



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

مياڻي حفاظت ڪتاب

मेरी सुरक्षा कार्यपुस्तिका

ਮਾਰੀ ਸਵਾਮਤੀ ਕਾਰ്യਪੋਥੀ

My Safety Workbook

ನಾ ಭದ್ರತಾ ಕಾರ್ಯಪುಸ್ತಿಕೆ

میری حفاظتی ڪتاب

माझी सुरक्षितता कार्यपुस्तिका

মোর সুৰক্ষা কার্যপুস্তিকা

আমার নিরাপত্তা কার্য পুস্তক

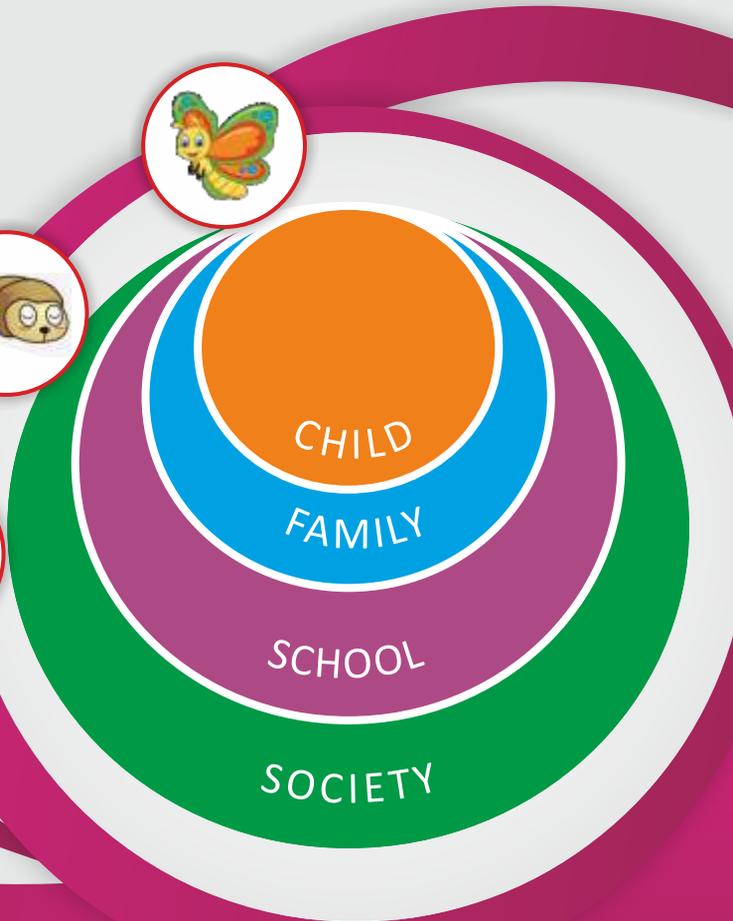
मेरी सुरक्षा का रक्षक

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Angni Naljokanina Ka ani Ki-tap

எனது பாதுகாப்புப் பணிப்புத்தகம்



UKG to Class IX  
**CACA Safety Workbooks**

*Prevention is Better than Cure*



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

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**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**

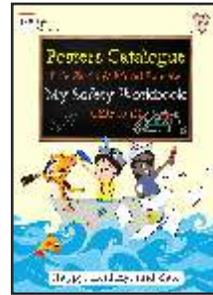


**My Eighth Safety Workbook**

**IX**

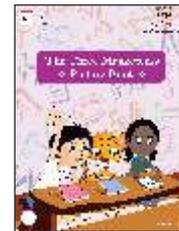


**My Ninth Safety Workbook**

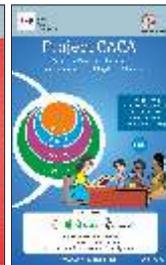
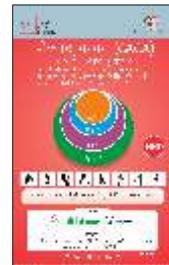


Posters

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.

## Picture Book

Use the picture book to introduce and build rapport with the characters for the children, as and when required throughout the workbook.





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Share & Perform

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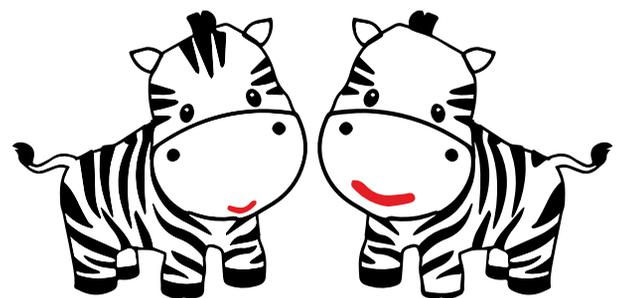
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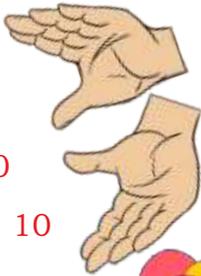


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# Say Hello! & Three Best Friends

**Life Skills: Interpersonal Relationships – Friends & Special Friends**

**Core Principles: Morals/Values/Ethics – Gender Stereotype Breaking, Health – Nutrition**

**Theme: Greetings, Friendship, Self-Identity, Healthy Eating, and Counting**

**Skills: Social Skills, Communication, Numeracy, Self-Awareness**

## Learning Objectives

By the end of the lesson, students will:

1. Greet and introduce themselves using simple sentences.
2. Recognise and name family members and friends.
3. Understand the importance of friendship and social relationships.
4. Identify healthy food choices (fruits and vegetables).
5. Count objects related to the story.

## Lesson Flow

### 1. Warm-up

**Activity:** Teacher greets each student and encourages them to say “Hello!” to their peers.

**Question Prompt:** “How do you say hello to your friends?”

**Action:** Let students practice greeting each other in different ways (waving, shaking hands, or smiling).

### 2. Story Time

**Read Aloud:** The teacher reads the chapters with expressive voice modulation and showing pictures.

#### Discussion questions:

1. Who are the three best friends in the story?
  2. What do they like to eat?
  3. What is a good habit?
- ✓ Encourage students to repeat key sentences.

### 3. Activity Time

#### A. Introduce Yourself

- ✓ Students take turns introducing themselves: “Hello, I am \_\_\_. I like to eat \_\_\_. My best friend is \_\_\_.”
- ✓ Outcome: Builds confidence and encourages peer bonding.

#### B. Counting Challenge

- ✓ Show an image of Arpit playing the flute with notes coming out. (Activity B on page 3)

- ✓ Ask students to count the notes aloud.  
✓ Let them write the number in the box provided.

### 4. Reflection & Wrap-Up

#### Key Takeaways:

- ✓ Come, let us grow and learn together.  
✓ Growing up is fun.  
✓ Let's learn good habits together.  
✓ Every child must go to school.

#### Assign a home task:

- ✓ Activity on page 5  
✓ Worksheet: 1.0

#### Assessment Criteria

- ✓ Can the child introduce themselves using simple sentences?  
✓ Can they count objects correctly?  
✓ Are they able to engage in greetings and social interaction?

## Nicknames & Our loved Ones

**Life Skills: Interpersonal Relationship: Safety Circle**

**Core Principle: Safety- Bullying**

**Theme: Self-Identity, Family, Friendship, Respect, and Safety**

**Skills: Communication, Social Awareness, Emotional Awareness**

### Learning Objectives

By the end of the lesson, students will:

1. Recognise and name family members and their roles. Identify loved and trusted ones.
2. Understand what a nickname is and when it should be used.
3. Develop respect for others' names and choices.
4. Express feelings about their family and friends.

### Lesson Flow

#### 1. Warm-up

✓Teacher welcomes students by calling their names.

**Ask:** "Who do you love the most in your family?"

#### Discuss:

1. "Who helps you when you are sick?"
2. "Who plays with you?"

#### 2. Story Time

**Read Aloud:** The teacher reads the chapters with expressive voice modulation and showing pictures.

#### Discussion questions:

1. "What is Sana's nickname?" (Sullu)
2. "Who gave her the nickname?" (Her Grandma)
3. "What is Arpit's nickname?" (Appu)
4. "Who gave it to him?" (His Grandpa)
5. "Should we use nicknames at school?" (No, because some people may not like it.)
6. "Who are Sana, Arpit, and Pokso's loved ones?"
7. "Who takes care of them?"

#### 3. Activity Time

##### Nickname Activity:

✓To help children understand that nicknames can be special but should always be respectful.

✓Each child takes turns saying:

"My name is \_\_\_\_\_. My family calls me \_\_\_\_\_." (If they have a nickname)

✓If a student doesn't have a nickname, they simply say:

"I like being called \_\_\_\_\_."

✓Ask How do they feel when someone calls them by their nickname? (Happy, Shy, Upset, etc.)

✓If a child says they don't like their nickname, encourage a respectful discussion about personal choice.

✓Discuss the right practices:

1. Calling a friend by their real name when they ask you to?
2. Giving a friend a name they don't like?
3. Asking a friend what they like to be called?
4. What should we do if a friend doesn't like their nickname? (Call them by the name they prefer.)

#### 4. Reflection & Wrap-Up

##### Key Takeaway:

✓Nobody in your school should call you by your nickname.

##### Assign a home task:

✓Our Loved Ones Activity on page 7.

##### Assessment Criteria

✓Can the child introduce themselves and talk about their family and nickname?

✓Do they understand the importance of using real names at school?

##### Challenges:

Discussing personal identity and self-esteem ("Do you like your nickname?"), addressing emotional impact of unwanted nicknames, guiding students on setting boundaries for name-calling, managing discussions on family-given vs. school nicknames, and ensuring students understand respect in peer interactions.

# Pokso Likes Cartoons, Pokso Does Not like His Cheeks Pinched, Do You Like Playing Hide and Seek? & I can Tie My Shoelaces

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

**Core Principles: Mental Health & Well-being- Emotions & Feelings | Morals/Values/Ethics- Being Independent & Responsible**

**Theme: Self-Expression, Likes & Dislikes, Respect, Personal Space, and Independence**

**Skills: Communication, Social Awareness, Emotional Intelligence, Fine Motor Skills**

## Learning Objectives

By the end of the lesson, students will:

1. Identify their likes and dislikes.
2. Recognise that different people have different preferences and that is okay.
3. Express their choices confidently.
4. Learn about personal space and setting boundaries.
5. Develop self-reliance by recognising what they can do independently.

## Lesson Flow

### 1. Warm-up

**Ask:** What do you like to do the most?" (Playing, watching TV, drawing, singing, etc.)

### Discussion:

1. Do all of us like the same things? (No, and that's okay!)
2. How do you feel when someone likes different things than you?

### 2. Story Time

**Read Aloud:** The teacher reads the chapters "Pokso Likes Cartoons" and "Pokso Does Not Like His Cheeks Pinched," showing pictures.

### Discussion Questions:

1. What does Pokso like? (Cartoons, playing with toys, sharing, keeping clean.)
2. Do you like cartoons too? Which one?
3. What does Pokso NOT like? (Pinched cheeks, hair pulling, someone pushing.)
4. Is it okay to say NO when we don't like something? (Yes! We must tell a trusted adult if something makes us uncomfortable.)

### 3. Activity Time

✓ Do You Like Playing Hide and Seek? (page 11)

### 4. Reflection & Wrap-Up

#### Key Takeaway:

- ✓ Doing things that we like makes us feel good and happy.
- ✓ We should tell our Mummy, Papa, grandparents, and teachers about what we like and do not like.

#### Assign a home task:

- ✓ I Can Tie My Shoelaces (page 14)

#### Assessment Criteria

- ✓ Can the child name their likes and dislikes?
- ✓ Can they respect and understand that others have different preferences?

#### Challenges:

Guiding students on expressing personal preferences ("Tell Pokso what you like and do not like"), ensuring respectful discussions about different interests (e.g., playing doctor-patient, climbing trees), addressing peer pressure in play choices, and fostering confidence in individual likes and dislikes without judgment.

# Tipi Tap Tap, Hand Wash & Chewing Is My Habit

**Core Principles: Morals/Values/Ethics- Water Preservation | Health & Hygiene**

**Theme: Saving Water, Washing Hands, and Chewing Food Properly**

**Skills: Communication, Fine Motor Skills, Social Awareness**

## Learning Objectives

By the end of the lesson, students will:

1. Understand the importance of saving water and using it wisely.
2. Learn proper handwashing techniques to stay healthy.
3. Recognise why chewing food properly helps with digestion.
4. Participate in interactive activities related to hygiene and eating habits.

## Lesson Flow

### 1. Warm-up

**Ask:** “What do we need to stay strong and healthy?”

### Discussion:

1. “Why do we need water?” (To drink, wash, and stay clean.)
2. “Why do we need to wash our hands?” (To keep germs away.)
3. “Why should we chew food properly?” (To help digestion and avoid stomach aches.)

### 2. Story Time

**Sing Along:** The teacher sings the poems “Tipi Tap Tap” & “Chewing Is My Habit” while clapping to the rhythm.

### Discussion Questions:

1. “Why should we turn off the tap while brushing?” (To save water.)
2. “What happens if we waste water?” (There won’t be enough for everyone.)
3. “What happens when you chew more?” (It becomes softer and easier to swallow!)
4. “Why should we chew food well?” (To help digestion and avoid choking.)

### 3. Activity Time

#### A. Handwashing Practice

✓ Music teacher plays the notes of the poem ‘Hand

Wash’ while student mimic the handwashing steps:

1. Wet hands
2. Apply soap
3. Scrub front and back
4. Rinse and dry

### Discussion Questions:

1. “When should we wash our hands?” (Before eating, after playing, after using the toilet.)
2. “What happens if we don’t wash our hands?” (We can get sick!)

### Teacher’s Resources:

✓ Eat Right School: <https://fssai.gov.in/eatrightschool/>

### 4. Reflection & Wrap-Up

#### Key Takeaway:

- ✓ Saving water is a good habit!
- ✓ We wash our hands regularly so that we do not fall sick. It is a good habit.
- ✓ We chew our food to be strong. It is a good habit.

### Assign a home task:

- ✓ Watch animated videos of the poems, “Tipi Tap Tap,” “Hand Wash,” and “Chewing Is My Habit.”
- ✓ Colouring activity on page 24

### Assessment Criteria

- ✓ Can the child understand why water is important?
- ✓ Can they demonstrate proper handwashing?
- ✓ Can they sort actions into “Good” and “Wasteful” water habits?
- ✓ Do they participate in singing and movement activities?
- ✓ Can the child understand why chewing is important?
- ✓ Do they correctly complete the colouring worksheet?

# Pokso's Favourite Toy Car, My Things and Me & My Clothes and Me

**Core Principles: Morals/Values/Ethics- Being Independent & Responsible | Hygiene**

**Theme: Responsibility, Body Awareness, Self-Care**

**Skills: Observation, Sorting, Fine Motor Skills**

## Learning Objectives

By the end of the lesson, students will:

1. Identify different parts of a car and their functions.
2. Compare car parts with body parts and their roles.
3. Understand the importance of taking care of personal belongings.
4. Learn why changing clothes and keeping them clean is important.
5. Develop responsibility for hygiene, cleanliness, and organisation.

## Lesson Flow

### 1. Warm-up

**Ask:**

1. "What is your favourite thing at home?" (Toy, book, clothes, school bag, etc.)
2. "Have you ever been in a car? What helps a car move?" (Wheels!)

**Discussion:**

1. "How do we take care of a car?" (Keep it clean, check its parts.)
2. "How do we take care of our school bag?" (Keep it tidy, pack it properly.)
3. "How do we take care of our clothes?" (Wash them, fold them neatly.)

### 2. Story Time

**Read Aloud:** Read "Pokso's Favourite Toy Car" and "My Clothes and Me," showing pictures. Encourage students to repeat key sentences:

1. "Wheels to roll, steering to turn, headlights to see!"
2. "I keep my things clean."
3. "Changing clothes is a good habit!"

**Discussion Questions:**

1. "How many wheels does Pokso's car have?" (Four.)
2. "How is a car similar to our body?" (Wheels = Legs, Headlights = Eyes.)
3. "What happens if we don't take care of our clothes?" (They get dirty, smelly.)

### 3. Activity Time

## My Body, My Car

✓Teacher calls out car parts, and students move the corresponding body part:

1. Wheels → Legs (Move your legs like wheels.)
2. Steering → Hands (Move hands like a steering wheel.)
3. Headlights → Eyes (Blink your eyes like headlights turning on.)

## 4. Reflection & Wrap-Up

**Key Takeaway:**

- ✓Taking care of our things makes us happy.
- ✓Changing our clothes every day is a good habit.

**Assign a home task:**

- ✓Activity on page 29
- ✓Watch animated video of the poem, "My Things and Me."
- ✓Worksheet: 7.0, 7.1

## Assessment Criteria

- ✓Can they compare car parts to body parts?
- ✓Do they understand why taking care of belongings is important?
- ✓Do they understand the importance of cleanliness and responsibility?

# My Body and Me, Our Body Parts, We Are Same Yet Different, & Going To Toilet

**Life Skills: Self Awareness- Body Ownership | Self Awareness: Skills/Aptitudes | Empathy**

**Core Principle: Mental Health & Wellbeing: Medical (Physical/Mental) Conditions | Morals/Values/Ethics: Being Independent & Responsible**

**Theme: Body Ownership, Hygiene, Respect for Differences**

**Skills: Identification, Fine Motor Skills, and Social Awareness**

## Learning Objectives

By the end of the lesson, students will:

1. Identify different body parts and their functions.
2. Understand that every person is unique but shares common body features.
3. Recognise the importance of taking care of their body through hygiene and personal care.
4. Learn and practice basic toilet manners and handwashing.

## Lesson Flow

### 1. Warm-up

#### Ask:

1. What do we use our hands for? (To hold, clap, and wave.)
2. What do we use our mouth for? (To eat and talk.)

#### Discussion:

1. "Are all people the same?" (No, we have different interests and appearances.)
2. "Even if we look different, do we all have eyes, ears, and a nose?" (Yes, we are the same in many ways!)

**Introduce the Story:** "Today, we will learn about our body and how it grows."

### 2. Story Time

**Read Aloud:** Read "My Body and Me," "Our Body Parts," and "We Are Same Yet Different" – discussing body parts, how they work, and all people have the same body parts but different interests. Encourage students to repeat key sentences like "My body belongs to me" and "I take care of my body."

#### Discussion Questions:

- ✓ "Which body parts do you see in the pictures?" (Head, hands, feet, etc.)
- ✓ "Does our body stay the same as we grow up?" (No, it changes and becomes bigger.)

- ✓ "How do we take care of our body?" (By eating healthy, bathing, brushing teeth, and exercising.)

#### Teacher's Resources:

- ✓ How to solve letter reversals?: <https://bit.ly/2LMdj91>
- ✓ How to hold a pencil?: <https://bit.ly/3bHRfXR>

### 3. Activity Time

#### a. Simon Says Game:

- ✓ "Simon says touch your head."
- ✓ "Simon says blink your eyes."
- ✓ "Simon says stomp your feet."

#### b. Activities A to F on page 35-38

### 4. Reflection & Wrap-Up

#### Key Takeaway:

- ✓ Our body, just like our things, belongs to us.
- ✓ As we grow up, our bodies become bigger and change too.
- ✓ Our body has many parts.
- ✓ Each body part has a role to play. Mouth to eat, teeth to chew, eyes to see, nose to breathe, and ears to listen.
- ✓ We are different even if we look the same and wear similar clothes.
- ✓ It is okay to be different.
- ✓ We do our best to keep our toilets and ourselves clean.

#### Assign a home task:

- ✓ Going To Toilet: Reading and Activity

#### Assessment Criteria

- ✓ Can the child name different body parts?
- ✓ Can they explain the function of body parts?
- ✓ Do they participate in movement and discussion activities?
- ✓ Can the child identify similarities and differences?

#### Challenges

Discussing body awareness and ownership ("Our body, just like our things, belongs to us"), addressing sensitivity around body parts, guiding students on body image changes ("As we grow, our bodies become bigger and change"), and ensuring age-appropriate conversations on personal boundaries.

# I Do Not Do Unsafe Things, Do You Take Care of Your Toys? & I Keep My Things Safe

**Core Principles: Personal Safety | Morals/Values/  
Ethics- Being Independent & Responsible**

**Theme: Decision-Making, Safe Practices,  
Ownership & Responsibility**

**Skills: Awareness, Communication**

## Learning Objectives

By the end of the lesson, students will:

1. Identify unsafe things and situations and learn to avoid them.
2. Understand the importance of taking care of toys and personal belongings.
3. Learn how to protect their body and personal space.
4. Develop responsibility for safety at home and school.

## Lesson Flow

### 1. Warm-up

**Ask:**

1. "Have you ever seen something dangerous?" (Fire, sharp objects, playing on the road.)
2. "What should you do if you see something unsafe?" (Tell a trusted adult.)

### 2. Story Time

**Read Aloud:** Read the chapters, "I do not do Unsafe Things" and "Do You Take Care of Your Toys?", showing pictures, discussing dangerous activities, how to stay safe, and teaching responsibility for personal belongings. Encourage students to repeat key phrases:

- ✓ "I do not play with fire."
- ✓ "I take care of my toys."
- ✓ "My body belongs to me."

### Discussion Questions:

1. "Why should we not play with fire?" (It can burn us.)
2. "Why should we take care of our toys?" (So they don't break or get lost.)
3. "Who are safe people we can tell if we feel unsafe?" (Parents, teachers, police.)
4. "What is something special that belongs to you?" (Toys, school bag, body.)

### 3. Activity Time

**Picture Sorting:** Show two sets of images and ask students to raise their hands if they think the action is safe.

- ✓ Safe activities (Playing with toys, drinking clean

water, washing hands.)

✗ Unsafe activities (Touching fire, crossing the road alone, using sharp tools.)

### 4. Reflection & Wrap-Up

**Key Takeaway:**

- ✓ Taking care of our body means keeping it clean and safe.
- ✓ I do not do unsafe things.
- ✓ Our body just like our things, belongs to us.

### Assign a home task:

- ✓ Watch animated video of the poem, "I Do Not Do Unsafe Things." (QR embedded)
- ✓ I Keep My Things Safe (page 41)
- ✓ Worksheet: 6.0

### Assessment Criteria

- ✓ Can the child explain why taking care of toys is important?
- ✓ Do they understand the connection between caring for toys and caring for themselves?
- ✓ Can the child identify safe and unsafe situations?

# My Private Parts, Taking Help, Safety Rules for Private Parts & Sharing Is Good but...

## Life Skills: Self Awareness- Private Parts

### Core Principle: Personal Safety: Touches/Hugs/ Kisses/Looks

### Theme: Protecting Our Body, Understanding Private Parts, Learning When to Say No

### Skills: Decision-Making, Safety Awareness, and Communication

## Learning Objectives

By the end of the lesson, students will:

1. Identify private parts and understand their importance.
2. Recognise the difference between safe and unsafe touch.
3. Learn that while sharing is good, some things should never be shared.
4. Know who to ask for help in uncomfortable situations.

## Lesson Flow

### 1. Warm-up

#### Ask:

- ✓“What do you love to share with your friends?” (Toys, books, food, colours.)
- ✓“Are there things we should not share?” (Yes, private parts, toothbrushes, and clothes.)

**Introduce the Story:** “Today, we will learn about our private parts and how to keep them safe.”

### 2. Story Time

**Read Aloud:** Read the chapters, “My Private Parts,” “Taking Help,” “Safety Rules for Private Parts,” and “Sharing Is Good but...,” showing pictures and explaining which parts of the body are private, discussing who are safe adults to ask for help and reinforcing that some things should never be shared. Encourage students to repeat key phrases:

- ✓“My body belongs to me.”
- ✓“I share my toys, but not my private parts.”
- ✓“I say NO if I feel uncomfortable.”

#### Discussion Questions:

- ✓“What are private parts?” (Mouth, Chest, Between the Legs, Buttocks.)
- ✓“Who can help us keep our body clean and safe?” (Parents, trusted adults, doctors with a parent present.)
- ✓“What should you do if someone asks to touch or see

your private parts?” (Say NO, GO away, and TELL a trusted adult.)

✓“What are the four private parts?” (*Mouth, Chest, Between the Legs, Buttocks.*)

#### Teacher’s Resources:

- ✓Poster on Private Parts.

## 3. Reflection & Wrap-Up

### Key Takeaway:

- ✓Private means only for us.
- ✓Everyone has their private parts.
- ✓Everyone must know about their private parts.
- ✓We should learn to keep our private parts clean on our own.
- ✓Taking help is a part of growing up.
- ✓Rules are like good habits and are for our safety.
- ✓If someone touches us on our private parts, we should always tell our loved and trusted ones.
- ✓Private parts are not to be shared, as they are only for us.

#### Assign a home task:

- ✓Colouring activity on page 44 and 49.

#### Assessment Criteria

- ✓Can they differentiate between safe and unsafe touch?
- ✓Do they understand that their body belongs to them?
- ✓Can they express when to ask for help?
- ✓Do they understand personal safety rules?

## Let Us Play & How Do You Feel?

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

**Core Principles: Health-Exercise | Mental Health & Well-being- Emotions & Feelings**

**Theme: Physical Activity, Identifying Feelings, and Sharing Emotions Safely**

**Skills: Gross Motor Skills, Self-Expression, Social Interaction**

### Learning Objectives

By the end of the lesson, students will:

1. Understand how playing keeps them healthy, strong, and happy.
2. Recognise and name basic emotions (happy, sad, angry, scared).
3. Understand safe ways to play and express emotions respectfully.

### Lesson Flow

#### 1. Warm-up

##### Ask:

- ✓“What is your favourite game?”
- ✓“How are you feeling today?”

##### Discussion:

- ✓“Why is playing important?” (It keeps us strong, happy, and healthy.)
- ✓“How do we feel when we play with friends?” (Excited, happy, energetic.)

#### 2. Story Time

**Read Aloud:** Read the picture story “How Do You Feel?” showing pictures and discussing how play keeps us strong, active, and happy and talking about different emotions in different situations. Encourage students to repeat key phrases like, “I tell Mummy, Papa, or my teacher when I feel sad.”

##### Discussion Questions:

- ✓“When do they feel happy?” (*When they play with friends.*)
- ✓“What makes Arpit feel scared?” (*Listening to monster stories.*)
- ✓“How should we treat our friends when playing?” (*With kindness, no pushing or hitting.*)
- ✓“When do Sana, Arpit, and Pokso feel happy?” (*Playing together in the park.*)

#### 3. Activity Time

#### a. Express Your Feelings Activity (page 52):

- ✓Teacher calls out emotions (Happy! Sad! Angry! Scared!)
- ✓Students make the correct facial expression for each emotion.

##### Discussion:

- ✓“What makes you feel happy?” (Playing, hugs, eating yummy food.)
- ✓“What makes you feel sad?” (Losing a toy, missing a friend.)

#### 4. Reflection & Wrap-Up

##### Key Takeaways:

- ✓Feelings are our friends.
- ✓You should always tell your Mummy, Papa, grandparents and teachers about how you feel.
- ✓While playing, we keep our private parts covered for health, hygiene and safety.

##### Assign a home task:

- ✓Let Us Play, page 45.

##### Assessment Criteria

- ✓Can the child identify different emotions?
- ✓Can they express emotions using facial expressions?
- ✓Do they understand that talking about feelings is important?
- ✓Can they name a trusted adult they can talk to?

## Safe Touches & Unsafe Touches

### Core Principle: Personal Safety-Touches/Hugs/Kisses/Looks

**Theme: Recognising Safe and Unsafe Touch, Learning When to Say No, and Reporting Unsafe Situations**

**Skills: Communication, Emotional Awareness, and Protective Behaviours**

### Learning Objectives

By the end of the lesson, students will:

1. Understand what safe touches are and how they make them feel.
2. Recognise unsafe touches and how to respond to them.
3. Learn that no unsafe touch should be kept secret.
4. Identify trusted adults they can go to for help.

### Lesson Flow

#### 1. Warm-up

**Ask:** Who likes getting hugs from Mummy, Papa, or Grandparents?" (Happy faces will be encouraged.)

#### Discussion:

- ✓ "How do safe touches make us feel?" (*Happy, loved, safe.*)
- ✓ "How do unsafe touches make us feel?" (*Unhappy, scared, angry.*)

#### 2. Story Time

**Read Aloud:** Read the chapters "Safe Touches" and "Unsafe Touches," showing pictures and discussing what good touches feel like and how to identify unsafe touches. Encourage students to repeat key phrases, like "My body belongs to me." and "I will tell a trusted adult if I feel unsafe."

#### Discussion Questions:

- ✓ "Who gives Sana a safe touch?" (*Her mother hugs her.*)
- ✓ "When is holding hands a safe touch?" (*While crossing the road with an elder.*)
- ✓ "How do unsafe touches make us feel?" (*Sad, scared, uncomfortable.*)
- ✓ "What should we do if we feel sad, angry or scared?" (*Tell Mummy, Papa, grandparents, teachers.*)

#### 3. Activity Time

**a. Sorting Game:** Provide picture cards of different interactions and students sort the pictures into "Safe"

and "Unsafe" groups:

- ✓ Safe Touches: Hug from a parent, high-fives, doctor's checkup with a parent.
- \*Unsafe Touches: Someone touching private parts, forced hugs, someone asking for a secret touch.

#### 4. Reflection & Wrap-Up

##### Key Takeaway:

- ✓ Safe touches make us feel good and happy.
- ✓ Unsafe touches make us feel sad, angry and scared.

##### Assessment Criteria

- ✓ Can the child identify different safe and unsafe touches?
- ✓ Can they explain how safe touches make them feel? ✓
- ✓ Can they differentiate between safe and unsafe situations?
- ✓ Do they understand the importance of talking to a trusted adult?

# Learning to Skate; Scream, Run and Tell; Are You Hiding Something; The Right Thing To Do & When To Tell

## Life Skills: Effective Communication-Telling| Critical Thinking

### Core Principle: Personal Safety- Skating/Touches/ Hugs/Kisses/Looks/CSA/Secrets

#### Theme: Understanding Safe & Unsafe Situations, Learning to Ask for Help, and Following Safety Rules

#### Skills: Self-Awareness, Emotional Intelligence, Decision-Making

### Learning Objectives

By the end of the lesson, students will:

1. Identify safe and unsafe touches and situations.
2. Understand the Scream, Run, and Tell rule for personal safety.
3. Recognise why sports safety rules are important.
4. Learn that sharing everything with trusted adults is the best way to stay safe.
5. Gain confidence in saying "NO" when they feel uncomfortable.

### Lesson Flow

#### 1. Warm-up

**Ask:** Who helps you when you feel scared or sad?" (Mummy, Papa, Teachers.)

#### Discussion:

- ✓ "Why do we wear helmets when skating?" (To protect our heads.)
- ✓ "What should we do if someone makes us feel uncomfortable?" (Say NO, RUN, and TELL a trusted adult.)

#### 2. Story Time

**Read Aloud:** Read the chapters, "Learning to Skate," "Scream, Run and Tell," and "Are you Hiding Something," showing pictures and discussing why following safety rules is important, how to respond in unsafe situations, and importance of sharing information with trusted adults. Encourage students to repeat key safety phrases, like:

- ✓ "Rules help us stay safe!"
- ✓ "Scream, Run, and Tell!"
- ✓ "I always tell my parents everything."

#### Discussion Questions:

- ✓ "What should you do before skating?" (Wear helmet, knee pads, and follow rules.)
- ✓ "What should you do if a stranger asks you to keep a

secret?" (Tell Mummy, Papa, or Teacher.)

- ✓ "Why should we always tell trusted adults about our day?" (So they can help keep us safe.)

### 3. Activity Time

#### a. Follow the Safety Path:

- ✓ Create a mini safety path using cones or lines. Students pretend to skate or run while following safe movements (slow turns, stopping, balancing).
- ✓ Reinforce: Always play in a safe place.

### 4. Reflection & Wrap-Up

#### Key Takeaway:

- ✓ Rules help us keep safe.
- ✓ We should always tell whenever we are sad, scared or angry.
- ✓ We should never keep a secret.
- ✓ We should not hide anything from our Mummy, Papa, grandparents and teachers.
- ✓ Safety Rule: Scream and Run. Then tell your loved ones.

#### Assign a home task:

- ✓ The Right Thing To Do (page 67).
- ✓ When To Tell (page 69).

### Assessment Criteria

- ✓ Can the child identify safe and unsafe situations?
- ✓ Can they explain why rules help keep them safe?
- ✓ Can they demonstrate the NO-GO-TELL rule?
- ✓ Can they name trusted adults they can go to for help?
- ✓ Do they understand that unsafe secrets should never be kept?

# Pokso Gets Lost in the Jungle & The People Around You

**Life Skills: Effective Communication- Telling| Critical Thinking**

**Core Principles: Personal Safety- Secrets/Safety Circle/Strangers**

**Theme: Identifying Safe and Unsafe Situations, Knowing Who to Trust, and What to Do if Lost**

**Skills: Decision-Making, Communication, Self-Awareness**

## Learning Objectives

By the end of the lesson, students will:

1. Recognise the importance of telling parents where they are going.
2. Identify safe people they can talk to for help.
3. Understand the difference between safe people and strangers.
4. Learn how to react if they get lost.
5. Practice safety rules to avoid unsafe situations.

## Lesson Flow

### 1. Warm-up

**Ask:**

- ✓“Have you ever gone somewhere without telling your parents?” (Let children respond.)
- ✓“Who do you tell when you are going out?” (Mummy, Papa, Grandparents, Teacher.)

**Introduce the Story:** “Today, we will learn about Pokso and what happened when he went to the jungle alone.”

### 2. Story Time

**Read Aloud:** Read "Pokso Gets Lost in the Jungle," showing pictures and discussing how Pokso felt when he got lost and what he should have done differently. Encourage students to repeat key safety phrases, like “I will always tell my parents where I am going!” and “If I feel lost, I will ask a trusted adult for help!”

**Discussion Questions:**

- ✓“Where did Pokso go without telling his parents?” (Into the jungle.)
- ✓“How did he feel when he got lost?” (Confused and scared.)
- ✓“Why couldn’t his parents help him?” (Because they didn’t know where he was.)
- ✓“Who helped Pokso return home safely?” (The Jungle Police.)
- ✓“Who can help us if we get lost?” (Parents, police

officers, teachers, trusted adults.)

## 3. Activity Time

### a. “Find Pokso!” – A Hide & Seek Game

✓**Objective:** Helps children understand what to do if they feel lost.

✓**Materials Needed:** A tiger stuffed animal, Pokso.

✓**How to Play:** The teacher hides Pokso somewhere in the classroom. Children will look for Pokso, calling his name.

✓When Pokso is found, **discuss:**

1. Why do we call out for help when we feel lost?
2. What should Pokso have done to stay safe?

✓**Takeaway:** Children experience the concept of being lost in a fun way and learn to call out for help instead of wandering.

## 4. Reflection & Wrap-Up

**Key Takeaway:**

- ✓Mummy, Papa, and grandparents cannot help us if we keep secrets from them.
- ✓A stranger is someone you do not know.
- ✓We should tell Mummy, Papa, grandparents and teachers about all the strangers we meet every day.

**Assign a home task:**

- ✓The People Around You (Page 59).
- ✓Activities on page 66.
- ✓Watch animated video of the chapter, “Pokso Gets Lost in th Jungle” (QR embedded).
- ✓Worksheet: 10.0

## Assessment Criteria

- ✓Can the child explain why it is unsafe to go somewhere alone?
- ✓Can they name trusted adults who can help them if lost?
- ✓Can they differentiate between safe and unsafe situations?
- ✓Do they understand the importance of telling parents where they are going?

# It Is Okay to Be Scared & Pokso and Joey

## Life Skills: Effective Communication- Telling

### Core Principles: Personal Safety | Emotional Intelligence / Quotient- It is okay to be Scared

#### Theme: Understanding Fear and Personal Safety

#### Skills: Emotional Intelligence, Self-Awareness, Critical Thinking and Communication

### Learning Objectives

By the end of the lesson, students will:

1. Understand that feeling scared is normal.
2. Learn that fear helps us stay safe.
3. Recognise situations that make them feel scared.
4. Learn to talk to a trusted adult about their fears.
5. Understand that new things (like Joey, the baby kangaroo) are not always unsafe.

### Lesson Flow

#### 1. Warm-up

**Ask:** Have you ever felt scared? What made you feel that way?

**Reinforce:** It is OKAY to feel scared! Even grown-ups feel scared sometimes.

**Introduce the Story:** Today, we will learn about Pokso, who felt scared when he saw something new. But what happened next?

#### 2. Story Time

**Read Aloud:** Read the chapter, “It Is Okay to Be Scared” and “Pokso and Joey”, showing pictures. Encourage students to repeat key sentences like “*It is okay to be scared*” and “*I will tell an adult when I feel scared.*”

#### Discussion Questions:

- ✓ Why was Pokso scared? (He saw something inside the kangaroo’s pouch.)
- ✓ What did Pokso do? (He ran to his mother for help.)
- ✓ What did his mother say? (She explained that the baby kangaroo is called a Joey.)
- ✓ How did Pokso feel after learning this? (He was no longer scared!)

**Key Learning:** Some things make us scared because they are NEW, not because they are dangerous!

#### 3. Activity Time

**a. When Do You Feel Scared?:** Provide a worksheet with pictures of different situations (thunderstorm, dark room, a lost child, baby kangaroo, stranger, etc.) and students circle the ones that make them feel scared.

**Reinforce:** If something makes us scared, we should always tell a trusted adult.

#### 4. Reflection & Wrap-Up

##### Key Takeaway:

- ✓ Being scared tells us that we are unsafe.
- ✓ It is okay to be scared. But we should always tell when we feel scared.

##### Assign a home task:

- ✓ Watch animated video of the story, “Pokso and Joey” (QR embedded).

##### Assessment Criteria

- ✓ Can the child explain why feeling scared is normal?
- ✓ Can they identify situations that make them feel scared?
- ✓ Can they name trusted adults they can talk to?

## 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**

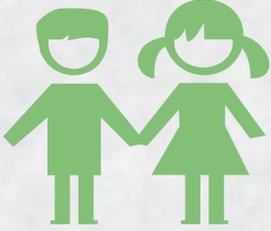
English अंग्रेजी	Assamese অসমীয়া	Bengali বাংলা	Gujarati ગુજરાતી
Hindi हिन्दी	Kannada ಕನ್ನಡ	Kashmiri کٲشٲر	Malayalam മലയാളം
Marathi मराठी	Odia ଓଡ଼ିଆ	Punjabi ਪੰਜਾਬੀ	Tamil தமிழ்
Telugu తెలుగు	Urdu اردو	Garo	Khasi

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



## Children Against Child Abuse

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



Children Empowered  
15,00,000+



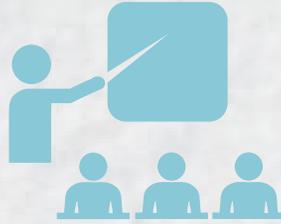
Families Empowered  
14,00,000+



Teachers Empowered  
2,00,000+



Schools Empowered  
3,000+



Webinars / Workshops Conducted  
7,000+



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

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#### With Support From:

District Legal Services Authorities (DLSA)  
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*End the Stigma, Raise Awareness*