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 Eighth Safety Workbook

8

LSP-M8SW-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	Getting to Know Your 'Self'	School
2	7	*Arpit Gets Angry	School
3	11	Vasudhaiva Kutumbakam	School
4	15	The Human Body Is Like A Machine, But …	School
5	18	All About Communication	Home/ School
6	21	Laws and Child Rights	School
	23	*A Message from the Father of the Nation	Home/ School
	24	An Open Letter	Home/ School
7	25	*Maths and Morals	School
	27	Chandala, the Surgeon	School
	29	Us v/s them	School
	30	Why Love One and Eat the Other	School
	32	Fingers v/s Thumbs	Home
8	33	In Touch With My Feelings	School
9	36	*A Trip to Remember	School
10	41	The Curse of Bullying	School
	45	Footprints Without Feet	Home/ School
	46	Be Careful With Strangers	Home/ School
11	47	Boys Don't Cry, Oh Really?	School
	50	Have You Ever Used a Diaper?	Home/ School
12	52	*Friends and Special Friends	School
	57	*Arpit Helps Nancy	Home
13	59	7-Step Safety Rule	School
14	62	*It's Okay to Be Scared	Home
15	63	Change Begins With Me	School

	65	Armageddon	School
	72	The World of Medicines	School
16	75	All About Fire Extinguishers	School

Chapter	1	SAY HELLO!
COMPETENCIES **Core principle(s): Mental Health & Well-Being:** Adolescence Issues /Emotions & Feelings **| Personal Safety** **WHO Life skill(s): Life Skills: Critical Thinking | Decision Making | Self Awareness:** Self Esteem **| Empathy | Resilience**	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. A person below the age of 18 years is a child, sometimes also called a minor or a juvenile, and a person in the age group 13 to 19 years is a teenager. 2. To know myself, I will have to first understand the changes that others and I are going through. 3. I know the rules and my responsibilities. 4. To know others, we have to know ourselves first.
Methodology: Narrative with activities	**Other resources:** 1.	**Implicit (Key message) Learning outcome(s):** Learners will be able to know more about adolescence and the changes that follow. 1. Learners will be able to identify common physical and emotional changes such as mood swings and breakouts, and relate them to their own experiences. 2. Apply basic decision-making rules to everyday situations involving personal safety. 3. Express personal changes and feelings using appropriate language and examples. 4. Demonstrate respect for individual differences in growth, emotions, and preferences among peers.
Suggested Flow		

Introduction/opening (5 mins)	Activity: “Suddenly Different” Check-in Facilitator says: “Raise your hand if *something* about you has changed in the last 2–3 years — not just height.” Let learners respond orally: Facilitate and give prompts related to these ● Feeling annoyed more easily ● Wanting privacy ● Feeling confused ● Liking different things Bridge line: “These changes are not random. Today’s chapter helps us *understand what is happening to us — and why nothing is wrong with us*.”
Context Building/ Workbook in Play (20 mins)	PART 1: Story as Mirror (8 minutes) Read aloud (facilitator-led): ● Opening section till *“These new changes make them feel all sorts of emotions…”* Pause-and-Reflect (Think–Pair–Share - Make groups and Share reflections): Ask: ● “Which line felt familiar?” ● “Which example reminded you of yourself?” Transition line: “What Sana and Arpit are experiencing has a *name*.” PART 2: Concept without Fear (7 minutes) Board Work (Simple, Non-Heavy):

	Write: ● *Child* ● *Teenager* ● *Adult* Learners help fill ages. Then introduce: ● Adolescence = period ● Puberty = process Use body-at-own-pace analogy (already in text). Mini-check (Workbook D – orally): Tick / Cross together (no writing yet): ● Adolescence is a period ✓ ● Teenager = 10–19 ✕ (Discuss why) ● Girls may start earlier ✓ Transition line: "Changes don't only happen in the body. They also happen in feelings and decisions." PART 3: Emotions + Decision-Making as Play (10 minutes) Activity: "What Would You Do?" Pick ONE relatable situation: ● Stranger sends friend request ● Someone enters room without knocking ● Feeling angry for "no reason" Display or read the 7 decision questions - from the yellow box page 2. Learners vote with: ● Thumbs up - Yes

	• Thumbs down - No • Shake hands - Not sure Facilitator models thinking aloud for ONE question. Key scaffold message: "Rules are not to control you. They exist to *protect you while you are learning to choose*." PART 4: Second Story – Emotional Validation (5 minutes) Read selectively from: "Getting to Know Your 'Self'" (Focus only on: discomfort, hug, confusion, mother's explanation) Ask: • "Was Arpit rude?" • "Was something wrong with him?" Bridge to takeaway: "Understanding ourselves helps us understand others." The teacher can also guide the discussion to introduce Paralympics as mentioned in the yellow box on page 5.	
Take home (Homework)	• Think about an example where you experienced the Mood swing talked about in the chapter. How did you handle these? (discussion in next class) • Family relationship question (C or D)	
Possible hiccups: 1. Confusion between puberty and adolescence as abstract terms are introduced together *Strategy:* Use one-line contrast repeatedly *"Adolescence is the time; puberty is what happens inside the body."*	**Cues for Quick Progress Tracking** 1. Explains adolescence/puberty correctly in own words 2. Connects story situations to real-life examples 3. Applies decision-making questions logically 4. Participates confidently	**The Confidential Green Zone: Explained** **"Would you like to share one change you have experienced and whether you like it or not?"** This question asks the child to reflect on their body, emotions, or identity, which requires emotional

2. Learners treating safety rules as moral preaching as Rules feel imposed *Strategy*: Convert rules into choice-based thinking ("What happens if…?") 3. Mixed maturity levels in the same classroom because of Early vs late adolescents Strategy: Emphasise metaphors like "different pace, same destination"	and respectfully	safety and privacy.

Scholastic Questions

1. Write one emotion Arpit experienced and its cause.
Confusion — due to sudden emotional changes.

2. What hormone starts the process of puberty?
Gonadotropin-releasing hormone (GnRH).

3. State one physical change during adolescence.
Increase in height / change in voice / hair growth.

4. Why do people grow at different rates during adolescence?
Because every body is unique and grows at its own pace.

5. Why are safety rules important for teenagers?
They help teenagers make safe choices while learning to decide.

Chapter	2	ARPIT GETS ANGRY
COMPETENCIES **Core principle(s): Emotional/Intelligence Quotient:** Anger Management | **Constitutional Morality:**	**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Social Science	**Explicit (Key message) Learning outcome(s):** 1. 1. When I get angry, I can clearly tell what I am angry about and learn to express my anger in an appropriate way.

Inclusivity in Diversity-Civic Nationalism **WHO Life skill(s):**		
Methodology: Narrative and Informational Text	**Other resources:** 1. QR Code embedded within the chapter - Page 7 2. https:// spicmacay.org/ 3. Project CACA Poster Catalogue: Emotions Feelings_8#3 http://projectcaca.org/posters/ 4. https://cavuhb.nhs.wales/files/resilience-project/rp-changes-18-8/anger-self-help-workbook-english-pdf/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to Explain how assumptions and guesses can worsen conflicts. 2. Learn ways to express anger using calm words and respectful communication. 3. Apply negotiation as a problem-solving strategy in interpersonal conflicts. 4. Reflect on personal emotional responses and consider healthier alternatives.
Suggested Flow		
Introduction/opening (5 mins)	Activity: “Freeze the Feeling” Facilitator says: “I will describe a situation. You freeze your body like a statue to show how you would feel.” Situations (2–3 quick ones): • Your best friend says something hurtful. • You worked very hard but were not selected. • Someone tells you ‘don’t overreact’. Learners freeze. Facilitator asks: • What emotion did your body show? • Was it the same for everyone? Transition: “Today’s chapter is about one such emotion we all feel—anger—and what happens when we don’t know how to handle it.” Smooth bridge:	

	"Let's meet two people who felt exactly this."
Context Building/ Workbook in Play (25 mins)	Scene 1: Story Snapshot – Jyoti and Shama (5 minutes) Method: Read or narrate only the Jyoti–Shama conflict dramatically. Pause and ask: ● What exactly made Jyoti angry? ● Whom did her anger hurt? ● What changed after that? Think–Pair–Share: Learners discuss in pairs for 1 minute: "What could Jyoti have done differently?" Scaffolding move: Write on board: Anger → Words → Consequences Transition: "Now let's see another story—where anger takes a different path." Scene 2: Arpit Gets Angry (Narrative + Role Shift) (7 minutes) Method: The facilitator narrates Arpit's story but pauses at turning points. Pause 1: When Arpit snaps at Sana and Pokso. Ask: ● Is Arpit angry or scared? ● What is he really afraid of? Pause 2: When father talks to Arpit. Ask: ● What did the father NOT do? ● Why did that help Arpit calm down? Mini role-play: One learner as Arpit, one as father.

	Only 4–5 lines. No performance pressure. Transition: “So what changed here? Not the situation, but the response.” Scene 3: Skill Building – Negotiation and Calm Talk (6 minutes) Move to workbook concept: “What does negotiation mean?” Facilitator scaffolds: Negotiation = Calm talk + Listening + Asking for a chance Activity: Learners reframe this angry sentence: “She didn’t select me because I’m bad.” Into: “I would like to understand how I can improve.” Connect to workbook MCQs: Instead of answering, ask: “Which option shows calm thinking, not guessing?” Transition: “Let’s now see what happens when anger is managed well.” Scene 4: Resolution and Reflection (7 minutes) Narrate Arpit seeing his name on the list. Guided reflection: ● Did everything change immediately after he negotiated? ● What did Arpit do even when results were unclear? Board flow: Guess → Anger Talk → Clarity Calm → Growth Workbook integration (oral, not written): ● True/False questions discussed aloud ● Tick-the-correct-option as hand signals Transition: “This story is not about dance. It’s about us.” For additional resources on Anger Management, refer to #4 in the

<table>
<tr><td></td><td colspan="2">resources section.</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Emotion Journal:
Write about one situation where you felt angry.
Answer:
● What was I thinking?
● What did I say or do?
● What could I try next time?

2. Conversation Rewrite:
Rewrite one angry sentence into a calm negotiation sentence.

3. Observation Task:
Notice one situation this week where someone managed anger well.
Describe what they did.</td></tr>
<tr><td>Possible hiccups:
1. Difficulty understanding abstract terms like negotiation or assumption
Strategy: Anchor meanings in story moments and daily-life examples before formal explanation.
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 why Arpit’s behaviour changed
2. Uses words like calm, talk, ask, instead of shout
3.Connects story situations to real life</td><td>The Confidential Green Zone: Explained

“Have you ever felt so angry that you stopped doing something you loved?”

is personal because it connects directly to the child’s emotional experiences and may reveal sensitive feelings that should not be shared publicly.</td></tr>
<tr><td colspan="3">Scholastic Questions
1. Write one sentence showing polite disagreement.
I would like to understand why I was not selected.</td></tr>
</table>

2. Name one healthy way to express anger.
Talking calmly.

3. What happens when people act on guesses?
Conflicts increase.

4. Which part of our body helps us think calmly before reacting?
Brain.

5. What happens to breathing when a person is angry?
It becomes fast.

Chapter	3	VASUDHAIVA KUTUMBAKAM	
COMPETENCIES **Core principle(s): Constitutional Morality:** Vasudhaiva Kutumbakam International Peace & Security **WHO Life skill(s): Critical Thinking | Collaboration:** Teamwork		**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Social Science	**Explicit (Key message) Learning outcome(s):** 1. My religion is very simple. It is kindness. 2. A friendly study of the world's religions is a sacred duty.
Methodology: Narrative and Informational facts		**Other resources:**	**Implicit (Key message) Learning outcome(s):** 1. Learn the arrival of various languages, religion and food to india 2.The learners will be able to appreciate the idea of global unity expressed through the concept of Vasudhaiva Kutumbakam. 2. Identify how everyday examples like food, words, and stories help explain international peace and coexistence. 3. Question stereotypes related to gender roles and respect all skills as essential life skills.

		4. Connect historical movements of people with present-day cultural diversity.
Suggested Flow		
Introduction/opening (5 mins)	Activity: “One Object, Many Journeys” The facilitator holds up a common object, for example: ● A potato ● A word like “chai” ● A picture of a bird Facilitator prompts: ● “Where do you think this came from?” ● “Do you think it has always been here?” Allow quick guesses without correcting immediately. Transition to text: The facilitator says: “Today’s chapter begins with a similar question that confused some learners during a school camp. Let’s step into their camp and listen to their story.”	
Context Building/ Workbook in Play (25 mins)	Scene 1: The School Camp and Gender Roles (5 minutes) Text focus: ● Camp duties ● Arpit volunteering for cooking ● Teacher’s response to gender stereotyping Activity: Role Freeze ● Three learners enact the scene. ● At the moment of laughter, the facilitator says “Freeze!” ● Class answers:	

	○ What went wrong here? ○ What did the teacher correct? Scaffolded takeaway: Skills are not gendered; survival skills belong to everyone. Transition: “Just like people carry skills, they also carry something else when they travel. Let’s see what moves next in the story.” Scene 2: Food and Travel Across the World (5 minutes) Text focus: ● Potato, apple, muskmelon origins ● Migratory birds analogy Activity: Food Passport Game ● The facilitator names a food. ● Learners guess its country of origin by moving to corners of the classroom labeled: India, Persia, Latin America, Kazakhstan Workbook link: MCQs or tick-the-correct-answer questions related to food origins. Transition: “These foods travelled with people. But food is not the only thing that travels. Listen carefully to what travels next.” Scene 3: Languages Talking to Each Other (5 minutes) Text focus: ● Jal/Jol ● Tamil–Korean similarities ● Sanskrit and European languages Activity: Word Detective ● Facilitator writes pairs of words on the board: ○ Jal – Jol

	○ Mother – Mater – Mutter ● Learners identify similarities. Guided reflection: Languages borrow, mix, and grow. Transition: “If words and food can travel, what about beliefs and stories? Let’s move deeper into the chapter.” Scene 4: Religions and Shared Beliefs (5 minutes) Text focus: ● Arrival of religions in India ● Spread of Buddhism ● Japanese temples, Zoroastrians Activity: Timeline Walk ● The facilitator calls out religions. ● Learners arrange themselves from “originated in India” to “came from outside”. Workbook link: Matching or short-answer questions on religions and origins. Transition: “Even when religions and cultures are different, their stories often sound familiar. Let’s listen to one such example.” Scene 5: Stories That Sound the Same (5 minutes) Text focus: ● Gilgamesh and the flood ● Similarities across religious texts ● Panchatantra and Aesop Scaffolded idea: Human experiences are universal. Closing link: “And this brings us back to the question asked in the chapter —

	are we all one big family?” Learners respond together.	
Take home (Homework)	1. Choose any one: ● A food item ● A word ● A story Trace its journey across countries in 5–6 lines. 2. Answer in your own words: “How does the chapter justify its title ‘Vasudhaiva Kutumbakam’?” 3. Creative option: Draw or write a comic strip showing Earth as one family.	
Possible hiccups: 1. Religious discussions may become sensitive or opinionated as personal beliefs may enter. Strategy: Anchor discussion to movement, history, and similarity, not superiority or correctness. 2. Learners memorising origins without understanding “why it matters” in Fact-heavy sections (potato, apple, religions). Strategy: Always follow with “So what does this tell us about people?” 3. Vocabulary Challenges - a. Culture - The way people live, eat, dress, speak, and celebrate together. b. Migrate / Migratory - To move from one place to another,	**Cues for Quick Progress Tracking** 1. Makes connections across examples (food, language, religion) 2. Explains ideas from the chapter in their own words 3. Responds meaningfully to the “why” questions	**The Confidential Green Zone: Explained** NOT REQUIRED

often for a long time.		

Scholastic Questions

1. What does the phrase "Vasudhaiva Kutumbakam" mean?
The world is one family.

2. Why do migratory birds move from one place to another?
For food, climate, and survival.

3. From where did potatoes come to India?
Latin America.

4. Name one food item that travelled from another country to India.
Potato / Apple / Muskmelon.

5. What is an epic?
A long, ancient story about heroes and important events.

6. How does learning about other religions promote peace?
It builds understanding and respect.

Chapter	4	THE HUMAN BODY IS LIKE A MACHINE, BUT…
COMPETENCIES **Core principle(s):** **WHO Life skill(s): Self Awareness**: Private Parts/ Personal Boundaries/ Body Ownership | **Critical Thinking | Collaboration:** Teamwork	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Science	**Explicit (Key message) Learning outcome(s):** 1. We are guided by our feelings. 2. Abuse, no matter who the abuser, is always wrong. 3. Each and everyone's physical and personal boundaries are to be respected.
Methodology: Narrative	**Other resources:** 1. Suggested viewing: Youtube search: Rubber hand illusion. (An exciting psychological experiment about how the human mind can be deceived about its connection with the body.)	**Implicit (Key message) Learning outcome(s):** 1. Understand the difference between humans and machines. 2. Learn about various types of abuse, esp domestic violence.

	2. A film named 'WALL-E (2008)' which follows a small waste-collecting robot on Earth with a free-will, and emotions. 3. https://childmind.org/article/what-is-neurodiversity/	3. The learners will be able to Recognise emotions as a uniquely human capacity that guides decision-making. 4. Distinguish between physical and personal boundaries and justify their importance. 3. Demonstrate awareness of private parts and body safety rules without fear or shame. 4. Analyse why machines require programmed laws while humans rely on conscience. 5. Apply the idea of safety and consent to everyday school and home situations. 6. Name and label various parts of the brain.
Suggested Flow		
Introduction/opening (5 mins)	**Note: The title *"The Human Body Is Like a Machine, But…"* prepares the reader to first see similarities between humans and machines and then carefully question that comparison. While both have parts that perform functions and rely on control systems, the chapter shows that humans are not merely mechanical beings.** **The word "but" signals the shift to what makes humans unique: the presence of a mind, emotions, consciousness, values, and the ability to feel safe or unsafe. These human qualities explain why concepts such as boundaries, consent, and body safety are necessary, and why machines, even with artificial intelligence, require externally programmed laws instead of moral understanding.** **Through this contrast, the chapter helps learners appreciate both the usefulness of machines and the irreplaceable complexity of being human.** Entry Hook: "Human or Machine?" Facilitator action: The facilitator performs three quick actions without explanation: • Claps twice • Solves a simple sum aloud	

	• Smiles and asks, “How are you feeling today?” Then asks: • Could a machine do all three of these? • Which one would be hardest for a machine? Purpose: • Activates prior knowledge • Establishes contrast between function vs feeling • Sets emotional tone Transition line: “Today’s chapter begins with a scientist asking the same question you just answered: *Are we really like machines, or is there something more?* Let’s step into that classroom.”
Context Building/ Workbook in Play (25 mins)	Scene 1: The Scientist’s Talk – Humans vs Machines (8 minutes) The facilitator reads selected lines aloud instead of full text. Play-way activity: Think–Pair–Name • Think: One way humans and machines are similar • Pair: One way they are different • Name: Volunteers share aloud Facilitator charts responses under two columns: Humans | Machines Scaffolding focus: • Acknowledge partial answers • Reframe vague responses into academic language Example: Learner: “Machines don’t feel.” Facilitator: “Yes, that’s called emotions. Humans have emotions; machines don’t.” Transition line: “We’ve said humans feel, think, and choose. But *where* do all these things happen inside us?” Scene 2: Brain, Mind, and Cognition (7 minutes) Interactive demonstration: Ask learners to: • Touch their head • Close eyes and imagine their favorite place Facilitator asks: • Your brain is here, but where was that image coming from?

	Key concepts scaffolded: • Brain = physical organ • Mind = thoughts, emotions, values • Cognition = ability to learn and understand Workbook integration: MCQs on AI and cognition are discussed orally, not written yet. Transition line: “If our mind helps us think and feel, then it also helps us know what feels safe and what doesn’t.” Scene 3: Feelings, Boundaries, and Safety (10 minutes) Role-play (very short, non-triggering): Facilitator describes two situations: • A friend hugs you when you’re happy • Someone touches you even after you say no Learners respond using thumbs up/down. Concepts introduced gently: • Private parts • Personal boundaries • Permission Facilitator emphasis: • Boundaries are invisible but real • Abuse is always wrong, no matter who does it Workbook link: Tick/cross statements are discussed orally as a group. Transition line: “Just as humans need rules for safety, scientists also wondered—what rules should machines follow?” Scene 4: Robots, AI, and Laws (5 minutes) Quick storytelling: The facilitator narrates Isaac Asimov’s idea of robot laws like a mini story. Group task: Learners suggest one rule for robots. Link back: • Humans have conscience • Machines need laws programmed The teacher can engage the learners with adding some information on Neurodiversity along with the text here - Humans are different from machines - but what about the

	differences among ourselves? We read about the diversity of food, religion, and language in the previous chapter, but did you know that our brains and even entire nervous systems can be diverse? https://childmind.org/article/what-is-neurodiversity/	
Take home (Homework)	1. Write any two differences between humans and machines in your own words. 2. Draw a simple diagram showing the brain and mind with labels. 3. Write one boundary rule you follow to keep yourself safe. 4. Optional reflection: "If robots had feelings, what problems could arise?"	
Possible hiccups: 1. Confusion between brain and mind *Strategy:* Use lived examples: "You can touch your brain, but you cannot touch your thoughts."	**Cues for Quick Progress Tracking** 1. • Explains ideas in own words 2. Gives relevant examples 3. Uses terms like mind, boundary, feeling correctly 4. Responds confidently in discussions	**The Confidential Green Zone: Explained** **"Has there ever been a time when someone crossed your boundary and made you uncomfortable?"** Because it connects directly to the child's real-life experiences and safety, and sharing it publicly may cause fear, embarrassment, or emotional harm.
Scholastic Questions **1. What is the main function of the brain?** The brain controls thinking, feelings, and actions. **2. Why is the mind not considered a physical organ?** Because it cannot be seen or touched. **3. Name one way humans and machines are similar.** Both can perform tasks. **4. Why can machines not reproduce?** Because they are not living beings.		

5. Why does the author say machines don't have feelings? Because they cannot like, dislike, or feel emotions.

Chapter	5	ALL ABOUT COMMUNICATION	
COMPETENCIES **Core principle(s):** **WHO Life skill(s): Effective Communication:** Telling/ Being Confident/ Body Language		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. You should respect others, and also respect yourself. 2. To be assertive means to express your feelings and views firmly and confidently, without insulting the other person or becoming violent with them.
Methodology: Narrative with Informational Text		**Other resources:** 1. Teacher's resource: Internet search - Birds of Paradise Project - Cornell Lab of Ornithology, Cornell University. 2. Meghalaya's whistle language. https://www.youtube.com/watch?v=mtEJ8l_IA5o	**Implicit (Key message) Learning outcome(s):** 1. Know more about the importance of 'Effective Communication' 2. The learners will interpret body language cues to understand feelings, intentions, and safety signals. 2. Demonstrate positive body language by being aware, calm, respectful, and confident in interactions. 3. Apply clear, firm, sure, and complete communication while expressing agreement or refusal in daily situations. 4. Reflect on personal communication habits and modify them for safer and more respectful interactions.
Suggested Flow			
Introduction/opening (5 mins)		The facilitator enters the class and does not speak for 10 seconds, only uses gestures: – waves	

	– frowns – nods – folds arms – smiles Then asks: “Did I communicate with you without speaking?” Let learners respond freely. Guided Bridge Lead the discussion to: “Communication is not only about words.” Write on board: COMMUNICATION = WORDS + BODY + TONE Transition line: “Let’s see how this works not just for humans, but even animals.”
Context Building/ Workbook in Play (25 mins)	Activity 1: Animals Talk Too (5 minutes) Method Oral discussion + quick think-pair-share Ask: • How do dogs show anger or happiness? • Have you seen birds or animals warning others? Read aloud (or paraphrase) the animal examples from the chapter. Micro-task Ask learners to match orally: – Bees → dance – Dolphins → tail slap – Deer → warning – Birds of paradise → dance to impress Transition line: “If animals communicate without language, how do humans do it without words?” (Smooth shift from animals → humans) Activity 2: Body Language in Daily Life (6 minutes) Method Freeze-frame game Call 4 volunteers. Give them situations: – Feeling scared

	– Feeling confident – Feeling bored – Feeling angry They freeze in a posture. Class guesses the feeling. Introduce term: BODY LANGUAGE Explain briefly: “It is the language the body uses to tell others how it feels.” Workbook Integration Learners solve: – Fill in the blank on body language – 1 MCQ orally as a class Transition line: “If body language sends messages, then using it well can keep us safe.” (Concept → purpose) Activity 3: Positive Body Language Framework (8 minutes) Method Chunking + movement-based learning Write vertically on board: A C R C Elicit words step-by-step: Aware Calm Respectful Confident For each word: • One quick explanation • One physical action from learners Examples: – Aware: Look around – Calm: Deep breath – Respectful: Step back – Confident: Eye contact, straight posture Mini Reflection Ask:

	"Which of these do you already practice?" Transition line: "Being confident also means knowing how to say 'No' clearly." (Smooth move from body → speech) Activity 4: Speaking Clearly, Firmly, Surely, Completely (6 minutes) Method Situational role play (teacher-led) Present the chess vs cricket example from the chapter. Demonstrate two versions: – Weak "No" (looking away, smiling) – Strong "No" (clear voice, eye contact) Ask learners: "Which one felt convincing?" Introduce the four words one by one: • Clear • Firm • Sure • Complete Workbook Integration Learners attempt: – One fill-in-the-blank – Unscramble (as pair work) Transition line: "These skills are not for exams alone, but for real life." Did you know that between 1 million and 4.5 million people in India use ISL or Indian sign language. It's easy to learn and helps you communicate with people living with hearing disability. (https://www.youtube.com/watch?v=JPV-vboWfhY&list=PLxYMaKXKMMcMgg4f47WkG7AM0bb3AyjTi)
Take home (Homework)	1. Observation Task Observe one person at home or school. Write: • What body language they used • What message it gave 2. Situation Writing Write how you would say "No" clearly and respectfully in one real-life situation. 3. Workbook Completion

	Complete remaining: – MCQs – Match the following – Unscramble words 4. Watch Meghalaya's whistle language https://www.youtube.com/watch?v=mtEJ8l_IA5o	
Possible hiccups: 1. Confusion between "confidence" and "rudeness" because of cultural misunderstanding of assertiveness. *Strategy:* Explicitly contrast respectful refusal vs shouting or mocking through examples.	**Cues for Quick Progress Tracking** 1. Clearly explains body language using own examples 2. Participates confidently in role play 3. Correctly interprets gestures and situations 4. Uses terms like aware, calm, confident appropriately	**The Confidential Green Zone: Explained** **"When was the last time you wanted to say 'No' but couldn't?"** is personal because it connects the lesson to the child's real emotions and experiences, which may involve fear, safety, or relationships and should not be publicly discussed.

Scholastic Questions

1. What is communication?
Communication is the process of sending and receiving information.

2. Write one example of non-verbal communication.
Smiling, nodding, or waving.

3. How do bees communicate with other bees?
Bees communicate by dancing.

4. Why is personal space important?
It helps people feel safe and comfortable.

5. How do animals use body movements to stay safe?
They warn others or scare predators using movements.

6. Why does a calm body help the mind think better?
Because a relaxed body helps the mind stay focused.

Chapter	6	LAWS AND CHILD RIGHTS	
COMPETENCIES		**Suggested Facilitator:** ☑ CACA teacher,	**Explicit (Key message) Learning outcome(s):**

Core principle(s): Constitutional Morality: Child Rights-Related Laws/ JJ Act **WHO Life skill(s): Critical Thinking | Collaboration:** Teamwork **UNSDG - 1, 10**	☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	1. You have certain rights called child rights. You are born with these rights, and no one can take them away. 2. Rights cannot exist without responsibilities and duties, 3. If people are good because they fear punishment, and hope for a reward, then we are a sorry lot indeed.
Methodology: Narrative	**Other resources:** 1. QR Codes embedded within the chapter - Page 23 2. Suggested reading: Bapu, ISBN978-81-237-1026-6	**Implicit (Key message) Learning outcome(s):** 1. Learn various laws in the BNS specifically for protection of child rights. 2. The learners will be able to apply legal reasoning to everyday scenarios involving children's rights. 2. Justify why adolescence is not an appropriate stage for marriage or parenthood. 3. Recognise that rights function alongside responsibilities in a democratic society. 4. Reflect on how laws influence personal choices and family decisions.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Right or Not Right?" Rapid Game Teacher does: ● Writes 3 statements on the board (or reads aloud): 1. "A 13-year-old girl can be married if parents agree." 2. "A child can be beaten in school to improve discipline." 3. "A child must go to school even if parents don't want them to."	

	Learners respond: ● Thumbs up / thumbs down (no explanation yet) Teacher transition (KEY): "Interesting! You already have strong opinions. But how do we decide what is *right* and what is *wrong* for children? Today's chapter tells us how laws protect children like you."
Context Building/ Workbook in Play (25 mins)	Part 1: What are Child Rights? (5 minutes) Teacher-led guided discussion ● Ask: ○ "Are children owned by parents?" ○ "Can anyone take away your education?" Board work (minimal): ● Write: "Child Rights = Rights you are born with" Scaffolded explanation: ● Rights protect children from: ○ harm ○ neglect ○ exploitation Transition line: "But rights don't protect themselves. So who protects them?" Leads naturally to laws Part 2: Laws as Protectors – Law Matching Game (8 minutes)

	Activity: Law–Situation Match (Play-way) Teacher does: ● Reads real-life situations, learners identify the law. Examples: ● "A child is forced to work in a factory" → *Child Labour Act* ● "A girl is married at 15" → *Prohibition of Child Marriage Act* ● "A child is beaten in school" → *JJA + RTE* Workbook integration: ● Learners now do Exercise A (Law matching) orally first ● Then write ANY 4 answers (rest as homework) Scaffolding strategy: ● Teacher doesn't correct immediately ● Asks: *"Which word in the law gives you a clue?"* Transition line: "Some laws protect our body, some protect our education, and some protect our dignity." Moves to deeper thinking Part 3: Why Laws Exist – Marriage & Education (7 minutes) Text used: ● Gandhi quote ● Explanation of adolescence Teacher strategy: ● Do NOT read fully

	● Read selected lines only Think–Pair–Share (2 minutes): ● Question: "Why is education more important than early marriage?" Workbook tick questions: ● Do ONE question together ● Learners justify answers orally Teacher key scaffold: ● Emphasise: ○ mental development ○ skills ○ independence Transition line: "If education builds our future, then hurting children destroys it." Leads to corporal punishment Part 4: Corporal Punishment – Ethical Dilemma (5 minutes) Case: Anu and her brother Silent vote: ● Agree / Disagree Guided discussion: ● Ask: ○ "Is intention enough?"

<table>
<tr><td></td><td colspan="2">○ “Does hitting teach or scare?”

Connect to law:

● Mention:

○ JJA

○ RTE Act

Teacher wraps this section with:

“Laws don’t just punish wrong behaviour —
They teach us better ways to care.”

Did you know that in many western countries the PCPNDT act does not apply, but do you think that female foeticide doesn’t occur there? (https://www.hindustantimes.com/india-news/indians-take-female-foeticide-to-uk-rise-in-sex-selective-abortions-by-community-report-101769161657241.html)</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">Complete remaining Exercise A (Law matching)

Write 5 lines:
“One right I value the most and why”

Ask an adult at home:
“Did children have the same rights when you were young?”
(Write 4 points)</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges
a. Trafficking – Taking children away and using them for bad work or harm.
b. Guardian – An adult who takes care of a child legally.</td><td>Cues for Quick Progress Tracking

1. Correctly links law → situation
2. Gives reason-based answers, not single words
3. Participates respectfully in discussion
4. Can explain why an action is right/wrong using the chapter</td><td>The Confidential Green Zone: Explained

“Have you ever felt scared or hurt by an adult’s punishment? How did it make you feel?”

is personal because it allows the child to connect learning with lived experience and must remain confidential to</td></tr>
</table>

		protect their emotional safety and dignity.

Scholastic Questions

1. Which law ensures free education for children aged 6–14?
Right to Education Act

2. Why are child rights called 'birth rights'?
Because children are born with them and cannot lose them.

3. Find a word from the chapter that means 'keeping someone safe'.
Protection

4. Write one reason why corporal punishment is harmful.
It hurts a child's body and self-respect.

5. Why is adolescence not suitable for marriage?
Because mental and emotional development is still ongoing.

6. How does education help human survival today?
It helps people gain skills to earn a livelihood.

Chapter	7	MATHS AND MORALS
COMPETENCIES **Core principle(s):** **Constitutional Morality:** Utilitarian Principle-Individual Justice/ Equality/ Social Justice Dignity of work/ Affirmative Action/ Fraternity Expanding Circles of identity **WHO Life skill(s): Critical Thinking**	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. It is not only the ends that matter but also the means. 2. Smokers don't grow old. They die young. 3. Let's stop believing that our differences make us superior or inferior to one another. 4. Our ability to reach unity in diversity will be the beauty and the test of our civilization.
Methodology: Narrative and Dialogic / Discussion-based Learning	**Other resources:** 1. QR Code embedded within the chapter - Page 25	**Implicit (Key message) Learning outcome(s):**

		1. The learners will ponder on the fact that fear, prejudice, and group identity can influence decisions and behaviour. 2. Recognise the importance of dignity of labour and equality in a just society. 3. Apply constitutional values such as justice, empathy, and inclusivity to real-life contexts. 4. Learn about the condition of Dwarfism and history of people from the Dalit community and the laws protecting them. 5. Think about association of moral values with various food habits.
Suggested Flow		
Introduction/opening (5 mins)	Hook – Quick Choice Game (Think, Don't Explain Yet) Facilitator reads aloud: "If stealing one crown saves a whole kingdom, is it right?" Learners show thumbs up/down (agree/disagree). No explanations yet. Transition: "Today's chapter doesn't give answers. It gives situations that *expand our thinking*."	
Context Building/ Workbook in Play (25 mins)	Scene 1: *Maths and Morals – Queen Razia* (8 minutes) Read Aloud (Dramatic, Fast-paced) ● The facilitator reads key parts only (queen, dwarf, decision). Freeze & Feel Activity ● Ask learners to imagine being: ○ a citizen	

	○ a dwarf ○ the queen Learners write about their feelings on this. Workbook Integration ● Discuss Question B (Agree/Disagree) orally ● Learners justify using: *because…* Transition Line: "But what happens when fear decides justice?" Scene 2: *Caste & Dignity of Labour – Chandala the Surgeon* (7 minutes) Sorting Activity (Oral) Facilitator names professions. Learners respond: ● 'Respect' / 'Disrespect' Then disrupt: "What if the work saves lives?" Facilitate - Questioning pre-conceived notions. Guide the learners to reflect on the prejudice and how all professions are to be respected unless they involve harming people. Workbook Focus ● Do MCQ-style questions (Tick/Cross) together ● Highlight *birth vs choice* The teacher can facilitate the discussion around - "Should professions be decided on the basis of which caste you are born into?" Transition Line: "Sometimes division doesn't come from work… but from belonging." Scene 3: *Us vs Them – Belonging* (5 minutes) Identity Ladder Game Facilitator reads choices from Question B. Learners raise hands for each level. Discuss briefly: ● Why does 'us' keep expanding?

<table>
<tr><td></td><td colspan="2">Key Pause:

“Belonging feels good… but it can also blind us.”

Transition Line:

“And when values clash, what do we do?”

Scene 4: Why Love One and Eat the Other? (5 minutes)

Silent Vote Learners close eyes and raise hands for Yes/No questions right after discussing roundtable 1.

Debrief:

● No right/wrong
● Introduce words: values, prejudice, choice

“Constitutional morality begins when we question our first reaction.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Write a diary entry as Queen Razia.

2. Draw two pictures showing equality vs equity.

3. Write one situation where your opinion changed after listening to someone.</td></tr>
<tr><td>Possible hiccups:
1. Learners may give “right answers” based on what they think teacher wants as moral topics trigger social desirability
Strategy: Acknowledge all responses, ask “What made you think so?”
2. Vocabulary challenges
a. Moral – Knowing what is right or wrong in behaviour.
b. Dilemma – A situation where choosing one thing means losing another.
c. Justice – Fair treatment for everyone.
d. Prejudice – Judging someone without</td><td>Cues for Quick Progress Tracking

1. Gives reasons, not just yes/no
2. Refers to story examples
3. Listens and builds on others’ ideas
4. Uses words like because, if, but</td><td>The Confidential Green Zone: Explained

NOT REQUIRED</td></tr>
</table>

knowing them properly. e. Discrimination – Treating people unfairly because they are different. f. Dignity – Respect given to a person because they are human. g. Belonging – Feeling accepted as part of a group. h. Equality – Giving everyone the same treatment. i. Equity – Giving people what they need to be equal.		

Scholastic Questions

1. Why was Queen Razia in a dilemma?
She had to choose between safety of many and freedom of a few.

2. What feeling did the dwarfs experience when treated unfairly?
Anger and injustice.

3. What does dignity of labour mean?
All kinds of work deserve respect.

4. Name one reason discrimination is harmful to society.
It creates inequality and injustice.

5. Why do scientists sometimes study animals?
To develop medicines and save human lives.

6. What is one alternative to animal dissection mentioned?
3D computer models.

Chapter	8	IN TOUCH WITH MY FEELINGS	
COMPETENCIES **Core principle(s): Mental Health & Well- Being:** Bullying		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent	**Explicit (Key message) Learning outcome(s):**

WHO Life skill(s): Empathy	☐ Specific Subject Teacher	1. Feelings are your friends. They tell you what is safe and unsafe for you.
Methodology: Narrative	**Other resources:** 1.	**Implicit (Key message) Learning outcome(s):** 1. The learners will 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. Recognise that different people can have different boundaries at different times and places. 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.
Suggested Flow		
Introduction/opening (5 mins)	Entry Activity: “One Feeling, One Gesture” Facilitator says: “Before we open the book, let’s warm up our minds and hearts.” Instructions: ● Ask learners to silently think of one feeling they felt in the last two days. ● Without speaking, they show it using: ○ a facial expression, or ○ a hand gesture. Facilitator observes and then asks:	

	● "Did everyone show the same feeling?" ● "Were feelings easy to show without words?" Transition (bridge to chapter): "Today's chapter is about something invisible but powerful — feelings. Sometimes, when feelings stay inside, they become heavier."

Context Building/ Workbook in Play
(25 mins)
	Activity 1: Language Greetings as Icebreaker (5 minutes)
	
	The facilitator asks learners to open the chapter and read only the opening greetings.
	
	Instead of reading aloud directly:
	
	● Assign different learners one greeting each.
	● After each greeting, ask:
	  ○ "Which language is this?"
	  ○ "Where do we hear it?"
	
	Mini reflection:
	"What do you notice about the beginning of the play?"
	(Expected response: diversity, inclusiveness, welcoming)
	
	Transition:
	"Just like languages, feelings are also many and different. Let's now enter the story."
	
	Activity 2: Freeze-Frame Role Play (10 minutes)
	
	The facilitator divides class into small groups or selects volunteers.
	
	Roles:
	
	● Boy
	● Girl
	● Observer
	
	Process:
	
	● Learners enact short portions of the dialogue.

	● At key emotional moments, the facilitator says “Freeze.” Freeze points: ● When the boy refuses to go to the field ● When he talks about fear ● When he expresses guilt and confusion At each freeze, facilitator asks observers: ● “What do you think he is feeling right now?” ● “What clues helped you understand that?” Key scaffolding: ● Emphasise naming emotions, not judging actions. ● Validate mixed feelings. Transition: “Sometimes, when feelings pile up, we feel stuck. Let’s look at what choices the boy had.” Activity 3: Think–Pair–Share: Help-Seeking (5 minutes) Prompt on board: “When you are scared or uncomfortable, who can help?” Steps: ● Think individually (30 seconds) ● Pair discussion (1 minute) ● Share responses Facilitator gently connects answers to the play: ● Parents ● Teachers ● Trusted seniors ● Friends

	Then ask: “Why was it difficult for the boy to ask for help?” Transition: “So how did the girl help without forcing him?” Activity 4: Letter Writing as Safety Tool (5 minutes) The facilitator focuses on the letter idea in the play. Guided questions: ● “Why was the letter anonymous?” ● “How did writing help the boy?” Mini activity: ● Ask learners to imagine: “If you had a problem but couldn’t speak, what would you write one line about?” Learners do not write fully; just think or share orally. Facilitator reinforces: ● Speaking up is brave ● Safety is more important than silence	
Take home (Homework)	1. Feelings Journal: Journal your feelings and write about: ● One strong feeling you had this week ● What caused it ● What helped you feel better This can be turned into a daily exercise. The facilitator can brief the learners on different ways we can journal our feelings.	
Possible hiccups: 1. Learners may focus only on “right answers” instead of emotions	**Cues for Quick Progress Tracking** 1. Names emotions accurately 2. Connects feelings to	**The Confidential Green Zone: Explained**

Strategy: Reinforce that there are no correct or incorrect feelings; the focus is naming and understanding.	situations 3. Suggests safe help-seeking options 4. Shows empathy during peer discussions	**"Is there a feeling that you find hard to talk about with anyone?"** is personal because it relates to the child's inner emotional life and may involve fear, safety, or trust that must not be shared publicly.
Scholastic Questions **1. Write two emotions the boy felt in the play.** Fear and sadness. **2. Why did the boy refuse to go to the field?** He felt unsafe because of Ranvir. **3. What should a child do if they feel unsafe at school?** Tell a trusted adult. **4. Why is sharing feelings important?** It helps us get support and solutions. **5. Name one way stress affects the body or mind.** It can cause fear, confusion, or sadness.		

Chapter	9	A TRIP TO REMEMBER	
COMPETENCIES **Core principle(s): Safety:** Helplines/Laws | **Constitutional Morality:** Child Rights Related Laws **WHO Life skill(s): Empathy | Critical Thinking**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Monuments are gateways to our past, heritage, culture and civilization. We should do our best to preserve them. 2. Being alert keeps us safe. 3. Police are there to help us.
Methodology: Narrative and Informational Text		**Other resources:** 1. QR Code embedded within the chapter - Page 36	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to explain the importance of

	2. Suggested reading: Oliver Twist by Charles Dickens 3. https://trackthemissingchild.gov.in/trackchild/ index.php	child safety, privacy, and protection through real-life situations. 2. Connect travel experiences and public spaces with civic responsibility and alertness. 3. Understand the basic intent of child protection laws and institutions without fear or stigma. 4. Apply critical thinking to differentiate between curiosity, fun, and potential danger.
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.
	
	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."	
Take home (Homework)	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)	
Possible hiccups: 1. Vocabulary Challenges: a. Heritage: Things from the past that are important and should be protected. b. Two-way mirror: A special mirror that reflects on one side and lets people see through from. c. Trafficking: Taking people illegally and forcing them to do harmful work.	**Cues for Quick Progress Tracking** 1. Gives unrelated or copied responses 2. Unable to explain actions of characters 3. Confuses safety with bravery 4. Needs repeated prompting	**The Confidential Green Zone: Explained** NOT REQUIRED

d. Detention: Being kept in a place for safety or correction for a short time.		

Scholastic Questions

1. Why did Sana feel that something was wrong in the train?
Because the girl looked frightened and reacted nervously to her brother.

2. What is the role of the Child Welfare Committee?
To take care of children who need protection.

3. Why should children not confront criminals directly?
For their safety.

4. What makes a two-way mirror different from a normal mirror?
It reflects on one side and is see-through on the other.

5. Why does tapping a two-way mirror sound hollow?
Because there is empty space behind it.

Chapter	10	THE CURSE OF BULLYING	
COMPETENCIES **Core principle(s): Safety:** Bullying Cyber Bullying **WHO Life skill(s): Effective Communication:** Telling | **Collaboration:** Asking/ Taking Help		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Nobody likes bullying behaviour. Nobody deserves to be bullied. 2. No matter who the bully is, bullying is always wrong. 3. Be careful of bullies. They can exist in the real as well as the virtual world. 4. Tell a trusted grown-up right away if someone is bullying you or if you see someone bullying others.
Methodology: Story		**Other resources:** 1. Suggested reading: Footprints Without Feet by HG Wells.	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to identify different forms of bullying and distinguish them

	2. Project CACA Poster Catalogue: Safety_17#1 http://projectcaca.org/posters/	from normal conflict or disagreement. 2. Apply safe strategies to respond to cyberbullying using the STOP method. 3. Reflect on personal responsibility in creating a respectful and safe environment offline and online.
Suggested Flow		
Introduction/opening (5 mins)	*Hook: "Is this bullying or not?"* Facilitator Action ● Write 3 statements on the board (or read aloud): 1. "Two friends argue loudly during a game." 2. "A child is called names every day." 3. "Someone spreads a rumor online." Learner Action ● Learners show thumbs up (bullying) or thumbs down (not bullying). Transition "We reacted very quickly — but bullying is often confused with fights or jokes. Let's slow down and really understand what bullying actually is."	
Context Building/ Workbook in Play (25 mins)	Activity 1: What Bullying REALLY Is (5 minutes) *(Text + interaction)* Facilitator ● Read the opening definition aloud (selectively, not fully). ● Emphasise three keywords verbally: ○ *Repeated*	

	○ *Intentional* ○ *Power imbalance* Quick Play Element ● Learners clap once when they hear something that makes it bullying. Transition "Bullying doesn't look the same every time. It changes its form." Activity 2: Types of Bullying – Freeze Frames (6 minutes) Method ● Divide class into 4 small groups. ● Assign each group one type: ○ Physical ○ Verbal ○ Social ○ Cyber Task ● Each group creates a 10-second freeze frame (silent pose). ● Class guesses the type. Workbook Link ● Learners label the four types in their book while groups perform. Transition "But bullying is not only about the bully. There are others who are always present." Activity 3: Who Else Is There? – The Bystander Lens (5 minutes)

	Facilitator ● Ask: ○ “In your freeze frame, who was watching?” ● Introducing the word BYSTANDER. Mini Think–Pair–Share ● *Why do bystanders stay silent?* Workbook Integration ● Do Exercise A (bystanders) orally. ● Learners point to answers instead of writing to save time. Transition “If you were a bystander, what could you actually say or do?” Activity 4: Assert, Don’t Hurt (5 minutes) Role-play ● Facilitator models: “This is not right. Stop it.” ● Contrast it with: shouting / abusing / hitting Key Concept ● Introduce ASSERTIVE behaviour. Learner Practice ● In pairs, learners practice one assertive sentence.

	Transition "But bullying today doesn't stop at school gates. It follows us home." Activity 5: Cyberbullying – STOP Method (4 minutes) Facilitator ● Write STOP vertically: ○ Stop ○ Save ○ Block ○ Tell Game ● Call out situations; learners say which step applies. Workbook ● Mark Exercise F (4 steps) together orally. Transition "Whether offline or online, the goal is the same — safety and respect." To conclude the class, briefly discuss the poster Safety_17#1 from Project CACA Poster Catalogue http://projectcaca.org/posters/.	
Take home (Homework)	Option 1 (Reflection) ● "Write 5–6 lines on: *How would you help someone being bullied?*" Option 2 (Digital Safety) ● Write 2 good habits for using the internet (Exercise E).	
Possible hiccups: 1. Vocabulary challenges: a. Bystander: A	**Cues for Quick Progress Tracking**	**The Confidential Green Zone: Explained**

bystander is a person who sees something happening but is not involved. b. Assertive: Being assertive means saying what you feel clearly and confidently without being rude. c. Cyberbullying: Cyberbullying is bullying that happens using phones, computers, or the internet. d. Digital footprint: A digital footprint is the information you leave behind when you use the internet.	1. Correctly identifies types of bullying 2. Uses terms like *bystander / assertive / cyberbullying* accurately 3. Suggests safe, non-violent solutions 4. Participates meaningfully in role-play or discussion	**"Have you ever felt unsafe or uncomfortable because of someone's words or actions, online or offline?"** This question connects directly to the child's lived experiences and emotions, which must be respected and protected to ensure emotional safety.

Scholastic Questions

1. What does the word 'assertive' mean in the chapter?
Speaking firmly and clearly without being rude or violent.

2. Why does the author say bullying is not a one-time thing?
Because bullying happens repeatedly.

3. How can bullying affect a person's mental health?
It can make them feel scared, sad, or stressed.

4. Why does hiding identity online increase cyberbullying?
Because people feel less afraid of being caught.

5. Who is a bystander?
A person who sees bullying but is not directly involved.

Chapter	11	BOYS DON'T CRY, OH REALLY?
COMPETENCIES **Core principle(s):** **Constitutional Morality:** Gender Equality/Equity Purity **| Gender Stereotype**	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. We should place ourselves in other people's shoes at times.

Breaking | Health & Hygiene: Menstrual Hygiene **WHO Life skill(s): Effective Communication:** Listening to Feelings/ Telling **|** **Collaboration:** Helping		2. Qualities and feelings are universal and not restricted to gender. 3. Soaps, napkins, pads, and undergarments are used for hygiene purposes by everyone. There is nothing to be ashamed of about it.
Methodology: Narrative	**Other resources:** 1. Suggested reading: A wet summer day, ISBN 978-81-237-655-6	**Implicit (Key message) Learning outcome(s):** 1. **The learners will be able to differentiate between sex and gender by identifying which traits are nature-made and which are society-made.** **2. Recognise gender stereotypes in daily life situations, language, sports, and occupations.** **3. Explain that emotions, abilities, and human qualities are universal and** not restricted to any gender.
Suggested Flow		
Introduction/opening (5 mins)	Opening Hook: “Freeze & Think” Teacher action: Write on the board (no explanation yet): *“Boys don’t cry.”* *“Girls can’t play football.”* Ask learners: ● Thumbs up if you’ve heard this before ● Thumbs sideways if you’re unsure ● Thumbs down if you disagree Transition line: “Today’s chapter starts with a classroom just like ours… but something happens that makes us	

	pause and think."
Context Building/ Workbook in Play (25 mins)	Scene 1: Classroom Story – Feelings & Gender (7 minutes) Read / narrate selectively (not word-to-word): ● Gurpreet crying ● Laughter from classmates ● Teacher's response Think–Pair–Share (2 questions): 1. Why were others laughing? 2. Is crying connected to being a boy or being human? Scaffolded concept reveal (very short): ● Feelings are human, not gender-based ● Introduce gender stereotype in one line: "When society decides how boys and girls should behave, it becomes a stereotype." Smooth transition: "If feelings are the same, what about clothes, sports, and work?" Scene 2: Activity A + B – Clothes & Emotions (6 minutes) Activity A (Play-way) Instead of writing immediately: ● Call out 3 images ● Ask learners to stand for: ○ M / F / Both / Other Then open the book and let them quickly mark answers.

	Activity B Read emotions aloud. Learners: ● Clap once if all humans feel this ● Stay silent if unsure Key scaffolding line: "Our bodies may look different, but feelings travel the same road." Transition: "Now let's look at work and strength — are they gendered too?" Scene 3: Levers, Water & Work (Integrated Thinking) (5 minutes) Do not over-teach science here. Ask orally: ● "Who usually fetches water in stories, villages, movies?" Let learners respond. Then: ● Identify lever type quickly (revision mode) ● Ask: "Is carrying water about strength — or about responsibility given by society?" Bridge concept: Nature gives bodies; society gives roles. Scene 4: Stereotype Busting Game (Activity E + F) (7 minutes) Activity E – Strike Out Do it as a rapid-fire game: ● Read statements ● Learners say "Nature!" or "Society!"

	● Then strike out quietly in books Highlight just 2 examples deeply: ● “Women give birth” → nature ● “Women are nurses, men are doctors” → society Activity F – Sports Ask: ● “Can thinking win games?” ● “Can skill beat strength?” Let them tick freely → no “correcting” aggressively. Transition (gentle): “If games, feelings, and clothes are for everyone… What about our bodies?” Scene 5: Menstruation & Hygiene (Handled with Dignity) (5 minutes) Tone shift: Calm. Normal. Non-dramatic. Key points only: ● Menstruation = natural process ● Pads = hygiene product (like diapers, soap) ● No shame, no secrecy Avoid reading everything — summarise through discussion. Ask one question: ● “Why do you think laughing made Fatima uncomfortable?” End with: “Knowledge removes fear. Respect removes shame.”

Take home (Homework)	1. Reflection (Written / Oral): Write 3 lines on one stereotype you want to break. 2. Observation Task: Notice one activity at home or school that both boys and girls do.	
Possible hiccups: 1. Vocabulary challenges - a. Intersex – A person born with body parts that do not fully fit male or female categories. b. Transgender – A person whose gender does not match the sex they were born with. c. Menstruation – A natural process in which blood comes from a woman's body every month. d. Hygiene – Keeping the body clean to stay healthy. e. Discrimination – Treating someone unfairly because they are different.	**Cues for Quick Progress Tracking** 1. Identifies stereotypes correctly 2. Give reasons for their responses. 3. Respond respectfully. 4. Applies concepts to examples	**The Confidential Green Zone: Explained** **"Have you ever felt judged or laughed at for expressing your feelings or doing something people said was 'not for your gender'?"** This question connects directly to the child's lived experiences and emotions, which require privacy, safety, and trust.

Scholastic Questions

1. What is the difference between sex and gender?
Sex is decided by the body we are born with, while gender is decided by society.

2. Why is menstruation considered a natural process?
It is a normal biological process that happens in the female body.

3. Why did Gurpreet's classmates laugh when he was crying?
Because they believed the stereotype that boys should not cry.

4. Give one example of a gender stereotype mentioned in the chapter.
Women should do household work.

5. Why are sanitary pads compared to diapers in the chapter?
Both are hygiene products used for natural body needs.

Chapter	12	FRIENDS AND SPECIAL FRIENDS	
COMPETENCIES **Core principle(s): Constitutional Morality:** Consumer Rights **WHO Life skill(s): Critical Thinking | Interpersonal Relationship:** Friends-Special friends **| Collaboration:** Asking/ Taking Help **| Effective Communication:** Listening to Feelings/ Telling **| Coping with Emotions/ Stress**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Make friends on the basis of their qualities and behaviour. 2. No relationship can exist without responsibilities. We cannot control our feelings. After all, we are human, But we can always control our actions. 3. A positive friend or an adult is a person who encourages you to do things that are safe and healthy. They help you learn and grow in healthy ways. 4. Beauty lies in the eyes of the beholder. 5. Choosing is not always easy in life. I can always take help of my loved and trusted ones when choosing becomes difficult.
Methodology: Story		**Other resources:** 1. QR Codes embedded within the chapter - Page 52, 57	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to question ideas of beauty, fairness, and colour by identifying stereotypes in language, media, and stories. 2. Demonstrate empathy and responsible friendship by

		identifying safe ways to respond to emotional distress. 3. Apply critical thinking to judge whether relationships, advertisements, and behaviours are safe, respectful, and ethical.
Suggested Flow		
Introduction/opening (5 mins)	Hook Activity: “Friendship Snap Poll” (Play-way) Facilitator says statements; learners show thumbs up / thumbs down: ● “A friend always agrees with you.” ● “A friend can embarrass you if they like you.” ● “Feelings are natural; actions are a choice.” ● “Celebrities know us personally.” No discussion yet. Just reactions. Transition Facilitator says: “Interesting! Let’s see what happens when friends, feelings, and choices mix together in today’s story.”	

Context Building/ Workbook in Play
(25 mins)
	Scene 1: Friends & Special Friends (Story Slice + Think-Pair) – 8 minutes
	
	Facilitator Action
	
	● Read selected excerpts only (do NOT read full story):
	  ○ New seating
	  ○ Abhinav drawing Nancy
	  ○ Nancy’s embarrassment
	  ○ Counsellor’s explanation (emotions vs actions)	

	Think–Pair–Share Prompts ● "Did Abhinav mean to hurt Nancy?" ● "If feelings are natural, what went wrong here?" Guide learners to: *"Feelings are natural, actions need thinking."* Workbook Link (Exercise A – orally) Facilitator puts key sentence frame on board: "Friendship is a _____ thing." Learners complete verbally, not in writing yet. Smooth Transition Facilitator says: "Now let's pause. Friends also influence what we buy, like, and admire. Let's look at that influence." Scene 2: Celebrities, Ads & Fairness (Critical Thinking Game) – 9 minutes Activity: "Truth or Trap?" Read 3–4 ad statements from Exercise B. Learners respond: ● Truth ● Trap Quick reasoning encouraged: "How do you know?" Mini-Facilitator Input ● Celebrities are skilled, not value models. ● Ads influence choice. ● Misleading ads harm consumer rights. Workbook Link

	● Exercise B → Do 3 in class, rest at home ● Exercise G (Mary Kom's state) → Oral recall Smooth Transition Facilitator says: "Ads and stories also shape how we see beauty and colour. Let's question that next." Scene 3: Colour, Beauty & Language (Discussion-based) – 8 minutes Visual Prompt Ask: "What colour comes to your mind when you hear 'hero' or 'beautiful'?" Let answers come. Discussion ● Snow White ● Fairness creams ● Dark-skinned heroes missing Idioms Activity (Exercise H – Selective) Take ONLY 4 idioms: ● black sheep ● white lie ● black mood ● white flag Ask: "Does this idiom insult a colour or describe a situation?" No right/wrong—just awareness.

	Smooth Transition Facilitator says: > "Language, ads, and feelings all influence us. But when life gets really hard, what matters most is how friends act." Scene 4: Arpit Helps Nancy (Empathy & Resilience) – 6 minutes Storytelling (Condensed) Focus on: ● Nancy's silence ● Divorce stress ● Arpit seeking adult help Guided Reflection ● "Was Arpit a good friend even when Nancy was rude?" ● "Why is telling a trusted adult important?" Workbook Link ● Exercise A (qualities of good friend): ✓ Do tick-only in class Underline/circle → Homework	
Take home (Homework)	Reflection (Short) "One quality I want to improve as a friend is ___ because ___." Critical Thinking Identify one ad at home: Is it misleading? Why? Workbook Completion Remaining idioms meanings Exercise D–F (celebrity & beauty)	
Possible hiccups: 1. Learners giggle or trivialise "special friendship" as Adolescents mask discomfort	**Cues for Quick Progress Tracking** 1. Explains difference between	**The Confidential Green Zone: Explained**

with humour. *Strategy*: Acknowledge emotions neutrally: *"Feeling confused or shy is normal."* Shift focus from romance to responsibility and consent. 2. Vocabulary challenges a. Infatuation: A strong liking for someone that starts quickly and does not last long. b. Consequences: Results of an action that happen after you do something. c. Misleading: Giving wrong or false information that makes people believe something untrue. d. Resilient: Able to become strong again after feeling sad or upset.	feelings and actions in own words 2. Gives examples of safe vs unsafe behaviour 3. Questions ads or stereotypes logically	**"Who is one person you feel safe talking to when you are upset?"** This question asks the child to identify emotional support systems, which reflects their personal life and must not be shared publicly.

Scholastic Questions

1. What made Nancy feel embarrassed in the class?
Abhinav showed her picture without asking her.

2. What lesson does the counsellor teach about emotions?
Emotions are natural, but actions must be controlled.

3. Write one quality of a good friend from the chapter.
Caring / Trustworthy / Supportive (any one)

4. Why are misleading advertisements harmful?
They give false information and affect consumer choices.

5. Name one consumer right violated by false ads.
Right to information / Right to choose.

Chapter	13	THE 7-STEP SAFETY RULE

COMPETENCIES **Core principle(s): Personal Safety:** Touches - Hugs/ Kisses/ Looks **| Safety:** Helplines/ Laws **WHO Life skill(s): Effective Communication:** Telling/ Being Confident/ Body Language	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1.
Methodology: Narrative and Discussion based	**Other resources:** 1. Suggested viewing: Invisible gorilla http://www.theinvisiblegorilla.com/ 2. Child Helpline 1098 or NCPCR - 9868235077, 1800115455.	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to understand that abuse is never the child's fault and that telling the truth ensures safety. 2. Differentiate between safe and unsafe secrets and actions. 3. Organise information logically by arranging military ranks in descending order.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Safe or Unsafe?" Freeze Game Teacher Action: ● Say 4 short situations aloud. Example: ○ "A stranger asks for your phone to make a call." ○ "Someone you know keeps messaging you even after you say stop." ○ "You feel uncomfortable but don't know why." ● Learners show: ○ Thumbs up - if it feels safe ○ Thumbs down - if it feels unsafe ○ Shake hands - if confused	

	Transition: "Notice something interesting—sometimes we don't have proof, but we still feel something is wrong. Today's chapter is about trusting those feelings and knowing what to do."
Context Building/ Workbook in Play (25 mins)	Scene 1: NCC Context (3 minutes) Teacher Talk (guided, not reading-heavy): ● Who are NCC cadets? ● Why do you think safety rules are taught in camps? Quick Think-Pair-Share: "Why do rules matter more during training and emergencies?" Transition: "Just like NCC cadets train for safety, every child also needs a safety plan." Scene 2: The 7-Step Safety Rule – HUMAN CHAIN ACTIVITY (15 minutes) Activity: 7-Step Human Chain ● Divide class into 7 groups ● Each group gets ONE STEP ● Task: ○ Read ○ Convert into: ■ a gesture OR ■ a one-line rule OR ■ a short role-play (10 seconds) Teacher scaffolding tips: ● Avoid graphic descriptions.

	● Reinforce:
	  ○ “This is about safety, not fear.”
	  ○ “You are not responsible for others’ wrong actions.”
	
	Flow (Model this orally):
	● Step 1 → planning
	● Step 2 → awareness
	● Step 3 → feelings
	● Step 4 → voice
	● Step 5 → action
	● Step 6 → support
	● Step 7 → persistence
	
	Key linking line (USE THIS):
	“Safety is not one action. It is a chain. If one step breaks, the chain weakens.”
	
	Scene 3: Workbook Integration (7 minutes)
	
	Exercise 1: Military Ranks (Quick Sorting)
	● Do ONLY ONE force together (Army).
	● Explain:
	  ○ “Descending = highest to lowest.”
	● Remaining (Navy + Air Force) → Take home.
	
	Transition:
	“Just like ranks show responsibility, adults around us also have responsibility to protect children.”
	
	Exercise 2: Helplines & Reporting (Guided Reading)
	● The teacher reads numbers aloud.
	● Learners repeat only ONE number together: 1098

<table>
<tr><td></td><td colspan="2">Emphasise:
● “You are not getting into trouble by reporting.”
● “Asking for help is strength.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Complete remaining rank-order exercises
2. Safety Reflection:

“Which step of the 7-step rule do you think is the hardest to follow and why?”</td></tr>
<tr><td>Possible hiccups:
1. Confusion between “being polite” and “being safe” because of social conditioning.
Strategy: Reinforce: “Safety comes before politeness”</td><td>Cues for Quick Progress Tracking

1. Explains at least 4 safety steps correctly
2. Uses safety vocabulary appropriately
3. Participates confidently in role-play/discussion
4. Identifies correct helpline numbers</td><td>The Confidential Green Zone: Explained
NOT REQUIRED</td></tr>
<tr><td colspan="3">Scholastic Questions

1. EVS: What should you do if someone makes you feel unsafe?
Say no, get away, and tell a trusted adult.

2. Write one sentence using the word aware.
I am aware of the people around me.

3. What does the 7-step safety rule teach us?
How to stay safe and get help.

4. Which feeling tells you something is wrong?
Feeling uncomfortable or scared.

5. Write one helpline number for children.
1098</td></tr>
</table>

Chapter	14	IT'S OKAY TO BE SCARED	
COMPETENCIES **Core principle(s): Emotional/ Intelligence Quotient:** It is okay to be afraid **WHO Life skill(s): Coping with Emotions**		**Suggested Facilitator:** ☐ CACA teacher, ☑ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. It is okay to be scared. But, it is courageous to tell when you are scared.
Methodology: Expository Text		**Other resources:** 1. QR Code embedded within the chapter - Page 62 2. Project CACA Poster Catalogue: Safety_17#3 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will explain the importance of communicating fear to a trusted adult. 2. Interpret how empathy, reassurance, and support contribute to emotional healing. 3. Reflect on the idea that courage lies not in silence, but in speaking up.
Suggested Flow			
Take home (Homework)		Part A: Reading Read the poem "It's Okay to Be Scared" carefully. You can also watch its video from the QR code embedded in the chapter. Part B: Text-based Questions Answer the following questions in complete sentences: 1. Why was the speaker afraid to tell anyone about what was happening to him? 2. What role does the father play in the speaker's life? 3. How does the speaker's feeling change after talking to his father? 4. What does the poem say about fear and courage? Part C: Reflection (Confidential) Reflect on the following question in your notebook. This will not be read aloud or marked for content: "Have you ever felt scared to tell someone something	

	important?”	
Follow up	The facilitator can revisit the poem through general discussion focused only on ideas, not personal experiences. Selected homework answers are reviewed to assess understanding of the poem’s message, emotional shift of the speaker, and role of support. The facilitator can address the vocabulary doubts and comprehension questions raised by learners are clarified. The facilitator reinforces the key message that fear is natural and seeking help is a sign of courage.	
Possible hiccups: 1. Learners may struggle to connect emotions with textual evidence. *Strategy*: Model how to link a feeling to a specific line from the poem during follow-up discussion.	**Cues for Quick Progress Tracking** 1. Explains the poem’s message in own words 2. Correctly identifies emotions and changes in the speaker 3. Supports answers using events or lines from the poem	**The Confidential Green Zone: Explained** “Have you ever felt scared to tell someone something important?” is personal because it may connect to a child’s real fears or experiences related to emotional or personal safety.

Scholastic Questions

1. Why was the speaker afraid to tell anyone about his problem?
He feared being blamed and not believed.

2. What role does the father play in the poem?
He provides support, safety, and reassurance.

3. Why is it important for children to talk to trusted adults?
Trusted adults can protect children and help solve problems.

4. What social issue is highlighted through the poem?
Bullying and unsafe behaviour.

5. How can fear affect a person’s mind according to the poem?
It causes stress, sadness, and loss of confidence.

6. Why does sharing emotions help reduce fear?
Sharing brings emotional relief and support.

Chapter	15	CHANGE BEGINS WITH ME	
COMPETENCIES **Core principle(s): Health & Hygiene:** Germs/ Diseases/ Medicines/ Substance Abuse **| Safety:** Helplines/ Laws **WHO Life skill(s): Being Independent & Responsible | Collaboration:** Teamwork **| Constitutional Morality:** Fundamental Duties regarding Environment & Nature/ Social Justice **UNSDG 2030**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Think of responsibility as a blessing, not a burden. 2. Eventually, we all have to accept total responsibility for our actions, for everything we have done and not done. 3. Addiction makes good people do terrible things. 4. March 15 is World Consumer Rights Day, and India celebrates it on December 24. The day commemorates safeguarding consumer rights.
Methodology: Narrative and Stories		**Other resources:** 1. National Helpline: 1800-180-8080, Department of Pharmaceuticals, Government of India - Bureau of Pharma PSUS of India (BPPI) - http://janaushadhi.gov. in/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to identify the role of microbes, immunity, vaccination, and hygiene in preventing diseases. 2. Apply basic knowledge of medicines and prescriptions to make safe and responsible health-related choices. 3. Reflect on personal habits related to food, hygiene, and resource use in relation to global goals.
Suggested Flow			
Introduction/opening (5 mins)		Activity: “Spot the Mistake” Game Facilitator action The facilitator quickly enacts (or narrates dramatically): • Throws imaginary food • Leaves fan/light “on”	

	● Sneezes without covering mouth Ask students: ● "What did I do wrong?" ● "Does this happen at home/school?" Transition: "Today's chapter shows us how *small actions*—like wasting food, hygiene, or medicines—connect to big things like health, Earth, and human survival."

Context Building/ Workbook in Play
(25 mins)
	Scene 1: Sana & Responsibility (SDGs) (7 minutes)
	
	The facilitator reads aloud the opening Sana–Grandma scene (fast, expressive).
	
	Think–Pair–Share
	● "What mistake did Sana make?"
	● "Have you done this too?"
	
	Mini Activity: SDG Sorting (Oral)
	● Facilitator names actions:
	  ○ Switching off lights
	  ○ Not wasting food
	  ○ Planting a tree
	● Students guess the SDG number or goal name.
	
	Transition
	"If humans are so powerful today, how did we even come here? Let's zoom out—from Sana… to the universe."
	
	Scene 2: Human Story & Evolution (Concept through Imagination) (6 minutes)
	
	Activity: 24-Hour Clock Visualization
	● Draw a quick circle on board.

	● Mark: ○ 4 AM – Life begins ○ 11:58 PM – Humans appear Ask: ● "So… are humans very old or very new?" ● "If we're so new, should we behave responsibly?" Transition "And yet, even strong humans can be stopped by something tiny… very tiny." Scene 3: Microbes, Diseases & Immunity (7 minutes) Explain the following terms: ● Pathogen, antibodies, and immune system ● CDs vs NCDs ● Virus vs bacteria (simple comparison) Quick Fire Questions ● "Is malaria contagious?" ● "Do antibiotics kill viruses?" (NO!) Transition "When we fall sick, who helps us fight better? Medicines. But medicines must be used wisely." Scene 4: World of Medicines (Decoding Game) (5 minutes) Game: Decode the Prescription Write on board: ● OD, BD, TDS, SOS Students guess meaning → facilitator confirms. Explain: ● Generic vs branded ● Why NOT self-medicate

<table>
<tr><td></td><td colspan="2">Bridge line
“Just like medicines, knowledge also works best when used correctly—not randomly.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Write 3 SDGs you already follow + how
2. Ask parents about vaccines taken (names + diseases)
3. List 5 medicines at home → mark B/G</td></tr>
<tr><td>Possible hiccups:
1. Medicines being seen as “magic cures”
Strategy: Repeatedly reinforce: medicines help only when used correctly; no self-medication.
2. Vocabulary challenges
a. Sustainable: Something that can continue for a long time without harm
b. Immunity: The body’s power to fight diseases
c. Microbes: Very tiny living things that cannot be seen without a microscope</td><td>Cues for Quick Progress Tracking

1. Explains ideas in own words
2.Gives relevant personal examples
3. Answers follow-up “why/how” questions</td><td>The Confidential Green Zone: Explained
NOT REQUIRED</td></tr>
<tr><td colspan="3">Scholastic Questions

1. What is one difference between a virus and a bacterium?
Antibiotics kill bacteria but do not kill viruses.

2. Name one action that helps achieve SDG 12.
Not wasting food.

3. Why is vaccination important?
It helps the body fight diseases in the future.

4. Write one line showing Sana’s change at the end of the story.
She promises not to waste food.

5. What is immunity?</td></tr>
</table>

The body's ability to fight diseases.

Chapter	16	ALL ABOUT FIRE EXTINGUISHERS	
COMPETENCIES **Core principle(s): Personal Safety:** Emergency Fire **WHO Life skill(s):**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Science	**Explicit (Key message) Learning outcome(s):** 1.
Methodology: Narrative and Inquiry based		**Other resources:** 1. QR Code embedded within the chapter - Page 75 2. Suggested viewing: YouTube search How to use fire extinguishers, Kids' 3. Project CACA Poster Catalogue: Emergency_23#2 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to demonstrate the correct sequence of steps to use a fire extinguisher using the PASS method. 2. Apply fire safety knowledge to real-life spaces such as school premises and vehicles. 3. Recognise that using the wrong fire extinguisher can increase danger instead of reducing it.
Suggested Flow			
Introduction/opening (5 mins)		Activity: "Fire! Freeze!" Teacher says: "Imagine you smell smoke in school. Freeze. What do you do first?" Students freeze → raise hands → respond. Facilitator prompts: • "Run or stay calm?" • "Fight the fire or call for help?" • "Do we always use water?"	

	Write student responses on the board. Transition line: "So today, instead of guessing, we are going to learn how fire actually works and how humans control it safely."
Context Building/ Workbook in Play (25 mins)	Scene 1: What Makes Fire? (Fire Triangle) (5 mins) Activity: Human Triangle ● Three students hold placards: Heat – Oxygen – Fuel ● Ask: "If I remove one, does fire survive?" Students physically step out → triangle breaks. Key idea scaffolded (not dictated): "Fire needs ALL three. Remove one → fire stops." Smooth transition: "If fire is not the same everywhere, can we fight all fires the same way?" Scene 2: Classes of Fire – Sorting Game (8 mins) Activity: Fire Class Corners Label corners of the room: ● A – Solids ● B – Liquids ● C – Gas ● D – Metal ● E – Electrical ● F – Cooking oil Teacher calls out items: "Petrol!" "Notebook!" "LPG!" "Electric wire!" Students move to corners. Facilitator questions:

	● "Why can't we pour water on an oil fire?" ● "Why are electrical fires dangerous?" Students construct meaning through movement. Workbook integration (Exercise B): ● Now students match fire class → material together orally. ● Write answers together on board. Transition: "Now that we know fires are different, our tools must be different too." Scene 3: Fire Extinguishers & Colour Codes (7 mins) Activity: Colour–Agent Match Draw extinguisher outlines on board → colour them partially. Ask: ● "All extinguishers are red, then why these colour labels?" ● "What does colour tell us?" Students help complete: ● Red – Water – Class A ● Cream – Foam – A & B ● Blue – Dry powder – A, B, C ● Black – CO_2 – B (and F special) Highlight WARNING dramatically: "Wrong extinguisher can make fire WORSE." Workbook integration (Exercise A + I + J): ● Do matching together ● Oral Yes/No for "one extinguisher for all fires?" Transition: "Knowing the extinguisher is not enough — we must know how

	to use it.” Scene 4: PASS – Action Simulation (5 mins) Activity: PASS Freeze Frames Write P A S S vertically. Students act: ● P – Pull the pin ● A – Aim at base ● S – Squeeze ● S – Sweep Class chants PASS together. Workbook integration (Exercise C): ● Arrange steps orally → then students write. Transition: “But before using any extinguisher… what comes FIRST?” Scene 5: Real-Life Application (School + Bus) (5 mins) Discussion prompts: ● “Where have you seen extinguishers in school?” ● “Why in corridors?” ● “Why in the school bus?” Connect to: ● Alarm ● Evacuation route ● Safe distance Exercises touched: ● D (introduced, not completed) ● H (colour of extinguishers)

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

- F (3 elements of fire)
- G (number of fire classes)

To sum up, the facilitator can discuss the poster Emergency_23#2 from Project CACA Poster Catalogue http://projectcaca.org/posters/ or give it in homework.

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

1. **Research task:**
   - Who received the President's **Fire Service Medal for Gallantry** this year?
   - Write 2 lines on the person.
2. **Optional creative task:**
   Draw a **PASS poster** for your classroom or bus.

</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges:
a. Extinguisher: A tool used to put out fire.
b. Flammable: Something that burns very easily.
c. Combustible: Something that can catch fire.
d. Evacuate: To move people to a safe place.</td><td>Cues for Quick Progress Tracking

1. Correctly explains fire triangle in own words
2. Matches fire class with material without prompts
3. Performs PASS steps in correct order
4. Gives logical safety reasoning</td><td>The Confidential Green Zone: Explained
NOT REQUIRED</td></tr>
<tr><td colspan="3">Scholastic Questions

1. What three things are needed for a fire to burn?
Heat, fuel, and oxygen

2. Why should water not be used on an oil fire?
Water spreads burning oil and increases fire

3. What class of fire involves LPG or cooking gas?
Class C

4. Which extinguisher is used for electrical fires?
CO_2 extinguisher</td></tr>
</table>

5. What does the word “flammable” mean?
Something that catches fire easily

6. Write the full form of PASS.
Pull, Aim, Squeeze, Sweep

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- **For parents, teachers and non-teaching staff**, the project unfolds year after year in the form of training, capacity building and sensitisation webinars.
- The webinars cover psychological, legal and academic aspects of children's safety and well-being.
- Our partner, supportive organisations, and team members comprise a resource-person pool of subject matter experts, like judges, panel advocates, psychologists, and academicians, who conduct these webinars.
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Code	Webinars for only Teachers
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2.	PoSH Act
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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
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15.	Key Aspects for Child Sexual Abuse Prevention
16.	PRASHAST: A Disability Screening Checklist
17.	Psychological Tests for School-going Children
18.	School Child Protection Policy
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For more details

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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.

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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

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End the Stigma, Raise Awareness