



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."

മോരള ഉറപ്പിനുള്ളിലേക്ക്

میان حفاظت کتاب

मेरी सुरक्षा कार्यपुस्तिका

ਮਾਰੀ ਸਵਾਮਤੀ ਕਾਰ്യਪੋਥੀ

My Safety Workbook

నా భద్రతా కార్యపూసిక

میری حفاظتی کتاب

माझी सुरक्षितता कार्यपुस्तिका

মোৰ সুৰক্ষা কাৰ্যপুস্তিকা

আমার নিরাপত্তা কার্য পুস্তক

मेरी सुरक्षा का रक्षण पुस्तिका

ನನ್ನ ಸುರಕ್ಷತಾ ಕಾರ್ಯ ಪುಸ್ತಕ

എന്റെ സുരക്ഷാ വരിക്കുണ്ടുണ്ട്

Angni Naljokanina Ka ani Ki-tap

எனது பாதுகாப்புப் 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**

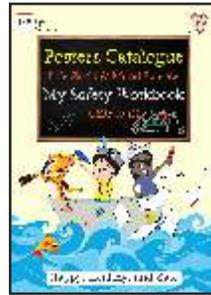


**My Eighth Safety Workbook**

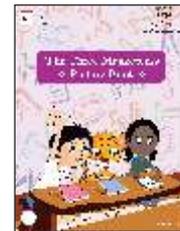
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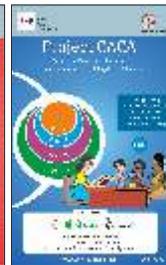
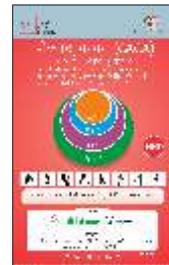
**My Ninth Safety Workbook**



**Posters      Supplementary Worksheets**



**Picture Books for Classes UKG, 1 and 2**



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

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

Note: Images are subject to change

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

**Parent Organisation**




**Children Against Child Abuse**  
[www.projectcaca.org](http://www.projectcaca.org)

**Partners**





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

## Prologue

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

### Understanding Project CACA

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

### Purpose of This Manual

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

### Understanding The CACA Safety Workbooks

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

values in our children.

### Key Considerations for Teachers

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

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

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

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

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

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

### Conclusion

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

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

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Share & Perform**

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# 1. Say Hello! & 2. A Poem

**Core Principle: Health/well-being: Adolescence Issues/Feelings**

**Theme: Understanding adolescence, self-awareness, and body ownership.**

## Learning Objectives:

By the end of the lesson, students will:

- ✓ Recognise and reflect on emotional and physical changes during adolescence.
- ✓ Understand the concept of self-image and body confidence.
- ✓ Discuss the influence of media, peer pressure, and family on self-esteem.
- ✓ Encourage students to express their thoughts about self-acceptance and growth.

## Lesson Structure:

### 1. Introduction

#### Warm-up:

- ✓ Discuss the significance of greetings and how communication changes during adolescence.

#### Transition:

- ✓ Ask students: "Do you feel different now compared to when you were younger?"
- ✓ Introduce the chapter by highlighting its relevance to adolescence, identity, and self-perception.

### 2. Story Reading & Discussion

#### Read Aloud:

- ✓ The teacher reads the poem aloud with emphasis on emotional expressions.
- ✓ Ask students to note any lines that resonate with them or disagree with.

#### Guided Questions:

- ✓ How do Sana and Srpit feel about their bodies and self-image?
- ✓ Do media and advertisements influence the way we see ourselves?
- ✓ Have you ever felt insecure because of comparisons? How did you handle it?
- ✓ Why is self-acceptance important during adolescence?

#### Key Takeaway:

- ✓ Reinforce that adolescence is a phase of change and self-doubt is natural.

- ✓ Discuss how emotions and self-image evolve with time.

### 3. Interactive Activity

#### Activity 1: Media Reality Check:

- ✓ Show students before-and-after photos of photoshopped celebrities/models.
- ✓ Discuss how social media manipulates reality and affects self-esteem.
- ✓ Encourage students to reflect on how real beauty lies beyond the surface.

### 4. Wrap-up & Home Connection

#### Recap Key Points:

- ✓ Adolescence is a time of physical and emotional changes.
- ✓ Self-acceptance takes time and effort.
- ✓ The media often sets unrealistic beauty standards.
- ✓ Absolute confidence comes from acknowledging your strengths.
- ✓ Be careful about your friends because a person is known by the company they keep.
- ✓ Any person under 18 is a child, 15 to 24 or 34 is a youth, and 13 to 19 is a teenager.

#### Assign a Home Task:

- ✓ Interview a parent or guardian and ask them how they felt about themselves at your age. Compare and reflect on similarities and differences.

#### Assessment & Evaluation:

- ✓ Class Participation: Contribution to discussions and activities.
- ✓ Written Reflection: Grading the "Letter to Your Younger Self" on depth of thought and self-reflection rather than grammar.
- ✓ Media Awareness Quiz: A short quiz with statements on media influence (students respond with Agree/Disagree + Justify).

#### Challenges:

- ✓ Many students may struggle to express insecurities openly due to peer pressure.
- ✓ Some may hesitate to discuss body image and self-doubt in front of others.
- ✓ Societal beauty standards may have deeply ingrained biases that need careful handling.

## 3. It Feels Good to Me & 4. Pay Attention to your Feelings

### Life Skills: Self Awareness: Self Esteem Decision Making

#### Core Principle: Emotional Intelligence/Quotient

**Theme: Self-awareness, self-esteem, and decision-making | Respect for oneself and others | Understanding parental concerns and autonomy**

#### Learning Objectives:

By the end of the lesson, students will:

- ✓ Understand the importance of self-esteem and how it impacts decisions.
- ✓ Recognise different parenting styles and their effects on a child's development.
- ✓ Learn to assert their opinions while respecting others' concerns.
- ✓ Reflect on the role of peer influence and personal responsibility.

#### Lesson Structure:

##### 1. Introduction

###### Warm-up:

- ✓ Activity: "What Defines Me?"
- 1. Each student writes three things they love about themselves and one challenge they face.
- 2. They then discuss with a partner How self-esteem impacts how we handle challenges.

###### Transition:

- ✓ Ask students: "Have you ever wanted something badly, but your parents said no? How did you react?"
- ✓ Introduce the chapter's context: Sana's struggle for independence vs. parental concerns.

##### 2. Story Reading & Discussion

###### Read Aloud:

- ✓ The teacher reads key sections aloud, particularly Sana's conversations with her parents and grandmother.
- ✓ Emphasise Sana's emotions, frustration, and eventual reasoning with her parents.

###### Guided Questions:

- ✓ Why do you think Sana's parents initially refused to let her go?
- ✓ What changed their minds?
- ✓ What is the difference between "Helicopter Parents" and "Lawnmower Parents"? Do you relate to either?
- ✓ How does Sana demonstrate self-awareness and

self-esteem?

- ✓ Why is it important to respect both ourselves and others in decision-making?

#### Key Takeaway:

- ✓ Self-esteem helps us trust ourselves and make wise decisions.
- ✓ Parents may seem strict, but their concerns often come from love and protection.
- ✓ Assertiveness and respect help in resolving conflicts effectively.

#### Teacher's Resource:

- ✓ GI Tags: <https://ipindia.gov.in/index.htm>

### 3. Interactive Activity

#### Activity 1: Role Play – "Convincing My Parents":

- ✓ Scenario: Each student is given a situation (e.g., asking permission for a solo trip, changing schools, or choosing a career).
- ✓ Task: Students work in pairs, with one playing the parent and the other the child. They must present logical, respectful arguments to convince their "parent."

### 4. Wrap-up & Home Connection

#### Recap Key Points:

- ✓ Building self-esteem takes time and practice.
- ✓ Respecting ourselves helps us stand up for what we believe in.
- ✓ Parents' concerns can be addressed with logic, patience, and trust.
- ✓ Sometimes, our parents may get angry with us, but they do their best to keep us healthy and safe.
- ✓ I know the rules and my responsibilities.
- ✓ Self-esteem makes me, my friends, and my family feel proud.
- ✓ It's not so much the journey that matters as how we treat those we encounter.
- ✓ Feelings are my friends. They help me know what is safe and unsafe for me.

#### Assign a Home Task:

- ✓ Research Task: Find and present one example of a person (historical or contemporary) who overcame self-doubt and proved their worth.
- ✓ Worksheet: 3.0
- ✓ Suggested Viewing: YouTube search - How to Make

Newspaper Kite At Home

- ✓ Suggested Reading: The Kitemaker by Ruskin Bond

**Assessment & Evaluation:**

- ✓ Class Discussion Participation: Did students engage in discussions and role-play?
- ✓ Written Reflection: Assess the depth of thought and self-reflection in the letter to the future self.
- ✓ Presentation of Research Task: Students will share an example of a person with high self-esteem.

**Challenges:**

- ✓ Students may struggle with identifying personal moments of self-esteem growth.
- ✓ Some students may feel uncomfortable discussing personal conflicts with parents.
- ✓ Handling peer pressure and self-esteem issues is complex.

## 5. To Sir, With Love

### Life Skills: Empathy

### Core Principle: Personal Safety: Abuse | Gender Equality/Equity/Parity

### Theme: Empathy and Inclusion | Understanding Disabilities and Rights | Respecting Boundaries and Personal Space

#### Learning Objectives:

By the end of the lesson, students will:

- ✓ Develop empathy for individuals with disabilities.
- ✓ Understand inclusion and accessibility in education and daily life.
- ✓ Recognise the importance of respecting boundaries and personal safety.
- ✓ Learn about the Rights of Persons with Disabilities Act, 2016 and the importance of body safety rules.

#### Lesson Structure:

##### 1. Introduction

###### Warm-up:

- ✓ Activity: "What If?"
- 1. Ask students: Imagine waking up one day and being unable to see. How would you feel? How would your daily routine change?

###### Transition:

- ✓ Show a Braille alphabet chart on the board.
- ✓ Ask: Can you identify any letters in Braille? Why do you think Braille was invented?
- ✓ Introduce Zakir Sir, the new teacher in the chapter, and his experience as a visually impaired individual.

##### 2. Story Reading & Discussion

###### Read Aloud:

- ✓ Teacher or selected students read key passages aloud, especially:
- ✓ Zakir Sir's introduction and how he teaches using Braille.
- ✓ Discussion on disabilities and the Rights of Persons with Disabilities Act, 2016.
- ✓ The importance of personal boundaries and body safety rules.

###### Guided Questions:

- ✓ What was your first impression of Zakir Sir?
- ✓ Why is it essential for schools to be inclusive for students and teachers with disabilities?
- ✓ What are some examples of personal boundaries in

daily life?

- ✓ What does the "8-step safety rule" teach us about protecting ourselves?
- ✓ What laws exist in India to protect people with disabilities?

#### Key Takeaway:

- ✓ Empathy and respect help create inclusive environments.
- ✓ People with disabilities have different abilities, not limitations.
- ✓ Understanding and respecting personal boundaries is essential for safety.

#### Teacher's Resources:

- ✓ Braille Alphabet Chart (for student reference).
- ✓ Information on the Rights of Persons with Disabilities Act, 2016.
- ✓ Stories of famous disabled individuals (e.g., Helen Keller, Louis Braille).
- ✓ Organ and tissue donor pledge for adults on NOTTO - <https://notto.gov.in/>

##### 3. Interactive Activities

###### Activity 1: "Braille Decoding Challenge":

- ✓ Provide students with a simple message in Braille.
- ✓ Using the Braille alphabet chart, students decode the message.
- ✓ Discuss: Why do alternative writing systems matter?

###### Activity 2: "Role Reversal – Navigating Without Sight":

- ✓ Pair up students. One wears a blindfold while the other guides them across the classroom using verbal directions only.
- ✓ Reflect: How did it feel to rely on another person for movement? What challenges did you face?

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

###### Recap Key Points:

- ✓ Disabilities do not define people; everyone has unique strengths.
- ✓ Empathy is understanding and supporting others, not pitying them.
- ✓ Respect for personal boundaries is a key part of safety and dignity.
- ✓ We should be aware of our feelings and those of others.
- ✓ We all are different. It is okay to be different. Being

different doesn't mean being unequal.

- ✓ Abuse, no matter who the abuser is, is always wrong.
- ✓ Just like our bodies, our personal space, too, belongs to us.

**Assign a Home Task:**

- ✓ Prepare a report highlighting the key features of:
  1. The Maternity Benefit (Amendment) Act, 2017
  2. Rights of Persons with Disabilities Act, 2016
  3. The Information Technology (Amendment) Act, 2008
  4. Article 21 of the Constitution

**Assessment & Evaluation:**

- ✓ Class Participation: Engaging in discussions and role-playing exercises.

**Challenges:**

- ✓ Exploring the connection between privacy and dignity.
- ✓ Discussing why maternity and paternity leave policies create workplace biases.
- ✓ Visiting a school or hostel for the blind to understand real-life accessibility challenges.

## 6. In Pursuit of Happiness

### Life Skills: Critical Thinking

### Core Principle: Health/well-being: Adolescence Issues-Substance Abuse | Emotional Intelligence/Quotient

### Theme: Understanding Emotions vs. Feelings | Mental Health and Well-being | Critical Thinking and Media Influence | Substance Abuse and Its Consequences

#### Learning Objectives:

By the end of the lesson, students will:

- ✓ Differentiate between emotions and feelings and their impact on decision-making.
- ✓ Understand the role of mental health in happiness.
- ✓ Develop critical thinking about media influence and advertising manipulation.
- ✓ Evaluate the dangers of substance abuse and its effects on well-being.

#### Lesson Structure:

##### 1. Introduction

###### Warm-up:

- ✓ Activity: "What Makes You Happy?"
- 1. Each student writes three things that make them happy.
- 2. Discuss: Are these happiness sources long-term or short-term? Why?

###### Transition:

- ✓ Show two advertisements (one for fast food, one for a healthy lifestyle).
- ✓ Ask: How do these ads convince people that they will be happy?
- ✓ Introduce the story's focus: How emotions, feelings, and external factors shape happiness.

##### 2. Story Reading & Discussion

###### Read Aloud:

- ✓ Teacher or students read aloud the key passages, focusing on:
  - ✓ Grandma's explanation of emotions vs. feelings.
  - ✓ The comparison of a lion in a circus vs. a lion in the jungle.
  - ✓ The concept of measuring happiness and mental health.
  - ✓ The dangers of substance abuse and advertising manipulation.

###### Guided Questions:

- ✓ What is the difference between emotions and feelings?
- ✓ How do external influences (like ads) shape our happiness?
- ✓ Why is mental health important for long-term happiness?
- ✓ How do substances like alcohol or drugs falsely promise happiness?
- ✓ What lessons can we learn from "The Boiling Frog" analogy?

#### Key Takeaway:

- ✓ Emotions are natural, but feelings can be controlled.
- ✓ Real happiness comes from within, not external influences.
- ✓ Substance abuse provides short-term pleasure but long-term harm.

#### Teacher's Resources:

- ✓ Examples of misleading advertisements.
- ✓ Basic information on neurotransmitters like dopamine.
- ✓ Mental health helpline details.
- ✓ The Consumer Protection Act, 2019

##### 3. Interactive Activity

###### Activity 1: "Ad Analysis – Spot the Trick!":

- ✓ Students analyse an actual advertisement and identify the following:
  - ✓ The feeling it tries to evoke (e.g., nostalgia, excitement).
  - ✓ The hidden message (e.g., "Eating this will make you happy").
  - ✓ The actual reality (e.g., nutritional impact, financial cost).

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

###### Recap Key Points:

- ✓ Emotions are natural, but our choices shape feelings.
- ✓ Mental health is crucial for long-term happiness.
- ✓ Ads manipulate emotions to influence decisions.
- ✓ Short-term pleasure (like junk food or substances) is not true happiness.

###### Assign a Home Task:

- ✓ Create a collage of misleading advertisements and why they are misleading.
- ✓ Worksheet: 6.0

**Assessment & Evaluation:**

- ✓Class Discussion Participation: Engaged responses and critical thinking.
- ✓Ad Analysis Activity: Ability to identify and challenge misleading claims.
- ✓Reflection Task: Depth of thought and personal connection.

**Challenges:**

- ✓Do you think our ancestors were cowards because they ran away when predators attacked them?
- ✓Which is short-lived, euphoria or happiness? Why?
- ✓Can consuming alcohol, drugs, or smoking give real happiness? Why?
- ✓Do you agree that the frog would have jumped out of the pot immediately if the water had been boiling when it fell in?

## 7. Secrets, 8. It is Not Your Fault & 9. It is Okay to be Scared

**Life Skills: Coping with Emotions: It is not your fault**

**Core Principle: Personal Safety: Secrets | Emotional Intelligence/Quotient**

**Theme: Understanding Safe and Unsafe Secrets | Emotional Intelligence and Coping Mechanisms | Recognising and Reporting Unsafe Situations**

### Learning Objectives:

By the end of the lesson, students will:

- ✓ Differentiate between safe and unsafe secrets.
- ✓ Recognise the importance of speaking up about unsafe situations.
- ✓ Develop critical thinking about power dynamics and coercion.
- ✓ Learn how to seek help and whom to trust when facing unsafe situations.

### Lesson Structure:

#### 1. Introduction

##### Warm-up:

✓ Activity: "Two Kinds of Secrets"

1. Write two secret scenarios on the board:

Scenario 1: Planning a surprise birthday party for a friend.

Scenario 2: A friend tells you they are being bullied but asks you not to tell anyone.

✓ Ask students: Which secret should be kept? Why or why not?

##### Transition:

✓ Introduce the chapter's flowchart, which helps decide when a secret should not be kept.

✓ Discuss real-life scenarios:

✓ Have you ever been in a situation where you were unsure whether to keep a secret?

#### 2. Story Reading & Discussion

##### Read Aloud:

Teacher or students read aloud the key passages, focusing on:

- ✓ Zakir Sir, explaining safe vs. unsafe secrets.
- ✓ The importance of telling a trusted adult.
- ✓ The poem is about breaking free from unsafe situations.

### Guided Questions:

- ✓ Why do some people use threats or bribes to keep secrets hidden?
- ✓ How can power imbalance make it harder to speak up?
- ✓ What is the difference between a fun secret and a harmful one?
- ✓ Why is it important to tell someone even if we are afraid?

### Key Takeaway:

- ✓ Keeping unsafe secrets can harm you or others.
- ✓ It is okay to feel afraid, but speaking up is an act of courage.
- ✓ Seeking help from trusted adults is the right thing to do.

### Teacher's Resources:

- ✓ Flowchart on Safe vs. Unsafe Secrets (Poster).
- ✓ Stories of real-life whistleblowers and their impact.
- ✓ Helpline numbers for child protection services.

#### 3. Interactive Activity

##### Activity 1: "Write a Letter to Your Future Self":

- ✓ Students write letters to their future selves, reflecting on a situation in which they defended themselves or someone else.
- ✓ They seal and keep it to be read at a later date.

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

##### Recap Key Points:

- ✓ Some secrets are fun, but others can be dangerous.
- ✓ It is a red flag if someone threatens you to keep a secret.
- ✓ Always tell a trusted adult about unsafe situations.
- ✓ It is okay to be scared, but it is brave to tell despite being scared.
- ✓ Never blame yourself for others' faults.
- ✓ It is important not to keep unsafe secrets.

##### Assign a Home Task:

- ✓ Research Task: Find one case from history where speaking up changed someone's life.

### Assessment & Evaluation:

- ✓ How well did students participate in the class discussions?

### Challenges:

- ✓When should a secret stop being a secret?
- ✓What role does power imbalance play in keeping secrets?
- ✓How do threats or bribes make it harder to report unsafe situations?
- ✓Why do people sometimes feel guilty about telling someone?

## 10. Men are from Mars, Women from Venus. Oh Really? & 11. Comedy of Genders

### Life Skills: Critical Thinking

### Core Principle: Gender Equality/Equity/Parity

**Theme: Gender Equality, Equity, and Parity | Breaking Gender Stereotypes | Understanding Multiple Intelligences | Critical Thinking about Social Constructs**

### Learning Objectives:

By the end of the lesson, students will:

- ✓ Differentiate between sex (biological) and gender (social roles).
- ✓ Challenge gender stereotypes and biases in society.
- ✓ Explore Howard Gardner's theory of multiple intelligences.
- ✓ Discuss historical gender disparities and recent progress.
- ✓ Reflect on how intelligence, emotions, and abilities are gender-neutral.

### Lesson Structure:

#### 1. Introduction

##### Warm-up:

- ✓ Activity: "Who Can Do It?"
- 1. Write different professions on the board (e.g., scientist, teacher, chef, cricketer, pilot, nurse, astronaut).
- 2. Ask students: Who do you imagine in each profession—a man, a woman, or both? Why?
- ✓ Discuss their assumptions and introduce gender stereotypes.

##### Transition:

- ✓ Display two statements:
  1. "Men are better at maths than women."
  2. "Women are more emotional than men."
- ✓ Ask students to vote: Agree, Disagree, or Unsure?
- ✓ Reveal that science disproves these gender-based assumptions and introduce the chapter's key themes.

#### 2. Story Reading & Discussion

##### Read Aloud:

- ✓ Teacher or selected students read key passages:
- ✓ Howard Gardner's Multiple Intelligences (Linguistic, Logical, Spatial, Kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalistic, Existential).
- ✓ The difference between sex and gender.

- ✓ The historical underrepresentation of women in professions.

### Guided Questions:

- ✓ Why do we assume men and women have different skills and intelligence?
- ✓ What is the difference between gender roles and biological differences?
- ✓ Do you think intelligence is influenced by gender? Why or why not?
- ✓ Why do certain professions have more men or women?
- ✓ What changes have helped women and other genders gain equal opportunities?

### Key Takeaway:

- ✓ Gender is a social construct, while sex is biological.
- ✓ Abilities, intelligence, and emotions are not gender-specific.
- ✓ Breaking stereotypes leads to a more inclusive and fair

### Teacher's Resources:

- ✓ Examples of real-life women and non-binary individuals in male-dominated fields.
- ✓ Historical gender disparity statistics.
- ✓ Dowry Prohibition Act, 1961

### 3. Interactive Activity

#### Activity 1: Role Play: "Comedy of Genders":

- ✓ Children enact the reversed genders in the form of role-playing activity.

### 4. Wrap-up & Home Connection

#### Recap Key Points:

- ✓ Everyone has a unique combination of intelligence, regardless of gender.
- ✓ Gender stereotypes limit opportunities and should be challenged.
- ✓ Social constructs can change, leading to a more inclusive society.
- ✓ Being born as a boy or a girl or another is not a choice. We are born that way.
- ✓ Qualities, emotions and intelligence are universal and not restricted to gender.
- ✓ I can respect people for their skills, intelligence, and behaviour and show respect by interacting with them.
- ✓ My skills and behaviour are more important than my

looks.

- ✓ Gender equality is not a women's issue. It is a human issue that affects everyone.

**Assign a Home Task:**

- ✓ Research Task: Find out who Narendra Achyut Dabholkar (1945-2013) was and what he did.
- ✓ Suggested Reading: Pale Blue Dot - An essay by Carl Sagan.
- ✓ Suggested Viewing: YouTube Search 'Kim Peek, the real rain man'
- ✓ Create images which follow Pythagoras' Theorem using coloured papers.
- ✓ Listen to the audio story, 'Comedy of Genders.'
- ✓ Worksheet: 10.0

**Assessment & Evaluation:**

- ✓ Class Discussion Participation.
- ✓ Submission of homework tasks.

**Challenges:**

- ✓ Which gender dominates different professions? Why?
- ✓ How do inventions like the washing machine or birth control help women gain independence?
- ✓ Is intelligence linked to gender, or is it a social belief?

## 12. Sometimes Saying No is Important & 13. Right Body Language

### Life Skills: Effective Communication | Interpersonal Relationship

#### Core Principle: Personal Safety

#### Theme: Personal Safety and Assertiveness | Effective Communication and Interpersonal Relationships | Understanding Boundaries and Safe Behaviour

#### Learning Objectives:

By the end of the lesson, students will:

- ✓ Recognise the importance of saying "No" in friendships and social situations.
- ✓ Understand the difference between safe and unsafe behaviour.
- ✓ Develop strategies for assertive communication.
- ✓ Learn about the "Broken Record Technique" for reinforcing boundaries.
- ✓ Explore how peer pressure and social norms affect decision-making.

#### Lesson Structure:

##### 1. Introduction

###### Warm-up:

- ✓ Activity: "When Was the Last Time You Said No?"
- 1. Ask students to recall a recent time they said "No" to someone.
- 2. Ask: Was it easy or difficult? Why?
- ✓ Discuss how saying "No" can sometimes feel rude but is necessary for safety and personal comfort.

###### Transition:

- ✓ Introduce two different scenarios:
  1. A friend insists you skip homework to hang out.
  2. A stranger asks for personal details online.
- ✓ Ask: Are these situations the same? Why or why not?
- ✓ Introduce the chapter's focus on assertiveness and safe friendships.

##### 2. Story Reading & Discussion

###### Read Aloud:

- ✓ Teacher or students read key passages:
  - ✓ Nagendra's snakebite incident and how Sana handled the situation calmly.
  - ✓ Nagraj struggles with setting boundaries with a persistent girl in school.
- ✓ Discussion about why saying "No" can be difficult.
- ✓ The "Broken Record Technique" and assertiveness.

###### Guided Questions:

- ✓ Why do some people find it hard to say "No" even when uncomfortable?
- ✓ How did Nagendra and his friends handle a crisis?
- ✓ Why is it essential to recognise safe vs. unsafe behaviour?
- ✓ What is the "Broken Record Technique," and how can it help in difficult situations?
- ✓ How does peer pressure affect our ability to say "No"?

#### Key Takeaway:

- ✓ Saying "No" is an important life skill, especially in unsafe situations.
- ✓ Personal safety should be prioritised over being polite.
- ✓ Setting clear boundaries is a sign of self-respect and confidence.
- ✓ Repeatedly saying "No" (Broken Record Technique) can help stop unwanted behaviour.

#### Teacher's Resource:

- ✓ Poster on "Say No."

##### 3. Interactive Activity

###### Activity 1: "Safe vs. Unsafe Situations":

- ✓ Show students different scenarios (e.g., a friend asking for homework answers, a teacher requesting personal information, or a peer pressuring someone to break the rules).
- ✓ Students classify the scenarios as Safe, Unsafe, or Situational.
- ✓ Discuss why some situations are tricky and how to handle them assertively.

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

###### Recap Key Points:

- ✓ Saying "No" is essential, especially when safety is involved.
- ✓ Assertiveness is different from rudeness—it means respecting yourself.
- ✓ The "Broken Record Technique" helps set firm boundaries.
- ✓ Correct body language helps us to be safe.
- ✓ Make friends based on their qualities and behaviour.
- ✓ Assertive means to express your feelings and views firmly and confidently without insulting the other person or becoming violent.

#### Assign a Home Task:

- ✓ Creative Task: Create a comic strip illustrating a conversation where someone successfully uses the "Broken Record Technique" to say "No" assertively.
- ✓ Worksheet: 13.0

**Assessment & Evaluation:**

- ✓ Class Participation.

**Challenges:**

- ✓ Why is it sometimes hard to say "No" to friends?
- ✓ What should you do if someone keeps asking you something despite saying "No"?
- ✓ Why do people feel guilty about rejecting requests?
- ✓ Is it okay to lose a friendship if someone does not respect your boundaries?

## 14. Bullying is a Bane & 15. Cyberbullying

### Core Principle: Personal Safety: Bullying

**Theme: Understanding Bullying and Its Types | Empathy and Standing Against Bullying | Cyberbullying and Safe Online Practices | Building a Culture of Respect and Inclusion**

### Learning Objectives:

By the end of the lesson, students will:

- ✓ Recognise different forms of bullying (physical, verbal, psychological, cyberbullying).
- ✓ Understand the impact of bullying on mental and emotional health.
- ✓ Learn practical strategies for preventing and responding to bullying.
- ✓ Develop empathy and encourage bystander intervention.
- ✓ Understand the legal and ethical aspects of bullying, including cyberbullying laws.

### Lesson Structure:

#### 1. Introduction

##### Warm-up:

- ✓ Activity: "Imagine This"
- 1. Ask students to close their eyes and imagine:
  2. They enter a new school where everyone ignores or laughs at them for no reason.
  3. How do they feel?
- ✓ Discuss their emotional responses (e.g., loneliness, frustration, anger).
- ✓ Introduce the topic: Bullying is not just about fights; it is about repeated harm and emotional distress.

##### Transition:

- ✓ Show two contrasting images:
  1. A group of students laughing and pointing at one student.
  2. A student standing up for a classmate who is being bullied.
- ✓ Ask: Which scenario represents a positive school environment? Why?
- ✓ Introduce the main themes of the lesson:
  1. What is bullying?
  2. Why do bullies act the way they do?
  3. How can we stop bullying?

#### 2. Story Reading & Discussion

##### Read Aloud:

- ✓ Teacher or students read key passages, focusing on:

- ✓ Arpit struggles with being bullied for wanting to be a dancer.
- ✓ His courage in proving his strength and skill through ballet.
- ✓ His play in the school assembly and the message it delivered.
- ✓ The teacher's explanation of bullying and ways to stand against it.

##### Guided Questions:

- ✓ Why was Arpit bullied? What stereotypes did the bullies believe?
- ✓ What role did bystanders play in the bullying situation?
- ✓ How did Arpit use his talent to challenge his bullies?
- ✓ What are some common myths about bullying?
- ✓ What is the difference between traditional bullying and cyberbullying?
- ✓ What can we do if we witness bullying in school or online?

##### Key Takeaway:

- ✓ Bullying is about power and control.
- ✓ It can happen in different forms (physical, psychological, verbal, cyber).
- ✓ Bystanders have the power to stop bullying.
- ✓ Cyberbullying is just as harmful and leaves a digital footprint.
- ✓ Everyone has a role in making school a safe space.

##### Teacher's Resources:

- ✓ Short video clips on bullying prevention.
- ✓ Posters on "Bullying Prevention."
- ✓ Cyberbullying awareness website (e.g., Government of India's Cyber Crime Portal).
- ✓ 4th May is Anti-bullying Day.

#### 3. Interactive Activity

##### Activity 1: "Role-Play - Bullying is a Bane":

- ✓ Children are assigned different characters to enact.

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

##### Recap Key Points:

- ✓ Bullying harms both the victim and the bully in the long run.
- ✓ Standing up against bullying makes a big difference.
- ✓ Online safety is crucial in preventing cyberbullying.
- ✓ Every student has the power to create a kinder, safer school environment.

- ✓ Nobody can save you, but you and yourself are worth saving. This war is not easily won, but if anything is worth winning, then it is
- ✓ As a bystander, I can help stop taunting and bullying.
- ✓ Nobody likes bullying behaviour. Nobody deserves to be bullied.
- ✓ We must treat others the way we would like them to treat us.
- ✓ Be careful of bullies. They can exist in the real as well as the virtual world.
- ✓ Tell a trusted grown-up immediately if someone is bullying you or you see someone bullying others.

**Assign a Home Task:**

- ✓ Activity C on page 38.
- ✓ Crossword puzzle on page 41.
- ✓ Worksheet: 14.0

**Assessment & Evaluation:**

- ✓ Class Participation and homework submission.

**Challenges:**

- ✓ Do you think bullying makes people stronger or weaker in the long run? Why?
- ✓ How can bystanders change the outcome of a bullying situation?
- ✓ Should bullies be punished or helped? Why?
- ✓ Is cyberbullying more harmful than physical bullying?
- ✓ Should others intervene if someone is being bullied but does not complain? Why or why not?

## 16. Open Sesame & 17. Artificial Intelligence

### Life Skills: Creative Thinking

#### Core Principle: Personal Safety: Cyber Safety | Morals/Values/Ethics

#### Theme: Cyber Safety and Password Security | Understanding Digital Footprints and Cyber Threats | Safe Online Practices and Ethical Digital Behaviour

#### Learning Objectives:

By the end of the lesson, students will:

- ✓ Understand the importance of strong passwords and online security.
- ✓ Identify different types of cyber threats, including hacking and phishing.
- ✓ Learn safe online practices to protect personal data and privacy.
- ✓ Recognise the role of digital footprints and responsible internet use.
- ✓ Critically evaluate real-world cybersecurity threats and scams.

#### Lesson Structure:

##### 1. Introduction

##### Warm-up:

- ✓ Activity: "The Weakest Link"
- ✓ Write three passwords on the board:
  1. 12345678
  2. Arpit2008
  3. gT3#kLp!9
- ✓ Ask students: Which password is the weakest? Why?
- ✓ Discuss: How do hackers break weak passwords?
- ✓ Introduce the topic: The importance of strong passwords and cyber safety.

##### Transition:

- ✓ Tell a short story: Imagine living in a house without locks—anyone can walk in. The same applies to online accounts without strong passwords.
- ✓ Ask: Would you leave your front door unlocked? Why do people then use weak passwords online?
- ✓ Introduce the chapter's focus on cybersecurity and digital safety.

##### 2. Story Reading & Discussion

##### Read Aloud:

- ✓ Teacher or students read key passages:
  1. Grandpa's explanation of passwords and their

importance.

2. The history of passwords (Ali Baba and the Forty Thieves).
3. Arpit's realisation of online security risks.
4. Cyber threats include hacking, malware, phishing, and brute force attacks.

#### Guided Questions:

- ✓ Why did Grandpa compare passwords to keys and locks?
- ✓ What happens when people use the same password for everything?
- ✓ Why do hackers target weak passwords?
- ✓ How do cybercriminals use personal information to guess passwords?
- ✓ What steps can you take to protect your online accounts?

#### Key Takeaway:

- ✓ Passwords are digital keys—stronger keys mean better security.
- ✓ Cybercriminals use psychological tricks to steal information.
- ✓ Changing passwords regularly and using unique combinations increases safety.
- ✓ Online security is everyone's responsibility.

#### Teacher's Resources:

- ✓ Raju and the Forty Thieves by RBI (QR embedded).

#### 3. Interactive Activity

##### Activity 1: "Password Challenge – Can You Crack It?":

- ✓ Students work in pairs to create a strong password based on specific criteria:
  - ✓ It must be at least 12 characters long.
  - ✓ Include upper/lowercase letters, numbers, and symbols.
  - ✓ Should not include personal details (e.g., birthday, pet name).
  - ✓ Class votes on the strongest and weakest passwords.
- ✓ The teacher explains why some passwords are more challenging to crack than others.

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

##### Recap Key Points:

- ✓ A strong password is the first step to cybersecurity.
- ✓ Hackers use different methods to steal information.

- ✓ Never share passwords with anyone except trusted guardians.
- ✓ Think before clicking—cyber scams rely on quick reactions.

**Assign a Home Task:**

- ✓ Reflection Task: Points to ponder on page 44.
- ✓ Discuss Raju & the Forty Thieves with parents or guardians.
- ✓ Worksheet: 17.0, 17.1

**Assessment & Evaluation**

- ✓ Class Participation.

**Challenges:**

- ✓ Why should we not use the same password for all accounts?
- ✓ Is it safe to share passwords with friends? Why or why not?
- ✓ What happens if a hacker gains access to one of your accounts?
- ✓ Why should you never share your OTP with anyone?

## 18. How to Choose Well, 19. Good Friends are for Keeps, but... & 20. A Friend in Need is a Friend Indeed

**Life Skills: Critical Thinking | Decision Making | Interpersonal Relationship**

**Core Principle: Personal Safety: Cyber Safety**

**Theme: Critical Thinking in Relationships | Decision-Making in Friendships | Understanding Peer Pressure and Healthy Friendships**

### Learning Objectives:

By the end of the lesson, students will:

- ✓ Recognise the difference between a healthy and an unhealthy friendship.
- ✓ Apply critical thinking skills when making decisions about friendships.
- ✓ Understand the influence of peer pressure and how to handle it.
- ✓ Learn how to establish and maintain personal boundaries in friendships.
- ✓ Use a structured decision-making approach to evaluate social situations.

### Lesson Structure:

#### 1. Introduction

##### Warm-up:

- ✓ Activity: "The Friendship Checklist"
- 1. Ask students to write down three qualities they value in a friend.
- 2. Share examples: Is honesty important? Kindness? Supportiveness?
- ✓ Discuss: Can a friend pressure you into something you're uncomfortable with? Is that steadfast friendship?

##### Transition:

- ✓ Present this hypothetical situation: Your best friend pressures you to skip a class to hang out. What would you do?
- ✓ Have students discuss in pairs: Is this person a true friend? Why or why not?
- ✓ Introduce the chapter's focus on decision-making in friendships.

#### 2. Story Reading & Discussion

##### Read Aloud:

- ✓ Teacher or students read key passages, focusing on:
- ✓ Sana's confusion about Zubair's request to be a "special friend".
- ✓ Sana's decision-making process using the eight critical thinking questions.

- ✓ How her conversation with Pokso helped her clarify her thoughts.

##### Guided Questions:

- ✓ What were the eight questions Sana asked herself before making a decision?
- ✓ How do these questions help you make better choices?
- ✓ Why is it important to trust your feelings in a friendship?
- ✓ What is the difference between a good friend and a toxic friend?
- ✓ How does peer pressure influence decisions?

##### Key Takeaway:

- ✓ A true friend respects your decisions and doesn't pressure you.
- ✓ Critical thinking helps in making better choices in friendships.
- ✓ Being unsure about a friendship is a reason to pause and reflect.
- ✓ It is okay to say "No" if something doesn't feel right.

##### Teacher's Resources:

- ✓ Decision-making flowchart poster.
- ✓ Examples of famous friendships in history and what made them strong.
- ✓ National Cyber Crime Reporting Portal: <https://cybercrime.gov.in/>

#### 3. Interactive Activity

- ✓ Activity A on page 47.

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

##### Recap Key Points:

- ✓ Good friendships are based on mutual respect and trust.
- ✓ Decision-making skills help us choose the right people in our lives.
- ✓ Walking away from friendships that don't make us feel safe is okay.
- ✓ Expressing feelings to people who care for us makes us feel better and is helpful.
- ✓ A positive friend is a person who encourages safe, healthy activities and helps you learn and grow.
- ✓ A good friend shows respect and acts responsibly.
- ✓ If you must play, decide upon three things at the start: the rules of the game, the stakes, and the quitting time.

**Assign a Home Task:**

- ✓ Research Task: Find out about Indian anti-gambling laws. Can children legally participate in gambling?
- ✓ Watch the animated video of the chapter “How to Choose Well” (QR embedded).
- ✓ Listen to the audio story of the chapter “A Friend in Need is a Friend Indeed” (QR embedded).
- ✓ Find out more about the historical friendships mentioned on page 48.
- ✓ Worksheet: 19.0

**Assessment & Evaluation:**

- ✓ Class Participation.

**Challenges:**

- ✓ How do we know if a friend is truly trustworthy?
- ✓ Why do people struggle to say "No" in friendships?
- ✓ What happens when we make decisions based on peer pressure?
- ✓ Can you be friends with someone with values different from yours? Why or why not?
- ✓ Is it okay to end a friendship if it becomes unhealthy?

## 21. The Two Boxes, 22. Moral Compass, 23. Have Mercy on Me & 26. Triple Filter Test

### Life Skills: Critical Thinking

**Core Principle: Morals/Values/Ethics: Attitude/Prejudice/Bigotry/Constitutional Values/Being Responsible**

**Theme: Understanding Moral Decision-Making | Ethics, Values, and Dilemmas in Everyday Life | Balancing Personal and Societal Morality**

### Learning Objectives:

By the end of the lesson, students will:

- ✓ Understand how morality is shaped by society, upbringing, and experiences.
- ✓ Evaluate moral dilemmas and different perspectives in ethical decision-making.
- ✓ Recognise the balance between laws, ethics, and personal beliefs.
- ✓ Reflect on the role of rewards and punishments in moral development.
- ✓ Analyse real-life scenarios to identify moral conflicts and solutions.

### Lesson Structure:

#### 1. Introduction

##### Warm-up:

- ✓ Activity: Present students with quick moral dilemmas:
  1. You find a wallet on the street with money inside. There's no ID. What do you do?
  2. A friend asks you to lie for them to avoid punishment. Will you do it?
- ✓ Ask students to discuss their responses with a partner.
- ✓ Highlight: Morality is often complex, and different people see situations differently.

##### Transition:

- ✓ Introduce the chapter's key idea:
  1. What is a moral compass?
  2. How do society, religion, and laws influence our moral decisions?
  3. What happens when personal values clash with societal norms?
- ✓ Connect to real life: Ask students about examples of moral dilemmas they have faced.

#### 2. Story Reading & Discussion

### Read Aloud:

- ✓ Teacher or students read key passages, focusing on:
- ✓ There is a debate on morality and why humans empathise with the weaker side.
- ✓ The discussion on rewards and punishments shaping morality.
- ✓ The role of family and societal expectations in building ethical behaviour.
- ✓ The conflict between legal justice and moral fairness.

### Guided Questions:

- ✓ Why do humans tend to support the weaker side in conflicts?
- ✓ Do rewards and punishments help people learn morality or create fear?
- ✓ Can moral values exist without laws?
- ✓ How do personal values sometimes clash with legal systems?
- ✓ What is the difference between fairness and justice?

### Key Takeaway:

- ✓ Morality is shaped by many factors – family, culture, religion, and laws.
- ✓ Ethical dilemmas exist when two "right" things conflict.
- ✓ Critical thinking helps navigate difficult moral choices.
- ✓ Rewards and punishments can guide behaviour but should not be the only motivators for morality.

### Teacher's Resources:

- ✓ Pin-up for THINK (page 69).
- ✓ The Implicit Association Test (IAT)

### 3. Interactive Activities

#### Activity 1: "Debate - Active Euthanasia":

- ✓ Divide students into small groups.
- ✓ Ask them to share their perspectives on Whether active euthanasia should be allowed in India. Do you think it can be misused?

#### Activity 2: The Two Boxes Game:

- ✓ Play the game of Two Boxes in the class.

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

**Recap Key Points:**

- ✓ Morality is not black and white—it involves many shades of grey.
- ✓ Society influences our moral beliefs, but personal reflection is key.
- ✓ Moral dilemmas require critical thinking and empathy.
- ✓ A dilemma means being confronted with difficult choices. None of these is easy to make.
- ✓ If people are good only because they fear punishment and hope for reward, then we are sorry.

**Assign a Home Task:**

- ✓ Research Task: Find out who Aruna Shanbaug was.
- ✓ Suggested Reading: Animal Farm by George Orwell.
- ✓ Suggested Song: YouTube search - Little Boxes by Malvina Reynolds.
- ✓ Worksheet: 21.0, 21.1, 21.2, 21.3, 22.0, 22.1

**Assessment & Evaluation:**

- ✓ Class Participation: Engaged responses in discussions and debates.

**Challenges:**

- ✓ How do we decide who is the "weaker side" in conflicts?
- ✓ Should people do the right thing only because of fear of punishment?
- ✓ Can a society function without moral values?
- ✓ What happens when laws and morality contradict each other?
- ✓ Can moral values change over time? Give examples.

## 24. Child Rights & 25. A Child in Conflict with Law

### Core Principle: Child Rights: Rights & laws

**Theme: Understanding Child Rights and Responsibilities | Legal Protection for Children | Juvenile Justice and Rehabilitation**

### Learning Objectives:

By the end of the lesson, students will:

- ✓ Understand the concept of child rights and their importance.
- ✓ Learn about legal frameworks like the Juvenile Justice Act (JJA) and the POCSO Act.
- ✓ Differentiate between children needing care and protection vs. children in conflict with the law.
- ✓ Explore the impact of societal perceptions on child justice.
- ✓ Discuss moral and ethical aspects of justice for minors.

### Lesson Structure:

#### 1. Introduction

##### Warm-up:

- ✓ Activity: "What Are Rights?"
- 1. Ask students to list five rights they think all children should have.
- 2. Discuss how these rights protect them in daily life.
- ✓ Introduce "Child Rights" and how they differ from general human rights.

##### Transition:

- ✓ Scenario-Based Question:
- ✓ Present this scenario: A 14-year-old child is caught stealing food. Should they be sent to jail? Why or why not?
- ✓ Encourage students to discuss whether punishment or rehabilitation is more appropriate.
- ✓ Introduce the Juvenile Justice System and child protection laws.

#### 2. Story Reading & Discussion

##### Read Aloud:

- ✓ The teacher or students read key passages from the chapter, focusing on the following:
- ✓ The case of the teenage thief and the crowd's reaction.
- ✓ Explanation of the Juvenile Justice Act (JJA) and how it treats minors differently from adults.
- ✓ Eklavya's question is whether the boy will be punished or helped.

- ✓ Fathima Beevi Ma'am's explanation of laws protecting children.

##### Guided Questions:

- ✓ Why do children have separate laws for justice and protection?
- ✓ What are the two categories under the Juvenile Justice Act?
- ✓ Why should children not be placed in jails with adults?
- ✓ What does the POCSO Act protect children from?
- ✓ What role do Child Welfare Committees (CWCs) and Juvenile Justice Boards (JJBs) play?

##### Key Takeaway:

- ✓ Children have specific rights and protections under the law.
- ✓ Juvenile justice focuses on reform rather than punishment.
- ✓ Child Welfare Committees help children in need of care and protection.
- ✓ The POCSO Act ensures strict action against child abuse.

##### Teacher's Resources:

- ✓ POCSO E - Box <https://ncpcr.gov.in/>
- ✓ POCSO E - Box Helplines 9868235077, 1800115455.
- ✓ Online complaint against child labour on: <https://pencil.gov.in/>
- ✓ National Legal Services Authority (NALSA): <https://nalsa.gov.in/>
- ✓ One-stop Centres: <http://nari.nic.in/>
- ✓ SHE-Box: <http://www.shebox.nic.in/>
- ✓ A National tracking system for missing and vulnerable children: <http://trackthemissingchild.gov.in>
- ✓ Child HelpLine No. 1098
- ✓ UN declares 20th June as World Refugee Day.

#### 3. Interactive Activities

##### Activity 1: "Courtroom Debate – Justice for Children":

- ✓ Divide students into three groups:
  1. Prosecution – Argue that children who commit crimes should be treated as adults.
  2. Defence – Argue that children need rehabilitation, not punishment.
  3. Judges – Listen to both sides and judge pretty based

on the JJA.

- ✓ Each group presents their points, and the "judges" deliver a verdict.

their rights?

**Activity 2:** Discuss methods to convey a message to their readers, like satire, metaphors, idioms, axioms, analogies, ironies, dilemmas, sarcasm and more with the English teacher.

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

##### **Recap Key Points:**

- ✓ All children have rights that protect them from harm.
- ✓ Juvenile Justice focuses on reformation rather than punishment.
- ✓ POCSO ensures strict action against child abuse and exploitation.
- ✓ Children should be aware of their rights and responsibilities.
- ✓ Children are also citizens. They, too, have rights called child rights.
- ✓ We should be aware of everyone's rights.
- ✓ Rights cannot exist without responsibilities and duties.

##### **Assign a Home Task:**

- ✓ Research Task: Prepare a report highlighting the key features of the POCSO Act, 2012 & JJ Act, 2015.
- ✓ Suggested Reading: Lost and Found, ISBN 978-81-237-6337-8 and Lord of the Flies novel (1954), by William Golding.
- ✓ Listen to the audio story of the chapter "A Child in Conflict with Law" (QR embedded).
- ✓ Worksheet: 24.0

##### **Assessment & Evaluation:**

- ✓ Class Participation and homework submission.

##### **Challenges:**

- ✓ Why do children need a separate justice system from adults?
- ✓ Should a 16-year-old who commits a serious crime be treated as an adult? Why or why not?
- ✓ What happens to a child who is falsely accused of a crime?
- ✓ What are some ways to help children in need of care and protection?
- ✓ How can we ensure that all children have access to

## 27. What is Self Defence?

### Life Skills: Critical Thinking

#### Core Principle: Personal Safety: Self Defence

#### Theme: Personal Safety and Self-Defence

#### Techniques | Situational Awareness and Mental Preparedness | Physical and Verbal Self-Defence Strategies

#### Learning Objectives:

By the end of the lesson, students will:

- ✓ Understand that self-defence is about awareness, not just physical strength.
- ✓ Learn how to identify and avoid potential threats.
- ✓ Develop techniques for verbal and physical self-defence.
- ✓ Recognize the importance of mental alertness in emergencies.
- ✓ Explore ethical considerations in using self-defence techniques.

#### Lesson Structure:

##### 1. Introduction

##### Warm-up:

- ✓ Activity: "Fight or Flight?"
- ✓ Ask students: If you were approached by a stranger in an unsafe situation, what would you do?
- ✓ Provide multiple choices: Ignore, shout for help, run, or fight?
- ✓ Discuss why self-defence is not just fighting—it is about making smart decisions to stay safe.

##### Transition:

- ✓ Tell the story of Arpit and Sana's encounter with the thug.
- ✓ Ask: Was Sana's reaction an example of self-defence? Why or why not?
- ✓ Introduce the broader concept of self-defence:
- ✓ It includes mental preparedness, situational awareness, and verbal techniques, not just physical moves.

##### 2. Story Reading & Discussion

##### Read Aloud:

- ✓ Teacher or students read key passages, focusing on:
- ✓ Sana's clever verbal distraction to escape the thug.
- ✓ Pokso explaining that self-defence is not just

about fighting.

- ✓ The idea that confidence and quick thinking are part of personal safety.
- ✓ The importance of avoiding dangerous situations rather than confronting them.

#### Guided Questions:

- ✓ What did Sana do that helped her and Arpit escape?
- ✓ Why is avoiding a fight considered a better self-defence strategy than fighting?
- ✓ How can mental alertness help prevent dangerous situations?
- ✓ What role does confidence play in staying safe?
- ✓ Why should self-defence techniques only be used as a last resort?

#### Key Takeaway:

- ✓ Self-defence is about protecting yourself, not harming others.
- ✓ Verbal techniques and distraction can be as effective as physical moves.
- ✓ Being aware of surroundings and exit routes can prevent danger.
- ✓ Confidence and assertiveness deter potential threats.

#### Teacher's Resources:

- ✓ Poster on 7-step safety rules.
- ✓ Pin-up for SAFETY (page 71).

##### 3. Interactive Activities

##### Activity 1: "Escape Plan Challenge":

- ✓ Students work in pairs to act out different scenarios (e.g., walking alone at night, being followed, dealing with a pushy stranger).
- ✓ They must use a self-defence technique to get away safely, such as:
- ✓ Using verbal distraction.
- ✓ Running towards a crowded area.
- ✓ Identifying and using exit points.
- ✓ Using body language to appear confident.
- ✓ Class discussion: Which techniques worked best?

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

##### Recap Key Points:

- ✓ Self-defence is about staying safe, not fighting.
- ✓ Being aware of your surroundings is your first line of defence.

- ✓ Confidence and smart decision-making can prevent danger.

***Assign a Home Task:***

- ✓ Suggested Reading: The Midnight Visitor by Robert Arthur.

**Assessment & Evaluation:**

- ✓ Class Participation.

**Challenges:**

- ✓ Why do people freeze in emergencies, and how can training help overcome this?
- ✓ Should self-defence be taught in schools as a mandatory subject? Why or why not?
- ✓ What role does psychology play in self-defence?

## 28. The Good Samaritans

**Theme: Road Safety and the Role of Good Samaritans | Understanding the Motor Vehicles Act, 2019 | Emergency First Aid and CPR Training**

### Learning Objectives:

By the end of the lesson, students will:

- ✓ Understand the importance of road safety and responsible driving behaviour.
- ✓ Recognise the role of Good Samaritans in emergencies.
- ✓ Learn about the legal protection provided under the Motor Vehicles Act 2019 for those who help accident victims.
- ✓ Understand the concept of the "Golden Hour" in medical emergencies.
- ✓ Gain basic knowledge of CPR and its life-saving benefits.

### Lesson Structure:

#### 1. Introduction

##### Warm-up:

- ✓ Activity: "What Would You Do?"
- ✓ Present this situation: You witness an accident where a person is injured but unconscious. What would you do?
- ✓ Ask students to share their responses.
- ✓ Introduce the concept of Good Samaritans and how helping accident victims can save lives.

##### Transition:

- ✓ Show two contrasting scenarios:
- ✓ A crowd watching an accident without helping.
- ✓ A bystander called for an ambulance and assisted the victim.
- ✓ Ask:
- ✓ Why do some people hesitate to help in such situations?
- ✓ How does the law protect Good Samaritans?
- ✓ Introduce the Motor Vehicles Act of 2019, which provides legal protection for helpers.

#### 2. Story Reading & Discussion

##### Read Aloud:

- ✓ Teacher or students read key passages, focusing on:
- ✓ The road accident involved a junior school student.
- ✓ How Sana, Arpit, and Pokso acted responsibly as Good Samaritans.
- ✓ The importance of quick medical intervention

- during the "Golden Hour."
- ✓ The school's workshop on CPR and first aid.

### Guided Questions:

- ✓ What actions did the three musketeers take after the accident?
- ✓ What does the term "Golden Hour" mean? Why is it important?
- ✓ How does the Motor Vehicles Act 2019 encourage people to help accident victims?
- ✓ What are the significant causes of road accidents in India?
- ✓ Why should we learn basic first aid and CPR?

### Key Takeaway:

- ✓ Good Samaritans play a crucial role in saving lives.
- ✓ The "Golden Hour" is critical for survival after an accident.
- ✓ The Motor Vehicles Act protects helpers from legal trouble.
- ✓ Basic CPR skills can make a difference in emergencies.

### Teacher's Resources:

- ✓ Motor Vehicles (Amendment) Act 2019.
- ✓ Video demonstrating proper CPR technique.
- ✓ Brasilia Declaration on Road Safety 2015.
- ✓ The Red Cross Society.
- ✓ Poster on Road Safety.

#### 3. Interactive Activity

**Activity 1:** Safety Pledge (Activity D on page 74).

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

##### Recap Key Points:

- ✓ Helping an accident victim can save lives, and the law protects helpers.
- ✓ The "Golden Hour" is the best time to act in an emergency.
- ✓ CPR is an essential life-saving technique everyone should know.
- ✓ Responsible driving and road safety rules can prevent accidents.
- ✓ Be patient on the road, or you might become a patient in the hospital.
- ✓ You must obey traffic rules and ensure that others do the same. Laws are for everyone's safety.

### Assign a Home Task:

- ✓ Research Task: Prepare a report on the Brasilia Declaration on Road Safety 2015.
- ✓ Watch the video “How to do CPR on an Adult” (QR embedded).
- ✓ Worksheet: 28.0, 28.1

**Assessment & Evaluation:**

- ✓ Homework submission.

**Challenges:**

- ✓ Why do people hesitate to help accident victims?
- ✓ What should be done to encourage more people to act as Good Samaritans?
- ✓ What are some common misconceptions about providing first aid?
- ✓ How do road safety rules protect pedestrians and drivers alike?
- ✓ What should you do if someone is unconscious but breathing normally?

## Lesson Plan Template

### Cues for Lesson Plans:

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

### Timetable Periods Distribution:

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

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

in school.

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

### Templates:

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

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





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

**Character Canvas**



**Children Worksheets Catalogue**



**Posters Catalogue**



**Teacher’s Manual - Pink Book**



**Parents/ Teachers - Green Booklet**



**Parents/Teachers - Blue Booklet**



**Support-Staff - Red Booklet**

English  
अंग्रेजी

Assamese  
অসমীয়া

Bengali  
বাংলা

Gujarati  
ગુજરાતી

English  
अंग्रेजी

Assamese  
অসমীয়া

Bengali  
বাংলা

Gujarati  
ગુજરાતી

Hindi  
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

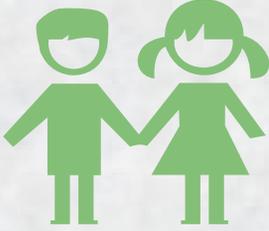
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Khasi



## Children Against Child Abuse

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



Children Empowered  
15,00,000+



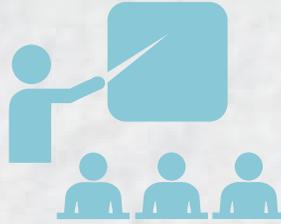
Families Empowered  
14,00,000+



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*