



SAF

**Social
Axiom
Foundation**

Project CACA

A safety programme for our children under
the safety policy of the school - **Since 2016**

LESSON PLAN FOR TEACHERS

My Beginner's Safety Workbook



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	✓	✗	✗	✗	✗

Lesson Plans - Version 1.0 - Published by: Edusynergies for Social Axiom Foundation. Copyright - Social Axiom Foundation: Social Axiom Foundation has taken all reasonable care to ensure that the contents of the book do not violate any copyright or other intellectual property rights of any person in any manner whatsoever. In the event of violations, please notify the publisher in writing for any corrective action.

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-Cha pt 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! - QR Code for Picture book is embedded	School
	4	3 Best Friends	School
2	6	Nicknames	Home
	7	Our Loved Ones	Home
3	9	Pokso Likes Cartoons	School
	10	Pokso Does Not Like His Cheeks Pinched	School
	12	Do You Like Playing Hide and Seek?	Home
	15	I Can Tie My Shoelaces	Home
4	21	*Hand Wash	School
	22	*Tipi Tap Tap	School
	23	*Chewing Is My Habit	School/Home
5	25	Pokso's Favourite Toy Car	School
	27	*My Things and Me	School
	28	My Clothes and Me	Home/School
	30	My Body and Me	Home/School
	32	Our Body Parts	Home/School
6	34	We Are Same Yet Different	School
	39	Going to Toilet	School
7	40	Do You Take Care of Your Toys?	School
	41	I Keep My Things Safe	Home
	42	*I Do Not Do Unsafe Things	School
8	44	My Private Parts	Home/School
	47	Taking Help	School
	49	Safety Rules for Private Parts	Home/School
	51	Sharing Is Good but...	Home/School
9	52	Let Us Play	School
	53	How Do You Feel?	School
10	55	Safe Touches	Home/School
	57	Unsafe Touches	Home/School
11	58	Learning to Skate	School

	59	Scream, Run and Tell!	Home/School
	61	When to Tell	Home/School
12	63	The People Around You	Home
13	67	Are You Hiding Something?	School
	68	*Pokso Gets Lost in the Jungle	Home/School
	71	The Right Thing to Do	Home/School
14	73	It Is Okay to Be Scared	Home/School
	74	*Pokso and Joey	Home/School

Chapter	1	Introduction	
<p>COMPETENCIES</p> <p>Core principle(s): Constitutional Morality: Inclusivity in Diversity</p> <p>WHO Life skill(s): Interpersonal Relationship</p>	<p>Suggested Teacher:</p> <p><input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Growing up is fun. 2. Let us learn good habits together. 3. Every child must go to school. 	
<p>Methodology: Storytelling & Guided Interaction</p>	<p>Other resources:</p> <ol style="list-style-type: none"> 1. Character canvas. Pages 1, 2, & 3. 	<p>Implicit (Key message) Learning outcome(s): Children will begin to</p> <ol style="list-style-type: none"> 1. Identify themselves as growing individuals. 2. Recognise their body, likes, and abilities. 3. Feel confident saying hello and responding to greetings. 4. Understand friendship as being together, caring, and sharing space. 5. Recognise school as a safe, shared place. 6. Associate healthy habits with strength and well-being. 7. Experience inclusion through diverse characters and families. 	
Suggested Flow			
<p>Introduction/opening (5 mins)</p>	<p>Activity: "Say Hello Like Pokso"</p>		

	<p>Teacher does:</p> <ul style="list-style-type: none"> ● Show Pokso picture. ● Use a soft toy / hand gesture if possible. <p>Script cue (example): “Hello children! Look who has come today. This is Pokso Pokso wants to say hello to everyone.”</p> <p>Action:</p> <ul style="list-style-type: none"> ● The Teacher asks children to say “Hello” in different ways: <ul style="list-style-type: none"> ○ Wave ○ Smile ○ Fold hands ○ Whisper hello ● Name game: “Pokso says: Hello, I am ____.” <p>Transition (very important): “Pokso is a baby just like you are growing. Let’s see what Pokso likes to do”</p>
<p>Context Building/ Workbook in Play (20 mins)</p>	<p>Scene 1: <i>All About Me</i> (Pages: Say Hello, Colour Pokso)</p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● “I am a baby ____.” ● “I like to eat, sleep, and play.” <p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● Ask orally first: <ul style="list-style-type: none"> ○ “Who likes sleeping?” ○ “Who likes playing?” ● Children point, nod, respond verbally. ● Only then guide colouring Pokso.

Transition line:

“Just like Pokso, you also have people who take care of you.”

Leads into family & trust.

Scene 2: *My Family, My Safe People* (Sana page)

Workbook in play:

- “I live with grown-ups like my mummy, papa and mummy’s ____.”
- “I love and trust them.”

Teacher approach:

- Use picture pointing:
 - “Who is this?”
 - “Who helps you at home?”
- Do collective answering to avoid pressure.
- Emphasise *trust* gently, not interrogation.

Optional movement break (30 seconds):

- “Stand up if you live with mummy”
- “Touch your head if you live with grandma”

Transition line:

“Families help us grow strong. Friends help us feel happy.”

Smooth shift from home → friends.

Scene 3: *Three Best Friends* (Pokso, Sana, Arpit together)

Workbook in play:

- “Arpit and Sana are my ____ friends.”
- “We go to ____ together.”

	<p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● Pair children: “Sit next to a student whom you have never interacted with” ● Ask: “What do friends do together?” ● Reinforce inclusion: “Everyone can have friends.” <p>Mini role-play (1 minute): Teacher can encourage learners to think about how they made friends and to try making new friends in the class.</p> <ul style="list-style-type: none"> ● One child says: “Will you be my friend?” ● Other replies: “Yes!” <p>Transition line: “When friends play and eat well, they grow strong.”</p> <p>Moves into habits & learning.</p> <p>Scene 4: <i>Good Habits & Learning</i> (Arpit + fruits + music)</p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Fruits/vegetables drawing ● Counting symbols ● Odd one out <p>Teacher style:</p> <ul style="list-style-type: none"> ● Do it orally and collectively: <ul style="list-style-type: none"> ○ Count together aloud. ○ Name fruits shown. ● No pressure to complete all boxes in class. <p>Key message spoken, not written: “Eating fruits, learning music, dancing, playing makes us healthy.”</p> <p>Transition line: “And when we learn and grow together, we go to school!”</p>
<p>Recapitulation</p>	<p>Activity: <i>Pokso Recap Circle</i></p>

	<p>Children sit in a circle.</p> <p>Teacher prompts (call-and-response):</p> <ul style="list-style-type: none"> ● “What did Pokso learn today?” <ul style="list-style-type: none"> ○ Me ○ Family ○ Friends ○ Good habits ○ School <p>Gesture-based recap:</p> <ul style="list-style-type: none"> ● Touch head: “I am me” ● Hug self: “My family” ● Hold hands: “My friends” ● Rub tummy: “Good food” ● Point forward: “School” <p>Closing line: “Just like Pokso, you are growing every day.”</p>	
<p>Take home (Homework)</p>	<p>Assign selectively, not everything:</p> <ul style="list-style-type: none"> ● Colour remaining pictures ● Draw favourite fruit/vegetable ● Tell parents: <ul style="list-style-type: none"> ○ “Who is your best friend?” ○ “What do you like eating?” <p>Teacher framing: “Today you will teach Pokso at home.”</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child hesitant to speak → Allow gestures or pointing 2. Child writes or fills incorrectly → Do not correct harshly, explain gently. 3. Child mentions non-traditional family → 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child attempts greeting. 2. Participates in fill-in-the-blanks 3. Names likes, food, or friends. 4. Engages in peer interaction. 5. Shows comfort with 	<p>The Confidential Green Zone:</p> <p><i>“Who do you live with at home?”</i></p> <p>This reflects the child’s family structure and lived reality and should be handled sensitively and kept confidential.</p>

Acknowledge and accept	workbook handling.	
<p>Scholastic Questions</p> <p>1. Fill in: Hello, I am ____. Answer: Child's name</p> <p>2. Circle the word you say when you meet someone: Hello / Bye Answer: Hello</p> <p>3. Count the notes and write the number. Answer: Correct count shown</p> <p>4. Which number comes after 2? Answer: 3</p> <p>5. Is eating fruits a good habit? (Yes/No) Answer: Yes</p>		

Chapter	2	Interpersonal Relationship	
<p>COMPETENCIES</p> <p>Core principle(s): Safety: Bullying</p> <p>WHO Life skill(s): Interpersonal Relationship: Safety Circle:</p>	<p>Suggested Teacher:</p> <p><input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher</p>	<p>Explicit (Key message)</p> <p>Learning outcome(s):</p> <p>1. Nobody in your school should call you by your nickname.</p>	
<p>Methodology:</p> <p>Guided Discussion & Experiential Learning</p>	<p>Other resources:</p> <p>1. Character canvas. Pages 7, & 10.</p>	<p>Implicit (Key message)</p> <p>Learning outcome(s):</p> <p>1. Understand that relationships involve connection, care, and trust. 2. Recognise that names and nicknames can feel good or uncomfortable. 3. Identify people they love and trust. 4. Understand that people are of different ages and roles 5. Develop early respect for personal preferences and boundaries.</p>	

		6. Learn that not everyone likes the same things, and that is okay.
Suggested Flow		
Introduction/opening (5 mins)	<p>Activity: <i>“My Name, My Choice”</i></p> <p>Teacher does:</p> <ul style="list-style-type: none"> ● Say own name clearly. ● Ask children to say their names aloud together. <p>Prompt gently: “Sometimes people call us by special names. Those are called nicknames.”</p> <p>Body-based check-in:</p> <ul style="list-style-type: none"> ● Thumbs up if you like your name. ● Hug yourself. <p>Transition line: “Let’s see what nicknames our friends Sana and Arpit have.”</p>	
Context Building/ Workbook in Play (25 mins)	<p>Scene 1: <i>Nicknames & Feelings</i> (Nicknames page)</p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Sana’s nickname ● Arpit’s nickname ● Who gave it <p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● Ask orally first: <ul style="list-style-type: none"> ○ “Who gave Sana her nickname?” ○ “Does Sana like it?” ● Emphasise choice and consent: <ul style="list-style-type: none"> ○ “Nicknames are only good when we like them.” 	

Group discussion (very short):

- “Do you have a nickname?”
- “Do you like it?”

No forcing answers.

Key message spoken clearly:

“If you don’t like a nickname, you can say no.”

Transition line:

“When people listen to us and care for us, we feel safe.”

Scene 2: *Our Loved Ones & Trust Circle* (Our Loved Ones page)

Workbook in play:

- Family
- Teacher
- Trusted people

Teacher approach:

- Point to pictures:
 - “Who helps you when you are sad?”
 - “Who helps you in school?”
- Reinforce trusted adults, not “everyone”.

Circle activity (1 minute):

- Children name one person they love (verbally).

Key language to use:

- “People who keep us safe”
- “People we can trust”

Transition line:

“All people are not the same. Some are big, some are small.”

	<p>Scene 3: <i>Understanding Age & Care</i> (Arrange by age page)</p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Arrange youngest to oldest ● Colour-coded circles <p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● Do it as a thinking-aloud activity: <ul style="list-style-type: none"> ○ “Who is the smallest?” ○ “Who needs more help?” ● No correctness pressure. <p>Concept gently introduced:</p> <ul style="list-style-type: none"> ● Younger people need care ● Older people give care and need care. <p>Avoid moralising. Use observation.</p> <p>Transition line: “Because people are different, we treat them with care.”</p>
<p>Take home (Homework)</p>	<p>Select only 1–2 tasks:</p> <ul style="list-style-type: none"> ● Paste or draw loved ones ● Colour age circles ● Tell parents: <ul style="list-style-type: none"> ○ “Who gave me my nickname” ○ “Who I trust” <p>Framing: “Today you will talk about people you love at home.”</p>
<p>Recapitulation</p>	<p>Activity: <i>Relationship Recap Circle</i></p>

	<p>Call-and-response recap:</p> <ul style="list-style-type: none"> • “What is your name?” → <i>My name</i> • “Who loves you?” → <i>Family</i> • “Who teaches you?” → <i>Teacher</i> • “Who keeps you safe?” → <i>Trusted people</i> <p>Gesture recap:</p> <ul style="list-style-type: none"> • Touch head: Name • Hand on heart: Loved ones • Open arms: Trust • Point up/down: Big & small <p>Closing line: “When we know our feelings and our people, we grow strong.”</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child shares a nickname they dislike → Validate feelings, do not probe 2. Child cannot name loved ones → Accept silence or gestures 3. Child confuses age order → Support without correction 4. Child shares sensitive family info → Acknowledge and move on gently 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child responds to questions about names and people. 2. Participates in filling blanks or pointing. 3. Shows understanding of “older” vs “younger”. 4. Engages respectfully with peers during discussion. 5. Demonstrates comfort talking about trusted people. 	<p>The Confidential Green Zone: Explained</p> <p><i>“Who gave you your nickname?”</i></p> <p>It reflects the child’s attachment relationships and family dynamics and should be handled gently and kept confidential.</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. Sana has a ____. Answer: Nickname 2. Write one word for people you love. Answer: Family / Teacher 3. Who gave Sana her nickname? Answer: Grandma 4. Name one person who takes care of you. Answer: Any caregiver 5. Who is younger: a baby or a grown-up? Answer: Baby 		

Chapter	3	Effective Communication	
<p>COMPETENCIES Core principle(s): Mental Health & Well-Being WHO Life skill(s): Effective Communication Being Independent & Responsible</p>	<p>Suggested Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher 	<p>Explicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Doing things that we like makes us feel good and happy. 2. We should tell our Mummy, Papa, grandparents, and teachers about what we like and do not like. 3. Breakfast is the most important meal of the day. You must finish it! 4. I can help my body grow strong and healthy. 5. Growing up is learning about things we should do on our own. 	
<p>Methodology:</p> <p>Guided Expression & Practice-Based Learning</p>	<p>Other resources:</p> <ol style="list-style-type: none"> 1. Character Canvas - Pg 13 	<p>Implicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Understand that they have likes and dislikes. 2. Learn to express feelings using words. 3. Use “I like” and “I do not like” statements confidently. 4. Recognise that it is okay to say no. 5. Understand that their body and feelings matter. 6. Learn that communication helps others help them. 7. Identify safe adults they can talk to. 8. Begin learning independence with responsibility 9. Experience positive reinforcement while learning boundaries. 	
Suggested Flow			
<p>Introduction/opening (5 mins)</p>	<p>Circle Time Setup</p> <p>Children sit comfortably. No desks yet.</p> <p>Opening Prompt (Low-stakes)</p>		

	<p>“Today morning, did you feel happy, okay, or not-so-happy?”</p> <p>(Use hand signs, not words.)</p> <p>Bridge</p> <p><i>“Pokso also has feelings. He wants to tell us what he likes and what he does not like.”</i></p> <p>Move to Pokso Likes Cartoons</p>
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Scene 1: Pokso Likes Things</p> <p>Storytelling Read slowly:</p> <ul style="list-style-type: none"> ● “I like playing with my toys...” ● “I like watching cartoons...” <p>Teacher Modelling Say:</p> <ul style="list-style-type: none"> ● “I like drinking chai.” ● “I like walking.” <p>(Shows adults also have likes.)</p> <p>Workbook as Play</p> <ul style="list-style-type: none"> ● Children point to pictures Pokso likes. ● Thumbs up, no writing yet. <p>Key Emotional Anchor <i>“Doing things we like makes us feel good and happy.”</i></p> <p>Transition <i>“But sometimes, there are things we do not like.”</i></p> <p>Scene 2: Pokso Does Not Like...</p> <p>Important facilitation note Tone must be neutral, not dramatic.</p> <p>Guided Observation</p> <ul style="list-style-type: none"> ● Look at pictures one by one.

- Ask: “Does Pokso like this or not like this?”

Cross Marking

- Children show cross with hands.
- Workbook marking can be optional / take-home.

Boundary Language (Very Clear)

- “If you do not like something, you can say ‘No’.”
- “Your feelings are important.”

Do not ask personal follow-ups here.

Transition

“Everyone is different. Let’s see what we like and do not like.”

Scene 3: Do You Like...?

Play-based Sorting

- Show pictures: hide & seek, stories, rain, sweets.
- Children respond with:
 - Thumbs up = like
 - Thumbs down = do not like

No Explanation Required

Silence is allowed.

Scaffolded Language

Model sentence:

- “I like ____.”
- “I do not like ____.”

Transition

“As we grow, we learn to do more things on our own.”

Scene 4: I Can Tie My Shoelaces

Context Building

Explain colours:

	<ul style="list-style-type: none"> ● Green: I can do alone ● Yellow: I need help ● Red: I cannot do yet <p>Normalize All Responses <i>"Needing help is okay."</i></p> <p>Workbook in Play</p> <ul style="list-style-type: none"> ● Children point to pictures. ● No comparison between children. <p>Life Skill Emphasis <i>"Growing up means learning slowly."</i></p> <p>Transition <i>"Sometimes, even grown-ups feel confused."</i></p> <p>Scene 5: Asking for Help & Toilets (Pages 18–20)</p> <p>Story Context</p> <ul style="list-style-type: none"> ● Sana, Arpit, Salman are confused. ● They ask for help. <p>Guided Question "Who can help us in school?" (Expected answers: teacher, ayah, helper.)</p> <p>Path-Tracing as Group</p> <ul style="list-style-type: none"> ● Use finger in air. ● Do together, not individually. <p>Communication Skill <i>"When we are confused, we ask for help."</i></p>
<p>Take home (Homework)</p>	<ul style="list-style-type: none"> ● Mark likes and dislikes calmly with caregiver. ● Colour activities. ● Practise sentences:

	<ul style="list-style-type: none"> ○ “I like...” ○ “I do not like...” ○ “Please help me.” <p>No forcing. No correction.</p>	
<p>RECAPITULATION</p>	<p>Circle Recap</p> <p>Ask collectively:</p> <ul style="list-style-type: none"> ● “What does Pokso like?” ● “What can we say when we don’t like something?” ● “Who helps us in school?” <p>Closing Line</p> <p><i>“Your feelings matter, and your voice matters.”</i></p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child laughs or gets silly → Gently redirect 2. Child becomes quiet → Allow silence 3. Child shares something sensitive → Acknowledge and move on calmly 4. Child marks everything same colour → Accept as learning stage 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child uses “I like / I do not like” 2. Participates in ticking activities 3. Names a safe adult 4. Attempts independence tasks 5. Shows comfort expressing preferences 	<p>The Confidential Green Zone: Explained</p> <p><i>Is there something you do not like?</i></p> <p>It invites emotional and boundary expression and may reflect sensitive experiences, so it must be handled gently and kept confidential.</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. What is the time on Arpit’s clock on page 20? Answer: Almost 4’o Clock! 2. Which number comes after 5? Answer: 6 3. Does eating breakfast help us grow? (Yes/No) Answer: Yes 4. What can you say if you do not like something? Answer: No / I do not like 5. Who helps you in school? Answer: Teacher / Helper 		

Chapter		4 Health and Hygiene
<p>COMPETENCIES</p> <p>Core principle(s): Constitutional Morality Health Hygiene</p> <p>WHO Life skill(s): Being Independent & Responsible</p>	<p>Suggested Teacher:</p> <p><input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcome(s):</p> <p>1. We wash our hands regularly so that we do not fall sick. It is a good habit. 2. We chew our food well to be strong. It is a good habit.</p>
<p>Methodology:</p> <p>Rhymes, Demonstration & Guided Practice</p>	<p>Other resources:</p> <ol style="list-style-type: none"> 1. QR Code embedded within the chapter for interactive video – Pages - 21, 22, & 23 2. Teacher Resource: https://fssai.gov.in/eatrightschool/ 	<p>Implicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Understand that cleanliness keeps us healthy. 2. Learn that germs can make us sick, even if we cannot see them. 3. Practice daily hygiene habits like handwashing, brushing, and chewing food properly. 4. Understand that water is precious and should not be wasted. 5. Associate health habits with feeling good and strong. 6. Learn routines through repetition, rhythm, and visuals. 7. Develop early responsibility for self-care.
Suggested Flow		
<p>Introduction/opening (5 mins)</p>	<p>Activity: <i>“What Did We Do Before Class?”</i></p> <p>Teacher prompts (oral, playful):</p> <ul style="list-style-type: none"> • “Did you wash your hands today?” • “Did you eat something today?” • “Did you drink water?” <p>Action:</p>	

	<ul style="list-style-type: none"> ● Children show actions: <ul style="list-style-type: none"> ○ Rubbing hands ○ Chewing ○ Drinking water gesture <p>Transition line: “All these small things keep our body healthy. Let’s meet the tiny germs!”</p> <p>Leads directly to Hand Wash.</p>
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Scene 1: <i>Hand Wash & Germs</i> (Hand Wash page)</p> <p>Play the video through the QR scanner on pg 21</p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Germ rhyme ● Fill-in-the-blanks ● Handwash sequencing (2–5) <p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● Show hands. ● Ask: “Can we see germs?” → “No” ● “Where do they go?” → Mouth / tummy (use child language) <p>Action-based learning:</p> <ul style="list-style-type: none"> ● Do handwash actions together in sequence. ● Children say steps aloud. <ul style="list-style-type: none"> ○ Wet Hands → Apply Soap → Scrub for 20 seconds (including backs, between fingers, and under nails) → Rinse Thoroughly → Dry with a Clean Towel → Turn off the Faucet. <p>Key line spoken clearly: “Clean hands keep germs away.”</p> <p>Transition line: “When our hands are clean, our body stays safe. Water helps us too.”</p>

Moves naturally to water use.

Scene 2: *Water Is Precious* (Tipi Tipi Tap page)

Play the video through the QR scanner on pg 22

Workbook in play:

- Poem
- Maze: water drop to glass

Teacher approach:

- Recite 1–2 lines with actions.
- Ask:
 - “Do we waste water?”
 - “When do we use water?”

Maze done collectively:

- Finger tracing in air first.

Key idea (spoken, not tested):

“Water is for cleaning and drinking.”

Transition line:

“When we drink clean water, we must also eat properly.”

Smooth shift to eating habits.

Scene 3: *Chewing Is My Habit* (Chewing page)

Play the video through the QR scanner on pg 23

Workbook in play:

- Fill-in-the-blanks
- Chant “chew, chew, chew”

	<p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● Everyone pretends to chew slowly. ● Ask: <ul style="list-style-type: none"> ○ “Do we talk while eating?” → No ○ “Do we chew fast or slow?” → Slow <p>Concept embedded: Chewing helps digestion. The Teacher can explain the reason. “When you chew food, the food particles break down into little pieces which move through our food pipe easily. If we don't chew it properly, the particles don't get small enough to move easily from our food pipes.”</p> <p>Additional resources - Digestive System The Dr. Binocs Show https://youtu.be/ZBZWgrfZFbU</p> <p>Transition line: “Good food makes us strong. Let’s see an animal that gives us food.”</p> <p>Leads into cow colouring.</p> <p>Scene 4: <i>Healthy Animals & Colouring</i> (Cow page)</p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Colour by numbers ● Identify cow <p>Teacher role:</p> <ul style="list-style-type: none"> ● Call out numbers and colours aloud. ● No need to complete fully in class. <p>Key connection spoken: “Healthy animals give us healthy food.”</p> <p>Transition line: “So what did we do today to stay healthy?” Leads to recap.</p>
<p>Take home (Homework)</p>	<p>Framing:</p> <p>“Today you will teach your family healthy habits.”</p> <p>Option 1: Practice handwashing at home and tell:</p>

	<p>“Soap” “Water” “Dry”</p> <p>Option 2: Show family how to chew food slowly</p> <p>Option 3: Colour the cow at home if unfinished.</p>	
<p>Recapitulation</p>	<p>Activity: <i>Healthy Body Recap</i></p> <p>Call-and-response with actions:</p> <ul style="list-style-type: none"> ● “Hands?” → Wash ● “Water?” → Save ● “Food?” → Chew ● “Body?” → Strong <p>Gesture recap:</p> <ul style="list-style-type: none"> ● Rub hands ● Drink gesture ● Chew ● Flex arms <p>Closing line: “Small habits keep us healthy every day.”</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child rushes through activities → Gently slow them down. 2. Child memorises rhymes without meaning → Use actions to reinforce. 3. Child resists hygiene task → Normalize and encourage, don’t force. 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child attempts rhyme repetition 2. Correctly sequences handwashing steps. 3. Understands water use 4. Participates in colouring calmly 5. Uses hygiene words like wash, clean, chew. 	<p>The Confidential Green Zone: Explained</p> <p><i>Do you wash your hands before eating at home?”</i></p> <p>This reflects the child’s home hygiene environment and caregiving practices, which must never be used for comparison, judgement, or grading.</p>
<p>Scholastic Questions</p> <p>1. Fill in the blank: We wash our hands every _____. Answer: day</p>		

2.Circle the correct word:
We chew food (fast / slow).
Ans: slow

3. Should we waste water?
Answer: No.

4. Complete the sentence:
Clean hands keep germs _____.
Answer: away

5. Is washing hands a good habit?
Answer: Yes.

Chapter	5	Self-Awareness
<p>COMPETENCIES Core principle(s): Safety: Hygiene WHO Life skill(s): Being Independent & Responsible Self Awareness Collaboration:</p>	<p>Suggested Teacher:</p> <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	<p>Explicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Taking care of our things makes us happy. 2. Changing our clothes every day is a good habit. 3. Our body, just like our things belong to us. 4. As we grow, our bodies become bigger and change too. 5. Our body has many parts. 6. Each body part has a role to play. Mouth to eat, teeth to chew, eyes to see, nose to breathe, and ears to listen.
<p>Methodology:</p> <p>Guided Observation & Reflective Practice</p>	<p>Other resources:</p> <p>QR Code embedded within the chapter for interactive video – Pages - 27, 29</p>	<p>Implicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Recognise themselves as individuals. 2. Understand that their body belongs to them. 3. Identify their things, clothes, and toys as personal belongings. 4. Learn that taking care of their body and belongings is important. 5. Recognise body parts and their functions.

		<p>6. Understand that bodies grow and change.</p> <p>7. Develop early respect for self, self-care, and ownership.</p> <p>8. Build confidence through naming and recognising self.</p>
Suggested Flow		
<p>Introduction/opening (5 mins)</p>	<p>Teacher Set-up: Place one familiar object (toy / pencil box / water bottle / shoe) on the table or floor mat.</p> <p>Opening Cue: Teacher silently observes the object for a few seconds, drawing children’s attention.</p> <p>Guided Prompt: “Do you have something at home that belongs only to you?” (Children respond through gestures only. No verbal pressure.)</p> <p>Concept Building: Teacher says: “Some things belong to us. We take care of them.”</p> <p>Transition to Chapter: “Pokso also has something that belongs to him. It is his favourite.”</p> <p>Open to Pokso’s Favourite Toy Car</p>	
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Scene 1: Pokso’s Favourite Toy Car</p> <p>Storytelling</p> <ul style="list-style-type: none"> ● Read: “Let us have a closer look at my favourite toy car.” <p>Guided Observation</p> <ul style="list-style-type: none"> ● Ask: “What parts can you see?” ● Name together: Wheels, steering, seats, headlights <p>Concept Bridge <i>“Each part has a job.”</i></p> <p>Car → Body Transition (Key Scaffold) <i>“Just like the car has parts, our body also has parts.”</i> Point visually to body picture.</p>	

(No writing yet.)

Scene 2: My Things and Me

Play the video through the QR Code embedded within the chapter
– Page 27

Context Building

Read softly:

- “Sana likes her cycle.”
- “It belongs to her.”

Discussion (Non-judgemental)

- “What belongs to you?”
- “How do we take care of our things?”

Workbook as Play

- Fill blanks orally:
 - belongs
 - care
 - clean

Emotional Anchor

“Taking care of our things makes us feel happy.”

Transition

“Clothes are also our things. We wear them every day.”

Scene 3: My Clothes and Me

Observation

- Look at clothes on the line.
- Name together: shirt, pants, socks, underwear

Gentle Hygiene Message

“Changing clothes keeps us clean and healthy.”

Sorting Play

- YES/NO with hand signs:
 - “Do we wear this?”
 - “Do we wash clothes?”

(No writing in class.)

Transition

"Clothes cover our body. Let's look at our body."

Scene 4: My Body and Me

Mirror Activity

- Ask children to touch:
 - head
 - hands
 - legs

Drawing as Play

- Explain:
 - standing lines
 - sleeping lines
 - circles

Key Identity Line

"This is how you look now."

(No comparison between children.)

Transition

"Our body has many parts. Let's name them."

Scene 5: Our Body Parts

Group Naming

- Say together:
 - eyes see
 - ears listen
 - mouth eats
 - feet walk

Completion

- Fill blanks together on board.
- Children repeat aloud.

Ownership Message

	<i>"Our body belongs to us."</i>	
Take home (Homework)	<ol style="list-style-type: none"> 1. Complete fill-in-the-blanks. 2. Colour body parts. 3. Name clothes at home. 4. Practise saying: <ul style="list-style-type: none"> ● "This is my body." ● "I take care of my things." 	
RECAPITULATION	<p>Circle Recap</p> <p>Ask gently:</p> <ul style="list-style-type: none"> ● "What is Pokso's favourite toy?" ● "Do our things belong to us?" ● "Name one body part." <p>Closing Line</p> <p><i>"Our things and our body are important, and we take care of them."</i></p>	
Possible hiccups: <ol style="list-style-type: none"> 1. Child giggles at body part names → Normalize calmly 2. Child compares bodies → Gently reinforce "everyone is different" 3. Child struggles with dot joining → Focus on effort, not accuracy 	Cues for Quick Progress Tracking <ol style="list-style-type: none"> 1. Child identifies body parts. 2. Uses words like mine, my. 3. Participates in drawing. 4. Shows care for belongings. 5. Engages confidently in naming activities. 	The Confidential Green Zone: Explained <p><i>Which part of your body is very special to you?</i></p> <p>It invites bodily self-awareness and personal meaning and should be acknowledged respectfully and kept confidential.</p>
Scholastic Questions <ol style="list-style-type: none"> 1. What is Pokso's favourite toy? Answer: A toy car. 2. Name one part of a car. Answer: Wheel / seat / steering / headlight. 3. Who do your things belong to? Answer: Me. 		

4. Count the wheels in the toy car.

Answer: 4.

5. Do our bodies change as we grow?

Answer: Yes.

6. Name any two body parts.

Answer: Eye, hand, leg, ear (any two).

Chapter	6	Gender Stereotype Breaking	
<p>COMPETENCIES</p> <p>Core principle(s): Personal Safety: Mental Health & Well-Being Constitutional Morality Gender Equality/Equity/Parity</p> <p>WHO Life skill(s): Being Independent & Responsible </p>	<p>Suggested Teacher:</p> <p><input type="checkbox"/> CACA teacher,</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Grandparent</p> <p><input type="checkbox"/> Specific Subject Teacher</p>	<p>Explicit (Key message)</p> <p>Learning outcome(s):</p> <ol style="list-style-type: none"> 1. We are different even if we look the same and wear similar clothes. 2. It is okay to be different. 3. We do our best to keep our toilets and ourselves clean. 	
<p>Methodology:</p> <p>Guided Comparison & Normalisation</p>	<p>Other resources:</p> <ol style="list-style-type: none"> 1. Teacher Resource: How to solve letter reversals? - https://bit.ly/2LMdj91 2. Teacher Resource: How to hold a pencil? - https://bit.ly/3bHRfXR 	<p>Implicit (Key message)</p> <p>Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Understand that boys and girls have the same body parts. 2. Recognise that people can like different things 3. Learn that liking cycles, music, drawing, or colouring is not decided by gender 4. Understand that looking similar does not mean being the same. 5. Learn that differences are normal and okay. 6. Begin early acceptance of diversity and inclusion 7. Understand that everyday 	

		<p>activities (toileting, drawing, learning) are for everyone</p> <p>8. Develop respect for self and others without comparison.</p>
Suggested Flow		
<p>Introduction/opening (5 mins)</p>	<p>Activity: <i>“What Can We Do?”</i></p> <p>Teacher prompts (oral, fast-paced):</p> <ul style="list-style-type: none"> ● “Who likes drawing?” ● “Who likes playing with toys?” ● “Who likes colouring?” ● “Who likes running?” <p>(Children raise hands.)</p> <p>Key normalising line: “Different children like different things.”</p> <p>Transition line: “Let’s see how Sana and Arpit like different things too.”</p>	
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Scene 1: <i>We Are Same Yet Different</i></p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Body parts counting ● Likes and preferences <p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● Count together: Eyes, hands, ears, legs ● Ask: “Do we all have eyes?” → Yes ● Then: “Do we all like the same thing?” → No <p>Key sentence spoken clearly: “We can look similar and still like different things.”</p> <p>Transition line: “Sometimes things look the same, but they are not.”</p>	

	<p>Leads to spot-the-difference.</p> <p><i>Scene 2: Spot the Difference (Zebras)</i></p> <p>Workbook in play:</p> <ul style="list-style-type: none">● Spot 3 differences <p>Teacher approach:</p> <ul style="list-style-type: none">● Do 1 difference together.● Let children point to others. <p>Concept embedded: Small differences are okay and interesting.</p> <p>Transition line: “Just like pictures, letters can also look similar.”</p> <p>Smooth move to b–d discrimination.</p> <p><i>Scene 3: b and d – Same but Different</i></p> <p>Workbook in play:</p> <ul style="list-style-type: none">● Identify b and d● Count chairs <p>Teacher scaffolding:</p> <ul style="list-style-type: none">● Use body cues:<ul style="list-style-type: none">○ “b has the tummy in front”○ “d has the tummy at the back”● No correction pressure. <p>Key message (spoken): “Looking carefully helps us understand differences.”</p> <p>Transition line: “And our hands also do things in different ways.”</p> <p>Moves into pencil grip.</p> <p><i>Scene 4: Different Ways of Holding a Pencil</i></p>
--	--

	<p>Workbook in play:</p> <ul style="list-style-type: none"> ● Tick how <i>you</i> hold the pencil <p>Teacher stance:</p> <ul style="list-style-type: none"> ● Show own grip. ● Say clearly: <ul style="list-style-type: none"> ○ “Different hands hold pencils differently.” <p>Important tone note: No “wrong” language.</p> <p>Transition line: “We do many things differently, even going to the toilet.”</p> <p>Leads to toilet page</p> <p>Scene 5: <i>Going to Toilet (Context-based gender use)</i></p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Home vs school toilets ● Girls / boys / accessible <p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● State factually: <ul style="list-style-type: none"> ○ “At home, everyone uses the same toilet.” ○ “At school, toilets are different.” <p>Key normalising line: “This is about place, not about being better or worse.”</p> <p>Transition line: “Just like toilets, toys are also for everyone.”</p>
<p>Take home (Homework)</p>	<p>Option 1: Child tells a grown-up: “I like ____” “My friend likes ____”</p> <p>Option 2: Draw yourself doing something you enjoy</p> <p>Option 3: Practice saying: “It is okay to be different.”</p>

<p>Recapitulation</p>	<p>Teacher says statements, children respond with actions:</p> <ul style="list-style-type: none"> ● “We all have eyes” → Touch eyes ● “We all like the same toys” → Shake head ● “All toys are for children” → Clap ● “Being different is okay” → Thumbs up <p>Closing line: “We are the same in many ways, and different in many ways. Both are okay.”</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child compares boys vs girls → Redirect to “everyone” 2. Child giggles at toilets → Normalize calmly 3. Child struggles with letters → Focus on effort, not correctness 4. Child insists on “only boys/girls do this” → Gently counter with examples 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child completes number filling. 2. Attempts spotting differences 3. Participates in letter activity 4. Accepts different preferences without distress. 5. Uses inclusive language like <i>same, different, everyone.</i> 	<p>The Confidential Green Zone: Explained</p> <p><i>What is one toy or activity you really like?”</i></p> <p>A child’s preferences can reflect home norms and identity expression and must never be judged, labelled, or compared.</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. How many eyes do we have? Answer: 2. 2. Do all children like the same things? Answer: No. 3. Is it okay to be different? Answer: Yes. 4. Are b and d the same letter? Answer: No. 5. Can boys and girls both draw and colour? Answer: Yes. 6. Name one body part we use to write. Answer: Hands. 		

Chapter	7	Safety-I	
<p>COMPETENCIES</p> <p>Core principle(s): Personal Safety Safety </p> <p>WHO Life skill(s): Being Independent & Responsible</p>	<p>Suggested Teacher:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher 	<p>Explicit (Key message)</p> <p>Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Taking care of our body means keeping it clean and safe. 2. Our body, just like our things, belongs to us. 3. I do not do unsafe things. 	
<p>Methodology:</p> <p>Concept based explanation and activities</p>	<p>Other resources:</p> <ol style="list-style-type: none"> 1. QR Code embedded within the chapter for interactive video – Pages - 42 	<p>Implicit (Key message)</p> <p>Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Understand what safe and unsafe mean 2. Learn that taking care of toys, things, and body keeps them clean and safe 3. Recognise that their body belongs to them 4. Identify everyday unsafe actions 5. Learn that unsafe actions can cause hurt, pain, and fear 6. Understand that they can and should avoid unsafe situations 7. Learn to stay close to loved and trusted adults 8. Build early personal safety awareness without fear 	
Suggested Flow			
<p>Introduction/opening (5 mins)</p>	<p>Teacher Set-up: Place 2 objects on the table:</p> <ul style="list-style-type: none"> ● one toy ● one unsafe-looking item (picture card: firecracker / glass bottle) <p>Opening Prompt: Teacher asks:</p>		

	<p>“Which one should we be careful with?”</p> <p>(Children point. No verbal pressure.)</p> <p>Concept Anchor: Teacher says:</p> <p>“Some things are safe. Some things are not safe.”</p> <p>Transition: <i>“Pokso is learning how to take care of things and himself. Let’s see how.”</i></p>
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Scene 1: Taking Care of Toys</p> <p>Storytelling Read slowly:</p> <ul style="list-style-type: none"> ● “Taking care of our toys means keeping them safe.” <p>Guided Thinking Ask:</p> <ul style="list-style-type: none"> ● “What happens when toys are kept safely?” ● “What happens when we do not take care?” <p>Workbook as Play</p> <ul style="list-style-type: none"> ● Fill blanks orally using word bank: <ul style="list-style-type: none"> ○ safe ○ clean ○ care ○ break <p>Visual Sorting</p> <ul style="list-style-type: none"> ● Thumbs up for safe actions ● Thumbs down for unsafe actions <p>Bridge to Body Safety <i>“Just like toys, our body also needs care.”</i></p>

Scene 2: My Body Needs Care Too

Observation

Show pictures:

- bathing
- brushing
- using toilet safely

Discussion

Ask:

- “Does this keep our body safe?”

(No personal probing.)

Key Line (Slow, Clear)

“Taking care of our body means keeping it clean and safe.”

Transition

“Some things are not safe for our body.”

Scene 3: I Keep My Things Safe

Context Building

Read:

- “These three things are mine, and I want to keep them safe.”

Ownership Without Pressure

Ask:

- “Do you also have things you keep safe?”

Workbook Handling

- Number boxes 1–3 discussed only
- Pasting images = take-home activity

Safety Circle Concept (Implicit)

“We keep important things close and safe.”

Transition

“Now let’s see what we should NOT do.”

Scene 4: I Do Not Do Unsafe Things

Language Modelling

Teacher reads:

- “I do not do unsafe things.”

Cause–Effect Mapping

- Unsafe things can:
 - hurt
 - cause pain
 - make us cry

Emotion Recognition

Point to faces, name feelings.

No Personalisation

Do not ask:

“Has this happened to you?”

Transition

“Let’s find unsafe things together.”

Scene 5: Mark Unsafe Things

Group Activity

- Go picture by picture.
- Ask:
 - “Safe or unsafe?”

Children Respond By

- Crossing in the air
- Pointing

Reinforce Clear Rules

- “I do not play with fire.”
- “I do not play on the road.”
- “I stay near water only with loved ones.”

	(No elaboration.)	
RECAPITULATION	<p>Quick Recall (Whole Group)</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Do we take care of our toys?” • “Do we take care of our body?” • “Do we do unsafe things?” <p>Children respond:</p> <ul style="list-style-type: none"> • Yes / No hand signs. <p>Closing Line</p> <p><i>“We take care of our things, our body, and ourselves.”</i></p>	
Take home (Homework)	<p>Paste pictures of safe things.</p> <p>Colour safety pages.</p> <p>Practise saying:</p> <ul style="list-style-type: none"> • “This is safe.” • “This is unsafe.” • “I do not do unsafe things.” 	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child becomes excited by pictures → Calmly redirect 2. Child shares a risky behaviour → Acknowledge and guide 3. Child feels scared → Reassure safety and adult support 4. Child marks everything → Focus on discussion, not correction. 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child uses words like <i>safe / unsafe</i> 2. Correctly marks unsafe actions 3. Connects safety to body and belongings 4. Shows understanding through pointing or speech 5. Demonstrates caution in discussion 	<p>The Confidential Green Zone: Explained</p> <p><i>“Is there something that you know is unsafe?”</i></p> <p>It reflects the child’s awareness of risk and lived environment and should be listened to sensitively and kept confidential.</p>

Scholastic Questions

1. What does taking care of toys mean?

Answer: Keeping them clean and safe.

2. Who does your body belong to?

Answer: Me.

3. Name one safe habit.

Answer: Bathing / brushing / washing hands

4. Can unsafe things hurt us?

Answer: Yes.

5. Name one unsafe thing.

Answer: Playing with fire / playing on the road / glass bottles (any one).

6. Should we go near water alone?

Answer: No.

Chapter	8	Private Parts	
<p>COMPETENCIES Core principle(s): Personal Safety WHO Life skill(s): Self Awareness Collaboration</p>	<p>Suggested Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher 	<p>Explicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Private means only for us. 2. Everyone has their private parts. 3. Everyone must know about their private parts. 4. We should learn to keep our private parts clean on our own. 5. Taking help is a part of growing up. 6. Rules are like good habits and are for our safety. 7. If someone touches us on our private parts, we should always tell our loved and trusted ones. 8. Private parts are not to be shared, as they are only for us. 	

<p>Methodology:</p> <p>Gentle Explanation & Rule-Based Learning</p>	<p>Other resources:</p> <p>NA</p>	<p>Implicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Understand what private parts are. 2. Learn that private parts are only for them 3. Understand basic safety rules related to private parts 5. Learn the difference between helpful touch and unsafe touch 6. Understand that some adults may help them only for care. 7. Learn that they can say no to unsafe behaviour 8. Understand the importance of telling trusted adults. 9. Learn that sharing is good, but not for private parts 10. Build body awareness without fear, shame, or confusion.
<p>Suggested Flow</p>		
<p>Introduction/opening (5 mins)</p>	<p>Teacher prompts (neutral, calm):</p> <ul style="list-style-type: none"> ● “This is my hand.” (touch own hand) ● “This is my leg.” ● “Our body helps us play, eat, and grow.” <p>Key sentence (said once, clearly): “Some parts of our body are private.”</p> <p>Transition line: “Let’s learn which parts are private.”</p> <p>Moves directly into identification, not discussion.</p>	
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Scene 1: <i>What Are Private Parts?</i></p> <p>(My Private Parts – identification pages)</p>	

Workbook in play:

- Mouth
- Chest
- Between the legs
- Buttocks

Teacher scaffolding:

- Point and name together.
- Use matter-of-fact tone.
- No questions to children about their bodies.

Key lines spoken clearly:

- “Private parts are covered by underwear or clothes.”
- “Private means only for us.”

Transition line:

“Everyone has private parts.”

Scene 2: Colour and Name the Private Parts

Workbook in play:

- Colour and fill missing letters

Teacher role:

- Read words aloud.
- Children repeat softly.

Important Teacher note:

Do NOT ask children to point to their own bodies.

Transition line:

“Because private parts are special, there are rules.”

Scene 3: Safety Rules for Private Parts

Workbook in play:

- No one should touch

- No one should look
- Not even over clothes

Teacher scaffolding:

- Read rules aloud.
- Children repeat as a group.

Key sentence (very important):

“These rules keep us safe.”

No follow-up questions.

Transition line:

“Sometimes, grown-ups help us keep clean and healthy.”

Scene 4: Taking Help (Safe Touch for Care)

Workbook in play:

- Brushing
- Bathing
- Feeding
- Medicine

Teacher language (exact tone):

- “Mummy, Papa, grandparents help us.”
- “Doctors and nurses help us when we are sick.”
- “They help only to keep us clean and healthy.”

Do NOT dramatise injections or fear.

Transition line:

“When we feel unsure or scared, we tell trusted adults.”

Scene 5: Sharing Is Good But...

Workbook in play:

- Sharing toys vs not sharing private parts

Teacher emphasis:

- “Toys can be shared.”

	<ul style="list-style-type: none"> • “Private parts are never shared.” <p>Key sentence: “If something feels wrong, we tell.”</p>	
<p>Take home (Homework)</p>	<p>Only reinforcement, no disclosure tasks:</p> <ul style="list-style-type: none"> • Colour swimsuits • Revise safety rules • Parents to read rules together <p>Teacher framing: “Today we learnt safety rules for our body.”</p>	
<p>Recapitulation</p>	<p>Teacher says statements, children respond with Thumbs up and thumbs down:</p> <ul style="list-style-type: none"> • “Washing hands” • “Someone touching private parts” • “Telling mummy” • “Keeping secrets about private parts” <p>Closing line: “My body is my own. I keep it safe.”</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Giggles → Normalize and continue calmly. 2. Silence → Allow space, do not push 3. Child shares personal story → Listen, reassure, inform school protocol 4. Over-curiosity → Redirect to rules and safety 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child correctly names private parts 2. Understands “only for me” 3. Identifies trusted adults 4. Distinguishes between help and unsafe touch 5. Repeats safety rules when prompted 	<p>The Confidential Green Zone: Explained</p> <p><i>Who are the grown-ups you trust to help you?</i></p> <p>This question reveals a child’s safety network and family structure and must never be discussed publicly or used for assessment.</p>
<p>Scholastic Questions</p>		

1. How many private parts do we have?
Answer: 4.
2. Name one private part.
Answer: Mouth / Chest / Between the legs / Buttocks.
3. Circle the correct word: We keep private parts (covered / open).
Answer: covered.
4. Should anyone touch private parts for fun?
Answer: No.
5. What should you do if someone touches your private parts?
Answer: Tell a loved and trusted adult.
6. Can we share toys but not private parts?
Answer: Yes.

Chapter	9	Feelings	
<p>COMPETENCIES</p> <p>Core principle(s): Health Mental Health & Well-Being</p> <p>WHO Life skill(s): Collaboration Effective Communication</p>	<p>Suggested Teacher:</p> <p><input type="checkbox"/> CACA teacher,</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Grandparent</p> <p><input type="checkbox"/> Specific Subject Teacher</p>	<p>Explicit (Key message)</p> <p>Learning outcome(s):</p> <ol style="list-style-type: none"> 1. While playing, we keep our private parts covered for health, hygiene and safety. 2. Feelings are our friends. 3. You should always tell your Mummy, Papa, grandparents and teachers about how you feel. 	
<p>Methodology:</p> <p>Emotion Identification & Guided Expression</p>	<p>Other resources:</p> <ol style="list-style-type: none"> 1. Picture Booklet, pg 20. 	<p>Implicit (Key message)</p> <p>Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Identify basic feelings: happy, sad, angry, scared 2. Understand that feelings change based on situations 3. Learn that all feelings are okay 4. Recognise how actions (pushing, breaking toys, stories) affect feelings 5. Develop early emotional 	

		<p>vocabulary</p> <p>6. Learn that sharing feelings with trusted adults is safe and helpful</p> <p>7. Build empathy by recognising emotions in others</p> <p>8. Understand that feelings are signals, not “good” or “bad”</p>
--	--	---

Suggested Flow

<p>Introduction/opening (5 mins)</p>	<p>Teacher Action: Ask children to stand beside their desks/mat.</p> <p>Opening Prompt: “Let’s move our body like we are playing.”</p> <ul style="list-style-type: none"> ● Jump once ● Stretch arms ● Shake hands <p>Body–Emotion Bridge: Teacher says: “When we play, our body feels good. When our body feels something, our heart also feels something.”</p> <p>Transition: <i>“Pokso and his friends love to play. Let’s see how they feel when they play.”</i></p>
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Scene 1: Let Us Play</p> <p>Storytelling Read slowly:</p> <ul style="list-style-type: none"> ● “Playing games makes them feel happy and healthy.” <p>Guided Observation Ask:</p> <ul style="list-style-type: none"> ● “What games can you see?” ● “Do these games look fun?” <p>Workbook Interaction</p>

- Children tick pictures they like by pointing
- No discussion on *why* yet

Health & Safety Anchor

"While playing, we keep our body safe."

Transition

"When we play, we feel different feelings."

Scene 2: How Do You Feel?

Emotion Naming

Show pictures one by one:

- Happy
- Sad
- Angry
- Scared

Teacher names emotion clearly, children repeat together.

Cause–Emotion Linking

Read examples:

- "Sana feels sad when her toy breaks."
- "Pokso feels angry when he is pushed."

No Personal Questions

Do not ask children to share their own story.

Key Normalisation Line

"All feelings are okay."

Transition

"Let's help Pokso match feelings with faces."

Scene 3: Match the Feelings

Group Matching

- Do one example together (Happy).
- Ask:
 - "Which face looks angry?"
 - "Which face looks scared?"

Children respond by pointing.

Repetition for Consolidation

	<p>Repeat emotion names rhythmically:</p> <ul style="list-style-type: none"> ● Happy ● Sad ● Angry ● Scared <p>Safe Expression Message <i>"We can tell grown-ups how we feel."</i></p> <p>Transition <i>"Let's remember what we learned today."</i></p>	
<p>RECAPITULATION</p>	<p>Teacher asks:</p> <ul style="list-style-type: none"> ● "Name one feeling." ● "Are feelings our friends?" <p>Children answer verbally or with hand signs.</p> <p>Closing Line <i>"Feelings help us understand ourselves."</i></p>	
<p>Take home (Homework)</p>	<p>Option 1: Child completes the sentence at home: "Today I felt _____."</p> <p>Option 2: Draw a happy face and a sad face.</p> <p>Option 3: Practice saying: "I feel sad." "I feel happy." "I feel excited." "I feel safe." "I feel unsafe."</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child laughs at "angry" faces → Normalize emotion 2. Child labels feelings as bad → Reframe gently 3. Child struggles to name feelings → Allow pointing 4. Child shares strong emotion → Validate, don't probe. 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child names at least one feeling 2. Matches emotions correctly 3. Uses feeling words in speech 4. Shows awareness of others' emotions 5. Willingness to share how they feel 	<p>The Confidential Green Zone: Explained</p> <p><i>"How do you feel right now?"</i></p> <p>It reflects the child's immediate emotional state and should be acknowledged gently without judgement and kept confidential.</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. Count how many feeling faces you see on pg 53. 		

Answer: 4.

2. Do feelings come from inside us? (Yes/No)?

Answer: Yes.

3. How does Pokso feel when he is pushed?

Answer: Angry.

4. How does Arpit feel when listening to monster stories?

Answer: Scared.

5. Are feelings good or bad?

Answer: All feelings are okay.

6. Who should you tell when you feel sad or scared?

Answer: Mummy, Papa, grandparents, or teachers.

Chapter	10	Touches	
COMPETENCIES Core principle(s): Personal Safety WHO Life skill(s): Coping with Emotions	Suggested Teacher: <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	Explicit (Key message) Learning outcome(s): 1.Safe touches make us feel good and happy. 2. Unsafe touches make us feel sad, angry and scared.	
Methodology: Feelings-Based Classification	Other resources:	Implicit (Key message) Learning outcome(s): 1. Understand that touches can feel different 2. Learn to identify safe touches and unsafe touches. 3. Recognise how their body feels during different touches 4. Understand that feeling uncomfortable is a signal 5. Learn that it is important to tell trusted adults 6. Build early body autonomy and consent awareness 7. Learn that safety matters more than politeness.	
Suggested Flow			
Introduction/opening (5 mins)	Activity: "How Do We Feel?"		

	<p>Teacher does:</p> <ul style="list-style-type: none"> ● Shows happy face → children smile ● Shows sad face → children make sad face <p>Prompt (gentle): “Some things make us feel happy. Some things make us feel uncomfortable.”</p> <p>Key anchor line: “Our feelings help us know what is safe.”</p> <p>Transition line: “Let’s see which touches make us feel happy.”</p> <p>Moves naturally to Safe Touches</p>
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Scene 1: <i>Safe Touches</i></p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Holding hands while crossing ● Hug/kiss from mother ● Father lifting child ● Doctor with parents present <p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● Name the actions, not the body. ● Ask group questions only: <ul style="list-style-type: none"> ○ “Does this look safe?” ○ “How does the child feel?” <p>Key sentence spoken clearly: “Safe touches make us feel happy and cared for.”</p> <p>Important tone rule: No asking children for personal examples.</p> <p>Transition line:</p>

“But not all touches feel nice.”

Moves gently to Unsafe Touches.

Scene 2: Unsafe Touches

Workbook in play:

- Sad face
- Angry face
- Scared face

Teacher scaffolding:

- Point to emotions:
 - “This child feels sad.”
 - “This child feels scared.”

Key sentence (repeat twice):

“If a touch makes us feel sad, angry, or scared, it is not safe.”

Absolutely avoid:

- “Who touched you?”
- “Has this happened?”

Transition line:

“When something feels not safe, we don’t keep it inside.”

Moves to telling trusted adults.

Scene 3: Telling Trusted Adults

Workbook in play:

- Mummy
- Papa
- Grandparents
- Teachers

Teacher scaffolding:

- Ask collectively: “Who helps you at school?”
- Emphasise: “You can tell again and again.”

Key sentence:

	<p>“Telling is not tattling. Telling keeps us safe.”</p> <p>Transition line: “Let’s remember what we learnt today.”</p>	
<p>Recapitulation</p>	<p>Activity: <i>Safe or Not Safe Game</i></p> <p>Teacher says situations, children respond with thumbs up or thumbs down</p> <ul style="list-style-type: none"> ● “Holding hands to cross the road” ● “Doctor with parents” ● “A touch that makes you scared” ● “Telling a teacher” <p>Closing line (fixed): “My feelings matter. I tell a trusted adult.”</p>	
<p>Take home (Homework)</p>	<p>Non-intrusive reinforcement only:</p> <ul style="list-style-type: none"> ● Colour safe touch pictures ● Parents read page together ● Revise: happy / sad / scared <p>Teacher framing: “Today we learnt how feelings keep us safe.”</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child laughs → Normalize and continue calmly 2. Child looks confused → Use feelings as guide 3. Child becomes quiet → Do not push, reassure 4. Child shares personal discomfort → Listen, validate, follow school protocol 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child correctly identifies happy vs uncomfortable touches 2. Uses words like happy, sad, scared 3. Knows whom to tell 4. Understands that feelings guide safety 5. Participates without distress 	<p>The Confidential Green Zone: Explained</p> <p><i>“Who are the adults you can tell if something feels unsafe?”</i></p> <p>This reveals a child’s support system and sense of safety and must never be shared, discussed publicly, or assessed.</p>
<p>Scholastic Questions</p>		

1. What are safe touches?
Answer: Touches that make us feel happy and good.
2. Name one safe touch.
Answer: Hug from mother / holding hands while crossing the road.
3. How do unsafe touches make us feel?
Answer: Sad, angry, or scared.
4. **What should we do about unsafe touches?**
Answer: Tell a trusted one.
5. **Who should we tell?**
Answer: Mummy, Papa, grandparents, or teachers.
6. **Tick the correct option:**
 Keep unsafe touch secret
 Tell a trusted adult
Answer: Tell a trusted adult

Chapter	11	Safety-II	
COMPETENCIES Core principle(s): Personal Safety WHO Life skill(s): Effective Communication	Suggested Teacher: <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	Explicit (Key message) Learning outcome(s): 1. Rules help us keep safe. 2. Safety Rule: Scream and Run. Then tell your loved ones. 3. We should always tell whenever we are scared, sad or angry.	
Methodology: Scenario-based learning with guided discussion and visual cue decoding	Other resources:	Implicit (Key message) Learning outcome(s): 1. Children learn when it is important to tell trusted adults 2. Children understand that secrets related to fear, pain, or discomfort are unsafe	

		<p>3. Children learn to identify unsafe situations and respond using a clear safety rule</p> <p>4. Children differentiate between known people, unknown people, and helpers.</p>
--	--	--

Suggested Flow

<p>Introduction/opening (5 mins)</p>	<p>Teacher Action: Show two pictures:</p> <ul style="list-style-type: none"> ● children wearing helmets ● children skating without safety gear <p>Opening Prompt: “Which one looks safe?”</p> <p>(Children point.)</p> <p>Concept Anchor: Teacher says: “Rules help us stay safe.”</p> <p>Transition:  “Let’s see what rules Pokso and his friends follow.”</p>
<p>Context Building/ Workbook in Play</p>	<p>Scene 1: Learning to Skate</p> <p>Reading</p> <ul style="list-style-type: none"> ● Read the text slowly. ● Emphasise: <ul style="list-style-type: none"> ○ rules ○ no one gets hurt ○ everyone stays safe <p>Guided Questions</p> <ul style="list-style-type: none"> ● “What do they wear while skating?” ● “Where do they skate?”

Workbook Interaction

- Fill blanks **orally**:
 - rules
 - hurt

Key Line

 *“Rules help us keep safe.”*

Transition

 *“Rules help outside. What if someone makes us feel unsafe?”*

Scene 2: Scream, Run and Tell

Clear Instruction (No Acting Out)

Teacher reads:

- “If someone touches your private parts...”

3-Step Rule (Chanted Softly)

- Scream
- Run
- Tell

Children repeat together once.

Trusted Adults

Name together:

- Mummy
- Papa
- Grandparents
- Teachers

Important Boundary

 *“It is never your fault.”*
(Once. Calmly.)

Transition

 *“Let’s help Pokso remember the steps.”*

Scene 3: Match the 3 Steps

Matching as Group

- Do one match together.
- Children point to correct step.

Repetition

Say together:

- Step 1
- Step 2
- Step 3

(No speed testing.)

Transition



“When should we tell?”

Scene 4: When to Tell

Reading

Read only the **child-facing text**.

Situation Identification

For each picture, ask:

- “Should we tell?”

Children answer:

- Yes / No (hand sign)

Situations Covered

- gifts or treats
- pain or hurt
- being asked to sit on lap
- being asked to remove clothes
- unsafe touch
- changing clothes in front of child

	<ul style="list-style-type: none"> ● photos without clothes ● fighting <p>Key Rule (Repeated)  <i>"We tell when we feel scared, sad, or angry."</i></p> <p>No Discussion of Details.</p>	
<p>RECAPITULATION</p>	<p>Rapid Recall</p> <p>Teacher asks:</p> <ul style="list-style-type: none"> ● "Do rules help us?" ● "What are the 3 steps?" ● "Who do we tell?" <p>Children answer together.</p> <p>Closing Line</p> <p> <i>"If we feel unsafe, we scream, run, and tell."</i> </p>	
<p>Take home (Homework)</p>	<ol style="list-style-type: none"> 1. Revise the 3-step rule with caregivers. 2. Match steps worksheet. 3. Practise saying: <ul style="list-style-type: none"> ● "No." ● "Stop." ● "I will tell." 	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child becomes scared or silent → Pause, reassure, normalize feelings 2. Child shares a personal incident → Acknowledge calmly, do not probe, inform school protocol 3. Child thinks helpers can never be unsafe → Clarify: any touch/situation that feels bad → tell 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child can correctly say Scream–Run–Tell 2. Child raises hand or responds during "When to Tell" situations 3. Child correctly marks ✓ / ✗ in "People Around You" 4. Child uses feeling words like scared, sad, angry 	<p>The Confidential Green Zone: Explained</p> <p><i>"Do you know who you can tell if you feel unsafe?"</i></p> <p><i>It relates to the child's trusted support system and should be handled gently and kept confidential.</i></p>

4. Confusion between surprise & secret → Explain: surprises are shared later, unsafe secrets are never kept		
<p>Scholastic Questions</p> <p>1. What should you do if someone touches you in an unsafe way? Answer: Scream, run away, and tell a trusted adult.</p> <p>2. Who can you tell when you feel scared or unsafe? Answer: Mummy, Papa, grandparents, teachers.</p> <p>3. Should we keep secrets that make us feel scared or sad? Answer: No.</p> <p>4. How many safety steps are there? Answer: 3.</p> <p>5. Name one safety rule in sports.? Answer: Wear Helmet/Pads.</p>		

Chapter	12	Critical Thinking	
<p>COMPETENCIES Core principle(s): Personal Safety: Strangers WHO Life skill(s): Critical Thinking</p>	<p>Suggested Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher 	<p>Explicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. A stranger is someone you do not know. 2. We should tell Mummy, Papa, grandparents and teachers about all the strangers we meet every day. 	
<p>Methodology:</p> <p>Guided questioning + visual reasoning</p>	<p>Other resources:</p>	<p>Implicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Distinguish between people they know and people they do not know 2. Understand that not all adults are equally safe 3. Practice thinking before trusting 4. Seek help from trusted 	

		<p>adults before making decisions</p> <p>5. Build early risk awareness without fear</p>
Suggested Flow		
<p>Introduction/opening (5 mins)</p>	<p>Teacher-led conversation (circle time):</p> <p>Gather the kids in a circle and ask, “Who all do you meet every day? Who comes to your school? Do you know <i>everyone</i> you see?”</p> <p>Key probing questions: “Is someone your friend just because they smile? Do you talk to everyone the same way?”</p> <p>Introduce the idea gently: “Some people we know well. ✓ Some people we do not know. Thinking carefully helps keep us safe.”</p>	
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Scene 1: <i>People We Know in School</i></p> <p>(Class teacher, principal, activity teachers)</p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Put ✓ for people you know <p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● Name each role slowly: <ul style="list-style-type: none"> ○ “This is a class teacher.” ○ “This is the principal.” ● Ask collective questions only: <ul style="list-style-type: none"> ○ “Do we see them in school?” ● Teacher models marking ✓ on board/book. <p>Key sentence spoken: “People we know are people we meet again and again with adults.”</p> <p>Transition line: “Some people help us outside the classroom too.”</p>	

	<p>Leads to community helpers.</p> <p><i>Scene 2: People Who Help Us</i></p> <p>(Vegetable seller, guard, carpenter, etc.)</p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Mark ✓ or X with adult help <p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● Emphasise roles, not closeness: <ul style="list-style-type: none"> ○ “This person sells vegetables.” ○ “This person guards the building.” <p>Very important Teacher line: “<i>We decide with help from parents and teachers.</i>”</p> <p>(No independent deciding.)</p> <p>Transition line: “<i>Sometimes, we don’t know a person well.</i>”</p> <p>Moves to unknown people.</p> <p><i>Scene 3: People We Do Not Know Well</i></p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Put X for people you do not know <p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● Neutral language: <ul style="list-style-type: none"> ○ “Not known does not mean bad.” ○ “It means we need help from adults.” <p>Key sentence repeated: “<i>If we are not sure, we ask an adult.</i>”</p> <p>Transition line:</p>
--	--

	<p>“Thinking carefully helps us stay safe.”</p> <p>Moves to thinking skill reinforcement.</p> <p><i>Scene 4: Thinking Before Acting</i></p> <p>Oral thinking game (no workbook): Teacher says:</p> <ul style="list-style-type: none"> ● “Someone calls your name.” ● “You see someone new.” <p>Children respond together:</p> <ul style="list-style-type: none"> ● “Tell mummy.” ● “Tell teacher.” <p>Key cognitive skill: Pause → Ask → Act.</p>
<p>Recapitulation</p>	<p>Activity: <i>Think Together Circle</i></p> <p>Teacher asks, children respond in chorus:</p> <ul style="list-style-type: none"> ● “Do we decide alone?” → No ● “Do we ask adults?” → Yes ● “Do we think before acting?” → Yes <p>Gesture recap:</p> <ul style="list-style-type: none"> ● Hand on head → Think ● Hand up → Ask ● Smile → Safe <p>Closing line: “Thinking carefully helps us make safe choices.”</p>
<p>Take home (Homework)</p>	<p>Very guided take-home:</p> <ul style="list-style-type: none"> ● Complete remaining ✓ / X with parents

	<ul style="list-style-type: none"> ● Talk at home: <ul style="list-style-type: none"> ○ “Who do I see every day?” ○ “Who helps me at school?” <p>Framing: “Today you practised thinking with grown-ups.”</p>	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child says “I know the shopkeeper” → Clarify: “You see him, but do you know his name? Does he take care of you?” 2. Child gets scared → Reassure: “Most people are doing their work. Thinking helps us stay safe.” 3. Overgeneralising fear → Repeat: “We do not panic. We think and tell trusted adults.” 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Correctly tick ✓ familiar school figures 2. Ask for help when unsure 3. Verbally explain <i>why</i> someone is known/unknown 	<p>The Confidential Green Zone: Explained</p> <p><i>Who are the adults you ask for help when you are confused?”</i></p> <p><i>This question reveals the child’s support system and decision-making environment and must not be shared, compared, or assessed.</i></p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. A stranger is someone you _____. Answer: do not know 2. Who should help you decide if you know someone? Answer: Mummy, Papa, grandparents, teacher 3. Tick ✓ the people you usually know in school: <ul style="list-style-type: none"> ● Class Teacher ✓ ● Ice-cream seller ✗ ● School Principal ✓ 4. Should you talk to strangers without telling your parents? Answer: No 5. Thinking carefully helps keep us _____. Answer: safe 		

Chapter	13	Decision Making	
<p>COMPETENCIES Core principle(s): Personal Safety WHO Life skill(s): Effective Communication Critical Thinking Decision Making</p>	<p>Suggested Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher 	<p>Explicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. We should not hide anything from our Mummy, Papa, grandparents, and teachers. 2. Mummy, Papa, and grandparents cannot help us if we keep secrets from them. 3. We should never keep a secret. 	
<p>Methodology: Story-based guided decision making</p>	<p>Other resources: QR Code embedded within the chapter for interactive video – Pages - 68</p>	<p>Implicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. Understand what a <i>secret</i> is and why unsafe secrets are not okay. 2. Identify safe vs unsafe choices 3. Practice choosing the <i>right thing to do</i> in everyday situations 4. Learn that telling trusted adults keeps them safe 5. Build confidence in saying “I will tell my parents/teachers” 	
Suggested Flow			
<p>Introduction/opening (5 mins)</p>	<p>Teacher Action: Show two simple cards:</p> <ul style="list-style-type: none"> ● Thumbs Up (green) ● Thumbs Down (red) <p>Opening Prompt: Teacher says:</p> <p style="text-align: center;">“Sometimes we have to choose what to do.”</p> <p>Show Thumbs up:</p> <p style="text-align: center;">“This means right choice.”</p>		

	<p>Show Thumbs down:</p> <p>“This is not right choice.”</p> <p>(No examples yet.)</p> <p>Transition: <i>“Pokso is learning how to make good choices. Let’s help him.”</i></p>
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Scene 1: Are You Hiding Something?</p> <p>Reading Read slowly:</p> <ul style="list-style-type: none"> ● “When we do not tell... we are hiding it.” ● “Keeping a secret is not safe.” <p>Word Understanding Clarify gently:</p> <ul style="list-style-type: none"> ● tell ● hiding ● secret <p>Key Rule (Very Clear) <i>“We do not hide things from our parents and teachers.”</i></p> <p>Visual Reinforcement Point to school, bus, playground, toilet pictures.</p> <p>Transition <i>“What happens when we hide something?”</i></p> <p>Scene 2: Pokso Gets Lost in the Jungle</p> <p>Storytelling (Calm, Slow) Tell the story as shown:</p> <ul style="list-style-type: none"> ● Pokso went without telling ● He felt confused and scared ● Parents could not help ● Police helped him reach home

	<p>Cause–Effect Mapping Ask (yes/no only):</p> <ul style="list-style-type: none"> ● “Did Pokso tell?” ● “Was it safe?” ● “Did help come when he told?” <p>Key Message <i>“When we tell, grown-ups can help us.”</i></p> <p>Transition <i>“Now let’s practise choosing the right thing to do.”</i></p> <p>Scene 3: The Right Thing to Do</p> <p>Structured Choice Activity For each situation, read aloud:</p> <ul style="list-style-type: none"> ● “What will you do if a grown-up secretly...?” <p>Options:</p> <ul style="list-style-type: none"> ● Keep it a secret - No ● Tell my parents - Yes <p>Children Respond By</p> <ul style="list-style-type: none"> ● Pointing ● Thumbs up/down <p>(No role-play, no personal sharing.)</p> <p>Repetition for Learning Say together after each: <i>“I will tell my parents.”</i></p> <p>Key Reinforcement <i>“We should never keep secrets.”</i></p>
<p>RECAPITULATION</p>	<p>Rapid Recall</p> <p>Teacher asks:</p> <ul style="list-style-type: none"> ● “Should we keep secrets?” (No)

	<ul style="list-style-type: none"> ● “What should we do?” (Tell) ● “Who helps us?” (Parents / Teachers) <p>Closing Line</p> <p><i>“Making the right choice keeps us safe.”</i></p>	
<p>Take home (Homework)</p>	<ol style="list-style-type: none"> 1. Complete tick boxes calmly at home. 2. Talk with caregivers about: <ul style="list-style-type: none"> ● “Who can I tell?” 3. Practise sentence: <ul style="list-style-type: none"> ● “I will tell my parents.” 	
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. A child says, “But I was told not to tell.” → “That is why we tell our parents or teachers. They help keep us safe.” 2. A child appears silent or withdrawn → .Do not probe publicly. Continue lesson calmly and inform teacher/caregiver privately. 3. Children confuse <i>surprises</i> with <i>secrets</i>. → Clarify gently: Surprises = happy + told later Secrets = hidden + unsafe 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Consistently choose “I will tell my parents” 2. Verbally say who they will tell 3. Identify that secrecy makes situations unsafe 4. Participate without fear or confusion <p>Red flag if child:</p> <ol style="list-style-type: none"> 1. Repeatedly selects “keep it a secret” 2. Avoids answering all questions 3. Shows visible distress (follow safeguarding protocol) 	<p>The Confidential Green Zone: Explained</p> <p><i>“Who can you tell if you feel confused or unsafe?”</i></p> <p>It reflects the child’s safety network and trust relationships and must be handled sensitively and kept confidential.</p>
<p>Scholastic Questions</p> <p>1. Fill in the Blanks (Are You Hiding Something?)</p> <ol style="list-style-type: none"> 1. When we do not tell our Mummy, Papa, grandparents, or teachers something, we are hiding it from them. 2. This is called keeping a secret. (Answers: tell, hiding, secret) 		

2. Story Comprehension (Pokso Gets Lost)

1. Why were Pokso's parents worried?
He went without telling them.
2. Who helped Pokso return home safely?
The Jungle Police.
3. Is keeping secrets safe?
No.

3. Decision-Making Questions (The Right Thing to Do)

For **ALL** questions (1–6):

- Wrong: I will keep it a secret | Correct: **I will tell my parents**

Correct Answer for all:
I will tell my parents.

Chapter	14	Building Resilience	
COMPETENCIES Core principle(s): Emotional/Intelligence Quotient Personal Safety WHO Life skill(s): Effective Communication Emotional/Intelligence Quotient		Suggested Teacher: <input type="checkbox"/> CACA teacher, <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Specific Subject Teacher	Explicit (Key message) Learning outcome(s): 1. Being scared tells us that we are unsafe. 2. It is okay to feel scared. It helps us stay safe. 3. It is okay to be scared. But we should always tell when we feel scared.
Methodology: Story-based discussion + Emotional literacy through guided reflection		Other resources: QR Code embedded within the chapter for interactive video – Pages -74	Implicit (Key message) Learning outcome(s): 1. Fear is a normal emotion 2. Feeling scared helps us recognise unsafe situations 3. Talking to trusted adults makes us feel safe again 4. Courage is asking for help, not hiding fear..
Suggested Flow			
Introduction/opening (5 mins)		Activity: “All Feelings Are Okay”	

	<p>Teacher prompts (gentle, inclusive):</p> <ul style="list-style-type: none"> ● “Who has felt happy before?” ● “Who has felt scared before?” <p>(Children respond with hand raise or nod.)</p> <p>Key anchor line (say slowly): “Everyone feels scared sometimes.”</p> <p>Transition line: “Let’s see what happened when Pokso felt scared.”</p> <p>Moves into story mode.</p>
<p>Context Building/ Workbook in Play (25 mins)</p>	<p>Scene 1: <i>It Is Okay to Be Scared</i> (Concept page)</p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Pokso feeling scared ● Unsafe situations (fighting, getting lost) <p>Teacher scaffolding:</p> <ul style="list-style-type: none"> ● Read aloud calmly. ● Point to expressions: <ul style="list-style-type: none"> ○ “How does Pokso look?” <p>Key sentence spoken clearly (twice): “Being scared tells us something is unsafe.”</p> <p>Transition line: “Pokso did not keep his fear inside.”</p> <p>Leads into storytelling.</p> <p>Scene 2: <i>Pokso and Joey</i> (Story part 1)</p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Meeting the baby kangaroo

- Feeling confused / strange

Teacher approach:

- Read the story with pauses.
- Ask thinking prompts, not personal ones:
 - “Why do you think Pokso ran away?”
- Emphasise:
 - Fear came from not understanding, not danger.

Key message (spoken):

“Sometimes we feel scared because something is new.”

Transition line:

“Pokso told his mummy what happened.”

Moves to telling trusted adults.

Scene 3: *Telling Helps* (Story part 2)

Workbook in play:

- Talking to mummy
- Listening and explaining

Teacher scaffolding:

- Highlight mummy’s response:
 - Calm
 - Listening
 - Explaining

Key sentence:

“When we tell, we feel lighter.”

Transition line:

“Once Pokso understood, he was not so scared.”

	<p>Leads to resolution.</p> <p>Scene 4: <i>Understanding Reduces Fear</i> (Story closure)</p> <p>Workbook in play:</p> <ul style="list-style-type: none"> ● Joey in the pouch ● New understanding <p>Teacher emphasis:</p> <ul style="list-style-type: none"> ● Fear did not disappear magically. ● It reduced after telling and understanding. <p>Key resilience message (spoken): “We feel brave when we talk about our fears.”</p>
<p>Recapitulation</p>	<p>Activity: <i>Resilience Circle</i></p> <p>Teacher says a line, children repeat with action:</p> <ul style="list-style-type: none"> ● “Feeling scared is okay” → Hug self ● “Telling is brave” → Hand on heart ● “Adults help us” → Point outward ● “We feel safe again” → Smile <p>Final closing line (very important):</p>
<p>Take home (Homework)</p>	<p>Emotion-safe take home:</p> <ul style="list-style-type: none"> ● Re-read story with parents ● Parents to ask: “What did Pokso do when he was scared?” <p>No asking children to list personal fears.</p> <p>Teacher framing: “This story teaches us what to do when we feel scared.”</p>

<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Child becomes quiet or withdrawn → Do not push sharing. Say: "You can tell later when you feel ready." → 2. Child laughs at fear → Gently correct: "Fear is different for everyone." 3. Child shares something serious. → Listen calmly. Assure safety and follow school child-protection protocol. 	<p>Cues for Quick Progress Tracking</p> <ol style="list-style-type: none"> 1. Child can say: "It is okay to be scared." 2. Child can identify: Who they should tell when scared. 3. Child completes blanks correctly: okay / brave / scared / unsafe 4. Child engages with story discussion. 	<p>The Confidential Green Zone: Explained</p> <p><i>"Who are the grown-ups you can tell when you feel scared?"</i></p> <p>This question reflects a child's emotional safety net and trust relationships and must never be shared, compared, or evaluated.</p>
--	---	--

<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. How does Pokso feel when he gets lost? → Scared and confused 2. What does being scared tell us? → That something may be unsafe 3. Who should we tell when we feel scared? → Mummy, Papa, grandparents, or teachers 4. What was the baby kangaroo called? → Joey 5. What happened when Pokso told his mother? → He felt safe and happy



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

Dear teachers

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

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

For more details



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



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.

My Practice Booklets (Class III to Class IX)

<p>My Beginner's Picture-cum-Colouring Booklet</p>	<p>My First Picture-cum-Colouring Booklet</p>	<p>My Second Picture-cum-Colouring Booklet</p>	<p>My Third Practice Booklet</p>
<p>My Fourth Practice Booklet</p>	<p>My Fifth Practice Booklet</p>	<p>My Sixth Practice Booklet</p>	<p>My Seventh Practice Booklet</p>
<p>My Eighth Practice Booklet</p>	<p>My Ninth Practice Booklet</p>		

Partners

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

Advocacy Partner

Address: EW - 3, Third Floor, Mianwali Nagar, Paschim Vihar, Delhi-110087
Phone No :- 011-40074904, 09205488402, 09205488405
E mail: info@projectcaca.org
Website: www.projectcaca.org
f @projectcaca | **ig** @projectcaca | **yt** @projectcaca

LSP-MBSW-V01

End the Stigma, Raise Awareness