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 Ninth Safety Workbook

9

LSP-M9SW-V01

Dear Teachers

Deliverables: All the above instruments and resources, except the instrument 'Legal and Psychosocial Support for POCSO Survivors', are provided to schools as part of Project CACA. In addition, Project CACA issues certificates for webinars, training sessions and Project implementation to teachers, non-teaching staff, the School Project Coordinator, the Head of School and the school itself. The Project also facilitates the appointment of external members to the POCSO Committee and the PoSH-ICC.

*They are available in English, Hindi and regional languages.

Project CACA

Stakeholders: ST-Students; TH-Teachers; NTS-Non Teaching Staff; PT-Parents; SA-School Authority

SN.	Name	Type	ST	TH	NTS	PT	SA
1.	Safety Workbooks (UKG to Class 9)	Instrument	✓	✗	✗	✗	✗
2.	*Webinars (Training/Sensitisation)	Instrument	✗	✓	✓	✓	✓
3.	Peer Review	Instrument	✗	✓	✗	✗	✗
4.	Opinion Polls/Surveys	Instrument	✓	✓	✓	✓	✓
5.	Assessment of Workbook Teaching Challenges	Instrument	✗	✓	✗	✗	✗
6.	Child Protection Policy Formulation	Instrument	✗	✗	✗	✗	✓
7.	National Psychology Quiz	Instrument	✓	✗	✗	✗	✗
8.	Picture Booklets (UKG to Class 2)	Resource	✓	✗	✗	✗	✗
9.	Practice Booklets (Class 3 to 9)	Resource	✓	✗	✗	✗	✗
10.	Teacher Manual	Resource	✗	✓	✗	✗	✗
11.	*Companion Booklets	Resource	✗	✓	✓	✓	✓
12.	Posters	Resource	✓	✓	✓	✗	✗
13.	Videos/Audios	Resource	✓	✗	✗	✗	✗

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Project CACA

A note for teachers/parents/caregivers

SAF Social Axiom Foundation

Project Definition: The United Nations Convention on the Rights of the Child (UNCRC, 1989) defines a child as a person under the age of 18, a definition also adopted by Project CACA. Project CACA (Children Against Child Abuse) is a comprehensive, research-based safety programme for children, active since 2016. It addresses the urgent need to prevent child sexual abuse through curriculum-based interventions under the school safety policy. The goal is to ensure that our children are happy, healthy, and safe.

The programme adopts a child-centred, holistic approach and incorporates a range of tools and resources for all stakeholders —students, parents, teachers, and non-teaching staff. At its core is the CACA Safety Workbook series. Project CACA addresses the academic, legal, and psychological aspects of child safety and well-being.

The elephant in the room: The 2007 survey by the Ministry of Women and Child Development (Government of India) revealed that incidents of child sexual abuse (CSA) in India are of epidemic proportions. Abuse affects children of all sexes and age groups. In most cases, the abuser is not a stranger but someone the child already knows.

Although reports of CSA in schools are common, this does not imply that schools are the primary site of abuse. Rather, abuse within schools is more likely to be noticed and reported. Abuse occurring within the family, extended family, neighbourhood, or during domestic and religious functions often remains hidden.

Most children do not disclose abuse. Fear is a key reason—children may fear the abuser or threats made against their loved ones. They may also worry about being blamed, punished, or scolded. Parents, too, may hesitate to report abuse due to social stigma. Gender stereotypes—such as the belief that boys must be brave and protect girls—can further silence male victims. As a result, many abusers go unpunished and may continue to offend. Individuals sexually attracted to prepubescent children are known as paedophiles.

The way forward: The good news is that CSA is highly preventable. With a relatively small number of abusers, strategic interventions can significantly reduce its occurrence. Since we cannot always be physically present with our children, the most effective way forward is to empower them against abuse.

An institution- or school-based intervention is one of the most impactful approaches. The CACA Safety Workbooks promote vital behavioural changes among children, parents, teachers, and support staff. Written from the perspective of our children, they empower young learners to recognise and resist manipulative tactics used by abusers.

Democratic Processes: The workbooks are age-appropriate, progressive, and rooted in Indian ethos. They emerge from democratic processes, including opinion polls, surveys, focus group discussions, consensus-building sessions, and pilot programmes across India. The content continues to evolve through feedback, peer review, and the guidance of expert advisors and the project committee.

Constitutional Morality - Life Skills (Mental Health): The workbooks follow an interdisciplinary approach aligned with the NEP 2020 and require collaboration across subjects. Only around 10% of the content specifically focuses on CSA prevention. These workbooks function as both constitutional morality and life skills books, while also addressing the United Nations Sustainable Development Goals (UNSDG) 2030.

Several chapters naturally integrate into existing timetable periods for English, Physical Education, Environmental Studies, General Knowledge, Social Science, Science, and Computer Science. The morals promoted in the workbooks are grounded in the Constitution of India—civic nationalism, scientific temper, humanism, and the spirit of enquiry and reform. They also include 21st-century values such as gender diversity, child rights, environmental responsibility (e.g., carbon footprint reduction), and organ donation.

The 21st-century skills covered include collaboration, resilience, and the ten universal life skills recommended by the World Health Organisation (WHO): self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationships, coping with stress, and coping with emotions.

Curriculum Matrix: The workbooks are structured around a curriculum matrix built on seven Core Principles: Mental Health/Well-Being, Emotional/Intelligence Quotient, Safety, Gender Equality/ Equity/ Parity, Child Rights, Health & Hygiene, Constitutional Morals/ Values/ Ethics.

Each core principle is supported by multiple derivatives. For instance, the principle of 'Safety' encompasses infrastructure, transport, cyber safety, health, abuse (personal, social, emotional, and sexual), bullying, protection mechanisms, and reporting and response systems.

Pedagogy: The workbooks are primarily co-scholastic and focus on the affective domain in Bloom's Taxonomy. Green-coloured questions explore personal dimensions such as behaviour, emotions, opinions, experiences, relationships, values, and medical conditions. These should be approached with empathy and without judgement.

Each chapter highlights its relevant core principles, derivatives, and life skills using a colour-coded text in margin spaces, with key learning areas noted as footnotes.

Methodology: Presented in a storybook format, the workbooks depict relatable day-to-day situations faced by children. They deliver the curriculum matrix through diverse formats including stories, poems, role plays, essays, letters, comic strips, hypothetical scenarios, debates, diagrams, algorithmic steps, pledges, and interactive activities. Some stories draw inspiration from Panchatantra, Jataka, and Aesop's Fables.

Dialogue: The workbooks encourage young readers to express their thoughts, emotions, and behaviours. Their responses enable teachers and parents to initiate open conversations on sensitive subjects that may otherwise be difficult to address. These workbooks are meant to be actively discussed in parent-teacher meetings, sending a strong message—including to potential abusers—that children are being educated about their safety and are encouraged to speak up.

Key Characters: Three key characters guide the narrative: Sana (a girl), Arpit (a boy), and Pokso (a tiger). Pokso plays a central role as a trustworthy confidant and symbol of the law. He introduces children to good habits, constitutional morals, safety norms, and legal awareness.

The diverse cast of characters challenges stereotypes related to gender and skin colour, and the content promotes inclusivity across religion, gender, disabilities, and race.

Advisors and Committee Members - Project CACA

General Instructions for Teachers

1. Teachers are advised to review the complete lesson plan, rubric criteria, and required materials in advance to ensure smooth facilitation of discussions and activities.
2. Green-coloured questions in the workbooks explore personal dimensions such as behaviour, emotions, opinions, experiences, relationships, values and medical conditions. These should be approached with empathy and without judgement.
3. Prior to the lesson, teachers should familiarise themselves with activity prompts, discussion questions, and expected learner responses to anticipate possible misconceptions or varied interpretations.
4. The lesson plans prioritise activity-based learning; therefore, adequate time should be allocated for student interaction, sharing, and reflection rather than compressing discussion for content coverage.
5. Time allocations are indicative and may require adjustment depending on learner engagement, pace of discussion, or unforeseen classroom interruptions.
6. Rubrics provided are designed to assess observable skills such as participation, reasoning, collaboration, and clarity of expression, and should be applied through ongoing classroom observation rather than only end-product evaluation.
7. During group tasks, teachers should actively monitor peer interaction to ensure balanced participation and intervene where learners are either disengaged or dominating the task.
8. If learners struggle to initiate discussion or provide limited responses, teachers may use probing questions, examples, or think-aloud modelling to scaffold deeper engagement.
9. In cases of excessive excitement or deviation from the task during interactive activities, teachers should gently redirect focus by restating objectives and time boundaries.
10. If the learner feels hesitant or shy, they may be encouraged through smaller group interactions or written reflections before whole-class sharing.
11. Teachers may adapt activity difficulty, grouping patterns, or response formats (oral, written, visual) to accommodate diverse learner abilities without altering the core learning objective.
12. Informal assessment through observation, questioning, and student explanations during activities should inform real-time instructional adjustments.
13. After the lesson, teachers are encouraged to reflect on the effectiveness of activity design, time allocation, and facilitation strategies to inform future implementation.
14. Review of student responses and rubric evidence should be used to identify learning gaps, misconceptions, and the need for reinforcement or enrichment in subsequent lessons.
15. Extension or enrichment tasks may be provided to learners who complete activities early, while additional support may be offered to those requiring further guidance.

- Some chapters and sub-chapters are available as animated videos and audios embedded as QR codes. These can be given as homework, and the related questions and activities can be discussed in class.
  Refer to https://www.youtube.com/@projectcaca
- Posters for different chapters can be downloaded from the Project CACA website and used as classroom material:
  Refer to https://projectcaca.org/posters/
- Picture-cum-colouring books (UKG to class 2) can be used as supplementary activities:
  Refer to:
  https://projectcaca.org/childrenpicturebook/
- Chapter-wise supplementary worksheets (classes 3 to 9) are available at:
  Refer to:
  https://projectcaca.org/children-worksheets/
- Most chapters in the workbooks are based on a storytelling methodology and revolve around three protagonists, the Three Musketeers. For details of all the characters that appear repeatedly in the workbooks, refer to the Characters' Canvas at:
  https://projectcaca.org/characterprofile/

Note: Page numbers given are given as per My CACA Safety Workbook.

Chapt./ Sub-Chapt No.	**Pg. No.**	**Chapter/Sub-Chapter Name** Poems are highlighted in blue. Chapters with animated videos and audios are marked with an asterisk.	**At School/Home -** (Parents/Grandparents/ Self Reading)
1	1	Say Hello!	School
	3	A Poem	School
2	4	It Feels Good to Be Me	Home/ School
	8	Pay Attention to your Feelings	Home
3	10	*To Sir, With Love	School
	14	Secrets	School
	16	It Is Not Your Fault	School
	17	It Is Okay to Be Scared	School
4	18	In Pursuit of Happiness	School
5	22	Men Are From Mars, Women Are From Venus, Oh Really?	Home/ School
	28	*Comedy of Genders	Home
6	32	Sometimes Saying No Is Important	Home/ School
	35	Right Body Language	School
7	36	*How to Choose Well	Home
	38	Good Friends Are for Keeps, But…	Home/ School
	40	*A Friend In Need Is a Friend Indeed	Home/ School
8	43	Bullying Is a Bane	School
	47	Cyberbullying	
9	50	Open Sesame	School
	52	Artificial Intelligence	School
10	54	Moral Compass	School
	59	The Two Boxes	School
	65	Triple Filter Test	School
11	66	Child Rights	School
	71	*A Child in Conflict with Law	School

12	74	The Good Samaritans	School

Chapter	1	SAY HELLO!	
COMPETENCIES **Core principle(s): Mental Health & Well-Being:** Adolescence Issues/Feelings | **Constitutional Morality:** Social Inclusion & Cultural Protection of Scheduled Tribes (STs) **WHO Life skill(s): Self Awareness:** Body Ownership		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Any person below 18 years of age is a child, 13 to 19 a teenager, and 15 to 24 or 34 a youth. 2. Be careful about your friends because a person is known by the company they keep.
Methodology: Narrative with activities		**Other resources:** 1.	**Implicit (Key message) Learning outcome(s):** 1. Learners will be able to describe how adrenaline affects the body during fear, stress, or excitement. 2. Differentiate between healthy and unhealthy ways of responding to stress. 3. Reflect on body image and self-worth through discussion and poetic expression. 4. Express personal thoughts and emotions in a safe, respectful, and non-judgmental space. 5. Understand the balance between independence and responsibility.
Suggested Flow			
Introduction/opening (5 mins)		Activity: *"Fast Forward / Rewind"* Facilitator says: "Imagine you could fast-forward 10 years… or rewind 10 years. Would you do it? Why / why not?" • Learners raise hands: *Forward / Rewind / Stay here* • 2–3 learners share one line only	

	Transition: "Most of us want to change *time* because something inside us feels confusing or uncomfortable. Today's chapter is exactly about this in-between phase."
Context Building/ Workbook in Play (20 mins)	Scene 1: Meet Sana & Arpit – "This is Us" (5 minutes) Method: Guided reading + identification ● Facilitator reads select lines introducing Sana & Arpit ● Ask learners: ○ "What do you like about them?" ○ "Which line felt familiar?" Mini-task (Think–Pair): "Write ONE similarity between you and Sana/Arpit." Transition: "If we feel similar to them, then maybe what they experience… we do too." Scene 2: Generation Gap – Not Right vs Wrong (5 minutes) Method: Sorting + discussion On board: ● Parents say ● We feel Learners call out examples (clothes, phone, friends). Facilitator gently reframes: "Is this about parents being bad… or about different experiences of growing up?" Introduce generations briefly (no memorisation): ● "Your grandparents grew up in a *very different world*."

	Workbook task (partial, guided): ● Identify generation of parents / grandparents orally ● Written part → Take home Transition: "When worlds collide, emotions rise. And our body reacts too." Scene 3: Adrenaline Rush – Body in Action (7 minutes) Method: Dramatization + explanation Quick role-play: ● "You're late for an exam" ● "Your phone is lost" ● "Your parents call you suddenly" ● "You are out with friends and you see 9 missed calls from mummy!" Ask: ● "What happens first – thoughts or body?" Explain adrenaline using body mapping: ● Heart ● Breath ● Muscles Key message (say clearly): "Adrenaline is not bad. It needs a *release*." Learners suggest healthy releases → sports, dance, walking, music, washing dishes, cleaning your room, etc Transition: "But body reactions aren't the only thing we struggle with… sometimes it's how we *see* ourselves." Scene 4: Feelings Checklist – Normalising Adolescence (4 minutes)

<table>
<tr><td></td><td colspan="2">Method: Silent reflection - activity A

● Learners do NOT submit

● Tick privately

Facilitator reassures:

“Feeling confused doesn’t mean something is wrong. It means you are growing, and you need someone to talk to, preferably an adult like your counsellor.”

Transition:

“And when these feelings stay inside, art sometimes speaks better than explanations.”

Scene 5: Poem – Body Ownership (4 minutes)

Method: Expressive reading

● Facilitator reads poem with pauses

● Ask:

○ “Which line stayed with you?”

○ “Is the poem angry, sad, hopeful—or all three?”

End with:

“Growing up isn’t about becoming perfect. It’s about becoming aware.”</td></tr>
<tr><td>Take home (Homework)</td><td colspan="2">1. Complete generation table (Workbook)

2. Write 5 lines:
“One thing I now understand better about adolescence…”

3. Write a line to your younger self, or draw what you want your future self to look like.</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges -
a. Generation Gap: The difference in thinking between children and older people because</td><td>Cues for Quick Progress Tracking

1. Gives relevant examples from the chapter
2. Connects concepts to real-life situations
3. Responds thoughtfully</td><td>The Confidential Green Zone: Explained

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

they grew up in different times. b. Adrenaline: A chemical in our body that gives us extra energy when we are scared or excited. c. Hormone: A substance in the body that helps control growth, feelings, and changes. d. Mental Health: How we feel and think inside our mind. e. Peer Pressure: When friends make us feel forced to do something.	during discussions 4. Uses key terms correctly (even informally)	

Scholastic Questions

1. Why does the poet repeat self-affirming lines in the poem?
To show growth in self-acceptance and confidence.

2. What happens to the heart during an adrenaline rush?
The heart rate increases.

3. What causes a generation gap between parents and children?
Different life experiences and social conditions.

4. Name one emotion Sana or Arpit experiences that is common among teenagers.
Confusion / excitement / anger (any one).

5. Why is exercise helpful during adolescence?
It releases extra energy and reduces stress.

Chapter	2	IT FEELS GOOD TO BE ME

COMPETENCIES **Core principle(s): Emotional/ Intelligence Quotient:** Listening to & Expressing Emotions/Feelings **WHO Life skill(s): Self Awareness:** Self Esteem | Decision Making	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. 1. Sometimes our parents may get angry with us, but they do their best to keep us happy, healthy and safe. 2. I know the rules and my responsibilities. 3. Self-esteem makes me, my friends and my family feel proud. 4. It's not so much the journey that's important, as is how we treat those we encounter along the way. 5. Feelings are my friends. They help me know what is safe and unsafe for me.
Methodology: Narrative and Informational Text	**Other resources:** 1. Suggested viewing-YouTube search - How to Make Newspaper Kite At Home 2. Suggested reading - The Kitemaker by Ruskin Bond	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to differentiate between reacting impulsively and responding thoughtfully to emotions. 2. Explain self-esteem as valuing oneself while also valuing others. 3. Apply emotional awareness to make safer and more responsible choices. 4. Relate cultural practices (GI-tag products) to identity, skill, and place. 5. Learn that calmly and logically negotiating their stance can result in favourable results.
Suggested Flow		
Introduction/opening (5 mins)	Activity: *"Have you ever felt this?"* The facilitator does NOT open the book yet. Say: "Think of a time when you really wanted to do something but your parents said NO."	

	Ask learners to show: ● Thumbs up - if they argued calmly ● Raise hands - if they got angry ● Shake hands - if they stayed quiet Quick pair-share (30 seconds): ● "What did you feel most — anger, sadness, confusion, or fear?" Transition (very important): "Today's chapter is about a girl who feels exactly what many of you just felt."
Context Building/ Workbook in Play (25 mins)	Scene 1: Sana & the Trip (7 minutes) Mode: Guided storytelling + pause-and-think ● Facilitator reads selected portions aloud (not everything): ○ Parents refusing ○ Sana's argument ○ Granny's presence Pause Question (Think–Pair–Share): ● "Is Sana being irresponsible or confident?" ● "What would you have done in her place?" Scaffolded concept emergence: Facilitator says: "Sometimes, how we think about ourselves decides how we speak." (Do NOT define self-esteem yet.) Scene 2: Parents, Trust & Respect (6 minutes) Mode: Role-play + dialogue analysis

	Mini Role Play (2 learners): ● One = Sana ● One = Parent Prompt: "Convince your parents to go on a school trip - without shouting." Class observes: ● Tone ● Choice of words ● Calm vs anger Transition: "Notice how respect changes the conversation." Now introduce Respect using examples from the text (library, calling names, hitting). Scene 3: "It Feels Good to Be Me" – Self-Esteem (5 minutes) Mode: Reflection-in-action Ask learners to underline lines where: ● Sana speaks confidently ● Adults change their mind Facilitator gently defines: "Thinking of yourself as a valuable person is called self-esteem." Quick oral check: ● "Does shouting show high or low self-esteem?" Scene 4: Kite Story & Emotions (7 minutes) Mode: Situation analysis + emotional literacy

<table>
<tr><td></td><td colspan="2">Read short excerpt from kite episode:
Glass-coated manjha
Ganesh’s anger
Pokso’s explanation
On board, draw 3 columns:
Feeling
Action
Result
Fill together:
Anger → Shouting → Bigger fight
Fear → Moving away → Safety
Key scaffolded message:
“Feelings are signals. We listen to them, but we don’t let them drive us blindly.”
This links directly to EO / Emotional Intelligence without lecturing.</td></tr>
<tr><td>Take home (Homework)</td><td colspan="2">1. Draw / paste one GI-tag product from their state
2. Write 5 lines on “When my emotions kept me safe”
3. Complete the activities in the workbook.</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges
a. Helicopter parents: Parents who watch and control everything their child does.
b. Lawnmower parents: Parents who remove all problems so the child never struggles.</td><td>Cues for Quick Progress Tracking
1. Connects story situations to personal or real-life examples
2. Explains why a character acted a certain way
3. Uses words like feel, think, choose, respect correctly
4. Can list down her own strength and weaknesses.</td><td>The Confidential Green Zone: Explained
NOT REQUIRED</td></tr>
</table>

Scholastic Questions

1. What is a GI tag and why is it important?
A GI tag shows a product belongs to a specific place and culture.

2. Name one GI-tagged product from the chapter and its location.
Sohrai-Khovar painting — Jharkhand.

3. How does culture pass from one generation to another in the chapter?
Through art, skills, and traditions taught by elders.

4. Why is glass-coated manjha dangerous?
It can injure birds and people seriously.

5. How do emotions help keep us safe?
They warn us when something feels unsafe.

Chapter	3	TO SIR, WITH LOVE
COMPETENCIES **Core principle(s):** **Personal Safety:** Abuse/ Secrets | **Constitutional Morality:** Gender Equality/ Equity/ Parity **WHO Life skill(s):** **Empathy | Decision Making | Coping with Emotions:** It is not your fault	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message)** **Learning outcome(s):** 1. We should be aware of our and other's feelings. 2. We all are different. It is okay to be different. Being different doesn't mean being unequal. 3. Abuse, no matter who the abuser, is always wrong. 4. Just like our bodies, our personal space, too, belongs to us. 5. It is important not to keep unsafe secrets. 6. Never blame yourself for the fault of others. 7. It is okay to be scared, but it is brave to tell despite being scared.
Methodology: Narrative and Informational facts	**Other resources:** 1. QR Code embedded within the chapter - Page 10 2. Teacher resource: National Organ & Tissue Transplant Organisation under the aegis	**Implicit (Key message)** **Learning outcome(s):** 1. The learners will be able to explain that privacy, dignity, and consent are basic human rights for every individual.

	of Directorate General of Health Services, Ministry of Health & Family Services, Government of India, maintains the waiting list of terminally ill patients requiring transplants. Helpline 1800 11 4770. There is an organ and tissue donor pledge for adults on NOTTO - https:// notto.gov.in/ 3. Character Canvas: Page 33 - Zakir Sir	2. Apply decision-making strategies to judge when a secret should be shared with a trusted adult. 3. Express emotions such as fear without shame and articulate safe coping responses. 4. Connect everyday classroom situations with broader ideas of safety, responsibility, and care. 5. Learn more about the Rights of PwD Act, 2016, THO Act, 1994, Right to Privacy, & the IT Act, 2008. 6. Learn the 8-step safety rule. 7. Learn about various types of abuse. 8. Learn about the concept of boundaries and its types.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Do It Without Seeing" Transition intent: *Embodied experience → Zakir Sir's world* Facilitator says: "Close your eyes. Don't open them for 20 seconds." ● Ask learners to: ○ Identify 3 sounds around them ○ Feel the desk ○ Notice their breathing Then ask (rapid-fire): ● Was it uncomfortable? ● Did your hearing increase? ● Did you feel unsure? Smooth transition line:	

	"Now imagine this isn't for 20 seconds—but every day. Meet Zakir Sir."
Context Building/ Workbook in Play (25 mins)	Before beginning with the lesson, learners can take 2 minutes to read about Zakir Sir from the Character Canvas - Page 33. The facilitator can play the video of the chapter from the QR Code provided in the book and pause at key moments to discuss. Scene 1: Meeting Zakir Sir (7 minutes) Text focus: Zakir Sir's introduction + Braille Activity: *Palm Alphabet* ● Pair learners ● One traces a letter on the other's palm ● Guess the letter Facilitator connects: "This is how Zakir Sir reads. This is Braille." Very briefly mention: ● Louis Braille ● Compensatory abilities Transition line: "If reading feels different, does living also feel different?" Scene 2: From Disability to Dignity (6 minutes) Text focus: ● Disability laws ● Inclusive education ● Rights & dignity Activity: *Think–Vote–Justify*

	Ask: "Is being different the same as being unequal?" Students: ● Show thumbs up or down ● 2 learners justify Link to: ● RPwD Act 2016 ● Inclusive education Transition line: "If dignity belongs to everyone, then who controls our body, space, and privacy?" Scene 3: Body, Boundaries & Abuse (6 minutes) Text focus: ● Types of abuse ● Private parts ● Boundaries Activity: *Boundary Circles (Imaginary)* Facilitator says: "Imagine three circles around you— Inner (trusted), middle (friends), outer (strangers)." Ask: ● Who can hug you? ● Who must ask permission? Key message (spoken, not lectured): ● Boundaries change ● Consent matters

	• Abuse is never the victim's fault Transition line: "Sometimes, what traps us isn't fear—it's silence. Let's talk about secrets." Scene 4: Secrets, Fear & Decision-Making (6 minutes) Text focus - Read these parts : • Lunchbox incident • Safe vs unsafe secrets • Flowchart Activity: *Secret Sorting* Facilitator reads situations aloud: • Surprise birthday card • Threatened to keep quiet • Feeling scared but told not to tell Students say: • Safe secret / Unsafe secret Briefly show the flowchart (do not decode fully). Transition line: "This flowchart doesn't give answers—it gives courage. The rest, you will explore on your own."	
Take home (Homework)	1. Decode the Braille title and write the book name 2. Answer - *Are privacy and dignity connected?* (5–6 lines) 3. Reflect on *What fear do I have—and what helps me cope?*	
Possible hiccups:	**Cues for Quick Progress Tracking** 1. Shares ideas respectfully	**The Confidential Green Zone: Explained** **"Is there something that makes**

1. Moral judgement toward victims ("Why didn't they tell?") *Strategy*: Re-centre blame explicitly: "The wrong action always belongs to the abuser." 2. Vocabulary Challenges - a. Disability – A condition that makes some tasks harder for a person, but does not reduce their worth. b. Braille – A system of raised dots that blind people read by touching.	2. Correctly distinguishes safe/unsafe 3. Shows sensitivity in responses 4. Uses key words correctly	**you uncomfortable but you are afraid to talk about?"** This question connects directly to the child's emotional safety and lived experiences and must remain confidential to protect trust and dignity.

Scholastic Questions

1. Why did Zakir Sir ask learners to imagine being blindfolded?
To help them understand how blind people experience the world.

2. What kind of teacher is Zakir Sir? Give one reason.
He is empathetic because he helps learners understand feelings and safety.

3. Why is it important to respect people who are differently abled?
Because everyone deserves dignity and equal respect.

4. What does inclusive education mean?
Education where all children learn together with support.

5. Which senses become stronger for some blind people?
Hearing, touch, and smell.

6. Why is touch important in reading Braille?
Because Braille letters are felt using fingers.

Chapter	4	IN PURSUIT OF HAPPINESS
COMPETENCIES	**Suggested Facilitator:** ☑ CACA teacher,	**Explicit (Key message) Learning outcome(s):**

Core principle(s): Mental Health & Well-Being: Adolescence Issues-Substance Abuse | **Emotional/ Intelligence Quotient** **WHO Life skill(s): Critical Thinking**	☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	
Methodology: Narrative	**Other resources:** 1. Movie: The pursuit of happyness	**Implicit (Key message)** **Learning outcome(s):** 1. The learners will be able to analyse examples of happiness to distinguish between short-term pleasure and long-term well-being. 2. Apply critical thinking to question claims related to products, prices, and happiness. 3. Reflect on personal sources of happiness beyond material consumption.
Suggested Flow		
Introduction/opening (5 mins)	Hook: "Instant Happiness Test" Facilitator says: "If I give you pizza, phone data, and a holiday today—will you be happy forever?" Learners respond freely. Transition (very important): "So happiness feels simple… but this chapter asks a dangerous question: *What if what makes us 'feel good' is actually trapping us?*" Write on board: "Happiness: Feeling OR Thinking?"	
Context Building/ Workbook in Play (25 mins)	Activity 1: Emotions vs Feelings – The Tiger Test (6 mins)	

	Read aloud (shortened): ● Circus tiger vs jungle tiger Play-way prompt: ● "Close your eyes. Imagine the tiger is in a circus." ● "Now imagine you are lost in a jungle." Quick pair-share: ● What emotion do you feel? ● How are you feeling now? Key scaffolded takeaway (spoken, not dictated): "Emotions are automatic. Feelings are learned—and can be controlled." Smooth transition: "If feelings can be shaped… who else might be shaping them?" Activity 2: The Boiling Frog → Addiction & Ads (7 mins) Tell the boiling frog story dramatically. Freeze-frame question: ● "At which moment should the frog have jumped?" Bridge explicitly: "This frog is not weak. It just didn't notice the change. That's exactly how unhealthy habits and ads work." Show: ● Smoking image / junk food reference (from text) Workbook link: ✓ Question E or D (oral discussion, not written) Transition:

	"But ads don't just use fear… they use *happiness*." Activity 3: Ad Traps Game – 'Spot the Trick' (8 mins) Group Play (very fast): Divide class into 3–4 groups. Assign each one trap orally: ● Nostalgia trap ● Numbers trap (₹99 vs ₹100) ● Quantity trap (popcorn) ● Geometry trap (pizza) Each group answers: ● "What is the trick?" ● "Why do people fall for it?" Facilitator connects all answers aloud: "Different tricks, same goal: make you feel, not think." Critical thinking moment: "So are we really choosing happiness—or being sold for it?" Activity 4: Real vs Chemical Happiness (4 mins) Very brief storytelling: ● Farmer + serotonin example Think–raise hand: ● "Medicine helped—was that wrong?" ● "Alcohol gives happiness—yes or no?" Clarify gently: "Relief is not the same as happiness. Relief is short term and one desires more everytime. Happiness is more long-term and makes one feel content."

	✓ Do Question B or C orally Transition to closure: "So after all these traps… what does REAL happiness look like?"	
Take home (Homework)	1. Ad Detective ● Cut/paste or draw one ad that looks like a trap. ● Identify ONE trap used 2. Happiness Reflection ● "One thing that makes me happy without buying anything" 3. Debunk the Claim ● Analyse the juice/apple comparison (Question K)	
Possible hiccups: 1. Vocabulary challenges - a. Euphoria: A very strong feeling of excitement or happiness for a short time. b. Trap: A trick that makes us choose without thinking properly. c. Addiction: When a person cannot stop doing something even if it harms them.	**Cues for Quick Progress Tracking** 1. Gives examples beyond textbook 2. Spots traps correctly in new ads 3. Explains *why* something is misleading 4. Uses terms like "short-term / long-term"	**The Confidential Green Zone: Explained** **NOT REQUIRED**
Scholastic Questions **1. Why does the author use stories like the frog and the tiger?** To help readers understand ideas through examples. **2. What is the main message of Grandma's talk?** Happiness should be understood, not blindly chased.		

3. What is serotonin and why is it important?
It is a brain chemical that helps control mood and well-being.

4. Why are emotions called instinctive?
Because they happen automatically without thinking.

5. Why does ₹99 feel cheaper than ₹100?
Because people focus on the number of digits, not the difference.

6. Why is average salary sometimes misleading?
Because a few high salaries can change the average.

<table>
<tr><th>Chapter</th><th>5</th><th colspan="2">MEN ARE FROM MARS, WOMEN ARE FROM VENUS, OH REALLY?</th></tr>
<tr><td colspan="2">COMPETENCIES
Core principle(s):
Constitutional Morality:
Gender Equality /Equity/Parity

WHO Life skill(s): Critical Thinking</td><td>Suggested Facilitator:
☐ CACA teacher,
☐ Parent
☐ Grandparent
☑ Specific Subject Teacher - Social Science</td><td>Explicit (Key message) Learning outcome(s):
1. Being born as a boy or a girl or another is not a choice. We are born that way.
2. Qualities, emotions and intelligence are universal and not restricted to gender.
3. I can respect people for their skills, intelligence and behaviour and show my respect in the way I behave with them.
4. My skills and behaviour are more important than my looks.
5. Gender equality is not a women's issue. It is a human issue. It affects all of us.</td></tr>
<tr><td colspan="2">Methodology:
Narrative with Informational Text</td><td>Other resources:
1. QR Code embedded within the chapter - Page 28
2. Suggested reading: Pale Blue Dot - An essay by Carl Sagan.
3. Suggested viewing: YouTube Search 'Kim Peek, the real rain man'.</td><td>Implicit (Key message) Learning outcome(s):
1. The learners will recognise that intelligence, abilities, emotions, and skills exist across genders and are not biologically fixed.</td></tr>
</table>

		2. Differentiate between nature-based differences and socially constructed gender roles using everyday examples. 3. Identify gender stereotypes present in language, professions, and daily life situations. 4. Explain how access and opportunity influence representation in history and professions. 5. Reflect on their own assumptions about gender while responding respectfully to differing viewpoints.
Suggested Flow		
Introduction/opening (5 mins)	Hook: “Quick Brain Game” Facilitator says (rapid-fire): Boys or girls - ● “Who is better at maths?” ● “Who cries more?” ● “Who cooks better?” ● “Who is braver?” Learners answer instinctively: *boys / girls / both*. Transition (very important): “Interesting… you answered very fast. Let’s now see WHY we think like this.”	
Context Building/ Workbook in Play (25 mins)	Scene 1: Multiple Intelligence – Breaking the ‘One Smart’ Myth (7 minutes) Entry point (Kajal vs Birsa): ● Show Kajal’s formula and Birsa’s image-based answer.	

	• Ask: "Who understands maths better?" Let learners debate. Bridge to MI: "What if intelligence itself comes in *many forms*?" Workbook play: • Read 2–3 intelligence types aloud (Linguistic, Logical, Musical). • Learners stand up if they relate to one. • Quick peer share: *"I stood up because…"* Smooth transition: "If intelligence comes in many forms, can it really belong to only one gender?" Scene 2: Gender ≠ Nature (Social Construct Moment) (6 minutes) Use the 'Nature vs Society' paragraph • Nature-made: giving birth • Society-made: household work, breadwinner • Let us have a look at this video by famous Gender Activist Kamla Bhasin. https://www.youtube.com/watch?v=oAiy9qVFBP0 (26:55 to 38:20) Mini activity: • The facilitator reads statements. • Learners show thumbs up (nature) or sideways (society). Example: • "Only women should cook"

	• "Men cannot give birth" Transition line: "If society decides roles, then history should show change… right?" Scene 3: History Speaks Back (Harvard Girls + Lists) (6 minutes) Show the 'Top 5' lists (mostly men). Ask: • "Does this mean women were not intelligent?" Let learners respond. Reveal explanation from text: • Less access • Less opportunity • Pay gap Quick reflection question: "Why do recent lists have more women?" Transition: "But stereotypes don't live only in history… they live in daily life too." Scene 4: Comedy of Genders – Pronoun Swap (6 minutes) Read 1 short excerpt aloud (NOT the full story). Pause and ask: • "Did anything feel strange?" • "Why?" Reveal the pronoun swap. Think–pair–share: • "Which action felt 'odd' and why?"

	Key scaffold (very important): "The action didn't change. Only our thinking did." Bridge to workbook: "Now let's see how deeply these ideas sit inside us."	
Take home (Homework)	Watch the video from the QR Code embedded within the chapter. Circle Task (From D / I): Tick intelligence or emotions and write one line: *"I think this is gender-neutral because…"* Language Lens: Find 5 gender-neutral words used at home or school. Reflection Line: Complete the sentence: "After today's class, I realised that gender…"	
Possible hiccups: 1. Vocabulary challenges - a. Stereotype: A fixed idea about a group that may not be true for everyone. b. Parity: Being equal in number or value.	**Cues for Quick Progress Tracking** 1. Gives reasons, not just answers 2. Uses chapter ideas (intelligence, opportunity, society) 3. Responds thoughtfully even if unsure 4. Shows change in thinking during discussion.	**The Confidential Green Zone: Explained** **"Which quality or intelligence do you think you have, but people around you don't notice or value?"** is personal because it invites the child to reflect on their self-worth and lived experience, which may be emotionally sensitive and should not be publicly judged or compared.
Scholastic Questions **1. Why did the pronoun swap in the story feel strange to readers?** Because readers associate certain roles with specific genders due to stereotypes. **2. Give one example of a gender role that is made by society, not nature.** Expecting women to do household work.		

3. Kajal solves maths using formulas, Birsa using images. What does this show about intelligence?
Intelligence can be expressed in different ways.

4. What does the word 'stereotype' mean in the chapter?
A fixed belief about a group that may not be true.

5. Why were there fewer women in old professional lists?
Due to lack of access and opportunity.

Chapter	6	SOMETIMES SAYING NO IS IMPORTANT
COMPETENCIES **Core principle(s): Personal Safety:** Animals - Snakes **WHO Life skill(s): Effective Communication:** Being Assertive- Confident/ Body Language **| Interpersonal Relationship**	**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Science	**Explicit (Key message) Learning outcome(s):** 1. Assertive means to express your feelings and views firmly and confidently without insulting the other person or becoming violent. 2. Make friends based on their qualities and behaviour. 3. Correct body language helps us to be safe.
Methodology: Narrative with Expository Text	**Other resources:** 1. QR Code embedded within the chapter - Page 40 2. National Cyber Crime Reporting Portal https://cybercrime.gov.in/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to differentiate between safe and unsafe behaviour in peer interactions. 2. Demonstrate assertive communication through words and body language in given situations. 3. Apply the "broken record technique" to respond to repeated unsafe requests. 4. Recognise qualities of healthy friendships based on behaviour rather than emotions alone.
Suggested Flow		

Introduction/opening (5 mins)	Entry Hook: *"Freeze Frame"* Facilitator says: "Close your eyes. Imagine you're playing in a park. Suddenly someone screams." Show only the picture of the snake OR describe the scream moment (don't read yet). Think–Pair–Share (fast): ● What might have happened? ● What would you do first? Purpose: ● Activates prior knowledge ● Builds emotional entry into *safety* ● Prepares them for the story without reading yet Smooth transition line: "Let's see what actually happened to a group of children like you."
Context Building/ Workbook in Play (25 mins)	Scene 1: The Incident (Story as Drama) – 7 mins Method: Read + Freeze + Ask ● Read only the snake bite incident (up to doctor scene) ● Pause at: ○ the scream ○ the photo being clicked ○ the doctor's response Mini-questions (oral, not written): ● Why was clicking the photo smart? ● What *not* to do when you see a snake?

	Quickly co-create the Snake Safety Rules from the text (call experts, distance, don't catch) Transition line: "This incident was about physical danger. But not all danger looks like a snake." Scene 2: Saying NO – Emotional Safety (8 mins) Switch mode: Story → Discussion Read the part where they discuss: ● why saying "no" feels difficult ● the list of fears (they won't like me, they'll feel bad) Activity: *YES–NO Line* ● One side of class = "Easy to say No" ● Other side = "Hard to say No" ● Call out statements: ○ "A friend copying homework" ○ "Someone touching you without permission" ○ "Someone asking to hang out all the time even during exams" Students shift sides silently. Scaffold: You are helping them *feel* the difficulty, not just read it. Transition line: "When saying no doesn't work once… what do we do?" Scene 3: Broken Record + Unsafe Behaviour (5 mins) Quick role-play (2 learners): ● One keeps asking ● One keeps saying NO calmly (not angrily, not submissively, rather looking in the eyes of the other person, having a firm stance, and not budging)

	Introduce: ● Broken record technique ● Difference between safe vs unsafe behaviour Use examples from Nagraj's story only (no new moral lecture). Key message surfaced (implicitly): Saying no is not rude when safety is involved. Transition line: "But words are not the only way we communicate." Scene 4: Body Language (5 mins) Show the Savitribai body language pictures + poem (select lines) Activity: *Mirror Me* ● Facilitator shows: ○ slouched posture ○ clenched fists ○ eye contact + straight back ● Students mirror and guess: ○ confident? ○ angry? ○ confused? Link back to: ● assertiveness ● calm confidence ● safety Transition line: "Safety is about choices, words, AND how we carry ourselves."

<table>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Write: “A situation where I should say NO and how I will say it.”
2. Draw or act (at home): Body language of a confident person

3. Workbook:
Friend qualities checklist
Snake matching activity</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges
a. Venomous – An animal that can harm you using poison through a bite or sting.
b. Teasing – Making fun of someone in a way that hurts their feelings.</td><td>Cues for Quick Progress Tracking

1. Gives reasoned answers using chapter situations
2. Uses words like safe, unsafe, assertive, no correctly
3. Participates in role-play confidently</td><td>The Confidential Green Zone: Explained

“Is there a situation where you feel uncomfortable saying no?”

is personal because it connects directly to the child’s real-life experiences and emotional safety and may reveal sensitive personal boundaries.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Why did Sana take a picture of the snake?
To help the doctor identify whether the snake was venomous.

2. What does the word “assertive” mean in the chapter?
Expressing feelings clearly and confidently without being rude.

3. Write two rules to follow if you see a snake.
Keep distance; call experts; do not try to catch it.

4. What makes a friendship healthy according to the chapter?
Care, respect, support, and safe behaviour.

5. Why is saying “no” important for personal safety?
It helps stop unsafe or uncomfortable situations.</td></tr>
</table>

Chapter	7	HOW TO CHOOSE WELL

COMPETENCIES **Core principle(s): Personal Safety:** Cyber Safety **WHO Life skill(s): Critical Thinking | Problem Solving | Decision Making | Interpersonal Relationship:** Friends - Special friends - Infatuation **| Resilience:** Adapting **| Collaboration:** Helping & Taking Help	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Expressing feelings to people who care for us makes us feel better and is helpful. 2. A positive friend is a person who encourages you to do things that are safe and healthy and helps you learn and grow healthily. 3. A good friend shows respect and acts responsibly. 4. If you must play, decide upon three things at the start: the rules of the game, the stakes, and the quitting time.
Methodology: Narrative and Discussion-based Learning	**Other resources:** 1. QR Code embedded within the chapter - Page 36 2. Project CACA Poster Catalogue: Decision Making 6#1 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will differentiate between positive, pressurising, and unsafe behaviours in friendships and peer interactions. 2. Demonstrate awareness of personal safety, especially in online spaces and peer relationships. 3. Reflect on how emotions, peer pressure, and values influence individual decision-making. 4. Justify a choice using reasons related to safety, self-respect, and long-term well-being. 5. Will learn about the concept and application of 'Critical Thinking'
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Fast Choices – No Thinking Allowed"	

	Facilitator says (rapid-fire): ● Tea or coffee? ● Sit with friends or alone? ● Homework first or phone first? ● Tell an adult or keep it secret? Rule: Learners must answer instantly. Transition: "Notice something? You *decided* before you even thought. But what if the decision is not small… what if it can change your safety, your friendships, or your future?" Smooth entry into the chapter theme: "How to Choose Well"
Context Building/ Workbook in Play (25 mins)	Scene 1: Sana & Zubair – "The Confusing Ask" (8 minutes) Method: Read + Freeze + Think ● Read only the core interaction (Zubair asking about being a "special friend") ● STOP before Sana decides Activity: "Thought Bubbles" On board / orally: ● What might Sana be feeling? ● What might go wrong? ● What might go right? Do NOT judge responses Transition: "Sana isn't saying yes or no immediately. She is doing something smarter — she is *thinking before*

	choosing." Scene 2: The Eight Questions – Tool, Not Answer (7 minutes) Method: Tool-as-Game ● Introduce the Eight Questions as a *decision filter*, not a checklist ● Divide class into 4 groups ● Each group takes 2 questions and explains: ○ Why this question matters in real life Facilitator scaffolding line: "Good decisions don't come from bravery alone — they come from clarity." Transition: "But sometimes, the danger is not obvious… sometimes it hides behind friendship." Scene 3: Meena's Story – When Things Go Wrong Online (10 minutes) Method: Guided listening (no dramatics) ● Narrate key parts (online friend → pictures → blackmail) Activity: "Stop the Story" Ask: ● Where should Meena have stopped? ● What was the turning point? ● Who helped *without blaming*? Highlight: ● Sana's response = critical thinking + care ● Teacher's response = support, not punishment Transition:

	"So whether it is friendship, online games, secrets, or pressure — the real question is not *'What should I do?'* It is *'How do I decide?* *The simple answer is to always pause, think, and ask yourself the 8 questions!"*	
Take home (Homework)	Decision Diary • Write about one small decision you make in a week • Apply any 3 of the eight questions Flowchart in Life • Draw the decision flowchart - Refer from Project CACA Poster Catalogue - Decision Making 6#1 http://projectcaca.org/posters/ • Apply it to a real-life situation (sports, friends, studies) Positive vs Unsafe Friendship • List 3 signs of a good friend • List 3 warning signs (from the chapter)	
Possible hiccups: 1. Learners giggling or becoming awkward during "special friend" discussions as adolescents mask discomfort with humour. *Strategy*: Normalise feelings: *"It's okay to feel awkward — that's why we think before choosing."* Shift focus from romance to decision-making, not relationships. 2. Vocabulary challenges a. Gambling - Trying to win money by luck instead of work or skill. b. Blackmail - Forcing	**Cues for Quick Progress Tracking** 1. Explains a decision using reason + consequence 2. Refers to safety, feelings, or values 3. Uses tools (questions/flowchart) independently	**The Confidential Green Zone: Explained** **"Have you ever felt pressured to make a choice you were unsure about?"** This question connects directly to the child's lived experiences and emotions and may involve sensitive situations that require privacy and trust.

someone by threatening to expose a secret. c. Cybercrime - A crime done using the internet or phone.		

Scholastic Questions

1. Why did Sana not answer Zubair immediately?
She wanted time to think before deciding.

2. What does the word 'pressure' mean in the chapter?
Being forced to make a choice unwillingly.

3. Name one sign of a positive friend.
A friend who respects boundaries.

4. Why is telling a trusted adult important?
Adults can help keep us safe and guide us.

5. What should you do if a decision makes you uncomfortable?
Pause, think, and seek help.

Chapter	8	BULLYING IS A BANE
COMPETENCIES **Core principle(s): Personal Safety:** Bullying/ Cyber Safety **WHO Life skill(s):** **Resilience:** Adapting | **Collaboration:** Teamwork | **Creative Thinking**	**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Computer	**Explicit (Key message) Learning outcome(s):** 1. Nobody can save you, but yourself and you are worth saving. It is a war not easily won, but if anything is worth winning, then this is it. 2. As a bystander, I can help stop taunting and bullying. 3. Nobody likes bullying behaviour. Nobody deserves to be bullied. 4. We must treat others the way we would like them to treat us.

		5. Be careful of bullies. They can exist in the real as well as the virtual world. 6. Tell a trusted grown-up right away if someone is bullying you or if you see someone bullying others.
Methodology: Narrative and Dialogic based learning	**Other resources:** 1. Project CACA Poster Catalogue: Safety_17#1 http://projectcaca.org/posters/	**Implicit (Key message)** **Learning outcome(s):** 1. The learners will identify the role of bystanders and their responsibility in bullying situations. 2. Reflect on respectful behaviour and personal boundaries in peer interactions. 3. Apply appropriate strategies to respond safely to bullying in real-life and online contexts. 4. Various kinds of bullying and how to protect themselves and others from it. 5. Will learn in detail about Cyberbullying and key terms associated with it.
Suggested Flow		
Introduction/opening (5 mins)	Activity: “What Just Happened?” Freeze Frame Facilitator does: ● Writes ONE line on the board: *“Have you ever felt judged for being different?”* ● No discussion yet. ● Reads only the opening dialogue (Arpit + girl + boy) dramatically OR asks 3 volunteers to read.	

	Key move (very important): ● STOP the reading right when Arpit says: *"What wrong have I done?"* Think–Pause–Turn ● Learners turn to the person next to them and answer: ○ "What do you think is happening here?" ○ "Who has power in this scene?" Transition line: "Before we name what this is, let's *step into the scene* a little more."
Context Building/ Workbook in Play (25 mins)	A. Scene to Sense-Making (8 minutes) Activity: Role Reversal (No Acting Yet) ● Ask: ○ "What made Arpit 'different' according to others?" ● Facilitator writes responses in two columns: ○ *What they see* ○ *What they assume* This subtly introduces prejudice without naming it yet. Bridge sentence: "So when assumptions turn into repeated harm, it gets a name." B. Naming the Experience: What is Bullying? (7 minutes) Guided Reading (Selective, NOT full text): ● Read the definition of bullying aloud. ● Learners underline ONLY:

	○ *trouble* ○ *repeated* ○ *power* Mini-check: ● Ask: "If it happens once, is it bullying?" (Let learners reason.) Smooth transition: "Bullying doesn't look the same every time. Sometimes it leaves marks, sometimes it doesn't." C. Types of Bullying – Sorting Game (6 minutes) Play-way activity: ● The facilitator reads short situations aloud (from text examples). ● Learners show: ○ Hand - for Physical ○ Cross - for Psychological ○ Mouth covered - for Non-verbal (You don't need to cover *all* types in depth — just anchor understanding.) Key scaffold: ● Emphasise: "No marks doesn't mean no pain. It just means that the pain is even harder to identify and fix" Transition: "Now the most powerful people in bullying situations are often… the ones watching."

	D. Bystanders & Choice (4 minutes) Think aloud: ● Ask: ○ "What did the audience in the play do at the end?" ● Link to bystanders. One-line takeaway (facilitator says): "Silence can support bullying. Speaking up can stop it."	
Take home (Homework)	Reflection (Private) ● "One thing I will do if I see bullying." Creative ● Draw or write an alternative ending to Arpit's play. Workbook ● Attempt: ○ Any 2 questions (teacher assigns page numbers) Cyber Safety Preview ● Read the cyberbullying section and circle 5 new words. ● Read the poster from Project CACA Poster Catalogue: Safety_17#1 http://projectcaca.org/posters/	
Possible hiccups: 1. Vocabulary challenges - a. Cyberbullying – Cyberbullying means bullying someone using the internet or phone. b. Rumour – A rumour is a story shared without knowing if it is true.	**Cues for Quick Progress Tracking** 1. Clearly explains bullying in own words 2. Correctly identifies types during sorting activity 3. Responds thoughtfully to "bystander" questions 4. Makes connections to real-life situations	**The Confidential Green Zone: Explained** **"Have you ever felt left out or judged for being different?"** This question connects the lesson to the child's lived emotional experience and may reveal vulnerability that

c. Privacy – Privacy means keeping personal things safe and not shared without permission. d. Anonymous – Anonymous means done without showing who you are. e. Prejudice – Prejudice means judging someone without knowing them. f. Bystander – A bystander is a person who sees something happening but is not directly involved.		must be handled with care and privacy.

Scholastic Questions

1. Name any two types of bullying.
Physical and verbal bullying.

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

3. Why is it important to tell a trusted adult about bullying?
Because adults can help stop it safely.

4. What is cyberbullying?
Bullying done using the internet or mobile phones.

5. Why should personal information be kept private online?
To stay safe and avoid misuse.

Chapter	9	OPEN SESAME
COMPETENCIES **Core principle(s): Personal Safety:** Cyber Safety **WHO Life skill(s):**	**Suggested Facilitator:** ☐ CACA teacher, ☐ Parent ☐ Grandparent	**Explicit (Key message) Learning outcome(s):** 1. Technology is a useful servant but a dangerous master.

	☑ Specific Subject Teacher - Computer	
Methodology: Narrative and Informational Text	**Other resources:** 1. QR Code embedded within the chapter - Page 53 - Raju and the 40 thieves is a booklet by the Reserve Bank of India (RBI) on the modus operandi of financial fraudsters.	**Implicit (Key message)** **Learning outcome(s):** 1. The learners will be able to recognise passwords as personal digital keys that protect privacy and safety. 2. Explain why using the same password for multiple platforms is unsafe. 3. Differentiate between weak and strong passwords using simple criteria. 4. Identify common cyber threats such as hacking and online fraud at a basic level. 5. Apply safe online practices while browsing, gaming, or communicating digitally. 6. Reflect on the limits of technology and the importance of human judgement in decision-making (AI context).
Suggested Flow		
Introduction/opening (5 mins)	Hook: “Khul Ja Sim Sim!” Moment Teacher action ● Dramatically say: *“Khul ja sim sim!”* ● Ask: ○ “Who has heard this before?” ○ “What opened when this was said?” Student responses ● Ali Baba ● Treasure	

	• Cave opens Transition: "In the olden days, words opened doors. Today, words open phones, bank accounts, and lives." KEY → PASSWORD

Context Building/ Workbook in Play (25 mins)	Scene 1: Story as Metaphor (5 minutes)
	
	Teacher
	
	• Read the key–lock–Grandpa part (fast, expressive).
	• Stops and asks:
	  ○ "Why did the lock not open?"
	  ○ "Why was the key important?"
	
	Student thinking
	
	• Key has a pattern
	• Wrong key won't open lock
	
	Transition:
	
	"Just like every lock needs a matching key,
	every account needs a matching password."
	
	Introduce term: PASSWORD
	
	Scene 2: Passwords & Hackers (7 minutes)
	
	Activity: "Strong or Weak?" (Play-way)
	
	• Write on board:
	  ○ `123456`
	  ○ `qwerty`
	  ○ `ILoveMyDog`
	  ○ `pA#1`

	Students vote (thumbs up/down): ● Easy to guess? ● Hard to guess? Teacher scaffolding ● Introduce words naturally: ○ Hacker ○ Guess ○ Crack ● Explain: "Hackers don't break doors. They guess patterns." Transition: "So if guessing is easy… we need extra safety." Lead to OTP Scene 3: OTP & Mnemonics (6 minutes) Mini discussion ● "When have you seen a message with numbers that expire?" Explain OTP simply ● One-time ● Short time ● Extra lock on the door Workbook Link ● Mention mnemonic activity:

	○ “Our brain loves shortcuts.” Teacher does NOT finish mnemonic fully ● Shows *idea*, not completion. Transition: “But even with passwords, the Internet knows a LOT about us…” Move to online behaviour Scene 4: Online Behaviour & Safety Rules (7 minutes) Think–Pair–Share ● Ask 2–3 questions from the list: ○ Have you browsed a website? ○ Used OTP? ○ Play online games? Picture Discussion ● Students describe what they see (no judgement). Teacher ● Co-creates 3 safety rules with class ● Links to text rules (no lecturing) Transition: “Now computers are not just tools… they are starting to think.” Introduce AI Scene 5: AI – Point to Ponder (5 minutes) Teacher narrates scenario ● Driverless car ● Child vs passenger

<table>
<tr><td></td><td colspan="2">No right answer
● Students raise hands:
○ Yes, AI can decide
○ No, AI shouldn't

Teacher closes
"Some decisions need human values, not speed."</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Create a strong password (don't share it)
→ Write why it is strong

2. Finish:
● Unscramble words activity

3. Write 3 cyber safety rules you will follow

4. Ask parents:
● "What online fraud do you know about?"</td></tr>
<tr><td>Possible hiccups:
1. Students share personal passwords aloud because of a lack of understanding of privacy.
Strategy: Clearly state a non-negotiable classroom norm: "We talk about passwords, never say passwords."</td><td>Cues for Quick Progress Tracking

1. Explains password safety in own words
2. Gives correct examples of strong/weak passwords
3. Participates in discussion with reasoning
4. Applies safety rules to new situations</td><td>The Confidential Green Zone: Explained

"What online fraud do you know about?"

is personal because it connects directly to the child's real digital behaviour and revealing it publicly may risk their safety and privacy.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. What is cybercrime?
A crime done using computers or the internet.

2. Why should we not meet online friends in real life?
Because they may be strangers and unsafe.</td></tr>
</table>

3. Name two safety rules for using the internet.
Do not share passwords; do not talk to strangers.

4. What is an OTP and why is it safe?
A one-time password that works only once and increases safety.

5. What is Artificial Intelligence?
Machines that can think or act like humans.

6. Why can computers not think like humans?
Because they do not have emotions or values.

Chapter	10	MORAL COMPASS	
COMPETENCIES **Core principle(s):** **Constitutional Morality:** Dilemmas/ Attitude/ Prejudice/ Bigotry **WHO Life skill(s): Critical Thinking | Being Independent & Responsible**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. If people are good only because they fear punishment, and hope for reward, then we are a sorry lot indeed. 2. Never judge someone's character based on the words of another.
Methodology: Narrative and Moral Dilemmas		**Other resources:** 1. Suggested reading - Animal Farm by George Orwell 2. Teachers resource: The Implicit Association Test (AT) is a psychological test that allows people to discover potential prejudices related to gender, caste, religion, race, etc., that lurk beneath their awareness. 3. Suggested song: YouTube search Little Boxes by Malvina Reynolds	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to analyze simple dilemmas by identifying the interests of different people involved, especially the marginalized. 2. Connect personal moral choices with broader ideas of law, justice, and constitutional responsibility. 3. Question binary thinking by identifying situations where choices are more complex than “yes/no” or “right/wrong”. 4. “Use the Triple Filter Test to reduce the spread of

		rumours now and fake news in adult life ’
Suggested Flow		
Introduction/opening (5 mins)	Activity: “Pick a Side—No Explaining!” Facilitator says: “I’ll read out two options. Choose silently in your head. No answers yet.” Read 4–5 pairs from the chapter: ● Healthy person / Sick person ● Rich / Poor ● Bully / One being bullied ● Child / Adult Then ask: ● “Was it easy to choose every time?” ● “Did anyone feel *stuck* between the two?” Transition (Very important) “That uncomfortable feeling of *not being sure*—that’s called a moral dilemma. This chapter is full of such moments where there is no perfect answer.”	
Context Building/ Workbook in Play (25 mins)	Segment 1: Moral Compass & the ‘Weaker Side’ (7 minutes) Facilitator narrates (not reads): ● Humans survive through care, collaboration, and responsibility ● We instinctively feel for the weaker side Workbook Task (Think–Pair–Share): ● Students answer A (weaker side questions)	

	• Encourage answers like *"both"* or *"none"* Key Probe (don't judge): • "Can *both* sides ever be weak?" Transition "If we naturally support the weaker side, how did we learn what is right or wrong in the first place?" Segment 2: Reward, Punishment & Family (6 minutes) Quick Reflection (oral): • One reward they remember • One punishment they remember Facilitator links: "As children, rewards and punishments guide us. But as we grow, we are expected to act rightly even without them." Workbook Question C/D (Selective): • Ask learners to answer only ONE question orally Transition "But society doesn't work only on feelings. It also works on rules and laws." Segment 3: Equality vs Equity (6 minutes) Visual imagination (no projector needed): "Three people watching a match over a wall…" Ask: • "Is giving everyone the *same* box fair?" • "Who actually needs help?" Workbook Question G/H (Group opinion):

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

- Vote with hands: Option 1 or Option 2
- Ask why, not *what*

Transition

> “When fairness, feelings, and laws collide—things get complicated.”

Segment 4: Law, Crime & Moral Dilemmas (6 minutes)

Choose ONE dilemma only (very important):

- Doctor operating without consent OR
- Train driver choice

Rules:

- No right/wrong
- Students must justify *one sentence only*

Facilitator anchors:

> “Democracy often faces such dilemmas—between individual rights and greater good.”

</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Write one moral dilemma you have seen at home/school and what made it difficult.

2. Explain equality vs equity using any real-life example (school, sports, family).</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges:
a. Equality – Giving the same thing to everyone.
b. Equity – Giving extra help to someone who needs it more.
c. Justice – Fair treatment according to rules or laws.
d. Law – Rules made by the government that people must follow.</td><td>Cues for Quick Progress Tracking

1. Explains thinking clearly and independently
2. Acknowledges complexity or uncertainty
3. Connects ideas (morality ↔ law ↔ society)</td><td>The Confidential Green Zone: Explained

“Can you think of a time when you felt something was unfair but did not know what to do?”

This question connects moral ideas to the child’s lived experience and may reveal emotions, family situations, or vulnerabilities that must</td></tr>
</table>

		remain confidential.

Scholastic Questions

1. What is a moral dilemma?
A situation where choosing is difficult because all options have problems.

2. Why is the "weaker side" often supported in moral situations?
Because they have less power or protection.

3. What is the difference between equality and equity?
Equality gives the same to all; equity gives according to need.

4. Why are laws important in society?
They help maintain order and fairness.

5. Why do humans depend on others to survive?
Humans are social beings who need care and cooperation.

6. Why can punishment alone not make people moral?
Because true morality comes from understanding, not fear.

Chapter	11	CHILD RIGHTS
COMPETENCIES **Core principle(s):** **Constitutional Morality:** Child Rights - Related Laws | **Child Rights-JJ Act |** **Honesty, Integrity and Accountability** **WHO Life skill(s):** **Resilience:** Coping Strategy	**Suggested Facilitator:** ☑ CACA teacher, ☑ Parent ☐ Grandparent ☐ Specific Subject Teacher	**Explicit (Key message) Learning outcome(s):** 1. Children are also citizens. They to0 have rights called child rights. 2. We should be aware of everyone's rights. 3. Never judge someone's character based on the words of another.
Methodology: Narrative	**Other resources:** 1. QR Code embedded within the chapter - Page 71 2. Teacher resource: SHe-Box is an online complaint management system like POCSO E. Box. It is for sexual	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to identify the purpose of laws such as JJA and POCSO in protecting children.

	harassment of women at the workplace (PoSH Act) and is managed by MW&CD, Govt. of India. (http://www.shebox.nic.in/) 3. Suggested reading: Lost and Found. ISBN 978-81-237-6337-8 4. http://nari.nic. in/ 5. Track Child portal at http://trackthemissingchild.gov.in	2. Connect real-life situations with appropriate legal and moral responses. 3. Reflect on how personal choices can affect family, friends, and society. 4. Demonstrate empathy towards children involved in difficult life situations.
Suggested Flow		
Introduction/opening (5 mins)	Activity: "Pause the Bus" Facilitator Prompt (dramatic tone): "Imagine you're returning from a school trip. Suddenly—SCREEECH! The bus stops. A crowd. Someone is hurt. Someone is caught." Ask: • "What do you think happened?" • "What should happen to the person caught?" Do not confirm or deny yet Transition : "Let's see what *actually* happened when a group of learners faced this situation." Open the text and read the bus incident part	
Context Building/ Workbook in Play (25 mins)	Scene 1: Story → Question → Curiosity (5 min) After reading: Ask: • "Was the thief an adult or a child?" • "Should children be treated the same way as adults?" Let learners respond freely.	

	Transition: "The learners in the story asked the same question. And that's where *law enters the story*." Scene 2: Law Through Sorting Game (8 min) Activity: "Which Door?" On board draw 3 doors: ● Door A: Needs Care ● Door B: Broke the Law ● Door C: Serious Crime Give spoken situations (no reading yet): ● Orphan child, no family ● Child steals money ● 17-year-old commits serious crime Students say which door fits and *why*. Then introduce: ● Category A ● Category B ● Category C Only core ideas, not all details. Transition: "Now that we know *who goes where*, let's see what actually happens to a real child." Scene 3: Yuvaraj's Story as a Case Study (7 min) Read selected excerpts only: ● Birthday demand ● Theft ● Detention

	• Probation Think–Pair–Share: • "What was Yuvaraj thinking *before*?" • "What changed *after*?" Link to: • Juvenile Justice Board • Probation • Reformation, not revenge Transition: "Yuvaraj broke the law. But some children are not offenders — they are victims." Scene 4: Rights Protection (POCSO + PoSH) (5 min) Do NOT explain everything. Activity: "One Rule That Protects" Divide class into small groups. Each group picks ONE protection rule from: • POCSO • PoSH They explain it in their own words. Focus on: • Child-friendly police • Identity protection • Support systems Transition: "Rights don't exist alone. They walk with

<table>
<tr><td></td><td colspan="2">responsibility.”</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Choose ONE helpline or law mentioned and explain:
● Who it helps
● When it should be used
2. Listen to the audio from the QR Code embedded within the chapter - Page 71</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges -
a. Juvenile - A child who is below 18 years of age
b. Probation - Being allowed to stay at home instead of jail while behaving well.</td><td>Cues for Quick Progress Tracking
1. Explains ideas in own words
2. Connects story to law correctly
3. Gives reasons, not just answers
4. Shows empathy in responses</td><td>The Confidential Green Zone: Explained
“Have you ever seen or heard about a situation where a child was punished when they needed help instead?”
This question may connect to the child’s own life experiences and should not be discussed publicly to ensure emotional safety.</td></tr>
<tr><td colspan="3">Scholastic Questions
1. Who decides what happens to a child who breaks the law?
The Juvenile Justice Board.
2. Why are children not treated like adults in courts?
Because children are still learning and need reform.
3. What lesson does Yuvaraj’s story teach about choices?
One wrong choice can affect many people.
4. Why is honesty important even when we are afraid?
It helps solve problems fairly and builds trust.
5. What was the effect of Yuvaraj’s action on his mental health?
He felt fear, guilt, and sadness.</td></tr>
</table>

Chapter	12	THE GOOD SAMARITANS	
COMPETENCIES **Core principle(s): Personal Safety:** Emergency-Rond Safety/Accidents **WHO Life skill(s):**		**Suggested Facilitator:** ☑ CACA teacher, ☐ Parent ☐ Grandparent ☑ Specific Subject Teacher - Physical Education	**Explicit (Key message) Learning outcome(s):** 1. Be patient on the road, or you might become a patient in the hospital. 2. You must obey traffic rules and ensure that others around you do it too. Laws are for everyone's safety.
Methodology: Narrative and Activity based learning		**Other resources:** 1. QR Code embedded within the chapter - Page 74 - How to do CPR on an Adult. 2. Project CACA Poster Catalogue: Emergencies_23#1 http://projectcaca.org/posters/	**Implicit (Key message) Learning outcome(s):** 1. The learners will be able to connect personal safety practices with laws meant to protect citizens and Good Samaritans. 2. Interpret simple data related to road accidents to understand patterns and risks. 3. Demonstrate awareness of individual responsibility in ensuring road safety for self and others.
Suggested Flow			
Introduction/opening (5 mins)		Activity: “Freeze the Moment” Teacher action ● Write on board: CRASH! ● Pause. Ask: ○ “What kind of situations make us hear this sound?” ○ “What do people usually do first—run away or help?” Student response ● Free sharing: accidents, fear, confusion.	

	Transition (VERY IMPORTANT): "Let's enter a morning just like yours—school bus, friends, routine… and see how one moment changed everything." Smoothly move into the story scene.
Context Building/ Workbook in Play (25 mins)	Scene 1: The Accident & Good Samaritans (6 minutes) Strategy ● Read only the accident paragraph aloud (not whole story). ● Stop and ask: ○ "What did the boys do right?" ○ "What could have gone wrong if they panicked?" Key idea scaffolded: ● Helping ≠ heroism ● Helping = responsibility Transition: "Helping someone is not just about intention—it also needs knowledge." Scene 2: CPR – Learning without Fear (7 minutes) Play the video from the QR Code embedded within the chapter - Page 74 - How to do CPR on an Adult. Activity: "CPR as a Rhythm" ● DO NOT teach full steps practically. ● Clap 100 beats per minute together. ● Ask: ○ "Why rhythm?" ○ "Why pressure, not force?"

	Board scaffold ● CPR = Keep oxygen + blood moving Clarify: ● Only trained adults perform CPR with breaths. Transition: "But even before CPR… time decides life." Scene 3: Golden Hour + Red Cross (5 minutes) Think–Pair–Share ● Question: "Why is the first one hour called 'golden'?" Teacher connects ● Golden = most valuable time ● Introduce Red Cross as helpers beyond hospitals Transition: "If saving lives is so important, then laws must support helpers." Scene 4: Motor Vehicles Act + Data Literacy (7 minutes) Activity: "Read the Graph like a Detective" ● Ask learners: ○ Where are accidents highest? ○ Why highways? ● NO numbers drilling—only trends. Link to law ● Laws protect: ○ Children

<table>
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Pedestrians
Good Samaritans

Transition:
“Knowing laws is not enough. Safety begins much earlier—every morning.”
</td></tr>
<tr><td>Take home
(Homework)</td><td colspan="2">1. Safety Checklist Audit
Tick which points your school bus follows.

2. Golden Hour Poster - One slogan + one image idea.

3. Family Conversation
Ask an adult about:
- Licence

- Helmet / seatbelt habits</td></tr>
<tr><td>Possible hiccups:
1. Vocabulary challenges
a. Unconscious - Not awake and not able to respond.
b. CPR - A medical method used to help a person breathe and keep blood moving.
c. Golden Hour - The first one hour after an injury when help can save a life.</td><td>Cues for Quick Progress Tracking

1. Explains actions taken during the accident correctly.
2. Connects safety actions with laws.
3. Interprets graphs verbally (more/less, safer/riskier).
4. Responds confidently during discussions.</td><td>The Confidential Green Zone: Explained
“Have you ever seen or experienced a road accident? How did it make you feel?”

This question connects learning to a child’s real-life emotions and experiences, which may involve fear, loss, or trauma and must be handled sensitively.</td></tr>
<tr><td colspan="3">Scholastic Questions

1. Why should we call an ambulance first during an accident?
Because medical help is needed quickly to save life.

2. What is the Golden Hour?
The first hour after an injury when treatment can save a life.

3. Why is CPR done on a person who is not breathing properly?
To help blood and oxygen move in the body.</td></tr>
</table>

4. Why should CPR be done in a rhythm?
To keep blood moving regularly.

5. If most accidents happen on highways, what does it tell us about speed?
Higher speed increases the risk of accidents.

6. Which road shows fewer accidents—busy roads or small roads?
Small roads.

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Since 2016

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Since 2016

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

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

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2.	PoSH Act
Code	**Webinars for Parents/Teachers**
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4.	Mental Health and Well-being
5.	Abuse Prevention and Psychological First Aid
6.	Bullying Prevention
7.	Substance Abuse Prevention
8.	Dealing with Peer Pressure
9.	Supporting Children through Exam Season
10.	Building Resilience and Optimism
11.	Stress Management
12.	Mindful Lifestyle
13.	Parenting Skills
14.	Cybersafety
15.	Key Aspects for Child Sexual Abuse Prevention
16.	PRASHAST: A Disability Screening Checklist
17.	Psychological Tests for School-going Children
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End the Stigma, Raise Awareness