



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

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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](http://www.projectcaca.org)

TM-ENG-2025-26

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

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

# Life Skills & Moral Science

**UKG**



With a Picture Book

**My Beginner's Safety Workbook**

**I**



With a Picture Book

**My First Safety Workbook**

**II**



With a Picture Book

**My Second Safety Workbook**

**III**



**My Third Safety Workbook**

**IV**



**My Fourth Safety Workbook**

**V**



**My Fifth Safety Workbook**

**VI**



**My Sixth Safety Workbook**

**VII**



**My Seventh Safety Workbook**

**VIII**

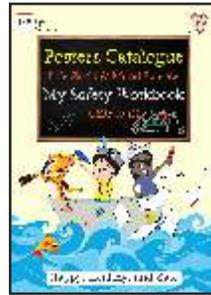


**My Eighth Safety Workbook**

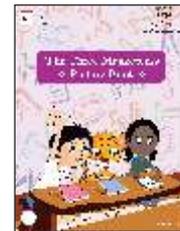
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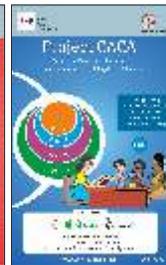
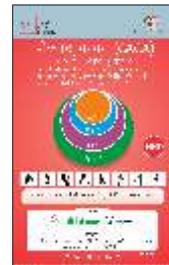
**My Ninth Safety Workbook**



## 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](http://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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Share & Perform**



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# 1. Say Hello & 2. The Elephant and the Six Friends

**Life Skills: Interpersonal Relationship- Growing-up  
| Critical Thinking**

**Core Principle: Morals/Values/Ethics- Gender  
Stereotype Breaking/Civic Nationalism/Reading  
Books/Diversity**

**Theme: Personal Development**

## Learning Objectives:

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

1. Understand the meaning of childhood and growing up.
2. Recognise the importance of gender equality and breaking stereotypes.
3. Learn about the significance of voting and decision-making.
4. Understand how different perspectives shape our understanding of the world.
5. Develop interpersonal relationships and respect diversity.

## Lesson Structure:

### 1. Introduction

#### Warm-Up:

Ask students, "How do we know someone is a child or an adult?" Let them discuss age, responsibilities, and rights.

#### Transition:

Introduce the concept of 18 years as the legal age of adulthood and explain that childhood is a phase of learning, growth, and self-discovery.

### 2. Story Reading & Discussion

#### Read Aloud:

- ✓ Read the key parts of the chapter "Say Hello!"
- ✓ Discuss how Sana and Arpit are breaking stereotypes (e.g., Arpit plays both Krishna and Rukmani, challenging gender roles).
- ✓ Talk about Gargi Ma'am, School Librarian and the importance of reading books.

#### Guided Discussion:

- ✓ Ask: "Do you think only children with good marks should be allowed to vote for a class monitor?"
- ✓ Discuss Gurpreet's reaction and why elections should be fair and inclusive.
- ✓ Show pictures of different parts of an elephant and discuss how each woman believed her perception was correct.

### 3. Interactive Activities

#### Activity 1: Mock Class Monitor Election:

- ✓ Conduct a simple election where students vote for a class monitor (using secret ballots).
- ✓ Announce the results and discuss why fairness and secret voting matter.

#### Activity 2: Pair Work:

- ✓ Give each pair of students a different picture of an object from a unique angle.
- ✓ Ask them to describe what they see and compare with others.
- ✓ Conclude: "We must always listen to different perspectives before making judgments."

### 4. Wrap-Up & Home Connection

#### Recap Key Points:

- ✓ Fairness in voting is essential.
- ✓ Breaking gender stereotypes is important.
- ✓ Different perspectives help us see the full picture.
- ✓ Until you are 18 years of age, you are considered a child, a minor or a juvenile.
- ✓ Sometimes, we only see a part of the truth. We must consider other perspectives.
- ✓ Quick Reflection: "Share one thing you learned about fairness or stereotypes today."

#### Assign a home task:

- ✓ Poster Activity: Create a poster with the theme "Respect All Voices" showing the importance of considering different opinions.
- ✓ Diary Entry: Write a diary entry as if you are Pokso, reflecting on what you learned from the class election.
- ✓ Watch animated video of the chapter 'The Elephant and the Six Friends'.

#### Assessment & Evaluation:

- ✓ Participation in Discussions and Activities on gender stereotypes and voting.
- ✓ Responses in the Class Monitor Election Worksheet to assess students' understanding of democracy, fairness, and critical thinking through written responses.

## 3. I Like Myself

**Life Skills: Self Awareness- Skills/Aptitudes | Qualities-Virtues/Behaviours**

**Core Principle: Morals/Values/Ethics- Self-Esteem**

**Theme: Self Esteem and Interpersonal Relationships**

### Learning Objectives:

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

- ✓ Understand the importance of self-esteem and recognising personal strengths.
- ✓ Identify the role of friendship and support in building self-confidence.
- ✓ Recognise that everyone is unique and comparisons can affect self-worth.
- ✓ Learn to challenge negative self-perceptions through positive thinking.
- ✓ Develop empathy towards others and appreciate diversity in abilities.

### Lesson Structure:

#### 1. Introduction

##### Warm-Up:

- ✓ Ask students: "What do you like most about yourself?"
- ✓ Allow a few students to share their thoughts, highlighting different talents like being a good friend, helpful, creative, etc.

##### Transition:

Introduce the topic of self-esteem by saying: "Sometimes we forget how special we are, just like Birsa did in the story we're about to read. But true friends remind us of our strengths!"

#### 2. Story Reading & Discussion

##### Read Aloud:

- ✓ Read key parts from "I Like Myself", focusing on Birsa's feelings of self-doubt and how his friends help him realise his worth.

##### Guided Discussion:

- ✓ "Why did Birsa feel he wasn't good enough? How did his friends support him and make him feel better?"
- ✓ Discuss Birsa's talents like painting, good manners, knotting skills, and his helpful nature.
- ✓ "Have you ever felt like Birsa? Who helped you feel better?"

##### Key Takeaway:

Emphasise: "We all have unique qualities. Sometimes, we forget them, but our friends and family help us remember."

### 3. Interactive Activities

#### Activity 1: Mirror Reflection Exercise:

- ✓ Provide small mirrors (or imaginary mirrors if not available). Ask students to look into the mirror and say aloud: "I like myself because I am \_\_\_\_\_."
- ✓ Encourage positive words like kind, helpful, creative, brave, etc.

#### Activity 2: Friendship Circle:

- ✓ In small groups, students will write one compliment about each of their friends. Then share these compliments, creating a positive, encouraging environment.
- ✓ Conclude: "Just like Birsa's friends helped him, we can lift each other up with kind words."

### 4. Wrap-Up & Home Connection

#### Recap Key Points:

- ✓ We all have special qualities that make us unique.
- ✓ True friends support us when we forget our strengths.
- ✓ Feeling good about ourselves helps us grow with confidence.
- ✓ Quick Reflection: "What's one thing you learned today about self-esteem or friendship?"

#### Assign a home task:

- ✓ Essay writing: Write a short essay from Birsa's perspective after he had regained his confidence.
- ✓ Watch videos of the 'Hand string games' and 'Types of knots' and bring one each to the class.

#### Assessment & Evaluation:

- ✓ Observation of students' engagement and willingness to share personal experiences.

#### Challenges:

Addressing sensitive issues like "self-esteem," managing discussions around "body shaming" and "bullying," helping students reflect on personal experiences of feeling "less deserving," fostering honest self-reflection on "qualities others appreciate," and handling emotional responses when students share situations similar to Birsa's.

## 4. Bamboo and the Crooked Tree, 8. The Wooden Bowl & 12. Jack and Jill

**Life Skills: Self Awareness- Self Esteem | Empathy: Bullying/Body Shaming | | Qualities-Virtues (Courage)/Behaviours**

**Core Principle: Morals/Values/Ethics- Respect and Care for Old People | Attitude/Prejudice/Bigotry | Diversity/Civic Nationalism**

**Theme: Self Esteem building, Empathy, Interpersonal Relationships and Role of Grandparents**

### Learning Objectives:

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

1. Understand the importance of respecting and caring for the elderly.
2. Recognise the role of grandparents as storytellers, guides, and sources of wisdom.
3. Develop empathy towards the challenges faced by older people.
4. Reflect on family values and the importance of kindness, patience, and understanding within families.
5. Appreciate the diversity of experiences and stories that grandparents bring to our lives.

### Lesson Structure:

#### 1. Introduction

##### Warm-Up:

- ✓ Ask students: "What do you love the most about your grandparents?"
- ✓ Let a few students share their thoughts. Some may not have grandparents, so they can talk about an elderly person they admire.

##### Transition:

- ✓ Introduce the topic: "Today, we'll read stories about grandparents, their wisdom, and how they help us understand life better."
- ✓ Emphasise the importance of respecting and caring for the elderly as a sign of gratitude for their love and guidance.

#### 2. Story Reading & Discussion

##### Read Aloud:

Read the stories focusing on the following aspects for each chapter:

1. Bamboo and the Crooked Tree: A story about accepting differences and the value of everyone, regardless of appearance.
2. The Wooden Bowl: A lesson on empathy, respect for

the elderly, and the consequences of our actions.

3. Jack and Jill: A story about overcoming prejudice and embracing one's unique qualities.

##### Guided Discussion:

- ✓ "How did the crooked tree feel when compared to the bamboo tree? Why was he wrong to feel that way?"
- ✓ "What did the little boy teach his parents in the story of the wooden bowl?"
- ✓ "How did Jill's bravery change the way her friends saw her?"
- ✓ "Do you think we sometimes forget to appreciate our grandparents? Why is it important to show them love?"

##### Key Takeaway:

Emphasise: "We must value people for who they are, not how they look or what they can do for us. Respecting our elders and embracing diversity makes us better human beings."

#### 3. Interactive Activities

##### Activity 1: Role-Play – The Wooden Bowl Story:

- ✓ Divide students into small groups. Each group will act out the story of the grandpa, his son, and the little boy to reflect on the importance of empathy and respect for elders.
- ✓ After the role-play, discuss: "How did the little boy's words change his parents' behaviour?"

##### Activity 2: "My Grandparents' Gift" Drawing:

- ✓ Give students drawing sheets. Ask them to draw something that reminds them of their grandparents—a memory, a lesson, or a special gift.
- ✓ Students can share their drawings with the class, explaining why it's special to them.

#### 4. Wrap-Up & Home Connection

##### Recap Key Points:

- ✓ We should treat our grandparents and the elderly with love and respect.
- ✓ Everyone is unique and valuable, even if they seem different from us.
- ✓ Small acts of kindness can make a big difference in someone's life.
- ✓ Wanting to be someone else means not appreciating your uniqueness.
- ✓ To care for those who once cared for us is one of the

highest honours.

- ✓We must treat others the same way we would want them to treat us.
- ✓We do not choose our bodies. Nature has made our bodies.
- ✓We should not be ashamed of any part of our body or the colour of our skin.
- ✓Quick Reflection: “What’s one thing you learned today about grandparents or respecting others?”

**Assign a home task:**

- ✓Thank You Card: Create a card for your grandparents (or an elderly person you admire) expressing your appreciation.
- ✓Family Interview: Interview your grandparent or an elder at home. Ask them: “What was your childhood like? What is the most important lesson you’ve learned in life?”
- ✓Watch animated video of the chapter ‘Bamboo and the Crooked Tree’, ‘The Wooden Bowl’, and ‘Jack and Jill’.
- ✓Worksheets: 12.0, 12.1
- ✓Suggested Reading: The Wonderful Vacation (ISBN: 978-81-237-3930-4)
- ✓YouTube Search: Nakpokliba by Meren Imchen (Children’s Film Society, India)

**Assessment & Evaluation:**

- ✓Participation in Discussions and Activities.
- ✓Responses in the Worksheet on how well they can relate the lessons to real life.
- ✓Observation of Role-Play Performance and understanding of family values through role-play.

## 5. Feelings are our Friends, 6. One day at Lunch Break & 7. A Morning Assembly to Remember

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

**Core Principle: Mental Health & Wellbeing- Emotions & Feelings | Morals/Values/Ethics- Self Esteem | Dignity of Work**

**Theme: Mental Health, Morals and Communication Skills**

### Learning Objectives:

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

1. Identify and express different emotions such as happiness, sadness, anger, fear, and confusion.
2. Understand the importance of managing emotions in various situations.
3. Recognise and respect the dignity of labour and the contributions of all individuals in the community.
4. Develop critical thinking by reflecting on ethical dilemmas and making responsible decisions.
5. Understand the importance of empathy in daily interactions.

### Lesson Structure:

#### 1. Introduction

##### Warm-Up:

- ✓ Ask students: “How are you feeling today? Can you describe your feelings in one word?”
- ✓ Write the words on the board to create a “Feelings Cloud” (e.g., happy, excited, nervous, proud).

##### Transition:

✓ Introduce the topic: “Today, we will explore a story that helps us understand our feelings better and teaches us the importance of respecting everyone’s work.”

#### 2. Story Reading & Discussion

##### Read Aloud:

Read the chapters focusing on:

1. The class play that highlights different emotions (happiness, sadness, fear, anger, confusion) in a role-playing activity where different characters are assigned to different students.
2. The story of Aishwarya Auntie, showcasing the dignity of labour and respect for all kinds of work.
3. The 100-rupee note dilemma, teaching the importance of honesty and ethical decision-making.

##### Guided Discussion:

- ✓ “How did the boy feel after his fight in the park? Why do you think he felt that way?”
- ✓ “Why was Aishwarya Auntie appreciated in the assembly? What did she teach us about hard work?”
- ✓ “What would you do if you found money on the ground like the three musketeers?”
- ✓ “How do our feelings help us understand what is right or wrong?”

##### Key Takeaway:

Emphasise: “Our emotions are important because they guide us in making decisions. Respecting others, being honest, and expressing our feelings in the right way help us grow as kind and responsible individuals.”

#### 3. Interactive Activities

##### Activity 1: Emotion Wheel:

- ✓ Display an “Emotion Wheel” with different facial expressions (happy, sad, scared, angry, confused, proud).
- ✓ Call out situations from the story (e.g., “The boy after the fight,” “Aishwarya Auntie receiving the award”) and ask students to point to the matching emotion.
- ✓ Discuss: “What makes you feel proud? What makes you feel confused?”

##### Activity 2: Role-Play- The 100-Rupee Note Dilemma:

- ✓ Divide students into small groups. Each group will act out the situation where the three friends find the 100-rupee note.
- ✓ After each role-play, discuss: “Did the friends make the right choice? Why or why not? How did they feel before and after returning the money?”

#### 4. Wrap-Up & Home Connection

##### Recap Key Points:

- ✓ It’s okay to feel sad, angry, or confused. What’s important is how we handle those feelings.
- ✓ Everyone’s work matters, whether it’s cleaning, teaching, or helping others. We should respect all kinds of work.
- ✓ Doing the right thing might be hard, but it always makes us feel proud in the end.
- ✓ Every job from the heart is, ultimately, of equal value.
- ✓ Pay attention to how different people and things around you make you feel; it is a good habit.
- ✓ Our feelings help us in knowing when something is

safe or unsafe.

- ✓ I can be aware of others' feelings as well as mine.
- ✓ Every job from the heart is, ultimately, of equal value.
- ✓ Quick Reflection: "What's one feeling you experienced recently, and how did you deal with it?"

**Assign a home task:**

- ✓ Feelings Journal: Write about a day when you felt happy, sad, angry, or proud. Describe what happened and how you managed your feelings.
- ✓ Gratitude Card: Make a thank-you card for someone who helps keep your school or home clean (like a cleaner, gardener, or helper) to show appreciation for their work.
- ✓ Worksheet: 5.0
- ✓ Suggested Reading: The Royal Sweeper (ISBN: 978-81-237-6679-9)

**Assessment & Evaluation:**

- ✓ Participation in Discussions and Activities.
- ✓ Responses in the Worksheet on identifying emotions and reflecting on ethical choices.
- ✓ Observation of Role-Play Performance

**Challenges:**

Guiding discussions on expressing emotions ("Today, I am feeling angry/sad/scared"), handling sensitive scenarios like inappropriate physical contact ("Won't you give me a thank-you hug?"), managing students' emotional responses to confusing interactions with adults, and ensuring safe and respectful conversations about personal boundaries and consent.

## 9. Human Body is like a Machine but..., 10. Private Parts, 11. Touches and Looks, 17. It is Okay to be Scared, 24. The 7-Step Safety Rule & 31. Know Your Tigers

**Life Skills: Critical Thinking | Self Awareness-Private Parts | Effective Communication-Listening to your Feelings/Telling/Being Assertive | Coping with Emotions- It is okay to be afraid | Interpersonal Relationship: Safety Circle**  
**Core Principle: Personal Safety: Touches/ Hugs/ Kisses/Looks/CSA/Self Defence/Safety Circle**  
**Theme: Mental Health, Morals and Communication Skills**

### Learning Objectives:

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

1. Understand how the human body is similar to and different from machines.
2. Identify major organs and their functions in the human body.
3. Recognise the importance of emotions and feelings that machines do not possess.
4. Understand the concept of personal safety, focusing on safe and unsafe touches.
5. Develop critical thinking about the roles of Artificial Intelligence (AI) versus the human brain.

### Lesson Structure:

#### 1. Introduction

##### Warm-Up:

- ✓ Ask students: "What do you think makes humans different from machines like robots or computers?"
- ✓ Write their responses on the board, creating two columns: "Humans" and "Machines".

##### Transition:

Introduce the topic: "Today, we'll explore how our body works like a machine, but with something very special that machines don't have—emotions, thoughts, and the ability to feel!"

#### 2. Story Reading & Discussion

##### Read Aloud:

Read the chapters focusing on:

1. How organs work like parts of a machine (heart, lungs, brain).
2. The concept of Artificial Intelligence (AI) and how it differs from the human brain.
3. The discussion on private parts and personal safety, teaching children about safe and unsafe touches.

##### Guided Discussion:

- ✓ "What are some ways our body is like a machine? How is it different?"
- ✓ "Why do machines not need emotions, but humans do?"
- ✓ "What are private parts, and why is it important to keep them safe?"
- ✓ "What should you do if you feel uncomfortable with someone's touch?"

##### Key Takeaway:

Emphasise: "Our body is a wonderful creation, full of emotions and thoughts. Unlike machines, we feel, we think, and we make choices. That's what makes us special!"

### 3. Interactive Activities

#### Activity 1: "Human vs. Machine" Chart

- ✓ Draw a Venn diagram on the board.
- ✓ Ask students to help fill in: What is unique to humans (feelings, growth, ability to love); What is unique to machines (AI, programmed tasks, cannot feel); Similarities (both can perform tasks, process information, etc.).

#### Activity 2: Personal Safety Role-Play

- ✓ Role-play different scenarios related to safe and unsafe touches:
  - Scenario 1: A safe touch like a congratulatory pat from a teacher.
  - Scenario 2: An unsafe touch from someone making the child uncomfortable.
- ✓ Discuss the 7-step safety rule (Ask, Listen to Feelings, Scream, Say No, Get Away, Tell a Trusted Adult, Keep Telling).

### 4. Wrap-Up & Home Connection

##### Recap Key Points:

- ✓ Our body works like a machine, but we have something machines don't—emotions, thoughts, and feelings.
- ✓ It's important to keep our bodies safe and to speak up if we feel uncomfortable.
- ✓ Never be afraid to say NO to something that makes you feel unsafe.
- ✓ Nature has made our body, and our body belongs to us.
- ✓ Private parts are only for us.

- ✓We keep our private parts covered for our health, hygiene, dignity, and safety.
- ✓A safe touch or look makes you feel happy.
- ✓An unsafe touch or look makes you feel sad, guilty, ashamed, angry, or confused.
- ✓The 7-step safety rule is for our personal safety.
- ✓If someone touches you or looks at you in an unsafe way, it is not your fault.
- ✓We should always share our feelings with our loved and trusted ones.
- ✓Quick Reflection: “What’s one feeling you experienced recently, and how did you deal with it?”

**Assign a home task:**

- ✓Body Parts Chart: Draw a picture of the human body and label important organs (heart, brain, lungs, etc.).
- ✓Safety Circle: Know your Tigers Activity
- ✓Suggested Reading: The Story of my Life by Helen Keller
- ✓Suggested Viewing: ‘What to do if someone grabs both your hands?’ (embedded QR) and ‘Komal, a cartoon film for children on safe and unsafe touches’ (YouTube)

**Assessment & Evaluation:**

- ✓Participation in Discussions and Activities about the human body and safety.
- ✓Responses in the activities of the human body, AI, and personal safety concepts.
- ✓Observation of Role-Play Performance to evaluate students’ ability to respond confidently to personal safety situations and apply the 7-step safety rule effectively.

**Challenges:**

Discussing body autonomy and private parts (“Private parts are only for us”), handling sensitive questions about safe and unsafe touches, guiding ethical discussions on finding lost money, explaining human vs. machine differences, and ensuring age-appropriate conversations on artificial intelligence and personal safety.

## 13. A Letter from Grandpa, 14. The Pranksters, 15. The Humble Pencil & 19. Arpit's Online Friend

**Life Skills: Self Awareness: Behaviour (Bullying) | Empathy: Medical (Physical/Mental) Conditions- Bullying/Body Shaming**

**Core Principle: Safety: Helplines/Laws**

**Theme: Personal Reflection, Interpersonal Relationships and Bullying Prevention**

### Learning Objectives:

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

- ✓ Understand what bullying is and how it affects others.
- ✓ Identify different forms of bullying, including physical, verbal, and cyberbullying.
- ✓ Learn how to prevent and respond to bullying by seeking help from trusted adults.
- ✓ Reflect on their own actions to ensure they are not engaging in bullying behaviour.
- ✓ Recognise the importance of friendship, kindness, and standing up for others.

### Lesson Structure:

#### 1. Introduction

##### Warm-Up:

- ✓ Ask students: "Has anyone ever teased you in a way that made you feel bad? How did it make you feel?"
- ✓ List their responses on the board under two headings: "Fun Teasing" and "Hurtful Teasing".
- ✓ Discuss how repeated hurtful teasing is bullying.

##### Transition:

Introduce the topic: "Today, we will read a letter from Grandpa to Arpit, where he talks about bullying and why it is important to be kind to others."

#### 2. Story Reading & Discussion

##### Read Aloud:

- ✓ Grandpa explaining what bullying is and why it is a serious issue.
- ✓ The different types of bullying – physical, verbal, social, and cyberbullying.
- ✓ The bullying quiz Grandpa asks Arpit to take.
- ✓ The importance of seeking help and standing up for others.

##### Guided Discussion:

1. "What is bullying? Can you give examples?"
2. "How does bullying make the victim feel?"
3. "Why do you think some people become bullies?"

4. "If you see someone being bullied, what can you do to help?"

5. "Have you ever bullied someone without realising it? How can you change that?"

### Key Takeaway:

Emphasise: "Bullying is never okay. Even if it starts as a joke, it can hurt someone deeply. We must always stand up for others and treat everyone with respect."

### 3. Interactive Activities

#### Activity 1: Bullying Quiz – Self-Reflection:

- ✓ Distribute the Bullying Quiz from Grandpa's letter.
- ✓ Let students answer "Yes" or "No" to questions like:
  - Do you tease someone even when they don't like it?
  - Do you take someone's things without asking?
  - Do you make fun of someone's appearance?
  - Do you feel powerful when others fear you?
- ✓ If they answer "Yes" to multiple questions, discuss how to change their behaviour.

#### Activity 2: Role-Play – Responding to Bullying:

- ✓ Divide students into small groups.
- ✓ Give each group a scenario (e.g., a student being bullied online, a child being called names, someone being left out).
- ✓ Each group acts out a positive way to handle the situation (e.g., speaking up, telling a teacher, comforting the victim).

### 4. Wrap-Up & Home Connection

#### Recap Key Points:

- ✓ Bullying can happen in many ways – in person or online.
- ✓ It is important to stand up for yourself and others and not encourage bullying.
- ✓ If you are bullied, always tell a trusted adult – you are not alone. Don't be afraid to ask for help.
- ✓ We must always check our own behaviour to ensure we are not being unkind to others.
- ✓ Eating together as a family makes us happy. It is a good habit.
- ✓ Nobody likes bullying behaviour. Bullying is a bad habit. Be a good friend.
- ✓ 19 November is the World Day for the Prevention of Child Abuse.
- ✓ Quick Reflection: "What is one thing you will do differently after today's lesson?"

#### Assign a home task:

- ✓Kindness Pledge: Write a short pledge against bullying, promising to be kind and stand up for others.
- ✓Watch animated video of the chapter 'The Humble Pencil'.

**Assessment & Evaluation:**

- ✓Participation in Discussions about bullying.
- ✓Responses in the Worksheet & Quiz and understanding the effects of bullying.
- ✓Observation of Role-Play Performance to demonstrate kindness and empathy.

**Challenges:**

Discussing bullying and self-reflection (Grandpa's letter encouraging children to check if they are bullies), guiding students on handling peer pressure, ensuring sensitive discussions about unsafe touches and the POCSO Act, managing emotional responses to cyberbullying, and fostering empathy without shaming students.

## 16. While Coming Back from School

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

**Core Principle: Safety: Transportation | Morals/ Values/Ethics: Eating Together in a Family**

**Theme: Transportation Safety, Morals and Communication Skills**

### Learning Objectives:

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

- ✓ Understand the importance of transportation safety and following traffic rules.
- ✓ Learn how to recognise unsafe situations while commuting.
- ✓ Develop confidence to speak up when something feels wrong.
- ✓ Learn to report unsafe behaviour to a trusted adult.
- ✓ Understand that it is okay to feel scared, but it is important to take action.

### Lesson Structure:

#### 1. Introduction

##### Warm-Up:

- ✓ Ask students: "How do you travel to school? What rules do you follow while traveling?"
- ✓ Write responses on the board (e.g., seat belts, looking both ways before crossing, not talking to strangers).
- ✓ Ask: "What would you do if something made you feel unsafe while traveling?"

##### Transition:

Introduce the topic: "Today, we will learn about Arpit's experience while coming back from school and how he handled a difficult situation."

#### 2. Story Reading & Discussion

##### Read Aloud:

Read "While Coming Back From School" focusing on:

- ✓ Arpit waiting for the school van and learning about the change in the driver.
- ✓ Unsafe behaviour by driver Birju (talking on the phone, playing loud music, smoking).
- ✓ Arpit feeling scared and unsure about speaking up.
- ✓ The van getting stopped by traffic police for breaking the law.
- ✓ Arpit's courage to tell his mother about the incident.

##### Guided Discussion:

1. "What unsafe things did driver Birju do?"
2. "Why did Arpit feel scared? How did he handle his fear?"
3. "What should you do if a driver or adult does something unsafe?"
4. "Why is it important to report dangerous behaviour?"
5. "Have you ever felt unsafe in a public space? What did you do?"

##### Key Takeaway:

Emphasise: "It is okay to feel scared in unsafe situations. What matters is how we respond—by reporting it to a trusted adult and keeping ourselves safe."

### 3. Interactive Activities

#### Activity 1: "Spot the Unsafe Behaviours":

- ✓ Show students illustrations of different transportation scenarios (e.g., a child standing in a moving bus, a driver using a phone while driving, a student not wearing a seatbelt).
- ✓ Ask them to identify unsafe behaviours and explain what should be done instead.

#### Activity 2: Role-Play – Speaking Up for Safety:

- ✓ Divide students into small groups.
- ✓ Each group enacts a transportation safety scenario (e.g., a driver speeding, a student putting their head out of the window, someone feeling unsafe with a stranger).
- ✓ After each role-play, discuss the best response to the situation.

### 4. Wrap-Up & Home Connection

#### Recap Key Points:

- ✓ Following traffic rules and safety guidelines keeps us safe.
- ✓ It is okay to feel scared, but we must always tell a trusted adult.
- ✓ Reporting unsafe behaviour can help prevent accidents.
- ✓ We should know the route that we take every day while going to and coming back from school.
- ✓ It is okay to be scared. Being scared tells us that we are unsafe. We should always follow traffic rules, and if someone is not following, you must report it to your parents.
- ✓ Quick Reflection: "What is one new thing you learned

about safety today?”

**Assign a home task:**

- ✓Family Road Safety Discussion: Talk to a parent about a time they saw unsafe behaviour on the road. Write down how they handled it.
- ✓Road Safety Poster: Draw a poster with the theme "Be Safe While Traveling" and list three important safety tips.
- ✓Watch animated video of the chapter 'While Coming Back from School'.
- ✓Worksheets: 16.0

**Assessment & Evaluation:**

- ✓Participation in Discussions about Transportation Safety.
- ✓Responses in the Worksheet and understanding of safety measures and reporting unsafe incidents.
- ✓Observation of Role-Play Performance to evaluate how well students demonstrate confidence in reporting unsafe situations.

**Challenges:**

Addressing transportation safety (Arpit's van ride with Birju), guiding students on handling fear and unsafe situations, discussing reporting reckless driving or threats, managing emotional responses to stranger interactions, and ensuring children understand the importance of telling trusted adults about unsafe experiences.

## 18. Can you Keep a Secret?

**Life Skills: Critical Thinking- Secrets**

**Core Principle: Personal Safety- Secrets**

**Theme: Emergency Preparedness**

### Learning Objectives:

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

- ✓ Understand the difference between safe and unsafe secrets. Identify situations where keeping a secret can be harmful.
- ✓ Learn how trusted adults can help in unsafe situations. Develop confidence to speak up about things that make them feel uncomfortable.
- ✓ Recognise the importance of discussing safety with parents and teachers.

### Lesson Structure:

#### 1. Introduction

##### Warm-Up:

- ✓ Ask: "Have you ever kept a secret? Was it a happy or uncomfortable secret?" Write responses on the board under two categories: "Safe Secrets" vs. "Unsafe Secrets."
- ✓ Ask: "Why do some people tell us to keep secrets? Is it always good to keep them?"

##### Transition:

Introduce the topic: "Today, we will learn about secrets—when to keep them and when to tell someone we trust."

#### 2. Story Reading & Discussion

##### Read Aloud:

Read "Can You Keep a Secret?" focusing on:

- ✓ The play performed on Children's Day, discussing safe and unsafe secrets.
- ✓ The boy's confusion when an auntie introduced a "secret game."
- ✓ The boy's fear when told that revealing the secret would make him sick.
- ✓ How the parents helped the boy understand that some secrets must never be kept.
- ✓ The difference between a "safe secret" (birthday surprise) and an "unsafe secret" (one that makes you scared, sad, or uncomfortable).

##### Guided Discussion:

- ✓ "What was the secret that the auntie asked the boy to keep?"
- ✓ "Why did the boy feel scared to tell his parents?"

- ✓ "What made him finally speak up?"
- ✓ "How did his parents react? What did they do?"
- ✓ "What should we do if someone asks us to keep an unsafe secret?"

##### Key Takeaway:

Emphasise: "Secrets that make you feel sad, scared, or uncomfortable must never be kept. We must always tell a trusted adult."

### 3. Interactive Activity

#### Activity 1: Role-play: Can you Keep a Secret?

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

### 4. Wrap-Up & Home Connection

##### Recap Key Points:

- ✓ Safe secrets are fun surprises; unsafe secrets make us feel scared or uncomfortable.
- ✓ If someone tells you to keep an unsafe secret, always tell a trusted adult.
- ✓ A person who truly cares for you will never force you to keep a secret that makes you feel bad.
- ✓ Secrets, just like touches and looks, can be safe and unsafe. But we must tell all our secrets to our loved and trusted ones.
- ✓ A surprise is a secret we tell later.
- ✓ Quick Reflection: "What is one thing you will do if someone asks you to keep an unsafe secret?"

##### Assign Home Task:

- ✓ Safety Discussion at Home: Ask students to talk with their parents about safe and unsafe secrets and write down one thing they learned.

##### Assessment & Evaluation:

- ✓ Observation of Role-Play Performance.

##### Challenges:

Discussing unsafe secrets and coercion ("You must keep it a secret"), guiding students on distinguishing safe vs. unsafe secrets ("A surprise is a secret we tell later") and the importance of telling trusted adults, addressing fear and shame around disclosures ("I'll get sick if I tell"), and ensuring sensitive handling of stories about unsafe behavior and maintaining child safety.

## 20. While Doing Homework

### Life Skills: Critical Thinking

### Core Principle: Emotional Intelligence/Quotient- Peer Pressure | Cyber Safety

### Theme: Mental Health, Morals and Communication Skills

#### Learning Objectives:

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

- ✓ Understand the importance of cyber safety and safe internet usage.
- ✓ Identify peer pressure and learn ways to handle it effectively.
- ✓ Learn how to apply critical thinking before making choices online.
- ✓ Recognise inappropriate online content and how to respond safely.
- ✓ Understand the rules for safe internet use at home and school.

#### Lesson Structure:

##### 1. Introduction

###### Warm-Up:

- ✓ Ask students: "What do you use the internet for?"
- ✓ Write responses on the board (e.g., homework, games, videos, chatting).
- ✓ Ask: "Have you ever seen something online that made you uncomfortable?"
- ✓ Discuss why not everything on the internet is safe.

###### Transition:

Introduce the topic: "Today, we will learn about making safe choices online and handling tricky situations like peer pressure."

##### 2. Story Reading & Discussion

###### Read Aloud:

Read "While Doing Homework" focusing on:

- ✓ Arpit and Pokso struggling with a math problem.
- ✓ Arpit seeking help from Kailash, who calls the internet a magician.
- ✓ The appearance of inappropriate images on the screen.
- ✓ Arpit refusing to explore them and standing up to Kailash.
- ✓ Arpit's critical thinking process – asking himself four questions before making a decision.

###### Guided Discussion:

1. "Why did Arpit go to Kailash's house?"
2. "What did Kailash mean by calling the internet a 'magician'?"
3. "Why did Arpit stop Kailash from clicking on inappropriate images?"
4. "What are the four questions Arpit asked himself before making a choice?"
5. "Have you ever been in a situation where a friend asked you to do something you weren't sure about?"

#### Key Takeaway:

Emphasise: "Not everything on the internet is good for us. We must think carefully before clicking or sharing anything online."

#### 3. Interactive Activities

##### Activity 1: Cyber Safety Checklist:

- ✓ Display four critical thinking questions on the board:
  1. Do you want it?
  2. How does it make you feel?
  3. Have your trusted adults made rules about this?
  4. If you choose this, what is likely to happen?
- ✓ Give students different online situations (e.g., clicking on a random link, sharing personal details, chatting with a stranger).
- ✓ Have them apply the four-question rule to decide if the choice is safe or unsafe.

##### Activity 2: Role-Play – Handling Peer Pressure:

- ✓ Divide students into small groups.
- ✓ Give each group a peer pressure scenario (e.g., a friend asking to download an unknown app, sharing a password, clicking on an unsafe link).
- ✓ Each group acts out a safe way to handle the situation, using the four-question rule.

#### 4. Wrap-Up & Home Connection

##### Recap Key Points:

- ✓ Think before you click – not everything online is safe.
- ✓ If something online makes you uncomfortable, tell a trusted adult.
- ✓ Peer pressure can be tricky, but making safe choices is always more important.
- ✓ Critical thinking helps us make smart and safe decisions.
- ✓ Quick Reflection: "What's one thing you will do differently when using the internet?"

##### Assign a home task:

- ✓ Family Internet Rules: Ask a parent or guardian

about their internet safety rules at home. Write down three rules they follow.

✓Cyber Safety Poster: Create a poster on "Safe Internet Habits" and display it in class.

**Assessment & Evaluation:**

- ✓Participation in Discussions about cyber safety.
- ✓Responses in the Worksheet & Quiz and understanding of safe internet habits.
- ✓Observation of Role-Play Performance to demonstrate kindness and empathy.

**Challenges:**

Explaining cyber safety when discussing Arpit stopping Kailash from clicking inappropriate images, guiding students on critical thinking for tricky situations, addressing peer pressure in internet use, ensuring students understand safe browsing rules, and handling disclosures about online experiences while maintaining a supportive environment.

## 21. Tricks to Remember Passwords

### Life Skills: Creative Thinking

#### Core Principle: Cyber Safety

#### Theme: Understanding Cyber Safety and Developing Secure Online Habits

#### Learning Objectives:

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

- ✓ Understand the importance of passwords in protecting personal information.
- ✓ Learn how hackers steal passwords and why strong passwords matter.
- ✓ Create mnemonics to remember passwords easily but securely.
- ✓ Identify safe online habits and avoid sharing personal information.
- ✓ Develop awareness of cyber safety and how to stay secure online.

#### Lesson Structure:

##### 1. Introduction

###### Warm-Up:

- ✓ Ask students: "How do you protect your personal belongings?"
- ✓ Relate their answers (e.g., locking doors, keeping valuables safe) to passwords protecting personal information online.
- ✓ Ask: "Do you think using '123456' or 'password' is a good idea? Why or why not?"

###### Transition:

Introduce the topic: "Today, we will learn how to create strong passwords and tricks to remember them easily, just like Sana did with her Grandma."

##### 2. Story Reading & Discussion

###### Read Aloud:

Read "Tricks to Remember Passwords" focusing on:

- ✓ Sana helping her Grandma change her weak password.
- ✓ How they used a mnemonic technique to create a strong password.
- ✓ The importance of using a mix of letters, numbers, and symbols in passwords.
- ✓ Why hackers try to steal information and how to prevent it.

###### Guided Discussion:

1. "Why was Grandma's password weak? What should a good password include?"

2. "What trick did Sana use to create a stronger password? What are some other ways to keep our information safe online?"

3. "Why is it important not to share passwords with friends?"

#### Key Takeaway:

Emphasise: "Strong passwords help keep our information safe, just like a lock protects our home. We must never share them and always create unique, hard-to-guess passwords."

#### 3. Interactive Activities

##### Activity 1: Password Strength Test

- ✓ Write three passwords on the board (e.g., "abc123," "MyDogRocky2023!," "S4n@\_L8tA\$").
- ✓ Ask students to rank them from weakest to strongest. Discuss why a mix of letters, numbers, and symbols makes a password stronger.

##### Activity 2: Create Your Mnemonic Password

- ✓ Explain mnemonics as a memory trick (e.g., "My Grandchild Sana Is The Bravest, Cleverest Kid" → MGSITBCK).
- ✓ Have students create their own mnemonic passwords using their favorite things (e.g., colors, sports, animals). Ensure their passwords are long, unique, and memorable.

#### 4. Wrap-Up & Home Connection

##### Recap Key Points:

- ✓ Passwords are like keys – they protect important information. A good password has letters, numbers, and symbols.
- ✓ Never share your password with friends or strangers online.

##### Assign a home task:

- ✓ Family Password Security Discussion: Talk to your parents about how they create strong passwords. Write down three security tips they share.
- ✓ Worksheet: 21.0, 21.1, 21.2

##### Assessment & Evaluation:

- ✓ Participation in Discussions and Activities about password security.
- ✓ Responses in the Worksheet and understanding of cyber security principles.

## 22. A Summer Night Camp & 25. Making People Listen

**Life Skills: Effective Communication- Body Language/Being Assertive/Confident/Body Language | Coping with Emotions: It is not your Fault | Interpersonal Relationship**

**Core Principle: Personal Safety- Touches**

**Theme: Teamwork, Communication Skills and Understanding Boundaries**

### Learning Objectives:

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

- ✓ Understand the importance of teamwork and cooperation in group activities.
- ✓ Learn about astronomy and celestial objects like the Moon, constellations, and the North Star.
- ✓ Develop confidence in speaking up and setting boundaries when uncomfortable.
- ✓ Recognise the importance of problem-solving and creativity in overcoming challenges.
- ✓ Understand that personal safety and permission are necessary in physical interactions.

### Lesson Structure:

#### 1. Introduction

##### Warm-Up:

- ✓ Ask students: "Have you ever stayed overnight at a camp, wedding, or relative's house? How did it feel?"
- ✓ Write responses on the board (e.g., exciting, nervous, fun, scary).
- ✓ Ask: "What do you think makes night camps fun and safe?"

##### Transition:

Introduce the topic: "Today, we will learn about Sana's experience at a night camp, where she discovered the Moon through a telescope, played games, and learned about teamwork and safety."

#### 2. Story Reading & Discussion

##### Read Aloud:

- Read "A Summer Night Camp" focusing on:
- ✓ The excitement of the school night camp with scouts and guides.
  - ✓ The astronomy session and learning about Chandrayaan-1, Kalpana Chawla, and Sunita Williams.
  - ✓ The telescope experience and how Sana found a solution to reach the eyepiece.
  - ✓ Sana's assertiveness when the astronomer tried to lift her, and how she handled the situation.

- ✓ Teamwork and fun activities like dumb charades.

##### Guided Discussion:

1. "Why was the night camp special for Sana and her friends?"
2. "What did Sana learn about space and astronomy?"
3. "How did Sana handle the situation when she felt uncomfortable with the astronomer?"
4. "Why is it important to speak up when something doesn't feel right?"
5. "How did teamwork help in making the camp fun?"

##### Key Takeaway:

Emphasise: "Teamwork, curiosity, and confidence make learning fun. It's also important to set boundaries and express ourselves when we feel uncomfortable."

#### 3. Interactive Activities

##### Activity 1: Spot the North Star

- ✓ Show an image of Cassiopeia and the Big Dipper.
- ✓ Ask students to find the North Star using these constellations.
- ✓ Discuss why the North Star is always in the same place in the night sky.

##### Activity 2: Role-Play – Setting Boundaries

- ✓ Divide students into small groups.
- ✓ Give each group a scenario (e.g., someone touching them without permission, a friend pressuring them to do something, feeling nervous about speaking in public).
- ✓ Each group acts out how to assertively say NO and suggest an alternative solution.
- ✓ Discuss why clear communication is important in setting boundaries.

#### 4. Wrap-Up & Home Connection

##### Recap Key Points:

- ✓ Teamwork and curiosity help us enjoy learning experiences like night camps.
- ✓ Astronomy teaches us about space, constellations, and the wonders of the night sky.
- ✓ Personal safety is important, and we should always set boundaries when needed.
- ✓ Confidence comes from clear communication and problem-solving skills.
- ✓ Being confident means looking and sounding sure of

what you are doing or saying.

- ✓ A stranger is a person whom you do not know well.
- ✓ Most strangers are good and want to take care of children, but they should not touch, hug, or kiss you.
- ✓ A stranger can be a man or a woman, a boy or a girl, old or young. They can wear any clothes or uniform.
- ✓ Quick Reflection: "What's one thing you learned today about teamwork, astronomy, or setting boundaries?"

**Assign a home task:**

- ✓ Stargazing Challenge: Go outside at night and try to find a constellation or the Moon. Write about what you observed.
- ✓ Personal Safety Discussion: Talk to a parent about why setting boundaries is important and write down one rule they follow for personal safety.
- ✓ Watch 'Finding Pole Star from Cassiopeia' video and animated video of poem 'Making People Listen' (QR embedded).
- ✓ Worksheet: 22.0

**Assessment & Evaluation:**

- ✓ Participation in Discussions about astronomy and personal safety.
- ✓ Responses in the Worksheet and understanding of astronomy and setting personal boundaries.
- ✓ Observation of Role-Play Performance to evaluate how well students express confidence and set boundaries.

**Challenges:**

Addressing body autonomy and consent (Sana resisting being lifted without permission), ensuring students understand stranger awareness without fear-mongering, managing emotional responses to being away from home at night, explaining safe vs. unsafe touch, and fostering effective communication and body language awareness.

## 23. Mosquito - Our Number One Enemy

**Core Principle: Health: Germs-Diseases-Medicines**  
**| Morals/Values/Ethics: Being Responsible**

**Theme: Mosquito-Borne Diseases, Prevention Strategies, and Health Responsibility**

### Learning Objectives:

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

- ✓ Understand how mosquitoes spread diseases like dengue, malaria, and chikungunya.
- ✓ Identify symptoms of dengue fever and why early medical care is important.
- ✓ Learn preventive measures to protect themselves and their families from mosquito bites.
- ✓ Recognise household objects that can become breeding grounds for mosquitoes.
- ✓ Take responsibility for keeping homes and surroundings clean to prevent diseases.

### Lesson Structure:

#### 1. Introduction

##### Warm-Up:

- ✓ Discuss briefly about the 17 UNSDGs.
- ✓ Ask: "Have you ever been bitten by a mosquito? What happened?" Write responses on the board (e.g., itching, redness, swelling).
- ✓ Ask: "Did you know that some mosquito bites can make people very sick? Let's learn how to stay safe!"

##### Transition:

Introduce the topic: "Today, we will learn about mosquitoes and how to protect ourselves from diseases like dengue and malaria."

#### 2. Story Reading & Discussion

##### Read Aloud:

Read the chapter focusing on:

- ✓ How mosquitoes breed and spread diseases.
- ✓ The symptoms of dengue fever (e.g., fever, red spots, vomiting, bleeding).
- ✓ The difference between dengue mosquitoes and other mosquitoes (dengue mosquitoes breed in clean water and are active during the morning and evening).
- ✓ Preventive measures to stop mosquito breeding.
- ✓ The importance of wearing protective clothing and using mosquito nets or repellents.

##### Guided Discussion:

- ✓ "Why are mosquitoes called our number one enemy?"

- ✓ "What are the symptoms of dengue fever?"
- ✓ "How is the dengue mosquito different from other mosquitoes?"
- ✓ "What are some simple ways to prevent mosquito breeding at home? Why is it important to keep our surroundings clean?"

##### Key Takeaway:

Emphasise: "We can stop the spread of mosquito-borne diseases by taking simple steps to keep our homes and environment clean."

### 3. Interactive Activities

#### Activity 1: Spot the Mosquito Breeding Grounds

- ✓ Show students pictures of household objects (e.g., water tanks, coolers, flower pots, open drains).
- ✓ Ask them to circle the objects where mosquitoes can breed and suggest ways to prevent mosquito breeding.

#### 4. Wrap-Up & Home Connection

##### Recap Key Points:

- ✓ Mosquitoes spread diseases like dengue and malaria. Dengue mosquitoes breed in clean water, so we must remove standing water.
- ✓ Using mosquito nets, wearing long-sleeved clothes, and keeping our homes clean can protect us.
- ✓ Rules are made for our health and safety.
- ✓ Quick Reflection: "What is one thing you will do at home to prevent mosquito breeding?"

##### Assign Home Task:

- ✓ Wellness Challenge (SDG 3: Good Health and Well-being): Students take up a week-long wellness challenge, promoting healthy habits, and make a report on their progress. This could include:
  1. Daily exercise challenges (e.g., step counts, yoga sessions).
  2. Healthy eating competitions (e.g., fruit and vegetable consumption).
  3. Mental wellness activities (e.g., meditation, gratitude journaling).

##### Assessment and Evaluation:

- ✓ Participation in Discussions and Activities to evaluate their ability to identify mosquito breeding grounds and suggest solutions.
- ✓ Assess students' understanding of mosquito-borne diseases and prevention strategies.

## 26. Sana in School Land

### Core Principle: Personal Safety- Infrastructure/ Animal-Bees

### Theme: School Infrastructure, Personal Safety and Navigation Skills

#### Learning Objectives:

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

- ✓ Identify different places in a school and their functions.
- ✓ Understand personal safety measures while in school.
- ✓ Recognise the importance of rules and infrastructure for safety.
- ✓ Develop a sense of responsibility towards shared spaces.
- ✓ Learn how to handle emergency situations within the school premises.

#### Lesson Structure:

##### 1. Introduction

###### Warm-Up:

- ✓ Ask students: "What is your favourite place in school and why?"
- ✓ Write responses on the board (e.g., library, playground, canteen, medical room).
- ✓ Ask: "Why do we have different areas in school?"

###### Transition:

Introduce the topic: "Today, we will follow Sana's adventure through School-Land and discover the importance of school safety, different places in school, and how rules help us stay safe."

##### 2. Story Reading & Discussion

###### Read Aloud:

Read "Sana in School-Land" focusing on:

- ✓ Sana's journey through different parts of her school (playground, reception, hostel gate, library, medical room, etc.).
- ✓ The incident with the beehive and the lesson on staying safe.
- ✓ CCTV cameras and how they help keep students safe.
- ✓ Personal safety in the school washroom and the absence of Aishwarya Auntie.
- ✓ Sana's reflection on her experiences in school and the realization that she has grown up.

###### Guided Discussion:

1. "Why was Sana excited about exploring her school?"
2. "What safety lessons did Sana learn during her adventure?"
3. "Why do schools have CCTVs, security guards, and rules?"
4. "What would you do if you encountered an emergency at school (e.g., lost in the building, locked in a room, saw a fire)?"
5. "Which school area do you feel safest in and why?"

###### Key Takeaway:

Emphasise: "Schools have different areas for learning, playing, and safety. Understanding our surroundings and following rules helps keep everyone safe."

##### 3. Interactive Activities

###### Activity 1: "Map Your School"

- ✓ Give students a school map template (or ask them to draw one).
- ✓ Ask them to label key places in their school, such as classrooms, reception, playground, library, medical room, and washrooms.
- ✓ Have them mark safe zones and places where they should be extra cautious (e.g., staircases, corridors).

###### Activity 2: School Safety Role-Play

- ✓ Divide students into small groups.
- ✓ Each group enacts a school safety scenario (e.g., what to do if you get lost, how to behave in the library, handling a medical emergency, responding to a fire alarm).

##### 4. Wrap-Up & Home Connection

###### Recap Key Points:

- ✓ Schools have many places, each with a purpose.
- ✓ Following safety rules and understanding your surroundings keep you safe.
- ✓ Emergency preparedness is important—knowing what to do can help prevent accidents.
- ✓ School is quite a big place. We should know more about it.
- ✓ CCTV helps keep children safe. Places covered by CCTV are safe places.
- ✓ We should be careful when we move around in school. After all, school is quite a big place.
- ✓ When we reach quite early before the school starts or leave quite late after school ends, we should stay at a safe place.
- ✓ Quick Reflection: "What's one new thing you learned

about your school today?”

**Assign a home task:**

- ✓ Safety Awareness Reflection: Ask students to write a short paragraph about a safety rule in their school and why it is important.
- ✓ Family Discussion: Have a discussion with parents about what safety measures they followed in school when they were students.

**Assessment & Evaluation:**

- ✓ Participation in Discussions about School Safety and Rules.
- ✓ Responses in the Worksheet and understanding of school safety measures.

**Challenges:**

Explaining school safety concepts, managing discussions on stranger danger (Vishakha’s Grandpa scenario), addressing student anxieties about emergencies (getting trapped in the toilet, lift, or missing the bus), guiding reflections on uncomfortable school spaces, and balancing awareness-building without creating fear.

## 27. When Grandpa fell sick

**Core Principle: Morals/Values/Ethics- Respect and Care for Old People/Interpersonal Relationships**

**Theme: Interpersonal Relationships, Hygiene Awareness and Empathy**

### Learning Objectives:

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

- ✓ Understand the importance of taking care of elders when they are unwell.
- ✓ Recognise the significance of hygiene in maintaining health.
- ✓ Develop empathy and responsibility toward family members.
- ✓ Identify different emotions and body language that reflect how people feel.
- ✓ Appreciate that helping family members is a shared responsibility.

### Lesson Structure:

#### 1. Introduction

##### Warm-Up:

- ✓ Ask students: "Have you ever taken care of someone in your family when they were sick?"
- ✓ Write responses on the board (e.g., bringing water, helping with food, comforting them).
- ✓ Ask: "Why is it important to take care of our family members?"

##### Transition:

Introduce the topic: "Today, we will learn about Arpit and how he took care of his Grandpa when he fell sick, and what he learned about hygiene and empathy."

#### 2. Story Reading & Discussion

##### Read Aloud:

- Read "When Grandpa Fell Sick" focusing on:
- ✓ Grandpa falling ill and how Arpit noticed signs of sickness.
  - ✓ Arpit's confusion about why Grandpa needed diapers and how he learned that taking care of loved ones is a duty, not a shame.
  - ✓ How Papa and the family supported Grandpa during his illness.
  - ✓ Grandpa's lesson on hygiene and why taking care of one's body is important.
  - ✓ The emotional moment when Arpit asks to sleep with Grandpa, showing his love and care.

##### Guided Discussion:

1. "How did Arpit show love and care for his Grandpa?"
2. "Why did Arpit feel confused about Grandpa needing diapers?"
3. "What lesson did Grandpa teach about hygiene?"
4. "How do you feel when someone takes care of you when you are sick?"
5. "Why do you think family members should help each other?"

##### Key Takeaway:

Emphasise: "Taking care of our elders is an important responsibility. Hygiene is necessary for everyone, and there is no shame in keeping ourselves or our family members clean and comfortable."

#### 3. Interactive Activities

##### Activity 1: Understanding Emotions & Body Language

- ✓ Show different facial expressions and postures (e.g., happy, sad, sick, tired).
- ✓ Ask students to match emotions to body language (e.g., slumped shoulders for sadness, big smiles for happiness).
- ✓ Discuss how observing body language can help us understand when someone needs help.

##### Activity 2: Family Care Chart

- ✓ Give students a chart with household tasks (e.g., helping parents, feeding a pet, assisting an elder).
- ✓ Ask them to write or draw one way they can help their family members when they need care.
- ✓ Encourage students to share their ideas with classmates.

#### 4. Wrap-Up & Home Connection

##### Recap Key Points:

- ✓ Caring for elders is an act of love, not a burden.
- ✓ Hygiene is important for health and should not be seen as embarrassing.
- ✓ Understanding emotions helps us know when people need support.
- ✓ Quick Reflection: "What's one way you can help a family member at home today?"

##### Assign a home task:

1. Family Support Journal: Write about a time you helped someone at home and how it made you feel.
2. Helping Hands Poster: Create a poster with the theme "Helping Makes Us Stronger" and list small acts

of kindness for family care.

3.Worksheet: 27.0

**Assessment & Evaluation:**

- ✓Participation in Discussions about family care and hygiene.
- ✓Responses in the Worksheet and understanding of hygiene, empathy, and family responsibilities.
- ✓Observation of Role-Play Performance to evaluate how well students demonstrate empathy and understanding.

**Challenges:**

Discussing elderly care and hygiene responsibilities without making students uncomfortable, addressing sensitivity around adult diapers and bodily functions, managing emotional responses to illness in loved ones, guiding students on expressing care without embarrassment, and ensuring respectful peer discussions on personal hygiene topics.

## 28. A Football Match to Remember

**Core Principle: Health- Exercise | Morals/Values/ Ethics- Honesty-Integrity (Fair play)**

**Theme: Sportsmanship, Teamwork, Fair play and Gender Equality**

### Learning Objectives:

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

- ✓ Understand the importance of fair play, teamwork, rules in maintaining discipline and integrity in sports.
- ✓ Recognise the difference between virtual gaming and real-life experiences.
- ✓ Learn about gender equality in sports and the role of determination in overcoming challenges.
- ✓ Appreciate how sports can build confidence, social skills, and physical fitness.

### Lesson Structure:

#### 1. Introduction

##### Warm-Up:

- ✓ Ask students: "Do you prefer playing video games or real-life sports? Why?"
- ✓ Ask: "What skills can we learn from playing actual sports?"

##### Transition:

Introduce the topic: "Today, we will explore how Gurpreet's experience of watching a real football match changed his perspective on sports."

#### 2. Story Reading & Discussion

##### Read Aloud:

Read "A Football Match to Remember" focusing on:

- ✓ Gurpreet's obsession with video games and reluctance to attend the match.
- ✓ The importance of fair play and how fouls and penalties were handled in the game.
- ✓ Sana's leadership as a female captain and her determination to win despite challenges.
- ✓ The climax of the match where Sana overcomes her doubts and scores the winning goal.
- ✓ Gurpreet's realisation that real-life sports are more thrilling than video games.

##### Guided Discussion:

1. "Why was Gurpreet not excited about attending the football match? How did the experience of watching the game change his opinion?"
2. "Why do sports need rules and referees? How does fair play and honesty impact the outcome of a game?"

3. "What qualities made Sana a great team captain?"

##### Key Takeaway:

Emphasise: "Sports teach us valuable life lessons about teamwork, discipline, and perseverance. Playing in real life is not just about winning but about learning and growing together."

##### Teacher's Resource:

Involve music teacher to play the musical notes.

### 3. Interactive Activities

#### Activity 1: Fair Play Scenarios:

- ✓ Present different sports scenarios where students must decide whether the action was fair or unfair (e.g., helping an injured player vs. tripping an opponent).
- ✓ Discuss why honesty and fairness matter in sports.

### 4. Wrap-Up & Home Connection

#### Recap Key Points:

- ✓ Playing real-life sports builds character, confidence, and friendships.
- ✓ Rules in games ensure fairness and discipline.
- ✓ Girls and boys can be equally skilled in sports, and leadership is about ability, not gender.
- ✓ Quick Reflection: "What is one thing you learned about sportsmanship today?"

#### Assign a home task:

- ✓ Write a short paragraph comparing the excitement of playing a sport in real life vs. on a screen.
- ✓ Fair Play Pledge: Create a poster with the theme "Play Fair, Play Smart, Play Together" and list three rules of good sportsmanship.
- ✓ Watch the animated video of 'A Football Match to Remember' (QR embedded).
- ✓ Worksheet: 28.0, 28.1, 28.2
- ✓ Suggested Reading: Better than the Best (ISBN: 978-81-237-5093-4)

#### Assessment & Evaluation:

- ✓ Participation in Discussions and Activities to evaluate how well students demonstrate teamwork and enthusiasm.
- ✓ Responses in the Worksheet and understanding of sportsmanship, fair play, and teamwork.

## 29. Payal is a Brave Girl

### Life Skills: Critical Thinking

### Core Principle: Morals/Values/Ethics: Gender Stereotype Breaking/Qualities-Virtues (Courage)

### Theme: Awareness, Reporting to Trusted Adults and Encouraging Bravery

#### Learning Objectives:

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

- ✓Recognise suspicious behaviour and understand when something feels "not right."
- ✓Develop critical thinking skills to analyse situations before making a decision, how to react safely and whom to approach in unsafe situations.
- ✓Understand the importance of reporting anything suspicious to a trusted adult or the police as acts of bravery and the role of courage in keeping the community safe.

#### Lesson Structure:

##### 1. Introduction

##### Warm-Up:

- ✓Ask students: "Have you ever noticed something unusual in your surroundings? What did you do?"
- ✓Ask: "What do you think it means to be brave?"

##### Transition:

Introduce the topic: "Today, we will read about Payal, a brave girl who helped catch a gang of thieves by making a smart decision."

##### 2. Story Reading & Discussion

##### Read Aloud:

Read "Payal Is a Brave Girl" focusing on:

- ✓Payal's suspicion when a strange lady asked for help.
- ✓How Payal analyzed the situation by noticing the empty suitcase. Her decision to avoid going home and instead seek help.
- ✓How she reported the incident to her parents and the police, leading to the arrest of a gang.
- ✓The recognition Payal received for her bravery.

##### Guided Discussion:

1. "What made Payal suspect that something was wrong? Why didn't Payal immediately take the woman to her house?"
2. "What should you do if a stranger asks you to take them home? How did reporting to the police help?"
3. "Why is bravery important in such situations?"

#### Key Takeaway:

Emphasis: "Bravery is not about being fearless; it is about making the right choice even when scared. Always trust your instincts and report suspicious behaviour to a trusted adult."

#### 3. Interactive Activities

##### Activity 1: Role-Play – Reporting Suspicious Situations:

Divide students into small groups. Each group enacts a situation where a child notices something suspicious and must decide how to react. Discuss the best actions to take after each performance.

#### 4. Wrap-Up & Home Connection

##### Recap Key Points:

- ✓If something feels wrong, trust the instincts and take action.
- ✓Never go with a stranger or take them home.
- ✓Reporting suspicious behaviour to a trusted adult or the police is the right thing to do.
- ✓Bravery means making smart and safe choices.
- ✓Police are there to help us and keep us safe.
- ✓Quick Reflection: "What is one thing you will do if you see something suspicious?"

##### Assign a home task:

- ✓Safety Discussion at Home: Talk to your parents about a time they noticed something suspicious and what they did. Write a short paragraph about what you learned.
- ✓Suggested Reading: Mohini and the Demon (ISBN: 978-81-237-0164-6)

##### Assessment & Evaluation:

- ✓Observation of Role-Play Performance to evaluate how well students demonstrate quick thinking and decision-making.

##### Challenges:

Discussing "suspicious strangers" without creating fear, ensuring students understand "critical thinking" in real-life safety scenarios, addressing gender stereotypes through Payal's bravery, managing students' eagerness to "catch bad guys", and guiding discussions on when to seek adult help vs. act independently.

## 30. A Shoe that Pinches

### Life Skills: Critical Thinking

#### Core Principle: Personal Safety- Fire Burns

#### Theme: Mosquito-Borne Diseases, Prevention Strategies, and Health Responsibility

#### Learning Objectives:

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

- ✓Recognise different types of burns and how to provide basic first aid.
- ✓Understand the importance of seeking help in emergencies.
- ✓Develop problem-solving skills to make safe decisions in difficult situations.
- ✓Learn how to respond calmly and responsibly during emergencies.

#### Lesson Structure:

##### 1. Introduction

##### Warm-Up:

- ✓Ask students: "Have you ever had a small burn? What did you do?"
- ✓Write their responses on the board and discuss the importance of knowing first aid for burns.

##### Transition:

Introduce the topic: "Today, we will learn how to handle burns safely and respond to different emergency situations."

##### 2. Story Reading & Discussion

##### Read Aloud:

Read the chapter focusing on:

- ✓How blisters form from friction, burns, or injuries.
- ✓The different degrees of burns and how they affect the skin. The action plan for treating burns, including do's and don'ts.
- ✓The importance of staying calm, thinking critically, and seeking help.

##### Guided Discussion:

- ✓"What are the three types of burns and how do they affect the skin?"
- ✓"Why shouldn't we apply ointments or butter on burns?"
- ✓"How can we help someone who has a burn injury?"

##### Key Takeaway:

Emphasise: "In emergencies, staying calm and following a safety plan can help prevent harm."

### 3. Interactive Activities

#### Activity 1: First Aid for Burns Role-Play

- ✓Divide students into small groups.
- ✓Each group will act out a burn scenario (e.g., touching a hot pan, getting a blister from new shoes).
- ✓Other students will demonstrate the correct first-aid treatment for burns using the five-step action plan:
  1. Cool the burn with running water.
  2. Do not apply ointments or butter.
  3. Do not pop blisters.
  4. Cover with a clean cloth.
  5. Seek medical help for severe burns.

### 4. Wrap-Up & Home Connection

#### Recap Key Points:

- ✓Burns must be treated quickly and properly to prevent infection.
- ✓In emergencies, asking for help and staying calm is important.
- ✓Quick Reflection: "What is one thing you will remember about handling burns or emergencies?"

#### Assign Home Task:

- ✓Emergency Safety Checklist: Ask students to create a safety checklist for their home, listing three things they can do to prevent burns or handle an emergency.
- ✓Worksheet: 30.0

#### Assessment & Evaluation:

- ✓Assess students' understanding of first-aid measures and emergency preparedness.
- ✓Observation of Role-Play Performance to evaluate how well students demonstrate correct first-aid techniques.

## 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](http://www.projectcaca.org) and accessed by scanning the QR codes with a smartphone.

**Character Canvas**



**Children Worksheets Catalogue**



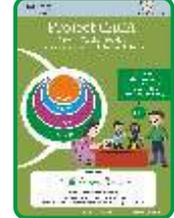
**Posters Catalogue**



**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  
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Hindi  
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Kannada  
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Marathi  
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Odia  
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Punjabi  
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Tamil  
தமிழ்

Marathi  
मराठी

Odia  
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Punjabi  
ਪੰਜਾਬੀ

Tamil  
தமிழ்

Telugu  
తెలుగు

Urdu  
اردو

Garo  
Garos

Khasi  
Khasis

Telugu  
తెలుగు

Urdu  
اردو

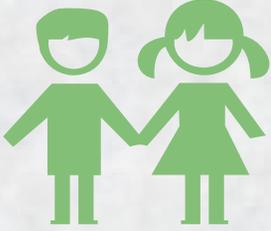
Garo  
Garos

Khasi  
Khasis



## Children Against Child Abuse

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



Children Empowered  
15,00,000+



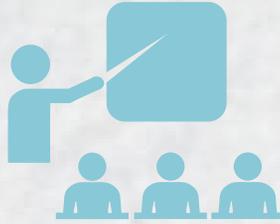
Families Empowered  
14,00,000+



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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*End the Stigma, Raise Awareness*