



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 ਕਾਰ્યਪੋਥੀ

My Safety Workbook

నా భద్రతా కార్యపూసిక

میری حفاظتی کتاب

माझी सुरक्षितता कार्यपुस्तिका

মোৰ সুৰক্ষা কাৰ্যপুস্তিকা

আমার নিরাপত্তা কার্য পুস্তক

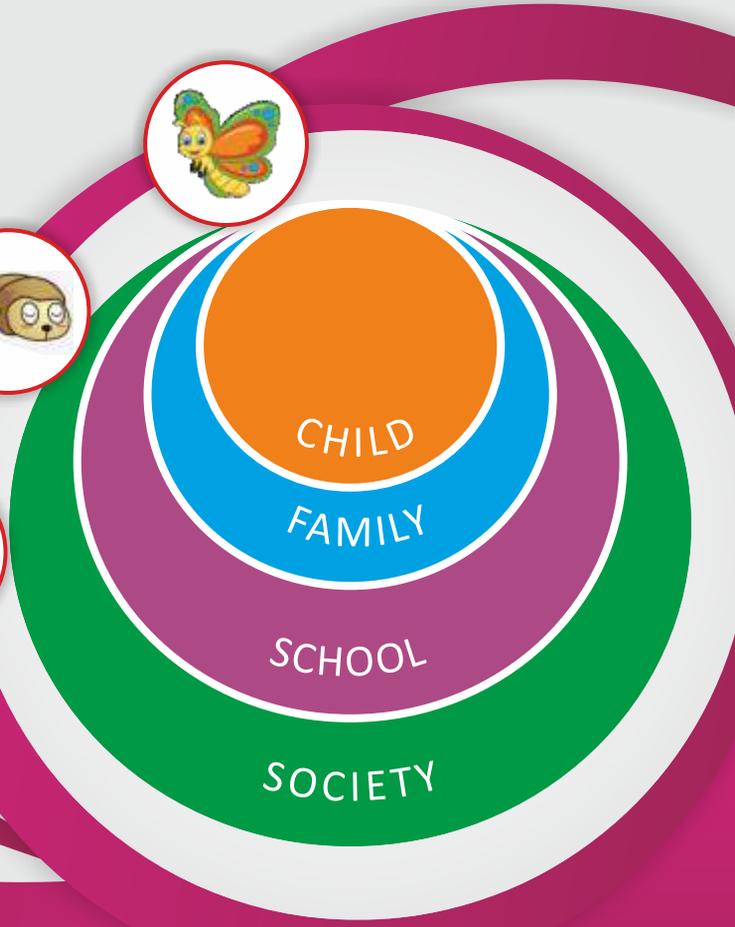
मेरी सुरक्षा का रचनापुस्तिका

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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's safety policy to keep our children happy, healthy and safe.

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

Life Skills & Moral Science

UKG



With a Picture Book

My Beginner's Safety Workbook

I



With a Picture Book

My First Safety Workbook

II



With a Picture Book

My Second Safety Workbook

III



My Third Safety Workbook

IV



My Fourth Safety Workbook

V



My Fifth Safety Workbook

VI



My Sixth Safety Workbook

VII



My Seventh Safety Workbook

VIII

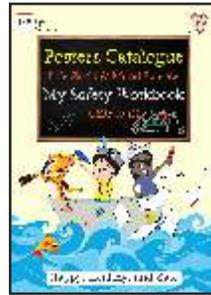


My Eighth Safety Workbook

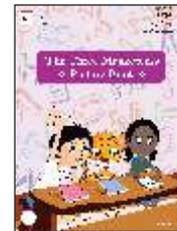
IX



My Ninth Safety Workbook



Posters Supplementary Worksheets



Picture Books for Classes UKG, 1 and 2



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

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

Note: Images are subject to change

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

Parent Organisation




Children Against Child Abuse
www.projectcaca.org

Partners





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

Prologue

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

Understanding Project CACA

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

Purpose of This Manual

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

Understanding The CACA Safety Workbooks

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

values in our children.

Key Considerations for Teachers

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

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

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

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

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

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

Conclusion

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

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

Index

**Listen, Read, Learn,
Share & Perform**

1. Say Hello! | 1
2. Out of the Box Thinking | 1
3. History of Children | 3
4. Poem on Child Rights | 3
5. The Spell-Bee Champion | 5
6. Every Child Is Special
Every Child Is Unique | 5
7. True Wealth | 7
8. Your Body Belongs to You | 7
9. Private Parts | 7
10. The Invisible Boundary | 8
11. Your Body Talks Too | 9
12. Ganpati's Presence of Mind | 9
13. Father's Day | 10
14. The Man and the Woods | 1
15. At the Dinner Table | 11
16. The Cub and the Hare | 11
17. Safe and Unsafe Secrets | 11
18. The Yakshi Challenge | 12
19. Sportspersonship | 12
20. An Incident in the Toilet | 13
21. Sana Is Brave | 14
22. A Goal to Remember | 15
23. I Can Do Maths | 16
24. 7-Step Safety Rule | 10
25. Bully, Bully, Bully | 17

26. Take a Pledge | 17
27. Airborne Dangers | 18
- Lesson Plan Template | 19**
- Resource Page | 20**



1. Say Hello, 2. Out of the Box Thinking & 14. The Man and the Woods

Life Skills: Creative Thinking | Critical Thinking-Strangers

Core Principle: Mental Health & Well-being-Growing up |Morals/Values/Ethics- Diversity/Civic Nationalism/Being Independent & Responsible

Theme: Growing Up, Changes, Respect, and Communication

Learning Objectives:

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

1. Identify changes that occur as they grow older.
2. Discuss the impact of these changes on emotions, friendships, and responsibilities.
3. Recognise the importance of self-respect, communication, and body language.
4. Understand the role of names, identity, and cultural diversity in daily life.
5. Develop critical thinking through real-life comparisons and personal experiences.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ My Name and Me: Ask each student to share their full name, a nickname (if they have one and if they are comfortable), and who gave it to them.
- ✓ Discuss: How do you feel when someone calls you by a nickname?
- ✓ Connect to Sana, Arpit, and Pokso and how they felt about their names in school vs. at home.

Transition:

Introduce the topic of adapting to change and self-respect by saying: "Sana, Arpit, and Pokso also faced changes in their school life. Let's see how they adapted to these changes and what we can learn from them!"

2. Story Reading & Discussion

Read Aloud:

- ✓ Assign sections to students from the chapter, focusing on the major changes, the characters face.
- ✓ List the changes mentioned in the story (e.g., new school, new uniforms, changes in seating arrangements, etc.).
- ✓ Discuss how these changes affect emotions (excitement, nervousness, confidence-building).

Guided Questions:

- ✓ "What changes did the three friends experience in school? How did they feel about these changes?"
- ✓ "Why do you think they didn't like using their childhood nicknames in school? Have you ever felt like them? How did you handle it?"

Key Takeaway:

Changes are a part of growing up. It is okay to feel happy, nervous, or confused. Talking to trusted people helps us adjust.

3. Interactive Activities

Activity 1: Reflection Exercise – "I Am Changing":

- ✓ Give each student a "Then vs. Now" worksheet to fill in, with questions such as, one thing they used to like but don't anymore; one thing they couldn't do before but can do now; one responsibility they have now that they didn't have before; one change they found difficult and how they adapted, and so on.

Activity 2: "Change Chain" – Supporting Each Other:

- ✓ In small groups, students will write one sentence of encouragement for a friend facing a new change.
- ✓ Each student will pass their paper around, and classmates will add supportive words.
- ✓ At the end, each student will have a "Change Chain" filled with positive messages.
- ✓ Explain how just like Sana, Arpit, and Pokso had each other for support, we can help each other feel confident about changes

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Change is a normal part of life.
- ✓ It is okay to have mixed emotions about change.
- ✓ Self-awareness and self-respect help us adjust.
- ✓ Friends and family support us through challenges.
- ✓ Change is the only constant in the universe.
- ✓ You can respect yourself & others at the same time.
- ✓ You can never understand one language until you understand at least two.
- ✓ Quick Reflection: "What's one thing you learned today about handling change?"

Assign a home task:

- ✓ Poster Activity: Create a poster titled "Changes in Me" with drawings of things they have learned or

adapted to.

- ✓Essay Writing: Write a short diary entry from Sana or Arpit’s perspective about their first day in middle school and how they felt.
- ✓Worksheet: 2.0
- ✓Watch animated video of the chapter ‘The Man and the Woods’ (QR embedded).
- ✓Suggested Reading: Once in a Village (ISBN: 978-81-237-2046-3)

Assessment & Evaluation:

- ✓Observation of student engagement in discussions and activities.
- ✓Worksheet & Essay Responses to assess self-awareness and emotional expression.
- ✓Class Participation in group activities and sharing experiences.

Challenges:

Discussing self-identity and nicknames (“Do you like your nickname?”), guiding students on handling forced affection (“They do not like it when people treat them like babies”), managing emotions around changing friendships and school dynamics, and ensuring a balanced discussion on cultural and linguistic diversity.

3. History of Children & 4. Poem on Child Rights

Core Principle: Child Rights- Rights as morals/ Rights & laws/Rights & Responsibilities/Rights & Constitution

Theme: Understanding Children’s Rights, Responsibilities, and Historical Changes

Learning Objectives:

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

1. Understand the concept of children’s history and why it is important.
2. Recognise how the perception of childhood has changed over time.
3. Identify children’s rights and responsibilities as per the UN Convention on Child Rights.
4. Appreciate the role of leaders like Rani Gaidinliu in fighting for rights and justice.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ Ask students: “Have you ever wondered what children were like 100 years ago?”
- ✓ Encourage responses about how childhood might have been different (e.g., no schools, child labour, no video games).
- ✓ Highlight that history books usually talk about kings, wars, and trade, but rarely children’s daily lives.

Transition:

Introduce the topic by saying: “Today, we will learn about how childhood has changed over time and why children’s rights matter!”

2. Story Reading & Discussion

Read Aloud:

Read the chapter and poem, focusing on:

- ✓ The questions the teacher asked the students.
- ✓ The concept of children’s history and why it is often ignored. The struggles of children in the past, like child labour and child marriage.
- ✓ The laws that protect children today.

Guided Questions:

- ✓ “Why do you think history books rarely mention children? What were some problems faced by children in olden times?”
- ✓ “How did France and other countries start protecting

children’s rights?”

- ✓ “Why is education a right for every child today?”

Key Takeaway:

Children’s rights were not always recognised. It took years for laws to be made to protect them.

Teacher’s Resources:

NBT India and Children’s Film Society India website.

3. Interactive Activities

Activity 1: “If I Lived 100 Years Ago...”:

- ✓ Divide students into small groups.
- ✓ Each group will receive a scenario card (e.g., education, work, playtime, family life).
- ✓ They will discuss how children’s lives were different 100 years ago compared to today.
- ✓ Each group presents one key finding.

Example Questions:

- ✓ What would school be like 100 years ago?
- ✓ What types of jobs did children have to do?
- ✓ How do modern child rights protect you today?

Activity 2: “Rights & Responsibilities Match-Up”:

- ✓ Write different child rights on one set of cards (e.g., Right to Education, Right to Safety, Right to Play).
- ✓ Write matching responsibilities on another set (e.g., Attending school, Respecting others’ rights, Taking care of personal safety).
- ✓ Students will match the rights with their corresponding responsibilities.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Children’s history is important and often ignored.
- ✓ Childhood has changed over time, thanks to laws and child rights.
- ✓ We must respect and protect our rights as well as those of others
- ✓ A person below the age of 18 years is a child. An adult is someone who is 18 years or older.
- ✓ You have certain rights called child rights. You are born with these rights, and no one can take them away. Rights cannot exist without responsibilities and duties.
- ✓ The final morality of a nation lies in its constitution.
- ✓ Children are the future of humanity.
- ✓ Quick Reflection: “What’s one child right you are

grateful for today?”

Assign a home task:

- ✓Poster Activity: Create a poster titled “Child Rights Around the World” and include at least three child rights with illustrations.
- ✓Essay Writing: Write a short story imagining you were a child 100 years ago. What challenges would you face?
- ✓Worksheet: 4.0, 4.1
- ✓Suggested Reading: Children who Made it Big (ISBN: 978-81-237-2756-1)
- ✓Watch animated video of Poem on Child Rights (QR embedded).

Assessment & Evaluation:

- ✓Observation of student engagement in discussions and activities.
- ✓Worksheet & Essay Responses to assess critical thinking and historical understanding.
- ✓Class Participation in group activities and sharing experiences.

5. The Spell-Bee Championship & 6. Every Child is Special, Every Child is Unique

Life Skills: Self Awareness- Self Esteem | Empathy

Core Principle: Child Rights- Rights as morals/ Rights & laws/Rights & Responsibilities/Rights & Constitution | Mental Health & well-being- Medical (Physical/Mental) Conditions

Theme: Understanding Individual Differences and Strengths, Effort, and Growth Mindset

Learning Objectives:

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

1. Recognise that every individual has unique abilities and challenges.
2. Understand the importance of self-acceptance and self-esteem and develop empathy towards others with different abilities.
3. Appreciate that hard work and perseverance can overcome challenges.
4. Learn that diversity in skills makes each person special.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ Ask students: “Can you think of something you are really good at?”
- ✓ Follow up with: “Can you think of something you find really difficult?”
- ✓ Encourage students to share responses and highlight how everyone excels in different things.

Transition:

Introduce the topic by saying: “Today, we will read about different children, their unique abilities, and how we can learn to appreciate our own strengths and respect the differences in others.”

2. Story Reading & Discussion

Read Aloud:

Read the chapters, focusing on:

- ✓ Jane’s strengths in spelling and languages.
- ✓ Her struggles with Social Studies and spelling differences and how she handles failure positively. The class reaction to Jane’s different approach to failure.
- ✓ The strengths of different children (Birsa’s humour, Murali’s swimming, Jane’s spelling skills).
- ✓ Their struggles (Murali’s handwriting difficulties, Arpit’s math struggles, dyslexia, dyscalculia, etc.).
- ✓ The message of perseverance and effort in

overcoming difficulties.

Guided Questions:

- ✓ “Why was Jane good at some subjects but not others?”
- ✓ “How did Jane react when she scored low marks?”
- ✓ “What did Jane’s mother teach her about strengths and weaknesses? How do your parents or teachers react when you struggle with a subject?”
- ✓ “How does this story teach us to appreciate both strengths and challenges?”
- ✓ “Have you ever faced a challenge that required effort to improve?”

Key Takeaway:

Everyone has different skills. It’s okay to struggle in some areas, but effort and practice can help improve them.

3. Interactive Activity

Activity 1: “My Strengths & Challenges”:

- ✓ Each student will fill out a worksheet with two columns: 1. Things I am good at, 2. Things I want to improve, and 3. My Step-wise Plan to Improve.
- ✓ Encourage students to share one strength and one challenge with the class.
- ✓ Emphasise that everyone has unique skills and should not compare themselves with others.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Everyone has different talents and challenges.
- ✓ Hard work and support from others help us improve.
- ✓ Encouragement can boost confidence and self-esteem.
- ✓ Respecting differences makes us kinder and more understanding. Assertive means to express your feelings and views firmly and confidently without insulting the other person or becoming violent.
- ✓ Quick Reflection: “What’s one thing you learned today about self-esteem and differences?”

Assign a home task:

- ✓ Poster Activity: Create a poster titled “My Superpower” that highlights their unique strengths.
- ✓ Diary Entry: Write a diary entry about a time they struggled with something and how they improved.
- ✓ Read the story ‘The Rabbit and Tortoise’ in correct

sequence and write the time it took you to read it.

Assessment & Evaluation:

- ✓Observation of student engagement in discussions and activities.
- ✓Class Participation in sharing and encouragement exercises.

Challenges:

Discussing academic pressure and self-worth (“Only ten marks!”), addressing parental expectations and discipline (“My father used to beat him for bad marks”), managing emotional responses to family separation (“My parents got separated”), and fostering empathy towards different learning abilities (“Not everyone is good at everything”).

7. True Wealth, 8. Your Body Belongs to You & 9. Private Parts

Life Skills: Self Awareness- Body Ownership | Private Parts/Private Zones/Privacy

Core Principle: Morals/Values/Ethics- Love for nature | Personal Safety

Theme: Respect for One's Own Body and Others' Boundaries

Learning Objectives:

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

1. Understand that their body belongs to them and they are responsible for taking care of it.
2. Recognise safe and unsafe touches and looks. Learn about privacy, body autonomy, and respect for others' boundaries.
3. Identify trusted adults who can help in situations of discomfort.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ Ask students: "Who owns your body?"
- ✓ Follow up with: "Can someone else tell your body what to do without your permission?"
- ✓ Encourage discussion on how their body is theirs alone and that they are responsible for keeping it safe and healthy.

Transition:

Introduce the topic of adapting to change and self-respect by saying: "Today, we will learn why our body belongs to us and how we can protect and respect our own body while understanding others' boundaries."

2. Story Reading & Discussion

Read Aloud:

✓ Arpit's conversation with Pokso about body ownership. The importance of personal responsibility in keeping the body safe, privacy, personal zones, and safety rules.

Guided Questions:

- ✓ "What did Pokso mean when he said, 'You should be careful with your body?'"
- ✓ "Why is it important to know that you are the boss of your body?"
- ✓ "What are private parts, and why do we keep them covered? What are some examples of safe and unsafe touches?"
- ✓ "How can we respond if someone makes us

uncomfortable?"

Key Takeaway:

Our body is our responsibility, and we must take care of it while also respecting others' boundaries.

3. Interactive Activity

Activity 1: "My Personal Space & Boundaries":

- ✓ Draw three circles on the board: 1. Comfort Zone (e.g., parents' hugs, high-fives with friends). 2. Unsure Zone (e.g., someone standing too close, holding hands unexpectedly) and 3. Unsafe Zone (e.g., unwanted touching, someone asking for secrecy about touch).
- ✓ Students brainstorm and write examples in each category.
- ✓ Discuss how to identify safe and supportive adults (parents, teachers, school counselors, relatives).
- ✓ Reinforce that if they feel unsafe, they must tell a trusted adult—and keep telling until they get help.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Our body belongs to us, and we must take care of it.
- ✓ Privacy is important, and some body parts are private. We keep our private parts covered for health, hygiene, safety and dignity.
- ✓ Safe and unsafe touches exist, and we should trust our feelings. Trusted adults can help us if we feel unsafe.
- ✓ Respecting others' boundaries is just as important as protecting our own.
- ✓ Every 'body part' has a role to play. We must respect each body part. You are the boss of your body.
- ✓ Quick Reflection: "What's one thing you learned today about body ownership and safety?"

Assign a home task:

- ✓ Poster Activity: Create a poster titled "My Body, My Rules" and illustrate safety rules.
- ✓ Worksheet: 8.0
- ✓ Watch the animated video of 'True Wealth' (QR embedded).

Assessment & Evaluation:

- ✓ Observation of student engagement in discussions and activities.
- ✓ Worksheet Responses to assess understanding of personal safety.

10. The Invisible Boundary

Life Skills: Self Awareness- Personal Boundaries | Effective Communication: Listening to & Expressing Emotions/Feelings/Being Assertive-Confident/Body Language | Interpersonal Relationship

Core Principle: Gender Equality/Equity/Parity- Gender & Skills/Gender & Body Movements | Personal Safety: Abuse | Morals/Values/Ethics: Gender Stereotype Breaking

Theme: Understanding Personal and Physical Boundaries

Learning Objectives:

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

1. Understand the concept of personal and physical boundaries.
2. Learn that different people have different boundaries, and they should be respected.
3. Recognise how to assert their boundaries and communicate them clearly.
4. Develop an awareness of changing boundaries in different situations.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓“What is a boundary in sports? What happens if we cross a boundary in a game?”
- ✓Relate it to personal space by saying: “Just like in sports, we have personal boundaries that make us feel safe and comfortable.”

Transition:

Introduce the topic of adapting to change and self-respect by saying: “Today, we will learn about an invisible boundary that surrounds us all. This boundary is about how close we let others come to us and how we express our comfort and discomfort.”

2. Story Reading & Discussion

Read Aloud:

- ✓Charu Ma'am explaining the concept of boundaries in sports and personal space.
- ✓Examples of different boundaries for different people (e.g., hugging a friend vs. shaking hands with an uncle).
- ✓How to communicate when someone crosses a personal boundary.

Guided Questions:

- ✓“How is a personal boundary different from a sports boundary?”
- ✓“Why do different people have different comfort levels with personal space? How do you feel when someone stands too close to you?”
- ✓“What should you do if someone crosses your boundary? How can we communicate our boundaries politely and assertively?”

Key Takeaway:

Boundaries keep us safe, and respecting others' boundaries is just as important as protecting our own.

3. Interactive Activity

Activity 1: "How to Say No Politely":

- ✓Role-play scenarios (e.g., a friend wants to hold hands, an uncle wants a hug, someone stands too close in a queue).
- ✓Students practice responses like, "I prefer a handshake instead of a hug." "Could you please step back? I feel more comfortable with some space." "No, thank you. I don't like being touched that way."
- ✓Reinforce that saying “No” is okay and should be respected.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓Everyone has personal boundaries, and they must be respected. Our personal boundary belongs to us.
- ✓Boundaries change for different people and situations.
- ✓We should express our boundaries clearly and listen to others. It is okay to say NO to something that makes us uncomfortable.
- ✓I should be aware of my own and other's feelings.
- ✓Quick Reflection: “What's one thing you learned today about boundaries and personal space?”

Assign a home task:

- ✓Essay Writing: Write a short paragraph on a time when you had to set a boundary and how it helped you.

Assessment & Evaluation:

- ✓Observation of student engagement in discussions and activities.
- ✓Essay Responses to assess understanding of personal boundaries.

11. Your Body Talk too & 12. Ganapati's Presence of Mind

Life Skills: Effective Communication- Being Assertive-Confident/Body Language | Critical Thinking

Core Principle: Health- Exercise | Emotional Intelligence/Quotient: It is okay to be afraid | Morals/Values/Ethics: Qualities-Virtues (Courage)

Theme: Non-Verbal Communication and Body Language

Learning Objectives:

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

- ✓ Understand how body language affects communication. Recognise assertive, passive, and aggressive body language.
- ✓ Learn the importance of eye contact, posture, and gestures in expressing confidence.
- ✓ Develop an awareness of how sports, yoga, and physical movement improve body language and communication.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ Ask: "Can we communicate without speaking?"
- ✓ Encourage students to demonstrate actions such as nodding, shaking their heads, or using hand gestures.
- ✓ Discuss how our bodies send messages even when we don't say anything.

Transition:

Introduce the topic of adapting to change and self-respect by saying: "Today, we will learn how our body talks through posture, gestures, and expressions. Understanding this will help us communicate better with others."

2. Story Reading & Discussion

Read Aloud:

- ✓ How body posture influences communication. The difference between assertive, passive, and aggressive communication.
- ✓ The importance of eye contact and confidence.
- ✓ How different physical activities like sports, yoga, and dance affect body language.

Guided Questions:

- ✓ "What are some ways we use body language to communicate?"
- ✓ "Why is making eye contact important while

speaking? How do body posture and gestures affect how others see us?"

- ✓ "Can you think of a time when body language helped you understand someone's feelings?"

Key Takeaway:

Body language plays a big role in communication. Being aware of it helps us express ourselves clearly and confidently.

3. Interactive Activity

Activity 1: "My Personal Space & Boundaries":

- ✓ Show images of different postures and facial expressions. Ask students to identify the emotions each image represents (e.g., nervous, confident, bored, excited).
- ✓ Students will then demonstrate postures that show confidence and attentiveness.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Body language is a powerful form of communication.
- ✓ Posture, facial expressions, and gestures affect how others perceive us.
- ✓ Eye contact, standing tall & practicing assertiveness show confidence. Being confident means looking & sounding sure of what you are saying.
- ✓ It is okay to feel scared. It helps us to stay safe. It is brave to ask for help when you are scared.
- ✓ Quick Reflection: "What's one body language tip you will try to improve?"

Assign a home task:

- ✓ Watch animated video of the chapter 'Ganapati's Presence of Mind' (QR embedded).
- ✓ Worksheet: 11.0, 11.1, 11.2
- ✓ Create a collage of your photos showing different yoga poses.

Assessment & Evaluation:

- ✓ Observation of student engagement in discussions and activities.

13. Father's Day & 24. 7- Step Safety Rule

Life Skills: Critical Thinking | Effective Communication- Listening to your Feelings/ Telling/Being Assertive | Coping with Emotions- It is okay to be afraid

Core Principle: Mental Health & well-being- Phobias | Personal Safety- Abuse/Bullying | Touches/Hugs/Kisses/Looks/CSA | Self Defence

Theme: Non-Verbal Communication and Body Language

Learning Objectives:

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

1. Understand that feeling afraid does not mean they are not brave.
2. Recognise that asking for help when needed is a sign of wisdom.
3. Learn the importance of speaking up against bullying, unsafe touches, and any discomfort.
4. Identify trusted adults who can help in difficult situations.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ Ask students: "Have you ever been scared of something? What was it?"
- ✓ Encourage responses related to darkness, heights, exams, or situations like being alone in a new place.
- ✓ Discuss how fear is normal but can be managed with the right approach.

Transition:

Introduce the topic by saying: "Today, we will read a letter from Arpit's father on Father's Day. It teaches us about fear, bravery, and the importance of asking for help."

2. Story Reading & Discussion

Read Aloud:

Read Father's Day, focusing on:

- ✓ Arpit receiving a letter from his father about fear and courage. Examples of difficult situations (bullying, unsafe touches, bad experiences).
- ✓ The importance of speaking up and getting help.
- ✓ The difference between normal fears and phobias.

Guided Discussion:

- ✓ "What did Arpit's father say about being scared?"
- ✓ "What should you do if you experience bullying or an

unsafe touch? Why is it important to tell someone if something makes you feel unsafe?"

✓ "How can fear sometimes be useful?"

✓ "What is the difference between fear and a phobia?"

Key Takeaway:

Being scared is normal. Speaking up and asking for help is what makes someone truly brave.

3. Interactive Activity

Activity 1: "Courage Board":

- ✓ Students will reflect on how they have faced fears in their lives. Each student writes about one time they were afraid and how they dealt with it.
- ✓ They pin their notes on a classroom Courage Board.
- ✓ Discuss how sharing fears helps us feel less alone and more confident.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ It's okay to be afraid and ask for help. Our trusted adults helps us feel safe.
- ✓ Bravery is not about being fearless but knowing when to seek support.
- ✓ Speaking up about bullying or unsafe situations is always the right thing to do.
- ✓ Quick Reflection: "What's one fear you would like to overcome?"

Assign a home task:

- ✓ Visit your nearest post-office and ask for different variety of postal stamps. Create a collage of them.
- ✓ Suggested Viewing: Komal, a cartoon film for children on safe and unsafe touches on YouTube.

Assessment & Evaluation:

- ✓ Observation of student engagement in discussions and activities.

Challenges:

Discussing fear and bravery ("It is okay to be scared"), guiding students on reporting unsafe situations ("ALWAYS TELL even if you are scared"), addressing phobias and emotional coping (Arpit's fear of lizards, Sana's fear of heights), and balancing safety awareness without instilling excessive fear.

15. At the Dinner Table, 16. The Cub and the Hare & 17. Safe and Unsafe Secrets

Life Skills: Critical Thinking

Core Principle: Morals/Values/Ethics- Eating Together in a Family/Diversity/Inclusivity/Civic Nationalism | Personal Safety- Strangers/Secrets | Cyber Safety

Theme: Family Bonding, Safety Around Strangers, Online Safety

Learning Objectives:

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

- ✓ Understand the importance of responsibility and accountability in daily life.
- ✓ Recognise that eating together fosters family bonding and communication.
- ✓ Identify safe and unsafe interactions with strangers in both real and online settings.
- ✓ Learn the difference between safe and unsafe secrets. Develop critical thinking skills to assess situations involving strangers.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ Ask students: “Why do families eat together? What are the benefits?”
- ✓ Encourage responses about sharing, bonding, and discussing the day’s events.
- ✓ Follow up with: “Has a family member ever given you important advice at the dinner table? What was it?”

Transition:

Introduce the topic by saying: “Today, we will learn how a simple dinner conversation can teach us about responsibility, safety, and the importance of family discussions.”

2. Story Reading & Discussion

Read Aloud:

- ✓ Sana’s lesson in responsibility (forgetting to watch the milk).
- ✓ Granny’s advice on stranger safety and how to assess people.
- ✓ The difference between safe and unsafe secrets.
- ✓ The importance of being cautious online and not sharing personal information.

Guided Questions:

- ✓ “Why was Granny upset with Sana?”
- ✓ “What lesson did Sana learn about responsibility?”

- ✓ “How can you tell if a stranger is unsafe?”
- ✓ “Why should we never share personal information online?”
- ✓ “What is the difference between a safe secret and an unsafe secret?”

Key Takeaway:

Being responsible means keeping our promises, ensuring our safety, and knowing when to speak up about unsafe situations.

Teacher’s Resource:

Tribal Faces - <https://bit.ly/2N7gd93>

3. Interactive Activity

Activity 1: "Safe or Unsafe Secret?":

- ✓ Read out different situations, and students will hold up a green card for safe secrets and a red card for unsafe secrets.
- ✓ Examples: 1. Planning a surprise birthday party for a friend. (Safe) 2. Someone asks you to keep a touch or a bad experience a secret. (Unsafe)
- ✓ Reinforce that unsafe secrets should always be told to a trusted adult.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Eating together as a family helps us share experiences and stay connected.
- ✓ Responsibility means keeping promises and making safe choices.
- ✓ Stranger safety is important—not all strangers are dangerous, but we must be careful.
- ✓ Online safety matters—never share personal information.
- ✓ Unsafe secrets should never be kept—always tell a trusted adult.

Assign a home task:

- ✓ Create a scrap file on Different Folk Arts in India.
- ✓ Watch animated video of ‘The Cub and the Hare’ (QR embedded).
- ✓ Worksheet: 16.0

Assessment & Evaluation:

- ✓ Observation of student engagement in discussions and activities.

18. The Yakshi Challenge & 19. Sportspersonship

Life Skills: Critical Thinking | Decision Making

**Core Principle: Emotional Intelligence/Quotient-
Peer Pressure/Anger Management | Cyber Safety-
Gaming**

Theme: Peer Pressure and Cyber Safety

Learning Objectives:

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

- ✓ Understand how peer pressure influences decision-making.
- ✓ Recognise safe and unsafe choices, especially in gaming and online challenges.
- ✓ Learn how to say no to peer pressure assertively.
- ✓ Identify the risks of online games and personal data privacy. Develop critical thinking skills to evaluate risky situations.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ Ask students: “Have you ever felt pressured to do something you didn’t want to do?”
- ✓ Encourage them to share experiences like playing risky dares, following trends, or trying something just because friends were doing it.
- ✓ Follow up with: “Why do you think people give in to peer pressure?”

Transition:

Introduce the topic by saying: “Today, we will learn about a challenge that seemed exciting but had hidden dangers. Let’s find out how Murali handled it!”

2. Story Reading & Discussion

Read Aloud:

- ✓ The risky online challenge and its tempting rewards.
- ✓ The pressure from friends to participate.
- ✓ Murali’s hesitation and logical thinking before making a decision.
- ✓ How Pokso stood up against peer pressure and raised concerns.
- ✓ The intervention by Sports Sir and the importance of adult guidance.

Guided Questions:

- ✓ “Why was the Yakshi Challenge so appealing to Murali and the others?”
- ✓ “What made Murali question the challenge?”
- ✓ “How did Pokso help the group make the right decision?”
- ✓ “What could have happened if they had continued playing the game?”
- ✓ “Have you ever faced a situation where you had to

stop yourself from doing something unsafe?”

Key Takeaway:

Not everything that looks fun or exciting is safe. Thinking before acting and resisting peer pressure can protect us from danger.

3. Interactive Activity

✓ Round-table discussion on two situations Arpit faced while playing cricket matches for his house. (Chapter Sportspersonship)

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Peer pressure can be direct or indirect, but we always have a choice.
- ✓ Online challenges can be risky and should be carefully evaluated.
- ✓ Friends who respect you won’t pressure you into dangerous activities.
- ✓ Anger is one letter short of danger.
- ✓ Always think carefully and make choices that are safe and good for you.
- ✓ Quick Reflection: “What’s one thing you learned today about making safe choices?”

Assign a home task:

- ✓ Research and create a report on prevalent unsafe and safe online games.
- ✓ Listen to the audio, ‘The Yakshi Challenge’ (QR embedded).

Assessment & Evaluation:

- ✓ Observation of student engagement in discussions and activities.
- ✓ Report Responses to assess understanding of peer pressure and cyber safety.

Challenges:

Discussing peer pressure and risky dares (“Yakshi Challenge”), guiding students on critical thinking in decision-making (7 safety questions), addressing anger and name-calling (“Scaredy-cat!”), managing discussions on unsafe online games, and ensuring students understand courage vs. recklessness in peer interactions.

20. An Incident in the Toilet

Life Skills: Effective Communication- Telling

Core Principle: Cyber Safety|Safety-Helplines/ Laws

Theme: Boundaries, Seeking Help, Laws for Child Protection

Learning Objectives:

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

- ✓ Understand safe and unsafe situations in daily life.
- ✓ Recognise inappropriate behaviour and know when to speak up.
- ✓ Learn the importance of saying “No” and seeking help from trusted adults.
- ✓ Learn about child-related laws in India, like POCSO Act, JJ Act, etc.
- ✓ Develop awareness of school safety policies and helplines.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ Ask students: “Have you ever felt uncomfortable in a situation? What did you do?”
- ✓ Encourage students to discuss situations like being in a crowded place, feeling unsafe around strangers, or witnessing something unusual.

Transition:

Introduce the topic by saying: “Today, we will learn about an incident where a child faced an unsafe situation in school and how they bravely handled it.”

2. Story Reading & Discussion

Read Aloud:

- ✓ Arpit witnessing an unsafe situation involving an attendant in the boys' toilet.
- ✓ Salman standing up for himself and leaving the situation immediately.
- ✓ The importance of speaking up and reporting unsafe behaviour.
- ✓ How teachers and school authorities handled the situation.
- ✓ The role of the POCSO Act in protecting children.

Guided Questions:

- ✓ “Why was Salman right to say ‘No’ and leave?”
- ✓ “How did the boys respond when they felt unsafe?”
- ✓ “What should you do if you experience or witness something similar?”

- ✓ “Why is it important to report unsafe behaviour, even if it feels scary?”
- ✓ “What did Sunita Ma’am teach the students about the POCSO Act?”

Key Takeaway:

It is always okay to say ‘No’ when something feels unsafe. Trusted adults are there to help and protect you.

3. Interactive Activity

Activity 1: "Who Can Help Me?":

- ✓ On a paper, students draw a circle with "ME" in the center.
- ✓ They write the names of trusted adults (parents, teachers, school counselor, family members) around them.
- ✓ Discuss how to talk to a trusted adult when something doesn't feel right.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Our safety is important, and we must listen to our feelings.
- ✓ Unsafe situations should always be reported to a trusted adult.
- ✓ It is okay to say ‘No’ when something makes us uncomfortable.
- ✓ The POCSO Act protects children from unsafe situations.
- ✓ Laws are made for safety.
- ✓ There is a law to punish people who touch children in an unsafe way. This law is called POCSO.
- ✓ Quick Reflection: “What is one safety rule you will always follow?”

Assign a home task:

- ✓ Students will write a personal reflection in the form of a journal entry, imagining a time when they stood up for themselves or someone else in an unsafe situation. If they haven't experienced such a situation, they can write from the perspective of a fictional character (e.g., "If I were in Arpit's place, I would...").
- ✓ Worksheet: 20.0, 20.1, 20.2

Assessment & Evaluation:

- ✓ Observation of student engagement in discussions and activities.

21. Sana is Brave

Life Skills: Critical Thinking

Core Principle: Safety- Safety Circle | Morals/ Values/Ethics- Qualities-Virtues (Courage)

Theme: Assertiveness, Personal Boundaries, Safe and Unsafe Situations

Learning Objectives:

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

- ✓ Understand the importance of trusting their instincts when feeling unsafe.
- ✓ Learn how to respond to unsafe situations assertively.
- ✓ Recognise the difference between safe and unsafe touch and behaviour.
- ✓ Identify trusted adults and resources for seeking help.
- ✓ Develop awareness of child protection laws in India, including the POCSO Act.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ Ask students: "What does it mean to be brave?"
- ✓ Encourage students to share examples of bravery in everyday life (e.g., standing up for oneself, telling the truth, helping someone in trouble).
- ✓ Follow up with: "Can someone be brave even when they are scared?"

Transition:

Introduce the topic by saying: "Today, we will read about Sana, a girl who found herself in an uncomfortable situation and showed true bravery by protecting herself."

2. Story Reading & Discussion

Read Aloud:

- ✓ Sana's experience with an unsafe situation at home.
- ✓ How she sensed something was wrong and trusted her instincts.
- ✓ Her strategies to escape and get help.
- ✓ How the police and her family supported her. The importance of speaking up about unsafe situations.

Guided Questions:

- ✓ "What made Sana realise that something was not right? What steps did Sana take to protect herself?"
- ✓ "What would have happened if she had stayed silent?"
- ✓ "Who are some trusted adults you can go to if you feel

unsafe?"

- ✓ "What is the POCSO Act, and how does it protect children?"

Key Takeaway:

Bravery is about making smart decisions in unsafe situations. Speaking up and seeking help is the right thing to do.

3. Interactive Activity

Activity 1: "Red Light, Green Light - Safe or Unsafe?":

- ✓ Assign different statements that describe safe or unsafe situations, like:
 1. "A teacher asks you to stay back alone in class without a clear reason."
 2. "Your best friend helps you with a math problem."
 3. "An adult touches you in a way that makes you uncomfortable."
 4. "Your cousin asks you to keep a 'secret' that makes you feel uneasy."
 5. "Your parents tell you to always inform them before leaving with someone."
- ✓ When you read a statement aloud, students will:
 1. Stay seated if the situation is SAFE (Green Light).
 2. Stand up if the situation is UNSAFE (Red Light).
- ✓ After each round, discuss why the situation was safe or unsafe and what action the child should take.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Our safety is important, and we should listen to our feelings.
- ✓ If something makes us uncomfortable, we have the right to say NO.
- ✓ Unsafe situations should always be reported to a trusted adult.
- ✓ The POCSO Act protects children from unsafe situations.
- ✓ Police are there to help us.
- ✓ Quick Reflection: "What is one safety rule you will always follow?"

Assign a home task:

- ✓ Watch the animated video of the chapter.
- ✓ Activity 'C' on page 52.

Assessment & Evaluation:

- ✓ Observation of student engagement in discussions.

22. A Goal to Remember

Life Skills: Critical Thinking | Decision Making-Goal Setting

Core Principle: Safety- Safety Circle | Morals/Values/Ethics- Qualities-Virtues (Courage)

Theme: Assertiveness, Personal Boundaries, Safe and Unsafe Situations

Learning Objectives:

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

- ✓ Understand the importance of goal-setting and how to break goals into steps.
- ✓ Recognise the value of hard work, discipline, and perseverance.
- ✓ Learn about SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) in personal growth.
- ✓ Identify how planning and consistency lead to success.
- ✓ Develop self-awareness and self-discipline in achieving their own goals.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ Ask students: "Have you ever set a goal for yourself? What was it? What steps did you take to achieve it?"
- ✓ Encourage them to discuss goals like learning a new skill, improving grades, or excelling in a sport.

Transition:

Introduce the topic by saying: "Today, we will learn about Sana, a determined football player, and how she planned her journey towards success step by step."

2. Story Reading & Discussion

Read Aloud:

- ✓ Sana's dream of becoming a football player.
- ✓ Her dedication, training routine, and sacrifices.
- ✓ Her use of SWOT analysis to identify strengths, weaknesses, opportunities, and threats.
- ✓ How goal-setting and persistence helped her improve throughout her journey to selection in the Inter-Zone football team.

Guided Questions:

- ✓ "What was Sana's goal? How did she plan her journey step by step?"
- ✓ "What challenges did she face, and how did she overcome them?"

- ✓ "What is SWOT analysis, and how did Sana use it?"
- ✓ "How does this story inspire you to work towards your own goals?"

Key Takeaway:

Success comes from dedication, smart planning, and perseverance. Goals become achievable when broken down into steps.

3. Interactive Activity

Activity 1: "The Success Ladder":

- ✓ Draw a ladder with five steps on a chart paper. Each step represents an action needed to reach the goal.
- ✓ For example for a student who wants to improve in mathematics:
 - Step 1: Understand basic concepts.
 - Step 2: Practice daily for 20 minutes.
 - Step 3: Ask teachers for help when needed.
 - Step 4: Take practice tests to improve accuracy.
 - Step 5: Score well in exams!
- ✓ Students will present their ladders to the class.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Setting goals helps us focus and improve.
- ✓ Hard work and consistency are key to achieving success.
- ✓ SWOT analysis helps us understand our strengths and weaknesses.
- ✓ A step-by-step approach makes big goals feel more achievable.
- ✓ Quick Reflection: "What is one goal you will start working on today?"

Assign a home task:

- ✓ Create a vision board with pictures and words that represent their personal goals.
- ✓ Worksheet: 22.0, 22.1

Assessment & Evaluation:

- ✓ Observation of student engagement in discussions and activities.

23. I Can Do Maths

Life Skills: Coping with Stress- Exam Pressure/ Maths Pressure

Core Principle: Mental Health & Well-being- Phobias/Maths Pressure/Exam Pressure

Theme: Understanding Strengths and Weaknesses in Learning, Mathematical Thinking

Learning Objectives:

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

- ✓Recognise different types of intelligence and that everyone has unique strengths.
- ✓Develop confidence in handling subjects they find difficult.
- ✓Understand how patterns and logic play a role in mathematics.
- ✓Learn coping strategies for handling math anxiety and exam stress.
- ✓Appreciate that hard work and practice lead to improvement.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓Ask students: “Do you have a subject that makes you nervous? How do you feel before that class?”
- ✓Encourage discussion on common fears related to subjects like maths, languages, or science.
- ✓Follow up with: “What do you think makes someone good at maths?”

Transition:

Introduce the topic by saying: “Today, we will read about Arpit, who struggles with maths but learns that intelligence comes in different forms!”

2. Story Reading & Discussion

Read Aloud:

- ✓Arpit’s fear of maths and how he compares himself to others. Kajal’s confidence in the subject and her logical thinking skills.
- ✓The teacher’s report card activity showing that even teachers have strengths and weaknesses.
- ✓The discussion on different types of intelligence, including memory, logic, and creativity.
- ✓The importance of practice, patience, and mindset in learning difficult subjects.

Guided Questions:

- ✓“Why was Arpit afraid of maths? How did the teacher help him see things differently?”
- ✓“What does ‘intelligence’ mean? Is it only about maths and science?”
- ✓“What are some ways to make maths easier to understand?”
- ✓“Have you ever struggled with a subject? What helped you improve?”

Key Takeaway:

Everyone has strengths and weaknesses. With practice and a positive mindset, we can improve in any subject.

3. Interactive Activity

Activity 1: "Maths Can Be Fun!":

- ✓Give students a fun maths riddle or puzzle (e.g., pattern recognition, simple logic puzzles). For e.g.: "If a place = 1, food = 2, sports = 3, what is 'football + biryani'?" OR "If 3 friends visit an astrologer and he raises 1 finger, what could it mean?"
- ✓Discuss how maths is not just about numbers but also about problem-solving and logic.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓Everyone has different talents, and maths is just one way of thinking.
- ✓Fear of maths can be overcome with practice and confidence.
- ✓Understanding patterns and logic makes learning easier.
- ✓Not everything that counts can be counted, and not everything that can be counted, counts.
- ✓Quick Reflection: “What is one subject or skill you want to improve in? How will you do it?”

Assign a home task:

- ✓Create a Mobius Strip.

Assessment & Evaluation:

- ✓Class Participation in interactive activity about intelligence and maths puzzles.

25. Bully, Bully, Bully & 26. Take A Pledge

Life Skills: Empathy

Core Principle: Personal Safety- Bullying/Body Shaming | Mental Health & Well-being- Medical (Physical/Mental) Conditions | Personal Safety- Bullying/Body Shaming

Theme: Identifying and Responding to Bullying

Learning Objectives:

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

- ✓ Understand what bullying is and its different forms (physical, verbal, social, cyber).
- ✓ Recognise the impact of bullying on victims and bystanders.
- ✓ Learn how to respond to bullying assertively and seek help.
- ✓ Identify the difference between harmless teasing and harmful bullying.
- ✓ Develop empathy towards those who are bullied and learn ways to support them.

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ Ask: "What does the word 'bully' mean to you?"
- ✓ Encourage students to share examples of bullying they have seen in school, online, or in public spaces.
- ✓ Follow up with: "Why do some people bully others?"

Transition:

Introduce the topic by saying: "Today, we will read a play about a child who bullies others and how the classmates react. Let's learn how we can stop bullying together."

2. Story Reading & Discussion

Read Aloud:

- ✓ The child repeatedly bullying others through name-calling, tripping, and making unfair demands.
- ✓ The emotional impact on the victims (e.g., withdrawing from games, sitting alone, crying).
- ✓ The moment when all the children unite and call out the bully's behavior.
- ✓ The teacher's discussion about bullying, its impact, and the difference between jokes and bullying.
- ✓ The importance of standing up for what is right.

Guided Questions:

- ✓ "What were some of the bullying behaviors in the story?"

- ✓ "How did the victims feel?"
- ✓ "Why do some children become bullies?"
- ✓ "What was the turning point when the children took a stand?"
- ✓ "How can you respond if you see someone being bullied?"

Key Takeaway:

Bullying hurts people emotionally and mentally. It is important to stand up for ourselves and others.

3. Interactive Activity

Activity 1: "Role Play - Bully, Bully, Bully:"

- ✓ Assign different characters to different students and ask them to enact the role-play in the class.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Nobody wants to be friends with a bully.
- ✓ Bullying is a bad habit.
- ✓ Nobody deserves to be bullied.
- ✓ Strangers exist in the real as well as the virtual world, so rules for safety regarding strangers are applicable in both worlds.
- ✓ Quick Reflection: "What is one thing you can do to help stop bullying?"

Assign a home task:

- ✓ Write the Bullying Pledge (page 70) and pin it on the class display board.
- ✓ Prepare a scrap file on all the medical conditions, covering their causes, effects and preventive criteria, mentioned in Activity 'H' on page 71.

Assessment & Evaluation:

- ✓ Class Participation in role-playing activity.
- ✓ Scrap file submission.

Challenges:

Addressing body shaming and name-calling ("Fatty," "Stinky Beggar"), guiding discussions on the difference between pranks and bullying, handling emotional responses to social exclusion and peer pressure, ensuring students understand verbal, physical, and cyberbullying, and managing self-reflection on bullying behaviour.

27. Airborne Dangers

Core Principle: Personal Safety- Emergency - Air Pollution

Theme: Understanding Air Pollution, Health Hazards, and Safety Measures

Learning Objectives:

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

- ✓ Understand what air pollution is and its causes.
- ✓ Recognise the effects of poor air quality on health.
- ✓ Learn how to protect themselves from air pollution (e.g., masks, AQI monitoring).
- ✓ Identify emergency services and when to call for help (Police, Fire, Ambulance).
- ✓ Develop awareness of personal health factors (e.g., allergies, vaccinations).

Lesson Structure:

1. Introduction

Warm-Up:

- ✓ Ask students: "Have you ever seen a city covered in smog or had trouble breathing due to pollution? Can you name a few causes of air pollution?"
- ✓ Encourage discussion on why some places have worse air pollution than others.

Transition:

Introduce the topic by saying: "Today, we will learn about airborne dangers, how they affect our health, and what we can do to stay safe."

2. Story Reading & Discussion

Read Aloud:

- ✓ Air pollution sources (factories, vehicles, construction, waste burning).
- ✓ Effects on health, especially for children and people with respiratory problems.
- ✓ The importance of the Air Quality Index (AQI) and how to read it.
- ✓ Why wearing masks can protect us from harmful air particles.
- ✓ Emergency response services and when to call them (Police 100, Fire 101, Ambulance 102).

Guided Questions:

- ✓ "Why is air pollution dangerous?"
- ✓ "How can we check air pollution levels in our area? What happens when AQI levels are too high?"
- ✓ "What precautions can we take to protect ourselves from pollution?"

- ✓ "What should we do in case of a health emergency caused by pollution?"

Key Takeaway:

Air pollution is a serious issue, but with awareness and action, we can protect ourselves and reduce its effects.

Teacher's Resource:

- ✓ Earth Day: <https://www.earthday.org/>
- ✓ City-wise AQI across India and data related to various types of pollution: <https://cpcb.nic.in/>

3. Interactive Activity

Activity 1: "Navigating through Pollution":

- ✓ Bring different types of mask (cloth, surgical, N95).
- ✓ Use a fine powder (like talcum powder) to simulate air particles.
- ✓ Students try to blow through the masks and observe which blocks the most particles. Discuss the observations.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Air pollution has serious health effects, especially on children. The AQI helps us understand air quality levels and take precautions.
- ✓ Masks help protect against airborne pollutants and diseases.
- ✓ Emergency services (Police, Fire, Ambulance) are available to help in dangerous situations.
- ✓ Mother Nature has enough for everyone's needs but not for everyone's greed.
- ✓ Quick Reflection: "What is one action you will take to reduce air pollution or protect yourself from it?"

Assign a home task:

- ✓ Prepare an excel sheet measuring AQI, its remark and possible health impact (refer table on page 73) for last one month.
- ✓ Assign duty to different children to check the AQI of your city and write it on the blackboard.

Assessment & Evaluation:

- ✓ Class Participation in AQI tracking and mask effectiveness experiments.

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



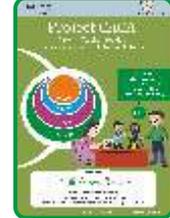
Posters Catalogue



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
গারো

Khasi
খাসি

Telugu
తెలుగు

Urdu
اردو

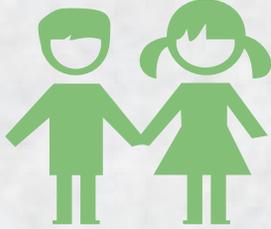
Garo
গারো

Khasi
খাসি



Children Against Child Abuse

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



Children Empowered
15,00,000+



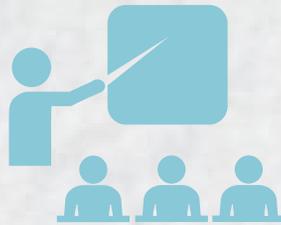
Families Empowered
14,00,000+



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