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 Third Safety Workbook

3

LSP-M3SW-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	✓	✗	✗	✗	✗

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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
2	5	Doing My Homework	Home/ School
3	7	*The Squirrel and the Fox	Home
4	11	Toss a Coin!	Home
5	13	A Letter From the Principal	School
6	18	*Arm Wrestling	School
7	26	Touches	School
8	29	*What Am I Feeling?	Home/ School
9	31	Picture Story: It is Not Your Fault	Home/ School
10	33	Are You Scared Of Shadows?	Home/ School
	34	*Hand Show Puppetry	Home
	35	Picture Story: Scared in School	School
	35	Scared in School	School
11	36	Safe and Unsafe Secrets	Home/ School
12	37	Do You Know a Joker?	Home
13	39	Safety Rules	Home/ School
	42	Know Your Tigers	Home
14	45	*See-Saw	Home/ School
	47	*Finding Dhruv Tara (Pole Star)	School
15	48	Murali Is a Good Swimmer But …	School
	49	*The Man Who Could not Swim	Home/School
16	52	*The Cub and Fireflies	Home/ School
17	54	ABC of Computers	School
18	56	*Arpit Loves His Sister, But	School
	60	*A Quarrel	Home
19	61	United We Stand, Divided We Fall	School

	61	*The Pigeons and the Hunter	Home/School
20	65	ABCDE and K	School
21	68	*Pinocchio, the Liar	School
	73	Do You Have A Pet?	Home/ School
	74	Yoga is Good For Health	Home
22	75	Sana's Homework	School

Chapter	1	SAY HELLO!
COMPETENCIES **Core principle(s):** Constitutional Morality: Inclusivity in Diversity **WHO Life skill(s):** Interpersonal Relationship/ Empathy/ Resilience	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Every child must go to school. 2. We are all different. It is okay to be different. 3. One must be mindful of, and considerate towards, other people's needs.
Methodology: Narrative with interactive discussion and activities	**Other resources:** 1. Teacher's Resource: https://www.lefthandersday.com/	**Implicit (Key message) Learning outcome(s):** 1. Learners must appreciate that people may have different abilities, preferences, or habits, and that this diversity makes each person special. 2. Demonstrating empathy by acknowledging and respecting the challenges others face. 3. Developing curiosity to understand why differences exist and confidence to celebrate them.
Suggested Flow		
Introduction/opening (5 mins)	1. Begin with children sitting in a circle. 2. Ask everyone to trace one hand (any hand they like) on a small sheet of paper. 3. Once done, ask: "Which hand did you use to trace? Why?" Let children notice that some used the right hand and some used the left. 4. Invite two children (one right-hander, one left-hander) to show how they hold their pencils differently. 5. Ask: "Which one seems right to you?" - Discuss: *"Different is not wrong - it's just different. It's okay to be different."*	

<table>
<tr><td>Context Building/
Workbook in Play
(20 mins)</td><td colspan="2">6. “Now let’s meet three friends who are just like us in some ways but different in others!”
Read aloud the narrative in the workbook. 7. After reading aloud the part where Kala Ma’am talks about left-handers.
Divide the class into small groups.
8. Each group discusses:
● What makes some of us different from others?
● How can we help someone who faces a small challenge because of that difference?
9. Encourage simple, real ideas (like switching seats, offering help, or simply asking their friends how they need help).
10. Facilitate the discussion in groups and scaffold with questions like:
● “What did you discover about your group?”
● “Was anyone surprised to learn something new about their friend?”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Ask the learners to find out at home if anyone (parent, sibling, grandparent) is left-handed. They can write one thing that person does really well.

2. Ask children to individually complete Section G and page 4’s task on a special hair salon.

Time to Ponder:

● Why are more people right-handed?
● Are animals left- or right-handed too?
● Does being different make someone less or more special?</td></tr>
<tr><td>Possible hiccups:
1. The teacher might run short on time if each group shares too many examples; scaffolding through guided sharing is key.</td><td>Cues for Quick Progress Tracking

1. Clearly identifying one or more differences between people.
2. Showing empathy when describing others’ challenges.
3. Understanding of concepts of equality or fairness.
4. Active Participation and Workbook Completion.</td><td>The Confidential Green Zone: Explained
“What issues do you face due to your differences from the majority of the class?”
Because it invites children to share their own experiences and feelings about being different, which may make them feel vulnerable or singled out, this reflection must stay confidential and be handled sensitively.</td></tr>
<tr><td colspan="3">Scholastic Questions
1. What makes Sana and Arpit different from each other?
Sana is left-handed and likes playing football, while Arpit is right-handed and enjoys dancing.

2. When is International Left-Handers Day celebrated?
The International Left-Handers Day is celebrated on August 13.</td></tr>
</table>

3. Why do left-handers sometimes find it hard to use scissors?
Most scissors are made for right-handed people, so they don't fit a left-hander's grip easily.

4. How can we make our classroom comfortable for both left- and right-handed learners?
By giving them enough elbow space, letting them choose which side to sit on, and sharing tools that work for everyone.

5. Why should we respect people who are different from us?
Because everyone is special, and differences make our class interesting and fair.

Chapter	2	DOING MY HOMEWORK	
COMPETENCIES **Core principle(s):** **WHO Life skill(s):** Being Independent and Responsible | Self Awareness		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message)** **Learning outcome(s):** 1. Do things that make you feel good and proud of yourself. Make it your habit.
Methodology: Narrative with interactive discussion and guided reflection		**Other resources:** 1. Project CACA Poster Catalogue: Emotions Feelings_8#3 http://projectcaca.org/posters/ 2. My Third Practice Booklet - Page 3	**Implicit (Key message)** **Learning outcome(s):** 1. The learners will recognize that finishing one's work on time builds confidence and self-esteem. 2. Understand that feeling good about oneself comes from doing responsible actions. 3. Reflect on personal habits and choices that make them feel proud. 4. Express emotions and thoughts related to responsibility and self-awareness through sharing and creative tasks.
Suggested Flow			
Introduction/opening (5 mins)		1. Begin the class by singing and acting out the song **"If you're happy and you know it, stomp your feet!"** 2. Ask: - "How did that make you feel?"	

	- “What are some things that make you feel happy or proud?” 3. Encourage a few learners to share small examples (e.g., finishing homework, helping at home). 4. “Today, we’ll meet a boy who also wanted to feel happy - but first, he forgot something important. Let’s find out what happens!”	
Context Building/ Workbook in Play (25 mins)	5. Read aloud the narrative and pause at key moments to ask open ended questions to encourage predictions and discussions. 6. Pause after “I am going home.” Ask: “Why do you think Arpit wants to go home?” 7. After getting 3-4 responses, continue reading the narrative. 8. Ask: “What made Arpit feel bad?” “How did David help him feel better?” 9. Take a few responses and write on the board: *Feeling good about ourselves = Self-esteem.* Explain this definition to the learners. 10. Activity: Self-Esteem Collage: Give learners paper stars or leaves. Each learner writes one thing they’ve done that makes them feel proud. 11. Facilitate and move around the class, prompting with examples: “Maybe you helped someone… maybe you cleaned your desk… maybe you studied on time!” 12. Invite 2-3 volunteers to share. 13. Stick the stars/leaves on a chart titled "Our Self-Esteem Tree." 14. Ask learners to keep adding stars/leaves in this tree whenever they do something that makes them feel proud.	
Take home (Homework)	1. Learners can ask their parents to share one thing that makes them proud of them. 2. Ask children to complete the workbook questions.	
Possible hiccups: 1. Vocabulary challenges a. Esteem: Esteem is saying you think someone is awesome and worth a lot of respect, like giving them a mental gold star for being awesome! b. Self-esteem: Self-esteem is giving yourself that gold star, feeling proud of who you are and what you can do!	**Cues for Quick Progress Tracking** 1. Explaining the key message that being responsible and doing what’s right makes us feel proud and happy. 2. Connecting Arpit’s feelings with their own life experiences (e.g., “I also feel bad when I don’t listen to my parents”). 3. Using key vocabulary correctly — *responsible, proud, esteem, self-esteem.* 4. Participate actively in discussion, activities, or creative sharing. 5. Show understanding through workbook responses that are	**The Confidential Green Zone: Explained** "Write one thing you did today that made you feel good about yourself." is personal to the child because it invites the child to share a private, real-life action or feeling, and must be respected as part of their self-awareness and emotional growth journey.

	complete, relevant, and reflective.	

Scholastic Questions

1. Why did Arpit feel bad when he went to play football?
Because he had not finished his homework before going to play.

2. How did David help Arpit make the right choice?
He advised Arpit to go home and finish his homework so he would feel better.

3. Arpit had 5 Maths sums to do. He completed 2 before going to play. How many sums were left?
3 sums were left.

4. What is self-esteem?
It means feeling proud and happy about yourself.

5. Name one healthy daily habit that makes you feel good.
Brushing teeth, exercising, or eating healthy food.

Maths Questions on Page 3 of My Third Practice Booklet

Chapter	3	THE SQUIRREL AND THE FOX
COMPETENCIES **Core principle(s):** Honesty-Integrity **WHO Life skill(s):** Interpersonal Relationship/ Effective Communication	**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher	**Explicit (Key message)** **Learning outcome(s):** 1. Tell your loved ones what happened during the day. Do not hide anything from them, because hiding is a bad habit.
Methodology: Story	**Other resources:** 1. QR Code embedded within the chapter - Page 7 2. Flashcards of Banyan Tree, Banana Tree, Coconut Tree, Apple Tree	**Implicit (Key message)** **Learning outcome(s):** 1. The learners will demonstrate understanding that honesty and truthfulness help build trust and safety. 2. Identify and follow simple personal safety rules in real-life situations. 3. Describe the sequence of events and characters' choices in a story.

		4. Relate the growth of an apple tree to the four seasons.
Suggested Flow		
Introduction/opening (5 mins)	1. Start the class by showing four flashcards (Banyan Tree, Banana Tree, Coconut Tree, Apple Tree). 2. Ask: - “Which of these trees have you seen in real life?” - “Do you know how apples or other fruits grow? Do they appear on trees overnight?” 3. Encourage the learners to reflect on this and discuss it with their parents at home as well. 4. Quick Nature Link: Draw a simple apple tree with four labeled branches (Spring, Summer, Fall, Winter) on the board. Say: "We’ll learn about these seasons and how Nimki works through these.”	
Context Building/ Workbook in Play (25 mins)	5. Read aloud the story *The Squirrel and the Fox* in an expressive tone. Use **voice modulation** for the characters Nimki and Funtoosh. Alternatively, the teacher may choose to show the video version of the story in class. 6. Pause at key points to scaffold understanding: - After Funtoosh’s offer: “Do you think Nimki should go with him?” - After Nimki runs back: “Why do you think she felt bad?” 7. After getting 3-4 responses, continue reading the narrative. 8. After the story, ask: "What happens when we break rules like Nimki? Can we fix mistakes?" Relate to apples: "When an apple falls, the tree doesn’t stop. It rests and grows again. So can we!" 9. Apple Tree Activity (5 mins): Guide learners to the "Seasons of Time" workbook page.Match each season to its role: - Spring: Flowers blossom (Good actions and new beginnings). - Summer: Apples grow (Doing the right thing and learning). - Fall: Leaves fall (Mistakes happen). - Winter: Tree rests (Fixing mistakes and learning). 10. Facilitator guides them through selected pages to attempt questions in the workbook: B. Why did Nimki feel guilty? C. What would have happened if Nimki had not followed Mummy's safety rules? - Discuss in pairs for 1-2 minutes, then write short answers.	
Take home (Homework)	Learners can draw a tree and show the four seasons. Write one good thing (Spring), one mistake (Fall), and how you can fix it (Winter) to feel proud again (Summer).	
Possible hiccups: 1. Children may find it hard to connect seasons to	**Cues for Quick Progress Tracking** 1. Retelling story events in	**The Confidential Green Zone: Explained** "Draw a tree and show the four seasons. Write one good thing

abstract ideas like growth, mistakes, or learning. Solution: Link seasons to tangible daily routines: a. Spring: Starting something new, like planting seeds or a new school term. b. Summer: Putting in effort, like studying hard or playing outdoors. c. Fall: Losing leaves = making mistakes. d. Winter: Resting and thinking about how to improve.	order and naming both characters. 2. Completing the "Seasons of Growth" activity accurately, drawing the tree with the correct seasons and meaningful examples for Spring, Summer, Fall, and Winter. 3. Articulating personal examples confidently, such as a mistake they made and how they fixed it. 4. Key vocabulary understanding - *tempted*, *guilty*, *honesty, etc*. 5. Connecting safety rules to Nimki's choices. 6. Active Participation and Showing understanding through workbook responses that are reflective.	(Spring), one mistake (Fall), and how you can fix it (Winter) to feel proud again (Summer)." is personal because it asks children to reflect on their mistakes and growth, which involves their feelings and experiences, and it should remain confidential to ensure they feel safe and not judged.

Scholastic Questions

1. What safety rule did Nimki forget?
Nimki forgot her mother's rule to always stay near the banyan tree and not go with strangers.

2. What did she do right at the end of the story?
She told her Mummy the truth about what had happened instead of hiding it.

3. Match the season with what happens to the apple tree.
Spring → Flowers begin to blossom
Summer → Apples grow small and soak in the sun
Fall → Apples ripen and become sweet
Winter → The tree rests

4. Does an apple tree have apples all year round?
No, apples grow and ripen in summer and fall, and the tree rests in winter.

5. Nimki met Funtoosh in winter. How many seasons later will the apples ripen?
The apples will ripen two seasons later - in fall (after spring and summer).

Chapter	4	TOSS A COIN!	
COMPETENCIES **Core principle(s): Personal Safety: Strangers**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent	**Explicit (Key message)** **Learning outcome(s):**

WHO Life skill(s): Critical Thinking | Decision Making	☐ Grandparent ☐ Specific Subject Teacher	1. Growing-up is about doing things by ourselves. It is also about making choices that make us happy and safe. 2. Think before you choose. Make good and safe decisions.
Methodology: Situational story with dialogues	**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognize that choices have results and consequences. 2. Reflect on the importance of thinking before making decisions. 3. Demonstrate critical thinking through group discussion and role-play.
Suggested Flow		
Introduction/opening (5 mins)	1. Begin with a **quick game** called **"This or That"**: 2. Ask: "If you had to choose - study or play?", "Milk or chips?", "Help your friend or tease them?" 3. Children raise their hands to choose. 4. After a few rounds, pause and ask: "How do you make these choices? Do you always think before you choose?"	
Context Building/ Workbook in Play (25 mins)	5. After a short discussion, Say, "Let's see what happened when *they tossed a coin* to make a choice*!"* 6. Ask three learners to role-play as **Arpit, Sana, and Pokso** and one learner as "Auntie" who offers candies to them. Let children act out what happens. 7. Scene 1: Auntie offers candies. - Arpit acts eager. Sana steps in and says, "We don't know her! It's not safe." Scene 2: Arpit wants to toss a coin. Pokso pulls him back. - Actions: Pretend to flip a coin. Pokso shakes his head, says: "Think, don't toss!" Scene 3: Pokso explains: "If candy is bad, we can get sick or worse!" - The whole class shouts together: "NO!" Prompts: - "Was Auntie a stranger? Should we trust people we don't know?" - "Why is Pokso saying 'Think'? What happens if we don't?" Engagement: Let learners do actions: shaking heads, holding	

<table>
<tr><td></td><td colspan="2">up their hands for ‘NO,’ and cheering when someone makes a safe choice.

Activity: “Smart Choices Corner” (10 minutes)
Setup:
Create two ‘Decision Corners’ in the class:
- One corner is labeled “Safe Choice”.
- The other is labeled “Unsafe Choice”.
How to Play:
- Read out real-life scenarios one by one.
- Learners quickly walk or move to the corner they think is correct.
Scenarios:
1. “A stranger gives you a toy.”
2. “You tell your parents where you are before leaving home.”
3. “Your friend dares you to cross a busy road.”
4. “Someone you don’t know asks for your phone number.”
5. “You say ‘No’ when someone asks you to do something unsafe.”
Facilitator’s Role:
- After each scenario, discuss briefly:
“Why is this safe/unsafe? What could happen if we made the wrong choice?”
- Praise smart decision-making: “You all are such safety superheroes!”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Learners can ask their parents about the choices they make every day to stay safe or healthy and write one example.

2. Ask children to complete the workbook questions.</td></tr>
<tr><td>Possible hiccups:
1. Learners may start narrating real unsafe experiences.
Strategy: Listen gently, validate emotions, and redirect toward the principle of safe choices - without probing personal details.
2. Vocabulary challenges
a. Stranger: Someone you don’t know.
b. Unconscious: Not awake or aware of what’s happening.
c. Consequences: What happens next because of what you did.</td><td>Cues for Quick Progress Tracking

1. Explaining the key message that being responsible and doing what’s right makes us feel proud and happy.
2. Connecting Arpit’s feelings with their own life experiences (e.g., “I also feel bad when I don’t listen to my parents”).
3. Using key vocabulary correctly — responsible, proud, esteem, self-esteem.
4. Participate actively in discussion, activities, or creative sharing.
5. Show understanding through workbook responses that are</td><td>The Confidential Green Zone: Explained
NOT REQUIRED</td></tr>
</table>

d. Junk Food: Food that tastes good but is not healthy for your body. e. Nutritious: Good food that helps you grow strong and healthy.	complete, relevant, and reflective.	

Scholastic Questions

1. Write the opposite of *safe*.
Unsafe

2. Make a sentence with the word *choice*.
I made a good choice to help my friend with her homework. (Or any other sentence)

3. Why is junk food like candies or cold drinks not healthy for us?
Because junk food has too much sugar and no nutrients, which can make us sick.

4. Name one food that keeps you healthy and strong.
Fruits or vegetables

5. Explain the difference between "thinking before choosing" and "leaving a choice to chance" (like tossing a coin). Which is better and Why?
Open-ended -
Thinking before choosing means using our mind to decide what is right or safe. Leaving a choice to chance means letting luck decide for us. Thinking is better because it helps us make safe and smart decisions.

Chapter	5	A LETTER FROM THE PRINCIPAL
COMPETENCIES **Core principle(s): Safety:** Helplines/Laws, Health & Wellbeing **WHO Life skill(s):**	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Make it a habit to tell your loved and trusted ones about what happened during the day. 2. Police are there to help us and keep us safe. 3. Our loved and trusted ones are our mummy, papa, grandparents, guardians and teachers.
Methodology: Narrative	**Other resources:** 1. Child helpline numbers: 1098, 9868235077, and 1800115455.	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to familiarise children with the

		concept of safety rules and their importance in school and life. 2. Empower children to remember and use helpline numbers like 1098 when needed. 3. Develop respect for others' preferences, like not teasing or using unwanted nicknames.
Suggested Flow		
Introduction/opening (5 mins)	1. Start with a few questions: a. “What do you usually find in your school diary?” b. “Who writes in it - your teacher, you, or your parents?” c. “Did anyone ever find a surprise note in their diary? What kind of notes do teachers write - homework, praises, or reminders?” 2. Contextualising the Story: a. “Today, we’ll read about Sana, who found a special letter from the Principal in her diary. This letter isn’t about homework but something much more important. Let’s find out what it says!” b. “Before we read the letter, let’s understand what happened to Sana that made this letter so special.”	
Context Building/ Workbook in Play (25 mins)	Read-Aloud Plan for Sana’s Story Sana Came Home Quiet Sana came home one afternoon with her friend Pokso. Her mother noticed she was unusually quiet. Usually, Sana would share stories about her school day—what she played, learned, or even what happened on the school bus. Ask: ● "What’s the first thing you do when you come home from school?" ● "Why do you think Sana is so quiet today?" Sana Didn’t Eat Properly That day, Sana didn’t even eat her lunch properly. Her mother asked, ‘Are you feeling all right?’ Sana replied, ‘I’m okay.’ Finally, Sana admitted, ‘The Principal gave me a letter. She said it’s important, and I need to read it with you or Papa.’ Ask: ● "Have you ever felt nervous about showing something in your diary to your parents?" ● "What do you think the letter might be about?" Sana Talks About Nisha Sana then explained: ‘I didn’t do anything wrong! But Nisha kept teasing me with my nickname, and I told her to stop. When she didn’t, I pushed her back. Do you think the Principal is angry	

<table>
<tr><td></td><td colspan="2">with me?’
Ask:
● "How would you feel if someone teased you with a name you didn’t like?"
● "What do you think Sana should do in this situation?"

Mummy Reassures Sana
Mummy hugged Sana and said, ‘I’m sure the Principal isn’t angry. Let’s read the letter and find out.’ Sana brought her diary, and they opened the letter together.
Ask:
● "How does it feel when someone reassures you?"
● "Who do you talk to when you feel upset or worried?"

Transition:
“Now that we’ve learned why Sana was so worried, let’s read the letter and find out what the Principal wrote!”

The Principal’s Letter (10 Minutes)
1. Divide the Class into Groups: Form groups of 3–4 children.
2. Give each group a chunk of the Principal’s letter to read aloud together.
3. Explain in Chunks: After each group reads their section, pause to discuss its meaning. Example:
a. Chunk 1: “What is the Principal saying about following rules?”
b. Chunk 2: “Why do you think the Principal mentions trusted adults?”
c. Chunk 3: “What is the special number mentioned in the letter?”
4. Guide the children to connect the letter’s content with their own experiences (e.g., following rules at school, talking to parents or teachers about problems)</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Ask children to complete the workbook questions and colour the number 1098.</td></tr>
<tr><td>Possible hiccups:
1. Children might not fully understand the gravity of the helpline and could misuse it: prank or for non-emergencies.
a. Solution: Clearly explain the purpose of the helpline as a serious tool to help children in need.
b. Use a scenario-based discussion: “What if you call this number</td><td>Cues for Quick Progress Tracking

1. Independently explaining concepts like trusted adults or helpline numbers.
2. Connecting the concepts with their lives.
3. Using key vocabulary correctly.
4. Participate actively in discussion, activities, or creative sharing.
5. Show understanding through workbook responses that are</td><td>The Confidential Green Zone: Explained
"Do you have a nickname? If yes, who gave it to you?" A nickname can hold emotional significance and reveal personal family dynamics or memories, which may be deeply private to the child.
"Do you like being called by your nickname at school?" This question touches on how the child feels about their identity and</td></tr>
</table>

for fun and someone who really needs help cannot get through? How would that feel?” c. Reinforce that calling the helpline is for emergencies only, like feeling unsafe or needing immediate help.	complete, relevant, and reflective.	how others perceive or treat them, which could evoke sensitive emotions. **"Do you call any of your classmates by their nicknames?"** This question may reflect the child’s behaviour towards others and their understanding of respecting others' preferences, which could indicate personal social dynamics.

Scholastic Questions

1. What was the real reason for the Principal’s letter?
To inform learners about health, safety, school rules, and the law POCSO.

2. What number can children call if they feel unsafe?
1098 - the child helpline number.

3. Name two healthy habits Sana’s Principal mentioned.
Eating right and exercising regularly.

4. The child helpline number is 1098.
How many digits are in the number?
What is the sum of those digits?
4 digits
1 + 0 + 9 + 8 = 18

5. If Sana spends 8 hours sleeping, 6 hours in school, and 2 hours playing, how many hours are left in a day?
24 – (8 + 6 + 2) = 8 hours left.

Chapter	6	ARM WRESTLING	
COMPETENCIES **Core principle(s): Personal Safety:** Touches/ private parts/Kisses **WHO Life skill(s):** Self Awareness, Being Independent and Responsible		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. You are the boss of your body, and its first caretaker. 2. Rules, like good habits, are to be followed as they

		are made for us to be happy, healthy, and safe. 3. Private parts are only for us. They, unlike our books or toys, cannot be shared or touched by anyone. 4. Growing up is about doing things on our own and, at times, taking help. 5. We talk about private parts only with our trusted adults - people we love and feel safe with.
Methodology: Story and role play activity	**Other resources:** 1. QR Code embedded within the chapter - Page 18 2. Project CACA Poster Catalogue: Private Parts_16#1 http://projectcaca.org/posters/ 3. Picture of a syringe, My Third Practice Booklet - Page 5 and 6	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognize situations that are safe and unsafe for their body. 2. Identify private parts and explain why they must stay covered. 3. Describe trusted adults they can approach for help. 4. Respond appropriately by saying no, moving away, and informing a trusted adult. 5. Understand when doctors and nurses may need to check private parts safely.
Suggested Flow		
Introduction/opening (5 mins)	1. Activity Quick movement warm-up: "Shake your hands, shake your legs, sit straight (repeat these exercises)… Now show me your superhero stance. Superheroes keep themselves safe, right?" Transition line into next section: "Since superheroes learn through stories, let's watch a short story too."	
Context Building/ Workbook in Play (25 mins)	5. The facilitator plays the video from the QR Code on youtube or enacts **Scene 1** from the chapter (the boy, the man, the father). (You may assign 4 learners to play the roles quickly.) Enact the Scene:	

	Facilitate a quick role-play of the arm wrestling part of the story. Encourage engagement with light cheering for the “match.” 6. While reading, pause at key moments: Pause 1 (when the man touches the boy’s arm) Ask: “Is this a safe touch or unsafe? Why do we think so?” Allow short responses. Pause 2 (when the boy says ‘You should not touch my private parts.’) Ask: “What do we understand from what the boy said?” Pause 3 (when nurse enters) Ask: “Why is the nurse allowed to check the boy?” 7. Say, *“The boy trusted his father and nurse. Let’s see how they help him stay safe during a medical situation.”* Injection & Health (5 minutes) Show a basic picture of a syringe and explain why injections are important. Read the nurse’s lines from the chapter: “We must never reuse a needle or syringe…” Ask: “Why do you think the nurse destroys the needle after giving the injection?” Wait for learners’ responses. Explain how they are made safe by destroying syringes after use. Complete the workbook blank: “We must never reuse a _____.” Also complete Page 5 and 6 of My Third Practice Booklet 8. Transition line: “Now that we understand the story, let’s look closely at what private parts are and why we must keep them safe.” Use the workbook exercise where children must **circle the private parts** (mouth, chest, between the legs, buttock). Say, “These are the parts we always keep covered. They belong only to you. No one should touch or look at them unless it's a doctor or nurse **and** a trusted grown-up is with you.” The facilitator can also use the Poster Private Parts_16#1 from the Catalogue to show the Image in Large Print with the circled Private Parts.

	9. Quick Puzzle Game: Find the Diary (2 minutes) Use the page “Help Sana find her school diary.” Ask the learners to quickly identify it. 10. Transition to Homework: Say, *“We’ve learned so much about strength, trust, and safety. Now it’s time to show what we’ve learned at home!”*	
Take home (Homework)	1. Ask children to complete the workbook questions. • Family Question (Workbook D section) - Ask your family: “Who was with you the last time you had an injection?” - Write the answer in the workbook. • Colour the boy’s shorts and girl’s swimsuit (worksheet) • Finish the first-letter exercise (Section F and G) • Write one safety rule you follow at home	
Possible hiccups: 1. Sensitivity in Discussing Private Parts: Some children may giggle or feel shy, avoiding participation. Some children may not know the correct vocabulary for body parts. Strategy: Use non-threatening language like “the underwear model” and normalize the discussion by explaining its importance for everyone’s safety. 2. Vocabulary challenges a. Injection: A shot of medicine given with a needle. b. Private: Something that is just for you and not for everyone to see or touch. c. Private parts: Body parts covered by underwear that no one should touch except you. d. Syringe: A tool with a	**Cues for Quick Progress Tracking** 1. Confidently naming private parts using the swimsuit example and explains why they should be protected. 2. Can tell safe vs unsafe touch without hesitation. 3. Using the “trusted adult” concept correctly. 4. Clearly stating who can touch/look at private parts (doctor/nurse with a trusted adult present). 5. Participates actively in the arm-wrestling role-play and can explain that strength is also about making safe choices. 6. Answers why injections need new needles and why they’re destroyed after use. 7. Responding accurately during discussions and worksheets.	**The Confidential Green Zone: Explained** **“Do you know how to say no if someone tries to touch your private parts?”** is personal because the child’s response may reveal vulnerability or past experiences. **“Who helps you while bathing or going to the toilet at home?”** directly connects to the child’s home routines and personal boundaries. **Do you feel safe when a doctor checks you if your parents are not around?”** shows the child's personal fear, comfort level, and home dynamics.

needle to give medicine. e. Spread (of disease): When sickness moves from one person to another.		

Scholastic Questions

1. Why should a needle or syringe never be reused?
Because it can spread diseases.

2. Who are the people who give safe injections?
Doctors and nurses.

3. Name any two private parts covered by swimsuits.
Chest, the parts between the legs and the buttock.

4. Why is the mouth called a special private part?
Because we rarely cover it, but still no one should kiss it.

5. If a nurse needs 1 new syringe for each child, how many syringes does she need for 4 children?
4 syringes.

Chapter	7	TOUCHES	
COMPETENCIES **Core principle(s): Personal Safety: Touches** **WHO Life skill(s): Interpersonal Relationship, Critical Thinking**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Any touch that is forced on you and does not make you feel good is an unsafe touch. Tell a grown-up you trust right away! 2. Feelings are our friends. They help us know if something is safe or unsafe.
Methodology: Concept based explanation and activities		**Other resources:** 1. Pictures of emojis expressing different feelings 2. Project CACA Poster Catalogue: Touches-22#1 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognise that different types of touches evoke different emotions and responses.

		2. Understand that it is important to identify and communicate feelings about touches. 3. Learn that trusted grown-ups play a key role in ensuring safety and well-being. 4. Accept that safe touches, even medical ones like injections, can sometimes feel uncomfortable but are meant for protection.
Suggested Flow		
Introduction/opening (5 mins)	1. Say, "Today we are going to learn something very important that helps us stay happy, safe, and comfortable. Before we begin, let's think about how we know something feels good or not-so-good." 2. Feelings exploration (quick activity) The facilitator shows simple facial expressions with body language or emoji pictures (happy, scared, unsure, etc.). 3. Engagement: Let learners mimic and make facial expressions for what they are feeling - happy, sad, excited, confused, angry, scared, calm. This builds a bridge to feelings being signals.	
Context Building/ Workbook in Play (25 mins)	4. Mini story seeds (verbal; 1–2 lines each) Teacher narrates three tiny incidents: • A child hugs her mother after school • Two children bump into each other by mistake • A stranger tries to hold a child's hand 5. Ask, "How did each situation feel? Why? What do our feelings tell us?" The teacher reads aloud the chapter and the Poster - Touches-22#1 from the Catalogue. 6. Write the types of touches on board Safe Unsafe Accidental Confusing 7. Movement-based game before writing Activity Setup: Teacher labels the 4 corners/areas of the room as: Safe	

	Unsafe Accidental Confusing Teacher reads textbook situations and some new ones: • "Friend hugs you after winning." • "Stranger pulls your hand." • "Someone bumps into you accidentally." • "Doctor checking you firmly." Learners run/walk to the corner they think is correct. The teacher discusses and clarifies if the answers differ. This prepares them for writing in the workbook. Transition line: "You understood all the situations very well. Now let's do the same in your books." 8. Learners write S/U/A/C next to each situation. Teacher scaffolds quietly by asking questions like: "What does your body feel here?" "Is this happening by mistake?" "Do you trust the person?" 9. The lesson can end with a small discussion on - "What feeling tells you something is safe?" "What feeling tells you something is wrong?" Some responses can be taken to move the discussion forward. Teacher reinforces: "If anything ever makes you uncomfortable, confused, or scared, you tell a trusted grown-up immediately." Transition to closure: "You did wonderful thinking today. Let's end with something small for home."
Take home (Homework)	1. Draw 3 people who make you feel safe (parents, siblings, etc.). 2. Write (or tell at home) one rule about staying safe from unsafe touches. 3. Complete any remaining workbook thoughts if unfinished.

<table>
<tr><td></td><td colspan="2">Optional parent-note suggestion:

Encourage parents to talk about "trusted grown-ups" and "boundaries".</td></tr>
<tr><td>Possible hiccups:
1. Difficulty understanding the difference between unsafe and accidental touches.
Strategy: Provide relatable examples and use prompts like, “Did the person mean to touch you this way, or was it an accident?”
2. Vocabulary challenges
a. Accidental: Something that happens by mistake, not on purpose.
b. Injection: A small prick made by a doctor with medicine to keep you healthy.
c. Germs: Tiny creatures that can make us sick but are too small to see.
d. Tetanus: A sickness caused by germs that enter cuts or wounds.
e. Hurt: Feeling pain in your body.
f. Feelings: What happens in your heart when you’re happy, sad, or scared.</td><td>Cues for Quick Progress Tracking

1. Correctly identifying all types of touches (safe, unsafe, accidental).
2. Explaining why trusted grown-ups are important.
3. Completing workbook exercises accurately and confidently sharing ideas.
4. Participating actively in discussion, activities, or creative sharing.</td><td>The Confidential Green Zone: Explained
"How did each situation feel? Why? What do our feelings tell us?"

"What feeling tells you something is wrong?"

Are personal because discussions about touch and feelings relate directly to a child's body, safety, and personal experiences, which must be kept private to protect their emotional and physical wellbeing.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. What is a safe touch? Who can give you safe touches?
A safe touch makes you feel happy and good. Parents, grandparents, siblings, teachers, and friends can give safe touches.

2. What is an unsafe touch? How does it make you feel?
An unsafe touch makes you feel scared, sad, dirty, or uncomfortable.

3. What is an accidental touch? Give an example.
A touch that happens by mistake, like when someone falls and touches you.

4. What is tetanus?</td></tr>
</table>

Tetanus is a disease that can happen when germs from dirt enter a wound.

5. How do we protect ourselves from tetanus?
By getting a tetanus injection after a cut or injury.

6. Who gives the tetanus injection safely?
A doctor or nurse, with a trusted adult present.

Chapter	8	WHAT AM I FEELING?	
COMPETENCIES **Core principle(s): Mental Health & Wellbeing: Emotions - Feelings** **WHO Life skill(s): Coping with Emotions/Stress**		**Suggested Facilitator:** ☐ CACA teacher, ☑ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Children will be able to identify and name different emotions and feelings experienced in the poem. 2. Children will recognise that feelings like sadness, guilt, or confusion can be shared with trusted individuals.
Methodology: Poem		**Other resources:** 1. QR Code embedded within the chapter - Page 29	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to develop self-awareness by reflecting on personal emotions and feelings.
Suggested Flow			
Take home (Homework)		"I'd like you to take this chapter home and complete it with your parents. They may read aloud the poem to you or play the animated audio by scanning the QR code in this chapter. Together, you can write down all the feelings mentioned in the poem and talk about times when you might have felt the same way. Then, pick two feelings and draw them on paper to pin on our class display board when you return. Sharing this activity with your parents will help them understand your feelings better, and it will be a fun way to learn more about emotions!"	
Possible hiccups: 1. Learners might find it challenging to identify and		**Cues for Quick Progress Tracking**	**The Confidential Green Zone: Explained** NOT REQUIRED

name the feelings/emotions from the poem on their own. *Strategy*: Encourage them to revisit the poem and provide an example in class (e.g., "One emotion is guilt. Can you remember where in the poem the child felt guilty?"). 2. Learners might not have access to a device or may struggle to use the QR code at home. *Strategy*: Allow learners to revisit the poem in class if needed.	1. The learner brings a complete list of feelings/emotions mentioned in the poem. 2. Draws two feelings with clear and relevant expressions, showcasing an understanding of the emotions. 3. Can explain the two selected feelings and relate them to personal experiences or examples. 4. Discusses the activity confidently, showing awareness of the importance of sharing emotions with parents or trusted individuals	

Scholastic Questions

1. Why does the child feel confused in the poem?
The child feels confused because many different emotions come together at the same time, like anger, sadness, shame, and guilt.

2. Write two words from the poem that show negative feelings.
Anger, shame

3. Why is it important to share your feelings with a trusted person?
It is important because sharing helps you feel lighter and reduces stress.

4. What happens to the child's stress after talking to the mother?
The child's stress disappears after sharing everything with the mother.

5. Which part of the body helps us show emotions through expressions?
The face

6. What changes in your body when you feel scared (example: heartbeat, sweating)?
Your heartbeat becomes faster, and your body may start sweating.

Chapter	9	IT IS NOT YOUR FAULT	
COMPETENCIES **Core principle(s):** **Emotional Intelligence**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. It is okay to speak up if something makes you uncomfortable.

WHO Life skill(s): Coping with Emotions, Effective Communication, Resilience		2. Any unsafe touch or look given to you is never your fault. You do not have to be ashamed or feel guilty because of it.
Methodology: Narrative and activity-based	**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to demonstrate the ability to recognise when something feels uncomfortable or unsafe. 2. Use clear and firm language to express personal boundaries. 3. Practice speaking up confidently even when someone older dismisses their feelings. 4. Explain why blaming a child for someone else's unsafe behaviour is wrong. 5. Show empathy towards peers who share their uncomfortable experiences.
Suggested Flow		
Introduction/opening (5 mins)	Begin by asking: - "Has there ever been a time when someone blamed you for something you didn't do? How did that make you feel?" - "Did you know it's never your fault if someone does something unsafe to you?" Transition: "Let's explore why we should never feel guilty or ashamed if someone does something wrong to us. It's important to understand how to protect ourselves and seek help.""	
Context Building/ Workbook in Play (25 mins)	Story Reading and Discussion (10 minutes) ● Read the chapter aloud, pausing to explain key points. ● Highlight scenarios where someone might feel blame but should not. ● Ask reflective questions: - "Why do you think someone might blame others for their actions?" - "What should you do if someone tries to blame you for something unsafe?"	

	Scenario-Based Activity (10 minutes) ● Present short scenarios (realistic or from the book) and ask learners to identify: - Who is at fault? - How should they respond? ● Encourage role-playing where learners practice saying, “It’s not my fault,” and seeking help from a trusted adult. ● Reinforce the key message: “You are never at fault if someone does something unsafe to you.” Group Reflection (5 minutes) ● Ask the learners: - “Who are the trusted adults you can talk to if someone blames you unfairly?” - “Why is it important to share your feelings with someone you trust?” ● Reinforce that speaking up is an act of courage and self-respect.	
Take home (Homework)	1. "Create Your Safe Spaces Map" At home, draw a simple map of the places you spend time, such as home, school, or the park. Mark these spaces and identify the “Safe Spaces” where you feel most comfortable and secure. Next to each space, write or draw the name of a trusted adult you can turn to in that location, like a parent at home or a teacher at school. Add a “Help Corner” symbol on your map to represent actions you can take, like speaking up, saying “No,” or asking for help when you feel unsafe. Discuss with your parents what makes these spaces and people trustworthy, and bring your map to class to share (if you’re comfortable).	
Possible hiccups: 1. Some children might struggle to name trusted adults due to lack of close relationships or understanding. *Strategy*: Provide examples (e.g., teacher, relative, counselor) and emphasise that trusted adults are people who listen and protect them. 2. Learners may not fully grasp the difference between being blamed and taking responsibility. *Strategy*: Use simple scenarios to illustrate how	**Cues for Quick Progress Tracking** 1. Identifying unsafe situations clearly and understanding that they are not at fault. 2. Naming multiple trusted adults and explaining why they can be approached. 3. Actively participating in discussions and confidently creating a detailed "Safe Spaces Map." 4. Demonstrating understanding of the importance of speaking up and seeking help when necessary. 5. Using respectful but firm language to say “No”	**The Confidential Green Zone: Explained** NOT REQUIRED

someone else's wrong actions are never their fault. 3. Vocabulary challenges Uncomfortable: When something doesn't feel right inside you. Blame: Saying someone did something wrong even if they didn't. Unsafe: Something that can hurt your body or feelings.		
Scholastic Questions **1. Who told Arpit he did the right thing?** His grandma. **2. Which sense helps Arpit know he feels uncomfortable?** Sense of touch and feelings inside his body. **3. What happens in our body when we feel scared?** Our heart beats faster. **4. Why should we tell a trusted adult if someone makes us uncomfortable?** To stay safe. **5. Name any one trusted adult children can talk to when they feel unsafe.** Parent / Teacher / Grandma (any one).		

Chapter	10	ARE YOU SCARED OF SHADOWS?
COMPETENCIES **Core principle(s): Emotional Intelligence** **WHO Life skill(s): Coping with Emotions**	**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. It is okay to feel scared. It helps us to stay safe. It is brave to tell when you are scared.
Methodology: Narrative with Informational Text	**Other resources:** 1. QR Code embedded within the chapter - Page 34 - "YouTube search - Hand shadows for children or shadow puppetry."	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognize that choices have results and consequences.

		2. Reflect on the importance of thinking before making decisions. 3. Demonstrate critical thinking through group discussion and role-play.
Suggested Flow		
Introduction/opening (5 mins)	1. Create Shadow Puppets: A tiger (Pokso), a child, a grandparent figure, and basic objects like a candle (fear of fire) or a shadowy tree (fear of the dark). 2. Scene Flow with Puppets: a. Scene 1: Start with a candle flame casting a shadow on the wall, with the tiger puppet appearing scared. The narrator can say, “We all feel scared sometimes.” b. Scene 2: Show the child puppet saying “NO!” to a shadowy figure (symbolizing fear) and running toward a grandparent puppet. c. Scene 3: Use the tiger puppet to encourage the child to talk to a trusted adult. Show the grandparent explaining that shadows are just tricks of light. d. Scene 4: Create a happy ending with the tiger and child feeling brave together. 3. Sound Effects and Narration: Use soft music to create suspense during the scary moments. Transition to cheerful tunes as fears are overcome. 4. Narrate: “Sometimes fears, like shadows, seem big. But when we talk about them, they become smaller.”	
Context Building/ Workbook in Play (25 mins)	Green Question (Children’s Fears) (5 mins) 1. Ask children to complete the green question in their workbook: “Tell your friend Pokso what scares you.” 2. Give them 2–3 minutes to write or draw their fears. 3. Discuss some examples (if children are comfortable sharing). 4. Reinforce: “We all have fears, but when we talk about them, they don’t seem as scary anymore.” Hands-On Shadow Activity (10 mins) 1. Let children explore the shadow puppetry setup: a. Encourage them to try making simple hand shadows (e.g., bird, rabbit, butterfly). b. Experiment with moving their hands closer to or farther from the light to see how the shadow changes size. 2. Ask questions: a. “What happens to the shadow when your hand is closer to the light?” b. “Can you create your own shapes?”	

	Invite the EVS Teacher: Real-World Shadows (10 mins) 1. Transition to the EVS teacher, who discusses: a. Shadows in nature (e.g., shadows of trees, buildings, and clouds). b. Real-world examples like a shadow changing with the time of day. c. How shadows are formed by blocking light (Sun as a source of natural light). 2. She is suggested to complete the do you know section in this chapter.	
Take home (Homework)	● Assign the Scared in School story (CHAPTER-10's SUB-CHAPTER) as homework. ● Guide learners to: - Read the story at home with their parents or guardians. - Think about the question: "How can talking to someone you trust help when you feel scared?" ● Encourage them to write or discuss their reflections with a family member.	
Possible hiccups: 1. As teachers you might not have the resources, time, or skills to create or use shadow puppets effectively. a. Strategy: Seek help from the school's theatre or art teacher to make simple paper cutouts or hand puppets. b. Use Youtube to understand easy and min. resource shadow puppetry setups. c. Use a YouTube video or animation as an alternative to live shadow puppetry (e.g., "Hand shadows for children" or "Shadow puppet theatre"). d. If puppetry isn't feasible, do a read-aloud of the narrative and ask learners to imagine the scenes. 2. Explaining scientific concepts like shadows and light sources may feel too technical for third graders. a. Suggestion: Make it	**Cues for Quick Progress Tracking** 1. Explaining or demonstrating concepts like how shadows form or why it's okay to be scared. 2. Writing or drawing clear responses in workbook activities	**The Confidential Green Zone: Explained** **"Tell your friend Pokso what scares you."** is personal because it encourages the child to share their specific fears, which are private and unique to their own experiences and feelings. It must be kept confidential to build trust and respect the child's emotions.

fun and hands-on! b. Use simple real-world examples, like making shadow shapes with their hands (e.g., bird, rabbit). c. Introducing a game: “Find five shadows around you in the classroom or outside.” d. Let children role-play as the Sun, objects, and their shadows to visualise concepts.		

Scholastic Questions

1. What is a shadow?
A dark shape that is made when something blocks light.

2. How is a shadow formed?
When an object blocks light from reaching a surface.

3. Give one example of something that blocks light to create a shadow.
Your hand, a tree, or a ball.

4. How long do the Earth and Moon take together to circle the Sun?
365 days, which is one year.

5. What happens when the Moon comes between the Sun and the Earth?
The Moon’s shadow falls on the Earth (solar eclipse).

6. What happens when the Earth comes between the Sun and the Moon?
The Earth’s shadow falls on the Moon (lunar eclipse).

Chapter	11	SAFE AND UNSAFE SECRETS
COMPETENCIES **Core principle(s): Personal Safety: Secrets** **WHO Life skill(s): Critical Thinking**	**Suggested Facilitator:** ☑ CACA teacher, ☑ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Never keep an unsafe secret. Always TELL!
Methodology: Narrative	**Other resources:**	**Implicit (Key message) Learning outcome(s):**

	Project CACA Poster Catalogue: Secrets_19#3 http://projectcaca.org/posters/	1. The learners will be able to identify the difference between safe secrets and unsafe secrets using emotional cues. 2. Recognise situations that require telling a trusted grown-up.
Suggested Flow		
Introduction/opening (5 mins)	To begin the intro, the teacher asks: “Have you ever kept a secret that made you happy? And one that made you feel uncomfortable? What was the difference in how they felt?” 2. Give two short situations orally: 1. Planning a birthday surprise 2. Someone gives a gift and says “don’t tell anyone” 3. Ask: Which feels safe? Which feels unsafe? 4. Teacher explains very briefly (scaffolding, not lecturing): • A safe secret feels happy and is told later. • An unsafe secret makes you feel confused, scared, bad, or uncomfortable. • Unsafe secrets must ALWAYS be told to a trusted grown-up. 5. The teacher can show the poster Secrets_19#3 from the Project CACA Catalogue to guide the learners “When to Tell a Secret?” 6. At last, Teacher says: "Now that you understand the idea of safe and unsafe secrets, you will explore the chapter at home. You will read it slowly and do small tasks that help you think and reflect.”	
Take home **(Homework)**	1. Read the chapter Safe and Unsafe Secrets from the book along with the poster Secrets_19#3. Complete the workbook task with your parents. 2. Write answers in the notebook: 1. Write one safe secret you have seen in real life (no names). 2. Write one example of an unsafe secret (you may create your own example).	

	3. Write the names of two trusted grown-ups in your life.	
Next Class (Follow-up Plan)	Next day, do a 5-minute check-in: • Ask 2–3 learners: “What did you learn about unsafe secrets?” • Collect notebooks. • Only oral, simple, non-personal sharing.	
Possible hiccups: 1. Facilitator may struggle to maintain boundaries between conceptual learning and personal disclosure.	**Cues for Quick Progress Tracking** 1. Correctly identifying safe vs unsafe secrets in 3-4 situations. 2. Clearly stating which feelings signal danger. 3. Independently naming at least one trusted grown-up. 4. Explaining why unsafe secrets must be told.	**The Confidential Green Zone: Explained** **"Would you like to share a secret with your friend Pokso?"** is personal because it encourages children to share a secret, which may involve private feelings or experiences that they may not be ready to disclose openly. Confidentiality ensures they feel secure and respected, fostering trust and emotional safety.

Scholastic Questions

1. What is a safe secret? Give one example.
A fun surprise that you will tell later, like a birthday party plan.

2. What is an unsafe secret? How does it make you feel?
A secret that makes you feel scared, sad, confused, dirty, or guilty.

3. What should you do if someone tells you to keep an unsafe secret?
Tell a trusted grown-up right away.

4. Name two trusted grown-ups you can talk to about unsafe secrets.
Any two trusted grown-ups are acceptable: mother, father, teacher, grandmother, aunt, school counsellor, etc.

5. Why should you never take gifts from a stranger without asking a grown-up?
Because the stranger may try to trick or harm you, and a grown-up helps keep you safe.

Chapter	12	DO YOU KNOW A JOKER?	
COMPETENCIES **Core principle(s): Personal Safety: Strangers** **WHO Life skill(s): Critical Thinking**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Always ask a trusted grown-up before talking to or meeting strangers.
Methodology: Narrative		**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to identify safe and unsafe situations and respond appropriately to each. 2. Explain the concept of strangers and their characteristics in simple terms. 3. Apply the 4 safety rules when interacting with unfamiliar people. 4. Differentiate between trusted adults and strangers.
Suggested Flow			
Introduction/opening (5 mins)	1. Bring a small bag or box filled with random “gifts” (e.g., a chocolate wrapper, stickers, small toys, colourful pens, etc.). 2. Bring some teacher or school helper (whoever learners aren’t aware of/have met), give them the role of a “Stranger” who offers gifts to others. 3. Learners must decide whether to: a. Accept (say “Yes”) or b. Decline (say “No, thank you”) the gift. 4. After a few rounds, pause and ask: a. “Would you take this gift if you didn’t know the person?” b. “What could happen if you accept something from someone you don’t know?” 5. Conclude with: “Sometimes, people we don’t know might give us things, but it’s important to be safe. Let’s learn how to know who is safe and who isn’t, and what rules to follow!”		
Context Building/ Workbook in Play (25 mins)	Activity 1: Story with Roleplay – “Rohan’s Adventure” (10 minutes) 1. Narrate the story of Rohan at the park: - Rohan meets an ice-cream seller offering him a free treat and saying, “Come with me, I have more surprises!”		

	- Rohan hesitates. - What should Rohan do? 2. Roleplay the story with volunteers: - One child plays Rohan, and others play the roles of the stranger and a trusted adult (parent or teacher). - Pause at key moments, asking: *"Should Rohan go with the ice-cream seller?"* *"What should Rohan do next?"* 3. After roleplay, introduce the 4 safety rules: - Never take gifts from strangers. - Never go anywhere with strangers. - Strangers should not touch or hug you. - Don't play secret games with strangers. Activity 2: "Detective Circle" (Workbook Activity) 1. Read each situation aloud from Page 38. 2. Children tick Thumbs Up if it's safe or Thumbs Down if it's unsafe. 3. After each situation, ask: *"Why is this safe/unsafe?"* *"What would you do if this happened to you?"* 4. Encourage group discussion to reinforce correct answers.on Corners' in the class: 4. Quick guided talk: • "Why do parents say don't talk to strangers?" • "Are all strangers harmful?" • "What should you ALWAYS do before talking to someone new?"	
Take home (Homework)	1. Ask children to observe their surroundings (e.g., at the park, market, or school). 2. Discuss with their parents who they think are strangers and why. 3. Share the 4 safety rules with their family and note down one thing they practised.	
Possible hiccups: 1. Vocabulary challenges a. Hurdle: Something	**Cues for Quick Progress Tracking** 1. The child confidently identifies	**The Confidential Green Zone: Explained** NOT REQUIRED

you have to jump over, like a bar or a fence, usually in a race or a game. b. Carpenter: A person who makes or fixes things made of wood. c. Insists: Someone strongly telling you to do something, even if you don't want to.	strangers and safe adults during discussions. 2. Can apply all 4 safety rules correctly in scenarios and activities. 3. Demonstrates clear understanding in workbook responses.	

Scholastic Questions

1. A clown at the circus waves and makes you laugh but doesn't touch you.
✅ SAFE

2. A stranger at the park offers you chocolates and says, *"Don't tell your parents!"*
❌ UNSAFE

3. A carpenter working in your house asks you to come alone to another room.
❌ UNSAFE

4. The ice-cream seller gives you your favorite ice-cream but doesn't ask for anything in return.
✅ SAFE

5. A joker says he knows your parents and asks you to go with him.
❌ UNSAFE

Chapter	13	SAFETY RULES	
COMPETENCIES **Core principle(s): Personal Safety: Road Safety/ Touches/Hugs/Kisses/Looks/CSA** **WHO Life skill(s): Critical Thinking**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Rules are for everyone's safety. 2. Always tell about an unsafe touch to a loved and trusted one.

		3. We can talk about anything with our loved and trusted ones.
Methodology: Narrative	**Other resources:** 1. My Third Practice Booklet - Page 9 - Road Safety Rules, 2. Project CACA Poster Catalogue: Safety_17#2 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognize that choices have results and consequences. 2. Reflect on the importance of thinking before making decisions. 3. Demonstrate critical thinking through group discussion and role-play.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Traffic Signal Action Game" 1. Gather children in the playground and explain the game rules: - Green: Run forward. - Yellow: Walk slowly. - Red: Stop and freeze. 2. The facilitator acts as the "traffic controller" holding up green, yellow, and red cards or shouting the colours. 3. Start with simple commands, then mix them up for fun! After a few rounds, pause and ask: *"What do these colours mean in real life? Let's find out more about them and how they keep us safe."*	
Context Building/ Workbook in Play (25 mins)	Learn and Roleplay Traffic Rules How to Play: 1. Read Aloud Rules (Briefly): - Use the chapter content to explain the meanings of red, yellow, and green lights, and other rules like crossing at zebra crossings and wearing helmets. - Use gestures and props (e.g., holding a red card while saying "Stop"). 2. Roleplay in Groups:	

<table>
<tr><td></td><td colspan="2">- Divide children into small groups.

Some act as pedestrians.

Some act as vehicles.

One child acts as the traffic controller.

- Practice crossing the "road" (use cones or chalk to mark lanes and zebra crossings).

3. Rotate roles to ensure every child gets a turn.

End by saying: “Now that we know the rules, let’s use them to solve some problems!”

4. "Spot and Tick the Safe Actions"
● Bring the children back to a shaded area and hand out their workbooks.
● Direct them to the page with images showing safe and unsafe actions.
● Ask children to tick the images where children are following road safety rules.
● Facilitate a short discussion after each image:
- “What makes this action safe/unsafe?”
- “What would you do differently?”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Ask children to observe road safety practices with their parents while traveling.

2. My Third Practice Booklet: Solve Page 9 - Road Safety Rules</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges:
a. Pedestrian: A person who walks on the road.
b. Traffic: Cars, buses, and other vehicles moving on the road.
c. Zebra Crossing: White stripes on the road where people can cross safely.
d. Helmet: A hard hat you wear to protect your head while riding a bicycle or bike.
e. Seatbelt: A strap you wear in a car to keep you safe while driving.</td><td>Cues for Quick Progress Tracking

1. The child can explain traffic signal meanings confidently.
2. Follow all traffic rules accurately during roleplay.
3. Identifies safe and unsafe actions correctly in workbook exercises.
4. Participate actively in discussion, activities, or creative sharing.</td><td>The Confidential Green Zone: Explained
NOT REQUIRED</td></tr>
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Scholastic Questions

1.What does the red traffic light mean?
It means STOP. Vehicles must stop, and it is safe for pedestrians to cross after checking both sides.

2. What should you do when the traffic light turns yellow?
Slow down and get ready to stop because the red light is coming next.

3. What is the purpose of a zebra crossing?
It is a special place on the road where pedestrians can cross safely.

4. Why should you wear a helmet when riding a bicycle?
To protect your head in case of an accident and keep you safe.

5. Name one rule to follow when riding in a car.
Always wear a seatbelt and never put your head or hands outside the window.

6. Why should you look left, right, and left again before crossing the road?
To make sure no vehicles are coming and it is safe to cross.

Chapter	14	SEE-SAW	
COMPETENCIES **Core principle(s): Personal Safety** **WHO Life skill(s):**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Playing in the dark is not a safe thing to do.
Methodology: Narrative		**Other resources:** 1. QR Code embedded within the chapter - Page 47	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognize that choices have results and consequences. 2. Reflect on the importance of thinking before making decisions. 3. Demonstrate critical thinking through group discussion and role-play.
Suggested Flow			
Introduction/opening		1. Show a brief, child-friendly video clip that depicts a quiet, dark	

(5 mins)	night with sounds like crickets chirping, rustling leaves, and an owl hooting. 2. The video should include visuals of a playground at night, dimly lit streets, and shadows (nothing scary—just atmospheric). 3. Ask Questions: a. "What sounds did you hear in the video? Did they sound different from daytime sounds?" b. "What did you notice about the playground in the dark?" c. "Why do you think people don't usually stay outside when it gets dark?" 4. Set the Context: "Sometimes, staying out after dark can feel fun, but it might also be unsafe. Let's find out what happened when Arpit, Sana, and Pokso stayed outside at night."
Context Building/ Workbook in Play (25 mins)	**Interactive Storytelling:** 1. Narrate the story but pause to let children make choices for the characters. ● Example: - When Arpit refuses to leave the see-saw, ask: "What do you think could happen if Arpit stays longer? Would you stay or leave? Why?" ● Act out the emotions of each character: - Arpit being stubborn: "I don't want to go!" - Sana being responsible: "But it's getting dark. Let's go home!" - Arpit's mother being firm: "It's time to leave, Arpit. Come now." ● Let children mimic the characters' emotions in different scenarios. ● Pause after key moments to ask questions: - "Why do you think Arpit's mother was so firm about leaving?" - "What could happen if someone gets lost in the dark?" ● **Key Takeaway:** Guide the discussion to emphasise: "The night can be fun to look at, but staying safe is more important. That's why we should listen to our parents when they say it's time to go home." ● **Smooth Transition:** "Now that we've read about the pole star, let's have some fun exploring it!" Ask: "Why do you think people in the past used the stars to guide them at night? What would they do if there were no streetlights or maps?" Explain: "The pole star is special because it shows the direction north. It's like a compass in the night sky! Sailors, travellers, and even farmers used it to find their way at night when they didn't have GPS or phones."

	Use one of the videos or all to take up more on pole star: https://www.youtube.com/watch?v=3klOXKOCfY0 https://www.youtube.com/watch?v=pqis3gZwVaY	
Take home (Homework)	1. Draw the minute hand on the clock to show what time you should leave the playground. 2. Encourage children to find the pole star with their family and write what they learned about it.	
Possible hiccups: 1. Children Distracted by Video: *Strategy*: Keep the video short (2-3 minutes) and guide their attention with questions during or after. 2. Videos of dark nights might feel scary for children who associate darkness with fear. *Strategy*: Use soft, calming visuals with dimly lit playgrounds, stars, and gentle sounds like crickets. Pause frequently to ask reassuring questions like, "Does this look fun or quiet? Why do you think night feels different?" Remind them: "This is just for learning; you are safe." 3. The concept of the pole star as a navigational guide may feel abstract or complicated. *Strategy*: Simplify it: "The pole star is like a flashlight in the sky pointing north." Use hands-on activities like creating constellations with glow-in-the-dark stickers and invite the EVS teacher to explain it with videos.	**Cues for Quick Progress Tracking** 1. Explains why staying outside after dark is unsafe and provides relevant examples. 2. Actively participates in story discussions and mimics character emotions accurately. 3. Describes the pole star as a guide, completes the activity without errors, and relates it to navigation. 4. Completes workbook tasks independently and writes thoughtful homework responses.	**The Confidential Green Zone: Explained** NOT REQUIRED
Scholastic Questions **1. Why did Arpit's mother say it was unsafe to play outside after dark?** Because it is not safe to be outside when it gets dark; you cannot see clearly and there may be dangers.		

2. Grandpa taught them to find Dhruv Tara using the Big Dipper. Why do farmers in villages find it useful?
It helps them know directions and seasons.

3. Why can you see fireflies better at night?
Because it is dark, and their light is more visible.

4. If Arpit played 5 more minutes after sunset, and sunset was at 6:50 pm, at what time did his mother finally take him home?
At 6:55 pm.

5. Draw the minute hand on a clock to show five minutes before 7 o'clock.

Chapter	15	MURALI IS A GOOD SWIMMER, BUT
COMPETENCIES **Core principle(s): Safety: Bullying, Constitutional Morality: Dignity of work/labour** **WHO Life skill(s): Self Awareness: Skills/Aptitudes, Resilience: Adapting**	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. We all are different. Some are good at running, some at dancing, while others are good at studies. It is okay to be different. 2. Being different does not mean being unequal. 3. An apology is the glue of life. It can repair just about anything.
Methodology: Narrative	**Other resources:** 1. Character Canvas: Page 19 - Murali 2. QR Code: Video - The Man who could not swim. Page 49	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to develop empathy by recognising how teasing or bullying affects others emotionally. 2. Build confidence in reporting bullying to trusted adults. 3. Learn to appreciate and celebrate individual differences.
Suggested Flow		

Introduction/opening (5 mins)	Interactive Icebreaker: "What Makes You Special?" ● Ask: "If you could be famous for something, what would it be? Swimming? Drawing? Reading fast?" ● Let each child share one thing they feel they are good at or proud of. ● Say: "Just like all of you are good at different things, Murali, in today's story, is also very good at something. But he faces a challenge—let's find out what happens!" Set a Mystery Hook: ● Show a swimming cap or goggles to the class and ask: ○ "Who might use these? Why would they be important?" ● Say: "This story is about Murali, who is an amazing swimmer, but there's something stopping him from being happy about it. Let's find out together."

Context Building/ Workbook in Play
(25 mins)
	Group Reading with Emotions:
	
	● Divide the story into three parts. Assign a small group to read each section aloud.
	● Add Emotions:
	  ○ When Murali is teased, ask the group to mimic how Murali might feel (sad, shy, or nervous).
	  ○ When Suparna Ma'am reassures him, ask them to show how someone feels comforted (smile, nod).
	
	Pause and Reflect Questions:
	
	● Part 1: (Murali is teased)
	  ○ "How do you think Murali feels when he is teased? Have you ever seen someone being teased?"
	  ○ "Why do you think his classmates gave him a nickname?"
	● Part 2: (Murali hesitates to tell the teacher)
	  ○ "Why was Murali afraid to tell his teacher? What would you do in his place?"
	  ○ "What should a teacher do when they hear someone is being bullied?"
	● Part 3: (The teacher helps Murali)
	  ○ "What did Suparna Ma'am do to help Murali? How did that change things for him?"
	
	Quick Role-Play:
	
	● Assign children roles to act out a small scene:
	  ○ One child as Murali, a few as classmates teasing, and one as Suparna Ma'am stepping in to resolve the situation.

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- Discuss how each role feels and what they could do differently.

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Take home (Homework)

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“What Makes Us Special” Poster:

- Ask each child to write one thing they are proud of about themselves on a sticky note.
- Collect the notes in the next class and stick them on a large poster titled “Our Class Is Amazing!”
- Discuss how everyone has different talents and strengths, just like Murali.

2. Ask children to complete the workbook questions.

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Possible hiccups:
1. Bullying might be a new and personal topic for some children, making them hesitant to share or understand fully.
Strategy: Define bullying clearly and sensitively with age-appropriate language, e.g., “When someone keeps teasing you or being mean even when you ask them to stop.”
Avoid asking personal questions directly about their experiences; instead, use role-play or scenarios to explore the topic in a neutral way.
Reassure them that it’s okay to talk to trusted adults like teachers or parents if they feel upset or unsafe.
2. Vocabulary Challenges:
a. Bullying: When someone keeps being mean or hurts others on purpose.
b. Confidence: Believing in yourself and knowing you can do something.
c. Nickname: A name someone gives you that is not your real name.

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Cues for Quick Progress Tracking

1. Can identify examples of bullying and explain why it is wrong.
2. Actively participates in discussions and role-plays, showing empathy.
3. Completes workbook activities independently and celebrates their unique strengths.
4. Confidently suggests ways to support classmates who feel left out.

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The Confidential Green Zone: Explained
Tell your friend Pokso if someone bullies you is personal because it encourages the child to share experiences of being bullied, which may involve sensitive emotions and situations that require trust and confidentiality to ensure the child's safety and comfort.

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Scholastic Questions

1. Murali was first called "Speed Breaker" and later "The Dolphin." What is the difference between these two names? How do they make Murali feel?
The nickname "Speed Breaker" was a mean name. His classmates used it to make fun of how he talked. It hurt Murali's feelings and made him feel ashamed and sad. The name "The Dolphin" was a kind name. His classmates gave it to him because he is a great swimmer, like a dolphin. It showed respect for his talent and made Murali feel happy and proud. So, the first name was teasing. The second name was a compliment. Words can hurt or heal. We should always choose kind words.

2. Write a short letter from Murali to Kala Ma'am, thanking her for supporting him. Use correct punctuation, structure, and emotional tone.

3. The river in the story is the Brahmaputra. Do people use rivers for different things? Name one way.
Yes, people use rivers for travel, fishing, farming, and drinking water. In the story, the boatman used the Brahmaputra River to take people across in his boat.

4. Murali swims 4 laps every day. If he swims for 5 days, how many laps does he swim in total?
4 laps × 5 days = 20 laps.
Murali swims 20 laps in 5 days

Chapter	16	THE CUB AND FIREFLIES	
COMPETENCIES **Core principle(s): Mental Health & Wellbeing, Cyber Safety** **WHO Life skill(s): Collaboration, Resilience**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Playing games and using the internet can be fun, but too much can be harmful. 2. Life's best adventures happen when we look up from the screen and explore the world!
Methodology: Narrative		**Other resources:** 1. QR Code embedded within the chapter - Page 52 2. Project CACA Poster Catalogue: Safety_17#1 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognize that choices have results and consequences.

		2. Reflect on the importance of thinking before making decisions. 3. Demonstrate critical thinking through group discussion and role-play.
Suggested Flow		
Introduction/opening (5 mins)	● **Icebreaker: Quick Poll Game** ○ Ask: *"Raise your hand if you like playing games on a phone or watching videos?"* ○ Then ask: *"How long do you play in a day? What's your favorite game/video?"* ○ Smile and say: *"Hmm… looks like we all love screens! But can too much screen time be tricky? Let's find out through a story!"* **Transition:** *"Before we start, close your eyes for a moment. Imagine a happy day with your best friend—what would you do? Play outside? Bake cookies? Go treasure hunting? Now open your eyes. Let's meet Arpit and Sana, who are just like us!"*	
Context Building/ Workbook in Play (25 mins)	**A. Story Narration with Role-play (10 mins)** ● Read the **first half** of the story aloud with **expressions**. ● Assign **small roles** (Arpit, Sana, Pokso) to 3 volunteers for a short role-play of the key dialogue: ○ Arpit: *"Sana, you don't play with me anymore. You have become a screen addict."* ○ Sana: *"It's fun! Plus, Pokso doesn't mind."* ○ Pokso: *"Too much screen time is not healthy…"* **Transition:** *"Hmm… what do you think will happen next? Sana doesn't know how much time she is spending on the screen. Let's see what Pokso tells her!"* **B. Fable Inside the Story (5 mins)** ● Read the **cub and fireflies part** dramatically.	

	• *Quick Think-Pair-Share:*
	  ○ *"Why did the cub become lonely?"*
	  ○ *"What could he have done differently?"*
	
	Transition: *"So just like the cub, Sana also needs balance. Let's see what happens when her friends help her!"*
	
	C. Solution & Discussion (5 mins)
	• Narrate the **ending of the story** – the screen-free day.
	• Ask: *"What fun things did they do without screens? Which one would you like to try?"*
	• Link back: *"So what did we learn? Playing games is fun, but…?"* (learners complete: *"…too much can be harmful!"*)
	
	Quick Pair Work:
	• A. *Sana was addicted to watching…?* (learners recall & write)
	• B. *Cub was addicted to watching…?*
	• C. *Because of addiction, the cub became…?*
	
	Whole-Class Reflection:
	• D. *Is addiction harmful? Why?* → learners give reasons.
	• E. *What do you understand by addiction?* → Facilitator summarizes in simple words.	

Take home (Homework)	Complete F. *With the help of your parents/grandparents, make rules for screen-time. Share these rules with your classmates.*	

Possible hiccups:
1. Vocabulary challenges
  a. Addicted / Addiction – Liking something so much that you can't stop even when it's not good for you.
  b. Screen addict – Someone who spends
	Cues for Quick Progress Tracking
	
	1. Can explain in their own words why too much screen time is harmful
	2. Can connect the story (cub or Sana) to their own daily habits
	3. Answers most workbook or oral questions correctly without
		The Confidential Green Zone: Explained
		NOT REQUIRED

too much time on phones, TVs, or tablets. c. Balance – Doing just the right amount of things so nothing becomes too much. d. Lonely – Feeling sad because you are alone or have no one to play with. e. Exploring – Looking around and finding new things like an adventure. f. Adventures – Fun and exciting things you do, like trips or treasure hunts.	hints 4. Suggests at least one healthy alternative to screens	

Scholastic Questions

1. **Write one word that means "doing something so much that it's hard to stop." (Hint: a-d-d…)**
   Answer: Addiction.

2. **If Sana watched videos for 2 hours in the morning and 3 hours in the evening, how many hours did she watch in one day?**
   Answer: 5 hours.

3. **Arpit and Sana played 4 games outside. If each game took 15 minutes, how much time did they play in total?**
   Answer: 60 minutes (1 hour).

4. **What part of your body can get tired or hurt if you look at a screen for too long?**
   Answer: Eyes.

5. **Name one healthy thing you can do to take care of your body instead of using a screen for a long time.**
   Answer: Play outside, exercise, or rest.

Chapter	17	ABC OF COMPUTERS

COMPETENCIES **Core principle(s): Cyber Safety** **WHO Life skill(s):**	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1.
Methodology: Informational and Activity based	**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to appreciate how technology has evolved to make life easier. 2. Understand uses of computer
Suggested Flow		
Introduction/opening (5 mins)	Time-Travel Roleplay: ● Begin the session dramatically. Announce: *"Great-grandfathers and grandmothers! Welcome to the year 2025! You have arrived at a modern school. There's a magical invention here called a computer—it has the power to write, calculate, draw, and store knowledge like nothing you've ever seen before. Your mission: Explore this wonder, name its parts, and take this knowledge back to your time to help your people!"* Set the Mission: ● Divide learners into exploration teams with fun names like "Team Abacus," "Team Quill," or "Team Scroll." ● Hand each team a "Mission Card" with the first clue to lead them into the computer lab: ○ *"The door to the magical machines is near... Follow the lights that blink and glow!"*	
Context Building/ Workbook in Play (25 mins)	Exploring the Computer Lab Scene 1: Discovery of Computer Parts (10 minutes) 1. Enter the Lab with a Sense of Wonder: - As learners enter the lab, let them observe the computers. Tell them: *"These machines have many parts that work together. To understand them, you must find out what each part is called and what it does!"* 2. Clue-Based Exploration: - Provide each team with one clue to guide them to	

	different parts of the computer. Examples: *"I have many buttons, but I am not a shirt. I help you type what you need. What am I?"* (Answer: Keyboard) *"I am like a TV, but I show things only when connected to the brain. What am I?"* (Answer: Monitor) *"I am small and can be held in your hand. I help you click and point. What am I?"* (Answer: Mouse) 3. Sticky Notes Labelling: - Teams find the correct computer part based on the clue, then stick a sticky note with its name (e.g., "Monitor," "CPU," "Mouse") on it. 4. Facilitator's Role: - Move around the room and ask guiding questions: *"How is this part useful to people of the future?"* *"What tool from your time is this similar to?"* For example: *"Is the keyboard like a typewriter?"* Scene 2: Group Discussion (5 minutes) 1. Connecting Parts: - Once all parts are labelled, gather the teams and explain how the parts work together: The CPU is the brain. The monitor is the eyes. The keyboard and mouse are the hands. 2. Transition Smoothly: - Announce: *"Now that you've explored these machines, let's learn more about them by reading from a workbook of future learners!"* Scene 3: Group Reading (7 minutes) 1. Workbook Reading in Groups: - Distribute the school's workbook to each team and assign them a section of the text to read aloud. For example: *Group 1 reads about hardware and software.*

	Group 2 reads about the types of computers (desktop, tablet, laptop, smartphone). 2. Interactive Discussion: - After reading, ask: *"What part of the computer surprised you the most?"* *"How do you think people of your time would react to seeing a computer?"* Scene 4: Word Maze Challenge (8 minutes) 1. Setting Up the Maze: - Point to the workbook's word maze and explain: *"Bugster, the evil virus, has scrambled important computer words. Your task is to find them to unlock the knowledge of computers!"* 2. Team Activity: - Each team works on finding specific words in the maze (e.g., "Tablet," "Keyboard," "Mouse"). - Teams call out "Eureka!" when they find a word. 3. Facilitator's Role: - Encourage teams to connect the words they find with the parts they labelled earlier. For example: *"You found 'Mouse'! Remember how we labelled it earlier? What does it do?"* 4. Wrap-Up the Maze: - Once completed, celebrate with a loud cheer: *"We've unlocked the future's secrets!"* Closing: Mission Accomplished (5 minutes) 1. Reflection Discussion: - Gather the teams and ask: *"What did you find most amazing about computers?"* *"If you took this knowledge back to your time, how would it help your people?"* 2. Time-Travel Goodbye: - Roleplay sending the learners back to the past: *"Great-grandfathers and grandmothers, your time here is up! Take what you've learned and make your time a*

	better place. Until we meet again!"	
Take home (Homework)	Assign homework: *"Draw a picture of the computer you explored today and label its parts. Write one sentence about how it can help someone in your time."* Complete the workbook activities: green question and whatever is left.	
Possible hiccups: 1.Some learners may dominate team activities like labelling parts or solving clues, while quieter learners might hesitate to contribute. *Strategy*: Assign specific roles to team members, such as Clue Reader, Part Finder, and Sticky Note Writer. Rotate roles during activities to ensure everyone participates. The teacher can monitor and encourage quieter learners by directly involving them: "What do you think this part might be?" 2. Vocabulary challenges: a. **Monitor**: A screen that shows pictures, videos, and writing from a computer. It's like a TV for the computer. b. **CPU (Central Processing Unit)**: The computer's brain that tells all the parts what to do. c. **Keyboard**: A set of buttons with letters and numbers that you press to type into the computer. d. **Mouse**: A small tool you hold in your hand to click and move things on the screen. e. **Data**: Information that is saved in a computer, like	**Cues for Quick Progress Tracking** 1. The learner confidently labels computer parts using sticky notes without assistance. 2. Participates actively in team discussions, reading, and activities. 3. Provides correct and thoughtful answers during discussions or questions.	**The Confidential Green Zone: Explained** **"Tick mark the computer(s) that you have access to. Does it/they have an Internet connection(s)?"** is personal because it reveals the child's access to technology and internet connectivity at home, which may vary based on their family's socio-economic background and can impact their comfort and privacy.

pictures, games, or homework. f. **File**: A folder inside the computer where you keep your information. g. **Tablet**: A flat computer that you can hold in your hands and take anywhere. h. **Software**: The instructions that tell the computer what to do, like games or apps. i. **Hardware**: The parts of a computer you can touch, like the screen, keyboard, or mouse. j. **Internet**: A big web of computers around the world that are all connected to share information		

Scholastic Questions

1. Name any three parts of a computer.
Monitor, Keyboard, Mouse

2. What does the CPU in a computer do?
The CPU follows the commands given by the software. It acts like the brain of the computer.

3. Which part of a computer helps you type?
The Keyboard

4. What is the difference between hardware and software?

- Hardware is the part you can touch, like a monitor or mouse.
- Software is the set of instructions or commands that tell the computer what to do.

5. How is a monitor similar to a TV?
A monitor shows pictures and videos, just like a television.

6. What is the mouse used for in a computer?
A mouse helps you point, click and move things on the screen.

7. Suppose your friend wants to learn about computers. What three important things will you tell them?

(Expected ideas: Computers need electricity, they have hardware and software, and they help us in many ways like learning, playing, and watching.)

Chapter	18	ARPIT LOVES HIS SISTER, BUT	
COMPETENCIES **Core principle(s): Cyber Safety** **WHO Life skill(s): Interpersonal Relationship, Coping with Emotions, Resilience**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. When I get angry, I can tell what I am angry about and learn to express my anger appropriately. 2. Brothers and sisters are each other's superheroes, with super-healing powers; consider yourself lucky to have them. 3. Computer or mobile phone passwords are put for our safety.
Methodology: Narrative		**Other resources:** 1. QR Code embedded within the chapter - Page 56, 60 2. Suggested reading: I am Better than You, ISBN978-81-237-1098-3	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognise and manage feelings of jealousy, anger, or being left out in relationships like siblings or friendships. 2. Understand the importance of trust, empathy, and fairness in building strong relationships. 3. Learn to protect personal and shared assets, such as emotions and online safety, through thoughtful actions like creating strong passwords.
Suggested Flow			
Introduction/opening (5 mins)		"The Great Sibling Showdown" 1. Begin by saying:	

	"Today, we're going to talk about families, especially brothers, sisters, and friends. But first, let's play a quick game to warm up!" 2. Ask learners to stand up. Announce actions for each question: ○ *Clap if you ever argued with a sibling or friend!* ○ *Jump if you've shared something special with them!* ○ *Spin if you've ever felt jealous of them!* ○ *Wave if you think you're better at something than they are!* 3. End by asking: ○ *"How many of you love your sibling or friend even after all the arguments?"* (learners shout "YES!" or raise hands). ○ *"Great! Let's find out how Arpit feels about his sister Joey in today's story!"* Transition: *"Families and friends make us feel so many emotions. Let's see what Arpit learns about these feelings!"*
Context Building/ Workbook in Play (25 mins)	Story Reading with Interactive Moments (10 Minutes) 1. Narrate the story dramatically. Use different voices for Arpit, Joey, and Mum. 2. Involve learners by assigning them roles for simple actions: ○ One learner acts as Arpit (crosses arms when upset). ○ Another learner acts as Mum (pretends to comfort Arpit). ○ Others represent Joey or make crying sounds (for Joey crying as a baby). 3. Ask: ○ *"Why do you think Arpit felt left out when Joey was born?"* ○ *"What would you say to Arpit to make him feel better?"* Transition *"Arpit learned something very important about care. Let's explore how this idea connects to the things we do every day!* Scene 2: Fun with Cyber Safety (5 Minutes) Say: *"In families and friendships, trust and care are important. We also need to take care of each other online by protecting things that belong to us. Today, we'll learn to create strong passwords to keep our things safe—just like we protect our relationships."*

	1. Imagine you're a guardian of a treasure chest (representing your family's or friend's trust). 2. To protect the treasure, you need to create a super-strong password. Use: ○ 1 Favourite Animal ○ 1 Number that's special to you ○ 1 Fun Symbol (@, #, $) ● Let a few learners share their passwords (no personal details, just fun examples). ● Discuss why their passwords are strong. ● Reinforce the importance of keeping passwords private, even from friends, to maintain safety and trust.	
Take home (Homework)	"Great! Now that your boat is ready, let's think about who you would want to bring onto your boat. Who are the people you trust most?" Guide learners to paste photos of their family, friends, or draw pictures of loved ones in the workbook. "Write a short letter or draw a picture showing how much you love your sibling or a close friend. Share it with them to make their day!"	
Possible hiccups: 1. Vocabulary challenges a. A password is like a key to a lock - it keeps your treasures safe.	**Cues for Quick Progress Tracking** 1. Actively participates in discussions, demonstrates empathy by giving relevant and thoughtful responses to reflective questions (e.g., "What should Arpit do when he feels left out?"). 2. Successfully creates a strong password following the given guidelines (1 colour, 1 number, 1 symbol) and explains its purpose clearly. 3. Completes the photo-pasting and sibling details activity independently, describing their family or trusted friends confidently. 4. Draws a "boat of trust" or completes the "magic pencil" task creatively, reflecting an understanding of the metaphor.	**The Confidential Green Zone: Explained** **"How many siblings do you have? How many are older, and how many are younger than you? Write their names and ages and paste their photographs in the given boxes."** is personal because it involves sharing a family's private details, such as sibling names, ages, and photographs, which are part of the child's and their family's personal information that may not be intended for public or classroom sharing. **" Have you ever used a password? If yes, _____ then on whose computer/smartphone"** is personal because it explores access to private devices

		and could unintentionally reveal sensitive details about a child's home environment or family habits and resources.

Scholastic Questions

1. **If Arpit's mango tree takes 5 years to give fruit, how many months will it take for the tree to produce mangoes?**
   Answer: 5 years = 5 × 12 = 60 months.

2. **Arpit has 4 mangoes on his tree, and he gives 1 mango to Sana. How many mangoes does he have left?**
   Answer: 4 mangoes – 1 mango = 3 mangoes.

3. **If Arpit plants 2 more mango trees and each tree produces 5 mangoes, how many mangoes will all 3 trees produce?**
   Answer: 3 trees × 5 mangoes = 15 mangoes.

4. **Why is it important for Arpit to take care of his mango tree regularly?**
   Answer: It is important to water and care for the tree so that it grows strong and healthy, eventually producing mangoes.

5. **What do you think is the role of the sun in helping a tree grow?**
   Answer: The sun provides energy for photosynthesis, which helps the tree make food and grow.

Chapter	19	UNITED WE STAND, DIVIDED WE FALL
COMPETENCIES **Core principle(s): Constitutional Morality: Fraternity & Unity | Inclusivity in Diversity** **WHO Life skill(s): Collaboration: Helping & Taking Help/Teamwork**	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. We must learn to live together as brothers and sisters or perish as fools. 2. When everyone is included, everyone wins.
Methodology: Narrative	**Other resources:**	**Implicit (Key message) Learning outcome(s):**

	1. QR Code embedded within the chapter - Page 61 - Video - The Pigeon and the Hunter. 2. Suggested reading: We Indians, ISBN 978-81-237-1097-6	1. The learners will be able to recognise the beauty of diversity in languages, particularly within Hindi dialects. 2. Understand how dialects and languages connect to regions and cultures, fostering respect for differences. 3. Demonstrate teamwork and unity through collaborative activities and discussions.
Suggested Flow		
Introduction/opening (5 mins)	● Say: *"Today, we'll hear a story about children learning to celebrate their differences, especially through the languages they speak. Let's find out what they discovered."* Start reading the story aloud up to the part where Sana speaks Tamil and Murali speaks Malayalam. Pause and ask: ● *"Does anyone here speak Tamil, Malayalam, or another language at home? Would you like to share how you'd say 'Hello' or introduce yourself in your language?"* Celebrate each response and say: ● *"Just like Sana and Murali spoke their languages, we all have our own special ways of expressing ourselves. Let's talk about how Hindi itself is spoken in different ways!"*	
Context Building/ Workbook in Play (25 mins)	1. Guess the Language Game (10 mins) ○ Say: *"Now, let's play a fun game! I'll say sentences in different ways, and you have to guess if it's Hindi or another language."* ○ Use examples of Hindi dialects (without naming them yet): ■ *Bhojpuri*: *"Ka haal ba? (How are you?)"* ■ *Awadhi*: *"Ka barhya tha? (What are you doing?)"* ■ *Haryanvi*: *"Ke kar rahe se? (What are you doing?)"* ■ *Bundelkhandi*: *"Tum kaha jaat ho? (Where are you going?)"*	

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        ■ Marwari: "Khamma ghani. (Respectful greeting)"
    ○ After the game, ask:
        ■ "What do you think? Are these different languages or forms of Hindi?"
    ○ Explain:
        ■ "These are called dialects—different ways of speaking the same language, depending on where people live. Just like Tamil and Malayalam are different languages, Hindi has its own beautiful variations!"

Encourage learners who said their mother tongue is Hindi to share if they use a dialect at home.

Transition Line:
"Now that we've explored how Hindi can sound different, let's return to the story and see what the children learned from celebrating all languages."

Scene 2: Completing the Story (5 Minutes)

1. Continue reading the story until the end, emphasising the message of "United We Stand, Divided We Fall."
2. Ask:
    ○ "What do you think the pigeons taught us about working together?"
    ○ "Why do you think learning about each other's languages made the children happy?"

Transition Line:
"Just like in the story, understanding our differences helps us respect and love each other. Let's explore this idea of "United We Stand, Divided We Fall" we further."
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<td>Take home (Homework)</td>
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Complete all the sections left in the workbook for this chapter at home.

Introduce the book We Indians, ISBN 978-81-237-1097-6, as additional reading for learners:

"This book helps us understand more about India's diversity and unity. If you're interested, ask me or your parents to help you read it!"
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<td>Possible hiccups:
1. Vocabulary Challenges:

a. Diversity: Having many different types of people, languages,</td>
<td>Cues for Quick Progress Tracking

1. Shares their mother tongue or dialect confidently when prompted.</td>
<td>The Confidential Green Zone: Explained
NOT REQUIRED</td>
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or traditions. b. **Dialect**: *A special way of speaking a language in a particular area.* c. **Civic**: *Something related to being a good member of a community or city.* d. **Nationalism**: *Love and pride for your country.* e. **Tolerance**: *Accepting and respecting others' differences.* f. **Mother Tongue**: *The first language you learn to speak at home.* g. **Unity**: *Working together as one team.* h. **Regional**: *Something related to a specific area or place.* i. **Hunter**: *A person who catches animals for food or sport.* j. **Perish**: *To die or be destroyed if something is not done.*	2. Identifies that Hindi can sound different in different places (e.g., Bhojpuri, Awadhi). 3. Completes workbook tasks (e.g., writing their mother tongue, marking places) with minimal assistance. 4. Shows understanding of the story's message by giving examples of working together or respecting differences.	

Scholastic Questions

1. **If you have 5 languages spoken in your class and 3 more are added, how many languages are there in total?**
   Answer: 8 languages in total.

2. **Draw a pie chart to show the number of learners speaking different mother tongues in your class**

3. **What is a dialect? Name one Hindi dialect.**
   Answer: A dialect is a form of a language spoken in a specific region or by a particular group of people. One example of a Hindi dialect is Bhojpuri.

4. **Name the state in India where people speak Malayalam.**
   Answer: Kerala.

5. **Why is it important to learn about different languages?**
   Answer: It helps us understand different cultures, communicate with more people, and

makes us more respectful of others' ways of life.

6. **Write one word in your mother tongue and its meaning in Hindi or English.**
   Example: (If the learner's mother tongue is Hindi) "पानी" (Pani) which means Water in English.

Chapter	20	ABCDE AND K	
COMPETENCIES **Core principle(s): Health: Nutrition** **WHO Life skill(s):**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1.
Methodology: Narrative		**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognize that choices have results and consequences. 2. Reflect on the importance of thinking before making decisions. 3. Demonstrate critical thinking through group discussion and role-play.
Suggested Flow			
Introduction/opening (5 mins)		Activity: Food and Energy Charades ● Begin with an energetic activity: ask learners to act out their favourite food and how they feel after eating it (e.g., rice for running, milk for growing, etc.). ● Tie their responses to the idea of nutrients: "Did you know that different foods give us energy, make us grow, or help us stay healthy? Let's explore how!" Key Question: "What is your favourite food, and why do you like eating it?" Use their answers to briefly introduce the story.	
Context Building/ Workbook in Play (25 mins)		Activity: Vitamin Heroes (8 minutes) Start with a storytelling activity where vitamins are introduced as superheroes: ● Vitamin A: "The Eye Spy Hero – keeps eyes sharp and skin strong." ● Vitamin C: "The Infection Fighter – protects us from	

	falling sick." ● Vitamin D: "The Bone Builder – makes bones strong." ● Calcium: "The Bone Maker – strengthens teeth and bones." ● Iron: "The Blood Helper – keeps our blood healthy." Use gestures, props, or superhero-like posters for each vitamin. Relate each vitamin to its food source: "Spinach helps Vitamin A give you superhero vision!" Ask learners: "What do you think would happen if Vitamin D didn't do its job? Why are superheroes important in our bodies?" Activity: Food Superheroes (5 minutes) ● Use the yellow box in the workbook to identify which foods give us each vitamin. ● Write on the board or use cards to match foods (e.g., carrots, eggs, oranges) with their corresponding vitamin superheroes. ● Engagement Question: ○ "Have you eaten any of these superhero foods today? Which ones?" Activity: Nutritious Food Market Adventure (7 minutes) ● Now transition to the marketplace illustration on page 14. ● Say: "Imagine you're helping a superhero collect their special foods. Can you find spinach for Vitamin A? What about oranges for Vitamin C?" ● Guide learners in circling or ticking off the healthy foods from the picture. ● Add a competitive element: ○ "Who can find all the healthy foods first? Let's shout out the vitamins as we find them!" My Nutrient Diary (Reflective Wrap-Up, 5 minutes) ● Ask: ○ "What did you eat today that might have Vitamin A or C in it?" ○ "What could you eat tomorrow to be stronger like a superhero?" ● Have learners fill in blanks in their notebooks: ○ "I eat ___ for energy, ___ to grow, and ___ to stay healthy." ● Encourage learners to share their answers with the class.	
Take home (Homework)	1. Learners can ask their parents about the choices they make every day to stay safe or healthy and write one example. 2. Ask children to complete the workbook questions.	
Possible hiccups: 1. Confusion with Concepts:	**Cues for Quick Progress Tracking**	**The Confidential Green Zone: Explained**

Younger learners may struggle with terms like “immunity” or “calcium.” *Strategy*: Simplify explanations and give relatable analogies (e.g., calcium is the "brick" for bones).	1. The learner actively participates in discussions and answers questions correctly. 2. The learner can confidently link vitamins to their food sources and explain their roles (e.g., “Vitamin A helps our eyes”). 3. The learner completes workbook activities independently and correctly (e.g., circles/ticks all nutritious foods in the marketplace illustration). 4. The learner reflects accurately in the "My Nutrient Diary" activity by naming correct foods and their nutritional benefits.	Ask your loved ones if any of your family members take medicine or tablets for vitamins or minerals is personal because it requires children to talk about the health of their family members, which may include sensitive or private information. It should remain confidential to protect the family's privacy and avoid any feelings of discomfort or embarrassment.

Scholastic Questions

1. Match each vitamin with its role in the body:
1. Vitamin A a. Helps make bones strong
2. Vitamin C b. Helps you see better and keeps your skin healthy
3. Calcium c. Helps fight sickness
4. Vitamin D d. Makes teeth and bones strong

Answer:
1 - b
2 - c
3 - d
4 - a

2. Fill in the blanks:

- _____ helps to keep your bones and teeth strong.
- Vitamin _____ helps you see better.
- Oranges and lemons are good sources of _____.
- If you eat spinach, you are getting _____ to keep your blood healthy.

Answer:

- Calcium
- A
- C
- Iron

Chapter	21	PINOCCHIO, THE LIAR	
COMPETENCIES **Core principle(s): Safety: Helplines/Laws, Health & Wellbeing** **WHO Life skill(s):**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Eating too many candies or sweets is a bad food habit. 2. Lying is a bad habit. 3. We are all born from the tummy of our Mummy. 4. 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: Story		**Other resources:** 1. Character Canvas - Page 27 - Pinocchio 2. Suggested Reading: Alamelu's Appetite, ISBN 978-81-237-2980-0., 3. QR Code embedded within the chapter - Page 68 - Video https://youtu.be/oFxh7jn53EY?feature=shared	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognise the impact of food choices on health and well-being. 2. Differentiate between healthy and unhealthy foods based on their impact on the body. 3. Develop problem-solving and critical thinking skills through puzzles and decision-making activities. 4. Understand the importance of goal setting for healthy habits and honesty in personal growth. 5. Reflect on the consequences of excessive consumption and poor habits.
Suggested Flow			
Introduction/opening (5 mins)		1. The teacher can read about Pinocchio's character from	

	the Character Canvas before beginning with the class. Begin the class by discussing Pinocchio's love for candies. 2. Ask: *"Do you think eating too many candies or sweets is bad? Why?"* 3. Hand out magazines or printed sheets with pictures of food items (e.g., fruits, chips, candies, vegetables, soda). 4. Ask learners to tear out the food pictures and place them in two labelled boxes. a. Helps My Body b. Might Hurt My Body if I Have Too Much 5. Ask them to explain their choices as they place the pictures. 6. Lead into the story: *"Now let's see what happened to Pinocchio when he couldn't stop eating candies."*
Context Building/ Workbook in Play (25 mins)	Puzzle Activity (8 Minutes) Present the puzzles from the chapter: ● Puzzle 1: Count the animals in the image. ● Puzzle 2: Compare the lengths of two lines. Say: *"Pinocchio solved puzzles to make his brain stronger. Let's see how quickly you can solve them!"* Let learners work in pairs to complete the puzzles. Discuss answers briefly and ask: *"How does solving puzzles help us? Can it make us stronger like eating healthy food?"* Traffic Light Eating Plan (7 Minutes) Draw a large traffic light on the board (green, yellow, red). Say: *"Let's imagine this traffic light is for food. Can we decide where each food item belongs?"* Show the food pictures again (from the tearing activity) and have learners place them under the right color: ● Green = Healthy foods to eat often. ● Yellow = Foods to eat in small amounts. ● Red = Foods to eat rarely. Ask: *"Why do we need more green foods and fewer red foods?"* End with: *"Can you think of one food you love and where it would go on this traffic light?"*
Take home (Homework)	Discuss with your family and write down one healthy habit you want to follow, like eating more fruits or drinking water.

Possible hiccups:	Cues for Quick Progress Tracking	The Confidential Green Zone: Explained
1. Learners may struggle to decide if a food is healthy or unhealthy due to lack of prior knowledge. *Strategy*: Guide them with simple explanations, like "Does this food give us energy or just taste good for a moment?".	1. Explaining the key message that being responsible and doing what's right makes us feel proud and happy. 2. Connecting Arpit's feelings with their own life experiences (e.g., "I also feel bad when I don't listen to my parents"). 3. Using key vocabulary correctly — *responsible, proud, esteem, self-esteem.* 4. Participate actively in discussion, activities, or creative sharing. 5. Show understanding through workbook responses that are complete, relevant, and reflective.	**What goal would you like to set for yourself? Discuss it with your loved ones and take their help to achieve it. Share your plan with your friend Pokso.** is personal because it requires the child to reflect on their aspirations and goals, which may reveal their personal interests, challenges, or family circumstances. Discussing it with loved ones and sharing it with a friend involves trust and confidentiality, as it touches on the child's unique experiences and ambitions.

Scholastic Questions

1. **If Pinocchio ate 90 candies on Day 1 and 60 candies on Day 2, how many candies did he eat in total?**
   Answer: 150 candies (90 + 60 = 150).

2. **Pinocchio needs to take 4 pills a day for 120 days. How many pills will he take altogether?**
   Answer: 480 pills (4 × 120 = 480).

3. **Write a short paragraph about a healthy habit you would like to start.**
   Answer: I would like to start exercising every morning. This will help me stay fit, have more energy, and improve my overall health. It could include activities like walking, running, or playing sports.

4. **Answer:** Eating too many sweets can lead to health problems like tooth decay, weight gain, and an increased risk of diseases like diabetes. It's important to eat sweets in moderation.

5. **Name one food that helps your body grow strong and one food you should eat less of.**
   Answer: Milk helps your body grow strong, and you should eat less fast food like chips and burgers.

Chapter	21	YOGA IS GOOD FOR HEALTH	
COMPETENCIES **Core principle(s): Safety: Helplines/Laws, Health & Wellbeing** **WHO Life skill(s):**		**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher: Physical/sports Educator	**Explicit (Key message) Learning outcome(s):** 1. In an emergency, if no trusted adults are around, you may ask a stranger for help. Ask them to contact your grown-ups.
Methodology: Informative text		**Other resources:** 1. Teacher's Resource - https://yoga.ayush.gov.in/yoga/ 2. Project CACA Poster Catalogue: Health_12#3 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognise yoga as a fun way to move the body and stay healthy. 2. Perform simple yoga poses and understand how they benefit health. 3. Relate physical activity to feeling strong, calm, and happy
Suggested Flow			
Introduction/opening (5 mins)		1. Start with a quick context: "Today, we're going to try something fun. Just like Sana and her friends couldn't play outside because it was raining, let's explore yoga - an amazing way to move our body, feel happy, and stay healthy even when we're indoors!" 2. Transition smoothly: "Yoga helps us stretch, balance, and feel calm. Let's start with some exciting poses and see how they can make us feel strong and relaxed."	
Context Building/ Workbook in Play (25 mins)		**Activity 1: Yoga Pose Exploration (12 Minutes)** ● Introduce the yoga poses illustrated in the workbook: Garland, Tree, Cat, Happy Baby, Cobra, etc. ● Demonstrate each pose and guide learners to mimic: ○ *"Let's be trees first! Stand tall, lift one leg, and balance like a strong tree. Sway gently like the wind is blowing!"* ○ *"Now, let's be cobras. Lie on your belly, lift your chest, and hiss like a snake!"* ● Add imaginative prompts: ○ *"How does it feel to stretch like a tree or slither like a cobra?"* ○ *"Which pose makes you feel strong? Which one is fun?"* ● Ask learners to tick or circle the poses they can do in their workbook.	

	"You're all doing great! Yoga not only helps us stay strong but also teaches us to respect and care for our body. Let's talk about that." **Activity 2: Why Yoga and Safety Go Together (8 Minutes)** ● Begin with a question: *"How do you feel after trying these poses? Relaxed? Strong?"* ● Relate yoga to safety: ○ *"When we do yoga, we remember to take care of our body. For example, we always keep our private parts covered while playing, exercising, or doing yoga. Why is that important?"* ○ Reinforce the yellow box message: *"We keep our private parts covered to respect our body and keep it safe. And if we ever feel unsure, we should always talk to a trusted adult like a parent, teacher, or doctor."* ● Ask: *"What other ways can we take care of our body?"* (e.g., eating healthy, staying clean). **Transition:** *"Now that we've learned why yoga is important, let's see which poses you liked the most!"* **Activity 3: Workbook Reflection and Favorite Pose (10 Minutes)** ● Ask learners to reflect on their favorite pose and write or draw it in the workbook. ● **Discussion:** ○ *"Which pose was the easiest for you? Which one was the most fun? Why?"* ○ Use their answers to emphasize that yoga is not about being perfect but about trying and feeling good.	
Take home (Homework)	Show your family two yoga poses you learned today. Teach them how to do it and explain why yoga is good for health.	
Possible hiccups: 1.Some learners may struggle with balancing or flexibility. *Strategy*: Reassure them that yoga is about trying and feeling good, not perfection.	**Cues for Quick Progress Tracking** 1. Can confidently perform and explain yoga poses. 2. Clearly understands the importance of keeping private parts covered and safe. 3. Completes workbook tasks independently and accurately.	**The Confidential Green Zone: Explained** NOT REQUIRED

Scholastic Questions

1. **What is yoga, and why is it good for health?**
   Answer: Yoga is a practice that combines physical postures, breathing exercises, and meditation. It is good for health because it helps improve flexibility, strength, and mental well-being, and reduces stress.

2. **Name one yoga pose you learned and describe how to do it.**
   Answer: Tree Pose (Vrikshasana): Stand straight, bend one knee, and place your foot on the inner thigh or calf of the other leg. Bring your hands together in a prayer position above your head. Keep your balance and hold the position.

3. **Which yoga pose did you enjoy the most? Why?**
   Answer: (This answer will vary based on personal preference) Example: "I enjoyed the Child's Pose (Balasana) the most because it helps me relax and stretch my back after a long day."

4. **What happens to your body when you exercise or do yoga regularly?**
   Answer: Regular exercise or yoga helps improve flexibility, build strength, increase energy, reduce stress, and improve overall health by keeping your body and mind balanced.

5. **Which day is celebrated as International Yoga Day?**
   Answer: June 21 is celebrated as International Yoga Day.

Chapter	22	SANA'S HOMEWORK	
COMPETENCIES **Core principle(s): Safety: Helplines/Laws, Health & Wellbeing** **WHO Life skill(s):**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. In an emergency, if no trusted adults are around, you may ask a stranger for help. Ask them to contact your grown-ups.
Methodology: Informative text		**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognise the importance of staying calm and thinking clearly during emergencies to ensure safety. 2. Develop confidence in seeking help from trusted strangers when no familiar adults are around.

		3. Understand the value of identifying and maintaining a list of trusted grown-ups for support in emergencies. 4. Learn to assess situations critically to determine whether they are emergencies or not.
Suggested Flow		

Introduction/opening
(5 mins)
	Start with:
	
	● "Have you ever been in a situation where you needed help? What did you do?"
	● Let 3 - 4 learners briefly share.
	● Explain: "I'll say a situation. If it's an emergency, stand up and raise your hand. If it's not, stay seated."
	● Examples:
	  ○ Your friend falls off their bike and gets hurt (Emergency – Stand).
	  ○ You're hungry at home (Not an emergency – Stay seated).
	  ○ You lose your toy (Not an emergency – Stay seated).
	  ○ A fire starts in your house (Emergency – Stand).
	
	Transition: "Just like in these situations, Sana in today's story faces an emergency. Let's find out what happens to her!"	

Context Building/ Workbook in Play (25 mins)	Narrate the story of Sana's Homework in an animated way. Pause at moments like when Sana starts cutting pictures to ask, "Do you think using scissors can be dangerous? Why?" and when Sana cuts her finger, ask, "What should she do now? What would you do?" Engage the class in a discussion with questions such as, "Who helped Sana when her family wasn't around?" and "Why is it important to stay calm during an emergency?" Transition smoothly to the workbook by saying, "Now, let's see how we can learn from Sana's story!" Draw a situation where someone needed help. Walk around to assist and scaffold with prompts like, "Who do you call if no family is around?" Then link this activity to the picture story on page 74 by explaining: "Just like Ajay and Yogeshwari, Sana also found help. Let's quickly go through their emergencies too!" Briefly read or role-play the picture story, connecting it to Sana's situation and reinforcing the need to stay calm and seek help. Organise a role play where small groups act out scenes from Sana's story and the picture story. Assign roles such as Sana, the plumber, or a stranger offering help. After each scene, ask:	

	"What did we learn?" and "What should we remember?" Conclude by saying, "Emergencies can happen to anyone, and now we know how to handle them."	
Take home (Homework)	Ask learners to answer the green question in their books: "Share with your friend Pokso an emergency/accident that you have faced." Encourage them to discuss their answers with family members and note down trusted emergency contacts.	
Possible hiccups: 1. Vocabulary Challenges: a. *Emergency*: A time when something serious happens, and you need help quickly. b. *Trusted*: Someone you know well and believe will help you. c. *Accident*: Something bad that happens by mistake, like falling or getting hurt. d. *Plumber*: A person who fixes water pipes and taps in your house. e. *Bleeding*: When blood comes out because of a cut or injury. f. *Bandage*: A piece of cloth used to cover a cut or injury..	**Cues for Quick Progress Tracking** 1. Clearly identifies emergencies and explains why they are serious. 2. Names 3 trusted adults confidently. 3. Actively participates in role play with appropriate responses. 4. Completes workbook tasks independently and connects them to personal experiences. 5. Engages in discussions and answers reflection questions accurately.	**The Confidential Green Zone: Explained** **"Share with your friend Pokso an emergency/accident that you have faced,"** is personal because it asks the child to reflect on and disclose a situation where they were vulnerable. This can involve sensitive emotions or experiences that the child may feel shy or uneasy sharing openly. Keeping it confidential respects their privacy and builds trust.

Scholastic Questions

1. **What would you do if you got a small cut while playing?**
   Answer: Clean the cut with water, apply some antiseptic, and cover it with a clean bandage to prevent infection.

2. **Name two things you should do if you see someone bleeding.**
   Answer: Apply pressure to the wound to stop the bleeding and elevate the injured part if possible to reduce blood flow.

3. **Why is it important to stay calm in an emergency?**
   Answer: Because panicking can make things worse; calmness helps us act wisely

4. **Write three safety rules you should follow when you are at home alone.**
   Answer: Don't open the door to strangers, avoid sharp objects, know emergency numbers

5. **Write the steps you would take if someone in your family suddenly feels unwell.**
   Answer: Stay calm, call emergency number, help them rest, inform another adult

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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Since 2016

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 Booklet

My Second Picture-cum-Colouring Booklet

My Third Practice Booklet

My Fourth Practice Booklet

My Fifth Practice Booklet

My Sixth Practice Booklet

My Seventh Practice Booklet

My Eighth Practice Booklet

My Ninth Practice Booklet

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Address: EW - 3, Third Floor, Mianwali Nagar, Paschim Vihar, Delhi-110087
Phone No :- 011-40074904, 09205488402, 09205488405
E mail: info@projectcaca.org
Website: www.projectcaca.org
@projectcaca | @projectcaca | @projectcaca

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End the Stigma, Raise Awareness