



Social
Axiom
Foundation



Children Against Child Abuse
Project CACA - A safety programme for
children under the safety policy of the school.

Life Skills & Moral Science

To Keep our children happy, healthy and safe

Teacher's Manual Lesson Plan

Workbooks • Webinars/Workshops • Support • Litigation*

Stakeholders - Children, Teachers, Parents and Non-Teaching Staff

"Schools should not preserve the problems to which they are a solution."

ମୋର ସୁରକ୍ଷା ପୁସ୍ତିକା

ميأني حفاظتج كتاب

ମେରୀ ସୁରକ୍ଷା କାର୍ଯ୍ୟପୁସ୍ତିକା

ମାରି ସଫାମତି କାର୍ଯ୍ୟପୋଥି

My Safety Workbook

ନା భద୍ରତା కార్యపూసిక

میری حفاظتی کتاب

ମାଝି ସୁରକ୍ଷିତତା କାର୍ଯ୍ୟପୁସ୍ତିକା

মোর সুৰক্ষা কার্যপুস্তিকা

আমার নিরাপত্তা কার্য পুস্তক

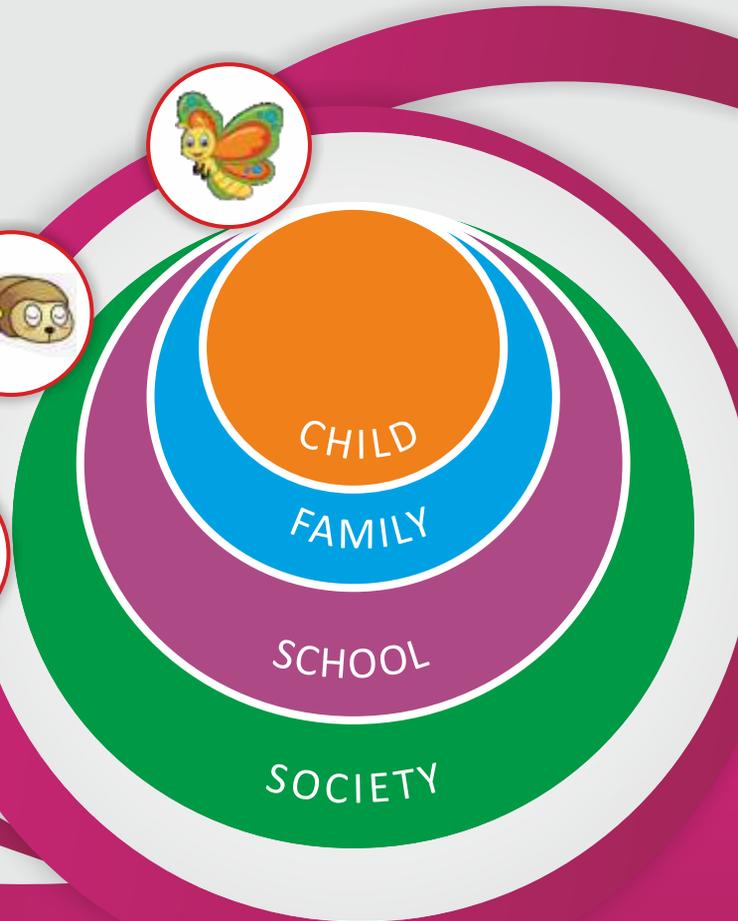
ମେରୀ ସଂରକ୍ଷିତା କାର୍ଯ୍ୟପୁସ୍ତିକା

ನನ್ನ ಸುರಕ್ಷತಾ ಕಾರ್ಯ ಪುಸ್ತಕ

എന്റെ സുരക്ഷാ വരിക്കുസ്തകം

Angni Naljokanina Ka·ani Ki·tap

எனது பாதுகாப்புப் பணிப்புத்தகம்



UKG to Class IX

CACA Safety Workbooks

Prevention is Better than Cure



www.projectcaca.org

TM-ENG-2025-26

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

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

Life Skills & Moral Science

UKG



With a Picture Book

My Beginner's Safety Workbook

I



With a Picture Book

My First Safety Workbook

II



With a Picture Book

My Second Safety Workbook

III



My Third Safety Workbook

IV



My Fourth Safety Workbook

V



My Fifth Safety Workbook

VI



My Sixth Safety Workbook

VII



My Seventh Safety Workbook

VIII

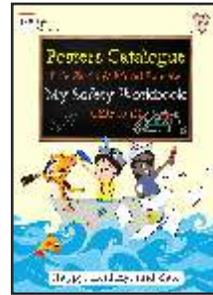


My Eighth Safety Workbook

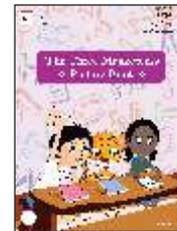
IX



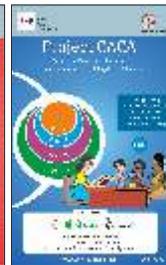
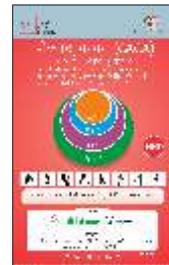
My Ninth Safety Workbook



Posters Supplementary Worksheets



Picture Books for Classes UKG, 1 and 2



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

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

Note: Images are subject to change

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

Parent Organisation




Children Against Child Abuse
www.projectcaca.org

Partners





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

Prologue

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

Understanding Project CACA

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

Purpose of This Manual

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

Understanding The CACA Safety Workbooks

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

values in our children.

Key Considerations for Teachers

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

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

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

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

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

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

Conclusion

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

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

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Share & Perform**



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1. Say Hello!, 2. Children, Children Everywhere Children Dark Children Fair & 4. A Boy Named Sandy

Life Skills: Morals/Values/Ethics- Gender Stereotype Breaking/Being Independent & Responsible | Empathy

Core Principles: Self Awareness- Skills/Aptitudes | Qualities-Behaviours | Critical Thinking- Goal Setting | Interpersonal Relationship | Child Rights- Rights as morals/ Rights & laws/Rights & Responsibilities/ Rights & Constitution

Theme: Gender Stereotypes, Independence & Responsibility

Lesson Objectives

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

1. Understand the concepts of adolescence, responsibility, and independence.
2. Recognise gender stereotypes in daily life and challenge them.
3. Apply SWOT analysis for personal growth and self-awareness.
4. Develop communication and interpersonal skills through activities.

Lesson Structure

1. Introduction

Warm-up:

- ✓ Ask students: "What changes have you noticed in yourself as you grow older?"
- ✓ Discuss physical, emotional, and social changes in adolescence.

Transition:

Introduce the main characters: Sana (footballer), Arpit (Kuchipudi dancer), and Pokso (class monitor).

2. Reading & Discussion

Read-Aloud & Group Discussion:

- ✓ Assign paragraphs from "Say Hello!" to groups. Each group presents a summary and discusses:
 - > How the characters balance responsibilities.
 - > How they challenge gender roles.

Guided Discussion Questions:

- ✓ Why is it important to be independent and responsible? How do the characters help each other grow? How do they contribute to their families and community?

Teacher's Resources:

- ✓ Pin-up for Child Rights (Page 4 & 5)
- ✓ The Tragedy Queen of Indian Cinema (page 10).

3. Interactive Activity

- ✓ Classroom Discussion on 'Points to ponder' (page 6).

4. Wrap-Up & Reflection

Recap key Points:

- ✓ As we grow, we become more independent and more responsible towards ourselves and others.
- ✓ It is not only the core subjects that we learn but many other qualities we develop that matter in our lives.
- ✓ A person below the age of 18 years is a child. An adult is someone who is 18 years or older.
- ✓ Children are also citizens. They too have rights called "child rights".
- ✓ Children are born with their rights, and no one can take these rights away.
- ✓ Rights cannot exist without responsibilities and duties.
- ✓ Children should go to a school and not a workplace.
- ✓ 12 June is World Day Against Child Labour as declared by the International Labour Organisation.

Assign a home task:

- ✓ Activity C & D on page 2.
- ✓ Worksheet: 1.0, 4.0
- ✓ Suggested Reading: Etoa Munda Won the Battle, ISBN: 978-81-237-0171-4
- ✓ Suggested Viewing: YouTube Search: Most Dangerous Ways to School 'Chadar'.

Assessment & Evaluation

- ✓ Participation in discussion & activities.
- ✓ SWOT analysis worksheet completion.
- ✓ Homework paragraph submission.

3. UN - Vasudhaiva Kutumbakam

Core Principles: Morals/Values/Ethics- Vasudhaiva Kutumbakam

Theme: Global Unity | Role of the UN | Sustainable Development

Lesson Objectives

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

1. Understand the meaning of *Vasudhaiva Kutumbakam* (The World is One Family).
2. Explain the role of the United Nations and its key organs.
3. Identify the main UN agencies and their functions.
4. Recognise the importance of Sustainable Development Goals (SDGs).
5. Analyse the concept of *Degrees of Separation* in global relationships.

Lesson Structure

1. Introduction

Warm-up:

- ✓ Ask students:
 - “Have you ever made a new friend through a mutual friend?”
 - “How do you think we are all connected globally?”
- ✓ Explain that the world is interconnected and introduce *Vasudhaiva Kutumbakam* – the idea that the entire world is one family.
- ✓ Tell students: “Imagine if every country worked together to solve problems. What would happen?”

Transition:

Introduce the United Nations (UN) and how it helps bring nations together.

2. Core Lesson

Activity: The United Nations – Role & Functions:

- ✓ Discuss: 1. Why was the UN formed? (Ans: After WWII, to maintain peace) 2. How many countries are in the UN today? (Ans: 193) 3. What are its main goals? (Ans: Peace, development, human rights, etc.)

Teacher’s Resources:

- ✓ 21st September is celebrated as World Peace Day.
- ✓ Data from The Lancet Medical Journal (page 7).
- ✓ Short story “Chains” by Frigyes Karinthy, 1929.
- ✓ Poster on UNSDGs 2030.

3. Interactive Activities

Activity 1: The Fastest Finger First:

- ✓ Ask one-word questions from the chapter to the students and ask them to raise their hands. The first child who raises the hand, answers the question and gets 1 mark. Reward the highest scoring child.

4. Wrap-Up & Reflection

Discussion Questions:

- ✓ *Why is global cooperation important?*
- ✓ *How can we contribute to the Sustainable Development Goals (SDGs)?*
- ✓ *How does the idea of Vasudhaiva Kutumbakam help us understand peace?*

Recap Key Points:

- ✓ An eye for an eye only ends up making the whole world blind.
- ✓ Youth is a person in the age group 8 of 15 to 34 years.

Assign a home task:

- ✓ Worksheet: 3.0

Assessment & Evaluation:

- ✓ Participation in discussions & group activities.

5. Tabassum Needs Glasses

Life Skills: Self Awareness- Self Esteem | Empathy | Interpersonal Relationship

Core Principles: Mental Health & Well-being- Medical (Physical/Mental) Conditions | Emotional Intelligence/Quotient: Resilience

Theme: Gender Stereotypes, Independence & Responsibility

Lesson Objectives

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

1. Understand the importance of self-awareness and recognising personal needs.
2. Recognise the role of self-esteem in overcoming challenges.
3. Identify common vision-related medical conditions and their solutions.
4. Develop empathy towards peers facing medical and social challenges.
5. Discuss how societal perceptions influence confidence and self-worth.

Lesson Structure

1. Introduction

Warm-up:

✓ Ask: “Have you ever felt hesitant to ask for help when you needed it?” & “Why do some people feel embarrassed about wearing glasses or braces?”

Transition:

Introduce the story of Tabassum, a new student who faces vision difficulties and self-doubt.

2. Reading & Discussion

Read-Aloud & Group Reflection:

✓ Assign paragraphs from the chapter to students. Stop at key moments to ask questions like:

1. “Why do you think Tabassum hesitated to get an eye check-up?”
2. “How did Payal’s teasing affect Tabassum?”
3. “What role did Sana and Kajal play in boosting her confidence?”

✓ Explain how self-esteem helps people face challenges.

✓ Introduce **Frida Kahlo’s story**, discussing how she overcame physical challenges with resilience.

3. Interactive Activity

Activity 1: Herman Snellen Eye Chart:

- ✓ Display an **eye chart (Snellen chart)** and ask students to read from a distance.
- ✓ Discuss how eye check-ups are essential for good academic performance and daily life.

4. Wrap-Up & Reflection

Recap Key Points:

- ✓ You deserve your love and affection, as much as anybody else in the universe.
- ✓ Quick Reflection: “Write one way you can help a friend feel confident about themselves.”

Assign a home task:

- ✓ Research Activity: Check out who is Muniba Mazari of Pakistan (Activity A on page 13).
- ✓ Worksheet: 5.0

Assessment & Evaluation

- ✓ Class participation.

6. Kartik is Brave

Life Skills: Self Awareness- Private Parts/Zones

Core Principles: Morals/ Values/ Ethics Blood/ Organ Donation | Personal Safety: Touches/Abuses /Safety Circle

Theme: Organ Donation, Personal Safety, Self-Awareness

Lesson Objectives

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

1. Understand the significance of organ donation and how it saves lives.
2. Recognise the importance of personal safety and the concept of private body zones.
3. Develop empathy and appreciation for caregivers and family support.
4. Identify the role of trusted adults in personal health and safety.

Lesson Structure

1. Introduction

Warm-up:

- ✓“What do you know about organ donation?”
- ✓“Why do you think our body is unique and needs to be taken care of?”

Transition:

Introduce the story of Kartik, a boy who received a kidney transplant from his mother.

2. Reading & Discussion

Read-Aloud & Group Reflection:

- ✓Read and discuss the chapter highlighting:
 - 1.“How did Kartik feel before & after the transplant?”
 - 2.“What made his mother donate her kidney without hesitation?”
 - 3.“How does the story show courage and family love?”
- ✓Explain what **private body parts** are, using illustrations from the book to show:
 1. Mouth
 2. Chest
 3. Between the legs &
 4. Buttocks
- ✓Discuss **safe and unsafe touches** and the role of trusted adults.

Teacher’s Resources:

- ✓Transplants.
- ✓An Ordinary Woman with Extraordinary Cells.
- ✓Joke: “What did the thigh bone say to the kneecap? ‘I Knead You’.”
- ✓National Organ and Tissue Transplant Organisation

(NOTTO): <https://notto.gov.in>.

3. Interactive Activity

Activity 1: Quick Quiz on the Human Body:

- ✓“How many kidneys do we have?”
- ✓“Can we survive with one kidney?”
- ✓“Which organs can be donated?”

Activity 2: Classroom Activity

- ✓Activity D on page 17.

4. Wrap-Up & Reflection

Recap Key Points:

- ✓Our loved ones do their best to keep us happy, healthy and safe.
- ✓Nature has made our body and it belongs to us.
- ✓Private parts are only for us.

Assign a home task:

- ✓Activity C on page 17.
- ✓Worksheet: 6.0
- ✓Listen to the audio story of the chapter (QR embedded).

Assessment & Evaluation

- ✓Participation in classroom and homework activities.

Challenges

Explaining body autonomy and private zones (“Private parts are only for us”), discussing organ donation sensitively (“Kartik’s mother donated one of her kidneys”), addressing gender roles in family names (“Why do most nameplates exclude grandmothers, mothers, or daughters?”), and handling emotional responses to medical procedures.

7. Secrets, Gifts and Surprises, 8. The Newspaper Bill & 10. Woes of Nose

Life Skills: Critical Thinking

Core Principles: Personal Safety Secrets/Strangers /Nose Bleeding

Theme: Organ Donation, Personal Safety, Self-Awareness

Lesson Objectives

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

1. Identify the difference between safe and unsafe secrets.
2. Understand the importance of sharing concerns with trusted adults.
3. Recognise the risks associated with strangers and online interactions.
4. Develop critical thinking skills to stay safe in real-life and digital spaces.

Lesson Structure

1. Introduction

Warm-up:

- ✓ Ask students:
 1. "What is a secret? Can all secrets be kept?"
 2. "Have you ever received a message from someone you don't know online?"
- ✓ Explain that today's lesson will help them identify unsafe situations and take action.

2. Reading & Discussion

Read-Aloud & Group Reflection:

- ✓ Read the chapters and discuss:
 1. "Why do unsafe secrets make people feel guilty or scared?"
 2. "What should we do if someone tells us to keep an unsafe secret?"
 - ✓ Define who is a stranger and why not all strangers are bad, but caution is necessary.
 - ✓ Discuss online safety using real-life examples:
 1. Accepting unknown friend requests.
 2. Sharing personal information online.
 3. Talking to someone met online without informing a trusted adult.

Teacher's Resource:

- ✓ Poster on Woes of Nose.

3. Interactive Activity

Activity 1: Creating a Personal Safety Plan:

- ✓ Ask students to draw a safety circle with 5 trusted people they can talk to (e.g., parents, teachers, older

siblings).

- ✓ Encourage them to memorise emergency contact numbers.
- ✓ Ask them to take the Class Pledge: "I will always share my concerns with a trusted adult and I will stay safe online and avoid sharing personal information."

4. Wrap-Up & Reflection

Recap Key Points:

- ✓ Children must share their secrets with their loved and trusted ones. It is a safety rule.
- ✓ Most strangers want to keep children safe, yet, safety rules are to be followed when strangers are around.
- ✓ Quick Reflection: Ask students to complete:
 1. "One thing I learned today is _____."
 2. "One way I can help a friend stay safe is _____."

Assign a home task:

- ✓ Worksheet: 10.0

Assessment & Evaluation

- ✓ Class participation.

Challenges

Discussing unsafe secrets ("Would you like to share a secret with your friend Pokso?"), guiding students on identifying unsafe situations, addressing stranger danger and online safety ("Unknown friend request"), ensuring balanced discussions on personal boundaries, and handling students' disclosures about unsafe experiences.

9. Riya and Rescue

Life Skills: Empathy

Core Principles: Mental Health- Emotions/ Feelings | Emotional Intelligence/Quotient: Resilience

Theme: Resilience, Empathy, Emotional Intelligence

Lesson Objectives

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

1. Understand the role of resilience in overcoming challenges.
2. Identify different emotions and their impact on mental well-being.
3. Develop empathy and compassion for people with disabilities.
4. Recognise the role of therapy animals in emotional support.

Lesson Structure

1. Introduction

Warm-up:

- ✓ Ask students: “Have you ever faced a difficult time that made you feel discouraged?” & “How do animals help people emotionally?”
- ✓ Introduce Riya's story—her accident, emotional struggles, and her therapy dog, Rescue.

2. Reading & Discussion

Read-Aloud & Reflection:

- ✓ Read and discuss:
 1. “How did Riya's emotions change throughout the story?”
 2. “What role did Rescue play in her recovery?”
 3. “How did her classmates react, and how did that affect her?”
- ✓ Define Emotional Intelligence (EI): The ability to manage emotions and understand others' feelings.
- ✓ Explain the five key components of EI:
 1. Self-awareness – Understanding our own emotions.
 2. Self-regulation – Managing emotions effectively.
 3. Motivation – Pushing oneself despite challenges.
 4. Empathy – Understanding how others feel.
 5. Social skills – Interacting positively with others.
- ✓ Short Discussion on Therapy Dogs, covering:
 1. What are therapy animals? (Ans: Trained animals that help people emotionally and physically.) Examples: Guide dogs for the visually impaired, therapy dogs in hospitals and schools.
 2. Why did Riya's school allow Rescue to accompany

her?

Teacher's Resources:

- ✓ Sputnik 2 & Laika.
- ✓ Guide dogs.
- ✓ Blind Cricket.
- ✓ The Prevention of Cruelty to Animals Act 1960, The Wildlife (Protection) Act, 1972, and The Prevention of Cruelty to Animals (Slaughter House) rules, 2001.

3. Interactive Activity

- ✓ The paragraphs in the chapter are numbered 1-16 and students are supposed to read and write which feeling or emotion does the paragraph reflect. (page 21)

4. Wrap-Up & Reflection

Recap Key Points:

- ✓ We should be aware of our and other's feelings.
- ✓ Empathy - We should try to experience being in another person's shoes.
- ✓ Quick Reflection: Ask students to complete:
 1. “One thing I learned today is _____.”
 2. “One way I can support someone facing challenges is _____.”

Assign a home task:

- ✓ Listen to the audio story of the chapter (QR embedded).
- ✓ Suggested Reading: Raju and the Jimmi (ISBN: 978-81-237-4538-1).
- ✓ Suggested Viewing: Movie ‘Hachi: A Dog's Tale’ (2009).

Assessment & Evaluation

- ✓ Participation in discussions and understanding of emotions and empathy.

11. A Letter From Doctor Auntie (Part 1) & 12. A Letter From Doctor Auntie (Part 2)

Life Skills: Critical Thinking | Coping with Stress-Emotions

Core Principles: Mental Health & well-being | Emotional Intelligence/Quotient- Resilience | Personal Safety- Abuses

Theme: Personal Safety | Abuse Types | Emotional Intelligence

Lesson Objectives

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

1. Understand different types of doctors and their roles.
2. Recognise what abuse is and the different types of abuse.
3. Identify trusted adults and learn ways to report unsafe situations.
4. Develop critical thinking skills to differentiate between safe and unsafe situations.

Lesson Structure

1. Introduction

Warm-up Discussion:

✓ Ask students: Why do doctors take an oath (Hippocratic Oath)?

2. Reading & Discussion

Read-Aloud & Group Reflection:

✓ Read the chapters and Discuss:

1. "Who is a psychiatrist? How is the mind different from the brain?"
2. "Why is personal safety important?"
3. "How does understanding abuse help in staying safe?"

✓ Explain different types of abuse using real-life examples, such as, Physical (hitting, pushing); Verbal (insults, yelling); Emotional (threats, manipulation); Familial (neglect, lack of care); Sexual (inappropriate touch, comments, or pictures)

3. Interactive Activity

Activity 1: Situation-based Role Playing:

✓ Activity A and B on page 30 and 31 respectively.

4. Wrap-Up & Reflection

Recap Key points:

✓ Quick Reflection: Ask students to complete:

1. "One way I can stay safe is _____."
2. "A trusted adult I can talk to is _____."

Assign a home task:

✓ Write a short letter to a trusted adult (real or imaginary) about how you would report an unsafe situation.

✓ Worksheet: 11.0, 11.1

Assessment & Evaluation

✓ Class participation and homework submission.

13. Crossing the Line & 14. War and Peace

Life Skills: Self Awareness- Personal Boundaries | Critical Thinking | Decision Making

Core Principles: Morals/Values/Ethics- Gender Stereotype Breaking

Theme: Personal Boundaries, Gender Stereotypes, Conflict Resolution

Lesson Objectives

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

1. Understand personal and physical boundaries and why they matter.
2. Recognise the impact of gender stereotypes in society.
3. Identify appropriate ways to resolve conflicts.
4. Develop self-awareness and respect for others' personal space.

Lesson Structure

1. Introduction

Warm-up:

- ✓ Ask students:
 1. "What does it mean to cross a line in a relationship?"
 2. "Have you ever felt uncomfortable because someone came too close or didn't respect your space?"
- ✓ Define personal and physical boundaries and their role in respect and safety.

Quick Activity: "Who's in My Space?"

- ✓ Ask students to stand in a circle.
- ✓ One student walks close to another, and the second student signals when they start feeling uncomfortable.
- ✓ Discuss how boundaries vary for different people and situations.

2. Reading & Discussion

1. Read-Aloud & Reflection

- ✓ Read *and* discuss:
 1. "How did Sana's father feel when his coworker crossed his boundary?"
 2. "Why do different people have different personal boundaries?"
 3. "How do we communicate when someone crosses our boundary?"

2. Understanding Boundaries & Consent

- ✓ Explain that physical boundaries involve personal space and touch.
- ✓ Personal boundaries include how people talk to

us and treat us.

- ✓ Discuss healthy vs. unhealthy boundaries.

3. Gender Stereotypes & Conflict Resolution

- ✓ Discuss examples from history where women were told they couldn't play sports or work in certain jobs.
- ✓ Ask students which approaches (page 35) would they choose to resolve a conflict and why?

3. Interactive Activity

Group Discussion:

- ✓ Yellow box on page 35.
- ✓ Activity B and C on page 36.

4. Wrap-Up & Reflection

Recap Key Points:

- ✓ We must respect each other's personal boundaries.
- ✓ Just like our bodies, our personal space, too, belongs to us.
- ✓ Dialogue is the most effective way of resolving conflict.
- ✓ You must think critically before choosing.
- ✓ Quick Reflection: Ask students to complete:
 1. "One thing I learned today about boundaries is _____."
 2. "One way I can respect someone's personal space is _____."

Assign a home task:

- ✓ Create a timeline of women's achievements in different fields (except sports) as done in the book.
- ✓ Activity D on page 36.
- ✓ Watch animated video of the chapter "War and Peace" (QR embedded).

Assessment & Evaluation

- ✓ Participation in discussion and homework reflection.

Challenges

Discussing personal boundaries and consent ("If you love me, you will let me do it"), addressing body shaming and inappropriate content ("Lewd comments and obscene images in toilets"), guiding students on handling peer pressure and unwanted touch, and ensuring respectful discussions on boundaries and safety.

15. A Mother's Dilemma & 22. Cheating Is Fun, Oh Really

Life Skills: Critical Thinking | Decision Making

Core Principles: Morals/Values/Ethics- Dilemmas

Theme: Decision-Making, Problem-Solving, Ethics

Lesson Objectives

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

1. Understand the concept of dilemmas and ethical decision-making.
2. Identify different perspectives in a conflict.
3. Develop problem-solving and critical-thinking skills.
4. Apply ethical reasoning in real-life situations.

Lesson Structure

1. Introduction

Warm-up:

- ✓ Ask students:
 1. "Have you ever faced a difficult choice where both options had consequences?"
 2. "How do people make decisions when both choices seem right or wrong?"
- ✓ Introduce the story of the mother with twin daughters from the Himalayan village who had to choose which daughter's wish to fulfill.

2. Reading & Discussion

Read-Aloud & Reflection

- ✓ Read and Discuss:
 1. "Why was the mother in a dilemma?"
 2. "Why were both daughters' requests valid but conflicting?"
 3. "What do you think she should have done?"
- ✓ Understanding Dilemmas & Decision-Making
- ✓ Define what an ethical dilemma is? (A choice between two conflicting but reasonable options.)
- ✓ Introduce decision-making strategies:
 1. Weighing Pros & Cons (Listing good and bad effects of each option).
 2. Thinking from Different Perspectives (How will others be affected?).
 3. Using Logical & Emotional Reasoning (Balancing facts with feelings).

Understanding Empathy

- ✓ Discuss how the mother in the story felt for both daughters and struggled to pick sides.
- ✓ How can empathy help in decision-making in real life?

- ✓ Example: A teacher choosing between two students for an award.

3. Interactive Activity

Activity 1: Ethical Choices

- ✓ Give students two hypothetical situations and ask them to choose one side and explain why:
 1. "Your friend is cheating in a test. Do you report them or stay silent?"
 2. "You find a lost wallet. Do you keep it or return it?"
- ✓ Discuss how decision-making is influenced by personal values and emotions.

4. Wrap-Up & Reflection

Recap Key Points:

- ✓ Choosing at times can be very difficult, even for grownups.
- ✓ Quick Reflection: Ask students to complete:
 1. "One thing I learned about decision-making is _____."
 2. "One difficult decision I made was _____, and I chose _____."

Assign a home task:

- ✓ Activity A on page 55.

Assessment & Evaluation

- ✓ Participation in discussion and homework submission.

Challenges

Discussing ethical dilemmas and decision-making ("Have you ever faced a dilemma like the mother of the twin sisters?"), addressing academic dishonesty ("Cheating is fun, oh really?"), guiding discussions on consequences of unethical choices, and ensuring students understand moral responsibility in real-life situations.

16. The Virtual World & 17. Pictures Don't Lie, Oh Really?

Core Principles: Personal Safety- Bullying | Cyber Safety

Theme: Cyberbullying, Fake News, Online Safety

Lesson Objectives

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

1. Understand the different types of bullying, including cyberbullying.
2. Recognise the risks of the virtual world and how to stay safe online.
3. Differentiate between fake news and real information.
4. Apply critical thinking skills to protect themselves and others online.

Lesson Structure

1. Introduction

Warm-up:

- ✓ Ask students:
 1. "How much time do you spend online daily?"
 2. "What do you do when you see something mean or false online?"
- ✓ Explain that today's lesson will focus on how the virtual world affects our real lives.

Quick Activity: Real or Fake?

- ✓ Show students two headlines (one real, one fake). Ask them to guess which one is false and discuss how fake news spreads.

2. Reading & Discussion

Read-Aloud & Reflection

- ✓ Read and Discuss:
 1. "What happened in Chetna Ma'am's computer class?"
 2. "How does cyberbullying differ from other types of bullying?"
 3. "Why do people believe fake news?"

Key Cyber Safety Terms

- ✓ Hacking: Stealing personal data.
- ✓ Phishing: Fake emails/messages to get passwords.
- ✓ Trolling: Posting mean comments repeatedly.
- ✓ Fake News: Spreading false information online.
- ✓ Sexting: Sharing inappropriate images online.
- ✓ Discussion:
 - ✓ Why should we think before we click?
 - ✓ How can we create a safe digital footprint?

3. Interactive Activity

Activity 1: Understanding Types of Bullying

✓ Write on the board:

1. Physical Bullying (hitting, pushing)
2. Verbal Bullying (mean comments, name-calling)
3. Social Bullying (spreading rumours, excluding others)
4. Cyberbullying (online harassment, fake messages, trolling)

✓ Discuss examples and how each type affects people. (Activity A & B on page 38 & 39 respectively)

Group Discussion:

- ✓ "What are the best ways to report or stop cyberbullying?"
- ✓ "How can we verify information before sharing?"

4. Wrap-Up & Reflection

Recap Key Points:

- ✓ Nobody likes bullying behaviour.
- ✓ Bullying is always wrong, regardless of who the bully is.
- ✓ Safety rules for strangers are applicable in the real and the virtual world.
- ✓ Quick Reflection: Ask students to complete:
 1. "One way I can stay safe online is _____."
 2. "One thing I will do if I see cyberbullying is _____."

Assign a home task:

- ✓ Worksheet: 16.0, 16.1, 16.2, 17.0

Assessment & Evaluation

- ✓ Class participation.
- ✓ Understanding of cyber threats and online safety.

18. Pokso Plays Dumb Charades

Life Skills: Effective Communication

Core Principles: Morals/Values/Ethics | Personal Safety- Animals-Dogs/Monkeys

Theme: Communication Skills, Body Language, Listening Skills

Lesson Objectives

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

1. Understand the importance of effective communication.
2. Recognise the role of body language and eye contact in communication.
3. Develop listening and comprehension skills.
4. Apply assertive communication techniques in daily life.

Lesson Structure

1. Introduction

Warm-up Discussion

- ✓ Ask students:
 1. "What is communication?"
 2. "How do we communicate without words?"
 3. "Can you think of a time when you misunderstood something because of poor communication?"
- ✓ Explain that today's lesson will focus on how communication is more than just words and includes body language, tone, and active listening.

Quick Activity: Silent Clues

- ✓ Select a student to act out an emotion (happy, sad, angry, confused) without speaking.
- ✓ Ask others to guess the emotion.
- ✓ Discuss how body language helps in understanding messages.

2. Reading & Discussion

Read-Aloud & Reflection

1. "What was Pokso trying to teach through the game?"
2. "Why did some students struggle to understand his clues?"
3. "How does this relate to real-life conversations?"

Understanding Effective Communication Key Components:

1. Body Language: Standing straight, making eye contact.
2. Tone of Voice: Speaking confidently and clearly.
3. Active Listening: Paying full attention to the speaker.

- ✓ Discuss how Sana's mother ensured Sana listened carefully.

- ✓ Ask: "Why is shouting not effective communication?"

3. Interactive Activity

Activity 1: Charades Game:

- ✓ Divide students into pairs. Each pair enacts one of the following:
 1. Scenario 1: One person explains directions without gestures; the other follows them.
 2. Scenario 2: A student asks for help but does not make eye contact or speak clearly.
 3. Scenario 3: One person tells a short story while the other looks distracted (not listening properly).
- ✓ After the role-play, discuss:
 1. "What was difficult about communicating?"
 2. "How could it be improved?"

Class Discussion:

- ✓ "How can confident body language change how people listen to us?"
- ✓ "Why is listening an important part of communication?"

Teacher's Resources:

- ✓ Rabies: Do's and Don'ts.

4. Wrap-Up & Reflection

Recap Key Points:

- ✓ Always make eye contact when speaking.
- ✓ Use clear and firm words.
- ✓ Listen fully before responding.
- ✓ Avoid distractions like phones or multitasking while communicating.
- ✓ Being confident means looking and sounding sure of what you are saying.
- ✓ Quick Reflection: Ask students to complete:
 1. "One thing I learned today about communication is _____."
 2. "One way I will improve my listening skills is _____."

Assign a home task:

- ✓ Activity on page 43.

Assessment & Evaluation

- ✓ Class participation.

19. Nisha is Courageous

Life Skills: Coping with Emotions

Core Principles: Emotional Intelligence/Quotient: Resilience | Safety: Helplines/Laws | Morals/Values/Ethics: Virtues (Courage)
Theme: Resilience, Child Safety, Courage in Difficult Situations

Lesson Objectives

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

1. Understand the importance of speaking up in unsafe situations.
2. Recognise resilience, bravery, and courage in real-life situations.
3. Identify safe adults and helplines for reporting unsafe incidents.
4. Develop empathy and support for friends facing challenges.

Lesson Structure

I. Introduction (

Warm-up:

- ✓ Ask students:
 1. "What does it mean to be courageous?"
 2. "Have you ever stood up for yourself or someone else in a difficult situation?"

Transition:

Introduce the story of Nisha, who showed courage in the face of a difficult situation.

2. Reading & Discussion

- ✓ Read and Discuss:
 1. "Why was Nisha acting differently?"
 2. "How did Sana support her friend?"
 3. "What do you think about Nisha's decision to speak up?"

Understanding Personal Safety & Reporting Abuse

- ✓ Explain the importance of trusted adults and helplines (Childline 1098, POCSO E-Box).
- ✓ Discuss what to do in unsafe situations:
 1. Say NO
 2. Get Away
 3. Tell a Trusted Adult

3. Interactive Activity

Activity 1: Brave, Courageous, or Resilient?

- ✓ Write three words on the board: Bravery, Courage, Resilience.

- ✓ Ask students to give examples of each from books or real life.

- ✓ Explain (page 46):

1. Bravery: Facing fear in a moment (e.g., saving someone from danger).
2. Courage: Standing up against injustice (e.g., speaking against bullying).
3. Resilience: Recovering from a difficult experience (e.g., overcoming failure).

Group Discussion:

- ✓ "What are the challenges of speaking up?"
- ✓ "How can we support friends in difficult times?"

Teacher's Resources:

- ✓ Poster on 7-step Safety Rules.

4. Wrap-Up & Reflection

- ✓ You will always find someone who believes in you.
- ✓ Quick Reflection: Ask students to complete:
 1. "One way I can show courage in difficult situations is _____."
 2. "A trusted adult I can talk to is _____."

Assign a home task:

- ✓ Suggested Reading: India's Young Heroes, ISBN 978-81-237-1094-5. Write a short paragraph on which of the six stories you liked the most and why.
- ✓ Pin-up Activity on page 47.

Assessment & Evaluation

- ✓ Class participation and homework reflection.

Challenges

Addressing disclosures of abuse ("My uncle has been trying to touch me unsafely"), guiding students on reporting unsafe situations (POCSO E-Box, helpline numbers), managing emotional responses to trauma, ensuring sensitive handling of family disbelief, and fostering resilience and support networks for affected students.

20. A Spooky House

Life Skills: Empathy

**Core Principles: Mental Health & well-being:
Substance abuse | Safety: Helpline/Laws**

Theme: Empathy, Mental Health, Substance Abuse

Lesson Objectives

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

1. Understand the importance of empathy towards people with mental health issues.
2. Recognise the harmful effects of substance abuse.
3. Differentiate between myths and facts about mental illnesses.
4. Develop responsible and kind attitudes towards people facing mental health challenges.

Lesson Structure

1. Introduction

Warm-up Discussion

- ✓ Ask students:
 1. "Have you ever heard scary stories about certain places or people?"
 2. "Why do people make assumptions about those who behave differently?"
- ✓ Explain that today's lesson is about understanding mental health and substance abuse issues rather than fearing or mocking people who suffer from them.

Quick Activity: "Truth vs. Myth"

1. People with mental illness are dangerous. (Myth)
 2. Mental illness is just like physical illness and can be treated. (Truth)
 3. Addiction is a choice, not a disease. (Myth)
- ✓ Have students guess if each statement is true or false and discuss the answers.

2. Reading & Discussion

Read-Aloud & Reflection

- ✓ Read and Discuss:
 1. "Why did the children call it a 'spooky house'?"
 2. "How did their perception of Dinesh Uncle change?"
 3. "What do we learn from the way Arpit and Sana reacted to Rahul's behaviour?"

Understanding Mental Health & Substance Abuse

- ✓ Discuss how mental health is as important as physical health using relatable examples (e.g., visiting a doctor for a cold vs. seeing a psychiatrist for anxiety).
- ✓ Explain substance abuse and how alcohol and drugs

affect a person's mental and physical well-being.

Helplines & Support Systems

- ✓ Introduce Kiran Helpline (1800-599-0019) for mental health support.
- ✓ Explain Tele-MANAS (14416) for free tele-mental health services.
- ✓ Share the importance of seeking help instead of struggling alone.

Teacher's Resources:

- ✓ The Mental Healthcare Act, 2017

3. Interactive Activity

Activity 1: Debate:

- ✓ Activity C on page 49.

Group Discussion:

- ✓ "Why is it important to talk about mental health openly?"
- ✓ "How can we support people with mental health challenges?"

4. Wrap-Up & Reflection

Recap Key Points:

- ✓ Mental health is as important as physical health
- ✓ Quick Reflection: Ask students to complete:
 - 1 "One way I can show empathy towards people with mental health issues is _____."
 - 2 "A trusted adult I can talk to about mental health concerns is _____."

Assign a home task:

- ✓ Activity A & B on page 49.
- ✓ Research task: Find out about the Mental Healthcare Act, 2017, in India.

Assessment & Evaluation

- ✓ Class participation and homework reflection.

21. Johnny Johnny Yes Papa

Life Skills: Critical Thinking

Core Principles: Mental Health & well-being: Adolescence Issues-Substance Abuse | Health: Nutrition/Food Labels/Food Adulteration/Diseases - Medicines

Theme: Sugar Consumption, Healthy Eating, Food Labels

Lesson Objectives

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

1. Understand the impact of excessive sugar consumption on health.
2. Identify hidden sugars in processed foods.
3. Interpret food labels to make healthier choices.
4. Develop mindful eating habits for better nutrition.

Lesson Structure

1. Introduction

Warm-up Discussion

- ✓ Ask students:
 1. "What is your favourite sweet or snack?"
 2. "Do you think all sugar is bad for you?"
- ✓ Introduce the concept of added sugar vs. natural sugar.

Quick Activity: Sugar Guessing Game

- ✓ Show common food items (cola, biscuits, fruit juice, chocolates).
- ✓ Ask students to guess how many teaspoons of sugar each item contains.

2. Reading & Discussion

- ✓ Read and Discuss:
 1. "Why is sugar called a 'slow poison'?"
 2. "How does sugar affect our body over time?"
 3. "What is the role of processed food in unhealthy eating habits?"

Understanding the Impact of Excess Sugar

- ✓ Explain how sugar leads to health problems like obesity, diabetes, and tooth decay.
- ✓ Discuss how processed foods contain hidden sugars under different names (fructose, sucrose, high-fructose corn syrup).

Teacher's Resources:

- ✓ Eat Right School:
<https://fssai.gov.in/eatrightschool/>
- ✓ Diabetes Atlas: <https://www.diabetesatlas.org/en>

- ✓ Internet Search: Calorie Calculator - Mayo Clinic
- ✓ YouTube Search: Hidden sugars in everyday foods.

3. Interactive Activity

Activity 1: Green Light-Red Light:

- ✓ Explain "Eat Sparingly, Moderately, Liberally, and Adequately" concepts.
- ✓ Share the traffic light system for food:
 1. Red: Eat rarely (cola, chips, fast food).
 2. Yellow: Eat sometimes (oily snacks, sweets).
 3. Green: Eat anytime (fruits, vegetables, nuts).
- ✓ Ask the children to create a list of the food they have consumed for the whole week and categorise them into the traffic light system.

4. Wrap-Up & Reflection

Recap Key Points:

- ✓ You are what you eat.
- ✓ Eat to fuel your body, not your emotions.
- ✓ Healthy eating is not an act but a habit.
- ✓ Quick Reflection: Ask students to complete:
 1. "One way I will reduce added sugar in my diet is _____."
 2. "One healthy food I will eat more of is _____."

Assign a home task:

- ✓ Activity A, C, D, E & F.
- ✓ Worksheet: 21.0, 21.1, 21.2

Assessment & Evaluation

- ✓ Class participation and homework submission.
- ✓ Understanding of sugar consumption and health effects.

Challenges

Discussing substance abuse and peer influence ("Johnny Johnny Yes Papa" linked to sugar and addiction), guiding students on reading food labels critically, addressing misconceptions about healthy eating, ensuring sensitive discussions on obesity and diabetes, and balancing awareness without inducing food anxiety.

23. Twinkle, Twinkle Little Star..

Core Principles: Morals/Values/Ethics- Being Responsible/Love for nature/Reduction in carbon footprint

Theme: Celestial Bodies and Light Pollution

Lesson Objectives

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

1. Understand how ancient civilizations used constellations for navigation and storytelling.
2. Identify famous constellations and celestial objects in the night sky.
3. Recognize the impact of light pollution on stargazing and nocturnal wildlife.
4. Explore solutions to reduce light pollution and promote responsible lighting.

Lesson Structure

1. Introduction

Warm-up:

✓Ask students:

- 1."Have you ever looked at the night sky and tried to find shapes among the stars?"
 - 2."Why do you think some people see fewer stars than others?"
- ✓Explain that today's lesson will focus on how the night sky tells stories, how light pollution affects our ability to see stars, and what we can do about it.

2. Reading & Discussion

✓Read and Discuss:

- 1."What are some famous constellations, and what stories do they tell?"
- 2."Why do stars appear as dots in the sky even though they are massive?"
3. "Which two celestial objects can we see as discs instead of dots?" (Answer: The Moon & some planets).

Understanding Light Pollution

- ✓Define light pollution and discuss how artificial lights affect our ability to see the stars.
- ✓Explain how light pollution affects nocturnal animals and migrating birds.
- ✓Ask: "Can you count the stars from your backyard or balcony? How many do you see?"
- ✓Discuss ways to Reduce Light Pollution, such as, turn off unnecessary lights, use shielded light fixtures to direct light downward, join global events like Earth Hour to reduce light pollution, and so on.

✓Activity F on page 58.

3. Interactive Activity

Activity 1: Sky Mapping

- ✓Show a blank night sky image and ask students to draw imaginary shapes using dots as stars.
- ✓Relate this to how ancient cultures created constellations.

Group Discussion:

- ✓"How did ancient sailors and travelers use the stars to navigate?"
- ✓"Why do stars seem to move across the sky?" (Answer: Earth's rotation).

4. Wrap-Up & Reflection

✓Quick Reflection: Ask students to complete:

- 1."One thing I learned about constellations today is _____."
- 2."One way I can help reduce light pollution is _____."

Assign a home task:

- ✓Activity A, B, C, D, E, and G.
- ✓Worksheet: 23.0
- ✓Watch video on 'Fining Pole Star from Cassiopeia & Big Dipper' (QR embedded).

Assessment & Evaluation

- ✓Participation in discussion and sky mapping activity.
- ✓Understanding of constellations and light pollution.
- ✓Homework submission.

24. 7-Step Safety Rule

Life Skills: Critical Thinking | Personal Safety- Touches/Hugs/Kisses/Looks/CSA/Self Defence/Safety Circle/Helplines/Laws

Core Principles: Personal Safety- Touches/Hugs/Kisses/Looks/CSA/Self Defence/Safety Circle/ Helplines/Laws

Theme: Recognising Unsafe Situations, Responding to Danger, Seeking Help

Lesson Objectives

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

1. Understand the 7-Step Safety Rule and its importance.
2. Identify safe and unsafe situations in daily life.
3. Demonstrate assertive communication when dealing with unsafe situations.
4. Recognise the importance of seeking help from trusted adults.

Lesson Structure

1. Introduction

Warm-up:

- ✓ Ask students:
 1. "Have you ever felt uncomfortable in a situation but didn't know what to do?"
 2. "Who do you think are the trusted adults in your life?"
- ✓ Introduce the 7-Step Safety Rule as a simple method to handle unsafe situations.

2. Reading & Discussion

Read Aloud

- ✓ Read and discuss each step:

Step 1: Make and follow safety plans.

Step 2: Be aware of surroundings and body language.

Step 3: Listen to your feelings.

Step 4: Say "NO!" to unsafe behaviour.

Step 5: Get away immediately.

Step 6: Tell a trusted grown-up.

Step 7: Keep telling until someone believes you.

Understanding Body Language & Feelings

- ✓ Ask: "How does body language help in staying safe?"
- ✓ Demonstrate confident vs. fearful body language.

Helplines

- ✓ Child Helpline: 1098
- ✓ National Cyber Crime Reporting Portal:

<https://cybercrime.gov.in/>

✓ POC SO E-Box: <https://ncpcr.gov.in/>

✓ National Commission for Protection of Child Rights: 9868235077, 1800115455

✓ National Disaster Response Force: 9711077372

Teacher's Resources:

- ✓ Poster on School Safety Policy.

3. Interactive Activity

✓ **Activity A on page 60**

✓ **Classroom Pledge:** "I will always listen to my feelings and seek help when needed."

4. Wrap-Up & Reflection

Recap Key Points:

- ✓ If we are confident, there is less chance that we will get into trouble.
- ✓ It is okay to run away when you are scared.
- ✓ We can always talk about anything with our loved and trusted ones.
- ✓ No one can help you if you lie. When you lie, no one believes you, and when no one believes you, how can anyone help you?
- ✓ Quick Reflection: Ask students to complete:
 1. "One new thing I learned today is _____."
 2. "One way I will stay safe is _____."

Assign a home task:

- ✓ Activity B on page 62
- ✓ Worksheet: 24.0

Assessment & Evaluation

- ✓ Class participation and homework reflection.

25. Water and Water Everywhere but..

Core Principles: Health- Germs-Diseases- Medicines | Personal Safety/Emergency- Water Borne Diseases | Morals/Values/Ethics- Love for nature

Theme: Water Conservation, Water Pollution, and Waterborne Diseases

Lesson Objectives

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

1. Understand the importance of clean drinking water and its scarcity.
2. Recognise different types of water contamination and their effects on health.
3. Identify water purification methods and ways to prevent waterborne diseases.
4. Develop an awareness of water conservation and sustainable management practices.

Lesson Structure

1. Introduction

Warm-up:

✓ Ask students:

1. "Where does your drinking water come from?"
 2. "Do you always drink purified water?"
 3. "What happens if we drink contaminated water?"
- ✓ Share the story from the chapter about the students drinking pond water and getting sick.

2. Reading & Discussion

Read-Aloud & Reflection:

1. "Why did the students fall sick after drinking the pond water?"
2. "What diseases can be caused by consuming contaminated water?"
3. "What steps should we take to ensure safe drinking water?"

Understanding Waterborne Diseases

- ✓ Explain common waterborne diseases, such as, Diarrhoea & Cholera (caused by bacteria-contaminated water), Typhoid (spread through unclean drinking water), Hepatitis A (viral infection due to polluted water), and so on.
- ✓ Discuss symptoms and prevention measures.

Water Conservation & Sustainable Practices

- ✓ Explain how rainwater harvesting can help conserve water.

✓ Show examples of traditional stepwells and reservoirs used in India.

✓ Discuss How We Waste Water Daily, such as, brushing with the tap open, overusing water for washing cars/clothes, leaky taps and pipelines, etc.

✓ Encourage students to pledge to reduce water wastage.

Teacher's Resources:

✓ Climate-neutral pledge by UN:

<https://climatepledge.global>

✓ Ramsar Convention

3. Interactive Activity

Activity 1: Water Purification Methods

✓ Show a simple water purification model using:

1. Sand and charcoal filter

2. Boiling method

3. Water purifying tablets

✓ Discuss advantages and limitations of different purification methods?

4. Wrap-Up & Reflection

Recap Key Points:

✓ The World Migratory Bird Day is on the second weekend of May every year.

✓ 22 March is marked as World Water Day. It focuses on the importance of freshwater and sustainable management of freshwater resources.

✓ Quick Reflection: Ask students to complete:

1. "One way I will save water at home is _____."

2. "A method I will use to purify water is _____."

Assign a home task:

✓ Activities A to H

✓ Worksheet: 25.0, 25.1

Assessment & Evaluation

✓ Class participation in discussion and water purification activity.

✓ Understanding of waterborne diseases and prevention methods.

✓ Homework submission.

26. Earth, Our Only Home in the Universe

Core Principles: Morals/Values/Ethics- Being Responsible/Love for nature/Reduction in carbon footprint

Theme: Climate Change, Global Warming, and Environmental Conservation

Lesson Objectives

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

1. Understand the causes and consequences of climate change.
2. Recognise the impact of human activities on global warming.
3. Identify ways to reduce carbon footprint and adopt sustainable practices.
4. Explore historical and current environmental conservation efforts.

Lesson Structure

1. Introduction

Warm-up:

✓ Ask students:

1. "What do you think is the biggest environmental problem today?"
2. "How does climate change affect our daily lives?"

Transition:

Introduce the key idea: We are the first generation to feel climate change and the last who can do something about it.

2. Reading & Discussion

Read-Aloud & Reflection

1. "How have natural disasters changed due to climate change?"
2. "What role did the HAM radio operators play during the floods in the story?"
3. "Why is the Earth considered unique in the solar system?"

Understanding Climate Change

- ✓ Explain the difference between natural climate change and human-caused climate change.
- ✓ Discuss the domino effect of environmental damage: Deforestation → Loss of biodiversity → Increase in carbon dioxide → Global warming.
- ✓ Show how human activities accelerate climate change (fossil fuels, industrial pollution, deforestation).

Environmental Conservation Efforts

✓ Historical Actions:

1. The Montreal Protocol (reduced ozone depletion).
 2. The Kyoto Protocol (global commitment to reduce greenhouse gases).
 3. The Paris Agreement (climate action plan for nations).
- ✓ Sustainable solutions, like, shift to renewable energy sources (solar, wind), reduce single-use plastics, promote reforestation and afforestation, etc.

Teacher's Resources:

- ✓ NDRF helpline: 9711077372
- ✓ National Institute of Amateur Radio: <https://www.niar.org/>
- ✓ Cosmic Calendar
- ✓ Exoplanet Kepler-452b

3. Interactive Activity:

Activity 1: Climate Change Quiz:

✓ True or False:

1. The Earth's average temperature is rising faster than ever before. (True)
2. Deforestation has no effect on climate change. (False)
3. The burning of fossil fuels is a major contributor to global warming. (True)

Group Discussion:

- ✓ "Who has a higher carbon footprint—rural farmers or city dwellers?"
- ✓ "How can we reduce our daily carbon footprint?"

4. Wrap-Up & Reflection

Recap Key Points:

- ✓ We are the first generation to feel the effect of climate change and the last generation who can do something about it.
- ✓ The greatest threat to our planet is the belief that someone else will save it.
- ✓ Earth does not belong to us; we belong to the earth.
- ✓ What you do makes a difference, and you have to decide what kind of difference you want to make.
- ✓ Only when the last tree has died and the last river has been poisoned, and the last fish has been caught will we realise we cannot eat money.
- ✓ Global warming causing climate change may be 74 the ultimate issue that unites us all.

Assign a home task:

- ✓Activities A to J on page 73-74.
- ✓Recycled Art: Ask students to collect various recyclable materials (cardboard, plastic bottles, paper scraps) and create art projects using these materials.
- ✓Worksheet: 26.0, 26.1, 26.2
- ✓Suggested Reading: Pollution (ISBN: 978-81-237-1080-8). Find out who is Jacinta Kerketta from Jharkhand and what kind of poems she write.
- ✓Pin-up activity on page 74.

Assessment & Evaluation

- ✓Class participation and homework submission

Lesson Plan Template

Cues for Lesson Plans:

The portions of the 7 core principles and their derivatives, 11 key aspects and 10 life skills covered in each chapter in the workbooks are mentioned as margin notes in small fonts at the start of each chapter. Besides, the key messages in each chapter are mentioned as footnotes. They all help teachers modify or develop the last mile connectivity, i.e., lesson plans.

Timetable Periods Distribution:

To teach the workbooks, the school must appoint a teacher as the Project CACA coordinator. The coordinator can be a teacher of life skills, value education, or English literature. The school counsellor can also be the coordinator. The coordinator has to go through all the workbooks.

- ✓ The workbooks can be taught in 60 to 90 periods depending upon how a school distributes the chapters between school and home.
- ✓ The second step is marking chapters in each workbook that children will read at home with their parents/grandparents.
- ✓ The third step is marking chapters in each workbook that children will read at home by themselves.
- ✓ Activities and questions for chapters covered at home can be discussed, performed or analysed in the classroom later.
- ✓ The fourth step is to blend the chapters to be covered in the school with existing timetable periods of English, EVS, Science, Maths, Social Science, Physical Education, Computer Science and Dance. So, no separate periods are required for such chapters. If it cannot be done, then at least help from these subject teachers must be taken in lesson plan development.
- ✓ All the remaining chapters can be covered in the Life Skills and Value Education periods.
- ✓ The first chapter in each workbook is titled “Say Hello”, and the last chapter is on emergencies. These two chapters are to be

taught in school.

For instance, the chapter, “Internet, the Biggest Neighbourhood,” is about cyber safety and can be blended with the computer period.

Templates:

We now discuss 9 templates in Excel formats that can be downloaded from the *Children's Safety Workbook* option given under the *Resources* section on the Project's website <http://projectcaca.org/children-safety-workbooks/> These templates help in structuring lesson plans and timetable periods for the workbooks. One can modify the entries according to one's suitability and can also generate new templates.

- a. Template-1 distributes workbook chapters between school and home. It also mentions whether online supplementary worksheets are available or not and showcases the methodology of the workbook's chapters, like poems, picture stories, letters, etc.
- b. Template-2 correlate each workbook chapter with a curriculum matrix comprising core principles, life skills and their derivatives.
- c. Template-3 showcases the 11 key aspects of CSA prevention and their learning areas.
- d. Template-4 correlates and categorises the key messages to various core principles, life skills, their derivatives, and CSA prevention aspects.
- e. Template-5 showcases 21st-century life skills as per NEP 2020.
- f. Template -6 showcases 21st century values.
- g. Template-7 correlate each workbook chapter with a curriculum matrix comprising core principles, life skills and their derivatives.
- h. Template-8 showcases various types of resources embedded in each workbook, chapter-wise.
- I. Template-9 showcases various types of resources embedded in Page 74 of each workbook.





The Children's Safety Workbooks are Project CACA's core instrument. The project also offers webinars for parents, teachers, support staff, and various other resources like companion booklets. It emphasizes the importance of collaboration, trust-building, and responsibility among parents, grandparents, teachers, and support staff. The resources, accessible via QR codes, include a **Pink** Book (Teacher's Manual) and **Blue, Green,** and **Red** Booklets for teachers, parents, and non-teaching staff. The **Blue** Booklet is available for parents, while the **Red** Booklet is for non-teaching staff, and both are offered in English, Hindi, and regional languages. These resources can also be found at www.projectcaca.org and accessed by scanning the QR codes with a smartphone.

Character Canvas



Children Worksheets Catalogue



Posters Catalogue



Teacher's Manual - Pink Book



Parents/ Teachers - Green Booklet



Parents/Teachers - Blue Booklet



Support-Staff - Red Booklet

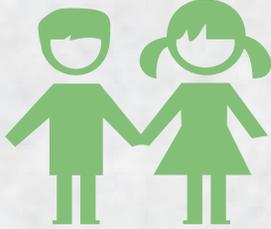
English अंग्रेजी	Assamese অসমীয়া	Bengali বাংলা	Gujarati ગુજરાતી
Hindi हिन्दी	Kannada ಕನ್ನಡ	Kashmiri کٲشٲر	Malayalam മലയാളം
Marathi मराठी	Odia ଓଡ଼ିଆ	Punjabi ਪੰਜਾਬੀ	Tamil தமிழ்
Telugu తెలుగు	Urdu اردو	Garo	Khasi

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Children Against Child Abuse

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



Children Empowered
15,00,000+



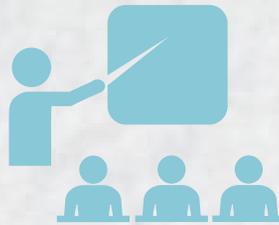
Families Empowered
14,00,000+



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