

HAND IN HAND

Grade 5: Practicing Safe Choices and Respectful Relationships

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HAND IN HAND AT UPENDO PRIMARY SCHOOL

This storybook is about learners in Grade 5 at Upendo Primary School, a school like many others in Kenya.

Our two friends Amina and Brian are now in Grade 5, just like you. Their school, Upendo Primary, is a busy and welcoming place where learners study, play, and grow together.

Upendo Primary has classrooms where learners study together, a playground where they run and play during break time, and shady trees where learners sometimes sit and talk with their friends. Teachers help learners learn new things every day and guide them in treating others with kindness, respect, and care.

Most days at school are happy. Learners learn, laugh, play games, and support one another. But sometimes school life can feel confusing or difficult. Learners may disagree with one another, feel upset, or face situations that do not feel safe or comfortable. At these times, it is important to remember that learners are not alone. Teachers and other trusted adults are there to guide them and help keep the school a safe place for everyone.

The stories in this book show how children can make safe choices, respect others, speak up when something feels wrong, and ask for help when they need it.

MEET AMINA AND BRIAN

In this storybook, you will meet two friends from Grade 5 at Upendo Primary School.

Amina enjoys reading, drawing, and helping others. She likes sitting under the big tree during break time and sharing ideas with her friends. Sometimes she feels shy, but she tries to make good choices even when things feel difficult.

Brian enjoys playing football and making his friends laugh. He likes spending time with his classmates and helping others during games and group activities. Brian is learning when to speak up, when to listen, and when to ask for help when something does not feel right.



You will also meet their classmates and teachers at Upendo Primary School. Together they learn how to make safe choices, respect others, and ask for help when something does not feel right.

OUR STORIES

In the following pages, you will read different stories about Amina, Brian, and their friends at Upendo Primary School. Each story shows situations learners may face at school or in their daily lives.

Sometimes the characters must make a choice. Sometimes they must speak up or ask for help.

After each story, you will see a short lesson that reminds us of the important idea from the story.

As you read, think about:

- What happened in the story
- How the characters felt
- What choices they make
- What would you do in the same situation

Let us begin

STORY 1: THE PRESSURE FROM OTHERS

THE DARE

The school compound was very noisy during break time. But the crowd standing under the big mango tree felt different. Amina watched as her classmates whispered and pointed.

"It is a dare game," Rehema said quickly. "Do something scary, or you are out of the group."

Juma waved Amina over. "Your turn! You have to climb the back fence and jump down. Everyone else did it."

Amina looked at the sharp stones near the fence. She felt worried. She did not want to get hurt.

"I do not want to do that," she said.

"Do not be scared," someone laughed. "If you are our friend, you will do it."

Amina's face felt warm. She wanted to belong, but the pressure felt wrong.

Taking a slow breath, she looked Juma straight in the eye.

"No," she said. "I am not doing it."

For a moment, the group went quiet. A few children whispered mean words, but Amina did not change her mind.



She turned around and walked away. Her legs felt shaky, but she felt brave inside. Nobody stopped her. She found her friend Brian by the swings. She told him exactly what had happened under the mango tree.

“That was brave,” Brian nodded. “Good friends should respect your safe choices anyway.”

Later that afternoon, Amina told her class teacher about the unsafe dare game.

The teacher listened carefully and thanked Amina for speaking up.

“You did the right thing,” her teacher said. “Saying no and walking away keeps you safe. Telling an adult helps us keep everyone else safe, too.”

The teacher later spoke to the learners under the mango tree about dangerous games and unsafe pressure. After that, teachers watched the area more carefully during break time.

Walking home that evening, Amina felt calm and happy. She had not fought with anyone. She had not shouted.

She had simply said no, and that was enough.



Let's Talk About the Story:

1. What pressure did Amina face from the group?
2. What was wrong about the dare the group wanted Amina to do?
3. What good choices did Amina make when she felt pressured?
4. What should a learner do if friends pressure them to do something unsafe?

Big Lessons

- Sometimes people may pressure others to do unsafe things so they can fit in or belong.
- It is okay to say no to something that feels unsafe or wrong.
- Walking away and talking to a trusted adult are safe and brave choices.
- Real friends respect safe choices and do not force others to do harmful things.

STORY 2: PROBLEMS ARE NORMAL, VIOLENCE IS NOT

The Broken Ruler

Brian was packing his school bag at the end of the day. Suddenly, he heard a loud snap.

"Oh no," Bahati said. "My ruler is broken!"

Brian looked down at the floor. The ruler was broken into two pieces. Bahati quickly picked up the broken ruler and looked at Brian angrily.

"You stepped on my ruler," Bahati shouted. "You did it on purpose!"

"I did not do it on purpose," Brian said quickly. "I did not see it on the floor."

Bahati felt very angry.

"You always destroy my things!" he shouted.

Other learners stopped packing and looked at the two boys.

Brian felt his heart beating very fast. He wanted to shout back at Bahati. But he remembered what they had learned in class. Problems can be solved without shouting, fighting, or hurting others.

"Let us talk calmly," Brian said. "It was an accident."



Bahati made his hands into fists. For a moment, Brian thought Bahati was going to push him.

“Stop,” Amina said. She was standing nearby. “Do not fight. We can solve this disagreement without shouting or fighting.”

Bahati took a slow breath. He started to calm down.

“I am just very angry,” Bahati said quietly. “That ruler was new.”

Brian answered, “I am sorry, Bahati. I did not mean to break your new ruler. I will help you get another one.”

Bahati listened quietly and slowly relaxed his hands.

Their teacher was watching them from her desk. She walked closer to the children.

“Thank you for stopping and talking calmly,” the teacher said. “Being angry does not mean we should push or hurt others. You solved the disagreement peacefully.”

As they walked out of the school gate together, Brian felt better. The problem was real, but nobody got hurt.

Disagreements can be solved without fighting or hurting others.



Let's Talk About the Story:

1. What problem happened between Brian and Bahati?
2. How could the situation have become harmful?
3. What choices helped Brian and Bahati solve the problem peacefully?
4. What lesson can we learn from the way they solved their disagreement?

Big Lessons

- Problems and disagreements can be solved without fighting.
- Staying calm helps people make wise choices.
- Listening and speaking respectfully can help solve problems.
- Peaceful solutions help people maintain good relationships.

STORY 3: CHOOSING TO HELP SAFELY

Real Heroes Ask For Help

During break time, Amina and Brian saw Heri pushing and teasing Nuru near the water taps. Heri was a bigger boy in an older class. He had taken Nuru's exercise book and was laughing at him. He held the book high up in the air so Nuru could not reach it. Then he pushed him. Their schoolmates gathered around them. Some began to laugh. Nuru looked very small and afraid.

Brian felt very angry. He wanted to fight Heri for hurting Nuru. He made his hands into fists.
But Amina stopped him quickly.

"Wait!" Amina said. "Do not do that. If you fight him, you will make the situation worse."

Amina thought about the safest way to help. The two friends did not join the shouting. Instead, they ran quickly to find the teacher on duty.

The teacher came quickly to help. She stopped Heri and gave the exercise book back to Nuru.

Then, she spoke firmly to Heri. "Using your strength to scare and push younger children is wrong," the teacher said.

"School should be safe for everyone."



The teacher reminded the learners to choose safe ways to help when someone is getting hurt. She explained that children should not join fights or try to stop dangerous situations by using force themselves.

Instead, asking trusted adults, like teachers or parents, for help can keep everyone safe.

Later that afternoon, Amina and Brian went to talk to Nuru. Nuru still looked upset, but he thanked them for helping him.

Brian realised that helping safely was better than joining the fight. By getting a teacher, he had helped keep everyone safe.

He learned that real heroes do not use their fists. They ask trusted adults for help.

Let's Talk About the Story:

1. What happened to Nuru in the story?
2. Why was Heri's behaviour harmful?
3. How did Amina and Brian show care and responsibility when they helped Nuru?
4. What should learners do if they see someone being treated unfairly or harmed?

Big Lessons

- Good friends and classmates do not ignore someone who is being hurt.
- Helping safely is better than rushing into danger.
- Trusted adults can help stop harmful situations.
- Responsible choices help keep everyone safe.

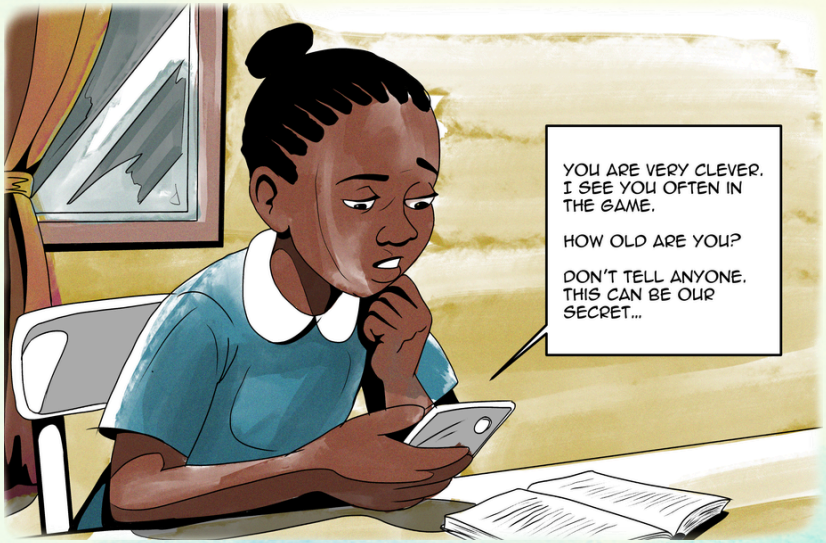
STORY 4: BEING KIND AND SAFE ONLINE

THE SECRET MESSAGE

One afternoon, Amina was at home. She was using her aunt's phone to play a school game. While she was playing, a message appeared on the screen. The message came from someone Amina did not know. The message said: You are very good at this game. How old are you? Maybe we can become special friends.

Amina felt worried. This message did not sound like a message from her classmates.

She remembered what her teacher had taught them. Never talk to strangers on the phone, tablet or computer.



Then another message appeared on the screen. It said: "Do not tell your aunt or your teacher about our messages. This can be our secret."

Amina's heart started beating very fast. She knew something was wrong because the stranger asked how old she was and wanted her to keep secrets from adults.

Amina did not reply to the stranger. She did not type anything back. Instead, she walked to her aunt and showed her the messages. She told her that the messages made her feel afraid.

Her aunt thanked Amina for speaking up. “You did the right thing by telling me,” her aunt said.

Then, her aunt blocked the stranger's number to make sure the stranger could not send any more messages. She also reminded Amina never to reply to strangers asking unsafe questions online.

The next day, Amina also told her teacher what had happened. Her teacher talked to the whole class about staying safe when using phones, tablets, or computers.

The teacher said, “Sometimes, bad people use messages, calls, or games to trick children or ask unsafe questions. Nobody should ask children to keep secrets from adults. Nobody should ask where you live, how old you are, or where you go to school. If this happens, do not reply. Tell a trusted adult right away.”

The school later shared online safety reminders with learners and parents so more children could stay safe when using phones, tablets, and computers.

Amina felt proud that she had told trusted adults.

She learned that staying safe on phones, tablets, and computers means not replying to strangers. It also means telling a trusted adult about unsafe messages.



Let's Talk About the Story

1. What happened when Amina received the messages?
2. What warning signs showed that the messages were unsafe?
3. How did Amina show wisdom and responsibility when she responded?
4. What should learners do if they receive messages that make them feel uncomfortable or unsafe?

Big Lessons

- Some online messages may not be safe, even if they seem friendly at first.
- Requests for secrets or personal information can be warning signs.
- It is wise to stop, think, and seek help when something feels wrong online.
- Trusted adults can help keep learners safe online

STORY 5: ASKING FOR HELP QUICKLY

RUNNING FOR HELP

It was almost lunchtime. The school compound was very noisy with laughter and running children. Brian was walking past the classrooms. Suddenly, he heard loud shouting near the school store. He turned to look.

Two older boys were shouting angrily at each other near the school store. One boy pointed his finger close to the other boy's face and called him rude names.

"You always want to start trouble!" he shouted.

The second boy shouted back angrily. Then the two boys started pushing each other. As they struggled, one boy bumped into a pile of boxes beside the school store. A big box fell onto the ground with a loud bang!

Other learners quickly gathered around them. Some looked frightened and moved away. Brian stopped. He froze. His heart started beating very fast. He did not know what to do. For a moment, Brian thought about walking away. He wanted to pretend that he had not seen anything.

Then, Brian remembered what they had learned in class. When you see or hear that someone is in danger, you should quickly get help from trusted adults.

"This is not safe," Brian thought to himself. "I need to get help right now."

Brian did not wait. He ran straight to the staffroom. He knocked on the door and spoke loudly.

“Teacher, please come quickly," Brian said. "There is a fight near the school store.”

The teacher did not waste time asking many questions. She stood up right away and followed Brian outside. Two other teachers ran out to join her.

The teachers found the two boys still shouting and pushing each other near the school store. They quickly separated the boys and moved the other learners away from the area. One teacher spoke calmly to the boys and helped them calm down. Another teacher checked that nobody was hurt.

Soon, the shouting stopped, and the boys became calm again.

The teachers spoke to the two boys about their behaviour and reminded them that fighting and pushing can hurt people. They also helped the boys talk about the problem peacefully.

Later that afternoon, the teacher spoke to Brian’s class.

“Brian did the right thing today,” the teacher said. “He did not wait. He did not try to stop the fight by himself. He ran to ask for help quickly.”

Brian felt proud of himself. He knew that getting help quickly had helped keep everyone safe.



Let's Talk About The Story

1. What happened when Brian saw the fight near the school store?
2. What warning signs showed that the situation could become dangerous?
3. How did Brian show responsibility when he responded to the situation?
4. Why is it important to seek help quickly when someone may be in danger?

Big Lessons

- Warning signs should not be ignored.
- Getting help quickly can prevent someone from being hurt.
- Seeking help is a responsible and courageous choice.
- Trusted adults can help keep people safe.

STORY 6: TELLING TO STAY SAFE

THE WHISTLE THAT WOULD NOT STAY QUIET

Amina knew that children should tell trusted adults when something feels unsafe or dangerous. But speaking up was not always easy.

One afternoon, Amina and her classmates stayed late in the computer room. They wanted to finish their schoolwork. The room was very quiet.

Suddenly, the door opened. Jabari walked inside. He was a bigger boy in an older class.

“Amina!” Jabari said firmly. “Come with me to the store room. I need your help to carry some heavy boxes.”

Amina did not want to go.

Jabari stepped closer to her and spoke very quietly. “It will only take one minute," Jabari said. "Do not tell anyone that I asked you to come. If you tell, we will both get into big trouble.”

Amina felt a sick feeling in her stomach. She felt very afraid. Jabari wanted her to leave her friends and go with him to a quiet store room where no other learners were nearby. He also wanted her to keep it a secret.

This felt very wrong. Her heart started beating very fast.

One of Amina's classmates saw that Amina was scared. “We still need to finish our schoolwork first,” the classmate said loudly.

Jabari looked angry. He said some mean words and walked out of the room.

That evening at home, Amina still felt worried about what had happened. She kept thinking about Jabari asking her to keep a secret and go with him alone. It still made her feel scared and worried.

Then, she looked out into the compound. She saw her little brother playing in the dirt. He was blowing a bright plastic whistle as loud as he could.

“Peeeeeeep!”

As Amina listened to the whistle, she understood something important. People blow whistles when something is wrong, and they need help.

Jabari had asked her to keep a secret, but bad secrets about unsafe situations should always be told to trusted adults.



The next morning, Amina walked straight to her class teacher.

“Teacher, I need help,” Amina said quietly. “Something happened yesterday. It made me feel very scared and worried.”

The teacher listened calmly.

“You did the right thing by telling me,” the teacher said. “Children must always tell adults when something feels scary, wrong, or dangerous.”

Later that day, the teacher spoke to the school leaders about what had happened.

They spoke firmly to Jabari and explained that asking younger learners to go alone with him and keep secrets was wrong and unsafe behaviour. The teachers also reminded older learners about school safety rules and made sure learners were supervised more carefully after class.

At home time, Brian asked Amina if she had been scared to speak to the teacher.

“Yes,” Amina said. “I was scared. But keeping the secret inside felt even worse. Telling the teacher was like blowing a whistle to get help.”

By speaking up, Amina helped trusted adults protect her and other learners. She realised that asking for help is a brave and safe choice.

Let’s Talk About it

1. **What did Jabari say or do that made Amina feel worried?**
2. **What was wrong about Jabari's request?**
3. **How did Amina show wisdom and courage when she responded?**
4. **Why is it important to tell a trusted adult when something feels wrong or unsafe?**

Big Lessons

- **Secrets that make a learner feel worried, uncomfortable, or unsafe should not be kept.**
- **If something feels wrong or unsafe, it is important to speak up.**
- **Telling a trusted adult can help keep people safe.**
- **Asking for help is a wise and responsible choice.**

STORY 7: HELPING A FRIEND

THE LONG WALK HOME

Neema began to walk home. Usually, they walked home with a large, noisy group of learners. But today, the narrow road behind the school compound was very quiet.

Amina noticed that Neema was walking very slowly. Neema kept pulling at the sleeves of her sweater and looking behind her again and again.

"Can we stop for one minute?" Neema whispered.

Amina could see that her friend was very worried. "What is wrong?" Amina asked gently.



Neema waited for a moment before speaking.

"Some bigger boys wait near the maize field after school," she said quietly. "They shout mean words at me. Last week, they blocked the path and laughed when I tried to pass. Now I feel scared to walk there."

Amina felt worried for her friend. She remembered what they had learned in class. Good friends listen calmly and help each other get support from trusted adults.

She did not interrupt Neema or ask too many questions. She wanted her friend to feel safe and supported.

“I am happy you told me,” Amina said gently. “That is not okay. You should not feel scared when walking home from school.”

Amina knew they should not try to confront the bigger boys by themselves. “Let us use the main road today instead,” she said. “There are more people there.”

The two girls turned back. They went and used the main road instead. The main road had many learners and grown-ups walking on it. The two girls turned back and walked along the main road instead. Many learners and grown-ups were using the road, and the girls felt much safer.

The next morning, Amina went with Neema to speak to the teacher on duty. The teacher listened carefully and thanked both girls for speaking up. “You did the right thing by telling an adult,” the teacher said. “Blocking paths, frightening younger learners, and shouting hurtful words are wrong.”

The teacher reported the problem to the school leaders. After that, teachers began watching the path near the maize field more carefully after school. They also spoke to the bigger boys about their unsafe behaviour and warned them not to frighten or block other learners again.

That afternoon, more learners felt safe walking near the maize field again. Teachers were standing nearby and watching the path carefully. The bigger boys were no longer blocking the road.

Neema walked calmly beside Amina. She did not look over her shoulder anymore.

Amina realised that helping a friend does not mean acting like a superhero. It means listening, believing your friend, helping them stay safe, and telling a trusted adult when something is wrong.

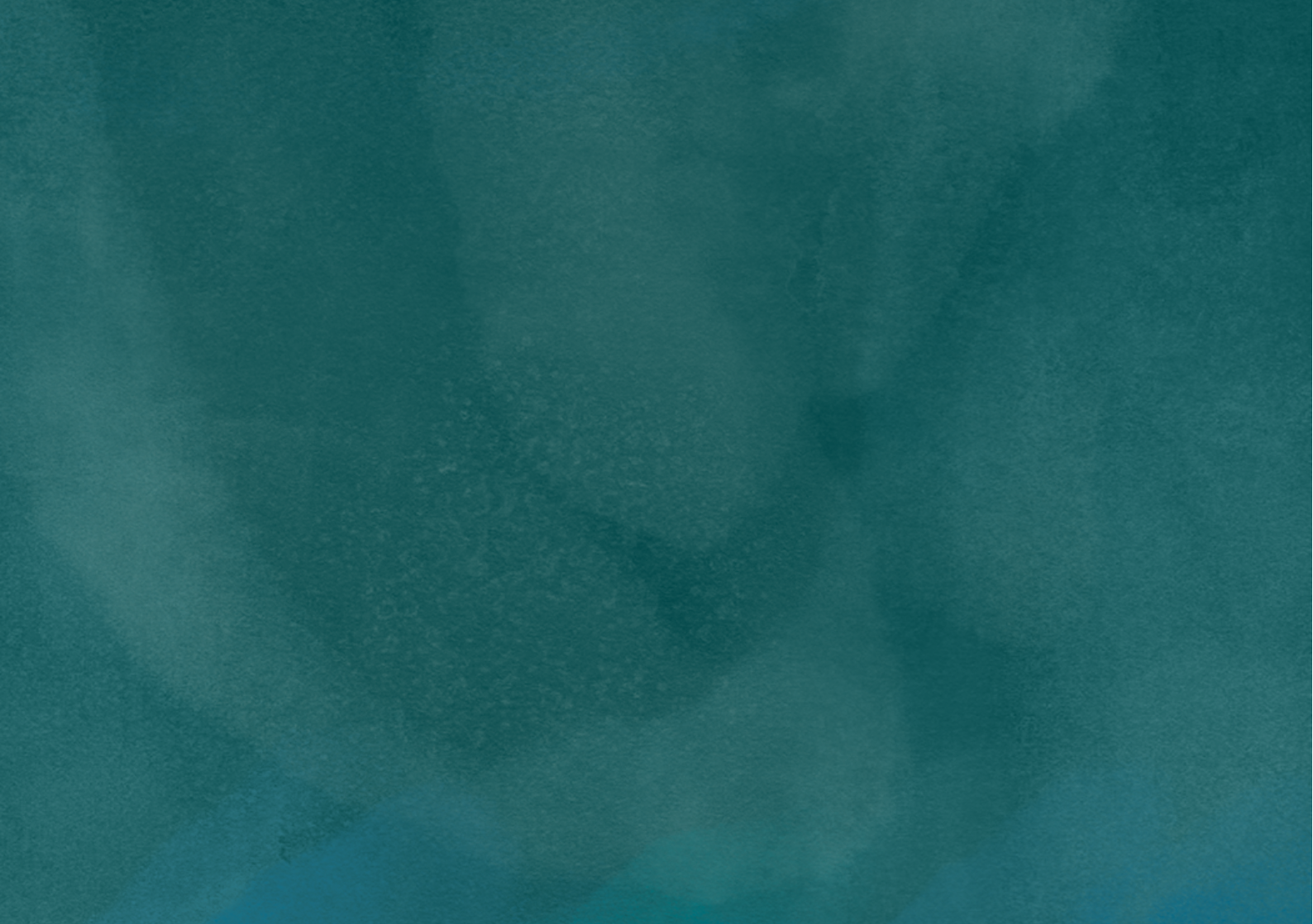
When friends stand together and seek help, things can change for the better.

Let's Talk About the Story

1. What problem did Neema share with Amina?
2. Why was the situation worrying for Neema?
3. How did Amina show care and responsibility when helping her friend?
4. Why is it important to help a friend seek support when a problem is serious?

Big Lessons

- Good friends listen and take each other's concerns seriously.
- Serious problems should not be handled by children alone.
- Helping a friend sometimes means helping them seek adult support.
- Caring actions can help others feel safe and supported.



THE END

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