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 Fourth Safety Workbook

4

LSP-M4SW-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
	3	Arpit Sings a Lullaby	Home/ School
	3	*Swati's Lullaby	Home
2	5	Being Confident	School
	7	*Human Knot Game	Home
3	8	*Know you Feelings	Home/ School
4	11	Arpit Goes to a Hospital	School
	11	*Joey gets an Injection	Home
	13	Permission	Home/ School
	18	Private Parts	School
5	19	Hugs, Kisses and Touches	Home/ School
	22	Eyes Can Talk Too	School
6	23	Pokso Is Scared of Snakes	Home/ School
7	25	*Strangers Around You	Home
	25	Sweet Home	Home
	27	Rules for Strangers	Home/ School
	28	Picture Story: Sana and Arpit Meet Strangers	Home/ School
8	29	All About Bullying	School
	31	Picture Story: I WIll Keep Telling Till Someone Listens	Home
9	32	*The Stag and His Magnificent Antlers	School
10	34	Internet, the Biggest Neighbourhood	School
11	38	When Mother Earth Shakes	School
12	41	The 7-Step Safety Rule	Home/ School
	42	*Shake and Run Boy	Home/ School
	45	Know Your Tigers	Home

13	46	POCSO - the Law	School
	47	*POCSO- the Law	School
	50	A Message from Sanitation Workers	School
	51	Be an Environment Champion	Home/ School
14	52	Think Before You Choose	Home/ School
15	55	*I Love Dancing, But …	Home/ School
16	60	Eat Healthy And Eat Safe	School
17	65	*The Ant and the Grasshopper	Home
	67	*A Muddy Bath	Home/School
18	70	A Frog in Your Throat	School
19	75	Casabianca - The Obedient Boy	School

Chapter	1	SAY HELLO	
COMPETENCIES **Core principle(s):** Constitutional Morality: Inclusivity in Diversity - Gender Stereotype Breaking **WHO Life skill(s):** Critical Thinking: Goal Setting		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. It is not only the core subjects that we learn in school but many other qualities we develop that matter in our lives. 2. Qualities, emotions and intelligence are universal and not restricted to gender. 3. Growing up means taking help and helping others. 4. “Let the rain kiss you. Let the rain beat upon your head with silver liquid drops. Let the rain sing you a lullaby.” - Langston Hughes
Methodology: Narrative with interactive activities		**Other resources:** 1. NBT- ISBN 978-81-237-2000-5 - The Day the River Spoke 2. NBT- ISBN 978-81-237-0769-3 - Quakes and Flames	**Implicit (Key message) Learning outcome(s):** 1. Learners can recognise that different people can enjoy different activities, and that all interests are equally valid. 2. Describe how helping others and taking responsibility builds

	3. NBT- ISBN 978-81-37-4092-8 - Neha, My Sister 4. QR Code embedded within the chapter - Page 3	confidence and self-esteem. 3. Identify ways in which gender stereotypes are challenged through the actions of the characters. 4. Reflect on personal strengths and choices while relating them to the experiences of Sana and Arpit. 5. Demonstrate understanding of emotional expression by completing a lullaby and discussing feelings.
Suggested Flow		
Introduction/opening (5 mins)	1. Begin with a simple activity: Teacher places 4 cards on the board (or says them verbally): • Dancing • Football • Reading • Wrestling 2. Teacher says: "I'm going to say an activity. If you LIKE it, silently touch your nose. If you DON'T like it, touch your ear." (No one is judged; signals are subtle and safe.) Teacher calls out, one by one: • Dancing, Football, Reading, Wrestling After each, children look around and notice everyone likes different activities. 3. Teacher says: "See how different our choices are? But all choices are okay. Today's chapter is about three friends who also love different things. Let's step into their story." Smooth transition into narrative: "Close your eyes for a moment and imagine a school like ours…	
Context Building/ Workbook in Play (20 mins)	4. Teacher reads aloud (or paraphrases) the opening part of the chapter: • Pokso introduces himself, Sana, Arpit. • Their hobbies (wrestling, reading, Kuchipudi dance, football). • Their goals (joining dance troupe / joining football team). Scaffolding prompts (not Q&A, but guiding) • "Notice how Sana and Arpit like very different things." • "Is wrestling only a boy's game? Is dancing only a girl's activity? Let's see what the story shows us."	

	• “How do they support each other?” 5. Smooth transition: “Now that we know their hobbies and goals, let’s see what happens next when they take part in something special at school.” Workbook in Play – Part 1 (Awareness Campaign Scene) (6 minutes) 6. Read or summarise the part where Sana and Arpit join an awareness campaign about noise and air pollution. 7. Interactive scaffolded activity: • Teacher forms quick pairs: “Turn to your partner and whisper one pollution you have seen around you.” • Then 2–3 share aloud. 8. Workbook Q support: Now guide learners to complete the short questions in the text: • Arpit likes pendulums because… • What goal have you set for yourself this year? (Teacher scaffolds: “Think of something fun, doable.”) 9. Smooth transition: “We saw how they contribute to the school and community. Now let’s see how they contribute at home.” Story Continues: The Responsibility Scene (4 minutes) 10. Teacher reads the scene where: • Sana completes her responsibilities at home. • Arpit sings a lullaby to comfort his sister. • Both feel proud. 11. Teacher scaffolding: • “Why did Sana feel thrilled?” • “Have you ever helped someone at home without being asked?” • “What happens inside us when we help someone?” Workbook in Play – Part 2 (Self-Esteem Reflection) (5 minutes) 12. Guide learners through the section that lists: • When we feel good about ourselves, we work harder, make safe choices, are kind, etc. 13. Mini Activity: “My One Good Thing Today” Each learner writes 1 line in their notebook (not the workbook yet): “One thing I did today that made me feel good.” 14. Now scaffolding them into the workbook: Complete:

<table>
<tr><td></td><td colspan="2">• One thing you did today…
• One thing you will do next week…

15. Smooth transition:
“Arpit also sings a lullaby. Let’s explore the creative part of the chapter now.”

Workbook in Play – Part 3 (Lullaby Activity) (4 minutes)

16. Teacher shows the yellow-box line (Langston Hughes’ lullaby).
Explain gently:
“A lullaby is a soft poem or song that makes someone feel safe.”

17. Guide learners to fill the blanks:
calm, bright, far, light

18. The teacher may read it aloud soothingly.

19. Smooth transition into closure:
“Just like lullabies make us feel cared for, this chapter shows that caring, helping and being responsible makes us strong and confident.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Ask your parents or grandparents which lullaby they sang to you. Write its name and language.

2. Write one more new line of a lullaby (your own creation).

Optional extended homework:
3. Make a mini poster titled “We Are Different and Equal.”</td></tr>
<tr><td>Possible hiccups:
1. Children may repeat stereotypical statements (e.g., “Boys don’t dance”).
Strategy: Teacher must gently scaffold without shaming.
2. Vocabulary Challenges -
a. Stereotype - A fixed idea about what boys or girls should do, even when it is not true.
b. Responsibility - A job you are expected to do on your own.</td><td>Cues for Quick Progress Tracking

1. Can retell key moments from the story.
2. Can explain why Sana and Arpit’s choices break stereotypes.
3. Completes workbook responses with clarity and personal examples.
4. Participates meaningfully in discussions.</td><td>The Confidential Green Zone: Explained
“Write one thing you did today that made you feel good about yourself.”
Is personal because it reveals the child’s inner feelings and experiences, which should be respected as private.</td></tr>
</table>

c. Lullaby - A soft song that helps someone relax or sleep.		

Scholastic Questions

1. Why does Sana like magnetic compasses?
Because they always stay focused on the North.

2. What kind of pollution did the school campaign talk about?
Noise pollution and air pollution caused by burning crackers.

3. What always points to the North in a compass?
The needle of the compass.

4. If Arpit practised dance 3 days this week and 2 days next week, how many days did he practise in total?
5 days.

5. Write one describing word for how Sana felt when her father praised her.
Thrilled.
(Other acceptable words: happy, proud, etc.)

6. Name one way to help at home responsibly.
Putting your shoes, tiffin, or clothes in the right place.
(Any one is correct.)

7. Why do pendulums move back and forth?
Because gravity pulls them down and their motion makes them swing side to side.

Chapter	2	BEING CONFIDENT

COMPETENCIES **Core principle(s):** **Personal Safety:** Hot weather **WHO Life skill(s):** **Effective Communication:** Telling/ Being Assertive-Confident/ Body Language	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. If we speak loudly and firmly, look directly at the person we are talking to, and sit or stand straight, people will listen to and believe us. 2. Being confident is an important life skill.
Methodology: Narrative with interactive role play	**Other resources:** 1. Yoga Website (Government of India) https://yoga.ayush.gov.in/YAP/Home.php 2. QR Code embedded within the chapter - Page 7 - Youtube Video - Human Knot Game 3. My Fourth Practice Booklet - Page 4 Project CACA Poster Catalogue: Health_12#3 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will recognise how healthy habits like eating breakfast and drinking water keep the body safe in hot weather. 2. Identify the key behaviours that show confidence, such as clear speech, eye contact, and upright posture. 3. Demonstrate confident communication during short role-play situations. 4. Distinguish between confident and unconfident postures using visual cues.
Suggested Flow		
Introduction/opening (5 mins)	**Note: This introduction is to be taken on a particularly hot day. Otherwise start from point 3.** 1. Teacher Action: The facilitator enters holding a water bottle and pretends to be breathing heavily under the “hot sun.” 2. Teacher says: "Children, it’s very hot and I skipped breakfast. I don’t understand how my body feels right now." Wait for learners to respond. 3. Scaffolding Prompt: "What should we do in summer to keep our bodies safe?" (Learners recall from prior knowledge: drink water, stay inside, eat breakfast.)	

	4. Transition: "Exactly! The chapter we read today begins with something similar happening to a boy named Arpit. Let us step into his morning and see what happens."
Context Building/ Workbook in Play (25 mins)	STORY DISCOVERY THROUGH ROLE PLAY 5. The teacher reads the opening part (Arpit fainting). Then: "Let's act it out quickly. One child becomes Arpit, one becomes a nurse, and two children help him walk." 6. Micro-Reflection: "Why did Arpit faint? What can we learn from him?" (learners respond: breakfast, hydration.) 7. Transition: "Just like Arpit learned how to take care of his body, the class learns something else from Vishnu Sir. Shall we see what that is?" 8. Teacher introduces the three confidence traits (scaffolding): 1. Speaking clearly and firmly 2. Eye contact 3. Straight posture 9. Play-way activity: Teacher gives short lines to learners: "I don't want to be lifted." "I don't want to wear this shirt." "I will not play if rules are broken." Learners practice the line twice: • first with no posture/eye contact • second with confident posture Class observes the difference. 10. Transition: "Now that we understand how confidence looks and feels, let's check how well we can spot it in pictures." WORKBOOK TASKS – TICK THE CONFIDENT / CORRECT POSTURE (5 minutes) 11. The teacher displays (or learners open) the posture pictures. 12. Scaffolding:

	Before they tick, teacher asks guiding questions: "Hmm… which person is standing taller? Whose shoulders look relaxed? Whose eyes look confident?" Learners tick the confident person and the correct posture. 13. The teacher says, "Confidence also grows when our bodies feel strong. Do you want to see a few yoga poses that help us feel steady and sure?" Teacher chooses two simple poses from the chapter: • Tree pose • Bound angle Learners try both for 10 seconds each. 14. Scaffolding prompt: "How does your body feel when it stands tall and balanced?" "Your bodies are active, your confidence is growing. Let's end with a game that Vishnu Sir played!" HUMAN KNOT MINI-GAME (3 minutes) 15. Quick simplified version (just one circle, small group). Video can be played by the QR Code mentioned in the chapter. Objective: Break the knot using calm communication and confident instructions. Micro-reflection: "What helped your group untangle? Clear voice? Good eye contact? Teamwork?" 16. Transition to wrap-up: "Everything we practiced today is exactly what the chapter teaches. Now let's close beautifully."
Take home (Homework)	Give the following tasks: 1. Temperature box in yellow: Learners fill Max: ____ Min: ____ (by asking parents or checking online) 2. Yoga poses Learners can tick which poses they can do at home from the Project CACA Poster Catalogue: Health_12#3 and try one with

	their family. 3. Page 4 of My Fourth Practice Booklet	
Possible hiccups: 1. Understanding body language may be abstract for younger children *Strategy:* Concepts like posture, tone, and eye contact may need repeated modelling. 2. Vocabulary challenges a. Faint: When your body feels weak and you suddenly fall or lose balance. b. Scorching: Very, very hot - so hot that it can hurt your skin. c. Posture: The way you hold your body when you sit or stand. d. Assertive: Saying what you want calmly and clearly without fear.	**Cues for Quick Progress Tracking** 1. Speaks firmly and maintains eye contact in tasks. 2. Correctly identifies confident vs. unconfident postures. 3. Explains story events clearly (why Arpit fainted). 4. Completes yoga/game tasks confidently and thoughtfully. 5. Shows clear conceptual link between posture, confidence, and safety.	**The Confidential Green Zone: Explained** NOT REQUIRED

Scholastic Questions

1. If the maximum temperature is 42°C and the minimum is 28°C, what is the difference?
14°C

2. Why did people listen to Farhan when he said he didn't want to be lifted?
Because he spoke clearly and confidently.

3. Why should we drink plenty of water during summer?
To keep our body cool and prevent weakness.

4. Why is skipping breakfast harmful?
Because our body needs energy in the morning.

5. What tool is used to measure temperature?
Thermometer

Chapter	3	KNOW YOUR FEELINGS	
COMPETENCIES **Core principle(s): Mental Health & Wellbeing:** Emotions - Feelings **WHO Life skill(s): Self Awareness:** Listening to Feelings		**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Feelings are my friends. I listen to my feelings. 2. Pay attention to how the different things you do and the different people make you feel.
Methodology: Poem-based reflective methodology		**Other resources:** 1. QR Code embedded within the chapter - Page 8 2. Project CACA Poster Catalogue: Emotions Feelings_8#3 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will identify different feelings shown through facial expressions, pictures, and situations. 2. Describe personal feelings using simple emotional vocabulary. 3. Recognize that the same situation can make different people feel differently. 4. Explain what triggers certain feelings in real-life situations.
Suggested Flow			
Introduction/opening (5 mins)		1. Facilitator action: The teacher enters and begins with an energizer: “Close your eyes for 10 seconds and think of how you are feeling *right now*. When I clap once, show that feeling only using your face. No words.” 2. (Teacher claps once. Learners show expressions.) 3. Transition (scaffold): Teacher says: “Look at how many different feelings we all have at the same moment. Today’s lesson helps us notice, name, and understand these feelings.” This naturally leads into the theme.	
Context Building/ Workbook in Play (25 mins)		Part A: Picture Introduction (3 minutes) 4. The Teacher shows the dance picture from the chapter.	

	Ask: “Before we talk about feelings, let’s warm up our observation skills. What do you notice in this picture?” 5. After responses, the teacher asks the two chapter questions (name of dance, state). This activates visual attention and prepares children for the matching activity. 6. Smooth transition: “Just like we identified what the picture shows, let’s now identify something even more interesting: what feelings look like.” Part B: Poem Exploration (7 minutes) 7. The teacher reads the poem aloud with varying tones (happy, scared, confused, angry). Asks: “What feeling did I sound like here?” “Why do you think the poem says ‘Feelings are my friends’?” Children answer freely. 8. Teacher scaffolds: • “So feelings are not good or bad. They are signals.” • “Let’s learn to notice those signals.” 9. Transition to activity: “Now that we have heard so many feelings in the poem, let’s see how well we can recognize them.” Part C: Matching Feelings to Drawings (5 minutes) 10. Children match each word (angry, sad, nervous, unsure, guilty etc.) to the picture. The teacher can also use Project CACA Poster Catalogue: Emotions Feelings_8#3 for this activity. 11. Facilitator support (scaffolding): • Ask: “What made you choose this picture for ‘scared’?” • Prompt: “Look at the eyebrows. Look at the mouth. What does that tell you?” 12. Transition to situational reasoning: “Pictures show feelings on the outside. But what about feelings on the inside? They often come from situations.” Part D: “How Would You Feel If…?” Situations (10 minutes) 13. The teacher reads each situation aloud from the chapter. For each situation: 1. Learners show the feeling using only an expression.

<table>
<tr><td></td><td colspan="2">2. Teacher asks:
“Why this feeling? What in the situation made you feel so?”

Encourage varied answers. There is no “correct” feeling.

14. Use scaffolding:
• “Think about the past. Has this happened to you?”
• “What did your body feel like then?”
• “Could someone else feel differently? Why?”

15. Conclude with:
“Today we explored feelings outside, inside, and in different situations. Let’s summarize and then I’ll give you a fun take-home activity.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">Feelings Diary:
“Write about 3 feelings you experienced today. Draw a small face for each feeling and write what caused it.”</td></tr>
<tr><td>Possible hiccups:
1. Children might confuse similar feelings (scared vs nervous, sad vs guilty).
2. Vocabulary challenges
a. Guilty: Feeling bad because you think you did something wrong.
b. Confused: Not sure what to do or unable to understand something clearly.
c. Nervous: Feeling shaky or worried before doing something.
d. Secretive: Wanting to hide something or not wanting others to know.
e. Unsure: Not confident about a decision or answer.
f. Tight spot: A difficult situation where you don’t know what to do.</td><td>Cues for Quick Progress Tracking

1. Correctly identifies feelings from pictures and situations.
2. Gives a clear reason for feeling a certain way.
3. Responds with empathy and listens respectfully to peers.
4. Uses feeling words appropriately (happy, scared, angry, confused).</td><td>The Confidential Green Zone: Explained
""“Write about one situation from this week when you felt sad or scared. What caused that feeling?" is personal because it reveals the child’s private emotional experiences, which may involve family issues, fear, or sensitive incidents.</td></tr>
<tr><td colspan="3">Scholastic Questions</td></tr>
</table>

1. Why do different people feel differently in the same situation?
Because everyone has different experiences, thoughts, and likes.

2. You saw a child crying on the road. Which safety adult can you go to for help?
A police officer or a trusted adult nearby.

3. If 3 friends are happy and 2 are sad, how many children showed a feeling?
5

4. If you rate your happiness today as 7 out of 10, how many points are missing to reach 10?
3

5. Which feeling would help you do better in studies: focus or confusion?
Focus

Chapter	4	ARPIT GOES TO A HOSPITAL	
COMPETENCIES **Core principle(s): Health:** Germs-Diseases-Medicines/ **Safety:** Fire **WHO Life skill(s): Being Independent & Responsible/ Self Awareness:** Body Ownership/ **Collaboration:** Blood Donation		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Your body, and everything that makes your body, belongs to you. 2. Knowing how my body works helps me take better care of my body. After all, I am its first caretaker. 3. We should learn to keep our private parts clean on our own.
Methodology: Situational story with dialogues		**Other resources:** 1. QR Code embedded within the chapter - Page 11 2. My Fourth Practice Booklet - Page 7 3. Project CACA Poster Catalogue: Private Parts_16#1 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to understand why vaccinations are important for keeping the body healthy. 2. Recognise situations where permission is needed and identify safe adults who can help. 3. Explain that they are the owners of their body and only

		trusted grown-ups may help when needed. 4. Label basic organs of the digestive system correctly. 5. Follow safety rules related to fire and emergency exits.
Suggested Flow		
Introduction/opening (5 mins)	Activity: “Have You Ever Visited a Hospital?” Circle Share The facilitator sits with learners in a semi-circle. Teacher says: “Today’s chapter follows Arpit and his friends on a visit to a hospital. Before we read, think: *When have YOU visited a hospital and why? What did you notice there?*” Learners share quick, popcorn-style answers. This activates schema and reduces fear around the idea of hospitals. Transition to Story Facilitator: “Arpit also had many questions about the hospital… just like you! Let’s follow his journey and see what he learns.”	
Context Building/ Workbook in Play (25 mins)	PART A: STORY BEGINNING – FUN & ACTIVATION (5 minutes) Teacher reads aloud the opening paragraph: Arpit and Pokso watching cartoons, getting bored, wanting to go with Joey. Mini-Activity: “Tie-the-Shoelace Challenge” Show the illustrated shoelace styles. Facilitator: “Arpit could join the hospital trip only after he completed his homework. What was his homework? Let’s try what he tried!” Learners quickly try tying their shoelaces in any style they can. (If time is tight, 2–3 volunteers can demonstrate.) Facilitator: “After finishing their fun shoelace task, Arpit and his family	

	finally reached the hospital… and that's where the learning truly begins." PART B: HOSPITAL SCENE – VACCINATION + BLOOD DONATION (6 minutes) Read the section on babies getting injections. Quick Think-Pair-Share: "Why do babies get injections? What do you think vaccinations do?" Pairs discuss for 20 seconds. Facilitator summarises: "Vaccinations protect us from diseases. Arpit remembers his own injections!" Workbook: Learners fill the vaccination table (name of vaccine + disease it prevents) Facilitator scaffolds by giving examples (Polio, Measles, etc.). Transition: Facilitator: "As Arpit was learning about vaccinations, he also heard something new… a word many adults talk about… blood donation." Read the blood donation section. Ask: "Who can donate blood? Why not children?" Invite 1–2 answers. PART C: PERMISSION + BODY OWNERSHIP (4 minutes) Read the "You are the boss of your body" section. Activity: "Permission Cards" Give imaginary situations: ● You want to use your friend's pencil ● You want to drink your own water ● You want to use mummy's phone

	● You want to go to the washroom Learners show thumb-up (permission needed) or thumb-down (not needed). Transition: Facilitator: "Arpit understood permission and safety in the hospital. But the hospital also had many posters. Let's walk with him and explore them." PART D: POSTER WALK (Eye Test, Lungs, Skeleton, Fire Escape) (6 minutes) Show the eye chart from the book. Ask: "What letters can YOU read from where you're sitting?" Learners try reading aloud. Transition to last part Facilitator: "Arpit's learning didn't stop there! The last thing he explored was our amazing body - especially the parts we keep private and safe." PART E: DIGESTIVE SYSTEM + PRIVATE PARTS SAFETY (4 minutes) Show the digestive system diagram. Ask: "What happens to food after you eat it?" Take 2-3 child responses. Learners label the organs in the workbook. Read the private parts section with the class respectfully. Teacher reinforces: "We keep private parts clean, covered, and safe. Only loved and trusted people help us when needed."
Take home (Homework)	1. These posters are to be studied as homework. ● Lungs poster (healthy vs smoker's)

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

- Skeleton poster
- Fire escape plan

Mini-Task from Workbook

Learners can complete these with their family.

- Their height and weight
- Identify their location on the fire escape map
- Colour the required rooms (Class 4 red, library blue, boys' toilet yellow, girls' toilet orange)

2. Interview a family member about any past vaccinations.

3. Ask parents about their blood group and write your own if known.

4. Solve the fire exit maze (workbook).

</td></tr>
<tr><td>

Possible hiccups:
1. Children may fear injections, leading to emotional distraction.
Strategy: Listen gently, and validate learners' emotions.
2. Fire escape plans and maps may be confusing for young learners.
Strategy: Explain the purpose of the map in simple language - It's a drawing that shows the fastest way to run out safely if there is a fire. Fire escape drills can help them understand it concretely,
3. Vocabulary challenges
   a. Vaccination: A special injection that protects you from getting sick.
   b. Donate: To give something to help another person.
   c. Blood Donation: When grown-ups give some of their blood to help someone who is hurt or ill.

</td><td>

Cues for Quick Progress Tracking

1. Learners can answer why vaccinations are important Explain permission with an example
2. Read or attempt the eye chart activity correctly
3. Identify at least two hospital posters and their purpose
4. Label 3-4 digestive organs correctly
5. Navigate or interpret the fire escape plan

</td><td>

The Confidential Green Zone: Explained
"What is your height and weight today?"
is personal because it involves a child's personal body information that should not be shared publicly to avoid embarrassment, teasing, or comparison.

</td></tr>
</table>

d. Permission: Asking someone if you can do something before you do it. e. Emergency: A sudden situation where you need help quickly.		

Scholastic Questions

1. Why did Arpit want to go to the hospital?
He wanted to join his family and see what happens there.

2. Who helped Arpit practice tying shoelaces?
His parents.

3. What do vaccinations help us do?
They protect us from diseases.

4. Who can donate blood?
Healthy adults.

5. Why did the nurse take permission from Arpit's father and not Joey?
Because Joey is too young to give permission.

6. Name two posters Arpit saw in the hospital.
The eye chart and the lungs poster.

7. What does the skeleton help our body do?
It helps us stand, run, jump, and move.

8. Where does digestion begin?
In the mouth.

Chapter	5	HUGS, KISSES AND TOUCHES	
COMPETENCIES **Core principle(s): Personal Safety:** Touches/ Hugs/ Kisses/ Looks **WHO Life skill(s): Effective Communication:** Body Language		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Sometimes, our loved ones hug us, and sometimes, we hug them. We hug them when we are happy, scared, or sad. 2. Most, but not all, touches are safe, so we should be careful.

		3. Just like an unsafe touch, a look can also be unsafe. If anyone gives us an unsafe look, we should tell our loved ones.
Methodology: Narrative	**Other resources:** 1. Project CACA Poster Catalogue: Touches-22#1 http://projectcaca.org/posters/ 2. YouTube Search - 'Komal, a cartoon film for children on safe and unsafe touches'	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognise the difference between safe, unsafe, fix-it, and accidental touches through examples and feelings. 2. Identify safe and unsafe looks by interpreting facial and eye expressions. 3. Apply personal safety rules related to private parts in real-life situations. 4. Express personal experiences of touches using correct vocabulary and emotional language.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Feelings with Hands" The facilitator says: "Close your eyes and think of a time someone gave you a hug. What feeling came to you? Now think of a time someone pushed you by mistake. What feeling came then?" Ask learners to open their eyes. Teacher Prompt: "See, touches make us feel different emotions. Today, let's learn how to understand these touches and how to stay safe." Transition: "Before we learn from the book, let me tell you two small stories."	
Context Building/ Workbook in Play (25 mins)	A. Mini-story Circle (4 minutes)	

	The facilitator narrates two short incidents from the chapter: 1. Sana gets hurt while playing football. 2. Arpit gets pushed in the school bus. Ask learners: “What kind of touches were these? How did they feel?” Introducing vocabulary: safe, unsafe, fix-it, accidental. Transition: “Now that you know the words, let’s see what the chapter shows us.” Safe and Unsafe Touch Sorting Game (6 minutes) Materials: The facilitator says real-life situations aloud. Examples: – Mother hugging – A stranger trying to kiss – Nurse applying medicine – Friend pushing in a crowded bus – Someone staring strangely – Friend patting your back – Someone trying to touch private parts Activity: Learners sort them verbally into four corners: SAFE | UNSAFE | FIX-IT | ACCIDENTAL Scaffolding: Teacher supports without telling the answer, asking: “What feeling do you get?” “Could this be a mistake?” “Does this help you or harm you?” Transition: “You understood the touches very well! Now let’s open our workbook and see what it asks us to do.” Workbook Exercise A – Tick the hugs and kisses (4 minutes) Learners quietly complete Exercise A. Teacher scaffolding: “Think: Which hugs make you feel happy or safe?” The teacher can use Project CACA Poster Catalogue:

<table>
<tr><td></td><td colspan="2">Touches-22#1 for discussing different types of safe and unsafe touches.

Transition:
“We talked about touches. But did you know eyes also ‘talk’? Let’s explore.”

D. Eyes Can Talk – Expression Guessing (5 minutes)

Show the images of eye expressions from the chapter.

Quick group game:

Learners guess each eye expression: happy, scared, angry, guilty, sad.

Then do the workbook task:
Cross the scariest eyes, tick the most pleasant.

Scaffolding:
“How does your body feel when eyes look angry?”
“Would this be a safe look or unsafe look?”

Closure: Teacher says:

“Today, you learned how touches and looks can make you feel safe or unsafe.
If anything ever feels wrong, remember: move away and tell a trusted grown-up immediately.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">Give the remaining questions from the workbook as homework:

1. The two questions not completed from B, C, D.

2. Optional home activity:
“Observe one safe touch at home and tell why it is safe.”</td></tr>
<tr><td>Possible hiccups:
1. Children confuse accidental vs unsafe touches.
Strategy: Use repeated real-life examples; ask guiding questions: “Was it on purpose?” “Did it help or hurt?” “Did it happen again and again?”</td><td>Cues for Quick Progress Tracking

1. Correctly identifies all four types of touches using examples.
2. Clearly explains why a touch or look feels safe or unsafe.
3. Names at least two trusted adults.
4.Completes workbook tasks with accurate reasoning.</td><td>The Confidential Green Zone: Explained
“Write about an accidental touch or a fix-it touch that you have experienced.” is personal because it requires the child to recall a real incident involving their body and feelings, which must be shared only with the teacher for safety and privacy.</td></tr>
<tr><td colspan="3">Scholastic Questions</td></tr>
</table>

1. Which sense organ helps you understand people's expressions?
Eyes.

2. Which part of your body helps you feel if a touch is soft or rough?
Skin.

3. Name one example of a fix-it touch.
Nurse applying medicine.

4. Name one trusted adult you can talk to about unsafe touch.
Mother / father / teacher (any one).

5. What should you do immediately if someone tries to touch your private parts?
Say no, move away, tell a trusted adult.

Chapter	6	POKSO IS SCARED OF SNAKES	
COMPETENCIES **Core principle(s): Mental Health & Well-being:** Phobias **WHO Life skill(s): Effective Communication:** Telling/ **Coping with Emotions:** It is okay to be afraid/ **Resilience:** Seeking Help		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. It is okay to be scared, but you must TELL. The unsafe thing will stop if you TELL.
Methodology: Narrative and activity based discussion		**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to identify unsafe situations and the importance of telling a trusted grown-up. 2. Demonstrate ways to express fear using words, writing, or drawings. 3. Distinguish between being scared and being brave in real-life situations.
Suggested Flow			

Introduction/opening (5 mins)	Begin the class by asking - “Sometimes we all feel scared. Even adults. Today, we will learn how fear helps us stay safe and what to do when something feels unsafe.” Activity: Quick Think-Pair-Share (very short) Ask learners: “Name something that scares you. It can be funny, serious, or small. Whisper it to your partner.” Purpose: • Builds comfort • Normalises fear • Prepares children for the chapter’s concept Transition (smooth): “As all of you shared something that scares you, let’s meet Pokso. Pokso is also scared of something. Let’s see what he learns.”
Context Building/ Workbook in Play (25 mins)	Break this into three connected mini-scenes. Scene 1: Understanding Fear (7 minutes) The facilitator reads aloud the first half of the chapter (about fear being natural, adults also feeling scared, unsafe touch, etc.). Pause often to explain with examples. Mini-Activity: Freeze & Think Ask: “Why do we feel scared sometimes?” Learners raise hands; facilitator scaffolds: “Yes, fear helps us know something may be unsafe. It protects us.” Transition: “We now know fear is normal. But what do we do when fear comes because of something unsafe? The chapter tells us something important.” Scene 2: The Importance of Telling (8 minutes) Read the next part: Reasons children may not tell (fear of anger, blame, disbelief). Activity: Quick Drama Cards Facilitator gives 3–4 volunteers tiny slips with sentences from the chapter such as: • “Nobody will believe you.” • “It is your fault.”

	• “You should be ashamed.” Volunteers act out how it feels when someone says this. Discussion: “How do these sentences make you feel?” “What should we do even if someone says this?” Scaffold learning: “It is bravery to tell a trusted grown-up even when we are scared.” Transition: “Now that we understand the importance of TELLING, let’s see what the workbook asks us to think about.” Scene 3: Workbook Application (10 minutes) Exercise A (the Rohan scenario): The facilitator reads the situation aloud. Strategy: Guided reasoning rather than giving away the answer. Ask: “If you were Rohan, what would help you stay safe?” “What’s the difference between being brave and being careless?” Let learners discuss quickly in pairs, then tick the answer in their workbook. Exercise B (Tell your friend Pokso): Instead of writing immediately, turn it into a small expressive activity: Activity: “Write, Draw or Tell” (Choice-based) Learners choose one: • Write one sentence about something they would tell a trusted adult. • Draw a picture showing someone being safe. • Tell the facilitator quietly something they would share (if comfortable). This makes the chapter personal and emotionally safe. Transition: “You began something beautiful right now by writing/drawing/telling. You can continue it at home too.”

<table>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Ask learners to complete their Write/Draw activity fully.

2. Write the name of three trusted grown-ups they can tell anything to.

Optional: Make a small safety badge that says
“I will always tell someone I trust.”</td></tr>
<tr><td>Possible hiccups:
1. Some children may become uncomfortable when discussing unsafe touch or fear.
Strategy: Offer choices (talk, write, draw), avoid probing, normalise feelings, and allow silence.
2. Vocabulary challenges
a. Brave: Doing the right thing even when you feel scared.
b. Ashamed: Feeling bad or wanting to hide because you think you did something wrong.
c. Believe: To think someone is telling the truth.</td><td>Cues for Quick Progress Tracking

1. Can clearly state why fear is natural and name unsafe situations.
2. Names 2–3 trusted grown-ups and explains why.
3. Uses at least one mode independently to express fear.
4. Correctly justifies answers in workbook scenarios.
5. Participates respectfully and listens to peers.</td><td>The Confidential Green Zone: Explained
“What is something that scares you, and whom would you tell about it?” shows the child's personal feelings or experiences that may involve sensitive or unsafe situations.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Why is it important to tell a trusted grown-up when you feel unsafe?
Because they can help keep you safe.

2. Why does the body feel fear when something seems dangerous?
Because the brain warns us so we can stay safe.

3. Name one body reaction when you feel scared.
Heart beating fast.

4. What makes a situation unsafe?
When something can harm you or makes you uncomfortable.

5. Why should you keep telling until someone believes you?
Because someone will help only after they understand the problem.</td></tr>
</table>

Chapter	7	STRANGERS AROUND YOU	
COMPETENCIES **Core principle(s): Personal Safety:** Strangers/ **Constitutional Morality:** Social Inclusion & Cultural protection of ST/ **Cyber Safety** **WHO Life skill(s): Critical Thinking**		**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Not all strangers are bad, but we have to be careful while dealing with strangers. 2. Strangers can exist in the real world as well as on the Internet. 3. A stranger can be a boy or a girl, a man or a woman, young or old. A stranger can be in any dress or uniform.
Methodology: Story and visual sequencing		**Other resources:** 1. QR Code embedded within the chapter - Page 25	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to infer why trusting strangers without checking with a grown-up can be unsafe. 2. Apply the five stranger-safety rules appropriately when presented with situations. 3. Sequence story events of *Sweet Home* to show clear understanding of cause-effect.
Suggested Flow			
Introduction/opening (5 mins)		Begin the class by asking - “Sometimes we all feel scared. Even adults. Today, we will learn how fear helps us stay safe and what to do when something feels unsafe.” Activity: Quick Think-Pair-Share (very short) Ask learners: “Name something that scares you. It can be funny, serious, or small. Whisper it to your partner.” Purpose: • Builds comfort • Normalises fear • Prepares children for the chapter’s concept Transition (smooth): “As all of you shared something that scares you, let’s meet	

	Pokso. Pokso is also scared of something. Let's see what he learns."
Context Building/ Workbook in Play (25 mins)	Break this into three connected mini-scenes. Scene 1: Understanding Fear (7 minutes) The facilitator reads aloud the first half of the chapter (about fear being natural, adults also feeling scared, unsafe touch, etc.). Pause often to explain with examples. Mini-Activity: Freeze & Think Ask: "Why do we feel scared sometimes?" Learners raise hands; facilitator scaffolds: "Yes, fear helps us know something may be unsafe. It protects us." Transition: "We now know fear is normal. But what do we do when fear comes because of something unsafe? The chapter tells us something important." Scene 2: The Importance of Telling (8 minutes) Read the next part: Reasons children may not tell (fear of anger, blame, disbelief). Activity: Quick Drama Cards Facilitator gives 3–4 volunteers tiny slips with sentences from the chapter such as: • "Nobody will believe you." • "It is your fault." • "You should be ashamed." Volunteers act out how it feels when someone says this. Discussion: "How do these sentences make you feel?" "What should we do even if someone says this?" Scaffold learning: "It is bravery to tell a trusted grown-up even when we are scared." Transition: "Now that we understand the importance of TELLING, let's see what the workbook asks us to think about." Scene 3: Workbook Application (10 minutes)

	Exercise A (the Rohan scenario): The facilitator reads the situation aloud. Strategy: Guided reasoning rather than giving away the answer. Ask: "If you were Rohan, what would help you stay safe?" "What's the difference between being brave and being careless?" Let the learners discuss quickly in pairs, then tick the answer in their workbook. Exercise B (Tell your friend Pokso): Instead of writing immediately, turn it into a small expressive activity: Activity: "Write, Draw or Tell" (Choice-based) Learners choose one: • Write one sentence about something they would tell a trusted adult. • Draw a picture showing someone being safe. • Tell the facilitator quietly something they would share (if comfortable). This makes the chapter personal and emotionally safe. Transition: "You began something beautiful right now by writing/drawing/telling. You can continue it at home too."	
Take home (Homework)	1. Ask learners to complete their Write/Draw activity fully. 2. Write the name of three trusted grown-ups they can tell anything to. Optional: Make a small safety badge that says "I will always tell someone I trust."	
Possible hiccups: 1. Children may get confused between "stranger" and "bad person." *Strategy*: Repeatedly emphasize "A stranger is someone you don't know yet - not always a bad person, but you still need to be careful.	**Cues for Quick Progress Tracking** 1. Correctly identify who is a stranger in examples. 2. State at least 3 out of 5 safety rules independently. 3. Give an appropriate safe response during role-play ("I will ask a grown-up.")	**The Confidential Green Zone: Explained** **"Who are the trusted grown-ups in *your* life whom you can go with?"** reveals the child's private family structure and safety

2. Vocabulary challenges a. Hollow: An empty space inside a tree or something. b. Indigenous/Tribal: People who have lived in a place for a very long time and follow their own customs. c. Bounties: Good things we get from nature (like fruits, water).	4. Sequence 6–8 pictures correctly. 5. Explain Bulbul's mistake in one sentence.	network, which must not be shared publicly.

Scholastic Questions

1. Why did Bulbul want someone to guard her home?
Because she was afraid someone would take her hollow home.

2. Is a uniformed person always safe? Why/Why not?
No, because a stranger is anyone we don't know - uniform doesn't guarantee safety.

3. If Bulbul changes homes every season and there are 4 seasons, how many homes does she change in one year?
4 homes.

4. Why do birds build homes in trees?
For safety, shelter, and to protect their eggs.

5. What helps birds fly swiftly - light body or heavy body?
Light body.

6. **Name one personal detail you should NEVER tell a stranger.**
Address / Phone number / Parents' names.

Chapter	8	ALL ABOUT BULLYING	
COMPETENCIES **Core principle(s): Safety:** Bullying **WHO Life skill(s): Effective Communication:** Telling/ **Resilience:** Adapting/ Seeking Help		**Suggested Facilitator:** ☐ CACA teacher, ☑ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Nobody likes bullying behaviour. 2. Tell a trusted grown-up right away someone is bullying you.

		3. If you are upset, tell a loved one. Keep telling until they listen to you.
Methodology: Poem	**Other resources:** 1. YouTube search - 'Two, a Film Fable by Satyajit Ray.' Language - Silent, runtime - 12 minutes	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to practice expressing feelings to a trusted person using clear words. 2. Apply the idea of "keep telling till someone listens" in role-play. 3. Differentiate between playful pranks and harmful behaviour.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Kind / Unkind Cards" 1. Facilitator shows quick scenarios: ○ "Sharing your pencil" ○ "Pushing someone" ○ "Helping carry a bag" ○ "Laughing at someone's mistake" 2. Children show thumbs up for kind, thumbs down for unkind. Transition Line: "Some unkind acts, when repeated again and again, become something serious. Today, we will learn what that is."	
Context Building/ Workbook in Play (25 mins)	PART 1: Understanding Bullying (Informational Section) Activity: "Spot the Bully Behavior" (7 minutes) 1. The facilitator reads each bullying example from the chapter (making fun, snatching, hitting, forcing). 2. After each point, children hold:	

	○ Fist = bullying ○ Open palm = not bullying 3. Children give examples from their own surroundings. Transition: “Now that we know what bullying looks like, let’s learn what we can do if something like this happens.” PART 2: What to Do When Bullied (Safety Strategies) Activity: “Circle of Safety” Game (7 minutes) 1. Draw a small circle on the floor (chalk/tape). 2. Ask: “Who can stand with you to make you feel safe?” 3. Children step in and say: ○ “A friend,” ○ “Teacher,” ○ “Sibling,” ○ “Grown-up I trust.” 4. Facilitator reads the lines from the book: ○ Stay away ○ Don’t fight ○ Be with someone ○ Keep telling till someone listens Transition: “Let’s see how one girl used this advice in a story.” PART 3: Picture Story of Sana (Narrative Section) Activity: Guided Viewing + Retell (5 minutes) 1. Show the story page. 2. The facilitator reads aloud.

	3. Ask: ○ “Who listened first?” ○ “Who helped later?” ○ “What did Sana do right?” Transition: “Just like Sana, we can also speak up. Let’s practice how to tell someone.” PART 4: Practising “Telling Till Someone Listens” Activity: “My Tiny Message” Role Play (6 minutes) 1. Pair children. 2. One child = "I am upset because…" (fill sentence starter). 3. Partner = trusted grown-up who listens and responds kindly. Workbook Integration: Take the prompt from Workbook Page: ● “What solution did Sana and her mother find?” Children answer orally OR facilitator notes 1–2 responses. (This keeps the workbook in play without writing overload.) Transition: “We learned, played, told, and shared. Before we end, let’s make a simple promise.”	
Take home (Homework)	1. Workbook Q A/B/C can be done at home 2. YouTube search - ‘Two, a Film Fable by Satyajit Ray.’ Language - Silent, runtime - 12 minutes	
Possible hiccups: 1. Vocabulary challenges	**Cues for Quick Progress Tracking**	**The Confidential Green Zone: Explained**

a. Bully: A person who keeps hurting someone on purpose. b. Prank: A small joke done for fun without hurting anyone. c. Helpless: Feeling like you cannot do anything to stop what is happening. d. Force: To make someone do something they do not want to do.	1. Correctly identifies bullying vs non-bullying 2. Can name at least 2 safety strategies 3. Participates confidently in role-play 4. Uses clear sentences to express feelings 5. Shows empathy in discussions	**"Have you ever felt bullied or hurt by someone? What happened?"** is personal because it asks the child to share a real emotional experience that may involve fear, shame, or sensitive details about their safety.

Scholastic Questions

1. What is bullying?
Repeatedly hurting someone's body or feelings on purpose.

Name one thing you can do when someone bullies you.
Stay with a friend or trusted grown-up.

3. Write the meaning of 'prank'.
A small joke meant for fun, not to hurt.

4. Which part of your body helps you understand feelings like fear or happiness?

The brain.

5. Circle the bullying behaviour: (a) Sharing lunch (b) Pulling hair (c) Helping a friend.

Pulling hair.

Chapter	9	THE STAG AND HIS MAGNIFICENT ANTLERS	
COMPETENCIES **Core principle(s): Constitutional Morality:** Social Inclusion & Cultural protection of ST **WHO Life skill(s): Self Awareness:** Body Ownership		**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. We should not be ashamed of our body parts because nature has made her bodies. Every body has a role to play.

/ **Empathy:** Bullying-Bodyshaming		
Methodology: Story	**Other resources:** 1. QR Code embedded within the chapter - Page 32 2. Picture/map of Nilgiri Mountains / Toda tribe	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to interpret how actions, not appearance, help in difficult situations. 2. Sequence story events logically using visual cues. 3. Identify the setting of a story using contextual hints (Toda tribe, Nilgiris).
Suggested Flow		
Introduction/opening (5 mins)	Activity: Map + Picture Context 1. Show a picture/map of Nilgiri Mountains / Toda tribe (or describe verbally). 2. Ask: "What kind of animals do you think live in deep forests?" "Have you ever seen deer/stag antlers?" Scaffolding: Connect to prior knowledge → nature → animals → forests. Transition line: "Now that we are standing in this forest in our imagination, let's meet the hero of our story - a stag with something very special."	
Context Building/ Workbook in Play (25 mins)	Facilitator narrates the story dramatically, using: • Hand gestures for antlers • "Ha-ha!" for animals teasing • Running fingers to show the chase • A gasp when the antlers get stuck Mini-checks while narrating: • "What do you think will happen now?" • "Should he feel bad about his legs?"	

	● "Why are the dogs running?" Transition line: "Now that we know the whole adventure, let's see what YOU understood - using pictures!" Activity 1: Sequencing the Story (Pg. C-4) Give the 8 images. Facilitator scaffolds: ● "What happened first?" ● "What happened right before the dogs came?" ● "Find the picture where the antlers got stuck." Learners number the pictures. Transition line: "Great! Now let's think about what this story really wants to teach us." Activity: "Hidden Strengths" Talk Facilitator asks: ● "Which body part helped the stag?" ● "Why should we not judge our body parts as good or bad?" Link to workbook moral: "Every body part has a role. Nature made each one for a reason. Workbook Questions (A & B) **A. Is there any part of your body that you do not like?** → Do orally to save time; do NOT push personal answers. → Accept: "Sometimes I wish my legs were faster" etc. **B. From which place/state of India is this story?** → Learners answer: Tamil Nadu (Toda tribe / Nilgiris) Transition line: "We did the main thinking part. The rest, you can enjoy at home

<table>
<tr><td></td><td colspan="2">so we don’t rush.”

NOTE - EXTRA SUPPORT FOR SMOOTH TRANSITIONS

Use these as “bridges”:

● Intro → Context: “Let’s travel to a forest where today’s story begins.”

● Context → Story: “Now that we know where the stag lives, meet him!”

● Story → Workbook: “You saw the scenes in your mind; now let’s see them in the pictures.”

● Workbook → Moral: “Your answers show the stag’s journey. What did he learn?”

● Classwork → Homework: “You started the adventure here; finish it at home slowly.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Watch the animated video (link provided in workbook).
2. Complete the sequencing chart neatly at home (If not finished in class).
3. Write 2 sentences: “What I learnt from the stag.”</td></tr>
<tr><td>Possible hiccups:
1. Learners may struggle to understand the geographical context (Toda tribe, Nilgiri).
Strategy: Use a simple map / picture OR compare it with: “A tribe is like a small group of families with their own special ways.</td><td>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”</td><td>The Confidential Green Zone: Explained

“Is there any part of your body that you do not like?”

is personal because it reveals a child’s private feelings about their body and self-esteem, which must be protected and not shared publicly.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Who praised the stag’s antlers?
The lion praised them.</td></tr>
</table>

2. Why was the stag ashamed of his legs?
Because they looked thin and pale.

3. What lesson did the stag learn at the end?
That every body part is important.

4. Which tribe is mentioned in the story?
The Toda tribe.

5. In which mountains did the stag live?
The Nilgiri Mountains.

Chapter	10	INTERNET, THE BIGGEST NEIGHBOURHOOD
COMPETENCIES **Core principle(s): Cyber Safety/ 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. A surprise is a secret we tell later, like a surprise birthday gift. 2. Not all secrets are safe for us. We should tell unsafe secrets to loved and trusted ones. 3. You should never surf the Internet or download anything from it without the permission of your loved ones.
Methodology: Narrative with Informational Text	**Other resources:** 1. 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)	**NOTE - The Title of this Chapter emphasises that the Internet is a major part of our lives and that it has its own Neighbourhood that we should be aware of. You can explain this to children by explaining how computers connect so many people and computers everywhere.** Activity: “Which secrets make you smile?” Ask children to put their thumbs up to denote “Feels good” And thumbs down to say that something “Feels uncomfortable” ● Ask: “If I say *birthday surprise*, how does it feel?” “If I say *someone says - don’t tell your parents*, how does that make you feel?” Purpose: Activates prior feelings - smooth entry into the chapter’s core idea. Transition Line: “See how our body helps us understand which secrets are good and which are not? Let’s read about Sana and Arpit who also face the same situations.”
Context Building/ Workbook in Play (25 mins)	Read the short narrative aloud (Sana, Arpit, the uncle example). While reading, ask scaffold questions: ● “How do you think Sana felt here?” ● “If you were Arpit, whom would you tell?” Transition Line: “You understood feelings and safety in real life. Now let’s explore how this connects to the *biggest* neighbourhood we visit… the Internet!” WORKBOOK IN PLAY – PART A: “Secrets Poem + MCQs” (8 minutes) 1. Poem Fill-in (Exercise A) *(4 minutes)* ● Do the first two lines together as a model. ● Learners complete the rest independently.

	● Circle learners who struggle; scaffold by reading options aloud. 2. Why tell a trusted adult? (Exercise B) *(4 minutes)* ● Ask pairs to choose the correct reason. ● They must point to the key words: *safe, tricks, unsafe situations*. Transition Line: "So we keep ourselves safe offline. But what about online? Let's see how the Internet works—and how we stay safe there too." WORKBOOK IN PLAY – PART B: INTERNET SAFETY (10 minutes) 1. Analogy Demonstration (2 minutes) Use 2 props: ● A water bottle → *"pipes carrying water"* ● A book → *"website with pages"* Explain in one sentence each: "The Internet connects computers like pipes connect taps." "A website is like a book with pages." 2. Vocabulary Quick-Show (3 minutes) Draw simple icons on board: ● IP address = house number ● Browser = translator ● Password = key Learners repeat definitions in their own words. 3. Workbook Questions: G + Crossword Start (5 minutes) ● Ask: "Have you ever surfed the net? For what?" (2–3 volunteers only) ● Learners complete only:

<table>
<tr><td></td><td colspan="2">○ Box G (purpose of net surfing)
○ Start the crossword (Across 2, 6, 9) with your help.

Transition Line:
“You’ve understood the Internet map. Now let’s see what you can explore on your own when you go home.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Complete the crossword (remaining 7 boxes).
2. Write one safe secret and one unsafe secret (1–2 lines).
3. Draw a lock icon and create a strong password (letters + number).</td></tr>
<tr><td>Possible hiccups:
1. Limited prior exposure to Internet use at home.
Strategy: Use relatable analogies - marketplace, neighbourhood, house keys.
2. Children might not understand abstract words (secret, permission, password, browser, download).
Strategy: Use icons, actions, and objects (key, book, water bottle) to demonstrate meaning.</td><td>Cues for Quick Progress Tracking

1. Identify safe vs unsafe secrets accurately.
2. Explain Internet analogies in simple words.
3. Use vocabulary correctly (password, website, permission).</td><td>The Confidential Green Zone: Explained
“Would you like to share a secret with your friend Pokso?” 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.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Why is a password called a “key”?
Because it protects our information like a key protects a house.

2. Why should you not download things without an adult?
It may harm the device or steal data.

3. Why is the Internet called the “biggest neighbourhood”?
Because it connects many people and computers everywhere.

4. A password has 4 letters and 2 numbers. How many characters does it have?
6 characters.

5. Why should you tell a trusted adult if someone gives you a gift secretly?
Because it may be unsafe or a trick.</td></tr>
</table>

Chapter	11	WHEN MOTHER EARTH SHAKES	
COMPETENCIES **Core principle(s): Safety:** Disasters - Earthquakes/Floods/Helplines **WHO Life skill(s):**		**Suggested Facilitator:** ☑ CACA teacher, ☑ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Rules are like good habits that keep everyone safe.
Methodology: Story and Informational Text		**Other resources:** 1. Project CACA Poster Catalogue: Emergencies_23#3 and Emergencies_23#4 Earthquake and Floods Emergency. http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to connect the experiences of the story characters to their own environment and community. 2. Reflect on how preparedness and good habits reduce harm during emergencies.
Suggested Flow			
Introduction/opening (5 mins)		Activity: "Earth or Jelly?" Simulation 1. Tell children: "Close your eyes… Imagine you are standing on the ground. Suddenly the ground shakes like jelly… how will your body move?" 2. Shake a desk lightly — *"This is how an earthquake feels—unexpected."* 3. Ask: ○ *"Have you ever seen water or ground shaking in videos?"* ○ *"Is an earthquake something we can stop?"* (No → but we can stay safe) Transition → "So today we will learn exactly what Vishnu Sir taught the class in the story—how to be safe when Mother Earth shakes."	

Context Building/ Workbook in Play (25 mins)	Activity: Mini Role-Play (Sports Class Scene) Teacher narrates the first part dramatically: ● "It was Wednesday… sports period… Vishnu Sir said…" ● Learners act as Nancy, Vishnu Sir, and the class. Ask guiding questions: ● "What did Nancy ask?" ● "What did Sir answer?" ● "Is an earthquake loud or silent? Sudden or slow?" Transition → "Good! Now let's learn the 3 magic actions that save lives." A. Activity 1: Drop–Cover–Hold On Drill (5 minutes) 1. Show the 3 pictures in the workbook. 2. Demonstrate slowly: ● DROP (go low) ● COVER (under table) ● HOLD ON to the leg of the table 3. Let children try it ONCE with you. Transition → "You just became safety superheroes! Now let's mark our city on the India earthquake map." B. Activity 2: Map Work 1. Display the map. 2. Explain zones using simple analogies: ● Zone II — Mild shake (like shaking the table a little) ● Zone III — More shake ● Zone IV — Big shake ● Zone V — Very big shake

	3. Learners:
	  ○ Colour the zones
	  ○ Mark their city
	  ○ Circle which zone it belongs to
	
	Transition →
	“Just like earthquakes, floods also cause trouble. Let’s quickly see how to stay safe.”
	
	C. Activity 3: Flood Dos & Don’ts Sorting Game (5 minutes)
	
	The teacher reads one line at a time; learners show thumbs up for “Do” and thumbs down for “Don’t.”
	
	Examples:
	● “Switch off electrical appliances.” 👍
	● “Walk in fast-flowing water.” 👎
	
	Transition →
	“And finally… Here's a tiny puzzle to test your brain!”
	
	D. Activity 4: Riddle Thinking (3 minutes)
	
	Read the riddle.
	Ask: “Who will go first? Why?”
	Let them guess.
	(You don’t need to solve it fully—build curiosity.)

Take home (Homework)	Choose simple tasks: Option A – Paste evacuation plan (like Arpit in the story) Learners draw or stick a simple earthquake evacuation plan for their classroom/home. Option B – Solve the Riddle (full solution) They can try steps at home and come tomorrow with the solution. Option C – In notebook Read the poster Emergencies_23#3 and Emergencies_23#4

	and write three safety rules for earthquakes + two dos and don’ts for floods.	
Possible hiccups: 1. Learners may struggle with map reading (zones, colours, marking city) *Strategy*: Use a large wall map or the poster Emergencies_23#3, colour-code on board, pair weaker learners with a peer for guidance.	**Cues for Quick Progress Tracking** 1. Explains earthquakes/floods in their own words; identifies safety rules correctly. 2. Performs Drop–Cover–Hold On in correct sequence. 3. Locates city on map; identifies correct zone colour.	**The Confidential Green Zone: Explained** NOT REQUIRED

Scholastic Questions

1. Write one sentence about why rules keep people safe.
Rules help us know what to do so we do not get hurt.

2. What causes an earthquake?
The shaking of Earth’s surface when the inside of Earth moves.

3. Why should we not touch electric wires during floods?
Because electricity can travel through water and shock us.

4. Name the 3 actions you must do inside a building during an earthquake.
Drop, Cover, Hold On.

5. Where should you go if you are outside during an earthquake?
To an open space away from buildings and trees.

6. Why is it unsafe to walk in fast-flowing floodwater?
It can push us down and carry us away.

7. What is an evacuation plan?
A plan that shows how to exit safely when there is danger.

Chapter	12	THE 7-STEP SAFETY RULE	
COMPETENCIES **Core principle(s): Personal Safety:**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent	**Explicit (Key message) Learning outcome(s):**

Touches/Hugs/Kisses/Looks/ CSA/Self Defence **WHO Life skill(s): Effective Communication:** Listening to your Feelings/Telling/Being Assertive	☐ Grandparent ☐ Specific Subject Teacher	1. Rules are for our safety and we must follow them. 2. We must always tell our loved and trusted ones about what happened during the day.
Methodology: Informational / Expository text	**Other resources:** 1. QR Code embedded within the chapter - Page 42- Shake and Run Boy 2. Child helpline numbers: 1098, 9868235077, and 1800115455.	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to Demonstrate the 7-Step Personal Safety Rules through guided role-play. 2. Apply the ASK rule before accepting items, going anywhere, or talking to unknown people. 3. Use assertive communication (NO, STOP, loud voice) during unsafe touch or unsafe situations.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Safety Situations Charades – Mini Drama" (Quick & Fun) ● Teacher acts out *three* small scenes silently: 1. Someone tries to give you chocolate outside school. 2. You feel uncomfortable in a room and want to leave. 3. You loudly shout "NO!" and step away. ● Learners guess: *"Safe or unsafe?"* Transition Line "Great! You already know so much. Today we will learn a superhero plan called the 7-Step Safety Rules that kids everywhere use to protect themselves."	
Context Building/ Workbook in Play (25 mins)	Mini-Activity: "ASK or DON'T ASK?"	

	Teacher shows 6 flash statements: ● "Eat chips someone gives you on the bus." ● "Go with a neighbour uncle to buy ice cream." ● "Go to the bathroom in school." ● "Open gate for delivery boy." Children hold cards: ASK or DON'T ASK The teacher clarifies the rule: Always ASK safe adults before doing anything new. Transition Line: "Sometimes, even if we ASK, our body tells us something feels wrong. Let's learn how to listen to our feelings." Step B: Feelings Safety + Scream Practice (5 minutes) Activity: "Safe or Uncomfortable Faces" The teacher shows emojis. Children say: *"Safe!"* or *"Uncomfortable!"* Scream Practice (Controlled & Fun) ● Children learn to say: "NO! STOP! THIS IS NOT SAFE FOR ME!" ● One safe practice scream together. Transition Line: "After we scream, we need to *move away* fast. Let's see how!" Step C: Get Away + Tell (Role Play) (7 minutes) Role Play: "Shake, Run, Tell" Pairs: 1. Child A pretends to be an unsafe person reaching toward Child B's shoulder. 2. B uses steps: ○ Say NO

	○ Step Away ○ Run to trusted adult (teacher) ○ Tell Teacher reinforces: “Telling is being brave.” Transition Line: “Wonderful! Now that you know the steps, let’s show them in your workbook.” Step D: Quick Workbook Completion (5 minutes) Teacher guides the exercises efficiently: ● Tick the correct actions in flood safety. → Learners work for 2 minutes, facilitators check quickly. ● Fill vowels in POCSO rules sentence. → Teacher reads aloud; learners complete. ● Trusted Adults (Tigers) page – explained, NOT completed now. → This becomes *take-home*. Transition Line (closing the activity): “You’ve learnt all 7 rules like real-life superheroes. Now let’s take something home so your family becomes part of your safety team.”	
Take home (Homework)	1. **‘Trusted Tigers’ Activity:** ● Paste 6 pictures of trusted adults with contact numbers. ● Talk to your parents about the **7 steps**. 2. **Helpline Reminder:** ● Write “1098” in notebook & decorate.	
Possible hiccups: 1. Vocabulary challenges a. Guilty: Feeling like you did something wrong, even if you didn’t. b. Self-defence: Ways to	**Cues for Quick Progress Tracking** 1. Correctly identifies safe/unsafe situations. 2. Uses rule words: ASK, NO,	**The Confidential Green Zone: Explained** “Who are the 6 trusted adults (Tigers) in your life whom you can tell if you feel unsafe?”

protect your body when someone tries to harm you. c. Helpline: A phone number you call when you need help quickly.	SCREAM, TELL. 3. Performs steps smoothly in role-play. 4. Gives 2–3 trusted adults without prompting.	is personal because this answer reveals the child's inner circle of safety and trust, which is sensitive information that must be protected.

Scholastic Questions

1. What is the first step of the 7-Step Safety Rule?
ASK a trusted adult before doing anything.

2. Whom should you tell if you feel unsafe?
A trusted grown-up.

3. Write one situation where you must SAY NO.
When someone tries to touch you unsafely.

4. Fill in the blank: If something does not feel right, I should _____.
listen to my feelings.

5. What is the child helpline number?
1098.

Chapter	13	POCSO - THE LAW	
COMPETENCIES **Core principle(s): Safety:** Helplines/Laws/ **Constitutional Morality:** Child Rights- Related Laws/ Dignity of Work/labour/ Fundamental Duties regarding Environment and Nature-Recycling **WHO Life skill(s): Being Responsible/ Interpersonal Relationship:** Safety Circle/ **Effective Communication:** Telling/Being Assertive		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Sanitation workers are the backbone of any community, society, and culture. 2. Cleanliness and proper sanitation in schools are a matter of high importance.
Methodology:		**Other resources:**	**Implicit (Key message) Learning outcome(s):**

Story, Narrative, and Expository Text	1. QR Code embedded within the chapter - Page 47 - POCSO The Law	1. The learners will be able to differentiate between a rule and a law through examples from everyday life. 2. Recognise safe and unsafe touches and identify trusted adults they can go to for help. 3. Explain the basic purpose of the POCSO law in child-friendly language.
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)	Scene 2: Meeting Gauri and the Judge Mummy (6 mins) The teacher reads the part with Gauri's mother listening to the news. Activity: "Guess the Profession" (2 mins) Show/describe clues: black/white clothes, red light on car → children guess "judge". Mini-scaffold: Teacher asks: "What do you think a judge does?" (No right answer needed.) Then the teacher reads the next lines. Smooth transition: "They hear a new word—POCSO. What could that be? Let's understand with a tiny roleplay."	

	Scene 3: Rules vs Laws Role-Play (6 mins) Teacher selects 2–3 kids to act short scenes: 1. Rule scene: “Not doing homework → teacher gives class-related consequences.” 2. Law scene: “Breaking traffic signal → police stops grown-up → judge decides punishment.” Ask: “Did you notice the difference? Who handles rules? Who handles laws?” Workbook Link: Do Question A (1–4) as a thumbs up / thumbs down whole-class activity. Teacher fills on board; learners mark correct answers. Transition line: “Now the children ask another important question—unsafe touches.” Safe vs Unsafe Touch Circle Activity The teacher quickly revisits the part about unsafe touches and trusted adults. Activity: “Safe Circle” Learners stand and step inside a circle when they hear a trusted adult (mummy, papa, teacher, dadi). They step outside for unsafe situations (stranger offering sweets, someone touching them without permission). Workbook Link: Ask learners to mark Question C verbally (teacher guides). No writing time wasted. Transition line: “Great! Now let’s move to the second part of the chapter - keeping ourselves and our city clean.” Scene 5: Sanitation & Waste Sorting Relay (5 mins) The teacher reads messages from sanitation workers. Activity: “Dustbin Relay” Place two bins: Blue (dry) and Green (wet) Give picture cards/slips: apple peel, bottle, flowers, battery, etc. Learners run and drop them correctly. Workbook Link: Quickly complete Waste Sorting (10 items) with whole-class

	shout-out.	
Take home (Homework)	Draw & Bring: Draw two dustbins and show at least 3 items in each correctly.	
Possible hiccups: 1. Vocabulary challenges: a. Sanitation: Keeping places clean so people stay healthy. b. Sewage: Waste water from homes. c. Majestic: WBeautiful in a grand, impressive way. d. Consequence: The result of an action. e. Judge: A person who decides if someone broke the law.	**Cues for Quick Progress Tracking** 1. Can clearly explain rule vs law in their own words 2. Participates confidently in safe/unsafe touch activity 3. Segregates waste correctly without prompting 4. Gives accurate answers during workbook discussions 5. Makes connections to the story characters	**The Confidential Green Zone: Explained** "Who are the trusted adults you can go to if you ever feel unsafe?" is personal because it reveals a child's safety network and emotional vulnerabilities, and must be kept confidential.

Scholastic Questions

1.What is the difference between a rule and a law?
A rule is followed at home or school; a law is for everyone and breaking it can involve police and a judge.

2. Why is the POCSO law important?
It protects children from unsafe touches.

3. Who helps keep our streets clean early in the morning?
Sanitation workers.

4. Which waste should go into the green dustbin?
Wet waste like apple peels or food waste.

5. Why should we wash our hands regularly?
To remove germs and stay healthy.

6. Why is mixing wet and dry waste harmful?
It makes waste harder to recycle and can harm animals and the environment.

Chapter	14	THINK BEFORE YOU CHOOSE	
COMPETENCIES **Core principle(s): Emotional Intelligence/Quotient | Mental Health & Well-being | Constitutional Morality** **WHO Life skill(s): Being Independent & Responsible | Critical Thinking | Problem Solving | Decision Making | Resilience | Collaboration**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Smokers don't grow old. They die young. 2. You are a fool if you think smoking is cool.
Methodology: Narrative		**Other resources:** 1. My Fourth Practice Booklet - Page 17	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to connect the idea of responsible choices to everyday contexts like water usage and friendships. 2. Express feelings confidently when placed in confusing or pressured situations. 3 Distinguish between external pressure and personal decision-making.
Suggested Flow			
Introduction/opening (5 mins)		**Preparatory tasks before the lesson -** In the previous class, give learners the homework to complete page 17 of My Fourth Practice Booklet - Write what you think the leaking bottle is saying to the three musketeers. Begin the class with discussing what they wrote. Take a few responses and begin with the chapter. Micro discussion: • "Do we save water at home?" • "How?" Learners give 1-line responses. The facilitator scaffolds the discussion and give prompts on how we can save the water.	

Context Building/ Workbook in Play (25 mins)	Interactive Storytelling: 1. Story Unfolding with Role Cards The teacher reads the story dramatically, BUT with pause prompts. Give 3 role badges quickly: ● Sana ● Arpit ● Pokso As you read, pause: ● “Freeze! What should Arpit do now?” This keeps engagement high. Transition: “Arpit is confused… and we also get confused sometimes. But do we have a tool to decide? YES! The story teaches us a secret tool.” 2. Introduce the 4-Question Tool Draw a simple STOP SIGN on board. Inside it, write shortened versions: 1. Do I want it? 2. How does it feel? 3. Are there rules? 4. What will happen? Give each child 4 coloured chits (or ask them to draw ticks in air). Read a quick pretend situation: “Your friend asks you to push someone as a joke.” Children raise the chit that matches which question they should ask. Transition:

	"You understood Arpit's tool. Now let's see how he used it!" 3. Workbook Tasks – Interwoven Smoothly Instead of doing a workbook at the end, integrate it naturally into the flow. Part A – Writing a Difficult Choice Prompt them with examples: ● Choosing homework or TV ● Sharing lunch ● Saying no to a friend Teacher scaffolds by giving sentence starters: "I felt …" "It was difficult because …" "I decided to …" Smooth Transition: "Now let's check if Arpit used the same four questions you just learned." Part B – Tick the 4 questions Project the options or write A–D on board. Let children vote using fingers (1, 2, 3, 4). Call 1 child to tick the correct one.	
Take home (Homework)	1. Complete the workbook questions C and D at home. 2. Draw the STOP SIGN of Choices and write the 4 questions inside it. 3. Ask a parent: "Tell me about one difficult decision from your childhood." Write 3 - 4 lines.	
Possible hiccups: 1. Children might giggle or mock the topic of smoking. *Strategy*: Normalize the topic by saying, "This is a health and safety topic just like fire	**Cues for Quick Progress Tracking** 1. The learner applies the 4 questions correctly. 2. Gives an example of safe vs unsafe choice. 3. Says "No" in role-play firmly	**The Confidential Green Zone: Explained** "Write about a situation you have faced where making a choice was difficult." is personal because it asks the child to share a real-life

safety," and redirect attention to "unsafe vs safe" choices. 2. Children might confuse 'saying no' with being rude. *Strategy*: Model polite refusals: "I don't want to do this." "My parents said no." "Let's do something else."	but politely. 4. Explains why Arpit felt confused. 5. Connects the story to real-life situations (water use, peer pressure).	moment that may involve emotions, mistakes, or sensitive family/friend experiences that should be kept private.
Scholastic Questions **1. Why is smoking unsafe for the body?** It harms the lungs and health. **2. What is one safe choice shown in the story?** Saying "No" to smoking. **3. How did families in the story manage water shortage?** They stood in line at the tanker and used water carefully. **4. Which body part is most harmed by smoking?** The lungs. **5. Why should we only breathe clean air?** Because dirty or smoky air harms our body and makes us sick.		

Chapter	15	I LOVE DANCING, BUT…
COMPETENCIES **Core principle(s):** **Constitutional Morality:** Inclusivity in Diversity - Gender Stereotype Breaking | Civic Nationalism **WHO Life skill(s):Effective Communication:** Telling | **Interpersonal relationship | Coping with Emotions | Resilience:** Adapting	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. At times, our loved ones may get angry with us, but they still do their best to keep us happy, healthy, and safe. 2. Any unsafe touch, if given to you, is never your fault and you do not have to be ashamed or feel guilty because of it.
Methodology: Narrative	**Other resources:** 1. QR Code embedded within the chapter - Page 55	**Implicit (Key message) Learning outcome(s):**

	2. My Fourth Practice Booklet - Page 20	1. The learners will be able to recall major Indian classical dance forms and their states. 2. Explain Arpit's emotional changes across the story using feeling cues. 3. Interpret workbook questions by connecting story events with real-life reasoning.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Move Like This!" – Mini Dance & Freeze Game ● Facilitator plays a soft beat and asks: "When I say a dance form—freeze in that style's pose!" ○ *Bharatanatyam* – hand mudras ○ *Bhangra* – hands up ○ *Kathak* – spin ● Purpose: Warm-up + link to dance theme. Transition Prompt: "Dancing makes us happy, healthy, and full of energy… just like someone in today's story!"	
Context Building/ Workbook in Play (25 mins)	A. STORY UNFOLDING WITH FEELING CARDS (6 minutes) Use three colours of feeling cards (happy–yellow, confused–blue, uncomfortable–red). Facilitator reads the story in three small scenes, pausing after each scene: Scene 1: Arpit dances, is talented, gets selected. → Ask: "Which feeling card suits Arpit here?" (Children show *happy/yellow*.) Scene Transition: "As Arpit grows as a dancer… someone he trusts says something to him. Let's see what happens." Scene 2: Instructor asks for a forced hug. → Ask: "Which colour now?"	

	(They show blue/red.) Mini-Discussion (scaffolded): "What made you choose that colour? What feels wrong here?" (No moralizing; just decoding feelings.) Scene Transition: "When we feel uncomfortable… our heart gives us signals. Let's see how Arpit reacts." Scene 3: Arpit cries, talks to Grandpa. → Ask: "Which colour now?" (Mix of blue → yellow when he gets support.) B. BODY SAFETY – ROLE-PLAY THROUGH NON-THREATENING SITUATIONS (5 minutes) Activity: "Safe or Unsafe? Step Forward/Step Back Game" Facilitator gives mild, neutral examples: ● "A friend gives you a high-five." ● "Someone asks for a hug and you don't want to give it." ● "A stranger pulls your hand." ● "Your dadi combs your hair gently." Children step: ● Forward = safe ● Back = unsafe Transition Line: "When something feels unsafe, our heart and mind talk to us… just like Arpit. What could Arpit do next?" C. DANCE CULTURE LINK — MAP & MATCH (5 minutes) Quick Card Activity: The facilitator places 4–5 dance-picture cards (Kathak, Bharatanatyam, Odissi, Bhangra). Children match states → dances. Purpose: Connects to map + dance section of the chapter. Transition Line: "Arpit loved dance… but more than dance, what mattered was

	his safety." Complete *selected* key workbook questions in class (quick ones): 1. MCQs: Birju Maharaj, father's response 2. Match-the-dance-form activity 3. One short answer: "Why did Arpit feel uncomfortable?" Scaffold: The facilitator helps children phrase answers as *feelings* + *reason*. Transition to Closure: "Now that we know how Arpit stayed safe, let's see what you take home today!"	
Take home (Homework)	1. "My Safe Circle" Draw 4 people you can go to when something feels uncomfortable. 2. Dance-Spotting Ask family members which Indian classical dance they know. Write 1–2 names. Solve page 20 of My Fourth Practice Booklet with your parents.	
Possible hiccups: 1. Children misunderstanding dance forms as 'same' *Strategy*: Use action cues: one simple pose per dance style and repeat. 2. Children unable to verbalise emotions *Strategy*: Use colour-coded feeling cards (yellow = happy, blue = confused, red = unsafe). Ask them to hold up cards instead of speaking. 3. Learners confuse "hug" with affection acts at home *Strategy*: Clarify: "Hugs are okay when YOU want them. Unsafe is when you feel	**Cues for Quick Progress Tracking** 1. Correctly identifies safe vs unsafe situations 2. Gives feelings correctly with reasons 3. Answers workbook MCQs independently 4. Recalls at least 2 dance forms + states 5. Shares safe-circle adults confidently	**The Confidential Green Zone: Explained** **NOT REQUIRED**

uneasy or someone forces you.” 3. Vocabulary Challenges: a. Inspiration: Something or someone that makes you want to do better. b. Irritated: Slightly angry or annoyed. c. Report: To tell a trusted grown-up about something important.		

Scholastic Questions

1. Why did Arpit feel uneasy when the instructor asked for a hug?
He felt forced and did not want to hug him.

2. Who inspired Arpit to dance?
Birju Maharaj.

3. What did Arpit’s father say about the incident?
He said it was not Arpit’s fault

4. Name one Indian classical dance form and the state it belongs to.
Kathak – Uttar Pradesh / Bharatanatyam – Tamil Nadu.

5. Who are the people you can tell when something feels unsafe?
Parents, grandparents, teachers, trusted adults.

6. What is one sign your body gives you when something feels unsafe?
You feel scared, confused, or want to move away.

Chapter	16	EAT HEALTHY AND EAT SAFE	
COMPETENCIES **Core principle(s): Health:** Nutrition/ Food Labels/ Food Adulteration | Consumer Rights **WHO Life skill(s):** **Collaboration:** Teamwork		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Health is real wealth. 2. To eat is a necessity, but to eat intelligently is an art. 3. Eat to fuel your body, not to feed your emotions. 4. You are what you eat.

		5. Healthy eating is not an act but a habit. 6. Hunger is not about whether your belly is full or not. It is about nutrition.
Methodology: Narrative	**Other resources:** 1. QR Code embedded within the chapter - Page 65 2. Teacher's Resource by FSSAI:https://fssai.gov.in/eatrightschool/ Project CACA Poster Catalogue: Health_12#1 http://projectcaca.org/posters/ 2. Character Canvas - Page 24 and 25	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to describe why overeating sugar, salt, and fats is harmful for the body. 2. Apply food-safety rules by checking labels and avoiding adulterated or expired items. 3. Reflect on their own eating habits and make informed, responsible choices. 4. Connect story elements to real-life routines like chewing properly, drinking water, and reading food packets.
Suggested Flow		
Introduction/opening (5 mins)	Preparatory tasks before the lesson - Ask children to read about the Non Teaching Staff - Asha Auntie - The medical room auntie and Anganwadi - The canteen auntie from the Character Canvas beforehand. Activity: "Follow the Smell!" Warm-Up The facilitator holds a closed box with a mild, safe food smell (banana/roti). Say: "Today we will *follow our noses* just like the children in the story. Guess what's inside!" 2–3 learners guess. ➞ Transition Line: "Just like YOU got excited, the children in our story also went to their school canteen for a surprise brunch. Let's see what happened there."	
Context Building/ Workbook in Play (25 mins)	Scene 1 – Why Do We Feel Hungry? (6 minutes)	

	Mini Activity: “Hungry as a Bear – Body Cell Roleplay” Give each group 3 small paper circles labelled Cells, Tissues, Organs. Learners stack them to show how the body is built. Ask: “When cells get hungry, what does your tummy do?” (Tummy growls → needs energy.) Workbook Connection: *E. Fill in the blanks* (1, 2, 3) Prompt only → let them fill with partner support. ➞ Smooth Transition: “Now that we know WHY we need food, let’s see HOW our body uses it.” Scene 2 – How Our Body Uses Food (Digestion + Breathing) (7 minutes) Mini Activity: “Food’s Journey – Zigzag Path Game” Draw a zigzag path on the board. Learners move a paper “food bite” from mouth → stomach → intestine. Explain: “Food becomes smaller and smaller — that’s why we chew well!” Then show a quick breathing demo: One hand on chest → inhale/exhale. Workbook Connection: *Match the following* ● “The smaller, the better” → Chew ● “The beat that never stops” → Oxygen/heart Let them solve 2–3 items. ➞ Smooth Transition: “Okay, the food is digested. But what is inside food? Let’s zoom in!” Scene 3 – Nutrients + Calories (7 minutes)

	Mini Activity: “Build Your Plate Challenge” Place on the board: ● Cards: Carbs, Proteins, Fats, Vitamins, Minerals ● Mix of food cut-outs. Learners quickly match food to nutrients. Explain calories with one line: “Calories are like the battery of your body.” Workbook Connection: Nutrient Table Questions + Food Pyramid (Carrot, Chapati, Yogurt…) Give 3 quick items, rest for homework. ➞ Smooth Transition: “Great! But some foods trick us. Some are unhealthy or even mixed with wrong things. Let’s learn to be food detectives!” Scene 4 – Junk Food, Obesity, Food Labels & Adulteration (6 minutes) Mini Activity: “Food Police — Spot the Problem” Show 3 packets (or pictures): ● Chips ● Milk carton ● Oil bottle Ask kids to find: ● Sugar ● Salt ● Expiry date ● Veg/Non-veg dot ● Fortification “+F”

	Explain adulteration with a simple analogy: "When someone *mixes wrong things* in food to cheat." Workbook Connection: *True/False* *Short meanings – hungry as a bear, tightrope walker* ➞ Smooth Transition to Closing: "Now that you are all food detectives, let's pack up the chapter in a fun way!"	
Take home (Homework)	Option 1: Food Label Hunt At home, check 2 packaged foods: ● Note expiry date ● Veg/non-veg dot ● Fortified or not Option 2: Make Your Healthy Plate Draw your plate → include ● 1 carb ● 1 protein ● 1 fat ● 2 fruits/veg Option 3: Teach Someone at Home Teach parents ONE health tip from today's story. Read Project CACA Poster Catalogue: Health_12#1.	
Possible hiccups: 1. Overload of new scientific terms (cells, nutrients, calories). *Strategy*: Use concrete objects → beads for cells, coloured strips for nutrients, battery symbol for calories.	**Cues for Quick Progress Tracking** 1. Explain concepts back in their own words (digestion, nutrients). 2. Correctly analyse food items (healthy/unhealthy; label symbols). 3. Apply ideas independently (build a healthy plate with	**The Confidential Green Zone: Explained** "What does your usual plate at home look like? Who prepares your food?" reveals details about the child's home environment, food availability, and family roles, which are sensitive

2. Learners might confuse nutrients with food groups. *Strategy*: Repetition via hand signals: Carbs = fist (energy) Proteins = flex muscle Fats = circle tummy	accuracy).	and linked to socio-economic background.
Scholastic Questions 1. **What does our body use calories for?** To get energy for work, play, and growth. 2. **Why should we chew food properly?** It helps digestion by breaking food into smaller pieces. 3. **Why is water important if it has zero calories?** It helps digestion and controls body temperature. 4. **What happens when we eat too much sugar and don't exercise?** We can become obese. 5. **Why should we read the expiry date on food packets?** To make sure the food is safe to eat.		

Chapter	17	A MUDDY BATH	
COMPETENCIES **Core principle(s): Personal Safety:** Touches **WHO Life skill(s): Resilience | Interpersonal Relationship**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1.
Methodology: Narrative-driven life skills story		**Other resources:** 1. QR Code embedded within the chapter - Page 67	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to apply assertive phrases (No/Stop/Go statements) appropriately in role-play contexts.

		2. Reflect on personal experiences of confusion to build emotional clarity. 3. Describe which adults are "safe adults" to go to when in doubt or scared.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Rain Rain – Freeze Game!" ● Tell learners: *"When I say 'Rain!', you walk-play like you're in the park. When I say 'Freeze!', stop like a statue."* ● Play for 1 minute. Transition line: "Sometimes unexpected things happen when we are playing… just like in today's story!" Mini-Engagement Question: "Have you ever fallen or gotten dirty while playing? How did you feel?" *(1–2 responses)* Smoothly shift: "Today's story also begins with a girl who fell in the mud. Let's see what happened."	
Context Building/ Workbook in Play (25 mins)	A. Story Activation – "Picture Walk" Show them/describe the scene: Sana, the rain, cousins, the mud. Ask: ● "Who do you think these characters are?" ● "What problem might come in this story?" Transition: "Let's read to find out what *really* happens." B. Guided Story Reading With Emotional Scaffolding Read the story aloud in 3 short chunks. After each chunk, pause and ask one simple feelings-check	

	question. Chunk 1: Vacation, mud, cousins ASK → “How do you think Sana felt when she fell?” (Show emotion cards: *confused, embarrassed, irritated*) Chunk 2: Priya trying to bathe her ASK → “Is Sana comfortable? How do we know?” (Scaffold the idea of *my body, my rules*) Chunk 3: Sana saying “NO”, father appreciating her ASK → “What helped Sana stay strong?” Smooth Transition Line: “Now that we understand Sana’s problem and her brave choice, let’s step into her shoes through a small activity.” C. Activity: “Circle of NO, STOP, GO!” (Role-play) This helps them learn assertiveness like Sana. Make 3 signs: ● NO (for unsafe) ● STOP (for confusion) ● GO (for comfortable/safe) Give scenarios (age-appropriate): ● A friend borrows your pencil without asking ● Someone tries to hug you when you don't want ● A cousin tries to enter the bathroom when you're changing ● A teacher asks you to hand in homework Kids hold up NO/STOP/GO and say the sentence: “I don’t like it.” “Please stop.” “I can do it myself.” Transition line: “Just like Sana used her brave voice, you also used yours! Let’s quickly check what the workbook wants us to think about.”

<table>
<tr><td></td><td colspan="2">D. Workbook Tasks

You will scaffold, not just assign.

Q A: Write about a time you were confused.

Prompt with a starter:
“Once, I felt confused when…”
(Allow 1–2 learners to speak, then ask the class to write 1–2 lines.)

Q B: Should Priya have asked for permission?”

Make it a thumbs up/down poll → discuss for 1 minute.

Smooth transition to wrap-up:
“So today, we learned something very important about our feelings and our body.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">“My Body, My Rules” Poster

Write 3 rules:

● I can say NO.
● My body is mine.
● I tell a safe adult when I feel confused.

Workbook Extension

Finish the confused-situation writing in 4-5 lines.</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges:
a. Dragged: Pulled someone or something with force.
b. Assertive: Speaking strongly and clearly for yourself.
c. Proud: A happy feeling when you do something right.</td><td>Cues for Quick Progress Tracking
1. Answers questions showing clear grasp of consent/NO/STOP/GO
2. Retells story events correctly
3. Identifies Sana’s feelings accurately
4. Gives correct workbook responses with meaning
5. Uses assertive sentences in role-play</td><td>The Confidential Green Zone: Explained
“Write about a situation when you got confused.” is personal because it reveals a child’s private feelings and real-life situations that may involve safety, family, or emotional distress, and must be protected.</td></tr>
<tr><td colspan="3">Scholastic Questions</td></tr>
</table>

1. Why is privacy important?
Because our body belongs to us and we feel safe when we protect it.

2. Whom did Sana tell about the incident?
Her father.

3. What did the rain do after Sana fell in the mud?
It stopped suddenly.

4. What happens to clothes when they get muddy in rain?
They become wet and dirty.

5. What did Sana use to clean herself in the bath?
Water and soap.

Chapter	18	A FROG IN YOUR THROAT	
COMPETENCIES **Core principle(s): Health & Hygiene:** Germs-Diseases-Medecins **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. Follow the rules for health, hygiene, and safety. 2. Soap is a germ buster.
Methodology: Story		**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to explain the role of doctors, the medical room, and basic medical tools. 2. Apply hygiene rules to real-life situations in school and at home.
Suggested Flow			
Introduction/opening (5 mins)		"Guess the Feeling!" Teacher acts out 3 different states dramatically: – Feeling very hot – Feeling very cold	

	– Throat hurting Learners guess what might be happening. Transition sentence: "Just like sometimes *we* feel this way, today's chapter starts with Arpit who was feeling strange on a hot day. Let's step into his story."
Context Building/ Workbook in Play (25 mins)	Story Walkthrough With Learner Participation Read aloud the first half (Arpit in class + medical room). But use scaffolding: ● Pause and ask: "Why do you think Arpit was feeling cold on a hot day?" "Who checks your temperature at home?" ● Show a thermometer (real/ picture). Transition: "Now that we understand Arpit's situation, let's see what Asha Auntie teaches the class next." Mini-Inquiry: "Where do germs hide?" On board: Draw 4 boxes — Air, Water, Hands, Food. Ask learners to stand up and point to where germs might be hiding when you name an example: ● "Sneezing without covering" → Learners point to Air ● "Not washing fruit" → Food ● "Playing football and touching face" → Hands ● "Drinking unclean water" → Water This physical activity builds schema for the exercises. Transition sentence: "Now that we know where germs hide, let's learn how we can fight them just like superheroes!" Hygiene Rules – "Champion Check!" Task A (Teacher scaffolds, doesn't just "tick marks"). Read each rule and ask:

	“Show thumbs up if YOU follow this every day, thumbs sideways if *sometimes*, thumbs down if *not yet*.” Learners self-reflect → then tick accordingly in the workbook. Transition: “You’ve checked your habits. Now let’s see how well you can wash your hands.” Hand-Washing Sequencing – “Race to Order!” Task B ● Put the 5 pictures on board in *mixed* order (draw or show on screen). ● Ask 5 volunteers to come and arrange them correctly. Others correct in their books. Transition: “Clean hands keep germs away. But some germs are still tricky. Let’s learn their names.” Short Concept Clips – Bacteria, Viruses, Fever (3 minutes) Instead of lecturing, do: Teacher says one word → learners do an action: ● Bacteria → Make a “small but bigger than virus” hand shape ● Virus → Tiny pinch ● Fever → Wipe forehead dramatically ● Chickenpox → Pretend scratching ● Tonsils → Touch throat gently Then fill Task C (Fill in the blanks) together. Transition: “You now know the tough words. Let’s apply this to what doctors do!” Doctor’s Tools & Fever Check – Rapid Fire (3 minutes) Tasks E, F, G, H (quick verbal responses—only write homework later)

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

● “What is OUR normal temperature?” (Learners shout: 98.6°F)

● “What tool measures temperature?” (Thermometer)

● “Who treats children?” (Paediatrician)

● “What’s normal BP?” (120/80)

Only note answers mentally → writing will be take-home.

Transition:
“You’ve explored the whole chapter. Now let’s pack up the last part for home.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">These parts can be done at home after introduction:

Fill Task E (stethoscope experience)

Fill Task F, G, H (doctor visit Qs)

Crossword (Task I)

ORS-making discussion with family</td></tr>
<tr><td>Possible hiccups:
1. Children may confuse bacteria and viruses.
Strategy: Use size gestures (“bacteria bigger, viruses tiny”), simple examples, and metaphors like “both are tiny troublemakers.”
2. Vocabulary challenges
a. Paediatrician: A doctor who treats children.
b. Infection: When germs enter the body and start causing sickness.
c. Viruses: Even smaller germs that grow inside our body and can cause illness.
d. Tonsils: Soft lumps at the back of the throat that help fight germs.</td><td>Cues for Quick Progress Tracking

1. Correctly identifies all germ sources
2. Explains hygiene habits independently
3. Demonstrates handwashing sequence smoothly
4. Uses key vocabulary naturally in answers
5. Accurately states normal temperature, doctor tools
6. Makes clear personal connections to the text independently</td><td>The Confidential Green Zone: Explained
“When was the last time you visited a doctor, and for what reason?”
is personal because it reveals private health information about the child, which must be protected.</td></tr>
</table>

Scholastic Questions

1. What does a thermometer measure?
It measures body temperature.

2. Why was Arpit feeling cold on a hot day?
Because he had a fever.

3. Name two sources from where germs can enter the body.
Air and dirty hands. (Any two: water, food, surfaces.)

4. What is our normal body temperature?
About 98.6°F.

5. Which virus causes red spots and itching all over the body?
Chickenpox virus.

Chapter	19	CASABIANCA - THE OBEDIENT BOY
COMPETENCIES **Core principle(s): Personal Safety:** Emergency-Fire **WHO Life skill(s): Critical Thinking | Resilience | Collaboration**	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. In an emergency, take the help of strangers to be safe and contact your trusted grown-ups.
Methodology: Storytelling and critical thinking	**Other resources:** Project CACA Poster Catalogue: Emergency_23#2 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to interpret a character's feelings and decisions in a life-threatening situation. 2. Justify choices by giving a reason for selecting an answer in MCQs. 3. Connect the events in the story to their own real-life safety contexts.
Suggested Flow		
Introduction/opening (5 mins)	Facilitator Action:	

	1. Start with a quick game: "What Would You Do?" – Rapid Fire ○ Ask 3 fun-safety scenarios: ■ *"If you see smoke in the kitchen?"* ■ *"If a stranger says 'come with me'?"* ■ *"If you lose your parents in a mall?"* 2. Let learners shout yes/no or choose from A/B options. Transition line: *"You all made some very smart decisions! Today's story is also about a boy who had to make a very important choice to stay safe."*
Context Building/ Workbook in Play (25 mins)	Activity: Picture Prediction + Mini Mime 1. Show/describe the picture of a house on fire (from chapter). 2. Ask learners: ○ *"What do you think might happen inside a house when a fire starts?"* ○ *"Who comes to help?"* 3. Do a quick mime: ○ The teacher makes the sound of an alarm → learners pretend to wake up → pretend to escape. Transition line: *"You understood the situation so well. Now, let's meet Casabianca, a boy just like you, who faced the same problem."* Facilitator reads the story aloud in short chunks After each chunk: ✦ Pause 1: When the fire appears Ask: *"If you were Casabianca, what would you feel?"* (Prompt: scared, confused, hot, trapped) ✦ Pause 2: When the fireman arrives

	Ask: *"Why do you think he did not go with the fireman immediately?"* ✦ Pause 3: Decision moment Ask: *"What helped him change his mind?"* ✦ Value scaffold Explain: He trusted his father, but he also understood staying safe was more important. Transition line: "Great thinking! Now let's see if we understood the story correctly." Workbook in Play: Short Writing / Oral (2 minutes) For Question A: Learners complete orally: *"Obedience means _____."* The facilitator gives scaffolding words: listening/ following rules/ staying safe. Transition line: *"Amazing! You understood safety rules very well. Now let's make our own rules."* Lesson Closure: Briefly discuss Emergency_23#2 from Project CACA Poster Catalogue with the children	
Take home (Homework)	1. Complete all the sections left in the workbook for this chapter at home. 2. Write down two safety rules your parents tell you + one emergency phone number you will remember.	
Possible hiccups: 1. Fear due to fire imagery / anxiety *Strategy*: Use calm voice; describe smoke/fire gently; emphasise safety and rescue, not trauma. 2. Vocabulary Challenges:	**Cues for Quick Progress Tracking** 1. Correctly identifies if Casabianca made a safe decision. 2. Explains *why* taking help in an emergency is okay.	**The Confidential Green Zone: Explained** NOT REQUIRED

a. Obedient: someone who listens carefully and does what they are told. b. Fireman: a person whose job is to stop fires and rescue people.	3. Answer MCQs with reason. 4. Connects story to real-life safety steps. 5. Recalls emergency numbers confidently.	

Scholastic Questions

1. **Why is it important to know emergency phone numbers?**
   So we can quickly call helpers when danger happens.

2. **Name one trusted adult you can ask for help if lost in a public place.**
   Police officer / shop helper / security guard.

3. **Write one describing word for Casabianca.**
   Obedient / brave.

4. **What is the main problem in the story?**
   Casabianca is trapped in a fire and must decide whether to trust the fireman.

5. **What does fire need to burn?**
   Heat, air, and something to burn.

6. **What happens when smoke fills a room?**
   It becomes hard to breathe and see.

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- **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.
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- 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.
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4.	Mental Health and Well-being
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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
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15.	Key Aspects for Child Sexual Abuse Prevention
16.	PRASHAST: A Disability Screening Checklist
17.	Psychological Tests for School-going Children
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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.

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End the Stigma, Raise Awareness