



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

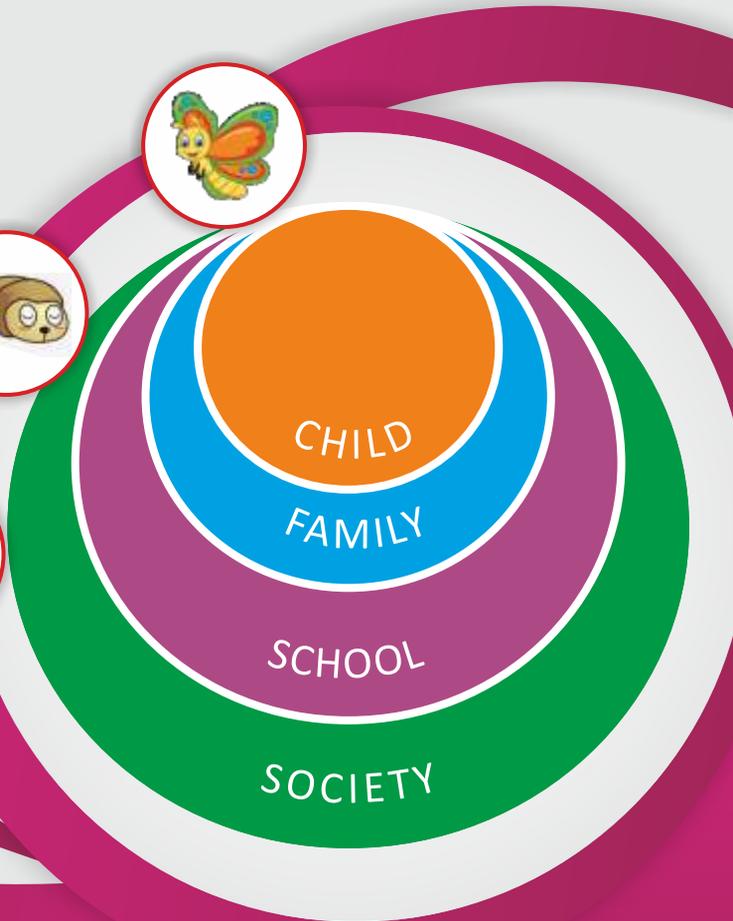
ମେରୀ ସଂରକ୍ଷିତା ବାଚନପୁସ୍ତିକା

ನನ್ನ ಸುರಕ್ಷತಾ ಕಾರ್ಯ ಪುಸ್ತಕ

എന്റെ സുരക്ഷാ വരിക്കുണ്ടുക്ക്

Angni Naljokanina Ka·ani Ki·tap

எனது பாதுகாப்புப் 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

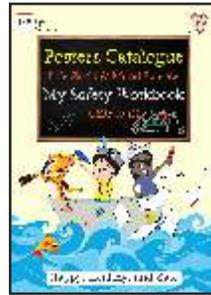


My Eighth Safety Workbook

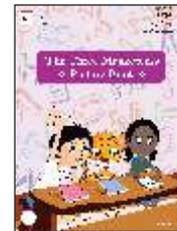
IX



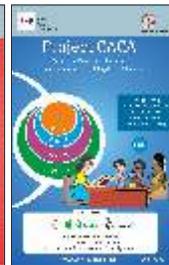
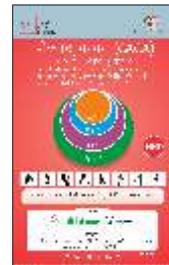
My Ninth Safety Workbook



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




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.





Index



1. Say Hello! | 1
 2. First Day in the Class | 1
 3. You Are Special | 2
 4. Doing Our Best | 2
 5. With Love From Your Lunch Box | 3
 6. A Letter From Grandma | 4
 7. How Do You Feel? | 5
 8. Your Body Is Yours | 4
 9. Doctor Auntie Tells | 4
 10. Let Us Play | 3
 11. Save Water | 6
 12. Germs, the Tiny Monsters | 6
 13. A Funny Joker | 7
 14. Safe Touches | 8
 15. Unsafe Touches | 8
 16. Accidental Touches | 8
 17. Sana Is Brave | 8
 18. Loudly and Clearly | 9
 19. The Secret Cave | 10
 20. Can You Keep a Secret? | 10
 21. Going to School Is Fun | 9
 22. Are You Scared? | 9
 23. It Is Not Your Fault | 9
 24. A Nasty Fight | 5
 25. Sana's Puppy | 11
 26. Granny Reads the Newspaper | 11
 27. The 5-Step Safety Rule | 11
 28. Pokso and the Train | 12
 29. A Message From Santa | 7
 30. The Nest on the Tree | 7
- Lesson Plan Template** | 13
- Resource Page** | 14



1. Say Hello! & 2. First Day in the Class

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

Core Principles: Morals/Values/Ethics- Diversity | Gender Stereotype Breaking | Helping & Taking Help | Eating Together in a Family| Mental Health & Wellbeing- Medical (Physical/Mental) Conditions
Theme: Building Friendships and Helping Each Other

Learning Objectives:

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

- ✓ Understand the importance of making friends and being kind.
- ✓ Appreciate differences while recognising similarities.
- ✓ Learn how to introduce themselves politely.
- ✓ Recognise the importance of asking for and offering help.
- ✓ Develop speaking and listening skills through discussions, storytelling, and activities.

Lesson Structure:

1. Introduction

Ask:

- ✓ How do you feel when someone greets you with a smile?
- ✓ How does it feel when someone helps you?"
- ✓ Have you ever helped or been helped by a friend? How did it feel?
- ✓ Why is it important to ask for help when we need it?"

Transition to the Story: Let's read how we greet and help our friends in need, and how Arpit sought help from his friend Salman on his first day in Class 2.

2. Story Reading & Discussion

Read Aloud: Read chapters "Say Hello!" and "First Day in the Class" with expressions and show illustrations from the workbook.

Guided Discussion:

- ✓ Why do you think Arpit and Sana have different uniforms?
- ✓ Why was Arpit hesitant to ask for help?
- ✓ What does the phrase 'We are same, yet different' mean?
- ✓ What makes a good friend?

Key Takeaways:

- ✓ Friendship is about kindness and acceptance.
- ✓ Being different is okay—our backgrounds do not define our friendships.
- ✓ It is smart to ask for help, and helping others makes us good friends.

Teacher's Resource:

- ✓ Worksheets: 1.0, 1.1

3. Interactive Activity

Activity 1: Find a Friend Who...: Activity A & B on page 2

4. Wrap-up & Home Connection

Recap Key Points:

- ✓ We are same, yet different. It is okay to be different.
- ✓ The greatness of a culture can be found in its festivals.
- ✓ We all like making friends, don't we?
- ✓ Most grown-ups care for children and want to keep them safe.
- ✓ Growing up is about learning to help and taking help.

Assign a Home Task:

- ✓ Activity C on page 2
- ✓ Activities on page 3 & 5
- ✓ Watch the animated video of this chapter "First Day in Class" (QR embedded)

Assessment & Evaluation:

- ✓ Class participation and homework submission.

Challenges:

Ensuring students' comfort in asking for help (Arpit feeling shy to ask about the toilet), promoting empathy (helping Salman navigate the school environment), and teaching boundaries (Bhupin offering help inside the toilet, but Arpit asserting independence).

3. You Are Special & 4. Doing Our Best

Life Skills: Self Awareness- Self Esteem

Core Principles: Morals/Values/Ethics- Being Independent & Responsible

Theme: Self-Esteem, Responsibilities and Personal Growth

Learning Objectives

- ✓Help students understand that doing their best is more important than winning.
- ✓Encourage self-esteem by recognising individual strengths.
- ✓Teach resilience and the importance of learning from experiences.

Lesson Structure

1. Introduction

Ask: What do they think their special talents are?

Discussion Questions:

- ✓Have you ever tried really hard at something but didn't win? How did it make you feel?
- ✓What do you think makes someone special?
- ✓What is something you do every day that makes you feel responsible?
- ✓How does it feel when someone helps you do something?
- ✓Why is it important to do our best?

Transition to the Story:

Let's read what happens on sports day and how Sana feels about it.

2. Story Reading & Discussion

Read Aloud: Read "You Are Special" and "Doing Our Best" with expressions and show illustrations from the workbook. Pause to discuss Sana's emotions during the race.

Class Activity: Activities on page 7

Guided Discussion:

- ✓Why was Sana upset after the race?
- ✓What did her uncle tell her about doing her best?
- ✓Can you think of a time when you felt proud of yourself even if you didn't win?

Key Takeaway:

- ✓Winning is not the only thing that makes us special.
- ✓Doing our best helps us learn, grow, and become

independent.

Teacher's Resources:

- ✓Worksheet: 3.0

3. Wrap-up & Home Connection

Recap Key Points:

- ✓I am special because I do my best.
- ✓We are all different and good at one thing or another. Some are good at running, some at dancing, while others are good at studies.
- ✓Our loved and trusted ones do their best to keep us clean, healthy and happy.

Assign a Home Task:

- ✓Doing Our Best (page 8)

Assessment & Evaluation

- ✓Class participation.

Challenges

Discussing self-worth and confidence ("I am special because I do my best"), guiding students on coping with failure ("But I did not win a prize!"), addressing peer comparison and self-esteem, ensuring encouragement without fostering competition-based validation, and discussing independence and self-care ("Tick mark the things you can do yourself").

5. With Love From Your Lunch Box & 10. Let Us Play

Core Principles: Health- Nutrition/Exercise

Theme: Responsibility & Independence

Learning Objectives:

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

- ✓ Understand the importance of eating nutritious food.
- ✓ Learn about different types of food and their benefits.
- ✓ Recognise why playing and exercising are important for a healthy life.
- ✓ Develop teamwork, cooperation, and respect for personal boundaries.

Lesson Structure:

1. Introduction

Interactive Activity: Call out different animals (rabbit, elephant, snake, frog) and ask students name one thing they eat and show how they move. After a few rounds, discuss how we need healthy food, movement and play make our bodies strong and happy.

Discussion Questions:

- ✓ What did you eat for breakfast today?
- ✓ Did you eat any vegetables or fruits?
- ✓ How do you feel after eating healthy food?
- ✓ What is your favourite game or sport?
- ✓ Do you like playing with your friends, family, or alone?
- ✓ Why do you think playing is important?

2. Story Reading & Discussion

Read Aloud: Read “With Love from Your Lunch Box” using expressions and show illustrations from the workbook.

Guided Discussion:

- ✓ What lesson did Arpit learn about food?
- ✓ Why do we need different kinds of food to stay healthy?
- ✓ What can happen if we don't play or exercise?
- ✓ Why is it important to play safely and keep personal boundaries?

Key Takeaways:

- ✓ Eating a variety of healthy foods helps us grow strong, play better, and stay happy.
- ✓ Playing games and exercising keep us healthy, strong, and happy. We must play safely and respect personal boundaries.

Teacher's Resources:

- ✓ Eat Right School: <https://fssai.gov.in/eatrightschool/>
- ✓ Worksheet: 5.0, 5.1
- ✓ Posters on Health and Nutrition.

3. Wrap-up & Home Connection

Recap Key Points:

- ✓ Eating vegetables and fruits is a good habit.
- ✓ Eating fruits and vegetables helps you lead a healthy and fruitful life.
- ✓ The more colourful the food, the better.' It means eating lots of vegetables and fruits makes one happy and healthy.
- ✓ Eat less, move more, eat lots of fruits and vegetables, and go easy on junk foods.
- ✓ While playing, exercising, and otherwise, we keep our private parts covered in front of others. We do not touch them in front of others.

Assign a Home Task:

- ✓ Watch the animated video of “With Love From Your Lunch Box” (QR embedded)
- ✓ Activities on page 13 and 14 Let Us Play (page 24)
- ✓ Suggested Reading:
 1. Owl Ball, ISBN 978-81-237-5440-6
 2. Mangu's Top, ISBN 978-81-237-0310-7
- ✓ Craft a poster of Healthy Food Pyramid using food items. (page 12)

Assessment & Evaluation

- ✓ Class participation and homework submission.

6. A Letter From Grandma, 8. Your Body Is Yours & 9. Doctor Auntie Tells

Life Skills: Effective Communication- Being Assertive | Listening to & expressing Emotions/ Feelings

Core Principles: Personal Safety- Touches/Hugs/ Kisses/Looks

Theme: Understanding Personal Boundaries & Staying Safe

Learning Objectives:

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

- ✓ Understand that their body belongs to them.
- ✓ Recognise safe and unsafe touches and when to say “No!”
- ✓ Identify trusted adults they can talk to if they feel uncomfortable.
- ✓ Learn about personal boundaries, body safety, and seeking help when needed.

Lesson Structure:

1. Introduction

Ask: What can we do when we feel uncomfortable?

Transition to the Story: Let’s learn about what Sana’s Grandma and Doctor Krupa has to tell us about our bodies.

2. Story Reading & Discussion

Read Aloud: Read chapters “A Letter from Grandma,” “Your Body Is Yours,” and “Doctor Auntie Tells” with expression and show illustrations from the workbook.

Guided Discussion:

- ✓ Why was the girl uncomfortable with the hug?
- ✓ Why is it important to say No when we feel uncomfortable?
- ✓ Who are the trusted adults you can talk to?
- ✓ When is it okay for a trusted grown-up to help you with your private parts?

Key Takeaways:

- ✓ Your body belongs to you. It is okay to say 'No' to a touch that makes you feel uncomfortable.
- ✓ Our body is our own, and we can say 'No' to touches that make us uncomfortable.
- ✓ Private parts are private— no one should touch your private parts except a trusted adult in necessary situations.

Teacher’s Resources:

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

3. Wrap-up & Home Connection

Recap Key Points:

- ✓ Sometimes our loved ones hug us, and sometimes we hug them.
- ✓ Our body is ours. It has different parts. Each part has a role to play.
- ✓ Private means only for us. Everyone has private parts.
- ✓ No one should touch or look at your private parts. No one should ask you to touch or look at their private parts.

Assign a Home Task:

- ✓ Complete activities on page 17 and 22.
- ✓ Suggested Reading: My Life: The Tale of a Butterfly (ISBN 978-81-237-2333-4)

Assessment & Evaluation:

- ✓ Class participation.

7. How Do You Feel? & 24. A Nasty Fight

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

Core Principles: Mental Health & Wellbeing- Emotions & Feelings | Safety- Bullying

Theme: Understanding and Expressing Emotions, Bullying Prevention

Learning Objectives:

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

- ✓Recognise different emotions and understand how they help us.
- ✓Express their feelings in healthy ways.
- ✓Understand what bullying is and why it is wrong.
- ✓Learn how to respond to bullying and seek help from a trusted adult.
- ✓Develop empathy and kindness towards others.

Lesson Structure:

1. Introduction

Interactive Activity: Write different emotions (happy, sad, scared, excited, confused) on slips of paper. Students take turns picking a slip and acting out the emotion without speaking. The class guesses which feeling it is.

Discussion Questions:

- ✓When did you felt really happy recently?
- ✓What makes you feel sad or scared?

Transition to the Story: Let's learn about how feelings are normal and everyone experiences it.

2. Story Reading & Discussion

Read Aloud: Read "How Do You Feel?" and "A Nasty Fight" with showing emotions on your face as you read (e.g., smiling for happy, frowning for sad) and illustrations from the workbook.

Guided Discussion:

- ✓What emotions are mentioned in the story?
- ✓How did Maya and Arpit feel when Surya didn't listen to them?
- ✓What should we do when we feel scared or confused?
- ✓Why is it important to realise your mistake, apologise and promise to change?

Key Takeaways:

- ✓All feelings are okay! Talking about them helps us feel better.

- ✓Bullying is unkind and hurts others. If you see bullying, speak up and tell a trusted adult!

Teacher's Resources:

- ✓Posters on Emotions/Feelings and Bullying Prevention.

3. Interactive Activity

- ✓Activity C on pages 57.

4. Wrap-up & Home Connection

Recap Key Points:

- ✓Our feelings help us know if something is safe or unsafe. safe things make us feel happy and good.
- ✓We have many different feelings. Feelings are our friends.
- ✓Bullying is a bad habit. No one likes a bully.
- ✓Nobody likes bullying behaviour.
- ✓If someone bullies you, you should tell your parents, grandparents and teachers.

Assign a Home Task:

- ✓Activities on page 19 and 56.
- ✓Watch the animated videos of the poem "How do you Feel?" and chapter "A Nasty Fight" (QR embedded)

Assessment & Evaluation:

- ✓Class participation and homework submission.

Challenges

Addressing physical and verbal bullying ("A bully likes to trouble or hurt people and make them sad"), guiding students on assertive responses to bullying ("Tell your friend Pokso if someone bullies you"), handling emotional impact on victims, and ensuring a safe space for disclosures.

11. Save Water & 12. Germs, the Tiny Monsters

Core Principle: Morals/Values/Ethics- Water Preservation | Health & Hygiene-Germs/Diseases/ Medicines

Theme: Understanding Water Conservation & Hygiene to Stay Healthy

Learning Objectives:

- ✓ Understand the importance of saving water and how small actions can make a big difference.
- ✓ Learn how germs spread and how to prevent sickness with proper hygiene.
- ✓ Develop habits for conserving water while maintaining hygiene.
- ✓ Recognise the connection between clean water and health.
- ✓ Practise simple but effective hygiene and water-saving habits.

Lesson Structure:

1. Introduction

Ask:

- ✓ Where do we use water every day? (Drinking, bathing, cooking, cleaning, washing hands.)
- ✓ What happens if we don't have water? (Plants die, animals and people get sick, dirty surroundings.)
- ✓ What makes water dirty? (Germs, waste, pollution.)

2. Story Reading & Discussion

Read Aloud: Read "Germs, the Tiny Monsters" with gestures and show illustrations from the workbook.

Class Activity: Activity and Pledge on page 29

Guided Questions:

- ✓ What are germs? (Tiny monsters that make us sick.)
- ✓ Where do germs hide? (On hands, in dirty water, on food, in the air.)
- ✓ How can we stop germs? (Wash hands, keep surroundings clean, drink clean water.)
- ✓ How do germs spread? (Touching dirty hands, drinking unclean water.)
- ✓ Why is water important for hygiene? (For washing hands, cleaning food, keeping ourselves healthy.)
- ✓ How can we save water and stay clean at the same time?

Key Takeaway:

- ✓ Water is precious, and we should save every drop.

- ✓ Germs are tiny monsters, but we can fight them by staying clean.
- ✓ Hygiene and water conservation go hand in hand!

Teacher's Resources:

- ✓ Eat Right School: <https://fssai.gov.in/eatrightschool/>
- ✓ Posters on Hygiene and Water Preservation.
- ✓ Worksheet: 11.0, 12.0

3. Interactive Activity

Activity 1: Save Water (Role Play)

- ✓ Assign different characters to different children and ask them to enact the role play.

Ask:

- ✓ What did the characters learn? (Turning off taps saves water.)
- ✓ What should we do? (Use water wisely, fix leaks, don't waste water while brushing.)

4. Wrap-up & Home Connection

Recap Key Points:

- ✓ You only know the worth of water once the well runs dry.

Assign a Home Task:

- ✓ Crossword on page 30

Assessment & Evaluation:

- ✓ Class participation and homework submission.
- ✓ Understanding of hygiene, cleanliness and water preservation.

13. A Funny Joker, 29. A Message from Santa, & 30. The Nest on the Tree

Life Skills: Critical Thinking-Strangers | Decision Making | Effective Communication-Being Assertive / Telling

Core Principles: Personal Safety-Emergency/ Strangers

Theme: Learning How to Make Safe & Smart Decisions in Everyday Life

Learning Objectives:

- ✓ Think before making a choice and ask important questions.
- ✓ Recognise strangers and understand when they can be unsafe.
- ✓ Understand what an emergency is and when it is okay to ask for help from a stranger.
- ✓ Practise problem-solving and decision-making skills.

Lesson Structure:

1. Introduction

Ask:

- ✓ Why are some choices fun but not safe?
- ✓ Why is it important to think before deciding?.

2. Story Reading & Discussion

Read Aloud: Read “A Funny Joker,” “A Message from Santa,” and “The Nest on the Tree” using expressions and illustrations from the workbook. Emphasise how Sana felt excited but also unsure about going with the joker.

Guided Questions:

- ✓ Why did Sana stop and think before going with the joker?
- ✓ What are the 4 questions to ask before making a choice? (page 32)
- ✓ What are the stranger safety rules? (page 71)
- ✓ What should we do if we are in an emergency?
- ✓ What is the difference between a fun choice and a smart choice?
- ✓ What should we do if we feel unsure about something?
- ✓ Who are trusted adults we can go to for help?

Key Takeaway:

- ✓ Think before making a decision.
- ✓ Strangers can be unsafe—never take gifts or go with them.
- ✓ In an emergency, we must seek help but always

contact a trusted adult.

Teacher’s Resources:

- ✓ Poster on Decision Making.
- ✓ Worksheet: 13.0, 29.0, 30.0

3. Interactive Activities

Activity 1: Riddle Fun (page 33)

Activity 2: Upside Down (page 33)

Activity 3: Picture Story (Role Play): Assign different characters to different students and ask them to enact the picture story. (page 73)

4. Wrap-up & Home Connection

Recap Key Points:

- ✓ You must always think twice before you make a choice.
- ✓ We should think first and then make a decision to make the right choice that is good and safe for us.
- ✓ In an emergency, take the help of strangers to be safe and contact your trusted grown-ups.
- ✓ Never talk to or go anywhere with strangers. Always tell your loved ones if a stranger tries to talk to you.

Assign a Home Task:

- ✓ Activity on page 72
- ✓ Watch animated video of the story, “The Nest on the Tree.” (QR embedded)

Assessment & Evaluation:

- ✓ Class participation in activities and homework submission.

Challenges:

Discussing emergency responses and stranger safety (“In an emergency, take the help of strangers to be safe”), guiding students on distinguishing safe vs. unsafe help, addressing fear of asking for assistance, and ensuring students understand critical thinking in emergencies without fostering distrust of unfamiliar people.

14. Safe Touches, 15. Unsafe Touches, 16. Accidental Touches, & 17. Sana is Brave

Life Skills: Effective Communication-Telling/ Being Assertive

Core Principles: Personal Safety- Touches/Safety Circle| Mental Health & Wellbeing-Listening to Feelings

Theme: Recognising Touches, Setting Boundaries, and Seeking Help

Learning Objectives:

- ✓ Identify safe and unsafe touches and understand how they make us feel.
- ✓ Recognise accidental touches and differentiate them from unsafe touches.
- ✓ Develop confidence to say “No” and seek help from a trusted adult.
- ✓ Learn that speaking up is brave and that our feelings matter.
- ✓ Practise expressing personal boundaries in a respectful but assertive way.

Lesson Structure:

1. Introduction

Discuss: Why do some touches make us feel happy, and some make us feel uncomfortable?

2. Story Reading & Discussion

Read Aloud: Read “Safe Touches,” “Unsafe Touches,” “Accidental Touches,” and “Sana is Brave” using expressions, gestures and illustrations from the workbook.

Interactive Activity: Discuss illustrations on page 34, 35, 36

Guided Questions:

- ✓ What are some examples of safe touches?
- ✓ How do safe touches make us feel?
- ✓ What should we do if a touch makes us feel uncomfortable?
- ✓ How do unsafe touches make us feel?
- ✓ Why should we always tell a trusted adult about an unsafe touch?
- ✓ What is an accidental touch?
- ✓ What should you do if you are unsure about a touch?
- ✓ Why did Sana say NO when the tutor pulled her cheek?

Key Takeaway:

- ✓ Safe touches make us feel happy; unsafe touches make us feel bad.
- ✓ If a touch makes you feel uncomfortable, say NO and tell a trusted adult.
- ✓ Accidental touches do not repeat, but unsafe touches do.
- ✓ It is not rude or wrong to say NO if something feels bad.
- ✓ Speaking up is brave!

Teacher’s Resources:

- ✓ Poster on Types of Touches.
- ✓ Worksheet: 15.0, 17.0

3. Wrap-up & Home Connection

Recap Key Points:

- ✓ Safe touches make us happy and good.
- ✓ Unsafe touches make us feel scared, sad, dirty or guilty.

Assign a Home Task:

- ✓ Activities A, B, C, D on page 37,40,41
- ✓ Watch animated video of the story, “Sana is Brave.” (QR embedded)

Assessment & Evaluation:

- ✓ Class participation and homework submission.

Challenges

Discussing body autonomy and boundaries (“Is there someone from whom you don’t like hugs or kisses?”), guiding students on recognising accidental vs. unsafe touches (“An accidental touch happens by mistake”), addressing assertiveness in uncomfortable situations, and ensuring sensitive handling of student disclosures about personal experiences.

18. Loudly and Clearly, 21. Going to School is Fun, 22. Are you Scared? & 23. It is Not Your Fault

Life Skills: Effective Communication- Telling/ Being Assertive/Being Confident/Body Language| Coping with Emotions-It is okay to be afraid/It is not your fault

Core Principle: Emotional Intelligence/Quotient- It is okay to be afraid

Theme: Learning to Communicate Clearly, Express Emotions, and Seek Help from Trusted Adults

Learning Objectives

- ✓ Speak up loudly and clearly when they need help.
- ✓ Recognise that feeling scared is normal and learn how to express it.
- ✓ Understand that unsafe touches and situations are NEVER their fault.
- ✓ Practise using confident body language and assertive communication.
- ✓ Develop problem-solving skills to seek help and keep telling until someone listens.

Lesson Structure

1. Interactive Introductory Activity

How to Play: The teacher says different phrases in a whisper, soft, normal, and loud voice. Students raise their hands when they hear a voice that is clear and confident.

Discuss: Why is it important to speak loudly and clearly in some situations?

2. Story Reading & Discussion

Read Aloud: Read “Going to School is Fun,” “Are you Scared?” “It is Not Your Fault” using expressions and illustrations from the workbook.

Interactive Activities:

- ✓ Involve Music Teacher to play musical notes of the poem, “Loudly and Clearly.”
- ✓ Assign the characters of girl, elder sister, Pokso and Mummy to different children and ask them to enact the picture story. (page 53)

Class Activity: Complete activity on page 43

Guided Questions:

- ✓ Why did Arpit need to tell the helper he didn’t need help?
- ✓ How did Sana use her voice to speak clearly?
- ✓ What happens when we don’t speak loudly and

clearly?

- ✓ What should we do if something makes us uncomfortable while traveling?
- ✓ What does Sana do when she feels uncomfortable around strangers?
- ✓ Why is it important to tell someone when we feel scared?
- ✓ Why is it important to keep telling trusted adults until someone helps?

Key Takeaway:

- ✓ Speaking loudly and clearly helps others understand us.
- ✓ It is normal to feel scared, but talking about it helps.
- ✓ If something feels unsafe, we must tell a trusted adult.
- ✓ If the first person doesn’t listen, KEEP TELLING until someone helps.

Teacher’s Resources:

- ✓ Worksheet: 21.0, 23.0

3. Wrap-up & Home Connection

Recap Key Points:

- ✓ It is a good habit to always tell our loved ones about what we did throughout the day.
- ✓ It is okay to feel scared. It helps us to stay safe. It is brave to tell when you are afraid or scared.
- ✓ Any unsafe touch or look is not your fault.

Assign a Home Task:

- ✓ Watch the animated video of the poem “Loudly and Clearly.” (QR embedded)
- ✓ Complete activities on page 48,49,51

Assessment & Evaluation

- ✓ Class participation and homework submission.

Challenges

Discussing fear and personal safety (“It can be scary when someone gives us an unsafe touch or look”), guiding students on assertive responses (“We have to say 'NO!' to the person making us uncomfortable”), addressing trusted adults, and ensuring students feel safe sharing fears.

’:

19. The Secret Cave & 20. Can You Keep a Secret?

Life Skills: Critical Thinking- Secrets

Core Principle: Personal Safety-Secrets

Theme: Learning the Difference Between Safe Surprises and Unsafe Secrets

Learning Objectives:

- ✓ Understand the difference between safe and unsafe secrets.
- ✓ Recognise that unsafe secrets make us feel bad, scared, or uncomfortable.
- ✓ Learn that safe surprises are good, but secrets should not be kept from trusted adults.
- ✓ Develop critical thinking skills to identify unsafe situations and seek help.

Lesson Structure:

1. Introduction

Ask: Do you know the difference between a surprise and a secret?

Transition: Surprises are fun and safe because they are eventually shared. Secrets can be unsafe and should never be kept from trusted adults.

2. Story Reading & Discussion

Read Aloud: Read “The Secret Cave” using an engaging and expressive tone and showing illustrations from the workbook. Pause at key moments and ask students how they think Pokso is feeling.

Interactive Activity: Assign the character of neighbour, Sana and Pokso to different students to enact the picture story. (page 46)

Class Activity: Complete activity on page 47

Guided Questions:

- ✓ Why did Pokso want to keep the secret cave to himself?
- ✓ What safety rule did his mother teach him about secrets?
- ✓ Why is it important to tell trusted adults about things we discover or experience?
- ✓ What did the neighbour ask Sana to do?
- ✓ Why did Sana say no to keeping a secret from her mother?

Key Takeaway:

- ✓ Surprises make us happy, but unsafe secrets make us feel bad.
- ✓ We should always tell a trusted adult if someone asks us to keep a secret.
- ✓ Even if we like something about a secret, we should still tell our loved ones.

Teacher’s Resources:

- ✓ Worksheet: 19.0
- ✓ Poster on Decision Making.
- ✓ Internet search - Colour blindness, American Academy of Ophthalmology.

3. Wrap-up & Home Connection

Recap Key Points:

- ✓ Children should not keep any secrets. It is not a good habit and is unsafe.
- ✓ Even if you like something about a secret, you should still tell your loved ones.

Assign a Home Task:

- ✓ Watch animated video of the story, “The Secret Cave.” (QR embedded)
- ✓ Complete activities on page 45

Assessment & Evaluation

- ✓ Class participation.

Challenges

- ✓ Discussing secrecy and safety (“Children should not keep any secrets”).
- ✓ Difference between safe and unsafe secrets.
- ✓ Warning signs in unsafe situations.
- ✓ Peer pressure in keeping secrets.

25. Sana's Puppy, 26. Granny Reads the Newspaper, & 27. The 5-Step Safety Rule

Life Skills: Effective Communication-Telling/ Being Assertive

Core Principles: Personal Safety- Animals-Dogs/ Bees/Monkeys/Touches/Hugs/Kisses/Looks/ CSA | Safety-Helpines/Laws | Morals/Values/ Ethics-Love for Nature

Theme: Staying Safe in Different Situations

Learning Objectives:

- ✓ Understand how to interact safely with animals.
- ✓ Recognise the importance of child safety laws and the Child Helpline (1098).
- ✓ Learn the 5-Step Safety Rule to respond to unsafe touches or looks.
- ✓ Develop confidence in seeking help and expressing feelings clearly.

Lesson Structure:

1. Introduction

Ask: Those who love dogs, raise your hand.

Discuss: Why some people love dogs and why some people fear them.

2. Story Reading & Discussion

Read Aloud: Read "Sana's Puppy," "Granny Reads the Newspaper," and "The 5-Step Safety Rule" using an engaging and expressive tone. Show illustrations from the workbook, wherever necessary.

Interactive Activity: Assign the characters of Granny and Nancy to different students and ask them to enact the picture story. (page 59)

Class Activity:

- ✓ Activity on page 59
- ✓ Activity A on page 60
- ✓ Activity D on page 61

Guided Questions:

- ✓ What safety rules did Sana's mother teach?
- ✓ Why should we never disturb a dog while it is eating or sleeping?
- ✓ Why is vaccinating pets important?
- ✓ What does the POCSO law do?
- ✓ When should a child call 1098?
- ✓ Why do we need a law to protect children?
- ✓ Why is it important to keep telling if the first person

doesn't listen?

Key Takeaway:

- ✓ Animals have feelings too. We should treat them with care and follow safety rules.
- ✓ The Child Helpline (1098) is there to help children in unsafe situations.
- ✓ The 5-Step Safety Rule teaches us to stay safe and speak up.

Teacher's Resources:

- ✓ ChildLine: 1098
- ✓ Posters on ChildLine, Child Rights and Safety Rules.
- ✓ National Rabies Control Programme
- ✓ Worksheet: 25.0, 26.0, 27.0
- ✓ For more information on POCSO Act, refer Blue Booklet.

3. Wrap-up & Home Connection

Recap Key Points:

- ✓ We should do things that are safe for us. It is a good habit.
- ✓ Rules are like good habits that keep us safe.
- ✓ We trust our loved ones. We can always take their help. We can tell them anything.
- ✓ The police are always there to help and protect children.

Assign a Home Task:

- ✓ Activity 'Know Your Tigers' on page 64
- ✓ Activities on page 58

Assessment & Evaluation

- ✓ Class participation and homework submission.

Challenges

- ✓ Discussing fear and safety around animals.
- ✓ Responsible pet ownership. ("Never tease a dog" and "Do not disturb while eating")
- ✓ Empathy for stray animals, and ensuring awareness of rabies and pet care without inducing fear.
- ✓ Discussing unsafe touches and looks, being assertiveness ("Say 'No!' loudly and clearly"), addressing fear in disclosure ("Keep telling until someone believes you"), and ensuring students feel safe reporting uncomfortable situations.

28. Pokso and the Train

Life Skills: Critical Thinking | Effective Communication- Telling

Core Principles: Personal Safety- Strangers

Theme: Understanding Strangers & Talking to Trusted Adults

Learning Objectives:

- ✓ Understand that not all strangers are safe and learn how to recognise unsafe situations.
- ✓ Learn the importance of telling a trusted adult about experiences and feelings.
- ✓ Develop confidence in asking for help when feeling scared or confused.
- ✓ Recognise that fear can sometimes come from not knowing something, and learning helps us feel safe.

Lesson Structure:

1. Interactive Introductory Activity

Guess the Sound Game: The teacher plays or mimics different sounds (a doorbell, a dog barking, a train whistle, someone knocking). Students guess the sounds and discuss how some sounds are familiar and some can be confusing or scary.

Ask: Have you ever been scared by a sound you didn't recognise?

2. Story Reading & Discussion

Read Aloud: Read "Pokso and the Train" using different voice tones to make the story exciting. Pause at key moments to ask students how Pokso might be feeling, using the illustrations in the workbook.

Interactive Activity: Assign different children to say different dialogues within the story.

Class Activity: Complete Activity A on page 68

Guided Questions:

- ✓ Why did Pokso feel scared when he heard the strange noise?
- ✓ What mistake did Pokso make when he went to the jungle?
- ✓ Why is it important to tell our parents where we are going?
- ✓ How did Pokso feel after talking to his mother?
- ✓ What can we do if we feel scared or unsure about something?

Key Takeaway:

- ✓ Talking to trusted adults helps us understand things better and feel safe.

Teacher's Resources:

- ✓ Worksheet: 28.0
- ✓ Joke on page 66

3. Wrap-up & Home Connection

Recap Key Points:

- ✓ Not all strangers are safe, so we should be careful.
- ✓ If something scares or confuses us, we should tell a trusted adult.
- ✓ Sometimes, fear comes from not knowing something, and learning helps us feel safe.

Assign a Home Task:

- ✓ Activity on page 69
- ✓ Watch animated video of the story. (QR embedded)

Assessment & Evaluation:

- ✓ Class participation.

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

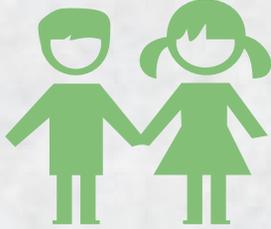
English अंग्रेजी	Assamese অসমীয়া	Bengali বাংলা	Gujarati ગુજરાતી
Hindi हिन्दी	Kannada ಕನ್ನಡ	Kashmiri کٲشٲر	Malayalam മലയാളം
Marathi मराठी	Odia ଓଡ଼ିଆ	Punjabi ਪੰਜਾਬੀ	Tamil தமிழ்
Telugu తెలుగు	Urdu اردو	Garo	Khasi

English अंग्रेजी	Assamese অসমীয়া	Bengali বাংলা	Gujarati ગુજરાતી
Hindi हिन्दी	Kannada ಕನ್ನಡ	Kashmiri کٲشٲر	Malayalam മലയാളം
Marathi मराठी	Odia ଓଡ଼ିଆ	Punjabi ਪੰਜਾਬੀ	Tamil தமிழ்
Telugu తెలుగు	Urdu اردو	Garo	Khasi



Children Against Child Abuse

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



Children Empowered
15,00,000+



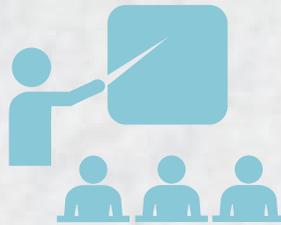
Families Empowered
14,00,000+



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)

www.projectcaca.org

Address :- EW - 3, Third Floor, Mianwali Nagar, Paschim Vihar, Delhi-110087

Phone No :- 011-40074904, 092054 88402, 092054 88405

E-mail Id :- info@projectcaca.org

Website :- www.projectcaca.org

[@projectcaca](https://www.facebook.com/projectcaca) | [@projectcaca](https://www.instagram.com/projectcaca) | [@projectcaca](https://www.youtube.com/projectcaca)

TM-ENG-2025-26

End the Stigma, Raise Awareness