



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 ସଂରକ୍ଷଣ କାର୍ଯ୍ୟପୁସ୍ତିକା

My Safety Workbook

ନା ଥିଲୁଟା କାର୍ଯ୍ୟପୁସ୍ତିକା

میری حفاظتی کتاب

ମାଝି ସୁରକ୍ଷିତତା କାର୍ଯ୍ୟପୁସ୍ତିକା

ମୋର ସୁରକ୍ଷା କାର୍ଯ୍ୟପୁସ୍ତିକା

ଆମାର ନିରାପତ୍ତା କାର୍ଯ୍ୟ ପୁସ୍ତକ

ମେରୀ ସୁରକ୍ଷିତା ବାଚନପୁସ୍ତିକା

ନେନ୍ନୁ ସୁରକ୍ଷିତତା କାର୍ଯ୍ୟ ପୁସ୍ତିକା

എന്നിനെ സുരക്ഷിതത വരിക്കുണ്ടു

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 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

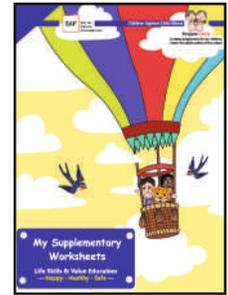
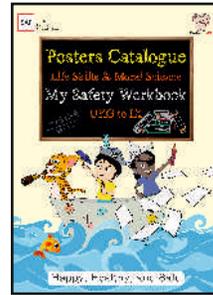
My Seventh Safety Workbook

VIII

My Eighth Safety Workbook

IX

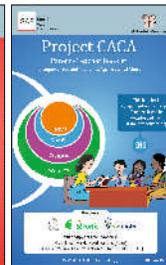
My Ninth Safety Workbook



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



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.



Index



1. Say Hello! | 1
2. Same Yet Different | 2
3. Doing My Homework | 4
4. The Squirrel and the Fox | 7
5. Toss a Coin | 10
6. ABCDE and K | 13
7. Arm Wrestling | 16
8. Private Parts | 19
9. It Is Good to Share but... | 22
10. Taking Help | 24
11. Kisses | 27
12. Yoga Is Good for Health | 30
13. Sana Loves to Hug Her Grandma | 33
14. Types of Touches | 36
15. What Am I Feeling? | 39
16. A Shoe that Pinches | 41
17. Keep Your Hands to Yourself | 44
18. It is Not Your Fault | 47
19. Are You Afraid of Shadows? | 50
20. Safe and Unsafe Secrets | 53
21. Do You Know a Joker? | 56
22. Crossing the Road | 59
23. The 5-Step Safety Rule | 62
24. A Letter from the Principal | 67
25. See-Saw | 70



26. Murali Is a Good Swimmer
but... | 73
27. Oops! Sana Breaks a Mobile
Phone | 76
28. ABC of Computers | 79
29. Arpit Loves His Sister, but | 83
30. United We Stand, Divided
We Fall | 87
31. Pinocchio, the Liar | 91
32. Sana's Homework | 94
- Lesson Plan Template** | 97
- Resource Page** | 98



1. SAY HELLO!

<p>Competencies: ●Core principle(s): Morals/Values/Ethics: Diversity ●WHO Life skill(s): Interpersonal Relationship-Friends/Special Friends</p>	<p>Suggested Facilitator: CACA teacher, Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes: 1. Every child must go to school.</p>
<p>Methodology: Classroom Narrative</p>	<p>Other resources: Worksheet: 1.0</p>	<p>Implicit (Key message) Learning outcomes:</p>
Suggested Flow		
<p>Introduction</p>	<p>10 mins</p>	<p>Activity: "Find a Friend Like You!" Ask students to find a friend who has something in common with them (e.g., same favorite color, food, or hobby). Then, ask them to find a friend who has a difference (e.g., different favorite sport, subject, or handedness). Briefly discuss how we all have similarities and differences, and that both are important. Transition smoothly: "Now, let's meet some new friends in our book who are just like us in some ways but different in others!"</p>
<p>Context Building and Workbook in Play</p>	<p>20 mins</p>	<p>How to Read Aloud & Build on the Lesson: Use an engaging and expressive voice while reading Pokso's introduction to bring the character to life. Pause at key moments and ask open-ended questions to encourage predictions and discussions. Make connections to students' lives by asking: "Do you also like playing games with friends? What games do you play?" Emphasize the idea of similarities and differences by encouraging students to relate to Sana and Arpit's traits. Act out short scenarios where students can decide whether they would share something or keep it personal.</p>
<p>Teachers' note</p>		<p>If the school had CACA books last year: Compare what students already know about similar characters and link prior knowledge to new information. If using this book for the first time: Introduce the Musketeers at the end as the main characters who will reappear throughout the book.</p>

2. SAME YET DIFFERENT

<p>Competencies: ●Core principle(s): Morals/Values/ Ethics: Diversity ●WHO Life skill(s): Empathy</p>	<p>Suggested Facilitator: CACA teacher, Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes: 1. We are all different and It's okay to be different. 2. One must be mindful of and considerate towards other people's needs.</p>
<p>Methodology: Classroom Narrative</p>	<p>Other resources: https://www.lefthandersday.com</p>	<p>Implicit (Key message) Learning outcomes: 1. Children learn to appreciate that everyone has unique traits and abilities, which makes each individual special. 2. Recognising and respecting the challenges others face due to their differences fosters empathy and kindness. 3. Reflecting on their own habits and traits helps children better understand themselves and their place in a diverse group. 4. Encouraging children to work together despite differences helps them develop a sense of inclusiveness and teamwork. 5. By exploring why right-handedness is more common or considering left-handed animals, children learn to question biases and embrace different perspectives.</p>
<p>Suggested Flow</p>		
<p>Introduction</p>	<p>5 mins</p>	<p>1. Which hand do you brush with? 2. Which hand do you write with? 3. Which hand do you wave/shake hand/salute with? 4. Introduce the meaning of being a 'right-hander' or 'left-hander' 5. Ask children to individually complete the page 4's task on a special hair salon.</p>
<p>Context Building</p>	<p>15 mins</p>	<p>1. Group children such that at-least there is at least one left-hander in each group. 2. Ask children to talk in their groups and understand what all differences and similarities they have in their groups. Also ask what issues they face due to these differences from the majority of class. 3. Visit each group personally and let children share their discussions.</p>
<p>Workbook in Play (Chapter-reading)</p>	<p>5 mins</p>	<p>1. Read aloud or if children can let them read the narrative from page 2-3.</p>

<p>Take home (Homework)</p>		<p>1. Complete the chapter 2. Time to ponder:</p> <ul style="list-style-type: none"> • Are animals also left-handers? • Why do we have more right-handers around than left-handers?
<p>Possible hiccups:</p> <p>1. Vocabulary challenges</p> <ul style="list-style-type: none"> • Brain: The brain is like the boss of your body, sitting in your head and sending messages to tell you what to do—whether it's moving, thinking, or even just breathing! It's your control center, like the captain of a ship steering everything. 		<p>The Confidential Green Zone: Explained</p> <p>“What issues they face due to these differences from the majority of the class?” is personal because it touches on the child’s unique experiences, feelings, and potential challenges, which may make them feel vulnerable or singled out, requiring a safe and respectful environment for sharing.</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. What is International Left-Handers Day, and when is it celebrated? 2. What challenges do left-handed people face with writing? 3. What message did Kala Ma’am give at the end of the class? 4. Name two things in your classroom or home that are designed for right-handed people. 		<p>Cues for Quick Progress Tracking</p> <p>1. Understood</p> <ul style="list-style-type: none"> • The student confidently shares at least one difference or similarity they identified in their group discussion. • Clearly expresses a thoughtful challenge faced by someone different from the majority (e.g., left-handedness) and shows understanding of empathy. • Completes workbook tasks (e.g., special hair salon or chapter narrative) independently and correctly. • Actively engages in discussions, offering relevant and meaningful answers. <p>2. Partially Understood</p> <ul style="list-style-type: none"> • The student identifies a basic difference or similarity but struggles to explain why it is important. • Shares a simple or unclear challenge faced by someone different without demonstrating full understanding. • Completes workbook tasks with some guidance or minor errors. • Participates in discussions but requires prompting or gives incomplete responses. <p>3. Needs Help</p> <ul style="list-style-type: none"> • The student is unable to identify differences or similarities during the group activity. • Fails to articulate challenges faced by those who are different or gives irrelevant responses. • Workbook tasks are incomplete or incorrect, even with guidance. • Avoids participating in discussions or gives off-topic answers, showing confusion.

3. DOING MY HOMEWORK

<p>Competencies</p> <ul style="list-style-type: none"> ● Core principle(s): Morals/Values/Ethics: Being responsible ● WHO Life skill(s): Self Awareness-Self esteem: Being responsible ● Problem-Solving 	<p>Suggested Facilitator: C A C A teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Do things that make you feel good and proud of yourself. Make it your habit. 2. Only do it when you know that it will make you feel good. Make a habit of doing good things.
<p>Methodology: Narrative</p>	<p>Other resources: Worksheet - 3.0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. It's important to identify and understand the reasons behind negative emotions. 2. Everyone makes mistakes, but learning from them leads to emotional relief and personal growth.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>Start with a Mystery: "Arpit is sad, and he doesn't feel good about himself. Can we help him figure out why he is feeling so and what he can do to feel better?"</p> <p>Introduce the Treasure Hunt: "To help Arpit, we'll find clues hidden in the workbook. Each clue will bring us closer to helping him feel proud and happy!"</p> <p>Display a "Treasure Map" (drawn on the board or a chart) with three stops:</p> <ul style="list-style-type: none"> ● Clue 1: Why is Arpit sad? ● Clue 2: How can Arpit feel better? ● Clue 3: What makes us proud of ourselves?
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Clue 1: Why Is Arpit Sad? (5 mins)</p> <ul style="list-style-type: none"> ● Ask students to turn to Page 5 and read the story aloud in pairs or small groups. ● Challenge: <ul style="list-style-type: none"> ● "Find the sentence that explains why Arpit is feeling bad." ● Answer: "I did not listen to Papa and came to play. I am feeling bad." ● Ask: <ul style="list-style-type: none"> ○ "Why does not finishing homework make Arpit feel bad?" ○ "How do you feel when you forget something important?"

	<ul style="list-style-type: none"> ● Highlight: "When we don't finish responsibilities, it can make us feel worried or upset later." ● Clue Unlock: Give the first clue piece: "Responsibilities first = A happy and worry-free mind!" <p>Clue 2: How Can Arpit Feel Better? (7 mins)</p> <ul style="list-style-type: none"> ● Ask: "Who helped Arpit feel better in the story?" ● Students find the dialogue where David says, "You can go back now and finish your work quickly and nicely. Then you will feel good." ● Discuss: <ul style="list-style-type: none"> ○ "How did David help Arpit?" ○ "What can we do to feel better when we make a mistake?" ● Highlight: "When we fix our mistakes, it helps us feel better and learn for the future!" ● Activity: Fix It, Feel Better Game: Create simple scenarios on flashcards (e.g., "Forgot to do homework," "Left toys on the floor"). Students suggest how to fix the mistake (e.g., "Finish the homework now," "Pick up the toys"). ● Clue Unlock: Give the second clue piece: "Fix your mistakes = Feel better about yourself!" <p>Clue 3: What Makes Us Proud? (15 mins)</p> <ul style="list-style-type: none"> ● Turn to Page 6 and read the section on self-esteem. ● Challenge: "Find the sentence that explains why it's important to feel good about yourself." ● Ask: <ul style="list-style-type: none"> ○ "What makes you feel proud of yourself?" ○ "Why is it important to like yourself?" ● Highlight: "When we do good things, like completing tasks or helping others, we feel proud of ourselves. This is called self-esteem!" ● Activity: Self-Esteem Collage: Give students paper stars or leaves. Each student writes one thing they've done that makes them feel proud (e.g., "I helped my mom," "I finished my homework"). Stick the stars/leaves on a chart titled "Our Self-Esteem Tree." ● Clue Unlock: Give the third clue piece: "Doing good things = Feeling proud and happy!" <p>Final Treasure Reveal (1 min) Combine all the clues on the Treasure Map: "Responsibilities first + Fix your mistakes + Doing good things = Feeling good about yourself!"</p> <p>Open the Treasure Box (2 mins) Inside, have stickers, certificates, or a class badge for being "Self-Esteem Detectives."</p>
<p>Take home</p>	<p>Let students complete the workbook prompt: "Write one thing you did today that made you feel good about yourself."</p>

<p>Possible hiccups:</p> <p>1. Vocabulary challenges</p> <ul style="list-style-type: none"> • Esteem: Esteem is saying you think someone is awesome and worth a lot of respect, like giving them a mental gold star for being awesome! • Self-esteem: Self-esteem is giving yourself that gold star, feeling proud of who you are and what you can do! 	<p>The Confidential Green Zone: Explained</p> <p>“Write one thing you did today that made you feel good about yourself?” is personal to the child because it encourages self-reflection on their emotions and achievements, fostering confidence in a safe, non-judgmental space.</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. Why did David ask Arpit to join him in the park? 2. Why was Arpit feeling bad while playing football? 3. Who is Arpit’s favourite teacher, and why? 4. What is self-esteem? 	<p>Cues for Quick Progress Tracking</p> <p>1. Understood:</p> <ul style="list-style-type: none"> • The student actively participates in discussions and activities. • Correctly identifies the reason for Arpit’s sadness or suggests meaningful ways to fix mistakes (e.g., "Arpit should finish his homework to feel better"). • Completes written or verbal tasks with clear understanding (e.g., shares something they did to feel proud). • Shows confidence in explaining self-esteem or related concepts (e.g., "Doing good things makes me feel proud"). • Demonstrates an ability to connect the lesson to their personal life or share examples without hesitation. <p>2. Partially Understood:</p> <ul style="list-style-type: none"> • The student participates minimally or needs prompting to engage in discussions or activities. • Identifies part of the reason behind Arpit’s emotions but cannot fully articulate or connect it to responsibility (e.g., "Arpit is sad but not sure why"). • Completes tasks or activities with minor errors or vague responses (e.g., writes “I helped” but doesn’t explain how or why it made them proud). • Displays some understanding of self-esteem but struggles to explain it clearly. • Needs support or additional clues to complete the activity or contribute meaningfully. <p>3. Needs Help:</p> <ul style="list-style-type: none"> • The student does not participate or avoids engagement in discussions and activities, even with prompting. • Fails to identify why Arpit feels bad or cannot suggest ways for him to feel better. • Written or verbal responses are incomplete, off-topic, or irrelevant (e.g., "I don’t know" or unrelated answers). • Shows confusion about the concept of self-esteem or struggles to relate it to their own experiences. • Requires significant one-on-one support to complete activities or understand the lesson.

4. THE SQUIRREL AND THE FOX

<p>Competencies:</p> <ul style="list-style-type: none"> • Core principle(s): Morals / Values / Ethics • WHO Life skill(s): Effective Communication 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Tell your loved ones what happened during the day. 2. Do not hide anything from them because hiding is a bad habit.
<p>Methodology: Story</p>	<p>Other resources: Video (QR code) - https://youtu.be/ePqq4RaUYNQ?feature=shared Worksheet - 4.0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise that mistakes are a natural part of learning and growth. 2. Understand that honesty and accountability lead to personal growth and trust. 3. Relate actions and consequences to moral values like telling the truth and making amends.
Suggested Flow		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>Start with a Mystery Question:</p> <ul style="list-style-type: none"> • "Do you know how apples grow? Do they appear on trees overnight?" • Wait for responses and say: "Apples take time to grow, just like we take time to learn and do the right thing. Let's explore how apples grow through seasons and how Nimki the squirrel learns something important in her story!" <p>Quick Nature Link: Draw a simple apple tree with four labeled branches (Spring, Summer, Fall, Winter) on the board. Say: "We'll learn about these seasons and how Nimki works through these."</p>
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Read-Aloud Storytelling (10 mins):</p> <ul style="list-style-type: none"> • Read "The Squirrel and the Fox" with expressions. Pause at key points for quick questions: <ul style="list-style-type: none"> ○ "What rule did Nimki break when she went to the garden?" ○ "Why did Nimki feel bad afterward?" • Highlight the Apple: <ul style="list-style-type: none"> ○ "Did you notice the apples in the story? Just like Nimki made a mistake, sometimes apples fall off trees in the Fall. But both can grow and get better again!" • Discussion (10 mins): "What happens when we break rules like Nimki? Can we fix mistakes?" <ul style="list-style-type: none"> ○ Relate to apples: "When an apple falls, the tree doesn't stop. It rests and grows again. So can we!" • Apple Tree Activity (5 mins): Guide students to the "Seasons of Time" workbook page. Match each season to

		<p>its role:</p> <ul style="list-style-type: none"> ○ Spring: Flowers blossom (Good actions and new beginnings). ○ Summer: Apples grow (Doing the right thing and learning). ○ Fall: Leaves fall (Mistakes happen). ○ Winter: Tree rests (Fixing mistakes and learning). ● Link to Story (5 mins): <ul style="list-style-type: none"> ○ "Which season was Nimki in when she broke the rule? (Fall)" ○ "Which season came when she told her mummy the truth and felt proud? (Spring)"
<p>Take home</p>		<p>Students pair up, draw a tree and show the four seasons. Write one good thing (Spring), one mistake (Fall), and how you can fix it (Winter) to feel proud again (Summer).</p>
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Children may think seasons happen suddenly or are only about weather changes (e.g., snow in Winter everywhere). <ol style="list-style-type: none"> a. Solution: b. Explain that seasons follow a cycle and show a calendar with months marked for each season. c. Use a simple analogy: "Just like you grow taller slowly, seasons change gradually over time." 2. Students might struggle to connect seasons to abstract ideas like growth, mistakes, or learning. <ol style="list-style-type: none"> a. Solution: b. Link seasons to tangible daily routines: c. Spring: Starting something new, like planting seeds or a new school term. d. Summer: Putting in effort, like studying hard or playing outdoors. e. Fall: Losing leaves = making mistakes. f. Winter: Resting and thinking about how to improve. 		<p>The Confidential Green Zone: Explained</p> <p>"Draw a tree and show the four seasons. Write one good thing (Spring), one mistake (Fall), and how you can fix it (Winter) to feel proud again (Summer)." is personal because it asks children to reflect on their mistakes and growth, which involves their feelings and experiences, and it should remain confidential to ensure they feel safe and not judged.</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. What happens to trees in Spring? 2. When do apples grow on trees? 3. Why do trees lose leaves in Fall? 4. What does Winter help trees do? 5. Which season shows new beginnings? 		<p>Cues for Quick Progress Tracking</p> <p>1. Understood:</p> <ul style="list-style-type: none"> ● The student actively participates in discussions, providing clear and relevant answers. ● Completes the "Seasons of Growth" activity accurately, drawing the tree with the correct seasons

		<p>and meaningful examples for Spring, Summer, Fall, and Winter.</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the connection between mistakes (Fall), fixing them (Winter), and feeling proud (Spring). • Can articulate personal examples confidently, such as a mistake they made and how they fixed it. <p>2. Partially Understood:</p> <ul style="list-style-type: none"> • The student participates but needs prompting to engage or provides incomplete or vague answers. • Completes the "Seasons of Growth" activity with minor errors, such as misplacing seasons or giving unclear examples. • Shows a basic understanding of the link between mistakes and growth but struggles to articulate it fully. • Shares personal examples but requires guidance to connect them to the seasons effectively. <p>3. Needs Help:</p> <ul style="list-style-type: none"> • The student avoids participating or shows confusion when asked questions during discussions. • Struggles to complete the "Seasons of Growth" activity, with incorrect or missing examples for the seasons. • Cannot identify the connection between mistakes, fixing them, and feeling proud, even with guidance. • Hesitates to share anything or provides irrelevant or off-topic responses.
--	--	--

5. TOSS A COIN

<p>Competencies:</p> <p>•WHO Life skill(s): Critical Thinking Decision Making</p>	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Growing up is about doing things by ourselves. It is also about making choices that make us happy and safe. 2. Think before you choose. Make good and safe decisions.
<p>Methodology: Story</p>	<p>Other resources:</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Identify and differentiate between safe and unsafe choices in real-life situations. 2. Learn to say ‘No’ firmly and confidently when they face unsafe or tricky situations. 3. Understand that making thoughtful decisions helps avoid harmful consequences. 4. Build awareness about trusting familiar people over strangers for safety. 5. Reflect on the importance of thinking before choosing instead of relying on luck or pressure.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>“The Candy Trap” (5 minutes)</p> <p>Setup:</p> <ul style="list-style-type: none"> • Greet students warmly and hold up a shiny candy bag (or a drawing of one). • Ask: “Who wants a candy? It looks so yummy!” • When hands shoot up, ask: <p>“But what if I’m a stranger and you don’t know me? What should you do?”</p> <p>Discuss: “Why do you think saying ‘No’ to strangers is important?” and Build curiosity and introduce the idea of making safe choices.</p> <p>Transition: “Let’s meet Arpit, Pokso, and Sana—they face a similar situation and learn to make a smart decision.</p>
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Roleplay Story Time: “Bringing the Story to Life!” (20 minutes)</p> <p>Students act out the story in three short parts with fun actions:</p> <p>Scene 1: Auntie offers candies.</p> <ul style="list-style-type: none"> ○ Arpit acts eager. Sana steps in and says, “We don’t know her! It’s not safe.” <p>Scene 2: Arpit wants to toss a coin. Pokso pulls him back.</p> <ul style="list-style-type: none"> ○ Actions: Pretend to flip a coin. Pokso shakes his head, says: “Think, don’t toss!”

		<p>Scene 3: Pokso explains: “If candy is bad, we can get sick or worse!”</p> <ul style="list-style-type: none"> ○ Whole class shouts together: “NO!” <p>Prompts:</p> <ul style="list-style-type: none"> ● “Was Auntie a stranger? Should we trust people we don’t know?” ● “Why is Pokso saying ‘Think’? What happens if we don’t?” <p>Engagement: Let students do actions: shaking heads, holding up their hands for ‘NO,’ and cheering when someone makes a safe choice.</p> <p>Activity: “Smart Choices Corner” (10 minutes)</p> <p>Setup:</p> <ul style="list-style-type: none"> ● Create two ‘Decision Corners’ in the class: <ul style="list-style-type: none"> ○ One corner is labeled “Safe Choice”. ○ The other is labeled “Unsafe Choice”. <p>How to Play:</p> <ul style="list-style-type: none"> ● Read out real-life scenarios one by one. ● Students quickly walk or move to the corner they think is correct. <p>Scenarios:</p> <ol style="list-style-type: none"> 1. “A stranger gives you a toy.” 2. “You tell your parents where you are before leaving home.” 3. “Your friend dares you to cross a busy road.” 4. “Someone you don’t know asks for your phone number.” 5. “You say ‘No’ when someone asks you to do something unsafe.” <p>Facilitator’s Role:</p> <ul style="list-style-type: none"> ● After each scenario, discuss briefly: “Why is this safe/unsafe? What could happen if we made the wrong choice?” ● Praise smart decision-making: “You all are such safety superheroes!”
<p>Take home</p>		<p>Complete the chapter’s end question</p>
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Student Hesitation: Some students might hesitate to participate in roleplay or discussions due to shyness. <ul style="list-style-type: none"> ○ Solution: Assign roles gently, encourage group participation, and praise efforts. 2. Misunderstanding the Message: Students might focus on the candy or coin (as fun) rather than the safety lesson. 		<p>The Confidential Green Zone: Explained</p>

<ul style="list-style-type: none"> ○ Solution: Reiterate the key message after each scene—"safe choices protect us." 3. Hyperactivity: Physical movement in the 'Decision Corners' activity may become chaotic. <ul style="list-style-type: none"> ○ Solution: Set clear rules (e.g., walk quickly but don't run). 4. Overgeneralisation: Students may think all strangers are bad. <ul style="list-style-type: none"> ○ Solution: Clarify that some strangers can help (e.g., police, teachers), but caution is needed before trusting anyone. 5. Time Management: Roleplay and discussions could take longer than planned. <ul style="list-style-type: none"> ○ Solution: Set a timer for each activity to maintain pace. 6. Vocabulary challenges: <ul style="list-style-type: none"> ○ Stranger: Someone you don't know. ○ Unconscious: Not awake or aware of what's happening. ○ Consequences: What happens next because of what you did. ○ Junk Food: Food that tastes good but is not healthy for your body. ○ Nutritious: Good food that helps you grow strong and healthy. ○ Decision: Choosing what to do. ○ Trust: Believing someone will do the right thing. 	
<p>Cues for Quick Progress Tracking</p> <p>1. Understood:</p> <ul style="list-style-type: none"> ● Actively participates in all activities and roleplays. ● Correctly identifies safe and unsafe choices in class activities. ● Confidently says 'No' during discussions and activities. ● Provides clear explanations for their choices and decisions. <p>2. Partially Understood:</p> <ul style="list-style-type: none"> ● Participates but needs reminders or prompts to engage. ● Identifies most safe/unsafe choices correctly with occasional mistakes. ● Says 'No' hesitantly or requires guidance. ● Provides incomplete or unsure answers when explaining decisions. <p>3. Needs Help:</p> <ul style="list-style-type: none"> ● Avoids participating in class activities or roleplays. ● Struggles to identify safe/unsafe choices. ● Is unable to say 'No' or lacks confidence in tricky situations. ● Cannot explain their decisions or show confusion about the lesson concepts. 	<p style="text-align: center;">Scholastic Questions</p> <p>1. Explain the difference between "thinking before choosing" and "leaving a choice to chance" (like tossing a coin). Why is one better?</p>

6. ABCDE AND K

<p>Competencies</p> <ul style="list-style-type: none"> • Core principle(s): Health: Nutrition • UNSDG-2030: Goal 3 (Good Health and Well-being) 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise the importance of eating healthy foods. 2. Identify which foods contain vitamins and minerals. 3. Understand how vitamins and nutrients help us grow, stay strong, and fight illnesses.
<p>Methodology: Informative text</p>	<p>Other resources: Worksheet - 6.0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Develop curiosity about the food they eat. 2. Build awareness of making healthy food choices. 3. Foster confidence to ask questions and reflect on their eating habits.
Suggested Flow		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>Activity: Food and Energy Charades</p> <ul style="list-style-type: none"> • Begin with an energetic activity: ask students to act out their favourite food and how they feel after eating it (e.g., rice for running, milk for growing, etc.). • Tie their responses to the idea of nutrients: "Did you know that different foods give us energy, make us grow, or help us stay healthy? Let's explore how!" <p>Key Question: "What is your favourite food, and why do you like eating it?"</p> <p>Use their answers to briefly introduce the story.</p>
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Activity: Vitamin Heroes (8 minutes)</p> <p>Start with a storytelling activity where vitamins are introduced as superheroes:</p> <ul style="list-style-type: none"> • Vitamin A: "The Eye Spy Hero – keeps eyes sharp and skin strong." • Vitamin C: "The Infection Fighter – protects us from falling sick." • Vitamin D: "The Bone Builder – makes bones strong." • Calcium: "The Bone Maker – strengthens teeth and bones." • Iron: "The Blood Helper – keeps our blood healthy." <p>Use gestures, props, or superhero-like posters for each vitamin.</p> <p>Relate each vitamin to its food source: "Spinach helps Vitamin A give you superhero vision!"</p> <p>Ask students: "What do you think would happen if Vitamin D didn't do its job? Why are superheroes important in our bodies?"</p> <p>Activity: Food Superheroes (5 minutes)</p>

		<ul style="list-style-type: none"> ● Use the yellow box in the workbook to identify which foods give us each vitamin. ● Write on the board or use cards to match foods (e.g., carrots, eggs, oranges) with their corresponding vitamin superheroes. ● Engagement Question: <ul style="list-style-type: none"> ○ "Have you eaten any of these superhero foods today? Which ones?" <p>Activity: Nutritious Food Market Adventure (7 minutes)</p> <ul style="list-style-type: none"> ● Now transition to the marketplace illustration on page 14. ● Say: "Imagine you're helping a superhero collect their special foods. Can you find spinach for Vitamin A? What about oranges for Vitamin C?" ● Guide students in circling or ticking off the healthy foods from the picture. ● Add a competitive element: <ul style="list-style-type: none"> ○ "Who can find all the healthy foods first? Let's shout out the vitamins as we find them!" <p>My Nutrient Diary (Reflective Wrap-Up, 5 minutes)</p> <ul style="list-style-type: none"> ● Ask: <ul style="list-style-type: none"> ○ "What did you eat today that might have Vitamin A or C in it?" ○ "What could you eat tomorrow to be stronger like a superhero?" ● Have students fill in blanks in their notebooks: <ul style="list-style-type: none"> ○ "I eat ___ for energy, ___ to grow, and ___ to stay healthy." ● Encourage students to share their answers with the class.
<p>Take home</p>		
<p>Possible hiccups:</p> <ul style="list-style-type: none"> ● Engagement Drop: Students may lose focus during detailed explanations. <ul style="list-style-type: none"> ○ Solution: Use gestures, props, and role-play to keep energy high. ● Time Crunch: Activities may take longer than planned. <ul style="list-style-type: none"> ○ Solution: Prioritise Vitamin Heroes and Marketplace Adventure; assign Nutrient Diary for homework if needed. ● Confusion with Concepts: Younger students may struggle with terms like "immunity" or "calcium." <ul style="list-style-type: none"> ○ Solution: Simplify explanations and give relatable analogies (e.g., calcium is the "brick" for bones). 		<p>The Confidential Green Zone: Explained</p> <p>"Ask your loved ones if any of your family members take medicine or tablets for vitamins or minerals." is personal because it requires children to talk about the health of their family members, which may include sensitive or private information. It should remain confidential to protect the family's privacy and avoid any feelings of discomfort or embarrassment.</p>

Scholastic Questions

1. What are vitamins, and why are they important?
2. Name any two foods that give you Vitamin A.
3. What food would you eat if you wanted stronger bones?

Cues for Quick Progress Tracking

1. Understood

- The student actively participates in discussions and answers questions correctly.
- The student can confidently link vitamins to their food sources and explain their roles (e.g., "Vitamin A helps our eyes").
- The student completes workbook activities independently and correctly (e.g., circles/ticks all nutritious foods in the marketplace illustration).
- The student reflects accurately in the "My Nutrient Diary" activity by naming correct foods and their nutritional benefits.

2. Partially Understood

- The student participates in discussions but needs guidance to answer correctly or requires repeated prompts.
- The student can identify some vitamins or nutrients but mixes up their roles or food sources (e.g., says spinach has Vitamin C instead of Vitamin A).
- The student completes workbook activities partially or makes minor mistakes in identifying nutritious foods.
- The student's "My Nutrient Diary" responses are incomplete or contain vague/general food choices.

3. Needs Help

- The student does not engage in discussions or frequently provides incorrect answers.
- The student struggles to link vitamins to their food sources or roles despite prompts (e.g., cannot name any food with Vitamin C).
- The student cannot complete workbook activities or ticks incorrect/unhealthy foods in the marketplace illustration.
- The student's "My Nutrient Diary" is largely incomplete, irrelevant, or shows little understanding of the topic.

7. ARM WRESTLING

<p>Competencies</p> <ul style="list-style-type: none"> ● Core principle(s): Personal Safety: Touches 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. identify private parts 2. articulate why private parts need protection. 3. understand the concept of safe medical practices like the proper disposal of syringes.
<p>Methodology: Story</p>	<p>Other resources: Rhythm for clapping (musical notes)</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. understand the importance of trust and bravery in difficult situations. 2. recognise the role of safe adults in their lives.
Suggested Flow		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>Welcome and Icebreaker:</p> <ul style="list-style-type: none"> ● Begin with a playful warm-up by asking, “Who loves to wrestle with their friends in games like tug-of-war or arm wrestling?” ● Engage students in a quick show of arm strength and encourage a few light laughs. ● Ask, “But what makes someone a real hero? Is it just strength, or something more?” <p>Introduce the story ahead by saying, “Today we’ll meet a boy who shows us the real meaning of strength in a play!”</p>
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Scene 1: Arm Wrestling (7 minutes)</p> <ul style="list-style-type: none"> ● Enact the Scene: <ul style="list-style-type: none"> ○ Assign roles: Boy, Uncle, and a small audience group. ○ Facilitate a quick role-play of the arm wrestling part of the story. Encourage engagement with light cheering for the “match.” ● Engage in Discussion: Ask: <ul style="list-style-type: none"> ○ “What do you think made the boy win? Was it just physical strength?” ○ “How do you think the uncle felt when he lost?” ● Smoothly lead with, “The boy is strong not just in his muscles but in his mind too. Let’s see what happens when he faces a tricky situation.” <p>Scene 2: Unsafe Touch (10 minutes)</p> <ul style="list-style-type: none"> ● Read Aloud and Reflect: Read the dialogues where the boy speaks about private parts and why they are important to protect. Pause for emphasis.

		<p>● Interactive Learning:</p> <ul style="list-style-type: none"> ○ Guide students in naming their private parts using correct terms. Reassure them that it’s okay to talk about these things in a safe environment. ○ Activity: Have students draw or imagine a “Circle of Trust,” adding names of people they trust to help them stay safe. ● Say, “The boy trusted his father and nurse. Let’s see how they help him stay safe during a medical situation.” <p>Scene 3: Injection & Health (8 minutes)</p> <p>● Visual and Verbal Explanation: Show a basic picture of a syringe and explain why injections are important and how they are made safe by destroying syringes after use.</p> <p>● Workbook Clapping Activity: Use the clapping rhythm to create an engaging, participatory activity. Practice the rhythm together to encourage teamwork and reinforce the concept of following safe practices.</p> <p>Transition to Homework: Say, “We’ve learned so much about strength, trust, and safety. Now it’s time to show what we’ve learned at home!”</p>
<p>Take home</p>	<p>3 mins</p>	<ul style="list-style-type: none"> ● Workbook Exercise: Assign the rhyming words activity. Encourage students to complete it with a family member. ● Extend the Circle of Trust: Ask students to explain their “Circle of Trust” to a parent or sibling and add one new trusted person to the circle.
<p>Possible hiccups:</p> <ul style="list-style-type: none"> ● Sensitivity in Discussing Private Parts: Some children may giggle or feel shy, avoiding participation. <ul style="list-style-type: none"> ○ Solution: Use non-threatening language like “the underwear model” and normalize the discussion by explaining its importance for everyone’s safety. ● Misunderstanding of "Unsafe Touch": Children might confuse playful touches with unsafe ones. <ul style="list-style-type: none"> ○ Solution: Provide clear examples like “A pat on the back is safe; touching private parts is unsafe” and reinforce understanding with role-play. 		<p>The Confidential Green Zone: Explained</p>

<ul style="list-style-type: none"> ● Distracted Participation: Group activities like role-play may lead to off-topic conversations. <ul style="list-style-type: none"> ○ Solution: Set clear rules for activities and use verbal signals like “1, 2, 3, eyes on me” to regain focus. ● Home Environment Conflicts: Students may struggle with the "Circle of Trust" if they lack supportive adults. <ul style="list-style-type: none"> ○ Solution: Suggest alternatives like teachers or doctors and reassure that it’s okay to have a small circle. ● Difficulty Completing Homework: Students might struggle with rhyming exercises or explaining the Circle of Trust to family. <ul style="list-style-type: none"> ○ Solution: Provide one rhyming example in class as guidance and encourage students to share only what they’re comfortable with at home. ● Vocabulary Challenges: <ul style="list-style-type: none"> ○ Injection: A shot of medicine given with a needle. ○ Private parts: Body parts covered by underwear that no one should touch except you. ○ Syringe: A tool with a needle to give medicine. ○ Destroyer: Something used to break or get rid of something completely. 	
<p>Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> ● Student confidently identifies private parts and explains why they should be protected. ● Completes the "Circle of Trust" with meaningful examples. ● Participates actively in clapping rhythm and role-play with clarity in responses. <p>Partially Understood:</p> <ul style="list-style-type: none"> ● Student can name private parts but struggles to explain why they should be protected. ● Needs some guidance to complete the "Circle of Trust" or hesitates during group activities. ● Requires prompts to connect concepts to their real life. <p>Needs Help:</p> <ul style="list-style-type: none"> ● Student shows confusion or discomfort when identifying private parts. ● Unable to articulate the purpose of the "Circle of Trust." ● Avoids participation in activities or provides unclear responses. 	<p style="text-align: center;">Scholastic Questions</p> <p>1. Match the following rhyming words from the story:</p> <p>a. Nurse – _____</p> <p>b. Heard – _____</p> <p>2. Why should a syringe be destroyed after it is used?</p>

8. PRIVATE PARTS

<p>Competencies</p> <ul style="list-style-type: none"> • WHO Life skill(s): <p>Self Awareness:</p>	<p>Suggested Facilitator:</p> <p>CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. You are the boss of your body and its first caretaker.
<p>Methodology:</p> <p>Informative text</p>	<p>Other resources:</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise that their body belongs to them. 2. Understand the meaning of private parts and their importance. 3. Identify trusted adults who can help them. 4. Practise saying "No" to unsafe touches. 5. Feel confident in seeking help when needed.
Suggested Flow		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>Brief Recap of the Previous Chapter</p> <ul style="list-style-type: none"> • Begin with a quick discussion about what they learned earlier, such as: <ul style="list-style-type: none"> ○ "What did we learn about trusting adults and staying safe?" ○ "Why is it important to stand up for ourselves?" • Link the idea of trust and safety to body ownership.
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Classroom Discussion on Visuals (8 minutes):</p> <ul style="list-style-type: none"> • Use the swimsuit illustrations to explain private parts simply: <ul style="list-style-type: none"> ○ "Your private parts are covered by your swimsuit. These are parts no one should touch except you or a trusted adult, like a doctor, when needed." • Ask questions to engage them: <ul style="list-style-type: none"> ○ "Why do you think they are called private parts?" ○ "Who should you tell if someone makes you uncomfortable?" <p>Activity: Stop, Think, Act - Role Play Circle (10 mins)</p> <ol style="list-style-type: none"> 1. Arrange students in a circle to create a safe environment. 2. Explain the "Stop, Think, Act" framework: <ul style="list-style-type: none"> ○ Stop: Pause and recognise if something feels wrong. ○ Think: Decide if the situation is safe or unsafe. ○ Act: Respond by saying "No" or "Stop," moving away, and telling a trusted adult. 3. Present age-appropriate scenarios for role-play: <ul style="list-style-type: none"> ○ A friend tries to tickle you when you don't want to be tickled. ○ An adult you don't know asks to see what's in your

		<p>bag.</p> <ul style="list-style-type: none"> ○ Someone at school tries to touch your private parts. <p>4. Facilitate role-play by acting out the scenarios and asking students to practise responding using the framework.</p> <p>5. Provide positive feedback and encourage participation.</p> <p>End with a group chant: “Stop, Think, Act! I am the boss of my body!”</p> <p>Reinforce the Yellow Box Message (5 minutes):</p> <ul style="list-style-type: none"> ● Discuss the statement: <ul style="list-style-type: none"> ○ "What does it mean to be the boss of your body?" ○ "How can you take care of your body and keep it safe?"
<p>Take home</p>		<p>Famous Left-Handers (5 minutes):</p> <p>Let students brainstorm names of famous left-handers. If they find it challenging, guide them with hints (e.g., "This cricketer is a legend" – Sachin Tendulkar).</p>
<p>Possible hiccups:</p> <ul style="list-style-type: none"> ● Why It Can’t Be Given as Homework <ul style="list-style-type: none"> ○ Sensitivity: Discussions about private parts require a safe and guided environment to avoid misinterpretation or embarrassment. ○ Clarity: Without facilitation, students may misunderstand the concept of body ownership or the importance of boundaries. ○ Integration: This chapter builds on earlier lessons and connects to future content, making guided instruction essential. ○ Parental Guidance Gap: Not all children have adults at home equipped to discuss sensitive topics appropriately. ● Discomfort Discussing Private Parts: Children may giggle, feel shy, or avoid participating in discussions about private parts. <ul style="list-style-type: none"> ○ Solution: Use neutral, age-appropriate language and normalise the conversation as part of their safety education. 		<p>The Confidential Green Zone: Explained</p>

Scholastic Questions

1. Match the words with their meanings: .
- a. Private parts – Parts of the body always covered
 - b. Swimsuit – Clothing that covers private parts while swimming
 - c. Special – Different or unique

Cues for Quick Progress Tracking:

Understood:

- Student can confidently explain private parts and their importance.
- Can name trusted adults and demonstrate correct responses to unsafe scenarios.

Partially Understood:

- Student identifies private parts but hesitates to explain their importance.
- Can name some trusted adults but struggles to apply the concept in scenarios.

Needs Help:

- Student shows confusion or discomfort in identifying private parts or trusted adults.
- Avoids participation or struggles to respond in role-play.

9. IT IS GOOD TO SHARE BUT...

<p>Competencies</p> <ul style="list-style-type: none"> ● Core principle(s): Personal Safety: Touches 	<p>Suggested Facilitator: C A C A teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Rules, like good habits, are to be followed as they are made for our health, hygiene and safety.
<p>Methodology: Narrative</p>	<p>Other resources:</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand what private parts are and why they should not be shared or touched. 2. Learn the difference between things we can share and things we should not. 3. Follow safety rules to keep themselves and others safe. 4. Say "no" politely and confidently when something feels wrong. 5. Respect others' personal space and private parts.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<ul style="list-style-type: none"> ● Start with a quick sharing game: Ask the children to form pairs. Each pair must share something from their bag (like a pencil, eraser, or book). Praise them for sharing. ● Then ask, "Are there things we should not share? Can you guess what they might be?" ● Transition smoothly by saying, "Let's explore this together through a story."
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Storytime: "Ma'am said..." (8 minutes)</p> <ul style="list-style-type: none"> ● Begin by reading the blackboard text aloud with expression. ● Pause and ask: <ul style="list-style-type: none"> ○ "Why do you think we can't share everything?" ○ "Can you name some things we always share, like toys or books?" ○ "Why is it important to keep some things private?" ● Give relatable examples: "We share books, toys, and food, but we don't share our toothbrush or clothes." ● Make it playful by asking: "What if someone said, 'Let me borrow your socks!?' Would you share?" ● Transition: "Now that we know what we can share and what we can't, let's have some fun with activities to understand this better!" <p>Activity A: "Write the First Letter" (7 minutes)</p> <ul style="list-style-type: none"> ● Hold up the workbook and point to the pictures. ● Ask children to say the names of the objects aloud together. ● Write a few first letters on the board as examples (e.g., "T for Tiger").

	<ul style="list-style-type: none"> ● Encourage them to complete the activity independently or in pairs. ● Transition: “You all did a great job recognising these words. Now, let’s put those letters together to discover something important!” <p>Activity B: Sentence Completion (5 minutes)</p> <ul style="list-style-type: none"> ● Review the first letters from Activity A together. ● Ask the children, “What do these letters spell out?” ● Guide them to fill in the blank: “We must always follow the Safety Rules.” ● Discuss briefly: <ul style="list-style-type: none"> ○ “Why are safety rules important? How can they protect us?” ○ “Can you share one safety rule you follow at home or school?” <p>Recap: “You’ve done amazing work today! Let’s think about what we’ve learned.”</p>
Take home	
The Confidential Green Zone: Explained	<p>Possible hiccups:</p> <ul style="list-style-type: none"> ● Hesitation to Discuss Private Parts: Students may feel shy or giggle, making it challenging to keep the discussion serious. <ul style="list-style-type: none"> ○ Solution: Use a calm, matter-of-fact tone and avoid making it awkward. ● Vocabulary Challenges: <ul style="list-style-type: none"> ○ Boundaries: Invisible lines that protect us and show others what is okay and what is not (like saying "no" when you don’t like something). ○ Respect: Treating someone kindly and understanding their feelings and choices. ○ Rules: Things we must follow to stay safe and happy
<p>Scholastic Questions</p> <p>1. Fill in the blanks:</p> <p>a. Private parts are _____ for you, and no one should touch or look at them.</p> <p>b. The safety rule says, “No _____ or touching of private parts.”</p> <p>c. Even people you _____ should not look at or touch your private parts.</p>	<p>Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> ● The student identifies private parts and explains why they shouldn’t be touched or shared. ● Completes workbook activities accurately with little to no help. ● Actively participates in discussions and provides clear, thoughtful answers. <p>Partially Understood:</p> <ul style="list-style-type: none"> ● The student understands some key concepts but struggles to explain them in detail. ● Requires prompts or hints to complete workbook activities. ● Participates minimally in discussions but shows some grasp of the topic. <p>Needs Help:</p> <ul style="list-style-type: none"> ● The student is unable to identify private parts or safety rules. ● Requires significant guidance for workbook activities. ● Shows little to no understanding during discussions.

10. TAKING HELP

<p>Competencies:</p> <ul style="list-style-type: none"> • Core principle(s): Personal Safety: Touches • WHO Life skill(s): Morals/Values/Ethics: Being Independent/Helping & Taking Help 	<p>Suggested Facilitator: C A C A teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Growing up is about doing things on our own and, at times, taking help.
<p>Methodology: Informative text</p>	<p>Other resources: Worksheet - 10.0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise trusted adults in various scenarios and understand when to seek their help. 2. Identify and solve problems using logical thinking and teamwork. 3. Practise asking for help in appropriate and respectful ways. 4. Demonstrate understanding of safe boundaries and personal safety. 5. Relate real-life situations to the concept of seeking and offering help.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>Begin with a short story or roleplay: "Today, we are all becoming detectives! Your mission is to figure out when and whom to ask for help. But first, let me tell you about Sana – a little girl who needs our detective skills to solve a mystery!"</p> <p>Introduce Sana's story: "Sana has misplaced her school diary. She's worried. Let's see how we can help her!"</p> <p>Ask playful questions:</p> <ul style="list-style-type: none"> • "Do detectives work alone?" • "What tools do detectives use to solve problems?" • "Do you think asking for help is one of their tools?" <p>Use this activity to create curiosity and prepare students for the next steps.</p>
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Trusted Helpers Hunt (10 minutes)</p> <ol style="list-style-type: none"> 1. Use visuals in the workbook (doctor, grandparents, parent, etc.) and add a twist: hide flashcards of trusted helper roles (like doctor, teacher, parent, etc.) around the classroom. 2. Begin with: "Sana needs help, but first, let's discover who can help her!"

		<p>3. Ask students to find the flashcards, and for each card they bring, discuss:</p> <ul style="list-style-type: none"> • "Who is this?" • "When can they help us?" • "Why should we trust them?" <p>Link this to workbook visuals and ensure children understand boundaries and safe touches.</p> <p>Maze Challenge (8 minutes)</p> <p>1. Say: "Now that we've found our trusted helpers, let's become helpers ourselves! Help Sana solve this maze and find her diary. The faster you solve it, the faster Sana can get her diary back!"</p> <p>2. Let students complete the maze individually or in pairs.</p> <p>3. Add a playful challenge: "Can you help Sana in less than 2 minutes? Let's see who finishes first!"</p> <p>4. After the maze, ask:</p> <ul style="list-style-type: none"> • "How did it feel to solve the maze?" • "Do you think Sana felt better with your help? Why?" <p>Helping Roleplay (7 minutes)</p> <p>1. Pair students and assign roles:</p> <ul style="list-style-type: none"> • One is the "helper" (e.g., doctor, teacher, grandparent). • One is the "person needing help" (e.g., someone sick, lost, or needing help tying a shoelace). <p>2. Rotate roles and scenarios, such as:</p> <ul style="list-style-type: none"> • "I have a headache. What should I do?" • "I lost my pencil. Can you help?" <p>Use props like a toy stethoscope or a fake diary to make the roleplay exciting.</p>
<p>Take home</p>		<p>1. "Your homework is to create a Helper Badge! Draw or craft a badge for a trusted grown-up in your life. Write their name and one reason why you trust them. Show it to them and tell them about what you learned today!"</p> <p>2. "Also, ask your family: 'Who do you think I should go to for help if I feel unwell or need support?' and share their answers tomorrow."</p>
<p>Possible hiccups:</p> <p>1. The roleplay activity could make some children anxious or unwilling to participate, especially if they are not used to speaking in front of peers.</p> <ul style="list-style-type: none"> ○ Solution: Begin with a group 		<p>The Confidential Green Zone: Explained</p> <p>"Draw a Helper Badge for a trusted grown-up and write why you trust them." is personal and confidential as it reflects a child's personal relationships and their understanding of trust, which can reveal sensitive family dynamics or concerns.</p>

<p>demonstration where the facilitator participates, then let students roleplay in pairs to reduce performance pressure.</p> <p>2. The maze activity may be too challenging for some students, potentially leading to frustration or disengagement if they cannot complete it quickly.</p> <ul style="list-style-type: none"> ○ Solution: Pair students to work collaboratively on the maze and provide hints if needed. Celebrate attempts, not just completion, to keep morale high. <p>3. Some children may not relate to examples provided (e.g., a doctor or teacher) due to their personal or cultural context.</p> <ul style="list-style-type: none"> ○ Solution: Offer alternative examples (e.g., an elder sibling or neighbour) and allow students to share their own ideas of trusted helpers. <p>4. Vocabulary challenges:</p> <ul style="list-style-type: none"> ○ Trusted: Someone you can rely on or believe in. ○ Independent: Being able to do things on your own without help. ○ Boundaries: The limits that keep us safe and comfortable. ○ Grown-up: An adult, like a parent or teacher. ○ Scenario: A situation or story that we imagine or talk about. ○ Reinforce: To make something stronger or more clear. ○ Respectful: Being polite and showing care for others. 	
<p style="text-align: center;">Scholastic Questions</p> <p>1. Fill in the blanks:</p> <p>a. A _____ grown-up must always be with you during a medical check-up.</p> <p>b. Growing up means learning to do things _____ and helping others.</p> <p>c. Doctors and nurses may touch your private parts only to help you get _____.</p>	<p style="text-align: center;">Cues for Quick Progress Tracking</p> <p>1. Understood:</p> <ul style="list-style-type: none"> ○ The student can confidently identify trusted adults, explain when to seek help, and demonstrate understanding through activities and discussions. <p>2. Partially Understood:</p> <ul style="list-style-type: none"> ○ The student can identify some trusted adults but struggles with applying concepts to scenarios or completing activities independently. <p>3. Needs Help:</p> <ul style="list-style-type: none"> ○ The student cannot identify trusted adults or connect scenarios to the concept of taking help and needs significant guidance.

11. KISSES

<p>Competencies: Core principle(s): Personal Safety: Kisses WHO Life skill(s): Interpersonal Relationships</p>	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes: 1. We talk about private parts only with our trusted adults – people we love and feel safe with. 2. Private parts are only for us. They are our strong bodyguards. 3. We all are born from the tummy of our mummy.</p>
<p>Methodology: Activity-based Informative text</p>	<p>Other resources:</p>	<p>Implicit (Key message) Learning outcomes: 1. Recognise and identify private parts as special and personal areas that should be protected. 2. Understand the importance of sharing concerns about private parts only with trusted adults. 3. Relate the concept of privacy and safety to everyday experiences like wearing swimsuits and special clothing. 4. Identify trusted adults in their family or community whom they can approach when feeling unsafe. 5. Develop awareness of how families and communities work together to ensure safety and well-being.</p>
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<ul style="list-style-type: none"> ● Distribute sticky notes or paper slips to each child and say: "Think about one thing that makes you feel happy or safe. It could be a hug from your parents, playing with friends, your favorite toy, or anything else that makes you smile!" ● Ask students to write or draw their idea on the note. ● Call students one by one to stick their note on a designated "wall" (a board, chart paper, or classroom wall). ● As each student adds their note, celebrate their contribution by saying something like: "That's wonderful! A warm hug from your grandma definitely feels safe!" "Oh, playing with friends is such a happy thing to do!" ● Read aloud 3-4 notes to highlight common themes of safety and happiness. ● Segue into the topic with this transition: "Sana also has people and things that make her feel happy and safe. But she learned something really important about staying safe. Let's join her to discover more amazing ways to keep ourselves happy and safe!"
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Activity 1: "Our Special Outfit – The Swimsuit Model" (10 Minutes)</p> <ul style="list-style-type: none"> ● Ask: "Have you ever gone swimming or seen someone swim? What do people wear when they go swimming?"

	<ul style="list-style-type: none"> ● Encourage responses like "swimsuits" or "shorts." ● Transition with: "Swimsuits are like superhero costumes for our body—they protect the parts of our body that are private!" ● Ask students to open their workbook and color the boy’s swimming shorts blue and the girl’s swimsuit red. ● While coloring, engage them in a conversation: <ul style="list-style-type: none"> ○ "Swimsuits are special because they cover our private parts. Private parts are like secret treasures—just for us. Only trusted adults, like parents or doctors, can help us with them if we’re hurt or sick. No one else should touch or look at them." ○ "Swimsuits remind us that these parts should always be kept safe." ● Ask: "What other special clothes do you wear, like school uniforms or costumes? How do these make you feel safe or special?" ● Let students share examples (e.g., helmets for biking, aprons for cooking). <p>Transition to Animal Babies Activity: Say: "Now that we know how to keep ourselves safe, let’s look at how animal mothers protect their babies. Animals are superheroes too!"</p> <p>Activity 2: Match the Animals and Babies (10 Minutes)</p> <ul style="list-style-type: none"> ● Guide students to match the animals with their babies in their workbook. ● Add fun prompts: <ul style="list-style-type: none"> ○ "Who makes this sound: Moo-moo? Who’s their baby?" ○ "How do you think animal mummies protect their babies?" ● Act out animal sounds or gestures and let students guess. ● Say: "Just like animal mothers protect their babies, our families and trusted adults take care of us. They teach us how to stay safe!" <p>Transition to Sana’s Dog Activity: Say: "Now let’s meet Sana’s family and her pet dog, Moby, to see how they care for each other!"</p> <p>Activity 3: Sana’s Dog and Family (5 Minutes)</p> <ul style="list-style-type: none"> ● Talk about Sana’s pet dog, Moby, and ask: "Do you have a pet or know someone who does? How do we take care of our pets?" ● Highlight: "Just like we keep our pets safe, we trust our families to keep us safe. And we only talk about private parts with people we trust." ● Reinforce: "Private parts are special and just for us. If you ever feel unsure, always talk to a trusted adult like your parent, teacher, or doctor."
<p>Take home</p>	<p>Make children talk to their parents about what they learned today in class.</p> <ul style="list-style-type: none"> ● “Tell them about swimsuits and how they cover private parts, which are just for you. Ask them: ‘Why do you think it’s important to keep private parts safe?’” ● “Ask your parents to tell you the names of trusted adults in your family or community whom you can talk to if you ever feel unsafe."

<p>Possible hiccups:</p> <ol style="list-style-type: none"> Some students might feel shy or uncomfortable discussing concepts like private parts, even in a safe environment. <ul style="list-style-type: none"> ○ Solution: Use light, positive language and affirm their comfort, emphasizing that it's okay to share or simply listen. Students from diverse cultural backgrounds may have varying levels of exposure to discussions about privacy and personal safety. <ul style="list-style-type: none"> ○ Solution: Frame discussions with universally relatable examples, avoiding assumptions about family norms. Coloring and matching activities might take longer for some students, leaving less time for discussions. <ul style="list-style-type: none"> ○ Solution: Allocate clear time limits for activities and gently guide students to stay on track. Vocabulary Challenges: <ul style="list-style-type: none"> ○ Private: Something that is just for you and not for everyone to see or touch. ○ Trusted: Someone you know well and can rely on to keep you safe. ○ Costume: Special clothes that you wear for fun or for a specific job (like a uniform). ○ Safe: When you feel protected and free from harm or danger. ○ Treasure: Something very special and valuable that you take care of. ○ Protect: To keep something safe from harm or danger. ○ Mummies (Animal Mothers): The mother animals who take care of their babies. ○ Gesture: A movement you make with your hands or body to show something. 	<p>The Confidential Green Zone: Explained</p>
<p>Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> ● Can confidently explain why private parts are special and should be kept safe. ● Can identify trusted adults and describe how they ensure safety. ● Completes workbook activities accurately with minimal guidance. <p>Partially Understood:</p> <ul style="list-style-type: none"> ● Understands the concept of privacy but struggles to articulate examples. ● Identifies some trusted adults but needs help connecting them to safety. ● Completes workbook tasks with some errors or requires frequent assistance. <p>Needs Help:</p> <ul style="list-style-type: none"> ● Struggles to understand the concept of privacy and trusted adults. ● Unable to provide examples of safe or unsafe situations. ● Requires significant guidance to complete workbook activities. 	<p>Scholastic Questions</p> <ol style="list-style-type: none"> Match the animal with its baby: Cow - ?, Dog - ?.

12. YOGA IS GOOD FOR HEALTH

<p>Competencies:</p> <ul style="list-style-type: none"> ● Core principle(s): Health: Exercise 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher: Physical Education</p>	<p>Explicit (Key message) Learning outcome(s):</p> <ol style="list-style-type: none"> 1. While playing, exercising, and otherwise, we keep our private parts covered in clothes. We do not touch them in front of others.
<p>Methodology: Narrative</p>	<p>Other resources: Yoga Ayush Portal - https://yoga.ayush.gov.in/yoga/ Worksheet - 12.0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise yoga as a fun way to move the body and stay healthy. 2. Perform simple yoga poses and understand how they benefit health. 3. Relate physical activity to feeling strong, calm, and happy.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<ol style="list-style-type: none"> 1. Start with a quick context: "Today, we're going to try something fun. Just like Sana and her friends couldn't play outside because it was raining, let's explore yoga—an amazing way to move our body, feel happy, and stay healthy even when we're indoors!" 2. Transition smoothly: "Yoga helps us stretch, balance, and feel calm. Let's start with some exciting poses and see how they can make us feel strong and relaxed."
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Activity 1: Yoga Pose Exploration (12 Minutes)</p> <ul style="list-style-type: none"> ● Introduce the yoga poses illustrated in the workbook: Garland, Tree, Cat, Happy Baby, Cobra, etc. ● Demonstrate each pose and guide students to mimic: <ul style="list-style-type: none"> ○ "Let's be trees first! Stand tall, lift one leg, and balance like a strong tree. Sway gently like the wind is blowing!" ○ "Now, let's be cobras. Lie on your belly, lift your chest, and hiss like a snake!" ● Add imaginative prompts: <ul style="list-style-type: none"> ○ "How does it feel to stretch like a tree or slither like a cobra?" ○ "Which pose makes you feel strong? Which one is fun?" ● Ask students to tick or circle the poses they can do in their workbook. <p>"You're all doing great! Yoga not only helps us stay strong but also teaches us to respect and care for our body. Let's talk about that."</p> <p>Activity 2: Why Yoga and Safety Go Together (8 Minutes)</p>

		<ul style="list-style-type: none"> ● Begin with a question: "How do you feel after trying these poses? Relaxed? Strong?" ● Relate yoga to safety: <ul style="list-style-type: none"> ○ "When we do yoga, we remember to take care of our body. For example, we always keep our private parts covered while playing, exercising, or doing yoga. Why is that important?" ○ Reinforce the yellow box message: "We keep our private parts covered to respect our body and keep it safe. And if we ever feel unsure, we should always talk to a trusted adult like a parent, teacher, or doctor." ● Ask: "What other ways can we take care of our body?" (e.g., eating healthy, staying clean). <p>Transition: "Now that we've learned why yoga is important, let's see which poses you liked the most!"</p> <p>Activity 3: Workbook Reflection and Favorite Pose (10 Minutes)</p> <ul style="list-style-type: none"> ● Ask students to reflect on their favorite pose and write or draw it in the workbook. ● Discussion: <ul style="list-style-type: none"> ○ "Which pose was the easiest for you? Which one was the most fun? Why?" ○ Use their answers to emphasize that yoga is not about being perfect but about trying and feeling good.
Take home		<p>Show your family two yoga poses you learned today. Teach them how to do it and explain why yoga is good for health.</p>
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Some students may struggle with balancing or flexibility. <ul style="list-style-type: none"> ○ Solution: Reassure them that yoga is about trying and feeling good, not perfection. 2. Students might feel awkward mimicking poses in front of peers. <ul style="list-style-type: none"> ○ Solution: Use positive reinforcement and frame activities as playful and fun (e.g., "Let's all be happy babies together!"). 3. Vocabulary Challenges: <ul style="list-style-type: none"> ○ Yoga: Moving your body in special ways to feel healthy and calm. ○ Asana: A yoga pose or position for 		<p>The Confidential Green Zone: Explained</p>

<p>exercise and relaxation.</p> <ul style="list-style-type: none"> ○ Pose: A way of standing or sitting still to stretch or balance your body. ○ Cobra: A snake; in yoga, a pose where you lie on your belly and lift your chest. ○ Garland: A string of flowers; in yoga, a pose where you squat like you're planting flowers. 	
<p style="text-align: center;">Scholastic Questions</p> <ol style="list-style-type: none"> 1. What is yoga, and why is it good for health? 2. Name one yoga pose you learned and describe how to do it. 3. Which yoga pose did you enjoy the most? Why? 4. What happens to your body when you exercise or do yoga regularly? 5. Which day is celebrated as International Yoga Day? 	<p style="text-align: center;">Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> ● Can confidently perform and explain yoga poses. ● Clearly understands the importance of keeping private parts covered and safe. ● Completes workbook tasks independently and accurately. <p>Partially Understood:</p> <ul style="list-style-type: none"> ● Can perform some yoga poses but struggles with balance or understanding their purpose. ● Understands the concept of private parts but cannot articulate it clearly. ● Completes workbook tasks with minor errors or occasional guidance. <p>Needs Help:</p> <ul style="list-style-type: none"> ● Struggles to perform yoga poses or loses focus easily. ● Does not grasp the concept of private parts or their safety. ● Requires significant assistance to complete workbook activities.

13. SANA LOVES TO HUG HER GRANDMA

<p>Competencies:</p> <ul style="list-style-type: none"> • WHO Life skill(s): <p>Interpersonal Relationship</p>	<p>Suggested Facilitator:</p> <p>CACA teacher Parent Grandparent Specific Subject Teacher: EVS</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Define what a trusted grown-up is and identify such figures in your own life. 2. Explain how trusted relationships make individuals feel safe, happy, and calm. 3. Connect weather descriptions in the story (e.g., sunny) to emotions and feelings.
<p>Methodology:</p> <p>Narrative-based</p>	<p>Other resources:</p> <p>Worksheet- 13.0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Identify the connection between weather and emotions. 2. Describe trusted grown-ups and their role in providing comfort and safety. 3. Recognise how different seasons or weather can evoke specific feelings.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<ol style="list-style-type: none"> 1. Begin with a brief recap of the previous EVS lesson on seasons, asking students to observe the weather outside the window and describe it. 2. Start by asking students to look outside the classroom window and describe the weather (sunny, rainy, cloudy). 3. Engage students by asking: <ul style="list-style-type: none"> ○ “How does the weather make you feel today? Happy, calm, or sleepy?” ○ “What season do you think this weather belongs to?” 4. Transition smoothly by saying: <p>“Just like the weather makes us feel certain ways, there are people in our lives who make us feel safe and loved. Let’s meet Sana and see who makes her feel happy and calm!”</p>
<p>Context Building/ Workbook in play</p>	<p>5 mins</p>	<ol style="list-style-type: none"> 1. Story Time: Read the chapter aloud with emphasis on Sana’s bond with her grandma. 2. Pause at key moments and ask reflective questions: <ul style="list-style-type: none"> ○ “Who are the trusted grown-ups in your life?” ○ “How do they help you feel safe and loved?” 3. Connect Sana’s window scene to emotions: “The sunny weather outside Sana’s window makes her feel happy and calm. What makes you feel safe and happy at home?” 4. Guide students to observe the weather outside the classroom again and compare it to Sana’s weather. <ul style="list-style-type: none"> ○ “How do you think different weathers can change how we feel?”

<p>Take home</p>		<p>Create a "Season & Trust Card" for a trusted grown-up in your life. On one side of the card, draw or write about a season (e.g., summer, winter, rainy) that reminds you of them. On the other side, explain why that season makes you think of them—maybe it's because of something special they do, like making hot chocolate in winter or playing with you in the rain. Give the card to your trusted grown-up as a thank-you for making you feel safe and loved!</p>
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Some children might not easily identify a trusted grown-up due to varying family dynamics or experiences. <ul style="list-style-type: none"> ○ Solution: Reframe the question gently by asking, "Who is someone in your life that helps you or makes you feel happy and safe?" This could include teachers, neighbours, or older siblings. 2. Students might hesitate to talk about trusted grown-ups or their emotions in front of the class. <ul style="list-style-type: none"> ○ Solution: Offer options for private sharing, like writing or drawing, instead of verbal discussion. Reassure them that their responses can remain confidential if they prefer. 3. Students may find it abstract to relate weather to how Sana feels in the story. <ul style="list-style-type: none"> ○ Solution: Provide relatable examples, like, "How do you feel on a sunny day—do you feel like playing outside? Or when it's raining, do you feel like staying cozy indoors?" 4. Students may take too long sharing their stories or completing the workbook activity. <ul style="list-style-type: none"> ○ Solution: Set clear time limits for each activity and guide transitions with prompts like, "Let's take 2 more minutes to wrap up your thoughts!" 5. Vocabulary Challenges: <ul style="list-style-type: none"> ○ Bond: A special connection between two people. ○ Emotion: A feeling like happy, sad, or scared. ○ Season: A time of the year like summer or winter. 		<p>The Confidential Green Zone: Explained</p>

<p>o Weather: What the outside is like, such as sunny, rainy, or cloudy.</p>	
<p style="text-align: center;">Scholastic Questions</p> <p>1. Name two things you like to do during the rainy season.</p>	<p style="text-align: center;">Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> ● Student confidently identifies trusted grown-ups and their role. ● Provides clear answers connecting weather and emotions. ● Completes the "Season & Trust Card" with relevant details. <p>Partially Understood:</p> <ul style="list-style-type: none"> ● Student identifies trusted grown-ups but struggles with emotional connections. ● Needs hints to connect seasons, weather, and feelings. ● The "Season & Trust Card" lacks depth but reflects partial understanding. <p>Needs Help:</p> <ul style="list-style-type: none"> ● Student struggles to identify trusted grown-ups or their role. ● Cannot relate seasons or weather to emotions without significant guidance. ● The "Season & Trust Card" is incomplete or irrelevant.

14. TYPES OF TOUCHES

<p>Competencies:</p> <ul style="list-style-type: none"> • Core principle(s): Health: Nutrition • WHO Life skill(s): Critical Thinking 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Feelings are our friends. They help us know if something is safe or unsafe. 2. Any touch that is forced on you and does not make you feel good is an unsafe touch. Tell a grown-up you trust right away..
<p>Methodology: narrative and activity-based</p>	<p>Other resources: Worksheet- 14.0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise that different types of touches evoke different emotions and responses. 2. Understand that it is important to identify and communicate feelings about touches. 3. Learn that trusted grown-ups play a key role in ensuring safety and well-being. 4. Accept that safe touches, even medical ones like injections, can sometimes feel uncomfortable but are meant for protection.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<ol style="list-style-type: none"> 1. Ask students how they feel when someone pats them on the back, shakes their hand, or hugs them. Encourage responses like happy, loved, or calm. 2. Explain that touches can be safe (good), unsafe (bad), or accidental (oops). 3. Give examples, such as: <ul style="list-style-type: none"> ○ “If your teacher pats your back for doing well, is it safe or unsafe?” ○ “What about if someone bumps into you by mistake?” 4. Transition by saying: “Just like we feel different emotions from touches, they also help us understand what feels safe and what doesn’t. Let’s explore this in our chapter!”
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<ol style="list-style-type: none"> 1. Read the chapter aloud, pausing to highlight: <ul style="list-style-type: none"> ○ Safe touches (e.g., hugs, pats on the back). ○ Unsafe touches (e.g., forced or uncomfortable touches). ○ Accidental touches (e.g., bumping into someone). 2. Ask reflective questions: <ul style="list-style-type: none"> ○ “Who are the people in your life who give you safe touches?” ○ “How do unsafe touches make you feel? What should you do?” 3. Say: “Now that we’ve learned about different touches, let’s help Pocso in the workbook figure out which touch is which!” 4. Guide students to complete the workbook exercise (Activity B) on identifying touches as Safe, Unsafe, or

		<p>Accidental.</p> <p>5. Use prompts like:</p> <ul style="list-style-type: none"> ○ “Does this situation feel happy or uncomfortable?” ○ “Could this have been a mistake, like accidental?” <p>6. Transition to tetanus by saying: “Sometimes, touches happen when we need care—like a doctor giving us an injection. Let’s talk about how this keeps us safe.”</p> <p>7. Explain that tetanus is caused by tiny germs that can enter the body through cuts or wounds and that safe touches, like a doctor’s injection, protect us.</p> <p>8. Discuss:</p> <ul style="list-style-type: none"> ○ “When a doctor gives you an injection, it might hurt a little, but it’s to keep you safe.” ○ “Who makes sure you get your injections?” <p>9. Conclude by saying: “Now we’ve learned how even some medical touches can keep us safe, let’s think about the trusted people in our lives.”</p>
<p>Take home</p>		<p>Guide students to complete the workbook section (Activity C) about checking with their loved ones for tetanus injections.</p>
<p>Possible hiccups:</p> <p>1. Difficulty understanding the difference between unsafe and accidental touches.</p> <ul style="list-style-type: none"> ○ Solution: Provide relatable examples and use prompts like, “Did the person mean to touch you this way, or was it an accident?” <p>2. Hesitation to discuss personal feelings or experiences.</p> <ul style="list-style-type: none"> ○ Solution: Offer the option to write or draw instead of verbal sharing. Ensure a non-judgmental, safe classroom environment. <p>3. Vocabulary Challenges:</p> <ul style="list-style-type: none"> ○ Accidental: Something that happens by mistake, not on purpose. ○ Injection: A small prick made by a doctor with medicine to keep you healthy. ○ Germs: Tiny creatures that can make us sick but are too small to see. ○ Tetanus: A sickness caused by germs that enter cuts or wounds. ○ Hurt: Feeling pain in your body. ○ Feelings: What happens in your heart 		<p>The Confidential Green Zone: Explained</p> <p>“Check with your loved ones if you get your tetanus injections.” is personal as it requires the child to reflect on their personal medical history and the role of trusted grown-ups in ensuring their health. Such information is private and varies across families.</p>

<p>when you're happy, sad, or scared.</p> <ul style="list-style-type: none"> ○ Hug: Wrapping your arms around someone to show love or care. 	
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. What is a safe touch? Give one example. 2. What does unsafe touch mean? How does it make you feel? 3. What is an accidental touch? Give one example. 4. What is tetanus, and how can we protect ourselves from it? 	<p>Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> ● Correctly identifies all types of touches (safe, unsafe, accidental). ● Explains why trusted grown-ups are important. ● Completes workbook exercises accurately and confidently shares ideas. <p>Partially Understood:</p> <ul style="list-style-type: none"> ● Identifies most types of touches but needs guidance for some. ● Recognises trusted grown-ups but struggles to explain their role clearly. ● Requires prompting to complete workbook exercises or express ideas. <p>Needs Help:</p> <ul style="list-style-type: none"> ● Struggles to differentiate touch types. ● Cannot identify trusted grown-ups or their importance. ● Provides incomplete or irrelevant responses in workbook exercises.

15. WHAT AM I FEELING?

<p>Competencies:</p> <ul style="list-style-type: none"> • Core principle(s): Mental Health & Wellbeing: Emotions & Feelings • WHO Life skill(s): Coping with Emotions/Stress 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Identify and name different emotions and feelings experienced in the poem. 2. Recognise that feelings like sadness, guilt, or confusion can be shared with trusted individuals.
<p>Methodology: Poem</p>	<p>Other resources: Animated Video (QR code): https://www.youtube.com/watch?v=DcArJmejeC4&authuser=0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Develop self-awareness by reflecting on personal emotions and feelings.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>		
<p>Context Building/ Workbook in play</p>		
<p>Take home</p>		<p>"I'd like you to take this chapter home and complete it with your parents. They may read aloud the poem to you or play the animated audio by scanning the QR code in this chapter. Together, you can write down all the feelings mentioned in the poem and talk about times when you might have felt the same way. Then, pick two feelings and draw them on paper to pin on our class display board when you return. Sharing this activity with your parents will help them understand your feelings better, and it will be a fun way to learn more about emotions!"</p>
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Students might find it challenging to identify and name the feelings/emotions from the poem on their own. <ul style="list-style-type: none"> o Solution: Encourage them to revisit the poem and provide an example in class (e.g., "One emotion is guilt. Can you remember where in the poem the child felt guilty?"). 2. Students might not have access to a device or may struggle to use the QR code at home. <ul style="list-style-type: none"> o Solution: Allow students to revisit the poem in class if needed 		<p>The Confidential Green Zone: Explained</p>

Scholastic Questions

Name the feelings and emotions mentioned in the poem.

Cues for Quick Progress Tracking

Understood

- The student brings a complete list of feelings/emotions mentioned in the poem.
- Draws two feelings with clear and relevant expressions, showcasing an understanding of the emotions.
- Can explain the two selected feelings and relate them to personal experiences or examples.
- Discusses the activity confidently, showing awareness of the importance of sharing emotions with parents or trusted individuals.

Partially Understood

- The student brings a partial list of feelings/emotions, with a few missing or unclear.
- Draws two feelings but with limited detail or less relevance to the emotions from the poem.
- Provides a basic explanation of the selected feelings but struggles to connect them to personal experiences.
- Demonstrates some awareness of the importance of sharing emotions but needs prompting to articulate it.

Needs Help

- The student does not bring a complete list of feelings/emotions or shows minimal effort.
- Drawings are irrelevant, incomplete, or do not clearly depict the feelings/emotions mentioned in the poem.
- Cannot explain or connect the selected feelings to personal experiences, even with guidance.
- Shows little understanding of the importance of sharing emotions and struggles to engage with the activity meaningfully.

16. A SHOE THAT PINCHES

<p>Competencies:</p> <ul style="list-style-type: none"> • WHO Life skill(s): Effective Communication: Listening to Feelings 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Identify different emotions associated with various situations. 2. Match appropriate emotions (emojis) to real-life scenarios. 3. Create a personalised emoji to express a feeling not covered in the workbook. 4. Reflect on personal experiences and emotions in similar situations. 5. Write about and discuss emotions to develop emotional literacy.
<p>Methodology: Narrative-based</p>	<p>Other resources:</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand that it's normal to feel a range of emotions in different situations. 2. Recognise the importance of self-expression and communication when dealing with feelings. 3. Develop empathy by imagining how others might feel in certain scenarios.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<ol style="list-style-type: none"> 1. "Just like the poem talked about feelings, today we'll read a story about Pokso and his new shoes. Let's see how different situations can bring out different emotions." 2. "Let's jump into Pokso's story and explore how he deals with situations that 'pinch'—just like his shoes!"
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Story Reading and Discussion (10 minutes)</p> <ul style="list-style-type: none"> • Read the chapter "A Shoe That Pinches" aloud, pausing to explain Pokso's emotions and challenges. • Use questions to scaffold understanding: <ul style="list-style-type: none"> ○ "How do you think Pokso felt when his shoes didn't fit well?" ○ "Have you ever been in a situation where you felt like something wasn't right? How did it make you feel?" • Transition: "Pokso isn't the only one who feels emotions in different situations. Let's explore how we might feel in certain scenarios!" <p>Workbook Activity – Matching Feelings to Situations (10 minutes)</p> <ul style="list-style-type: none"> • Guide students through the matching activity in the workbook, helping them associate situations with appropriate emojis. • Use prompts to scaffold: <ul style="list-style-type: none"> ○ "What emotion would you feel if someone pulled your

		<p>cheek too hard? Why?”</p> <ul style="list-style-type: none"> ○ “If you had to sit on the lap of a senior student, would you feel comfortable or uneasy?” ● Encourage multiple answers if students believe a situation fits more than one emotion. ● Transition: “Sometimes, we may not find an emoji that matches our feelings. What can we do then?” <p>Creative Expression – Drawing an Emoji (5 minutes)</p> <ul style="list-style-type: none"> ● Ask students to draw a new emoji that represents how they feel in a situation not covered by the given emojis. ● Example prompt: “Imagine you see two boys fighting in the school canteen. How would that make you feel? Draw your own emoji to express it!”
<p>Take home</p>		<p>Activity: "Feelings Journal"</p> <ul style="list-style-type: none"> ● Ask students to write down one situation from their daily life where they experienced a strong emotion. ● They should describe the situation, name the emotion they felt, and write one sentence about how they handled it or wish they could have handled it differently. ● Encourage them to discuss their feelings with a parent or trusted grown-up at home.
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Some students may struggle to link specific situations to the correct emotions. <ul style="list-style-type: none"> ○ Solution: Provide examples and scaffold with leading questions, such as, “If you were Pokso, how would you feel?” 2. Vocabulary Challenges: <ul style="list-style-type: none"> ○ Pinches: Something that feels tight, uncomfortable, or hurts a little. ○ Ache: A dull pain in part of your body. 	<p>The Confidential Green Zone: Explained</p>	
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. What emotion would you feel if your shoes were too tight and pinched? 2. If a dentist removes your aching tooth, how would you feel? 	<p>Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> ● The student correctly matches all or most scenarios with appropriate emotions/emojis. ● Clearly explains the emotions associated with specific situations, linking them to personal understanding. ● Completes the creative task of drawing an emoji relevant to a unique feeling with thoughtfulness and relevance. ● Reflects on personal experiences in the take-home journal with clarity and connection to the lesson. <p>Partially Understood:</p> <ul style="list-style-type: none"> ● The student matches some scenarios to 	

emotions/emojis correctly but struggles with others.

- Provides basic or incomplete explanations for emotions in given situations.
- Completes the creative task but with limited relevance or effort.
- Reflects on personal experiences but shows partial understanding or struggles to connect them to emotions.

Needs Help:

- The student struggles to match scenarios with appropriate emotions/emojis.
- Cannot explain the emotions associated with specific situations, even with prompting.
- The creative task is incomplete or irrelevant to the activity.
- Does not attempt or provide meaningful input in the take-home reflection.

17. KEEP YOUR HANDS TO YOURSELF

<p>Competencies:</p> <ul style="list-style-type: none"> • WHO Life skill(s): Effective Communication: Telling/Being Assertive 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Identify situations where assertive communication is necessary to maintain personal boundaries. 2. Practice saying “No” politely and assertively to express discomfort. 3. Recognise the importance of confiding in trusted adults when feeling uncomfortable.
<p>Methodology: Picture Story</p>	<p>Other resources:</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand that setting boundaries is an important part of self-respect and personal safety. 2. Develop confidence in communicating discomfort clearly and respectfully. 3. Build trust with parents and trusted adults by sharing emotions and seeking support.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<ol style="list-style-type: none"> 1. Begin with a simple question: “Has there ever been a time when you didn’t like the way someone touched or talked to you? What did you do?” 2. Explain that it’s important to tell others how we feel and say no when something makes us uncomfortable. 3. Transition: “Let’s see how Arpit in this story learns to handle a situation where he feels uncomfortable and tells someone how he feels.”
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<ol style="list-style-type: none"> 1. Read the story aloud or allow students to act out the comic-style dialogue. 2. Pause after each frame and ask: <ol style="list-style-type: none"> a. “How do you think Arpit felt when his aunt pulled his cheeks and hugged him without asking?” b. “What do you think about Arpit saying, ‘No, keep your hands to yourself?’” c. “How does telling his grandma help Arpit?” 3. Divide students into pairs and assign one to play Arpit and the other the aunt or grandma. 4. Encourage them to practice saying “No” assertively but politely, using phrases like: <ol style="list-style-type: none"> a. “Please don’t do that. I don’t like it.” b. “No, that makes me uncomfortable.” 5. Switch roles and repeat. 6. Ask reflective questions: <ol style="list-style-type: none"> a. “Why is it important to tell someone when you feel uncomfortable?” b. “Who are the trusted adults you can tell when something doesn’t feel right?” 7. Reinforce that saying “No” respectfully and seeking help is a sign of strength, not weakness.

<p>Take home</p>		<p>Activity: "Assertiveness Practice with Parents"</p> <ul style="list-style-type: none"> • Ask students to sit with their parents or guardians and share the story of Arpit. • Encourage them to discuss a situation where they might need to say "No" assertively. • Together, they can role-play using phrases like: <ul style="list-style-type: none"> ○ "Please don't do that. I don't like it." ○ "No, that makes me uncomfortable." • Parents can share their own experiences or provide guidance on how to handle such situations.
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Students might feel embarrassed or hesitant to act out scenarios in front of their peers. <ol style="list-style-type: none"> a. Solution: Allow small group role-playing instead of performing in front of the entire class to reduce anxiety. 2. Some students may struggle to articulate their feelings or identify discomfort. <ol style="list-style-type: none"> a. Solution: Provide examples or prompts, such as "What would you say if someone pulled your cheeks without asking?" 3. Students may confuse assertiveness with being rude or aggressive. <ol style="list-style-type: none"> a. Solution: Model polite but firm language and explain the difference clearly during discussions. 4. Parents may not actively participate in the take-home activity due to time constraints or lack of understanding. <ol style="list-style-type: none"> a. Solution: Include a short note explaining the importance of assertiveness practice and offer alternative guidance for the child to complete independently if needed. 	<p>The Confidential Green Zone: Explained</p>	
<p>Scholastic Questions</p> <p>How did Arpit speak up for himself?</p>	<p>Cues for Quick Progress Tracking Understood:</p> <ul style="list-style-type: none"> • The student confidently role-plays scenarios, using assertive yet polite language like, "Please don't do that. I don't like it." • Identifies situations where asserting boundaries is necessary and explains why. • Clearly differentiates between assertiveness, aggression, and passivity during discussions. • Names trusted adults they would confide in when 	

uncomfortable.

- Actively participates in discussions and provides meaningful, relevant responses.

Partially Understood:

- The student attempts role-playing but struggles to use assertive language without prompting.
- Identifies some situations where boundaries are important but requires help to articulate why.
- Shows some confusion between assertiveness and aggression during discussions.
- Names trusted adults but hesitates or requires guidance to explain their role.
- Provides incomplete or partially relevant responses during discussions.

Needs Help:

- The student avoids or struggles to participate in role-playing and cannot use assertive language.
- Has difficulty identifying situations where setting boundaries is necessary.
- Confuses assertiveness with aggression or passivity, even with scaffolding.
- Cannot name or explain the role of trusted adults in maintaining safety.
- Does not provide relevant responses or requires significant teacher intervention to engage.

18. IT IS NOT YOUR FAULT

<p>Competencies:</p> <ul style="list-style-type: none"> ● Core principle(s): Emotional Intelligence ● WHO Life skill(s): Coping with Emotions 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Any unsafe touch or look given to you is never your fault. You do not have to be ashamed or feel guilty because of it.
<p>Methodology: Narrative</p>	<p>Other resources:</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise that feeling ashamed or guilty for someone else's unsafe actions is unnecessary and unwarranted. 2. Understand that personal safety is a right, and any violation of it is never the victim's fault. 3. Learn to identify situations where blame is unfairly placed and respond assertively by seeking help.
Suggested Flow		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>Begin by asking:</p> <ul style="list-style-type: none"> ● “Has there ever been a time when someone blamed you for something you didn’t do? How did that make you feel?” ● “Did you know it’s never your fault if someone does something unsafe to you?” <p>Transition: “Let’s explore why we should never feel guilty or ashamed if someone does something wrong to us. It’s important to understand how to protect ourselves and seek help.”</p>
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Story Reading and Discussion (10 minutes)</p> <ul style="list-style-type: none"> ● Read the chapter aloud, pausing to explain key points. ● Highlight scenarios where someone might feel blame but should not. ● Ask reflective questions: <ul style="list-style-type: none"> ○ “Why do you think someone might blame others for their actions?” ○ “What should you do if someone tries to blame you for something unsafe?” <p>Scenario-Based Activity (10 minutes)</p> <ul style="list-style-type: none"> ● Present short scenarios (realistic or from the book) and ask students to identify: <ul style="list-style-type: none"> ○ Who is at fault? ○ How should they respond? ● Encourage role-playing where students practice saying, “It’s not my fault,” and seeking help from a trusted adult. ● Reinforce the key message: “You are never at fault if

		<p>someone does something unsafe to you.”</p> <p>Group Reflection (5 minutes)</p> <ul style="list-style-type: none"> ● Ask students: <ul style="list-style-type: none"> ○ “Who are the trusted adults you can talk to if someone blames you unfairly?” ○ “Why is it important to share your feelings with someone you trust?” ● Reinforce that speaking up is an act of courage and self-respect.
<p>Take home</p>		<p>“Create Your Safe Spaces Map”</p> <p>At home, draw a simple map of the places you spend time, such as home, school, or the park. Mark these spaces and identify the “Safe Spaces” where you feel most comfortable and secure. Next to each space, write or draw the name of a trusted adult you can turn to in that location, like a parent at home or a teacher at school. Add a “Help Corner” symbol on your map to represent actions you can take, like speaking up, saying “No,” or asking for help when you feel unsafe. Discuss with your parents what makes these spaces and people trustworthy, and bring your map to class to share (if you’re comfortable).</p>
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Students might feel shy or uncomfortable discussing situations related to unsafe touches or guilt. <ul style="list-style-type: none"> ○ Solution: Create a safe, supportive environment where sharing is optional. Use general examples to reinforce the message. 2. Some children might struggle to name trusted adults due to lack of close relationships or understanding. <ul style="list-style-type: none"> ○ Solution: Provide examples (e.g., teacher, relative, counselor) and emphasise that trusted adults are people who listen and protect them. 3. Students may not fully grasp the difference between being blamed and taking responsibility. <ul style="list-style-type: none"> ○ Solution: Use simple scenarios to illustrate how someone else's wrong actions are never their fault. 	<p>The Confidential Green Zone: Explained</p>	

Cues for Quick Progress Tracking

Understood:

- Identifies unsafe situations clearly and understands that they are not at fault.
- Names multiple trusted adults and explains why they can be approached.
- Actively participates in discussions and confidently creates a detailed "Safe Spaces Map."
- Demonstrates understanding of the importance of speaking up and seeking help when necessary.

Partially Understood:

- Identifies some unsafe situations but struggles with more complex examples.
- Names one or two trusted adults but provides limited reasoning.
- Participates in discussions with occasional prompting and creates a basic "Safe Spaces Map."
- Shows partial understanding of the need to seek help but requires guidance to articulate it.

Needs Help:

- Struggles to identify unsafe situations or confuses them with other scenarios.
- Cannot name trusted adults or explain their role in providing safety.
- Avoids or is unable to participate meaningfully in discussions or activities.
- Does not complete the "Safe Spaces Map" or provides irrelevant responses.

19. SHADOWS

<p>Competencies: • Core principle(s): Emotional Intelligence • WHO Life skill(s): Coping with Emotions: It is okay to be afraid</p>	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher: EVS</p>	<p>Explicit (Key message) Learning outcomes: 1. It is okay to feel scared. It helps us to stay safe. 2. It is brave to tell when you are scared.</p>
<p>Methodology: Story/Narrative</p>	<p>Other resources: YouTube search - Hand shadows for children or shadow puppetry. Worksheet - 19.0, 19.1</p>	<p>Implicit (Key message) Learning outcomes: 1. Recognise that fear is a natural emotion that helps keep us safe. 2. Develop the courage to share fears with trusted individuals. 3. Learn that discussing fears makes them seem smaller and less intimidating. 4. Understand that shadows are formed by blocking light and can't harm us.</p>
Suggested Flow		
<p>Introduction/ Opening</p>	<p>10 mins</p>	<p>1. Create Shadow Puppets: A tiger (Pokso), a child, a grandparent figure, and basic objects like a candle (fear of fire) or a shadowy tree (fear of the dark). 2. Scene Flow with Puppets: a. Scene 1: Start with a candle flame casting a shadow on the wall, with the tiger puppet appearing scared. The narrator can say, "We all feel scared sometimes." b. Scene 2: Show the child puppet saying "NO!" to a shadowy figure (symbolizing fear) and running toward a grandparent puppet. c. Scene 3: Use the tiger puppet to encourage the child to talk to a trusted adult. Show the grandparent explaining that shadows are just tricks of light. d. Scene 4: Create a happy ending with the tiger and child feeling brave together. 3. Sound Effects and Narration: Use soft music to create suspense during the scary moments. Transition to cheerful tunes as fears are overcome. 4. Narrate: "Sometimes fears, like shadows, seem big. But when we talk about them, they become smaller."</p>
<p>Context Building/ Workbook in play</p>	<p>25 mins</p>	<p>Green Question (Children's Fears) (5 mins) 1. Ask children to complete the green question in their workbook: "Tell your friend Pokso what scares you." 2. Give them 2–3 minutes to write or draw their fears. 3. Discuss some examples (if children are comfortable sharing).</p>

		<p>4. Reinforce: “We all have fears, but when we talk about them, they don’t seem as scary anymore.”</p> <p>Hands-On Shadow Activity (10 mins)</p> <ol style="list-style-type: none"> 1. Let children explore the shadow puppetry setup: <ol style="list-style-type: none"> a. Encourage them to try making simple hand shadows (e.g., bird, rabbit, butterfly). b. Experiment with moving their hands closer to or farther from the light to see how the shadow changes size. 2. Ask questions: <ol style="list-style-type: none"> a. “What happens to the shadow when your hand is closer to the light?” b. “Can you create your own shapes?” <p>Invite the EVS Teacher: Real-World Shadows (10 mins)</p> <ol style="list-style-type: none"> 1. Transition to the EVS teacher, who discusses: <ol style="list-style-type: none"> a. Shadows in nature (e.g., shadows of trees, buildings, and clouds). b. Real-world examples like a shadow changing with the time of day. c. How shadows are formed by blocking light (Sun as a source of natural light). 2. She is suggested to complete the do you know section in this chapter.
<p>Take home</p>		<ol style="list-style-type: none"> 1. Assign the Scared in School story as homework. 2. Guide students to: <ol style="list-style-type: none"> a. Read the story at home with their parents or guardians. b. Think about the question: “How can talking to someone you trust help when you feel scared?” 3. Encourage them to write or discuss their reflections with a family member.
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Some children may feel shy or hesitant to list or share their fears, even when encouraged. <ol style="list-style-type: none"> a. Suggestion: Start by sharing your own (teacher’s) small, relatable fears (e.g., "I used to be afraid of the dark when I was little"). b. Use humour or a puppet (like Pokso) to create a safe space for sharing. c. Allow children to write or draw their fears privately instead of sharing aloud. 2. As teachers you might not have the resources, time, or skills to create or use 		<p>The Confidential Green Zone: Explained</p> <p>“Tell your friend Pokso what scares you.” is personal because it encourages the child to share their specific fears, which are private and unique to their own experiences and feelings. It must be kept confidential to build trust and respect the child’s emotions.</p>

<p>shadow puppets effectively.</p> <p>a. Suggestion: Seek help from the school's theatre or art teacher to make simple paper cutouts or hand puppets.</p> <p>b. Use Youtube to understand easy and min. resource shadow puppetry setups.</p> <p>c. Use a YouTube video or animation as an alternative to live shadow puppetry (e.g., "Hand shadows for children" or "Shadow puppet theatre").</p> <p>d. If puppetry isn't feasible, do a read-aloud of the narrative and ask students to imagine the scenes.</p> <p>3. Explaining scientific concepts like shadows and light sources may feel too technical for third graders.</p> <p>a. Suggestion: Make it fun and hands-on!</p> <p>b. Use simple real-world examples, like making shadow shapes with their hands (e.g., bird, rabbit).</p> <p>c. Introduce a game: "Find five shadows around you in the classroom or outside."</p> <p>d. Let children role-play as the Sun, objects, and their shadows to visualise concepts.</p>	
<p style="text-align: center;">Scholastic Questions</p> <p>1. What is a shadow, and how is it formed?</p> <p>2. What is one example of something that blocks light to create a shadow?</p>	<p style="text-align: center;">Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> ● Actively participates in class activities and discussions. ● Can explain or demonstrate concepts like how shadows form or why it's okay to be scared. ● Writes or draws clear responses in workbook activities. <p>Partially Understood:</p> <ul style="list-style-type: none"> ● Participates inconsistently in discussions or activities. ● Can explain some concepts but struggles with applying them (e.g., linking fears to shadows). ● Needs prompting to complete workbook tasks. <p>Needs Help:</p> <ul style="list-style-type: none"> ● Avoids or struggles with participation. ● Cannot explain or demonstrate basic concepts like shadows or trusted adults. ● Workbook responses are incomplete or unrelated to the activity.

20. SAFE AND UNSAFE SECRETS

<p>Competencies:</p> <ul style="list-style-type: none"> • Core principle(s): Personal Safety: Secrets • WHO Life skill(s): Critical Thinking 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Never keep an unsafe secret. Always TELL!
<p>Methodology: Narrative-based</p>	<p>Other resources: Worksheet - 20.0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise that secrets can be safe or unsafe depending on how they make you feel. 2. Understand that unsafe secrets should always be shared with a trusted adult. 3. Develop the confidence to identify trusted adults in their lives.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>Begin with a quick game: “Guess the Secret!”</p> <ul style="list-style-type: none"> • Write simple "safe" secrets (e.g., “I love chocolate ice cream” or “I have a pet cat”) on slips of paper. • Read the slips aloud and let students guess whose secret it is. <p>Transition smoothly by saying: “Some secrets are fun to keep, like these. But today, we’ll talk about secrets that make us feel bad or unsafe and why it’s important to talk about them.”</p> <p>Ask: “Have you ever felt unsure about whether to share a secret? Let’s learn together how to decide!”</p>
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Understanding Safe and Unsafe Secrets (8 minutes)</p> <p>1. Explain with Examples:</p> <ul style="list-style-type: none"> ○ “Secrets can be fun, like planning a birthday surprise. But sometimes, secrets make us feel bad, scared, or confused. These are called unsafe secrets.” ○ Show visuals from the workbook (Pokso and the children) and read the first paragraph aloud. <p>2. Role-Play Activity:</p> <ul style="list-style-type: none"> ○ Create simple scenarios (e.g., “Your friend asks you not to tell anyone they broke a toy” or “Someone gives you a gift and asks you to keep it a secret”). ○ Ask students: “Is this a safe or unsafe secret? Why?” ○ Transition: “Now that we know what safe and unsafe secrets are, let’s write about them in our workbook!” <p>Part 2: Workbook Activity – Sharing with Pokso (7 minutes)</p>

		<p>1. Explain the Task:</p> <ul style="list-style-type: none"> ○ Say: “Imagine Pokso is your best friend. Write or draw one thing that makes you feel scared or unsure.” ○ Emphasise: “This is personal, and you don’t have to share it unless you want to.” ○ Walk around and provide gentle support to children who seem stuck. ○ Encourage effort: “It’s okay if it feels hard to think of something. Even small things count!” <p>2. Reinforce Key Message:</p> <ul style="list-style-type: none"> ○ After the activity, say: “Remember, it’s brave to talk about things that make us feel scared. That’s how we stay safe!” ○ Guide them to think: “How did talking to someone help? Write or draw about it to share with Pokso later.”
<p>Take home</p>		<p>Assign the yellow box task: “Talk to your parents or guardians about a time you felt unsure or scared. Ask them to share one of their own stories when they were little.”</p>
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Children hesitate to participate in role-play or share their thoughts. <ol style="list-style-type: none"> a. Solution: Model participation by sharing a small personal example first. Use humour and a friendly tone to ease tension. Allow children to write or draw instead of verbal sharing. 2. The workbook activity might feel overwhelming to children with limited writing skills. <ol style="list-style-type: none"> a. Solution: Offer an option to draw their fears instead of writing them. Pair struggling students with peers for support. 3. Vocabulary Challenges: <ol style="list-style-type: none"> a. Guilty: Feeling bad because you think you did something wrong. b. Surprise: A happy secret that you share later, like a birthday gift. 		<p>The Confidential Green Zone: Explained</p> <p>“Would you like to share a secret with your friend Pokso?” is personal because it encourages children to share a secret, which may involve private feelings or experiences that they may not be ready to disclose openly. Confidentiality ensures they feel secure and respected, fostering trust and emotional safety.</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. What is the difference between a safe and unsafe secret? 2. Name one example of a safe secret 		<p>Cues for Quick Progress Tracking Understood:</p> <ul style="list-style-type: none"> ● Actively participates in role-play and discussions. ● Can differentiate between safe and unsafe secrets with examples.

- Completes workbook tasks (writing or drawing) accurately and thoughtfully.

Partially Understood:

- Participates in activities inconsistently.
- Recognises the difference between safe and unsafe secrets but struggles to explain.
- Workbook responses are incomplete or vague.

Needs Help:

- Avoids participation or shows discomfort in activities.
- Cannot explain the concept of safe and unsafe secrets.
- Workbook responses are unrelated or left blank.

21. DO YOU KNOW A JOKER?

<p>Competencies:</p> <ul style="list-style-type: none"> • Core principle(s): Personal Safety • WHO Life skill(s): Critical Thinking 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher:</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Always ask a trusted grown-up before talking to or meeting strangers.
<p>Methodology: Narrative</p>	<p>Other resources:</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Identify safe and unsafe situations and respond appropriately to each. 2. Explain the concept of strangers and their characteristics in simple terms. 3. Apply the 4 safety rules when interacting with unfamiliar people. 4. Differentiate between trusted adults and strangers.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<ol style="list-style-type: none"> 1. Bring a small bag or box filled with random “gifts” (e.g., a chocolate wrapper, stickers, small toys, colourful pens, etc.). 2. Bring some teacher or school helper (whoever students aren’t aware of/have met), give them the role of a “Stranger” who offers gifts to others. 3. Students must decide whether to: <ol style="list-style-type: none"> a. Accept (say “Yes”) or b. Decline (say “No, thank you”) the gift. 4. After a few rounds, pause and ask: <ol style="list-style-type: none"> a. “Would you take this gift if you didn’t know the person?” b. “What could happen if you accept something from someone you don’t know?” 5. Conclude with: “Sometimes, people we don’t know might give us things, but it’s important to be safe. Let’s learn how to know who is safe and who isn’t, and what rules to follow!”
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Activity 1: Story with Roleplay – “Rohan’s Adventure” (10 minutes)</p> <p>1. Narrate the story of Rohan at the park:</p> <ul style="list-style-type: none"> ○ Rohan meets an ice-cream seller offering him a free treat and saying, “Come with me, I have more surprises!” ○ Rohan hesitates. ○ What should Rohan do? <p>2. Roleplay the story with volunteers:</p> <ul style="list-style-type: none"> ○ One child plays Rohan, and others play the roles of the stranger and a trusted adult (parent or teacher).

		<ul style="list-style-type: none"> ○ Pause at key moments, asking: <ul style="list-style-type: none"> ■ “Should Rohan go with the ice-cream seller?” ■ “What should Rohan do next?” 3. After roleplay, introduce the 4 safety rules: <ul style="list-style-type: none"> ○ Never take gifts from strangers. ○ Never go anywhere with strangers. ○ Strangers should not touch or hug you. ○ Don’t play secret games with strangers. <p>Activity 2: “Thumbs Up/Thumbs Down” (Workbook Activity) (20 mins)</p> <ol style="list-style-type: none"> 1. Read each situation aloud from Page 38. 2. Children tick Thumbs Up if it’s safe or Thumbs Down if it’s unsafe. 3. After each situation, ask: <ul style="list-style-type: none"> ○ “Why is this safe/unsafe?” ○ “What would you do if this happened to you?” 4. Encourage group discussion to reinforce correct answers.
<p>Take home</p>		<ol style="list-style-type: none"> 1. Ask children to observe their surroundings (e.g., at the park, market, or school). 2. Discuss with their parents who they think are strangers and why. 3. Share the 4 safety rules with their family and note down one thing they practised.
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Children may struggle to grasp nuanced situations, such as distinguishing a familiar face from a stranger. <ol style="list-style-type: none"> a. Solution: Simplify scenarios and offer relatable examples. 2. Vocabulary Challenges <ol style="list-style-type: none"> a. Hurdle: Something you have to jump over, like a bar or a fence, usually in a race or a game. b. Vomited: When food or drink comes out of your mouth because your stomach is upset, like when you feel very sick. 		<p>The Confidential Green Zone: Explained</p>
<p>Scholastic Questions</p> <p>What are the four safety rules that one must follow when they encounter a stranger?</p>		<p>Cues for Quick Progress Tracking Understood:</p> <ul style="list-style-type: none"> ● The child confidently identifies strangers and safe adults during discussions. ● Can apply all 4 safety rules correctly in scenarios and activities. ● Demonstrates clear understanding in workbook responses.

Partially Understood:

- The child identifies strangers but struggles with certain rules or scenarios.
- Needs hints or prompts to respond correctly during discussions or activities.
- Workbook responses show minor errors or incomplete understanding.

Needs Help:

- The child cannot distinguish between strangers and trusted adults.
- Struggles to apply safety rules even with support.
- Workbook responses are mostly incorrect or missing.

22. CROSSING THE ROAD

<p>Competencies: • Core principle(s): Personal Safety: Road Safety</p>	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher: Sports</p>	<p>Explicit (Key message) Learning outcomes: 1. Rules are for everyone’s safety.</p>
<p>Methodology: Instructional and visual text</p>	<p>Other resources:</p>	<p>Implicit (Key message) Learning outcomes: 1. Identify the meanings of traffic signal colours and their actions (stop, slow down, go). 2. Demonstrate correct road-crossing behaviour, including using zebra crossings. 3. Explain the importance of wearing helmets and seatbelts for safety. 4. Apply traffic rules to real-life scenarios during roleplay.</p>
Suggested Flow		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>Activity: "Traffic Signal Action Game" 1. Gather children in the playground and explain the game rules: ○ Green: Run forward. ○ Yellow: Walk slowly. ○ Red: Stop and freeze. 2. The facilitator acts as the "traffic controller" holding up green, yellow, and red cards or shouting the colours. 3. Start with simple commands, then mix them up for fun! After a few rounds, pause and ask: “What do these colours mean in real life? Let’s find out more about them and how they keep us safe.”</p>
<p>Context Building</p>	<p>20 mins</p>	<p>Learn and Roleplay Traffic Rules How to Play: 1. Read Aloud Rules (Briefly): ○ Use the chapter content to explain the meanings of red, yellow, and green lights, and other rules like crossing at zebra crossings and wearing helmets. ○ Use gestures and props (e.g., holding a red card while saying "Stop"). 2. Roleplay in Groups: ○ Divide children into small groups. ■ Some act as pedestrians. ■ Some act as vehicles. ■ One child acts as the traffic controller. ○ Practice crossing the "road" (use cones or chalk to mark lanes and zebra crossings). 3. Rotate roles to ensure every child gets a turn.</p>

		End by saying: “Now that we know the rules, let’s use them to solve some problems!”
Workbook in play	5 mins	<p>"Spot and Tick the Safe Actions"</p> <ul style="list-style-type: none"> ● Bring the children back to a shaded area and hand out their workbooks. ● Direct them to the page with images showing safe and unsafe actions. ● Ask children to tick the images where children are following road safety rules. ● Facilitate a short discussion after each image: <ul style="list-style-type: none"> ○ “What makes this action safe/unsafe?” ○ “What would you do differently?”
Take home		Ask children to observe road safety practices with their parents while traveling.
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Some children may feel shy or left out during roleplay. <ol style="list-style-type: none"> a. Solution: Rotate roles and encourage quieter children to participate actively. 2. Children may get distracted by other activities or noise. <ol style="list-style-type: none"> a. Solution: Use clear instructions and props to keep their focus. 3. Vocabulary challenges: <ol style="list-style-type: none"> a. Pedestrian: A person who walks on the road. b. Traffic: Cars, buses, and other vehicles moving on the road. c. Zebra Crossing: White stripes on the road where people can cross safely. d. Helmet: A hard hat you wear to protect your head while riding a bicycle or bike. e. Seatbelt: A strap you wear in a car to keep you safe while driving. 		<p>The Confidential Green Zone: Explained</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. What does the red traffic light mean? 2. What should you do when the traffic light turns yellow? 3. What is the purpose of a zebra crossing? 4. Why should you wear a helmet when riding a bicycle? 5. Name one rule to follow when riding in a car. 6. Why should you look left, right, and left again before crossing the road 		<p>Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> ● The child can explain traffic signal meanings confidently. ● Follow all traffic rules accurately during roleplay. ● Identifies safe and unsafe actions correctly in workbook exercises. <p>Partially Understood:</p> <ul style="list-style-type: none"> ● The child understands basic rules like red means stop but struggles with complex ones (e.g., looking left-right-

left before crossing).

- Needs hints or support during roleplay or discussions.
- Workbook responses are incomplete or slightly inaccurate.

Needs Help:

- The child cannot explain or apply the meanings of traffic signals.
- Struggles to follow road-crossing rules during roleplay.
- Workbook responses show a lack of understanding or are mostly incorrect.

23. THE 5-STEP SAFETY RULE

<p>Competencies:</p> <ul style="list-style-type: none"> • Core principle(s): Personal Safety: Touches/Hugs/Kisses/Looks/CSA • WHO Life skill(s): Effective Communication: Telling/being assertive 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Always tell about an unsafe touch to a loved and trusted one. 2. We can talk about anything with our loved and trusted ones
<p>Methodology: Informative text and Activity-Based</p>	<p>Other resources:</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise the 5-Step Safety Rule and its importance in staying safe from unsafe touches or situations. 2. Apply the 5-Step Safety Rule in roleplay scenarios and workbook exercises. 3. Identify trusted adults and understand the importance of keeping communication open until help is received.
Suggested Flow		
<p>Introduction/Opening</p>	<p>2 mins</p>	<p>Announce: "A tiger left us five secret steps to stay safe, but they're hidden all over the classroom! Let's work together to find them!"</p>
<p>Context Building</p>	<p>10 mins</p>	<p>Treasure Hunt Clues for the 5-Step Safety Rule Here are the clues to guide children during the treasure hunt. Each clue leads to a hidden "treasure" (safety card) that has the entire safety step written on it. These clues are fun and easy for children to understand and work together to solve.</p> <hr/> <p>Treasure 1: Scream Clue: "I'm loud, I call for help, I make people notice. Look where you might use your voice the most!" Hiding Spot: Near the class microphone, speaker, or where announcements are made. Safety Card (Inside Treasure): • Step 1: Scream! "Scream loudly to let others know you feel unsafe and need help. Screaming can scare away the person making you feel unsafe."</p> <hr/> <p>Treasure 2: Say No Clue:</p>

	<p>"I'm firm and strong, I stop what's wrong. Look where you keep your books and pens all along!" Hiding Spot: Inside a student's desk or the classroom stationery box. Safety Card (Inside Treasure): ● Step 2: Say No! "Say 'No!' loudly and clearly to the person making you feel unsafe. Make them stop and let them know it's not okay."</p> <hr/> <p>Treasure 3: Run Clue: "When you need to move fast, I help you out. Look for me where you might lace up for a sprint!" Hiding Spot: Near a pair of sports shoes, or in the classroom's sports corner. Safety Card (Inside Treasure): ● Step 3: Run! "Run to a safe place or a trusted adult when you feel unsafe. The faster you move away, the safer you'll be."</p> <hr/> <p>Treasure 4: Tell Clue: "I know your secrets, I keep them safe. Look for me where you tell stories or write about your day!" Hiding Spot: Inside a notebook, diary, or storytelling corner in the classroom. Safety Card (Inside Treasure): ● Step 4: Tell! "Tell a trusted grown-up (like a parent, teacher, or grandparent) what happened. They will help you stay safe and feel better."</p> <hr/> <p>Treasure 5: Keep Telling Clue: "If the first doesn't hear, I'll make it clear. Look for me where people meet to talk and share!" Hiding Spot: Near the teacher's desk or the classroom discussion area. Safety Card (Inside Treasure): ● Step 5: Keep Telling! "If the first person doesn't believe you, tell someone else. Keep telling trusted adults until someone listens and helps you."</p> <p>Each safety card should have the following:</p> <ul style="list-style-type: none"> ● The step number and title (e.g., "Step 1: Scream!"). ● A short explanation of the rule (as written above). ● A simple illustration (e.g., a child screaming, saying "No!", running, or talking to an adult). <p>How to Play:</p> <ol style="list-style-type: none"> 1. Divide the class into 5 small groups.
--	--

		<p>2. Each group searches for one hidden clue at a time. 3. Once all treasures are found, gather the class to reveal and discuss each step. Discussion After Each Treasure: ● For each clue found, discuss what it means and act it out: 1. Step 1 - Scream: “Scream loudly to get attention when you feel unsafe!” (Children practise screaming together.) 2. Step 2 - Say No: “Say ‘No!’ loudly and firmly. Let’s practise saying it now!” 3. Step 3 - Run: “Run to a safe place or trusted adult if you feel unsafe.” (Ask: Where would you run?) 4. Step 4 - Tell: “Always tell a trusted grown-up what happened.” (Ask: Who are your trusted adults?) 5. Step 5 - Keep Telling: “If the first person doesn’t listen, tell someone else until they help.” Conclude by saying: “You’ve found all the steps! Now let’s practise them in real-life situations.”</p>
Workbook in play	20 mins	<p>Roleplay the 4 Situations How to Play: 1. Assign Roles: Divide children into groups of 3–4. Each group roleplays one of the four workbook scenarios: ○ Situation 1: The plumber uncle during a game. ○ Situation 2: The tailor uncle touching inappropriately. ○ Situation 3: The electrician pulling Maya into another room. ○ Situation 4: The neighbour auntie asking for a kiss during play. 2. Guide Them: ○ One child acts as the unsafe person. ○ Another child applies the 5-Step Safety Rule to respond. ○ Rotate roles so everyone gets a chance to practise. ○ Encourage loud, clear responses. ○ Provide feedback to ensure they are following the 5 steps correctly. ○ Students in the audience have to fill in the blanks in the 4 scenarios.</p>
Take home		<p>1. Paste photos of 6 trusted grown-ups (or draw their faces) in the "Know Your Tigers" section. 2. Write down their names, ages, and phone numbers (with help from parents). 3. Redo the 5-Step Safety Rule at home.</p>

<p>Possible hiccups:</p> <p>1. Children may struggle to understand the treasure hunt clues. a. Solution: Read the clues aloud and provide small hints to guide them.</p> <p>2. Some children might feel uncomfortable or shy about acting out the scenarios. a. Solution: Start by demonstrating the roleplay yourself and encouraging participation through teamwork.</p> <p>3. Vocabulary Challenges: a. Measurements: Finding out the size, length, or width of something. b. Plumber: A person who fixes water pipes, taps, or bathrooms. c. Electrician: A person who fixes electrical wires, lights, and appliances. d. Tailor: A person who makes or fixes clothes. e. Balcony: A small platform outside a room with a railing. f. Staffroom: A room where teachers take breaks or work.</p>	<p>The Confidential Green Zone: Explained Paste photos of 6 trusted grown-ups (or draw their faces) in the "Know Your Tigers" section.</p> <p>is personal because it requires the child to reflect on and identify trusted individuals in their life, which reveals private family and social dynamics that should remain confidential to ensure the child feels safe and respected.</p>
<p>Scholastic Questions</p> <p>Write down/Recite the 5-Step Safety Rules in order.</p>	<p>Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> • The child confidently finds the clues and connects them to the 5 steps. • Demonstrates all 5 steps correctly during roleplay and classroom discussions. • Workbook responses are accurate and clear. <p>Partially Understood:</p> <ul style="list-style-type: none"> • The child solves some clues with help but struggles with certain steps (e.g., explaining "Keep Telling"). • Participates in roleplay but needs guidance or hints for correct responses. • Workbook responses are partially correct or incomplete. <p>Needs Help:</p> <ul style="list-style-type: none"> • The child cannot solve clues without significant help. • Struggles to demonstrate the 5 steps during roleplay or discussion. • Workbook responses show little or no understanding of the rules.

24. A LETTER FROM THE PRINCIPAL.

<p>Competencies: ● Core principle(s): Helplines / Laws: Health and Wellbeing</p>	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes: 1. Make it a habit to tell your loved and trusted ones about what happened during the day. 2. Police are there to help us and keep us safe. 3. Our loved and trusted ones are our mummy, papa, grandparents, guardians and teachers.</p>
<p>Methodology: Narrative</p>	<p>Other resources: Child helpline numbers - 1098, 9868235077, and 1800115455. Worksheet - 24.0</p>	<p>Implicit (Key message) Learning outcomes: 1. Familiarise children with the concept of safety rules and their importance in school and life. 2. Empower children to remember and use helpline numbers like 1098 when needed. 3. Develop respect for others' preferences, like not teasing or using unwanted nicknames.</p>
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>2 mins</p>	<p>1. Start with a few questions: a. "What do you usually find in your school diary?" b. "Who writes in it—your teacher, you, or your parents?" c. "Did anyone ever find a surprise note in their diary? What kind of notes do teachers write—homework, praises, or reminders?"</p> <p>2. Contextualising the Story: a. "Today, we'll read about Sana, who found a special letter from the Principal in her diary. This letter isn't about homework but something much more important. Let's find out what it says!" b. "Before we read the letter, let's understand what happened to Sana that made this letter so special."</p>
<p>Context Building</p>	<p>15 mins</p>	<p>Read-Aloud Plan for Sana's Story</p> <p>Sana Came Home Quiet Sana came home one afternoon with her friend Pokso. Her mother noticed she was unusually quiet. Usually, Sana would share stories about her school day—what she played, learned, or even what happened on the school bus.</p> <p>Ask:</p> <ul style="list-style-type: none"> • "What's the first thing you do when you come home from school?" • "Why do you think Sana is so quiet today?" <p>Sana Didn't Eat Properly That day, Sana didn't even eat her lunch properly. Her mother asked, 'Are you feeling all right?' Sana replied,</p>

		<p>'I'm okay.' Finally, Sana admitted, 'The Principal gave me a letter. She said it's important, and I need to read it with you or Papa.'</p> <p>Ask:</p> <ul style="list-style-type: none"> • "Have you ever felt nervous about showing something in your diary to your parents?" • "What do you think the letter might be about?" <p>Sana Talks About Nisha</p> <p>Sana then explained: 'I didn't do anything wrong! But Nisha kept teasing me with my nickname, and I told her to stop. When she didn't, I pushed her back. Do you think the Principal is angry with me?'</p> <p>Ask:</p> <ul style="list-style-type: none"> • "How would you feel if someone teased you with a name you didn't like?" • "What do you think Sana should do in this situation?" <p>Mummy Reassures Sana</p> <p>Mummy hugged Sana and said, 'I'm sure the Principal isn't angry. Let's read the letter and find out.' Sana brought her diary, and they opened the letter together.</p> <p>Ask:</p> <ul style="list-style-type: none"> • "How does it feel when someone reassures you?" • "Who do you talk to when you feel upset or worried?" <p>Transition:</p> <p>"Now that we've learned why Sana was so worried, let's read the letter and find out what the Principal wrote!"</p>
Workbook in play	15 mins	<p>The Principal's Letter (10 Minutes)</p> <ol style="list-style-type: none"> 1. Divide the Class into Groups: Form groups of 3–4 children. 2. Give each group a chunk of the Principal's letter to read aloud together. 3. Explain in Chunks: After each group reads their section, pause to discuss its meaning. Example: <ol style="list-style-type: none"> a. Chunk 1: "What is the Principal saying about following rules?" b. Chunk 2: "Why do you think the Principal mentions trusted adults?" c. Chunk 3: "What is the special number mentioned in the letter?" 4. Guide the children to connect the letter's content with their own experiences (e.g., following rules at school, talking to parents or teachers about problems)

		<p>Helpline Memory Relay (5 minutes)</p> <ul style="list-style-type: none"> • Divide the class into two teams. • Write 1098 on the board. • Challenge each team to pass a ball while saying one digit of the number in sequence (e.g., one child says “1,” passes the ball; the next says “0,” and so on). • Repeat several times to reinforce the number. <p>Let the children colour the helpline number in their workbooks while discussing:</p> <ul style="list-style-type: none"> • “When should you call this number?” • “Who do you think answers this call?”
<p>Take home</p>		<p>Take the pledge on page 48 at home with your family.</p>
	<p>Possible hiccups:</p> <ol style="list-style-type: none"> Children might not fully understand the gravity of the helpline and could misuse it: prank or for non-emergencies. <ol style="list-style-type: none"> Solution: Clearly explain the purpose of the helpline as a serious tool to help children in need. Use a scenario-based discussion: “What if you call this number for fun and someone who really needs help cannot get through? How would that feel?” Reinforce that calling the helpline is for emergencies only, like feeling unsafe or needing immediate help. The topic of teasing or name-calling may trigger emotional responses from children who have experienced it personally. Some children might even reveal ongoing bullying, while others may become defensive or disengaged. <ol style="list-style-type: none"> Solution: Set the tone by stating: “This is a safe space where we respect each other’s feelings.” Emphasise empathy: “Imagine how you would feel if someone called you a name you didn’t like.” Gently redirect discussions if a child reveals sensitive personal details by saying, “Let’s focus on how we can all make our classroom a kind place.” Encourage children to talk to trusted adults privately if they have deeper concerns. Some children may struggle with 	<p>The Confidential Green Zone: Explained</p> <p><i>“Do you have a nickname? If yes, who gave it to you?”</i></p> <ul style="list-style-type: none"> • A nickname can hold emotional significance and reveal personal family dynamics or memories, which may be deeply private to the child. <p><i>“Do you like being called by your nickname at school?”</i></p> <ul style="list-style-type: none"> • This question touches on how the child feels about their identity and how others perceive or treat them, which could evoke sensitive emotions. <p><i>“Do you call any of your classmates by their nicknames?”</i></p> <ul style="list-style-type: none"> • This question may reflect the child’s behaviour towards others and their understanding of respecting others’ preferences, which could indicate personal social dynamics.

<p>reading confidence when asked to read aloud alone, especially in front of peers.</p> <p>a. Solution: Provide the text in advance or allow children to read quietly to themselves first.</p> <p>b. Offer encouragement and praise for all attempts at reading together and keeping together while reading.</p> <p>c. Support hesitant readers by helping with difficult words or assigning shorter, simpler sections to them.</p>	
<p style="text-align: center;">Scholastic Questions</p> <ol style="list-style-type: none"> 1. What was Sana’s nickname? 2. Who gave it yo her? 3. What is the POCSO law? 4. What was the message on the side of the letter? 5. You can call ____, the childline helpline number. 	<p style="text-align: center;">Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> ● Child demonstrates clear understanding during discussions, responds correctly to questions, and actively participates in activities. ● Can independently explain concepts like trusted adults or helpline numbers. <p>Partially Understood:</p> <ul style="list-style-type: none"> ● Child shows partial understanding but needs prompting or guidance to answer questions or complete tasks. ● Can relate to concepts but struggles with applying them. <p>Needs Help:</p> <ul style="list-style-type: none"> ● Child is unable to respond to questions or engage meaningfully in activities. ● Shows confusion about concepts like safety rules or helpline numbers and needs additional support.

25. SEE-SAW

<p>Competencies:</p> <ul style="list-style-type: none"> ● Core principle(s): Personal Safety 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Playing in the dark is unsafe. 2. Do not stay outdoors for too long.
<p>Methodology: Narrative</p>	<p>Other resources: Worksheet- 25.0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Learn to listen to trusted adults like parents and teachers when it comes to staying safe. 2. Understand that night can be fun (like looking at stars) but also requires following safety rules. 3. Know that leaving the playground or other places before it gets too dark is important for safety. 4. Discover how people used the pole star to find their way when they didn't have maps or phones.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>10 mins</p>	<ol style="list-style-type: none"> 1. Show a brief, child-friendly video clip that depicts a quiet, dark night with sounds like crickets chirping, rustling leaves, and an owl hooting. 2. The video should include visuals of a playground at night, dimly lit streets, and shadows (nothing scary—just atmospheric). 3. Ask Questions: <ol style="list-style-type: none"> a. “What sounds did you hear in the video? Did they feel different from daytime sounds?” b. “What did you notice about the playground in the dark?” c. “Why do you think people don't usually stay outside when it gets dark?” 4. Set the Context: “Sometimes, staying out after dark can feel fun, but it might also be unsafe. Let's find out what happened when Arpit, Sana, and Pokso stayed outside at night.”
<p>Context Building/ Workbook in play</p>	<p>20 mins</p>	<p>Interactive Storytelling:</p> <ul style="list-style-type: none"> ● Narrate the story but pause to let children make choices for the characters. ● Example: <ul style="list-style-type: none"> ○ When Arpit refuses to leave the see-saw, ask: <ul style="list-style-type: none"> ■ “What do you think could happen if Arpit stays longer? Would you stay or leave? Why?” ● Act out the emotions of each character: <ul style="list-style-type: none"> ○ Arpit being stubborn: “I don't want to go!” ○ Sana being responsible: “But it's getting dark. Let's go home!”

		<ul style="list-style-type: none"> ○ Arpit’s mother being firm: “It’s time to leave, Arpit. Come now.” ● Let children mimic the characters’ emotions in different scenarios. ● Pause after key moments to ask questions: <ul style="list-style-type: none"> ○ “Why do you think Arpit’s mother was so firm about leaving?” ○ “What could happen if someone gets lost in the dark?” ● Key Takeaway: Guide the discussion to emphasise: “The night can be fun to look at, but staying safe is more important. That’s why we should listen to our parents when they say it’s time to go home.” ● Smooth Transition: “Now that we’ve read about the pole star, let’s have some fun exploring it!” Ask: “Why do you think people in the past used the stars to guide them at night? What would they do if there were no streetlights or maps?” Explain: “The pole star is special because it shows the direction north. It’s like a compass in the night sky! Sailors, travellers, and even farmers used it to find their way at night when they didn’t have GPS or phones.” Use one of the videos or all to take up more on pole star: https://www.youtube.com/watch?v=3klOXKOCfY0 https://www.youtube.com/watch?v=pqis3gZwVaY
Take home	15 mins	<ol style="list-style-type: none"> 1. Draw the minute hand on the clock to show what time you should leave the playground. 2. Encourage children to find the pole star with their family and write what they learned about it.
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Children Distracted by Video: <ol style="list-style-type: none"> a. Solution: Keep the video short (2-3 minutes) and guide their attention with questions during or after. 2. Videos of dark nights might feel scary for children who associate darkness with fear. <ol style="list-style-type: none"> a. Solution: Use soft, calming visuals with dimly lit playgrounds, stars, and gentle sounds like crickets. Pause frequently to ask reassuring questions like, “Does this look fun or quiet? Why do you think night feels different?” Remind them: “This is just for learning; you are safe.” 		<p>The Confidential Green Zone: Explained</p>

3. Some children may think “night is always dangerous” instead of understanding specific risks.

a. Solution: Balance the message: Emphasise that the night can be fun (e.g., stargazing) but requires safety rules. Reinforce that trusted adults like parents and teachers act as guides, just like the pole star.

4. The concept of the pole star as a navigational guide may feel abstract or complicated.

a. Solution: Simplify it: “The pole star is like a flashlight in the sky pointing north.” Use hands-on activities like creating constellations with glow-in-the-dark stickers and invite the EVS teacher to explain it with videos.

5. Videos on the pole star or nighttime scenes may take too long.

a. Solution: Choose short clips (2–3 minutes) and focus on key parts. Transition quickly to discussions or activities to maintain the flow.

6. Vocabulary Challenges:

a. Compass: A tool that tells us where north, south, east, and west are.

b. Navigate: To find your way to a place.

Cues for Quick Progress Tracking Understood

- Explains why staying outside after dark is unsafe and provides relevant examples.
- Actively participates in story discussions and mimics character emotions accurately.
- Describes the pole star as a guide, completes the activity without errors, and relates it to navigation.
- Completes workbook tasks independently and writes thoughtful homework responses.

Partially Understood

- Identifies basic risks of staying outside at night but struggles to connect them to safety actions.
- Engages minimally in role-play or discussions, providing incomplete or unclear answers.
- Recognises the pole star but cannot fully explain its purpose and completes the activity with errors.
- Completes tasks with some guidance but requires prompting to connect story concepts to personal safety.

Needs Help

- Is unable to explain nighttime risks or safety measures and struggles to connect with the story’s key message.
- Avoids participation in discussions or role-play activities and cannot relate to character emotions.
- Cannot identify or describe the pole star and leaves the activity incomplete despite assistance.
- Does not attempt or complete workbook tasks and homework, showing significant confusion.

Scholastic Questions

1. How does the pole star help people at night?
2. What sounds did you hear in the video that made the night feel different from the day?

26. MURALI IS A GOOD SWIMMER BUT...

<p>Competencies</p> <ul style="list-style-type: none"> ● Core principle(s): Bullying Morals/Values/Ethics: Love for Nature ● WHO Life skill(s): Self Awareness: Skills/Aptitudes 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Being different does not mean being unequal. 2. We all are different. Some are good at running, some at dancing, while others are in studies. It is okay to be different.
<p>Methodology: Story-based/Narrative</p>	<p>Other resources: Video (QR Code)- https://youtu.be/CScT_jwZidg?feature=shared Worksheet - 26.0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Develop empathy by recognising how teasing or bullying affects others emotionally. 2. Build confidence in reporting bullying to trusted adults. 3. Learn to appreciate and celebrate individual differences.
Suggested Flow		
<p>Introduction/Opening</p>	<p>5 mins</p>	<p>Interactive Icebreaker: "What Makes You Special?"</p> <ul style="list-style-type: none"> ● Ask: "If you could be famous for something, what would it be? Swimming? Drawing? Reading fast?" ● Let each child share one thing they feel they are good at or proud of. ● Say: "Just like all of you are good at different things, Murali, in today's story, is also very good at something. But he faces a challenge—let's find out what happens!" <p>Set a Mystery Hook:</p> <ul style="list-style-type: none"> ● Show a swimming cap or goggles to the class and ask: <ul style="list-style-type: none"> ○ "Who might use these? Why would they be important?" ● Say: "This story is about Murali, who is an amazing swimmer, but there's something stopping him from being happy about it. Let's find out together."
<p>Context Building/Workbook in play</p>	<p>30 mins</p>	<p>Group Reading with Emotions:</p> <ul style="list-style-type: none"> ● Divide the story into three parts. Assign a small group to read each section aloud. ● Add Emotions: <ul style="list-style-type: none"> ○ When Murali is teased, ask the group to mimic how Murali might feel (sad, shy, or nervous). ○ When Suparna Ma'am reassures him, ask them to show how someone feels comforted (smile, nod). <p>Pause and Reflect Questions:</p> <ul style="list-style-type: none"> ● Part 1: (Murali is teased) <ul style="list-style-type: none"> ○ "How do you think Murali feels when he is teased?"

		<p>Have you ever seen someone being teased?"</p> <ul style="list-style-type: none"> ○ "Why do you think his classmates gave him a nickname?" ● Part 2: (Murali hesitates to tell the teacher) ○ "Why was Murali afraid to tell his teacher? What would you do in his place?" ○ "What should a teacher do when they hear someone is being bullied?" ● Part 3: (The teacher helps Murali) ○ "What did Suparna Ma'am do to help Murali? How did that change things for him?" <p>Quick Role-Play:</p> <ul style="list-style-type: none"> ● Assign children roles to act out a small scene: <ul style="list-style-type: none"> ○ One child as Murali, a few as classmates teasing, and one as Suparna Ma'am stepping in to resolve the situation. ● Discuss how each role feels and what they could do differently.
<p>Take home</p>		<p>“What Makes Us Special” Poster:</p> <ul style="list-style-type: none"> ● Ask each child to write one thing they are proud of about themselves on a sticky note. ● Collect the notes in the next class and stick them on a large poster titled “Our Class Is Amazing!” ● Discuss how everyone has different talents and strengths, just like Murali.
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Some children may not explicitly know their strengths or feel shy sharing them. <ol style="list-style-type: none"> a. Solution: The teacher can gently guide the child by suggesting strengths they observe, e.g., “You always help your friends; that’s a great strength!” b. Ask peers to share positive traits about their classmates in a kind and constructive way. Example: “What do you think makes your friend special?” 2. Bullying might be a new and personal topic for some children, making them hesitant to share or understand fully. <ol style="list-style-type: none"> a. Solution: Define bullying clearly and sensitively with age-appropriate language, e.g., “When someone keeps teasing you or being mean even when you ask them to stop.” b. Avoid asking personal questions directly about their experiences; instead, use role-play or scenarios to explore the 		<p>The Confidential Green Zone: Explained</p> <p>“Tell your friend Pokso if someone bullies you” is a personal because it encourages the child to share experiences of being bullied, which may involve sensitive emotions and situations that require trust and confidentiality to ensure the child's safety and comfort.</p>

<p>topic in a neutral way.</p> <p>c. Reassure them that it's okay to talk to trusted adults like teachers or parents if they feel upset or unsafe.</p> <p>3. Vocabulary Challenges:</p> <p>a. Bullying: When someone keeps being mean or hurts others on purpose.</p> <p>b. Confidence: Believing in yourself and knowing you can do something.</p> <p>c. Nickname: A name someone gives you that is not your real name.</p>	
<p style="text-align: center;">Scholastic Questions</p> <ol style="list-style-type: none"> 1. Why did Murali's classmate nickname him "Speed Breaker"? 2. What do you understand by the word 'Bullying'? 3. Whom did Murali tell about the bullying? 4. Which story did Ma'am narrate to the students the next morning? 5. Which river has been mentioned in the story? 	<p style="text-align: center;">Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> ● Can identify examples of bullying and explain why it is wrong. ● Actively participates in discussions and role-plays, showing empathy. ● Completes workbook activities independently and celebrates their unique strengths. ● Confidently suggests ways to support classmates who feel left out. <p>Partially Understood:</p> <ul style="list-style-type: none"> ● Recognises some examples of bullying but struggles to explain them clearly. ● Participates in discussions but hesitates during role-plays or sharing personal strengths. ● Completes workbook tasks with guidance and offers basic suggestions for inclusion. <p>Needs Help:</p> <ul style="list-style-type: none"> ● Cannot identify or explain bullying and shows confusion about personal strengths. ● Avoids participating in discussions or role-plays and does not engage with workbook tasks. ● Struggles to relate the story to their own experiences or suggest supportive actions.

27. OOPS! SANA BREAKS A MOBILE PHONE

<p>Competencies:</p> <ul style="list-style-type: none"> • WHO Life skill(s): Effective Communication - Being Confident 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Being confident means looking and sounding sure of what you are saying. Make a habit of being confident.
<p>Methodology: Story</p>	<p>Other resources:</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Build the ability to express oneself confidently in everyday situations. 2. Recognise when and how to assertively say "No" in an appropriate tone. 3. Understand the importance of looking and sounding serious when communicating something important. 4. Develop respect for boundaries and clear communication with others. 5. Apply confident communication skills to real-life scenarios.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>1. Hook Activity: Role Reversal Drama</p> <ul style="list-style-type: none"> ○ Begin by acting out a funny scenario: <ul style="list-style-type: none"> ■ You (the facilitator) play the child asking for something (e.g., a toy or mobile phone). ■ A student plays the parent and says “No!” in different ways (angry, unsure, serious). ○ Ask: <ul style="list-style-type: none"> ■ “Which ‘No’ did you take seriously?” ■ “Why do you think it’s important to look and sound confident when saying something important?” <p>2. Context Setting:</p> <ul style="list-style-type: none"> ○ Say: “Today, we’ll see how Sana learns to be confident when asking for something or saying ‘No’ to something she doesn’t like. Let’s find out what happened with her mobile drama!” <p>Transition:</p> <p>“Let’s dive into the story to see how Sana broke a mobile and learned a big life lesson!”</p>
<p>Context Building/ Workbook in play</p>	<p>30 mins</p>	<p>Part A: Fun Story Reading with Actions (10 Minutes)</p> <ul style="list-style-type: none"> • Divide the Story into 3 Scenes: 1. Scene 1: Sana breaks the phone and asks for the mobile again. <ul style="list-style-type: none"> ■ Action: Ask children to show an apologetic face like Sana when asking for the phone. ■ Question: “Do you think Papa will give her the phone? Why or why not?”

		<p>2. Scene 2: Papa says “No” to the phone but agrees to ice cream.</p> <ul style="list-style-type: none"> ■ Action: Ask children to pretend they’re asking for ice cream with a pleading voice. ■ Question: “Why did Papa say no to the phone but yes to ice cream?” <p>3. Scene 3: Papa explains how to sound confident when saying “No.”</p> <ul style="list-style-type: none"> ■ Action: Have children practice saying “No!” loudly and firmly, like Papa. ■ Question: “What do you think Papa means when he says to look and sound serious?” <p>Smooth Transition: “Now that we know the story, let’s play a game to practice confidence!”</p> <p>Part B: “Confident or Not?” Game (10 Minutes)</p> <p>1. Game Setup:</p> <ul style="list-style-type: none"> ○ Write two situations on the board: <ul style="list-style-type: none"> ■ Situation 1: A friend asks to borrow your favourite pencil, and you want to say no. ■ Situation 2: You want your parents to allow you to play for 10 more minutes. <p>2. How to Play:</p> <ul style="list-style-type: none"> ○ Call on children to act out these situations in pairs. One plays the asker, and the other practices saying “No” confidently. ○ Encourage different tones (soft, angry, confident) to see which one is most effective. <p>3. Class Discussion:</p> <ul style="list-style-type: none"> ○ Ask: <ul style="list-style-type: none"> ■ “Which way of saying ‘No’ felt the best and worked the most?” ■ “How can sounding confident help you in real life?”
<p>Take home</p>		
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Children may get too excited during role-play or the "Confident or Not?" game and lose focus. <ol style="list-style-type: none"> a. Solution: Use clear instructions and maintain time limits for each activity to keep them on track. 2. Some children may not grasp what it means to "look and sound serious." <ol style="list-style-type: none"> a. Solution: Demonstrate examples repeatedly (e.g., using tone and body language) and provide multiple relatable 		<p>The Confidential Green Zone: Explained</p>

<p>scenarios. 3. Children may be unwilling to share situations where they need to say "No" due to fear of judgment. a. Solution: Normalize such situations with hypothetical prompts (e.g., "Imagine someone asks for your new pencil...").</p>	
<p style="text-align: center;">Scholastic Questions</p> <ol style="list-style-type: none"> 1. Why was Papa angry with Sana? 2. What do you understand by 'being confident'? 	<p style="text-align: center;">Cues for Quick Progress Tracking</p> <p>Understood:</p> <ul style="list-style-type: none"> ● The child can confidently and clearly say "No" in role-play scenarios and relate it to personal experiences. ● Completes workbook tasks independently and accurately. ● Demonstrates understanding of key terms like confidence and assertiveness through responses. <p>Partially Understood:</p> <ul style="list-style-type: none"> ● The child attempts to say "No" but struggles with tone or clarity. ● Requires some prompts or help to complete workbook tasks. ● Shows partial understanding of key terms but hesitates in application. <p>Needs Help:</p> <ul style="list-style-type: none"> ● The child avoids participating in activities or is unable to say "No" clearly. ● Cannot complete workbook tasks without significant assistance. ● Fails to grasp the key terms or concepts despite explanations.

28. ABC OF COMPUTERS

<p>Competencies:</p> <ul style="list-style-type: none"> • Core principle(s): Cyber Safety 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher: Computer</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Identify the main parts of a computer and describe their functions (e.g., monitor, keyboard, CPU, mouse). 2. Label the parts of a computer using sticky notes based on provided clues. 3. List a variety of computers
<p>Methodology: Informative text</p>	<p>Other resources: Worksheet - 28.0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Appreciate how technology has evolved to make life easier. 2. Understand uses of computer
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>Time-Travel Roleplay:</p> <ul style="list-style-type: none"> • Begin the session dramatically. Announce: "Great-grandfathers and grandmothers! Welcome to the year 2025! You have arrived at a modern school. There's a magical invention here called a computer—it has the power to write, calculate, draw, and store knowledge like nothing you've ever seen before. Your mission: Explore this wonder, name its parts, and take this knowledge back to your time to help your people!" <p>Set the Mission:</p> <ul style="list-style-type: none"> • Divide students into exploration teams with fun names like "Team Abacus," "Team Quill," or "Team Scroll." • Hand each team a "Mission Card" with the first clue to lead them into the computer lab: <ul style="list-style-type: none"> ○ "The door to the magical machines is near... Follow the lights that blink and glow!"
<p>Context Building</p>	<p>15 mins</p>	<p>Exploring the Computer Lab</p> <p>Scene 1: Discovery of Computer Parts (10 minutes)</p> <p>1. Enter the Lab with a Sense of Wonder:</p> <ul style="list-style-type: none"> ○ As students enter the lab, let them observe the computers. Tell them: "These machines have many parts that work together. To understand them, you must find out what each part is called and what it does!" <p>2. Clue-Based Exploration:</p> <ul style="list-style-type: none"> ○ Provide each team with one clue to guide them to different parts of the computer. Examples: <ul style="list-style-type: none"> ■ "I have many buttons, but I am not a shirt. I help you type what you need. What am I?" (Answer: Keyboard) ■ "I am like a TV, but I show things only when connected to the brain. What am I?" (Answer: Monitor) ■ "I am small and can be held in your hand. I help you click and point. What am I?" (Answer: Mouse)

		<p>3. Sticky Notes Labelling:</p> <ul style="list-style-type: none"> ○ Teams find the correct computer part based on the clue, then stick a sticky note with its name (e.g., "Monitor," "CPU," "Mouse") on it. <p>4. Facilitator's Role:</p> <ul style="list-style-type: none"> ○ Move around the room and ask guiding questions: <ul style="list-style-type: none"> ■ "How is this part useful to people of the future?" ■ "What tool from your time is this similar to?" <p>For example: "Is the keyboard like a typewriter?"</p> <p>Scene 2: Group Discussion (5 minutes)</p> <p>1. Connecting Parts:</p> <ul style="list-style-type: none"> ○ Once all parts are labelled, gather the teams and explain how the parts work together: <ul style="list-style-type: none"> ■ The CPU is the brain. ■ The monitor is the eyes. ■ The keyboard and mouse are the hands. <p>2. Transition Smoothly:</p> <ul style="list-style-type: none"> ○ Announce: "Now that you've explored these machines, let's learn more about them by reading from a workbook of future students!"
<p>Workbook in play</p>	<p>15 mins</p>	<p>Scene 3: Group Reading (7 minutes)</p> <p>1. Workbook Reading in Groups:</p> <ul style="list-style-type: none"> ○ Distribute the school's workbook to each team and assign them a section of the text to read aloud. For example: <ul style="list-style-type: none"> ■ Group 1 reads about hardware and software. ■ Group 2 reads about the types of computers (desktop, tablet, laptop, smartphone). <p>2. Interactive Discussion:</p> <ul style="list-style-type: none"> ○ After reading, ask: <ul style="list-style-type: none"> ■ "What part of the computer surprised you the most?" ■ "How do you think people of your time would react to seeing a computer?" <p>Scene 4: Word Maze Challenge (8 minutes)</p> <p>1. Setting Up the Maze:</p> <ul style="list-style-type: none"> ○ Point to the workbook's word maze and explain: "Bugster, the evil virus, has scrambled important computer words. Your task is to find them to unlock the knowledge of computers!" <p>2. Team Activity:</p> <ul style="list-style-type: none"> ○ Each team works on finding specific words in the maze (e.g., "Tablet," "Keyboard," "Mouse"). ○ Teams call out "Eureka!" when they find a word. <p>3. Facilitator's Role:</p> <ul style="list-style-type: none"> ○ Encourage teams to connect the words they find with the parts they labelled earlier. For example: <ul style="list-style-type: none"> ■ "You found 'Mouse'! Remember how we labelled it

		<p>earlier? What does it do?"</p> <p>4. Wrap-Up the Maze:</p> <ul style="list-style-type: none"> ○ Once completed, celebrate with a loud cheer: "We've unlocked the future's secrets!" <p>Closing: Mission Accomplished (5 minutes)</p> <p>1. Reflection Discussion:</p> <ul style="list-style-type: none"> ○ Gather the teams and ask: <ul style="list-style-type: none"> ■ "What did you find most amazing about computers?" ■ "If you took this knowledge back to your time, how would it help your people?" <p>2. Time-Travel Goodbye:</p> <ul style="list-style-type: none"> ○ Roleplay sending the students back to the past: "Great-grandfathers and grandmothers, your time here is up! Take what you've learned and make your time a better place. Until we meet again!"
<p>Take home</p>		<p>Assign homework:</p> <p>"Draw a picture of the computer you explored today and label its parts. Write one sentence about how it can help someone in your time."</p> <p>Complete the workbook activities: green question and whatever is left.</p>
<p>Possible hiccups:</p> <p>1. Some students may dominate team activities like labelling parts or solving clues, while quieter students might hesitate to contribute.</p> <p>a. Solution: Assign specific roles to team members, such as Clue Reader, Part Finder, and Sticky Note Writer. Rotate roles during activities to ensure everyone participates. The teacher can monitor and encourage quieter students by directly involving them: "What do you think this part might be?"</p> <p>2. Vocabulary challenges:</p> <p>a. Monitor: A screen that shows pictures, videos, and writing from a computer. It's like a TV for the computer.</p> <p>b. CPU (Central Processing Unit): The computer's brain that tells all the parts what to do.</p> <p>c. Keyboard: A set of buttons with letters and numbers that you press to type into the computer.</p> <p>d. Mouse: A small tool you hold in your hand to click and move things on the screen.</p>		<p>The Confidential Green Zone: Explained</p> <p>"Tick mark the computer(s) that you have access to. Does it/they have an Internet connection(s)?" is personal because it reveals the child's access to technology and internet connectivity at home, which may vary based on their family's socio-economic background and can impact their comfort and privacy.</p>

- e. Data: Information that is saved in a computer, like pictures, games, or homework.
- f. File: A folder inside the computer where you keep your information.
- g. Tablet: A flat computer that you can hold in your hands and take anywhere.
- h. Software: The instructions that tell the computer what to do, like games or apps.
- i. Hardware: The parts of a computer you can touch, like the screen, keyboard, or mouse.
- j. Internet: A big web of computers around the world that are all connected to share information.

Scholastic Questions

1. Name any three parts of a computer.
2. What does the CPU in a computer do?
3. Which part of a computer helps you type?
4. What is the difference between hardware and software?
5. How is a monitor similar to a TV?
6. What is the mouse used for in a computer?
7. What is a tablet, and how is it different from a desktop computer?
8. What do you call the place where a computer stores information like pictures and games?
9. Why is a computer called a “machine of the future”?

Cues for Quick Progress Tracking

Understood

- The student confidently labels computer parts using sticky notes without assistance.
- Participates actively in team discussions, reading, and activities.
- Provides correct and thoughtful answers during discussions or questions.

Partially Understood

- The student can label some parts correctly but needs occasional reminders or hints.
- Participates minimally in group discussions or requires prompting to engage.
- Shows some understanding but struggles with connections or terminology.

Needs Help

- The student cannot label computer parts or requires consistent help to identify them.
- Avoids participation in group activities or appears confused by clues.
- Struggles to read or comprehend workbook content and cannot connect ideas.

29. ARPIT LOVES HIS SISTER BUT

<p>Competencies:</p> <ul style="list-style-type: none"> • Core principle(s): Emotional Intelligence Cyber Safety Morals/ Values/Ethics: Love for nature • WHO Life skill(s): Interpersonal Relationship: Sibling Rivalry Coping with Emotions: Anger Management 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. When I feel angry, I can tell what makes me feel angry and learn to express my anger appropriately.
<p>Methodology: Narrative</p>	<p>Other resources:</p> <ol style="list-style-type: none"> 1. YouTube search: How to grow a mango tree - kids 2. Book: "I am Better than You" ISBN: 978-81-237-1109-3 3. Worksheet - 29.0 	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise and manage feelings of jealousy, anger, or being left out in relationships like siblings or friendships. 2. Understand the importance of trust, empathy, and fairness in building strong relationships. 3. Learn to protect personal and shared assets, such as emotions and online safety, through thoughtful actions like creating strong passwords.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>10 mins</p>	<p>"The Great Sibling Showdown"</p> <ol style="list-style-type: none"> 1. Begin by saying: "Today, we're going to talk about families, especially brothers, sisters, and friends. But first, let's play a quick game to warm up!" 2. Ask students to stand up. Announce actions for each question: <ul style="list-style-type: none"> ○ Clap if you ever argued with a sibling or friend! ○ Jump if you've shared something special with them! ○ Spin if you've ever felt jealous of them! ○ Wave if you think you're better at something than they are! 3. End by asking: <ul style="list-style-type: none"> ○ "How many of you love your sibling or friend even after all the arguments?" (Students shout "YES!" or raise hands). ○ "Great! Let's find out how Arpit feels about his sister Joey in today's story!" <p>Transition: "Families and friends make us feel so many emotions. Let's see what Arpit learns about these feelings!"</p>

<p>Context Building</p>	<p>15 mins</p>	<p>Story Reading with Interactive Moments (10 Minutes)</p> <ol style="list-style-type: none"> 1. Narrate the story dramatically. Use different voices for Arpit, Joey, and Mum. 2. Involve students by assigning them roles for simple actions: <ul style="list-style-type: none"> ○ One student acts as Arpit (crosses arms when upset). ○ Another student acts as Mum (pretends to comfort Arpit). ○ Others represent Joey or make crying sounds (for Joey crying as a baby). 3. Ask: <ul style="list-style-type: none"> ○ "Why do you think Arpit felt left out when Joey was born?" ○ "What would you say to Arpit to make him feel better?" <p>Transition</p> <p>"Arpit learned something very important about care. Let's explore how this idea connects to the things we do every day!"</p> <hr/> <p>Scene 2: Fun with Cyber Safety (5 Minutes)</p> <p>Say:</p> <p>"In families and friendships, trust and care are important. We also need to take care of each other online by protecting things that belong to us. Today, we'll learn to create strong passwords to keep our things safe—just like we protect our relationships."</p> <ol style="list-style-type: none"> 1. Imagine you're a guardian of a treasure chest (representing your family's or friend's trust). 2. To protect the treasure, you need to create a super-strong password. Use: <ul style="list-style-type: none"> ○ 1 Favourite Animal ○ 1 Number that's special to you ○ 1 Fun Symbol (@, #, \$) <ul style="list-style-type: none"> ● Let a few students share their passwords (no personal details, just fun examples). ● Discuss why their passwords are strong. ● Reinforce the importance of keeping passwords private, even from friends, to maintain safety and trust.
<p>Workbook in play</p>	<p>5 mins</p>	<p>Drawing Challenge (Section D):</p> <ul style="list-style-type: none"> ● Say: ● "Arpit learned that even though he sometimes feels upset, his family is a safe place for love and trust. Just like Arpit's family is his safe boat, we're going to build a boat to protect what matters most—our relationships and safety!"

		<ul style="list-style-type: none"> ● Introduce this as a "Magical Pencil" activity: "Imagine you're an artist, and this magical pencil can only draw without lifting it. Let's create art and amaze everyone!"
<p>Take home</p>		<p>"Great! Now that your boat is ready, let's think about who you would want to bring onto your boat. Who are the people you trust most?"</p> <p>Guide students to paste photos of their family, friends, or draw pictures of loved ones in the workbook.</p> <p>"Write a short letter or draw a picture showing how much you love your sibling or a close friend. Share it with them to make their day!"</p>
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Students might lose focus if the storytelling becomes too lengthy or monotonous. <ol style="list-style-type: none"> a. Solution: Use props, voice modulation, and assign students small roles (e.g., Arpit, Mum, Joey) to dramatise the story. b. Incorporate quick "Stop and Think" moments, such as asking reflective or fun questions ("What would you do if you were Arpit?"). c. Keep the story interactive and break it into shorter scenes with participation prompts. 2. Students from challenging home environments may feel uncomfortable sharing about their siblings or family. <ol style="list-style-type: none"> a. Solution: Emphasise that sharing is optional and that everyone's family is different. b. Use generalised prompts like, "Think about someone who is like a sibling to you, even if it's a friend." c. Reframe activities to focus on positive relationships rather than specific family structures. 3. Vocabulary Challenges: <ol style="list-style-type: none"> a. A password is like a key to a lock—it keeps your treasures safe." 		<p>The Confidential Green Zone: Explained</p> <p>"How many siblings do you have? How many are older, and how many are younger than you? Write their names and ages and paste their photographs in the given boxes."</p> <p>is personal because it involves sharing a family's private details, such as sibling names, ages, and photographs, which are part of the child's and their family's personal information that may not be intended for public or classroom sharing.</p> <p>"Have you ever used a password? If yes, _____ then on whose computer/smartphone" is personal because it explores access to private devices and could unintentionally reveal sensitive details about a child's home environment or family habits and resources.</p>

Scholastic Questions

1. Write one way to stay safe online.

Cues for Quick Progress Tracking

Understood

- Actively participates in discussions, demonstrates empathy by giving relevant and thoughtful responses to reflective questions (e.g., "What should Arpit do when he feels left out?").
- Successfully creates a strong password following the given guidelines (1 colour, 1 number, 1 symbol) and explains its purpose clearly.
- Completes the photo-pasting and sibling details activity independently, describing their family or trusted friends confidently.
- Draws a "boat of trust" or completes the "magic pencil" task creatively, reflecting an understanding of the metaphor.

Partially Understood

- Participates but provides partial or less relevant answers to reflective questions (e.g., "Why is it important to share love equally?").
- Creates a password with some guidance but misses one or more elements (e.g., symbol, number).
- Completes the task with prompting but struggles to articulate the significance of the relationships included.
- Attempts the activity but needs reminders or assistance to connect the drawing to the lesson theme (e.g., explaining trust or safety).

Needs Help

- Avoids participation or gives unrelated answers to reflective questions, showing limited understanding of the story's emotional or relational aspects.
- Struggles to create a password even with support, showing confusion about the purpose or structure of passwords.
- Cannot complete the task independently or struggles to describe their family/trusted relationships, even with assistance.
- Does not attempt or completes the drawing without understanding the metaphor or lesson objective.

30. UNITED WE STAND DIVIDED WE FALL

<p>Competencies:</p> <ul style="list-style-type: none"> ● Core principle(s): #Morals/Values/ETHICS: Diversity / Civic Nationalism 	<p>Suggested Facilitator: CACA teacher Parent/Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. We must learn to live together as brothers and sisters or perish as fools. 2. When everyone is included, everyone wins.
<p>Methodology: Narrative</p>	<p>Other resources:</p> <ol style="list-style-type: none"> 1. Suggested Reading: We Indians, ISBN 978-81-237-1097-6 2. Video (QR Code): https://www.youtube.com/watch?v=KoAFDOyu-pY Worksheet - 30.0 	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise the beauty of diversity in languages, particularly within Hindi dialects. 2. Understand how dialects and languages connect to regions and cultures, fostering respect for differences. 3. Demonstrate teamwork and unity through collaborative activities and discussions.
<p>Suggested Flow</p>		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<ul style="list-style-type: none"> ● Say: "Today, we'll hear a story about children learning to celebrate their differences, especially through the languages they speak. Let's find out what they discovered." <p>Start reading the story aloud up to the part where Sana speaks Tamil and Murali speaks Malayalam. Pause and ask:</p> <ul style="list-style-type: none"> ● "Does anyone here speak Tamil, Malayalam, or another language at home? Would you like to share how you'd say 'Hello' or introduce yourself in your language?" <p>Celebrate each response and say:</p> <ul style="list-style-type: none"> ● "Just like Sana and Murali spoke their languages, we all have our own special ways of expressing ourselves. Let's talk about how Hindi itself is spoken in different ways!"
<p>Context Building</p>	<p>15 mins</p>	<p>1. Guess the Language Game (10 mins)</p> <ul style="list-style-type: none"> ○ Say: "Now, let's play a fun game! I'll say sentences in different ways, and you have to guess if it's Hindi or another language." ○ Use examples of Hindi dialects (without naming them yet): <ul style="list-style-type: none"> ■ Bhojpuri: "Ka haal ba? (How are you?)" ■ Awadhi: "Ka barhya tha? (What are you doing?)" ■ Haryanvi: "Ke kar rahe se? (What are you doing?)" ■ Bundelkhandi: "Tum kaha jaat ho? (Where are you going?)" ■ Marwari: "Khamma ghani. (Respectful greeting)" ○ After the game, ask:

		<p>■ "What do you think? Are these different languages or forms of Hindi?"</p> <p>○ Explain:</p> <p>■ "These are called dialects—different ways of speaking the same language, depending on where people live. Just like Tamil and Malayalam are different languages, Hindi has its own beautiful variations!"</p> <p>Encourage students who said their mother tongue is Hindi to share if they use a dialect at home.</p> <p>Transition Line:</p> <p>"Now that we've explored how Hindi can sound different, let's return to the story and see what the children learned from celebrating all languages."</p> <hr/> <p>Scene 2: Completing the Story (5 Minutes)</p> <p>1. Continue reading the story until the end, emphasising the message of "United We Stand, Divided We Fall."</p> <p>2. Ask:</p> <p>○ "What do you think the pigeons taught us about working together?"</p> <p>○ "Why do you think learning about each other's languages made the children happy?"</p> <p>Transition Line:</p> <p>"Just like in the story, understanding our differences helps us respect and love each other. Let's explore this idea of "United We Stand, Divided We Fall" we further."</p>
Workbook in play	10 mins	<p>1. Guide students to fill out the section about their mother tongue (F) and write one word in their language.</p> <p>2. Encourage students to share their chosen word and explain its meaning.</p> <p>3. Now, use the QR code in the workbook to show the YouTube video (United We Stand, Divided We Fall).</p> <p>4. Say: "This video will show us more about how working together and celebrating differences makes us stronger."</p> <p>5. After the video, discuss briefly:</p> <p>○ "What did you like about the video?"</p> <p>○ "How can we stay united in our classroom?"</p> <p>Transition Line:</p> <p>"We've learned so much today about languages, unity, and working together. Let's take this learning home!"</p>
Take home		Complete all the sections left in the workbook for this chapter at home.

	<p>Introduce the book <i>We Indians</i>, ISBN 978-81-237-1097-6, as additional reading for students: “This book helps us understand more about India’s diversity and unity. If you’re interested, ask me or your parents to help you read it!”</p>
<p>Possible hiccups:</p> <ol style="list-style-type: none"> 1. Students may struggle to understand how dialects differ from languages. <ol style="list-style-type: none"> a. Solution: Use simple examples, relate dialects to accents (e.g., how people from different states speak differently). Reinforce this with relatable sentences in Standard Hindi vs dialects. 2. Students might feel shy or embarrassed about sharing their language. <ol style="list-style-type: none"> a. Solution: Create a non-judgmental atmosphere by sharing your own language or dialect first, and appreciate every contribution made by the students. 3. Vocabulary Challenges: <ol style="list-style-type: none"> a. Diversity: Having many different types of people, languages, or traditions. b. Dialect: A special way of speaking a language in a particular area. c. Civic: Something related to being a good member of a community or city. d. Nationalism: Love and pride for your country. e. Tolerance: Accepting and respecting others’ differences. f. Mother Tongue: The first language you learn to speak at home. g. Unity: Working together as one team. h. Regional: Something related to a specific area or place. i. Hunter: A person who catches animals for food or sport. j. Perish: To die or be destroyed if something is not done. 	<p>The Confidential Green Zone: Explained</p>
<p>Scholastic Questions</p> <ol style="list-style-type: none"> 1. If you have 5 languages spoken in your class and 3 more are added, how many languages are there in total? 2. Draw a pie chart to show the number of students speaking different mother tongues in your class (you can use 	<p>Cues for Quick Progress Tracking</p> <p>Understood</p> <ul style="list-style-type: none"> ● Actively listens and participates in discussions about languages and diversity. ● Shares their mother tongue or dialect confidently when prompted.

example data).
 3. What is a dialect? Name one Hindi dialect.
 4. Name the state in India where people speak Malayalam.
 5. Why is it important to learn about different languages?
 6. Write one word in your mother tongue and its meaning in Hindi or English.

- Identifies that Hindi can sound different in different places (e.g., Bhojpuri, Awadhi).
- Completes workbook tasks (e.g., writing their mother tongue, marking places) with minimal assistance.
- Shows understanding of the story’s message by giving examples of working together or respecting differences.

Partially Understood

- Listens to discussions but requires prompting to share their thoughts or participate.
- Attempts to share their mother tongue but struggles to articulate it clearly.
- Understands that Hindi sounds different in places but cannot name examples without help.
- Completes workbook tasks with moderate assistance (e.g., needs guidance for mother tongue or place-marking activities).
- Understands parts of the story but struggles to connect it to the theme of unity or diversity.

Needs Help

- Does not participate in discussions or avoids sharing their thoughts.
- Struggles to identify their mother tongue or differentiate between languages and dialects, even with assistance.
- Cannot complete workbook tasks independently and requires significant help.
- Fails to grasp the story’s message or how it relates to working together and respecting differences.

31. PINOCCHIO, THE LIAR

<p>Competencies:</p> <ul style="list-style-type: none"> • Core principle(s): Health & Wellbeing: Medical (Physical/Mental) Conditions/Eating Habits/Food Labels • WHO Life skill(s): Critical Thinking: Goal Setting 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Eating too many candies or sweets is a bad food habit. 2. Lying is a bad habit.
<p>Methodology: Story-based text</p>	<p>Other resources:</p> <ol style="list-style-type: none"> 1. Suggested Reading: Alamelu's Appetite, ISBN 978-81-237-2980-0. 2. Video (QR code): https://youtu.be/oFxb7jn53EY?feature=shared 3. Worksheet - 31.0, 31.1 	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise the impact of food choices on health and well-being. 2. Differentiate between healthy and unhealthy foods based on their impact on the body. 3. Develop problem-solving and critical thinking skills through puzzles and decision-making activities. 4. Understand the importance of goal setting for healthy habits and honesty in personal growth. 5. Reflect on the consequences of excessive consumption and poor habits.
Suggested Flow		
<p>Introduction/Opening</p>	<p>5 mins</p>	<ol style="list-style-type: none"> 1. Begin by discussing Pinocchio's love for candies. 2. Ask: "Do you think eating too many candies or sweets is bad? Why?" 3. Hand out magazines or printed sheets with pictures of food items (e.g., fruits, chips, candies, vegetables, soda). 4. Ask students to tear out the food pictures and place them in two labelled boxes. <ul style="list-style-type: none"> a. Helps My Body b. Might Hurt My Body if I Have Too Much 5. Ask them to explain their choices as they place the pictures. 6. Lead into the story: "Now let's see what happened to Pinocchio when he couldn't stop eating candies."
<p>Context Building</p>	<p>15 mins</p>	<p>Storytelling and Role-Play (15 Minutes)</p> <p>Narrate the story of Pinocchio in three key scenes:</p> <ol style="list-style-type: none"> 1. Scene 1: Pinocchio sneaks candies and ignores advice from Anganwadi Auntie. <ul style="list-style-type: none"> o Ask: "Why do you think Pinocchio ate so many candies even when he knew they might hurt him?" 2. Scene 2: Pinocchio's toothache worsens, and he visits the doctor. <ul style="list-style-type: none"> o Assign students to role-play the doctor and Pinocchio.

		<p>Let the “doctor” explain why too much sugar harms the teeth and body.</p> <p>3. Scene 3: Pinocchio sets a goal to eat fewer candies, exercise, and solve puzzles.</p> <ul style="list-style-type: none"> ○ Ask: “What do you think helped Pinocchio decide to make this change?”
Workbook in play	15 mins	<p>Puzzle Activity (8 Minutes)</p> <p>Present the puzzles from the chapter:</p> <ul style="list-style-type: none"> ● Puzzle 1: Count the animals in the image. ● Puzzle 2: Compare the lengths of two lines. <p>Say: “Pinocchio solved puzzles to make his brain stronger. Let’s see how quickly you can solve them!”</p> <p>Let students work in pairs to complete the puzzles.</p> <p>Discuss answers briefly and ask: “How does solving puzzles help us? Can it make us stronger like eating healthy food?”</p> <hr/> <p>Traffic Light Eating Plan (7 Minutes)</p> <p>Draw a large traffic light on the board (green, yellow, red).</p> <p>Say: “Let’s imagine this traffic light is for food. Can we decide where each food item belongs?”</p> <p>Show the food pictures again (from the tearing activity) and have students place them under the right color:</p> <ul style="list-style-type: none"> ● Green = Healthy foods to eat often. ● Yellow = Foods to eat in small amounts. ● Red = Foods to eat rarely. <p>Ask: “Why do we need more green foods and fewer red foods?”</p> <p>End with: “Can you think of one food you love and where it would go on this traffic light?”</p>
Take home		<p>Discuss with your family and write down one healthy habit you want to follow, like eating more fruits or drinking water.</p>
<p>Possible hiccups:</p> <p>1. Some students may feel shy or hesitant to act as Pinocchio or the doctor.</p> <p>a. Solution: Pair them with supportive classmates or assign smaller speaking roles, like narrators or background characters.</p> <p>2. Students may struggle to decide if a food is healthy or unhealthy due to lack of prior knowledge.</p> <p>a. Solution: Guide them with simple explanations, like “Does this food give us energy or just taste good for a moment?”</p>		<p>The Confidential Green Zone: Explained</p> <p>What goal would you like to set for yourself? Discuss it with your loved ones and take their help to achieve it. Share your plan with your friend Pokso.</p> <p>is personal because it requires the child to reflect on their aspirations and goals, which may reveal their personal interests, challenges, or family circumstances. Discussing it with loved ones and sharing it with a friend involves trust and confidentiality, as it touches on the child's unique experiences and ambitions.</p>

<p>3. Vocabulary Challenges</p> <p>a. Sumo Wrestler: A very strong person who competes in a type of wrestling.</p> <p>b. Banyan Tree: A very big tree with many branches that grow roots from them.</p> <p>c. Bloat: When your stomach feels tight and too full.</p> <p>d. Liar: Someone who does not tell the truth.</p> <p>e. Habit: Something you do regularly, like brushing your teeth or eating breakfast.</p> <p>f. Goal: Something you want to achieve, like learning to ride a bicycle or eating more fruits.</p>	
<p style="text-align: center;">Scholastic Questions</p> <p>1. If Pinocchio ate 90 candies on Day 1 and 60 candies on Day 2, how many candies did he eat in total?</p> <p>2. Pinocchio needs to take 4 pills a day for 120 days. How many pills will he take altogether?</p> <p>3. Write a short paragraph about a healthy habit you would like to start.</p> <p>4. Why is eating too many sweets bad for your health?</p> <p>5. Name one food that helps your body grow strong and one food you should eat less of.</p> <p>6. What is a banyan tree? Why is it special?</p> <p>7. Why is it important to make good food choices for the environment and ourselves?</p>	<p style="text-align: center;">Cues for Quick Progress Tracking</p> <p>Understood</p> <ul style="list-style-type: none"> ● Actively participates in discussions and confidently explains their reasoning for placing foods in the correct boxes during the sorting activity. ● Solves puzzles accurately and independently, demonstrating logical thinking and critical analysis. ● Places foods correctly in the traffic light activity based on their nutritional impact without needing assistance. ● Clearly articulates the story’s key messages, including the consequences of eating too many sweets, the importance of honesty, and setting goals. <p>Partially Understood</p> <ul style="list-style-type: none"> ● Participates in discussions but provides incomplete or hesitant explanations during the sorting activity. ● Attempts puzzles but requires some guidance or prompting to solve them accurately. ● Places some foods correctly in the traffic light activity but struggles with others or needs hints to decide. ● Shows partial understanding of the story’s lessons, such as connecting eating habits to health or the concept of goal setting. <p>Needs Help</p> <ul style="list-style-type: none"> ● Avoids participation in discussions or is unable to explain their food sorting choices. ● Struggles to solve puzzles even after receiving assistance or leaves them incomplete. ● Misplaces most foods in the traffic light activity, showing little understanding of their nutritional impact. ● Fails to grasp the key messages of the story, including the link between food habits, health, honesty, and goals.

32. SANA'S HOMEWORK

<p>Competencies:</p> <ul style="list-style-type: none"> • Core principle(s): Personal Safety: Emergency • WHO Life skill(s): Critical Thinking: Strangers 	<p>Suggested Facilitator: CACA teacher Parent Grandparent Specific Subject Teacher</p>	<p>Explicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. In an emergency, take the help of strangers to be safe and contact your trusted grown-ups.
<p>Methodology: Narrative</p>	<p>Other resources: Worksheet- 32.0</p>	<p>Implicit (Key message) Learning outcomes:</p> <ol style="list-style-type: none"> 1. Recognise the importance of staying calm and thinking clearly during emergencies to ensure safety. 2. Develop confidence in seeking help from trusted strangers when no familiar adults are around. 3. Understand the value of identifying and maintaining a list of trusted grown-ups for support in emergencies. 4. Learn to assess situations critically to determine whether they are emergencies or not.
Suggested Flow		
<p>Introduction/ Opening</p>	<p>5 mins</p>	<p>Start with:</p> <ul style="list-style-type: none"> • “Have you ever been in a situation where you needed help? What did you do?” • Let 3–4 students briefly share. • Explain: “I’ll say a situation. If it’s an emergency, stand up and raise your hand. If it’s not, stay seated.” • Examples: <ul style="list-style-type: none"> ○ Your friend falls off their bike and gets hurt (Emergency – Stand). ○ You’re hungry at home (Not an emergency – Stay seated). ○ You lose your toy (Not an emergency – Stay seated). ○ A fire starts in your house (Emergency – Stand). <p>Transition: “Just like in these situations, Sana in today’s story faces an emergency. Let’s find out what happens to her!”</p>
<p>Context Building</p>	<p>30 mins</p>	<p>Narrate the story of Sana’s Homework in an animated way. Pause at moments like when Sana starts cutting pictures to ask, “Do you think using scissors can be dangerous? Why?” and when Sana cuts her finger, ask, “What should she do now? What would you do?” Engage the class in a discussion with questions such as, “Who helped Sana when her family wasn’t around?” and “Why is it important to stay calm during an emergency?” Transition smoothly to the workbook by saying, “Now, let’s see how we can learn from Sana’s story!” Draw a situation where someone needed help. Walk</p>

		<p>around to assist and scaffold with prompts like, “Who do you call if no family is around?” Then link this activity to the picture story on page 74 by explaining: “Just like Ajay and Yogeshwari, Sana also found help. Let’s quickly go through their emergencies too!” Briefly read or role-play the picture story, connecting it to Sana’s situation and reinforcing the need to stay calm and seek help.</p> <p>Organise a role play where small groups act out scenes from Sana’s story and the picture story. Assign roles such as Sana, the plumber, or a stranger offering help. After each scene, ask: “What did we learn?” and “What should we remember?” Conclude by saying, “Emergencies can happen to anyone, and now we know how to handle them.”</p>
<p>Take home</p>		<p>Ask students to answer the green question in their books: “Share with your friend Pokso an emergency/accident that you have faced.” Encourage them to discuss their answers with family members and note down trusted emergency contacts.</p>
<p>Possible hiccups: 1. Vocabulary Challenges: a. Emergency: A time when something serious happens, and you need help quickly. b. Trusted: Someone you know well and believe will help you. c. Accident: Something bad that happens by mistake, like falling or getting hurt. d. Plumber: A person who fixes water pipes and taps in your house. e. Bleeding: When blood comes out because of a cut or injury. f. Bandage: A piece of cloth used to cover a cut or injury.</p>		<p>The Confidential Green Zone: Explained</p> <p>"Share with your friend Pokso an emergency/accident that you have faced," is personal because it asks the child to reflect on and disclose a situation where they were vulnerable. This can involve sensitive emotions or experiences that the child may feel shy or uneasy sharing openly. Keeping it confidential respects their privacy and builds trust.</p>
<p>Scholastic Questions</p> <p>1. What would you do if you got a small cut while playing? 2. Name two things you should do if you see someone bleeding.</p>		<p>Cues for Quick Progress Tracking</p> <p>Understood</p> <ul style="list-style-type: none"> ● Clearly identifies emergencies and explains why they are serious. ● Names 3 trusted adults confidently. ● Actively participates in role play with appropriate responses. ● Completes workbook tasks independently and connects them to personal experiences. ● Engages in discussions and answers reflection

questions accurately.

2. Partially Understood

- Identifies some emergencies but confuses others as non-emergencies.
- Names 1-2 trusted adults with some difficulty.
- Participates in role play with prompts or partial understanding.
- Partially completes workbook tasks, showing limited connection to personal experiences.
- Hesitates in discussions and provides incomplete or partially correct answers.

3. Needs Help

- Struggles to identify emergencies or gives irrelevant examples.
- Unable to name trusted adults or understand their role.
- Does not participate in role play or provides inappropriate responses.
- Workbook tasks are incomplete or incorrect.
- Cannot engage in discussions even with scaffolding.

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.

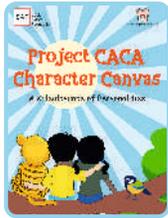
- a. Template-1 distributes workbook chapters between school and home. It also mentions whether online supplementary worksheets are available or not and showcases the methodology of the workbook's chapters, like poems, picture stories, letters, etc.
- b. Template-2 correlate each workbook chapter with 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



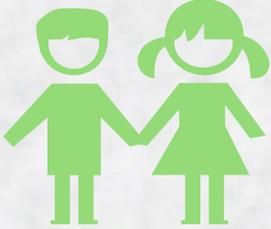
Support-Staff - Red Booklet

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 தமிழ்	Marathi मराठी	Odia ଓଡ଼ିଆ	Punjabi ਪੰਜਾਬੀ	Tamil தமிழ்
Telugu తెలుగు	Urdu اردو	Garo	Khasi	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+



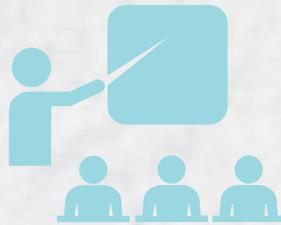
Families Empowered
14,00,000+



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 | @projectcaca | @projectcaca

TM-ENG-2025-26

End the Stigma, Raise Awareness