



Learning Environments that Advance Rights and Nonviolence

Heroes in the Making: Teacher's Facilitation Guide

A step-by-step guide for delivering rights-based
lessons using the learner workbook



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Introduction

Creating a safe, respectful, and inclusive classroom is essential for every child's learning and well-being. Yet, many children face daily challenges that can undermine their ability to thrive, including bullying, exclusion, fear, and emotional distress. The Heroes in the Making workbook has been designed as part of the LEARN programme to help primary school learners in Grades 3 to 6 explore vital life skills such as empathy, communication, self-confidence, and how to build positive relationships. This accompanying teacher facilitation guide equips educators to deliver the workbook effectively, safely, and with confidence.

This guide is for use by teachers in classroom settings and is aligned with Kenya's Basic Education Curriculum Framework and national child protection guidelines. Each lesson in the workbook is designed to spark conversation, encourage self-reflection, and promote emotional growth among learners. These are not just academic lessons, they are personal learning journeys that require sensitivity, structure, and support. Teachers play a central role in guiding these lessons in a way that protects, empowers, and respects all learners.

Purpose and Audience

This guide is intended for primary school teachers who are delivering the Heroes in the Making: A Fun Workbook for Building a Better School workbook to learners during scheduled life skills or co-curricular lessons. The purpose of this guide is to:

- Help teachers deliver life skills and values-based education using participatory, child-centred methods.
- Support consistent, age-appropriate messaging on inclusion, respect, empathy, and safety.
- Strengthen teachers' ability to respond to sensitive topics (e.g. bullying, peer conflict, emotional distress) in a safe, supportive, and non-punitive manner.
- Provide tools for recognising and responding to disclosures, while maintaining learners' dignity and safety.



Using This Guide in the Classroom

This teacher guide has been developed to support the structured, child-friendly delivery of the Heroes in the Making learner workbook. Every lesson is designed to help learners explore important life skills and protective behaviours through interactive, reflective, and age-appropriate classroom lessons. Each lesson follows a consistent structure as shown below

Lesson Title	Provides the name of the lesson as it appears in the learner workbook. It reflects the core focus or theme of the lesson in a child-friendly and motivating way.
Lesson Overview	A short summary of what the lesson covers, including thematic focus and learner-level relevance. It sets the context for facilitators before engaging with outcomes and content.
Learning Outcomes	Clear, measurable statements describing what learners should know, feel, or be able to do by the end of the lesson.
Key Messages	Core takeaways or affirmations that summarise the heart of the lesson. These are often repeated or reinforced during reflection and closure.
Lesson Delivery Structure	
Recap and Review of Take-Home Activity	Reconnects learners to the previous lesson through discussion of the take-home task.
Introduction	Presents the core theme using simple language, stories, visuals, or questions.
Lesson Development	Main teaching section where learners explore 2–3 key ideas using workbook tasks, discussion, and visuals.
Interactive Activity	A fun, movement-based or creative activity to practise the lesson's main idea.
Conclusion: Reflection and Affirmation	End with a short reflection question and recap of the key message.
Take-Home Activity	Introduces a workbook task to complete at home that reinforces the lesson. Learners are encouraged to share their responses next time.

The lesson is also complemented by the following guidance to support effective, safe, and reflective delivery:

- Facilitator Notes offer background information to support preparation. They highlight key concepts, child development considerations, and any cautions to keep in mind during delivery.
- Review Guidance provides tips for reviewing workbook tasks in a way that is positive, inclusive, and sensitive to learners' needs and safety.
- Teacher Self-Evaluation is a short reflection tool teachers complete after each lesson to assess their delivery, learner participation, and areas they may want to improve.



Note: Teachers are encouraged to follow the lesson order as laid out, while adapting examples or questions to suit their classroom. By consistently applying this format, lessons become more engaging, predictable, and impactful for learners and more manageable and rewarding for teachers.

Learner Workbook Use: In Class and At Home

Each learner should receive their own copy of the Heroes in the Making workbook. The workbook is a companion to these lessons, used in class as a guided learning tool, and at home for reflection and personal engagement.

Learners are encouraged to:

- Read ahead or revisit stories, illustrations, and key messages.
- Complete take-home activities at their own pace.
- Share reflections with a trusted adult or sibling if they wish.
- Treat the workbook as a personal tool for growth and care.

Facilitation Approach: Safe, Kind, Supportive

The facilitation of this learner workbook must reflect the same core values it teaches—kindness, empathy, respect, and emotional safety. Teachers have a critical role in creating a classroom environment where children feel safe, heard, and supported. Therefore, every lesson should model the kind of behaviour and communication that learners are expected to practise.

Thus, teachers are encouraged to:

- Use positive, affirming language to validate feelings, avoid shame, and remind every child they are valued.
- Create a predictable and emotionally safe space with clear ground rules and consistent routines that help learners feel secure.
- Let participation be voluntary, especially when discussing sensitive themes. Never pressure a child to share.

- Respond to strong emotions gently, offering breaks or support when needed, and involving staff if concerns arise.
- Speak in simple, age-appropriate terms using familiar examples and checking for understanding through learner input.
- Encourage peer kindness and inclusion, praising supportive behaviour and building a respectful class culture.
- Watch for exclusion or teasing and respond with gentle redirection, using such moments to teach empathy.
- Model the respectful behaviour you expect, through your tone, reactions, and everyday interactions with learners.

Responding to Disclosures

At times, the themes explored in the Heroes in the Making workbook, such as safety, bullying, emotions, peer relationships, or family challenges, may prompt a learner to share a personal story of harm, neglect, abuse, or exclusion. These disclosures must always be handled with utmost care. Teachers have professional duty to respond in a way that is calm, protective, and aligned with school child safeguarding procedures.

If a disclosure happens during a class activity:

- Stay calm and gently pause the activity.
- Say something general to the class like: Let us all take a quiet moment and do some deep breathing, or assign a brief drawing task to redirect attention.
- Take time after the lesson to follow up privately with the learner.
- If needed, end the lesson early and consult the school's child protection lead.

Generally, when a learner discloses harm or abuse:

- Stay calm and composed so the child feels safe and supported. Your reaction sets the tone.
- Listen attentively and without judgement. Do not interrupt, let the child speak in their own words.
- Affirm the child's courage. Use simple phrases like: Thank you for telling me. You have been very brave.
- Do not delay or dismiss your concern. Even if the disclosure is vague or incomplete, it must still be taken seriously.
- Do not promise secrecy. Instead, say: I may need to talk to someone who can help keep you safe.
- Avoid probing or leading questions. Do not ask for details or try to investigate. Just acknowledge what is shared.
- Document and report immediately. Write down the child's exact words and follow school safeguarding procedures.
- Reassure the child. Let them know it is not their fault and that support is available.
- Follow up gently. Check in privately later. Keep the information confidential and respond with care.
- Work closely with the child protection focal person or counselling team to ensure timely help.



Remember: Reporting is not betraying the child's trust – it is fulfilling your duty to protect them.

Content Overview

This guide provides facilitation support for 27 structured lessons aligned to the Heroes in the Making learner workbook. Each lesson builds progressively toward creating a safe, respectful, and emotionally supportive learning environment. The lessons should be implemented sequentially for cumulative impact. Below is a summary of all lessons and their primary objectives.

Lesson Number	Lesson Title	Summary of Learning Outcomes/Objectives
Introductory Lesson	Welcome to Your Workbook – A Journey to Become a Superhero!	Learners are welcomed into a safe, respectful classroom, introduced to the workbook's purpose, themes, and format, and begin identifying themselves as young heroes.
Lesson 1	Your Rights as a Child	Learners understand what rights are, why they matter, and how these rights apply to their lives.
Lesson 1a	Respecting My Dignity and Voice	Learners explore the right to dignity, expression, and being heard, and reflect on how they can be respected at school.
Lesson 1b	Staying Safe and Being Protected	Learners understand their right to safety and protection from harm and identify how adults can help keep them safe.
Lesson 1c	Growing, Belonging, and Being Supported	Learners reflect on their right to belong, to grow in supportive spaces, and receive care and services.
Lesson 2	Your Responsibilities in Making School Safe and Happy	Learners are introduced to their responsibilities in upholding a positive, safe school environment.
Lesson 2a	Linking Rights and Responsibilities	Learners understand the relationship between rights and responsibilities, and how fulfilling their responsibilities helps uphold everyone's rights.
Lesson 2b	Respecting Others and Supporting Our School Community	Learners explore how their actions and choices affect others and identify ways to contribute positively to their school community.

Lesson Number	Lesson Title	Summary of Learning Outcomes/Objectives
Lesson 3	Understanding and Recognising Violence	Learners begin to define violence, understand its forms and impacts, and reflect on experiences of harm.
Lesson 3a	What Is Violence and How Can It Harm Children?	Learners learn the definition and types of violence, including physical, emotional, and sexual, and how they affect children.
Lesson 3b	How to Recognise and Report Violence	Learners practise identifying violent situations and understand why and how to report.
Lesson 4	Speaking Up and Reporting – How To Get Help	Learners develop the confidence and knowledge to speak up, identify trusted adults, and practise safe reporting strategies.
Lesson 4a	Learning to Speak Up – What It Is and How to Do It	Learners practise expressing themselves, identifying situations where they need help, and how to ask for it.
Lesson 4b	Getting Help – NO–GO–TELL and Safe Reporting	Learners practise the NO–GO–TELL method and identify safe people and spaces for getting help.
Lesson 5	Understanding Safe Boundaries With Adults	Learners explore the difference between safe and unsafe adult behaviour, and how to set personal boundaries.
Lesson 6	Staying Safe at School	Learners identify safety measures and trusted adults in school, and reflect on their role in keeping the school safe.
Lesson 7	Communicating with Confidence	Learners practise verbal, non-verbal, and visual communication and explore barriers to effective communication.
Lesson 7a	Understanding Communication and Building Skills	Learners learn what communication is, its types, and how to communicate clearly and kindly.
Lesson 7b	Overcoming Barriers and Practising Communication	Learners explore challenges in communication and practise strategies to overcome them.
Lesson 8	Coping With Stress	Learners identify what stress feels like, common causes of stress, and healthy coping strategies.

Lesson Number	Lesson Title	Summary of Learning Outcomes/Objectives
Lesson 9	Staying Safe When Online	Learners explore safe internet use, recognise online risks, and learn how to protect their privacy.
Lesson 10	Solving Problems Among Us	Learners learn how to handle disagreements respectfully and practise kind conflict resolution.
Lesson 11	Discovering Your Amazing Self	Learners reflect on their unique strengths, talents, and positive attributes, boosting their self-awareness.
Lesson 12	Helping Each Other – Peer-to-Peer Support	Learners explore how to support friends, show kindness, and get or give help during difficult times.
Lesson 13	Positive Discipline – Learning and Growing with Respect!	Learners understand discipline as guidance, learn the difference between positive and harmful discipline, and practise respectful behaviour.
Lesson 13a	What is Positive Discipline?	Learners reflect on different discipline types and explore what makes discipline helpful and respectful.
Lesson 13b	Learning From Mistakes with Kindness	Learners understand that mistakes are learning opportunities and practise respectful ways to respond and improve.
Lesson 14	Feeling Good About Yourself	Learners explore what builds self-confidence, how to handle criticism, and ways to strengthen their self-esteem.
Lesson 15	Making Good Choices	Learners explore decision-making, understand consequences, and practise thinking through their choices.
Lesson 16	Managing Anger	Learners learn about anger as a feeling, its impact, and safe ways to manage it.
Lesson 17	Building and Keeping Healthy Friendships	Learners identify qualities of healthy friendships and practise how to build, strengthen, and maintain them.
Lesson 18	Understanding Bullying	Learners define bullying, explore its impact, and practise standing up against it safely.
Celebratory Lesson	I Am a Certified Young Hero!	Learners celebrate their learning journey, reflect on their progress, and affirm their role as confident, caring young heroes.



Note: Each lesson is designed to last approximately 35 minutes. Teachers are encouraged to adapt pacing and activities based on their learners' needs and classroom dynamics.

Introductory Session:
**Welcome to Your
Workbook – A Journey to
Become a Superhero!**



Introductory Lesson:

Welcome to Your Workbook – A Journey to Become a Superhero!

Lesson Overview

This energising and motivational lesson welcomes learners to the Heroes in the Making workbook. It builds excitement for the journey ahead by introducing key themes, rights, responsibilities, safety, confidence, kindness, and personal growth. The teacher introduces learners to the concept of being superheroes in their school by standing up for what is right, helping others, staying safe, and becoming more confident. Learners explore the workbook's content, how to use it, and what they will learn across modules. This lesson fosters curiosity, courage, and joy from the very beginning of the programme.

Refer to the Welcome to Your Workbook section, pages 3 to 5 in the Heroes in the Making Learner Workbook.

Learning Outcomes

1. Understand the purpose of the Heroes in the Making workbook.
2. Describe the key skills and values they will develop through the lessons.
3. Feel inspired and excited to begin their superhero learning journey.
4. Identify safe ways to seek help if they feel worried, scared, or unsafe.

Key Messages:

- You are a superhero in the making—brave, kind, and full of potential.
- This workbook will help you become more confident, caring, and safe.
- If something feels unsafe, there are trusted adults who can help you.
- Learning can be fun, creative, and full of games and stories!

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Introduction			
Hello Hero!	Welcome learners with energy and warmth. Show the Heroes in the Making workbook and introduce it as a special learning journey. Invite a short discussion on what superheroes do (e.g. helping, protecting, standing up for others). Prompt learners to imagine the qualities they would want as school superheroes; note ideas on the board.	Learners listen, imagine, and respond about what superheroes do. They share the powers they wish to have.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Exploring the Workbook	- Ensure each learner has a copy of the workbook. - Guide them through pages 1–3, pausing to highlight key themes (e.g. rights, safety, kindness). - Use the blue welcome box on page 1 to prompt discussion about what they will learn. - Refer to the safety box (Page 3) and explore the help-seeking options with learners.	Learners follow along in their books, share ideas about what they will learn, and explore how to seek help when needed.	10 min
Interactive Activity			
Superhero Name and Promise	- Encourage learners to create a superhero name for themselves and one kind action or promise they want to make. - Support those who may wish to draw rather than write. - Use page 3 (top section) as a guide. - Invite a few learners to share their superhero names and promises if they are comfortable.	Learners write or draw their superhero name and make a simple promise. Some may share aloud.	10 min
Conclusion			
Reflection and Energiser: What Makes a Hero?	- Facilitate a reflective discussion on who real-life heroes are (e.g. kind classmates, helpful adults). - Lead a call-and-response cheer to build excitement and unity. - Reinforce that every child has the power to make a difference.	Learners join in the cheer and reflect on the idea of being everyday heroes.	5 min

Facilitator Notes

- **Purpose of this lesson:** Build excitement, ownership, and emotional connection to the workbook. Learners should leave feeling empowered and eager to begin.
- **Tone:** This is a light, warm, and motivational lesson. Smile, laugh, and affirm every contribution.
- **Sensitive learners:** Watch for children who may look unsure or shy—affirm them with kindness and offer encouragement to participate in small ways.
- **Support for writing:** For children with low literacy, help them dictate their superhero name and promise. Alternatively, allow them to draw it.
- **Links to later lessons:** Emphasise that the topics (rights, safety, emotions, friendship) will be explored in fun and meaningful ways in the next lessons.
- **Superhero theme:** Reinforce this throughout the programme—use capes, stars, charts, or badges if possible.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the session steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 1:

Your Rights as a Child



Lesson 1:

Your Rights as a Child

Every child deserves safety, respect, and the chance to grow and thrive!

Main Lesson Overview

This module introduces learners to their rights as children. It helps them understand that rights are not rewards or privileges—they are protections and entitlements that every child has simply by being born. These rights help ensure safety, fairness, well-being, and participation.

Children begin by learning what rights are and why they matter. They explore how rights appear in daily life and how adults and systems are expected to protect and uphold them. They learn through relatable examples, guided discussion, and engaging activities that their voice matters, their safety is essential, and their growth and development must be supported.

To build understanding gradually and meaningfully, this module is structured in three lessons:

- **Lesson 1A: Knowing My Rights** – Fairness, Safety, Learning, and Voice: This lesson introduces children to six foundational rights: the right to be treated fairly, the right to be safe, the right to learn, the right to be heard, the right to information, and the right to grow and be healthy. These are presented in simple language, linked to familiar daily experiences. The focus is on helping children understand how rights protect their dignity, voice, and development.
- **Lesson 1B: Adults Who Care and Protect** – Family, Discipline, and Support: This lesson focuses on children's rights to care and protection. Learners explore the right to have adults do what is best for them, the right to be with their family, the right to protection, the right to safe discipline, the right to get help when hurt, and the right to be protected from harmful work. The aim is to strengthen children's understanding of the responsibilities adults have to act in their best interests.
- **Lesson 1C: Growing Up Safe** – Rest, Privacy, and Protection from Harm: This final lesson explores rights that ensure safe, nurturing, and inclusive environments. Children learn about the right to be protected during war, the right to a safe environment, the right to play and rest, the right to special care if they have a disability, and the right to privacy. This lesson reinforces the idea that every child has the right to be safe, included, and respected no matter their situation or needs.

Refer to Module 1, pages 6 to 13 in the Heroes in the Making Learner Workbook.

This module lays the foundation for learners to understand their value and voice as rights-holders and to see the adults around them as duty-bearers with clear responsibilities. As they gain confidence and clarity, they begin to recognise what safe, respectful, and supportive environments look and feel like.

Lesson 1a: Respecting My Dignity and Voice

Lesson Overview

This lesson introduces children to the idea that all children have rights—entitlements that ensure they are treated fairly, included, respected, and heard. Learners explore four foundational rights from the workbook: the right to be treated fairly, the right to be heard, the right to privacy, and the right to information. These rights are presented through guided discussion, relatable examples, and an interactive matching activity that connects each right to everyday experiences at school and home. The session helps children recognise that their feelings, ideas, and boundaries matter. It begins to build their confidence in using their voice and understanding when their dignity is respected or violated.

Learning Outcomes

1. Define what a right is using age-appropriate language.
2. Name at least two rights that help them feel respected and included.
3. Identify what it means to be treated fairly and listened to.
4. Begin to recognise situations where their rights are respected or violated.

Key Messages

- Rights are special rules that help protect all children.
- All children have the right to be treated fairly and to be heard.
- Children have the right to express their opinions and share how they feel.
- Trusted adults should explain things clearly and respect children's privacy.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap of Introductory Session	• Invite learners to share what they remember from the superhero introduction. • Link that theme to today's learning about rights that help us feel safe, included, and supported to grow.	Learners recall the superhero theme and begin to think about fairness, kindness, and support.	3 min
Introduction			
What Are Rights?	• Write the word RIGHTS on the board and ask: What do you think it means? • Read the yellow box on p.6 of the workbook together. Clarify that rights are special protections for all children, everywhere. • Prompt learners: Why are these rights important for children?	Learners recall the superhero theme and begin to think about fairness, kindness, and support.	4 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
Exploring Rights	- Write the heading Six Rights That Help You Feel Safe and Respected on the board. - Write the six rights underneath the heading, one at a time: - To be treated fairly - To be safe - To learn - To be heard - To get information - To grow and be healthy - Ask learners to open their workbooks to pages 7 and 8. - For each right: → Read the short text from the workbook aloud. → Ask a simple check-in question. → Give one example or invite learners to share one. - Use simple language to explain key terms: → Fairly = Everyone is included and treated the same. → Safe = No one is hurting or frightening you. → Heard = Adults listen to what you have to say. → Information = You get answers that help you understand. → Healthy = You get food, rest, and clean water to grow strong.	Learners listen to each scenario, identify the correct right, and offer ideas about how it should be respected.	4 min
Interactive Activity			
Matching Rights to Real-Life Examples	- Prepare six realistic, age-appropriate scenarios that each show one of the six rights being either respected or denied. - For every scenario, guide the class to think carefully and ask: -Which right is this about? -What could be done differently to respect or protect this right? -How might the child feel in this situation? - Support learners to go beyond naming the right—ask them to explain the kind or fair action that should happen. - Encourage them to speak in the first person or as a group: I would help..., We should include..., A teacher should... - Reinforce that rights are meant to help children feel respected, safe, and supported in daily life. - Remind the class that when a right is denied, they can and should seek help from a trusted adult.	Learners respond to each scenario by identifying the right being respected or denied.	12 min

Lesson Segment	Teacher Activities	Learner Activities	Time
	Example Scenarios and more are in the facilitation notes below: -A child is never chosen for games. -A learner has no lunch and no one notices. -A teacher listens carefully when a learner asks for help. -A child asks about a new rule and is told they don't need to know. -A child feels unwell but is not taken to the nurse. -A girl is shouted at for sharing her opinion in class.		
How These Rights Look in Real Life	• Write on the board: FAIRNESS – SAFETY – LEARNING – BEING HEARD – INFORMATION – GROWTH • Call out quick examples and ask learners to call out the matching right. – You have a clean classroom and kind teachers → SAFETY – You speak in a class discussion and are listened to → BEING HEARD – You get medicine and rest when sick → GROWTH – You ask a question and get a clear answer → INFORMATION – Everyone gets a turn with the football → FAIRNESS – You go to school and learn new things → LEARNING • Refer to the table below in the Facilitation Notes for more example scenarios.	Learners participate by matching situations to rights aloud. They begin to internalise how these rights help them every day.	8 min
Conclusion			
Reflection and Affirmation	• Ask: Which of these six rights do you think helps you the most, and why? • Write the affirmation on the board: I have the right to be treated fairly, to feel safe, and to grow strong. • Lead the group in reading the affirmation aloud.	Learners reflect on which right they value most and why. They read the group affirmation together to close the lesson.	4 min
Take-Home Activity			
My Rights Word Challenge	• Ask learners to complete the word search on p.13 with support from someone at home. • Words to find: FAIRNESS, SAFETY, LEARN, HEARD, HEALTH, GROW • Encourage learners to explain one word to their helper. Tell them they will be asked which word they found first next lesson	Learners complete the word search at home, alone or with support. They reflect on the meaning of one right they found and prepare to share in the next lesson.	At home

Facilitator Notes

- These rights are drawn from the Children Act (Kenya) and the United Nations Convention on the Rights of the Child (UNCRC). They promote respect, inclusion, and personal agency among all children.
- The rights in this lesson help learners notice how they are treated by adults and peers, and whether their need for respect, care, and understanding is being met.

Clarifying Key Terms:

- Fair treatment means all children are treated equally and kindly, without favouritism or discrimination.
- Safety means being protected from harm and feeling secure at school, home, or in the community.
- Learning means every child has the chance to attend school, participate fully, and be supported to grow in knowledge.
- Being heard means adults listen when children speak and take their views seriously in decisions that affect them.
- Information means adults explain things clearly so children can understand what is happening and feel included.
- Growing and being healthy means children have what they need to develop well—food, clean water, sleep, and medical care.

Use this table to support the activity How These Rights Look in Real Life. Read each scenario aloud and ask learners which right it connects to. Then guide a brief discussion on what respectful, safe, or fair action should happen instead.

Scenario	Right Being Violated	What Should Be Done
A teacher gives extra snacks only to the children who scored the highest, while others get none.	Right to be treated fairly	All children should be treated equally. Rewards or support should not leave others out.
A boy is never picked for group work because he is new.	Right to be treated fairly	Children must be included equally. Teachers should encourage inclusive participation.
You tell your teacher you feel scared at break, but they say they are too busy.	Right to be heard	Adults should take time to listen and provide safe, calm spaces to talk.
Your parent makes a big decision about your schooling without asking how you feel.	Right to be heard	Children should be given a chance to express how changes affect them. Adults must listen.
A child falls in class but no one comes to help.	Right to be safe	Adults must ensure children are safe, supported, and helped quickly when hurt.
The school gate is broken and lets strangers in.	Right to be safe	Schools must fix unsafe areas and make sure all children are protected.
A child is not sent to school because the family says only boys need education.	Right to learn	All children, regardless of gender, must be supported to learn.
A girl wants to understand a school letter, but the adult says she is too young.	Right to information	Adults should explain clearly and kindly so children understand what matters to them.
A health worker uses big words children do not understand.	Right to information	Health messages must be explained in clear, age-appropriate language.
A sick child is left without care at home.	Right to grow and be healthy	Children must receive health care, nutritious food, and rest when needed.
A boy always comes to school hungry and tired.	Right to grow and be healthy	Families and schools should support children's basic needs for food and rest.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson - Did I follow the lesson steps as planned? - Were my instructions and explanations clear? - Did I manage time effectively? - Was I prepared with all materials?	
Understanding of Content - Did I feel confident with the session content? - Were there any parts I struggled to explain? - Did I feel learners understood the key messages?	
Learner Engagement - Were learners attentive and interested? - Did learners participate actively in the activities? - Did any learners struggle or need extra support?	
Learner Understanding - What positive reactions did I notice from learners? - Did any learner raise an important question or share something meaningful? - Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes - What went well during this session? - Was there a moment I felt proud of the learners or myself? - Did any learner show improvement or growth?	
Challenges or Areas to Improve - What did not go well? - What difficulties did I face with delivery or learner reactions?	
Suggested Improvements - What will I change next time I deliver this lesson? - What additional support or materials might help?	

Lesson 1b: Being Protected, Guided, and Cared For

Lesson Overview

This lesson introduces children to rights that ensure they are cared for, protected, and supported by adults in their lives. Learners explore six key rights: the right to have adults do what is best for you, the right to be with your family, the right to protection, the right to safe discipline with care and respect, the right to get help when hurt, and the right to be protected from work that harms them. Through real-life examples, guided discussion, and participatory activities, learners reflect on how adults can guide them kindly, keep them safe from harm, and support their well-being in school, at home, and in the community.

Learning Outcomes

1. Name at least four rights that protect and support them.
2. Recognise what it means for adults to act in the best interests of a child.
3. Identify what safe, respectful care and discipline should look like.
4. Begin to understand how adults can help them when they are hurt or unsafe.

Key Messages

- Adults must always act in ways that are best for children.
- Children have the right to live with family or caregivers who love and support them.
- Protection means stopping harm before it happens and acting when it does.
- Safe discipline means guiding children kindly, not hurting or scaring them.
- If a child is hurt or unsafe, someone must help them.
- Children must not be forced to do work that harms their health or learning.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 1a	• Welcome learners and prompt them to recall one right from the last lesson. • Write responses on the board as they are shared. • Ask learners who tried the word puzzle at home to share if they found any words like PRIVACY or HEARD. • Introduce today's focus on protection rights	Learners recall and name a right from Lesson 1A. Some share their experience with the puzzle. Learners listen to the new topic being introduced.	3 min
Introduction			
Rights for Protection and Safety	Write the heading Rights That Keep Us Safe on the board. Explain that today's lesson will focus on rights that protect children from harm and ensure they are cared for by adults. :		

Lesson Segment	Teacher Activities	Learner Activities	Time
	Write and introduce these six rights clearly: • Right to have adults do what is best for you – Adults must think carefully and do what helps the child grow safely and happily. • Right to be with your family – Children should live with caring family members whenever possible. • Right to protection – Adults must stop harm or danger and keep children safe. • Right to safe discipline with care and respect – Children must never be hit or shouted at; correction must be kind. • Right to get help when you are hurt – Adults must act quickly when a child is in danger or pain. • Right to be protected from work that hurts you – Children should not be made to do heavy, harmful, or dangerous work. – Point to each right and make sure learners are following in the workbook.	Learners follow along in their books and listen to the teacher explain each right. They look at the board and think about what each one means.	5 min
Lesson Development			
Exploring Rights that Offer Protection and Safety	Guide learners through each right. For each: • Ask learners to turn to the right page. • Read the paragraph aloud clearly. • Ask a simple question to check understanding. • Give one example that shows how the right works. • Ask learners to give their own example. • Right to have adults do what is best for you (p. 9) • Ask: What does it mean to do what's best for a child? Example: Letting a child rest when sick instead of going to school. • Right to be with your family (p. 9) • Ask: Why is family important? Example: A child being cared for by loving parents or relatives. • Right to protection (p. 9) • Ask: Who keeps children safe? Example: A neighbour reporting a dangerous situation. • Right to safe discipline with respect and care (p. 9) • Ask: How can adults help us learn without hurting us? Example: A teacher uses calm words instead of shouting. • Right to get help when you have been hurt (p. 9)	Learners follow along in the workbook, listen to each right being read, and respond to the teacher's questions with personal or familiar examples. They reflect on how each right looks in school and at home.	12 min

Lesson Segment	Teacher Activities	Learner Activities	Time
	• Ask: What should adults do if a child is hurt? Example: Taking them to the nurse or offering comfort. • Right to be protected from harmful work (p. 10) • Ask: What kind of work is not okay for children? Example: A child is kept home from school to carry firewood all day.		
Interactive Activity			
How This Right Protects Me	- Read aloud one short real-life scenario at a time. - After each, ask: Which right is being denied? What should adults do? - Scenarios: • A child is left home alone without food or care. • A child is beaten for making a mistake. • A child misses school because they must work at a shop. • A child is removed from their family without good reason. • A child is hurt but no adult helps them. • An adult does not report someone harming a child. - Support the discussion with examples from the Facilitator Notes if needed. - Reinforce: All children must be safe, respected, and supported. These rights are not optional—they are essential.	Learners listen to each scenario. They raise their hands to name the right being violated. They suggest what adults should do instead to protect children.	7 min
Conclusion			
Reflection and Affirmation	- Ask two reflection questions: • Why do children need protection rights? • Who helps you feel safe in your life? - Call on 2–3 learners to share. - Write the affirmation on the board: I have the right to be protected from harm. - Lead the whole class in saying it aloud together. Repeat once. - Remind learners that they can always talk to a trusted adult when something feels wrong.	Learners reflect and share their thoughts. They say the affirmation together with the class and remember the importance of speaking up when they need help.	3 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Take-Home Activity			
Continue Your Rights Word Puzzle	- Ask learners to turn to page 13 of the workbook. - Direct them to find these five words in the word puzzle: PROTECTION, FAMILY, RESPECT, TRUST, CARE. - Encourage them to ask someone at home to help them find one of the words. - Instruct them to explain the meaning of the word they found to the person who helped. - Remind them to bring their workbook next lesson and be ready to share which word they found first.	Learners complete the word search at home and talk to someone about what one of the words means. They prepare to share in the next class.	At home

Facilitator Notes

- This lesson introduces children to six rights that protect them from harm and ensure they are cared for by adults in their lives. These rights help children stay safe, feel loved, and grow up in caring environments where their needs are met and their voices matter.

Clarifying Key Terms:

1. Best interests means adults must make decisions that help the child grow, learn, and feel safe, not what is easiest or cheapest.
 2. Family care means children should be with loving, supportive family members whenever possible.
 3. Protection means stopping harm before it happens and stepping in when a child is unsafe.
 4. Safe discipline means using calm, respectful correction that helps children learn, not feel scared or ashamed.
 5. Help means adults must respond quickly and kindly when a child is in pain, danger, or upset.
 6. Harmful work includes any work that stops a child from learning, resting, or staying healthy.
- Positive discipline is required by law. Corporal punishment is not allowed in Kenyan schools. Teachers and caregivers should use clear expectations, natural consequences, and kind correction strategies that build learning and trust.
 - Help-seeking must be normalised. Learners should know that telling an adult about harm is not wrong or shameful. Adults have the duty to respond with care, not dismissal or blame.
 - Here is a table of relatable protection and safety rights scenarios, showing the scenario, the right being violated, and the correct action or response. These can be used in the interactive activity section of Lesson 1B to help children reflect on the real-life application of their rights.

Scenario	Right Being Violated	What Should Be Done
A child is forced to flee their home because of fighting and sleeps outside without shelter.	Right to be protected during war	Adults and leaders must ensure the child is taken to a safe place and given food, shelter, and care.
A child is recruited to carry supplies for armed groups during conflict.	Right to be protected during war	Children must never be involved in war or used by armed groups. Authorities must remove them from danger and provide support.
A school playground has sharp metal and broken glass, but no one clears it.	Right to a safe environment	School leaders must make the area safe. Children need clean, hazard-free spaces to learn and play.
A child lives near a dumpsite where smoke and rubbish make it hard to breathe.	Right to a safe environment	Adults must make sure children are not exposed to dangerous living conditions. Clean-up or relocation should be arranged.
A child is given chores from morning until bedtime and is not allowed to play.	Right to play, rest and relax	Children must have time each day for play and rest. Adults must protect time for breaks and fun.
A child is expected to study late into the night every day without any breaks.	Right to play, rest and relax	Rest and play are part of healthy growth. Adults must ensure children get enough sleep and time to relax.
A boy who uses a wheelchair is left in class during outdoor games because no one helps him.	Right to special care if you have a disability	Teachers and peers should help him take part. The school should ensure all children can access play and learning.
A child with a hearing difficulty sits at the back of the class and cannot follow the lesson.	Right to special care if you have a disability	Teachers should adjust their approach and seating to support the child's learning needs.
A teacher reads a learner's diary aloud in class without asking.	Right to privacy	Adults must respect children's personal space and belongings. Private information should never be shared without permission.
A caregiver forces a child to show their messages and mocks them in front of others.	Right to privacy	Adults should never shame a child or invade their privacy. Children's dignity and feelings must be respected.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson - Did I follow the lesson steps as planned? - Were my instructions and explanations clear? - Did I manage time effectively? - Was I prepared with all materials?	
Understanding of Content - Did I feel confident with the session content? - Were there any parts I struggled to explain? - Did I feel learners understood the key messages?	
Learner Engagement - Were learners attentive and interested? - Did learners participate actively in the activities? - Did any learners struggle or need extra support?	
Learner Understanding - What positive reactions did I notice from learners? - Did any learner raise an important question or share something meaningful? - Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes - What went well during this session? - Was there a moment I felt proud of the learners or myself? - Did any learner show improvement or growth?	
Challenges or Areas to Improve - What did not go well? - What difficulties did I face with delivery or learner reactions?	
Suggested Improvements - What will I change next time I deliver this lesson? - What additional support or materials might help?	

Lesson 1c: Growing, Belonging, and Being Supported

Lesson Overview

This lesson introduces children to rights that ensure they are cared for, protected, and supported by adults in their lives. Learners explore six key rights: the right to have adults do what is best for you, the right to be with your family, the right to protection, the right to safe discipline with care and respect, the right to get help when hurt, and the right to be protected from work that harms them. Through real-life examples, guided discussion, and participatory activities, learners reflect on how adults can guide them kindly, keep them safe from harm, and support their well-being in school, at home, and in the community.

Learning Outcomes

1. Name at least four rights that protect and support them.
2. Recognise what it means for adults to act in the best interests of a child.
3. Identify what safe, respectful care and discipline should look like.
4. Begin to understand how adults can help them when they are hurt or unsafe.

Key Messages

- Adults must always act in ways that are best for children.
- Children have the right to live with family or caregivers who love and support them.
- Protection means stopping harm before it happens and acting when it does.
- Safe discipline means guiding children kindly, not hurting or scaring them.
- If a child is hurt or unsafe, someone must help them.
- Children must not be forced to do work that harms their health or learning

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 1b	• Welcome learners to the lesson. • Ask learners to name one right from Lesson 1B. Write their responses on the board. • Ask who found a word in the last word puzzle and which one they found first. • Tell learners they are now going to learn about five more rights that help them feel safe, respected and cared for.	Learners recall a right and respond to the puzzle question. They listen and prepare for today's topic	5 min
Introduction			
Rights That Help Us Grow and Feel Safe	• Write the heading Rights That Help Us Grow and Feel Safe on the board. • Explain that the lesson will focus on five rights that support children's safety and development.	Learners listen to the introduction and follow along as the six rights are named.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
	Briefly introduce each right: - Adults must do what is best for children. - Children should live with their family. - Children must be protected from harm. - Children must be disciplined with care and respect. - Children should get help when hurt. - Children must not be forced to do harmful work.	Learners recall a right and respond to the puzzle question. They listen and prepare for today's topic	5 min
Lesson Development			
Rights That Help Us Grow and Feel Safe	For each right, follow these steps: 1. Ask learners to open the relevant page in the workbook. 2. Read the paragraph aloud slowly and clearly. 3. Ask a simple question to check understanding. 4. Give one real-life example to show what the right means. 5. Ask learners to share their own examples from school, home or community. Right 1: Be protected during war Ask: What should happen to children during war or fighting? Example: A child is helped by adults to leave a dangerous area and stay safe. Right 2: Safe environment Ask: What makes your home or school safe? Example: A school with clean water, working toilets and no broken furniture. Right 3: Play, rest and relax Ask: What do you like to do when you rest or play? Example: A child finishes homework, then plays with friends or rests quietly. Right 4: Special care if you have a disability Ask: What support do children with disabilities need? Example: A learner who cannot see gets help with Braille books and classroom support. Right 5: Privacy Ask: What are some things that should stay private? Example: A teacher does not read a child's personal message or diary aloud.	Learners respond to each question, share personal or observed examples, and reflect on how these rights are or are not met in their homes, schools, or communities.	10 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
How These Rights Help Me Grow	- Read aloud one scenario at a time from the list below. - After each, ask learners two questions: - Which right is being denied? - What should adults or others do to respect that right? Scenarios: - A child leaves home because of fighting and has nowhere safe to go. - A school has no drinking water and the toilets are broken. - A child works all day and is not allowed to play or rest. - A boy with a disability is left alone during group activities. - A teacher reads a child's notebook aloud to the whole class. - Discuss each response with the class. Use the facilitator notes if learners need help identifying the correct right and response.	Learners identify the right involved in each scenario and suggest what should happen to support the child in the story. They reflect on how each right supports growth and well-being.	8 min
Conclusion			
Reflection and Affirmation	- Ask: Which right from today do you think is most important for you? - Ask: How do you feel when adults respect your privacy, safety or need for rest? - Write this sentence on the board: I have the right to be safe, respected and supported. - Read the sentence aloud. Ask the class to repeat it together, twice. - Remind learners they can speak to a trusted adult if they feel their rights are not being respected.	Learners name their favourite right from today and join in reading the affirmation aloud.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Word Puzzle Challenge (Part 3)	- Ask learners to open their workbook to the word puzzle on page 13. - Tell them to find these six words: SAFE, REST, PLAY, RELAX, CARE, PRIVACY, BELONG - Instruct learners to complete the puzzle with someone at home. - Ask them to explain the meaning of one of the words to that person. - Remind them to bring the workbook back for the next lesson and be ready to share the word they discussed.	Learners complete the puzzle at home and prepare to share the meaning of a word they found.	At home
Rights in Everyday Life – Sentence Completion	- Say: You now know many important rights. This workbook activity will help you see how your rights work in real life. Turn to Activity 1: 'Rights in Everyday Life' in your workbook (page 12). Read each sentence and choose the correct word from the box. - Say: Each right is used once. Think carefully and write neatly. If you need help, ask a friend or an adult at home. - Remind learners to bring their books back with the sentences completed.	Learners complete Activity 1 at home. They fill in the blanks with the correct word, using the word bank provided. They are encouraged to ask for help at home if needed.	At home
Match the Right to the Example	- Say: Here's another challenge to help you practise your rights. Turn to Activity 2: 'Match the Right to the Example' in your workbook (page 12). Read the rights in the pink box and draw a line to the matching example in the blue box. - Say: This is like a puzzle. Ask someone at home what they think the answer is. Compare your answers. Be ready to tell us which one was the easiest and which one was tricky.	Learners complete the match-up puzzle at home, connecting each right to its correct example. They reflect on how each example shows that right in action.	At home

Facilitator Notes

- This lesson helps learners explore five key rights that protect their safety, dignity and well-being.

Clarifying Key Terms:

1. **Protected during war:** Children must never be involved in or exposed to violence or fighting. If conflict happens, they must be moved to safety, given care, and supported to feel secure.
 2. **Safe environment:** Children should live, play and learn in spaces that are clean, free from violence, and protected from physical hazards like broken furniture, unsafe water or harmful chemicals.
 3. **Play, rest and relax:** Play and rest are essential, not optional. Children need time to enjoy themselves, take breaks, and recharge to stay healthy and learn well.
 4. **Special care for disability:** Children with disabilities must receive support to learn, communicate, move, and participate. Support must be respectful and inclusive.
 5. **Privacy:** Children have the right to personal space, belongings, and dignity. This includes being asked for permission before their private information, items or stories are shared.
- Here is a comprehensive table of relatable protection and safety rights scenarios, showing the scenario, the right being violated, and the correct action or response. These can be used in the interactive activity section of Lesson 1B to help children reflect on the real-life application of their rights.

Scenario	Right Being Violated	What Should Be Done
Your friend is not allowed to go to school and stays home all day doing chores.	Right to learn	All children must be supported to attend school. Adults should reduce heavy chores and ensure time for learning.
	Right to learn	Every child, regardless of gender, has a right to learn. Parents and teachers must support equal access to education.
A child at your school often gets sick but does not get help to visit the clinic.	Right to grow and be healthy.	Schools and families should ensure sick children get medical care. Health is a basic right.
Your neighbour gives their children only one meal a day and no clean water to drink.	Right to grow and be healthy.	Children must have enough food and clean water. Adults must provide basic needs for health.
At home, your uncle makes decisions that scare you or put you in danger.	The right to have adults who do what is best for you.	Adults should make safe, kind decisions. Children must be protected from unsafe choices.
Your teacher ignores you when another learner bullies you repeatedly.	The right to have adults who do what is best for you.	Adults must act in children's best interest and step in to stop harm. Teachers must help.
Your friend was taken away from their family to live with strangers who do not treat them kindly.	Right to live with your family.	Children should live with a safe, loving family. If removed, care must be kind, supportive, and monitored.
A child is placed in a children's home far from their siblings, with no visits allowed.	Right to live with your family.	Siblings should stay connected. Care arrangements must be safe, loving, and family-focused.
You live near a dumpsite, and the smoke makes it hard to breathe.	Right to a safe environment.	Children should not live in harmful places. Adults and leaders must keep spaces clean and safe.
The school playground has broken glass and sharp metal, but no one cleans it up.	Right to a safe environment.	School leaders must fix unsafe areas. Children need clean, hazard-free spaces to learn and play.
You are never allowed to play or rest. You work all day and study late into the night.	Right to play, rest, and relax.	Children must have time to play and rest. Adults must protect time for fun, sleep, and breaks.
Your parents never allow you to play with friends and expect you to study all day, every day.	Right to play, rest, and relax.	Rest and play are part of healthy growth. Adults must allow free time for well-being.

Scenario	Right Being Violated	What Should Be Done
There is a boy in your class who uses a wheelchair, but no one helps him join games or move around.	Right to special care if you have a disability	Children with disabilities must be included and supported. Teachers and peers must help make school accessible.
A girl with a hearing problem cannot follow lessons, but the teacher does not give extra help.	Right to special care if you have a disability	Children with disabilities must get support to learn. Teachers should adapt lessons and provide help.

Review Guidance for Workbook Activities

- **Take Home Activity: Workbook p.12 – Rights in Everyday Life Sentence Completion. Word Bank Provided: Play, Information, Learn, Be Heard, Protection, Be in a Safe Environment**

-Our teachers teach us every day. This is our RIGHT to...**Learn**. Remind learners that this is the right to go to school and gain knowledge.

-I enjoy playing football during break time. This is my RIGHT to...**Play**. Acknowledge how important fun and rest are for growing children.

-A teacher stops a classmate from bullying someone else. This is my RIGHT to...**Protection**: Highlight that adults must stop harm and keep children safe.

-I shared my ideas about a fun day at school during a class meeting. This is my RIGHT to...**Be Heard**: Reinforce that children's opinions must be respected.

-Our teacher explained the school rules in a way everyone can understand. This is my RIGHT to...**Information**: Adults must explain things clearly.

-Our school organises a cleanup day to keep the classrooms and playground clean. This is my RIGHT to...**Be in a Safe Environment**. Remind learners that cleanliness and safety go hand in hand.

-**Teacher Tip**: Ask learners to read their favourite sentence aloud and say why that right matters to them.

- **Take Home Activity: Workbook p.12 – Match the Right to the Example**

-Right to play, rest, and relax → After school, you play football, skip rope, or relax with a good storybook.

-Right to be treated fairly → Everyone gets the same chance to join the class discussion or be part of the football team.

-Right to be protected → If someone is bullying you, your teacher steps in to stop it and makes sure you feel safe.

-Right to be safe → Teachers stop fights and ensure the playground is free from dangerous objects.

Right to learn → You're learning exciting new things in class, like solving math problems or reading about the stars.

-Right to privacy → Your teacher asks permission before looking through your schoolbag or notebook.

Teacher Tip: As a fun review, turn this into a mini-quiz where you read a description aloud and learners call out the right.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson - Did I follow the lesson steps as planned? - Were my instructions and explanations clear? - Did I manage time effectively? - Was I prepared with all materials?	
Understanding of Content - Did I feel confident with the session content? - Were there any parts I struggled to explain? - Did I feel learners understood the key messages?	
Learner Engagement - Were learners attentive and interested? - Did learners participate actively in the activities? - Did any learners struggle or need extra support?	
Learner Understanding - What positive reactions did I notice from learners? - Did any learner raise an important question or share something meaningful? - Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes - What went well during this session? - Was there a moment I felt proud of the learners or myself? - Did any learner show improvement or growth?	
Challenges or Areas to Improve - What did not go well? - What difficulties did I face with delivery or learner reactions?	
Suggested Improvements - What will I change next time I deliver this lesson? - What additional support or materials might help?	

Lesson 2:

Your Responsibilities in Making School Safe and Happy



Lesson 2:

Your Responsibilities in Making School Safe and Happy

Working Together to Create a Safe, Fun, And Welcoming School for Everyone!

Main Lesson Overview

Every child has rights, such as the right to learn, to play, to be safe, and to be heard. But enjoying these rights also comes with responsibilities. Children play an important role in shaping a positive school environment through their everyday choices, actions, and behaviour. Rights and responsibilities go hand in hand. When children act responsibly, they help protect their rights and those of others. This module introduces the idea that making school a safe, welcoming, and happy place is a shared responsibility between learners, teachers, school staff, and caregivers. By understanding their responsibilities, children are empowered to contribute to a learning environment where everyone is respected and supported. The module also helps learners explore the values of empathy, respect, kindness, and teamwork, and how these values are part of being responsible community members. Through reflection, storytelling, and collaborative exercises, learners begin to understand how their actions impact others and the school community as a whole.

To support comprehension and allow age-appropriate pacing, this module is delivered in two lessons:

- **Lesson 2A: Linking Rights and Responsibilities (Workbook p.14)** – This lesson introduces learners to the idea that rights and responsibilities are connected. Learners reflect on their rights (e.g., the right to play, to learn) and are supported in identifying corresponding responsibilities (e.g., the responsibility to include others, to listen, and to complete work). A school-based analogy helps them visualise this connection.
- **Lesson 2B: Respecting Others and Supporting Our School Community (Workbook pp.15-16)** – This lesson helps learners explore how responsibilities are part of everyday school life. Through storytelling and reflective discussion, learners identify how respect, kindness, and inclusion help create a safe and happy school for everyone. They consider how they can support others and build a strong school community.

This module lays the foundation for citizenship, empathy, and peer respect – key elements of a positive discipline environment.

Refer to Module 2, pages 14 to 17 in the Heroes in the Making Learner Workbook.

Lesson 2a: Linking Rights and Responsibilities

Lesson Overview

In this lesson, learners explore the idea that while all children have rights, those rights must be protected through responsible actions. For example, the right to play comes with the responsibility to play fairly; the right to learn comes with the responsibility to listen and participate respectfully.

The goal of this lesson is to help children understand that their behaviour can either protect or harm the rights of others, and that everyone, children and adults, has a role in creating a safe, supportive school environment. Through discussion, simple scenario analysis, and workbook engagement, learners will understand how their responsibilities and their rights are connected to their everyday school life.

Learning Outcomes

1. Define responsibility in their own words and give examples of responsible behaviours
2. Explain how acting responsibly helps protect everyone's rights
3. Describe at least three ways in which they can act responsibly at school

Key Messages

- Rights are important, but they can only be protected through responsible actions
- With every right comes a responsibility.
- When we all act responsibly, we make our school happier and safer for everyone.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 1	• Welcome learners warmly. • Remind them that last week they learned about children's rights and how these rights help them feel respected, protected, and supported. • State the three types of rights: dignity and voice, protection and safety, and growth and learning. • Ask learners to name one right from each group. Write 1–2 examples on the board for each group. • Ask who completed the word search. Let them share which words were hard to find and which word they explained to someone at home. • Invite learners to show their workbooks if they completed the activities. • Acknowledge those who did the workbook activity on page 12. Read aloud 2–3 sample answers from volunteers and clarify if needed. • Use the answer guidance from Lesson 4a to support discussion and affirm different strengths.	Learners settle in, recall what a right is, and name one right from each of the three groups. They share which words they found in the word search and what they explained to someone at home. Volunteers may read out workbook answers, and all learners listen and prepare for the new lesson on responsibilities.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
	Transition to the new topic by explaining that today's lesson is about responsibilities—actions we take to respect each other, care for ourselves, and create a safe, happy school.		
Introduction			
What Are Rights? What Are Responsibilities?	1. Write the words Right and Responsibility on the board. 2. Ask learners to open their workbooks to page 14. 3. Read the section "What are Responsibilities?" together, pausing to discuss each part. 4. Give simple definitions: • A right is something every child should have, like safety, education, and love. • A responsibility is what we do to protect our rights and those of others. 5. Use an analogy: A swing needs two chains to work. Rights and responsibilities are like the two chains – they work together. One without the other doesn't work well.	Learners respond with what they understand by the words. They may give examples like going to school, being kind, or not fighting.	5 min
Lesson Development			
Responsibilities That Keep Our School Safe	1. Ask learners to read "Rights and Responsibilities in Our School Community" on page 14 together. 2. Ask: What does it mean to act in a way that respects others in our classroom? 3. Pause to explain key terms: • Safe: No one is hurting or scaring you. Ask: What helps you feel safe in class or during break? • Fair: Everyone is treated equally and follows the same rules. Ask: How do we keep things fair when sharing? • Respect: Being kind and listening to others. Ask: How can we show respect to classmates and teachers	Learners follow the teacher's reading. They volunteer personal examples and reflect on when they have followed or seen these responsibilities in school..	8 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Matching Rights with Responsibilities	- Write four rights on the board: -Right to Learn -Right to Play -Right to Be Safe -Right to Be Heard - For each right, ask learners to suggest one responsibility to protect that right. Write responses next to each right to form a two-column chart. - Give or prompt examples if needed: -Right to Learn → Listen in class, complete your work. -Right to Play → Share and take turns. -Right to Be Safe → Keep hands to yourself, report danger. -Right to Be Heard → Wait your turn, listen when others speak. - Reinforce the swing analogy—both rights and responsibilities are needed for a happy school	Learners suggest matching responsibilities for each right shared. They may give examples such as not interrupting, not fighting, and playing fairly.	7 min
Interactive Activity			
Hand-to-Hand: What's My Responsibility?	- Explain that the next activity will help them connect rights with responsibilities. - Read out five rights, one at a time: -Right to clean water and toilets -Right to get help when in danger -Right to be protected from punishment and abuse -Right to rest and take breaks -Right to privacy and personal space - After each right, ask: What is one responsibility that matches this right? - Accept answers such as: -Keep toilets clean -Help a friend or report danger -Do not hurt others or allow bullying -Let others rest and avoid disturbing them -Respect others' belongings and space - Encourage learners to raise hands and take turns. Support them with guiding questions if they are unsure. - Affirm responses and give more examples if needed. - Conclude by reminding them that having rights also means taking responsibility for others and ourselves.	Participate in the game. Listen to others, take turns saying one right and one responsibility.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Conclusion			
Reflection and Affirmation	- Ask: What is one responsibility you will take seriously this week to help protect everyone's rights? - Write some examples on the board if needed (e.g., cleaning up, sharing, using kind words). - Summarise key messages: -Every right has a matching responsibility. -Our actions affect other people's rights. - Taking responsibility makes school a better place.	Learners name the responsibility they will practise. They share aloud or quietly reflect on one responsibility they will practise this week.	5 min
Take-Home Activity			
	- Ask learners to talk to someone at home (e.g., parent, sibling, friend) about one of their rights and explain the responsibility that goes with it. - Remind them to come ready to share next time: -Who they talked to -What right and responsibility they discussed - How they practiced that responsibility during the week	Learners commit to the reflection task and prepare to share in the next lesson.	At home

Facilitator Notes

- The purpose of the lesson is to help children understand that rights and responsibilities are connected; you cannot enjoy your rights fully if you are not also taking actions to respect the rights of others. Also, to introduce practical and relatable ways children can practise responsibility every day, especially in school.

- Explain these key concepts:

Right:

- A right is something all children are born with.
- Examples: The right to learn, to be safe, to be heard, to play, to be treated fairly.
- Rights are guaranteed to every child – they do not have to be earned.

Responsibility:

- A responsibility is what you must do to help protect your own rights and the rights of others.
- Responsibility means behaving in a way that is kind, fair, respectful, and safe.
- Responsibilities grow as children get older (based on their evolving capacity).
- Emphasise how rights and responsibilities work together. With every right comes a responsibility. To protect everyone's rights, we must also follow our responsibilities.

The table below shows the rights, responsibilities and their matching examples.

Rights	Responsibilities	Real-Life Examples (School & Home)
To be treated fairly	Treat others equally and with respect.	Share classroom materials with all classmates, not just your best friend; take turns playing with toys at home with your siblings.
To be heard	Listen to others and speak respectfully.	Raise your hand to speak and wait your turn; tell your parent how you feel when something is unfair.
To get information	Ask questions and share helpful knowledge.	Ask the teacher to explain a difficult topic; ask a parent to explain what is happening in the news.
To privacy	Respect personal space and belongings.	Do not read another pupil's diary or go through someone's locker; knock before entering someone's bedroom at home.
To be safe	Avoid causing harm and report danger.	Report broken glass on the school path; tell an adult if you see someone being pushed or hit.
To be protected from harm	Help keep yourself and others safe.	Tell the teacher if someone is being touched inappropriately; tell your guardian if a neighbour tries to hurt a friend.
To respectful discipline	Accept correction and follow rules calmly.	When corrected by a teacher, stay quiet and listen; when a parent disciplines you, respond respectfully and learn from it.
To get help	Speak up when you or others need support.	Tell your teacher if you are feeling unwell; help your younger sibling find an adult if they fall and get hurt.
To learn	Attend school and do your best	Come to school ready with your books; do your homework before playing in the evening.
To grow and be healthy	Eat well, rest, and stay clean.	Wash your hands before eating at school; eat a balanced meal, and get enough sleep at home.
To have adults who do what is best for you	Listen to and trust caring adults	Follow your teacher's advice about friends and behaviour; ask your parent or guardian for help when making a hard decision.
To live with your family	Care for and support your loved ones.	Help clean the classroom or assist a classmate who is upset; help your family by doing small chores or caring for younger siblings.
To a safe environment	Keep surroundings clean and free from harm.	Do not throw litter around the school compound; make sure your play area at home is safe and tidy.

Rights	Responsibilities	Real-Life Examples (School & Home)
To play, rest, and relax	Be kind and helpful to children with disabilities	Play during breaktime and return to class on time; after studying at home, take time to relax or play a game.
To special care if you have a disability	Help promote peace and understanding	Help a classmate with mobility needs reach their desk; include your sibling with a disability in games at home
To be protected during war or conflict	Focus on learning and safe chores.	Refuse to fight or insult others during a disagreement; help calm others when there is trouble in your neighbourhood.
To be protected from harmful work	Be kind and helpful to children with disabilities	Say no to carrying heavy loads instead of going to school; avoid using dangerous tools like sharp knives when alone.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson - Did I follow the lesson steps as planned? - Were my instructions and explanations clear? - Did I manage time effectively? - Was I prepared with all materials?	
Understanding of Content - Did I feel confident with the session content? - Were there any parts I struggled to explain? - Did I feel learners understood the key messages?	
Learner Engagement - Were learners attentive and interested? - Did learners participate actively in the activities? - Did any learners struggle or need extra support?	
Learner Understanding - What positive reactions did I notice from learners? - Did any learner raise an important question or share something meaningful? - Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes - What went well during this session? - Was there a moment I felt proud of the learners or myself? - Did any learner show improvement or growth?	
Challenges or Areas to Improve - What did not go well? - What difficulties did I face with delivery or learner reactions?	
Suggested Improvements - What will I change next time I deliver this lesson? - What additional support or materials might help?	

Lesson 2b: Respecting Others and Supporting Our School Community

Lesson Overview

This lesson builds upon the previous discussion on linking rights and responsibilities by focusing on how learners can demonstrate responsibility toward others and contribute to a supportive and safe school community. Using a storytelling approach from the learner workbook and structured reflection, learners will explore practical ways to show empathy, kindness, and accountability. They will reflect on how their actions affect classmates, teachers, and the wider school environment, and commit to behaviour that supports the well-being of everyone.

Learning Outcomes

1. Identify different ways they can show responsibility toward classmates and teachers.
2. Explain how responsible actions create a safer and happier school.
3. Demonstrate empathy and teamwork in response to common school situations.

Key Messages

- We are all responsible for making our school a safe and caring place.
- Kindness, empathy, and support are part of showing responsibility.
- When we respect others, we protect everyone's rights.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 2a	• Ask learners to recall what they learned about rights and responsibilities. • Write down key points they share. • Remind them: -Rights are what everyone is entitled to. -Responsibilities are what we must do to protect our rights and those of others. -Give an example: Right to learn → Responsibility to listen and complete work.	Learners raise their hands to share what they remember. They may repeat rights/responsibilities discussed or give examples they remembered or practised	3 min
Introduction			
Setting the Tone: Respect, Kindness and Empathy	• Ask learners how it feels when someone is kind to them, and how it feels when someone ignores or laughs at them. • Write these three words on the board: Respect, Kindness, Empathy. • Explain each word using simple examples:	Learners share how they feel when others treat them kindly or unkindly. They listen to explanations of the new words and give simple examples.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Setting the Tone: Respect, Kindness and Empathy	- Explain each word using simple examples: -Respect: Treat others how you want to be treated (e.g., don't grab or call names). -Kindness: Do or say things that make others feel included (e.g., help someone who fell). -Empathy: Understand how someone else feels (e.g., comfort a sad friend).		
Lesson Development			
Our Responsibility to Others	- Say that today's focus is on how responsibility includes caring for others. - Write the word care on the board and ask what it means at school. - Ask: What can you do if a classmate is sad? - Share practical examples learners can relate to: -Help someone who is hurt (e.g., walk with them to a teacher). -Comfort someone who is alone or crying (e.g., sit and talk to them). -Include others in play (e.g., invite new classmates to join). -Be kind even when no one is watching (e.g., pick up someone's books). - Ask learners to share experiences of giving or receiving help. - Thank learners who share.	Learners reflect and respond with examples from their own experience. They share how they have helped someone or have been helped.	5 min
Our Responsibility in the School Community	- Say that school is like a family where everyone plays a role in making it safe and clean. - Draw or display a simple school layout with key areas: classroom, toilets, playground, dining area, water point. - Ask learners what responsible behavior looks like in each area. - Guide with examples if needed: -Classroom: Listen, keep desks tidy, share materials. -Toilets: Flush, keep clean, report problems. -Playground: Include others, avoid rough play. -Water point: Take turns, avoid wasting water. - Write responses next to each area. - Emphasize that responsibility means doing the right thing, even when no one is watching.	Learners suggest responsibilities in different school areas. They come to the board to label or explain responsible behaviour in each space.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Storytelling – Bright Star Primary School	- Ask learners to open to pages 15–16 in their workbooks. - Introduce the story and explain that it's about learners like them in a school like theirs. - Read the story aloud with expression. - Pause at key moments and ask quick questions to check understanding (e.g., How did Bahati feel?). - After reading, ask 4–5 reflection questions: - Who showed kindness or responsibility? - What would you have done to help Bahati? - Did anyone forget their responsibility? - Does this happen in our school? - What can we do better? - Thank all learners who participate and affirm positive responses.	Learners follow in their books. They listen, think and respond to the teacher's questions. They connect the story to their school life.	10 min
Conclusion			
Reflection and Affirmation	- Summarize the key message: Responsibility includes how we treat others and how we care for our school. - Write and read the main points: - We can all make school better. - Responsibility includes how we treat others. - Respect, kindness, and empathy are part of responsibility. - Ask learners to think quietly about one way they will show responsibility this week at school or at home. - Provide examples if needed (e.g., help clean, share with a sibling, avoid fighting).	Learners listen attentively to the key messages and prepare to receive the take-home instructions. No responses are required in this segment.	3 min
Take-Home Activity			
Storytelling – Bright Star Primary School	- Ask learners to open to page 17 in their workbooks. - Instruct them to read the Bright Star story again at home. - Explain that they should answer the reflection questions on that page. - Tell them they can use full sentences or short answers – what matters is their thinking. - Encourage them to try their best with spelling and to connect the questions to their own school experience. - Let them know you'll review their answers in the next lesson.	Learners listen carefully to the instructions and turn to page 17 in their workbooks. They prepare to complete the reflection questions at home based on the story.	At home

Facilitator Notes

- Reinforce that responsibility is not just about personal behaviour – it includes how learners treat others and how they contribute to the school community. Everyday words and actions can either protect or hurt someone's rights.
- At school, everyone has the right to make learning and playing enjoyable and safe. We must follow our responsibilities to protect these rights.
- Responsibilities allow us to care for ourselves, our school, and others, making our environment safe, fun, and welcoming.
- When we work together and fulfil our responsibilities, we protect everyone's rights and make our school a better place.
- Emphasise that learners have a role in making their school a safe, welcoming, and respectful space for everyone.

Highlight that

-Respect means listening, taking turns, using kind words, and valuing others' ideas and feelings.
-Kindness involves small daily actions – sharing materials, helping someone in need, and including others in games.

-Empathy is about understanding how someone else feels and choosing to respond in a caring and supportive way.

- Encourage the teacher to link rights to peer-focused responsibilities (e.g., the right to play → responsibility to include others, the right to feel safe → responsibility not to bully or tease).
- Use the school environment to ground the discussion. Discuss responsibilities in the classroom, playground, toilets, corridors, and lunch area. Refer to the table in lesson 2a linking rights to responsibilities and providing practical examples for each.
- Encourage discussion around the school as a shared space where everyone has a role, like members of a family or a team.
- During the storytelling, pause and ask learners what actions show responsibility or kindness and how those actions made a difference.
- Reinforce that the characters in the story are role models, and learners can behave in the same way in their school.
- Guide learners to connect the story to their real school environment: Does this happen in our school? What can we do better?
- Emphasise that small actions (helping, listening, comforting) have a significant impact on others' safety and happiness.
- Remind the teacher not to focus only on rule-following, but on building a caring, respectful school culture.
- Prepare learners for the take-home activity by reinforcing that reflection is a way to think deeply about how they behave and how they can improve.
- Encourage learners to take the reflection questions seriously and to make a personal commitment they feel proud of.
- Emphasise that learners will share their commitment not to be judged, but to encourage each other.
- Throughout the lesson, praise positive responses and effort, and promote a safe space for sharing ideas.

Review Guidance for Workbook Activities

1. Take Home activity: Workbook p.17 – Activity: Story: Bright Star Primary School2: My Safe Circle

How did Jabali, Amani, and Zuri show responsibility for a safe environment?

- Expected responses: Jabali helped pick up the books that had fallen., Amani stopped playing rough when Bahati got hurt, Zuri helped calm the situation and called the teacher for help.
- **Teaching tip:** Praise learners who highlight that helping, calming others, and stopping unsafe behaviour are forms of responsibility. Emphasise peer protection.

Why was it important for Amani to help Bahati when he was hurt?

- Expected responses: Because helping someone who is hurt is caring and responsible. It showed empathy and made Bahati feel safe and supported. Amani helped stop the game and checked if Bahati was okay, which prevented further harm.
- **Teaching tip:** Encourage learners to link this to real-life moments when they or someone else helped a friend in trouble.

What responsibility did Jabali and Amani forget when they whispered in class?

- Expected responses: They forgot to listen and respect the teacher. They disrupted the class, which made it harder for others to learn. They did not follow the classroom rules about paying attention.
- **Teaching tip:** Reinforce that responsibility includes respecting learning time and allowing others to concentrate.

How did Mwalimu Rehema use positive discipline to solve the disagreement?

- Expected responses: She spoke calmly and listened to everyone's side of the story. She helped the children reflect on their behaviour instead of punishing them. She reminded them of their responsibilities and gave them a chance to make things right.
- **Teaching tip:** Highlight the value of respectful, solution-focused discipline. Use this to connect with earlier lessons on positive discipline.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson - Did I follow the lesson steps as planned? - Were my instructions and explanations clear? - Did I manage time effectively? - Was I prepared with all materials?	
Understanding of Content - Did I feel confident with the session content? - Were there any parts I struggled to explain? - Did I feel learners understood the key messages?	
Learner Engagement - Were learners attentive and interested? - Did learners participate actively in the activities? - Did any learners struggle or need extra support?	
Learner Understanding - What positive reactions did I notice from learners? - Did any learner raise an important question or share something meaningful? - Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes - What went well during this session? - Was there a moment I felt proud of the learners or myself? - Did any learner show improvement or growth?	
Challenges or Areas to Improve - What did not go well? - What difficulties did I face with delivery or learner reactions?	
Suggested Improvements - What will I change next time I deliver this lesson? - What additional support or materials might help?	

Lesson 3:

Understanding and Recognising Violence



Lesson 3

Understanding and Recognising Violence

You deserve to be safe, loved and respected.

Main Lesson Overview

Violence is any action, word, or behaviour that harms someone physically, emotionally, mentally, or socially. It can happen anywhere – at home, in school, online, or in the community – and it can happen to anyone. Understanding what violence looks like, where it occurs, and who might cause harm helps children to stay safe, protect their peers, and know when to speak up.

This module helps learners understand that: Violence is never their fault, all children have the right to feel safe, respected, and cared for, and there are people and places they can turn to when something feels wrong. The lessons use age-appropriate definitions, relatable scenarios, and participatory reflection to build learners' confidence in recognising violence and responding safely. Children are introduced to practical steps such as identifying trusted adults, saying no, going to a safe space, and using child helplines (116 and 1190) to report abuse.

Refer to Module 3 in the Heroes in the Making Workbook, pages 18 to 21.

To ensure a gradual and thoughtful approach, this module is split into two lessons:

- **Lesson 3A: Understanding What Violence Is (Workbook pp.18–20)** – Focuses on defining violence, exploring the different types of violence (physical, emotional, sexual, neglect, bullying, online abuse, and harmful traditional practices), and helping learners understand where violence can happen and how it can make people feel.
- **Lesson 3B: Recognising and Reporting Violence (Workbook p.21)** – Builds on the foundation of 3A by teaching learners how to recognise when they or others are experiencing violence, who a perpetrator might be, how to spot when a friend may be hurt or in danger, and the steps they can take to report violence and get help.

These lessons foster empathy, courage, and safety awareness in every learner. Teachers are encouraged to create a supportive classroom environment where children feel heard, validated, and empowered to act safely.

Lesson 3a: What Is Violence and How Can It Harm Children?

Lesson Overview

Children need to understand what violence is and how it can affect their safety and well-being. This lesson introduces learners to the concept of violence in child-friendly language, helping them name and describe different types of violence they may witness or experience, including physical, emotional, sexual, neglect, bullying, and online harm, and that it is never their fault. This lesson also helps learners understand where violence can happen, and who a perpetrator might be. It builds foundational knowledge so that learners can recognise unsafe experiences around them and begin to develop strategies for staying safe and speaking up.

Learning Outcomes

1. Define what violence is in their own words
2. Identify and describe different types of violence against children and their examples
3. Understand that violence can happen in different settings (school, home, community, online).
4. Understand who a perpetrator can be (and how they might act)
5. Understand that violence is never their fault, and they have the right to feel safe

Key Messages

- Violence can happen anywhere and is never a child's fault.
- Violence includes words or actions that hurt a person's body, emotions, or mind.
- There are different types of violence, and all are harmful
- Every child has the right to feel safe, loved, and respected.
- Recognising violence helps us protect ourselves and others

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 2	• Welcome learners back and remind them of last week's story about Bright Star Primary School. • Explain that the story showed how learners were responsible, helped each other, and kept their school safe. • Remind learners that their task was to reread the story and answer reflection questions on page 17 of their workbooks. • Ask a few recap questions to refresh their memory: -What do you remember from the story? -Who were the characters and what did they do? -What does taking responsibility for others mean? -Why is responsibility important in our school?	Learners recall key moments from the story, share reflections they wrote at home, and prepare for the new lesson. They listen to one another and connect to last week's message of responsibility	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
	• Invite 2–3 learners to share what they wrote at home. Allow them to check page 17 if needed. • Use your guide to support discussion, affirm different strengths, and encourage learners. • Explain that today's lesson will focus on understanding what violence is and how to stay safe.		
Introduction			
What Makes you Feel Safe or Scared?	• Ask learners: What makes you feel safe? • Give them time to think, then write their answers on the board (e.g., being with parents, kind teachers, playing with friends). • Ask: What makes you feel scared or unsafe? • Write some of their answers on the board (e.g., being shouted at, being hit, scary pictures). • Explain that feeling safe is important. When something scares or hurts us, it is called violence. • Help learners understand that recognising violence helps us stay safe and know when to ask for help.	Learners share what makes them feel safe and what makes them feel scared. They listen and reflect as the teacher introduces the topic of violence.	5 min
Lesson Development			
Understanding and Defining Violence	• Write the word Violence on the board. • Ask if learners have heard the word before and what they think it means. • Explain that violence is when someone hurts your body, feelings, or mind—through hitting, shouting, bullying, or saying mean things. • Give examples and ask learners to share their own. • Ask learners to open to page 18 of their workbook and read the section What is Violence? together. • Pause to explain hard words like emotionally and mentally. • Remind learners: Violence is never their fault.	Learners raise their hands to share what they think violence is. They listen and respond to teacher prompts. They may share feelings like sadness, fear, anger, or confusion. Learners follow along in their workbooks, listen to the teacher's reading, and ask questions if unsure.	7 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Types of Violence	- Ask learners to turn to pages 19–20. - Read through each type of violence and give examples: - Physical: hitting, slapping - Emotional: yelling, ignoring - Sexual: inappropriate touching or keeping bad secrets - Neglect: not giving food or care - Bullying: repeated unkind actions - Online: being harmed through phones or the internet - Harmful practices: traditions or beliefs that cause harm to children - Explain that some forms, like hitting, are easy to see, but others—like name-calling—also hurt.	Learners listen carefully. Learners follow the reading in the workbook (pp.19–20). They can raise their hands to ask questions or give examples. Some may write the names of the types of violence in their books	10 min
Where Violence Happens	- Ask learners where violence can happen. Write responses (e.g., school, home, online, community). - Read the related section on page 18 of the workbook. - Give real-life examples for each place. - Repeat: Violence can happen anywhere, and it is never your fault.	Learners suggest locations and connect to the examples in their workbook. They reflect on their own environment. They think violence can happen. They connect the discussion to their workbook.	3 min
Understanding Who a Perpetrator Is	- Explain that someone who hurts a child is called a perpetrator. - Read Who Can Violate a Child? from page 18 aloud. - Give simple examples, like someone giving gifts for touching or saying inappropriate things. - Reinforce that it is never the child’s fault.	Learners listen and identify who a perpetrator can be. They may raise their hands to ask questions or give responses	5 min
Interactive Activity			
‘Violence or Not?’ Game	- Explain the game: You will read examples aloud. Learners will show 👍 if the action is safe and 👎 if it is a form of violence. - Use these examples: - A teacher shouts and calls a learner stupid 👎 - A child shares their pencil 👍 - Someone hits another child during break 👎 - Classmates laugh at a child who can’t read 👎		8 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
'Violence or Not?' Game	-A teacher helps a learner with homework 👍 -An older child touches another's private part 🗨️ -A girl is removed from school and forced to marry 🗨️ • After each example, ask learners to explain their choice. • Reinforce correct understanding and expand with more examples if time allows.		
Conclusion			
Reflection and Affirmation	• Summarise what learners have learned: -Violence is when someone hurts your body, feelings, or mind. -It can happen in different ways and places. -It is never your fault. • Ask: What is one thing you learned today about violence? • Let volunteers share their thoughts. • Emphasise: -Violence can happen through actions or words. -If someone hurts you, you can talk to a trusted adult. -No one should touch you in a way that makes you uncomfortable. • Remind learners that speaking up is important and there are people who care and can help.	Learners raise their hands to share something they learned. They listen to each other's answers and reflect on their right to be safe.	5 min
Takeaway Activity			
Match The Type of Violence to the Example.	• Ask learners to open to page 22 of their workbooks and hold it up. • Explain that the task is to match each type of violence with the correct example by drawing a line. • Emphasise that violence is not only hitting –it can include emotional, online, or neglectful actions. • Encourage learners to try their best and ask for help at home if they need it. • Remind them to complete the page and bring it back for the next lesson.	Learners read instructions in their workbook and agree to complete them before the next lesson.	At home

Facilitator Notes

- Defining Violence: Use clear, age-appropriate language to explain that violence includes physical actions (like hitting) and harmful words (like teasing or threats).
- Reinforce the message that violence is never the child's fault and no one has the right to hurt them, no matter who they are.

Types of Violence:

- Physical Harm: Examples include hitting, pinching, or pushing.
- Emotional Harm: Teasing, threats, or ignoring a child.
- Sexual Harm: Unwanted touching, showing private parts, or asking for secrecy.
- Neglect: Not being given enough food, love, or attention.
- Bullying: Repeated unkindness by others – physical or emotional.
- Online Violence: Being hurt or tricked using phones, tablets, or computers.
- Harmful practices: Child marriage, forced circumcision or rituals, forced joining of gangs.

- Refer to other examples here for the 'Violence-or-Not' Game

Type of Violence	Act of Violence
Physical Violence	• A learner pushes another while entering class. 🗨️ • A teacher beats a child with a stick for making a mistake. 🗨️ • A child trips another on purpose during games. 🗨️ • Learners help a classmate who has fallen. 👍
Emotional Violence	• A teacher calls a child stupid or lazy in front of others. 🗨️ • Classmates laugh at a child who cannot read well. 🗨️ • A learner comforts a friend who is crying. 👍 • A teacher encourages a shy learner to answer a question. 👍
Sexual Violence	framed in sensitive, age-appropriate ways • An older child touches another child's private parts. 🗨️ • Someone tells a child to keep a secret about touching. 🗨️ • A teacher says Always tell a trusted adult if something feels wrong. 👍 • Learners are taught about body safety and boundaries. 👍
Neglect	• A child is left alone all day at school with no lunch or water. 🗨️ • A teacher notices a child is unwell and ignores them. 🗨️ • A teacher helps a hungry child get food from the lunch programme. 👍 • A classmate shares a snack with a friend who forgot theirs
Bullying	• A learner always teases one child and refuses to play with them. 🗨️ • One learner hides another's school bag every day. 🗨️ • Learners include everyone in group work. 👍 • A classmate tells a bully to stop and walks away. 👍
Online or Digital Violence	• A learner shows mean messages on their phone about another classmate 🗨️ • A child shares someone's photo without permission. 🗨️ • A teacher reminds learners not to post mean things online. 👍 • A child tells an adult when they see bullying in a group chat. 👍

Type of Violence	Act of Violence
Harmful traditional practices	• Sending all boys to school but keeping girls at home to cook and clean. 🗨️ Explain: Every child, boy or girl, has the right to education. • Forcing a girl to get married before she finishes school. 🗨️ Explain: Early or forced marriage is harmful and takes away a girl's right to grow and learn. • Boys are being told they cannot cry or talk about their feelings. 🗨️ Explain: Everyone has feelings, and it is okay to express them – being honest about emotions is healthy and safe.

Review Guidance for Workbook Activities

Take-Home Activity: Workbook p.22 – Activity: Match the Type of Violence to the Example

- Physical Harm → A classmate pushes and hits another during a disagreement.
- **Teaching tip:** Explain that physical harm includes any action that causes pain or injury to the body, such as hitting, kicking, or pushing.
- Emotional Harm → A teacher calls a child stupid in front of the class.
- **Teaching tip:** Emphasise that unkind words, name-calling, and public shaming can deeply hurt a child's feelings and confidence, even if no one touches them.
- Sexual Harm → An older learner touches a child in a way that feels uncomfortable.
- **Teaching tip:** Make it clear that any unwanted or uncomfortable touching is serious. Children should always report it to a trusted adult immediately.
- Neglect → A child is left without food or care at home.
- **Teaching tip:** Help learners understand that neglect is when a child's basic needs—like food, care, safety, and love—are not met. It is a silent but very harmful form of violence.
- Bullying → A learner is repeatedly laughed at and excluded from games.
- **Teaching tip:** Explain that bullying is repeated unkindness, not a one-time disagreement. Teasing, exclusion, and making someone feel unwelcome over and over again is bullying.
- Online Violence → Someone sends mean messages to a child online.
- **Teaching tip:** Remind learners that violence can also happen through phones or the internet. Mean or threatening messages are serious and should be reported to an adult.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson - Did I follow the lesson steps as planned? - Were my instructions and explanations clear? - Did I manage time effectively? - Was I prepared with all materials?	
Understanding of Content - Did I feel confident with the session content? - Were there any parts I struggled to explain? - Did I feel learners understood the key messages?	
Learner Engagement - Were learners attentive and interested? - Did learners participate actively in the activities? - Did any learners struggle or need extra support?	
Learner Understanding - What positive reactions did I notice from learners? - Did any learner raise an important question or share something meaningful? - Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes - What went well during this session? - Was there a moment I felt proud of the learners or myself? - Did any learner show improvement or growth?	
Challenges or Areas to Improve - What did not go well? - What difficulties did I face with delivery or learner reactions?	
Suggested Improvements - What will I change next time I deliver this lesson? - What additional support or materials might help?	

Lesson 3b: How to Recognise and Report Violence

Lesson Overview

Now that learners understand what violence is and the different types (covered in Lesson 3A), this lesson focuses on how to recognise when a friend or peer may be experiencing violence, and how to respond or report when they see or suspect violence. Learners are guided to identify signs of harm in others, understand that perpetrators can be familiar or unfamiliar people, and learn the practical steps to take when they or someone else is unsafe. These include telling a trusted adult, shouting for help, going to a safe place, or calling a helpline.

Learning Outcomes

1. Recognise when another child may be experiencing violence
2. Name and describe four ways of responding to or reporting violence
3. Reaffirm that speaking up is brave and necessary

Key Messages

- It is brave and important to speak up when you or someone else is being hurt.
- A perpetrator can be anyone, sometimes even someone known to the child.
- If something feels wrong or unsafe, you can say NO!, shout HELP!, go to a safe place, or tell a trusted adult.
- Everyone deserves to feel safe. There is always someone who can help.
- You can also call **116** or **1190** if you are afraid, confused, or someone is hurt.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 3a	• Greet the class and welcome them back. • Remind learners that last time they discussed what violence is and how it can hurt a child's body, feelings, or mind. • Ask learners what they remember about violence. Let them raise their hands and respond. • Write 2–3 key answers on the board (e.g., bullying, neglect, physical harm, cruel words, online violence). • Remind learners about the workbook activity on page 22, where they matched types of violence to examples. • Use your answer guide to affirm responses, gently correct mistakes, and highlight the types of violence. • Link to today's lesson by explaining that they will now learn how to recognise when violence is happening and what they can do to stay safe or help others.	Learners raise their hands and recall key points from Lesson 3A. They listen as the teacher explains the link to the new lesson and begin to mentally prepare for the topic of recognising and responding to violence.	3 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Introduction			
Recognising When a Friend Is Unsafe	• Ask learners if they've ever seen someone looking sad or scared and wondered what might be wrong. • Turn to pages 19–20 in the workbook and review Different Ways Children Can Be Hurt. • Explain that these examples help us know when someone might be facing violence. • Ask: What are signs that someone might be in danger? • Write learner responses on the board (e.g., crying, hiding, bruises, fear, silence). • Reinforce that violence includes things people say or do that make others feel unsafe or uncomfortable.	Learners describe how a classmate might look or behave if something is wrong. They follow the examples in the workbook and relate to them.	5 min
Lesson Development			
How to React and Respond	• Ask learners what they can do if they see someone being hurt or if something feels wrong. • Write responses on the board. • Refer to page 21 in the workbook and write the five safety steps on the board: - Say NO - Speak to someone - Speak up immediately - Go to a safe place - Call for help (116 or 1190) • Read each step aloud and explain what it means. • Demonstrate each step: - Shout "No!" - Cup hands to shout "Help!" - Walk to a corner of the room or door to show "Go to a safe place" - Mime talking to a teacher • Give a short, clear example to go with each step (e.g., say "No!" if someone touches you in a way you don't like; tell a teacher if you or a friend are being hurt).	Learners brainstorm responses to unsafe situations. They listen and reflect on what they can do to stay safe. As they follow along in Workbook p.21 and repeat after the teacher	7 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Safety Response Game	- Tell learners you will describe some situations, and they will suggest what to do. - Give three short examples: -A friend is always sad and misses school. -Someone offers you sweets for photos. -You see someone being hit. - After each example, ask: What can you do? Encourage learners to respond using the five safety steps. - Affirm correct answers and reinforce that it's always okay to speak up.		
Conclusion			
Reflection and Affirmation	- Reinforce the message: Speaking up takes courage. Every child has the right to feel safe. - Say clearly: If someone is hurting you or someone else, it is not your fault. You are never alone. - Ask: What is one thing you can do to stay safe or help a friend who is being hurt? - Give learners time to think. Invite a few to share aloud. - Write 2–3 responses on the board (e.g., tell a trusted adult, say “No”, stay away from unsafe situations, help a friend speak up). - Praise the responses and remind them that everyone has a role in keeping school and the community safe.	Learners think about how to stay safe and raise their hands to share one action they can take. They reflect aloud on how they can protect themselves or support a friend who is in danger or being hurt.	4 min
Take-Home Activity			
Brave Promise	- Explain that learners will now write a Brave Promise to help themselves or a friend stay safe this week. - Ask them to open to page 22 of their workbook. - Instruct them to write a sentence that begins with: “This week, I will be brave by...” - Give a few examples: -“This week, I will be brave by telling my teacher if I feel unsafe.” -“This week, I will be brave by asking my friend if they are okay.” -“This week, I will be brave by calling 116 if I need help.” -“This week, I will be brave by not keeping bad secrets.” - Remind them that a few learners will be asked to share their Brave Promise during the next class.	Learners write or draw their Brave Promise at home using the sentence starter: This week, I will be brave by... They bring it back and prepare to share it briefly in the next lesson.	At home

Facilitator Notes

- Emphasise that violence is never the child's fault. Children need reassurance that it is always right and brave to speak up when something feels wrong or someone is being hurt.
- Reinforce that reporting violence is not telling tales or being disobedient – it is an act of courage and protection. Create a supportive atmosphere that normalises speaking up.
- Help learners understand that violence can happen in many places: school, home, community, and online. Make it clear that all forms of violence are serious and should be reported.
- Responding to violence: Teach learners that saying NO!, walking away, or telling someone is always okay, even if the person hurting them is an adult.

Practical Safety Skills:

-Say NO firmly.

- Model and affirm assertive behaviour. For example, demonstrate how to say No! Clearly and with confidence. Children need to know they have the right to say no and to remove themselves from unsafe situations.

-Walk away from dangerous or uncomfortable situations

- Support learners in identifying safe spaces in their school and community
- Emphasise that a safe place is not necessarily a physical building – it could be a space where kind, trusted adults are present.

-Tell someone you trust.

- Ensure learners understand the concept of a trusted adult.
- This is someone who listens without judgment, believes the child, and takes action to protect them.
- Examples include teachers, parents, older siblings, caregivers, guidance counsellors, religious leaders, or a trusted neighbour.

-Call for help using toll-free helplines 116 or 1190.

- These are toll-free helplines available anytime.
- Emphasise that helplines like 116 and 1190 are free, confidential, and available to all children in Kenya.
- Let learners know that calling does not cost money and that they do not need phone credit to get help.
- Guide learners in practising how to introduce themselves and describe a problem. This builds their confidence in actually using a helpline if needed.
- Use culturally familiar and age-appropriate examples when describing unsafe situations. For example, instead of abstract threats, use examples such as when someone asks you to keep a secret that makes you feel uncomfortable or when someone offers you sweets to keep quiet about something scary.

- Use repetition to reinforce safety messages. Learners should leave the lesson remembering: a trusted adult, say no, call for help, go to a safe place, and call 116 or 1190.
- Affirmation: Remind children that they are brave when they protect themselves and others. Give examples of how reporting can help others, too. Please encourage them to help others by being kind and not keeping harmful secrets.
- Pay attention to learners who may show discomfort, hesitation, or silence during the lesson. They may be experiencing violence themselves. Do not pressure them to speak publicly – follow up privately, if possible, using safeguarding procedures in your school.
- Remind learners that they can also help others. If they see another learner being hurt, they can also inform a teacher, offer comfort, or encourage the person to speak up.
- Reinforce that bravery is not about fighting back. It is about asking for help and making safe choices.
- Always end the lesson with affirming statements: You are brave. You are not alone. Some people care about you.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson - Did I follow the lesson steps as planned? - Were my instructions and explanations clear? - Did I manage time effectively? - Was I prepared with all materials?	
Understanding of Content - Did I feel confident with the session content? - Were there any parts I struggled to explain? - Did I feel learners understood the key messages?	
Learner Engagement - Were learners attentive and interested? - Did learners participate actively in the activities? - Did any learners struggle or need extra support?	
Learner Understanding - What positive reactions did I notice from learners? - Did any learner raise an important question or share something meaningful? - Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes - What went well during this session? - Was there a moment I felt proud of the learners or myself? - Did any learner show improvement or growth?	
Challenges or Areas to Improve - What did not go well? - What difficulties did I face with delivery or learner reactions?	
Suggested Improvements - What will I change next time I deliver this lesson? - What additional support or materials might help?	

Lesson 4: **Speaking Up and Reporting: How To Get Help**



Lesson 4:

Speaking Up and Reporting: How To Get Help

Your voice matters!

Main Lesson Overview

Speaking up and reporting are powerful tools children can use to stay safe and help protect others. This module allows learners to understand what it means to speak up, who to talk to, and how to report unsafe situations. Learners are introduced to key safety strategies, including identifying trusted adults, using their voice with confidence, and understanding when and how to say no. Through real-life scenarios, role-plays, and reflection activities, learners practise the **NO-GO-TELL strategy**, learn about child helplines (116 and 1190), and build a personal safety circle of people they trust. The module reinforces that violence is never the child's fault, and that asking for help is a sign of courage, not weakness. By the end of the module, learners understand that they have a right to feel safe, a voice that matters, and support systems they can turn to. Teachers are encouraged to create an open, respectful space where children feel heard and supported.

This module is delivered in two lessons to support gradual understanding and confidence-building:

- **Lesson 4A: Learning to Speak Up** – What It Is and How to Do It (Workbook pp.23–24) – Introduces the concept of speaking up, why it matters, and how to recognise and approach trusted adults. Builds foundational knowledge for safe communication.
- **Lesson 4B: Getting Help** – NO-GO-TELL and Safe Reporting (Workbook pp.25–26) – Deepens understanding of safe response strategies through the NO-GO-TELL method, introduces child helplines, and explores the Aisha story to reflect on how children can seek help in unsafe situations.

Refer to Module 4, pages 23 to 26 in the Heroes in the Making Learner Workbook

Lesson 4a: Learning to Speak Up – What It Is and How to Do It

Lesson Overview

In this lesson, learners explore what it means to speak up when they feel unsafe or when someone else is being hurt. They reflect on situations where speaking up might be difficult and begin identifying people they trust and can talk to. Learners are encouraged to understand that asking for help is brave and that everyone deserves to feel safe and supported. This foundational lesson prepares learners to think about their rights, build the confidence to express themselves, and understand that they do not have to face unsafe situations alone.

Learning Outcomes

1. Understand what it means to speak up when feeling unsafe or when someone else is being hurt
2. Recognise that asking for help is a brave and important action
3. Identify situations where speaking up may be necessary
4. Name at least one trusted adult they can go to for help
5. Begin to build confidence in expressing themselves and seeking support when needed

Key Messages

- Speaking up is a way to keep yourself and others safe.
- You are not alone—there are adults you can trust and talk to.
- It is okay to ask for help when something feels wrong.
- You have the right to feel safe and be treated with respect.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 3	• Greet the class and remind them that last time they learned what violence is and how to recognise when something feels wrong or unsafe. • Ask learners to share one type of violence they remember. Write 2–3 answers on the board (e.g., hitting, shouting, touching inappropriately, bullying). • Remind learners about their Brave Promise activity. Write on the board: This week, I will be brave by... • Invite 2–3 learners to read what they wrote on page 22 of their workbook. • Affirm their responses and explain that today's lesson is about how to speak up and report when something feels unsafe. • Emphasise that every child has the right to feel safe and can use their voice to protect themselves and others.	Learners raise their hands to share their Brave Promise aloud. Others may listen, nod in encouragement, or reflect quietly. They recall and explain what brave action they chose to take.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Trusted Adult Match-Up	- Read out a real-life scenario and ask learners who they would talk to and why. - Use 2–3 examples: –You feel scared after being bullied. –Someone touches you in a way that feels uncomfortable. –You see someone being hurt at home. - After each, ask: Who could you talk to? Why? - Remind learners that different people may choose different trusted adults, and that's okay. - Reinforce that the most important thing is to speak up and keep speaking until someone helps.	Learners listen to each situation. They raise their hands to suggest a trusted adult they could go to, and explain why that person feels safe or helpful. They reflect on the importance of choosing someone who listens, believes, and helps.	9 min
Conclusion			
Reflection and Affirmation	- Recap the lesson: Speaking up means using your voice to stay safe or help others. - Ask learners: What is one thing you will remember from today's lesson? - Write and read aloud together: - My voice matters. I can speak up. I deserve to feel safe. - Emphasise that speaking up is brave, and there are people who care and want to help.	Learners share one takeaway or reflect quietly. They read the affirmation together as a class. Some may share who they would speak to if something unsafe were to happen.	5 min
Take-Home Activity			
My Safe Circle	- Ask learners to go home and draw their Safety Circle in the workbook. - Instruct them to write the names of at least three trusted adults they can talk to when they feel scared or unsafe. - Give examples: parent, teacher, auntie, or someone in the community who listens, believes, and helps. - Ask them to think about why they trust these adults (e.g., they talk kindly, help when you're hurt, or keep your secrets safe). - Remind them to bring their workbook next lesson and be ready to share about one trusted adult they chose.	Learners write or draw their Brave Promise at home using the sentence starter: This week, I will be brave by... They bring it back and prepare to share it briefly in the next lesson.	At home

Facilitator Notes

- Many children experience violence but do not report it due to fear, shame, or the belief that adults will not help. Speaking up is a learned skill that requires encouragement and repeated reinforcement.
- The concept of speaking up should be framed as a protective action, not as talking back or being disrespectful. Emphasise that learners are not in trouble for reporting harm.
- Trusted adults may differ for each child. Help learners understand that the defining trait of a trusted adult is how that person responds—by listening, believing, staying calm, and helping.
- Learners may not always feel safe speaking to parents or caregivers. Accept diverse answers such as neighbours, older siblings, or religious leaders, as long as the emphasis is on safety and support.
- Clarify that children have the right to be heard and the right to protection, regardless of who is causing them harm.
- Be aware that this lesson may surface disclosures. Know the school's referral and child protection protocols and be ready to follow up discreetly if needed.

Review Guidance for Workbook Activities

Take Home activity: Workbook p.25 – Activity 2: My Safe Circle

- **Expected Response:** Parent, teacher, neighbour, older sibling, pastor, aunt. Accept realistic names.
- **Remind:** These are people who help you feel safe.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson - Did I follow the lesson steps as planned? - Were my instructions and explanations clear? - Did I manage time effectively? - Was I prepared with all materials?	
Understanding of Content - Did I feel confident with the session content? - Were there any parts I struggled to explain? - Did I feel learners understood the key messages?	
Learner Engagement - Were learners attentive and interested? - Did learners participate actively in the activities? - Did any learners struggle or need extra support?	
Learner Understanding - What positive reactions did I notice from learners? - Did any learner raise an important question or share something meaningful? - Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes - What went well during this session? - Was there a moment I felt proud of the learners or myself? - Did any learner show improvement or growth?	
Challenges or Areas to Improve - What did not go well? - What difficulties did I face with delivery or learner reactions?	
Suggested Improvements - What will I change next time I deliver this lesson? - What additional support or materials might help?	

Lesson 4b: Getting Help – NO–GO–TELL and Safe Reporting

Lesson Overview

In this lesson, learners deepen their understanding of how to act when faced with unsafe situations. Building on Lesson 4A, they learn the NO–GO–TELL strategy—a practical and straightforward way to respond to harm—and are introduced to helplines like 116, where they can seek help outside their immediate environment. Through the story of Aisha, they reflect on bravery and the importance of speaking up repeatedly until someone listens. Learners are empowered to use their voice, seek safety, and report concerns.

Learning Outcomes

1. Describe the NO–GO–TELL strategy and how it helps protect children from harm.
2. Identify at least one child helpline they can use to report violence or seek help (e.g. 116).
3. Apply the NO–GO–TELL strategy to examples or real-life situations.
4. Reflect on the importance of reporting until someone helps.

Key Messages

- If something feels wrong or unsafe, you have the right to say NO, GO to a safe place, and TELL a trusted adult.
- If one adult does not help, keep telling others until someone does.
- There are free helplines like 116 where children can call to ask for help or report violence.
- Speaking up is brave and helps protect both yourself and others.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 4a	• Welcome learners back to class. • Remind them that last time they created their Safe Circle of trusted adults who help them feel safe. • Ask learners to share one person they included in their Safe Circle and explain why they trust them. • Reinforce the meaning of a trusted adult: someone who listens, helps, believes them, and keeps them safe. • Guide discussion using the workbook review notes and affirm all efforts. • Link to today's topic: explain that today they will learn what to do when something feels unsafe, using the NO–GO–TELL strategy.	Learners share one trusted adult from their Safety Circle and explain why they feel safe with that person. Others listen, nod, or reflect quietly.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Introduction			
When and How to Get Help	- Remind learners that speaking up is important when something feels wrong. - Ask if they've ever felt scared or confused about what to do in an unsafe situation. Explain that they will now learn a simple way to protect themselves: NO-GO-TELL.	Learners recall moments when they needed help and may share feelings or experiences. They listen and prepare to learn the NO-GO-TELL steps.	4 min
Learning the NO-GO-TELL Method	Write NO-GO-TELL on the board. Refer learners to page 25 of the workbook. Explain the steps clearly: - NO – Say “No” loudly and firmly. - GO – Move away to a safe place. - TELL – Find a trusted adult and explain what happened. Model the method using a short example: - Say “NO!”, pretend to walk away, then speak to a trusted adult (e.g., “Miss Amina, someone tried to touch me in a way I didn’t like.”) Give three short unsafe scenarios: - A stranger offers you sweets and asks you to follow them. - Someone touches you in a way that feels wrong. - A friend tells you not to tell anyone after pushing you. Ask volunteers to act out how they would respond using NO-GO-TELL.	Learners read along and follow. They repeat the NO-GO-TELL steps out loud and practise short responses.	8 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Getting Help – Helplines and Reporting	• Explain that sometimes a trusted adult might not be available, or it may feel hard to talk to someone close. • Introduce child helplines as another option for getting help. • Guide learners to page 24 of the workbook and read the helpline section together. • Write the numbers on the board: 116 (Child Helpline) and 1190 (Gender-Based Violence Helpline). • Say the numbers aloud and have learners repeat: One-One-Six. One-One-Nine-Zero. • Emphasise: -These calls are free and private. -Learners can use any phone, even a borrowed one. • Ask: When might someone call 116 or 1190? (e.g., if they are hurt, scared, or someone is in danger). • Reinforce that if one adult does not help, learners should keep telling others until someone does.	Learners listen and turn to p.24 in their workbooks. They read along with the teacher, then repeat the helpline numbers aloud. They give examples of when someone might call a helpline. They reflect on the importance of asking for help more than once if needed.	4 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Aisha Stands Up for Herself	- Ask learners to open to page 21 of their workbook. - Read the story "Aisha Stands Up for Herself" aloud, using expression and pauses. - After each part, ask: - What made Aisha feel uncomfortable? - What did she do to protect herself? - Who did she tell? - How do you think she felt after getting help? - After the story, ask: What can we learn from Aisha? - Emphasise: Even when scared, speaking up is the right thing to do. No one should keep unsafe secrets.	Learners listen actively and follow the story in their workbooks (p.21). They respond to reflection questions either aloud or by raising their hands. Learners connect Aisha's experience to their own feelings about speaking up.	9 min
Conclusion			
Reflection and Affirmation	- Recap that learners now know how to speak up, identify trusted adults, and use NO-GO-TELL to stay safe. - Ask learners to share one thing they will remember from the lesson. - Write on the board: I can speak up. I can get help. I have the right to be safe. Read the sentence together as a class.	Learners share one takeaway and join in reading the affirmation aloud. Some may choose to repeat or act out the NO-GO-TELL steps.	5 min
Take-Home Activity			
Aisha Stands Up for Herself: Reflection Questions	- Direct learners to page 25 of their workbook. - Read each question aloud: - What did Aisha do to protect herself? - If you were Aisha, what would you do to stay safe and get help? - Explain that learners should answer using their own words or draw pictures if they prefer. - Encourage honest answers and remind them they can talk to a teacher or trusted adult if the story made them feel worried. - Remind learners to bring their workbook for the next class.	Learners take their workbooks home. They read the questions on p.21 and write their personal responses based on the story of Aisha. They prepare to share one answer during the next lesson.	At home

Facilitator Notes

- The NO-GO-TELL strategy is a widely used child protection tool designed to be simple and memorable. It empowers children with a clear action plan when they feel unsafe.
- Learners should understand that it is not always enough to speak up once. If they are not helped, they should keep telling other trusted adults until someone acts.
- Introducing a helpline (e.g. 116 in Kenya) provides learners with an option beyond their immediate circle, especially important in cases where harm occurs at home.
- Explain that helplines are free, private, and can be used by children even if they do not have credit or airtime.
- The story of Aisha provides a relatable and emotionally resonant example of how a child can take action. Use it to normalise bravery and help learners imagine how they might respond in similar situations.
- Reinforce that help-seeking is not a sign of weakness. It is an act of strength and a way to stay safe and protect others.
- Some learners may still hesitate to believe that adults will take action. Validate these feelings and emphasise persistence – Do not stop telling until someone helps.

Review Guidance for Workbook Activities

Take Home activity: Workbook p.25 – Aisha Stands Up for Herself. Reflection Question:

- What did Aisha do to protect herself? She said NO, pulled her hand away, walked away quickly, and told a teacher. Affirm Aisha's courage. Point out that she used all three steps of the NO-GO-TELL method.
- If you were Aisha, what would you do to stay safe? Say NO loudly, run to a safe place, report to a trusted adult, and call 116. Praise learners who identify multiple safety actions. Emphasise that there is more than one way to get help.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 5:

Understanding Safe Boundaries With Adults



Lesson 5:

Understanding Safe Boundaries With Adults

Every Child Deserves to Feel Safe, Respected, And Valued in All Their Interactions with Adults.

Main Lesson Overview

Safe boundaries are the rules and limits that help keep us physically and emotionally protected in our interactions with others. This lesson introduces learners to the concept of safe boundaries by helping them understand what kinds of behaviours are acceptable and respectful, and what kinds are not, particularly in their relationships with adults, caregivers, and peers. Learners will explore how to recognise situations that make them feel uncomfortable or unsafe and how to respond with confidence. Through a powerful story, classroom discussion, and reflection, learners will examine real-life situations where boundaries may be crossed and practise identifying signs of unsafe behaviour, such as inappropriate touch, harmful language, or secret-keeping. They will learn that they have the right to say NO whenever something feels wrong, and that their feelings are important and valid. The lesson also emphasises that asking for help is never wrong, especially when someone is hurting them or making them feel scared or confused. By the end of the lesson, learners will feel more confident in protecting their personal space, recognising unsafe adult behaviours, and knowing who they can trust and talk to.

Refer to **Module 5, pages 27 to 30** in the Heroes in the Making Learner Workbook.

Learning Outcomes

1. Define what a safe boundary is.
2. Identify examples of safe and unsafe adult behaviour.
3. Recognise situations that feel uncomfortable or unsafe.
4. Demonstrate confidence in saying NO and seeking help from trusted adults.

Key Messages

- Safe boundaries help keep your body and feelings protected.
- You have the right to say NO to any touch or secret that makes you feel uncomfortable.
- Some secrets are not safe—always tell a trusted adult.
- You are your own superhero—speak up and protect yourself!

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 4	- Welcome learners back and remind them of the last lesson on protecting themselves using NO-GO-TELL and reading about Aisha. - Ask learners to recall the NO-GO-TELL strategy. Write key words on the board (e.g., keep safe, speak up, protect ourselves). - Invite a few learners to share their answers from the Aisha story reflection on p.23. - Reinforce important actions such as saying no, walking away, and telling someone. - Ask learners to turn to p.25 and look at their Safe Circle. - Invite a few to share who they included and why that person is trustworthy. - Emphasise that having more than one trusted adult is important, and if one does not help, keep telling until someone does.	Learners raise their hands to recall the NO-GO-TELL steps and what they learned from Aisha's story. They explain what action Aisha took and how it helped her stay safe. They show or describe their Safe Circle and say why they trust those adults. They listen and reflect on the importance of asking for help more than once.	5 min
Introduction			
What is a Safe Boundary?	- Write the heading What is a Safe Boundary? on the board. - Read the definition from p.27 of the workbook. - Break it down into three parts and explain with examples: - Rules and limits: e.g., raising hands to speak. - Protecting bodies and feelings: e.g., choosing not to hug if uncomfortable. - Knowing what is okay or not okay: e.g., being helped to tie shoelaces vs. being touched inappropriately. - Draw a stick figure with a circle around it. Label the circle: My Body, My Feelings, My Space. - Ask learners: - What feels safe at school? - What might feel unsafe or uncomfortable? - What would you do if something felt wrong? - Conclude by explaining that safe boundaries protect their bodies, feelings, and space. They help them know what is okay and when to say no.	Learners brainstorm and give examples of personal space or body boundaries. They listen to the simplified definition.	4 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
What are Safe and Unsafe Behaviours?	- Write two columns on the board: Safe Behaviours and Unsafe Behaviours. - Explain: - Safe behaviours make you feel respected (e.g., asking before hugging). - Unsafe behaviours make you feel scared or uncomfortable (e.g., touching private parts, keeping harmful secrets). - Ask learners to give examples and list them under the correct headings. - Clarify that even adults must respect children's boundaries.	Learners suggest examples of safe and unsafe behaviours. They raise their hands to describe how they feel when someone respects or disrespects their boundaries. They listen and ask questions if confused.	5 min
Who are Trusted Adults	- Ask learners to recall what a trusted adult is. - Write on the board: Trusted Adults at Home and Trusted Adults at School. - Ask for 1–2 examples in each category. - Emphasise that trusted adults listen, believe, help, and keep children safe. - Reinforce the message: If one person does not help, keep telling others.	Learners respond with examples of trusted adults (e.g. parent, teacher, headteacher). They say how a trusted adult helps keep them safe.	3 min
Safe and Unsafe Secrets	- Write on the board: Good Secrets and Bad (Unsafe) Secrets. - Explain: - Good secrets are happy, short-term (e.g., a surprise party). - Unsafe secrets make you feel scared or worried (e.g., being told not to tell someone about harm). - Ask for examples of both. - Emphasise that unsafe secrets should always be told to a trusted adult.	Learners give examples of both good and unsafe secrets. They share ideas like: A birthday surprise, or Someone told me not to tell when they hit me.	4 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Story - The Superheroes of Bright Star Primary School	- Ask learners to open to pp.27–29. - Read the story together or ask volunteers to read parts aloud. - After each part, ask: - What happened? - Was the character's boundary crossed? - What did they do? - Did they tell a trusted adult? - After the story, ask the workbook reflection questions: - Why are safe boundaries important? - What would you do if someone made you feel unsafe? - Who are your trusted adults?		
Conclusion			
Reflection and Affirmation	- Ask learners: - What did you learn about staying safe? - When is it okay to say "no"? - Who can you talk to if something feels wrong? - Write on the board: You have the right to be safe and to speak up. Your body and your feelings matter. - Say it aloud together.	Learners raise their hands to share one message they will remember. They say who they would speak to if they ever feel unsafe.	4 min
Take-Home Activity			
Story - The Superheroes of Bright Star Primary School: Reflection Questions	- Ask learners to turn to p.29 of the workbook. - Read each reflection question aloud: - What did Amani do to protect herself? - Why was it important she told someone? - What would you do in her place? - Explain they can write answers in words or draw pictures.	Learners complete the reflection questions independently at home. They prepare to share one of their answers in the next lesson.	At home
Safe or Unsafe Sorting Task	- Then introduce the second activity: Safe or Unsafe Sorting. - Read one example out loud and explain how to decide if it is safe or unsafe. - Ask learners to complete the sorting task and bring the workbook back for the next class.	Learners complete the sorting activity at home. They prepare to share one example they sorted during the next class discussion.	At home

Facilitator Notes

- **Key Concepts to Reinforce**
 1. Boundaries are personal rules about our space and our bodies.
 2. Safe boundaries are limits that keep us safe from harm.
 3. Unsafe boundaries include situations that feel wrong, confusing, or frightening.
- **Safe Behaviour by adults includes:** Asking before hugging, using kind words, and explaining why they are helping you.
- **Unsafe Behaviour includes:** Touching private parts without a medical reason, asking a child to keep an unsafe secret, using threats or shouting in a harmful way.
- **Language for Young Learners**
 1. Your body belongs to YOU.
 2. If someone makes you uncomfortable, tell a trusted adult.
 3. A trusted adult is someone who listens, helps, and keeps you safe, like your teacher or parent.
 4. It is okay to say NO—even to grown-ups—if something feels wrong.
- **Emphasise**
 1. Not all secrets are safe—if a secret makes you feel scared or confused, tell a trusted adult.
 2. Say NO loudly if someone does something that makes you feel bad inside.
 3. Tell a trusted adult about anything that makes you feel unsafe.

Review Guidance for Workbook Activities

Workbook p.27–29 – Story: The Superheroes of Bright Star Primary School Reflection Questions.

Can you think of a time when you felt uncomfortable with something an adult said or did? What did you do about it?

- Validate the responses shared by the learners. Also emphasise:
- If something makes you feel uncomfortable, it is okay to say NO and tell a trusted adult.
- Your feelings matter. Always speak up if something feels wrong, even if it is someone older than you.

Why is it important for adults to ask for permission before hugging or touching you?

- Expected answers: Because it shows they respect you. Because you may not want to be touched. Because touching someone without asking can be scary or uncomfortable.
- Emphasise: Adults must respect your body and personal space. You always have the right to say NO to unwanted touch, even from adults. Consent is important, and permission must always be asked before any touch.

If someone asks you to keep a secret that makes you feel uncomfortable, whom can you tell?

- Expected answers: I can tell my teacher. I can tell my parent or guardian. I can tell the school counsellor or any trusted adult.
- Emphasise: There are no bad consequences for telling the truth. Unsafe secrets (like touch, hurt, or threats) should never be kept. Trusted adults are there to protect you, not punish you. Always speak up if you are unsure.

Take-Home activity: Workbook p.30 – Activity 1: Scenario Quiz from the Safe Boundaries lesson

- A teacher gives you a high-five and says, Great work! → SAFE – This is an open, respectful and encouraging gesture commonly used to praise.
- A neighbour asks you to keep a special secret just between you two. → UNSAFE – Secrets involving just one adult and a child, especially when told to hide them, are not safe.
- A stranger asks you to hug them. → UNSAFE – Physical touch from strangers should be avoided. Children should be taught not to hug people they do not know.
- A teacher asks you to stay behind after class, locks the door, and touches you. → UNSAFE – This is a clear violation of safe boundaries and a potential abuse situation.
- An adult insists you sit on their lap even though you do not feel comfortable. → UNSAFE – Anything that makes a child feel uncomfortable is a violation of their boundary, even from a known adult.
- Teacher Guidance: Use this quiz to reinforce that trusted adults do not keep secrets, respect personal space, and listen when a child says no. Remind learners: If something feels wrong, tell a trusted adult immediately. Create a safe environment where learners feel confident asking questions or reporting unsafe situations.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson - Did I follow the lesson steps as planned? - Were my instructions and explanations clear? - Did I manage time effectively? - Was I prepared with all materials?	
Understanding of Content - Did I feel confident with the session content? - Were there any parts I struggled to explain? - Did I feel learners understood the key messages?	
Learner Engagement - Were learners attentive and interested? - Did learners participate actively in the activities? - Did any learners struggle or need extra support?	
Learner Understanding - What positive reactions did I notice from learners? - Did any learner raise an important question or share something meaningful? - Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes - What went well during this session? - Was there a moment I felt proud of the learners or myself? - Did any learner show improvement or growth?	
Challenges or Areas to Improve - What did not go well? - What difficulties did I face with delivery or learner reactions?	
Suggested Improvements - What will I change next time I deliver this lesson? - What additional support or materials might help?	

Lesson 6:

Staying Safe at School



Lesson 6:

Staying Safe at School

Let's Keep Our School Safe, Fun, and Happy!

Lesson Overview

Children learn best in safe, welcoming school environments where they feel protected, respected, and supported. The Government of Kenya has established School Safety Standards and Guidelines to help ensure all learners are safeguarded from harm, whether physical, emotional, sexual, or psychological. However, keeping schools safe is not the responsibility of teachers and school staff alone. Every learner has an important role in making school a safe, inclusive, and happy place for everyone. This includes behaving responsibly, showing kindness, avoiding harmful actions, and reporting anything that feels unsafe or unfair. In this lesson, learners will explore: What makes them feel safe or unsafe in school; The behaviours that help create a caring and protective environment; Who they can go to for help when they or someone else feels unsafe. Through child-friendly language, interactive questioning, and reflection exercises, this lesson helps learners understand that safety is a shared responsibility and that it is courageous to speak up when something is wrong. They are reminded that seeking help is a sign of strength, not weakness. By connecting real-life school examples with structured workbook activities, learners are empowered to notice, prevent, and respond to harm in age-appropriate and respectful ways.

Refer to Module 6 in the Heroes in the Making Workbook, pages 31 and 32.

Learning Outcomes

1. Describe what school safety means and why it is important.
2. Identify their role in creating a safe school environment.
3. Commit to one action they can take to make school safer.

Key Messages

- A safe school is one where learners and adults work together to follow safety rules.
- Safety starts with YOU! Every learner has a role to play.
- When we all do small things to keep our school safe, we all enjoy learning more.
- If something feels wrong or unsafe, speak up and ask for help.

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 5	• Welcome learners and remind them about the last lesson on safe boundaries and the story of the Superheroes of Bright Star Primary School. • Ask: Who remembers something they learned from the story? • Write 2–3 key points on the board (e.g., say NO when something feels wrong, do not keep unsafe secrets, tell a trusted adult). • Invite a few learners to share: 1. One response to the story reflection. 2. One example from the safe vs. unsafe behaviour quiz. • Use the answer guidance to affirm responses and reinforce messages about consent, trusted adults, and unsafe secrets. • Link to today's topic: Explain that today's lesson is about feelings, safety, and how learners can help make school a safe place for everyone.	Learners raise their hands and share key messages from the previous lesson. Some may mention the superheroes, trusted adults, or when to say NO.	3 min
Introduction			
What is School Safety?	• Write School Safety on the board. • Explain that school should be a place where everyone feels safe, learns, and plays without fear. • Ask learners: 1. What does school safety mean? 2. What words come to mind when you think of a safe school? (Write 3–4 responses on the board). 3. Who is responsible for school safety? 4. Do children also have a role? • Use simple examples to explain school safety (e.g., not pushing, using clean toilets, reporting unsafe areas). • Emphasise that everyone plays a part in creating a safe and happy school.	Learners raise their hands to contribute to what makes them feel safe at school. They may say things like: No bullying, the gate is locked, we have good teachers.	5 min
Lesson Development			
	• Ask learners to open to p.31 of the workbook. • Read aloud the short paragraph on school as a place to learn, play, and grow. • Ask: 1. Why is school safety important? 2. What makes school feel unsafe? 3. How do you feel when school is safe and happy? • Summarise: A safe school helps everyone learn and enjoy themselves. Following safety rules helps protect everyone.	Learners follow along in their workbook. They discuss why safety is important in pairs, then share it with the class in plenary. Some may mention: To avoid injury, to feel happy, to be able to learn.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Our Role in School Safety	- Point to the safety tips on page 31 of the workbook. - Read each tip aloud one by one. - For each tip: - Ask learners to explain what it means in their own words. - Ask for real-life examples from the school. - Give simple clarifications where needed. - Be kind to others → No pushing or teasing. - Report unsafe things → Tell a teacher about wet floors or broken items. - Respect school rules → Follow teacher instructions. - Emphasise that everyone has a role in school safety.	Learners read and listen to each safety tip. They raise their hands to share how they already practise some of them (e.g., keeping belongings safe, asking for help). They relate tips to real situations in school.	8 min
Interactive Activity			
My Safety Super Tip!	- Explain that learners will now become Safety Superheroes. - Ask them to think of one safety rule they follow at school. - Model the activity: "My name is Teacher ____, and my safety super tip is: I always check classroom chairs." - Ask each learner to stand, say their name, and share their safety tip. - Applaud each learner. Write 2–3 strong examples on the board. - Praise the class for being safety champions. - Give 2–3 safety situations and ask learners what they would do: - A child slips on water — what should you do? - You find a broken desk — who should you tell? - A child is playing near the school gate — is that safe? - Ask: Why is that unsafe? What is the safe action? - Keep examples simple and relatable.	Learners take turns standing up, saying their name, and sharing one personal safety tip they follow at school (e.g. walking in line, reporting spills, using kind words). They listen to their peers, clap in encouragement, and reflect on each safety action. During the second part of the activity, learners respond to short safety scenarios shared by the teacher. They suggest safe actions (e.g. helping a child, reporting to a teacher, staying away from danger), explain why the situation is unsafe, and propose better choices. They engage in group discussion and deepen their understanding of practical school safety.	7 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Conclusion			
Reflection and Affirmation	• Write and summarise these key points on the board: 1. A safe school needs everyone to follow safety rules. 2. Every learner can help keep school safe. 3. Small actions make a big difference. 4. Speak up if something feels wrong. • Ask learners: What will you do starting today to help keep our school safe? • Record a few responses on the board.	Learners raise their hands and share their personal safety commitment (e.g., speak kindly, report problems).	4 min
Take-Home Activity			
My Safety Promise	• Ask learners to open to page 32 of their workbook. • Read the instructions: Write six safety promises you will try to follow to help keep school safe. • Give two examples: 1. I promise to report dangerous things to a teacher. 2. I promise not to run in the classroom. • Remind learners to complete the activity at home and bring it back for discussion in the next lesson.	Learners listen to the instructions and ask questions if needed. They take the workbook home and complete the safety promises independently.	At home

Facilitator Notes

Use the following notes to support lesson delivery and enrich your explanations:

What is school safety?

- School safety means making sure learners are protected from harm – physically, emotionally, and mentally.
- It includes being safe from bullying, accidents, violence, unsafe objects, and strangers.
- It also includes having clean and working toilets, safe drinking water, and clean classrooms.

Why safety matters:

- Children learn better when they feel safe and cared for.
- Unsafe environments lead to fear, injuries, and stress.
- Everyone's safety matters – not just your own.

Safety actions learners can take:

- Stay with others: Walk with friends or classmates. Never wander off alone.
- Keep your belongings safe: Carry only what you need. Avoid bringing dangerous items.
- Report problems: Tell a teacher or trusted adult if something breaks or if someone is in danger.
- Keep spaces clean: Help keep your school free from litter and hazards.
- Treat others kindly: Bullying or name-calling makes others feel unsafe.
- Watch out for hazards: Report slippery floors, broken chairs, or sharp objects.
- Use toilets properly: Keep them clean, and wash your hands.
- Respect classroom rules: Running, shouting, or pushing can hurt others.

During the reflection activity:

- 1.Reinforce that children are not too young to make a difference.
- 2.Praise even small actions: Helping someone stand up is also a safety action.
- 3.Remind them that safety is about kindness, care, and being alert.

Review Guidance for Workbook Activities

Take-Home Activity: Workbook p.32 – Activity: My Safety Promise. To help learners take personal responsibility for school safety by reflecting on and naming specific safety behaviours they can commit to. This reinforces individual agency, accountability, and a collective culture of care.

- Learners may write a mix of personal, behavioural, or classroom-based safety commitments. Examples include to: walk and not run in the school corridors, report broken desks or wet floors to a teacher, use kind words and not tease others, stay away from the school gate unless I am leaving with an adult, keep my hands and feet to myself, ask a teacher for help if someone is being bullied, keep the toilets clean and use them properly, bring dangerous items to school, follow classroom safety rules, listen to my teacher during emergencies.
- Teacher Guidance: Use this activity to reinforce that every learner has a role in keeping the school safe. Encourage specific, practical promises.
- Gently guide any unclear or vague answers. For example, if a learner writes I will be good, help them clarify into a specific action, like I will wait my turn in line.
- Clarify general statements by asking guiding questions like, What will you do to be safe in class or on the playground?
- Remind learners that promises are not punishments. They are positive actions they choose for themselves and others. Always affirm effort and encourage learners to follow through with what they wrote.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 7: **Communicating with Confidence**



Lesson 7:

Communicating with Confidence

Make your words count, and learn how to connect with others the right way!

Main Lesson Overview

Communication is the way we share thoughts, ideas, feelings, and information with others. Good communication is not only about talking – it also includes listening, understanding, and using our body language respectfully. When learners communicate well, they are more likely to build strong friendships, solve misunderstandings peacefully, and express their needs clearly and respectfully. This module is divided into two lessons to support comprehension and age-appropriate pacing:

- **Lesson 7A: Understanding Communication and Building Skills (Workbook pp.33–34):** Learners explore the three types of communication – verbal, nonverbal, and visual – and learn the foundations of good communication, including listening, speaking clearly, and using respectful words and actions.
- **Lesson 7B: Overcoming Barriers and Practising Communication (Workbook p.34) –** Learners reflect on barriers that stop communication and learn ways to respond. They engage with Juma’s story and practise applying communication strategies in their own lives through role-play and reflection.

Refer to **Module 7** in the Heroes in the Making Workbook, pages 33 to 37.

Lesson 7a: Understanding Communication and Building Skills

Lesson Overview

This lesson introduces learners to the basics of communication – what it means, why it is important, and the different types (verbal, non-verbal, visual). Learners explore how good communication helps them express ideas, build friendships, and solve problems. The lesson includes practical examples and participatory discussions to help learners identify communication skills they already use and those they can strengthen.

Learning Outcomes

1. Define communication in simple terms.
2. Identify verbal, non-verbal, and visual types of communication.
3. Recognise why communication is important in school and life.

Key Messages

- Good communication helps us understand others, solve problems, and build friendships.
- Speak clearly, listen carefully, and use kind words.
- We use words, actions, and images to share our thoughts and feelings.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 6	• Welcome the class and remind them they wrote safety promises in the last lesson. • Write My Safety Promises on the board and list sample phrases: report danger, be kind, walk safely, tell a teacher. • Ask learners to share one promise they made. Invite 2–3 learners to read or summarise their promise from p.32. • Use the review guidance to affirm responses and connect them to staying safe and seeking help from trusted adults. • Emphasise that small actions help create a safe school. • Introduce the new topic: communication –how we talk and listen to others to stay safe, solve problems, and make friends.	Learners recall and share one safety promise from the previous lesson. They listen to their classmates and give supportive gestures like nods or thumbs up. They prepare to connect last week's topic (safety) with the new topic (communication).	3 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Introduction			
What is Communication?	• Write Communication on the board. • Explain that communication is how we share thoughts, feelings, or ideas using words, facial expressions, body movements, or pictures. • Ask learners how they usually talk to friends or teachers. • Guide learners to page 33 of the workbook and read the definition in the yellow box. • Ask: Why do we need to communicate? (e.g., to ask for help, answer questions, make friends). • Highlight the three benefits: 1.To understand and be understood 2.To solve problems 3.To build trust and friendships • Give simple examples: asking for help, pointing at a drawing, smiling at a friend. • Ask: What is one way you communicated with someone today?	Learners share how they communicate with others and why communication is important. They listen to examples from the teacher and reflect on communication in their daily life. They open their workbooks and follow along with the reading.	5 min
Lesson Development			
Types of Communication	• Ask learners to open to page 34 in the workbook. Point out the three types of communication: 1.Verbal (using words) 2.Non-verbal (using body and facial expressions) 3.Visual (using pictures or signs) • Explain and give examples for each: 1.Verbal: Talking to a friend or answering a question. 2.Non-verbal: Smiling, waving, nodding. 3.Visual: Road signs, posters, charts. • Ask learners to give examples or demonstrate each type. • Reinforce that we often use more than one type at the same time.	Learners explore verbal, non-verbal, and visual communication. They give examples from real life, demonstrate body language (e.g. waving, smiling), and describe pictures or signs they have seen. They follow along in the workbook and respond actively.	7 min

Lesson Segment	Teacher Activities	Learner Activities	Time
How to Be a Good Communicator	- Write How to Be a Good Communicator on the board. - Read and explain the four key skills from p.34: 1. Speak Clearly: Use a calm voice and face the person. 2. Listen Carefully: Do not interrupt and show attention by nodding or looking at the speaker. 3. Ask Questions: Ask for help when you do not understand. 4. Use Body Language: Smile, raise your hand, or nod to show you're engaged. - For each skill, ask learners what it means and if they can show or explain it with an example. - Emphasise that good communication builds understanding and friendships.	Learners listen and follow the teacher's examples. They raise hands to share how they have used speaking clearly or listening carefully. They reflect on one skill they want to practise. They may demonstrate good listening or body language in pairs.	7 minutes
Interactive Activity			
Juma's Big Speech	- Ask learners to turn to page 36 in the workbook. - Read Juma's Big Speech aloud or ask a learner to help read. - After reading, guide discussion using the reflection questions: 1. How did Juma prepare? 2. Why was his speech successful? 3. What helped Juma feel confident? 4. When have you communicated well? 5. Have you ever felt nervous to speak? What helped you? - Support responses with simple explanations and encourage learners to reflect on their own communication experiences. - Reinforce that confidence improves with practice and preparation.	Learners listen to the story about Juma and follow along in their workbook. They answer the reflection questions in writing or orally. They relate to Juma's fears or successes and share examples of times they communicated well or felt nervous.	8 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Conclusion			
Reflection and Affirmation	- Remind learners that communication is more than speaking—it also includes listening, showing kindness, and using actions or signs. - Ask: What is one thing you want to do better when talking or listening to others? - Let learners share and write some answers on the board. - Read the purple box at the bottom of p.35 together as a class. - Close by encouraging learners: Everyone can become a better communicator with practice.	Learners raise their hands to share one thing they will do to become better communicators. They repeat a message about kindness or listening. They reflect on what they learned and feel encouraged to practise their communication skills.	4 min
Take-Home Activity			
My Communication Skills Checklist	- Ask learners to turn to page 36 in the workbook. - Explain that they will complete a checklist about how they communicate. - Read through each item and clarify if needed. - Remind learners to: 1. Tick what they already do 2. Draw one sign showing non-verbal or visual communication 3. Answer the reflection questions at the bottom of the page - Remind them to bring the completed work to the next lesson.	Learners complete the checklist at home, ticking off the skills they already use. They draw a visual or non-verbal communication sign and reflect on a skill they are proud of and one they want to improve.	At home

Facilitator Notes

The purpose of this lesson is to introduce learners to the concept of communication using relatable, everyday experiences, build their ability to identify and differentiate between verbal, nonverbal, and visual communication, and lay a foundation for more complex communication skills such as active listening, expression, and responding appropriately in Lesson 7B.

Communication is more than just talking. Reinforce that communication includes:

- What we say (verbal),
- How we act or show emotion (non-verbal), and
- What we see or use as visual aids (visual).
- Highlight that learners already use all three types without realising it (e.g., raising a hand = non-verbal, drawing a sign = visual).

All communication sends a message

- Every action or expression sends a message – even silence or body language.
- Ask learners to think about what they communicate with their face, body, and tone, even when not speaking.

Verbal communication

- Use age-appropriate examples such as greeting a friend, asking for help, telling a story, or reading aloud.
- Introduce the idea of assertiveness gently (e.g., speaking up respectfully when something feels wrong).

Non-verbal communication

- Reinforce that our faces, hands, posture, and gestures communicate our feelings and reactions.
- Demonstrate contrasting examples: smiling vs. frowning, folded arms vs. waving.
- Visual communication
- Children are surrounded by symbols and signs in school and daily life (e.g., stop signs, road symbols, charts, drawings, emojis).
- Help learners understand that these visuals also communicate information, rules, or feelings.

Clarifications and Differentiation Tips: If some learners struggle with the term visual communication, link it to something concrete: Have you seen a drawing that tells you what to do, like where to stop or where to cross the road?

For those who confuse non-verbal and visual communication, clarify:

- Non-verbal = your body is the tool.
- Visual = external images or symbols convey the message.

Recap the three types of communication.

- Emphasise that all three are important, and using them well helps us feel understood and respected.
- Reinforce: Communication is not just about talking, it is about connecting!

Review Guidance for Workbook Activities

Interactive Activity: Workbook p.35 – A Short Story: Juma’s Big Speech – Reflection Questions

- How did Juma feel at the beginning? Nervous, scared, shy.
- What helped him feel better? Teacher support, preparation, and class cheering him on.
- What lesson did you learn from the story? Believe in yourself, it is okay to be nervous, and practice helps.
- Accept varied responses if the reasoning is sound.
- Reinforce that nervousness is normal, even for adults.
- Emphasise practice, preparation, and encouragement as keys to confident communication.
- Juma didn’t give up. He practised, prepared, and got support – that’s what helped him succeed.
- Praise learners who share reflections aloud. If learners are shy, allow them to whisper to a partner or draw their feelings instead.

Take Home Activity: Workbook p.36 – Communication Skills Checklist

- This activity helps learners think about how they communicate. They tick what they already do well and choose one skill they want to improve.
- This is a personal reflection. No right/wrong answers.
- Look for: Honest self-assessment (ticked boxes match observed classroom behaviour)
- Meaningful reflection on what they want to improve (e.g., I want to listen better)
- Ask a few volunteers to share one skill they do well and one they want to improve.
- Affirm positive skills (e.g. That’s great – you’re a kind listener!).
- Reassure learners that it is okay not to be perfect – everyone is still learning.
- Support improvement: If many learners pick the same skill to work on (e.g., speaking clearly), plan more short activities to practise that in class.
- Encourage a personal goal: Ask each learner to say or write one communication goal for the week (e.g., I will listen without interrupting).

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 7b: Overcoming Barriers and Practising Communication

Lesson Overview

This lesson builds on the previous lesson by exploring how communication can go wrong and how to fix it. Learners will identify barriers such as noise, rudeness, not listening, or unclear messages. Through stories and matching activities, they learn how to overcome these obstacles and improve their communication with others.

Learning Outcomes

1. Recognise common barriers to communication.
2. Explain how miscommunication can cause problems.
3. Practice skills for respectful, clear communication.

Key Messages

- Good communication means speaking and listening with kindness; it does not mean being loud or getting your way
- Everyone can improve how they communicate, especially when they are upset or do not agree.
- Barriers like noise or rudeness can stop people from understanding each other.
- You can always fix poor communication with honesty and respect.
- Mistakes are okay – what matters is how we fix them and try again respectfully
- Kind words, calm voices, and listening ears help everyone feel heard and safe.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 7a	• Greet learners and remind them that the last lesson was about communication—using words, actions, and images to share thoughts kindly and confidently. • Ask learners to share one communication skill they do well. Write their answers under the heading Our Strengths on the board. • Ask learners to share one communication skill they want to improve. Write these under the heading Skills to Practise. • Encourage learners to mention examples like listening carefully, using kind words, or looking at the person speaking. • Use the review guidance to affirm good communication habits and encourage growth. • Thank learners for sharing honestly. • Introduce today's topic: learning what makes communication difficult and how to fix it when it goes wrong.	Learners mention one skill they ticked (e.g., listening well) and one they chose to improve (e.g., speaking up clearly). They may also point to their workbook if shy to speak.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Introduction			
What Makes Communication Difficult?	• Give examples of poor communication (e.g., speaking too fast, using confusing words, shouting, interrupting, not listening). • Ask learners if they have ever felt confused when someone was talking to them and what made it hard to understand. • Write the word Barriers on the board and explain that a barrier is anything that makes communication difficult. • Ask learners to open their workbooks to page 34 and read the paragraph Barriers to Communication aloud. • Pause after each type and ask learners to give examples from their own lives or school experiences. • Act out a few poor communication examples using body language (e.g., whispering, turning away while talking, interrupting). • Encourage learners to guess what went wrong and add more real-life examples. • Write their ideas on the board and group similar barriers together. • Conclude by explaining that everyone faces communication barriers, but we can learn how to improve.	Learners listen and respond to the teacher's examples about communication challenges. They contribute their own examples of bad communication like shouting, ignoring the speaker, or laughing while someone is talking. They act out or demonstrate some poor behaviours in a fun way. They also suggest how to fix each issue by describing respectful or clear ways to communicate. They participate in a discussion about making communication better and feel encouraged to share their ideas.	10 min
Lesson Development			
How to Fix Bad Communication	• Explain that learners will now practise how to fix bad communication. • Read aloud three short examples of poor communication: 1. Juma shouts at his friend. 2. Aisha turns her back while her teacher talks. 3. Tom points without speaking. • Ask learners what went wrong in each example and write the problem in short phrases on the board. • Ask learners how each problem can be fixed. Write their suggestions next to the problems (e.g., speak calmly, face the person, use clear words). • Ask for more real-life examples of poor communication. For each one, guide the class to suggest a better way to respond. • Reinforce the message: Communication improves when we choose to speak kindly, listen well, and show respect.	Learners listen as the teacher reads the examples. They identify the problem in each situation and suggest better ways to communicate. They complete the activity by drawing or writing the improved communication behaviour. They listen to others' ideas and give their own examples of poor communication. They help suggest respectful, clear, or kind ways to fix those examples. They reflect on how they can become better communicators in class and at home.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Roleplay – Say It a Better Way!	• Prepare 4–5 common communication conflict scenarios. • Choose two learners per scenario to act out the wrong way first (e.g., shouting, interrupting), then replay it the right way (e.g., listening, being kind). • After each roleplay, ask the class: –Was this good communication? –What could they have said differently? –What did they do better the second time? • Sample roleplay scenarios: –A classmate takes your pencil. –Someone says something mean to you. –You do not understand the teacher. –Two learners want the same chair. A friend interrupts you while speaking. • Emphasise that good communication means speaking kindly, listening first, and respecting others—even during disagreements.		
Conclusion			
Reflection and affirmation	• Summarise the key message: –Good communication means speaking kindly, listening carefully, and showing respect. –Mistakes in communication are normal, but we can always improve. • Praise learners for their participation. • Remind them that respectful communication builds strong friendships and helps everyone feel included and heard.	Learners listen and reflect silently on the importance of using respectful communication. They receive verbal encouragement and affirmation from the teacher.	3 min
Take-Home Activity			
Fix the Communication	• Ask learners to turn to page 37 in the workbook. • Explain that their task is to match bad communication examples with respectful, clear alternatives. • Guide them with one example: –Bad: “Move! You’re in my way!” –Better: “Excuse me, could I pass through please?” • Remind learners to read each pair carefully and choose the better way to speak. • Ask them to complete it at home and bring it back for discussion in the next lesson.	Learners complete the Fix the Communication activity on page 37 of the workbook at home, matching each poor communication phrase with a more respectful or clearer version.	At home

Facilitator Notes

This lesson helps learners understand that even though communication is important, sometimes it can be difficult.

The lesson aims to help learners identify communication barriers and apply skills that can improve their ability to speak, listen, and understand others clearly and respectfully.

What Are Communication Barriers?

Communication barriers are things that make it difficult to understand each other or share information clearly. Common examples include:

- Too much noise (e.g. trying to talk in a loud classroom)
- Interrupting someone before they finish
- Using angry or rude words
- Saying one thing but showing something different (e.g. saying I'm okay but crying)
- Not paying attention (e.g. playing while someone is talking)

Why Communication Breaks Down

- When someone is not listening or distracted
- When body language sends a different message from words
- When someone is scared or nervous to speak
- When someone feels ignored or unimportant

How to Fix Bad Communication. Teach learners that communication can be improved with these practices:

- Listen carefully without interrupting
- Speak kindly and clearly
- Make eye contact
- Ask questions if you do not understand
- Use facial expressions and gestures that match your message
- Say I'm sorry if you speak unkindly

Communication and Respect

- Remind learners that when we communicate well, we show respect for others.
- Listening is as important as speaking.
- Being patient and letting others finish helps everyone feel heard and valued.

Why This Matters

- Poor communication can cause misunderstandings, hurt feelings, and conflict.
- Good communication helps build healthy friendships, solve problems, and create a safe, kind classroom

Review Guidance for Workbook Activities

Take Home activity: Workbook p.37 – Fix The Communication. Correct Matching Answers

- A friend in class shouts at a friend to give them a pencil. àCan I please borrow your pencil?
- A girl sneers at a classmate who asks for help with a math problem. àYes, I will help you. Let us solve the math problem together.
- A teammate shouts and abuses another in the field to pass the ball.àHey! Pass me the ball.
- A boy interrupts while another is talking during group work. àListening and waiting for my turn to speak during groupwork.
- Two friends are whispering during the teacher’s lesson. àLet’s focus now and listen to the teacher.
- Note to teachers: Learners should draw lines between the correct pairs. They may make errors such as linking based on topic (e.g. math problem to borrow a pencil) instead of tone. Encourage reflection about why the tone and respectfulness matter more than the subject.

Take Home activity: Workbook p.37 – Reflection Question: What makes body language, like smiling or nodding, important when communicating with others? Anticipated Learner Responses:

- It shows you are listening to the person speaking.
- It helps others feel understood and respected.
- It lets someone know you agree, even without talking.
- It makes the conversation feel kinder and more friendly.
- It shows that you are paying attention.

Teacher Tips: Validate all reasonable answers. Emphasise that non-verbal signals (like nodding or smiling) help people feel heard and safe, and are part of being a good communicator. Link back to earlier content: Recall from Lesson 7A when we discussed non-verbal communication? These are examples!

Emphasise: Good communication is not just about words, it is also about how we show kindness with our faces, hands, and tone.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 8: **Coping With Stress**



Lesson 8:

Coping With Stress

Stay Calm and Confident: You Can Handle Life's Challenges

Lesson Overview

Stress is a feeling that can arise when things feel overwhelming, like having too much homework, facing family problems, or being teased. This lesson introduces learners to the concept that stress is a normal emotion and helps them develop the confidence to manage it effectively. Learners will explore the causes of stress, reflect on how stress feels, and learn practical strategies to manage stress, including talking to a trusted adult, using calming techniques, and taking breaks. The lesson utilises discussion, visual aids, and personal reflection to equip learners with the tools they need to manage stress in a safe and healthy manner. This lesson also helps learners understand that seeking support is not a weakness, and it is perfectly okay to ask for help when they are overwhelmed. Through guided exploration of their workbook and coping activities, learners will build their personal stress toolbox and take-home practical skills to use when challenges arise.

Refer to Module 8, pages 38 to 43 in the Heroes in the Making Learner Workbook.

Learning Outcomes

1. Define what stress is.
2. Identify causes of stress in their everyday lives.
3. Demonstrate basic coping strategies to manage stress.

Key Messages

- It is okay to feel stressed, but we can take care of ourselves and get help when needed.
- Stress does not last forever, and there are always ways to feel better.
- Coping strategies, such as talking to someone, taking a break, or practising deep breathing, can help us stay calm.
- You are not alone; trusted adults are there to help you.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 7b	- Greet learners, welcome them to today's session and remind them about the last session: how to fix poor communication using kind and respectful words. - Ask learners to turn to page 37 in their workbooks. - Review the take-home activity with the learners - Review the reflection question and use the review guidance to affirm respectful and clear communication. - Emphasise the key points on speaking kindly and listening, also that good communication prevents arguments and hurt feelings.	Learners open to page 37 and share good communication phrases they matched. They respond to the reflection question about how poor communication feels and connect it to	3 min
Introduction			
What Is Stress?	- Introduce the topic of STRESS by explaining that feeling upset or frustrated during communication is a sign of stress. - Ask learners to open to page 38 in their workbooks. - Read the first paragraph aloud about what stress is. Explain the definition to the learners - Draw a simple thermometer on the board with Low, Medium, and High levels to show how stress builds up. - Ask learners how they feel when they are stressed. - Write signs of stress on the board and record their answers under the heading (e.g. crying, headache, silence, anger). - Remind learners that everyone, even children, feels stress, and that learning how to manage it is important.	Learners open to page 38 of their workbooks and listen to the teacher's explanation. They observe the drawing of the thermometer on the board and begin to associate the idea of stress with a rising feeling in their bodies. As the teacher prompts them, they raise their hands to share how they feel when they are stressed. They give examples such as headaches, crying, anger, or not wanting to talk. They watch as their responses are written on the board and connect these signs with their own experiences. They listen to the teacher's reassurance that stress is normal and begin to feel safe exploring the topic.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
What Causes Stress?	• Explain stress triggers as the things that cause stress • Ask learners to open to page 39 in their workbooks. • Read and explain the stress triggers aloud (e.g. family problems, bullying, too much work). • Ask learners to share examples of things that stress them. • Write their examples on the board under Stress Triggers. • Prompt with more examples if needed: forgetting homework, being shouted at, losing something. • Group similar triggers under themes like School, Home, and Friendships. • Conclude that stress can come from many places and everyone experiences it.		5 min
Why Is Coping With Stress Important?	• Write Importance of Coping with Stress on the board, • ask learners to open to page 40 in their workbooks. • Refer/point to the picture and ask what the learners in the image are doing. • Guide them to identify healthy coping activities (e.g. swimming, reading, playing). • Ask why it is helpful to cope with stress. • Write responses on the board • Emphasise that children can learn to manage stress and feel proud of their efforts.		
How Can We Cope With Stress?	• Write the topic How we can Cope with Stress • Ask learners to turn to page 41 in their workbooks. • Read examples aloud from the chart and ask: -Has anyone felt this way? -What did you do to cope? • Write learner responses on the board • Explain that coping strategies are like tools, and each person can build a personal toolbox. • Ask learners to suggest more coping strategies and write them down. • Reinforce that everyone is different and should use the		

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Stress Freeze Game	• Ask learners to stand in a circle or at their desks. • Instruct them to pretend they feel very stressed by tightening their fists, scrunching their faces, and raising their shoulders. • Hold the tense pose for 5 seconds. • Guide learners to take a deep breath, relax their bodies, open their hands, and smile. • Repeat the exercise 2–3 times using different stress examples (e.g. before a test, after being scolded). • Ask how their bodies felt when they were tense and how they felt after relaxing. • Explain that breathing and relaxing can help reduce stress.	Learners follow instructions, tensing and relaxing their bodies to feel the difference between stress and calm. They listen and reflect when the teacher asks questions. Some may raise their hands to share how their body felt.	5–6 min
Conclusion			
Reflection and Affirmation	• Write on the board: What is one way I can handle stress? • Ask learners to share their answers (e.g. talk to someone, take deep breaths, rest, play). • Reinforce that stress does not last forever and everyone can learn to manage it. • Affirm that learners are strong and capable of using helpful tools to feel better.	Learners respond to the reflection prompt. They name at least one coping strategy they learned. They repeat the key message aloud as a group if guided.	3 min
My Coping Toolbox	• Ask learners to open to page 42 in their workbooks. • Point to the toolbox illustration and explain that they should draw or write things that help them feel better when stressed. • Give examples: drawing, listening to music, walking, playing, getting a hug. • Point to the space below the toolbox and ask learners to list people they can talk to for help (e.g. parent, teacher, sibling). • Encourage learners to colour and personalise their toolbox. • Ask them to complete the activity at home and bring it back for the next lesson.	Learners complete the page at home. They list coping strategies and name trusted adults. They prepare to share one item from their toolbox in the next lesson.	At home

Lesson Segment	Teacher Activities	Learner Activities	Time
The Balloon Release	• Ask learners to turn to page 43 in their workbooks. • Explain the balloon release exercise: inside the balloon, they will write or draw things that make them feel stressed. Below the balloon, they will write or draw calming actions that help them feel better. • Give a few examples of stressors and ways to respond • Encourage learners to complete the activity and ask for help if needed	Learners listen and turn to page 43 in their workbooks. They look at the balloon activity and ask questions if unclear. They take the activity home and complete it by drawing or writing stressors in the top part and calming responses in the bottom part. They bring their completed workbook page in the next lesson.	At home

Facilitator Notes

Purpose of This Lesson: This lesson is intended to help learners understand that stress is a normal and common emotional experience, especially when facing challenges such as school pressure, family problems, or peer conflict. It equips learners with basic language to describe stress, helps them recognise common causes of stress in their environment, and introduces simple coping strategies. The lesson aims to validate children's emotions, reduce stigma around expressing stress, and promote early help-seeking behaviours and positive coping.

Key Concepts to Emphasise: Understanding Stress

- Stress is not just an adult experience. Children experience it too—during exams, conflicts, changes at home, or when they feel overwhelmed or afraid.
- Stress is the body and mind's reaction to pressure or challenges. It may affect sleep, mood, appetite, and concentration.
- Not all stress is bad. A small amount can motivate us to act (e.g., study for a test), but too much can harm well-being.

Common Causes of Stress for Learners (Workbook p.39)

- **Academic pressure:** tests, homework overload, fear of failure.
- **Social problems:** bullying, teasing, exclusion from peer groups.
- **Home life:** conflict at home, responsibilities like chores, illness in the family.
- **Physical needs:** hunger, tiredness, lack of sleep, lack of play or rest time.
- Emphasise that all causes are valid—stress is personal and subjective.

Signs That a Child Might Be Stressed

- **Physical:** headaches, stomach aches, tiredness.
- **Emotional:** irritability, crying, feeling sad or afraid.
- **Behavioural:** avoiding tasks, withdrawal, anger outbursts, trouble concentrating.
- Teachers should be alert to these changes and offer support, not punishment.

Why Coping is Important (Workbook p.40)

- Helps learners feel more in control and less helpless.
- Builds confidence and emotional regulation skills.
- Prevents escalation into harmful behaviours (e.g., aggression, withdrawal).
- Reinforces self-care as a lifelong skill.

Positive Coping Techniques (Workbook p.41)

- Stress relief strategies need to be practical and child-friendly.
- Coping strategies may include:
 - Deep breathing, taking a break, drawing or writing, talking to a trusted adult, playing, problem-solving, or listening to calming music.
- Learners should not be expected to handle everything on their own. Help-seeking is a key coping strategy, not a sign of weakness

Here's how you can manage stress and feel better in specific scenarios

Cause of Stress	How to Deal with It
Family problems	Talk to a trusted adult, practice deep breathing, stay calm.
Disagreement with a friend	Discuss feelings calmly, practice kindness, and stay calm.
Too many things to do	Make a list, plan your time, and ask for help.
Feeling overwhelmed	Take deep breaths, take breaks, and talk to someone for support.
Peer pressure	Believe in yourself, talk to a trusted adult, and practice saying no.
Bullying and teasing	Tell a teacher or trusted adult, practice assertiveness, and remember it's okay to cry.
Physical illness or injury	Get plenty of rest, follow medical advice, and take care of your body.
Schoolwork or exams	Create a timetable, take regular breaks, ask for help when needed, and work diligently.
Lack of sleep	Go to bed at the same time every night and practice relaxation techniques.
Lack of free time	Schedule relaxation time, balance schoolwork and playtime.

Reinforce the role of trusted adults in helping learners cope. Children should know they can talk to a teacher, caregiver, or counsellor.

Use affirming and inclusive language:

- It is normal to feel stressed sometimes.
- Everyone's stress is different. Your feelings matter.
- Asking for help shows strength and courage.
- **Avoid:** Dismissing or minimising learners' worries (That is not a big deal or You are too young to be stressed).

Teacher Self-Reflection

- Be mindful of classroom triggers: unrealistic deadlines, harsh discipline, lack of breaks.
- Model calm behaviour and healthy coping as children observe and internalise teacher responses.
- Do not pathologize stress, validate and guide instead.

Cautionary Notes

- If a learner reveals distress that may indicate serious mental health concerns (e.g., persistent sadness, comments about self-harm), follow school safeguarding protocols and refer them to appropriate services.
- Respect learners' privacy. Sharing should be voluntary—never force children to disclose personal experiences in class.

Review Guidance for Workbook Activities

Take-Home Activity: Workbook, Page 42 – My Stress Toolbox.

- Expected items in the toolbox might include: Listening to music, Deep breathing, Playing or drawing, hugging a trusted person, Sleeping or taking a walk
- Expected trusted adults might include: Parent or guardian, Teacher, School counsellor, older sibling
- Emphasise: Different people use different tools—what works for you might be different from your friend. You are not alone—there is always someone who can help.

Take-Home Activity: Workbook Page 43 – Balloon Release

- Common stressors learners may include: Fights at home, Tests or exams, Fear of punishment, being shouted at
- Calming actions learners may write: Drawing, talking to a friend, breathing exercises, going outside to play
- Use open-ended reflection questions to prompt sharing: What was one thing you put in your balloon? What did you write as a release or calming action?

Teacher notes When Reviewing:

- Validate every coping strategy—even simple ones.
- If learners mention harmful stressors (e.g., violence), follow the school's safeguarding protocol.
- Reinforce that coping is a skill, and their toolbox will grow as they grow.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 9: **Staying Safe When Online**



Lesson 9:

Staying Safe When Online

Being Digitally Safe, Always!

Lesson Overview

In today's digital world, children use phones, tablets, and computers to learn, play, and connect with friends. While technology offers many benefits, it also carries risks like cyberbullying, exposure to harmful content, online scams, and grooming. This lesson helps learners recognise unsafe online behaviour, know their digital rights, and respond appropriately. It also empowers them to seek support and reinforces the message that online violence is never their fault.

Refer to Module 9 in the Heroes in the Making Workbook, pages 44 to 48.

Learning Outcomes

1. Define online violence
2. Identify some of the dangers children face when online
3. Identify and demonstrate ways children can stay safe online
4. Demonstrate understanding of what to do when facing online violence

Key Messages

- You have the right to feel safe when you are online.
- If someone hurts you online or makes you feel bad, tell a trusted adult.
- Never share your personal information, like your name, school, photos, or phone number, online.
- Never meet people you have only talked to online.
- You can call 116 or 1190 for free to talk to someone who can help you.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 8	- Greet learners warmly. Welcome them to the days lesson. Review the previous lesson on stress, its causes and how we can handle it in a healthy way. - Reinforce the key message: It is okay to feel stressed. What matters is knowing that there are always ways to feel better and people who can help us. - You were given two take-home activities — My Coping Toolbox on page 42, and The Balloon Release on page 43. Hold up the workbook and point to each page. - Ask for 3–4 volunteers to share one thing they drew or wrote in their toolbox — something that helps them feel better when stressed. Then ask 2–3 learners to share what they wrote inside their balloon (a stressor) and what they wrote below (a calming action). - Note: Use the Review Guidance from Lesson 8 to affirm their responses. If helpful, ask: Who wrote ‘talking to mum’ or ‘listening to music’? Those are great ways to cope. - Tell learners that stress affects how we feel and act. Sometimes, things we see or do online can also make us feel uncomfortable, confused, or even unsafe.	Learners raise their hands to answer what stress means and share coping strategies they remember from Lesson 8. They listen as their responses are written on the board and reflected on by the class. During the review, learners volunteer to share one item from their coping toolbox or one stressor and calming action from their balloon activity. They listen to each other’s ideas and feel affirmed and supported. They begin to understand that stress is different for everyone and that coping can look different for each person. They follow the teacher’s transition into the new topic about online safety with curiosity.	4 min
Introduction			
What is Online Violence?	- Introduce the day’s session on how to stay safe when using the internet or phones — so we can protect not just our bodies, but also our minds and personal information. - Write the title What Is Online Violence? on the board. - Ask learners how they have used a phone, tablet, or computer or if they have used them to play games, watch videos, or talk to friends?		5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
	Ask learners to open their workbooks to page 44. Point to the pink box and read it aloud: Online abuse happens when someone uses the internet to hurt, scare, or trick others... Explain that online violence can happen at school, at home, or anywhere someone is using a phone or computer. Give two examples that learners may relate to: - Someone sends a mean message in a class WhatsApp group. - A stranger asks you to share your photo online. Ask learners to share how these messages make someone feel. Write responses under How Online Violence Feels (e.g. sad, angry, scared, confused, quiet). Reassure learners: If something online ever makes you feel this way, it is not your fault. And there are ways to get help.	Learners open to page 44 in their workbooks and follow along. They share examples of how they use the internet, then listen as the teacher explains what online violence means. They raise their hands to describe how they might feel if someone sent a hurtful or confusing message. They begin to understand that online violence is not just about strangers — it includes any harmful online behaviour.	
Lesson Development			
Dangers of Being Online	Introduce the topic on the dangers faced when online: refer to the picture at the bottom of page 44 and read the question: What are some of the dangers you might face when you are online? Point to each speech bubble and read them aloud slowly: - When someone sends hurtful messages... - When someone tries to get your personal information... - When children are shown videos or photos that are not okay for their age... - When someone asks you to meet them in real life... - When someone keeps sending messages to embarrass you... - When someone makes your online group tease you or leave you out...	Learners observe the image on page 44. They listen to each example of online danger and begin to understand that online violence can happen in different ways — messages, pictures, or even being excluded. Some learners share examples they have seen or heard about. Others reflect quietly. They listen to the teacher's message that online dangers can come from both strangers and people they know.	6 min

Lesson Segment	Teacher Activities	Learner Activities	Time
	After each bubble, pause and ask: • Have you ever seen something like this online? • How might it make someone feel? • Do not force responses — thank learners for sharing. Tell learners that all of these are forms of online violence. Sometimes it is from strangers. Sometimes it is from people we know. That is why it is so important to learn how to protect ourselves. Emphasise: If any of this happens, it is never your fault. You have the right to feel safe online.		
How to Stay Safe Online	Write on the board the simple ways to stay safe when using the internet. Ask learners to turn to page 45 in their workbooks. Point to the title: Here Are Ways You Can Stay Safe. Ask: What do you think it means to be safe online? Note their answers on the board Say: Let us read these safety tips together. After each one, we will talk about what it means. Read each speech bubble aloud and pause: • Never share where you live, your school name, phone number... • Do not join groups with strangers... • Never agree to meet someone you met online... • Only talk to friends and family online... • Ask a trusted adult before downloading anything... • Do not take or share pictures of people without their permission... After reading, ask learners which one of these rules they think is most important and why. Write responses on the board. Review all the top four rules together. Lead the class in repeating these aloud: • Do not share personal information • Only talk to people you know • Tell a trusted adult if something feels wrong • Never meet someone from online in real life Conclude by reminding learners that these safety rules help us stay strong and smart online. If anyone ever feels unsure, they should ask for help.	Learners open to page 45 in their workbooks. They follow along as the teacher reads each safety tip aloud and discuss what each one means. They share which rules they think are most important and explain why. They repeat the key safety rules aloud as a group. They begin to remember strategies for protecting themselves online.	6 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Scenario Role Play: Stay Safe Online	Let us now talk together about what to do when someone says or does something wrong online. Ask learners to open to page 48, titled Activity 2: What Would You Do? Read each situation aloud slowly, one by one. After reading each, ask the class: • What would you do if this happened to you? • Who could you talk to? Write responses on the board under headings like Safe Action or Trusted Adult. Encourage empathy by asking how might a classmate feel if this happened to them? How can we support them? If learners feel unsure, model a safe answer (e.g. I would tell my teacher, I would show the message to my parent, I would block the person and not reply). Tell learners that these situations are serious. That is why it is important to speak up and not hide them. No one should feel alone or scared online. End the discussion by reminding the learners that: When something online makes you feel bad, tell someone you trust. You have the right to be safe.	Learners follow along on page 48. They listen to each scenario and raise their hands to share what they would do in that situation. They suggest trusted adults they could talk to and describe safe responses. They listen to their classmates' ideas and reflect on how to stay safe and support others.	9 min
Conclusion			
Reflection and Affirmation	Today we learned that the internet can be fun and helpful, but also dangerous if people use it to hurt, trick, or scare others. Ask: What is one thing you will do this week to stay safe online? Write responses on the board (e.g. never talk to strangers, ask an adult before joining a group, block someone rude). Emphasise that it is not their fault if someone online does something wrong, and that learners should always talk to a trusted adult. Ask learners to repeat together: I will stay safe online. I will ask for help when something feels wrong. Finish with a big affirmation: You are all smart, kind, and strong. And now you know how to stay safe online!	Learners reflect on what they have learned about online safety. They raise their hands to share one safety action they will practise. They repeat a safety message together and feel encouraged and proud. They listen to final reminders and instructions for their take-home workbook activities.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Take-Home Activity			
Safe-or-Unsafe Online	Explain the take-home activity from the workbook. Ask learners to open to page 47, titled Activity 1: Safe or Unsafe Online? Ask learners to read each sentence and decide if the action safe or unsafe when using the internet. Read one example aloud: 'Sharing your name with someone in an online game.' Ask the class: Do you think this is safe or unsafe? Ask learners to do the rest at home. For each sentence, they should write whether it is SAFE or UNSAFE. Remind learners to talk to a parent, older sibling, or guardian about these examples. If they are unsure, they should always ask someone they trust. Say: We will talk about your answers together in the next lesson	Learners listen to the instructions, open to page 47, and practise answering one example with the teacher. They then complete the remaining questions at home, labelling each action as SAFE or UNSAFE. They may discuss these with a trusted adult for support.	At home

Facilitator Notes

- The purpose of this lesson is to help learners understand that while the internet and digital devices can be fun, educational, and help them stay connected with others, they can also present real dangers.
- The lesson introduces children to the concept of online violence, helps them identify risky or harmful online behaviours, and equips them with simple, actionable strategies to stay safe and seek help when needed. It reinforces their right to safety in digital spaces just as much as in physical spaces like school or home.
- Online safety is part of overall child protection. Learners must understand that digital spaces are not separate from real life — what happens online can affect their emotions, safety, and well-being in real life.
- Online violence can come from anyone — not just strangers. Harmful behaviour can be from classmates, peers in school groups, or people pretending to be someone else online. Help learners realise that even someone they know online can make them feel unsafe.
- Online violence is never the child's fault. It is important to repeat and normalise this message. If a child receives a scary message, feels pressured to share information, or is bullied online, they are not to blame. The most important action is to tell a trusted adult.
- Every child has a right to feel safe online. Just as they have a right to be protected at home or at school, this right extends to all their digital spaces — phones, tablets, games, or social apps.
- Clear, practical safety strategies help learners feel empowered, not afraid. Teach simple rules like not sharing personal information, avoiding talking to strangers, asking adults before downloading, and speaking up when something feels wrong. These should feel manageable, not overwhelming.
- Personal information includes:
 - Full name
 - Home location
 - School name
 - Photos (especially in uniform or with identifying backgrounds)
 - Phone numbers
 - Names of parents/siblings
- Not everything that feels normal online is safe. Children may be used to sharing photos, chatting in gaming apps, or accepting friend requests. Reinforce that safety means thinking first — is this kind, respectful, and safe?
- Children may make digital mistakes, and that is okay. The goal is to create a learning environment where learners feel safe admitting past behaviours or confusion without fear of punishment. Emphasise that learning how to stay safe online is a skill, and mistakes can be corrected.
- Help-seeking is a sign of strength. Emphasise that telling a teacher, parent, or trusted adult is not tattling — it is a smart and brave choice. Learners should never feel ashamed to ask for help if something online makes them uncomfortable or scared.
- Emergency contacts and trusted adults are part of the safety plan. Learners should know who to talk to and be aware of available helplines in Kenya (e.g. 116 or 1190). Remind them that even when an adult is not nearby, they are never alone.

Review Guidance for Workbook Activities

Take-Home Activity: Workbook p.47 – Safe or Unsafe Online? Correct Labels for Each Scenario:

- Sharing your name with someone in an online game. → Unsafe
- Blocking someone who makes you uncomfortable. → Safe
- Accepting a friend request from someone you do not know. → Unsafe
- Asking your parents for help when you see something upsetting online. → Safe
- Posting a picture of your school uniform with your school's name. → Unsafe
- You find a funny video online, but it makes fun of someone. You share it with your classmates. → Unsafe
- Teacher Tips: Explain that anything involving sharing personal information (name, school, photos) is usually unsafe online.
- If learners struggle with the last example (funny video), ask: Is it kind? Could it hurt someone's feelings?
- Some learners may label sharing your name or posting photos as safe due to real-life norms – gently correct this by reminding them how quickly such information spreads online.

Interactive Activity: Workbook p.48 – What Would You Do? Anticipated Learner Responses for Each Scenario:

- You get a message saying, Nobody likes you. You should stop coming to school.: I would not reply. I would tell my teacher or parent. I would block the sender.
- Someone posts an embarrassing picture of you without permission: I would report it to a trusted adult. I would ask the person to delete it. I would not share or comment on it.
- A person you do not know sends you a message saying, Let's be best friends! Tell me where you live: I would not reply or give my address or where I live. I would block the person and tell my teacher or parent.
- You receive a message from someone you do not know. It says Hi, I am your mother's friend. She asked me to come pick you up from school. Please come outside now: I would not go outside. I would tell a teacher immediately. I would never leave school with a stranger.
- Teacher Tips: Reinforce that any uncomfortable message or request should be shared with a trusted adult immediately.
- Watch for learners who hesitate or feel unsure – normalise that asking for help is not tattling; it is protection.
- Link to emergency contacts: remind learners they can also call 116 or 1190 in Kenya for help.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 10: **Solving Problems Among Us**



Lesson 10:

Solving Problems Among Us

Work Together to Stay Happy and Peaceful.

Lesson Overview

Disagreements are a normal part of life. Whether learners are playing a game, doing group work, or simply interacting with friends, conflict can arise. This lesson teaches learners that disagreements are not bad, but how we respond to them matters. When children learn to stay calm, speak kindly, listen to others, and work together on solutions, they build stronger friendships and contribute to a peaceful school environment. Through this lesson, learners will explore what disagreements are, understand helpful and respectful ways to handle conflict, and practise peaceful problem-solving strategies. They will reflect on the importance of empathy, fairness, and accountability, and apply these skills through storytelling, discussion, and take-home creative work.

Refer to Module 10 in the Heroes in the Making Workbook, pages 49 to 52.

Learning Outcomes

1. Recognise what disagreements are and why they happen.
2. Identify respectful ways to manage disagreements.
3. Describe steps for resolving conflict in a kind and calm way.
4. Practice peaceful communication and reflection during conflict.

Key Messages

- Disagreements are a normal part of life, but how we respond to them matters.
- Solving problems kindly helps everyone feel heard, respected, and safe.
- The six steps to solving problems are useful tools for managing disagreements peacefully.
- Listening, apologising, and finding fair solutions are important parts of conflict resolution.
- Children can be part of solving problems in caring, respectful ways – both in and out of school.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 9	Greet learners warmly. Remind them about the last lesson on how to stay safe when using the internet or phones, about online violence and how it happens and how to protect ourselves. Probe for dangers you might face online? Note 2–3 responses on the board. Hold up the workbook and say: You had two take-home activities: one was about safe or unsafe actions (page 47), and the other had situations where you had to choose what to do (page 48). Ask learners to share one online action that was unsafe. Also what they would do if someone sent a scary message. Note: Use the Review Guidance from Lesson 9 to validate correct responses and gently correct misunderstandings. Reassure learners that learning from mistakes helps keep them safer.	Learners raise their hands and respond with examples of online dangers or safety strategies. They share answers from their workbook—either marking unsafe behaviours or explaining what they would do in tricky situations. They listen to one another's ideas and prepare to move into the new topic.	5 min
Introduction			
What Are Disagreements?	Introduce the day's lesson on how to solve disagreements peacefully and work together kindly, just like we work to stay safe online. Ask learners to share instances they have ever disagreed with a friend. Allow learners to share general examples (without naming names). Refer to Workbook p.49 and explain: A disagreement is when people want different things or feel differently about something. This could be about games, sharing, or feelings being hurt. Disagreements happen when we feel hurt, ignored, or do not understand each other. Ask learners to share some of the reasons people disagree at school. Give relatable examples: • Two learners want the same seat • Someone wants to play one game, the other wants another • One person feels left out Tell learners that it is okay to disagree, but what matters is how we solve the problem respectfully.	Learners reflect on the types of disagreements they have experienced or seen. They listen to the teacher's examples and connect with real-life experiences.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
How to Solve Problems Kindly	Ask learners to open their workbooks to page 49. Point to the purple box and read the heading: How can you solve a problem in a kind and fair manner? Write the six problem-solving steps clearly on the board. For each step, read it aloud or ask the learners to say them aloud together. Explain using a simple classroom or playground example: • Stay Calm – Explain: When we are angry or upset, we need to pause before reacting. For example, if someone pushes you in line, breathe in and out slowly before saying anything. • Listen – Explain: Let the other person share their side. We do not interrupt, even if we disagree. Example: Your friend might say they were not trying to hurt your feelings. Listen first. • Be Respectful – Explain: Speak kindly, even when you are upset. Do not name-call or shout. Example: Instead of yelling, say, 'I did not like what happened' calmly. • Share Your Feelings – Explain: Tell the other person how you felt, using respectful words. Example: Say 'I felt sad when you left me out of the game' instead of blaming. • Work Together on a Solution – Explain: Try to agree on what can be done to make it right. For example, you can take turns playing with the skipping rope or sit together during lunch. • Say Sorry – Explain: If you made a mistake, saying sorry helps fix hurt feelings. For example, You Could Say, 'I am sorry for shouting' or 'Sorry I took your pencil without asking'. After explaining the six steps, ask the reflection question: Which of these steps do you think is the easiest or hardest for you, and why? Let learners share their thoughts. Write 2–3 answers on the board under two headers: Easy for Me / Hard for Me. Reinforce that everyone is still learning these steps. With practice, we all get better at solving problems kindly.	Learners open to page 49 in their workbooks and follow along as the teacher reads aloud the six problem-solving steps. For each step, they repeat the step aloud with the teacher and listen carefully to the classroom or playground example given. They reflect on how each step could apply to their own experiences with conflict. They listen to their peers' reflections and begin to understand that everyone finds different steps easier or harder. They feel supported in practising these skills together.	10 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Story: Tom and the Missing Ball	Read the story about Tom and the missing ball - Ask learners to listen to a story about a disagreement between classmates and how they worked together to solve it kindly and fairly. - Ask learners to turn to page 50 of their workbooks and follow along as you read. Read the story Tom and the Missing Ball aloud using clear expression and emotion. Use pauses and interactive questions throughout the reading to encourage engagement and reflection: After Now we cannot play! ask: What do you think happened that made the children upset? After You'll pay for this! ask: How do you think Kamili felt when Jasiri shouted and grabbed him? After Mwalimu Bakari asks, What's going on? ask: Do you think this was a good way for the teacher to enter the situation? Why? After Everyone makes mistakes... ask: What message was the teacher trying to teach the class? After You can be more careful next time... ask: Was this a respectful way to solve the problem? Why do you think so? When the story ends, ask the following questions: - Did the children solve the problem fairly? - Who helped the most, and how? - Which of the six steps for solving problems did they use? - What would you have done if you were Kamili? Or Jasiri? Write a few learner responses on the board under a heading like Steps That Helped Solve the Problem. Link their answers to the six strategies they learned earlier (Stay calm, Listen, Be respectful, Share your feelings, Work together, Say sorry). Close this segment telling learners that this story shows that when we make mistakes, we can still fix the problem if we choose to solve it kindly and calmly, just like the children in the story.	Learners turn to page 50 in their workbooks and follow along as the teacher reads the story aloud. They listen actively and respond to questions about what happened, how the characters felt, and how the disagreement was handled. They raise their hands to share their opinions and identify which of the six problem-solving steps were used by Kamili, Jasiri, and Mwalimu Bakari.	10 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Conclusion			
Reflection and Affirmation	Tell learners that we all experience disagreements, but we can learn to solve them in kind and peaceful ways. Write this summary on the board: • Stay calm • Listen and speak respectfully • Solve the problem together Ask learners to name one thing they will try to do differently next time you disagree. Then read aloud the Key Message from Workbook p.51: It's okay to disagree, but solving problems kindly and calmly helps everyone feel better.	Learners reflect aloud and share actions they will take (e.g. I will take turns, I will apologise, I will not push others). They repeat the key message together.	3 min
Take-Home Activity			
Story: Tom and the Missing Ball	Ask learners to turn to Workbook p.51 and look at the Reflect and Respond questions. Explain: Answer the questions about the story 'Tom and the Missing Ball.' Think about how the characters felt and what they did to solve the problem. Read the questions aloud and clarify what they mean in simple terms. Ask learners to write their answers while at home and will to share one idea in the next class	Learners listen to the teacher's instructions. At home, learners read or review the story again (with help if needed). They answer the reflection questions by writing or drawing in their workbooks. They prepare to share one response in the next lesson.	At home
My Problem-Solving Star	Ask learners to turn to their workbook p.53. for their take-home activity. Guide learners through the activity: Your Problem-Solving Star. Ask the learners to join the dots to make the star and on each point, write one helpful way to solve problems from the coloured word box. Remind learners that they can decorate their star too and bring it back to the next class and share how to solve problems kindly.	Learners complete their problem-solving stars at home using the workbook. They write and decorate it with ways to stay calm and solve problems.	At home

Facilitator Notes

What Are Disagreements? Disagreements happen when two or more people do not agree on something. They are normal and can occur while playing, working in groups, or just talking. This lesson emphasises that how we handle disagreements is more important than the disagreement itself.

Why Problem-Solving Matters. Learning to solve problems:

- Helps maintain friendships.
- Keeps everyone happy and safe.
- Teaches children to understand different perspectives.
- Supports a respectful classroom culture.

Steps to Peaceful Conflict Resolution:

- **Stay Calm:** Breathe deeply, stay quiet for a moment, and clear your thoughts.
- **Listen Carefully:** Let the other person explain their feelings. Avoid interrupting.
- **Be Respectful:** No blaming or shouting. Speak kindly.
- **Share Your Feelings:** Use I messages like I felt upset when... rather than accusing statements.
- **Work Together on a Fair Solution:** Help both sides feel heard. Suggest sharing, taking turns, or finding new ways.
- **Apologise if Needed:** A sincere I'm sorry can repair relationships and move forward.

Encourage Honest Reflection: When reading Tom and the Missing Ball, prompt learners to imagine what they would do differently. Use real school scenarios to guide their thinking.

Review Guidance for Workbook Activities

Take-Home Activity 1: Reflect and Respond – Page 51 (Tom and the Missing Ball). This will help learners reflect on the emotions, actions, and conflict resolution steps shown in the story. Encourage empathy, perspective-taking, and personal application. Anticipated Learner Responses:

- What do you think Jasiri was feeling when he shouted? Why?: Angry or frustrated because the game was interrupted. Upset because he thought Kamili spoiled the game.
- What did Kamili do to keep the argument from getting worse? Did not shout back or fight. Stayed quiet and did not push Jasiri again
- How did Mwalimu Bakari help the team in solving the problem? Spoke calmly and brought everyone together. Encouraged understanding and teamwork. Taught that mistakes happen and we can solve things without blaming
- What steps did Jasiri agree to take to resolve the disagreement? Agreed to stop pushing. Said he would use kind words next time. Worked together to look for the ball
- Why is it important to stay calm during a disagreement? Helps us think clearly and make better choices. Prevents hurting others or making the problem worse. Makes it easier to find a solution
- What will you do the next time you disagree with another person? Take a deep breath. Use kind words and listen. Say sorry or find a solution together.
- Teacher Tips: Validate a range of reasonable answers.
- Emphasise that disagreements are normal, but how we respond matters most.
- Connect learners' responses back to the six steps from page 49.
- Reinforce that using calm voices and kind actions is a strength, not a weakness.

Take-Home Activity 2: My Problem-Solving Star – Page 52. This will help learners summarise and internalise practical strategies for resolving conflicts. This visual tool reinforces the six problem-solving steps in a child-friendly format. Expected Content:

- Each point of the star should include one helpful action such as: Take deep breaths, listen to the other person, say how I feel, talk to the other person politely, say sorry, and find a fair solution.
- Teacher Tips: Allow creative variation if learners use their own words that match the concept (e.g., stay calm instead of take deep breaths).
- If a learner leaves out a point, ask prompting questions like: What helps you calm down when you are upset?
- Celebrate effort—praise neatness, effort to colour or decorate, or thoughtful answers.
- Encourage learners to keep their star as a reminder in their desks, lockers, or at home.
- This star is not just for school—it can help at home, with siblings, or in the community.
- With practice, being kind and fair in disagreements becomes easier

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 11: **Discovering Your Amazing Self**



Lesson 11:

Discovering Your Amazing Self

Celebrate Who You Are and What Makes You Special.

Lesson Overview

This lesson introduces learners to the concept of self-awareness, which means understanding one's feelings, thoughts, values, strengths, weaknesses, and behaviour, and how these influence our relationships with others. Many learners in upper primary experience emotional, social, and physical changes that may cause self-doubt, embarrassment, or the desire to compare themselves with peers. This lesson supports learners in appreciating their uniqueness and helps them build a healthy self-image. It promotes self-acceptance, confidence, and personal growth – all of which are protective factors against violence, bullying, and low self-worth.

Refer to Module 11 in the Heroes in the Making Workbook, pages 53 to 56.

Learning Outcomes

1. Define self-awareness in age-appropriate language.
2. Identify their unique strengths, qualities, and experiences.
3. Recognise how their emotions, thoughts, and values influence their behaviour and relationships.
4. Express pride in who they are and commit to treating themselves and others with kindness.

Key Messages

- You are unique and amazing just the way you are!
- Self-awareness means knowing your feelings, thoughts, strengths, and values, and using them to make good choices.
- When you understand yourself, you are more confident, make better decisions, and treat others with kindness and respect.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 10	Greet learners warmly, remind them about the last lesson on how to solve disagreements in kind and respectful ways. Recap on the reasons why problems happen, how to stay calm, and how to listen and share fairly when someone is upset. Ask learners to name helpful ways of solving a problem with another person. Note 2–3 responses on the board. Refer to the take home activity: the Problem-Solving Star on page 52. Probe about the task on drawing and writing about a problem and how you solved it using the six steps practised in the last lesson. Ask learners to share a problem they included in their star, and what helped most to solve it. Note: Use the Review Guidance in Lesson 10 to acknowledge learners' efforts and highlight steps such as calming down, listening, or agreeing on a solution. Support learners to reflect on respectful ways of managing problems and gently redirect any aggressive or blaming responses.	Learners raise their hands and respond with strategies they remember, such as listening, staying calm, or agreeing together. They share what they drew or wrote in their stars and listen to how others solved different problems.	5 min
Introduction			
What is Self-Awareness?	Introduce the lesson about discovering your amazing self. Probe the following What do you think makes you special? Is it your kindness, your singing, your drawings, your jokes, or how you help others? Tell learners that each one of us is special in different ways. Today, we are going to learn about something called self-awareness — this means knowing who you are and what makes you unique. Ask learners to open page 53 in their workbooks. Read the definition of Self – Awareness aloud: Self-awareness means knowing who you are and what makes you special.	Learners open to page 53, listen to the introduction, and reflect on their own unique qualities. They raise their hands to share examples of what makes them feel proud, special, or different from others.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
	Briefly explain the three parts of self-awareness using simple language: • Understanding your thoughts and feelings (e.g. when you are happy, sad, angry, or proud) • Knowing what you are good at • Realising how your words and actions affect others Tell learners that when you understand yourself, it becomes easier to make good choices, feel proud of who you are, and treat others kindly. Invite 2–3 learners to share something that makes them feel proud or unique.		
Lesson Development			
Knowing Your Feelings and Strengths	Ask learners to turn to their Workbooks on page 54 and focus on the pink box: Self-awareness is about getting to know yourself! It is about... Define self-awareness: it means understanding what is happening inside you, like how you feel and what you are good at. Explore together with learners and read both boxes aloud slowly, pausing to explain unfamiliar words like confident or proud. After each box, ask learners the following: • Can you name one feeling you had today or this week? What caused it? • What is something you feel good at? Maybe at school, at home, or during play? Give a few relatable examples to prompt learners: I felt proud when I helped someone. I feel calm when I colour. I am good at skipping or solving sums. Write two words on the board: Feelings and Strengths. List a few answers learners share under each. Reassure learners: All feelings are okay – even difficult ones like sadness or anger. And everyone has something they are good at. These are your personal strengths.	Learners follow along in their workbooks. They raise their hands to share feelings they have experienced and strengths they are proud of. They reflect quietly or aloud on what makes them feel confident.	7 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
Knowing How You Treat Others	Keep learners on Workbook page 54. Point to the third box titled Knowing How You Treat Others. Tell learners that another part of self-awareness is thinking about how we act towards other people. Read the box aloud with the class. Then probe the following: • Why does it matter how we treat others? • What are some kind and respectful things we can do in school or at home? Write the words Kindness, Respect, and Helping Others on the board. Invite learners to give examples and write a few of their answers underneath. For instance: • Kindness: I smiled at a friend who was sad. • Respect: I waited for my turn to speak. • Helping Others: I shared my colours with a classmate. Emphasise: When we treat others kindly, we make our classroom and home better for everyone. And being aware of our actions helps us become kinder and more caring people.	Learners read along in their workbooks and reflect on their behaviour towards others. They share examples of kind, respectful, or helpful actions. They listen to their peers and connect ideas to everyday school life.	5 min
Interactive Activity			
Story: Zawadi's Spark	Ask learners to turn to Workbook p.55. Tell them: We are going to read the story of Zawadi and how she discovered something amazing about herself. Ask for volunteers to take turns reading the story aloud. Read together as a class. After the story, guide a reflection using the four questions printed below the story: • What did Zawadi enjoy doing? • What did Chema feel? • What advice did the teacher give? • How did Zawadi feel at the end Encourage personal connections: Have you ever discovered something you are good at, like Zawadi?	Learners read the story aloud in turns. They respond to the reflection questions by raising their hands and connecting to their personal strengths. They listen to peers and appreciate different talents.	8 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Conclusion			
Reflection and Affirmation	Today we talked about self-awareness: knowing your feelings, your strengths, and how you treat others. Let us take a moment to think about what we learnt. Probe the following: • What is one thing you discovered about yourself today? • How does it feel to talk about your feelings and strengths? • Invite 2–3 learners to share. Acknowledge all responses positively. Remind learners the following: Each one of us is unique and special. You have feelings, you have strengths, and you have the power to make others feel good too. That is something to be proud of. End the lesson by leading the class in a short affirmation, ask the learners to repeat the following statements: I am strong. I am kind. I am learning more about myself every day.	Learners reflect on the lesson, share takeaways, and join in a spoken affirmation to reinforce their self-worth and personal growth.	5 min
Take-Home Activity			
My Strength Star	Ask learners to turn to their workbook page 55. Show them the My Strength Star activity. Ask learners to think about five things that make them strong, kind, or special. Ask learners to write or draw each one in a point of the star. Tell learners to ask a parent, older sibling, or guardian to help them. Encourage learners to decorate their stars with colour.	Learners complete the Strength Star at home. They write or draw their strengths on each point and return with them for the next lesson.	At home
My Special Story	Ask learners to turn to workbook page 56 and say for their second activity. Tell learners to use this page to write or draw a short story about a time when they felt proud of themselves or did something kind or brave. Give examples to prompt thinking: • I helped my younger brother when he was sad. • I tried speaking in front of the class. • I returned something I found on the playground. Remind learners that their story can be real and should show something special about themselves. Tell learners that they can share their story next time.	Learners complete the story-writing task at home. They write a personal moment of pride. They return prepared to share in the next lesson.	At home

Facilitator Notes

This lesson aims to help learners explore and celebrate their unique qualities, including their emotions, personal strengths, and how they treat others. It builds self-awareness, which is foundational to confidence, emotional regulation, and respectful behaviour toward others. When learners understand their feelings and abilities, they are more likely to value themselves, treat others kindly, and speak up when something feels wrong.

Core messages to emphasise throughout

- Every child is unique, valuable, and capable.
- Self-awareness is about knowing your feelings, your strengths, and how your actions affect others.
- We all feel different things, are good at different things, and treat others in different ways – and that is what makes each of us special.
- Confidence does not mean being perfect. It means trying, learning, and growing – even when it feels hard.

Knowing Your Feelings

- Help learners name emotions: happy, sad, proud, nervous, angry, excited, etc.
- Let them know it is okay to feel many things. Feelings are part of being human.
- Support emotional literacy by modelling statements like

Knowing Your Strengths

- Children often need help recognising their abilities.
- Reinforce that strengths can be academic (e.g. maths), social (e.g. kindness), physical (e.g. running), or emotional (e.g. being a good listener).
- Use examples from the classroom to affirm individual strengths (e.g. I notice you always help clean up, or You ask great questions in class).

Knowing How to Treat Others

- Reinforce the value of treating others with kindness, respect, and inclusion.
- Use examples from the school context: Helping a friend tie their shoelaces, Not laughing when someone makes a mistake, Saying thank you or sorry

Reflection through Storytelling (Zawadi's Spark)

- Encourage learners to connect with Zawadi's feelings – both when she was unsure and when she discovered her talent.
- Use the story to show that every child has a special spark, and it often takes encouragement and reflection to discover it.
- Reinforce the teacher's role as a guide, and that classmates can help each other feel confident, too.

During the lesson, help learners explore components of self-concept:

- Self-perception – how they see themselves (e.g., I am kind, I am shy)
- Ideal self – who they want to become or how they want to grow
- Body image – how they feel about their body and appearance
- Emotions – how they express and manage feelings
- Values and choices – how they treat themselves and others

Learners who develop self-awareness and positive identity are more likely to reject violent discipline and more confidently navigate difficult situations.

Affirm that everyone's story, ability, and pace of self-discovery is valid. Language to Use Often

- You are amazing.
- Everyone is good at something.
- It is okay to feel unsure sometimes.
- We can treat others with kindness even when we are learning.
- You do not have to be perfect to be special.

Review Guidance for Workbook Activities

Take-Home Activity: Workbook p.55 – My Strength Star. This activity helped learners reflect on their unique strengths and qualities. It encouraged self-awareness and confidence. **Anticipated Learner Responses:**

- What are some of the strengths you wrote in your star? Learners may mention being kind to friends, helping at home, being good at drawing, singing, reading, maths, sports, or caring for others.
- Why is it important to know your strengths? Because it helps you feel proud of yourself, builds confidence, and reminds you that you have something special to offer or use to help others.
- Teacher Tips: Praise a variety of strengths, including social, emotional, academic, creative, and personal ones.
- Emphasise that all strengths matter, even if they seem small.
- Remind learners that we grow stronger when we use our strengths to help others or solve problems.

Take-Home Activity: Workbook p.56 – My Special Story. This activity asked learners to share a personal experience when they felt proud, kind, or brave. It promotes reflection and builds a positive self-image. **Anticipated Learner Responses:**

- Tell us about a moment you felt proud, kind, or brave. Learners may say they helped a friend who was sad, told the truth when it was hard, shared with someone, stood up for a classmate, or achieved something at school or home.
- How did that moment make you feel? Learners may say they felt happy, proud, brave, like a good person, or like they made someone else feel better.
- Teacher Tips: Allow children to express themselves through drawings or words, depending on ability.
- Reinforce that all children can act with kindness and courage in everyday situations.
- Create a supportive environment for learners to share their stories without fear of teasing or judgement.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson - Did I follow the lesson steps as planned? - Were my instructions and explanations clear? - Did I manage time effectively? - Was I prepared with all materials?	
Understanding of Content - Did I feel confident with the session content? - Were there any parts I struggled to explain? - Did I feel learners understood the key messages?	
Learner Engagement - Were learners attentive and interested? - Did learners participate actively in the activities? - Did any learners struggle or need extra support?	
Learner Understanding - What positive reactions did I notice from learners? - Did any learner raise an important question or share something meaningful? - Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes - What went well during this session? - Was there a moment I felt proud of the learners or myself? - Did any learner show improvement or growth?	
Challenges or Areas to Improve - What did not go well? - What difficulties did I face with delivery or learner reactions?	
Suggested Improvements - What will I change next time I deliver this lesson? - What additional support or materials might help?	

Lesson 12:

Helping Each Other: Peer to Peer Support



Lesson 12:

Helping Each Other: Peer to Peer Support

Stand Together, Stay Strong!

Lesson Overview

Peer support is about learners helping each other to feel safe, included, and valued, especially when someone is sad, scared, being left out, or experiencing harm. This lesson teaches learners the importance of looking out for one another, not just as friends but as allies in creating a positive school environment. Learners will explore what peer support looks like in everyday situations and how even small acts of kindness, such as including someone, speaking up respectfully, or telling a trusted adult, can make a big difference. Through discussion, practical examples, role-play, and personal reflection, children will identify how to be a good friend, respond safely to conflict or bullying, and offer help without putting themselves at risk. By the end of the lesson, learners will feel empowered to be upstanders rather than bystanders and will understand that they each have a role in building a safe and caring classroom.

Refer to Module 12, pages 57 to 60 in the Heroes in the Making Learner Workbook.

Learning Outcomes

1. Understand what peer support means.
2. Identify the importance of helping peers during sad, unfair, or unsafe situations.
3. Demonstrate ways to speak up, report, and support a friend in trouble.

Key Messages

- Always treat and support one another with kindness and care.
- Peer support helps everyone feel safe, included, and respected.
- Speak up when something is wrong—even if it feels difficult.
- Never join in or stay silent when someone is being hurt.
- You can always report to a trusted adult.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activities of Lesson 11	Welcome learners to today's session. Ask learners to take a moment to share their Strength Stars and Special Stories from last the last lesson. Ask a few learners to show their star and read or describe one of their points (Workbook p.55). Applaud each sharing. Invite a few volunteers to read their short stories (Workbook p.56). Note: Use the answer guidance in Review Guidance for Workbook Activity from Lesson 11 to guide discussion, affirm diverse strengths, and encourage positive reinforcement among learners. Introduce and link today's lesson to the previous one: Now that we know what makes each of us special, today we will talk about how we can use those strengths to support each other in class. When we are kind, brave, or helpful, we become peer supporters.	Learners raise hands and describe strengths and talents they remember from last lesson. They present one point from their Strength Star and share stories about a time they felt proud. They listen to and appreciate each other's examples.	5 min
Introduction			
What Is Peer Support?	Write the phrase Helping Each Other – Peer Support on the board. Read the definition on p.57 of the workbook aloud. Tell learners that peer support means being kind and helping others when they feel sad, scared, or unsafe. Ask learners to share how they feel when someone helps them or stands by them Write one-word answers on the board (e.g., 'safe', 'happy', 'strong').	Learners listen and share one feeling word or experience of being supported by a friend.	4 min
Lesson Development			
Why Is Peer Support Important?	Write the phrase Importance of Peer Support on the board. Refer to p.57 on the importance of Peer support. Peer support helps • Makes everyone feel safe, • Children know they are not alone, • You have to stand up for what is right, School becomes a happy place.	Learners listen, reflect, and respond to: How does helping someone make them feel? Answers might include: I feel proud, they smile, it makes me happy too.	4 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
What to Do When a Friend Is in Trouble	Introduce a discussion on what to do when a friend or classmate is in trouble. Discuss what to do when they see someone being hurt, left out, or feeling sad. Show Workbook page 58 and write the five points from the coloured numbers on the board: 1.Be a kind friend – Ask how they feel. Let them join your group. 2.Speak up in a safe way – Say ‘That’s not right. Please stop.’ 3.Report to a trusted adult – Find a teacher, school counsellor, or parent and explain what you saw. 4.Never join in or stay silent – Do not laugh or stand by quietly. If someone is being left out, include them. 5.Stay safe while helping – If something is dangerous, do not try to fix it yourself. Always ask for help. Ask learners: • Which step do you think is hardest to do? • Have you ever done one of these steps before? • What would you do if you saw someone being hurt or left out? On the board, write a separate heading: What to not do/ avoid and explain • Do not laugh or stare. • Do not join in hurting others to impress friends. • Do not ignore when someone needs help. Reinforce the Key Message (Workbook p.59): Always support each other with kindness, friendship, speaking up, and reporting when someone is being hurt or treated unfairly.	Learners follow along in their workbooks on page 58, giving examples or raising hands when they recognise each point.They practise safe and kind responses by saying aloud: That is not right or I will get help.	7 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Roleplay: How to Be a Peer Supporter	Facilitate a practical activity on how to help a friend in need. Instruct learners that they will work together in groups to act out a real-life situation. Each group will show how to respond with kindness, speak up safely, and support your classmates. Divide the class into 3 groups. Assign one scenario to each group: • A friend is sitting alone and crying • A classmate is being laughed at by others • A child is being left out of a game Tell learners to use their Helping Hand (5 Peer Support Steps): • Be a kind friend • Speak up in a safe way • Report to a trusted adult • Never join in or stay silent • Stay safe while helping Give groups 3–4 minutes to prepare. Ask them to create a short roleplay (1–2 minutes) where: • One learner acts as the child in trouble • Others play classmates who respond using at least two of the steps Optional: one learner can play a trusted adult (like a teacher) During the roleplays invite each group to act out their scenario in front of the class. After each performance, lead a short reflection with questions: • What did the helpers do well? • Did they stay safe? • Was a trusted adult involved? Encourage and remind the learners that they all did a great job showing kindness, courage, and support. This is how we can stand up for each other and make school a safe place for everyone.	Learners act out the scenarios in groups, demonstrating kindness, speaking up, and reporting. Classmates observe and give feedback on safe and supportive behaviours.	10 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Conclusion			
Reflection and Encouragement	Summarise the lesson: Today we learned how to support each other in times of trouble. We explored what peer support means and how we can help our classmates when they are feeling sad, left out, or treated unfairly. Ask learners the following: What is one kind thing you will do for someone this week? Give learners a quiet moment to reflect silently. Ask learners to repeat after you and say this together: I will support others with kindness, friendship, and courage	Learners choose one supportive action and say or draw it. They repeat the key message: Support each other with kindness, friendship, and courage.	5 min
Take-Home Activity			
Helping Hand	Ask learners to complete the Helping Hand activity on page 59 of their workbook. - Each finger stands for one way to support a classmate who is sad, hurt, or being treated unfairly. - Read aloud the labels on each finger and explain with examples: - Someone I can ask for help – This could be your teacher, parent, or school counsellor. - A way I can include them – You could invite them to join a group or play with you. - A kind thing I can say – Say things like ‘You’re not alone’ or ‘I am here for you.’ - A way to make them smile – You might give them a compliment or make them laugh. - A safe way to speak up – Say kindly: ‘That’s not right. Please stop.’ Tell learners that they can decorate the hand with colours or drawings and share one finger you are proud of. Tell learners that you will review the helping hands in the next class.	Learners complete the hand drawing and add one action per finger. They prepare to share one example in the next class.	At home

Lesson Segment	Teacher Activities	Learner Activities	Time
Take-Home Activity			
What Would You Do?	Assign learners a second activity on page 60 titled What Would You Do? It shows real-life situations where someone might need help. Read each scenario aloud and explain what kind of responses might look like: • Scenario 1: If your friend is being bullied at break, you can say 'Please stop,' • Scenario 2: If someone says they feel unsafe at home, tell them to talk to a trusted adult... • Scenario 3: If a classmate is sitting alone, invite them... • Scenario 4: If a child is being scolded harshly, tell a teacher. Ask learners to write their ideas while at home. Remind them to be honest about what they might say or do. Ask learners to talk about their answers with a parent or sibling. This will be reviewed in the next class together with discussions on how to support others.	Learners complete the worksheet at home. They reflect on each situation and plan a helpful.	At home

Facilitator Notes

- This lesson introduces the idea of peer support and what it looks like in real life. It
 - Helps learners understand that kindness and support make the classroom safer.
 - Encourages learners to take simple, safe actions when they see a classmate in distress.
- Peer support is showing kindness when someone is sad, scared, or hurt. It includes comforting, checking in, or sitting with someone who is alone.
- Speak up or report if someone is being hurt—reporting is helping. You do not have to solve the problem by yourself.
- Do not join in harmful behaviour—laughing or staying silent when someone is bullied makes the situation worse.
- Help safely—never put yourself in danger when trying to help someone.
- Use your personal strengths (e.g., kindness, bravery, listening) to support others.
- Peer support is not just about violence—it helps when someone feels left out, confused, or worried about school, home, or friendships.
- Supporting others also helps you grow—it builds confidence, leadership, and stronger friendships.
- Emphasise that you can make a big difference through small actions: one kind word or gesture can help someone feel seen and safe.
- Not all problems can be solved by children—if something feels too big or unsafe, tell a trusted adult.

Review Guidance for Workbook Activities

Take Home Activity: Workbook p.59 – Activity 1: Helping Hand. Learners were asked to write 5 ways to support friends, one per finger. Encourage them to share what they wrote.

- Expected Answers Might Include: Say something kind, invite them to play, report to a teacher, sit next to them if they are alone, help them with schoolwork
- Teacher Tips: Reinforce: Even small acts of kindness count.
- Remind learners that peer support does not mean putting themselves in danger, safe support is key.

Take-Home Activity: Workbook p.60 – Activity 2: What Would You Do? Learners were asked to provide answer to real-life peer support scenarios. Encourage learners to share their answers and highlight key safe responses.

- Your friend is being bullied at break time. What can you do? Expected Answers: Tell the person bullying to stop (if it is safe to do so). Do not laugh or join in. Report to a teacher or another trusted adult immediately. Stay with your friend and show them you care.
- You hear a classmate say they feel unsafe at home. Who can you talk to? Expected Answers: Tell a trusted adult like a teacher, school counsellor, or head teacher. Talk to a parent or guardian if it is safe. Report it to a child protection committee or helpline (if one exists in your area). Do not keep it a secret—reporting is helping.
- A classmate is always sitting alone. What can you do? Expected Answers: Go and sit with them, invite them to join your group or game. Say something kind to make them feel welcome. Ask if they are okay and let them know they are not alone. Encourage others to include them too.
- You see a child being scolded harshly in front of everyone. What is a kind way to support them? Expected Answers: Do not laugh or say anything unkind. Tell the child later that you care and they are not alone. Report the situation to a trusted adult if the punishment was unfair or harsh. Include them in play or class activities to show kindness.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson - Did I follow the lesson steps as planned? - Were my instructions and explanations clear? - Did I manage time effectively? - Was I prepared with all materials?	
Understanding of Content - Did I feel confident with the session content? - Were there any parts I struggled to explain? - Did I feel learners understood the key messages?	
Learner Engagement - Were learners attentive and interested? - Did learners participate actively in the activities? - Did any learners struggle or need extra support?	
Learner Understanding - What positive reactions did I notice from learners? - Did any learner raise an important question or share something meaningful? - Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes - What went well during this session? - Was there a moment I felt proud of the learners or myself? - Did any learner show improvement or growth?	
Challenges or Areas to Improve - What did not go well? - What difficulties did I face with delivery or learner reactions?	
Suggested Improvements - What will I change next time I deliver this lesson? - What additional support or materials might help?	

Lesson 13:

Positive Discipline: Learning and Growing with Respect!



Lesson 13:

Positive Discipline: Learning and Growing with Respect!

Positive Discipline Helps Us Learn, Not Fear

Main Lesson Overview

Discipline is a normal and necessary part of growing up. It teaches children how to make good choices, take responsibility for their actions, and learn from mistakes. However, discipline should never cause pain, fear, or shame. All children deserve to be guided in a way that supports their growth, respects their dignity, and helps them develop into confident, kind, and responsible individuals.

This module introduces learners to the difference between positive discipline and negative discipline, helping them to understand how caring adults can correct behaviour in respectful and supportive ways. Through personal reflection, storytelling, and practical examples, learners will explore how they can learn from mistakes and how teachers and caregivers can guide them without resorting to punishment.

The module affirms that:

- Mistakes are opportunities for learning.
- Discipline should build self-respect, not fear.
- Children deserve to be treated with kindness and fairness when being corrected.

Through these lessons, learners will:

- Develop self-awareness and emotional understanding.
- Reflect on how discipline has been used in their lives.
- Learn about non-hurtful forms of correction that support growth and learning.

Refer to Module 13 in the Heroes in the Making Workbook, pages 61 to 63.

To support understanding and behaviour change, this module is delivered in two parts:

- Lesson 13A: What is Positive Discipline? (Workbook p.61–62)
- This lesson helps learners understand discipline, distinguish between positive and negative discipline, and reflect on how it feels to be corrected in kind or harsh ways. Learners are also introduced to the concept of respectful correction and the importance of empathy in adult-child relationships.

Lesson 13B: Learning from Mistakes with Kindness (Workbook pp.62)

- This lesson builds on 13A by using stories and reflective discussion to show what positive discipline looks like in action. Learners consider real-life situations and explore how they can receive support when they make mistakes. The lesson encourages commitment to treating others kindly, even when correcting them.

Lesson 13a: What is Positive Discipline?

Lesson Overview

Discipline is not about punishment or fear – it is about learning. When we are corrected kindly, we are more likely to understand what we did wrong, why it matters, and how we can do better next time. This kind of discipline is called positive discipline. It helps us grow into respectful, responsible, and caring individuals. In this lesson, learners are introduced to the idea that discipline is not about punishment or fear; it is about learning. Many children may associate discipline with harsh treatment. This lesson helps reframe that thinking by guiding learners to explore how positive discipline can help them grow, learn from mistakes, and feel respected and supported. Using reflective questioning, relatable examples, and structured workbook prompts, learners will begin to recognise the difference between positive and negative discipline and how it affects their feelings and behaviour. This lesson creates a safe space for learners to express their feelings, recognise the power of kind correction, and begin to imagine a classroom where mistakes are part of learning, not a reason for fear.

Learning Outcomes

1. Define what discipline means in their own words.
2. Explain the difference between positive and negative discipline.
3. Reflect on how positive discipline makes them feel and why it matters.

Key Messages

- Discipline should help you grow and learn, not feel afraid.
- Positive discipline is kind, respectful, and helps you make better choices.
- Positive discipline is about helping us learn, not making us feel afraid; Punishment causes fear or shame and does not help us grow.
- Everyone makes mistakes – what matters is how we are guided to do better.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activities of Lesson 12	Welcome learners to the lesson, review the previous lesson on: How we can support each other through kindness, speaking up, and helping friends in trouble. Ask learners to share what they remember on what peer 'peer support' means. Write key words on the board as learners respond. Take a few minutes to listen to what learners you did for the Helping Hand and What Would You Do? activities. Invite a few volunteers to hold up their Helping Hands (Workbook p.59) and read or describe 1–2 fingers they labelled. Ask additional learners to share what they wrote in the two scenarios? (Workbook p.60). Affirm learners who chose kind and safe actions.	Learners recall the meaning of peer support and key actions discussed. Volunteers show or describe their Helping Hand activity and share one way they supported a peer. Others share what they wrote in the What Would You Do? scenarios. Learners listen to each other's answers, ask questions, and reflect on different safe responses	3 min

Lesson Segment	Teacher Activities	Learner Activities	Time
	Note: Use the Review Guidance for Lesson 12 to guide praise, offer suggestions, and correct misunderstandings gently. Linking Statement: Last time, we talked about how we can support our friends when they feel sad, scared, or are being treated badly. However, sometimes adults or teachers can also hurt us with harsh punishments. Today, we will learn about something important called positive discipline, it means guiding children in kind, safe, and respectful ways without using violence.		
Introduction			
What is Discipline?	Introduce the lesson on discipline and how adults help us learn and behave respectfully. Read aloud the blue box at the top of page 61, titled What is Discipline? Then explain: Discipline is not about hurting or punishing. It is about helping children learn what is right and do better. Refer to the illustration in the middle of the page (a teacher and learner). And probe for the following: • What do you think is happening here? • What do you see the teacher doing well? • How would you feel if your teacher talked to you like this?	Learners listen to the teacher read the description and explain the meaning of discipline. They observe the picture of the teacher and learner, and then describe what they see. They share their thoughts about the teacher's behaviour in the image and how it might make a child feel. Learners begin to understand that discipline is not about punishment—it is about guiding with care.	5 min
Lesson Development			
Understanding Positive vs Negative Discipline	Read aloud the pink box at the bottom of page 61, titled What is Negative Discipline? Explain: This type of discipline uses fear, shouting, or punishment. It does not help children learn or feel safe. Next, read aloud the light blue box titled What is Positive Discipline? Explain: Positive discipline means guiding children in kind, respectful ways. It helps them learn from mistakes. Turn to page 62 and point to the table titled Positive and Negative Discipline. Read each row aloud, comparing the left and right columns.	Learners listen to the teacher read the descriptions and examples of both positive and negative discipline. They reflect on the differences between the two approaches. As the teacher reads the table on page 62, learners compare the examples and share which actions feel kind or hurtful. They discuss how they would feel in each situation and which type of discipline helps them do better.	10 min

Lesson Segment	Teacher Activities	Learner Activities	Time
	After each row, pause and ask: Which one helps a child feel safe and try again? Which one might make a child feel scared or sad? End this segment by reading the key message at the bottom of the page: Discipline is not about punishment. It is about helping children learn in a respectful way.		
Interactive Activity			
Whole-Class Activity – Thumbs Up or Down?	Explain the whole class activity and read some situations out loud. Tell learners to give a thumbs up 👍 if the action is positive discipline and a thumbs down 👎 if the discipline feels harsh or scary. Use 4–5 classroom examples: • A teacher calls you aside quietly to explain your mistake. • A teacher shouts at you in front of everyone. • A teacher helps you fix your mistake and praises your effort. • A teacher punishes you without explaining what you did wrong. • A teacher says, 'I am proud of you for trying your best.' • A teacher helps you understand what you did wrong and gives you another chance. • A teacher hits you when you forget your book. • A teacher listens to your side of the story before deciding what to do. After each, ask why the learners chose thumbs up or down	Learners use the thumbs-up/down signals to respond to each prompt. A few share their reasons after each example.	10 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Conclusion			
Reflection and Affirmation	Summarize the lesson: Today we have learned about what discipline is, how it can be positive or negative, and how positive discipline helps children feel safe, respected, and ready to do better. Ask learners the kind and helpful things a teacher can say to help them understand or improve when they make a mistake If learners need help thinking, prompt with tone or examples (but do not give answers directly): • For example: What would make you feel encouraged to try again? • What words from a teacher would help you feel calm and understood? Say together with the class: Positive discipline helps us learn. It is kind and respectful.	Learners raise their hands and offer short responses about the kinds of words or actions from a teacher that would make them feel supported after making a mistake. They reflect quietly on how discipline can feel different depending on how it is done. They participate in the closing chant to affirm the key message about positive discipline.	3 min
Take-Home Activity			
Positive or Negative	Ask learners to turn to page 63 in their workbooks for their homework. Give instructions on the exercise with practical examples of what adults say or do when correcting children. Ask learners to read each sentence and think: Does this sound like positive discipline or negative discipline? Instruct learners to draw a smiley face 😊 next to the sentences that show positive discipline – where the adult is kind, respectful, and helps the child do better. Draw a sad face 😞 next to the sentences that show negative discipline – where the adult is harsh, mean, or punishes without helping. Remind learners that they will share and discuss their answers in the next lesson	Learners turn to the correct workbook page and listen as the teacher explains the task. They may ask questions for clarification. At home, they read each example and decide whether it shows positive or negative discipline, drawing the appropriate face next to each. They prepare to explain one of their choices during the next lesson.	At home

Facilitator Notes

- Emphasise that discipline is not the same as punishment. Discipline helps children learn and grow, while punishment causes fear or shame.
- Help learners understand that everyone makes mistakes. The goal of discipline is to guide, not hurt or embarrass, the person who made the mistake.
- When comparing positive and negative discipline, use simple examples drawn from the classroom (e.g. forgotten homework, talking in class, arriving late).
- Reassure learners that adults are also learning better ways to help children. If they have experienced punishment, it does not mean they deserved it.
- Positive discipline is built on listening, empathy, and fairness. Reinforce these values in your tone and examples.
- Avoid asking learners to share personal experiences of harsh discipline in public; they may feel exposed or uncomfortable.
- Normalise that children sometimes act out or forget, and that they deserve second chances and kind support.
- Use inclusive phrases such as: In our class, we learn from mistakes, or We all do better when we feel safe and understood.
- Highlight that positive discipline is respectful, clear, and consistent, not soft or lenient.
- If any learner says that being hit or punished is normal, acknowledge their experience but gently affirm that no one deserves to be hurt when learning.
- During the thumbs up/down activity:
 - Encourage learners to explain their choices using phrases like: Because the teacher helped me understand, or That would make me feel scared.
 - Ensure emotional safety – avoid naming teachers or comparing staff. Focus on behaviour, not people.
- If learners describe emotionally charged experiences (e.g., being punished harshly), acknowledge their feelings but steer the discussion toward what caring discipline should look like.
- Clarify that mistakes are normal. Positive discipline means learning from them with support.
- Connect the workbook comparison chart to real classroom examples learners see daily: asking questions, being corrected kindly, being shouted at, etc.
- Be aware that some learners may not have experienced positive discipline. Frame it as something all children deserve and that we can all work toward.
- Do not ask learners to name specific teachers or caregivers. Keep examples general and safe.

Review Guidance for Workbook Activities

Take-Home Activity: Workbook p.63 – Activity: Positive or Negative? Learners were asked to read short examples of how adults respond to children and decide whether each one shows positive discipline (😊) or negative discipline (😞):

- 😊 The teacher helped the learner fix the mistake → Positive discipline (kind, guiding, supportive).
- 😞 The parent shouted at the child in front of everyone → Negative discipline (shaming, fear-based).
- 😊 The teacher said, 'You can try again, I will help you' → Positive discipline (encouraging, respectful).
- 😞 The child was beaten for coming late → Negative discipline (violent, punitive, unhelpful).
- Teacher Tips: Clarify that positive discipline helps learners feel safe, understood, and ready to improve.
- Reinforce that negative discipline may scare children or make it harder to learn.
- Allow learners to respectfully disagree, and guide them in analysing whether the adult's action taught or harmed.
- Encourage learners to imagine how they would feel in each situation – Would you feel safe to try again?

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 13b: Learning From Mistakes with Kindness

Lesson Overview

This second part helps learners apply what they have learned about positive discipline by exploring the story A Lesson for Amani and analysing real-life examples. Through guided discussion and activity pages, learners reflect on the kind of correction that helps them learn. They also commit to one thing they will do when corrected – and what they hope from adults.

Learning Outcomes

1. Apply the principles of positive discipline to everyday classroom and school situations.
2. Practice respectful responses to mistakes and conflicts.
3. Identify how they can contribute to a caring, safe learning environment.
4. Demonstrate understanding of fairness, empathy, and kindness as part of discipline.

Key Messages

- Positive discipline means correcting behaviour without causing harm.
- Every learner deserves to be treated with respect, even when they have made a mistake.
- There are better ways to solve problems than shouting or hitting.
- Listening, fairness, and helping each other grow make school a safe place for all.
- We all share the responsibility of treating each other with care.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 13a	Welcome learners to the new lesson and remind them about the last lesson about positive and negative discipline. Refer to the activity in their workbook where you had to decide if an adult's response was positive or negative. Ask learners to take a few minutes to share some of their answers and reflect on how those actions made them feel. Ask learners to share one sentence from page 63 and tell the class if this was positive or negative discipline – and why? Affirm correct answers gently and clarify if learners misunderstood an example. If needed, revisit the definitions of positive and negative discipline using learner-friendly language.	Learners open page 63 in their workbooks and choose one sentence they marked. They raise their hands to share whether they thought it showed positive or negative discipline and give a short explanation. Learners listen to each other's views and compare their answers with the class.	3 min

Lesson Segment	Teacher Activities	Learner Activities	Time
	Note: Use the Review Guidance for Workbook Activity from Lesson 13A to gently correct misunderstandings, reinforce the difference between kind and harsh discipline, and praise honest reflections. Emphasise that positive discipline does not mean avoiding correction –it means helping learners improve in a respectful way. Conclude the review with: You all gave thoughtful answers. Today we will go deeper – we will see how positive discipline works in real life. We will hear a story about a learner named Amani and how a mistake turned into a chance to learn through kindness.		
Introduction			
Applying Positive Discipline	Introduce positive discipline: Now that we know the difference between positive and negative discipline, let us talk about how we can use positive discipline to learn from our mistakes. Remind learners that discipline should help us grow, not make us afraid. That is what we call positive discipline. Ask learners what a teacher should do if a learner makes a mistake? How can they help them do better without shouting, hitting, or embarrassing them? On the board, write the title: Learning from Mistakes with Kindness. As learners respond, list helpful teacher behaviours (e.g., explaining the mistake, giving a second chance, using kind words, helping solve the problem).	Learners reflect and raise hands to share their ideas about how teachers can guide them kindly. They compare responses to what they learned in Lesson 13A. Learners begin to think about real-life ways that discipline can help them improve and feel supported.	4 min
Lesson Development			
How Positive Discipline Feels	Introduce how Positive Discipline feels: Let us talk about how it feels when adults correct us. Sometimes it helps us learn and feel safe. Other times it can feel scary or unfair. Write two headings on the board: - Helps Me Learn - Feels Unfair or Harsh		7 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
	Ask learners what some of the things teachers, parents, or other adults do that help them learn when they make a mistake? Give learners a moment to think. Then, write their answers under Helps Me Learn. Prompt gently if needed: Does it help when someone explains kindly what you did wrong and shows you how to do better? Ask learners to share some things that make discipline feel scary or confusing. Write these under Feels Unfair or Harsh. Encourage responses like: Shouting, punishing without explaining, being embarrassed in front of others. Ask learners to turn to their workbooks on page 62 to compare these ideas with the table there. Point out how positive discipline helps us understand and correct behaviour with kindness, while negative discipline can hurt feelings and stop learning. Ask which side would make you feel safe to try again if you made a mistake? Conclude the lesson: Discipline should help us grow, not make us afraid. Positive discipline helps children feel safe, respected, and ready to learn	Learners listen to the teacher's guiding questions and raise their hands to share examples of what makes them feel supported when they are corrected. They describe moments when someone helped them learn instead of punishing them harshly. Learners also reflect on what actions or words make them feel afraid, confused, or embarrassed during discipline. They follow along as the teacher reads parts of the comparison table in their workbook and begin to understand how positive discipline builds confidence, while negative discipline can damage trust and make it harder to learn. Learners contribute ideas to both lists on the board and discuss which type of discipline helps them feel safe and ready to improve.	

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Story of Amani	Tell learners that they will hear a story about a learner named Amani. Listen carefully to what happens when he makes a mistake and how his teacher responds. Read the full story A Lesson for Amani from page 63 of the workbook. After reading, probe the following: • What mistake did Amani make? • How did the teacher respond? • Was this positive or negative discipline? Why? Now let us act out this story to see what we can learn. Choose 5–6 volunteers to roleplay Amani, the teacher, and classmates. Give them 2–3 minutes to prepare a short version of the scene where the teacher guides Amani using kindness and support. After the roleplay, ask the whole class: • What did the teacher do well? • How do you think Amani felt after this?	Learners listen to the story attentively and respond to discussion questions. A small group performs a roleplay of the story to demonstrate positive discipline in action. The rest of the class observes and discusses how the teacher helped Amani learn without fear.	10 min
Conclusion			
Reflection and Affirmation	Reflection: Now let us take a quiet moment to reflect. Would anyone like to share one kind thing a teacher did that helped you learn from a mistake? Invite 2–3 volunteers to respond if they feel comfortable. Remind learners that when discipline is done with care and respect, we feel safe to try again. Positive discipline helps us learn from our mistakes without feeling afraid. That is how we grow into confident, kind, and respectful learners. Conclude with a class affirmation: Discipline should help us grow – with kindness, respect, and support.	Learners read the reflection prompt in their workbook and think about a time they were supported instead of punished. A few learners share their stories with the class. Everyone joins together in repeating the key affirmation, reinforcing their understanding of what positive discipline should feel like.	3 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Take-Home Activity			
Reflecting on Amani's Story	For the home activity, ask learners to turn to page 62 of their workbook and read Amani's story again. Ask learners to answer the reflection question in the blue box below the story. Think about how Amani felt and how the teachers helped him. Ask learners to write their answer honestly and bring their workbook next time to share what they learned.	At home, learners reread the story and complete the reflection question in writing. They use their own words to describe how positive discipline helped Amani and how it could help them too. They prepare to discuss their answers in the next lesson.	At home

Facilitator Notes

This lesson aims to deepen learners' ability to apply positive discipline in real situations by helping them explore fair, respectful, and empathetic ways to respond when someone makes a mistake. It encourages peer learning, critical thinking, and a shift from punishment to growth-oriented correction.

Emphasise that discipline is about learning and support, not fear or punishment. Children should understand that positive discipline helps them grow into better learners and friends.

When introducing the real-life scenarios, encourage learners to:

- Think about how teachers, friends, or family members have responded to mistakes in the past.
- Reflect on whether those responses helped or hurt.
- Think of non-punitive alternatives: instead of shouting or punishing, suggest listening, giving second chances, and guiding learners to do better.

While discussing examples of harmful vs positive responses, guide learners to see:

- That shouting, shaming, or ignoring is harmful and can make the problem worse.
- Supportive actions like talking calmly, listening, or helping fix mistakes show positive discipline.

During the Amani story:

- Model how to read the story with emotion and pause for emphasis.
- Guide learners to understand that Amani's teacher used guidance, not punishment, to help her reflect and grow.
- Reinforce that everyone makes mistakes, but how we respond matters.

In the conclusion, affirm that:

- Positive discipline is not just a teacher's job – learners also play a role by treating their peers with kindness when mistakes happen.
- Everyone in school has the responsibility to make the environment fair, respectful, and supportive.

Reinforce the key takeaway messages:

- Everyone makes mistakes – mistakes are a chance to learn.
- Kindness, fairness and support are tools to help others behave better.
- Positive discipline is not soft – it is smart. It helps fix problems without creating fear.

Review Guidance for Workbook Activities

Take-Home Activity: Workbook p.63 – Reflection on Amani’s Story. Learners were asked to reread the story *A Lesson for Amani* and answer the reflection question in the blue box below the story. **Expected Answers Might Include:**

- Amani felt scared at first but then understood his mistake because the teacher explained it kindly.
- The teacher helped Amani fix the problem instead of punishing him.
- Positive discipline helped Amani feel respected and try again.
- Teacher Tips: Affirm effort and honesty in learners’ answers—even if brief.
- Gently correct misunderstandings (e.g., if a learner interprets the teacher’s behaviour as harsh, help clarify what made it positive).
- Emphasise that the teacher did not ignore the mistake—she addressed it, but with kindness and support.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 14: **Feeling Good About Yourself**



Lesson 14:

Feeling Good About Yourself

Believe In Who You Are and Let Your Confidence Shine!

Lesson Overview

Feeling good about yourself – also known as self-esteem – is all about recognising your own worth, being proud of your strengths, and believing in your ability to grow and succeed. It means accepting yourself, even when you make mistakes, and treating yourself with kindness. Children with healthy self-esteem are more likely to try new things, work towards their goals, speak up for themselves, and treat others with respect. This lesson helps learners explore the meaning of self-esteem and how to strengthen it through everyday choices, thoughts, and behaviours. Using relatable examples, learners will reflect on their personal strengths, name the people who support them, and practise how to stay confident even when faced with criticism. The lesson encourages a strong sense of self-worth, positive thinking, and emotional resilience – key building blocks for learning, friendship, and personal growth.

Refer to Module 14 in the Heroes in the Making Workbook, pages 64 to 67.

Learning Outcomes

1. Define what it means to feel good about themselves.
2. Describe why self-esteem and confidence matter.
3. Identify practical ways to build confidence and self-worth.
4. Demonstrate how to handle negative words or criticism with kindness and belief in themselves.
5. Recognise behaviours of children with healthy self-esteem

Key Messages

- You are amazing just the way you are!
- Believe in yourself, be kind, and use confidence to grow, learn, and make a difference

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 13B	Greet the class and set a warm tone for the lesson. Remind learners that the last lesson focused on positive discipline—when teachers guide with kindness, respect, and support. Ask learners to open to page 63 in their workbook and review the story of Amani and the reflection question in the blue box. Invite 2–3 learners to share how the teacher supported Amani and how he might have felt afterwards. Use the Review Guidance for Workbook p.63 to support the conversation. If learners struggle to respond, provide guiding prompts: • Ask them to imagine how Amani would feel if he were shouted at or embarrassed. • Explore what it means to be corrected with kindness and how it helps someone grow. • Clarify that positive discipline means correcting mistakes in a caring and supportive way—not ignoring them. • Affirm all contributions and explain that kindness in correction helps build confidence, as seen in Amani’s experience. • Introduce the day’s topic: building self-confidence and feeling good about oneself.	Learners open to page 63 in their workbook and review the story and the blue-box reflection. 2–3 volunteers share their responses about how the teacher helped Amani and how he may have felt. Learners listen to each other and offer additional comments. If unsure, they respond to the supportive prompts and begin connecting positive discipline to feeling safe, respected, and able to grow.	3 min

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Introduction			
What Does It Mean to Feel Good About Yourself?	Introduce the theme of self-esteem—how we feel about ourselves on the inside. Write the lesson title on the board: Feeling Good About Yourself – Believing in Your Worth. Give learners a moment to reflect quietly on one thing they like about themselves. Ask a few learners to share something that makes them feel proud or happy about who they are. Write 3–4 key phrases on the board (e.g. I try my best, I help others, I am creative). Ask learners to turn to page 64 in their workbook. Read the first blue box aloud and explain the three key points with examples: Recognising strengths Accepting mistakes as learning • Believing in one's value • Invite learners to place a hand on their heart and silently acknowledge one thing they like about themselves. Reinforce the idea that everyone has value and self-worth	Learners respond by sharing one thing that makes them feel proud or happy about themselves. They listen carefully as the teacher reads the blue box and explains what it means to feel good about yourself. Learners reflect on their own qualities and quietly name something they appreciate about themselves. They begin to understand that everyone has strengths, that mistakes are normal, and that self-worth comes from within.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
Why Feeling Good About Yourself Matters	Ask learners to remain on page 64 and find the second blue box. Read the section aloud, pausing to explain each point with simple examples: • Trying new things – e.g. starting a new subject or sport • Making good choices – e.g. choosing kind friends • Bouncing back from mistakes – e.g. learning from a poor grade Write the prompt on the board: When I believe in myself, I can... Invite 2–3 learners to complete the sentence aloud. Reinforce that believing in oneself builds courage, resilience, and kindness.	Learners follow along on page 64 of the workbook as the teacher reads. They listen and think about how the points relate to their own experiences. Some learners raise their hands to share a time they tried something new or made a good decision because they believed in themselves. Others reflect quietly and begin to link self-confidence with everyday actions like helping others, asking for help, or recovering after making a mistake.	6 min
What You Can Do to Feel Good	Ask learners to turn to page 65 in their workbook. Read the section What can you do to feel good about yourself? aloud. Pause after each strategy to explain with practical examples: • Believe in yourself – try a hard question even if unsure • Spend time with others – value connection and friendship • Learn from mistakes – understand failure helps growth. Write the heading My Confidence Boosters on the board and list 3–4 strategies from the workbook. Ask learners to suggest other actions that help them feel good about themselves. Add their ideas to the board and affirm all contributions. Emphasise that even small acts—like helping, apologising, or finishing a task—build confidence.	Learners follow along in their workbooks and listen as the teacher reads and explains each point. They reflect on which actions they already do and which ones they would like to try more often. Some learners raise their hands to share activities that make them feel happy, proud, or confident, such as helping at home, finishing a class task, or encouraging a friend. Others listen and gain new ideas. All learners begin to personalise their understanding of confidence-building habits.	6 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Handling Negative Words or Criticism	Keep learners on page 65 and direct them to the section Handling negative words or criticism. Read the section aloud, explaining key ideas such as unkind words, staying calm, and using positive self-talk. Start a class discussion: What can you do if someone says something hurtful? Introduce the strategy of positive self-talk as a way to protect confidence. Write this sentence on the board: When someone says something mean, I can say something kind to myself. Provide example scenarios for learners to practise: Hurtful comment → Positive response (e.g. "You're slow" → "I'm learning and improving every day") Guide 2–3 rounds of class practice. Emphasise the importance of choosing kind words and speaking to a trusted adult when needed.	Learners follow along as the teacher reads and explains how to handle criticism. They listen carefully to the examples of unkind words and respond by practising positive affirmations. For each example the teacher gives, learners raise their hands and suggest what they might say to themselves to stay confident. They begin to understand that they can choose to believe in their own worth, even when others are not kind. They learn the value of using gentle, strong words to protect their feelings and confidence.	5 min
Interactive Activity			
My Confidence Tree (Guided Start)	Ask learners to turn to page 66 in the workbook. Introduce the Confidence Tree activity as a way to reflect on support, strengths, and goals. Point to and explain the parts of the tree: - Roots = people who support you - Trunk = something you're proud of - Branches = your dreams or goals Instruct learners to start by writing one idea in each section. Offer simple examples as needed: a family member, a skill, or a dream for the future. Move around the room to support learners as they begin. Let learners know they will complete the full tree at home	Learners turn to page 66 in their workbooks and begin filling out the tree. They think about the people who care for them and help them feel strong. They reflect on their own strengths and write something they are proud of. They also write down one personal dream or goal they have. They focus quietly and some may share aloud if invited	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Conclusion			
Reflection and Affirmation	Write the key message on the board: - You are amazing just the way you are. - Believe in yourself, be kind, and use confidence to grow, learn, and make a difference. Ask learners to reflect quietly on a kind sentence they could say to themselves when feeling nervous or unsure. Model one example of positive self-talk. Invite 2–3 learners to share their own affirmations. Lead the class in repeating a group affirmation: I believe in myself. I am kind. I am growing every day. Reinforce that using positive words helps build inner strength and confidence.	Learners listen as the teacher shares the key messages. They think quietly about a kind sentence they can say to themselves and reflect on how positive self-talk can help them. Some learners raise their hands and share affirming statements with the class. All learners repeat the group affirmation at the end to reinforce their confidence.	5 min
Take-Home Activity			
My Confidence Tree (continued)	Ask learners to revisit page 66 of their workbook at home. Instruct them to complete their Confidence Tree by adding to each section: - Roots – people who support them - Trunk – something they are good at - Branches – goals or dreams Remind learners they can use words or pictures and that every tree will be unique. Let them know that a few learners may share their trees next lesson.	At home, learners complete the rest of their Confidence Tree on page 66. They reflect on who supports them, what they are proud of, and what they want to achieve. They express these ideas through words or pictures and prepare to share one example in the next lesson.	At home

Lesson Segment	Teacher Activities	Learner Activities	Time
Take-Home Activity			
My Confidence Journal	Ask learners to open to page 67 in the workbook. Explain that the Confidence Journal is a place for reflection. Go over each prompt and give clear examples: • Three things that made you feel proud this week • Three goals for next week • Three kind things you said to yourself or someone else Encourage honest answers and reassure learners the journal is for personal growth. Remind them to bring it back for the next lesson and that sharing is optional	Learners turn to page 67 and read the three questions. At home, they reflect on their week and write honest answers. They record their small achievements, set realistic goals, and practise recognising kind words and self-talk. Some may write in full sentences, others in phrases. They prepare to share selected answers next lesson if they wish.	At home

Facilitator Notes

The Meaning of Self-Esteem

- Self-esteem means how a person sees and values themselves.
- A child with healthy self-esteem believes they are important, capable, and deserving of respect.
- It is about knowing I matter and I can do great things.
- Emphasise that feeling good about yourself is not the same as being proud or thinking you are better than others—it is about accepting and valuing who you are.

Why Self-Esteem Matters

- Reinforce that children with high self-esteem are more likely to:
- Try new things without fear of failure.
- Speak up when they need help.
- Bounce back from mistakes.
- Show kindness to others.
- Stand up for themselves respectfully.
- Point out that low self-esteem can lead to fear, silence, self-blame, or accepting unkind treatment.

What Affects How We Feel About Ourselves

- Children can feel good about themselves when:
- They are treated kindly and encouraged.
- They succeed at something after trying.
- They are listened to and supported.
- Children may feel low when:
- They are constantly criticised or compared.
- They are ignored, teased, or told they are not good enough.
- They are not given the chance to make choices or express themselves.

Actions That Build Confidence. Use the green box on Workbook p.66 to reinforce the following:

- Trying new activities, setting personal goals, and completing tasks give a sense of achievement.
- Spending time with friends and loved ones makes children feel safe and loved.
- Helping others and being kind can boost self-worth.
- Saying kind things to yourself (I am smart, I did my best) helps silence negative inner thoughts.

Handling Negative Words or Criticism. Children will sometimes hear negative words—but those words do not define them. Reinforce that

- Negative words can hurt, but they are not always true.
- Learners can protect their hearts by remembering what makes them special.
- It is okay to walk away, tell a trusted adult, or say a kind truth about themselves in response.

Signs of Healthy Self-Esteem. Learners with healthy self-esteem:

- Admit when they are wrong and learn from it.
- Are more resilient when things go wrong.
- Can say no to peer pressure.
- Feel proud of their unique abilities.
- Are respectful, not boastful or mean.

Positive Self-Talk

- Teach that the words we say to ourselves matter.
- Instead of I cannot do this, try I will try my best.
- Instead of I always get it wrong, try I can learn from this mistake.

Review Guidance for Workbook Activities

Take-Home Activity: Workbook p.67 – The Confidence Tree. This activity is a self-reflection tool using the metaphor of a tree to help children identify their support system, strengths, and dreams. Teachers should expect learners' responses to vary based on their individual contexts, but the general structure should reflect the following:

Roots (Support System)

- Expected Answers: Parents, siblings, grandparents, Teachers, school counsellor, coach, Friends, neighbours, religious leaders.
- Emphasis for Teachers: Emphasise that support systems help us grow strong and confident.
- Reinforce that everyone has people who care about them—even if their list is short.

Trunk (Strengths)

- Expected Answers: I am good at drawing. I help my classmates. I always finish my homework. I am good at singing/football/reading.
- Emphasis for Teachers: Celebrate a wide range of strengths, including effort, kindness, creativity, and persistence.
- Encourage learners to recognise their non-academic strengths as equally valuable.

Branches (Dreams/Goals)

- Expected Answers: I want to become a teacher/doctor/scientist. I want to read 2 books. I want to make more friends. I want to improve in maths.
- Emphasis for Teachers: Highlight that dreams help us stay motivated.
- Remind learners that it is okay for goals to change as we grow.

Take-Home Activity: Workbook p.68 – The Confidence Journal. This journaling activity helps learners acknowledge progress and reinforce positive thinking.

Question 1: Three things I did well this week

- Expected Answers: I answered a question in class, I helped someone sad, I finished my homework, I apologised after an argument,
- Emphasis for Teachers: Recognise both big and small achievements. Reinforce that noticing our efforts builds our confidence.

Question 2: Three things I want to try next week

- Expected Answers: I want to raise my hand in class, I want to share my toys at break, I want to try to speak kindly even when I am upset.
- Emphasis for Teachers: Encourage realistic and meaningful intentions. Praise the willingness to grow or try again.

Question 3: Kind words I said to myself or someone

- Expected Answers: Good job, you did your best., You are my friend. I will help you. Do not give up, I believe in you. I am proud of myself.
- Emphasis for Teachers: Reinforce the power of positive self-talk and kind communication. Note that speaking kindly to others also strengthens one's own confidence.

General Note to Teachers: You do not need to read every answer aloud, but you may invite volunteers to share.

If a child's response is off-topic or negative, gently guide them back with affirming language: That is okay—let us think again about something kind you did or something good you want to try.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 15: **Making Good Choices**

Lesson 15:

Making Good Choices

Think, Choose, And Shine!

Lesson Overview

Good decisions help learners feel confident, earn trust, stay safe, and build stronger relationships. This lesson introduces decision-making as a skill that learners can practise daily, whether deciding how to behave in class, how to treat others, or how to solve a problem peacefully.

Through storytelling, group discussion, and guided reflection on workbook pages 68–71, learners explore the difference between good and bad decisions, why their choices matter, and how to make wise decisions using four simple steps. The interactive roleplay gives learners an opportunity to practise choosing wisely and understanding consequences. The lesson closes with encouragement to apply their decision-making skills at home through two reflective activities.

Refer to Module 15 in the Heroes in the Making Workbook, pages 68 to 71.

Learning Outcomes

1. Define what a decision is and give examples.
2. Understand the consequences of good and bad decisions.
3. Apply a simple process for making good decisions in their own lives.

Key Messages

- A decision is a choice between two or more options.
- Good decisions make school a happier, safer place.
- You have the power to make smart, kind choices every day.
- It is okay to ask for help when you are unsure.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 14	Begin the lesson by reviewing the topic of self-confidence from the previous session. Ask learners to recall what they drew in their Confidence Tree. Write their responses on the board, organising them under three headings: • Roots (support) • Trunk (strengths) • Branches (dreams) Invite 2–3 learners to present their Confidence Tree (page 67) and share one entry from their Confidence Journal (page 68). Refer to the Review Guidance for Workbook Activity from Lesson 13 to reinforce key ideas about self-worth, pride, and personal growth. Introduce today's lesson by explaining that they will now explore how to apply confidence to daily decision-making.	Learners show or describe the people they wrote in the roots, the strengths on the trunk, and their goals on the branches. They also read or paraphrase one thing they were proud of and one kind thing they said in their Confidence Journal.	4 min
Introduction			
What Is a Decision?	Write the word DECISION in large letters on the board. Introduce the concept by explaining that everyone makes decisions every day. Ask learners to give examples of decisions they made before coming to school. Write 2–3 examples on the board (e.g. what to wear, what to eat, what to pack). Differentiate between small decisions (e.g. choosing colours) and bigger ones (e.g. telling the truth). Ask learners to turn to page 68 of the workbook. Read aloud the blue box What is a Decision?, pausing to explain each point with examples: • Thinking about outcomes • Asking for advice • Choosing what is best for everyone Add two examples to the board to clarify: • Small Decision → What to wear today • Big Decision → Whether to tell the truth Emphasise that all decisions, big or small, help us learn and grow	Learners listen as the teacher introduces the concept of decisions and share examples of choices they made earlier that day. They respond to questions about small and big decisions, such as what they wore, what they ate, or how they acted when faced with a problem. As the teacher reads from the workbook, learners follow along and reflect on how the examples connect to their own lives. They begin to understand that a decision is not just about choosing something they like, but about thinking ahead, asking for help, and doing what is right.	4 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
Why Are Good Decisions Important?	Ask learners to turn to page 69 of the workbook. Read the section When you make a good decision... aloud and explain each point with examples: • Feeling proud • Gaining trust • Staying safe and healthy • Building friendships • Getting good grades • Solving problems more positively Next, read the section When you make bad decisions... and discuss possible consequences. Draw a T-chart on the board labelled Good Results and Bad Results. Fill in examples from the workbook, then ask learners to suggest more. Use guiding questions to prompt discussion: • What happens when you speak kindly? • What happens if you lie about homework? Reinforce that good decisions lead to pride, safety, and trust, while poor ones can lead to trouble or hurt feelings.	Learners follow along on page 69 of the workbook and listen as the teacher reads each outcome of good and bad decision-making. They raise their hands to give real-life examples that relate to their school or home life. They help build a class chart comparing positive and negative results. Through discussion and reflection, learners begin to recognise how their daily choices shape their experiences, relationships, and how they feel about themselves.	6 min
How Can You Make Good Decisions?	Direct learners to the blue box How can you make good decisions? on page 69. Write the four steps on the board: • Stop and Think • Ask for Advice • Imagine the Outcome • Choose Wisely For each step, provide a classroom or playground example. Point to the decision table on the same page and read each row aloud. After each example, ask learners to identify which option is kind and which could cause harm. Circle or tick the good decisions on the board as they are discussed. Praise thoughtful responses and link them to the four-step process.	Learners read the four-step decision strategy with the teacher and follow along on page 69. As the teacher explains each step, learners think about what it means and how it applies to their lives. They give examples of times they asked for help or thought about the consequences before making a choice. Learners also help analyse the examples in the workbook's decision table, sharing which choices seem kind or unkind, wise or unwise. They begin to internalise a clear process for making better decisions.	8 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Decision-Making Roleplay	Divide learners into small groups. Present three written scenarios clearly for all to see: • Being encouraged to fight back after someone insults you • You forgot to do your homework and you are thinking of hiding unfinished homework • Finding a wallet on the playground Assign each group one scenario. Instruct each group to prepare two versions: • A good decision • A poor or harmful decision Allow 2–3 minutes to plan. Support groups that need help with ideas. Invite each group to perform both versions for the class. After each presentation, lead a short discussion with questions such as: • What was the outcome in each version? • Who was affected and how? • Which decision was better and why? • How might someone feel after each choice? Reinforce the message that even hard decisions are worth doing well when they lead to trust and pride	Learners break into small groups and receive a scenario to act out. They brainstorm two responses — one that shows a wise, respectful decision, and one that shows a poor or harmful choice. Each group performs both versions of the story for the class. After watching each skit, learners share their thoughts about the outcomes, how the characters might feel, and what they would do in a similar situation. They reflect on the power of making thoughtful, kind, and honest decisions in real life.	9 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Conclusion			
Reflection and Affirmation	Ask learners to think about one good decision they made recently or one they hope to make soon. Invite 2–3 learners to share their thoughts. Acknowledge each response with encouragement. Write a simple affirmation on the board: I can think before I act, choose what is right, and shine every day. Lead the class in saying the affirmation together with energy and smiles. Thank learners for their participation and reflection.	Learners think quietly about a decision they made or plan to make, and a few volunteers share their examples aloud. They listen to their classmates' choices and reflect on how making good decisions can help them feel proud and supported. Together, they repeat the class affirmation to end the lesson on a strong and positive note.	4 min
Take-Home Activity			
My Decision Journal	Ask learners to turn to page 70 in their workbooks. Review the three prompts in the Decision Journal: • Two good decisions made recently • One bad decision and what could be done better • One decision they feel proud of Give an example for each to support understanding. Explain that the activity is for honest reflection—there are no perfect answers. Encourage learners to write in full sentences or short phrases. Remind them to bring the journal to the next class and be ready to share one example if they feel comfortable.	At home, learners turn to page 70 in the workbook and think quietly about real decisions they have made recently. They complete all three prompts using simple, truthful reflections. They write about two good decisions, one poor decision and what they could do better, and one decision they feel proud of. Learners may ask a parent or sibling to help them think. They prepare to bring their journal back and optionally share in the next class	At home

Lesson Segment	Teacher Activities	Learner Activities	Time
Take-Home Activity			
Decision Pathway	Ask learners to turn to page 71 of their workbooks. Explain that this page helps them practise thinking through a real or imaginary problem. Review the parts of the worksheet: • Write a problem at the top • List two possible solutions • Add the advantages and disadvantages of each Provide a model example on the board: • Problem: I fought with my classmate • Solution 1: Say sorry • Advantage: We become friends again • Disadvantage: Might feel hard to say sorry • Solution 2: Ignore them • Advantage: Avoid talking • Disadvantage: The Problem doesn't go away Explain that this is a thinking tool—not every answer will be perfect. Remind them to bring their completed worksheet to the next lesson for possible group discussion.	Learners turn to page 71 in their workbook and begin working on their Decision Pathway. They choose a real or imagined challenge, list two solutions, and honestly think about the advantages and disadvantages of each option. They complete the worksheet at home with thoughtfulness, using their own words. Some may draw or get help from a family member. They bring it back for review and may discuss their decision with a small group or the teacher next lesson.	At home

Facilitator Notes

- Purpose of the Lesson: To help learners understand what a decision is and why good decision-making matters, teach children how to pause, reflect, and choose wisely, using structured thinking strategies, and build learners' confidence in making everyday choices that are kind, respectful, and safe.
- A decision is a choice between two or more options. Some are small (what to wear, where to sit), while others are bigger (how to respond when someone is mean, or whether to lie or tell the truth).
- Good decisions help us feel proud, stay safe, earn trust, and build strong relationships with others.
- Bad decisions might make us feel guilty, hurt others, or lead to trouble, but we can always learn and do better next time.
- Teach the STOP-ASK-IMAGINE-CHOOSE strategy (p.69):
 - 1.-Stop and think. Think before you act — quick decisions can sometimes hurt others or ourselves.
 - 2.-Ask for advice.
 - 3.-Imagine the results.
 - 4.-Choose what feels right and kind.
- Use class examples to practise this.
- Emphasise that asking for help is a strength, not a weakness. When unsure, learners should feel comfortable asking a trusted adult or peer.
- Model decision-making aloud: Walk through a simple dilemma on the board using the 'Decision Helper' framework (p.71). Demonstrate how to carefully consider options.
- Focus on effort, not perfection: Reinforce that no one always makes perfect choices. What matters is trying, reflecting, and learning.
- Use inclusive language: Make sure all learners feel their experiences and ideas are valued. Encourage shy or unsure learners to contribute by praising effort.
- Suggested Language: Every day, you make choices. Some are easy. Some are tricky. But with the right steps, you can always choose well. Even if we make a bad decision, we can fix it. That is how we grow. You have the power to make your classroom better just by the choices you make.
- Good choices help us reach our goals, make friends, and feel proud.
- If something does not feel right inside, it may not be a good choice.
- Helping others make good choices is also important — be a role model.

- Here are some more relatable examples for learners

Type of Decision	Good Decision	Bad Decision
Making Friends	Being kind and including everyone.	Excluding someone because they're different.
Class Participation	Asking questions and listening carefully.	Talking during a lesson or distracting others
Time Management	Finishing homework before playing.	Ignoring homework and arriving late.
Settling Differences	Talking calmly to solve a disagreement.	Yelling, fighting, or taking revenge.
Helping Others	Helping a classmate when they're stuck	Laughing at someone who makes a mistake.
Safety	Reporting broken desks or strangers.	Playing with dangerous objects.
Honesty	Admitting mistakes and being truthful.	Lying to avoid punishment.
Cleanliness	Throwing trash in the bin.	Littering the school environment.
Teamwork	Sharing ideas during group work.	Refusing to cooperate with others.

Review Guidance for Workbook Activities

Take-Home Activity: Workbook p.70 – My Decision Journal. This reflective activity helps learners think about the outcomes of their recent choices and build awareness of how to make better decisions in the future.

Question 1: Two good decisions you made recently

- Expected Answers: I helped clean up the class. I studied instead of playing. I shared my snack. I told the truth when I made a mistake.
- Emphasis for Teachers: Celebrate both simple and thoughtful decisions. Emphasise how good choices often make us feel proud and help others.

Question 2: One bad decision you made and how you can do better next time

- Expected Answers: I shouted at my friend – next time I will talk calmly. I did not do my homework – next time I will start early.
- Emphasis for Teachers: Reinforce that we all make mistakes but learning from them is what matters most. Praise learners for their honesty and reflection.

Question 3: A decision that you are happy and proud of and why

- Expected Answers: I want to become a teacher/doctor/scientist. I want to read 2 books. I want to make more friends. I want to improve in maths.
- Emphasis for Teachers: Highlight that dreams help us stay motivated.
- Remind learners that it is okay for goals to change as we grow.

Take-Home Activity: Workbook p.68 – The Confidence Journal. This journaling activity helps learners acknowledge progress and reinforce positive thinking.

Question 1: Three things I did well this week

- Expected Answers: I answered a question in class, I helped someone sad, I finished my homework, I apologised after an argument,
- Emphasis for Teachers: Recognise both big and small achievements. Reinforce that noticing our efforts builds our confidence.

Question 2: Three things I want to try next week

- Expected Answers: I want to raise my hand in class, I want to share my toys at break, I want to try to speak kindly even when I am upset.
- Emphasis for Teachers: Encourage realistic and meaningful intentions. Praise the willingness to grow or try again.

Question 3: Kind words I said to myself or someone

- Expected Answers: I told the truth, even though I was scared. I helped someone who was being teased. I asked a teacher for help.
- Emphasis for Teachers: Highlight the importance of courage, kindness, and responsibility. Link to how such decisions make the classroom better for everyone.

General Note to Teachers: Invite a few volunteers to read one of their journal responses. Remind learners that good decisions are not always easy, but they are always worth making.

Take-Home Activity: Workbook p.71 – My Decision Helper. This structured decision-making organiser helps learners break down problems and compare solutions. It teaches them how to pause, think critically, and choose wisely.

The Problem: Expected Examples: My friend and I had a disagreement. I forgot my homework. I was not sure whether to join in teasing someone.

- Emphasis for Teachers: Encourage honest examples. Assure learners that problems do not need to be 'big' to be important.

Solutions 1 and 2 with Advantages and Disadvantages

- Expected Thinking: Solution 1: Say sorry and talk to my friend. Advantages: Friendship gets better, feel good inside. Disadvantages: May feel shy or nervous to start.

Solution 2: Ignore my friend. Advantages: Avoid talking. Disadvantages: May lose a friend, feel worse later.

- Emphasis for Teachers: Praise learners for comparing outcomes. Explain that even if a choice is hard (like apologising), it is often the better one. Reinforce the importance of choosing what feels right, not just easy.
- General Note to Teachers: Some learners may struggle to complete all four boxes (advantages/disadvantages). Support them by modelling one example on the board using a classroom situation.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 16: **Managing Anger**



Lesson 16:

Making Good Choices

Handle Your Anger, And You Can Handle Anything!

Lesson Overview

Anger is a strong and natural emotion that we all experience, especially when we feel frustrated, hurt, or something feels unfair. While anger itself is not bad, what matters is how we manage and respond to it. Without healthy coping strategies, anger can lead to actions that harm others or ourselves, such as fighting, shouting, damaging friendships, or even causing punishment.

This lesson helps learners understand anger and how it shows up in their bodies and minds. It introduces child-friendly calming techniques they can use to respond safely and respectfully. The lesson also builds emotional literacy, self-regulation, and a culture of empathy in the classroom.

Refer to Module 16 in the Heroes in the Making Workbook, pages 72 to 74.

Learning Outcomes

1. Define anger and recognise that it is a normal feeling.
2. Identify common signs of anger in themselves.
3. Understand why managing anger is important for themselves and others.
4. Practice at least one healthy strategy to manage anger calmly.

Key Messages

- Anger is a normal emotion that everyone experiences.
- It is okay to feel angry, but it is never okay to hurt yourself or others.
- Managing anger helps us stay calm, think clearly, and solve problems peacefully.
- When we use calming strategies like breathing deeply, walking away, or counting slowly, we protect our friendships and feel more in control.
- Everyone can learn to manage their anger better, with time, practice, and support.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 15	Remind learners that they previously explored everyday decisions and completed two workbook pages at home: the Decision Journal and the Decision Pathway (pages 70–71). Ask learners to open their workbooks to those pages and review what they wrote. Invite volunteers to share one good decision from their journal and explain why it was a good choice. Call on 2–3 learners to respond. Write key words from their responses on the board under the heading Smart Choices. Acknowledge their thinking with positive reinforcement (e.g. responsibility, honesty, safety). Ask learners to reflect on their Decision Pathway activity by answering: • What problem did you choose? • What were the two possible options? • Which one did you choose and why? Invite 1–2 learners to share their full reflection. Emphasise that thinking ahead, imagining consequences, and choosing wisely helps us feel proud and stay safe. Use the Review Guidance for Lesson 15 to reinforce key ideas: pride in good choices, honest thinking, and emotional self-awareness. Transition by introducing the new focus: managing anger as a strong emotion that can affect decision-making.	Learners open their workbooks to pages 70 and 71 and take a few moments to review what they wrote. Some learners volunteer to read aloud one or two good decisions they recorded in their Decision Journal, explaining how the decision helped them feel proud, safe, or honest. They listen to each other's examples and reflect quietly on similar choices they have made. When asked about the Decision Pathway, learners share the problem they chose, the two solutions they thought about, and how they evaluated the advantages and disadvantages. They describe what helped them choose wisely and reflect on how thinking ahead can prevent mistakes. As they listen to others, learners begin to see how emotions like anger might affect the way they respond to difficult situations and feel prepared to learn new strategies to manage those feelings	4 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Introduction			
What is Anger?	Ask learners to think about and share examples of situations that have made them feel angry. Write several responses on the board and sort them into simple categories (e.g. unfairness, being hurt, losing something important). Explain that anger is a normal and common emotion that everyone feels. Ask learners to turn to page 72 in their workbook. Read the definition of anger together as a class. Clarify that while anger is not a bad feeling, how we respond to it matters. Let learners know the lesson will help them recognise anger and manage it safely and respectfully.	Learners listen as the teacher asks about anger and begin to think of real-life situations that made them feel upset, hurt, or frustrated. Some raise their hands and share their examples, such as being blamed unfairly, being shouted at, or losing a favourite toy. They watch as their responses are written on the board and notice common themes. When the teacher reads the definition of anger, learners follow along in their workbooks on page 72. They reflect quietly on what anger feels like in their bodies and start to recognise that managing anger in respectful ways is an important part of staying safe and being kind.	5 min
Lesson Development			
Signs of Anger and Why It Matters	Ask learners to turn to page 73 in their workbook and find the section Signs of Anger. Read each sign aloud, modelling 3–4 signs with facial expressions, tone, and gestures (e.g. stomping, clenching fists, crossing arms). Highlight that the body gives us signals when we're feeling angry—such as tightness, shaking, heat, or tears. Ask learners to reflect silently, then invite 2–3 learners to describe what anger feels like in their body. Point to the matching signs in the workbook as learners respond, and validate that these are common reactions. Explain the importance of recognising early signs of anger. Emphasise that noticing these signals can help prevent harmful reactions and support safer, calmer decisions.	Learners follow along in their workbooks as the teacher reads aloud the signs of anger. They observe the teacher's body language and facial expressions and begin to recognise how these signs show up in their own bodies. When invited to share, some learners describe what they feel—such as a hot face, fast heartbeat, frowning, or wanting to hit or cry. They listen to each other and realise that these feelings are common. They begin to understand that being aware of anger signals can help them take action before they hurt someone or get into trouble.	10 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
Calming Strategies	Begin by prompting a discussion: Why is it important to stay calm when we are angry? Allow a few learners to share their ideas. Direct learners back to page 72 and read aloud the short paragraph on calming down. Give simple, relatable examples (e.g. choosing deep breaths instead of shouting, walking away instead of pushing). Turn to the table of calming strategies on page 73. Read through each strategy one at a time. Briefly demonstrate each one (e.g. model deep breathing, unclenching fists) or ask a learner to help demonstrate. Present 2–3 brief school-related scenarios (e.g. someone blames you unfairly, a classmate pushes you, others laugh at you). After each scenario, ask: What is one thing you could do to calm down in that moment? Record responses on the board under the heading Calm Responses. Reinforce their ideas by connecting them back to self-control, respectful behaviour, and emotional safety.	Learners begin by sharing their thoughts on why staying calm is important. Some say it helps avoid fighting or getting into trouble, while others mention feeling better or thinking more clearly. They turn to page 72 in their workbooks and listen as the teacher reads and explains. As calming strategies are introduced on page 73, learners follow along and observe the teacher's modelling. They participate by trying out each technique. When the teacher presents short real-life situations, learners raise their hands to suggest calm responses.	7 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Breathing Star Technique	Draw a large five-pointed star on the board and number each point from 1 to 5. Explain how the Breathing Star technique works: • Trace up to a point = breathe in • Trace down to a valley = breathe out Demonstrate the full sequence slowly, tracing the star in the air with one finger and breathing in and out at each point. Guide the class to do the same in the air using their fingers. Repeat the full star together slowly, breathing five times. Explain that this technique can be used any time they feel angry or overwhelmed—at their desk, outside, or at home—to help the	Learners watch and listen carefully as the teacher draws the star and explains the breathing method. They raise their arms and begin to trace the star in the air with their fingers, following the breathing rhythm modelled by the teacher. After the breathing exercise, some learners quietly reflect on how it felt in their body. A few may smile or share short comments about how peaceful or focused they feel.	5 min
Conclusion			
Reflection and Affirmation	Ask learners to reflect on what they've learned. Invite them to share one calming strategy they will try next time they feel angry. Call on a few learners to respond and, if appropriate, act out the strategy. Record their responses on the board under a short list of Helpful Strategies. Lead the class in saying an affirmation to reinforce the lesson, such as: I can feel angry, calm down, and choose what is right. Repeat the affirmation together once or twice with energy. Close by thanking learners for their honest sharing and remind them they can use these calming tools any time they need them	Learners reflect quietly on what they have learned. When asked, some raise their hands to share a calming strategy they liked. As the teacher leads the affirmation, learners repeat the words aloud with confidence: I can feel angry, calm down, and choose what is right.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Take-Home Activity			
Takeaway Activity – What Makes Me Angry?	Ask learners to open to page 74 of their workbook. Explain that this is a personal reflection activity to be done quietly at home. Review the instructions: learners list five things that make them feel angry and then write or draw one calming strategy for each situation. Provide a clear example (e.g. I feel angry when I'm shouted at—I can stay calm by breathing deeply and walking away). Reassure learners that this work is private and doesn't have to be shared. Remind them to bring their workbook back for the next class and be ready to share one calming strategy if they feel comfortable	At home, learners turn to page 74 and quietly complete the activity. They think about five real or imagined situations that make them feel angry, such as being teased, being treated unfairly, or losing something important. For each example, they write or draw one calming action they can take, using what they learned in class.	At home

Facilitator Notes

Normalise anger: Start by explaining that anger is not bad. Everyone feels angry sometimes, even adults. The key is how we deal with it. Say: Just like we learn how to read or write, we can also learn how to manage anger.

Avoid judging emotions: Do not dismiss anger or say Do not be angry. Instead, say What can we do when we are angry? This helps build emotional awareness and reduces shame.

Use real-life scenarios: Give relatable examples: When someone takes your pencil without asking, or when someone laughs at you. Ask: How could you respond calmly?

Demonstrate techniques: Learners understand better when they see techniques modelled. For example:

- Deep breathing: Breathe in slowly through the nose, hold, and breathe out through the mouth.
- Counting: Count slowly from 1 to 10.
- Walking away: Quietly step away from the source of anger to calm down.

Create a safe space: Allow different forms of participation. Learners can act, speak, write, or draw. If some learners are shy, pair them with a friend or ask for thumbs-up/thumbs-down responses.

Reinforce respectful behaviour: Remind learners that we do not shout, hit, or insult others – even when angry. Respect and calm words are powerful tools.

Recognising and responding to signs of anger: Use the following list to help children identify how anger shows up in their bodies. These signs should be introduced after learners share their own ideas about how anger feels, and before teaching them the Breathing Star technique or other calming strategies. For each sign, demonstrate or describe the calming action in simple, clear language.

Shouting	Pause and take slow, deep breaths. Then, when ready, talk calmly or tell a trusted adult.
Stomping feet	Walk away to a quiet place to cool off. Return when calm.
Throwing things	Stop, stay still, and count slowly from 1 to 10 in your head.
Fast breathing	Breathe in slowly through your nose, hold for a second, and breathe out gently through your mouth.
Fast heartbeat	Close your eyes, put your hand on your chest, and breathe slowly until your heartbeat slows.
Crying	Find a quiet space, breathe slowly, and talk to someone who can help you.
Tightening of fists	Slowly press your palms together or place them on your lap. Focus on relaxing.
Frowning	Relax your face. Take a breath, then try a soft smile or rest your head down for a moment.
Grinding teeth	Unclench your jaw slowly. Breathe deeply and roll your shoulders to release tension.

Choose 3–4 that are most familiar or commonly seen in your class. Reinforce the message: You cannot always stop anger from coming, but you can choose what to do next.

Be trauma-sensitive: Some learners may have witnessed or experienced violence related to anger. Avoid forcing them to share personal stories

Review Guidance for Workbook Activities

Take-Home Activity: Workbook p.74 – How I Manage Anger. This self-reflection activity helps learners identify personal anger triggers and practise linking each one to a positive calming strategy. It reinforces emotional self-awareness and self-regulation skills introduced in Lesson 16.

Column 1: Things That Make Me Angry. Expected Answers: Being blamed for something I did not do, someone shouting at me, losing in a game, being left out by friends, someone taking my belongings without asking, being teased or laughed at, being scolded by a teacher, my sibling breaking my toys.

- Emphasis for Teachers: Acknowledge that anger triggers differ from child to child.
- Affirm that all feelings are valid and normal.
- Validate each learner's personal experience without judgement.
- Observe for repeated mentions of mistreatment (e.g. bullying, exclusion) and follow up if necessary.

Column 2: What I Can Do to Stay Calm. Expected Answers (in one bullet): Take deep breaths, walk away to cool down, count slowly to ten, talk to a teacher or adult, write or draw how I feel, sit alone quietly, tell someone what I am feeling, use the Breathing Star technique.

- Emphasis for Teachers: Praise learners for choosing calm, respectful strategies.
- Reinforce that using calming techniques is a strength.
- Encourage real-life application of one or more strategies.
- Remind learners that no strategy works perfectly every time and that is okay.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 17: **Building And Keeping Healthy Friendships**



Lesson 17:

Building And Keeping Healthy Friendships

Make Friends and Treat Others Well!

Lesson Overview

Friendships are a core part of childhood and learning. They help children feel accepted, supported, and happy at school. This lesson teaches learners what healthy friendships look like and how to build relationships based on kindness, respect, and trust. Through stories, discussions, and role-playing, learners explore how to be a good friend, identify key friendship qualities, and resolve minor conflicts in a positive manner. Healthy friendships are not just about having fun – they help learners grow emotionally, feel safe, solve problems peacefully, and work well with others. This lesson empowers learners to reflect on their behaviour and make choices that build stronger relationships at school and in life.

Refer to Module 17, pages 75–77 in the Heroes in the Making Learner Workbook.

Learning Outcomes

1. Demonstrate an understanding of what makes a healthy friendship.
2. Identify and describe the qualities of a good friend.
3. Explain why healthy friendships are important at school and in life.

Key Messages

- Healthy friendships are built on kindness, trust, and respect.
- When we treat others well and work together, everyone feels happy and safe.
- A good friend is someone who listens, cares, and includes others.
- You can be a better friend by being honest, supportive, and kind.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activity from Lesson 16	Begin by reminding learners that in the last lesson, they learned about feeling angry and how to calm down before doing or saying something hurtful. Mention the home activity on page 74: How I Manage Anger. Ask learners to open to page 74 and look at what they wrote. Explain that they listed five things that make them angry and added calming strategies for each situation. Invite volunteers to share. Ask: Who would like to share one thing that makes them angry and what they can do to stay calm? Call on 2–3 learners to respond. Write some of their calming strategies on the board under the heading Our Calm Toolbox (e.g. take deep breaths, count to ten, walk away, talk to someone). Affirm that recognising feelings and choosing safe, calm responses is a powerful skill. Remind learners there are no wrong answers—they are practising how to manage emotions. Use the Review Guidance for Lesson 16 to validate and support their responses. Reinforce that anger is a normal feeling, and responding calmly helps build safety and stronger relationships. Transition to the next lesson: Explain that now they will build on this by learning how to create healthy friendships and be kind, respectful friends.	Learners open their workbooks to page 74 and review what they wrote about anger triggers and calming strategies. A few learners volunteer to share one thing that made them angry and a positive action they could take to stay calm. As they listen to each other, they reflect on how calming strategies help them make better decisions and stay in control. Learners begin to connect the idea of emotional control with how they treat others, especially their friends and get ready to learn about healthy relationships	3 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Introduction			
Who Is a Friend?	Begin the lesson by introducing the topic of friendships. Ask learners to think of someone they consider a friend. Ask: • What is a friend? • What makes someone a good friend? Write their responses on the board, grouping them into categories such as: kind, shares, plays fairly, helps me, makes me feel happy. Explain that a friend is someone who treats you kindly, includes you, respects you, and makes you feel safe and happy, not someone who hurts your feelings or leaves you out. Share that the lesson will focus on building good friendships, treating others kindly, and solving problems between friends.	Learners respond by sharing simple examples of what friends do, such as playing together, helping when someone is hurt, or sharing lunch. They listen to the teacher's explanation and begin to think about the friends in their own lives and how those friends treat them	4 min
Lesson Development			
Signs of Anger and Why It Matters	Write the words Kindness, Respect, Trust, Support on the board. Point to each word and ask learners what it means in a friendship. Take a few responses and explain the importance of each quality. Ask learners to turn to page 75 in their workbooks. Read the paragraph What is a Healthy Friendship? aloud. Pause to explain with examples as you read: • Kindness – Helping pick up books • Trust – Keeping a secret • Respect – Taking turns and not shouting • Support – Cheering on or helping with schoolwork Conclude by stating that healthy friendships make us feel safe, confident, and happy.	Learners follow along in their workbooks as the teacher reads aloud the signs of anger. They observe the teacher's body language and facial expressions and begin to recognise how these signs show up in their own bodies. When invited to share, some learners describe what they feel—such as a hot face, fast heartbeat, frowning, or wanting to hit or cry. They listen to each other and realise that these feelings are common. They begin to understand that being aware of anger signals can help them take action before they hurt someone or get into trouble.	10 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
Why are Healthy Relationships Important?	Ask learners to find the blue box on page 75: Why Are Healthy Friendships Important? Read each point aloud, one at a time: • They help us feel good • They help us learn to work together • They teach us how to be kind and respectful • You feel safer and less lonely when you have friends After each, give a simple example learners can relate to. Ask: How have your friends helped you feel better at school or at home? Invite a few learners to share and connect their answers back to the four points. Reinforce the idea that healthy friendships support learning, happiness, and personal growth.	Learners follow along on page 75 as the teacher reads and explains each point. They listen to the examples and think about times when their friends helped them, cheered them up, or worked with them kindly. A few learners share simple examples, such as being included in a game or helped during a tough day.	7 min
Making Things Right with Friends	Explain that even good friends make mistakes or feel upset sometimes. Write the four steps on the board: Calm Talk – Listen – Say Sorry – Make it Right Teach each step with a short example: • Calm Talk – I felt sad when you didn't let me play • Listen – Hear your friend out without interrupting • Say Sorry – I'm sorry I pushed you • Make it Right – Invite the friend to play again Ask: What can you do when you feel upset with your friend? Call on a few learners to share and link their ideas to the four steps. Reinforce that disagreements are normal, but how we fix them matters.	Learners reflect quietly on times when they had a disagreement or felt hurt by a friend. A few learners share ideas on what they did or could do better next time, such as talking calmly, saying sorry, or being the first to invite the friend back to play. They begin to understand that making things right is part of being a good friend	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Friendship Traits	Ask learners to turn to page 77 and find the Friendship Traits section. Read each word aloud, one by one. After each word, ask: • Would you want a friend like this? • Is this a kind or unkind trait? Give simple explanations if needed (e.g. Kind = helps you, Bossy = wants their way). Instruct learners to circle the good characteristics and cross out the unhelpful ones. Walk around to assist learners who need help with reading or understanding. Once completed, ask: • Which of these traits do you have? • What kind of friend do you want to be	Learners follow along as the teacher reads each friendship trait. They circle traits like kind, honest, caring and cross out words like mean, bossy, selfish. They respond aloud when asked whether a trait is helpful or hurtful in a friendship. Some learners reflect quietly on which good traits they already have.	8 min
Conclusion			
Reflection and Affirmation	Ask: What is one thing you will do this week to be a better friend? Call on 2–3 learners and write their ideas on the board (e.g. share, include others, speak kindly). Read aloud the Key Message from page 76: Ask the whole class to repeat the message together once or twice with positive energy. End by affirming: You all have the power to be wonderful friends who make your school a safe and happy place.	Learners think about what they want to do differently or better in their friendships. A few share responses like I will say sorry when I am wrong or I will include someone new in a game. As a group, they repeat the Key Message aloud with the teacher, smiling and feeling proud of what they have learned.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Take-Home Activity			
My Friendship Flower	Ask learners to turn to page 76 in their workbook. Explain the Friendship Flower activity: • At home, decorate each petal with a good friendship quality (e.g. kindness, respect). • Inside each petal, write or draw something they do to show that quality. Remind learners to bring their flowers back to share in the next lesson.	Learners complete the flower at home. They write one positive friendship trait on each petal (e.g., kindness, trust, respect) and show an action that represents it. They return with their flower for the next class.	At home
Role-Play a Friendship Moment	Ask learners to think of a time when someone hurt their feelings or when they helped a friend. Instruct them to practise acting kindly in that situation with a sibling or adult at home. Suggest using examples from page 77 or creating their own. Let them know they will have a chance to share what they practised next time.	Learners select a friendship situation. They practise a positive response to the situation through role-play or discussion with a sibling, friend, or caregiver. They come prepared to share what they did or learnt.	At home

Facilitator Notes

Friendship is a foundational life skill: Emphasise that building good friendships is part of growing up and contributes to a safe and happy school. Many children are still learning how to include others, resolve conflict, and share space with peers. This lesson provides simple tools to help them.

Clarify common friendship challenges: Help learners understand that even best friends disagree sometimes. What matters is how they resolve conflict. Disagreements should be respectful and followed by repair. Name-calling, exclusion, or mockery is not okay.

Use real-life examples learners can relate to: Link each trait to common classroom or playground actions:

- Kindness – Sharing lunch or helping a friend with homework.
- Respect – Listening when others talk and giving them a chance.
- Trust – Not repeating what a friend has told you in confidence.
- Understanding – Noticing when a friend is sad and checking in.
- Responsibility – Owning up to mistakes and saying sorry.
- Cooperation – Working well in a group or during a team game.

Encourage learners to think beyond their closest friends: Use this lesson to talk about how learners can be friendly to classmates who may be shy, new, or different from them. Inclusion is a key part of building a respectful school culture.

Model empathy and praise good social behaviour: When learners share stories of positive friendship, verbally praise them, such as That was a kind thing to do or That shows good understanding. This boosts their confidence and sets examples for others.

Handle roleplays with flexibility: Not all learners will be comfortable acting in front of others. If acting is difficult, let them participate in pairs or describe their response aloud. Keep roleplays short, realistic, and focused on kindness and repair.

Bridge to home practice: Encourage learners to try being a better friend at home or in their neighbourhood. Praise their take-home drawings or their sharing in the next class.

Review Guidance for Workbook Activities

Take-Home Activity: Workbook p.76 – My Friendship Flower. This creative reflection activity helps learners identify and demonstrate the key traits of healthy friendships using a visual flower template. Each petal represents a friendship quality, and the centre can hold a title or symbol of what friendship means to the learner.

Expected Answers (one bullet): Traits such as kindness, honesty, sharing, listening, respect, caring, helping, forgiveness, trust; actions may include helping a friend with homework, saying sorry, inviting someone to play, or cheering up a friend.

- Emphasis for Teachers: Encourage a variety of traits—social, emotional, and behavioural.
- Praise both written and drawn responses.
- Celebrate effort and creativity in decorating the flower.
- Reinforce that all good friendships include actions, not just words.
- If learners struggle to name traits, revisit the Friendship Traits activity (Workbook p.77) as support.

Take-Home Activity: Workbook p.77 – Role-Play Friendship Moments. This activity helps learners practise positive responses to everyday friendship challenges through role-play or short written explanations.

Expected Answers (one bullet per prompt): Cheering up a friend who failed a test:

Say something kind like You tried your best!, We can study together next time., Give a hug or invite them to play to cheer them up.

Solving a problem about wanting the same seat: Take turns, offer to sit together another day, ask the teacher for help, or play rock-paper-scissors to decide peacefully.

Responding when a friend hurts your feelings: Use calm words: That hurt my feelings., I want us to be kind to each other., Walk away and talk later, or write a note to explain.

- Emphasis for Teachers: Highlight calm and respectful communication.
- Reinforce the Calm Talk – Listen – Say Sorry – Make it Right steps from the lesson.
- Praise learners who acted out their responses or discussed them with someone at home

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
Understanding of Content • Did I feel confident with the session content? • Were there any parts I struggled to explain? • Did I feel learners understood the key messages?	
Learner Engagement • Were learners attentive and interested? • Did learners participate actively in the activities? • Did any learners struggle or need extra support?	
Learner Understanding • What positive reactions did I notice from learners? • Did any learner raise an important question or share something meaningful? • Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes • What went well during this session? • Was there a moment I felt proud of the learners or myself? • Did any learner show improvement or growth?	
Challenges or Areas to Improve • What did not go well? • What difficulties did I face with delivery or learner reactions?	
Suggested Improvements • What will I change next time I deliver this lesson? • What additional support or materials might help?	

Lesson 18: **Understanding Bullying**



Lesson 18:

Understanding Bullying

Be Kind, Stand Up and Treat Others Well

Lesson Overview

Bullying is a common but often overlooked issue in many school settings. It includes repeated behaviour meant to hurt, frighten, or exclude someone, and can be physical, verbal, social, or digital. Bullying affects a child's ability to learn, feel safe, and build positive relationships. This lesson aims to help learners understand what bullying is, how it happens, how it feels, and what they can do to prevent or stop it. Using relatable examples, child-friendly stories, reflective questioning, and practical activities, this lesson:

- Defines bullying and how it is different from normal conflict;
- Helps learners recognise the signs and effects of bullying;
- Encourages kind actions and positive peer support;
- Empowers learners to use safe and respectful strategies when faced with bullying.

Refer to Module 18, pages 78 to 81 in the Heroes in the Making Learner Workbook.

Learning Outcomes

1. Define bullying and explain how it happens.
2. Recognise the emotional impact of bullying on others.
3. Demonstrate safe and respectful ways to respond when they or others are bullied.

Key Messages

- Bullying is never okay. Everyone deserves kindness, respect, and safety.
- It is brave to speak up when you or someone else is being bullied.
- You are never alone – ask for help from a trusted adult.
- Small actions of kindness can stop bullying and build a better school.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Recap and Review of Take-Home Activities from Lesson 17	Remind learners they previously explored how to be a good friend and completed two home activities: the Friendship Flower and Roleplay Friendship Moments. Invite 2–3 learners to share a trait from their flower and how they show it. Write key traits on the board (e.g. kindness, honesty, listening, including others). Ask who practised or acted out a friendship moment at home. Let 1–2 learners share what they said or did. Affirm all responses. Reinforce that friends are kind, fair, and try to make things right. Praise learners for thinking about how their actions affect others. Use the Review Guidance for Lesson 17 to support and validate responses. Emphasise that good friendships grow through kind actions, listening, saying sorry, and helping others feel safe. Link to today's lesson: explain it will focus on bullying—what it is, how it's different from a disagreement, and how to help stop it in school.	Learners present parts of their Friendship Flower, sharing traits like kindness or helpfulness and giving examples of how they show these to others. A few learners talk about a situation they acted out at home and explain how they responded in a kind or respectful way. Others listen and reflect on how they treat their own friends.	4 min
Introduction			
What is Bullying?	Write Bullying on the board. Ask learners if they have heard the word before and what they think it means. Define bullying using examples from p.78 of the workbook. Clarify the difference between bullying and disagreement: - Disagreements happen once or twice, and both people have equal power. - Bullying happens repeatedly, and one person tries to harm or control the other. Give clear examples: - Disagreement – Two children argue over a pencil. - Bullying – One child hides another's books every day and calls them names. Emphasise that bullying is intentional, not okay, and never the victim's fault	Learners share their ideas about bullying. They compare examples of disagreements and bullying. They reflect on how bullying feels and why it is wrong.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
Types and Effects of Bullying	Explain that bullying can happen in different ways—some easy to see (like hitting or name-calling), others harder to notice (like being left out or hurt online). Ask learners to open to page 78 of their workbooks and point to the blue box How Can Bullying Happen? Read each example aloud, pausing after each: Ask learners to open to page 78 of their workbooks. Point to the blue box titled How Can Bullying Happen? Read the list aloud, pausing after each example: • Hitting, pushing, kicking • Taking someone's belongings • Saying hurtful, abusive or unkind words • Name-calling or spreading lies • Not involving others in activities • Making others feel unwelcome • Sending hurtful messages or comments online. As each example is read, ask learners to name the type: physical, verbal, social, or online. Write the four types on the board and match the examples together as a class. Point to the second blue box Bullying Can Make a Person... and read each effect aloud. After each, ask learners how someone might feel in that situation. Write their emotional responses on the board (e.g. scared, sad, lonely, embarrassed). Emphasise that bullying can make children feel unsafe, stop enjoying school, and lose confidence. Conclude by reinforcing that all forms of bullying cause harm—whether physical or emotional—and it is never acceptable.=	Learners listen to the examples from the workbook and help identify whether each one is physical, verbal, social, or online bullying. They raise their hands to match behaviours to the correct category. As the teacher reads the effects of bullying, learners describe how it would feel to be in that situation. They begin to understand the seriousness of bullying and how it affects people emotionally and mentally	8 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Lesson Development			
Responding to Bullying	Ask learners to open to page 79 of their workbooks. Explain that they will learn what to do if bullying happens to them or someone else. Invite two volunteers to read aloud the purple boxes: • What to Do If You Are Being Bullied • What to Do If You See Someone Being Bullied After each section is read, pause and break it down clearly: • If you are being bullied: stay calm, walk away, speak clearly, go to a safe place, and tell a trusted adult. • If you see bullying: do not stay silent—be a kind friend and tell an adult. Reinforce the NO-GO-TELL strategy: • NO – Say no firmly or do not join in. • GO – Walk away to a safe place. • TELL – Report to a teacher, parent, or other trusted adult. • Ask: Why is it important to speak up when bullying happens? Let 2–3 learners respond. • Conclude by affirming that speaking up is brave and helps keep school safe. When you speak up, you are being brave, not a troublemaker. That is how we help make our school safe.	Learners follow along in their workbooks. They listen to the steps and identify ways they can respond safely. Some learners role-play actions like saying no, walking away, or reporting to an adult. Others share their thoughts on why speaking up matters.	9 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Interactive Activity			
Roleplay: Kind-or-Unkind?	Explain to learners that they will practise recognising kind and unkind actions, and how to respond with kindness. Prepare or read aloud 4–5 short scenarios. Use examples such as: • A new learner is sitting alone. • Someone laughs when a classmate makes a mistake. • A learner is always picked last for games. • A child spills their food, and others laugh. After each one, ask the class: • Was that kind or unkind? • What could be done differently? –Invite volunteers or small groups to act out a kinder response. –Ask the rest of the class to give a thumbs up for kind choices. –Encourage them to describe how the kind action might make someone feel. –Highlight the importance of empathy and taking action to support others.	Learners listen to the scenarios and decide if each action is kind or unkind. They offer better responses and explain why they are more caring. Some learners perform roleplays showing the improved behaviour.	8min
Conclusion			
Reflection and Affirmation	Write on the board: How can we make our school kinder? Ask learners to share one thing they will do this week to be kind or help stop bullying. Call on 2–3 learners to respond and acknowledge each idea. Read aloud the REMEMBER message from page 79 of the workbook: Bullying is never good. Everyone deserves kindness and respect. If you see or experience bullying, speak up and tell someone who can help.	Learners reflect quietly on their personal actions. A few share ideas like including others, reporting bullying, or helping someone who is sad. They repeat the key message with the teacher and feel motivated to be part of a kind and safe school.	3 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Take-Home Activity			
The New Kid Story	Introduce the take-home activity, the story called The New Kid, on page 80 of your workbook. It is about a girl named Tamu who is new to school. Some learners do not treat her kindly, but someone helps make things better. Ask learners to read the story and answer the two questions Read the reflection questions aloud to the class: • How did Aisha help make things better? • What would you do if you saw someone being left out? Ask learners to think carefully about the story and write about how they would feel and what they would do in real life. Remind learners to bring their workbook to the next class. Let them know that some of them will be invited to share one answer from the story activity.	Learners take their workbooks home. They read The New Kid story on page 80 and write their responses to the two reflection questions. They bring their workbook back prepared to share one answer in the next lesson.	At home
My Protective Shield	Ask learners to turn to page 81 in their workbooks. Explain that this is the Protective Shield activity. Instruct learners to join the dots to complete the shield shape. Ask them to write inside the shield ways they can protect themselves and others from bullying. Encourage real actions such as: • Speaking up • Telling an adult • Being a kind friend • Walking away • Helping someone who feels left out Invite learners to decorate their shield with colours or drawings that show bravery, kindness, or protection. Remind them to bring the shield back next lesson and be ready to share one thing they wrote or drew	Learners complete the protective shield by connecting the dots and adding words or drawings about how they can stand up against bullying. They decorate their shields creatively and return ready to share one idea during the next class.	At home

Facilitator Notes

Definition of Bullying

Reinforce that bullying is more than just being mean once – it is intentional, repeated, and involves a power imbalance.

Emphasise:

- Bullying is when someone hurts, teases, threatens, excludes, or embarrasses another person on purpose and over time.
- It is done to make someone feel small, scared, or powerless.
- A single disagreement or accidental hurt is not bullying.

Help learners understand what bullying is not:

- A one-time argument or fight between equals.
- Rough play when both children are enjoying it.
- A joke that everyone understands and enjoys equally.
- Accidentally bumping into someone or miscommunication.

Types of Bullying (Refer to Workbook p.78). Use real examples that children may relate to.

- **Physical bullying:** hitting, kicking, tripping, pushing, or taking someone's belongings.
- **Verbal bullying:** teasing, name-calling, threats, or mocking someone's background.
- **Social bullying:** leaving someone out on purpose, spreading rumours, embarrassing others in front of the class.
- **Cyberbullying** means sending messages online, spreading lies on WhatsApp, posting hurtful pictures, or pretending to be someone else to cause harm.

Impact of Bullying. Ask learners how they would feel if someone bullied them. Reinforce:

- Bullying makes others feel sad, anxious, scared, angry, embarrassed, or alone.
- It can cause learners to miss school, stop participating, or lose confidence.

Why Some Children Bully Others. Encourage empathy without excusing harmful behaviour.

Explain that some children:

- May be going through difficulties at home or school.
- Want attention or power over others.
- Do not understand how much they are hurting someone.
- Copy what they see from others, including adults.

Responding to Bullying (Refer to Workbook p.79). Teach practical strategies:

- Be calm and confident – Walk away or speak firmly.
- Say No clearly and go to a safe place.
- Tell a trusted adult – A teacher, parent, or older sibling. Never keep it a secret.
- Use the NO-GO-TELL strategy to stay safe and support others.
- If you see bullying, Do not laugh or join in. Tell an adult. Stand with the person being hurt.

Supporting the Target of Bullying. Emphasise:

- Let them know it is not their fault.
- Listen and believe them.
- Encourage peer support and reporting.

Facilitator Notes

Encouraging Learners to Speak Up. Say: Silence helps bullying continue. You are brave when you speak up – whether for yourself or a classmate.

Celebrate even small examples of courage or honesty. Praise those who share during the lesson.

- Building a Positive Classroom Culture
- Reinforce that the classroom should be a safe and respectful space for everyone.
- Create a Class Kindness Pledge together – something simple and visible.
- Praise learners who help others, include everyone, or resolve conflict kindly.
- Model calm, respectful language. Guide learners to express emotions without shaming.

Review Guidance for Workbook Activities

Take-Home Activity: Workbook p.80 – The New Kid. This story-based reflection activity helps children recognise inclusion, standing up for others, and the power of kindness in friendship. It encourages empathy and safe intervention when someone is being left out.

Reflection Question 1: How did Aisha help make things better? Expected Answers (one bullet): She spoke up to Fahari, told him it is good to be kind to others, invited Tamu to join the game, and sat next to Tamu to make her feel included.

- Emphasis for Teachers: Highlight that Aisha was brave and respectful.
- Reinforce the importance of speaking up kindly and showing inclusion through actions.
- Encourage learners to notice how Aisha stood up without being rude or aggressive.
- Praise learners who noticed both words (Come and play with us) and actions (sitting with Tamu).

Reflection Question 2: What would you do if you saw someone being left out? Expected Answers (one bullet): Invite them to join, say kind words, sit with them, talk to the person who excluded them, tell a teacher or friend, or be a friend yourself..

- Emphasis for Teachers: Affirm all peaceful, inclusive actions.
- Use responses to reinforce proactive kindness (e.g., I would go talk to them vs. just watching).
- Avoid focusing only on reporting—celebrate learners who take peer-level action (e.g., inviting, sitting, sharing).
- Gently guide learners away from passive or silent responses (e.g., I would walk away) by asking: What else could help the person feel better?

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson - Did I follow the lesson steps as planned? - Were my instructions and explanations clear? - Did I manage time effectively? - Was I prepared with all materials?	
Understanding of Content - Did I feel confident with the session content? - Were there any parts I struggled to explain? - Did I feel learners understood the key messages?	
Learner Engagement - Were learners attentive and interested? - Did learners participate actively in the activities? - Did any learners struggle or need extra support?	
Learner Understanding - What positive reactions did I notice from learners? - Did any learner raise an important question or share something meaningful? - Were there any signs of discomfort or misunderstanding?	
Positive Moments or Successes - What went well during this session? - Was there a moment I felt proud of the learners or myself? - Did any learner show improvement or growth?	
Challenges or Areas to Improve - What did not go well? - What difficulties did I face with delivery or learner reactions?	
Suggested Improvements - What will I change next time I deliver this lesson? - What additional support or materials might help?	

Celebratory Lesson: **I Am a Certified Young Hero!**



Celebratory Lesson:

I Am a Certified Young Hero!

Lesson Overview

This final lesson marks the successful completion of the Heroes in the Making workbook. It is a joyful celebration of learners' growth in speaking up, building friendships, staying safe, understanding emotions, and solving problems. The lesson helps children reflect on what they have learned and how they have grown as individuals and classmates. Teachers guide learners through fun, affirming activities, recognise each child with a Certified Young Hero certificate, and reinforce the traits of a HERO: Helpful, Empathetic, Respectful, Observant, and Strong. This lesson encourages pride, confidence, and a commitment to continue being positive role models in their schools and communities.

Learning Outcomes

1. Reflect on what they learned across the full workbook.
2. Identify at least one personal strength they have built during the programme.
3. Celebrate themselves and their peers for completing the workbook.
4. Receive their Certified Young Hero certificate.

Key Messages

- Every learner has done something brave, kind, or caring—this is worth celebrating.
- You are now a **Certified Young Hero**—a role model who helps others and keeps growing.
- Heroes are not perfect—they learn, try again, and support others with empathy and strength.

Lesson Outline

Lesson Segment	Teacher Activities	Learner Activities	Time
Welcome & Opening Circle	Greet learners warmly. Announce that today is a special day to celebrate completing the Heroes in the Making workbook. Play cheerful music or lead the class in a familiar song to begin the celebration.	Learners join the welcome, clap, dance, or sing. They feel excited about the final lesson.	5 min
Reflection Game: My Hero Strength	Ask learners to think about all they have learned—how to speak up, solve problems, make safe choices, and support our friends. Pause to ask: - Which part do you feel proud of? - What do you remember most from our journey? Start a simple game like Hero Circle: pass around a soft object. Ask each learner to say one thing they learned or how they became a stronger hero. Use prompts if needed (e.g. I learned to..., I am now better at...). Reinforce the traits: Helpful, Empathetic, Respectful, Observant, Strong. Reinforce the traits: Helpful, Empathetic, Respectful, Observant, Strong.	Learners take turns sharing one learning or personal strength. Others listen, clap or cheer for each response.	8 min
Hero Salute and Reading of the Certificate	Ask learners to turn to page 82 of their workbook. Announce that it's time to complete the final step of becoming a Certified Young Hero. Instruct learners to neatly write their full name on the certificate. Demonstrate the Hero Salute (e.g. fist to heart and up). Ask everyone to stand and do the Hero Salute together. Guide the class to read the certificate text aloud in unison. End by declaring: You are now a Certified Young Hero! Encourage cheering and celebration.	Learners follow on page 82, listen and write their names on their certificate. They stand up, do the Hero Salute with their workbook open to page 82, and read aloud. They clap for peers and self and show pride in their work.	5 min

Lesson Segment	Teacher Activities	Learner Activities	Time
Final Group Affirmation	Write on the board: I am a HERO—Helpful, Empathetic, Respectful, Observant, and Strong! Read it aloud clearly. Ask learners to repeat it together with energy. Remind them to keep using what they've learned even after this workbook—at school, at home, and in their hearts.	Learners repeat the affirmation together. Some may share how they will continue to be a hero.	5 min
Group Photo	If school policy allows, organise a quick class photo. Ask learners to hold up their workbooks and pose with the Hero Salute.	Learners pose together with workbooks during salute.	
Closing Activity: My Hero Star (Optional if time allows)	Distribute paper star shapes to each learner. Ask them to either draw themselves as a hero or write one word that shows how they have grown. Invite them to hang their stars on a classroom wall or display area.	Learners draw or write on a star shape and proudly display it.	5–10 min (if used)

Facilitator Notes

- This lesson is a powerful moment of closure. Make learners feel special—this is their graduation!
- Prepare the Certified Young Hero certificates from page 82 in advance. Write names clearly or let learners decorate their own.
- Reinforce that everyone is a hero in their own way—some children grew in kindness, others in confidence, or problem-solving.
- Keep the tone joyful, inclusive, and affirming—no tests or comparisons.
- Consider playing soft background music, decorating with stars or balloons, or inviting another teacher to witness the ceremony.
- Take group photos if permitted – children love to remember their hero moment.
- If your school holds assemblies, consider a mini parade or spotlight moment during school-wide events. I had a meeting in the morning hours and then came back to the house over lunch hour. My apologies, I should have informed you.

Teacher Self-Evaluation Table

Evaluation Area and Reflection Prompts	Teacher's Comments
Delivery of the Lesson • Did I follow the lesson steps as planned? • Were my instructions and explanations clear? • Did I manage time effectively? • Was I prepared with all materials?	
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Moving Forward as a Life Skills Educator



Moving Forward as a Life Skills Educator

Dear Teacher,

As you complete this journey through the Heroes in the Making workbook with your learners, we want to take a moment to acknowledge you. Your commitment to creating a safe, respectful, and inclusive classroom has made a real difference. These lessons were not just about worksheets or activities—they were about building trust, affirming learners' voices, and helping children see themselves as capable, brave, and kind.

By walking with your learners through topics like communication, self-esteem, friendship, safety, and coping with emotions, you have planted seeds that will grow far beyond the classroom. You have shown them what it means to listen without judgement, to speak kindly, to respect others, and to believe in themselves.

This is not the end—it is a new beginning.

As you move forward, here are a few ways to keep the spirit of Heroes in the Making alive in your classroom and school:

- Reinforce key messages regularly: Use morning reflections, classroom routines, or quick reminders to revisit the life skills your learners explored.
- Model what you taught: Continue to practise empathy, positive communication, and fairness in your daily interactions. Learners will remember what you did more than what you said.
- Create space for learners' voices: Invite feedback, encourage questions, and celebrate learners' ideas. A listening classroom is a safe classroom.
- Check in on emotional well-being: If a learner seems upset, withdrawn, or anxious, take a moment to ask how they are feeling. A simple Are you okay today? can make a big difference.
- Support each other as teachers: Share successes and challenges with your colleagues. You are not alone—many other teachers are on this same journey.

Your Role Continues

We know it is not always easy. Supporting learners in this way takes patience, creativity, and heart. But every time you pause to listen, praise with kindness, or help a child feel seen, you are making your school a more caring place.

Please take time to reflect on what this experience meant for you. What did you learn about your learners—and yourself? What moments stood out? What would you like to do differently next time?

You might choose to write a simple commitment for yourself as a life skills educator:

As a teacher, I commit to...

(e.g. creating a kinder classroom, listening more, supporting learner safety, being patient when emotions are high)

Thank You

You are part of a growing community of teachers across Kenya who are helping children become the heroes of their own lives—confident, kind, and resilient. Your work matters. It creates ripples of change.

Thank you for your care, your courage, and your commitment.

Let us continue this journey—together.

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Learning Environments that Advance Rights and Nonviolence

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