"> • Tell children to look at the task pictures. • Say: “Put a green tick if you can do this by yourself.” • Say: “Put a blue tick if you are still learning.” • Walk around and observe quietly. <p>Teacher-only note: This is not a test. Avoid comparing children.</p> <p>Activity 5: Sequencing Routine</p> <ul style="list-style-type: none"> • Ask: “What do you do first after waking up?” • Let children say answers verbally before numbering. • Then ask them to number the tasks in the workbook from 1 to 12. <p>Emphasize routine and order, not perfection.</p> <p>Activity 6: Who is Helping Whom? (Page C)</p> <ul style="list-style-type: none"> • Ask children to look at each picture carefully. • Say: “Look at their hands and faces. Who is giving help?” • Children tick the correct sentence. • After completion, discuss 1–2 examples aloud. <p>Reinforce that helping can go both ways.</p>	
<p>Recapitulation</p>	<p>Activity: Helping Relay</p> <p>Create small “pretend tasks”:</p> <ul style="list-style-type: none"> • Arrange books • Pass pencils • Pick up paper bits <p>Ask: “How did helping feel?”</p> <p>Recap: Helping makes others happy. Helping makes us proud.</p>	
<p>Take home (Homework)</p>	<p>Do one small help at home today and tell us tomorrow. (No writing required.)</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child says “I don’t help at home” → “That’s okay. You are still growing. Helping comes slowly.” 2. Child says “Only adults should work” → “Children 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child can name at least one way to help. 2. Child uses words like help, do myself, learning. 3. Child participates without withdrawal. 	<p>The Confidential Green Zone: Explained</p> <p>If a child shares excessive responsibility at home, acknowledge without praise.</p> <p>Redirect gently: “Grown-ups must help children too</p>

help in small ways. All help is important.”		
Scholastic Questions <ol style="list-style-type: none"> 1. Why was mummy happy? → Arpit helped her and packed his bag. 2. How did Arpit feel after helping? → He felt good. 3. Is helping part of growing up? → Yes. 		

Chapter	4 Chew Chew Chew	
COMPETENCIES Core principle(s): Health	Suggested Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher 	Explicit (Key message) Learning outcome(s): <ol style="list-style-type: none"> 1. We should chew our food well to be strong. Chewing food is a good habit. 2.
Methodology: Rhythm-based reading + visual cues + habit reinforcement through repetition and sequencing.	Other resources: <ol style="list-style-type: none"> 1. QR Code embedded within the chapter for interactive video – Pages - 12 	Implicit (Key message) Learning outcome(s): <ol style="list-style-type: none"> 1. Children understand chewing as a health habit, not a rule. 2. Children link slow eating with strength and well-being. 3. Children recognise body signals related to eating.
Suggested Flow		
Introduction/opening (5 mins)	Ask: “Who ate breakfast today?” Follow-up: “Did you chew fast or slow?” (No correction, only listening.)	
Context Building/ Workbook in Play (25 mins)	Activity 1: The Teeth Train Rhythm (Engaged Entry) <ul style="list-style-type: none"> • Ask children to tap their knees softly while you say “Chew, chew, chew.” • Repeat together like a rhythm game. • Now say: “Show me with your mouth — how do we chew?” (slow open–close action) 	

- Ask: “Are we chewing fast or slowly?”

Teacher cue: Demonstrate exaggerated slow chewing to model behaviour.

Activity 2: Fill in the Blanks with Meaning

- Draw attention to the first blank: “That cereal and _____.”
- Ask: “What do we eat in the morning with cereal?”
- Let children choose from the help box.
- Repeat the same process for each blank instead of rushing through all.

Encourage children to think before answering. Do not shout answers for them.

Activity 3: Strong Body Connection

- Ask: “Why do vegetables make us strong?”
- Let children touch their arms and say “strong.”
- Ask: “What happens if we do not chew properly?”
- Guide toward answers like tummy pain or difficulty swallowing.

Reinforce cause and effect gently.

Activity 4: Slow Eating Practice (Mini Demonstration)

- Ask children to pretend they are eating food.
- Say: “Chew slowly. Count 1...2...3 before swallowing.”
- Ask: “Should we talk while chewing?”
- Children respond “No.”

Model mouth closed behaviour physically.

Activity 5: Finish on the Plate Awareness

- Ask: “Why should we finish food on the plate?”
- Encourage answers like not wasting food, respecting effort, staying healthy.
- Ask children to point to the plate in the picture.

Keep discussion short and concrete.

Activity 6: Right Way to Eat – Yes or No Game

- Say statements aloud:
 - “Talking with food in mouth.”
 - “Chewing slowly.”
 - “Spitting food.”
 - “Closing mouth while chewing.”
- Children show thumbs up or thumbs down.

Quick formative check without extra materials.

Optional Movement Extension (Games Period Collaboration)

	<ul style="list-style-type: none"> • During Games period, ask the Games teacher to conduct a “Slow vs Fast” race. • Children walk slowly when you say “chew” and freeze when you say “swallow.” <p>Emphasize control and body awareness, not speed.</p>	
<p>Recapitulation</p>	<p>Activity: Slow Chew Demo</p> <p>Give imaginary food.</p> <p>Children:</p> <ul style="list-style-type: none"> • Chew slowly. • Count 1 to 10. <p>Ask: “What happens if we eat too fast?”</p> <p>Recap: Chew well. Eat mindfully. Healthy habits matter.</p>	
<p>Take home (Homework)</p>	<p>Try chewing slowly during one meal and tell us how it felt.</p>	
<p>Possible hiccups:</p> <p>1. Child laughs or overacts chewing → Smile, model once, continue calmly.</p> <p>2. Child says “I don’t like vegetables” → “That’s okay. Chewing helps us try little by little.”</p>	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child joins rhyme actions. 2. Child identifies chewing as a habit. 3. Child can say “chew slowly” independently.. 4. Child can say “chew slowly” independently. 	<p>The Confidential Green Zone: Explained</p> <p>“Does anyone ever force you to eat very fast or shout at you during meals?”</p> <p>Eating pressure or fear at mealtimes can indicate stress or harsh discipline at home. This question allows gentle identification of emotional discomfort linked to food routines.</p>
<p>Scholastic Questions</p>		

1. Why should we chew food well?
→ To be strong and healthy.
2. Should we talk while chewing?
→ No.
3. Is chewing slowly a good habit?
→ Yes.

Chapter	5	Be a Hygiene Champion	
COMPETENCIES Core principle(s): Safety: Hygiene WHO Life skill(s): Being Independent & Responsible 		Suggested Teacher <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	Explicit (Key message) Learning outcome(s): 1. Maintaining good personal hygiene is very important to be healthy and strong. 2. We wash our hands regularly to fight diseases. 3. When we keep our bodies clean, we do not fall sick, and we feel strong. 4. We must change our clothes daily so we do not smell foul and stay healthy. It is a good habit.
Methodology: Guided Observation & Reflective Practice		Other resources: NA	Implicit (Key message) Learning outcome(s): 1. Clean habits protect us even when germs are invisible. 2. Daily routines help our body stay strong without fear. 3. Hygiene is something children can do, not just be told about.
Suggested Flow			
Introduction/opening (5 mins)	Teacher rubs hands together and asks: “Can you see dirt on my hands?” Follow with: “But can germs be there even if we can’t see them?” No answers corrected yet. Let curiosity sit.		
Context Building/ Workbook in Play (25 mins)	Activity 1: What Is Hygiene? (Activating Prior Knowledge – Whole Class) Start by asking children to look at the first page quietly for 30		

seconds. Then ask:

- “What do you see in the picture?”
- “Does the girl look happy or worried? Why?”

Allow a few responses.

Now say slowly: “Hygiene means taking care of our body.”

Ask children to touch their head, hands, and feet as you say “body”.

Transition:

“Now let us see what happens when we do NOT take care of our body.”

Move to the fill-in-the-blanks (care, clean, germs, sick).

Read the sentence aloud once.

Pause at the blank and let children think.

Ask: “Which word makes sense here?”

Let them choose from the box.

Teacher note: If a child answers incorrectly, say: “Let us read the full sentence again and check.”

Smooth transition:

“So when we stay clean, something cannot harm us. What is that something?”

Lead into the idea of germs.

Activity 2: Germ Detective Game (Concept Clarification – Interactive)

Tell children: “Germs are tiny. We cannot see them. But they are there.”

Ask children to pretend they have a magnifying glass.

Say: “Show me your detective eyes.”

Ask:

- “Where can germs hide?”

Children may say: hands, nails, dirt, mouth.

Now connect to handwashing page (sequence pictures).

Activity 3: Handwashing Action Sequencing (Movement + Workbook)

Before touching the workbook, ask children to stand beside their desks.

Say: “We are going to wash imaginary hands.”

Demonstrate step by step:

1. Wet hands
2. Apply soap
3. Rub between fingers
4. Rub back of hands

5. Rub nails
6. Rinse
7. Wipe

Make them copy each action physically.

Then sit down and open the sequencing activity.

Say: "Now look at the pictures carefully. Which step comes first?"

Let them number in order.

Transition:

"When do we need to wash hands? Only sometimes or many times?"

Move to the "After going to... Before eating..." fill-in section.

Let them choose from toilet, food, playing, animal.

Ask guiding question:

"Why after playing?"

"Why after touching animals?"

Encourage reasoning.

Activity 4: Teeth Smart – Role Play + Counting (Play Based)

Ask children to show teeth by smiling widely.

Ask:

"How many times do we brush?"

Let them answer.

Do a brushing action together for 10 seconds.

Move to baby teeth counting section.

Ask children to count their own teeth silently with tongue (do not make them open mouths widely if uncomfortable).

Then count the picture teeth together.

Transition:

"We clean hands. We clean teeth. What about nails?"

Activity 5: Nail and Sneezing Awareness (Body Awareness + Demonstration)

Ask children to look at their nails.

Say:

"Are your nails long or short?"

"Why should we cut nails?"

Demonstrate sneezing into elbow.

Make whole class practise once.

Then ask:

	<p>“If you sneeze in your hand and touch your friend, what happens?” Let them connect to germs.</p> <p>Activity 6: Clean vs Dirty Sorting (Laundry Page – Critical Thinking) Show Arpit’s laundry page.</p> <p>Ask: “Why do we change clothes every day?” “What happens if we wear dirty clothes again?”</p> <p>Now ask children to identify which clothes are dirty. They draw a line to the basket.</p> <p>Follow-up question: “Why do dirty clothes go separately?” Expected answer: germs, smell, dirt.</p> <p>Transition smoothly to final reinforcement.</p> <p>Activity 7: Hygiene Pledge Circle (Closure – Emotional Anchoring) Ask children to stand in a circle.</p> <p>Say one line at a time and make them repeat: “I will wash my hands.” “I will brush my teeth.” “I will cut my nails.” “I will keep my body clean.”</p> <p>Sit down calmly.</p> <p>End with: “When we keep our body clean, we feel strong and happy.”</p>
<p>Recapitulation</p>	<p>Activity: Germ Tag</p> <p>One child = Germ. Others = Soap.</p> <p>When tagged by soap, freeze and pretend to wash hands.</p> <p>Recap: Wash hands. Brush teeth. Stay clean. Stay healthy</p>
<p>Take home (Homework)</p>	<p>Child tells one hygiene habit they followed today. Optional oral task:</p>

	"Show how you sneeze safely."	
<p>Possible hiccups:</p> <p>1. Child says: "I forget to wash hands." → Strategy: "That's okay. We are still learning. School helps us remember."</p> <p>2. Child feels scared of germs. → Strategy: "Germs are small, but our habits are strong."</p> <p>3. Child laughs at dirty pictures. → Strategy: "Pictures help us learn, not tease."</p>	<p>Cues for Quick Progress Tracking</p> <p>1. Child can name one time to wash hands.</p> <p>2. Child can sequence at least 3 steps of handwashing.</p> <p>3. Child correctly identifies clean vs dirty in pictures.</p>	<p>The Confidential Green Zone: Explained</p> <p>If a child links hygiene to punishment, illness, fear, or shame, gently reframe hygiene as care, not danger.</p> <p>Avoid statements linking cleanliness to worth or goodness.</p>
<p>Scholastic Questions</p> <p>1. Why do we wash our hands? Answer: To remove germs and not fall sick.</p> <p>2. Name one time you should wash your hands. Answer: After going to the toilet / before eating.</p> <p>3. How many times should we brush our teeth in a day? Answer: Two times.</p> <p>4. What should we do when we sneeze? Answer: Cover mouth and nose.</p>		

Chapter	6	Sana Is Grown Up Now	
<p>COMPETENCIES</p> <p>Core principle(s): Personal Safety</p> <p>WHO Life skill(s): Interpersonal Relationship Self Awareness</p>	<p>Suggested Teacher:</p> <p><input type="checkbox"/> CACA teacher,</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Grandparent</p> <p><input type="checkbox"/> Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcome(s):</p> <p>1. As we grow, our bodies become bigger and change too.</p> <p>2. Each body part has a role to play. The mouth eats, the teeth chew, the eyes see, the nose breathes, and the ears listen.</p>	

		<p>3. Private means ours and only ours. Unlike our books or toys, private parts cannot be shared or touched by anyone.</p> <p>4. Nobody, not even our best friends, should look at or touch our private parts!</p> <p>5. Most grown-ups care for children and want to keep them happy, healthy and safe.</p> <p>6. Our loved ones do their best to keep us happy, healthy and safe.</p>
<p>Methodology:</p> <p>Story-based guided discovery</p>	<p>Other resources:</p> <p>NA</p>	<p>Implicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Growing up brings new abilities and responsibilities. 2. Knowing body parts helps children care for their bodies. 3. Some body parts are private and need protection. 4. Help related to the body is allowed only from trusted adults. 5. Feeling unsure or confused is a signal to tell a safe adult.
Suggested Flow		
<p>Introduction/opening (5 mins)</p>	<p>Teacher points to the first page and asks: “Who looks older here – baby Sana or today’s Sana?” Invite 2–3 responses only. Reinforce: “We all grow, slowly, year by year.”</p>	
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Activity 1: Growing Up – Then and Now (Opening the Story Pages)</p> <p>Instruction to Teacher:</p> <p>Begin by asking children to sit comfortably and look carefully at the pictures of baby Sana and present Sana. Do not read immediately. First ask observation questions.</p> <p>Prompts:</p> <ul style="list-style-type: none"> • “What do you see in the first picture?” 	

	<ul style="list-style-type: none"> • “Does she look big or small?” • “What is different in the next picture?” <p>Allow children to point and describe.</p> <p>Then say: “Bodies change as we grow. Let us see how.”</p> <p>Transition: “Since Sana is growing up, let us think about ourselves too.”</p> <p>Workbook Link:</p> <p>Children count the candles and write the age. Then they fill “How old are you?”</p> <p>Movement Extension:</p> <p>Ask children to stand and show with their hands how small they were as babies, then stretch tall to show how big they are now.</p> <p>Smooth Transition: “As our bodies grow, we also learn about our body parts.”</p> <p>Activity 2: Body Parts – Naming and Locating (Body Awareness)</p> <p>Instruction to Teacher:</p> <p>Do not directly give answers. Guide children through pointing and identifying on their own bodies first before writing in the workbook.</p> <p>Step 1: Say: “Touch your nose.” “Touch your knee.” “Touch your back.”</p> <p>Step 2: Then move to workbook blanks.</p> <p>Prompts:</p> <ul style="list-style-type: none"> • “Which word matches this body part?” • “Does this start with ‘n’ or ‘m’?” • “Look carefully before writing.” <p>Encourage peer whisper checking.</p> <p>Transition: “You know many body parts. Some parts are private and special.”</p> <p>Activity 3: Private Parts – Understanding Boundaries (Guided, Calm Tone)</p> <p>Instruction to Teacher:</p>
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	<p>Maintain neutral and calm tone. Use correct vocabulary as given in book. Avoid giggling tone.</p> <p>Step 1: Ask children to look at the diagram.</p> <p>Prompt gently:</p> <ul style="list-style-type: none"> • “Which parts are covered by underclothes?” • “Are these parts for everyone to see?” <p>Step 2: Let them fill blanks.</p> <p>Then say clearly: “These are private parts. Private means they belong only to you.”</p> <p>Transition: “If private means special, then who can help us when we need help?”</p> <p>Activity 4: Loved and Trusted Ones – Safety Circle</p> <p>Instruction to Teacher:</p> <p>Before workbook activity, ask children to think quietly.</p> <p>Prompt:</p> <ul style="list-style-type: none"> • “Who helps you when you are sick?” • “Who takes care of you at home?” • “Who helps you in school?” <p>Children share 1 name each. Keep it brief. Then move to workbook grid activity:</p> <p>Children paste/draw and write names.</p> <p>Scaffold:</p> <p>Help children understand categories:</p> <p>Family School adults Helpers</p> <p>Transition: “If someone ever makes you uncomfortable, who will you tell?”</p> <p>Activity 5: Doctor & Safe Touch Discussion</p> <p>Instruction to Teacher:</p> <p>Explain difference between safe help and unsafe behavior using</p>
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	<p>scenario format.</p> <p>Ask: “If a doctor checks you when mummy is there, is that safe?” “If someone tries to touch without permission, is that safe?”</p> <p>Children respond with thumbs up or down.</p> <p>Then fill blanks in doctor/injection page.</p> <p>Transition:</p> <p>“So we have one important rule.”</p> <p>Activity 6: Body Rule – Rule vs Game</p> <p>Instruction to Teacher:</p> <p>Ask children:</p> <p>“What is a game?” “Can games change?” “What about safety rules?”</p> <p>Let them think.</p> <p>Then explain: “A body rule is not a game. It keeps us safe.”</p> <p>Children fill in the blank.</p> <p>Close the loop: “When we grow up, we learn to protect our body.”</p> <p>Smooth Closing Activity (Whole Class):</p> <p>Ask children to repeat: “My body belongs to me.” “I can say no.” “I will tell a trusted adult.”</p> <p>Keep tone empowering, not scary.</p> <p>Optional Movement Extension (if needed during Games Period):</p> <p>Circle activity where children step inside circle when teacher says “Safe” and step back when teacher says “Not safe” (example scenarios spoken gently).</p>
<p>Recapitulation</p>	<p>Activity: Responsibility Role Play</p> <p>Ask: “What can you do by yourself now?”</p> <p>Children act:</p> <ul style="list-style-type: none"> ● Packing bag ● Wearing shoes ● Cleaning up

	<p>Recap: Growing up = responsibility. Independence is strength.</p>	
<p>Take home (Homework)</p>	<p>Ask children to tell one grown-up at home: “One thing I can do on my own now.” Optional drawing at home: “Me growing up”</p>	
<p>Possible hiccups: 1. Child laughs during private parts page → Respond neutrally: “This is learning, not a joke.” 2. Child asks personal question aloud → Say: “That is a good question. Talk to your parent about it.” 3. Child looks uncomfortable or silent → Do not probe. Continue lesson calmly. 4. Child says “Everyone can touch” → Re-read the line: “Only loved and trusted ones, when needed.”</p>	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child correctly uses words like <i>private</i>, <i>rule</i>, <i>help</i>. 2. Child completes body-part labels without copying peers. 3. Child identifies at least one trusted adult clearly. 4. Reduced giggling during body-rule pages. 	<p>The Confidential Green Zone: Explained</p> <p>“Has anyone ever made you feel uncomfortable or confused about your body?”</p> <p>This chapter includes discussion of private parts and safety boundaries. Some children may recall experiences. The teacher must be prepared to respond calmly, avoid public probing, and follow school safeguarding protocol if needed.</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. Who does Sana live with? Her parents and grandmother. 2. Why does Sana say she is grown up? She can do some things on her own. 3. What are private parts? Body parts that are only ours. 4. Who can help with private parts when needed? Parents, grandparents, doctor or nurse with a trusted adult present. 5. What should Sana do if help is needed in school? Tell her teacher and then tell her mummy. 		

Chapter	7	Let Us Play	
COMPETENCIES Core principle(s): Health WHO Life skill(s): Being Independent & Responsible	Suggested Teacher: <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	Explicit (Key message) Learning outcome(s): 1. While playing, exercising, and otherwise, we keep our private parts covered in front of others. We do not touch them in front of others 2. Rules are like good habits and are for our safety. 3. Nobody should look at or touch our private parts!	
Methodology: Guided reading + observation-based discussion + simple choice-making activities	Other resources: 1. Suggested Reading: Some Street Games of India ISBN 978-81-237-1099-0	Implicit (Key message) Learning outcome(s): 1. Play helps our body stay healthy and happy. 2. Games have simple rules that keep everyone safe. 3. While playing, we protect our bodies and respect others' bodies. 4. Unsafe play can cause hurt and must be avoided	
Suggested Flow			
Introduction/opening (5 mins)	Teacher points to the opening image and asks: "Who likes to play?" Allow hands up, no follow-up commentary needed. Avoid asking which child plays what outside school.		
Context Building/ Workbook in Play (25 mins)	1. Opening Circle: Why Do We Play? (Emotional Warm-Up) Ask children to sit in a circle. Begin with a simple question: "When you feel happy, what are you usually doing?" Allow 4–5 children to respond. Then ask: "Do we play only to win, or do we play to feel good and		

healthy?”

Let them stretch their arms and take a deep breath together.

Say: “Today we will explore how playing keeps our body strong and our mind happy.”

Transition:

“Let us see what kinds of games Arpit, Sana and Pokso enjoy.”

2. Activity A: Which Games Do You Like? (Observation + Movement)

Open to the page with different games.

Step 1: Silent Observation

Ask children to look carefully at all the pictures for 30 seconds without speaking.

Step 2: Point and Name

Now ask them to point to:

- A game played alone
- A game played with friends
- A game played outdoors
- A game played sitting down

Step 3: Movement Link

Ask children to stand and act out one of the games shown (running, swimming action, skating motion, swinging arms).

Teacher prompt:

“How does your body feel when you move like this? Fast? Warm? Strong?”

Then ask children to tick the games they like in their workbook.

Transition:

“When we play, we use our body in many ways. But we must also remember how to stay safe while playing.”

3. Maze Activity: Help Sana Score a Goal (Focus + Counting)

Direct attention to the maze page.

Tell children:

“Before you start, use your finger to trace the path slowly without using a pencil.”

After finger tracing, ask:

“How many turns do you think the ball will take?”

Then allow them to solve using pencil and count the turns carefully.

Teacher prompt:

“What helped you avoid wrong paths? Did you go slowly or quickly?”

Link it back:

“Just like in a maze, in life also we sometimes stop, think and choose the correct path.”

Transition:

“Playing is fun. But some activities can be unsafe. Let us look carefully.”

4. Rides Activity: Name the Rides (Experience Sharing)

Ask children:

“Have you ever gone on a swing? Slide? Giant wheel?”

Let them raise hands instead of shouting.

Now read each description:

- Back and forth
- Sliding down
- Going up and down
- Rotating around

Ask children to match and write answers.

Movement Extension:

Ask children to:

- Pretend to be on a swing (move arms gently)
- Pretend to slide
- Spin slowly once and stop

Ask:

“What happens if we spin too fast?”

Guide them to say: “We feel dizzy.”

Transition:

“So while playing, we must enjoy but also follow safety rules.”

5. Unsafe Things Sorting Activity (Critical Thinking)

	<p>Before opening the unsafe page, ask:</p> <p>“Can everything we touch be safe?”</p> <p>Let children respond.</p> <p>Open the page.</p> <p>Step 1: Vocabulary Fill Read the sentence: “Unsafe things can _____ you, cause you _____, and make you _____.”</p> <p>Ask children to fill using the word box (hurt, pain, cry).</p> <p>Step 2: Cross Mark Activity Ask children to look at each picture carefully before putting a cross.</p> <p>For each unsafe item, pause and ask: “What might happen if someone plays with this?”</p> <p>Allow children to say: “It can cut.” “It can burn.” “It can break.”</p> <p>Important Teacher Reminder: Do not create fear. Focus on safety and caution.</p> <p>Transition: “Playing makes us strong. Following rules keeps us safe.”</p> <p>6. Hygiene + Privacy Link While Playing (Sensitive Reinforcement)</p> <p>Refer to the line at the bottom of the play page about keeping private parts covered.</p> <p>Ask gently: “When we play outside, do we wear proper clothes?”</p> <p>Guide them: “Yes, we keep our private parts covered. We do not touch them in front of others.”</p> <p>Keep tone calm and matter-of-fact. No dramatization.</p> <p>Transition: “And when we are sick or dirty after playing, who helps us?”</p> <p>7. Loved and Trusted Ones Link (Reassurance)</p>
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	<p>Refer to the bathing/help page.</p> <p>Ask: “Who helps you when you are sick?”</p> <p>Allow children to name: Mummy, Papa, Doctor (with parent present), Teacher.</p> <p>Reinforce clearly: “Only loved and trusted grown-ups help us in private situations. Nobody else.”</p> <p>Keep this short and firm.</p> <p>Transition: “So we enjoy playing, follow safety rules, and tell our loved ones if something feels unsafe</p>	
<p>Recapitulation</p>	<p>Activity: Fair Play Game</p> <p>Quick group game. Pause and ask:</p> <ul style="list-style-type: none"> ● Did everyone get a turn? ● Did we follow rules? <p>Recap: Play safely. Share. Be fair.</p>	
<p>Take home (Homework)</p>	<p>Ask children to circle one game they like the most. At home, they may tell one adult: “I like this game because it makes me happy.”</p> <p>(No writing task required.)</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child gets excited and starts running → Gently say: “Games happen in the playground, now we look at pictures.” 2. Child names a risky activity (fire, road play) happily → Respond calmly: “That looks fun, but it is unsafe.” 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child correctly marks X on unsafe items. 2. Child can name at least one game shown. 3. Child listens during body-rule reminder without distress. 4. Child does not confuse play with permission to touch 	<p>The Confidential Green Zone: Explained</p> <p>“If someone asks you to play a game that makes you feel uncomfortable or unsafe, what should you do?”</p>

<p>3. Child laughs at unsafe images → Neutral tone: “Some things can hurt our body.”</p> <p>4. Child mentions being touched during play → Acknowledge softly and move to the Green Zone after class.</p>		
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Scholastic Questions

1. Which games do the children like to play?
Answer: Ball games, skating, swings, slides.
2. Do games help us feel happy and healthy?
Answer: Yes.
3. Should we play with fire or sharp things?
Answer: No.
4. What should we do with unsafe things?
Answer: Avoid them.
5. While playing, should private parts be covered?
Answer: Yes
6. Should we go near water alone?
Answer: No.

Chapter	8	How Do You Feel?	
<p>COMPETENCIES</p> <p>Core principle(s): Mental Health & Well-Being </p> <p>WHO Life skill(s): Effective Communication </p>	<p>Suggested Teacher:</p> <p><input type="checkbox"/> CACA teacher,</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Grandparent</p> <p><input type="checkbox"/> Specific Subject Teacher</p>	<p>Explicit (Key message)</p> <p>Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Our feelings tell us right from wrong. 2. Our feelings are our friends. They tell us what is safe and unsafe for us. 3. Growing up is about choosing the safe things to do. 	
<p>Methodology:</p>	<p>Other resources:</p>	<p>Implicit (Key message)</p> <p>Learning outcome(s):</p>	

<p>Story-led emotional literacy using pictures, guided choices, matching, and low-resource classroom games.</p>	<p>1. QR Code embedded within the chapter - Page 34</p>	<ol style="list-style-type: none"> 1. Feelings change and that is normal. 2. Feelings give clues about comfort, safety, and needs. 3. Confusion and discomfort are signals, not mistakes. 4. Children can pause, think, and choose a safer response.
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Suggested Flow

<p>Introduction/opening (5 mins)</p>	<p>Teacher points to Pokso and Sana and asks: "Do they feel the same every day?"</p> <p>Accept all answers. No correction yet.</p> <p>Transition line: "Today we will learn the names of feelings."</p>
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Activity 1: Feeling Mirror Game (Page: Tick the feelings)</p> <ol style="list-style-type: none"> 1. Ask children to look at the feeling faces on the page. 2. Say one feeling aloud and ask children to make that face with their own body. 3. Ask: "When did you feel like this?" Give one example to help them think. 4. Now ask them to tick the feelings they have felt before. Prompt gently: "Everyone feels many feelings. There is no right or wrong answer." <p>Transition: "Sometimes feelings feel clear. Sometimes they feel mixed up."</p> <p>Activity 2: Confused Corner (Sticky Note Page)</p> <ol style="list-style-type: none"> 1. Read the confused example slowly. 2. Ask children to close their eyes for 10 seconds and remember a time when they did not know what to do. 3. Ask: "What did your body feel like? Tight? Quiet? Fast heartbeat?" 4. Let two or three children share. Emphasise: "Confused is also a feeling. It helps us pause."

Transition: "Our feelings can help us stay safe."

Activity 3: Match the Feeling (Emoji Matching Page)

1. Read each feeling word clearly.
2. Ask children to look carefully at the emojis before matching.
3. Before they draw lines, ask: "What clues do you see in the face?"
4. Children match independently.
5. Quickly review answers together by asking volunteers to explain one match.

Transition: "Now let us think about situations."

Activity 4: Comfortable or Uncomfortable? (Tick or Cross Page)

1. Read each situation slowly.
2. After each one, pause and ask: "Would your body feel calm or uncomfortable?"
3. Ask children to show thumbs up for comfortable and hands on heart for uncomfortable before marking in the book.
4. Children tick or cross accordingly.

Important teacher prompt:

"If something makes you uncomfortable, that feeling is important. It is helping you."

Transition: "What if a friend asks us to do something?"

Activity 5: Safe Choice Role Play (House-Husband-Wife Scenario)

1. Read the scenario clearly.
2. Before revealing answer choices, ask children to whisper to a partner what they think.
3. Then ask them to look at the two responses.
4. Ask: "Which one keeps your body safe?"

	<p>5. Children tick option b.</p> <p>6. Ask two children to act it out using respectful voice tone.</p> <p>Reinforce: “We can say no kindly and still be a good friend.”</p> <p>Transition: “Feelings also tell us about happy moments.”</p> <p>Activity 6: Happy Poem Completion (I Am Happy Page)</p> <ol style="list-style-type: none"> 1. Read the poem aloud rhythmically. 2. When you reach blanks, pause and let children suggest words. 3. Then let them fill in with mum/dad/dadi/friend or their own idea. 4. Ask: “What makes your heart feel light?” 5. Children write or draw in the final boxes what makes them happy. <p>Smooth closing link: “See how our feelings change? Happy, scared, confused, proud. All are friends. They help us choose safe and good actions.”</p>
<p>Recapitulation</p>	<p>Activity: Emotion Freeze</p> <p>Call out: Happy! Angry! Confused! Scared!</p> <p>Children freeze in expression. Ask: “What helps when you feel scared?”</p> <p>Recap: Feelings are friends. We can talk about them.</p>
<p>Take home (Homework)</p>	<p>Ask the child to tell one feeling they felt today after doing this period.</p> <p>Parent prompt (optional): “What made you feel happy or confused today?”</p>

<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child laughs during “unsafe” picture → Gently say: “Sometimes people laugh when they feel confused. Let’s look again slowly.” 2. Child says “I feel nothing” → Respond: “That’s okay. Feelings sometimes come later.” 3. Child shares a real unsafe experience → Acknowledge quietly. Do not probe. Move to Confidential Green Zone protocol. 4. Child copies peers’ answers → Say: “Your feeling can be different from your friend’s.” 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child can correctly match at least 3 feelings to faces. 2. Child pauses before answering unsafe-choice questions. 3. Reduced giggling during sensitive pages over time. 4. Uses feeling words (happy, scared, confused) spontaneously. 	<p>The Confidential Green Zone: Explained</p> <p>Pages involving: Bathing games, Body boundaries, Feeling uncomfortable with people or touch</p> <p>Teacher Guidance: Do not ask follow-up questions in front of class.</p> <ul style="list-style-type: none"> • Do not ask “who” or “when”. • Report concerns through school child protection protocol. • Reassure the child later with: “You did the right thing by noticing your feelings.”
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Scholastic Questions

1. Name one feeling Sana has.
Answer: Happy / Sad / Angry / Scared / Confused
2. Which feeling tells us something may be unsafe?
Answer: Scared / Confused
3. What should you do before choosing an action?
Answer: Stop and think
4. Is it okay to say no if you feel uncomfortable?
Answer: Yes

Chapter	9	Bedtime Stories	
<p>COMPETENCIES</p> <p>Core principle(s): Personal Safety: Touches/Hugs/Kisses</p>	<p>Suggested Teacher:</p> <p><input checked="" type="checkbox"/> CACA teacher,</p>	<p>Explicit (Key message) Learning outcome(s):</p> <p>1. Sometimes our loved ones hug or kiss us, and</p>	

		<p>sometimes we hug or kiss them.</p> <p>2. If a touch does not give us good feelings or makes us uncomfortable; it is an unsafe touch.</p> <p>3. Lying is a bad habit.</p> <p>4. If we tell lies, then nobody will believe us and help us. Lying is unsafe.</p>
<p>Methodology: Emotion Identification & Guided Expression</p>	<p>Other resources: 1. QR Code embedded within the chapter for interactive video – Pages - 38, 41</p>	<p>Implicit (Key message) Learning outcome(s):</p> <p>1. Children learn that stories can teach right vs wrong behaviour.</p> <p>2. Children understand that trusted adults can give safe touches during care moments.</p> <p>3. Children begin to link truth-telling with safety and help.</p>
Suggested Flow		
<p>Introduction/opening (5 mins)</p>	<p>Teacher shows the bedtime illustration and asks softly: “Who tells you stories at night?” Allow 2–3 responses. No correction, only acknowledgment.</p>	
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>1. Warm Emotional Entry: “Bedtime Feelings Circle” Begin by asking children to sit in a circle. Ask: “Who tells you stories at night?” Allow children to respond verbally. Then ask: “How do you feel when someone hugs you before sleeping?” Encourage one-word answers like happy, safe, warm, loved.</p> <p>Transition: Tell them, “Today we will learn which touches make us feel safe and which ones do not.”</p> <p>2. Story Reading with Action Read the Bedtime Stories page aloud slowly. When the words “hug,” “pat,” or “kiss” appear, pause and ask children to show the action in the air (without touching anyone). For example, show how a hug looks using their own arms.</p>	

After reading, ask:

- Who can give you safe hugs?
- Do we hug strangers? Why not?

Emphasise that safe touches come from loved and trusted adults.

3. Play the QR Video (if available on this page)
Before moving ahead, play the QR video connected to this section.

After watching, ask:

- Which touch in the video looked safe?
- How did the child look when happy?

Keep responses short and simple.

Transition: Say, "Now let us see what happens when touches do not feel good."

4. Unsafe Touch Sorting Game (Pg 39–40)
Show the pictures and ask children to observe silently first. Then say: "If the touch looks safe, show a green thumbs up. If it looks unsafe, fold your arms."
After responses, allow them to circle safe touches in green and unsafe touches in red.

Ask reflective questions:

- How does the child's face look?
- If you feel uncomfortable, what can you do?

Guide children toward: Say NO. Move away. Tell a trusted adult.

5. Safe/Unsafe Feeling Link
Point to the emotions (sad, scared, ashamed, confused).
Ask: "If a touch makes you feel scared or confused, is it safe or unsafe?"
Let them answer together: Unsafe.

Reinforce: "Your feelings are your safety alarm."

Transition: Say, "Sometimes we must also tell the truth so others can help us."

6. Pre-Story Engagement

Ask children: "Have you ever said something just for fun that was not true?"

Do not ask for details. Just yes/no by raising hands.

Tell them you are going to hear a story about what happened when someone lied.

7. Play the QR Video (Girl Who Cried Wolf)

Play the QR video first. Let them watch fully without interruption.

After watching, ask:

- Why did the farmers stop believing her?
- What happened when she really needed help?

Then read the text pages aloud for reinforcement.

8. Role Play Activity

Divide the class into small groups of 4–5.

Assign roles: shepherd girl, farmers, wolf, narrator.

Ask them to enact the story once quickly.

Then pause and ask: “What should the girl have done differently?”

Transition: “Now let us see if we can put the story in order.”

9. Sequencing Activity (Pg 43)

Ask children to look at all six pictures quietly for 30 seconds.

Then say: “First point to the picture where she lies the first time.”

Guide them through identifying beginning, middle, and end before they write numbers.

Ask: “Why is this picture number 6?” Encourage reasoning.

10/ Moral Reflection Circle

Ask:

- If we lie, will people trust us?
- If someone keeps lying, will we believe them next time?

End with: “Truth helps others help us.”

SMOOTH CONNECTION BETWEEN BOTH THEMES

Close by linking both lessons:

“When we feel unsafe, we must tell the truth to a trusted adult. And when someone needs help, we must believe them and support them. Safety and honesty go together.”

OPTIONAL MOVEMENT EXTENSION

	<p>Truth Freeze Game Children walk around the class. When you say “Truth,” they stand straight and still. When you say “Lie,” they act silly. After two rounds, ask: “Which one helps people feel safe?” Answer together: Truth.</p>	
<p>Recapitulation</p>	<p>Activity: Safe Touch Sorting</p> <p>Say: “Hug from mummy.” “Push from stranger.” “High five from teacher.”</p> <p>Children show:  Safe  Not safe</p> <p>Recap: Safe touches feel good. Unsafe touches feel uncomfortable.</p>	
<p>Take home (Homework)</p>	<p>Child tells one bedtime story to a loved one and answers: “Was the character honest or dishonest?” Parent signs or draws a smiley.</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child says “I like being hugged by everyone” → Respond softly: “Some hugs are safe. Some are not. We choose who hugs us.” 2. Child laughs at the wolf story → Say: “Stories can be fun <i>and</i> teach us something important.” 3. Child says “I lied once” → Respond: “Thank you for telling the truth now. That is brave.” 4. Child asks about unsafe touch details → Gently redirect: “We talk about safety with trusted adults at home.” 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Can the child sequence 3–4 pictures correctly? 2. Can the child identify safe touch images? 3. Does the child understand why help did not come in the story? 4. Does the child use words like <i>truth, safe, help</i>? 	<p>The Confidential Green Zone: Explained</p> <p>“If someone’s touch makes you feel uncomfortable or confused, what can you do?”</p> <p>This checks whether the child knows the response strategy (say no, move away, tell a trusted adult) without asking for personal disclosure.</p>
<p>Scholastic Questions</p>		

1. Who tells Arpit bedtime stories?
→ Parents and grandparents
2. What kind of touches make us feel safe?
→ Touches from loved and trusted ones
3. Why did people not help the girl later?
→ Because she lied earlier
4. What should we do when we really need help?
→ Tell the truth

Chapter	10	Pack Up for the Holidays	
COMPETENCIES WHO Life skill(s): Critical Thinking Decision Making Being Independent & Responsible	Suggested Teacher: <input checked="" type="checkbox"/> CACA teacher	Explicit (Key message) Learning outcome(s): 1. Growing up is about choosing the right thing to do.	
Methodology: Guided discovery through picture-reading	Other resources: 1. NA	Implicit (Key message) Learning outcome(s): 1. Pause before choosing instead of acting impulsively 2. Link feelings, rules, and safety while making decisions 3. Understand that “right choice” can change with place and situation 4. Internalise that asking trusted adults helps decision-making.	
Suggested Flow			
Introduction/opening (5 mins)	Teacher shows the cover page and asks: “Have you ever packed a bag?” “Where do people go during holidays?” No correction, only acknowledgment. Let 3–4 children respond.		
Context Building/ Workbook in Play	Activity 1: Snow or Sun? (Weather Detective)		

(25 mins)

1. Show the snowy mountain picture. Ask children: "Look carefully. What season is this? What clues do you see?"
2. Let children point to snowflakes, warm clothes, boots.
3. Ask: "Will Arpit feel hot or cold there?" Let them respond physically by hugging themselves to show cold.
4. Now move to the winter holiday beach page. Ask: "Now what clues do you see?"
5. Children show actions for heat (wiping forehead).

Transition: Say, "If weather changes, our choices must also change."

Activity 2: Pack the Right Things (Snowy Mountain Page)

1. Tell children they must help Arpit pack for cold weather.
2. For each box (sandals vs boots, jacket vs T-shirt, mittens vs cap, shorts vs jeans), ask:
 - "Which one will keep him warm?"
 - "Which one matches snow?"
3. Before ticking, pause and say: "Let us use our three thinking questions."
4. Children say the questions aloud and then tick.
5. After each correct choice, ask: "What would happen if he wore sandals in snow?" Encourage simple consequence thinking like "He will feel cold" or "His feet will hurt."

Transition: Say, "Now Arpit goes somewhere hot. Will our choices stay the same?"

Activity 3: Choose Only Four (Hot Weather Page)

1. Explain clearly: "Arpit can choose only four things. That means we must think carefully."
2. Go item by item. Ask children to stand up if they think it is suitable for hot weather, and sit if not.

3. For example:

- Show boots → “Stand or sit?”
- Show umbrella → “Will this help in hot weather?”

4. Once movement is done, children tick only four appropriate items.

5. Ask: “Why did you not choose gloves?” Let children explain briefly.

Transition: Say, “Good choosing means not picking everything. It means picking wisely.”

Activity 4: Feelings and Confusion Word Link

1. Refer to the word box: summer, snowy, freezing, confused.
2. Ask: “How would Arpit feel if he packed shorts for snow?”
3. Children answer: confused / cold.
4. Use body language to act freezing.
5. Reinforce vocabulary gently.

Transition: “Our feelings help us decide if something makes sense.”

Activity 5: Quick Partner Decision Game (Games Period Optional)

If possible during Games period:

1. Divide children into pairs.
2. Say a scenario: “It is raining heavily.”
3. Partners whisper one thing they would take.
4. Teacher calls 2–3 pairs to share.
5. Repeat with: “It is very cold” and “It is very hot.”

	Keep it short and structured.	
Recapitulation	<p>Activity: Smart Choice Game</p> <p>Call out situations: “It is snowing.” “It is very hot.”</p> <p>Children shout what to pack.</p> <p>Recap: Think before choosing. Ask 3 safety questions.</p>	
Take home (Homework)	<p>Child asks at home:</p> <ul style="list-style-type: none"> ● “Where are we going in the next holidays?” ● “What clothes will keep me safe there?” <p>Parent helps child choose one item and explain why.</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child picks everything → Gently say: “We choose only what helps us.” 2. Child says “I don’t know” → Prompt: “Let’s think together.” 3. Child copies friend’s choices → Say: “Your bag is yours.” 4. Child insists on favourite clothes → Respond: “Favourite is good, safe is better.” 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Explains at least one choice. 2. Changes choice when place changes. 3. Uses words like cold, hot, safe, confused. 4. Asks before choosing. 	<p>The Confidential Green Zone: Explained</p> <p>If a child says, “Nobody tells me what to pack,” or “I choose everything I want,” gently explore after class.</p> <p>This may reflect lack of guidance, boundaries, or difficulty with regulation and decision structure at home.</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. Where is Arpit going during holidays? Answer: To his uncle’s house / mountains / beach (as per page) 2. Why does Arpit need warm clothes in the snow? Answer: To stay warm and safe 		

3. Can Arpit wear the same clothes everywhere?

Answer: No

4. How many things can Arpit choose to pack?

Answer: Four

Chapter	11	Safety Rules	
COMPETENCIES Core principle(s): Personal Safety WHO Life skill(s): Effective Communication	Suggested Teacher: <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	Explicit (Key message) Learning outcome(s): 1. Rules are for our safety. 2. We must follow the rules for our safety.	
Methodology: Scenario-based learning with guided discussion and visual cue decoding	Other resources: 1. QR Code embedded within the chapter for interactive video – Page 51	Implicit (Key message) Learning outcome(s): 1. Children internalise that rules exist to keep us safe, not to restrict fun. 2. Children begin linking body feelings (fear, discomfort) with the need to act. 3. Children understand that safety rules apply across situations (water, touch, play). 4. Children practise assertive responses without needing to explain or justify.	
Suggested Flow			
Introduction/opening (5 mins)	Ask: <i>“Why do we have rules at home or school?”</i> Link responses to safety , not punishment. Introduce Pokso: <i>“Pokso follows rules so he can swim and play safely.”</i>		
Context Building/ Workbook in Play	1. Begin with Body Experience (Movement Warm-Up) Start by asking children to stand up and pretend they are in water. Ask them to slowly move their arms like swimming. Then ask them to freeze. Say, “When we are in water, can we move the same way as on land?” Let them respond. Briefly discuss how water feels different and why we must be careful in water. Transition:		

Say, "If water feels different, we need special rules to stay safe. Let us see what rules swimmers follow."

2. Picture Talk – Observing the Swimming Pool Scene

Show the swimming pool picture.

Ask children to carefully observe before speaking.

Prompt with guiding questions:

- Who is near the pool?
- Is anyone swimming alone?
- What are the children wearing?
- Who is watching them?

Write the word *rules* on the board.

Explain that rules help us stay safe and strong.

Transition:

Say, "Now that we see the swimming teacher and children, let us find out what rules they follow."

3. Rule Sorting Game (Play-Based)

Read each swimming rule aloud slowly.

After reading each rule, ask children to show thumbs up if it sounds safe and thumbs down if it sounds unsafe.

Discuss briefly why each rule is important.

Avoid long explanations. Let children say the reason first.

Transition:

Say, "We follow swimming rules to stay safe in water. But what if someone breaks a safety rule or makes us uncomfortable?"

4. Connecting to the 5-Step Safety Rule (Role Play Introduction)

Tell children: "Just like swimming has rules, our body also has safety rules."

Explain that if someone does something unsafe, we follow 5 steps.

Before reading the steps, ask:

"What can we do if someone makes us uncomfortable?"

Let a few children answer.

Transition to QR Code Video:

Before teaching the steps, say, "Let us watch the video to understand the 5-step safety rule clearly."

Play the video from the QR code.

After watching, ask children to recall the steps from memory.

	<p>5. Action Practice (Movement-Based Reinforcement) Practise each step physically:</p> <ul style="list-style-type: none"> • Scream – children say “STOP!” loudly together. • Say NO – children practise saying “NO” firmly. • Run – children jog in place. • Tell – children pretend to tell a teacher. • Keep telling – children repeat, “I will keep telling.” <p>Repeat twice to build confidence.</p> <p>Transition: Conclude by saying, “Rules keep us safe in water. Safety steps keep our body safe everywhere.”</p>	
<p>Recapitulation</p>	<p>Activity: 5-Step Safety Action Drill</p> <p>Children practice:</p> <ol style="list-style-type: none"> 1. Scream! 2. Say NO! 3. Run! 4. Tell! 5. Keep telling! <p>Make it energetic.</p> <p>Recap: Safety steps protect us.</p>	
<p>Take home (Homework)</p>	<ul style="list-style-type: none"> • Child tells one safety rule to a caregiver. • Optional oral task: “Ask your trusted adult what to do if something feels unsafe.” 	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child laughs or treats “NO” playfully → Calmly model firm tone: “NO is for safety, not play.” 2. Child says “I will shout only if I’m hurt” → Gently clarify: “We shout even when we feel scared.” 3. Child asks detailed ‘what if’ questions → Respond briefly, return to rule: “Follow the steps. Tell an adult.” 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child can name at least 2 safety rules. 2. Child can say “NO” audibly during activity. 3. Child identifies one trusted adult to tell. 4. Child follows picture sequence without prompting. 	<p>The Confidential Green Zone: Explained</p> <p>“If someone touches you in a way that makes you uncomfortable, what is the first thing you can do?”</p> <p>To check whether the child remembers the first safety response step and feels empowered to act.</p>

4. Child goes silent or withdrawn → Do not probe. Continue general discussion. Observe.		
<p>Scholastic Questions</p> <p>1. Why do we follow swimming rules? → To stay safe.</p> <p>2. Who should be near when we swim? → Swimming teacher / trusted adult.</p> <p>3. What is Step 1 of the safety rule? → Scream.</p> <p>4. What should you say if something feels unsafe? → NO.</p> <p>5. Who do you tell about unsafe things? → Parents, grandparents, teachers.</p>		

Chapter	12	Telling Your Loved Ones	
<p>COMPETENCIES Core principle(s): Personal Safety WHO Life skill(s): Effective Communication</p>	<p>Suggested Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher 	<p>Explicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. When we speak loudly and clearly, people listen better. It is a good habit. 2. Always follow safety rules and tell a loved one if you are not feeling safe. 	
<p>Methodology:</p> <p>Story-based discussion + picture prompts + simple role-play</p>	<p>Other resources:</p> <ol style="list-style-type: none"> 1. QR Code embedded within the chapter for interactive video – Pages - 53 	<p>Implicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Children understand that how they speak affects whether they are believed. 2. Children learn that telling a trusted adult is a safety skill, not a complaint. 3. Children internalise that telling once is not enough if they are not heard. 	

Suggested Flow

Introduction/opening (5 mins)

Teacher shows two pictures from the page (Sana speaking clearly vs Arpit looking unsure).

Ask: "Who looks easy to listen to?"

Do NOT correct answers yet. Let children observe.

Context Building/ Workbook in Play (25 mins)

1. Opening Circle: "Who Do We Believe?" (Observation-Based Warm-Up)

Teacher Action:

Begin by asking two volunteers to come forward. Guide one child to stand confidently, make eye contact, and speak clearly: "I have something important to say." Guide the other child to mumble softly, avoid eye contact, and fidget.

Ask the class:

- Who did you find easier to listen to?
- Why?
- What did you notice about their body?

Write children's responses on the board under three headings: Eyes | Voice | Body

Transition smoothly:

"Today we are going to learn not just how to speak, but how to speak in a way that helps others listen and believe us."

2. Exploration: Listening & Believing

Read aloud the scenario from the page.

Teacher Scaffold Questions:

- Look at Sana. What is she doing with her eyes?
- How is she standing?
- How might her voice sound?
- Now look at Arpit. What do you notice?

Help children fill in:
She *looked* at me.
She spoke *loudly* and *clearly*.
That made me listen and *believe* her.

Do not rush to answers. Allow children to observe the image and infer.

Transition:
“So if something important happens, how can we speak so that people listen?”

3. Movement Activity: “Statue to Speaker”

Ask children to walk freely around the room. When you say “Statue!”, they freeze.

Now call out:

- “Scared statue”
- “Confident speaker”
- “Unsure speaker”
- “Clear speaker”

After each, ask:
What changed in your body?
What changed in your voice?

Link back:
“Our body and voice help others understand us.”

4. Safety Circle Discussion

Show the image of the child telling a grandfather and a police officer.

Ask:

- Whom can we tell?
- Can we tell more than one person?
- What if the first person does not listen?

Highlight:

Tell a loved one as soon as you can.
Keep telling until someone listens.

Transition gently:

“Speaking clearly is important. But speaking at all is even more important.”

5. Role Play: “I Need to Tell You Something”

In pairs, one child practises:

- Looking at the other
- Speaking clearly
- Saying: “I need to tell you something important.”

Switch roles.

Then practise:

- “I feel uncomfortable.”
- “I do not like that.”
- “Please help me.”

Encourage natural tone, not shouting. Emphasize clarity and eye contact.

6. Integrating with Previous Chapters

Connect with earlier learning:

- In the 5-Step Safety Rule, what was Step 4? (Tell)
- When the shepherd girl lied, what happened when she cried for help later?
- Why is being honest and clear important?

Build the bridge:

“If we speak clearly and truthfully, people believe us. That keeps us safe.”

<p>Recapitulation</p>	<p>Telling Your Loved Ones</p> <p>🗣️ Activity: Tell Chain</p> <p>Each child says: “If something is wrong, I will tell _____.”</p> <p>Recap: Speak loudly. Speak clearly. Telling keeps us safe.</p>	
<p>Take home (Homework)</p>	<p>Child tells one loved one at home: “One safety rule I learned today.” Parent signs or ticks.</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child says “No one listens to me” → Respond: “That’s why we tell more than one trusted grown-up.” 2. Child whispers consistently → Model calm, clear voice. Praise effort, not volume. 3. Child names an unsafe person → Acknowledge calmly, do not probe. Follow school child protection protocol. 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child uses words like <i>tell</i>, <i>listen</i>, <i>believe</i> correctly. 2. Child can name at least one loved/trusted adult. 3. Child understands “keep telling” without fear cues 	<p>The Confidential Green Zone:</p> <p>If something makes you feel unsafe or uncomfortable, who can you tell right away?</p> <p>Because telling quickly and clearly helps trusted adults protect you and keep you safe.</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. Who should you tell if something feels wrong? → A loved or trusted grown-up. 2. How should you speak when telling something important? → Loudly and clearly. 3. If one person does not listen, what should you do? → Tell another loved one. 		

Chapter	13	Arpit Learns to Ride His Bicycle	
<p>COMPETENCIES</p> <p>Core principle(s): Personal Safety</p> <p>WHO Life skill(s): Effective Communication</p>	<p>Suggested Teacher:</p> <p><input type="checkbox"/> CACA teacher,</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Grandparent</p> <p><input type="checkbox"/> Specific Subject Teacher</p>	<p>Explicit (Key message)</p> <p>Learning outcome(s):</p> <p>1. If you are scared of something or someone, always tell a loved one as soon as you can.</p>	
<p>Methodology:</p> <p>Story-based discussion + picture observation + choice-making activities + simple safety role-play.</p>	<p>Other resources:</p> <p>QR Code embedded within the chapter for interactive video – Pages - 54</p>	<p>Implicit (Key message)</p> <p>Learning outcome(s):</p> <p>1. Children learn that help should be taken only from trusted adults.</p> <p>2. Children understand that feeling uncomfortable is a warning sign.</p> <p>3. Children learn to tell a loved one when something feels unsafe.</p>	
Suggested Flow			
<p>Introduction/opening (5 mins)</p>	<p>Show the picture of Arpit with his bicycle. Ask: “Who taught you something new recently?” Accept all answers. No correction.</p>		
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>1. Warm-Up: Excitement & Aspiration</p> <p>Begin with movement.</p> <p>Ask children to stand and pretend they are riding a bicycle. “Hold your handlebars... pedal slowly... now fast... ring your bell!”</p> <p>Let them sit.</p> <p>Ask: “How did you feel just now?” (Excited, happy, free.)</p> <p>Transition gently: “Arpit also felt exactly like that on his birthday...”</p>		

2. Promise & Disappointment

Read till Papa was busy.

Pause.

Ask:

“Have you ever waited for something important?”

“How does it feel when someone promises but cannot do it?”

Let 2–3 responses come.

Teacher connects:

“When we want something very badly, sometimes we try to solve it quickly.”

Transition:

“That is what Arpit did next...”

3. The Big Friend – New Help

Read the part where Arpit asks the older boy for help.

Before revealing the unsafe behaviour, ask:

“Is it always safe to take help from anyone?”

Let children think.

Then read till: “Arpit felt unsafe.”

Pause immediately.

Say softly:

“Close your eyes for a moment. When someone makes you uncomfortable, where do you feel it in your body?”

Children may point to tummy, chest, throat.

Teacher affirms:

“Our body gives us signals.”

Transition smoothly:

“So when Arpit felt unsafe, what could he do?”

4. Freeze & Think Game (Movement-Based)

Children stand.

Teacher says different situations:

- Someone helps you tie your shoelace.
- Someone pulls you hard without asking.
- Someone tries to touch your private parts.

Children freeze and show with their body whether it feels safe (thumbs up) or unsafe (arms crossed).

Short debrief:

“If your body says ‘no’, we must listen.”

Transition:

“Arpit did not keep quiet...”

5. Talking to a Friend

Read about Arpit telling Pokso.

Ask:

“Was Pokso a good friend? Why?”

Guide toward: Good friends tell us to stay safe.

Transition gently:

“But Arpit was still scared...”

6. Strong Voice Activity

Two volunteers.

Child 1 says: “I need help,” looking down softly.

Child 2 says: “I need help,” looking at the teacher clearly.

Ask class:

“Whom could you hear and understand better?”

Link back:

“When we speak clearly, people believe us.”

Transition:

“So Arpit gathered courage...”

7. Telling a Loved One

Read the mother’s response.

	<p>Pause.</p> <p>Ask: “How did his mother feel when he told her?” (Guide toward: proud, supportive.)</p> <p>Clarify explicitly: “Loved ones feel proud when we tell them something unsafe.”</p> <p>Transition: “After telling, what happened?”</p> <p>8. Safety Restored + Physical Rehearsal</p> <p>Stand again.</p> <p>Practice together:</p> <p>Stop (hands forward) Say NO (firm voice) Run (march in place) Tell (point to imaginary adult)</p> <p>Repeat rhythmically once.</p> <p>Close with: “When we feel unsafe, we do not stay silent. We tell.”</p>	
<p>Recapitulation</p>	<p>Activity: Helmet Check</p> <p>Ask: “What keeps us safe while riding?”</p> <p>Children mime wearing helmets.</p> <p>Recap: If scared, tell. If unsafe, tell. Protection first.</p>	
<p>Take home (Homework)</p>	<ul style="list-style-type: none"> ● Draw who helps you stay safe. ● Write or dictate one name. 	
<p>Possible hiccups: 1. Child says “He is my friend, so it’s okay” → Gently say:</p>	<p>Cues for Quick Progress Tracking</p> <p>1. Can child identify unsafe touch?</p>	<p>The Confidential Green Zone: Explained</p>

<p>“Friends should not touch private parts.”</p> <p>2. Child becomes silent → Say: “You can listen. You don’t have to speak.”</p> <p>3. Child laughs → Calmly redirect: “This is about safety.”</p>	<p>2. Can child name one trusted adult?</p> <p>3. Can child say “tell mummy/papa/teacher”?</p>	<p>If a child shares personal discomfort or names someone, do not probe. Thank the child.</p> <p>Inform school counsellor / follow child protection protocol</p>
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Scholastic Questions

1. Who taught Arpit cycling in the end?
→ Papa
2. What should Arpit wear while cycling?
→ Helmet
3. What should we do if we feel unsafe?
→ Tell a loved one

Chapter	14	Sana Goes to the Zoo	
<p>COMPETENCIES</p> <p>Core principle(s): Constitutional Morality Emotional/Intelligence Quotient</p>	<p>Suggested Teacher:</p> <p><input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. A family that eats together, shares stories. 2. We must always share our day and feelings with our loved ones. Talking about our emotions helps us feel better. 	
<p>Methodology:</p> <p>Conversation-based storytelling + observation activities + expression through drawing and ticking.</p>	<p>Other resources:</p> <p>QR Code embedded within the chapter for interactive video – Pages - 57</p>	<p>Implicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Children learn to share their day with loved ones. 2. Children understand listening makes people feel safe and happy. 3. Children connect nature, animals, and feelings. 	
Suggested Flow			
<p>Introduction/opening</p>	<p>Ask: “Where did you go last with your school or family?”</p>		

(5 mins)	Let children answer freely.
Context Building/ Workbook in Play (25 mins)	<p>Activity 1: Dinner Table Role Play</p> <p>Ask 4–5 children to sit like a “family dinner table.”</p> <p>One child shares something from their “day.” The others must:</p> <ul style="list-style-type: none"> ● Look at the speaker ● Keep hands still ● Not interrupt <p>Teacher pauses and asks: “How did it feel when everyone was looking at you?” “How did it feel when someone was not looking?”</p> <p>Transition: “Let us see what happened at Sana’s house.”</p> <p>Activity 2: Story + QR Audio (Play the Video)</p> <p>Play the QR code audio/story where indicated.</p> <p>Before playing: “Listen carefully. We will answer questions after.”</p> <p>After playing: Ask:</p> <ul style="list-style-type: none"> ● Who called Papa? ● Why was Sana upset? ● What did Papa do later? <p>Transition: “When someone does not listen to us, how do we feel?”</p> <p>Write feeling words on board: sad, angry, ignored.</p> <p>Activity 3: Bird Sound Listening Game</p> <p>When Papa’s ringtone of a bird is mentioned:</p> <p>Teacher makes bird sounds softly. Children guess: “Which bird?”</p>

Then show bird pictures from book.

Ask:

“Have you heard a cuckoo?”

“Where do we see birds?”

Transition:

“Now Sana will tell Papa about the zoo.”

Activity 4: Zoo Freeze & Move Game (Movement Based)

Teacher says animal names.

Children act like:

- Elephant
- Lion
- Snake
- Giraffe

Then teacher says:

“Freeze and listen!”

Children must stop and look at teacher.

Link:

“Listening is like freezing and focusing.”

Transition:

“What happened when Papa listened carefully?”

Activity 5: Listening Pairs

Children sit in pairs.

Partner A speaks for 30 seconds:

“My favourite animal is...”

Partner B must:

- Look at them
- Nod
- Repeat one sentence back

Then switch.

Teacher reinforces:

“When we listen carefully, people feel happy.”

Transition:

“That is why Sana smiled again.”

Activity 6: Real-Life Nature Connect (Picture Page)

Ask:

“Which animals or trees have you seen near your home?”

Children tick pictures in book.

Follow-up:

“Do we protect animals and trees?”

“How?”

Link to care and responsibility gently.

Activity 6: Stand Up If...

Teacher says:

“Stand up if you have seen a cow.”

“Stand up if you have seen a butterfly.”

“Stand up if you have seen a buffalo.”

Children respond physically.

Transition:

“Now let us find them in the book.”

Activity 7: Sorting Corners Game (Minimal Resource)

Label four classroom corners verbally:

- Animals
- Birds
- Insects
- Trees/Plants

Teacher says a name.

Children walk to the correct corner.

Example:

“Peacock.”

“Rose.”

“Mosquito.”

“Elephant.”

Teacher corrects gently if needed.

Transition:

“Now we will tick what we have seen in real life.”

Activity 8: Tick & Tell

Children tick pictures.

After ticking:

Each child shares ONE they ticked and where they saw it.

Teacher reinforces vocabulary clearly.

Transition:

“Now can we draw our own animal?”

Activity 9: Guided Drawing (Scaffolded)

On board:

Draw step-by-step simple shapes:

- Circle
- Oval
- Add legs
- Add tail

Children copy in book.

Teacher says:

“Shapes help us draw.”

Encourage naming below drawing.

Transition:

“Who would like to show their drawing?”

Activity 10: Animal Sound Chain

First child says animal + sound.

Next child repeats previous and adds new one.

Example:

“Cow – moo.”

“Cow – moo, Dog – bow.”

	Build memory and fun.	
Recapitulation	<p>Activity: Animal Sounds & Listening Game</p> <p>Children make animal sounds. Then freeze when Teacher says: “Listen.”</p> <p>Recap: Share your day. Listen to others. Talking helps feelings.</p>	
Take home (Homework)	Ask child to tell one thing they experienced at home today to family. Family just listens.	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child says “Nobody listens to me” → Respond: “You can tell me now.” 2. Child interrupts others → Gently model listening behaviour. 3. Child names scary news → Acknowledge, don’t dramatize. 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Can child share one experience? 2. Can child wait and listen briefly? 3. Can child name one animal or bird? 	<p>The Confidential Green Zone: Explained</p> <p>“Has there been a time when you wanted to tell something important but someone did not listen to you?”</p> <p>This may open emotional sharing about feeling ignored or unheard at home or school. The teacher must respond with validation and not dismiss the child’s experience.</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. Where did Sana go? → Zoo 2. Who listened to Sana? → Papa 3. How did Sana feel after sharing? → Happy 		

<p>COMPETENCIES Core principle(s): Personal Safety: Secrets WHO Life skill(s): Critical Thinking</p>	<p>Suggested Teacher:</p> <p><input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcome(s):</p> <p>1. Always tell your loved and trusted ones about any secrets, surprises and gifts. 2. Surprises are good, but secrets are bad.</p>
<p>Methodology:</p> <p>Story-based discussion with simple decision-making activities and role play</p>	<p>Other resources:</p> <p>QR Code embedded within the chapter for interactive video – Pages -63</p>	<p>Implicit (Key message) Learning outcome(s):</p> <p>1. Surprises are happy and shared later 2. Secrets should always be told to loved ones. 3. Gifts are safe when adults know</p>
<p>Suggested Flow</p>		
<p>Introduction/opening (5 mins)</p>	<p>Teacher asks: “Have you ever planned a surprise for someone you love?”</p>	
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>1. Warm-Up: Surprise or Secret? (Thinking Circle) Begin by asking children to sit in a circle. Tell them you are thinking of two things: one is a surprise party for someone, and the other is hiding something because you are scared. Ask: “Are these the same or different?” Allow children to respond freely. Write two words on the board: Surprise and Secret. Do not explain yet. Let them think.</p> <p>Transition: “Let us see what Arpit and Papa decided to do.”</p> <p>2. Story Enactment (Role Play) Narrate the cake planning scene with expression. Pause and ask: “Why does Papa want to keep it a surprise?” Invite two volunteers to act as Papa and Arpit mixing cake batter. Then gently introduce the tension: “Arpit told grandparents. Was that okay?” Let children discuss. Guide them toward understanding that surprises are happy and temporary.</p> <p>Transition: “Now let us see what happened when they went to Tina’s house.”</p> <p>3. Gift Game (Choice with Reflection) Recreate the toy box scene. Place a few objects in a</p>	

box. Allow children to pick one imaginary gift. After picking, ask:
“If someone gives you a gift, what should you do next?”
Guide them toward the idea of telling a loved one.
Write on board: Gifts → Tell loved ones → Stay safe.

Transition: “So what is the difference between a surprise and a secret?”

4. Sorting Activity (Board Work)
Draw two columns: Surprise (tell later) and Secret (never tell).
Give examples and let children classify:
 - Birthday party planning
 - Someone asking you not to tell about a touch
 - A hidden gift
 - Someone saying “Don’t tell your parents”

Teacher gently scaffolds understanding without shaming any response.

Transition: “Now let us hear what Ma’am explained in school.”

5. Teacher Talk Simulation
Explain clearly:
“A surprise is something we tell later. A secret is something we hide. Hiding secrets can be unsafe.”
Ask children to repeat together: “Surprises are good. Secrets are not safe.”

End with reflection:

“If someone tells you to keep a secret, what will you do?”
Children respond: “Tell a loved one.”

1. Revisiting the Concept (Movement Activity)
Ask children to stand.
Say different statements. If it is a surprise, they clap once. If it is a secret, they cross arms.
Examples:
 - Planning a cake
 - Someone touching you and saying “Don’t tell”
 - Buying a birthday gift
 - Someone giving you something and asking you to hide it

Pause after each and explain briefly.

Transition: “Ma’am said something important about secrets. Let

	<p>us think about it.”</p> <p>2. What is a Secret? (Think-Pair-Share) Ask children to pair up and answer: “What is a secret?” Then explain: “A secret is something hidden and not shared. But unsafe secrets must always be told.”</p> <p>Transition: “Let us understand the difference clearly.”</p> <p>3. Visual Comparison (Board Drawing) Draw two simple icons: Surprise = tell later Secret = unsafe if hidden</p> <p>Ask children to give one example for each. Write their responses.</p> <p>Transition: “Now think about your own life.”</p> <p>4. Safe Sharing Reflection Ask: “Has anyone ever asked you to hide something from your parents?” Keep tone calm and neutral. Do not push for details. Remind them: “If something feels confusing or uncomfortable, we always tell our loved ones.”</p> <p>5. Closing Affirmation Have children repeat: “I will tell my parents, grandparents, or teacher if someone asks me to keep a secret.” Reinforce safety without fear.</p>
<p>Recapitulation</p>	<p>Activity: Secret vs Surprise Sorting</p> <p>Say examples: “Birthday cake.” “Someone says don’t tell your parents.”</p> <p>Children show:  Surprise  Secret</p> <p>Recap: Surprises are happy. Secrets that feel bad must be told.</p>

Take home (Homework)	Plan a surprise for principal ma'am with help of your teacher.	
Possible hiccups: 1. Child says "I have a secret" → Gently say: "Let us share it with a trusted grown-up." 2. Child feels worried → Reassure: "Telling keeps us safe."	Cues for Quick Progress Tracking 1. Can child say the difference between secret and surprise? 2. Can child name at least one trusted adult?	The Confidential Green Zone: Explained If someone says, "This is our little secret, don't tell your parents," what will you do?
Scholastic Questions 1. Why did Papa keep it a surprise? A: To make mummy happy. 2. Who should we tell about gifts? A: Parents or trusted adults.		

Chapter	16	Picture Stories	
COMPETENCIES WHO Life skill(s): Critical Thinking Effective Communication	Suggested Teacher <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	Explicit (Key message) Learning outcome(s): 1. It is okay to be scared but always tell a loved and trusted one about someone or something that makes you afraid. 2. If anyone says it is our fault, when we did not do anything, we should always tell our loved and trusted ones. 3. Nobody should touch or kiss your private parts.	
Methodology: Visual sequencing and emotional expression using picture stories.	Other resources: QR Code embedded within the chapter for interactive video – Pages -67, 69, 70, 71	Implicit (Key message) Learning outcome(s): 1. Feeling scared is normal. 2. Being scared does not mean being weak.	

		<p>3. Telling a trusted adult about fear is brave.</p> <p>4. Fear reduces when we share it with loved ones.</p> <p>5. Monsters in stories are imaginary and can be “defeated” safely.</p>
Suggested Flow		
<p>Introduction/opening (5 mins)</p>	<p>Teacher Prompt (show first page – Arpit and Papa reading):</p> <ul style="list-style-type: none"> ● “What is Arpit doing here?” ● “Is it day or night?” ● “How do you know it is night?” <p>Teacher Action: Point to:</p> <ul style="list-style-type: none"> ● Clock ● Calendar ● Moon <p>Purpose: Ground the child in time, safety, and routine before emotional content.</p>	
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Activity 1: Picture-Fill Story (Page: Arpit and the Monster)</p> <p>Student Task (in book): Fill in the blanks with help from word box:</p> <ul style="list-style-type: none"> ● monster ● scary ● defeated <p>Teacher Support:</p> <ul style="list-style-type: none"> ● Read aloud once. ● Let children point to pictures before filling words <p>Activity 2: Emotion Identification (Monster Pictures Page)</p> <p>Student Task: Tick the monster that looks scariest to you.</p> <p>Teacher Prompts:</p> <ul style="list-style-type: none"> ● “Why does this monster look scary?” 	

	<ul style="list-style-type: none"> ● “Is it because of teeth, size, colour, or eyes?” <p>Important Rule for Teacher: No monster is “wrong”. Fear is subjective.</p> <p>Activity 3: Dialogue Reading – Sana Is Scared</p> <p>Teacher Role-Play Reading: Read the dialogue bubbles aloud:</p> <ul style="list-style-type: none"> ● “Grandpa, I am scared.” ● “Of what?” ● “That auntie who just went...” <p>Student Participation:</p> <ul style="list-style-type: none"> ● Children repeat: “It is brave to tell when you are scared.” <p>Activity 4: Guided Expression (Workbook Line)</p> <p>Student Task (written or oral): “Tell your friend, Pokso, if you are scared of someone or something.”</p> <p>Options for Children:</p> <ul style="list-style-type: none"> ● Draw instead of write ● Whisper to teacher ● Say “I don’t want to share” (also accepted)
<p>Recapitulation</p>	<p>Activity: Brave Badge</p> <p>Ask: “When are you brave?”</p> <p>Children complete: “I am brave when I...”</p> <p>Recap: Being scared is okay. Telling is brave.</p>
<p>Take home (Homework)</p>	<ol style="list-style-type: none"> 1. Draw Activity: Draw something that scares you and draw yourself telling a parent or grandparent. 2. Talk Activity: At home, tell one grown-up:

	<p>“Something that scared me this week was _____.”</p> <p>3. Picture Pointing: Show the monster page to a loved one and say which monster looked scariest.</p> <p>Instruction to Parents (implicit): Listen. Do not dismiss or laugh.</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child says “I am not scared of anything” → Say: “That’s okay. Some people feel scared later.” 2. Child laughs at others’ fears → Gently say: “Fear is different for everyone.” 3. Child mentions a real person → Thank them, do not probe. Move to Green Zone later. 4. Child becomes silent → Allow drawing or sitting quietly. No forcing. 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child can say: “It is okay to be scared.” 2. Child can identify: Who they should tell when scared. 3. Child completes blanks correctly: okay / brave / scared / unsafe 4. Child engages with story discussion. 	<p>The Confidential Green Zone: Explained</p> <p>NA</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. Who was Arpit with at night? Answer: His father. 2. How did Arpit feel when he saw the monster? Answer: Scared. 3. What did Arpit do when he was scared? Answer: He held his father’s hand / He told his father. 4. Is it okay to be scared? Answer: Yes. 5. What makes a person brave in the story? Answer: Telling someone when they are scared. 		

Chapter	1 7	Do You Know a Gardener?	
COMPETENCIES Core principle(s): Personal Safety: Strangers WHO Life skill(s): Critical Thinking	Suggested Teacher: <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	Explicit (Key message) Learning outcome(s): 1. Strangers are people we do not know well or at all. 2. Never talk to or go with strangers. Always tell your loved ones if a stranger tries to talk to you.	
Methodology: Real-life role identification through categorization and safety rules.	Other resources: NA	Implicit (Key message) Learning outcome(s): 1. Not everyone we see is known to us 2. Strangers can help only in emergencies 3. Always check with loved ones	
Suggested Flow			
Introduction/opening (5 mins)	Teacher asks: “Who helps us in school and outside?” Repeat 3-4 answers!		
Context Building/ Workbook in Play (25 mins)	Sorting Game (Oral) Teacher names roles. Children say “Known” / “Stranger”. • Freeze Rule Game Teacher says: “Stranger asks you to come.” Children freeze and say: “I will tell my parents.” • Workbook Tick Activity Teacher reads roles slowly.		
Recapitulation	Activity: Seed Circle Children pretend to plant seeds. Ask: “What helps plants grow?” Recap: Care. Patience. Respect for nature.		

Take home (Homework)	Ask parents who are trusted helpers and who are strangers and do the workbook activity based on their explanation.	
Possible hiccups: 1. Child says “But I see them daily” → Explain “seeing is not knowing” 2. Child fears all strangers → Clarify emergency exception	Cues for Quick Progress Tracking 1. Can child say “I must ask first”? 2. Can child identify stranger vs known?	The Confidential Green Zone: Explained NA
Scholastic Questions 1. Who is a stranger? A: Someone we don’t know well. 2. Should we go with them if they want to take us somewhere? A: No		

Chapter	18	The Angry Bee	
COMPETENCIES Core principle(s): Personal Safety: Emergency WHO Life skill(s): Critical Thinking	Suggested Teacher: <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	Explicit (Key message) Learning outcome(s): 1. Sometimes, when there is no known grown-up near us, we take help from strangers in an emergency.	
Methodology: Story + emergency response learning through cause–effect discussion.	Other resources: QR Code embedded within the chapter for interactive video – Pages -75	Implicit (Key message) Learning outcome(s): 1. Emergencies need quick help 2. It is okay to ask strangers for help in emergencies 3. Feelings like pain and fear are signals	
Suggested Flow			
Introduction/opening (5 mins)	Teacher asks: “What do we do when our friend gets hurt?”		

<p>Context Building/ Workbook in Play (25 mins)</p>	<ul style="list-style-type: none"> • Fill in the Blanks Teacher reads the story → children speak verbally the answers • Emergency Call Game (Verbal) Teacher asks: “Who can help now?” Children respond: “Nearest adult!” • Thank You Practice Children say together: “Thank you for helping.” 	
<p>Recapitulation</p>	<p>Activity: Calm Down Buzz</p> <p>Children buzz loudly. Then practice:</p> <ul style="list-style-type: none"> • Deep breath • Slow wings • Calm body <p>Recap: Anger can hurt. Calm helps.</p>	
<p>Take home (Homework)</p>	<p>Do the thank you activity at home.</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child scared of bees → Reassure + focus on help, not insect 2. Child says “strangers are bad” → Emphasize emergency rule 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Can child name one emergency helper? 2. Can child say “I need help”? 	<p>The Confidential Green Zone: Explained</p> <p style="color: green;">If child links emergency to real neglect/injury → follow reporting norms.</p>
<p>Scholastic Questions</p> <p>1. Why did Pokso ask for help? A: Sana was hurt.</p> <p>2. Is it okay to ask strangers in emergencies? A: Yes.</p>		



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

Dear teachers

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

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

For more details



To book a webinar, contact:
workshopcoordinator_01@projectcaca.org / +91 9205488404

SUPPLEMENTARY RESOURCES:

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

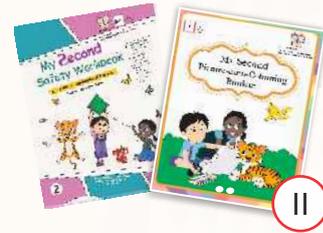
My Practice Booklets (Class III to Class IX)



My Beginner's Picture-cum-Colouring Booklet



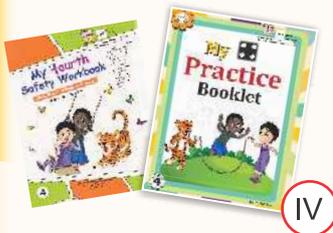
My First Picture-cum-Colouring Booklet



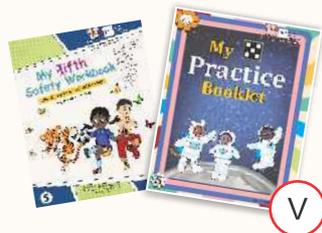
My Second Picture-cum-Colouring Booklet



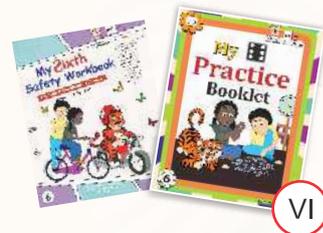
My Third Practice Booklet



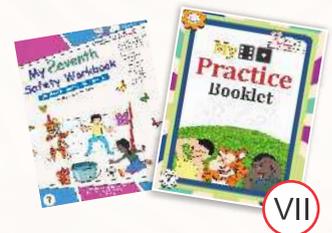
My Fourth Practice Booklet



My Fifth Practice Booklet



My Sixth Practice Booklet



My Seventh Practice Booklet



My Eighth Practice Booklet



My Ninth Practice Booklet



Partners



With Support From Various:

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

Advocacy Partner



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End the Stigma, Raise Awareness