Project CACA

SAF Social Axiom Foundation

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

LESSON PLAN FOR TEACHERS

My Second Safety Workbook

2

LSP-M2SW-V01

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	✓	✗	✗	✗	✗

Project CACA

A note for teachers/parents/caregivers

SAF Social Axiom Foundation

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!	School
	4	Sana's Puppy	Home
	5	*Picture Story: Which Puppy did Nancy Take?	Home
2	6	*First Day in the Class	School
3	10	*You Are Special	Home/School
	12	Doing Our Best	Home/School
4	13	*With Love From Your Lunch Box	School
5	19	*An Uncomfortable Sweater	Home/School
	22	*How Do You Feel?	Home/School
6	24	Your Body Is Yours	Home/School
7	29	*Save Water	School
8	32	Germs, the Tiny Monsters	School
9	35	Touches	Home/School
10	38	Sana Is Brave	Home/School
	43	*Confidently	School
11	45	*The Secret Cave	Home
	47	*Can You Keep a Secret	Home
12	49	Going to School Is Fun	School
13	53	*A Nasty Fight	School/Home
14	57	I am Sorry	Home
15	59	The 5-Step Safety Rule	School
	62	It Is Not Your Fault	Home/School
	63	*Picture Story: It's Bath Time	Home
16	64	*Pokso and the Train	Home
17	69	A Message From Santa	Home
	72	*Picture Story: Let Me Take You Home	Home
	72	*Picture Story: Don't You Like Treats?	Home
18	73	*A Funny Joker	School
19	76	*The Nest on the Tree	School

Chapter	1	Say Hello	
COMPETENCIES **Core principle(s):** Constitutional Morality: Inclusivity in Diversity & Fundamental Duty | Personal Safety **WHO Life skill(s):** Interpersonal Relationship: Friends-Special friends | Empathy		**Suggested Teacher:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. We are same, yet different. It is okay to be different. 2. The greatness of a culture can be found in its festivals 3. We should do things that are safe for us. It is a good habit.
Methodology: Integrated Conceptual Learning using Narrative, Comparison, and Guided Reasoning		**Other resources:** 1. Picture-cum-Coloring Booklet.	**Implicit (Key message) Learning outcome(s): Children will begin to** 1. Recognise that people can be similar in some ways and different in others without losing respect or friendship. 2. Differentiate between personal choices (likes, festivals) and shared rules (school rules, safety rules). 3. Identify people around them and understand the importance of seeking adult guidance when unsure. 4. Apply simple safety rules while interacting with people and animals in everyday situations. 5. Demonstrate early critical thinking by pausing, asking for help, and choosing safe and kind actions.
Suggested Flow			
Introduction/opening (5 mins)		Activity: *"Same or Different?"* Teacher does (whole-class interaction): ● Ask children to stand up. ● Call out statements:	

	○ “If you like playing, clap once.” ○ “If you like drawing, clap twice.” ● Observe: ○ Some clap once, some twice, some both. Anchor statement: “We are the same in some ways and different in some ways.” Transition line: “Let’s meet some friends who are the same and different too.” The teacher can build on learners' responses and discuss briefly why they felt this way.
Context Building/ Workbook in Play (20 mins)	1. Understanding Same & Different (8 minutes) Teacher scaffolding: ● Read 1–2 key paragraphs aloud. ● Ask guiding questions: ○ “What do Sana and Arpit like together?” ○ “What is different about them?” Concept clarified orally: ● Likes can be different. ● Rules are the same for everyone. ● Differences are normal. Do 2–3 questions together, rest left unfinished. Smooth transition line: “Just like Sana and Arpit, many people are around us every day.” 2. People Around Us – Thinking with Adults (6 minutes) Workbook used:

	● The People Around You (✓ / ✗ activity) Teacher scaffolding: ● Do sorting aloud, not silently: ○ “Do we see this person in school?” ○ “Do we meet them with elders?” Key thinking message (say clearly): “We don’t decide alone. We decide with parents and teachers.” Avoid: “Stranger danger” language. Transition line: “People help us, and animals are also around us. With animals too, we need rules.” 3. Safety with Animals (Sana’s Puppy) (4 minutes) Workbook used: ● Dog safety rules (only rules section) Teacher ask the class and elicit answers from 5-6 kids.: ● Why do you think rules exist? ● What keeps children safe. ● Why should we not tease animals?” Transition line: “Sometimes, we must stop and think before doing something.” 4. Thinking Through a Story (Picture Story) (4 minutes) Workbook used: ● Picture story (Nancy and the puppy) Teacher scaffolding: ● Read story panels aloud. ● Pause before answers. ● Ask:

	○ “What would be a safe choice?” ○ “What would be a kind choice?” ○ What would you do if you were in place of Nancy? What do you think she would do next? Key skill named: “Thinking before choosing.”	
Recapitulation	Activity: *Think–Choose–Act* Teacher writes three words on board: ● Think ● Ask ● Choose Children help fill examples: ● Think → Are we same or different? ● Ask orally→ Parents / teachers ● Choose → Safe and kind actions Closing line: “We learn better when we think, ask, and choose wisely.”	
Take home (Homework)	Purpose: Reinforcement, not completion. Give selectively: ● Finish remaining same/different questions ● Discuss at home: ○ “One way I am same as my friends” ○ “One rule that keeps me safe” Framing: “Today you learnt how to think and choose.”	
Possible hiccups: 1. Children focus only on right/wrong answers Strategy: Encourage	**Cues for Quick Progress Tracking** 1. Explains same/different with	**The Confidential Green Zone:** *“Who do you ask for help when you feel confused or unsure?”*

explaining “why” and model thinking aloud. 2. Fear-based thinking around strangers or animals Strategy: Use neutral language and emphasise adult guidance. 3. Confusion between rules and preferences Strategy: Repeat the anchor line: *Rules are for everyone, likes can be different.* *4.* Limited vocabulary comprehension Strategy: Explain key words in simple, everyday language	reasons 2. Distinguishes rules from choices 3. Suggests asking an adult when unsure	It reflects the child’s personal support system and must not be shared, compared, or assessed publicly.

Scholastic Questions

1. Fill in the blank:
   Sana and Arpit are the same and also _____.
   Ans: different

2. Choose the correct word:
   Wearing a school uniform is a (rule / choice).
   Ans: rule

3. Name one festival from the chapter.
   Ans: Diwali / Pongal / any shown

4. Name one person who helps you in school.
   Ans: Teacher / Principal / Guard

5. Yes / No:
   Rules are the same for everyone.
   Ans: Yes

6. Why should we not tease animals?
   Ans: It can hurt us or them.

7. Complete the sentence:
   If I am not sure, I should _____ an adult.
   Ans: ask

Chapter	2	First Day in the Class	
COMPETENCIES **Core principle(s):** Mental Health & Well-Being: Medical | Constitutional Morality: Inclusivity in Diversity **WHO Life skill(s):** Collaboration: Helping & Taking Help		**Suggested Teacher:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. We all like making friends, don't we? 2. Most grown-ups care for children and want to keep them safe. 3. Growing up is about learning to help and taking help.
Methodology: Narrative-based Social Learning + Guided Reflection		**Other resources:** 1. QR Code embedded within the chapter for interactive video – Page 6 2. The Character Canvas, pg 23.	**Implicit (Key message) Learning outcome(s): Children will begin to** 1. Recognise that feeling shy in new situations is normal. 2. Explain why asking for help is sometimes necessary. 3. Identify situations where they can help others. 4. Demonstrate basic decision-making through story situations.
Suggested Flow			
Introduction/opening (5 mins)		Opening Prompt (Whole class, seated): "Think about the first day of this class. How did you feel?" Children respond using one word only (happy / shy / scared / excited). Transition: "Today we will read about Sana, Arpit, and Pokso's first day in Class 2."	

Context Building/ Workbook in Play (20 mins)	Story + Discussion (Merged): ● Teacher reads the story aloud (selectively, not every line).The teacher can talk about Aishwarya Aunty from The Character Canvas, pg 23. ● Pause at key moments: ○ Arpit feeling shy ○ Asking the teacher for help ○ Helping Salman later Guided Questions (Oral): ● Why did Arpit feel shy? ● Who helped Arpit? ● How did Arpit help Salman? Workbook-in-Play Activities (Short & Integrated): ● Maze / turns activity:can be done together on board using finger tracing by calling children 1 by 1. ● Counting steps & turns: children estimate orally together in the class (no exactness stress) ● MCQ on shyness: children vote by show of hands ● Think–pair–share (30 seconds): ○ “In what situations is it okay to ask for help?” Key Scaffolded Message (Repeated): “It is okay to do things by ourselves, and it is also okay to ask for help.” Transition: “Let’s think about our own experiences now.”
Recapitulation	Quick Recall (Oral):

<table>
<tr><td></td><td colspan="2">

- What did Arpit feel?
- Who helped him?
- What did Arpit do later?

Closing Line:
“Growing up means learning to help others and to take help.”</td></tr>
<tr><td>Take home (Homework)</td><td colspan="2">1. Write one short paragraph (5–6 lines):

- a time you helped someone or
- a time you asked for help

2. Finish maze / steps activity neatly.
3.Discuss at home:

- “Who helps me in school?”</td></tr>
<tr><td>Possible hiccups:
1. Children reluctant to speak about feelings → Allow one-word answers or hand signals.
2. Over-identification with shyness or embarrassment → Keep discussion about characters, not personal stories.
3. Confusion between independence and help-seeking → Repeatedly reinforce “both are okay.”
4.Difficult vocabulary for some children → Pre-explain key words (see below).
———————————
Shy: Feeling nervous to speak or act around new people.</td><td>Cues for Quick Progress Tracking

1. Explains why Arpit felt shy.
2. Clearly states when to ask for help
3. Understands help-seeking but needs examples.</td><td>The Confidential Green Zone:

“When did you feel shy, and why?”

It reflects the child’s emotional experiences in social situations and should be respected and kept confidential.</td></tr>
</table>

Assist: To help someone do something. Accessible: Easy to reach or use. Sanitation worker: A person who helps keep places clean and safe. Confused: Not sure what to do or where to go.		

Scholastic Questions

1. Why did Arpit feel shy on his first day?
   Ans: It was his first day and he did not know the place.
2. Who helped Arpit find the toilet?
   Ans: The teacher and Aishwarya Auntie.
3. How many turns did the carrom coin take?
   Ans: 10 turns.

Chapter	3	You Are Special
COMPETENCIES **WHO Life skill(s):** Self Awareness: Self Esteem | Being Independent & Responsible: Growing Up	**Suggested Teacher:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. I am special because I do my best. 2. We are all different and good at one thing or another. Some are good at running, some at dancing, while others are good at studies. 3. Our loved and trusted ones do their best to keep us clean, healthy and happy.
Methodology: Narrative-based emotional learning with reflective practice	**Other resources:** 1. QR Code embedded within the chapter for interactive video – Page10	**Implicit (Key message) Learning outcome(s): Children will begin to** 1. **Understand** that doing one's best is more important than winning. 2. **Recognise** that everyone has

		different strengths and abilities. 3. **Express** simple emotions such as nervousness and happiness appropriately. 4. **Identify** everyday tasks that children can do independently. 5. **Develop** confidence by valuing effort over comparison.
Suggested Flow		
Introduction/opening (5 mins)	Activity (Movement-based): ● Ask children to stand. ● Say: ○ "Jump if you like running." ○ "Clap if you like drawing." ○ "Smile if you like studying." Link verbally: "We may like running but may not be the best at it in class, and that's okay." Transition: "Let's hear a story about Sana and her sports day."	
Context Building/ Workbook in Play (20 mins)	What the Teacher does: ● Read/or show the video of the sports day story aloud with expression. ● Pause and ask: ○ "How was Sana feeling?" ○ "How did Sana's Mummy and Uncle respond?" Key idea stated clearly: "Winning is not everything. Doing your best makes you special. If you keep doing your best, one day you will win at something that you really like doing." Workbook-in-play (selective):	

	● Do one reflection question orally: ○ “What is one thing you try your best at?” ● Use the ‘Doing Our Best’ pictures: Ask the children to point to things they can do by themselves, and discuss the things that they still need help doing. Activity: Self-Esteem Clouds. Ask the children to make 3 clouds in their notebooks. On top of each cloud has a statement: ● 3 things I love doing. ● 3 things people say I am good at ● 3 things that I am bad at but love doing. Say: The more we know ourselves the better choices we make. Movement link: ● Ask children to act out one daily activity (brushing teeth / packing bag). Transition: “When we do small things by ourselves, we grow stronger.”	
Recapitulation	Quick circle recap (oral): ● “Did Sana win the prize?” → No ● “Was Sana still special?” → Yes ● “Why?” → She did her best Anchor sentence (children repeat): “I am special because I do my best.”	
Take home (Homework)	● Finish remaining workbook questions. ● At home discussion: ○ “One thing I tried my best at today.”	
Possible hiccups:	**Cues for Quick Progress Tracking:**	**The Confidential Green Zone:**

1. Children equate success only with winning, Strategy: Repeatedly reinforce effort-based praise and re-iterate that winning is not as important as trying your best. 2. Some children hesitate to speak about themselves. Strategy: Allow oral responses, gestures, or examples instead of writing. 3. Vocabulary gaps affecting comprehension. Strategy: Explain key words using simple, everyday meanings. Special: Important in your own way. Nervous: Feeling worried or unsure. Best: The hardest and most honest effort you can give. Prize: Something given for winning or doing well. Effort: Trying hard to do something. Different: Not the same as others. Habit: Something we do regularly.	1. Explains why Sana is special whether she wins or not.2. Identifies one thing they do their best at.	*"Did you ever feel nervous? If yes, write or talk about it."* This question reflects the child's emotional experiences and self-esteem and must not be shared, compared, or assessed publicly.

Scholastic Questions

1. Fill in the blank:
   Sana felt _____ before the race.
   Ans: nervous

2. Yes / No:
   Sana won the race.
   Ans: No

3. Who won the race?
   Ans: Gurpreet

4. Complete the sentence:
   I am special because I do my _____.
   Ans: best

5. Name one thing you can do by yourself.
   Ans: Brushing teeth / packing bag (any one)

6. True / False:
   Everyone is good at the same thing.
   Ans: False

7. Why was Sana still happy later?
   Ans: Her family praised her effort.

Chapter	4	With Love From Your Lunch Box	
COMPETENCIES **Core principle(s):** Health: Nutrition		**Suggested Teacher:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Eating vegetables and fruits is a good habit. 2. The more colourful the food, the better. It means eating lots of vegetables and fruits makes one happy and healthy. 3. Eating fruits and vegetables helps you lead a healthy and fruitful life. 4. Eat less, move more, eat lots of fruits and vegetables, and go easy on junk foods.
Methodology: Narrative-based Concept Learning + Visual Sorting & Choice-making		**Other resources:** 1. QR Code embedded within the chapter for interactive video – Page13 2. Teacher Resource: https://fssai.gov.in/eatrightschool/	**Implicit (Key message) Learning outcome(s): Children will begin to** 1. Identify healthy and unhealthy food choices. 2. Explain why our body needs different kinds of food. 3. Recognise the importance of fruits, vegetables, and water.

		4. Demonstrate simple decision-making about food habits.
Suggested Flow		
Introduction/opening (5 mins)	Warm-up (Movement-based): Teacher asks children to pretend to open an imaginary lunch box. Ask: ● "What do you like opening in your lunch box?" (2–3 responses only) Bridge: "Today we will learn how our lunch box takes care of us." Open chapter.	
Context Building/ Workbook in Play (20 mins)	Teacher narrates the story on pg 13 or plays the video. After pg 13, pause to ask: ○ Why couldn't Arpit open his lunch box? ○ Why did the aunt ask him to eat his food? Concept Building (Visual + Oral): ● Show food pictures in the workbook. Ask, who is your favorite superhero? Where does his/her power come from? ● Say: we are humans and our power comes from Nutrients. Explain further: ○ Food gives us nutrients. ○ Nutrients help us grow, play, and stay healthy **1. Thumbs Up / Thumbs Down: Healthy vs Junk Food (5 minutes)** Teacher calls out or shows pictures of different food items one at a time (e.g., fruit, samosa, milk, chips, dal, soft drink). Learners respond with: ● Thumbs up if they think the food is healthy ● Thumbs down if they think it is junk food Teacher prompts (do not correct immediately):	

	● "Why did you choose thumbs up/down?" ● "Would this food change if eaten every day?" ● "Is this food always junk or only sometimes?" Briefly note differing opinions on the board to encourage discussion before summarising. 2. Food Pyramid: Point and Name (No Memorisation) (5 minutes) Display a large food pyramid chart or draw a simple one on the board. Invite learners to come forward in turns and: ● Point to a section of the pyramid ● Name one food item that belongs there Teacher scaffolding: ● Emphasise *frequency* using language like "eat more," "eat sometimes," "eat rarely" ● Avoid asking learners to memorise levels or terms Key message to reinforce: "The pyramid is a guide, not a test." 3. Fill-in-the-Blanks: Whole-Class Oral Activity (3–4 minutes) Read out sentences slowly and pause for the class to respond together. Example: ● "Foods that give us energy are called _____." ● "We should eat fruits and vegetables _____ day." Teacher tips: ● Encourage choral responses rather than individual answers ● Repeat answers once correctly to reinforce learning 4. 'Cross the Junk Food': Board Activity (3–4 minutes) Write or draw a mixed list of food items on the board.

	As a class, ask learners to: ● Identify which items should be crossed out if eaten too often ● Explain *why* they chose to cross them Teacher reflection question: ● "Does this mean we can never eat this food?" Use this to clarify moderation rather than restriction. Key Message (Repeated): "More colourful food makes us healthy and happy." Transition: "Let's see what food we eat every day."	
Recapitulation	Ask quickly: ● Name one healthy food. ● Name one food we should eat less. ● Why should we eat fruits and vegetables? **Closing Line:** "Eating right helps us grow strong and happy."	
Take home (Homework)	● Make a list of foods you eat regularly (with parents). ● Circle foods that are fruits or vegetables. ● Complete matching activity neatly.	
Possible hiccups: 1. Children prefer junk food → Do not shame; use "eat less" language. 2. Too many new nutrition words → Use food examples they know. 3. Abstract idea of nutrients → Connect to "energy, growth, strength." 4. Vocabulary Challenges	**Cues for Quick Progress Tracking** 1. Correctly identifies healthy vs junk food 2. Explains why fruits/vegetables are good 3. Participates in food-related discussion 4. Makes a sensible food choice verbally	**The Confidential Green Zone:** *"Which food do you eat every day at home?"* It reflects the child's home food environment and access, which should be respected and kept confidential.

Nutrients: Good parts in food that help our body. Carbohydrates: Food that gives us energy. Proteins: Food that helps us grow and heal. Vitamins: Food that keeps us healthy and safe from illness. Junk food: Food that tastes good but is not good for health.		

Scholastic Questions

1. Why do we need food?
   Ans: To grow and stay healthy.

2. Name one fruit you like.
   Ans: Any correct fruit.

3. Which food gives us energy?
   Ans: Rice / bread / cereals.

4. Should we eat junk food every day? (Yes/No)
   Ans: No.

5. Name one vegetable that is good for health.
   Ans: Any correct vegetable.

6. What should we drink more every day?
   Ans: Water.

7. Fruits and vegetables help us stay _____.
   Ans: Healthy.

8. Proteins help our body to _____.
   Ans: Grow.

<table>
<tr><th>Chapter</th><th>5</th><th colspan="2">An Uncomfortable Sweater</th></tr>
<tr><td>COMPETENCIES
Core principle(s):
Personal Safety: Touches/Hugs/Kisses /Looks | Mental Health & Well-Being: Emotions - Feelings

WHO Life skill(s):
Effective Communication: Being Assertive -Telling/Listening to & expressing Emotions/Feelings</td><td colspan="2">Suggested Teacher:
☐ CACA teacher,
☐ Parent
☐ Grandparent
☐ Specific Subject Teacher</td><td>Explicit (Key message) Learning outcome(s):
1. We have many different feelings. Feelings are our friends.
2. Our feelings help us to know if something is safe or unsafe. Safe things make us feel happy and good.</td></tr>
<tr><td>Methodology:
Narrative-based emotional learning with real-life application</td><td colspan="2">Other resources:
1. QR Code embedded within the chapter for interactive video – Pages 19, 22</td><td>Implicit (Key message) Learning outcome(s): Children will begin to

1. Identify physical and emotional discomfort through body and feelings signals.
2. Understand that uncomfortable feelings are important and should not be ignored.
3. Recognise the importance of sharing discomfort with trusted adults.
4. Express basic emotions such as confusion, fear, or unease using simple words.</td></tr>
<tr><th colspan="4">Suggested Flow</th></tr>
<tr><td>Introduction/opening
(5 mins)</td><td colspan="3">Activity (Sensory + movement-based):
● Ask children:
○ “Have you ever worn something itchy or tight?”
● Children show thumbs up/down.

Link verbally:</td></tr>
</table>

	"When something doesn't feel right, our body gives us a signal." Transition: "Let's hear what happened to Arpit one day."
Context Building/ Workbook in Play (20 mins)	Step 1: Sensory Entry (3 minutes) Without naming the story, ask learners to do the following: ● "Close your eyes and imagine wearing something new." ● "Now imagine it feels itchy on your neck." ● "Raise your hand if you think you would feel uncomfortable." Ask only one question: ● "Is this a body feeling or a thought?" (Do not discuss it yet.) Step 2: Stop–Think–Show Storytelling (7 minutes) Read the story in short chunks, pausing deliberately. Chunk 1: Receiving the sweater Pause and ask: ● "How do you think Arpit feels right now?" Learners show: ○ Happy ○ Unsure ○ uncomfortable No verbal answers yet. Chunk 2: Wearing the sweater at school Pause and ask learners to: ● Touch their neck or arms to show "itchy" ● Sit still for 5 seconds, then shake arms Ask:

	• “Was Arpit’s body giving him a message?” One learner responds. Chunk 3: Pokso notices Pause and ask: • “What did Pokso do first, ignore or notice?” Learners step: • One step forward = noticed • Stay still = ignored Clarify: noticing is a safety action. Chunk 4: The choice not to remove the sweater Ask: • “Why might someone stay uncomfortable?” Give options, not open disclosure: • Didn’t want to be rude • Didn’t want to hurt feelings • Thought it was not important Learners point to the option on the board. Chunk 5: Telling an adult Ask: • “What changed when an adult was told?” Learners respond with one-word answers only: • safer • lighter • Better

	Step 3: Meaning-Making (5 minutes) Teacher draws two columns on the board: LEFT: Feeling RIGHT: Action Class helps fill: ● Itchy → tell ● Uncomfortable → ask for help ● Unsure → pause End with the anchor line: "Feelings are signals, not instructions to stay silent." Facilitation Notes (Important) ● Avoid asking "Have you ever…" questions. ● Keep responses short and collective. ● Redirect personal stories gently. Transition: "When something feels uncomfortable, we should not keep it to ourselves."
Recapitulation	Oral recap (whole class): ● "What made Arpit uncomfortable?" ● "What did Pokso tell him to do?" ● "Who did Arpit tell?" Feelings Chart: Show this poster to the kids and help them name their feelings. (Project CACA Poster Catalogue: Feelings_8#3) Anchor sentence (children repeat): "If something feels uncomfortable, I tell a trusted adult."

<table>
<tr><td>Take home (Homework)</td><td colspan="2">Complete remaining workbook questions.

At home discussion:

● “What should you do if something feels uncomfortable?”</td></tr>
<tr><td>Possible hiccups:
1. Children may confuse discomfort with bad behaviour
→ Reinforce that discomfort is a feeling, not a mistake.
2. Children may hesitate to speak about personal feelings
→ Allow pointing, gestures, or examples instead of verbal sharing.
3. Limited vocabulary may affect comprehension
→ Use simple meanings and real-life examples while reading aloud.
Uncomfortable: Something that does not feel right.
Itchy: A feeling that makes you want to scratch.
Confused: Not knowing what to think or do.
Trust: Believing someone will help you.
Feelings: What we feel inside our mind and body.</td><td>Cues for Quick Progress Tracking

1. Explains why Arpit felt uncomfortable in the story
2. Identifies at least one situation that can cause discomfort
3. States that telling a trusted adult is the correct response</td><td>The Confidential Green Zone:

Would you feel uncomfortable in any of these situations?”

This question connects directly to the child’s personal body and emotional experiences and must not be discussed or assessed publicly.</td></tr>
</table>

Scholastic Questions

1. Who sent Arpit the parcel?
   Ans: His grandmother

2. What was inside the parcel?
   Ans: A sweater and a letter

3. Why did Arpit feel uncomfortable?
   Ans: The sweater was itchy

4. Who noticed Arpit was uncomfortable?
   Ans: Pokso

5. What does uncomfortable mean?
   Ans: Something does not feel right

6. Who should we tell if something feels uncomfortable?
   Ans: A trusted adult

7. Tick the uncomfortable situation:
   Itchy clothes ☑ / Playing with friends ☐
   Ans: Itchy clothes

8. Name one feeling shown in the chapter.
   Ans: Happy / Sad / Angry / Confused (any one)

COMPETENCIES **Core principle(s):** Health: Exercise **WHO Life skill(s):** Self Awareness: Body Ownership	**Suggested Teacher:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Sometimes our loved ones hug us, and sometimes we hug them. 2. No one should touch or look at your private parts. No one should ask you to touch or look at their private parts. 3. Our body is ours. It has different parts. Each part has a role to play. 4. Private means only for us. Everyone has private parts. 5. While playing, exercising, and otherwise, we keep our private parts covered in front of others. We do not touch them in front of others.
Methodology: Concept-based Learning through Guided Questions, Visual Cues, and Decision Awareness	**Other resources:** 1. Suggested Reading: My Life: The Tale of a Butterfly ISBN 978-81-237-2333-4 2. Suggested Reading: Mangu's Top, ISBN 978-81-237-0310-7	**Implicit (Key message) Learning outcome(s): Children will begin to** 1. Recognise that their body belongs to them. 2. Identify private body parts and safety rules. 3. Explain when and from whom it is okay to take help. 4. Demonstrate respect for their own and others' bodies.
Suggested Flow		
Introduction/opening (5 mins)	Ask children to gently: ● touch their head ● clap hands ● tap feet Ask: "Who is using these body parts?" Children respond together: "Me!"	

	Bridge: "Our body belongs to us."
Context Building/ Workbook in Play (20 mins)	Teacher reads aloud selected lines from the chapter focusing on: ● "Your body is yours" ● Sana and Arpit's body parts ● Feeling hungry, tired, hurt Pause & Ask (oral, quick): ● "Who feels hungry first?" ● "Whose legs walk?" (Children respond orally or by pointing to themselves.) Activity 1 – Think & Choose (Workbook-linked): Teacher models one question on the board (Who feels pain?). Children answer remaining questions using thumbs up / pointing, then tick in the workbook. Activity 2 – Safety Rule (Visual + gesture): Using swimsuit pictures, Teacher says: ● "Private parts are covered parts." Yes/No hand signal: ● Share toys? Yes ● Share private parts? No Trusted Help Link: Teacher names examples: ● "Doctor helps when we are sick" ● "Only with a trusted grown-up" Key Scaffolded Message (said once, clearly): "My body is mine, and I take help to stay safe."
Recapitulation	Ask quickly: ● Who does your body belong to? ● Name one private body rule.

<table>
<tr><td></td><td colspan="2">

- Who can you tell if you feel unsafe?

Closing Line:
“My body is mine, and I take care of it.”</td></tr>
<tr><td>Take home (Homework)</td><td colspan="2">1. Colour the swimsuit picture neatly.
2. Talk at home:

- “Who are my trusted grown-ups?”

3. Complete naming games/sports activity.</td></tr>
<tr><td>Possible hiccups:

1. Children giggle or feel awkward
→ Keep tone calm and factual.
2. Confusion between safe and unsafe touch
→ Repeat rules using simple examples.
3. Fear-based responses
→ Emphasise trusted help, not danger.
4. Vocabulary Challenges:
Private: Only for you, not for everyone.
Trusted: Someone who keeps you safe.
Hurt: When something causes pain.
Doctor: A person who helps us get better.
Safe: When nothing can harm you.</td><td>Cues for Quick Progress Tracking

1. Identifies body ownership correctly.
2. Knows private body rules.
3. Responds appropriately to yes/no safety questions
4. Names trusted adults confidently.</td><td>The Confidential Green Zone:

“Who can you tell if something makes you feel unsafe?”

It reveals the child’s safety circle and trust relationships and must be kept confidential.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Who does your body belong to?
Ans: Me.</td></tr>
</table>

2. Name one body part that helps you walk.
   Ans: Legs.

3. Private parts should be _____.
   Ans: Covered.

4. Is it okay to touch someone's private parts? (Yes/No)
   Ans: No.

5. Who helps you when you are sick?
   Ans: Doctor / Parents.

6. Can you tell a trusted adult if you feel scared? (Yes/No)
   Ans: Yes.

7. Which sense helps you see?
   Ans: Eyes.

8. Playing games keeps us _____.
   Ans: Healthy.

Chapter	7 + 8	**Save Water + Germs, the Tiny Monsters**
COMPETENCIES **Core principle(s):** Constitutional Morality: Fundamental Duties, Principles, & Rights regarding Environment & Nature | Health & Hygiene: Germs-Diseases-Medicines	**Suggested Teacher:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. You only know the worth of water once the well runs dry.
Methodology: Concept-based learning.	**Other resources:** 1. QR Code embedded within the chapter for interactive video – Pages 29 2. Teacher Resource:	**Implicit (Key message) Learning outcome(s): Children will begin to** 1. Understand that water is limited and must be used carefully. 2. Recognise that germs grow when cleanliness is ignored.

	https://fssai.gov.in/eatright school/	3. Identify simple habits that save water and prevent illness. 4. Explain how water, hygiene, and health are connected.
Suggested Flow		
Introduction/opening (5 mins)	Activity (Movement-based): ● Ask children to show actions: ○ Turn tap on ○ Brush teeth ○ Wash hands Link verbally: "All these need one thing. Water." Transition: "Let's see what happens when we waste water."	
Context Building/ Workbook in Play (20 mins)	Select some children and help enact the Save Water play (tap, soap, toothpaste). ● Ask: "What happened when the tap was left on?" ● State clearly: "Water is precious. Once it is gone, we cannot use it." Seamless link to germs: "When water is wasted or when we don't clean ourselves, germs become strong." Workbook-in-play (selective): Say: "Let's do the workbook activities in a more fun way." ● Maze. Say: "If you have to get water, how long do you have to walk?" Elicit answers from 4-5 kids. Encourage them to complete the maze. ● Crossword: Say: "Show me where your nose is? Now fill in the box where you see a nose! Now where is your mouth? …." ● Oral questions: ○ "Where do germs live?" ○ "How do germs enter our body?"	

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<tr><td></td><td colspan="2">

- Ask children to do Jazz hands for clean habits and clap for dirty habits.
  - Habit 1: Washing hands after the washroom.
  - Habit 2: Picking your nose.
  - Habit 3: Bathing everyday.
  - Habit 4: Not covering your mouth while coughing.
  - Habit 5: Spitting in class.
- Make the learners say the pledge out loud.

Key concept spoken:
"Saving water and keeping clean helps keep germs away."</td></tr>
<tr><td>Recapitulation</td><td colspan="2">Oral recap (whole class):

- "Why should we save water?"
- "What do germs like?"
- "What keeps us healthy?"

Anchor sentence (children repeat):
"I save water and keep myself clean."</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">At home, observe one place where water can be saved. Like when the RO Machine filters out water, or when a tap keeps dripping? The teacher can discuss this with the learners in the next class.</td></tr>
<tr><td>Possible hiccups:
1. Children may see water as unlimited
→ Use real-life examples (empty bottle, dry tap).
2. Germs may feel abstract or imaginary
→ Link germs to sickness they already know (fever, cold).
3. Vocabulary may be unfamiliar
→ Explain words using everyday actions and visuals.
4. Vocabulary Challenges:
Save: To use carefully and not waste.
Water shortage: When</td><td>Cues for Quick Progress Tracking.
1. Explains why leaving the tap on is a problem
2. States one way germs enter the body
3. Connects cleanliness with staying healthy</td><td>The Confidential Green Zone:
"What do you do to keep yourself clean every day?"
This question reflects the child's personal hygiene practices and home environment and should not be discussed or assessed publicly.</td></tr>
</table>

there is very little water. **Germs:** Tiny living things that make us sick. **Hygiene:** Keeping our body and surroundings clean. **Vaccination:** Medicine given to protect us from diseases. **Clean:** Free from dirt and germs.		

Scholastic Questions

1. Why should we save water?
   Ans: Water can finish if wasted. And we cannot live without it.

2. Name one use of water.
   Ans: Drinking / washing / cleaning

3. What are germs?
   Ans: Tiny things that make us sick

4. Where do germs like to stay?
   Ans: Dirty places

5. How do germs enter our body?
   Ans: Through hands, mouth, nose

6. Name one clean habit.
   Ans: Washing hands

7. Yes / No:
   Cleanliness keeps germs away.
   Ans: Yes

Chapter	9	Touches	
COMPETENCIES **Core principle(s):** Constitutional Morality: Inclusivity in		**Suggested Teacher:** ☐ CACA teacher, ☐ Parent ☐ Grandparent	**Explicit (Key message) Learning outcome(s):** 1. Safe touches make us feel happy and good.

Diversity	☐ Specific Subject Teacher	2. Unsafe touches make us feel scared, sad, dirty or guilty.
Methodology: Concept-based + experiential learning,	**Other resources:** 1. Komal: Child Sexual Abuse, Report & Prevention Short Film by CHILDLINE 1098	**Implicit (Key message) Learning outcome(s): Children will begin to** 1. Identify safe, unsafe, and accidental touches. 2. Recognise body feelings linked to different touches. 3. Express personal comfort and discomfort appropriately. 4. Demonstrate awareness of trusted adults for help.
Suggested Flow		
Introduction/opening (5 mins)	Teacher Action (Scaffolding): ● Teacher says: *"Close your eyes. Think of a time someone hugged you and you felt nice."* ● A couple of children share the experience. Pause. *"Now think of a time someone who made you feel uncomfortable."* Give examples of going to the doctor, fights with classmates, or when teacher asks to show homework. Explain how different situations make them feel different feelings. And that could be the same for different touches. Quick Pair-Share (1 minute): ● Children turn to a partner and say only one word: *happy / uncomfortable / confused* Bridge Line (Transition): "Our body talks to us through feelings. Today, we will learn to listen to our body."	
Context Building/ Workbook in Play (20 mins)	Teacher reads only key lines aloud (not full pages):	

	○ “Safe touches make us feel happy and good.” ○ “Unsafe touches make us feel something is wrong.” ○ “Accidental touches happen by mistake.” Scaffold Prompt: ● “While I read, touch your heart if it feels good, touch your head if it feels confusing.” Teacher shows 4–5 pictures from the chapter (hug, doctor visit, push, falling while playing). Children respond by: ● Thumbs up = Safe ● Hand stop = Unsafe ● Shrug shoulders = Accidental Teacher reinforces (one-line scaffold): ● “If your body feels confused or bad, we stop and think.” Emotion Check-in: Teacher points to emotion faces from the chapter. ● Asks: ○ “Which face comes with unsafe touch?” ○ “Which face comes with a safe touch?” Children point, not explain. (No pressure, no disclosure.) Transition Line: “Your feelings help you decide what is okay for you.” Children complete one short response: ○ *“Who do you like hugs from?”* (can draw or write one

	word) Teacher reminder: "This is private. You don't have to share."	
Recapitulation	Call-and-response recap ● Teacher says, children repeat: ○ "My body is mine." ○ "Safe touches feel good." ○ "Unsafe touches feel wrong." ○ "I can say NO." ○ "I can tell a trusted grown-up." (End with a calm voice, not excitement.)	
Take home (Homework)	Complete: *"Write or draw one safe touch you like."* Optional parent conversation prompt: "Who are your trusted grown-ups?"	
Possible hiccups: 1. Giggles / discomfort → Normalize: "Talking about body safety is okay." 2. Silence / hesitation → Allow pointing, not speaking. 3. Over-sharing → Gently redirect: "You can tell me later privately." 4. Vocabulary challenges Safe – Something that does not hurt	**Cues for Quick Progress Tracking** 1. Correctly sorts safe/unsafe examples 2. Uses feeling words (happy, uncomfortable) 3. Participates without distress 4. Knows whom to tell	**The Confidential Green Zone:** *Who do you like hugs from?"* Because it reflects the child's personal comfort and boundaries and should never be discussed publicly.

you. Unsafe – Something that can hurt your body or feelings. Accidental – Something that happens by mistake. Uncomfortable – When your body feels uneasy or wrong. Trusted – Someone who cares for you and keeps you safe.		

Scholastic Questions

1. What kind of touch makes you feel happy?
   Ans: Safe touch

2. What should you do if a touch feels wrong?
   Ans: Say no and tell a trusted adult

3. Fill in the blank: Unsafe touches make us feel _____.
   Ans: scared / uncomfortable

4. Is falling while playing an unsafe touch?
   Ans: No, it is accidental

5. Count how many feelings faces show “sad” emotions.
   Ans: (as per page visuals)

6. Circle the word that means “by mistake.”
   Ans: Accidental

7. Name one trusted grown-up.
   Ans: Parent / teacher / grandparent

8. Which part of your body tells you something feels wrong?
   Ans: Brain / feelings

Chapter	10	Sana Is Brave

<table>
<tr><td>COMPETENCIES
Core principle(s):
Personal Safety: Touches | Mental Health & Well-Being: Listening to Feelings

WHO Life skill(s):
Effective Communication: Telling/Being Assertive/Body Language | Resilience: Adapting | Problem Solving/ Critical Thinking</td><td>Suggested Teacher:
☐ CACA teacher,
☐ Parent
☐ Grandparent
☐ Specific Subject Teacher</td><td>Explicit (Key message) Learning outcome(s):
NA</td></tr>
<tr><td>Methodology:
Story-based + Skill-building</td><td>Other resources:
1. QR Code embedded within the chapter for interactive video – Pages - 41, 42 & 43.</td><td>Implicit (Key message) Learning outcome(s): Children will begin to

1. Recognise when a touch or action feels uncomfortable.
2. Express discomfort using clear words and a firm voice.
3. Identify trusted adults to seek help from.
4. Understand that speaking up is not disrespectful.
5. Apply bravery through communication, not silence.</td></tr>
<tr><td colspan="3">Suggested Flow</td></tr>
<tr><td>Introduction/opening
(5 mins)</td><td colspan="2">Warm-up: “Brave Voices”

● Teacher asks:
“When do we use a loud voice?”
(crossing the road, calling a friend, asking for help)

● Children practice together:
saying “Stop!” once softly, once clearly and loudly.

● Transition line:
“Today, we will meet Sana, who learns when and how to use her brave voice.”</td></tr>
<tr><td>Context Building/ Workbook in Play
(20 mins)</td><td colspan="2">Teacher narrates the core story (no page-wise reading).
Pause at key moments:</td></tr>
</table>

	○ Tutor pulls Sana's cheeks ○ Sana feels uncomfortable Ask: ○ "Did Sana like this?" ○ "What did her body tell her?" Transition: *"Sometimes our body talks before our mouth does."* Activity: "Say It Like Sana" ● Children stand and practice: ○ "Keep your hands to yourself." ○ "Stop. I don't like this." ● Teacher models: ○ Eye contact ○ Clear voice ● Link to poem "Confidently" (recite 2–3 lines together). ● Transition: *"Being brave does not mean fighting. It means speaking clearly."* Do one MCQ together: ● Why is Sana brave? Do one sequencing activity (The Thirsty Crow or Crows & Snake): ● Focus on thinking, not speed. Quick time-reading orally (one clock only). Transition: *"Bravery also means telling the right people."*
Recapitulation	Circle Recall

<table>
<tr><td></td><td colspan="2">Teacher asks:

● “What made Sana uncomfortable?”

● “What did Sana say?”

● “Whom did she tell?”

Children respond in one line each.

Key reinforcement line (teacher says, children repeat):
- “My body belongs to me.”
- “I can say stop.”
- “I can tell a trusted adult.”</td></tr>
<tr><td>Take home (Homework)</td><td colspan="2">Draw one picture of: “Me being brave”

Optional family talk: “Who can I tell if I feel uncomfortable?”</td></tr>
<tr><td>Possible hiccups:
1. Children giggle or feel awkward → Normalize feelings, keep tone calm and factual.
2. Children think elders are always right → Reinforce: “Respect does not mean silence.”
3. Children confuse bravery with shouting → Model calm, firm voice repeatedly.
4. Vocabulary Challenges:
Uncomfortable: Something that does not feel right in your body or heart.
Respect: Being polite while still saying what you feel.
Brave: Doing the right thing even when it feels scary.</td><td>Cues for Quick Progress Tracking
1. Can say one clear sentence to stop unwanted touch.
2. Can name at least one trusted adult.
3. Can explain why Sana was brave in simple words.</td><td>The Confidential Green Zone:

“Have you ever felt uncomfortable and wanted someone to stop?”

Because it connects to the child’s personal safety experiences and must only be shared with trusted adults.</td></tr>
</table>

Confident: Speaking clearly without fear.		

Scholastic Questions

1. Who came to Sana's house?
   Ans: The tutor
2. How did Sana feel when her cheeks were pulled?
   Ans: Uncomfortable
3. What did Sana say to stop him?
   Ans: "Keep your hands to yourself."
4. Who did Sana tell about the incident?
   Ans: Papa and Grandma
5. Tick ✓ the brave action:
   a) Keeping quiet
   b) Telling a trusted adult ✓
6. Fill in the blank:
   Speaking clearly shows _____.
   Ans: bravery
7. What time did the tutor come?
   Ans: Learner reads the clock shown.

Chapter	11	The Secret Cave
COMPETENCIES **Core principle(s):** Personal Safety: Secrets **WHO Life skill(s):** Critical Thinking: Secrets		**Suggested Teacher:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher
Explicit (Key message) Learning outcome(s): 1. Children should not keep any secrets. It is not a good habit and is unsafe. 2. Even if you like something about a secret, you should still tell your loved ones.		
Methodology: Story-based narrative		**Other resources:** 1. QR Code embedded within the chapter for interactive video – Pages - 45, & 47.
Implicit (Key message) Learning outcome(s): Children will begin to 1. Identify the difference between safe and unsafe secrets. 2. Explain why telling trusted adults helps keep children safe. 3. Demonstrate help-seeking behavior in confusing situations.		

Suggested Flow	
Introduction/opening (5 mins)	Activity-based hook (no circle time): ● Teacher shows a closed box or bag and asks: ○ "If I put something inside and don't tell anyone, is it always okay?" ● Allow 2–3 quick responses. ● Transition line: ○ "Today's story is about a secret that felt exciting at first, but later became unsafe." (➞ Smoothly leads into story without moralizing.)
Context Building/ Workbook in Play (20 mins)	1. Shared Reading with Pause Points (Scaffolding) or play the video through QR. ● Teacher reads *The Secret Cave* aloud. ● Pauses briefly at: ○ Pokso going alone ○ Finding the cave ○ Deciding whether to tell ● At each pause, ask one guiding question only, for example: ○ "How do you think Pokso is feeling now?" ○ "Who could help Pokso here?" (This scaffolds emotional awareness and decision-making without over-discussion.) 2. Think–Point–Say Activity (Play-way) ● Teacher shows pictures from the chapter. ● Children: ○ Point thumbs up if it feels safe ○ Point thumbs down if it feels unsafe

	○ Say one word: “safe” or “unsafe” (No writing yet. Keeps energy steady.) 3. Workbook Integration ● Children complete: ○ Fill-in-the-blanks (where Pokso was, what he forgot) ○ Safe/unsafe identification activity ● Teacher moves around, prompting with: ○ “What made you choose that?” ○ “Who can help in this situation?” (This is scaffolding, not silent seatwork.)
Recapitulation	Set-up: Learners fold a page into four boxes. Each box represents: 1. Where Pokso went 2. The problem 3. The mistake 4. What helped him feel safe Instructions: ● Draw only. No writing required. ● Stick figures and symbols are enough. Sharing: ● 2–3 volunteers hold up their page. ● No explanation needed unless they choose. Teacher closes with:

<table>
<tr><td></td><td colspan="2">“Secrets that stop adults from helping us are unsafe.”</td></tr>
<tr><td>Take home (Homework)</td><td colspan="2">Draw or write:
“One person I can always tell if I feel scared or confused.”
Parents were encouraged to discuss the drawing.</td></tr>
<tr><td>Possible hiccups:
1. Child thinks all secrets are bad
→ Re-emphasise “surprise vs unsafe secret” using examples.
2. Child becomes quiet or withdrawn
→ Allow drawing or pointing instead of speaking.</td><td>Cues for Quick Progress Tracking

1. Can say who Pokso should tell.

2. Can correctly identify unsafe situations.

3. Responds appropriately during safe/unsafe activity.</td><td>The Confidential Green Zone:

“Is there any secret that made you feel scared or confused?”

This question relates to the child’s personal safety and emotions and must be handled privately and sensitively.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Where was Pokso roaming alone?
Answer: In the jungle.
2. What did Pokso forget to bring?
Answer: His water bottle.
3. What did Pokso discover while searching for water?
Answer: A secret cave.
4. Why was keeping the cave a secret unsafe?
Answer: Because his parents could not help him.
5. Who should children tell secrets to?
Answer: Parents or trusted adults.
6. What feelings did Pokso have when he was alone?
Answer: Confused or scared.
7. Is it safe to keep secrets from parents?
Answer: No.
8. What should you do if something feels unsafe?
Answer: Tell a trusted adult.</td></tr>
</table>

<table>
<tr><th>Chapter</th><th>12</th><th colspan="2">Going to School Is Fun</th></tr>
<tr><td colspan="2">COMPETENCIES
Core principle(s):
Emotional/ Intelligence Quotient

WHO Life skill(s):
Effective Communication: Telling | Coping With Emotions: It is okay to be afraid</td><td>Suggested Teacher:
☐ CACA teacher,
☐ Parent
☐ Grandparent
☐ Specific Subject Teacher</td><td>Explicit (Key message) Learning outcome(s):
1. It is a good habit to always tell our loved ones about what we did throughout the day.
2. It is okay to feel scared. It helps us to stay safe. It is brave to tell when you are afraid or scared.</td></tr>
<tr><td colspan="2">Methodology:
Situational narrative + experiential problem-solving approach.</td><td>Other resources:
NA</td><td>Implicit (Key message) Learning outcome(s): Children will begin to

1. Identify situations during daily travel that feel safe or unsafe.
2. Express feelings of fear using words, actions, or drawings.
3. Demonstrate awareness of trusted adults and safe behaviour around strangers.
4. Apply simple safety choices while travelling to school.</td></tr>
<tr><th colspan="4">Suggested Flow</th></tr>
<tr><td colspan="2">Introduction/opening
(5 mins)</td><td colspan="2">Hook – “How did you come to school today?”
● Children show actions: walking, cycling, sitting in a bus, rickshaw motion.
● Teacher mirrors actions and names them aloud.

Transition:
“Sometimes going to school feels fun… and sometimes it can feel a little scary. Let’s see when and why.”</td></tr>
<tr><td colspan="2">Context Building/ Workbook in Play
(20 mins)</td><td colspan="2">1. Feeling Safe vs Unsafe (Story + Talk)
● Briefly narrate Sana’s experience in transport.
● Ask children to show thumbs:
○ Thumbs up - if something feels safe</td></tr>
</table>

	○ Thumbs down - if something feels unsafe Bridge: "When our body feels scared, it is giving us an important message." 2. Path & Place Awareness (Maze + Sequencing) ● Children trace the autorickshaw path to school (individual or pair work). ● Name places they pass: temple, shop, water tank, school. Link: "Knowing your way helps you feel more confident and less scared." 3. Strangers & Distance (Discussion + Freeze Game) ● Teacher says situations, children freeze or step back: ○ "A stranger waves" ○ "Someone tries to hug" ● Emphasise distance + trusted adult presence. 4. Expressing Fear Safely (Draw & Tell) ● Children draw something they are scared of (monster, fast vehicle). ● Optional sharing with Pokso (imaginary friend). Transition: "Being brave does not mean being quiet. It means telling."
Recapitulation	Set-up (1 minute): Mark three spaces in the classroom (corners or zones) and label them verbally: ● SAFE ● UNSAFE ● HELP Explain the rule: "Move to the space that feels right. You do not have to explain unless you want to." Activity Flow (4–5 minutes): Teacher reads out situations slowly, one at a time. Examples: ● "You are playing and get hurt."

	• "You are lost in a crowded place." • "A teacher notices you are upset." Learners move to: • SAFE if they feel protected • UNSAFE if they feel scared • HELP if they would tell a trusted adult After each movement, ask one volunteer only: • "Why did you choose this space?" No pressure for personal stories. Variation (Optional, 2 minutes): Trusted Adult Step-In Teacher calls out: "Step forward if you know at least one adult you can tell if you feel unsafe." (Names are not spoken.) Pause, look around, and normalise different responses. Reinforcement Lines (to be spoken by Teacher): • "Fear is a normal feeling." • "Moving away from danger is smart." • "Telling a trusted adult is brave."	
Take home (Homework)	Write or draw: • One way you go to school • One person you tell if you feel scared Talk to family about landmarks on the way to school. - can also be discussed in class	
Possible hiccups: 1. Children confuse fear with weakness	**Cues for Quick Progress Tracking** 1. Correctly identifies safe vs unsafe situations in discussion.	**The Confidential Green Zone:** "Tell your best friend, Pokso, what or whom you are scared of." Because it reveals a child's fear and

→ Normalize fear as a safety signal. 2. Over-sharing personal experiences → Gently redirect and acknowledge feelings without probing. 3. Difficulty understanding “unsafe” → Use body cues: fast heart, wanting to move away. 4. Language barriers → Use gestures, pictures, and simple repetition. Vocabulary Challenges: Landmark – special building, statue, or natural feature (like a big tree or mountain) that is easy to see and helps people know where they are. It acts as a guide to help you find your way, such as "turn left at the big red school".	2. Names at least one trusted adult without prompting. 3. Uses feeling words appropriately (scared, safe, happy).	sense of safety, which must be respected and kept private.
Scholastic Questions 1. Name one way you come to school. Ans: Bus / walking / rickshaw / cycle 2. Fill in the blank: “It is okay to be ___.” Ans: scared 3. Write one place you pass on the way to school. Ans: Shop / temple / road 4. Count the places of worship on pg 50. Ans: 4 5. Draw or name one safe habit while travelling. Ans**:** Sitting properly / telling an adult		

<table>
<tr><th>Chapter</th><th>13 + 14</th><th colspan="2">A Nasty Fight + I Am Sorry</th></tr>
<tr><td>COMPETENCIES
Core principle(s):
Safety: Bullying | Safety: Helplines/Laws

WHO Life skill(s):
Collaboration: Apologising</td><td>Suggested Teacher:
☐ CACA teacher,
☐ Parent
☐ Grandparent
☐ Specific Subject Teacher</td><td colspan="2">Explicit (Key message) Learning outcome(s):
1. Bullying is a bad habit. No one likes a bully.
2. Nobody likes bullying behaviour.
3. If someone bullies you, you should tell your parents, grandparents and teachers.
4. The police are always there to help and protect children.</td></tr>
<tr><td>Methodology:
Story-based narrative methodology</td><td>Other resources:
1. QR Code embedded within the chapter for interactive video – Page 53.
2. The Character Canvas, pg 10.</td><td colspan="2">Implicit (Key message) Learning outcome(s): Children will begin to
1. Taking a pause can prevent damage.
2. Conflict is normal. Violence is not.
3. Good friends can disagree without becoming enemies.
4. Walking away is sometimes stronger than shouting back.
5. Saying “sorry” is not a weakness. It is maturity.</td></tr>
<tr><th colspan="4">Suggested Flow</th></tr>
<tr><td>Introduction/opening
(5 mins)</td><td colspan="3">Teacher asks children to silently show with their face:
○ “How do you look when someone hurts you?”
○ “How do you look when someone says sorry?”

Teacher connects:
○ “Today’s stories are about hurting others, stopping bullying, and saying sorry the right way.”

(Transition into reading without moral lecture.)</td></tr>
<tr><td>Context Building/ Workbook in Play
(20 mins)</td><td colspan="3">1. Action First: Freeze & Feel

Teacher Action:
Say:</td></tr>
</table>

	“Everyone stand up. When I say FREEZE, stop and listen.” Call out actions: ● “Someone pulls your hair.” ● “Someone pushes you while playing.” ● “Someone says ‘Stop it!’” Children freeze and show a face or body posture (sad, angry, scared). Transition Line: “These actions happened in today’s story. Let us see what happened next.” 2. Selective Story Reading (Not Full Reading) Teacher Action: Read only key parts: ● Surya pulling Maya’s hair ● Surya pushing Arpit ● Preeti’s mother stopping the fight Do not read continuously. After each part, ask one question: ● “Was this safe or unsafe?” ● “Did this help or hurt?” Children respond using: ● Hand up = safe/help ● Hand down = unsafe/hurt Transition Line: “When hurting continues again and again, it is called bullying.” 3. Sorting Activity: Hurt vs Help Teacher Action: On the board, draw two columns: ● HURTS ● HELPS Call out actions from the chapter:

	• Pulling hair • Saying sorry • Getting first aid • Laughing at someone • Telling a grown-up Children come and point or say where it belongs. Transition Line: “Hurting breaks things. Helping and saying sorry fixes them.” 4. Apology Practice: Say It, Mean It Teacher Action: Model clearly: • “I am sorry for ___.” • “I will try not to do it again.” Children practise orally, no writing required: • Turn to your partner and say one apology sentence. Transition Line: “Mistakes happen. What matters is what we do after.” 5. Workbook Anchor Teacher Action: Children complete one short workbook question only (example: identifying bullying or writing one apology line). Explain: “You can finish the rest at home
Recapitulation	Teacher asks: 1. What is bullying? 2. Who helps when bullying happens? 3. What does a real sorry include? 4. How do we fix mistakes? Teacher closes: • “Hurting others is wrong. Saying sorry and changing behaviour is right.”

<table>
<tr><td>Take home (Homework)</td><td colspan="2">Write one sentence only.

● I will say sorry when I _____.
(Example not to be written on the board, only explained orally.)

Check all the ingredients of your first-aid box at home.</td></tr>
<tr><td>Possible hiccups:

1. Children may treat bullying as normal play.
→ The Teacher should clearly state that play stops being okay when someone is hurt or asked to stop.
2. Some children may feel awkward or giggle during the discussion.
→ The Teacher should keep a calm, factual tone and continue without reacting.
3. Children may think saying sorry is enough by itself.
→ The Teacher should explain that a real apology also means changing behaviour.
4. Some children may confuse accidents with bullying.
→ The Teacher should remind them that bullying happens again and again on purpose.</td><td>Cues for Quick Progress Tracking

1. Can identify bullying vs accident.
2. Can name a trusted adult for help.
3. Can explain what makes an apology real.</td><td>The Confidential Green Zone:

“What will you do if someone hurts you again and again even after you say stop?”

This question may relate to a child’s real experiences with bullying and must be handled privately and sensitively.</td></tr>
<tr><td colspan="3">Scholastic Questions</td></tr>
</table>

1. Who was the new boy in the park?
   Answer: Surya.

2. What did Surya do to Maya?
   Answer: Pulled her hair.

3. Why was Surya called a bully?
   Answer: He hurt others even when asked to stop.

4. Who stopped the fight?
   Answer: Preeti's mother.

5. What did Sana bring to help Arpit?
   Answer: A first aid kit.

6. Is bullying safe behaviour?
   Answer: No.

7. What should you do if someone bullies you?
   Answer: Tell a trusted adult.

8. What broke in *I Am Sorry*?
   Answer: The spinning top.

Chapter	15	The 5-Step Safety Rule	
COMPETENCIES **Core principle(s):** Personal Safety: Touches/Hugs/Kisses/Looks/CSA **WHO Life skill(s):** Effective Communication: Telling/Being Assertive | Coping With Emotions:		**Suggested Teacher:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Rules are like good habits that keep us safe. 2. We trust our loved ones. We can always take their help. We can tell them anything. 3. Any unsafe touch or look is not your fault.
Methodology: Guided safety framework combined with picture-based narrative		**Other resources:** 1. QR Code embedded within the chapter for	**Implicit (Key message) Learning outcome(s): Children will begin to** 1. Identify unsafe or uncomfortable

and role-play	interactive video – Page 63	situations using body signals. 2. Apply the 5-step safety rule in the correct sequence. 3. Assert personal boundaries through words and actions. 4. Seek help persistently from trusted adults.
Suggested Flow		
Introduction/opening (5 mins)	Activity: “Safe or Not?” Body Signal Game ● Teacher says simple situations aloud: ○ “Someone pulls your hand when you don’t like it.” ○ “Mummy hugs you when you’re sad.” ● Children show thumbs up for safe, thumbs down for not safe. Transition: “When something is *not safe*, our body needs a rule to help us.”	
Context Building/ Workbook in Play (20 mins)	Activity 1: The 5-Step Safety ACTION Chain (Movement-Based) Children stand in place and learn each step with a body action: 1. Scream – hands around mouth, loud “HELP!” 2. Say NO – one hand forward, firm voice 3. Run – two steps backward 4. Tell – point to a grown-up picture in class 5. Keep Telling – repeat pointing to different grown-ups (Repeat twice. Fast. Fun.) (Refer: Poster Catalogue: Safety_17#3) Transition: “Now let’s see if we can use these steps in real-life pictures.” Activity 2: Picture Problem Solver (Play + Thinking) ● Show 2–3 workbook pictures.	

	● Ask: ○ “Which step will come first?” ○ “What should the child do next?” ● Children say the step number and act it out. Transition: “But sometimes telling once is not enough…” Activity 3: Keep Telling Relay (Game-Based) ● One child says: “I told my mummy.” ● Next child adds: “I told my teacher.” ● Next child adds: “I told my grandma.” ● Chain continues. Key message lands without lecture. Transition: “And remember, there is one thing we must always know.” Activity 4: Quiet Safety Circle (Emotional Regulation) ● Children sit quietly. ● Teacher says: “If something unsafe happens, whose fault is it?” ● Children respond together: “Not my fault.” The teacher can encourage discussion around this if the learners need emotional support or share something that requires a discussion. Workbook pages introduced here. Some pages can be completed at home.
Recapitulation	Activity: Safety Steps Clap-Back ● Teacher calls: “Step 1?” ● Children shout + act. ● Do till Step 5 in order.

<table>
<tr><td></td><td colspan="2">End with:
“It is brave to say NO and tell.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Complete “Know Your Tigers” with family.
2. Teach the 5 steps to one trusted adult.
3. Colour/sequence unfinished pages.</td></tr>
<tr><td>Possible hiccups:

1. Some children may laugh due to nervousness → respond calmly and continue without shaming.
2. Some children may become silent → allow participation through actions instead of speech.
3. Children may worry about getting someone in trouble → reassure them that safety comes first.</td><td>Cues for Quick Progress Tracking

1. Performs the 5 safety actions in correct order.
2. Uses clear words like “No” or “Stop” during activities.
3. Identifies at least one trusted adult when prompted.</td><td>The Confidential Green Zone:

“Who are the grown-ups you trust and can tell if something feels unsafe?”

Because it relates to the child’s personal safety network.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. What should you do first if something feels unsafe?
Ans: Scream or say “No”.

2. Is it okay to run away from danger?
Ans: Yes.

3. Who can help you when you feel unsafe?
Ans: Trusted grown-ups.

4. Should you stop telling if someone does not listen?
Ans: No.

5. Is it your fault if someone touches you unsafely?
Ans: No.</td></tr>
</table>

Chapter	16	Pokso and the Train	
COMPETENCIES **Core principle(s):** Personal Safety: Strangers **WHO Life skill(s):** Critical Thinking | Effective Communication: Telling		**Suggested Teacher:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** **NA**
Methodology: Story-based narrative		**Other resources:** 1. QR Code embedded within the chapter for interactive video – Page 64	**Implicit (Key message) Learning outcome(s): Children will begin to** 1. Identify that strangers are people we do not know well. 2. Recognise feelings like fear and confusion as safety signals. 3. Demonstrate that telling trusted adults keeps children safe.
Suggested Flow			
Introduction/opening (5 mins)		• The Teacher asks: “Have you ever gone somewhere without telling your parents?” • Children raise hands or nod, no forced sharing. • Teacher adds: “Today’s story is about Pokso, who went somewhere alone and learned why telling grown-ups is important.” • Show the cover image and name the chapter aloud together. Transition line: “Let us see what happens when Pokso goes on an adventure by himself.”	
Context Building/ Workbook in Play (20 mins)		a) Guided Story Reading (Short & Interactive) • The Teacher reads only key portions, pausing at emotional moments. • After Pokso meets the peacock and squirrel, ask:	

	"Do you know them, or are they strangers?" • When Pokso feels scared or confused, ask children to show the feeling using their face. Transition line: "Pokso's body is telling him something. Let us notice what his feelings are saying." b) Feeling & Safety Activity (Movement-based) • Teacher calls out feelings: happy, scared, confused, uneasy. • Children show the feeling using body posture or face. (Show Project CACA Poster Catalogue: Feelings_8#3) • Ask: "When Pokso felt scared, what did he do next?" • Reinforce verbally:"When something feels wrong, we go back and tell a trusted adult." Transition line: "Now let us check if Pokso made safe or unsafe choices." c) Workbook-in-Play (Oral + Minimal Writing) • Do 2–3 questions orally before children write. • Examples: – Why did Pokso feel uneasy in the jungle? – Who did Pokso finally tell everything to? • Children then complete the matching/ticking activity in the book. Transition line: "Let us think about what Pokso learned from this day."
Recapitulation	Teacher says short sentences and children repeat: – "Strangers are people we do not know well." – "Feelings help us stay safe." – "We should tell trusted adults when we feel scared." • Ask one closing question: "Who are the trusted adults in your life?"

<table>
<tr><td>Take home (Homework)</td><td colspan="2">Draw one place you go with permission.

• Colour one feeling Pokso felt and write one line: “I feel safe when I tell _____.”

• Parent discussion prompt (written small): “Ask your child who they will tell if they feel scared.”</td></tr>
<tr><td>Possible hiccups:

1. Some children may think all friendly strangers are safe → Gently repeat that knowing a name does not mean knowing a person well.
2. Children may feel scared while discussing noises or monsters → Reassure them that the story ends safely and they are in a safe classroom.
3. Children may want to overshare personal experiences → Thank them and redirect by saying sharing can happen later with the teacher or trusted adult privately.
4. Some children may not understand the word ‘uneasy’ → Explain it as feeling uncomfortable or not okay inside.
5. Attention may drop during reading → Break reading with facial expressions and feeling actions.
6. Vocabulary Challenges:</td><td>Cues for Quick Progress Tracking

1. Can say who a trusted adult is.
2. Can name at least one feeling Pokso felt.
3. Can explain why Pokso told his mother at the end.</td><td>The Confidential Green Zone:

Who would you tell if you felt scared like Pokso?”

This question connects to the child’s real safety network and should never be discussed publicly.</td></tr>
</table>

Stranger – Someone you do not know well. Uneasy – Feeling uncomfortable or not safe inside. Guilty – Feeling bad because you think you did something wrong. Confused – Not understanding/being unsure about what is happening.		
Scholastic Questions 1. Where did Pokso go without telling anyone? Answer: He went to the jungle. 2. Who was a stranger to Pokso in the jungle? Answer: The peacock, squirrel, and elephant. 3. How did Pokso feel when he heard loud noises? Answer: He felt scared and confused. 4. What was the loud noise Pokso heard? Answer: It was a train. 5. Who did Pokso tell everything to when he reached home? Answer: His mother. 6. Why did Pokso feel guilty? Answer: He went out without telling his mother. 7. Is it safe to keep scary secrets from parents? Answer: No. 8. What should we do when we feel unsafe? Answer: Tell a trusted adult.		

Chapter	17	A Message from Santa
COMPETENCIES **Core principle(s):** Personal Safety: Strangers **WHO Life skill(s):** Critical Thinking |	**Suggested Teacher:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Never talk to or go anywhere with strangers. Always tell your loved ones if a stranger tries to talk to you.

Decision Making | Effective Communication: Telling/Being Assertive		
Methodology: Story-based + role-play + decision-making framework.	**Other resources:** 1. QR Code embedded within the chapter for interactive video – Page 72	**Implicit (Key message) Learning outcome(s): Children will begin to** 1. Identify who a stranger is and understand that not all friendly-looking people are safe. 2. Demonstrate refusal skills such as saying "No" clearly and confidently. 3. Apply safety rules by choosing safe actions in everyday situations. 4. Communicate discomfort to a trusted adult without fear or guilt.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Known or Unknown?" Circle Game ● Children stand in a circle. ● Teacher says words aloud: *teacher, mother, balloon seller, neighbour, Santa, ice-cream seller*. ● Children clap once if they know the person well, stay silent if they don't. Transition: "Sometimes people look friendly or familiar, but we may not really know them. Let's see what happened to Arpit…"	
Context Building/ Workbook in Play (20 mins)	Activity 1: Story-in-Action (Narrative + Freeze Frames) ● Teacher narrates the Santa story briefly. ● At key moments, Teacher says "Freeze!" and asks: ○ "What should Arpit do now?" ○ "Is this safe or unsafe?" Children show responses using thumbs up / thumbs down. Transition: "So Santa gave us rules. Let's turn those rules into actions." Activity 2: Safety Rules Role-Play (Movement-based) ● Divide class into small groups.	

	● Each group acts out one rule: ○ Saying “NO” ○ Refusing gifts ○ Not going alone ○ Not keeping secrets Other children guess the rule being shown. This helps the children to actually see what implementing the safety rule looks like in actuality. Transition: “Sometimes strangers don’t look scary. Let’s practice saying NO clearly.” Activity 3: Voice Power Practice (Assertiveness Game) ● Children practice saying: ○ “NO!” ○ “I don’t like that.” ○ “I will tell my parents.” ● First softly, then clearly, then confidently. Activity 4: Safety Circle Mapping (Workbook-linked) ● Children think quietly and name one grown-up they trust. ● They may draw or orally share (no pressure). Transition: “When we say NO, the next step is telling a trusted grown-up.”
Recapitulation	Quick Oral Chain: ● Teacher starts: “If a stranger offers me a gift…” ● Children complete: “…I say NO.” ● Repeat for rules. End with: “Strangers can look friendly, but my safety comes first.”

Take home (Homework)	Talk to parents/grandparents: "Who are the people I can trust?" Complete workbook activities related to safety rules.	
Possible hiccups: 1. Children think Santa means all strangers are bad → Clarify that many strangers are good, but safety rules help us stay safe. 2. Children hesitate to say "No" aloud → Model first, allow group repetition before individual practice. 3. Over-excitement during role-play → Use freeze signals and short turns to keep focus.	**Cues for Quick Progress Tracking** 1. Correctly say "No" during role-play without prompting. 2. Identify unsafe situations in discussion. 3. Name at least one trusted grown-up they can tell.	**The Confidential Green Zone:** **"Who is one grown-up you can tell if something feels unsafe?"** This question connects directly to the child's real-life safety network and must be respected as personal.

Scholastic Questions

1. Why should we not take gifts from strangers?
   Because it can be unsafe.

2. Who is a stranger?
   Someone we do not know well.

3. What should you say if a stranger offers you something?
   Say "No".

4. Where should you go if you feel unsafe?
   To a trusted grown-up.

5. Fill in the blank:
   We should not keep _____ with strangers.
   secrets

6. True or False:
   All strangers are safe.
   False

7. Name one safety rule you remember.
   Any one rule.

8. Who can help you if you feel scared?
   Parents/teachers/grandparents.

9. Is it okay to say "No" to an adult if you feel unsafe?
   Yes.

Chapter	18 + 19	A Funny Joker + The Nest on the Tree
COMPETENCIES **Core principle(s):** Personal Safety: Strangers | Emergencies **WHO Life skill(s):** Skills: Critical Thinking | Decision Making	**Suggested Teacher:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. You must always think twice before you make a choice. 2. We should think first and then make a decision to make the right choice that is good and safe for us. 3. In an emergency, take the help of strangers to be safe and contact your trusted grown-ups.
Methodology: Short narrative + decision-making framework.	**Other resources:** 1. QR Code embedded within the chapter for interactive video – Pages 73, & 76	**Implicit (Key message) Learning outcome(s): Children will begin to** 1. Identify safe and unsafe situations in everyday life. 2. Use thinking and feelings before making decisions. 3. Recognize when it is appropriate to seek help from strangers during emergencies.
Suggested Flow		
Introduction/opening (5 mins)	Teacher does (no reading yet): • Ask children to stand in place. • Say: "Sometimes we meet new people. Sometimes we feel excited. Sometimes scared. Today we'll learn how to decide what is safe." Quick activity (movement-based): Call out situations and ask children to show with their body:	

	• Thumbs up: “I feel safe” • Hands on chest: “I feel unsure” Situations to say aloud: • Playing with parents in a park • A stranger asking you to go somewhere • Falling down and getting hurt Transition line: “Stories help us learn how to think before we act. Let’s meet Pokso and Sana.”
Context Building/ Workbook in Play (20 mins)	1: Guided Story Reading • Read selected parts only from *A Funny Joker*: • Joker offering magic • Sana thinking instead of deciding fast Pause and ask: • “What did Sana want?” • “What made her stop and think?” Write on board (or say clearly): Think → Feel → Decide Transition line: “Sana used her thinking brain. Pokso also learns something important.” 2: Situation Sorting Game Activity: Safe or Unsafe Walk Teacher says situations. Children walk to: • Right side = Safe • Left side = Unsafe Situations: • Stranger offers magic tricks • Asking parents before going • Climbing a tree alone • Asking for help when hurt

	Scaffolding prompts by teacher: ● “How does your body feel?” ● “Who can help here?” ● “Is this an emergency?” Transition line: “Sometimes even strangers can help, but only in emergencies.” 3: Emergency Help Role-Play • Briefly narrate *Nest on the Tree*: ● Arpit gets hurt ● No trusted adult nearby ● Stranger helps safely Role-Play Activity (Very Short, Guided) – 8–10 minutes Purpose: To help learners practise recognising injury, seeking help, and involving trusted adults. Set-up (1–2 minutes): Select three volunteers and clearly assign roles: ● Child A: Pretends to be hurt (e.g., falls while playing) ● Child B: Notices and asks for help loudly ● Child C: Calls a parent or trusted adult for support Briefly explain: “This is a practice activity. We are learning what to do, not acting perfectly.” Enactment (3 minutes): Guide the role-play step by step: 1. Child A shows being hurt using body language only (no dramatic acting). 2. Child B uses a clear, loud voice to ask for help (e.g., “Someone is hurt! Please help!”). 3. Child C pretends to call a parent/trusted adult and explains the situation.

	Teacher cues during role-play: ● "Speak clearly and loudly." ● "Tell the adult what happened." ● "Stay with the hurt person." Pause & Reflect (2–3 minutes): Ask the class: ● "What did Child B do correctly?" ● "Why is calling a trusted adult important?" ● "Who can be a trusted adult at school?" Do not critique the acting. Focus only on actions. Key Reinforcement Line (1 minute): "When someone is hurt, we don't stay silent. We ask for help and inform a trusted adult." Teacher reinforces: "In emergencies, safety comes first."	
Recapitulation	Ask aloud (whole class answers): • What should we do before making a choice? • Who do we usually say NO to? • When is it okay to take help from a stranger? Teacher sums up: "Think first. Trust your feelings. Tell a trusted grown-up."	
Take home (Homework)	1. Draw one situation where you made a safe choice. 2. Ask your parents: "Who should I call if I need help?" (No forced writing. Drawing + talking is enough.)	
Possible hiccups: 1. Children may think all strangers are bad.	**Cues for Quick Progress Tracking** 1. Teacher observes whether the child. 2. Identifies unsafe	**The Confidential Green Zone:** **"Have you ever felt confused or scared when someone asked you to do something?"**

Strategy: Repeatedly clarify the difference between normal situations and emergencies. 2. Children may want to give “right answers” instead of real feelings. Strategy: Normalize all feelings and avoid correcting emotions. 3. Some children may share personal incidents unexpectedly. Strategy: Listen calmly and redirect detailed sharing to a trusted adult later. 4. Fear may increase after discussing danger. Strategy: End with reassurance and clear safety rules.	situations verbally. 3. Explains why a choice is safe or unsafe. 4. Uses feeling words like scared, unsure, safe. 5. Knows whom to approach for help.	This question may reveal personal safety experiences and must be handled privately.

Scholastic Questions

1. Why did Sana not go with the joker?
   Answer: She thought about safety.

2. What should you do before going with someone new?
   Answer: Ask a trusted adult.

3. Why did Arpit ask for help from a stranger?
   Answer: He was hurt and it was an emergency.

4. Who should you tell if something scares you?
   Answer: Parents or trusted adults.

5. What feeling tells you something is unsafe?
   Answer: Feeling scared or uncomfortable.

6. Is it okay to say no to strangers?
   Answer: Yes.

7. What should you do after getting hurt?
   Answer: Ask for help.

8. Who decides what is safe for you?
   Answer: You along with trusted adults.

Project CACA
Since 2016

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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

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SUPPLEMENTARY RESOURCES:

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

Project CRADLE
(Upcoming)

My Practice Booklets (Class III to Class IX)

My Beginner's Picture-cum-Colouring Booklet

My First Picture-cum-Colouring Booket

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

Fortis | CSJ Counsel to Secure Justice

With Support From Various:
State & District Legal Services Authorities **(SLSA & DLSA)**
State Commissions for Protection of Child Rights **(SCPCR)**

Advocacy Partner

edusynergies

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LSP-M2SW-V01

End the Stigma, Raise Awareness