



Social
Axiom
Foundation



Children Against Child Abuse
Project CACA - A safety programme for
children under the safety policy of the school.

Life Skills & Moral Science

To Keep our children happy, healthy and safe

Teacher's Manual Lesson Plan

Workbooks • Webinars/Workshops • Support • Litigation*

Stakeholders - Children, Teachers, Parents and Non-Teaching Staff

"Schools should not preserve the problems to which they are a solution."

ମୋର ସୁରକ୍ଷା ପୁସ୍ତିକା

ميأني حفاظتج كتاب

ମେରୀ ସୁରକ୍ଷା କାର୍ଯ୍ୟପୁସ୍ତିକା

ମାରି ସଫାମତି କାର୍ଯ୍ୟପୋଥି

My Safety Workbook

ନା భద୍ରତା కార్యపూసిక

میری حفاظتی کتاب

ମାଝି ସୁରକ୍ଷିତତା କାର୍ଯ୍ୟପୁସ୍ତିକା

মোর সুৰক্ষা কার্যপুস্তিকা

আমার নিরাপত্তা কার্য পুস্তক

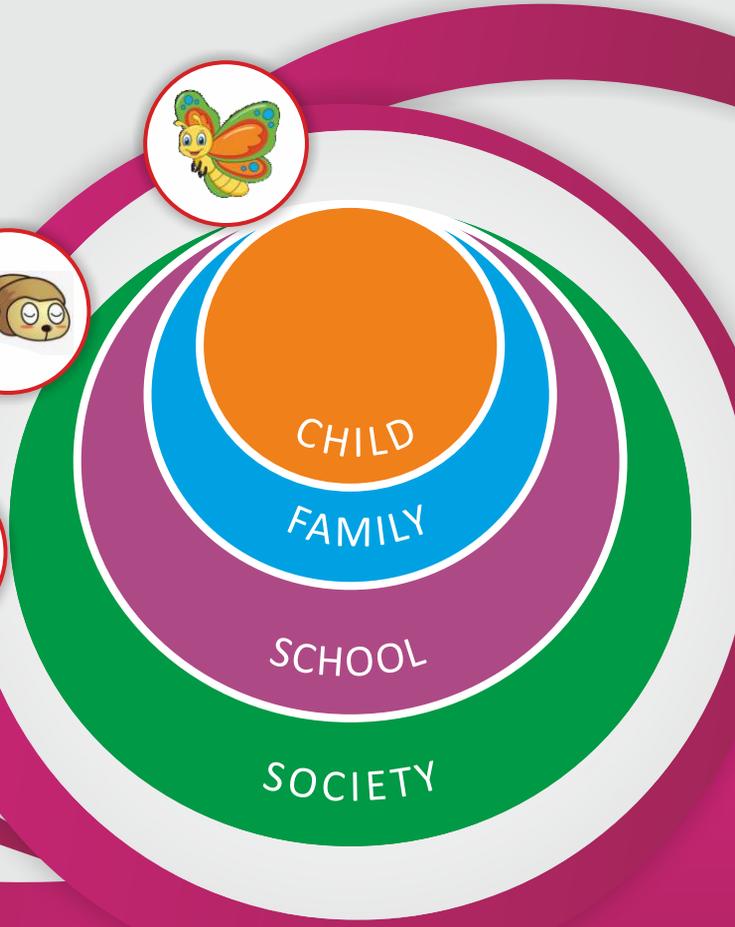
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എന്റെ സുരക്ഷാ വരിക്കുസ്തകം

Angni Naljokanina Ka·ani Ki·tap

எனது பாதுகாப்பு பணிப்புத்தகம்



UKG to Class IX

CACA Safety Workbooks

Prevention is Better than Cure



www.projectcaca.org

TM-ENG-2025-26

Project CACA: A safety programme under school's safety policy to keep our children happy, healthy and safe.

Workbooks • Webinars/Workshops • Support • Litigation*
Stakeholders - Children, Teachers, Parents and Non-Teaching Staff

Life Skills & Moral Science

UKG

With a Picture Book

My Beginner's Safety Workbook

I

With a Picture Book

My First Safety Workbook

II

With a Picture Book

My Second Safety Workbook

III

My Third Safety Workbook

IV

My Fourth Safety Workbook

V

My Fifth Safety Workbook

VI

My Sixth Safety Workbook

VII

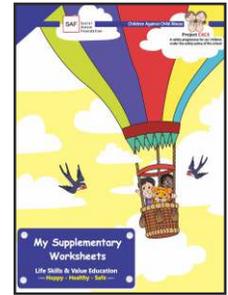
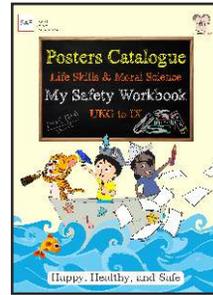
My Seventh Safety Workbook

VIII

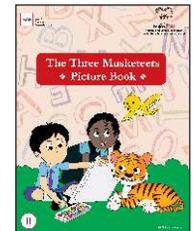
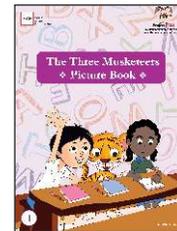
My Eighth Safety Workbook

IX

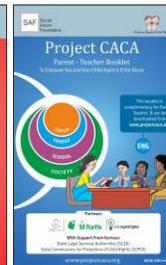
My Ninth Safety Workbook



Posters Supplementary Worksheets



Picture Books for Classes UKG, 1 and 2



Teacher's Manual & Parent/Teacher /Support-Staff Booklets in English, Hindi and Regional Languages.

Webinars/Workshops - Academic/ Legal/ Psychological for Parents/Teachers/Support-Staff

Note: Images are subject to change

PSYCH-ED **Fortis**
OLYMPIAD - A National Quiz for School Students

Parent Organisation

SAF Social Axiom Foundation

Children Against Child Abuse
www.projectcaca.org

Partners

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

Prologue

Welcome to the CACA Lesson Plan Manual, a comprehensive resource designed to support our CACA teacher in effectively delivering our project's core instrument: CACA Safety Workbooks (Life Skills and Value Education) for classes UKG to IX. This manual serves last mile connectivity with students, i.e. lesson plans for CACA Safety Workbook series, suggesting a flow for each chapter in the workbook of that particular grade.

Understanding Project CACA

Project CACA—Children Against Child Abuse—is a child-centric and holistic safety and well-being programme implemented in schools across India. It has been the flagship initiative of the Delhi-based NGO, Social Axiom Foundation, since 2016. The programme operates under a school's safety policy and aims to keep children happy, healthy, and safe. It encompasses a variety of instruments and resources, with the core component being the 'My Safety Workbook' series, designed for students from Classes UKG to 9. These workbooks focus on life skills and value-based education. All other instruments and resources are directly or indirectly connected to this core component—the CACA Safety Workbooks.

Purpose of This Manual

This manual has been meticulously developed as a comprehensive support resource for CACA Teachers, enabling them to effectively facilitate the CACA Safety Workbooks. Rather than serving as a rigid lesson plan, it offers a flexible framework that includes suggested lesson flows, engaging activities, thought-provoking questions, and tools for tracking progress. The manual is designed to empower our CACA teachers with the foresight to anticipate classroom challenges and make informed decisions, ensuring a seamless and impactful learning experience. Ultimately, this manual aims to equip our CACA teachers with the tools and confidence to create meaningful, adaptable learning experiences, ensuring students connect deeply with the workbook's core themes and grow into safe, empathetic, and self-aware individuals.

Understanding The CACA Safety Workbooks

The CACA Safety Workbooks are thoughtfully designed to meet the diverse needs of schools while ensuring active engagement for children. The rationale behind these workbooks lies in their drill-based and progressive approach, aimed at reinforcing safety habits and cultivating our 7 Core Principles, 10 WHO Life Skills, and 21st-Century Skills as well as

values in our children.

Key Considerations for Teachers

1. These workbooks follow a structured progression and are not meant to be skipped, even if certain themes feel repetitive. The repetition is deliberate, as it reinforces critical safety habits and ensures deep learning.

2. The success of these workbooks lies in fostering shared responsibility between schools and families. The workbook themes extend beyond the classroom, and it's imperative to involve parents and grandparents to complete these workbooks. This shared responsibility builds a stronger bridge between school and home, reinforcing the values and skills taught.

2.1. Encourage children to discuss workbook activities and themes with their families, fostering open conversations about safety and well-being.

2.2. Use PTMs (Parent-Teacher Meetings) to update families on the workbook's progress and involve them in their child's learning journey.

2.3. Empower parents with practical tips and updates on how they can support their children's learning at home.

2.4. Recognise that each school has a unique demographic of families. Adapt engagement strategies to suit different family structures, ensuring that no child misses out on the benefits of collaborative learning.

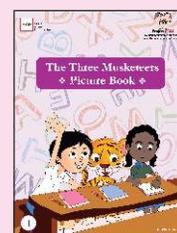
Conclusion

This manual is your companion in delivering the CACA Safety Workbook Series, aiming to empower students with the knowledge and skills to stay safe and thrive. By fostering an environment of trust, openness, and respect, together, we can make a significant difference in the lives of our children.

QR codes for additional resources are present on the second last page of this manual.

Picture Book

Use the picture book to introduce and build rapport with the characters for the children, as and when required throughout the workbook.



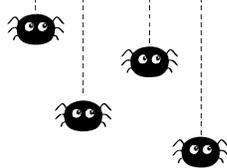
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Share & Perform**



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1. Say Hello & 2. Same or Different

Life Skills: Interpersonal Relationship- Friends- Special Friends | Self-Awareness-Skills/Aptitudes | Empathy

Core Principle: Morals/Values/Ethics- Gender Stereotype Breaking/Diversity | Mental Health & Wellbeing-Medical (Physical/Mental) Conditions

Theme: Personal Development

Learning Objectives

By the end of this lesson, students will be able to:

- ✓ Understand the importance of greetings and making friends.
- ✓ Recognise how friendships are formed and why inclusion matters.
- ✓ Identify similarities and differences in people and objects.
- ✓ Appreciate uniqueness while recognising commonalities.
- ✓ Develop empathy and kindness towards others.

Lesson Structure

1. Introduction

Greeting Game: Ask students to greet a friend in 3 different ways (e.g., handshake, wave, high-five). Introduce different greetings from around the world (e.g., Namaste, Bonjour, Hola).

Discussion Questions:

- ✓ Why do we say “Hello” when we meet someone?
- ✓ How do greetings make people feel?
- ✓ How do greetings help us make friends?

Connect to the Story:

- ✓ Introduce Sana, Arpit, and Pokso from the story and/or with the help of the picture book.
- ✓ Ask: How did they become friends?

2. Story Reading & Discussion

Read Aloud: Read “Say Hello!” with expressions and gestures. Show illustrations and encourage students to observe and comment.

Guided Discussion:

- ✓ Can we be different but still be friends?
- ✓ How are you and your friends the same? How are you different?

Key Takeaway: Differences make us special!

Teacher’s Resources:

- ✓ How to solve letter reversals? <https://bit.ly/2LMdj91>
- ✓ How to hold a pencil? <https://bit.ly/3bHRfXR>
- ✓ Worksheet: 1.0, 2.0, 2.1, 2.2, 2.3

3. Interactive Activity

Activity 1: “Mirror Me” (Observation & Movement)

How to Play: One student does an action (claps, jumps, waves, etc.) The class mirrors the movement.

Discussion: Did we all move the same way? What was different?

Key Takeaway: Even when we try to be the same, we are all unique!

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ We should be kind and welcoming to everyone.
- ✓ Everyone has dreams—what do you want to be when you grow up?
- ✓ All children must go to school.
- ✓ We all dream of becoming someone or something.

Assign a home task:

- ✓ Same or Different (page 4).
- ✓ Suggested Reading: Story Book- Thank You, Mr. Falker by Patricia Polacco.
- ✓ Activity on page 3.

Assessment & Evaluation

- ✓ Class participation and homework submission.

3. Arpit's Laundry, 7. Chew Chew Chew & 8. Be a Hygiene Champion

Core Principle: Health & Hygiene-Germs/ Diseases/Medicines|Morals/Values/ Ethics: Being Independent & Responsible

Theme: Personal Hygiene

Learning Objectives

By the end of this lesson, students will be able to:

- ✓ Understand why clean clothes, good eating habits, and hygiene are important for staying healthy.
- ✓ Learn the right way to chew food and maintain good eating manners.
- ✓ Recognise how germs spread and how to prevent illness.
- ✓ Develop responsibility for health and hygiene and demonstrate independent habits like washing hands, brushing teeth, and wearing clean clothes.

Lesson Structure

1. Introduction

Ask: What do we do when we wake up? Guide students to list their daily activities (e.g., brushing teeth, wearing clean clothes, eating breakfast).

Discussion Questions:

- ✓ What happens if we don't wash hands?
- ✓ What happens if we don't brush our teeth?
- ✓ What happens if we wear dirty clothes?

Transition to the Story:

Let's read about how Arpit takes care of his clothes, how chewing food helps, and why being clean makes us a Hygiene Champion!

2. Story Reading & Discussion

Read Aloud: Read "Arpit's Laundry" and "Be a Hygiene Champion" expressively, showing pictures from the workbook.

Guided Discussion:

- ✓ What happens if we don't change our clothes daily?
- ✓ How can we take care of our clothes at home?
- ✓ Where do germs live?
- ✓ What happens if we don't wash hands?
- ✓ How can we be Hygiene Champions at home and school?

Key Takeaway: Washing hands, brushing teeth, and wearing clean clothes keep germs away!

Teacher's Resources:

- ✓ Eat Right School: <https://fssai.gov.in/eatrightschool/>
- ✓ Worksheet: 3.0, 7.0, 7.1, 8.0
- ✓ Poster on Health & Hygiene

3. Interactive Activity

Activity 1: Chew Chew Chew (page 11)

✓ Music teacher plays the musical notes of the poem while children clap and repeat the poem.

Ask:

1. What happens when we don't chew food properly?
2. Why should we chew slowly instead of rushing?
3. What foods need more chewing?" (Crunchy vs. soft foods)

✓ **Key Takeaway:** Chewing well helps our stomach digest food better and prevents choking.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Wearing clean clothes is important for good health.
- ✓ We should be responsible for our own clothes.
- ✓ Sorting, washing, and drying are part of taking care of our clothes.
- ✓ We should chew our food well to be strong. Chewing food is a good habit.
- ✓ Maintaining good personal hygiene is very important to be healthy and strong.
- ✓ We wash our hands regularly to fight diseases. When we keep our bodies clean, we do not fall sick, and we feel strong.

Assign a home task:

- ✓ Activities on page 6,7,12,14,15,16
- ✓ Watch animated video of the poem, "Chew Chew Chew." (QR embedded)

Assessment & Evaluation

- ✓ Class participation and homework submission.

4. Breakfast Time, 5. Helping Mummy and Papa & 6. Helping Others and Taking Help

Core Principle: Morals/Values/Ethics- Being Independent & Responsible | Helping and Taking Help

Theme: Responsibility & Growing Up

Learning Objectives:

By the end of this lesson, students will be able to:

- ✓ Understand how small tasks at home make them independent and builds strong relationships.
 - ✓ Develop confidence in doing things on their own and asking for help when needed.
- Practise kindness by offering and accepting help.

Lesson Structure

1. Introduction

Ask:

- ✓ Who helps you in the morning?
- ✓ How do your parents help you get ready for school?

Connect to the Story: Let's read about Arpit and see how he helps other and takes help from them!

2. Story Reading & Discussion

Read Aloud: Read "Breakfast Time" and "Helping Others and Taking Help" with expressions and illustrations from the workbook.

Guided Discussion:

- ✓ How did Arpit help his mummy?
- ✓ What small things can we do to help our parents in the morning?
- ✓ How does it feel when someone helps you?
- ✓ What small tasks can we do at home?
- ✓ When should we ask for help?

Key Takeaway: It's okay to ask for help when needed, and doing small tasks helps us become independent.

Teacher's Resources:

- ✓ Worksheet: 4.0

3. Interactive Activity

Activity 1: Helping Mummy and Papa (page 9)

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Growing up is all about helping others.
- ✓ I feel happy when I take care of my body.

✓ Taking help and helping others is a part of growing up and makes us independent.

Assessment & Evaluation

✓ Observation: Student participation in discussions and activities.

9. Sana Is a Good Girl, 10. Body Parts, 11. Private Parts, 12. Loved Ones, & 13. Body Rules

Life Skills: Self Awareness- Body Ownership/ Private Parts|Interpersonal Relationship: Safety Circle

Core Principle: Safety-Personal Safety-Touches

Theme: Understanding Growth and Taking Care of Our Body

Learning Objectives:

By the end of this lesson, students will be able to:

- ✓Identify body parts and their functions.
- ✓Understand which body parts are private and should not be shared or touched by others.
- ✓Learn about safe and unsafe touches.
- ✓Identify trusted adults to seek help from when feeling unsafe.
- ✓Develop confidence in saying NO to unsafe situations.

Lesson Structure

1. Introductory Interactive Activity

Simon Says – Body Parts: The teacher calls out "Simon says, touch your nose!" or "Simon says, wiggle your fingers!" Students follow along, touching the named body parts.

Discussion:

- ✓What does each body part do?
- ✓Why is it important to take care of our body?

Transition to Story: Our body is amazing, and we must take care of it! Let's see what Sana learns from her Grandma about growing up and staying safe.

2. Story Reading & Discussion

Read Aloud: Read "Sana Is a Good Girl," "Private Parts," "Loved Ones," and "Body Rules" with expressions and gestures.

Class Activity: Ask students to complete activity on page 21.

Guided Discussion:

- ✓How do we take care of our body? (Washing hands, brushing teeth, keeping clean)
- ✓Which parts of our body are private? (Mouth, Chest, Between Legs, Buttocks)
- ✓Who can help us with private parts? (Only parents, doctors – but with a trusted adult present)

- ✓Who do we trust when we feel scared? (Parents, teachers, grandparents)
- ✓Can friends or cousins help with private parts? (No – only parents, doctors, or trusted caregivers when needed)

Key Takeaways:

- ✓Growing up means learning to take care of ourselves.
- ✓Private parts belong to us, and no one should touch them.
- ✓Loved ones keep us safe, but not all people we love should help with private parts.

Teacher's Resources:

- ✓Worksheet: 9.0, 13.0
- ✓Poster on Private Parts.

3. Wrap-Up & Home Connection

Recap Key Points:

- ✓As we grow, our bodies become bigger and change too.
- ✓Each body part has a role to play. The mouth eats, the teeth chew, the eyes see, the nose breathes, and the ears listen.
- ✓Private means ours and only ours. Unlike our books or toys, private parts cannot be shared or touched by anyone.
- ✓Nobody, not even our best friends, should look at or touch our private parts!
- ✓Most grown-ups care for children and want to keep them happy, healthy and safe.
- ✓Our loved ones do their best to keep us happy, healthy and safe.
- ✓Rules are like good habits and are for our safety.
- ✓Nobody should look at or touch our private parts!

Assign a home task:

- ✓Activity on page 24

Assessment & Evaluation

- ✓Observation: Student participation in discussions and activities.

Challenges:

- ✓Body autonomy and personal safety.
- ✓Identifying trusted adults.
- ✓Addressing unsafe situations in schools, and ensuring sensitive handling of disclosures.

14. Let Us Play, 15. Do You Like Mangoes?, 16. How Do You Feel? & 17. I am Happy

Life Skills: Effective Communication- Listening to & Expressing Emotions/Feelings

Core Principles: Health-Exercise | Mental Health & Wellbeing- Emotions & Feelings

Theme: Recognising and Expressing Emotions, Making Safe Choices, and Understanding Preferences

Learning Objectives:

By the end of this lesson, students will be able to:

- ✓Identify and express different emotions (happy, sad, angry, scared, confused).
- ✓Understand that feelings help us know what is right and wrong.
- ✓Recognise that different people have different likes and dislikes.
- ✓Learn the importance of playing together, making choices, and respecting others.
- ✓Develop decision-making skills to keep themselves safe.

Lesson Structure

1. Introduction

‘How Do You Feel?’ Activity: The teacher makes different facial expressions (happy, sad, scared, excited). Students guess the emotion and share a time when they felt that way.

Ask:

- ✓What makes you happy?
- ✓What makes you feel sad?

Introduce the Story: Today, we will learn how Arpit, Sana, and Pokso experience different feelings while playing, making choices, and understanding what they like and dislike.

2. Story Reading & Discussion

Read Aloud: Sing poem “I am Happy” with expressions and gestures.

Class Activity: Complete activity A on page 34 in the class.

Guided Discussion:

- ✓How does Sana feel when she is happy?
- ✓How do our bodies tell us when we feel unsafe?
- ✓Can we all like the same things? (No, and that’s

okay!)

- ✓Why do games make us happy?

Key Takeaways:

- ✓Feelings tell us what is safe or unsafe.
- ✓Playing together makes us happy and healthy.
- ✓Everyone has different choices, and we must respect them.

Teacher’s Resources:

- ✓Worksheet: 16.0

3. Interactive Activity

Activity 1: How Do You Feel?: Complete activities in the chapter.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓While playing, exercising, and otherwise, we keep our private parts covered in front of others. We do not touch them in front of others.
- ✓We feel good and happy doing things we like. Our feelings tell us right from wrong.
- ✓Our feelings are our friends. They tell us what is safe and unsafe for us.
- ✓Growing up is about choosing the safe things to do.

Assign a home task:

- ✓Suggested Reading: Some Street Games of India ISBN 978-81-237-1099-0
- ✓Let Us Play (page 27)
- ✓Do You Like Mangoes? (page 29)
- ✓Watch the animated video of the poem “I am Happy.” (QR embedded)

Assessment & Evaluation

- ✓Class participation and homework submission.

Challenges:

- ✓Personal preferences and boundaries.
- ✓Handling uncomfortable situations.
- ✓Emotional influences and wellbeing.
- ✓Physical affection and consent.

18. Bedtime Stories, 22. The 5-Step Safety Rule, 23. Say, “No!” & 32. Arpit’s Mother is Proud of Him

Life Skills: Effective Communication-Telling/ Being Assertive-Confident/Body Language

Core Principles: Personal Safety-Touches/Hugs/ Kisses/Looks/CSA | Morals/Values/Ethics

Theme: Recognising Safe & Unsafe Touches, Expressing Feelings, Making Safe Choices

Learning Objectives:

By the end of this lesson, students will be able to:

- ✓ Understand the difference between safe and unsafe touches.
- ✓ Learn to say ‘No’ confidently in uncomfortable situations.
- ✓ Identify trusted adults they can talk to.
- ✓ Recognise safe family interactions.
- ✓ Use the 5-Step Safety Rule to protect themselves.

Lesson Structure

1. Introduction

Ask:

- ✓ Who do you go to when you need help?
- ✓ Who tells you bedtime stories?"

Introduce the Topic: Today, we will learn how to stay safe, express our feelings, and say ‘No’ when we feel uncomfortable.

2. Story Reading & Discussion

Read Aloud: Read chapters “Bedtime Stories” and “The 5-step Safety Rule” with gestures and illustrations from the workbook.

Class Activity: Complete activities on page 37, 38, 45.

Guided Discussion:

- ✓ Who tells Arpit bedtime stories?
- ✓ How do bedtime stories make us feel?
- ✓ What are safe touches from family? (Hugs, pats)
- ✓ What should we do if we feel unsafe? (Say ‘No!’ and tell a trusted adult.)
- ✓ What are the five steps to staying safe? (Scream, Say No, Run, Tell, Keep Telling)
- ✓ Why is it okay to say ‘No’ even to adults? (Because our body belongs to us.)

Key Takeaways:

- ✓ Safe touches feel good; unsafe touches do not.
- ✓ Saying ‘No’ is not rude—it helps us stay safe.
- ✓ We should always tell a trusted adult if we feel

uncomfortable.

Teacher’s Resources:

- ✓ Poster on Safety Rules.
- ✓ Worksheet: 18.0, 18.1, 18.2

3. Interactive Activities

Activity 1: Arpit’s Mother is Proud of Him (Role Play)

- ✓ Assign characters of Arpit, Mummy and Auntie to different students to enact the picture story.
- ✓ Complete activity on page 66.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Sometimes our loved ones hug or kiss us, and sometimes we hug or kiss them.
- ✓ If a touch does not give us good feelings or makes us uncomfortable; it is an unsafe touch.
- ✓ We must follow the rules for our safety.

Assign a home task:

- ✓ Watch the Animated Videos of The Tortoise and the Geese, The Monkey and the Crocodile and The Hare and the Tortoise and complete activity B on page 36. (QR embedded)
- ✓ Watch the animated video of the poem Say, “No!” (QR embedded)

Assessment & Evaluation

- ✓ Observation: Student participation in discussions and activities.

19. Choosing, 20. Arpit Packs for Summer Holidays, & 21. Learning to Swim

Life Skill: Decision Making | Critical Thinking

Core Principle: Personal Safety-Swimming

Theme: Making Right Decisions and Staying Safe in Different Situations

Learning Objectives

By the end of this lesson, students will be able to:

- ✓ Make safe and smart choices by thinking before deciding.
- ✓ Learn basic swimming and water safety rules.
- ✓ Develop confidence in asking for help and following safety instructions.

Lesson Structure

1. Interactive Introductory Activity

What Would You Choose?: Teacher asks students to choose between two options and explain why:

- ✓ Would you choose to eat ice cream or soup in winter?
- ✓ Would you pack a warm sweater or a T-shirt for a snowy trip?
- ✓ Would you swim alone or with a teacher?

Discussion: How do we decide what is safe and what is not?

1. How does it make me feel?
2. Have my loved ones made rules about this?
3. If I choose this, will it be good and safe for me?

Transition: Let's read about how to make right and safe choices.

2. Story Reading & Discussion

Read Aloud: Read chapters "Choosing," "Arpit Packs for Summer Holidays," and "Learning to Swim" with expressions, gestures, and illustrations from the workbook.

Class Activity: Activities on page 40 & 41.

Guided Discussion:

- ✓ What three questions do Arpit and Sana ask before making a choice?
- ✓ How can we apply this to our daily lives?
- ✓ What are some important water safety rules?
- ✓ Why is thinking before choosing important?
- ✓ What should we do if we feel unsafe while swimming or traveling?

Key Takeaways:

- ✓ Thinking before choosing helps us stay safe.
- ✓ Packing the right things for a trip keeps us comfortable.
- ✓ Following safety rules (for travel and swimming) protects us.
- ✓ Always listen to trusted adults when making decisions.

Teacher's Resources:

- ✓ Worksheet: 20.0, 21.0
- ✓ Poster on Decision Making.

3. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Growing up is about choosing the right thing to do.
- ✓ Rules are for our safety.

Assessment & Evaluation

- ✓ Observation: Student participation in discussions and activities.

24. Sana Goes to the Zoo & 25. Helpful Police

Core Principle: Morals/Values/Ethics- Love for Nature|Eating Together in a Family|Personal Safety-Safety Circle

Theme: Assertiveness Training & Communication Skills

Learning Objectives:

By the end of this lesson, students will be able to:

- ✓ Express their experiences and observations in conversations.
- ✓ Understand the importance of listening and sharing with loved ones.
- ✓ Learn about the role of police officers and how they help us.
- ✓ Recognise when and how to seek help from the police.

Lesson Structure

1. Introduction

Ask:

- ✓ Have you ever been to a zoo?
- ✓ What was your favorite part of the visit?
- ✓ Who do we call when we are lost?

Transition: Let's read about what Sana saw and how she shared her experience with her family.

2. Story Reading & Discussion

Read Aloud: Read chapters "Sana Goes to the Zoo" and "Helpful Police" with expressions and excitement. Show illustrations and ask students to describe the animals they see.

Class Activity: Complete activity on page 48, 53.

Guided Discussion:

- ✓ What animals did Sana see?
- ✓ How do zoo animals live differently from wild animals?
- ✓ Why was Sana happy when her Papa listened to her story?
- ✓ How do you feel when someone listens to you?
- ✓ What do police officers do? (Keep people safe, find lost things, help in emergencies.)
- ✓ How can we identify a police officer? (Uniform, badge, police car.)
- ✓ When should we call the police? (When we are lost, see something unsafe, or need help.)
- ✓ Why is it important to share our experiences with our

family?

- ✓ How do police officers help us?
- ✓ Why should we listen when others speak?

Key Takeaways:

- ✓ Sharing about our day makes us feel happy and valued.
- ✓ Listening is just as important as speaking.
- ✓ Police officers keep us safe and help in emergencies.

Teacher's Resources:

- ✓ Worksheet: 24.0, 24.1, 24.2, 25.0
- ✓ YouTube search - Animals and birds sounds

3. Interactive Activity

Activity 1: "Spot the Police Officer"

Materials: Flashcards of different community helpers (doctor, police, teacher, firefighter).

How to Play: Teacher shows images of different helpers. Students identify the police officer and describe what they do.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ A family that eats together shares stories.
- ✓ We must always tell our loved ones about our day.
- ✓ Police are there to help us be safe.

Assign a home task:

- ✓ Suggested reading: A Visit to the Zoo, ISBN978-81-237-1109-6
- ✓ Watch animated video of the story, "Sana Goes to the Zoo." (QR embedded)
- ✓ Activities on page 51, 52

Assessment & Evaluation

- ✓ Observation: Student participation in discussions and activities.
- ✓ Review: Responses in Animal Matching & Storytelling Activities to assess understanding.
- ✓ Class Participation: Engagement in drawing, sharing, and listening exercises.

26. Pokso Listens, 27. Telling Your loved Ones, & 28. Arpit Learns to Ride His Bicycle

Life Skills: Effective Communication- Telling/ Being Confident/Body Language

Core Principles: Personal Safety-Safety Circle/ Touches

Theme: Communicating Clearly, Seeking Help, and Understanding Safe & Unsafe Situations

Learning Objectives

By the end of this lesson, students will be able to:

- ✓ Speak loudly and clearly so others listen.
- ✓ Listen actively and repeat key details.
- ✓ Identify trusted adults and when to tell them something important.
- ✓ Recognise safe and unsafe situations and how to respond.
- ✓ Develop confidence in saying "No" and setting personal boundaries.

Lesson Structure

1. Interactive Introductory Activity

Do You Listen Well?: Teacher says a short sentence softly, quickly, and then loudly and clearly. Students say which one was easiest to understand.

2. Story Reading & Discussion

Read Aloud: Read “Pokso Listens,” “Telling Your Loved Ones,” and “Arpit Learns to Ride His Bicycle” with expressions and clear speech. Show illustrations and ask students to observe how Arpit and Sana stand and speak.

Class Activity: Activity on page 54

Guided Discussion:

- ✓ How can we make people listen to us? (Speak loudly, use eye contact, stand confidently.)
- ✓ Why should we tell a trusted adult when we feel unsafe? (They can help.)
- ✓ Who are our trusted adults? (Parents, teachers, grandparents.)
- ✓ What made Arpit uncomfortable? (His new friend didn't respect his space.)
- ✓ What did Arpit do right? (Told Pokso, then told his mother.)
- ✓ What should we do if someone makes us uncomfortable? (Say “No!” and tell an adult.)
- ✓ When should we say NO?

Key Takeaways:

- ✓ People listen when we speak with confidence.
- ✓ Good listeners make great friends.
- ✓ If we feel unsafe, we should tell a trusted adult.
- ✓ Our feelings tell us when something is wrong.

Teacher's Resources:

- ✓ Worksheet: 26.0, 28.0

3. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Speak loudly and clearly so people listen.
- ✓ Listen carefully when someone is talking.
- ✓ Tell a trusted adult if something feels wrong.
- ✓ When we speak loudly and clearly, people listen better. It is a good habit.

Assign a home task:

- ✓ Watch animated video of the chapters, “Telling Your Loved Ones” and “Arpit Learns to Ride his Bicycle.” (QR embedded)
- ✓ Complete activities of the chapter, “Arpit Learns to Ride His Bicycle.”

Assessment & Evaluation

- ✓ Class participation and homework submission.

29. The Girl Who Cried Wolf

Core Principles: Morals/Values/ Ethics

Theme: Honesty and Responsibility

Learning Objectives

By the end of this lesson, students will be able to:

- ✓ Understand why honesty is important in daily life.
- ✓ Learn how lying can make people stop trusting them.
- ✓ Develop an awareness of the consequences of lying.

Lesson Structure

1. Interactive Introductory Activity (10 minutes)

Truth or Trick?: Teacher says a few sentences (e.g., “The sky is green.” or “Apples grow on trees.”) Students raise their hands if the sentence is true and cross their arms if it's a trick (lie).

Connect to the Story: Introduce the shepherd girl and her sheep.

Ask: What do you think happens when someone lies too much?

Transition: Let's read about what happened when the girl kept lying.

2. Story Reading & Discussion

Read Aloud: Read "The Girl Who Cried Wolf" with expressions and voice changes for different emotions. Show illustrations and ask students to describe how the girl and farmers feel in different parts of the story.

Class Activity: Activity A & B on page 61

Guided Discussion:

- ✓ What Happened When the Girl Lied? (She cried, "Wolf!" as a joke. The villagers came to help, but there was no wolf. She lied again, and they stopped believing her.)
- ✓ What Happened When the Wolf Really Came? (She screamed for help. The villagers didn't come because they thought she was lying. The wolf ate the sheep and she was left alone.)
- ✓ What Can We Learn From This? (If we lie too much, people will stop believing us. Lying can be dangerous when we really need help. Telling the truth makes us trustworthy and safe.)

Key Takeaways:

- ✓ Lying can make people lose trust in us.
- ✓ Telling the truth helps us stay safe.
- ✓ We should always be honest, even if we are afraid.

Teacher's Resources:

- ✓ Worksheet: 29.0

3. Wrap-Up & Home Connection

Recap Key Points:

- ✓ People trust those who tell the truth.
 - ✓ Lying can make us unsafe if no one believes us.
 - ✓ Being honest helps us make good friends.
 - ✓ Lying is a bad habit.
 - ✓ If we tell lies, then nobody will believe us and help us.
- Lying is unsafe.

Assign a home task:

- ✓ Watch animated video of the story (QR embedded).

Assessment & Evaluation

- ✓ Observation: Student participation in discussions and activities.

Challenges

Discussing truthfulness and consequences (“Have you ever told a lie?”), guiding students on trust and credibility (“If we tell lies, nobody will believe us”), addressing ethical dilemmas in honesty, and ensuring sensitive handling of personal experiences with lying and gaining trust back.

30. Arpit and the Monster & 31. Who Broke the Glass?

Life Skills: Coping with Emotions- It is okay to be afraid/It is not your fault

Theme: Learning to Handle Fear, Speaking Up When Wrongly Blamed

Learning Objectives:

By the end of this lesson, students will be able to:

- ✓ Understand that it is normal to feel scared and talking about fears helps.
- ✓ Recognise that bravery means sharing emotions, not hiding them.
- ✓ Learn to speak up when wrongly blamed.
- ✓ Develop confidence in expressing their feelings and standing up for themselves.

Lesson Structure

1. Introduction

Ask:

- ✓ Have you ever been scared of something?
- ✓ Who do you talk to when you feel afraid?
- ✓ Has someone ever blamed you for something you didn't do?
- ✓ How did it make you feel?

2. Story Reading & Discussion

Interactive Activity: Assign different characters of the picture stories “Arpit and the Monster” and “Who Broke the Glass?” to different students and ask them to enact with expressions and emphasis on emotions.

Guided Discussion:

- ✓ Why was Arpit scared? (The monster in the book looked scary.)
- ✓ What helped him feel safe? (Talking to his father, realising the monster wasn't real.)
- ✓ Why was Sana blamed? (Bhoomi tripped her, and the glass broke.)
- ✓ How did Sana respond? (“No, I did not!” – She spoke up confidently.)
- ✓ What should we do when we feel scared? (Tell a trusted adult, hold someone's hand, remind ourselves fears can be faced.)
- ✓ What should we do if someone falsely blames us? (Say “No, I did not!” confidently, explain what happened, tell a trusted adult.)
- ✓ Why is it important to talk about our feelings? (It makes us feel safe, brave, and respected.)

Key Takeaways:

- ✓ Talking about our fears helps us feel safe.
- ✓ We should always tell the truth and stand up for ourselves.

3. Wrap-Up & Home Connection

Recap Key Points:

- ✓ It is okay to be scared but always tell a loved and trusted one about someone or something that makes you afraid.
- ✓ If anyone says it is our fault, when we did not do anything, we should always tell our loved and trusted ones.

Assessment & Evaluation

- ✓ Observation: Student participation in discussions and activities.

Challenges

Addressing fear and disclosure (“Tell your friend Pokso if you are scared of someone or something”), guiding discussions on identifying unsafe situations (“That auntie... I did not like it”), managing students' emotional responses to fear, and ensuring a safe space for sharing concerns.

33. 3 Friends Get 3 Gifts & 34. Surprise Birthday Gift for Mummy

Life Skills: Critical Thinking- Secrets

Core Principles: Personal Safety- Secrets

Theme: Learning to Share Surprises & Report Secrets That Feel Unsafe

Learning Objectives:

By the end of this lesson, students will be able to:

- ✓ Understand the difference between a secret and a surprise.
- ✓ Learn that some secrets can be unsafe and should be told to a trusted adult.
- ✓ Recognise who to tell if someone asks them to keep a secret.
- ✓ Develop confidence in talking to parents and teachers about gifts and secrets.

Lesson Structure

1. Introduction

Ask:

- ✓ Have you ever kept a secret?
- ✓ How did it make you feel?
- ✓ Have you ever planned a surprise for someone?
- ✓ What is the difference between a surprise and a secret?

2. Interactive Activity

Secret or Surprise?: Teacher gives examples, and students decide if it is a secret or surprise. Write responses on the board:

- ✓ Surprises = Good Feelings (Exciting, fun, joyful – e.g., birthday parties)
- ✓ Secrets = Bad Feelings (Uncomfortable, scary, unsafe – e.g., someone telling you not to tell)

3. Story Reading & Discussion

Read Aloud: Read “3 Friends Get 3 Gifts” and “Surprise Gift for Mummy” with expressions and pauses to let students predict what happens next. Show illustrations and ask students to describe what the characters are thinking and feeling.

Guided Discussion:

- ✓ What should we do if someone tells us to keep a secret? (Tell a parent, grandparent, or teacher.)
- ✓ How are secrets and surprises different? (Secrets can be unsafe; surprises make people happy.)
- ✓ Why should we always talk to our parents or teachers about gifts and surprises?

Key Takeaways:

- ✓ Secrets can be unsafe, but surprises are fun.
- ✓ If someone tells us to keep a secret, we must tell a trusted adult.
- ✓ Telling loved ones about gifts or secrets helps keep us safe.

Teacher’s Resources:

- ✓ Worksheet: 34.0

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Always tell your loved and trusted ones about any secrets, surprises and gifts.
- ✓ Surprises are good, but secrets are bad.

Assign a home task:

- ✓ Complete activities on page 69 and 71.

Assessment & Evaluation

- ✓ Student participation in discussions and activities.

Challenges:

- ✓ Safe vs. unsafe secrets
- ✓ Reporting inappropriate behavior
- ✓ Guilt and victim-blaming
- ✓ Sensitive handling of student disclosures.

35. Do You Know A Gardener? & 36. The Angry Bee

Life Skills: Critical Thinking-Strangers

Core Principle: Personal Safety- Strangers/ Emergency

Theme: Recognising Trusted People vs. Strangers & Knowing What to Do in Emergencies

Learning Objectives:

By the end of this lesson, students will be able to:

- ✓Identify who is a stranger and who is a trusted person.
- ✓Learn why some people we see often are still strangers.
- ✓Understand when it is okay to ask for help from a stranger in an emergency.
- ✓Practise saying “No” and walking away when approached by strangers.
- ✓Recognise that telling a loved one about an emergency is important.

Lesson Structure

1. Introduction

Ask:

- ✓Who do you see every day outside your house? (e.g., ice-cream vendor, milkman, security guard).
- ✓Do you know their names?
- ✓Are they your family or friends?
- ✓Would you go somewhere with the ice-cream seller if your parents are not there?

2. Story Reading & Discussion

Read Aloud: Read “The Angry Bee” with expressions and illustrations from the workbook.

Guided Discussion:

- ✓Who is a stranger? (Anyone we do not know well, even if we see them often.)
- ✓What should we do if a stranger talks to us? (Say no, walk away, and tell an adult.)
- ✓What should we do in an emergency if a loved one is not nearby? (Look for a safe person like, security guard, shopkeeper. Do not go anywhere alone with the person. Tell a trusted adult about what happened as soon as possible.)

Key Takeaways:

- ✓Seeing someone every day does not mean they are not a stranger.
- ✓Never go anywhere with or take anything from a

stranger.

- ✓Tell a trusted adult if a stranger talks to you or makes you uncomfortable.
- ✓In an emergency, find a safe adult but never leave with them.
- ✓Always tell your parents or teachers about an emergency.

Teacher’s Resources:

- ✓Worksheet: 35.0, 36.0, 36.1

3. Wrap-Up & Home Connection

Recap Key Points:

- ✓A stranger is someone we don't know well, even if we see them often.
- ✓Never talk to or go with strangers. Always tell your loved ones if a stranger tries to talk to you.
- ✓Sometimes, when there is no known grown-up near us, we take help from strangers in an emergency.

Assign a home task:

- ✓Do You Know a Gardener? (page 72-73)
- ✓Suggested Reading: A Visit to the City Market, ISBN 978-81-237-2005-0
- ✓Watch animated video of the chapter, “The Angry Bee.” (QR embedded)

Assessment & Evaluation

- ✓Observation: Student participation in discussions and activities.

Challenges

Discussing stranger awareness (“Never talk to or go with strangers”), guiding students on identifying familiar yet unfamiliar people (“Even if they say they know our loved ones”), addressing nuances of trust in daily interactions (gardener, shopkeeper), and ensuring balanced conversations on personal safety without creating fear.

Lesson Plan Template

Cues for Lesson Plans:

The portions of the 7 core principles and their derivatives, 11 key aspects and 10 life skills covered in each chapter in the workbooks are mentioned as margin notes in small fonts at the start of each chapter. Besides, the key messages in each chapter are mentioned as footnotes. They all help teachers modify or develop the last mile connectivity, i.e., lesson plans.

Timetable Periods Distribution:

To teach the workbooks, the school must appoint a teacher as the Project CACA coordinator. The coordinator can be a teacher of life skills, value education, or English literature. The school counsellor can also be the coordinator. The coordinator has to go through all the workbooks.

- ✓ The workbooks can be taught in 60 to 90 periods depending upon how a school distributes the chapters between school and home.
- ✓ The second step is marking chapters in each workbook that children will read at home with their parents/grandparents.
- ✓ The third step is marking chapters in each workbook that children will read at home by themselves.
- ✓ Activities and questions for chapters covered at home can be discussed, performed or analysed in the classroom later.
- ✓ The fourth step is to blend the chapters to be covered in the school with existing timetable periods of English, EVS, Science, Maths, Social Science, Physical Education, Computer Science and Dance. So, no separate periods are required for such chapters. If it cannot be done, then at least help from these subject teachers must be taken in lesson plan development.
- ✓ All the remaining chapters can be covered in the Life Skills and Value Education periods.
- ✓ The first chapter in each workbook is titled “Say Hello”, and the last chapter is on emergencies. These two chapters are to be

taught in school.

For instance, the chapter, “Internet, the Biggest Neighbourhood,” is about cyber safety and can be blended with the computer period.

Templates:

We now discuss 9 templates in Excel formats that can be downloaded from the *Children's Safety Workbook* option given under the *Resources* section on the Project's website <http://projectcaca.org/children-safety-workbooks/>. These templates help in structuring lesson plans and timetable periods for the workbooks. One can modify the entries according to one's suitability and can also generate new templates.

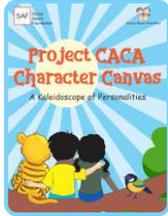
- a. Template-1 distributes workbook chapters between school and home. It also mentions whether online supplementary worksheets are available or not and showcases the methodology of the workbook's chapters, like poems, picture stories, letters, etc.
- b. Template-2 correlate each workbook chapter with a curriculum matrix comprising core principles, life skills and their derivatives.
- c. Template-3 showcases the 11 key aspects of CSA prevention and their learning areas.
- d. Template-4 correlates and categorises the key messages to various core principles, life skills, their derivatives, and CSA prevention aspects.
- e. Template-5 showcases 21st-century life skills as per NEP 2020.
- f. Template -6 showcases 21st century values.
- g. Template-7 correlate each workbook chapter with a curriculum matrix comprising core principles, life skills and their derivatives.
- h. Template-8 showcases various types of resources embedded in each workbook, chapter-wise.
- i. Template-9 showcases various types of resources embedded in Page 74 of each workbook.



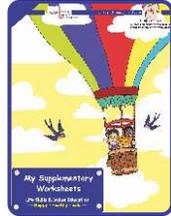


The Children’s Safety Workbooks are Project CACA’s core instrument. The project also offers webinars for parents, teachers, support staff, and various other resources like companion booklets. It emphasizes the importance of collaboration, trust-building, and responsibility among parents, grandparents, teachers, and support staff. The resources, accessible via QR codes, include a **Pink** Book (Teacher’s Manual) and **Blue, Green,** and **Red** Booklets for teachers, parents, and non-teaching staff. The **Blue** Booklet is available for parents, while the **Red** Booklet is for non-teaching staff, and both are offered in English, Hindi, and regional languages. These resources can also be found at www.projectcaca.org and accessed by scanning the QR codes with a smartphone.

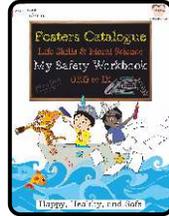
Character Canvas



Children Worksheets Catalogue



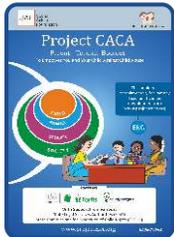
Posters Catalogue



Teacher’s Manual - Pink Book



Parents/ Teachers - Green Booklet



Parents/Teachers - Blue Booklet



Support-Staff - Red Booklet

English
अंग्रेजी

Assamese
অসমীয়া

Bengali
বাংলা

Gujarati
ગુજરાતી

English
अंग्रेजी

Assamese
অসমীয়া

Bengali
বাংলা

Gujarati
ગુજરાતી

Hindi
हिन्दी

Kannada
ಕನ್ನಡ

Kashmiri
کٲشٲر

Malayalam
മലയാളം

Hindi
हिन्दी

Kannada
ಕನ್ನಡ

Kashmiri
کٲشٲر

Malayalam
മലയാളം

Marathi
मराठी

Odia
ଓଡ଼ିଆ

Punjabi
ਪੰਜਾਬੀ

Tamil
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Marathi
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Odia
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Punjabi
ਪੰਜਾਬੀ

Tamil
தமிழ்

Telugu
తెలుగు

Urdu
اردو

Garo
Garos

Khasi
Khasi

Telugu
తెలుగు

Urdu
اردو

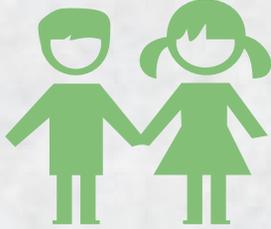
Garo
Garos

Khasi
Khasi



Children Against Child Abuse

Project CACA - A safety programme for children under the safety policy of the school.



Children Empowered
15,00,000+



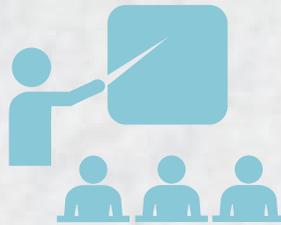
Families Empowered
14,00,000+



Teachers Empowered
2,00,000+



Schools Empowered
3,000+



Webinars / Workshops Conducted
7,000+



States/UT/Districts Reached
27/5/400+

Partners



With Support From:

District Legal Services Authorities (DLSA)
State Legal Services Authorities (SLSA)
State Commissions for Protection of Child Rights (SCPCR)

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TM-ENG-2025-26

End the Stigma, Raise Awareness