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 Seventh Safety Workbook

7

LSP-M7SW-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	Children, Children Everywhere Children Dark and Children Fair	School
	8	A Boy Named Sandy	School
2	11	UN - Vasudhaiva Kutumbakam	School
3	14	*Tabassum Needs Glasses	School
4	18	*Kartik and His Mother	School
5	22	Don't Be Unsafe	Home/ School
	22	Secrets	Home/ School
	24	Woes of Nose	Home
6	26	*Riya and Rescue	Home/ School
7	30	A Letter From Doctor Auntie	School
	30	Part 1	Home/ School
	34	Part 2	Home/ School
8	37	*Crossing the Line	Home/ School
	40	*War and peace	School
9	42	The Virtual World	School
10	47	Pokso Plays Dumb Charades	Home/ School
11	50	*Nisha is Courageous	Home/ School
12	54	*A Spooky House	School
13	57	Johny Johny, yes Papa	School
14	62	*7-Step Safety Rule	Home/ School
	65	*The Girl Who Cried Wolf	Home
15	66	Grandparents' Day	School
	69	Cheating Is Fun, Oh Really?	Home
	70	A Mother's Dilemma	Home

16	71	Water, Water Everywhere But …	School

Chapter	1	SAY HELLO!	
COMPETENCIES **Core principle(s): Constitutional Morality:** Fundamental Duty - Love for Nature/ Child Rights-Rights as morals/ Rights & laws/ Rights & Responsibilities/ Child Labour **WHO Life skill(s): Life Skills:** Being independent & Responsible | **Self Awareness:** Skills/Aptitudes/ Qualities Behaviours | **Critical Thinking:** Goal Setting-SWOT | **Interpersonal Relationship** **UNSDG-1,10**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. As we grow, we become more independent and more responsible towards ourselves and others. 2. It is not only the core subjects that we learn but many other qualities we develop that matter in our lives. 3. A person below the age of 18 years is a child. An adult is someone who is 18 years or older. 4. Children are also citizens. They too have rights called "child rights". 5. Children are born with their rights, and no one can take these rights away. 6. Rights cannot exist without responsibilities and duties. 7. Children should go to a school and not a workplace. 8. 12 June is World Day Against Child Labour as declared by the International Labour Organisation (ILO).
Methodology: Narrative with activities		**Other resources:** 1. www.rtionline.gov.in 2. Suggested viewing YouTube search Most dangerous ways to school 'Chadar 3. Suggested reading: Etoa Munda Won the Battle, ISBN 978-81-237-0171-4	**Implicit (Key message) Learning outcome(s):** The learners will be able to 1. Differentiate between what children are allowed to do and what they are restricted from doing, with reasons. 2. Connect government schemes and laws with their role in protecting children's rights. 3. Reflect on real-life situations to develop empathy towards children whose rights are denied.

		4. Learn the SWOT Analysis of Goal Setting for academics and beyond. 5. Understand various rights that belong to them for their protection.
Suggested Flow		
Introduction/opening (5 mins)	Activity: *"Can I or Can't I?" Quick Game* Facilitator says aloud (learners show thumbs thumbs up or thumbs down): ● "Can a 10-year-old go to school?" ● "Can a 12-year-old work in a factory?" ● "Can a 14-year-old drive a bike?" Since children nowadays start driving at a young age, the teacher can discuss this and build on learners' responses here. The teacher can explain that rules and laws are to be followed by everyone. ● "Can a 16-year-old vote?" No correction yet. Only record responses. Transition : "Interesting! You already *know* many answers… Today's chapter helps us understand WHY some things are allowed and some are not."	
Context Building/ Workbook in Play (20 mins)	Scene 1: Classroom Narrative Hook (5 minutes) Read aloud / paraphrase the classroom interaction: ● Ma'am explaining big numbers ● Learners asking about driving, voting, school, safety Facilitator Pause Questions: ● "Why do you think rights cannot exist alone?" ● "What happens if one person's right harms another?"	

	Key scaffold:
	
	Rights must be balanced, not used blindly.
	
	Transition:
	
	"Now let's see what happens when this balance is missing in real children's lives."
	
	Scene 2: Story Moment – *A Boy Named Sandy* (7 minutes)
	
	Strategy:
	Read selective, emotionally rich paragraphs (not full text).
	
	Think–Pair–Share prompts:
	
	● "Which right of Sandy is being violated?"
	● "Did Sandy *choose* to work?"
	● "What would *you* want for Sandy?"
	
	Workbook in play:
	
	● Learners orally match Sandy's situation to:
	  ○ Right to Education
	  ○ Right to Protection
	  ○ Right to Survival
	
	(No writing yet — keep energy flowing.)
	
	Transition:
	
	"Sandy's story shows *why* laws are needed. Let's see what the law actually says."
	
	Scene 3: Law + Reflection (8 minutes)
	
	Guided Workbook Engagement (Selectively)
	
	Do ONLY orally / quick ticks:
	
	● MCQ on Midday Meal Scheme
	● MCQ on Why children can't vote
	● One matching question (numbers → million/billion)

	Facilitator scaffolding lines: ● "Is this rule about control — or about care?" ● "How does the government *support* children?" Connect to: ● Anganwadi ● RTI ● Midday meal Mini Reflection (2 minutes) Ask: "If you had to explain *child rights* to a younger child in ONE sentence, what would you say?" (2–3 learner voices only)	
Take home (Homework)	1. Creative: Draw or write: "School children should go to — not a workplace." 2. Thinking: Answer: "Should child artists be protected under the law? Why?" Encourage them to visit and explore the RTI Website www.rtionline.gov.in The teacher can also refer to the documentary: "Born to Be Viral: The Real Lives of Kidfluencers" here and discuss it with the learners. 3. Observation: Notice your surroundings: "Do you see children doing work they should not be doing? How did it make you feel?"	
Possible hiccups:	**Cues for Quick Progress**	**The Confidential Green Zone:**

1. Confusion between rights and freedom as children may think rights mean “I can do anything”. *Strategy*: Repeatedly use the phrase “Rights come with limits to keep everyone safe.” 2. Vocabulary Challenges - a. Scheme - A plan made by the government to help people. b. Violation - When a rule or right is broken.	**Tracking** 1. Correctly explains *why* a child cannot vote or work. 2. Uses examples from the chapter. 3. Connects rights with responsibility or safety.	**Explained** **“Have you seen any children around you doing work they should not be doing? How did you feel?”** This question invites the child to share personal observations and emotions that may be sensitive or linked to their own life, and therefore must be handled with care and privacy.

Scholastic Questions

1. Who is called a child according to law?
A person below 18 years of age.

2. Name any one special right given to children.
Right to education / protection / survival / development.

3. Which number is bigger: 1 million or 1 billion?
1 billion.

4. If counting 1 rupee per second, how long will it take to count 1 billion rupees?
About 32 years.

5. Who is Sandy and why does he work?
Sandy is a child who works on farms because his family is poor.

6. What does the phrase “a child without a childhood” mean?
A child who misses play, school, and happiness.

COMPETENCIES **Core principle(s): Constitutional Morality:** Vasudhaiva Kutumbakam International Peace & Security **WHO Life skill(s): Life Skills:** Empathy	**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Social Science	**Explicit (Key message) Learning outcome(s):** 1. An eye for an eye only ends up making the whole world blind. 2. Youth is a person in the age group of 15 to 34 years.
Methodology: Narrative and Informational Text	**Other resources:** 1. National Book Trust of India https://www.nbtindia.gov.in/ and the Children's Film Society https://www.efsindia.org/ 2. Suggested reading: Children Who Made It Big, ISBN 978-81-237-2756-1 (Just like every learner has a roll number, every book in the library has an ISBN)	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to identify the major organs and selected agencies of the United Nations and their functions. 2. Apply the concept of degrees of separation to understand human connections within a social network. 3. Relate global ideas of peace and cooperation to everyday human relationships and responsibilities. 4. Learners will understand the importance of seeing themselves as part of a shared world and caring for humanity as a whole, rather than limiting concern to their own family or community.
Suggested Flow		
Introduction/opening (5 mins)	Activity: “Small Fight, Big World” Teacher says: “Have you ever fought with your sibling or friend over something small?” ● 2–3 quick responses. ● Follow-up: “If people in the same house fight, what happens when countries fight?”	

	Transition: "Because the world has many differences, humans created something to prevent fights from becoming wars."
Context Building/ Workbook in Play (25 mins)	1. Why the UN was needed (5 minutes) Strategy: Think–Pause–Tell ● Briefly narrate: ○ World Wars ○ Huge loss of life ● Ask: "Did wars solve problems or increase suffering?" Write on board: Problem → Solution ● Problem: Wars, conflicts ● Solution: United Nations Transition: "So how does this 'world family' work in real life?" 2. UN as a "World Government" (Role-Play Lite) (7 minutes) Activity: UN = School Analogy Assign roles quickly: ● Principal → UN General Assembly ● Office → Secretariat ● Discipline Committee → Security Council ● Counsellor → ECOSOC ● Court → International Court of Justice Ask:

	"If there is a fight between two classes, who decides fairly?" Learners answer → Map to UN organs. NOW open the textbook and point-read, not read aloud fully. Exercise D (UN questions): ● Do 2 questions orally together ● Say: "The rest we will crack easily at home." Transition: "But the UN doesn't work alone. It has helpers. 3. UN Agencies – Match & Guess (6 minutes) Activity: Clue-based Matching Teacher reads clues: ● "This agency helps children" → Learners guess UNICEF ● "This looks after health" → WHO Learners point in the book → quick ticking. Exercise B (Match the following): ● Do first 3 matches together ● Remaining as guided homework Transition: "All these agencies work for people. But how are *people* connected to each other?" 4. Degrees of Separation – Network Play (7 minutes) Activity: Human Chain ● Ask 5 learners to stand in a line holding hands. ● Count connections.

	Explain: "You don't need to know everyone directly to be connected." Introduce Six Degrees of Separation. Now show the network diagram in the book. Exercise C: ● Solve 1 sample question together ● Learners trace with fingers (important for scaffolding). Transition: "This shows something powerful—no one is really far away." 5. Linking Back to Peace & Responsibility (2 minutes) Bring it back full circle: "If we are connected, our actions affect others." Link to: ● SDGs ● ASHA workers (local + global care) Short reflection question: "Can peace start from small actions?" The teacher can ask the learners to reflect on major wars and if they can actually be avoided through effective communication or not.
Take home (Homework)	Workbook Completion ● Remaining: ○ Matching (Exercise B) ○ Network questions (Exercise C) ○ UN organ questions (Exercise D)

<table>
<tr><td></td><td colspan="2">Thinking Task (Choose any ONE):
● Draw a small network of 5 people you know
● OR write 5 lines:

“How can I help make my world peaceful?”</td></tr>
<tr><td>Possible hiccups:
1. Learners see the UN as distant or irrelevant as global institutions may feel abstract.
Strategy: Use school/family analogies before textbook terms
https://findahelpline.com/organizations/icall-s-champs-helpline - This helpline number can also be explained here as it is a joint effort of iCALL and UNICEF specifically for children.
2. Over-focus on memorisation
Strategy: Ask “why” and “how” questions during discussion
3. Vocabulary challenges
a. United Nations: A group of many countries that work together for peace
b. Agency: An organisation that helps people in a specific way
c. Child Marriage: When a child is forced to marry before becoming an adult.</td><td>Cues for Quick Progress Tracking

1. Explains concepts in own words
2. Correctly links examples
3. Traces network accurately</td><td>The Confidential Green Zone: Explained

“Think of one small action you do at home or school that helps keep peace. What is it?”

is personal because it connects the idea of peace to the child’s real relationships and experiences, which may involve emotions or family situations and therefore must not be discussed publicly.</td></tr>
<tr><td colspan="3">Scholastic Questions
1. What does Vasudhaiva Kutumbakam mean?
It means the whole world is one family.</td></tr>
</table>

2. Why was the United Nations formed?
To prevent wars and promote peace among countries.

3. Name one function of the UN Security Council.
It maintains international peace.

4. Which UN agency works for health across the world?
WHO.

5. How can small actions help in creating peace?
By being kind, helpful, and respectful to others.

6. Name one UN agency that works for children.
UNICEF.

Chapter	3	TABASSUM NEEDS GLASSES	
COMPETENCIES **Core principle(s): Mental Health & Well-Being:** Medical (Physical/ Mental) Conditions | **Emotional / Intelligence Quotient:** Resilience **WHO Life skill(s): Self Awareness:** Self Esteem | **Empathy | Collaboration:** Taking Help | **Interpersonal Relationship**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. You deserve your love and affection, as much as anybody else in the universe.
Methodology: Story		**Other resources:** 1. QR Codes embedded within the chapter - Page 14 2. Character Canvas: Page 29 - Tabassum	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to recognise that physical differences such as wearing glasses are normal and do not reduce a person's worth or abilities. 2. Learners will learn about self-esteem and understand that teasing can sometimes be a part

		of growing up. They will be encouraged to look beyond teasing, focus on what is useful and important for them, and make choices that help them feel confident and capable. 3. Learners will be able to compare risks and rewards, such as choosing to protect their vision and see clearly for studying, watching cartoons, and daily activities, even if it means facing teasing. 4. Learners will learn about the feminist icon Frida Kahlo and her strong determination to challenge beauty standards set for women - standards that continue to limit and restrict women even today.
Suggested Flow		
Introduction/opening (5 mins)	Hook: “Seeing Differently” Game Teacher action ● Ask learners to: ○ Close one eye ○ Read a word from the board ○ Open both eyes again Prompt “Was it easy or difficult?” “How did your body feel?” Transition “Sometimes, when we cannot see clearly, we don’t tell anyone. Today’s story is about a girl who could see *life* clearly—but not the board.”	
Context Building/ Workbook in Play (25 mins)	Scene 1: Entering a New World (Storytelling) – 6 minutes	

	Method ● Facilitator reads aloud (expressively) ● Pause at: ○ Tabassum being new ○ Sana welcoming her ○ Payal teasing Think–Pause–Share ● “How does a new learner usually feel?” ● “Who helped Tabassum first?” Suggestion: You can ask learners to read about Tabassum from Character Canvas: Page 29, for activating schema/prior knowledge about the character. Transition “Friends can make a place feel safe… but what happens when we hide a problem?” Scene 2: The Hidden Problem (Role-play Freeze) – 7 minutes Activity ● 3 volunteers act: ○ Tabassum squinting ○ Sana advising ○ Payal teasing Freeze & Ask Class ● “What should Tabassum do now?” ● “Why is she quiet at home?” Link to Workbook Question E (*Why was Tabassum reluctant to tell her parents?*) Scaffold ● Fear of teasing

	● Fear of being different
	● Fear of being misunderstood
	
	Transition
	“Sometimes, one story gives us courage to tell our own.”
	
	Scene 3: Strength from Stories (Frida Kahlo + Kajal) – 6 minutes
	
	Teacher narration
	
	● Briefly tell Frida Kahlo’s story (focus on confidence, not biography)
	
	Prompt
	
	“Is strength always physical?”
	
	Peer Connection
	
	● Read Kajal’s dialogue aloud
	● Ask:
	  ○ “What advice did Kajal give?”
	  ○ “Why did it work?”
	
	Link to Workbook Question D
	
	Transition
	“When we understand our bodies and accept them, teasing loses power.”
	
	Scene 4: Concept Play – Medical Terms Without Fear (6 minutes)
	
	Game: “Match & Move”
	
	● Put 4–5 terms on the board only (not all):
	  ○ Myopia
	  ○ Hyperopia
	  ○ Cataract
	  ○ Amblyopia
	
	Learners match meanings verbally

<table>
<tr><td></td><td colspan="2">(No writing yet)

Teacher simplifies

● “These are conditions, not faults.”

● “All can be helped.”

Attempt Exercise A (partially) orally

Transition
“Knowing names helps us understand—but kindness helps us heal.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">Watch the chapters video from the QR Code embedded within the chapter on Page 14.

● Complete remaining Match the Following

● Answer Question F or G (any one)

Reflection Task

● “Write one way you can make your classroom kinder.”

Ask elders if anyone wears glasses / braces / hearing aids. How does it affect their lives?</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary Challenges -
a. Squinting – Trying to see something by partly closing your eyes.
b. Myopia – A problem where a person cannot see far objects clearly.
c. Hyperopia – A problem where a person cannot see nearby objects clearly.
d. Cataract – When the eye becomes cloudy and vision becomes unclear.</td><td>Cues for Quick Progress Tracking

1. Explains why Tabassum needed glasses
2. Gives respectful solutions during discussions
3. Uses terms like confidence, support, kindness correctly</td><td>The Confidential Green Zone: Explained
“Have you ever felt scared to tell someone about a problem because you thought people might laugh at you?”
is personal because it asks the child to reflect on their own fears and emotional experiences, which should never be discussed publicly.</td></tr>
</table>

e. Disability – A condition that makes some things harder to do, but not impossible. f. Empathy – Understanding how another person feels by imagining what they must be experiencing and seeing a situation from their perspective.		

Scholastic Questions

1. Why did Tabassum feel scared to tell her parents about her problem?
She was afraid of being teased and misunderstood.

2. How did Kajal help Tabassum feel confident?
By sharing her own experience and explaining the importance of self-confidence.

3. What is myopia?
Difficulty in seeing far objects clearly.

4. Name one eye condition mentioned in the chapter.
Cataract / Amblyopia / Myopia (any one)

5. How can eye problems be corrected?
With glasses, medicine, or surgery.

Chapter	4	KARTIK AND HIS MOTHER	
COMPETENCIES **Core principle(s):** **Constitutional Morality:** Blood/ Organ Donation/Qualities-Virtues (Courage) | **Personal Safety:** Touches/Abuses/Safety Circle **WHO Life skill(s):** **Collaboration:** Helping &		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Our loved ones do their best to keep us happy, healthy and safe. 2. Nature has made our body and it belongs to us. 3. Private parts are only for us.

Taking Help | **Resilience:** Adapting | **Self Awareness**: Private Parts - Zones		
Methodology: Narrative	**Other resources:** 1. QR Codes embedded within the chapter - Page 18	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to express empathy and care towards people who are sick or recovering. 2. Apply the idea of a safety circle by naming trusted adults for support. 3. Differentiate between safe touch, unsafe touch, and Safe and unsafe looks. 4. Learners will understand the concept of organ transplantation, stem cells, and the contribution of Henrietta Lacks to important discoveries in cancer research. 5. Learners will learn the value of courage in offering help and will be encouraged to donate blood and contribute positively to society.
Suggested Flow		
Introduction/opening (5 mins)	Activity: “Ding-Dong Moments” *(Hooks them emotionally before content)* Facilitator says: “Close your eyes. Imagine you are visiting a friend who was very sick. You ring the bell — *ding-dong!* What questions would come to your mind?” Learners respond orally ● “Are you okay?” ● “Did it hurt?”	

	● "Will you come to school?" Write 2–3 responses on the board. Transition "Today's chapter begins exactly like this — with a *ding-dong* and a visit full of questions."
Context Building/ Workbook in Play (25 mins)	PART 1: Story as Living Conversation (8 minutes) Strategy: Shared Reading + Role Voices ● Facilitator reads selectively (to save time) ● Learners read dialogues ● Assign voices: Granny, Kartik, Sana Alternatively, the story's video can also be played on a smartboard and the teacher can pause at key moments for discussion. Pause intentionally at: ● Kidney donation ● "Can we live with one kidney?" ● "It was scary but…" Think–Pair–Share (2 minutes) Question: "Who do you think was more courageous — Kartik or his mother? Why?" No right answer. Encourage feelings. Transition "Courage doesn't always mean *not feeling scared*. courage means doing the right thing despite being scared. Sometimes that could mean offering or asking for help.."

	Links directly to self-awareness + safety. PART 2: Values + Reflection Questions (6 minutes) Activity: Nameplate Talk (Workbook A & B) On board write: "Whose name is on your house nameplate?" Let 2–3 children respond. Guide gently to Workbook Question B (no lecture on patriarchy — keep it reflective) Facilitator says: "Sometimes, names show ownership & power. Sometimes, they hide people. This book wants us to *notice* that." Accept responses without correction. Transition Similarly, our body also tells us about boundaries." PART 3: Personal Safety – Guided, Calm, Respectful (8 minutes) Activity: Thumb Rule Body Zones (No pointing, no embarrassment) Facilitator draws a simple stick figure on board Marks: ● Mouth ● Chest ● Between legs ● Buttocks Language to use (important): "Private means *personal*. Just like your bag or diary belongs to you — so does your body." Scenario Talk (NOT role-play)

	Ask: ● "Why did the children go out when Kartik needed an injection?" ● "Was that a show of respect?" Reinforce: ● Safe touch vs unsafe touch ● Trusted adults ● Safety circle Transition "Our body gives us signals — just like our heart beats faster when scared." Leads softly to feelings & gut sense. PART 4: Workbook Exercise (Quick, Guided) (3 minutes) Exercise C (Organs & Transplant) ● Do only 2–3 organs orally ● Ask: "Which do you think cannot be transplanted?" Tell learners: "The rest of this will become your exploration at home."
Take home (Homework)	1. "Draw or write about one person who takes care of you when you are scared." 2. Workbook Completion: ● Exercise C (remaining) ● Fill in the blanks (Transplants & Stem Cells)

Possible hiccups:	Cues for Quick Progress Tracking	The Confidential Green Zone: Explained
1. Vocabulary challenges a. Transplant – To move an organ from one body to another to help someone live. b. Donate – To give something willingly to help another person.	1. Answers questions using own words 2. Identifies private zones correctly 3. Gives respectful responses 4. Connects courage to feelings 5. Participates without prompting	**"Who is one trusted adult you can talk to if something makes you uncomfortable?"** is personal because it links directly to the child's real-life safety and trust network and must remain private to protect the child's emotional and physical security.

Scholastic Questions

1. What is the function of the kidney?
It cleans our blood and removes waste.

2. Why can a person live with one kidney?
Because one kidney can do the work of two.

3. What is organ donation?
Giving an organ to help another person live.

4. What are private parts?
Parts of our body that are personal and should be covered.

5. Who should we tell if we feel unsafe?
A trusted adult from our safety circle.

Chapter	5	DON'T BE UNSAFE
COMPETENCIES **Core principle(s): Personal Safety:** Secrets/ Strangers | **Health:** Nose Bleeding **WHO Life skill(s): Critical Thinking**	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Children must share their secrets with their loved, and trusted ones. It is a safety rule. 2. Most strangers want to keep children safe, yet, safety rules are to be

		followed when strangers are around.
Methodology: Narrative with Informational Text	**Other resources:** 1. Project CACA Poster Catalogue: Secrets_19#3 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to apply basic safety rules while interacting with strangers, both offline and online. 2. Demonstrate appropriate first-aid responses for a nosebleed through sequencing and role-play. 3. Make safe and reasoned choices in everyday emergency situations without panic.
Suggested Flow		
Introduction/opening (5 mins)	Activity: *"Secret or Safe?" Warm-Up* ● The facilitator says 4 statements aloud. Learners show thumbs up (safe) or thumbs down (unsafe): ○ "A friend asks you not to tell your parents about a gift." ○ "Your teacher asks you to keep exam papers safe." ○ "Someone online asks for your photo." ○ "Your mother tells you a surprise plan." Transition: Facilitator says: "So today we'll learn which secrets protect us and which secrets can harm us."	
Context Building/ Workbook in Play (25 mins)	Part 1: Poem – "Don't be Unsafe: Secrets" (7 minutes) Activity: *Echo Reading + Emotion Check* ● The facilitator reads one stanza. ● Class repeats the last line together.	

	● After reading, ask: ○ "Which line made you uncomfortable?" ○ "Why do you think the poem sounds like a warning?" Scaffolding Move: ● Highlight keywords on board: ○ *unsafe plan* ○ *trusted adult* ○ *dirty, sad, guilty* Clarify that bad secrets make you feel heavy, not happy. Workbook Link: ● Question A (Sharing a secret with Pokso) → Do oral discussion only, no writing yet. ● Use the Project CACA Poster Catalogue: Secrets_19#3 ● http://projectcaca.org/posters/ poster to discuss when a secret is safe or unsafe. Transition: "If secrets can be unsafe, then people can be unsafe too. Let's talk about *who* we should be careful with." Part 2: Strangers & Personal Information (8 minutes) Activity: *Stranger Ladder* On board, draw a simple ladder: ● Stranger → Acquaintance → Friend → Trusted Adult Learners place examples: ● Bus conductor ● Online gamer ● Neighbour ● Teacher

	Mini Role-Play (2 minutes): ● One learner acts as delivery person. ● Another responds safely. Key Discussion Prompt: "Can someone look friendly and still be a stranger?" Workbook Integration: ● Question B (Who is acting unsafely?) → Learners tick silently, then discuss answers in pairs. Transition: "Sometimes danger is not a person—it's a situation. Let's look at one." Part 3: Story – "Woes of Nose" (10 minutes) Activity: *Freeze the Story* ● The facilitator reads till the nosebleed starts. ● Ask: ○ "What would YOU do right now?" ● Collect quick responses. Then continue reading only the steps, pausing after each. Kinesthetic Play: ● Learners act out steps using gestures: ○ Sit upright ○ Pinch nose ○ Lean forward Workbook Use: ● Question A (Arrange steps) → done orally together

<table>
<tr><td></td><td colspan="2">Scaffolding Link:

“Just like secrets and strangers, emergencies also need calm thinking, not panic.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">“Write one safety rule you learned today and who you will share it with at home.”</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges -
a. Acquaintance – A person you know a little, but not closely.
b. Personal Information – Details about yourself like name, address, or phone number.
c. Alert – Being careful and paying attention to what is happening.
d. Cautious – Acting carefully to avoid danger.</td><td>Cues for Quick Progress Tracking

1. Clearly explains & gives examples of the concept of unsafe secrets.
2. Uses terms that describe feelings correctly.
3. Applies Stranger safety rules correctly to given situations
4. Responds confidently during discussion and choosing safest options</td><td>The Confidential Green Zone: Explained

“Is there a secret that makes you feel scared, uncomfortable, or confused?”

is personal because it connects to the child’s personal safety and emotions and must be handled privately to protect the child’s dignity and well-being.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Who is a stranger?
A person we do not know or do not know well.

2. Why should personal information not be shared online?
Because strangers online may harm us.

3. Name one safety rule to follow with strangers.
Do not accept gifts or go with them.

4. Why are nosebleeds common in summer?
Hot and dry air dries the nose and causes bleeding.

5. What is the first step to stop a nosebleed?
Sit upright and lean forward.

6. Why should we rest after a nosebleed?
To prevent bleeding from starting again.</td></tr>
</table>

Chapter	6	RIYA AND RESCUE	
COMPETENCIES **Core principle(s): Mental Health & Well-Being:** Emotions Feelings **WHO Life skill(s):** **Collaboration:** Taking Help | **Resilience:** Adapting | **Empathy**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. We should be aware of our and other's feelings. 2. Empathy - We should try to experience being in another person's shoes.
Methodology: Narrative		**Other resources:** 1. QR Codes embedded within the chapter - Page 26 2. Suggested reading: Raju and Jimmi, ISBN 978-81-237-4538-1 3. Suggested viewing - Movie - Hachi: A Dog's Tale (2009) 4. Project CACA Poster Catalogue: Emotions Feelings_8#4 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** The learners will be able to 1. Recognise the role of emotional intelligence in handling challenges and social interactions. 2. Respect differences related to disability and understand inclusion as a shared responsibility. 3. Reflect on personal feelings of helplessness and resilience in a safe and thoughtful manner. 4. Learn about various animal rights and the rationale behind having them. 5. Name various kinds of emotions and feelings. 6. Recognise emotional body language of animals, specifically dogs.
Suggested Flow			
Introduction/opening (5 mins)		1. Write on the board: "When was the last time you felt helpless?" 2. Give learners 30 seconds of silent thinking. 3. Say:	

	"You don't have to share your story. Just notice the feeling." Think–Pair–Share (2 minutes): ● Pair up and share only the feeling, not the incident. Transition: "Today's story is about a girl who goes through many such feelings—but instead of running away from them, she learns to understand them."
Context Building/ Workbook in Play (25 mins)	Scene 1: Entering Riya's World (Story Reading) – 7 minutes Strategy: Guided Read-Aloud or play the video from QR Code embedded on Page 26 of the book. ● If the reading aloud strategy is opted, the facilitator can read selectively, not the entire text, to save time. ● Pause at numbered emotion points (1–6). During reading: ● After each pause, ask: ○ "If you were Riya here, what would your heart be feeling?" Learners mark emotions lightly in pencil. Transition: "Riya's body is healing slowly—but her emotions are running fast. Let's slow them down and name them." Scene 2: Emotion Mapping (Workbook Exercise A) – 8 minutes Activity: ● Learners work in groups of 3. ● Each group handles 4–5 emotion numbers instead of all 16. ● They:

	○ Choose emotions ○ Justify why that emotion fits Facilitator scaffolding questions: ● "What tells you she feels this?" ● "Is this feeling loud or quiet?" Whole-class consolidation (2 minutes): ● Each group shares one strong emotion. Transition: "Riya doesn't just feel emotions—she learns how to manage them. This skill has a name." Scene 3: Emotional Intelligence (EI) – 5 minutes Mini-dialogue (no lecture): Ask: ● "Did Riya change overnight?" ● "What actually helped her?" Write on board: ● Self-awareness ● Self-regulation ● Empathy Learner connection: ● "Which one do you think Riya learned first?" Link explicitly: "This is called Emotional Intelligence—not being emotionless, but being emotion-smart." Transition: "But Riya isn't alone in this journey. Someone

<table>
<tr><td></td><td colspan="2">walks—or hops—beside her.”

Scene 4: Disability, Empathy & Society (4 minutes)

Short discussion:

● Focus on Rescue and classmates’ reactions.

● Ask:

○ “Who was actually wrong here—rescue or people’s thinking?”

Introduce gently:

● Differently-abled people

We can explain this through the news on the Blind Women’s Cricket Team which won the world cup. https://www.bbc.com/news/articles/cn81jqydn58o

● Therapy animals

Key facilitator line:

“Empathy is not pity. It is respect.”

Emotions Feelings_8#4 Poster can be discussed briefly from Project CACA Poster Catalogue.</td></tr>
<tr><td>Take home (Homework)</td><td colspan="2">Watch one scene from Hachi: A Dog’s Tale and write a short paragraph: What Rescue taught Riya - and me.</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges
a. Hopelessness: Feeling that nothing good will happen.
b. Frustration: Feeling upset when things don’t go your way.
c. Therapy: Treatment that helps a person get better.</td><td>Cues for Quick Progress Tracking

1. Correctly names emotions with reasons from the story.
2. Makes meaningful connections between Riya’s feelings and actions.
3. Shows empathy in responses without being prompted.</td><td>The Confidential Green Zone: Explained

“Have you ever felt helpless like Riya? What helped you feel better?”

is personal because it invites the child to share real emotions and experiences that may be sensitive or private and should not be discussed publicly.</td></tr>
</table>

Scholastic Questions

1. Why did Riya feel frustrated in the beginning of the story?
Because her legs were not recovering and she could not go to school.

2. What does Rescue symbolise in Riya's life?
Hope, support, and emotional strength.

3. How does a therapy dog help a person?
By giving emotional support and helping in recovery.

4. Why should people respect differently-abled individuals?
Because everyone deserves dignity and equal opportunities.

5. Name one duty we have towards animals according to the Constitution.
To show compassion towards living creatures.

Chapter	7	A LETTER FROM DOCTOR AUNTIE	
COMPETENCIES **Core principle(s): Mental Health & Well-Being | Personal Safety:** Abuse **WHO Life skill(s): Critical Thinking | Coping with Emotions/ Stress | Collaboration:** Telling		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Science	**Explicit (Key message) Learning outcome(s):** 1.
Methodology: Narrative, Letter, and Informational Text		**Other resources:** 1. Project CACA Poster Catalogue: Emotions Feelings_8#3 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** The learners will be able to 1. Explain the role of trusted adults and the importance of telling more than one trusted person. 2. Apply safety strategies to real-life situations to protect oneself from unsafe behaviour. 3. Demonstrate empathy and responsibility by responding appropriately when a peer is being hurt or abused.

		4. Learn healthy coping strategies if they experience abuse. 5. Able to name and explain various categories of abuse. 6. Able to list down various kinds of doctors and their specialities.
Suggested Flow		
Introduction/opening (5 mins)	Activity: *"Feelings Thermometer"* Facilitator says: "I'll say a situation. Show me with your thumb: Thumbs up - feels safe Thumbs left - confusing Thumbs down - uncomfortable" Examples (neutral, non-triggering): ● "A teacher praises you in class." ● "Someone reads your diary without asking." ● "A doctor checks you when your parents are present." Transition: "Sometimes our body and feelings tell us whether something is safe or not — even before our mind understands it. Today's chapter is about *listening to those feelings*."	
Context Building/ Workbook in Play (25 mins)	Scene 1: Entering the Story (7 minutes) Activity: *Letter Comes Alive* ● The facilitator shows an envelope (real or imaginary). ● Says: "Imagine receiving a letter from someone you trust deeply." ● Read select paragraphs of the letter:	

	○ Who Dr Krupa is ○ What abuse means ○ “It is never the child’s fault” Do NOT read everything word-by-word. Think–Pair–Share: ● “Why do you think Dr Krupa chose to write a letter instead of speaking?” Expected responses: ● Easier to understand ● Can reread ● Feels safe Transition: “Just like this letter explains big ideas gently, doctors also help different parts of our body. Let’s see how.” Scene 2: Doctors as Anchors (5 minutes) Activity: *Doctor Match-Up (Oral)* - This part can be explained by a Science Teacher so that she can answer follow up questions based on the topic. ● Rapid-fire oral matching (no writing yet): ○ “Heart?” → Cardiologist ○ “Skin?” → Dermatologist ○ “Brain?” → Neurologist Purpose: ● Lightens the emotional load ● Grounds learners in familiar knowledge Bridge Line (Crucial):

	"Just like our body has different parts that need care, our mind and feelings also need care and protection." This sentence smoothly moves us back to abuse. Scene 3: Understanding Abuse (8 minutes) Activity: *Safe / Unsafe Corners* ● Four corners of the room: ○ Physical ○ Verbal ○ Emotional (since emotional abuse is harder to catch and is more rampant, the teacher can ask the learners to search terms like gaslighting and discuss the next day) ○ Sexual Facilitator reads very carefully chosen examples (no graphic content): ● "Someone keeps calling you useless." ● "Someone pinches you even after you say stop." Learners move to the corner they think fits. The facilitator clarifies only if needed. Key message repeated: "Even if there is no injury, it can still be abuse." Transition: "But sometimes, abuse is confusing — because abusers use words that sound loving." Scene 4: Words That Confuse Us (5 minutes) Activity: *Who Might Say This?* (Oral version of Exercise) ● Say 3 statements only: ○ "I'm proud of you." ○ "It's our secret."

<table>
<tr><td></td><td colspan="2">○ “This is good for you.”

Learners show:
● Right hand - Trusted adult
● Left hand - Abuser

Facilitator reinforces feeling-based differentiation:
“Safe words make us feel calm and open. Unsafe words make us feel scared, guilty, or like we must hide.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">Workbook Exercises
● Exercise A (Who said this?)
● Exercise B (Safety strategies)</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges
a. Psychiatrist: A doctor who helps people with their thoughts, feelings, and behaviour.
b. Neglect: Not taking proper care of someone.
c. Consent: Saying yes freely without fear or pressure.</td><td>Cues for Quick Progress Tracking

1. Correctly identifies types of abuse in examples
2. Explains difference between safe and unsafe behaviour
3. Suggests telling a trusted adult without prompting
4. Responds empathetically in peer situations</td><td>The Confidential Green Zone: Explained

NOT REQUIRED</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Why did Dr Krupa choose to write a letter instead of speaking directly?
A letter can be read again and helps understand important things slowly.

2. What is the main message of the letter?
Abuse is wrong and it is never the child’s fault.

3. Name two types of abuse and give one example of each.
Physical – hitting; Verbal – name-calling.</td></tr>
</table>

4. Why are safety rules important for children?
They help children stay safe and protected.

5. How is the mind different from the brain according to the chapter?
The brain is a physical organ; the mind is related to thoughts and feelings.

6. Why do doctors specialise in different body parts?
Each body part needs special care and knowledge.

Chapter	8	CROSSING THE LINE	
COMPETENCIES **Core principle(s): Constitutional Morality:** Gender Stereotype Breaking **WHO Life skill(s): Self Awareness:** Personal Boundaries **| Critical Thinking | Problem Solving | Decision Making:** Conflict Resolution		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. We must respect each other's personal boundaries. 2. Just like our bodies, our personal space, too, belongs to us. 3. Dialogue is the most effective way of resolving a conflict. 4. You must think critically before choosing.
Methodology: Narrative		**Other resources:** 1. QR Code embedded within the chapter - Page 37, 40 2. Teacher's resource: Tribal Faces - https://bit.ly/2N7gd93 3. Project CACA Poster Catalogue: Secrets_19#2 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):The Learners will be able to** 1. Explain the difference between physical boundaries and personal boundaries using simple examples. 2. Demonstrate respectful ways of expressing discomfort through clear and confident communication. 3. Learners will recognise that people can have different boundaries with different individuals, and that boundaries can change for the same person depending on the place or situation—for example, being comfortable

		with a hug at home but not in public. 4. Apply appropriate strategies to resolve conflicts by considering multiple points of view. 5. Appreciate the importance of respect, consent, and fairness in friendships and shared spaces. 6. Learn a quick go to technique for appropriate anger expression
Suggested Flow		
Introduction/opening (5 mins)	Activity: “Crossing the Line” Game (Silent Starter) Facilitator Action ● Draw a straight line on the board / floor. ● Say: “I will read some situations. If you feel comfortable, stay where you are. If you feel uncomfortable, take one step back.” Situations (choose 3–4): ● A close friend borrows your pen without asking. ● Someone you just met hugs you. ● Your sibling reads your phone messages. ● A friend jokes about your appearance in front of others. Transition: “Interesting… different people reacted differently. That means we don’t all have the same lines. Let’s see how this idea appears in today’s story	

Context Building/ Workbook in Play (25 mins)	PART 1: Story – Physical & Personal Boundaries (10 minutes) Strategy: Guided Reading + Freeze & Think ● Read only key sections aloud (not the entire story): ○ Sana's father's anger ○ The office incident ○ Explanation of physical & personal boundaries Pause-and-Ask (Scaffolded Questions): ● "Why was Sana's father angry at first?" ● "What exactly made him uncomfortable?" ● "Was hugging wrong — or was the *context* wrong?" Mini Think–Pair–Share "Name ONE situation where even love can feel uncomfortable." Transition: "So boundaries are not walls — they change with people, place, and time. Let's see if the book agrees with us." PART 2: Workbook Questions A–D (7 minutes) Strategy: Choice-based Responses (No pressure writing) ● Learners choose ANY ONE from: ○ A or B or C (physical/personal boundaries) ● They orally share with a partner / small group. ● The facilitator models one example first (important for scaffolding). For Question D (haircut teasing): ● Do it as a role-play: ○ One learner = friend

	○ One learner = self ● Practice saying: "Please stop. I don't like that." Transition "Boundaries protect us — but what about places where people were told *they don't belong*?" PART 3: Women in Sports – Breaking Stereotypes (5 minutes) Strategy: Timeline Race (Quick & Fun) ● Write years on board. ● Call out achievements. ● Learners guess / match orally (E). Key Question (Critical Thinking) "Why do you think women had to protest and struggle to enter sports?" The teacher can talk about the freedom struggle, voting rights protests by women, and consistent efforts to get equal rights. Transition "When people fight for space — conflicts happen. Even best friends fight… like Sana and Arpit." PART 4: Conflict Resolution – War & Peace (3 minutes) Strategy: Four Corners Activity Label corners: ● Fight for it ● Walk away ● Toss a coin ● Middle path

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

“Which one actually solves the problem long-term?”

Learners move → justify in one line.

If this activity cannot be done because of space or time constraints, the facilitator can play the video of this portion - War and Peace (Page 40) and discuss the questions from the book.</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">Reflective: Write about a time when you said “stop” or wish you had.

Creative: Draw a comic showing a conflict solved using the middle path.</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary difference between -
Boundary – A line or limit that shows how far something can go.
Physical Boundary – A rule about who can touch your body and how.
Personal Boundary – A rule about how you want people to treat you or your things.</td><td>Cues for Quick Progress Tracking

1. Gives relevant examples from own life
2. Uses terms like boundary, respect, conflict correctly
3. Suggests peaceful solutions without prompting
4. Listens and responds to peers respectfully</td><td>The Confidential Green Zone: Explained

“Write one situation where you felt uncomfortable but did not say ‘stop’.”

is personal because it asks the child to reflect on their own feelings and experiences, which may involve emotional or sensitive situations that should not be shared publicly.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. What message does the chapter give about dialogue?
Dialogue helps resolve conflicts peacefully.

2. What should you do if someone takes your belongings without asking?
Tell them clearly that you do not like it and ask them to stop.

3. Q: Why is respecting boundaries important in society?
It helps people feel safe and respected.

4. Q: Name one healthy way to resolve a conflict.
Talking and finding a middle path.</td></tr>
</table>

5. Q: Why can the same action be okay at one time but not another? Because boundaries change with place, time, and situation.

Chapter	9	THE VIRTUAL WORLD	
COMPETENCIES **Core principle(s): Personal Safety:** Bullying **| Cyber Safety** **WHO Life skill(s):**		**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Nobody likes bullying behaviour. 2. Bullying is always wrong, regardless of who the bully is. 3. Safety rules for strangers are applicable in the real and the virtual world.
Methodology: Narrative and Informational Text		**Other resources:** 1. Project CACA Poster Catalogue: Safety_17#1 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):**The learners will be able to 1. Apply basic cyber-safety rules to protect themselves and others online. 2. Reflect on personal responsibility as a bystander in bullying situations. 3. Identify different forms of bullying, including cyberbullying, using real-life and virtual examples. 4. Explain why repeated hurtful behaviour is harmful even when done "as a joke." 5. Learn various terminologies related to cyber abuse.
Suggested Flow			
Introduction/opening (5 mins)		Activity: "Fun or Hurt?" Freeze Game Teacher does • Says 4 quick actions aloud (no book yet):	

	1. "Your friend calls you by a nickname you like." 2. "Someone pulls your bag every day even after you say no." 3. "Two friends fight over a game rule." 4. "Someone makes memes about you without asking." Learners do ● Thumbs up = fun ● Thumbs sideways = depends ● Thumbs down = hurt Teacher scaffolds (key transition line) "Interesting… Some things are fun, some are hurtful, and some are confusing. Today's chapter helps us name these situations correctly — especially when they happen online."
Context Building/ Workbook in Play (25 mins)	1. Story Reading + Sense-Making (5 minutes) Strategy: Shared reading, not silent reading ● Read the opening classroom scene aloud (teacher + 1–2 learners). ● Pause after *"So let's see what bullying is and what it is not."* Think–Pair–Share "Why do you think learners were surprised when Ma'am talked about bullying in computer class?" Bridge line "Because today, bullying doesn't stay only in classrooms or playgrounds — it enters the virtual world." 2. Activity A: "Bullying or Not?" (8 minutes)

	Workbook Exercise A → done as role-play sorting How ● Divide class into 4 groups. ● Each group gets one situation from the book (Aditi–Leshini, Vanshika–Ashish, Murali, Yasmin–Puruvi). Task Groups decide: ● Is it a Bullying / Conflict / Fun / One-time thing? ● Why? Teacher scaffolds language ● "Is it repeated?" ● "Was permission taken?" ● "How does the person feel?" Key transition sentence "So bullying is not just about *what happens*, but how often, why, and how the other person feels." (You now seamlessly move into definitions.) 3. Types of Bullying – Human Statues (7 minutes) Workbook Exercise B → kinaesthetic play How ● Call out: *Physical / Verbal / Social / Cyber* ● One group creates a freeze pose showing that type. The teacher can facilitate that cyber bullying can be shown through the pose of holding a phone or laptop and facial expressions of being shocked. Class guesses + Teacher clarifies using book definitions. Mini-scaffold

	● Write only keywords on board: ○ Physical → body ○ Verbal → words ○ Social → exclusion/rumours ○ Cyber → phone/internet Bridge line "Notice how verbal and social bullying can quietly slip into the cyber world." 4. Assertive vs Passive vs Aggressive (3 minutes) Quick Dialogue Play Teacher says 1 situation: "Someone keeps pushing you in football." Three learners respond: ● Passive ● Aggressive ● Assertive (from book example) Teacher reinforces "Assertive means strong without hurting." 5. Manipulated Media Discussion (2 minutes) ● Show the *idea* of Birsa's manipulated images (no deep discussion). ● Ask: "If pictures can lie, what should our brain do before sharing?" Key line "Pause. Check. Talk." Scaffold the discussion through the pointers from the poster Safety_17#1 from Project CACA Poster Catalogue

<table>
<tr><td></td><td colspan="2">http://projectcaca.org/posters/ to wind up the class.</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Cyber Terms Vocabulary
(Cyber, IP address, phishing, fake news, hacking, trolling, sexting)
Ask learners to:
○ Write one-line meaning
○ Give one real-life example OR draw it
2. Exercise D (MCQ)
3. Crossword (Exercise E)</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary Challenges:
a. Fake News – Fake news is false information that looks real but is not true.
b. Rumour – A rumour is a story shared without knowing if it is true.
c. Stranger – A stranger is someone you do not know, even if they talk to you online.
d. Manipulated – Manipulated means changed to look real even when it is not</td><td>Cues for Quick Progress Tracking

1. Correctly classifies situations as bullying / conflict / fun
2. Uses words like repeated, hurtful, online accurately
3. Suggests assertive responses independently
4. Participates respectfully in discussion</td><td>The Confidential Green Zone: Explained

“Has there ever been a time when something said online or offline made you uncomfortable, even if others thought it was a joke?”

This question connects the concept of bullying to the child’s lived emotional experience and may reveal sensitive feelings that require trust and privacy.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. What makes bullying different from a one-time fight?
Bullying happens again and again and is done to hurt someone.

2. Write one assertive sentence a child can say when bullied.
“Stop it. I do not like this.”

3. Why are safety rules the same in real and virtual worlds?
Because strangers and dangers exist in both places.

4. How can rumours harm people in a community or school?
They can spoil friendships and hurt someone’s reputation.</td></tr>
</table>

5. What does the word 'cyber' relate to? Computers, phones, and the internet.

Chapter	10	POKSO PLAYS DUMB CHARADES	
COMPETENCIES **Core principle(s): Personal Safety:** Animals - Dogs/ Monkeys **WHO Life skill(s):Effective Communication**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Being confident means looking and sounding sure of what you are saying.
Methodology: Story		**Other resources:**	**Implicit (Key message) Learning outcome(s):**The learners will be able to 1. Explain communication as a two-way process that involves both speaking and understanding. 2. Identify how body language, eye contact, and tone influence effective communication. 3. Apply communication skills to everyday situations to avoid misunderstandings. 4. Recognise non-verbal forms of communication such as gestures and actions. 5. Recognise safety rules around animals and their rationale.
Suggested Flow			
Introduction/opening (5 mins)		**Note: This chapter connects to its title by showing that communication is not just about speaking, but about being understood, and that effective communication plays a crucial role in personal safety. Through everyday situations - such as a game of dumb charades, interactions between a child and her mother, and a sudden encounter with animals in a public space - the chapter illustrates how clear**	

	messages, attentive listening, and confident body language help individuals respond appropriately and stay safe. Hook: Silent Communication Game Teacher does this: ● Enters the class and does not speak. ● Tries to convey a simple message using gestures (e.g., *open your notebook*, *sit properly*). ● Waiting for reactions. Teacher asks (after speaking): ● "Was I talking?" ● "Did you understand me?" ● "How did you understand?" Transition Line: "Even without words, some messages reached you. Today's chapter is about *how* messages reach people."
Context Building/ Workbook in Play (25 mins)	A. Entering the Story World (5 minutes) Teacher narrates briefly (not full reading): ● Locust attack → children confused → park scene. Ask: ● "Have you ever seen something strange that scared you?" ● "What do people usually do when they don't understand what's happening?" Transition: "When people are confused, clear communication becomes very important. That's exactly what happens next in the park." B. Dumb Charades → Meaning of Communication (8 minutes)

	Mini Activity (2–3 minutes): ● One learner does dumb charades for a word like *listen* or *understand*. Discussion (guided): ● Why were guesses wrong initially? ● Why was *communication* hard to guess? Key Scaffolding (Teacher says): "Communication is not only talking. It happens only when the other person understands correctly." Workbook Link: ● Exercise A (Main Idea MCQ) Do orally. Learners justify answers. Transition: "If communication needs understanding, then *how* we speak must also matter." C. Sana's Mother & Body Language (7 minutes) The teacher reads / paraphrases Sana's mother scene. Think–Pair–Share: ● What did Sana's mother do *before* speaking? ● Why did Sana take her seriously? Board Keywords (minimal): ● Eye contact ● Attention ● Waiting ● Clear instructions Workbook Link: ● Exercise B (Tick the correct answer) Do it individually, then quick check.

	Transition: "So communication is not just words—it is also *how our body speaks*." D. Non-verbal Communication & Mudras (5 minutes) Show picture / describe 3 monkeys (if available): ● Ask: "What are they saying without words?" Explain briefly: ● Mudras in Bharatanatyam = hands speaking Workbook Link: ● Question: What are the monkeys communicating? Do orally. Transition: "Communication helps us understand each other—but it can also keep us safe." Teacher narrates the Monkey scene and asks: ● "Why did they run?" ● "What could go wrong if someone is bitten?" Key Message (spoken, not lectured): ● Some animals can spread serious diseases. ● Knowing what to do keeps us safe.

Take home (Homework)	1. Rabies Safety Box
	  ○ Learn Do's and Don'ts
	  ○ One real-life safety rule to write
	2. Reflection Question (Notebook):
	  "Write one situation where clear communication can keep you safe."

Possible hiccups: 1. Vocabulary challenges: a. Bewildered: Feeling confused because something is strange or unexpected. b. Gesture: A movement of the hands or body used to show meaning.	**Cues for Quick Progress Tracking** 1. Explains communication in own words 2. Gives correct real-life examples 3. Connects body language with meaning 4. Responds accurately to safety questions	**The Confidential Green Zone: Explained** **"Write one situation where clear communication can keep *you* safe."** is personal because it invites the child to reflect on personal experiences related to safety and communication, which may involve private family or emotional situations.

Scholastic Questions

1. What is communication according to the chapter?
Communication happens when a message is correctly understood.

2. Why did Pokso say Japanese was not for communication for the children?
Because the children could not understand the language.

3. How does good communication help people stay safe?
It helps avoid misunderstandings and dangerous situations.

4. Write one rule to follow after an animal bite.
Wash the wound with soap and water and visit a doctor.

5. Why is eye contact important while speaking?
It shows confidence and helps the listener pay attention.

Chapter	11	NISHA IS COURAGEOUS	
COMPETENCIES **Core principle(s):** **Constitutional Morality:** Qualitics-Virtues (Courage) | **Safety:** Helplines/ laws **WHO Life skill(s): Effective Communication:** Telling |		**Suggested Facilitator:** ☑ CACA teacher, ☑ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. You will always find someone who believes in you.

Collaboration: Helping & Taking Help | **Coping with Emotions**		
Methodology: Narrative	**Other resources:** 1. QR Code embedded within the chapter - Page 50 2. Suggested reading: India's Young Heroes, ISBN 978-81-237-1094-5	**Implicit (Key message)** **Learning outcome(s):**The learners will be able to 1. Differentiate between courage, bravery, and resilience using real-life situations. 2. Identify trusted adults and support systems available to children in unsafe situations. 3. Understanding that silence can worsen a problem while asking for help can lead to safety. 4. Acknowledge that laws and institutions exist to protect children's rights and well-being. 5. Learn about Childline, POCSO-EBOX and NCPCR. 6. Learn about the 'Pradhan Mantri Rahstriya Bal Puruskar. 7. Acknowledge the self preservation aspect of telling multiple adults in case telling few of them didn't translate into safety or help.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Courage in Small Moments" – Think & Share Teacher says (gentle tone): "Close your eyes for 10 seconds. Think of a time when you were scared… but still did the right thing." (10 seconds pause) Prompt (no forcing): • "You don't have to share your story."	

	● "Just tell me: *Was it easy or difficult?*" → Take 2–3 responses only. Key Bridge (Transition to Story): "Today's chapter is not about superheroes. It is about ordinary children showing courage in very difficult situations."
Context Building/ Workbook in Play (25 mins)	Scene 1: Entering the Story (8 minutes) Strategy: Guided Read-Aloud (Selective)/ Video can be played ● Teacher reads key portions only: ○ Nisha becoming quiet ○ Sana noticing ○ Sana insisting on telling an adult ● Learners listen, books closed initially. Pause & Ask (Think–Pair–Share): ● "Why do you think Nisha stopped talking?" ● "What kind of friend is Sana?" → Transition line: "Sometimes silence is not weakness — it is fear." Scene 2: Courage vs Bravery vs Resilience (7 minutes) Mini-Concept Build (Board Work) Draw three simple icons: ● Circles - Courage – "Doing the right thing even when scared" ● Stars - Bravery – "Acting fast in danger" ● Squares - Resilience – "Bouncing back after pain" Interactive Sorting (Oral)

	The teacher reads 3 situations aloud from Exercise A. Learners show on fingers/hands: ● 1 for Courage ● 2 for Bravery ● 3 for Resilience (No writing yet) → Transition: "Nisha did not jump into fire… but what she did was much harder." Scene 3: Breaking the Silence (8 minutes) Activity: Two-Column Thinking (Role Play Lite) On board: If I speak If I stay silent Learners suggest points orally (teacher writes). Teacher anchors: ● "Speaking does not always give instant happiness." ● "But silence can make pain grow." Introduce trusted adults concept gently (no graphic detail). Very important reassurance line (must be said): "If anything like this ever happens to a child, it is never the child's fault." → Transition to Law: "When families or people don't listen, the law listens." Scene 4: Rights & Support Systems (Brief, Safe) – 4 minutes ● Show numbers on board: ○ 1098 – Child Helpline ● Explain:

<table>
<tr><td></td><td colspan="2">○ “These are helpers, not police first.”
○ “Even a friend can call.”

No drilling. No questioning learners personally.

→ Soft transition to closure:
“Knowing help exists gives courage.”

C. CLOSURE + TAKE HOME (5 minutes)

Teacher says:
“Nisha’s courage did not make everything perfect…
but it made her safer.”

Ask:

● “What helped Nisha most in the end?”
(Expected: Granny, being believed)</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">Exercise A (C / B classification)

Exercise B – Identify traits in characters

Reflection (5–6 lines):
“Who do you trust when you are scared, and why?”</td></tr>
<tr><td>Possible hiccups:
1. Learners may confuse bravery and courage as they are abstract terms.
Strategy: Use everyday examples (classroom, playground) instead of extreme cases.</td><td>Cues for Quick Progress Tracking

1. Correctly explains courage vs bravery in own words
2. Identifies trusted adults without prompting
3. Gives logical reasons during discussion
4. Uses vocabulary appropriately</td><td>The Confidential Green Zone: Explained

“Who is one adult you trust and feel safe talking to when you are scared?”

This question connects directly to the child’s real-life support system and may reveal sensitive emotional realities, so it must not be discussed publicly.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Who are trusted adults mentioned in the chapter? Name any two.
Parents, teachers, grandparents.</td></tr>
</table>

2. What is the role of laws like POCSO?
They protect children from unsafe behaviour.

3. Why is speaking up important when something feels unsafe?
Because silence can make the problem worse.

4. How did Nisha show courage?
By telling a trusted adult about her problem.

5. What helped Nisha feel safer in the end?
Staying with her grandmother who believed her.

Chapter	12	A SPOOKY HOUSE	
COMPETENCIES **Core principle(s): Mental Health & Well-Being:** Substance abuse | **Safety**: Helplines/Laws **WHO Life skill(s): Life Skills: Empathy** **UNSDG 1,10, 2030**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Mental health is as important as physical health.
Methodology: Story		**Other resources:** 1. QR Codes embedded within the chapter - Page 54 2. Teachers' Resource - https://fssai.gov.in/eatrightschool/Diabetes Atlas https://www.diabetesatlas.org/en/ Internet search Calorie calculator Mayo Clinic YouTube search hidden sugar in everyday food	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to demonstrate respectful and safe responses towards people with mental illness. 2. Connect substance abuse with its physical, mental, and social consequences. 3. Apply empathy-driven decision-making while responding to challenging social situations.
Suggested Flow			
Introduction/opening (5 mins)		Activity: "First Impressions Game"	

	● Facilitator shows or describes (or writes on board): ○ *An old, broken house* ○ *An old man living alone* ● Ask learners (no judgement yet): ○ "What words come to your mind when you see/hear this?" ● Write responses on board in two columns: ○ *Scary / Weird* ○ *Normal / Curious* Transition: "Many times, our first thoughts are quick — but are they always fair? Let's meet some children who think the same way."
Context Building/ Workbook in Play (25 mins)	Scene 1: The "Spooky House" (Story + Question A) – 7 minutes Facilitator action: It is recommended to show the video of this chapter to engage the learners. If it cannot be played, ask the learners to watch the video at home. ● Read aloud dramatically up to Rahul throwing the stone. ● Pause. Think–Freeze Moment: ● Ask: ○ "What was Rahul thinking?" ○ "Why do people tease someone they don't understand?" Workbook Integration – Question A ● Learners tick the correct answer after discussion, not before.

	● Emphasise: ○ “Teaching a lesson” ≠ bravery. Transition: “But one child didn’t agree. Let’s listen to that voice.” Scene 2: Arpit & Sana Speak Up (Empathy Lens) – 8 minutes Reading: ● Read the part where Arpit and Sana explain mental illness. Mini Pair Talk (1 minute): ● “What did Arpit and Sana do differently?” Workbook Integration – Questions B & C ● Learners answer orally first. ● Facilitator reframes: ○ Mental illness = illness (like a broken arm). ○ Psychiatrist = doctor for the mind. Key scaffolding line by facilitator: “Understanding someone’s pain does not mean accepting wrong behaviour — it means responding safely and kindly.” Transition: “Something unsafe happens next — and this part is very important.” Scene 3: Unsafe Behaviour & Adult Support – 5 minutes Discussion: ● Why was Dinesh Uncle’s behaviour unsafe? ● What did children do right?

	Highlight: ● They did not shout, tease, or attack. ● They are called trusted adults. Life-skill link (implicit): ● Safety + boundaries + responsibility. Transition: "Now we understand the situation. Let's understand the feeling behind it." Scene 4: Empathy vs Sympathy (Exercise D & E) – 5 minutes On the board: ● Write: ○ Sympathy = Feeling sorry *from outside* ○ Empathy = Understanding *from inside* Activity: "Which one is deeper?" ● Take 2–3 situations from Exercise E only (not all). ● Learners show Thumbs (Empathy) / Hands (Sympathy). Facilitator reinforces: "Empathy often leads to action. Sympathy often stops at words." Transition: "This story is not just about feelings — it's also about choices." Scene 5: Substance Abuse & Law (Quick Awareness) – 3 minutes Facilitator summarises (not reads): ● Alcohol addiction → health + family + safety issues.

	• Drinking & driving = deaths. Workbook Integration – Question F • This question is introduced, not solved fully. Transition to closure: "Some problems are heavy — but help exists."	
Take home (Homework)	Reflection Prompt (Short) • "One thing I learned about empathy from this story is…" Awareness Task • Write down one helpline number from the chapter and its use.	
Possible hiccups: 1. Vocabulary challenges a. Empathy – Understanding how another person feels by imagining yourself in their place. b. Sympathy – Feeling sorry for someone without fully understanding their feelings. c. Mental Illness – A sickness that affects how a person thinks, feels, or behaves. d. Psychiatrist – A doctor who treats illnesses of the mind. e. Addiction – When a person cannot stop using something harmful. f. Substance Abuse –	**Cues for Quick Progress Tracking** 1. Explains empathy vs sympathy correctly 2. Uses respectful language independently 3. Suggests safe, adult-supported responses 4. Connects story events to real life	**The Confidential Green Zone: Explained** NOT REQUIRED

Using alcohol or drugs in a way that damages health and life. g. Rehabilitation – Help given to a person to recover and live better again. h. Prohibition – A law that stops people from doing something.		

Scholastic Questions

1. Write one sentence showing empathy from the story.
Sana compared mental illness to physical illness.

2. What should children do when they see unsafe behaviour?
Inform a trusted adult.

3. Why is mental health important?
It affects how we think, feel, and act.

4. How can alcohol affect the human body?
It damages organs and affects thinking.

5. Why does medicine help people with mental illness?
It helps control symptoms and confusion.

Chapter	13	JOHNY JOHNY, YES PAPA	
COMPETENCIES **Core principle(s): Mental Health & Well-Being:** Adolescence Issues-Substance Abuse | **Health:** Nutrition/Food Labels/Food Adulteration/Diseases - Medicines | **Consumer Rights | Constitutional Morality:** Consumer Rights **WHO Life skill(s): Critical Thinking**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. You are what you eat. 2. Eat to fuel your body, not your emotions, 3. Healthy eating is not an act but a habit.

Methodology: Narrative and Discussion based	**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to interpret basic food labels to make safer and healthier food decisions. 2. Apply the idea of moderation while choosing packaged and home-cooked foods. 3. Relate body processes like digestion and blood sugar control to everyday habits.
Suggested Flow		
Introduction/opening (5 mins)	**Note: The title "Johny Johny, Yes Papa" is used metaphorically to reflect the hidden and often dishonest relationship we have with our food habits, especially sugar consumption. Just like the child in the rhyme denies eating sugar despite clear evidence, people, particularly adolescents, often consume excess sugar unknowingly through processed and packaged foods while believing their diet is healthy.** **The chapter gradually reveals this "hidden truth" by helping learners uncover invisible sugars, excess salt, and unhealthy fats present in everyday foods through food labels, calorie calculations, and real-life examples. The title therefore signals the chapter's core message: what we eat is not always what we think we eat, and healthy eating requires awareness, questioning, and honesty with oneself.** Activity: "Food Truth or Trick?" Teacher does: ● Writes 3 statements on the board: 1. "Sugar only exists in sweets." 2. "Water gives energy." 3. "Healthy eating is about balance, not control." Learners do: ● Thumbs up / thumbs down ● Quick buzz discussion (no answers yet)	

	Transition: "Let's step into a classroom where learners just like you thought they knew food… until a game changed everything."

Context Building/ Workbook in Play (25 mins)	Scene 1: *Snakes & Ladders of Nutrition* (5 minutes)
	
	Focus Concepts:
	
	● Diet
	● Calories
	● Nutrients
	● Energy
	
	Teacher does:
	
	● Draws a quick ladder and snake
	● Asks:
	  ○ "What food habits help us climb?"
	  ○ "What habits pull us down?"
	
	Key scaffolding move:
	Introduce "You are what you eat" as a *thinking lens*, not a definition.
	
	Smooth Transition:
	
	"But once food enters the body… who decides what happens next?"
	
	Scene 2: *Inside the Body – The Tightrope Walker* (7 minutes)
	
	Focus Concepts:
	
	● Glucose
	● Insulin
	● Diabetes

	● Balance Activity: ● One learner pretends to be glucose, another insulin ● Teacher narrates: ○ “What if insulin doesn’t show up?” ○ “What if glucose keeps piling up?” Visual Metaphor: ● Draw a tightrope on board → label *Balance* Teacher explicitly scaffolds: ● Type 1 = insulin not made ● Type 2 = insulin not used properly Transition: “Now imagine if this balance is disturbed not by illness—but by habits we don’t even notice.” Scene 3: *Johny Johny, Yes Papa – The Invisible Enemy* (6 minutes) Focus Concepts: ● Added sugar ● Hidden sugar ● Processed food Activity: ● Ask learners to call out: ○ Packaged foods they ate yesterday ● Circle items likely to have hidden sugar Introduce gently:

	● "Sugar wears many names" (no memorisation yet) Link to emotions: "We don't eat sugar because we're hungry—often because our tongue likes it." Transition: "So how do we protect ourselves when food looks harmless?" Scene 4: *Detectives of the Kitchen* (7 minutes) Focus Concepts: ● Food labels ● Green / Brown dot ● Traffic light eating ● Food adulteration Workbook Integration: ● Show food logos from exercise ● Match symbols to meanings orally (not written) Mini Role Play: ● Learner = shopkeeper ● Learner = smart consumer Critical Life Skill Emphasis: ● Reading ≠ understanding ● Understanding = safety Transition: "Healthy eating is not one decision. It's a habit built slowly." C. Closure + Take Home (5 minutes)

	Reflection Circle (2 minutes) Ask: ● "One habit I want to question after today" ● No forcing answers	
Take home (Homework)	Check one food packet at home → note sugar/salt. Ask an elder about diabetes or BP in family. Observe your canteen food using traffic light colours.	
Possible hiccups: 1. Vocabulary challenges: a. Nutrient – A substance in food that helps our body grow, stay strong, and work properly. b. Calorie – A unit that tells how much energy food gives to our body. c. Digestion – The process by which food is broken down so the body can use it. d. Insulin – A chemical made by the body that helps sugar enter our cells for energy. e. Glucose – A type of sugar in the blood that gives energy to the body. f. Diabetes – A condition in which the body cannot control sugar levels properly. g. Processed Food – Food that is made in factories by changing its natural form. h. Adulteration – Mixing bad or harmful things into food. i. Malnutrition – A condition where the	**Cues for Quick Progress Tracking** 1. Explains concepts in own words 2. Gives real-life examples 3. Asks relevant "why/how" questions 4. Makes connections between food and health	**The Confidential Green Zone: Explained** NOT REQUIRED

body does not get the right amount of nutrients. j. Balanced Diet – A diet that has all nutrients in the right amount.		

Scholastic Questions

1. What is a balanced diet?
A diet containing all nutrients in the right amount.

2. Why is insulin important for the body?
It helps control sugar levels in the blood.

3. Name one disease caused by excess sugar intake.
Diabetes.

4. What does the green dot on food packets mean?
The food is vegetarian.

5. Explain the line 'You are what you eat' in one sentence.
Our food habits affect our health and body.

Chapter	14	7-STEP SAFETY RULE	
COMPETENCIES **Core principle(s): Personal Safety:** Abuse/ Bullying/ Touches/ Hugs/ Kisses/ Looks/ CSA/ Self Defence/ Safety Circle/Helplines /Laws **WHO Life skill(s): Critical Thinking | Effective Communication:** Listening to Feelings/ Telling/ Being Assertive		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. If we are confident, there is less chance that we will get into trouble. 2. It is okay to run away when you are scared. 3. We can always talk about anything with our loved and trusted ones. 4. No one can help you if you lie. When you lie, no one believes you, and when no one believes you, how can anyone help you?

Methodology: Expository Text	**Other resources:** 1. QR Code embedded within the chapter - Page 65 2. Project CACA Poster Catalogue: Safety_17#3 http://projectcaca.org/posters/ 3. POCSO E-Box by NCPCR- https://neper.gov.in/National Commission For Protection Of Child Rights 4. Helpline 9868235077, 1800115455 5. www.pencil.gov.in 6. National Cyber Crime Reporting Portal: https://cybercrime.gov.in/ 7. Emergency phone number - Police 100, Fire 101, Ambulance 102 and National Disaster Response Force (NDRF) 9711077372, National Centre Emergency 112	**Implicit (Key message) Learning outcome(s):** 1. The learners will demonstrate assertive verbal responses such as saying a clear and confident "NO" in unsafe situations. 2. Apply the safety steps to real-life situations through scenario-based decision-making. 3. Recognise the importance of seeking help from trusted adults and continuing to tell until believed. 4. Distinguish between safe, unsafe, and confusing behaviour using reasoned judgment.
Suggested Flow		
Introduction/opening (5 mins)	Activity: *"What Would You Do If…?" Circle* ● Facilitator says: "I'll say a situation. You don't answer aloud—just think." ● Situations (safe, neutral): ○ "Someone offers you free chocolates near school." ○ "Someone clicks your photo without asking." ○ "Someone makes you feel uncomfortable but says it's a joke." Transition line:	

	"When something feels uncomfortable, our body and mind give us signals. This chapter helps us understand what to do next—step by step."
Context Building/ Workbook in Play (25 mins)	Activity 1: The Safety Ladder (7 minutes) Steps 1–3 together (Awareness Stage) ● On board: Draw a ladder with 7 steps ● Ask learners: ○ "Do we jump to the top in one go?" (No) ● Explain Steps 1–3 briefly with micro-examples: ○ Step 1: Safety plans → "Rules at home/school" ○ Step 2: Awareness → "Who is a stranger even if seen daily?" ○ Step 3: Feelings → "That uneasy feeling has a job" Scaffolding move: Don't moralise. Keep language neutral and empowering. Transition line: "Awareness is important—but awareness alone doesn't keep us safe. What if something actually happens?" Moves naturally to assertive action Activity 2: Say It Like You Mean It (Role Language) – Steps 4 & 5 (8 minutes) Assertiveness Practice ● Write on board: ○ Weak NO: "Maybe later…" ○ Strong NO: "Stop. This is unsafe." ● Learners repeat only strong responses (choral, low-pressure). Explain:

	● Step 4: Saying NO is about clarity, not politeness. ● Step 5: Get away = action after words Transition line: "Sometimes, even after we say NO and leave, the problem doesn't end. Then what?" Leads into help-seeking Activity 3: Safety Circle & Telling (Steps 6–7) (5 minutes) Trust + persistence ● Ask: ○ "Who are 3 people you can go to if you feel unsafe?" ● Introduce idea of Safety Circle ● Emphasise: ○ "If one person doesn't listen, you don't stop telling." Transition line: "Now let's see how these steps work in real-life situations." Seamless entry into workbook exercise Activity 4: Workbook Scenarios – Sana & Arpit (5 minutes) Do ONLY 2 scenarios in class ● Pair work: One reads situation, other chooses response ● Ask: ○ "Which step is being used here?" ● Focus on why one option is safer, not just which is correct Facilitator move: Avoid reading the answer key. Let reasoning emerge first.

<table>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Complete remaining workbook situations and watch the video of the chapter from the QR Code embedded on Page 65 of the workbook - The Girl who cried Wolf.

2. “Write one safety rule you already follow and one you want to start following.” Look at the poster Safety_17#3 from Project CACA Poster Catalogue and add the remaining steps.</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary Challenges:

a. Harassment – Repeated actions or words that make someone feel scared or upset.
b. Emergency – A serious situation where quick help is needed.</td><td>Cues for Quick Progress Tracking

1. Explains steps in own words
2. Gives clear reason for choosing a response
3. Uses assertive language confidently
4. Identifies correct step in scenarios</td><td>The Confidential Green Zone: Explained

“Is there any situation or behaviour that has ever made you feel unsafe or uncomfortable, even if you did not understand why at that time?”

is personal because it connects the lesson to the child’s lived experience and emotional safety, which must be protected through privacy and trust.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Why is “keep telling until someone believes you” important?
Because safety is more important than being believed the first time.

2. Who can be called a trusted adult?
An adult who listens, believes, and helps keep a child safe.

3. Why can someone you see every day still be a stranger?
Because knowing someone by sight does not mean they are safe.

4. How do feelings help us stay safe?
Feelings warn us when something is right or wrong.

5. Why is body language important in unsafe situations?
Confident body language reduces the chance of being targeted.</td></tr>
</table>

Chapter	15	GRANDPARENTS' DAY	
COMPETENCIES **Core principle(s): Constitutional Morality:** Informed & Educated Society, Equality, Compassion, Dignity, Fraternity, Social Justice, Integrity, Fairness and Equality, Honesty-Integrity **WHO Life skill(s): Critical Thinking | Decision Making:** Dilemmas		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Morals help us know what is right and wrong, making the world a kinder and fairer place to live. 2. Without morals, people wouldn't know how to treat each other well, and life would be full of problems. 3. Morals teach us to be honest, kind, and helpful, which makes everyone happy and keeps society strong. 4. Choosing at times can be very difficult, even for grownups.
Methodology: Narrative and Stories		**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to differentiate between right and wrong actions using examples from stories and personal experiences. 2. Apply moral reasoning to unfamiliar situations such as dilemmas and ethical conflicts. 3. Reflect on personal choices and recognize the consequences of shortcuts like cheating.
Suggested Flow			
Introduction/opening (5 mins)		Activity: "Story From My Grandparent" Warm-up Teacher does: ● Ask learners: ○ *"Who here lives with grandparents or meets them often?"*	

	○ *"What kind of stories do grandparents tell?"* ● Take 2–3 quick responses (no long sharing). Bridge (Smooth Transition): "Today, your grandparents came to school—not really, but through stories. And each story carries a lesson about life." Write on board: Grandparents' Day – Stories that Teach Us How to Live
Context Building/ Workbook in Play (25 mins)	1. Story Circle: Grandparents' Stories (10 minutes) Strategy: *Selective Storytelling + Think-Pair* Teacher does: ● Narrates Story #1 (Password / Knowledge) *expressively* ● Asks: ○ *"Why do you think the mother hid the password?"* ● Takes 2–3 responses Then QUICKLY summarises: ● Story #2 (Mango & Saint) ● Story #3 (Notes & Money) ● Story #4 (Vase & Beggar) No full reading yet — just oral scaffolding Transition: "Different stories, different people… but all are trying to teach us something important about being human." 2. Play-way Task: Match the Story to the Moral (8 minutes) Teacher does: ● Writes 4 morals on the board (simple language):

	○ Learning is more valuable than shortcuts ○ Giving from the heart matters ○ Clear communication solves problems ○ Kindness and wisdom are true strength Learners do (Pairs): ● Match Story Number → Moral ● Share answers orally Teacher affirms, not corrects harshly Introduces the word “moral” clearly: “A moral is the lesson a story teaches us about right and wrong.” Transition: “Stories teach us morals. But what happens when people *ignore* morals?” 3️⃣. Mini-Discussion: *Cheating Is Fun, Oh Really?!* (7 minutes) Teacher narrates briefly: ● Dr Quack’s cheating ● Daughter’s accident Think-Aloud Questions (No writing yet): ● *“Was cheating fun in the end?”* ● *“Who suffered because of his shortcuts?”* Link to Life: “Cheating looks easy now, but it becomes dangerous later.” Introduce: ● Honesty

	• Integrity Transition: "Sometimes life doesn't give us easy right or wrong choices…" 4️⃣. Story Glimpse: *A Mother's Dilemma* (Short) (3 minutes) The teacher reads only till the dilemma part. Ask: • *"Can she pray for both?"* • *"Is there a right answer?"* No conclusion given — leave it open	
Take home (Homework)	Complete the A & B story (Pilot–Doctor) *OR* Write what *you* would pray for if you were the mother	
Possible hiccups: 1. Vocabulary challenges a. Dilemma – A situation where every choice has a problem b. Consequence – What happens because of your action.	**Cues for Quick Progress Tracking** 1. Identifies morals without prompts 2. Gives reasoned answers ("because…") 3. Connects story situations to real life 4. Participates respectfully in dilemmas	**The Confidential Green Zone: Explained** NOT REQUIRED
Scholastic Questions **1. What is the moral of the story 'Cheating is Fun, Oh Really?!'?** Cheating leads to failure and harm later in life. **2. Why did Ajay feel guilty in Story 3?** Because he forgot to return money while expecting his notes back. **3. Why was Radha's gift considered the greatest?** She gave all she had with honesty and love.		

4. What value did Tara show by giving the vase to the beggar?
Kindness and selflessness.

5. How does honesty help society?
It builds trust and fairness among people.

Chapter	16	WATER, WATER EVERYWHERE BUT…
COMPETENCIES **Core principle(s): Health:** Germs-Diseases-Medicines | **Personal Safety/ Emergency:** Water Borne Diseases | **Constitutional Morality:** Fundamental Duties, Principles, & Rights regarding Environment & Nature **WHO Life skill(s):** **UNSDG - 6**	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Science	**Explicit (Key message) Learning outcome(s):** 1. The World Migratory Bird Day is on the second weekend of May every year. 2. 22 March is marked as World Water Day. It focuses on the importance of freshwater and sustainable management of freshwater resources.
Methodology: Narrative and Inquiry based	**Other resources:** 1. Teacher's resource: Various online pledges on climate change, pollution, Swachh Bharat, and more are available from time to time, along with certificates for children, adults, and organisations, including schools https//pledge.mygov.in/Climate-neutral pledge by the UN is available at: https://climatepledge.global/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to connect daily water-use practices with the need for water conservation. 2. Appreciate the importance of wetlands and water bodies for humans, animals, and birds. 3. Apply knowledge of water safety to real-life situations at home and school. 4. Develop a sense of responsibility towards saving and protecting water resources
Suggested Flow		

Introduction/opening (5 mins)	Activity: *"Thirst Check Moment"* Teacher Prompt (dramatic tone): "Close your eyes. Imagine you've been walking all day. It's hot. You're very thirsty. You see water nearby… would you drink it?" Quick Think–Pair–Share (30 seconds) Transition (smooth): "Something similar happened to a group of children on a picnic. Let's meet them."
Context Building/ Workbook in Play (25 mins)	Activity 1: *Guided Story Walk* (If there is time constraint, read selectively, not word-to-word) Focus on: ● Excitement of picnic ● Thirst at the end ● Drinking pond water ● Falling sick Pause & Ask (Inquiry prompts): ● "Why didn't Pokso want them to drink the pond water?" ● "Why were animals drinking safely but children fell ill?" Scaffolded Idea: Write on board: Looks clean ≠ Is safe Transition: "So if water can look clean but still harm us, how do we know which water is safe?" C. WORKBOOK IN PLAY (MAIN LEARNING ZONE) (17 minutes) Activity 2: *Water Detective Game* (5 mins) (Concept: Contamination & WQI)

	The teacher does NOT lecture. Instead: ● Show chart: WQI categories ● Ask groups to sort labels (Good / Poor / Excellent / Polluted) Guiding Question: "Which water would you drink? Why?" Key message emerges naturally: *Eyes and nose can't detect all contamination.* Transition: "If water is unsafe, can we make it safe?" Activity 3: *Purification Stations (Rapid Role Play)* (5 mins) Divide class into 5 mini-groups, each gets one method: ● Boiling ● Filtering ● Chlorine ● UV light ● Distillation Each group completes this sentence orally: "Our method works best when…" The teacher fills gaps briefly. Transition: "Even after purifying, how much water do we actually have? Activity 4: *Shocking Water Math* (7 mins) Use diagram: World Water Distribution Play-way questioning: ● "If all water is 100 drops, how many are drinkable?" ● "Where is most freshwater trapped?" Learners answer Workbook Qs:

<table>
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- % freshwater
- Ice caps = water?
- Accessible surface water

Mini-Aha Moment:
"So the problem is not just pollution… it's also available."

Transition:
"When water is limited, how should we behave with it?"

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

1. Reflection-based (Any ONE)

- Identify your home/school water source
- Do you filter/purify water? How?

2. Application-based

- Workbook:
  - Civilisations & rivers (matching)
  - National symbols
  - Water usage (Yes/No)

3. Creative Choice (Optional)

- Draw or label a water harvesting system
- OR colour weather alerts with meanings

</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges:
a. Contamination – When something becomes dirty or unsafe because harmful things mix with it.
b. Purification – The process of making water clean and safe to drink.</td><td>Cues for Quick Progress Tracking

1. Explains why pond water is unsafe without prompting
2. Uses terms like germs / dirty water / purification correctly
3. Answers "why" questions logically
4. Makes real-life connections (home/school water)</td><td>The Confidential Green Zone: Explained
NOT REQUIRED</td></tr>
</table>

c. Dehydrated – A condition when the body does not have enough water. d. Waterborne Diseases – Illnesses that spread through dirty drinking water. e. Sewage – Dirty water and waste that comes from toilets and homes.		

Scholastic Questions

1.Why did the children fall sick after drinking pond water?
Because pond water contains germs harmful to humans.

2. Name two causes of water pollution.
Sewage waste and factory waste.

3. Which method kills germs by heating water?
Boiling.

4. What is water harvesting?
Collecting and storing rainwater for later use.

5. How did the children feel when the picnic was cancelled?
They felt angry and sad.

Project CACA
Since 2016

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Since 2016

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

Dear teachers

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

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

For more details

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

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SUPPLEMENTARY RESOURCES:

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

Project CRADLE
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My Practice Booklets (Class III to Class IX)

My Beginner's Picture-cum-Colouring Booklet

My First Picture-cum-Colouring Booklet

My Second Picture-cum-Colouring Booklet

My Third Practice Booklet

My Fourth Practice Booklet

My Fifth Practice Booklet

My Sixth Practice Booklet

My Seventh Practice Booklet

My Eighth Practice Booklet

My Ninth Practice Booklet

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End the Stigma, Raise Awareness