



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 ଥିଓଡ଼ା କାର୍ଯ୍ୟପୁସ୍ତିକା

میری حفاظتی کتاب

ମାଝି ସୁରକ୍ଷିତା କାର୍ଯ୍ୟପୁସ୍ତିକା

ମୋର ସୁରକ୍ଷା କାର୍ଯ୍ୟପୁସ୍ତିକା

আমার নিরাপত্তা কার্য পুস্তক

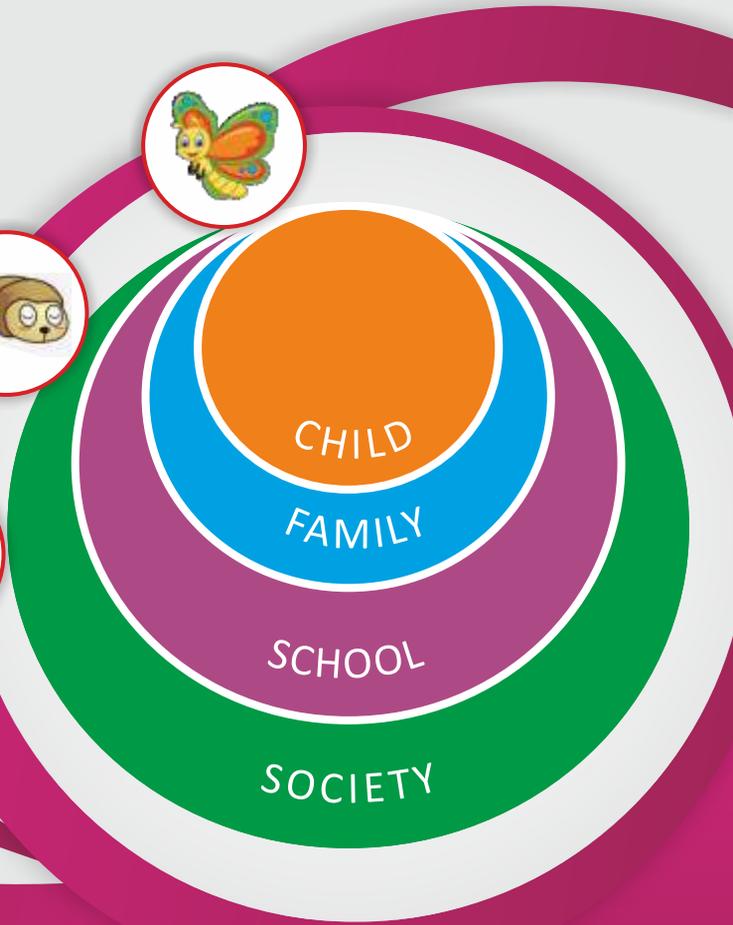
ମେରୀ ସୁରକ୍ଷା କାର୍ଯ୍ୟପୁସ୍ତିକା

ನನ್ನ ಸುರಕ್ಷತಾ ಕಾರ್ಯ ಪುಸ್ತಕ

എന്റെ സുരക്ഷാ വരിക്കുസ്തക

Angni Naljokanina Ka·ani Ki·tap

எனது பாதுகாப்பு பணிப்புத்தகம்



UKG to Class IX

CACA Safety Workbooks

Prevention is Better than Cure

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

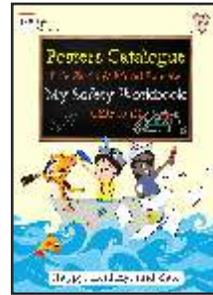


My Eighth Safety Workbook

IX

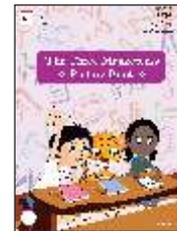


My Ninth Safety Workbook

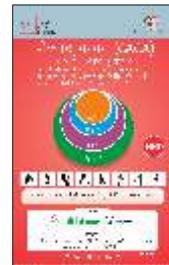


Posters

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



OLYMPIAD - A National Quiz for School Students

Parent Organisation



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. Getting To Know Your 'Self'

Life Skills: Decision Making | Critical Thinking | Self Awareness- Self Esteem | Empathy

Core Principle: Mental Health & well-being: Adolescence Issues | Personal Safety

Theme: Personal Development

Learning Objectives:

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

1. Identify changes that occur during adolescence and how they impact emotions, friendships, and responsibilities.
2. Understand the importance of self-awareness and self-respect.
3. Recognise the role of decision-making and communication in handling changes.
4. Develop empathy and critical thinking through real-life comparisons and personal experiences.
5. Learn how to navigate new feelings and emotions in a healthy way.

Lesson Structure:

1. Introduction

Warm-Up: "What's in a Name?"

Ask each student to introduce themselves by sharing their full name, a nickname they have (if any), who gave them that nickname.

Discussion:

- ✓ How do you feel when someone calls you by your nickname?
- ✓ How do names and identities change as we grow up?

Connect to the Story:

Introduce the characters Sana, Arpit, and Pokso and discuss how they felt about their names in school vs. at home.

Transition:

"Sana, Arpit, and Pokso faced changes in their school life. Let's see how they adapted and what we can learn from them!"

2. Story Reading & Discussion

Read Aloud:

- ✓ Read sections from the chapter, focusing on changes in the characters' lives.
- ✓ List the changes they experienced:
 1. Physical changes (height, voice, body changes).

2. Emotional changes (mood swings, self-doubt).
3. Social changes (new friendships, different interests).

Guided Discussion:

1. "What changes did the three friends experience in school?"
2. "How did they feel about these changes?"
3. "Why do you think they felt uncomfortable in certain situations?"
4. "Have you ever felt like them? How did you handle it?"

Key Takeaway:

- ✓ Changes are a natural part of growing up.
- ✓ It's okay to feel happy, nervous, or confused.
- ✓ Talking to trusted people helps us adjust.

Teacher's Resources:

- ✓ Paralympics: Sports for disabled people.

3. Interactive Activity

Activity 1: "Growing Up Timeline" (Reflection Exercise: Activity A on page 3)

- ✓ Give students a Then vs. Now worksheet to fill in:
 1. One thing they used to like but don't anymore.
 2. One thing they couldn't do before but can do now.
 3. One responsibility they have now that they didn't have before.
 4. One change they found difficult and how they adapted.

Discussion:

- ✓ How does growth feel different for everyone?
- ✓ What do we learn from change?

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Change is normal and constant. It is okay to have mixed emotions about growing up.
- ✓ Self-awareness and self-respect help us adjust.
- ✓ Friends and family support us through challenges.
- ✓ A person below the age of 18 years is a child, sometimes also called a minor or a juvenile, and a person in the age group 13 to 19 years is a teenager.
- ✓ To know myself, I will have to first understand the changes that others and I are going through.
- ✓ I know the rules and my responsibilities.
- ✓ To know others, we have to know ourselves first.
- ✓ You're braver than you believe, stronger than you

seem, and smarter than you think.

✓Quick Reflection: “What’s one thing you learned today about handling change?”

Assign a home task:

✓Comparison Chart: “Change Through Generations”:
Create a comparison chart for three generations (student, parents, and grandparents) in areas like:

- 1.Communication (letters vs. texts)
- 2.Education (chalkboards vs. smartboards)
- 3.Hobbies (outdoor games vs. video games)

✓Worksheet: 1.0, 2.0

✓Activity D on page 3

✓Activities A to F on page 5 and 6.

Assessment & Evaluation:

✓Class participation and homework submission.

Challenges:

Discussing adolescent emotional changes (“Arpit does not like when someone enters his room without knocking”), guiding students on privacy and boundaries (“Sana dislikes her mother reading her messages”), addressing body image concerns and self-perception, managing self-esteem issues related to puberty, and ensuring sensitive discussions on growing up and friendships.

3. Arpit Gets Angry

Core Principle: Emotional Intelligence/Quotient: Anger Management | Morals/Values/Ethics: Civic Nationalism

Theme: Managing Emotions and Conflict Resolution

Learning Objectives:

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

1. Identify emotions like anger and frustration and understand their causes.
2. Recognise the impact of anger on relationships and self-esteem.
3. Learn effective strategies for expressing and managing anger.
4. Develop problem-solving skills through decision-making and negotiation.
5. Engage in self-reflection and understand the importance of communication in resolving conflicts.

Lesson Structure:

1. Introduction

Warm-Up: “The Last Time I Was Angry”

- ✓ Ask students to think about a recent time they felt angry or frustrated.
- ✓ In pairs, they discuss what happened, how did they react and what was the outcome?

Discussion Questions:

- ✓ Was your anger helpful or harmful?
- ✓ What would you do differently if it happened again?

Connect to the Story:

✓ Introduce the characters Arpit and Jyoti, and their frustration when they were not selected for the Western dance competition.

Transition:

“Like Arpit and Jyoti, we all experience anger. Today, we will learn how to manage it positively and use communication to solve problems.”

2. Story Reading & Discussion

Read Aloud:

- ✓ Arpit and Jyoti's disappointment.
- ✓ How their anger affected their friendships.
- ✓ How Arpit resolved his feelings by talking to his father and negotiating with his teacher.

Guided Discussion:

1. “What triggered Arpit's anger?”
2. “How did Arpit and Jyoti express their frustration?”
3. “How did their anger impact their relationships with friends and family?”
4. “What steps did Arpit take to resolve his problem?”
5. “What lesson can we learn about managing anger?”

Key Takeaway:

- ✓ Anger is a normal emotion but needs to be expressed constructively.
- ✓ Talking to trusted people and using calm communication helps resolve conflicts.
- ✓ Taking action (instead of blaming or making assumptions) is a healthier approach.
- ✓ When I get angry, I can clearly tell what I am angry about and learn to express my anger in an appropriate way.

Teacher's Resources:

- ✓ SPIC MACAY: <https://spicmacay.org/>
- ✓ Poster on Dance Forms of India.

3. Interactive Activities

Activity 1: “The Negotiation Challenge” (Critical Thinking & Communication Practice)

- ✓ Present situations where students must negotiate a solution (e.g., persuading a teacher for a second chance, resolving a fight with a sibling).
- ✓ Use Arpit's negotiation with his dance teacher as an example.
- ✓ Discussion:
 1. What are the steps to successful negotiation?
 2. How does staying calm improve communication?

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Anger is natural but must be expressed in a healthy way.
- ✓ Talking and negotiating can help solve problems.
- ✓ Emotional awareness helps in building strong relationships.
- ✓ When I get angry, I can clearly tell what I am angry about and learn to express my anger in an appropriate way.

Quick Reflection:

“What's one thing you learned today about handling anger?”

Assign a home task:

Personal Toolkit: “My Calm Down Kit”:

- ✓Students create a **“Calm Down Kit”** filled with
- ✓strategies they can use when they feel upset.
- ✓Ideas for the Kit:
 - 1.Deep breathing techniques (parents can teach their favorites).
 - 2.A list of calming activities (music, drawing, journaling).
 - 3.A reminder note from a family member with encouraging words.
 - 4.Parents add one positive message in the kit for when the child is feeling upset.
- ✓Worksheet: 3.0
- ✓Listen to the audio story of the chapter. (QR embedded)
- ✓Activity B on page 8

Assessment & Evaluation:

- ✓Class Participation and homework submission.

Challenges:

Discussing anger management (“Jyoti's outburst”), guiding students on handling disappointment and self-worth (“Arpit was upset about not being selected”), addressing peer reactions to anger, and fostering healthy emotional expression and conflict resolution.

4. Vasudhaiva Kutumbakam

Life Skills: Critical Thinking

Core Principle: Morals/Values/Ethics

Theme: Global Citizenship

Learning Objectives:

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

1. Understand the meaning of Vasudhaiva Kutumbakam and how it applies in today's world.
2. Identify how food, languages, religions, and cultures have travelled and influenced each other over time.
3. Appreciate global diversity while recognising similarities among cultures.
4. Develop critical thinking and empathy by exploring how societies evolve through exchanges.
5. Engage in real-life connections with family members to learn about cultural diversity.

Lesson Structure:

1. Introduction

Warm-Up: "How Far Has My Culture Travelled?"

✓ Ask students: Think of a food, word, or tradition that you thought was originally from your culture.

Discussion:

- ✓ Where do potatoes, apples, and muskmelons actually come from? (Discuss the chapter's explanation of food origins: Peru, Kazakhstan, and Persia).
- ✓ How do languages borrow words from each other? (e.g., Tamil and Korean similarities, Sanskrit's influence on European languages).

Connect to the Story:

Introduce the concept of Vasudhaiva Kutumbakam (*The world is one family*).

Transition:

"Throughout history, people have migrated, traded, and shared knowledge. Let's explore how we are all connected through cultures, languages, and traditions."

2. Story Reading & Discussion

Read Aloud:

- ✓ Food origins and migration (potatoes from Peru, apples from Kazakhstan).
- ✓ Language connections (words in Tamil and Korean,

Sanskrit's link to Latin and Greek).

- ✓ Religious and cultural exchanges (Christianity's arrival in India, similarities in mythologies like Noah's Ark and Matsya Puran).

Guided Discussion:

1. "What does Vasudhaiva Kutumbakam mean? How does it relate to our daily lives?"
2. "Can you think of any food, tradition, or language that has travelled across cultures?"
3. "How do festivals and celebrations reflect cultural exchanges?"
4. "What role do migration and trade play in shaping our world?"

Key Takeaway:

- ✓ Culture is constantly evolving through exchanges.
- ✓ We are more connected than we realise through shared traditions, languages, and beliefs.
- ✓ Respecting diversity helps us grow as individuals and as a society.

Teacher's Resources:

- ✓ Rosetta Stone (page 12)

3. Interactive Activity

Activity 1: "Global Word Hunt" (Creative Exploration)

- ✓ Write down ten English words on the board that originate from other languages (e.g., 'pyjama' from Hindi, 'guru' from Sanskrit, 'loot' from Hindi).
- ✓ Students guess the language and research how the word travelled across cultures.
- ✓ Discussion: How does language evolve over time?

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ The world has always been interconnected.
- ✓ Cultural exchange happens through food, language, religion, and trade.
- ✓ Respecting diversity makes us more inclusive and open-minded.
- ✓ My religion is very simple. It is kindness.
- ✓ A friendly study of the world's religions is a sacred duty.
- ✓ Quick Reflection: "What's one thing you learned today about how cultures influence each other?"

Assign a home task:

Family Activity: “Language Detective”

- ✓Students ask their grandparents about words or phrases they use that might have foreign origins.
- ✓Compare these with modern words in English or other languages.
- ✓Write a mini-dictionary of words that show language connections.
- ✓Worksheet: 4.0
- ✓Activity A & B on page 12.

Assessment & Evaluation

- ✓Class participation and homework submission.

5. Human Body Is Like A Machine, but...

Life Skills: Self Awareness- Private Parts | Personal Boundaries | Body Ownership | Critical Thinking

Core Principle: Morals/Values/Ethics

Theme: Global Citizenship

Learning Objectives

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

1. Differentiate between the human body and machines, understanding their unique characteristics.
2. Explain the role of the brain, mind, and cognition in human intelligence.
3. Recognise the importance of self-awareness, body ownership, and personal boundaries.
4. Explore the role of Artificial Intelligence (AI) in comparison to human intelligence.
5. Reflect on the ethical considerations of human and machine interactions.

Lesson Structure

1. Introduction

Warm-Up: “Are We Like Machines?”

✓ Ask students: Think of a machine that performs a function similar to a human activity (e.g., a camera for eyes, a speaker for voice).

Discussion:

- ✓ How are humans different from machines?
- ✓ What do machines lack that humans have? (Feelings, consciousness, growth, ability to think critically).

Connect to the Story:

Introduce the idea presented in the chapter: “Our body is like a machine, but we are much more than machines.”

Transition:

“Let’s explore how our bodies function and why we are different from the machines we create.”

2. Story Reading & Discussion

Read Aloud:

- ✓ Differences between humans and machines (humans can think, feel, and grow; machines cannot).
- ✓ The role of the brain and mind in emotions, decision-making, and intelligence.
- ✓ AI vs. Human Intelligence – how AI can process data

but lacks feelings and consciousness.

Guided Discussion:

1. “Why do we compare the human body to a machine?”
2. “What makes the human brain different from artificial intelligence?”
3. “What is the role of cognition in learning and decision-making?”
4. “Why is self-awareness important in understanding our personal boundaries?”
5. “Should there be ethical rules for AI like Asimov’s Laws of Robotics? Why or why not?”

Key Takeaway:

- ✓ Humans are unique because of their consciousness, emotions, and decision-making abilities.
- ✓ Machines and AI can assist but cannot replace human intelligence.
- ✓ Understanding self-awareness and personal boundaries helps in maintaining safety and well-being.

Teacher’s Resources:

- ✓ Internet search: Colour blindness, American Academy of Ophthalmology

3. Interactive Activity

Activity 1: “AI Ethics Debate”

- ✓ Scenario: Imagine a world where robots take over most human jobs and decision-making.
- ✓ Groups:
 1. Pro-AI Group – Argue that AI improves efficiency and reduces errors.
 2. Anti-AI Group – Argue that AI lacks human qualities like empathy and moral judgment.
- ✓ Discussion:
 1. Should there be laws limiting AI’s role in human life? (Activity B on page 15)
 2. How can humans and AI work together ethically?
 3. Think about distinct differences between AI and humans. (Activity A on page 15)

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Humans and machines are similar in function but different in consciousness.
- ✓ Cognition and emotions make us unique from AI.
- ✓ Personal boundaries help us maintain self-respect

and safety.

- ✓We are guided by feelings.
- ✓Abuse, no matter who the abuser, is always wrong.
- ✓Each and everyone's physical and personal boundaries are to be respected.
- ✓Quick Reflection: "What's one thing you learned today about being human?"

Assign a home task:

- ✓Research: "Human vs. AI in My Family"
Create a timeline or collage showing how AI and machines have changed everyday life across generations.
- ✓Worksheet: 5.0
- ✓Activity C on page 15
- ✓**Suggested Viewing:** YouTube Search: Rubber Hand Illusion

Assessment & Evaluation

- ✓Class participation and homework submission.

Challenges

Discussing body autonomy and private zones ("Private parts are only for us"), guiding students on artificial intelligence vs. human emotions ("Machines don't have feelings"), addressing critical thinking about personal boundaries, and ensuring sensitive discussions on consent, safety, and personal space.

6. All About Communication

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

Theme: Verbal and Non-Verbal Communication

Learning Objectives

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

1. Understand different forms of communication, including verbal, non-verbal, and written.
2. Identify the role of body language and gestures in effective communication.
3. Explore how animals and humans communicate across cultures and history.
4. Recognise the importance of clear, firm, and confident communication in daily life.
5. Develop self-awareness and assertiveness in expressing their thoughts and emotions.

Lesson Structure

1. Introduction

Warm-Up: “What’s Your Favourite Way to Communicate?”

✓Ask students:

1. How do you usually communicate with your friends and family?
2. Do you prefer texting, talking, writing, or using gestures? Why?

Discussion:

1. Show examples of different communication methods (e.g., ancient fire signals, letters, emails, social media).
2. Ask students to imagine a world without language—how would they communicate?

Connect to the Story:

Introduce the concept: “Communication is not just about talking. We communicate in many ways, just like animals, gestures, and technology.”

Transition:

“Let’s explore how communication has evolved and why being a good communicator matters in life.”

2. Story Reading & Discussion

Read Aloud:

- ✓Animal communication (how dogs wag tails, how bees dance, how birds sing).
- ✓Non-verbal communication (body language, facial expressions, gestures).

- ✓The importance of confidence in communication (eye contact, standing tall, speaking clearly).

Guided Discussion:

1. “How do animals communicate without words?”
2. “Why is body language important in communication?”
3. “What makes a person a confident communicator?”
4. “How does miscommunication happen, and how can we avoid it?”
5. “Have you ever struggled to express something? How did you handle it?”

Key Takeaway:

- ✓Communication is more than words—our tone, expressions, and gestures matter.
- ✓Animals and humans communicate in unique ways across cultures.
- ✓Confidence, clarity, and awareness make us better communicators.

Teacher’s Resources:

- ✓Internet search: Birds of Paradise Project - Cornell Lab of Ornithology, Cornell University.

3. Interactive Activity

Activity 1: “Dumb Charades” (Non-Verbal Communication Challenge)

- ✓Divide the class into two teams.
- ✓One student from each team picks a communication method (e.g., anger, excitement, fear) and acts it out without speaking. The team must guess the message.
- ✓Discussion:
 1. How do facial expressions and gestures help in understanding others?
 2. Can we always rely on body language? Why or why not?

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓Communication includes words, body language, tone, and expressions.
- ✓Animals communicate in fascinating ways, just like humans.
- ✓Being clear, confident, and aware makes communication more effective.
- ✓You should respect others, and also have respect for yourself.
- ✓To be assertive means to express your feelings and

views firmly and confidently, without insulting the other person or becoming violent with them.

✓Quick Reflection: “What’s one thing you learned today about communication?”

Assign a home task:

- ✓Worksheet: 6.0
- ✓Activity A on page 18

Assessment & Evaluation

✓Charades Performance to assess understanding of non-verbal cues.

Challenges

Guiding students on interpreting body language (“Everything we do sends messages”), addressing self-confidence issues (“Making eye contact shows confidence”), explaining assertive communication (“Say ‘No’ clearly, firmly, and surely”), ensuring sensitivity in discussing personal space, and balancing awareness-building without inducing anxiety.

7. Law and Child Rights, 8. A Message From the Father of the Nation & 10. An Open Letter

Life Skills: Critical Thinking

Core Principle: Child Rights- Rights & laws | Morals/Values/Ethics

Theme: Civic Education, Understanding Child Rights and Responsibilities

Learning Objectives

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

1. Understand child rights and responsibilities as outlined in national and international laws.
2. Identify key laws that protect children from exploitation, abuse, and discrimination.
3. Explore real-life cases where child rights were upheld or violated.
4. Develop critical thinking by debating the balance between rights and responsibilities.
5. Reflect on their role in promoting child rights in their community.

Lesson Structure

1. Introduction

Warm-Up: "What Are My Rights?"

- ✓ Ask students: What do you think are the basic rights every child should have?
- ✓ Write responses on the board (e.g., education, safety, food, freedom of expression).

Discussion:

- ✓ Explain that child rights are protected by laws, including the Right to Education Act, POCSO Act, Child Labour Laws, and International Human Rights Conventions.

Connect to the Story:

Introduce the topic by saying: "While we all have rights, we also have responsibilities. Today, we will explore the laws that protect children and how we can ensure they are upheld."

2. Story Reading & Discussion

Read Aloud:

- ✓ Child Labour Laws (The Child Labour Prohibition Act).
- ✓ Education Rights (The Right of Children to Free and Compulsory Education Act).
- ✓ Safety and Protection (POCSO Act, Juvenile Justice Act, Prohibition of Child Marriage Act).
- ✓ The balance between rights and responsibilities.

Guided Discussion:

1. "Why do we need laws to protect children?"
2. "How do different child protection laws work?"
3. "What happens when child rights are violated?"
4. "Can you think of any real-life examples where these laws were applied?"
5. "Why is it important for children to understand their rights and responsibilities?"

Key Takeaway:

- ✓ Rights come with responsibilities—understanding the law helps in creating a safe and fair society.
- ✓ Awareness of laws empowers children to protect themselves and others.
- ✓ Governments and communities must work together to uphold child rights.

3. Interactive Activities

Activity on page 20 and 24.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Laws exist to protect children, but awareness is key.
- ✓ Understanding rights and responsibilities helps create a safer world.
- ✓ We all have a role in ensuring child rights are respected.
- ✓ 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.
- ✓ If people are good because they fear punishment, and hope for a reward, then we are a sorry lot indeed.
- ✓ Quick Reflection: "What's one child right you think is most important?"

Assign a home task:

- ✓ "Child Rights Through Generations": Students interview their parents and grandparents about:
 1. What was childhood like in their time?
 2. Were children's rights respected or ignored?
 3. How have laws changed to protect children today?
 4. Create a comparison chart showing past vs. present child rights.
- ✓ Worksheet: 7.0, 7.1, 8.0
- ✓ Activity C on page 21
- ✓ **Suggested Reading:** Bapu (ISBN 978-81-237-1026-

6)

Assessment & Evaluation

- ✓Class participation and homework submission.
- ✓Learning about child rights.

Challenges

Discussing child rights and legal protections (“The right not to be separated from parents”), guiding students on sensitive laws like POCSO and child labour, addressing ethical dilemmas in discipline and punishment, and ensuring balanced discussions on responsibilities alongside rightssitivity in discussing personal space, and balancing awareness-building without inducing anxiety.

9. 999,999 v/s 999, 11. Chandala, the Surgeon, 12. Us v/s Them, 13. Why Love One and Eat the Other & 14. Fingers v/s Thumbs

Life Skills: Critical Thinking | Empathy

Core Principle: Morals/Values/Ethics- Utilitarian Principle | Dignity of Work

Theme: Mathematical Skills, Logical Reasoning and Morals

Learning Objectives

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

1. Understand how mathematical thinking applies to real-life ethical dilemmas.
2. Develop critical thinking skills to analyse situations where logic and morality intersect.
3. Explore the concept of utilitarianism—balancing what is good for the majority vs. what is fair for all.
4. Recognise biases and prejudices in decision-making.
5. Engage in discussions about fairness, justice, and empathy using mathematical reasoning.

Lesson Structure

1. Introduction

Warm-Up: “Math in Real Life”

✓ Ask students:

1. Can you think of a real-life situation where math is used in decision-making?
2. How does logic help in problem-solving?
3. Can moral decisions be made using numbers?

Discussion:

Introduce the concept of math in ethics—how numbers influence choices (e.g., resource distribution, justice systems, voting).

Connect to the Story:

Introduce the story of Queen Razia and the dwarfs from the chapter.

Transition:

“Sometimes, decisions are not just about what is mathematically correct but also about what is morally right. Let's explore this further.”

2. Story Reading & Discussion

Read Aloud:

- ✓ The Queen's dilemma—imprisoning 999 dwarfs for the safety of 999,999 people.
- ✓ Mathematical vs. Moral Justice—how numbers

alone don't always justify a decision.

✓ The Utilitarian Principle—choosing what benefits the majority, but at what cost?

Guided Discussion:

1. “Was the Queen's decision fair? Why or why not?”
2. “How do we decide between protecting a few people vs. protecting the majority?”
3. “Can numbers alone determine fairness?”
4. “What role does empathy play in making decisions?”
5. “Have you ever faced a situation where you had to choose between two difficult options?”

Key Takeaway:

- ✓ Mathematical logic vs. moral values—sometimes, the right decision is not the one that benefits the majority.
- ✓ Bias and prejudice can affect decision-making, even when numbers seem to justify an action.
- ✓ Empathy and fairness must be considered alongside logic.

3. Interactive Activities

Activity 1: “Fair or Unfair?” (Debate & Critical Thinking; Activity B on page 23)

- ✓ Divide the class into two groups.
- ✓ One group argues in favour of the Queen's decision (utilitarian approach).
- ✓ The other group argues against the Queen's decision (fairness for all).
- ✓ Each group presents their arguments, followed by a class discussion on:
 1. When do numbers justify a decision?
 2. When do ethical values outweigh numbers?
 3. Activity C on page 23

Activity 2: Discuss:

1. Activity on page 25
2. Thought Experiments on page 26
3. Roundtable discussions on page 27 and 28
4. Activity B and C on page 29

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Numbers can help us make decisions, but ethics guide fairness.
- ✓ Utilitarianism vs. fairness—both have their place in

decision-making.

✓Empathy and morality should always be part of logical thinking.

✓It is not only the ends that matter but also the means.

✓Smokers don't grow old. They die young.

✓Let's stop believing that our differences make us superior or inferior to one another.

✓Our ability to reach unity in diversity will be the beauty and the test of our civilization.

✓Quick Reflection: "What's one thing you learned today about decision-making?"

Assign a home task:

✓Worksheet: 11.0, 11.1, 13.0

✓Watch the animated video of the chapter "999,999 vs 999" (QR embedded)

✓Activity 'I' on page 28 and 'A' on page 29

Assessment & Evaluation

✓Class participation in activity discussions.

Challenges

Discussing moral dilemmas in decision-making ("Do you agree with the Queen's decision?"), guiding students on ethical considerations in punishment ("Should all the dwarfs be imprisoned?"), addressing prejudices in society ("Do you think a surgeon would be considered untouchable?"), and fostering critical thinking on discrimination and caste systems.

17. It's Okay to Be Scared

Core Principle: Emotional Intelligence/Quotient:
It is okay to be afraid

Theme: Personal Safety and Emotions

Learning Objectives

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

1. Understand that fear is a natural emotion and part of being human.
2. Identify situations where fear can protect us and when it can hold us back.
3. Recognise the importance of talking about fears and seeking help when needed.
4. Develop empathy and self-awareness through personal reflection and peer discussions.
5. Learn strategies for overcoming fear and building confidence in difficult situations.

Lesson Structure

1. Introduction

Warm-Up: "What Are You Afraid Of?"

Ask students to write down one fear (can be a common or personal fear) on a slip of paper. Collect and shuffle the slips, then read them aloud without naming anyone.

Discussion:

- ✓ How do fears affect our daily lives?
- ✓ Are some fears helpful? (e.g., fear of fire keeps us safe.)
- ✓ Are some fears unhelpful? (e.g., fear of asking for help prevents us from learning.)

Connect to the Story:

Introduce the poem from the chapter where the narrator talks about their fear of speaking up and how talking to their father helped them.

Transition:

"Fear is okay, but we should never let it stop us from getting help. Let's explore this more."

2. Story Reading & Discussion

Read Aloud:

- ✓ The child's fear of speaking up.
- ✓ How shame and self-doubt prevented them from asking for help.
- ✓ The father's reassurance and support.

Guided Discussion:

1. "Why was the narrator afraid to tell their father what had happened?"
2. "What negative thoughts stopped them from speaking up?"
3. "How did the father help the narrator feel safe?"
4. "Have you ever hesitated to speak up about something important? Why?"
5. "How can we create an environment where everyone feels safe to share their fears?"

Key Takeaway:

- ✓ Fear is natural, but we should never feel alone in it.
- ✓ Talking to a trusted person can help us feel safer and find solutions.
- ✓ We must support each other in overcoming fear, not judge or shame anyone.

3. Interactive Activity

Activity 1: "Helping a Friend" (Empathy & Support Circle)

- ✓ Each student writes a **hypothetical fear or problem** on a piece of paper.
- ✓ Papers are shuffled and distributed so each student gets someone else's fear.
- ✓ Each student writes a letter of encouragement and advice to help the person overcome their fear.
- ✓ Students read their letters aloud without revealing whose fear they received.
- ✓ Discussion:
 1. How does it feel to hear supportive messages?
 2. How can we be better at helping our friends with their fears?

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Fear is normal, but it shouldn't stop us from seeking help.
- ✓ Speaking up about fear is a sign of strength, not weakness.
- ✓ We can all help each other feel safe by listening and supporting.
- ✓ It is okay to be scared. But, it is brave to tell when you are scared.
- ✓ Quick Reflection: "What's one thing you learned today about facing fears?"

Assign a home task:

- ✓ Listen to the audio of the poem.

Assessment & Evaluation

✓Class participation.

Challenges

Addressing fear and disclosure (“Would you like to share with your friend Pokso who or what you are afraid of?”), guiding discussions on unsafe experiences (“To stop the unsafe touches and looks”), handling emotional responses to bullying, and ensuring students feel safe to express fears.

18. When To Tell A Secret

Life Skills: Critical Thinking

Core Principle: Personal Safety- Secrets

Theme: Understanding Safe and Unsafe Secrets

Learning Objectives

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

1. Differentiate between safe and unsafe secrets.
2. Recognise situations where secrecy can be harmful.
3. Learn to assertively respond to unsafe situations.
4. Understand the importance of trusted adults in personal safety.
5. Develop critical thinking in decision-making about sharing secrets.

Lesson Structure

1. Introduction

Warm-Up: "What is a Secret?"

✓ Ask students:

1. What comes to your mind when you hear the word secret?
2. Can you think of a good secret and a bad secret?
3. Have you ever been told to keep a secret that made you uncomfortable?

Discussion:

- ✓ Explain that not all secrets are bad, but some can be unsafe and must be shared.
- ✓ Introduce the difference between fun surprises and harmful secrets.

Connect to the Story:

✓ Introduce the scenarios from the chapter, such as:

1. The child being pressured to keep an unsafe touch secret.
2. The friend insisting on keeping a meeting a secret from parents.

Transition:

"Some secrets protect people, but some harm them. Let's learn when to share a secret."

2. Story Reading & Discussion

Read Aloud:

1. Unsafe secrets related to touch, gifts, and peer pressure.
 2. The emotional impact of keeping unsafe secrets.
- ✓ The importance of telling a trusted adult.

Guided Discussion:

1. "Why did the character feel afraid to tell someone?"
2. "What happens when unsafe secrets are kept hidden?"
3. "Who are trusted adults you can talk to?"
4. "What should you do if someone threatens you to keep a secret?"
5. "Why do some people try to make unsafe things look fun or normal?"

Key Takeaway:

- ✓ Safe secrets (surprise parties, small surprises) are okay.
- ✓ Unsafe secrets (harmful activities, uncomfortable situations) should always be shared.
- ✓ Trusted adults (parents, teachers, counselors) are there to help and protect.

3. Interactive Activity

Activity 1: Role-playing

✓ Assign different characters to different students in the comic strips.

✓ Discussion:

1. How can we respond assertively to unsafe secrets?
2. Why is it hard to say 'no' sometimes?
3. How can confidence help us handle such situations?
4. What can you do if your first trusted adult doesn't listen?

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Fun secrets are temporary (like surprises), but unsafe secrets must be shared.
- ✓ Telling a trusted adult is the right thing to do, even if someone tells you not to.
- ✓ You are never alone—there are people who will listen and support you.
- ✓ Unsafe secrets should never be kept.
- ✓ Quick Reflection: "What is one thing you learned today about sharing secrets?"

Assign a home task:

- ✓ Create a comic strip portraying a safety rule.

Assessment & Evaluation

- ✓ Class participation.

Challenges

Discussing unsafe secrets and disclosure (“Would you like to share a secret with your friend Pokso?”), guiding students on distinguishing between good and bad secrets (“Favours should never be a secret”), addressing peer pressure in secrecy, and ensuring sensitive handling of disclosures about unsafe experiences.

19. In Touch With My Feelings

Life Skills: Empathy- Civic Nationalism

Core Principle: Mental Health & well-being | Emotional Intelligence/Quotient

Theme: Understanding and Expressing Emotions

Learning Objectives

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

1. Recognise different emotions and how they impact thoughts and actions.
2. Understand that all emotions are valid, but how we handle them matters.
3. Learn healthy ways to express emotions and seek help when needed.
4. Develop empathy and active listening skills to support others.
5. Apply self-awareness and communication strategies to manage difficult feelings.

Lesson Structure

1. Introduction

Warm-Up: “Feelings Check-In”

Ask students to write down **three emotions** they have felt in the past two days.

Discussion:

Did they feel one emotion at a time or many emotions together? Were these emotions easy or hard to express?

Connect to the Story:

Introduce the play in the chapter about a boy struggling with difficult emotions.

Transition:

“Emotions can be confusing, especially when we don't know how to express them. Let's explore how we can manage our feelings and support others.”

2. Story Reading & Discussion

Read Aloud:

- ✓The boy's confusion and emotional turmoil.
- ✓His fear of speaking up and asking for help.
- ✓How talking to a trusted friend helped him feel better.

Guided Discussion:

1. “What emotions did the boy experience? Why?”
2. “Why was he afraid to talk about his feelings?”

3. “How did his friend help him feel safe to express himself?”
4. “Have you ever struggled to express your feelings? What helped?”
5. “How can we create a safe space where people feel comfortable sharing emotions?”

Key Takeaway:

- ✓Feelings are natural and tell us what is happening inside us.
- ✓Bottling up emotions can make things worse, but talking to someone helps.
- ✓We can be a good friend by listening and offering support without judgment.

3. Interactive Activity

Activity 1: Role-play

- ✓Assign different characters to different student to enact the play.
- ✓ Discussion:
 1. How can we respond to someone feeling this way?
 2. How do emotions influence our decisions?
 3. What are healthy ways to cope with tough emotions?
 4. How can we be better listeners when someone shares their emotions?

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓All emotions are valid. It's okay to feel sad, angry, or scared.
- ✓Talking about feelings helps. Keeping emotions inside makes things harder.
- ✓We can support each other by listening and being kind.
- ✓Feelings are your friends. They tell you what is safe and unsafe for you.
- ✓Quick Reflection: “What's one thing you learned today about handling emotions?”

Assign a home task:

- ✓Family Activity: “Feelings Chart”: Create a chart with different emotions (e.g., happy, frustrated, excited). Each family member marks how they felt that day.
- ✓Activity C on page 37.

Assessment & Evaluation

- ✓Role-Playing & Reflection Responses to assess understanding of emotional intelligence.
- ✓Class participation and homework submission.

Challenges:

Addressing emotional distress and self-doubt (“Is it my fault? Have I done something wrong?”), guiding students on seeking help for unsafe situations, managing sensitive disclosures about bullying or harassment (“Ranvir is bad and dangerous”), and fostering a supportive environment for open discussions on feelings.

20. A Room Full of Mirrors & 21. A Trip to Remember

Life Skills: Empathy- Civic Nationalism | Critical Thinking

Core Principle: Personal Safety | Safety: Laws/ Helplines/Child Rights

Theme: Understanding and Expressing Emotions

Learning Objectives

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

1. Recognise the importance of historical sites and cultural heritage.
2. Understand the role of civic nationalism in preserving monuments.
3. Identify safety laws and child protection measures while traveling.
4. Develop critical thinking skills by analysing real-life situations.
5. Learn to respond appropriately to uncomfortable or unsafe situations.

Lesson Structure

1. Introduction

Warm-Up: “Monuments We Know”

✓Ask students:

1. Name a historical monument they have visited.
2. What made that visit special?
3. Why is it important to preserve monuments?

Discussion:

1. Explain how monuments tell us about history, culture, and civilization.
2. Highlight UNESCO World Heritage Sites like Mahabalipuram and Hampi from the chapter.

Connect to the Story:

Introduce the 3 musketeers' trip in the story.

Transition:

“Visiting historical places is exciting, but it also comes with responsibilities. Let's explore how we can respect our heritage and stay safe while travelling.”

2. Story Reading & Discussion

Read Aloud:

- ✓Mahabalipuram and Hampi's historical importance.
- ✓The Science Centre visit and learning about two-way mirrors.
- ✓The train journey incident involving the suspicious family.

Guided Discussion:

1. “Why do you think Mahabalipuram and Hampi are important heritage sites?”
2. “How do people damage historical sites, and how can we prevent it?”
3. “What did the students learn about two-way mirrors and personal safety?”
4. “Why did the 3 musketeers feel something was wrong in the train?”
5. “How did their quick thinking help prevent a serious crime?”

Key Takeaway:

- ✓Heritage sites must be respected and protected.
- ✓Being aware and observant can help prevent dangerous situations.
- ✓Reporting concerns to trusted adults is the safest way to handle suspicious situations.

Teacher's Resources:

- ✓Juvenile Justice (Care and Protection of Children) (JJ) Act
- ✓Government portal to track missing/found Children: <https://trackthemissingchild.gov.in/trackchild/index.php>

3. Interactive Activities

Activity 1: “Heritage Protectors” (Civic Responsibility Challenge)

- ✓Divide students into groups. Each group identifies threats to heritage sites (e.g., pollution, vandalism).
- ✓They brainstorm solutions (e.g., awareness campaigns, stricter rules). Groups present their ideas to the class.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓Historical sites should be respected and protected.
- ✓Personal safety is important while traveling.
- ✓Being alert and reporting concerns to trusted adults is the safest choice.
- ✓Being alert keeps us safe.
- ✓Monuments are gateways to our past, heritage, culture and civilization. We should do our best to preserve them.
- ✓Police are there to help us.
- ✓Quick Reflection: “What's one safety tip you learned today?”

Assign a home task:

- ✓Worksheet: 20.0, 21.0, 21.1, 21.2
- ✓Activity A & B on page 38
- ✓Activity A on page 39
- ✓Activity B, C, and D on page 41
- ✓Activity E to H on page 42
- ✓Watch the animated video of the chapter, “A Trip to Remember” (QR embedded).
- ✓Suggested Reading: Oliver Twist by Charles Dickens.
- ✓Create a report covering the key features of JJ Act 2015 and 2021.

Assessment & Evaluation

- ✓Class participation and homework submission.

Challenges

Discussing privacy and safety concerns (“Two-way mirrors and CCTV in private spaces”), guiding students on ethical dilemmas in public safety (“Is it okay to break a mirror if you feel unsafe?”), addressing child trafficking awareness, and ensuring sensitive discussions on reporting suspicious situations.

22. The Curse of Bullying, 15. Be Careful with Strangers & 16. Footprints Without Feet

Life Skills: Coping with Emotions/Stress

Core Principle: Safety- Bullying/Cyber Bullying | Personal Safety- Strangers | Cyber Safety

Theme: Bullying Prevention

Learning Objectives

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

1. Understand what bullying is and its different forms (physical, verbal, social, cyberbullying).
2. Identify the effects of bullying on both the victim and the bully.
3. Learn strategies for assertiveness and standing up against bullying.
4. Recognise the role of bystanders in either stopping or enabling bullying.
5. Develop empathy and proactive behaviour to create a bullying-free environment.

Lesson Structure

1. Introduction

Warm-Up: “What is Bullying?”

✓ Ask students:

1. What comes to your mind when you hear the word “bullying”?
2. Have you ever seen bullying happen? What did you do?

Discussion:

✓ Explain the different types of bullying:

1. Physical (hitting, pushing, taking belongings).
2. Verbal (name-calling, insults, threats).
3. Social (spreading rumors, exclusion, embarrassing someone).
4. Cyberbullying (online harassment, mean messages, fake profiles).

Connect to the Story:

Introduce the story's key message: “Bullying is not fun; it is repeated, intentional harm that causes emotional and mental distress.”

Transition:

“Today, we will learn how to identify and respond to bullying effectively.”

2. Story Reading & Discussion

Read Aloud:

- ✓ The reasons why people bully others.
- ✓ How bullying makes the victim feel (sad, ashamed,

scared).

✓ The importance of standing up against bullying assertively.

Guided Discussion:

1. “Why do you think some people become bullies?”
2. “What happens to the person being bullied?”
3. “Why is it difficult for victims to speak up?”
4. “Who are bystanders, and how can they stop bullying?”
5. “What should you do if you or someone you know is being bullied?”

Key Takeaway:

- ✓ Bullying is always wrong and must be stopped.
- ✓ Assertiveness (not aggression) is the best way to stand up against bullying.
- ✓ Bystanders have the power to make a difference.

Teacher’s Resources:

✓ Posters on Bullying Prevention and Cybersafety.

3. Interactive Activity

Activity 1: “Cyberbullying Prevention” (Practical Exercise)

✓ Students list ways to protect themselves online (e.g., keeping passwords private, not sharing personal photos, blocking/reporting bullies).

✓ Discussion:

1. Why is cyberbullying different from face-to-face bullying?
2. What are the four steps to handling cyberbullying?
 1. **STOP** – Don't respond.
 2. **SAVE** – Take screenshots for proof.
 3. **BLOCK** – Block the bully.
 4. **TELL** – Report to a trusted adult.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Bullying is serious and causes real harm.
- ✓ Standing up assertively helps stop bullying.
- ✓ Bystanders have the power to make a difference.
- ✓ Nobody likes bullying behaviour. Nobody deserves to be bullied.
- ✓ No matter who the bully is, bullying is always wrong.
- ✓ Be careful of bullies. They can exist in the real as well as the virtual world.
- ✓ Tell a trusted grown-up right away if someone is bullying you or if you see someone bullying others.

- ✓ Strangers can exist in the real as well as the virtual world. We have to be careful while dealing with them.
- ✓ Quick Reflection: “What’s one action you can take to stop bullying?”

Assign a home task:

- ✓ Activities A to E on page 31 and B on page 46.
- ✓ Suggested Reading: Footprints without Feet by HG Wells.

Assessment & Evaluation

- ✓ Class participation and understanding of cybersafety concepts.

Challenges

Discussing bullying in different forms (“Physical, verbal, social, cyberbullying”), guiding students on bystander intervention (“If you see bullying happening, what can you do?”), addressing emotional impact on victims (“How does bullying make someone feel?”), and ensuring sensitive handling of student disclosures about bullying experiences.

23. Boy Don't Cry, Oh Really?

**Core Principle: Gender Equality/Equity/Parity:
Gender Stereotype breaking/ Gender & Skills/
Gender & Body Movements**

Theme: Gender Stereotypes and Emotional Expression

Learning Objectives

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

1. Understand gender stereotypes and how they impact emotions and behaviour.
2. Recognise that emotions are universal, and everyone has the right to express them.
3. Learn about gender equality, societal roles, and biological sex differences.
4. Explore the rights of transgender and intersex individuals and how to respect gender diversity.

Lesson Structure

1. Introduction

Warm-Up:

1. What are some common things people say about boys and girls?
2. Have you ever been told you should/shouldn't do something "because of your gender"?

Discussion:

- ✓ List common gender stereotypes (e.g., "Boys don't cry," "Girls are not good at math").
- ✓ Explain that stereotypes limit individual potential.

Connect to the Story:

Introduce the classroom scene in the chapter where Gurpreet was crying, and others laughed.

Transition:

"We often hear that 'Boys don't cry' or 'Girls should be caring.' But are these rules true? Today, we will explore how stereotypes affect our emotions and choices."

2. Story Reading & Discussion

Read Aloud:

- ✓ Gurpreet crying and being mocked.
- ✓ Biological sex vs. gender roles.
- ✓ Intersex and transgender identities.

Guided Discussion:

1. "Why was Gurpreet mocked for crying?"
2. "What did the teacher explain about gender

stereotypes? How do stereotypes affect people's confidence and life choices?"

3. "What is the difference between biological sex and gender? Why is it important to respect all genders, including intersex and transgender people?"

Key Takeaway:

- ✓ Emotions are universal—boys, girls, and all genders feel them.
- ✓ Gender roles are created by society, not biology.
- ✓ Respecting gender diversity leads to a more equal and inclusive world.

Teacher's Resources:

- ✓ Bechdel-Wallace Test
- ✓ Transgender Persons (Protection of Rights) Act, 2019
- ✓ Transgender certification portal: transgender.dosje.gov.in

3. Interactive Activity

Activity 1: Discussion: Point to Ponder (page 49)

- ✓ How would playing a game of chess or a card game be different if the King and the Queen were given equal powers, privileges and importance?
- ✓ Activities A to G

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Stereotypes limit people's potential and should be challenged.
- ✓ We should place ourselves in other people's shoes at times.
- ✓ Qualities and feelings are universal and not restricted to gender.
- ✓ Quick Reflection: "What's one gender stereotype you think should be changed?"

Assign a home task:

- ✓ Bechdel-Wallace Test: Observe movies, ads, and books where at least two women talk to each other about something other than a man. Check for those that fail the test and exhibit their names. (pin-up activity on page 49)
- ✓ Suggested Reading: A Wet Summer Day (ISBN 978-81-237-655-6)

Assessment & Evaluation:

- ✓ Class participation and homework submission.
- ✓ Understanding of gender equality concepts.

24. Have You Ever Used a Diaper?

Core Principle: Health & Hygiene: Menstrual Hygiene

Theme: Menstrual Hygiene and Breaking Taboos

Learning Objectives

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

1. Understand the biological process of menstruation.
2. Recognize the importance of menstrual hygiene and related health practices.
3. Challenge social taboos and misinformation about menstruation.
4. Develop respect and empathy towards menstruation as a natural process.

Lesson Structure

1. Introduction

Warm-Up: Activity: "Hygiene Essentials"

- ✓ Ask students: What are some common hygiene products used by everyone (e.g., soap, shampoo, tissues, diapers)? Write their answers on the board.
- ✓ Introduce sanitary pads as a similar hygiene product, explaining that menstruation is a natural body function, just like sweating or digestion.

2. Story Reading & Discussion

Read Aloud:

- ✓ Fatima's hesitation and embarrassment in asking for a sanitary pad.
- ✓ Nurse Asha's explanation about menstruation being a natural process.
- ✓ The importance of hygiene during menstruation.
- ✓ Comparison of sanitary pads with other hygiene products like diapers.

Guided Discussion:

1. Why did the boys laugh when Fatima asked for a pad?
2. How did Nurse Asha change their perspective?
3. Misconceptions about menstruation?
4. Why is menstrual hygiene important?
5. How can we make discussions about menstruation more open and respectful?

Key Takeaway:

- ✓ Menstruation is a normal biological function.
- ✓ Proper menstrual hygiene is necessary to prevent infections.
- ✓ No one should feel ashamed about menstruation.
- ✓ Educating both boys and girls about menstruation

leads to respect and inclusivity.

Teacher's Resources:

- ✓ Awareness poster about breaking menstrual taboos.

3. Interactive Activity

Activity 1: "Fact or Myth?"

- ✓ Prepare statements about menstruation (Activity on page 51).
- ✓ Students classify them as FACT or MYTH. Discuss the correct answers and challenge misconceptions.

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Menstruation is a natural biological process.
- ✓ Hygiene is important during menstruation.
- ✓ Stigma around periods should be challenged through education.

Assign a home task:

- ✓ Write a letter to a younger sibling or friend explaining menstruation in a positive and scientific way.

Assessment & Evaluation

- ✓ Class Participation
- ✓ Fact or Myth Activity: Identifying and correcting misconceptions.

Challenges

- ✓ Why do menstrual taboos exist in different cultures?
- ✓ How can society create a more open conversation about menstruation?

25. Arpit Helps Nancy & 26. Friends and Special Friends

Life Skills: Effective Communication- Listening to your Feelings | Telling | Coping with Emotions/ Stress | Interpersonal Relationship- Friends/ Special Friends | Critical Thinking

Core Principle: Morals/Values/Ethics- Diversity

Theme: Understanding Friendships, Emotions, and Respect in Relationships

Learning Objectives

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

1. Differentiate between friendship, special friendships, and infatuation.
2. Understand how emotions influence relationships and decision-making.
3. Recognise the role of respect and consent in friendships.
4. Explore how celebrities influence personal choices.
5. Reflect on responsibility and personal boundaries in relationships.

Lesson Structure

1. Introduction

Warm-Up: "What Makes a Good Friend?"

✓ Ask students:

1. What qualities do you value in a friend?
2. How do friendships change as we grow older?

Discussion:

- ✓ Explain that friendships are based on trust, shared values, and respect.
- ✓ Introduce the concept of special friendships and admiration.

Connect to the Story:

Introduce the seating arrangement activity in the chapter where students made unexpected new friends.

Transition:

"Friendships evolve, and sometimes we develop special feelings towards certain people. Let's explore this more."

2. Story Reading & Discussion

Read Aloud:

- ✓ Nancy's admiration for Mary Kom.
- ✓ Abhinav calling Nancy his 'special friend' and her reaction.
- ✓ Renu Ma'am's explanation of emotions and

relationships.

Guided Discussion:

1. "Why do we feel closer to some friends than others?"
2. "What is the difference between admiration, friendship, and infatuation?"
3. "How should we handle situations where we feel uncomfortable in a friendship?"
4. "What did Nancy learn about boundaries and respect?"
5. "Why do advertisements use celebrities, and how do they influence us?"

Key Takeaway:

- ✓ Friendships are built on mutual respect and trust.
- ✓ Infatuation is a strong but short-lived feeling, while love develops over time.
- ✓ We must respect each other's emotions and personal boundaries.

Teacher's Resources:

- ✓ Concept of Single Parent (page 53), Advertisements (page 56), and Societal Beauty Standards (page 57).

3. Interactive Activity

- ✓ Discussion: Points to Ponder (Page 57)
- ✓ Activities A to D on page 57

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Choosing is not always easy in life. I can always take help from my loved and trusted ones when choosing becomes difficult.
- ✓ Make friends on the basis of their qualities and behaviour.
- ✓ No relationship can exist without responsibilities. We cannot control our feelings. After all, we are human. But we can always control our actions.
- ✓ A positive friend or an adult is a person who encourages you to do things that are safe and healthy. They help you learn and grow in healthy ways.
- ✓ Beauty lies in the eyes of the beholder.
- ✓ Quick Reflection: "What's one thing you learned today about friendships?"

Assign a home task:

- ✓ Media Influence: "Celebrity vs. Real Life" : Watch an advertisement with a celebrity and analyze the message. Discuss, whether the product truly

beneficial, or is it marketing? Write a short reflection on how the media shapes our choices.

✓Worksheet: 26.0, 26.1

✓Listen to the audio story of the chapter 'Arpit Helps Nancy' (QR embedded).

Assessment & Evaluation:

✓Observation of student engagement in discussions and activities.

✓Activities to encourage real-life application.

Challenges:

Discussing friendships vs. special friendships (“Abhinav called Nancy his special friend”), guiding students on handling peer admiration and embarrassment, addressing infatuation vs. genuine friendships (“We cannot control feelings but can control actions”), and ensuring sensitive discussions on emotions and personal boundaries in adolescence.

27. 7-Step Safety Rule

Life Skills: Effective Communication- Telling/ Being Assertive/Body language

Core Principle: Personal Safety: Touches/ Hugs/ Kisses/ Looks | Safety: Helplines/ Laws

Theme: Understanding Personal Safety and Response Strategies

Learning Objectives

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

1. Understand the 7-step safety rule.
2. Identify unsafe situations and appropriate responses, like assertive communication, being confident, etc.
3. Apply safety strategies in home, school, and public settings.

Lesson Structure

1. Introduction

Warm-Up:

1. What makes you feel safe or unsafe? Can you think of a situation where you felt uncomfortable?
2. Who do you talk to when you need help?

Discussion:

1. Explain that safety is about awareness, response, and seeking help.
2. Introduce the 7-step safety rule as a guide to staying safe in different situations.

Transition:

“We can all train ourselves to handle difficult situations with confidence. Let’s explore the 7-step safety rule.”

2. Story Reading & Discussion

Read Aloud:

- ✓ The importance of planning for safety.
- ✓ The role of body language in preventing unsafe situations.
- ✓ How to respond assertively to potential threats.
- ✓ The significance of telling a trusted adult.

Guided Discussion:

1. “What are some situations where we need to make a safety plan?”
2. “Why is body language important in preventing unsafe situations?”
3. “What should you do if someone makes you feel uncomfortable?”

4. “Why is it important to keep telling until someone believes you?”

5. “How can we help others stay safe?”

Key Takeaway:

- ✓ Awareness is the first step to safety—being prepared helps prevent danger.
- ✓ Assertiveness and confidence discourage threats.
- ✓ Speaking up and seeking help is never wrong—it ensures safety for everyone.

Teacher’s Resources:

- ✓ NCC website: <https://indiancc.ni.in/>
- ✓ Online complaint against child labour: <https://pencil.gov.in/>
- ✓ National Cyber Crime Reporting Portal: <https://cybercrime.gov.in/>
- ✓ NIMHANS helpline: 080-461 10007
- ✓ NDRF helpline: 9711077372
- ✓ Poster on School safety Policy

3. Interactive Activity

Activity 1: “Who Can I Trust?” (Safe Adults List)

- ✓ Students write down five trusted adults they can talk to. They create a “Safety Web” showing who they can reach out to in different situations.
- ✓ Discussion: Why is it important to keep telling until someone listens?

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Safety plans help us prepare for unexpected situations.
- ✓ Body language and assertiveness can prevent harm.
- ✓ We must always seek help and keep telling until someone believes us.
- ✓ Quick Reflection: “What is one safety tip you learned today?”

Assign a home task:

- ✓ Activity on page 60
- ✓ Suggested Viewing: The Invisible Gorilla
<http://www.theinvisiblegorilla.com/>

Assessment & Evaluation:

- ✓ Class participation.

28. Change Begins With Me, 29. Armageddon & 30. The World of Medicines

Core Principle: Morals/Values/Ethics- Being Responsible | Health & well-being- Germs-Diseases-Medicine/Substance Abuse | Safety-Helplines/Laws

Theme: Personal Responsibility and Sustainable Actions

Learning Objectives

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

1. Understand the importance of personal responsibility in everyday actions.
2. Identify ways in which small individual choices impact the environment.
3. Recognise the Sustainable Development Goals (SDGs) and their significance.
4. Develop a sense of accountability through self-reflection and discussion.
5. Engage in family and community-based sustainability activities.

Lesson Structure

1. Introduction

Warm-Up: “My Daily Choices”

✓ Ask students:

1. Have you ever wasted food or thrown away leftovers?
2. Do you turn off lights when leaving a room?
3. Have you ever helped reduce waste at home or school?

Discussion:

- ✓ Highlight the impact of small habits on the environment.
- ✓ Explain the connection between responsibility and positive change.

Connect to the Story:

Introduce Sana's actions in the chapter (throwing away the banana, her realization about food waste).

Transition:

“Just like Sana learned about food waste, we too can take responsibility for our daily actions. Let's explore how change begins with us!”

2. Story Reading & Discussion

Read Aloud:

- ✓ Sana's hurried morning routine and food wastage.
- ✓ Her classroom discussion about Sustainable

Development Goals (SDGs).

✓ The realization of how small actions contribute to global issues.

Guided Discussion:

1. “Why do you think Sana didn't realize the importance of food before?”
2. “What lesson did she learn about food waste?”
3. “How can we apply the Sustainable Development Goals in daily life?”
4. “What small changes can you make today that will help the environment?”
5. “What responsibilities do we have towards the planet?”

Key Takeaway:

- ✓ Every small action matters.
- ✓ Sustainable habits help create a better world.
- ✓ We all have a role in achieving the Sustainable Development Goals (SDGs).

Teacher's Resources:

- ✓ UNSDGs 2030
- ✓ Joke on page 67, 71
- ✓ De-addiction Kiran Helpline: 1800-599-0019
- ✓ Bureau of Pharma PSUs of India (BPPI): <https://janaushadhi.gov.in/>
- ✓ National Consumer Helpline: 1800114000
- ✓ Concept of Indus Script and SOS (Morse Code).

3. Interactive Activity

Activity 1: “SDG Detectives” (Exploring Personal Responsibility' Activity A and B on page 61, 62)

- ✓ Display a list of United Nations' 17 Sustainable Development Goals.
- ✓ Students must identify at least two SDGs they can contribute to in daily life.
- ✓ They will write a short plan on how they can take responsibility (e.g., reducing plastic, conserving water, reducing food waste).
- ✓ Discussion:
 1. How can small actions make a big impact?
 2. Why is it important for everyone to contribute?

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Taking responsibility for daily habits leads to a better world. Sustainability is a shared responsibility.
- ✓ Think of responsibility as a blessing, not a burden.

✓ Eventually, we all have to accept total responsibility for our actions, for everything we have done and not done.

✓ March 15 is World Consumer Rights Day, and India celebrates it on December 24. The day commemorates safeguarding consumer rights.

✓ Quick Reflection: “What’s one small change you will start today?”

Assign a home task:

✓ Sustainability Storytelling: Students will interview their grandparents or parents on how people managed resources before modern technology. They will write a short reflection on what practices can still be used today.

✓ Worksheet: 29.0, 30.0

✓ Activities A to K on page 68, 69 and A to C on page 72.

✓ Self-reading of chapters: 28. Change Begins With Me, 29. Armageddon & 30. The World of Medicines

Assessment & Evaluation

✓ Class participation and homework submission.

✓ Understanding of UNSDGs.

Challenges

Discussing the individual impact of students on Sustainable Development Goals (SDGs), encouraging introspection about personal habits, and navigating sensitive topics like responsibility and privilege.

31. All About Fire Extinguishers

Core Principle: Personal Safety- Emergency

Theme: Emergency Preparedness, Fire Safety and the Use of Fire Extinguishers

Learning Objectives

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

1. Understand the fire triangle (oxygen, heat, and fuel) and how fire spreads.
2. Identify different types (classes) of fires and the appropriate fire extinguishers for each.
3. Learn the colour codes of fire extinguishers and their respective agents.
4. Demonstrate the PASS method (Pull, Aim, Squeeze, Sweep) for using a fire extinguisher.
5. Recognise fire safety measures in school, home, and public spaces.

Lesson Structure

1. Introduction

Warm-Up: “What Would You Do?”

✓ Ask students:

1. Have you ever seen a fire extinguisher? Where?
2. What would you do if a small fire broke out in your classroom or home?

Discussion:

Introduce the fire triangle (oxygen, heat, fuel) and explain that removing one element stops the fire.

Connect to the Story:

Introduce the different types of fire extinguishers from the chapter.

2. Story Reading & Discussion

Read Aloud:

- ✓ Six classes of fires (A-F) and their causes.
- ✓ Fire extinguisher colour codes and their use.
- ✓ The importance of fire drills, emergency procedures.

Guided Discussion:

1. “What are the three elements of a fire?”
2. “What are the six different fire classes, and why is each unique?” (Activity C on page 74)
3. “Why is it important to use the right fire extinguisher for the right fire type?”
4. “What is the PASS method, and why is it essential?”
5. “Where are fire extinguishers placed in our school? Have you noticed them before?” (Activity A on pg 74)

Key Takeaway:

- ✓ Fire safety is essential for personal and public safety.
- ✓ Knowing how to use a fire extinguisher can prevent disasters.
- ✓ Different fires require different extinguishers—using the wrong one can make it worse.

Teacher’s Resources:

- ✓ Martyr’s Day: 14th April

3. Interactive Activity

Activity 1: “PASS Fire Extinguisher Drill”

✓ Demonstrate the PASS method using a water bottle as a mock extinguisher. (Activity B on page 74)
Students take turns practicing:

1. Pull the pin.
2. Aim at the base of the fire.
3. Squeeze the handle.
4. Sweep from side to side.

✓ Discussion:

1. Why is aiming at the base of the fire important?
2. Why should you never turn your back on a fire?

4. Wrap-Up & Home Connection

Recap Key Points:

- ✓ Fire extinguishers are important safety tools. The PASS method helps use extinguishers effectively.
- ✓ Different fires need different extinguishers.
- ✓ Quick Reflection: “What is one fire safety tip you will remember?”

Assign a home task:

- ✓ Family Fire Safety Plan: Students map their home and identify fire exits. Plan a family fire drill to practice evacuation. Draw and label a fire escape route for their home.
- ✓ Watch the video on “Types of Fire Extinguishers and their Uses” (QR embedded).
- ✓ Suggested Viewing: YouTube Search - How to Use Fire Extinguishers, Kids
- ✓ Activity D on page 74

Assessment & Evaluation

- ✓ Class participation

Lesson Plan Template

Cues for Lesson Plans:

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

Timetable Periods Distribution:

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

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

taught in school.

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

Templates:

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

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



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

Character Canvas



Children Worksheets Catalogue



Posters Catalogue



Teacher’s Manual - Pink Book



Parents/ Teachers - Green Booklet



Parents/Teachers - Blue Booklet



Support-Staff - Red Booklet

English
अंग्रेजी

Assamese
অসমীয়া

Bengali
বাংলা

Gujarati
ગુજરાતી

English
अंग्रेजी

Assamese
অসমীয়া

Bengali
বাংলা

Gujarati
ગુજરાતી

Hindi
हिन्दी

Kannada
ಕನ್ನಡ

Kashmiri
کٲشٲر

Malayalam
മലയാളം

Hindi
हिन्दी

Kannada
ಕನ್ನಡ

Kashmiri
کٲشٲر

Malayalam
മലയാളം

Marathi
मराठी

Odia
ଓଡ଼ିଆ

Punjabi
ਪੰਜਾਬੀ

Tamil
தமிழ்

Marathi
मराठी

Odia
ଓଡ଼ିଆ

Punjabi
ਪੰਜਾਬੀ

Tamil
தமிழ்

Telugu
తెలుగు

Urdu
اردو

Garo
Garos

Khasi
Khasi

Telugu
తెలుగు

Urdu
اردو

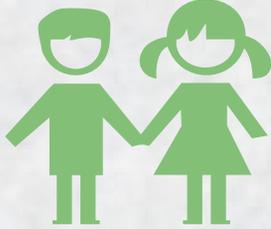
Garo
Garos

Khasi
Khasi



Children Against Child Abuse

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



Children Empowered
15,00,000+



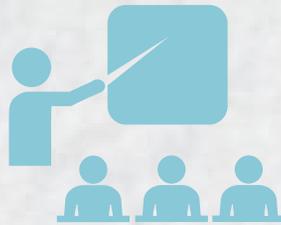
Families Empowered
14,00,000+



Teachers Empowered
2,00,000+



Schools Empowered
3,000+



Webinars / Workshops Conducted
7,000+



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

Partners



With Support From:

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

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TM-ENG-2025-26

End the Stigma, Raise Awareness