



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."

മോരലും മൂല്യങ്ങളും

میانے حفاظتے کتاب

मेरी सुरक्षा कार्यपुस्तिका

ਮਾਰੀ ਸਵਾਮਤੀ ਕਾਰ്യਪੋਥੀ

My Safety Workbook

నా భద్రతా కార్యపూసిక

میری حفاظتی کتاب

माझी सुरक्षितता कार्यपुस्तिका

মোর সুৰক্ষা কার্যপুস্তিকা

আমার নিরাপত্তা কার্য পুস্তক

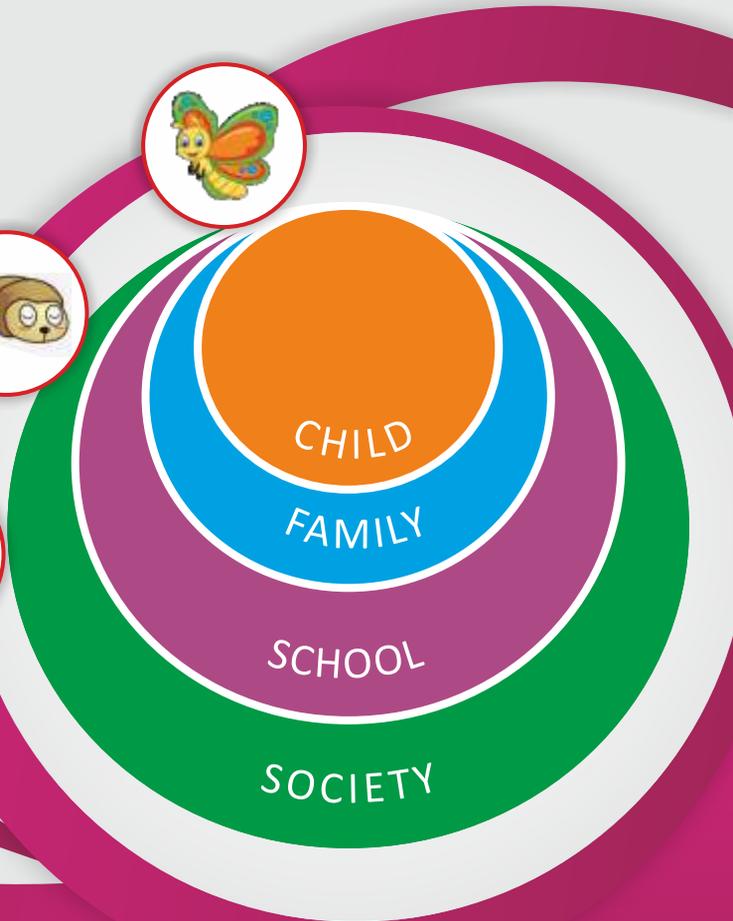
मेरी सुरक्षा का रक्षण पुस्तिका

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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*
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Life Skills & Moral Science

UKG



With a Picture Book

My Beginner's Safety Workbook

I



With a Picture Book

My First Safety Workbook

II



With a Picture Book

My Second Safety Workbook

III



My Third Safety Workbook

IV



My Fourth Safety Workbook

V



My Fifth Safety Workbook

VI



My Sixth Safety Workbook

VII



My Seventh Safety Workbook

VIII

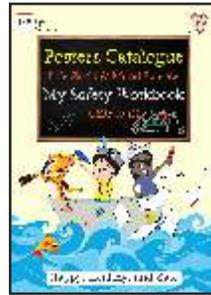


My Eighth Safety Workbook

IX



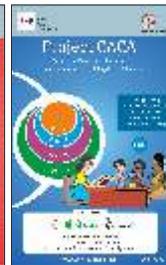
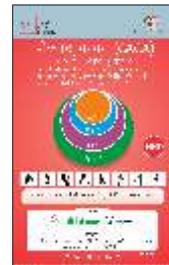
My Ninth Safety Workbook



Posters Supplementary Worksheets



Picture Books for Classes UKG, 1 and 2



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

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

Note: Images are subject to change

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

Parent Organisation




Children Against Child Abuse
www.projectcaca.org

Partners





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

Prologue

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

Understanding Project CACA

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

Purpose of This Manual

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

Understanding The CACA Safety Workbooks

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

values in our children.

Key Considerations for Teachers

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

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

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

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

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

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

Conclusion

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

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



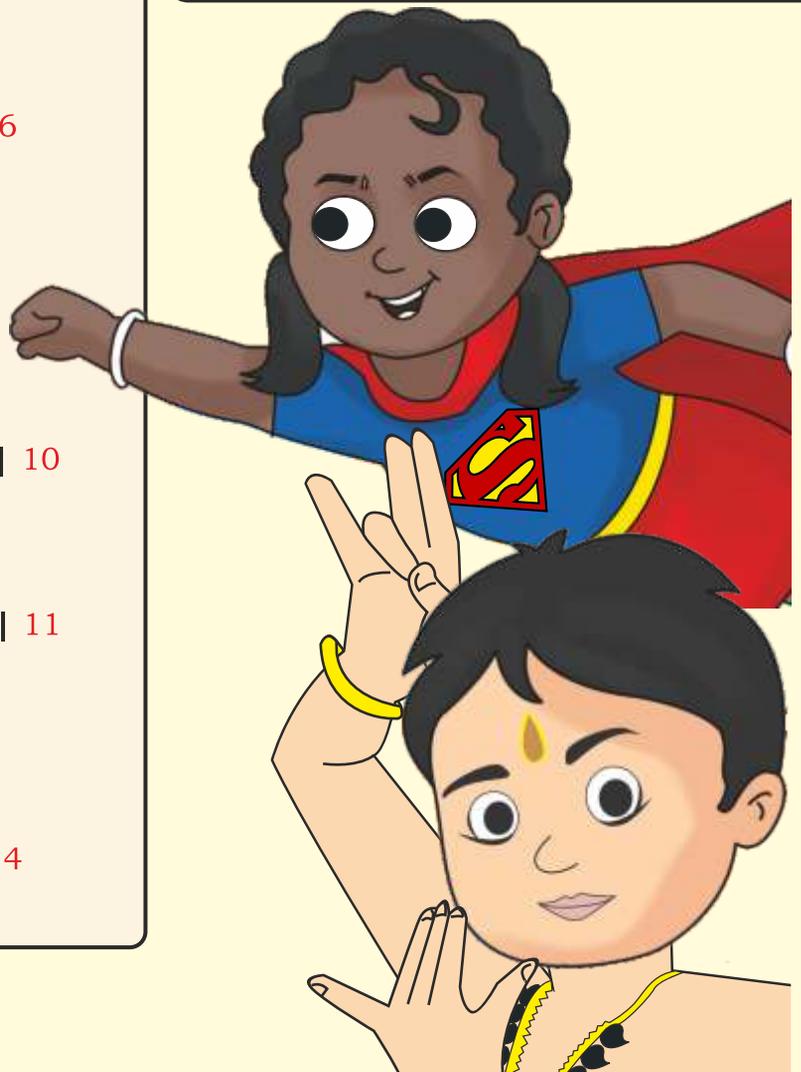
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1. Say Hello & 2. Arpit Sings a Lullaby

Life Skills: Critical Thinking- Goal Setting | Self Awareness- Self Esteem

Core Principle: Morals/Values/Ethics: Gender Stereotype Breaking - Diversity -Being Responsible -Reading Books

Theme: Personal Development

Learning Objectives

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

1. Understand the importance of greeting others and being respectful.
2. Recognise and appreciate diversity among classmates.
3. Develop self-awareness and self-esteem through sharing personal goals and achievements.
4. Promote responsibility and empathy towards others.

Lesson Structure

1. Introduction

✓Begin with a warm greeting: "Good morning, everyone! Let's all say hello to each other with a big smile!"

✓Ask students: "Why do we say hello to people? How does it make you feel when someone greets you warmly?"

2. Story Reading & Discussion

✓Read the chapters aloud, highlighting key parts about Sana, Arpit, and Pokso.

✓Discuss the main idea: "It's okay to be different; being different doesn't mean being unequal."

✓Ask guided questions:

"What are Sana and Arpit good at?"

"What makes you feel proud of yourself?"

3. Interactive Activities

Activity 1: "My Unique Self"

✓Distribute drawing sheets and crayons.

✓Instruct students to draw a picture of themselves doing something they love (e.g., playing football, dancing, reading).

✓Under their drawing, write: "I am proud because..." and complete the sentence.

✓Volunteers can share their drawings with the class.

Activity 2: Greetings Around the World

✓Show flashcards with "Hello" in different languages

(e.g., Namaste, Bonjour, Hola, Salaam).

✓Practise saying these greetings together.

✓Emphasise that while languages differ, kindness is universal.

4. Wrap-Up & Home Connection

✓Ask students: "What goal have you set for yourself this year?"

✓Encourage sharing their goals with a partner.

Recap Key Points:

✓Growing up means taking help and helping others. We are all unique, and that's what makes our class special!

✓It is not only the core subjects that we learn in school but many other qualities we develop that matter in our lives.

✓Qualities, emotions and intelligence are universal and not restricted to gender.

Assign a home task:

✓Ask students to interview a parent or grandparent about a lullaby they used to sing. Write its name, the language, and a few lines to share in the next class.

✓Suggested Reading:

1. 'The Day the River Spoke' - ISBN 978-81-237-2000-5

2. 'Quakes and Flames' - ISBN 978-81-237-0769-3

3. 'Neha, My Sister' - ISBN 978-91-37-4092-8

✓Watch the Animated Video of 'Swati's Lullaby' - <https://youtu.be/JNbxe-bmUks?feature+shared> (embedded as QR code)

✓Worksheet: 1.0

Assessment & Evaluation

✓Participation in discussions and activities.

✓Creativity and effort in drawing and reflection.

3. Being Confident

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

Core Principle: Personal Safety- Hot Weather

Theme: Personal Development

Learning Objectives:

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

1. Understand the importance of confidence in daily life.
2. Identify confident behaviours such as clear speaking, maintaining eye contact, and good posture.
3. Practice self-affirmation and recognize their strengths.
4. Engage in interactive activities that promote confidence and assertiveness.

Lesson Structure:

1. Warm-Up

Activity: Share & Reflect

- ✓ Ask students: “Can you share one thing you did today that made you feel good about yourself?”
- ✓ Encourage 3-4 students to respond.
- ✓ Follow up with: “What is one thing you can do this week to feel even better about yourself?”

Transition:

Explain that today’s lesson will focus on confidence—what it means and how we can build it.

2. Storytime & Discussion

Read Aloud:

- ✓ Narrate the short story about Arpit fainting due to skipping breakfast and the discussion by Vishnu Sir about confidence.
- ✓ Pause at key moments to ask:
 1. *Why do you think Arpit fainted?*
 2. *What did Vishnu Sir say about confident people?*

Guided Discussion:

- ✓ Why do we believe some people more than others?
- ✓ How does the way we talk and stand affect how others listen to us?

Key Takeaways:

- ✓ Speaking clearly and firmly makes people listen.
- ✓ Eye contact shows seriousness and confidence.
- ✓ A straight posture makes us look and feel confident.

3. Interactive Activities

Activity 1: Confidence Role-Play

- ✓ Divide students into pairs.
- ✓ Give each pair a simple dialogue to practice, one speaking confidently (eye contact, firm voice, straight posture) and the other mumbling or avoiding eye contact.
- ✓ Have them switch roles and reflect on how it felt.

Activity 2: Human Knot Game

- ✓ A fun team-building exercise to encourage communication and cooperation.
- ✓ Students stand in a circle, grab hands randomly, and try to untangle themselves without letting go.
- ✓ After the game, discuss how working together with confidence helped solve the problem.

Teacher’s Resource:

Yoga Ayush Portal -
<https://yoga.ayush.gov.in/YAP/Home.php>

4. Wrap-Up & Home Connection

Summarize key points:

- ✓ Growing up means taking help and helping others.
- ✓ If we speak loudly and firmly, look directly at the person we’re talking to, and sit or stand straight, people will listen to and believe us.
- ✓ Being confident is an important life skill.
- ✓ Confidence comes from how we talk, stand, and believe in ourselves.
- ✓ Listening and responding with confidence makes people take us seriously.

Assign a home task:

- ✓ YouTube Search - Human knot game
- ✓ Worksheets - 3.0, 3.1

Assessment & Evaluation:

- ✓ Participation in discussions and role-play.
- ✓ Worksheet completion.
- ✓ Confidence Pledge reflection.

4. Know Your Feelings & 5. What If?

Life Skills: Self Awareness- Listening to feelings | Critical Thinking

Core Principle: Mental Health & Wellbeing- Emotions & Feelings

Theme: Self-Awareness: Listening to Feelings

Learning Objectives:

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

1. Identify and name different feelings.
2. Understand that all feelings are valid and part of life.
3. Express feelings appropriately and recognise how feelings affect behaviour.

Lesson Structure:

1. Introduction

Warm-Up Question:

- ✓ Ask students: "How are you feeling today? Show me with your face!"
- ✓ Encourage students to make facial expressions.

Transition:

Explain that we all have feelings, and they can change throughout the day. Feelings are like friends who help us understand ourselves.

2. Reading & Reflection

Read Aloud:

Read the poem "Know Your Feelings" from the textbook aloud with expression.

Guided Discussion:

1. What feelings did the poet talk about?
2. Have you ever felt the same way?
3. Is it okay to feel sad or angry sometimes? Why?

3. Interactive Activities

Activity 1: Feelings Match:

- ✓ Give students the worksheet with feelings words (Angry, Sad, Happy, Silly, Scared, etc.) and corresponding drawings.
- ✓ Students match the feelings with the correct facial expression.
- ✓ Compare answers with classmates.

Activity 2: 'Feelings Toss' Game:

- ✓ Students sit in a circle.
- ✓ The teacher holds a small soft ball and says a feeling (e.g., "Happy").

- ✓ The teacher tosses the ball to a student, who must describe a time when they felt that way.
- ✓ The student then picks a new feeling and tosses the ball to someone else.

Purpose: This helps students connect emotions with real-life experiences.

4. Wrap-Up & Home Connection

Summarize key points:

- ✓ All feelings are normal. It's okay to feel happy, sad, angry, or scared. What matters is how we express and deal with them.
- ✓ Feelings are my friends. I listen to my feelings.
- ✓ Pay attention to how different things you do and the different people you meet make you feel.
- ✓ Ask students to complete the sentence: "Today I learned that feelings are _____."

Assign a home task:

- ✓ Feelings Journal: Write about one feeling you had today. What made you feel that way? How did you handle it?
- ✓ Watch the Animated Video of the poem 'Know Your Feelings' - <https://youtu.be/G3WDrpSk-mo?feature=shared> (embedded as QR code)

Assessment & Evaluation:

- ✓ Observation of class participation during discussions and activities.
- ✓ Review of the matching worksheet for understanding of feelings.
- ✓ Listening to responses in the 'Feelings Toss' game.

Challenges:

Managing varied emotional responses to situations like "your friend promises to attend your birthday party but does not come," addressing feelings of guilt, shame, and fear, handling sensitive discussions on sadness or embarrassment, and fostering open expression while ensuring classroom sensitivity and respect.

6. Joey Gets an Injection, 7. Permission to Touch & 8. Private Parts

Life Skills: Self Awareness- Body Ownership | Private Parts

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

Theme: Health, Morals, and Personal Safety

Learning Objectives

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

1. Understand the importance of vaccinations and how they protect us from diseases.
2. Recognise the significance of body autonomy and the concept of permission.
3. Identify safe and unsafe situations regarding personal safety and understand the basics of fire safety.

Lesson Structure

1. Introduction

Icebreaker:

Allow students to share briefly: "Have you ever been to a hospital? How did you feel?"

Transition:

Introduce the story of Arpit and Pokso visiting a hospital, mentioning that they'll learn about vaccinations, body ownership, and even fire safety!

2. Story Reading & Discussion

Read Aloud:

- ✓ Narrate "Arpit Goes to a Hospital."
- ✓ Ask Questions:
 1. Why did Arpit go to the hospital?
 2. What did he learn about vaccinations?
 3. Why do we need to take permission before someone touches us?

3. Interactive Activities

Activity 1: Vaccination Awareness

- ✓ Students will complete a simple worksheet listing vaccines they've heard of and the diseases they prevent (with help from the teacher).
- ✓ Talk about how vaccines are like superheroes that protect us from getting sick.

Activity 2: Permission Matters

- ✓ Role-Play: Prepare situations where students have to decide if they need to ask for permission.

✓ Example: "You want to borrow your friend's pencil during class—do you need permission?"

✓ Interactive Game: 'Thumbs Up/Thumbs Down' for scenarios where permission is or isn't required.

Teacher's Resource:

- ✓ How to tie shoelaces in different styles.

4. Wrap-Up & Home Connection

Recap key points:

- ✓ Vaccines keep us safe from diseases.
- ✓ Our body belongs to us, and it's okay to say 'NO' if someone tries to touch us without permission.
- ✓ Your body, and everything that makes your body, belongs to you.
- ✓ You are the boss of your body.
- ✓ We all are born from the tummy of our mummy.
- ✓ Knowing how my body works helps me take better care of my body. After all, I am its first caretaker.
- ✓ We should learn to keep our private parts clean on our own.
- ✓ Always know the fire escape plan at school for safety.
- ✓ Quick Reflection: "One thing I learnt today is _____."

Assign home task:

- ✓ Family Talk: Ask your parents if they've ever donated blood. How did they feel about it? Write two sentences about their experience.
- ✓ Worksheets - 6.0, 7.0, 7.1, 7.2, 8.0

Assessment & Evaluation

- ✓ Participation in discussions and activities.
- ✓ Responses in the vaccination worksheet and permission activity.
- ✓ Observation of role-play performance for understanding.

Challenges

Addressing sensitive topics like "private parts," explaining the concept of "permission" regarding body autonomy, managing emotional responses to scenarios like "seeing a child begging," handling disclosures related to personal care (e.g., "Do you bathe on your own?"), and ensuring respectful peer discussions on varied emotional reactions.

9. Lots of Hugs and Kisses & 10. Eyes Can Talk Too!

Life Skills: Effective Communication- Body Language

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

Theme: Personal Safety and Body Awareness

Learning Objectives:

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

1. Understand the concept of private parts and the importance of body autonomy.
2. Identify safe, unsafe, accidental, and fix-it touches.
3. Recognise the importance of seeking help from trusted adults when feeling unsafe.
4. Understand that it is okay to feel scared, and it is brave to talk about it.

Lesson Structure:

1. Introduction

Warm-up:

Ask students: "Who likes getting hugs from their family or friends?" Allow students to raise hands.

Transition:

Explain how sometimes hugs and touches can make us feel uncomfortable and unsafe. Today, we will learn how to recognise these feelings and stay safe.

2. Story Reading & Discussion

Read Aloud:

✓ Narrate "Hugs, Kisses, and Touches."

✓ Ask Questions:

1. What are private parts, and why are they called private?
2. What is the difference between safe and unsafe touches?
3. What should you do if someone touches you in a way that makes you uncomfortable?

3. Interactive Activities

Activity 1: Types of Touches:

✓ Provide examples of situations where students will: categorise touches into: Safe, Unsafe, Accidental, or Fix-it Touch.

✓ Students reflect on situations where they experienced an accidental or fix-it touch and write/draw about them.

✓ Group Discussion: Share examples (if comfortable) and discuss how to handle unsafe touches.

Teacher's Resource:

YouTube Search - "Komal, a cartoon film for children on safe and unsafe touches" - available in English, Hindi and various regional languages. Runtime 10 minutes.

4. Wrap-Up & Home Connection

Recap key points:

✓ Your body belongs to you.

✓ No one should touch your private parts without your permission.

✓ If you feel uncomfortable, tell a trusted adult.

✓ Sometimes our loved ones hug us, and sometimes, we hug them. We hug them when we are happy, scared, or sad.

✓ Most, but not all touches are safe, so we should be careful.

✓ Just like an unsafe touch, a look can also be unsafe. If anyone gives us an unsafe look, we should tell our loved ones.

✓ Quick Reflection: "Today, I learned that being brave means _____."

Assign home task:

✓ Family Talk: Discuss with your parents what you learned today about safe and unsafe touches.

✓ Worksheets - 10.0

Assessment & Evaluation:

✓ Observation during class discussions and activities.

✓ Review of worksheets to check understanding.

✓ Listening to student responses in the reflection activity.

Challenges:

Addressing sensitive discussions on "private parts," handling disclosures when students describe "unsafe touches," addressing confusion over "accidental touches," managing emotional responses to fear-related topics like "unsafe looks," and ensuring respectful dialogue about personal experiences, all while fostering a safe, non-judgmental classroom environment.

11. Pokso is scared of Snakes

Life Skills: Effective Communication- Telling | Coping with Emotions- It is okay to be afraid

Theme: Coping with Emotions and Personal Safety

Learning Objectives:

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

1. Recognise that fear is a natural emotion and understand its purpose.
2. Identify safe and unsafe situations and how to respond to them.
3. Learn the importance of sharing fears with trusted adults.
4. Understand the value of bravery—not the absence of fear, but facing fears when needed.

Lesson Structure:

1. Introduction

Icebreaker:

Encourage students to share common fears like darkness, heights, or creepy crawlies.

Transition:

Explain how everyone feels scared sometimes—even adults. Fear helps us stay safe. Introduce the chapter and about Pokso, who faced his fear of snakes.

2. Story Reading & Discussion

Read Aloud:

✓ Narrate "Pokso Is Scared of Snakes."

✓ Ask Questions:

1. Why was Pokso scared of snakes?
2. What did he do when he felt scared?
3. Who did he talk to about his fear?
4. Have you ever felt scared like Pokso? What did you do?

3. Interactive Activities

Activity 1: Understanding Fear:

✓ Students complete a worksheet titled "My Fear Map":

1. Draw something they are afraid of in the centre.
2. Around it, write or draw things they can do when they feel scared (like talking to a parent, taking deep breaths, or asking for help).

✓ Class Discussion: Discuss that feeling scared is okay, but it's important to talk about it with someone they trust.

Activity 2: "Bravery Stars"

✓ Students create a small "Bravery Star" badge (simple star drawings they can colour and cut out).

✓ Write one brave thing they've done, even if they felt scared—like speaking in front of the class or trying something new.

✓ Key Message: Being brave doesn't mean not being scared—it means doing the right thing even when you are scared.

4. Wrap_Up & Home Connection

Recap key points:

✓ Fear helps us stay safe, but we should not keep it to ourselves.

✓ Talking to trusted adults helps us feel better.

✓ Bravery is about facing fears, not avoiding them.

✓ Quick Reflection: "Today, I learned that being brave means _____."

Assign home task:

✓ Family Talk: Share with your family something you learned about fear and bravery.

✓ Drawing Activity: Draw a picture of yourself doing something brave, even if you felt scared.

Assessment & Evaluation:

✓ Observation during class discussions and activities.

✓ Review of the "My Fear Map" worksheet to understand students' coping strategies.

✓ Listening to student reflections on bravery.

Challenges:

Addressing sensitive topics like "unsafe looks," encouraging students to openly share fears ("Tell your friend Pokso if you are afraid"), handling disclosures about personal experiences, navigating discussions on trust with strangers (Bulbul and the rabbit story), and managing emotional responses while ensuring a safe classroom environment □.

12. Sweet Home & 13. Strangers Around You

Life Skills: Critical Thinking | Effective Communication

Personal Safety: Strangers | Morals/ Values/ Ethics- Civic Nationalism

Theme: Personal Safety

Learning Objectives:

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

1. Define who a stranger is in different contexts (real life and online).
2. Identify safe and unsafe situations when interacting with strangers.
3. Apply safety rules when approached by strangers.
4. Understand the importance of speaking to trusted adults if they feel unsafe.

Lesson Structure:

1. Introduction

Warm-up:

Ask students: "Who can tell me what a stranger is?"

Transition:

Define a stranger and explain that not all strangers are bad, but we need to be careful when dealing with people we don't know.

2. Story Reading & Discussion

Read Aloud:

- ✓ Narrate "Strangers Around You," focusing on Bulbul, the rabbit, and the lesson about trust.
- ✓ Ask Questions:
 1. What mistake did Bulbul make?
 2. How did the rabbit trick Bulbul?
 3. What should Bulbul have done before trusting the rabbit?
 4. How can you avoid making the same mistake?

3. Interactive Activities

Activity 1: Story Sequencing:

- ✓ Students will receive worksheet images from the story to arrange in the correct sequence.
- ✓ Class Discussion: Talk about the key lessons learned from each part of the story.
- ✓ Key Message: Always be cautious with strangers, even if they seem kind or helpful.

Activity 2: Stranger Safety Rules

- ✓ Show flashcards with different situations (e.g., a stranger offering candy, someone asking for help finding a pet, receiving a call from an unknown number).
- ✓ Students give a thumbs-up if the situation is safe or a thumbs-down if unsafe.

Discuss the 5 Safety Rules:

- ✓ ASK and DO: Always ask a trusted adult about strangers.
- ✓ Don't Talk or Take: Never talk to or take things from strangers without permission.
- ✓ Don't Go Alone: Never go anywhere with a stranger.
- ✓ Tell About Photos: Always tell if a stranger tries to click your picture.
- ✓ Keep Information Private: Never share personal details with strangers, even online.

4. Reflection & Conclusion

Recap key points:

- ✓ A stranger can be anyone you don't know well, even if they seem nice.
- ✓ It's okay to say "NO" to a stranger if you feel unsafe.
- ✓ Always tell a trusted adult if something feels wrong.
- ✓ Not all strangers are bad, but we have to be careful while dealing with strangers.
- ✓ Strangers can exist in the real world as well as on the internet.
- ✓ A stranger can be a boy or a girl, a man or a woman, young or old. A stranger can be in any dress or uniform.
- ✓ Quick Reflection: "Today, I learned that if I feel unsafe, I should _____."

Assign home task:

- ✓ Watch the Animated Video of the story 'Sweet home' - <https://youtu.be/lmrhftNM-k4?feature=shared> (embedded as QR code)
- ✓ Worksheets - 12.0, 12.1, 13.0, 13.1

Assessment & Evaluation:

- ✓ Observation during class discussions and activities.
- ✓ Review of the sequencing worksheet to check comprehension.
- ✓ Listening to student responses in the "Safe or Unsafe?" game.

14. All About Bullying

Life Skills: Effective Communication- Telling

Core Principle: Safety- Bullying

Theme: Personal Safety & Effective Communication

Learning Objectives:

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

1. Define bullying and identify different forms of bullying (physical, verbal, social, and cyberbullying).
2. Recognise the impact of bullying on individuals.
3. Learn strategies to respond to bullying and support others.
4. Understand the importance of speaking up and seeking help from trusted adults.

Lesson Structure:

1. Introduction

Icebreaker:

Allow students to share their thoughts: "What do you think bullying means?"

Transition:

Explain what bullying is - how it is different from pranks and mischief. Proceed with the present chapter on how to recognise bullying and what to do if it happens.

2. Story Reading & Discussion

Read Aloud:

✓ Narrate the chapter focusing on Sana's experience with bullying at school from the picture story.

✓ Ask Questions:

1. What happened to Sana in the story?
2. How did Sana feel when others made fun of her?
3. What did she do when she felt upset?
4. Why is it important to keep telling someone until they listen?

Guided Questions:

- ✓ Have you ever pranked anyone?
- ✓ Do you think the other person liked that prank?
- ✓ What was their reaction?

3. Interactive Activities

Activity 1: Types of Bullying:

✓ Provide students with flashcards showing different situations (e.g., name-calling, excluding someone from a game, pushing, online teasing).

✓ Group Discussion: Ask students to sort the cards into different forms of bullying and talk about how it might make someone feel.

Activity 2: "Be a Friend, Not a Bully" Pledge:

✓ Students can write, decorate, sign, and display the pledge: "I promise to speak up when I see bullying, be kind to others, and help those who are being bullied." in the classroom as a reminder to be kind and respectful.

4. Wrap-Up & Home Connection

Recap key points:

- ✓ Bullying can happen in different ways, but it's always hurtful. Nobody likes bullying behaviour.
- ✓ It's not the victim's fault, and they should never feel alone.
- ✓ Always tell a trusted adult if you see or experience bullying. Keep telling until they listen.
- ✓ Quick Reflection: "Today, I learned that if I see someone being bullied, I should _____."

Assign home task:

- ✓ Family Talk: Ask your parents or grandparents if they've ever seen bullying when they were kids. How did they deal with it?
- ✓ Poster Activity: Make posters on bullying prevention.
- ✓ Suggested Viewing: Youtube search - "Two, a Film Fable by Satyajit Ray". Language - Silent, runtime - 12 minutes.
- ✓ Worksheets - 14.0

Assessment & Evaluation:

- ✓ Observation during discussions and activities.
- ✓ Review of flashcard sorting activity to check understanding.
- ✓ Reading students pledges to see how they reflect on the lesson.

Challenges:

Addressing sensitive discussions around bullying, especially when students reflect on personal experiences like "Have you ever been bullied?" or "Have you ever bullied someone?" Handling disclosures about teasing related to "skin colour," differentiating pranks from bullying, and fostering empathy while managing peer dynamics can be challenging.

15. The Stag and His Magnificent Horns

Life Skills: Self Awareness- Body Ownership

Theme: Self-Awareness, Body Positivity, and Acceptance

Learning Objectives:

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

1. Understand the importance of appreciating every part of themselves.
2. Recognise that what we sometimes dislike about ourselves can be valuable.
3. Learn the moral of the story: Every part of us has a purpose.
4. Develop empathy and self-acceptance.

Lesson Structure:

1. Introduction

Icebreaker:

Ask students: "Have you ever wished something about yourself was different?"

Transition:

Explain that everyone has something they feel unsure about, but everything about us has a purpose. Introduce the present story of a stag who learned this lesson in an unexpected way.

2. Story Reading & Discussion

Read Aloud:

✓ Narrate "The Stag and His Magnificent Horns," focusing on the stag's pride in his horns and shame about his legs.

✓ Ask Questions:

1. Why did the stag love his horns but dislike his legs?
2. What happened when the hunter and dogs came after the stag?
3. What did the stag learn about his legs and horns in the end?
4. How can this story help us think differently about ourselves?

3. Interactive Activities

Activity 1: "My Strengths and Talents" Reflection

✓ Students draw a simple outline of themselves (or use a provided template).

1. On one side, write or draw things they like about themselves.
2. On the other side, write or draw things they don't like or feel unsure about.

✓ Discuss how even the things we feel unsure about can be strengths, just like the stag's legs.

4. Wrap-Up & Home Connection

Recap key points:

- ✓ Every part of us has a role, just like the stag's legs saved his life.
- ✓ It's okay to feel proud of some things, but we should never ignore or feel ashamed of other parts.
- ✓ True confidence comes from accepting and appreciating all of ourselves.
- ✓ We should not be ashamed of our body parts because nature has made our bodies. Every body part has a role to play.
- ✓ Quick Reflection: "Today, I learned that even the things I don't like about myself can be _____."

Assign home task:

- ✓ Family Talk: Ask your family members if there's something they didn't like about themselves when they were younger but now appreciate.
- ✓ Creative Drawing: Draw a picture of the stag with a caption that shares the story's lesson, such as "Every part has a purpose."
- ✓ Watch the Animated Video of the story 'The Stag and His Magnificent Horns' - <https://youtu.be/di6Oo6UXDU?feature=shared> (embedded as QR code)
- ✓ Worksheet - 15.0

Assessment & Evaluation:

- ✓ Observation during class discussions and activities.
- ✓ Review of the sequencing worksheet to check comprehension.
- ✓ Evaluation of students' reflection drawings for insight into their self-awareness.

16. A Secret Smartphone Game & 17. Internet, the Biggest Neighbourhood

Life Skills: Critical Thinking

Core Principle: Personal Safety-Secrets | Cyber Safety

Theme: Internet Safety and Responsible Online Behaviour

Learning Objectives:

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

1. Understand what the Internet is and how it connects people worldwide.
2. Identify safe and unsafe behaviours when using the Internet.
3. Recognise the importance of protecting personal information online.
4. Learn the significance of sharing unsafe online experiences with trusted adults.

Lesson Structure:

1. Introduction

Icebreaker:

Allow students to share their experiences with questions: “Who here has used the Internet? What do you use it for?”

Transition:

Explain that today’s lesson is about the Internet- how it connects people all over the world, just like a huge neighbourhood- how we must be aware about our online presence and take safety measures.

2. Story Reading & Discussion

Read Aloud:

✓ Narrate the chapter focusing on key points about online safety, secrets, and data protection.

✓ Ask Questions:

1. What is the Internet compared to in the story?
2. Why is it important to tell a trusted adult about gifts or secrets online?
3. What are unsafe secrets, and why should we never keep them?
4. What can happen if we don’t protect our personal information online?

3. Interactive Activities

Activity 1: Safe or Unsafe?

✓ Present different online situations using flashcards or verbally, like, receiving a message from a stranger; playing a game with friends online after asking for permission; sharing your address or number online;

telling a trusted adult if something makes you feel uncomfortable; etc.

✓ Students give a thumbs-up if the behaviour is safe and a thumbs-down if it’s unsafe. Also, discuss the reason.

Activity 2: Internet Safety Pledge

✓ Students write, decorate, sign and display the pledge: “I promise to be safe online, protect my personal information, and tell a trusted adult if I feel unsafe.” in the classroom as a reminder of responsible online behaviour.

4. Wrap-Up & Home Connection

Recap key points:

✓ The Internet is a powerful tool, but we must use it safely.

✓ Never share personal information with strangers online.

✓ Always talk to a trusted adult if something makes you feel uncomfortable.

✓ A surprise is a secret we tell later, like a surprise birthday gift.

✓ You should never surf the Internet or download anything from it without the permission of your loved ones.

✓ Quick Reflection: “Today, I learned that being safe online means _____.”

Assign home task:

Crossword: Complete the crossword given in the book.

Assessment & Evaluation:

✓ Observation during discussions and activities.

✓ Review of the safe/unsafe activity responses.

✓ Reading students’ pledges to understand their grasp of online safety principles.

Challenges:

Addressing sensitive topics like “unsafe secrets,” guiding students on sharing online experiences safely (“Would you like to share a secret with your friend Pokso?”), handling disclosures about unsafe online interactions, promoting critical thinking about internet safety, and managing emotional responses to cyber-related risks.

18. When Mother Earth Shakes

Core Principle: Safety Disasters- Earthquakes/ Floods/ Helplines

Theme: Earthquake Preparedness and Safety

Learning Objectives:

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

1. Understand what earthquakes are and why they happen.
2. Identify the key safety rules to follow during an earthquake.
3. Recognise the importance of earthquake drills for preparedness.
4. Learn how to stay calm and safe during natural disasters.

Lesson Structure:

1. Introduction

Icebreaker:

Allow students to share their experiences: "Have you ever felt the ground shake? What do you think causes earthquakes?"

Transition:

Explain what are earthquakes and how to stay safe if an earthquake occurs.

2. Story Reading & Discussion

Read Aloud:

✓ Narrate "When Mother Earth Shakes," focusing on Faizal Sir's lesson about earthquake safety.

✓ Ask Questions:

1. What did Faizal Sir teach the class about earthquakes?
2. What are the three main actions to take during an earthquake?
3. Why is it important to practice earthquake drills?
4. How can staying calm help during an emergency?

3. Interactive Activities

Activity 1: Earthquake Safety Rules

✓ Students will receive worksheets with images representing different actions (e.g., hiding under a table, running outside, standing near windows).

✓ Match the actions to the correct safety rule:

1. Drop, Cover, Hold On (if indoors)
2. Move to an open space (if outdoors)
3. Stay in the vehicle (if in a car)

✓ Class Discussion: Review each rule and why it's important.

Activity 2: Map Activity – Earthquake Zones

✓ Provide a map of India with earthquake zones marked (Zones II to V).

1. Students will locate and mark their city on the map.
2. Colour different zones based on severity.

✓ Discuss why some areas are more prone to earthquakes than others and the importance of being prepared even if we live in less risky zones.

4. Wrap-Up & Home Connection

Recap key points:

✓ Earthquakes can happen without warning, but we can stay safe by following rules.

✓ Always practice Drop, Cover, Hold On during drills.

✓ Stay calm, follow safety instructions, and help others if possible.

✓ Quick Reflection: "Today, I learned that during an earthquake, I should _____."

Assign home task:

✓ Family Safety Plan: Talk to your family about what to do during an earthquake or a flood. Create a simple family emergency plan.

✓ Map Activity: Take a map of India, point out and colour the four zones of earthquakes.

✓ Worksheets: 18.0

Assessment & Evaluation:

✓ Observation during discussions and activities.

✓ Review of the safety rules worksheet to check understanding.

✓ Evaluation of students' map activity for comprehension of earthquake zones.

19. The 7-Step Safety Rule & 20. Know Your Tigers

Life Skills: Critical Thinking | Effective Communication- Listening to your Feelings/Telling/Being Assertive

Core Principle: Personal Safety- Touches/Hugs/Kisses/Looks/CSA/Self Defence

Theme: Personal Safety Rules and Self-Defence

Learning Objectives:

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

1. Understand and recall the 7-Step Safety Rules.
2. Recognise unsafe situations and learn how to respond effectively.
3. Develop confidence to seek help from trusted adults.
4. Practise simple self-defence techniques like saying 'NO' assertively and getting away safely.

Lesson Structure:

1. Introduction

Icebreaker:

“Have you ever felt something wasn't right but didn't know what to do?”

Transition:

Explain the topic of 7 important safety rules to help children stay safe in any situation, whether they're at school, home, or outside.

2. Story Reading & Discussion

Read Aloud:

Narrate "The 7-Step Safety Rule," focusing on each safety step.

Guided Questions:

1. What is the first thing you should do if you feel unsafe?
2. Why is it important to listen to your feelings?
3. What should you do if someone doesn't believe you the first time you tell them?
4. Can you name a trusted adult you could talk to if something feels wrong?

3. Interactive Activities

Activity 1: Matching the 7 Steps:

✓ Provide worksheets with images and actions related to each safety step (e.g., a child saying "NO," someone talking to a trusted adult, etc.).

✓ Match the correct image with the corresponding safety rules.

✓ Class Discussion: Review the correct matches and

discuss why each rule is important.

Activity 2: Role-Play – “What Would You Do?”:

✓ In pairs or small groups, students act out different situations where they may feel unsafe (e.g., a stranger offering a gift, someone asking them to keep a secret, etc.).

1. One student plays the child, and another plays the unsafe situation.

2. The child practices using the 7-Step Safety Rules to respond.

✓ Debrief: Discuss what was easy or hard during the role-play and how they felt using the safety rules.

4. Wrap-Up & Home Connection

Recap key points:

✓ Your body belongs to you, and you have the right to say NO.

✓ Always tell a trusted adult if something feels wrong. Keep telling until someone listens.

✓ Rules are for our safety and we must follow them.

✓ Quick Reflection: “Today, I learned that to stay safe, I should always _____.”

Assign home task:

✓ Drawing Activity: Draw a picture of someone you trust and can talk to when you feel scared, sad, or unsure.

✓ Know Your Tigers: Paste photos with the names of 6 grown ups whom you love and trust.

✓ Worksheets - 19.0

Assessment & Evaluation:

✓ Observation during discussions and activities.

✓ Review of the matching worksheets to check understanding.

✓ Participation in role-play exercises to assess practical application of the rules.

Challenges:

Recognising “unsafe touches,” guiding students to “scream” or “say 'NO!'” assertively, handling disclosures when children “keep telling until someone believes them,” and navigating emotional responses tied to “listening to your feelings,” while maintaining a safe, supportive classroom environment.

21. POCSO - the Law

Core Principle: Safety- Helplines/Laws | Morals/Values/Ethics- Dignity of Work/Being Responsible/Recycling

Theme: Understanding Child Rights and Legal Protection

Learning Objectives:

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

1. Understand what the POCSO Act is and why it exists.
2. Recognise the difference between rules and laws.
3. Identify unsafe situations and know that it's important to tell a trusted adult.
4. Understand that no one is allowed to hurt them, and they have the right to be safe.

Lesson Structure:

1. Introduction

Icebreaker:

- ✓ Ask students: "What are some rules you follow at home or school?"
- ✓ Encourage students to share examples like 'Do your homework,' 'No running in the hall,' etc.

Transition:

Explain how just like we have rules at home and school, there are special rules called laws that help keep everyone safe. Emphasize on the present topic- a law that protects children called POCSO.

2. Story Reading & Discussion

Read Aloud:

- ✓ Narrate "POCSO - The Law," focusing on the conversation between Gauri, her mother, and her friends.
- ✓ Ask Questions:
 1. What did Gauri's mother say POCSO is?
 2. How is a law different from a rule?
 3. What happens if someone breaks the law?
 4. Why is it important to tell someone if you feel unsafe?

3. Interactive Activities

Activity 1: Rules vs. Laws:

- ✓ Provide a worksheet with examples like:
 1. "Brushing your teeth every day"
 2. "Not hurting others"
 3. "Doing your homework"

4. "Not stealing"

- ✓ Students sort these into Rules and Laws.
- ✓ Review the answers and discuss why laws are important for keeping everyone safe, especially children.

Activity 2: My Circle of Trust

✓ Students draw a circle and write the names of trusted adults inside it (parents, teachers, relatives, etc.).

1. Explain that if they ever feel unsafe, they should tell someone from their circle.
2. Reinforce that "No one is allowed to hurt you—not even someone you know."

4. Wrap-Up & Home Connection

Recap key points:

- ✓ POCSO is a law that protects children from unsafe touches and behaviours.
- ✓ Laws are like rules but with bigger consequences to keep people safe.
- ✓ Always tell a trusted adult if something feels wrong.
- ✓ Sanitation workers are the backbone of any community, society and culture.
- ✓ Cleanliness and proper sanitation in schools are a matter of high importance.
- ✓ Quick Reflection: "Today, I learned that if I ever feel unsafe, I should _____."

Assign home task:

- ✓ Scavenger Hunt: Encourage children to explore their surroundings and appreciate nature. They can search for specific items like leaves, rocks, or insects, and write down their observations in a journal.
- ✓ DIY Bird Feeders: With a help of a trusted adult, create a bird feeder using recycled materials like plastic bottles or milk cartons.
- ✓ Worksheets: 21.0, 21.1

Assessment & Evaluation:

- ✓ Observation during discussions and activities.
- ✓ Review of the sorting activity to check understanding of rules vs. laws.
- ✓ Participation in the Circle of Trust activity.

22. Think Before You Choose

Life Skills: Critical Thinking | Decision Making

Core Principle: Health/Wellbeing- Substance Abuse | Emotional Intelligence/Quotient- Peer Pressure | Morals/Values/Ethics- Being responsible/Water Preservation

Theme: Critical Thinking and Making Safe Choices

Learning Objectives:

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

1. Understand the importance of making thoughtful and safe choices.
2. Recognise the influence of peer pressure and how to respond to it effectively.
3. Apply the 4 key decision-making questions to real-life situations.
4. Build confidence to say 'NO' to unsafe behaviours and activities.

Lesson Structure:

1. Introduction

Icebreaker:

- ✓ "Have you ever had to make a difficult choice? What helped you decide?"
- ✓ Allow students to share simple experiences like choosing between playing or doing homework.

Transition:

Explain how making decisions isn't always easy, especially when others try to influence us. Proceed with the learning objective of the present chapter with four important questions that can help us make smart, safe choices.

2. Story Reading & Discussion

Read Aloud:

- ✓ Narrate "Think Before You Choose," focusing on Arpit's experience with peer pressure and the decision he had to make.
- ✓ Ask Questions:
 1. What was Arpit's cousin trying to make him do?
 2. How did Arpit feel when he was being pressured?
 3. What made it hard for Arpit to keep saying 'NO'?
 4. What helped Arpit finally make the right decision?

3. Interactive Activities

Activity 1: The 4 Decision-Making Questions:

- ✓ Provide a worksheet with the four key decision-making questions:
 1. Do you want it?

2. How does it make you feel?

3. Are there rules about this?

4. What will happen if you choose it?

✓ Students apply these questions to different scenarios, such as:

1. A friend asks you to skip class.

2. Someone offers you an unhealthy snack without permission.

3. A stranger offers you a gift.

✓ Review answers and highlight the importance of thinking before making decisions.

Activity 2: Role-Play – "What Would You Do?"

✓ In pairs or small groups, students act out situations where they need to make a decision:

1. A friend dares them to do something risky.

2. They find money on the playground.

3. Someone offers them a ride home without their parents' permission.

✓ Discuss how it felt to say 'NO' and how using the four questions helped make safe choices.

4. Wrap-Up & Home Connection

Recap key points:

- ✓ Peer pressure can make decisions hard, but you have the power to choose what's right.
- ✓ Asking the four questions helps you think clearly before deciding.
- ✓ It's okay to say 'NO' to things that make you uncomfortable or unsafe.
- ✓ Quick Reflection: "Today, I learned that when I'm unsure, I should ask myself _____."

Assessment & Evaluation:

- ✓ Observation during discussions and role-plays.
- ✓ Review of worksheets to check understanding of decision-making steps.
- ✓ Participation in activities to assess confidence in making safe choices.

Challenges:

Discussing sensitive topics like peer pressure ("Arpit's cousin urging him to smoke"), handling moral dilemmas ("Should Arpit tell his parents?"), navigating emotional conflicts about authority figures, guiding critical thinking using the "four questions," and managing disclosures related to substance abuse or unsafe requests from trusted individuals.

23. I Love Dancing, but..

Life Skills: Effective Communication- Telling | Interpersonal Relationship | Coping with Emotions- It is not your fault

Core Principle: Morals/Values/Ethics: Diversity/Gender Stereotype Breaking/Civic Nationalism

Theme: Recognising Unsafe Situations and Making Safe Choices

Learning Objectives:

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

1. Identify feelings of discomfort in unsafe situations.
2. Recognise inappropriate behaviour, even from authority figures.
3. Understand the importance of saying 'NO' when feeling unsafe.
4. Learn the value of sharing uncomfortable experiences with trusted adults.

Lesson Structure:

1. Introduction

Icebreaker:

“What is something you really enjoy doing? How would you feel if someone tried to make you do something you didn't like while doing it?”

Transition:

Explain how sometimes, people we trust may ask us to do things that make us uncomfortable. Elaborate on how to recognise such situations and how to respond safely.

2. Story Reading & Discussion

Read Aloud:

✓ Narrate "I Love Dancing, but..." focusing on Arpit's feelings of discomfort when his dance teacher asked him to do something inappropriate.

✓ Ask Questions:

1. Why did Arpit feel uncomfortable when his teacher asked for a hug?
2. What made it hard for Arpit to say 'NO'?
3. How did Arpit feel after talking to his grandfather?
4. Why is it important to tell a trusted adult when something feels wrong?

3. Interactive Activities

Activity 1: Recognising Safe and Unsafe Situations:

✓ Provide a worksheet with different scenarios (e.g., a

friend asking to play a game, an adult asking for a secret hug, a teacher praising work appropriately, etc.).

✓ Students identify if each situation is safe or unsafe by colouring it green (safe) or red (unsafe).

✓ Talk about the feelings associated with unsafe situations, like discomfort, confusion, or fear.

Activity 2: My Circle of Trust

✓ Students draw a circle and write the names of trusted adults inside it (parents, teachers, grandparents, etc.).

✓ Explain that if they ever feel unsafe, they should tell someone from this circle.

✓ Reinforce the message: “It's NEVER your fault if someone makes you feel uncomfortable.”

✓ Role-Play (Optional): Practise saying "NO" confidently in pretend situations where a friend or stranger asks them to do something unsafe.

5. Wrap-Up & Home Connection

Recap key points:

✓ Trust your feelings—if something feels wrong, it probably is.

✓ It's okay to say 'NO' to adults if they make you uncomfortable.

✓ Always tell a trusted adult about any situation that feels unsafe.

✓ At times, our loved ones may get angry with us, but they still do their best to keep us happy, healthy and safe.

✓ Any unsafe touch, if given to you, is never your fault and you do not have to be ashamed or guilty because of it.

✓ Quick Reflection: “Today, I learned that if I feel uncomfortable, I should _____.”

Assign home task:

✓ Worksheets: 23.0

Assessment & Evaluation:

✓ Observation during discussions and activities.

✓ Review of worksheets to check understanding of safe and unsafe situations.

✓ Participation in role-plays to assess confidence in saying 'NO.'

24. Eat Healthy and Eat Safe

Core Principle: Health- Nutrition/Food labels/ Food Adulteration

Theme: Healthy Eating Habits and Food Safety

Learning Objectives:

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

1. Understand the importance of healthy eating habits.
2. Identify different nutrients and their roles in the body.
3. Recognise safe food practices, including checking food labels and avoiding adulterated food.
4. Develop an understanding of balanced diets and the food pyramid.

Lesson Structure:

1. Introduction

Icebreaker:

- ✓ “What is your favourite food? Do you think it’s healthy or unhealthy?”
- ✓ Allow students to share their favourite foods.

Transition:

Eating healthy food helps our body grow strong, while eating unhealthy food too often can make us sick. Today, we’ll learn how to choose healthy food and eat safely.

2. Story Reading & Discussion

Read Aloud:

- ✓ Narrate the chapter, focusing on the lessons taught by Anganwadi Auntie and Asha Auntie about food safety and nutrition.
- ✓ Ask Questions:
 1. What did the aunties teach the children about food?
 2. Why is water important even though it doesn’t give us energy?
 3. What happens if we eat too much sugar or fat?
 4. Why is it important to check food labels before eating packaged food?

3. Interactive Activities

Activity 1: Build Your Own Food Pyramid:

- ✓ Ask students to draw a food pyramid of different foods in the correct sections of the pyramid (grains, vegetables, proteins, dairy, fats/sweets).
- ✓ Discuss why some foods should be eaten more often than others and how each part of the food pyramid helps our bodies.

Activity 2: Food Safety Detective

- ✓ Show real or printed examples of food labels.
- ✓ Students identify important details like expiry dates, green/brown dots (vegetarian/non-vegetarian), and food safety symbols.
- ✓ Discuss what food adulteration is and why it’s harmful.
- ✓ True or False Game: Read out statements (e.g., “We should eat lots of sugar every day”) and have students show thumbs up for true and thumbs down for false.

Teacher’s Resource:

FSSAI - <https://fssai.gov.in/eatrightschool/>

4. Wrap-Up & Home Connection

Recap key points:

- ✓ Healthy food gives us energy, helps us grow, and keeps us strong. Health is real wealth.
- ✓ Always check food labels before eating packaged food. Healthy eating is not an act but a habit.
- ✓ Drink plenty of water and exercise regularly to stay healthy.
- ✓ To eat is a necessity, but to eat intelligently is an art.
- ✓ Eat to fuel your body, not to feed your emotions.
- ✓ You are what you eat. Hunger is not about whether your belly is full or not. It is about nutrition.

Assign home task:

- ✓ Family Talk: Check the food labels on three packaged items at home. Discuss with your family what you learned about expiry dates and food symbols.
- ✓ Worksheet: 24.0, 24.1

Assessment & Evaluation:

- ✓ Observation during discussions and activities.
- ✓ Review of the food pyramid worksheet for understanding of food groups.
- ✓ Participation in the Food Safety Detective activity and true/false game.

Challenges:

Simplifying complex concepts like “nutrients,” “calories,” and “food adulteration,” addressing sensitive topics like “obesity” and “diabetes,” correcting misconceptions about “expiry dates,” promoting healthy eating habits without body shaming, and engaging students in discussions about “balanced diets” and “junk food” choices.

25. A Muddy Bath

Life Skills: Interpersonal Relationship

Core Principle: Personal Safety- Touches

Theme: Understanding Personal Boundaries and Body Autonomy

Learning Objectives:

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

1. Understand the concept of personal boundaries and body autonomy.
2. Recognise situations where they feel uncomfortable and know how to respond.
3. Learn the importance of saying 'NO' assertively when someone crosses their boundaries.
4. Identify trusted adults they can talk to if they feel unsafe or confused.

Lesson Structure:

1. Introduction

Icebreaker:

"Have you ever felt confused about what to do in a situation? What helped you decide?"

Transition:

Define boundaries - how sometimes we feel uncomfortable, even with people we know well. Explain how to recognise those feelings and what to do when someone crosses our personal boundaries.

2. Story Reading & Discussion

Read Aloud:

✓ Narrate "A Muddy Bath," focusing on Sana's experience with her cousin Priya and how she handled the situation.

✓ Ask Questions:

1. How did Sana feel when Priya wanted to help her bathe?
2. Why did Sana say "NO"?
3. How did Sana's father support her feelings?
4. Why is it important to talk to someone if you feel uncomfortable?

3. Interactive Activities

Activity 1: Recognising Boundaries

✓ Provide a worksheet with different scenarios (e.g., someone trying to hold your hand when you don't want them to, a friend asking to borrow your favourite toy without asking, etc.).

✓ Students decide if the situation shows respecting

boundaries or crossing boundaries. They can colour the boxes green (respecting) or red (crossing).

✓ Discuss why personal boundaries are important and how to respond when someone doesn't respect them.

Activity 2: Role-Play – "What Would You Do?":

✓ In pairs or small groups, students act out situations where they need to stand up for their boundaries.

✓ Example scenarios:

1. A friend insists on playing a game you don't like.
2. A relative keeps hugging you even when you don't feel comfortable.

✓ Discuss how it felt to say "NO" and what helped them feel confident during the role-play.

4. Wrap-Up & Home Connection

Recap key points:

✓ Your body belongs to you, and you have the right to say NO.

✓ It's okay to speak up, even if it's a family member or friend.

✓ Always tell a trusted adult if something makes you feel uncomfortable.

✓ Quick Reflection: "Today, I learned that if I feel uncomfortable, I should _____."

Assign home task:

✓ Watch the Animated Video of the story 'A Muddy Bath' - <https://youtu.be/ITLd-bCuly8?feature=shared> (embedded as QR code)

✓ Worksheet: 25.0

Assessment & Evaluation:

✓ Observation during discussions and activities.

✓ Review of worksheets to check understanding of personal boundaries.

✓ Participation in role-play activities to assess confidence in assertiveness.

Challenges:

Addressing sensitive topics like "personal boundaries," explaining the importance of "asking permission" before helping with personal care, managing emotional responses related to "forced touch," guiding discussions on "body autonomy," and handling disclosures from students about similar experiences, while ensuring a respectful classroom environment □.

26. A Frog in your Throat

Core Principle: Health & Hygiene: Germs-Diseases-Medicines

Theme: Germs, Diseases, and Hygiene Practices

Learning Objectives:

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

1. Understand the causes and symptoms of common illnesses like fever, sore throat, and infections.
2. Identify germs, their types (bacteria and viruses), and how they spread.
3. Learn basic hygiene practices to prevent diseases.
4. Recognise the importance of consulting a doctor when feeling unwell.

Lesson Structure:

1. Introduction

Icebreaker:

"Have you ever had a sore throat or felt sick? What did you do to feel better?" (Allow students to share their experiences.)

Transition:

Today, we'll learn about what happens when we get sick, how germs spread, and how we can stay healthy by following simple hygiene rules.

2. Story Reading & Discussion

Read Aloud:

✓ Narrate "A Frog in Your Throat," focusing on Arpit's experience when he felt unwell and the steps taken by the teacher and medical staff.

✓ Ask Questions:

1. How did Arpit's teacher know he wasn't feeling well?
2. What did the medical room auntie do to help Arpit?
3. What are germs, and how do they make us sick?
4. What should you do if you feel unwell at school or home?

3. Interactive Activities

Activity 1: Hygiene Champion Checklist

✓ Provide students with a hygiene checklist from the story (brushing teeth, washing hands, bathing regularly, etc.).

✓ Instructions: Students tick the boxes for the hygiene habits they already follow and circle the ones they need to improve.

✓ Class Discussion: Talk about the importance of each habit and how they help prevent illnesses.

Activity 2: Germ Spread Simulation

- ✓ Use glitter or coloured powder to represent "germs."
- ✓ Put a small amount on one student's hand and have them shake hands with others or touch objects.
- ✓ Show how quickly the "germs" spread to others.
- ✓ Discuss how germs spread and why handwashing is important. Demonstrate proper handwashing techniques with soap and water.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Germs can make us sick, but we can stop them with good hygiene. Soap is a germ buster.
- ✓ Always wash your hands before eating, after using the toilet, and after playing outside.
- ✓ When feeling unwell, tell a trusted adult and visit a doctor if needed.
- ✓ Follow the rules for health, hygiene and safety.
- ✓ Quick Reflection:
"Today, I learned that to stay healthy, I should always _____."

Assign a home task:

✓ Family Hygiene Talk:

Discuss with your family what you learned about germs and hygiene. Create a "Hygiene Rules Poster" to hang in your bathroom or kitchen.

✓ Diseases Chart:

Make a chart of the diseases mentioned in the chapter and write their symptoms.

✓ Worksheet: 26.0

Assessment & Evaluation:

- ✓ Observation during discussions and activities.
- ✓ Review of the hygiene checklist to check understanding of personal hygiene habits.
- ✓ Participation in the germ spread activity to assess awareness of disease prevention.

Challenges:

Explaining complex health concepts like "germs," "viruses," and "blood pressure," addressing sensitive issues around illnesses like "diarrhoea" and "chickenpox," managing emotional responses when discussing "emergency situations," and ensuring clarity while teaching personal hygiene habits like "covering sneezes" and "handwashing".

27. Casabianca - The Obedient Boy

Life Skills: Critical Thinking

Core Principle: Personal Safety: Emergency-Fire

Theme: Obedience, Critical Thinking, and Emergency Response

Learning Objectives:

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

1. Understand the importance of obedience and critical thinking in emergencies.
2. Recognise that rules can have exceptions, especially in life-threatening situations.
3. Learn how to respond safely during emergencies like fires.
4. Identify trusted adults and emergency contacts when in danger.

Lesson Structure:

1. Introduction

Icebreaker:

"Have you ever had to make a quick decision when something unexpected happened?" (Allow students to share simple situations like getting lost or needing help.)

Transition:

Explain that today, we will learn about a boy named Casabianca who had to make an important decision during an emergency. We'll explore how to stay safe and make the right choices when facing danger.

2. Story Reading & Discussion

Read Aloud:

✓ Narrate the story focusing on Casabianca's dilemma of whether to follow his father's rule or listen to the fireman.

✓ Ask Questions:

1. Why did Casabianca hesitate to go with the fireman?
2. What helped him decide to go with the fireman?
3. How did his father feel about his decision?
4. What lesson can we learn from Casabianca's story about emergencies?

3. Interactive Activities

Activity 1: Emergency Decision-Making

✓ Provide students with different emergency scenarios and ask them to answer and discuss the following:

1. What would you do in this situation?

2. Who would you trust to help you?

3. Would the usual rules apply, or would you need to make an exception?

✓ Class Discussion: Emphasise that while rules are important, safety comes first in emergencies.

Activity 2: My Emergency Plan

✓ Students create a simple emergency plan, including:

1. Names and phone numbers of trusted adults

2. What to do if they get lost

3. What to do if there's a fire at home or school

✓ Discuss emergency numbers like 100 (Police), 101 (Fire), 102 (Ambulance), and 112 (National Emergency Helpline).

4. Wrap-Up & Home Connection

Recap Key Points:

✓ Obedience is important, but critical thinking is essential during emergencies.

✓ It's okay to break a rule if it helps keep you safe.

✓ In an emergency, take the help of strangers to be safe and contact your trusted grown-ups.

Assign a home task:

✓ Family Safety Talk: Discuss with your family what to do in case of a fire or other emergencies. Create a family emergency contact list.

✓ Drawing Activity: Draw a picture of a firefighter.

✓ Worksheet: 27.0, 27.1

Assessment & Evaluation:

✓ Observation during discussions and activities.

✓ Review of emergency plans to check understanding of safety measures.

✓ Participation in scenario-based activities to assess decision-making skills.

Challenges:

Explaining complex situations like Casabianca's hesitation to "go with the fireman" despite danger, balancing lessons on "stranger safety" with exceptions during emergencies, addressing students' fears about "trusted grown-ups not being around," and managing emotional responses when discussing life-threatening scenarios like fires.

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
کٔشیر

Malayalam
മലയാളം

Hindi
हिन्दी

Kannada
ಕನ್ನಡ

Kashmiri
کٔشیر

Malayalam
മലയാളം

Marathi
मराठी

Odia
ଓଡ଼ିଆ

Punjabi
ਪੰਜਾਬੀ

Tamil
தமிழ்

Marathi
मराठी

Odia
ଓଡ଼ିଆ

Punjabi
ਪੰਜਾਬੀ

Tamil
தமிழ்

Telugu
తెలుగు

Urdu
اردو

Garo
Garos

Khasi
Khasi

Telugu
తెలుగు

Urdu
اردو

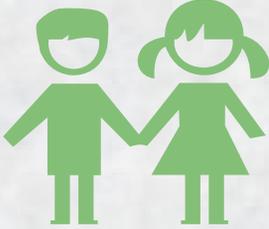
Garo
Garos

Khasi
Khasi



Children Against Child Abuse

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



Children Empowered
15,00,000+



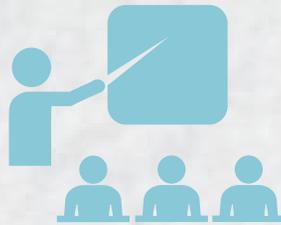
Families Empowered
14,00,000+



Teachers Empowered
2,00,000+



Schools Empowered
3,000+



Webinars / Workshops Conducted
7,000+



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

Partners



With Support From:

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

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TM-ENG-2025-26

End the Stigma, Raise Awareness