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 Fifth Safety Workbook

5

LSP-M5SW-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
	4	*The Elephant and the Six Blind Friends	School
2	7	I Like Myself	Home/ School
	9	*Hand String Games/String Figure Games	Home
	9	*Types of Knots	Home
3	11	Grandparents Day	School
	11	*Story #1 by Aiswarya, Birsa and Eklavya's Grandma	Home/ School
	13	*Story #2 by Fatima's Grandpa	Home/ School
	14	*Story #3 By Payal's Grandma	Home/ School
4	19	A Morning Assembly to Remember	School
	19	The Wheel of Feelings	Home/ School
	22	Our Sanitation Warrior	School
	23	During Lunch Break	School
5	25	The Human Body Is Like a MAchine, But	School
6	33	A Letter From Grandpa	School
	37	*The Humble Pencil	School
	38	The Pranksters	Home/ School
7	41	*While Coming Back From School	Home/ School
8	45	While Doing Homework	School
	48	Picture Story	Home
9	49	Tricks to Remember Passwords	School
10	52	A Night Camp	School
	53	*Finding Pole Star from Cassiopeia	Home/ School
	55	*Making People Listen	School
11	57	*When Grandpa Fell Sick	Home
12	59	*A Football Match to Remember	School

13	64	*Payal is a Brave Girl	Home/ School
14	66	*Sana in School-Land	School
	74	Burns and Blisters	School
	75	Mosquito, Our Number One Enemy	School

Chapter	1	SAY HELLO!	
COMPETENCIES **Core principle(s):** Constitutional Morality: Gender Stereotype Breaking | Civic Nationalism| Universal Suffrage **WHO Life skill(s):** Collaboration: Teamwork/ Voting | Interpersonal relationship: Friends-Special friends		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Until you are 18 years of age, you are considered a child, a minor or juvenile. 2. Sometimes, each of us sees only a part of the whole truth. We should not ignore or dismiss the experiences of others. 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. QR Code embedded within the chapter - Page 4 2. Teacher's resource: Tribal faces, https://bit.ly/2N7gd93 | National Book Trust of India (NBT) jwww.nbtindia.gov.in) and the Children's Film Society (www.cfsindia.org).	**Implicit (Key message) Learning outcome(s):** 1. Learners can recognise that fairness, respect, and responsibility are essential in group decision-making. 2. Apply the concept of secret voting to understand privacy and unbiased choices. 3. Acknowledge that different people can have different perspectives and still be partly correct. 4. The ability to participate in the voting process has nothing to do with marks or status. 5. Being kind and helpful is a much more appropriate quality for being a leader than having more marks,

		being a bully, or giving everyone birthday parties.
Suggested Flow		
Introduction/opening (5 mins)	Facilitator can begin the class by saying: "Today, we will enter the world of the *3 Musketeers* - Pokso, Sana, and Arpit. They are just like you: growing up, learning new things, making decisions, and exploring friendships." Quick warm-up activity: Ask: "If *you* had to introduce your own group of best friends with a cool name - what name would you pick?" Give 2 minutes to children to discuss in pairs or groups(not more than 4) - The facilitator can randomly assign these groups. → Children share 1–2 answers. → Smoothly transition: "Just like you created groups, this chapter also begins with a fun little group - the 3 Musketeers."	
Context Building/ Workbook in Play (20 mins)	1. PART 1 – Narrative Introduction: "Say Hello!" (5 minutes) Activity: "Growing Up Shuffle" (2 minutes) Call out statements: – "A child is someone under 18." – "As we grow, our bodies change." – "Everyone has different eating habits." Children raise hands if the statement describes them. Transition: "Pokso and his friends are also growing up and discovering new things. Let's meet them." Read key lines aloud Pick 4–5 strong lines: – *"A child is anyone who has not yet completed 18 revolutions around the sun."* – *"Growing up is fun and exciting, but sometimes confusing."* Scaffold the idea: Ask: "What is something exciting about growing up? What is	

	something confusing?” Move to next part: “Now let’s see what happens in their school.” 2. PART 2 – Class Monitor Voting Story (10 minutes) Hook: Ask: “Have you ever voted for anything — games, leader, monitor?” Mini-Roleplay (3 minutes) Create a quick mock vote: Ask the learners to stand up if they want to run for class monitor (or if the class already has monitors, they can vote for cupboard monitor, blackboard monitor, etc.) A few learners stand. And others raise their hands to vote. Transition: “Exactly like this, the 3 Musketeers’ class also had elections!” Guided Reading (2 minutes) You read the paragraph where Pokso gets elected. Ask: “Why do you think 20 learners voted for Pokso?” Workbook Questions (4 minutes) Do only the reasoning-based ones *in class*: ● C (why Pokso was chosen) ● D (who should choose the monitor) ● F (should voting be secret) ● H (should only good scorers become monitors) Facilitator scaffolding: Ask children to first think → pair → share. Give sentence starters: “I think… because…” Transition to the next story: “After the voting excitement, the 3 Musketeers went to the library.

	And *that* is where an old story about the Gond tribe changed their thinking.” 3. PART 3 – “Elephant and the Six Blind Women” story about the Gond Tribe (7 minutes) Storytelling with actions (3 minutes) Ask six children to mime touching different parts of an elephant. As you narrate: – *“It is like a wall!”* – *“No! Like a snake!”* Kids mimic. Laughing, engaging. Perspective Game (2 minutes) Display 1 object (like a bottle). Ask groups to describe it from only 1 angle. Then reveal all angles. Scaffold: “So each group was right… but only partly. Just like the six women.” Workbook questions (2 minutes) Do only these: ● L (the six descriptions) ● K (state: Chhattisgarh / Bastar) Transition: “Just like people have different perspectives, India has many different languages. Let’s look at that next.” 4. PART 4 – Pie Chart of Languages (4 minutes) Quick decoding (2 minutes) Show the image. Ask: “What does this pizza show?” “What does the biggest slice tell us?” Workbook (2 minutes) Do these verbally:

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

- N (most + tenth most spoken languages)
- Q (Bangladesh – Bengali)
- R (Pakistan – Urdu)

Transition:
“Now that we’ve explored stories, voting, fairness, and languages—let’s wrap up with a final thought.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Write 3 lines on:

“What makes someone a fair leader?”

2. Complete all remaining objective questions.

3. Draw an elephant and label - wall, trunk like snake, spear, magic carpet, rope, tree trunk</td></tr>
<tr><td>Possible hiccups:
1. Children may not understand “voting” or “secret ballot.”
Strategy: Use a quick mock vote with slips to make the concept concrete.
2. Pie chart may confuse low-level learners.
Strategy: Relate the chart to a roti/pizza; show how slices represent parts of a whole.</td><td>Cues for Quick Progress Tracking

1. Give reasoning-based answers (e.g., why voting should be secret).
2. Correctly describe multiple perspectives from the elephant story.
3. Read/interpret the pie chart slice with accuracy.
4. Participate confidently in discussions.</td><td>The Confidential Green Zone: Explained
NOT REQUIRED</td></tr>
<tr><td colspan="3">Scholastic Questions
1. If 44 out of 100 people speak Hindi, what fraction is that?
44/100.

2. Why do Sana and Arpit eat different foods?
Because people from different parts of India have different food habits.

3. Why should voting be kept secret?
So people can choose freely without fear.

4. What does the word “perspective” mean in the story?
The way a person sees or understands something.</td></tr>
</table>

5. Why did the six women describe the elephant differently? Because each touched a different part.

Chapter	2	I LIKE MYSELF	
COMPETENCIES **Core principle(s):** **WHO Life skill(s): Self Awareness:** Self Esteem/Skills/Aptitudes/Qualities-Virtues/Behaviours		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message)** **Learning outcome(s):** 1. We all are different and being different does not mean being unequal. 2. You deserve love and affection like anybody else.
Methodology: Story		**Other resources:** 1. QR Codes embedded within the chapter - Page 9	**Implicit (Key message)** **Learning outcome(s):** 1. The learners will choose behaviours that protect their sense of self-worth. 2. Express their own positive qualities with confidence. 3. Reflect on personal experiences where they felt valued or undervalued. 4. Healthy friendships are those where our self-esteem grows and not shrinks. 5. Having high self-esteem and good relationships is a cycle.
Suggested Flow			
Introduction/opening (5 mins)		1. Teacher asks: "Close your eyes for 10 seconds and think of ONE thing you are good at… anything! Drawing, running, sharing, being funny…" After 10 sec: "Keep that thought in your pocket. We'll use it soon." Smooth Transition Script: "Just like each of you thought of something you're good at… today's story is about a boy who *forgot* what he was good at. Let's	

	meet him.”
Context Building/ Workbook in Play (25 mins)	Facilitator scaffolds: ● Asks mini questions while reading to keep them involved (e.g., “Why do you think Birsa felt sad?”, “Is it right to say someone deserves less because of marks?”) Key points to highlight through questioning, NOT lecturing: ● Friends encourage good qualities in us ● Everyone has strengths and weaknesses ● Highlighting only someone else’s weaknesses hurts dignity ● Dignity = feeling worthy and respected Smooth Transition Script: “Birsa’s friends helped him remember his strengths. Let’s check if YOU can spot what he was good at!” Workbook in Play – Visual Choice (Exercise A + B) A: Tick the drawing you like most Activity: Facilitator says: “These are Birsa’s drawings. Choose the one YOU like. There is no right or wrong answer—just like each one of you, the answer can be unique.” B: Quick Earth Day Question Only ask: “Who remembers the date?” Let them answer → learners fill. Smooth Transition Script: “Birsa also had another talent—knots! Let’s test your knot detective skills.” Kinesthetic Play – Knot Challenge (Exercise C) Activity: ● DO NOT teach knots (time is short) ● Ask learners to look at the knots and tick which ones they think they can tie/untie.

	Quick peer interaction: “Turn to your shoulder partner and tell them which knot *looks* easiest.” Smooth Transition Script: “We saw Birsa’s strengths. Now let’s connect this to *you*.” Reflection-Based Workbook Tasks (Exercises F, G, H) F. Have you faced a situation like Birsa? Make it oral to save time: “Raise your hand if you ever felt small because someone compared you.” Allow 2–3 children to share briefly. G. One quality you possess that others appreciate Learners write 1–2 words. Teacher scaffolds by giving stems: ● I will help… ● I share… ● I draw well… ● I am funny… H. One thing that made you feel good recently Let them write 1 sentence. Art and Craft Activity: Clouds of self esteem. Make 5 clouds on a piece of paper. On the top of each cloud, write: - Things I am good at - Things I love doing even if i am bad at it - People I am loved by - Something that makes me unique - I am happiest when_____ The learners can fill up the clouds with 4-5 items each and then color them with favourite colours and take it home and paste it on

<table>
<tr><td></td><td colspan="2">their walls so there is always a reference or a reminder when they are in doubt like Birsa was.

Smooth Transition Script:
“Wonderful! You’ve understood the chapter. Now we will finish two small things at home.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">Take Home:

D. Who was Tenali Rama?

Write 1–2 lines (He was a wise and witty court jester…)

E. Quality praised by Principal Ma’am

Tick at home (they know the answer; reinforce dignity).

I. One thing you will do soon to feel good about yourself

A self-awareness extension.</td></tr>
<tr><td>Possible hiccups:
1. Children may misinterpret “dignity” as pride or superiority.
Strategy: Reinforce:
“Dignity means knowing you are important - not better, not worse - just important.”
2. Vocabulary challenges
a. Aptitude: A natural ability to do something well.
b. Published: Printed or put out for many people to read.
c. Deserve: To be worthy of something because you are important.</td><td>Cues for Quick Progress Tracking

1. Clearly explains dignity, comparison, and gives examples from life/story.
2. Clearly able to identify 5 strengths and 2 weaknesses.
3. Names a strength and gives a short situation where it helped.</td><td>The Confidential Green Zone: Explained

“Write one thing that made you feel good about yourself recently.”

is personal because it reveals the child’s inner feelings, self-esteem, and personal experiences that should not be shared publicly.</td></tr>
<tr><td colspan="3">Scholastic Questions
1. Why did Birsa think he deserved the football less?
Because he thought he wasn’t good at studies or sports.

2. What did the friends do to make Birsa feel better?</td></tr>
</table>

They reminded him of his good qualities and talents.

Q: Write one describing word (adjective) for Birsa based on the story.
Helpful / well-mannered / talented (any suitable).

4. On which date is Earth Day celebrated?
22nd April.

5. What does the story teach us about how friends should treat each other?
Friends should support and not make each other feel small.

Chapter	3	GRANDPARENTS DAY	
COMPETENCIES **Core principle(s): Constitutional Morality:** Attitude/ Prejudice/ Bigotry/ Civic Nationalism **WHO Life skill(s): Self Awareness:** Self Esteem | **Empathy:** Bullying-Bodyshaming | Constitutional Morality: Right to Live with Dignity		**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Social Science	**Explicit (Key message) Learning outcome(s):** 1. What we do is more important than how we look. 2. Wanting to be someone else means not appreciating your uniqueness. 3. To care for those who once cared for us is one of the highest honours. 4. We must treat others the same way we would want them to treat us. 5. We do not choose our bodies. Nature has made our bodies. 6. We should not be ashamed of any part of our body or the colour of our skin.
Methodology: Story		**Other resources:** 1. QR Codes embedded within the chapter - Page 11, 13, 14 2. Suggested reading: The Wonderful Vacation ISBN 978-81-237-3930-4 3. YouTube search: Nokpokliba-by Meren Imchen-Children's Film Society, India	**Implicit (Key message) Learning outcome(s):** 1. The learners will connect the morals of the stories to real-life situations involving fairness, equality, and dignity. 2. Interpret characters' actions and emotions to understand why certain behaviours are right or wrong.

	4. My Fifth Practice Booklet - Page 6	3. Locate the regions from the stories on the map of India to build geographical awareness. 4. Learners will understand how empathy works. 5. They will learn about Body-Shaming and that it is wrong. 6. If we focus more on our strengths and ignore when people try to amplify our weaknesses, we can save lives.
Suggested Flow		
Introduction/opening (5 mins)	Facilitator can begin the class by saying: "Close your eyes. Think of your grandparents or an older person you love. What is one thing they always say or teach you?" → Ask 2–3 learners to share quickly. Transition: "Just like your grandparents teach you many things, in our chapter today, grandparents tell us stories too. These stories hide important lessons. Let's discover them together."	
Context Building/ Workbook in Play (25 mins)	Activity: "Who Am I?" Quick Role-Play Display pictures of: ● A tall straight body (bamboo) ● A crooked bent body (crooked tree) ● A slow walking old person ● A dark furry rabbit Ask: "What do you think each character might feel? Confident? Sad? Proud? Brave?" Purpose: Learners emotionally enter the world of the chapter. Transition: "These are exactly the characters from the stories told by grandparents! Let's explore the first one." Story 1 (The Bamboo & Crooked Tree) – Mini-Storytelling (5 min)	

	The facilitator may narrate the key plot (or show the video of the lesson). Then asks: ● "Who was being unkind?" ● "Why did the birds prefer the crooked tree?" ● "What is the hidden message?" Micro-Activity (Workbook in Play): Learners fill ONLY the easiest items from exercises: ✓ Origin of Ganga (A) ✓ Simile question (B) Transition: "This story showed how looks and usefulness can be different. Functionality is more essential than looks/ aesthetics. Now let's see another story where someone is treated badly not for appearance, but for age." Story 2 (Senapati Village: Grandpa & Bamboo Bowl) – Think-Feel-Share (5 min) Show the image on the page along with the story. Pause and ask: "How do you think the grandson is feeling here?" "What mistake did the parents make?" Mini-Act: 3 learners act: ● Grandpa eating slowly ● Parent scolding ● Child gently helping grandparents (1 minute) Workbook in Play: ✓ D (Tick) ✓ E – Story titles (let them write their own title for the story) ✓ L – Fill in the blanks ✓ I – Attitude change Q (or let them respond orally) Transition: "You now know all the stories. Let's quickly connect them to our

	map!” Wrap-Up + Map Work (2 min) Use India map (from textbook). Ask learners to point to: ● Himalayas ● Manipur/Senapati ● Sundarbans ✓ Workbook N: Circle states (do orally or fast with finger).	
Take home (Homework)	1. Give the remaining items as homework: C – Fill in the blanks (Story 1) F – Items made of bamboo G – Name animals linked with Grandpa’s disabilities 2. Draw your favourite grandparent from the chapter and write ONE line of what they taught you. 3. Solve Page 6 of My Fifth Practice Booklet	
Possible hiccups: 1. Difficulty in understanding metaphor and similes (e.g., ‘as skinny as a needle’). *Strategy*: Show a needle, bamboo stick, or picture → ask them to compare physical features → connect back to the story. 2. Kids may feel uncomfortable speaking about “body shaming.” *Strategy*: Use third-person prompts (“How do the characters feel?”) instead of asking about the child directly.	**Cues for Quick Progress Tracking** 1. Retells the story idea clearly 2. Explains the moral in own words 3. Answers workbook questions correctly 4. Shows empathy during discussion 5. Correctly identifies map locations	**The Confidential Green Zone: Explained** “Think of a time when someone made fun of your looks or abilities. How did it make you feel?” is personal because it reveals a child’s private emotional experience and must be protected to keep the child safe and respected.

Scholastic Questions

1. What lesson did the parents learn from their son's bamboo bowl?
That they should treat Grandpa with respect because they will grow old too.

2. Why did the birds prefer to rest on the crooked tree?
Because his branches were safe and helpful for them.

3. What made Jack realise he was wrong about Jill?
Jill saved the whole herd by distracting the dogs.

4. Why is it important to treat everyone equally even if they look different?
Because all living beings have value and deserve dignity.

5. Why could the dogs not see Jill clearly?

Because her dark fur blended with the night, helping her hide.

Chapter	4	A MORNING ASSEMBLY TO REMEMBER	
COMPETENCIES **Core principle(s): Mental Health & Well-Being:** Emotions- Feelings | **Constitutional Morality:** Dignity of work/ Labour/ Honesty- Integrity **WHO Life skill(s): Effective Communication:** Listening to & Expressing Emotions/ Feelings | **Self Awareness**: Self Esteem | **Decision Making**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Pay attention to how different people and things around you make you feel; it is a good habit. 2. Our feelings help us to know whether something is safe or unsafe. 3. I can be aware of others' feelings as well as mine. 4. Every job done from the heart is, ultimately, of equal value.
Methodology: Story with Dialogues		**Other resources:** 1. Suggested reading: The Royal Sweeper ISBN 978-81-237-6679-9 2. Character Canvas: Page 23 - Aishwarya Auntie - The Sweeper 3. Project CACA Poster Catalogue: Emotions Feelings_8#4	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to appreciate the dignity of work by acknowledging the contributions of helpers. 2. Understand and name feelings appropriately through words, actions, and reflective sharing.

	http://projectcaca.org/posters/	3. Connect situations from the chapter to personal experiences to develop self-awareness. 4. Understand the importance of cleanliness, hygiene and waste segregation. 5. Be more encouraged towards moral values like dignity, integrity and honesty. 6. Learn to treat sanitation workers or hawkers just like they do any other teacher or service provider.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Statue Feelings" Warm-up Facilitator says: "Whenever I say a feeling, freeze like a *statue* showing that feeling!" Call out: Happy, Sad, Scared, Angry, Confused → *Giggles + instant engagement* Smooth transition line: "These statues reminded me of a class that performed a play to show different emotions. Let's see what they did."	
Context Building/ Workbook in Play (25 mins)	Display / narrate the basic storyline (without reading the whole text): "Three friends - Sana, Arpit, and Pokso, were preparing for a play on emotions…" Ask: "Why do you think a play on feelings is useful?" We are taught maths, science, and social science but have you ever had a class on Feelings? (Scaffold: "Is it easy or hard to understand feelings?") Facilitator links responses:	

	"This chapter teaches us to notice and name feelings." Smooth transition line: "Now, instead of just reading, we will *act out* small parts like the chapter does." 3. Mini Dramatisation (8 minutes) Use 3 short scenes from the chapter. The teacher can paraphrase each scene and let learners act. Scene Cards Give 3 groups small slips: ● Scene 1: Girl full marks → Happy; Boy fights → Sad; Parents shouting → Scared ● Scene 2: Uncle gives chocolate + hug she doesn't want → Confused, Uncomfortable ● Scene 3: Girl can't go to birthday party → Angry Each group performs 20–30 seconds. Facilitator Prompts: ● "What emotion do you think the character is showing?" ● "How do you know?" ● "Where in real life do we feel this?" Smooth transition line: "Now that we act on the emotions, let's use our *thinking skills* to work with the feelings wheel." The Poster on Emotions Feelings_8#4 can be shown from the Project CACA Poster Catalogue. 4. Workbook-in-Play (10 minutes) Cover required exercises in an interactive way. A. Identifying feelings (2 minutes)

	Instead of reading, show expressions (your face or drawn emojis). Learners guess the emotion → then match to the character (Arpit/Sana). B. Vowel-fill Emotion Words (3 minutes) Play “Emotion Spelling Relay” Write first letters of each emotion on board: G _ _ _ _ Y, H _ _ P _ _ S S, etc. Teams shout vowel choices. Class fills them together. C. Situations & Feelings (5 minutes) Use “Walk to the Feeling Corner” Label 4 corners: *happy / sad / scared / confused*. Read 4–5 situations from the book. Learners walk to the corner they feel matches. Tell them: “Different people may choose different corners. That is normal.” If there is movement based restriction in class, this activity can be done by raising of hands in every situation and naming feelings. 5. Extension: Values (Honesty & Dignity of Work) (5 minutes) Our Sanitation Warrior story - Read aloud (2 minutes) Pause and ask: “Why does the school honour her? What feeling does she give others?” Scaffold: “Is cleaning important? Why?” (Ask children to read about the Non Teaching Staff - Aiswarya Auntie - The sweeper from the Character Canvas beforehand or read in the class). During Lunch Break (3 minutes) Ask questions after reading the text: 1. “What should you do if you find money?” 2. “Why did the musketeers return the note?”

<table>
<tr><td></td><td colspan="2">Tie back to emotions:
“How did they feel after returning it?”

Smooth transition line:

“So today we realised feelings guide us—towards safe choices and right actions.”

6. Closing (2 minutes)

Circle reflection:

Learners answer aloud:
How do we feel when we learn about feelings? Do we feel good? Or something else?</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Feeling Diary - This can be introduced as a regular exercise

“Draw or write 3 feelings you experienced today and why.”

2. Sanitation Warrior Appreciation

“Write 3 sentences thanking any helper in school or at home.”

Parents can encourage learners to share 1 small task with a sanitation worker at home like cleaning, mopping or washing the dishes.</td></tr>
<tr><td>Possible hiccups:
1. Confusion between “emotion,” “mood,” “feeling.”
Strategy: Give anchor:
- Feeling = what happens inside now.
- Mood = feeling that stays for a long time.
- Emotion = the general name for feelings.

3. Vocabulary challenges
a. Integrity: Staying honest and fair in all situations.
b. Emotion: A big feeling inside you (like happy or scared).
c. Embarrassed: When you feel shy because something awkward</td><td>Cues for Quick Progress Tracking

1. Correctly identifies emotions in characters.
2. Explains What a character feels in a given situation (empathy).
3. Applies honesty and safety rules to new situations.</td><td>The Confidential Green Zone: Explained
“Today I learned that I feel _____ when _____.”
is personal because it reveals a child’s private emotional experiences, which must be protected to maintain emotional safety and trust.</td></tr>
</table>

happened.		

Scholastic Questions

1. Write one emotion that means "feeling bad because you did something wrong."
Ashamed / Guilty.

2. Why is Aishwarya aunty called a "Sanitation Warrior"?
Because she keeps the school clean and teaches children hygiene.

3. What should you do if you find money on the playground?
Tell a teacher or give it to a responsible adult to find the real owner.

4. How did Sana and Arpit feel after they returned the ₹100 note?
They felt good and proud of doing the right thing.

5. If the girl received 10 chocolates and shared them equally with 2 friends, how many will each get?
3 each and 1 leftover.

Chapter	5	THE HUMAN BODY IS LIKE A MACHINE, BUT
COMPETENCIES **Core principle(s): Personal Safety:** Touches/ Looks/ Safety Circle/ Hugs/ Kisses/ CSA/ Self Defence **Safety:** Safety Circle - Loved & Trustes Ones **WHO Life skill(s): Self Awareness:** Private Parts | **Critical Thinking | Effective Communication:** Listening to Feelings/ Telling/ Being Assertive	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Science	**Explicit (Key message) Learning outcome(s):** 1. Nature has made our body, and our body belongs to us. 2. Private parts are only for us. 3. We keep our private parts covered for our health, hygiene, dignity, and safety. 4. A safe touch or look makes you feel happy. 5. An unsafe touch or look makes you feel sad, guilty, ashamed, angry, or confused. 6. We should always share our feelings with our loved and trusted ones.
Methodology: Narrative with Informational Text	**Other resources:** 1. Project CACA Poster Catalogue: Safety_17#3	**Implicit (Key message) Learning outcome(s):**

	http://projectcaca.org/posters/	1. The learners will be able to distinguish between safe, unsafe, accidental, and fixed-it touches. 2. Name trusted adults in their safety circle and demonstrate how to seek help when uncomfortable. They will also reflect on adults they might be afraid of. 3. Learners will be able to tell similarities and differences between humans and machines. 4. Learners will have a go to rule in case any unsafe behaviour occurs or they feel unsafe or scared.
Suggested Flow		
Introduction/opening (5 mins)	**Note: The title highlights that the human body is like a machine because it has many parts that work together, but it is different from a machine because it can feel, think, and needs care and safety.** **The chapter first explains this similarity through organs and body functions, and then uses the difference to teach personal safety, showing that unlike machines, human bodies are private, valuable, and belong only to us.** **Thus, the title prepares the reader to understand why knowing about safe and unsafe touches, private parts, and trusted people is important.** Activity: “Machine or Human?” Quick Mime Game 1. The facilitator walks in making funny robot movements. 2. Ask: ○ “Am I behaving like a human or a machine?” 3. Kids respond. 4. Transition smoothly:	

	○ "Just like this robot walk, today's chapter also begins with a *real scientist* who explains how our body is like a machine—but also very different."
Context Building/ Workbook in Play (25 mins)	1. Story Experience Through Guided Reading (7 minutes) This segment can be taken up by the Science teacher. Facilitator reads aloud with expressive voice: ● Dr. Perivar's talk (humans vs machines) ● Organs & teamwork ● Emotions & AI ● Private parts explanation (age-appropriate, direct but safe language) Scaffolding moves: ● Pause after chunks and ask short prompts: ○ "Why can't machines feel bad?" ○ "Who made humans?" ○ "Why do we keep private parts covered?" Smooth Transition to Activity: "We understood how humans are different from machines. Now let's check what YOU remember—through a quick game!" 2. Game: "Truth or Trick?" (6 minutes) A playful way to do Exercise A (true/false) orally. Steps: 1. The facilitator reads each statement. 2. If it is TRUE → children jump once. 3. If it is FALSE → children freeze like a statue. (This avoids writing time, ensures engagement.)

	Smooth transition: “You were amazing at catching the truths! Now let’s see things that machines and humans can do.” 3. Quick Sorting: Human / Machine (4 minutes) Use a board or flashcards. Cards: ● Car ● Computer ● Plastic bottle ● Airplane ● Book ● Dog Children gesture: ● “H” hand up = human-made ● “M” hand up = machine This covers Exercise B and related concepts. Smooth transition: “Machines use AI to think. Do you remember what AI stands for? Let’s decode it!” 4. AI Crack-the-Code (2 minutes) On board: A _ _ I _ _ I _ I _ _ _ _ Children guess the hidden word → “Artificial Intelligence.” Linked to Exercise C. 5. Fill in the Blanks Relay (5 minutes)

	Covers Exercise D & E (selected parts). Steps: ● The facilitator reads the sentence starter. ● Each team gives a 1-word answer. ● No writing; just oral relay. ● The facilitator notes participation but keeps time tight. Transition line: “We spoke about our bodies, organs and machines. Now we move to the most important part — keeping ourselves safe.” 6. Safety Circle Discussion + Movement (5 minutes) The facilitator draws a big circle on the floor (or imaginary). (Can be done in games period) Ask children to step inside if the person is someone they love and trust. Call out: ● Mom ● Teacher ● Cousin ● Bus driver ● Friend’s uncle ● Stranger ● Doctor (with parent’s permission) Scaffolding: ● Explain safe touch, unsafe touch, accidental touch briefly. ● Age-appropriate, clear, calm tone. Smooth transition: “You understood the safety rules. Some parts we will finish at

	home so you can think quietly.”	
Take home (Homework)	1. Do Exercise: A 2. Do Exercise D (fill-ups). 3. Reflect on how a safe touch makes you feel. (The teacher can discuss this in class the next day. 4. Draw your Safety Circle (3 trusted people).	
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?” 2. Overlaps between safe touch and fixed-it touch (doctor, elders correcting). *Strategy*: Reinforce: “Safe touches never have secrets; unsafe ones always hide.”	**Cues for Quick Progress Tracking** 1. Gives correct examples of safe/unsafe touch. 2. Explains the difference between humans and machines in their own words. 3. Names trusted adults accurately. 4. Answers T/F and fill-ups correctly during oral activities. 5. Shows calm, serious attitude toward safety topics.	**The Confidential Green Zone: Explained** “Who are the three trusted people in your Safety Circle?” is personal because it reveals the child’s private safety network and may reflect sensitive home or emotional situations, so it must be kept confidential.

Scholastic Questions

1. Why can’t machines feel emotions like humans?
Because machines do not have a brain or feelings.

2. Name one organ inside our body that helps us think.
Brain.

3. What are private parts?
Parts of the body that we keep covered and are only for us.

4. Why should unsafe secrets never be kept?
Because they make us feel scared or uncomfortable and we need help from trusted adults.

5. State one difference between humans and robots.
Humans have feelings, robots do not.

Chapter	6	A LETTER TO GRANDPA
COMPETENCIES **Core principle(s): Safety:** Helplines/ Laws **WHO Life skill(s): Self Awareness:** Behaviour-Bullying | **Empathy | Resilience:** Adapting/ Seeking Help	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Eating together as a family makes us happy. It is a good habit. 2. Nobody likes bullying behaviour. Bullying is a bad habit. 3. Nobody deserves to be bullied. Don't be afraid to ask for help. 4. 19 November is the World Day for the Prevention of Child Abuse. 5. If you are a bully, then put this behaviour to an end. Be a good friend.
Methodology: Narrative and Poem based	**Other resources:** 1. QR Code embedded within the chapter - Page 37 2. Child helpline numbers: 1098, 9868235077, and 1800115455. 3. Emergency Phone Numbers - Police - 100 Fire - 101 Ambulance - 102 NDRF - 9711077372 National single emergency - 112 4. Project CACA Poster Catalogue: Safety_Circle_18#4 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to identify the difference between a prank and bullying based on the feelings of the person affected. 2. Recognise bullying behaviours in everyday school and online situations. 3. Reflect on their own behaviour and assess whether it may hurt others. 4. Demonstrate empathy towards people who are treated unkindly or are differently abled.
Suggested Flow		
Introduction/opening (5 mins)	Activity: “Joke or Hurt?” Starter Teacher says (no book yet): “Has someone ever made a joke on you that didn’t feel funny?”	

	"Also, have you ever made a joke on someone else?" Learners may share only if they are comfortable with it. ● Ask learners to show thumbs up / thumbs down ● Take 2–3 quick responses only Transition (very important): "Sometimes we call things jokes, but they hurt. Today's chapter is about understanding the *difference*."
Context Building/ Workbook in Play (25 mins)	A. Story Entry: Letter from Grandpa (7 minutes) Method: Dramatised Reading ● Teacher reads the email aloud like Grandpa speaking ● Pause at: ○ "Bullying is when…" ○ "Check whether you behave like a bully" Think–Pause Questions (oral, quick): ● "Why do you think Grandpa is talking about this?" ● "Why did Arpit feel shocked?" Scaffolded Transition: "Grandpa is not scolding. He is asking us to *think*. Let's do the same." B. Quiz: Self-Check (Workbook as Play) (5 minutes) ● Learners do Quiz A silently ● No names, no sharing answers Teacher reassures: "This is not for marks. This is for honesty. You need not share your answers with anyone. It is only for

	you.” Transition: “If answers are ‘Yes’, it means behaviour can change — not that someone is bad.” *(Shifts from guilt → growth mindset)* C. Prank or Bullying? (Group Thinking) (6 minutes) Use situations from the chapter. Method: ● Read 2 situations aloud ● Learners say if it is a Prank or Bullying Key scaffold question each time: “Did *everyone* feel happy at the end?” Linking sentence: “Feelings decide whether something is a joke or bullying.” D. Empathy Moment: Helen Keller + Classroom Activity (4 minutes) Mini-enactment: ● Learners close eyes ● Give 2–3 simple directions from the textbook Ask: ● “How did you feel?” ● “Was it easy?” Teacher links: “This is why mocking someone’s body or ability is hurtful.” *(Smooth bridge from experience → empathy)*

<table>
<tr><td></td><td colspan="2">E. Poem: The Humble Pencil (3 minutes)

Method: Choral + Discussion

● Teacher reads, learners repeat last line of each stanza

● Ask:

“Who stopped the bullying?”
“What made the pencil strong?”

Key takeaway spoken aloud:

“Being kind is not a weakness.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Workbook Exercises B, C, D
(Prank/Bullying, Feelings, Personal reflection)

2. Safety Awareness (Explain briefly, ask the learners to read these at home)

● Helpline numbers - Safety_Circle_18#4 from Project CACA Poster Catalogue can be used for reference.

● POCSO Act</td></tr>
<tr><td>Possible hiccups:
1. Some children may develop fear around POCSO law due to Misunderstanding of ‘law’.
Strategy: Explain it as protection, not punishment for children
2. Vocabulary challenges
a. Bullying: Bullying means hurting someone again and again on purpose.
b. Mock: To laugh at someone in an unkind way.
c. Helpline: A phone number people can call for help.</td><td>Cues for Quick Progress Tracking

1. Clearly explains difference between prank and bullying
2. Uses words like feelings, hurt, unsafe correctly
3. Responds thoughtfully during discussion
4. Shows empathy in examples</td><td>The Confidential Green Zone: Explained
“Do you bully anyone or does anyone bully you?” 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?</td></tr>
</table>

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 several times when we tell grown-ups they may be busy or not paying attention or not believing us - but we have to keep telling until we are safe again.

Chapter	7	WHILE COMING BACK FROM SCHOOL	
COMPETENCIES **Core principle(s): Safety:** Transportation **WHO Life skill(s): Interpersonal Relationship:** Eating Together in a Family | **Effective Communication:** Telling | **Coping with Emotions:** It is okay to be afraid		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. We should know the route that we take every day while going to and coming back from school. 2. It is okay to be scared. Being scared tells us that we are unsafe. We should always follow traffic rules, and if someone is not following, we must report it to our parents. 3. It is brave to tell when you are scared of something or someone. You should always tell your loved ones when you feel scared.
Methodology: Storytelling with activities		**Other resources:** 1. 1. QR Code embedded within the chapter - Page 41 2. Project CACA Poster Catalogue: Road Safety_17#2 http://projectcaca.org/posters/ 3. My Fifth Practice Booklet - Page 12	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to relate personal travel experiences with the situations faced by the protagonist in the chapter. 2. Communicate thoughts

		and concerns clearly during peer discussions and guided questioning.
Suggested Flow		
Introduction/opening (5 mins)	Begin the class by asking quick oral prompts: - "How do you come back from school?" - "Who drops you?" - "What do you see on the road every day?" Play-way Element: ● Children enact these or do hand actions: ○ Steering wheel (car/van) ○ Walking steps ○ Bell sound (cycle) Transition: "Today, we will read about Arpit, when he was coming back from school… but something made him scared."	
Context Building/ Workbook in Play (25 mins)	1. Story Engagement (8 minutes) Strategy: *Guided Storytelling* ● Facilitator reads selectively (if time is limited) with voice modulation: ○ Milk booth ○ Waiting under CCTV ○ Birju's behaviour ○ Red light incident ○ Phone + music + smoking Think-Pause Moments (Scaffolding): ● "What do you think Arpit felt here?"	

	● "Is this safe or unsafe?" (Learners respond by raising hands) Transition: "Arpit noticed many unsafe things. Let's become Safety Detectives now." 2. Activity: *Safety Detective Game* (7 minutes) On Board / Chart: Two columns: ● SAFE ● UNSAFE Children identify actions from the story: ● Jumping red light - UNSAFE ● Talking on phone while driving - UNSAFE ● Sitting inside properly - SAFE ● Putting head out - UNSAFE ● Wearing uniform, school guard present - SAFE Life Skill Link (Explicit but gentle): "Being scared is not a weakness. Fear tells us something is wrong." Transition: "Now let's check how well we remember the story." 3. Workbook in Play – Selected Exercises (10 minutes) A. Fill in the Blanks & Tick the Correct Answer Method: *Think–Pair–Answer* ● Learners whisper answers to a partner ● Facilitator takes oral responses, not writing everything

	Cover: • Milk booth • CCTV camera • Favourite dish • Why Birju came • Traffic rule broken B. Short Answer (Oral Scaffold) • "What did Arpit say to Kaustub?" • "Why did Arpit plan to call his mummy?" The facilitator rephrases answers properly, models language. Transition: "This story is not only about Arpit… it's about YOU." "It is brave to speak when you feel scared. Safety is more important than silence." Discuss Road Safety Symbols from Project CACA Poster Catalogue Safety_17#2.	
Take home (Homework)	1. Observation Task: "Notice any two road symbols you see tomorrow and ask the elders what they mean." 2. Page 12 of My Fifth Practice Booklet.	
Possible hiccups: 1. Vocabulary challenges a. Scorching: Very hot, so hot that it feels uncomfortable. b. CCTV: A camera that watches and records what happens in a place. c. Licence: An official	**Cues for Quick Progress Tracking** 1. Correctly identifies safe vs unsafe actions without prompting 2. Explains *why* an action is unsafe 3. Participates voluntarily in discussion 4. Connects story events to real	**The Confidential Green Zone: Explained** **"Have you ever felt scared while coming to or going from school?"** This question asks the child to share a real fear or unsafe experience, which involves

paper that allows a person to drive a vehicle. d. Threatened: Warned someone in a scary or harmful way. e. Courage: Strength to do the right thing even when you are scared.	life	personal emotions and must be handled privately and sensitively.

Scholastic Questions

1. Why did Arpit feel scared during the van ride?
Because the driver broke traffic rules and behaved unsafely.

2. What shows that Arpit was brave in the story?
He warned Kaustub and tried to stop the driver from unsafe actions.

3. Why is jumping a red light dangerous?
It can cause accidents and harm people.

4. Who should children inform if they feel unsafe while travelling?
Their parents or trusted adults.

5. What message does the chapter give about fear?
Fear warns us that something is unsafe.

6. If 5 children sit in one row and there are 3 rows, how many children are there?

15 children.

Chapter	8	WHILE DOING HOMEWORK
COMPETENCIES **Core principle(s): Emotional/ Intelligence Quotient:** Peer Pressure | **Cyber Safety** **WHO Life skill(s): Critical Thinking | Effective Communication:** Being Assertive-Confident	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Surfing the internet or downloading anything from it without the permission of your loved ones is a bad habit. 2. We should always choose things that are safe for us

		and make us and our loved ones feel proud. 3. Never share your personal information with strangers. A stranger can meet you on the internet and pose as a friend.
Methodology: Narrative and Visual Sequence	**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to explain why rules made by trusted adults help children stay safe. 2. Demonstrate refusal skills by confidently saying “No” in unsafe peer-pressure situations. 3. Will be able to think about decision making in terms of 4 questions of critical thinking. 4. Strangers, even online, can be dangerous and there should be rules around online strangers/friends.
Suggested Flow		
Introduction/opening (5 mins)	Activity: *“Tricky or Easy?” Game* Facilitator Action ● Write two words on the board: ○ EASY ○ TRICKY Ask children to respond with thumbs up/down. Prompts ● “Is tying your shoelaces easy or tricky?” ● “Is finishing homework alone easy or tricky?” ● “Is using the internet always easy?”	

	Don't explain yet. Let children respond. Transition: "Today's chapter is about what we do when life gives us a TRICKY situation—not in maths, but in real life." "Let's see what would happen if we get stuck with *both* homework and a tricky situation."
Context Building/ Workbook in Play (25 mins)	Scene 1: Story as a Live Situation (8 minutes) Method ● Read the story dramatically, not mechanically. ● Pause at key moments. Pause Points & Questions 1. Arpit stuck with homework → "What would *you* do if no one was at home?" 2. Kailash suggests using the internet → "Is the internet always helpful?" Stop right before the inappropriate images part. Transition "The problem changed from a *math problem* to a *life problem*." Scene 2: Freeze–Think–Choose (Critical Thinking Play) (7 minutes) Activity ● Write on board: FREEZE – THINK – CHOOSE Ask children: ● "What did Arpit do first?" (He stopped) ● "Did he click fast or think first?"

	Now introduce the 4 Critical Thinking Questions as Arpit's thoughts, not theory. Use body-based actions: 1. Do you want it? – hand on head 2. How does it make you feel? – hand on heart 3. Any rules from elders? – hand up like a rule sign 4. What will happen next? – look forward Children repeat actions with you. Transition "These questions helped Arpit say NO. Let's see if we can answer like him." Scene 3: Workbook Questions as Thinking Tasks (7 minutes) Do select questions only, orally + collaboratively. ● A: Do mentally together (no calculation stress) ● B, C, D: Think–Pair–Answer → Children justify answers, not just tick. Facilitator language: "Which answer sounds like a safe choice?" Important Scaffold Avoid moralising. Use: ● "safe / unsafe" ● "good choice / risky choice" Transition "Arpit handled a screen problem. But danger doesn't always come as images…"

<table>
<tr><td></td><td colspan="2">Scene 4: Picture Story – Online Stranger (3 minutes)

Show the picture story silently first.

Ask:

● “Who looks friendly?”
● “Who was actually dangerous?”

Key Message:

“On the internet, a stranger can pretend to be a friend.”

“Smart children don’t click fast. They think first.”

Facilitator Notes:

● Do not over-explain cyber crimes.
● Keep the tone calm, not scary.
● Emphasise choice and thinking, not punishment.
● Avoid using words like bad images repeatedly—say unsafe.</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Ask your parents:
“What rules do we have for using the phone or internet?”

2. Picture Response: Draw one safe and one unsafe internet action.</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges
a. Magician (used metaphorically): Someone who can solve a problem quickly or cleverly.
b. Inappropriate: Not right or not suitable for children.
c. Personal Information: Details about yourself</td><td>Cues for Quick Progress Tracking

1. Answers why questions logically
2. Uses the 4 thinking questions independently
3. Identifies safe vs unsafe situations correctly
4. Participates without prompting</td><td>The Confidential Green Zone: Explained

“Have you ever seen or faced something online that made you feel uncomfortable?”

is personal because it connects to the child’s real experiences and emotions, which must be respected and not shared publicly.</td></tr>
</table>

like address or phone number.		

Scholastic Questions

1. Why did Arpit want to finish his homework on time?
Because he had promised his teacher.

2. Write one sentence showing how Arpit used critical thinking.
Arpit thought carefully before clicking on unsafe images.

3. Why should we follow rules made by elders?
Because they help keep us safe.

4. Who is called a stranger?
A person we do not know.

5. Name one safe rule for using the internet.
Use the internet only with an adult's permission.

Chapter	9	TRICKS TO REMEMBER PASSWORDS
COMPETENCIES **Core principle(s): Cyber Safety** **WHO Life skill(s): Critical Thinking**	**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Computer	**Explicit (Key message) Learning outcome(s):** 1.
Methodology: Narrative and Informational text with Activities	**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to decode simple messages using a basic cipher to understand information security. 2. Apply the strategy of mnemonics to create strong and memorable passwords. 3. Connect everyday life situations with the concept of cyber safety.

Suggested Flow	
Introduction/opening (5 mins)	Entry Point: *"Lock & Key Game"* Teacher Action: ● Hold up an imaginary lock and key. ● Ask: ○ *"What happens if you lose your house key?"* ○ *"What if anyone could copy your key easily?"* Let 2–3 quick responses come. Bridge Question: "Our phones also have something like a key. What do you think that is?" Elicit: *Password* Transition: "Today's chapter is about a girl your age who helps her grandmother protect her phone—using a smart trick. Let's meet Sana."
Context Building/ Workbook in Play (25 mins)	Story Engagement: Sana & Grandma (6 minutes) Teacher Action: ● Read the story dramatically, NOT monotonously. ● Pause at key moments: ○ Grandma worried about hackers ○ Password being *SANA-LATA* Think-Aloud Questions: ● *"If you were a hacker, would this password be easy or hard to guess?"* ● *"Why is Grandma scared?"*

	Allow learners to judge, predict, and empathise. Transition: "So the problem is clear—Grandma needs a password that is easy to remember but hard to guess. Sana finds a clever trick." 2. Concept Building: Mnemonics (7 minutes) Teacher Action: ● Write MGSITBNCK on the board. ● Ask: ○ *"Does this look easy to remember?"* ● Then reveal the sentence: *My Grandchild Sana Is The Bravest, Naughtiest, Cleverest Kid* Explain Simply: "A mnemonic is a memory trick. We remember a sentence instead of random letters." Mini Play Activity (Whole Class): ● Ask learners to give: ○ One favourite colour ○ One fruit ● Together form a class mnemonic sentence. Transition: "If mnemonics help us remember passwords, they can also help us remember other things—like rivers, planets, and stories." 3. Workbook in Play – Selective, Guided (10 minutes)

	Exercise A (Oral – 1 min) Q: Why is 26th January a national holiday? ● Take oral answers only. ● Link to story context (holiday, family time). Exercise D – Rivers of India (4 mins) Teacher Action: ● Write initials on board: M G S I T B N C K ● Ask learners to recall rivers collectively. ● Fill answers together. Emphasis is recall through clues, not rote writing. Pigpen Cipher (Intro Only – 5 mins) Teacher Action: ● Show one decoded example. ● Explain: "This is another way of hiding messages—just like passwords hide information." DO NOT decode full stories in class. Only: ● Decode 2–3 letters together. Transition: "Codes and mnemonics are fun—but they need time and patience. So we'll continue the detective work at home."
Take home (Homework)	1. Mnemonic Creation Create a mnemonic for:

<table>
<tr><td></td><td colspan="2">- 8 planets OR
- Favourite fruits/vegetables

2. Pigpen Cipher
Decode any one story.</td></tr>
<tr><td>Possible hiccups:
1. Learners may struggle with Pigpen cipher as it feels confusing and abstract.
Strategy: Decode only 2–3 letters together; avoid full decoding
2. Vocabulary Challenges:
a. Password:A secret word or code used to open or protect something
b. Hacker: A person who breaks into computers or phones without permission
c. Mnemonic: A memory trick that helps us remember things easily</td><td>Cues for Quick Progress Tracking

1. Explains why passwords are needed.
2. Correctly identifies both weak vs strong passwords.
3. Use mnemonic correctly and make meaningful mnemonics.
4. Attempts cipher decoding logically.</td><td>The Confidential Green Zone: Explained

“If you had to make a password for something important, what kind of things would you never include in it?”

is personal because it connects directly to the child’s real-life safety and personal information, which should not be shared openly.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Why did Grandma want to change her password?
Because it was easy to guess and not safe.

2. What is a mnemonic?
A memory trick that helps us remember things easily.

3. How does a strong password help us in daily life?
It keeps our personal information safe.

4. Name any two rivers of India mentioned in the chapter.
Ganga, Yamuna / Indus / Narmada (any two)

5. Why is cyber safety important today?
Because just like the real world, the cyber world is filled with unsafe people and we need to have rules around cyber safety and obey them just like we do with road safety and other rules.</td></tr>
</table>

Chapter	10	A NIGHT CAMP	
COMPETENCIES **Core principle(s): Personal Safety:** Touches **WHO Life skill(s): Effective Communication:** Body Language | **Interpersonal Relationship**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. A stranger is a person whom you do not know well. 2. Most strangers are good and want to take care of children, but they should not touch, hug, or kiss you. 3. A stranger can be a man or a woman, a boy or a girl, old or young. They can wear any clothes or uniform. 4. Being confident means looking and sounding sure of what you are doing or saying.
Methodology: Narrative with Informational Text		**Other resources:** 1. QR Code embedded within the chapter - Page 53, 55 2. Suggested Reading: The Astronomer by Rabindranath Tagore. 3. Teacher Resource: Check for how one can become a scout at http://www.bsgindia.org/ 4. Project CACA Poster Catalogue: Morals Values Ethics_15#5 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to express personal experiences and feelings related to new situations using spoken and body language. 2. Demonstrate assertive communication through posture, eye contact, and clear voice. 3. Interpret emotions in others by observing facial expressions and body movements. 4. Chapter will generate curiosity and inclination in children with regards to understanding space and the universe.
Suggested Flow			
Introduction/opening (5 mins)		Hook: “A Night Away From Home” Facilitator does:	

	● Dim lights slightly OR ask children to close eyes for 10 seconds. ● Says slowly: "Imagine you are in school… but it is night… stars are in the sky… and you are not going home." Think–Pair–Share (quick): ● "How would you feel if you had to stay in school at night?" Let 2–3 children respond. Note: This activity can be done through a visit to the planetarium. Transition: "Today's chapter is about children just like you who stayed in school at night for the first time."
Context Building/ Workbook in Play (25 mins)	2. Context Building + Story Engagement (10 minutes) Reading as a Shared Experience Facilitator does NOT read everything. Reads key narrative parts with expression: ● Night sky ● First camp excitement ● Telescope setup ● Dumb charades Mini Pauses for Engagement Ask quick oral prompts: ● "Why are they excited?" ● "Who has been to a wedding at night like Sana?"

	Smooth Transition: "They are having fun… but something important happens near the telescope." 3. Life Skill Moment: Personal Safety (7 minutes) Scene Focus: Astronomer & Sana The facilitator reads this incident carefully. Freeze & Think Ask: ● "What did Sana feel?" ● "Did the astronomer mean to harm her?" Then guide: "Everyone must ask our permission before touching - both trusted adults and strangers." Key Message (Implicit, not preachy): ● Our body belongs to us ● We can say NO ● We can suggest a solution (like Sana did) Transition: "Our body talks even when we don't speak." Move naturally to body language. 4. Workbook-in-Play: Body Language & Confidence (8 minutes) Activity A: Posture Game (Standing Activity) Instead of ticking immediately: ● Facilitator shows 2–3 postures (confident vs not) ● Children copy ● Ask:

	○ “Which posture makes you feel strong?” Then children quickly tick in book (A). Activity B: Emotion Statues ● Call out emotions: happy, sad, angry, scared ● Children freeze into statues Then open book: ● Match faces with postures (B) Transition: “If our body can show feelings, it can also help people listen to us.” Move to poem. 5. Poem: “Making People Listen” (5 minutes) Choral + Action Reading ● Read first stanza ● Children repeat with actions: ○ Head high ○ Eyes forward ○ Still body One guiding question only: ● “Why should we stand confidently when we speak?” Do NOT over-explain. 6. Quick Reflection + Take Home Setup (Homework) (5 minutes) Oral Reflection (Choose ANY ONE) ● “Have you ever stayed awake late at night?”

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

- “When did you feel brave like Sana?”

Closing Line:

“Like Sana, you are clever, brave, and allowed to speak up.”

</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">

1. Workbook questions C, D, E, F (experience-based)

2. One drawing or 3–4 lines:

- “A time when I spoke confidently”
- OR “A time I said no”

</td></tr>
<tr><td>Possible hiccups:
1. Overexcitement during posture/statue activity
Strategy: Set clear “freeze” rule; model once before children try.
2. Vocabulary challenges:
a. Astronomer: A person who studies stars, planets, and the sky.
b. Telescope: A tool used to see faraway objects like the Moon clearly.</td><td>Cues for Quick Progress Tracking

1. Story comprehnsion and Retells events correctly.
2. Clearly identifies safe/unsafe touch.
3. Body language understanding: Matches posture with emotion.</td><td>The Confidential Green Zone: Explained
“Have you ever felt uncomfortable when someone came too close to you?”
is personal because it relates to a child’s personal safety experiences and must not be discussed publicly to protect emotional well-being and privacy.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Why was Sana excited about the night camp?
It was her first overnight camp at school.

2. What lesson do we learn from Sana and the telescope incident?
We should ask permission before touching someone.

3. What does the poem say helps people listen to us?
Clear voice, confident posture, and simple words.

4. Why are stars not easily seen in cities?
Due to too much light and pollution.

5. What is the Pole Star used for?
To find the north direction.</td></tr>
</table>

6. Why is a night camp a new experience for children? They stay away from family at night.

Chapter	11	WHEN GRANDPA FELL SICK	
COMPETENCIES **Core principle(s):** **Constitutional Morality:** Right to Live with Dignity/ Gender Stereotype Breaking **WHO Life skill(s):** **Collaboration:** Helping | **Interpersonal Relationship**		**Suggested Facilitator:** ☑ CACA teacher, ☑ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message)** **Learning outcome(s):** 1. Our loved ones take care of us and at times, we take care of them to be happy, healthy, and safe. 2. Children and grown-ups use soaps, napkins, pads, and undergarments for hygiene purposes. There is no need to be ashamed of them.
Methodology: Story		**Other resources:** 1. QR Code embedded within the chapter - Page 57	**Implicit (Key message)** **Learning outcome(s):** 1. The learners will be able to experience caregiving as a natural part of family life through a story-based situation. 2. Understand that illness can make anyone dependent, regardless of age. 3. Recognise hygiene practices as necessary for health and dignity, not as something shameful.
Suggested Flow			
Introduction/opening (5 mins)		Teacher introduces the chapter: • Name of the chapter • Main characters (Arpit, Grandpa, family) • Central idea (illness, care, hygiene)	

	Important teacher statement (very explicit): "This chapter talks about hygiene during illness. These are health topics, not funny or shameful topics." Discussion Point: ● *Do you think caring for a sick person is only one person's job in a family? Why or why not?* Take only 3–4 responses. Teacher closes discussion: "Different families help in different ways. What matters is care and respect."

Take home (Homework)	Children can take this chapter for reading at home. They can access the chapter's video from the QR Code embedded on page 57. Give these tasks:
	
	1. Read the full chapter.
	2. Underline:
	  ○ one sentence about care
	  ○ one sentence about hygiene
	3. Answer the textbook questions in the notebook.
	
	(Optional, confidential – not compulsory):
	
	● *Who helps people in your family when someone is sick?*
	
	For Assessment, note these pointers:
	
	● Completion of chapter reading
	● Accuracy of textbook answers
	● Underlining task done meaningfully

Possible hiccups:	Cues for Quick Progress Tracking	The Confidential Green Zone: Explained
1. Vocabulary Challenges: a. Pharmacist: A person who sells medicines in a medical shop. b. Diaper: A cloth or pad used to keep clothes clean when someone cannot use the toilet.	1. Completes take-home reflection meaningfully 2. Uses key ideas like *care, hygiene, responsibility* 3. Shows understanding beyond retelling the story	"Who takes care of you when you are sick?" This question invites children to reflect on their family life and care experiences, which may be emotionally sensitive.

Scholastic Questions

1. Why did Grandpa need help when he was sick?
Because he was weak and unable to take care of himself.

2. What responsibility did Papa show in the story?
He helped Grandpa during his illness.

3. Why is hygiene important for a sick person?
It prevents infection and keeps the body clean.

4. Name two items used for hygiene.
Soap and diapers.

5. Is caring for elders a shared responsibility?
Yes.

6. What did Grandpa teach Arpit about hygiene?
There is no shame in keeping the body clean.

Chapter	12	A FOOTBALL MATCH TO REMEMBER
COMPETENCIES **Core principle(s): Health:** Exercise | **Constitutional Morality:** Honesty-Integrity | Gender Stereotype Breaking | **Mental Health & Well-Being:** Addiction-Gaming	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Outdoor activities are an important part of growing up healthy. 2. Extra-curricular activities are fun!

WHO Life skill(s): **Resilience:** Coping | **Collaboration:** Teamwork		
Methodology: Story	**Other resources:** 1. QR Code embedded within the chapter - Page 59 2. Suggested reading: Better than the Best, ISBN 978-81-237-5093-4 3. Project CACA Poster Catalogue:	**Implicit (Key message)** **Learning outcome(s):** 1. The learners will be able to challenge gender stereotypes by acknowledging girls' leadership and competence in sports. 2. Reflect on personal screen-use habits and make informed choices about balancing screen time and real-world activities.
Suggested Flow		
Introduction/opening (5 mins)	Hook: "Choose One" Game (2 mins) Teacher shows quick either–or choices orally (no book yet): ● Football match on phone VS Football match in ground ● Watching dance video VS Dancing with friends ● Playing game VS Watching gameplay Children raise hands / show thumbs. Transition (spoken bridge): "Interesting choices! Today's story is about a boy who *thought screens were better*… until one day changed his mind."	
Context Building/ Workbook in Play (25 mins)	Write on board: "A Football Match to Remember" Ask: - "Have you ever remembered a day because it felt special?" - "What made it special — screen or people?" Smooth shift: "Let's meet Gurpreet, who is about to experience such a day." Scene 1: Screen vs Real Life (Storytelling) – 7 mins	

	● Facilitator reads aloud dramatically (no silent reading): ○ Gurpreet gaming in bed ○ Argument with father ○ “Weekly no-screen day” Think–Pair–Share (quick): ● “What rule does Gurpreet’s father have about screens?” Children tick answer B together (Q B). Transition: “Gurpreet is unhappy… but wait — something colourful is about to happen.” Scene 2: Enter the Stadium (Imagination Walk) – 6 mins Facilitator narrates: ● Balloons, banners, mascot, cheering ● Mixed-gender teams, Sana leading Freeze & Feel activity: “Close eyes for 10 seconds — What can you hear? What colours do you see? How does Gurpreet feel now?” Oral responses (no writing yet). Link smoothly: “This excitement cannot be paused like a video.” Scene 3: Match, Fouls & Fairness (Role-play) – 7 mins ● Assign roles quickly: ○ Sana, Divy, Referee, Crowd ● Act out: ○ Jersey pull → foul ○ Yellow card → warning ○ Red card → out of match

	Workbook integration (oral → written): ● Who got the red card and why? ● What happens with yellow vs red card? Children answer verbally first, then write one-line answers. Transition: "But the biggest change happens *inside Gurpreet*…" Scene 4: Reflection Choices (Discussion-based ticking) – 5 mins Take any 3 from Exercise D: ● Real stars vs screen stars ● Playing match vs gaming ● Eating food vs watching food videos Method: ● Children stand on Left = Real / Right = Screen ● One child explains *why*. Bridge to closure: "So what would Gurpreet choose now?" Closing line by facilitator: "Screens are not bad — but life should not be paused."
Take home (Homework)	1.**Screen Time Tracker Table** ● Fill only **one day** ● Emphasis: *honesty, not reduction* 2. **One Alternative Activity** ● "One thing I can do instead of screen time tomorrow" 3. **Creative Optional Task (Any ONE):**

	• Draw Sana scoring the winning goal • Rename Gurpreet's team and design a logo • Write 3 rules for "Healthy Screen Use" at home	
Possible hiccups: 1. Vocabulary challenges a. Commentator: A person who speaks on TV or radio and describes what is happening in a match. b. Referee: A person who makes sure players follow the rules in a game. c. Foul: An unfair action that breaks the rules of a game. d. Mascot: A person or figure dressed up to represent a team or school.	**Cues for Quick Progress Tracking** 1. Explains screen vs real-life difference using story examples 2. Identifies foul, yellow card, red card correctly 3. Participates meaningfully in discussion 4. Makes personal connections confidently	**The Confidential Green Zone: Explained** "One thing I could do instead of screen time tomorrow is _____." is personal because this reveals the child's daily habits, home environment, and emotional choices.

Scholastic Questions

1. Why are outdoor games important for children?
They help us stay healthy, active, and happy.

2. What rule did Gurpreet's father have about screens?
Screens were not allowed in the bedroom, dining area, and bathroom.

3. How does playing together help children?
It teaches teamwork and cooperation.

4. Name one body benefit of playing football.
Builds stamina / strengthens muscles.

5. Why does watching a game on the ground feel more exciting than on a screen?
We use our body, senses, and emotions fully.

Chapter	13	PAYAL IS A BRAVE GIRL

COMPETENCIES **Core principle(s): Constitutional Morality:** Gender Stereotype Breaking **|** Qualities-Virtues (Courage) **WHO Life skill(s): Critical Thinking | Resilience:** Listening to Feelings | **Collaboration:** Telling	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Police are there to help us and keep us safe.
Methodology: Narrative	**Other resources:** 1. QR Code embedded within the chapter - Page 64 2. Suggested reading: Mohini and the Demon, ISBN 978-81-237-0164-6 3. Character Canvas: Page 21 - Payal	**Implicit (Key message) Learning outcome(s):** 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)	1. Begin the class by drawing a simple stick figure of a child and a stranger with a suitcase on the board. Say slowly: “Imagine you are in a park. An unknown auntie asks you to come to your house. She is carrying a big suitcase.” Think–Pair–Share (quick): • “Would you go with her? Why / why not?”	
Context Building/ Workbook in Play (25 mins)	Scene 1: Celebration in Class (3 min) Facilitator reads the opening (clapping, prize, TV). Pause & Ask: • “Why do you think everyone is clapping?” • “Have you ever seen someone being praised like this?”	

	Link: Bravery is noticed and respected. Transition: "Now Ma'am asks Payal to explain *how* she was brave." Scene 2: The Park Incident (6 min) Read till: suitcase, asking about house. Think-Aloud Modeling (very important): ● "Payal did not run immediately. She *observed*." ● Write on board: OBSERVE → THINK → ACT Guided Questions: ● "What felt strange to Payal?" ● "Was the auntie shouting or scary?" (No) ● "So can danger always look frightening?" (No) Children realise bravery = thinking calmly. Transition: "Let's see how Payal tested her doubt." Scene 3: Decision Making & Seeking Help (6 min) Read till: calling parents and police. Mini Role Play (2 minutes): ● One child = Payal ● One = neighbour auntie ● One = parent Prompt: "What should Payal say?" Reinforces: ● Asking adults for help ● Police as helpers ● Not handling danger alone

	Transition: "Notice - Payal did not act alone. She acted wisely." 2. Workbook-in-Play (10 minutes) Instead of *sitting and writing everything*: Activity: *Tick, Think, Tell* Facilitator orally takes 3–4 key questions from the exercise. Examples: ● "Why did Payal feel something was wrong?" ● "What would you have done differently?" Children respond orally → facilitator paraphrases answers. Write ONLY ONE answer together on board as a model. Remaining exercise questions → Take Home	
Take home (Homework)	1. Workbook Completion ● Complete remaining questions from the chapter. 2. Reflection Task: ● "Draw or write about a time when you were brave."	
Possible hiccups: 1. Children equate bravery with physical strength or fighting. *Strategy: Repeatedly redirect to thinking moments in the story.* *Ask: "Did Payal fight anyone?" → highlight observation and decision-making.* 2. Vocabulary challenges: a. Suspicious:	**Cues for Quick Progress Tracking** 1. Gives reasons for Payal's actions without prompting. 2. Uses words like *noticed, thought, felt unsafe*. 3. Can connect the story to a safety rule.	**The Confidential Green Zone: Explained** NOT REQUIRED

Something that makes you feel that it may not be right or safe.		

Scholastic Questions

1.Why did Payal feel something was wrong in the park?
Because the auntie asked only her for help and carried an empty suitcase.

2. Write one quality of Payal shown in the story.
Bravery / Careful thinking.

3. Find one dialogue from the story that shows curiosity.
“How did you know?” / “What made you sure?”

4. What is the main message of the story?
Thinking carefully helps us stay safe and brave.

5. Why is it important to notice our surroundings?
To stay safe and avoid danger.

6. Name one unsafe situation from the story.
A stranger asking Payal to go to her house.

Chapter	14	SANA IN SCHOOL-LAND	
COMPETENCIES **Core principle(s): Personal Safety:** Infrastructure/ Animal-Bees/ Fire Burns | **Health:** Gers-Diseases-Medicines | **Constitutional Morality:** Being Responsible Citizen **WHO Life skill(s): Critical Thinking**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. When we reach quite early before the school starts or leave quite late after school ends, we should stay at a safe place. 2. CCTV helps keep children safe. Places covered by CCTV are safe places. 3. We should be careful when we move around in school. After all, school is quite a big place. 4. In an emergency or an accident, we either take help of others, or we help them.

		5. Rules are made for our health and safety.
Methodology: Story, Narrative, and Expository Text	**Other resources:** 1. 1. QR Code embedded within the chapter - Page 66 2. Character Canvas: Page 10 - Sana's Grandma 3. Project CACA Poster Catalogue: Emergencies_23#1 http://projectcaca.org/posters/ 4. My Fifth Practice Booklet - Page 24	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to connect why rules and supervision are important for children's safety in school spaces. 2. Recognise how individual choices can lead to safe or unsafe outcomes. 3. Relate personal experiences in school to situations described in the chapter.
Suggested Flow		
Introduction/opening (5 mins)	Ask learners to close eyes for 10 seconds. Say: "Imagine you reach school *before everyone else*. No bell. No teachers. No friends." Think–Pair–Share (quick): ● What place would you go to first? ● Would you feel excited or scared? Transition: "Sana also came to school very early one day… let's walk with her."	
Context Building/ Workbook in Play (25 mins)	Scene 1: Sana Enters School (5 minutes) Read aloud / Shared reading ● From dinner → early morning → school gate Pause & Ask: ● Why was the guard important?	

	● Is it safe to roam alone?
	
	Scaffold:
	Teacher links familiar school routines → safety rules
	
	Transition:
	
	"Sana doesn't just stand at the gate… she *wanders*."
	
	Scene 2: Exploring School Spaces (7 minutes)
	
	Activity: "Safe / Unsafe Corners"
	
	● Draw a simple school map on the board.
	
	● Learners call out places Sana visits.
	
	● Teacher circles:
	  ○ 🟢 Safe
	  ○ 🔴 Unsafe
	  ○ 🟡 Safe only with adults
	
	Examples:
	
	● Staff room → Safe
	
	● Lift → Depends
	
	● Roof → Unsafe
	
	● Playground alone → Unsafe
	
	Workbook-in-play:
	Do Exercise B orally (places in school + favourites).
	
	Transition:
	
	"Sometimes danger comes quietly… not shouting."
	
	Scene 3: Incidents & Decisions (8 minutes)
	
	Choose ONLY 2 incidents to discuss deeply:
	
	1. Beehive incident
	
	2. CCTV & safety

	Role Play (2 mins each): ● "What should Sana have done?" ● "What would YOU do?" Teacher scaffolds: ● Actions → Consequences → Learning Workbook-in-play: ● Do MCQs D, G, H orally with justification (not guessing). Transition: "Sana's walk feels real… but something strange happens." C. Closure Story Closure (3 minutes) ● Reveal: *It was a dream.* ● Ask: ○ Why do you think the writer used a dream? ○ Can dreams teach us?
Take home (Homework)	1. Complete the remaining workbook questions at home. (Discuss them in the next class) 2. Life Skills Sections (Reading and questions): ● Burns & blisters - (Solve Page 24 of My Fifth Practice Booklet) ● Mosquito safety ● Emergency situations 3. Ask children to read about Sana's Grandma from the Character Canvas. Write a character sketch that highlights the qualities you share with your grandmother and those that make you unique.

Possible hiccups: 1. Vocabulary Challenges: a. Reception: A place near the entrance where visitors and parents are helped. b. Guard: A person whose job is to keep people safe and stop strangers. c. CCTV: A camera that records places to keep people safe.	**Cues for Quick Progress Tracking** 1. Correctly identifies safe and unsafe places. 2. Gives reasons for decisions in the activities. 3. Connects story situations to real life.	**The Confidential Green Zone: Explained** **Is there any place in your school where you feel uncomfortable? Write its name.** is personal because it asks the child to share feelings of fear or discomfort, which may be linked to personal experiences and should be known only to the teacher.

Scholastic Questions

1. Why is the staff room considered a safe place in school?
Because teachers are present there.

2. Why should children not play near beehives?
Bees may sting and cause injury.

3. What should be done first after a bee sting?
Remove the stinger carefully.

4. Why should stagnant water be removed?
It helps mosquitoes breed.

5. If school starts at 8:00 a.m. and Sana reaches at 7:30 a.m., how many minutes early did she reach?

30 minutes

Project CACA
Since 2016

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

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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.
- The webinars cover psychological, legal and academic aspects of children's safety and well-being.
- Our partner, supportive organisations, and team members comprise a resource-person pool of subject matter experts, like judges, panel advocates, psychologists, and academicians, who conduct these webinars.
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Code	Webinars for only Teachers
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2.	PoSH Act
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8.	Dealing with Peer Pressure
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14.	Cybersafety
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My Fourth Practice Booklet

My Fifth Practice Booklet

My Sixth Practice Booklet

My Seventh Practice Booklet

My Eighth Practice Booklet

My Ninth Practice Booklet

Partners

Fortis | CSJ Counsel to Secure Justice

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

Advocacy Partner

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End the Stigma, Raise Awareness