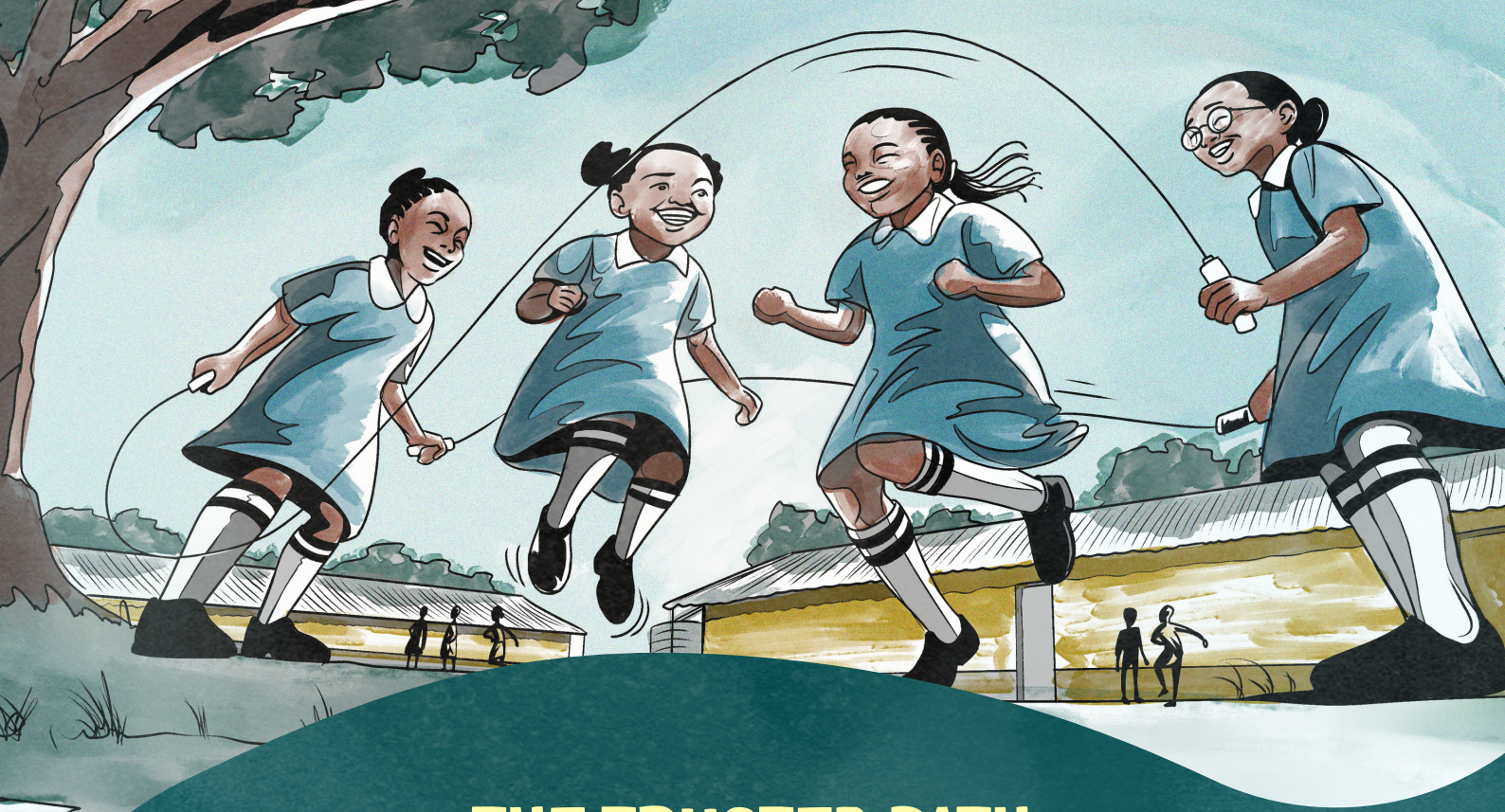


THE TRUSTED PATH

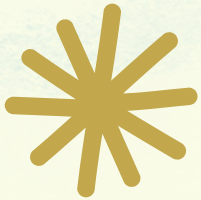
Grade 6: Applying Safe Choices for My Safety and the Safety of Others

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WELCOME TO UPENDO PRIMARY SCHOOL



This storybook is about learners in Grade 6 at Upendo Primary School, a school like many others in Kenya. Our two friends Amina and Brian are now in Grade 6, just like you. Over the past few years, they have learned important lessons about kindness, safety, respect, and speaking up when something is not right. As older learners, they are also learning that their choices can influence others and help make their school a safe and caring place.

Upendo Primary is a busy and friendly place where learners study together in classrooms, play on the playground during break time, and sometimes sit under shady trees to talk with friends. Teachers guide learners every day and help them grow in knowledge, wisdom, and good character.

Most days at school are happy. Learners learn new things, play games, and enjoy spending time together. But sometimes school life can still feel confusing or difficult. Learners may face pressure, disagreements with friends, or situations that do not feel safe or fair.

As Grade 6 learners, Amina and Brian are beginning to understand that being older in the school also brings responsibility. Younger learners often watch their example. The choices they make can help others feel included, respected, and safe.

These stories show how learners can recognise problems early, make wise choices, treat others with kindness, and seek help from trusted adults when something is not right.

MEET THE MAIN CHARACTERS

In this storybook, you will once again meet our friends Amina and Brian from Upendo Primary School.

Amina enjoys reading, drawing, and helping others. Over the years, she has become more confident about speaking up when something feels unfair or unsafe. She tries to treat everyone with kindness and to make sure that younger learners feel welcome and included.

Brian still enjoys football and making his friends laugh. As he grows older, he is learning that being a leader is not about being the strongest or the loudest. It is about making wise choices, standing up for what is right, and helping others feel safe.



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

OUR STORIES

You will read different stories about Amina, Brian, and their friends at Upendo Primary School. Each story shows situations that learners may face at school, online, or in their daily lives.

Sometimes the characters must think carefully before making a choice. Sometimes they must say no, help a friend, or ask a trusted adult for help. Sometimes they learn that being a good leader means choosing kindness, fairness, and responsibility. 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 did they make
- What would you do in the same situation

Let us begin.

STORY 1: WHAT PUTS LEARNERS AT RISK

THE SHORTCUT

The midday sun was very hot at Upendo Primary School. The bell rang for the lunch break. Brian put his geometry set into his bag.

Baraka leaned over and whispered quietly, "Let us take the back path to the canteen today." He pointed toward the old storage rooms. "It is shorter, and we will be first in line for lunch."

"I am not sure, Baraka," Brian said. "The Deputy Headteacher said in assembly that the back path is dangerous. Students are not allowed to go there."



Baraka looked at Brian and laughed. "It is just a shortcut, Brian. Do not act scared," Baraka said. He started walking towards the old storage rooms.

Brian did not want his friend to laugh at him. So, he followed Baraka.

They walked behind the old storage rooms. As they moved further away from the playground, the happy sounds of schoolmates playing slowly faded away.

The area became quiet. There were no teachers nearby and no other students around.

Ahead of them, two older boys were leaning against the wire fence. Brian did not know them. As Brian and Baraka walked closer, one of the boys stepped forward and blocked the path.

"Hey, Grade 6 boys," the tall one said. He looked at them closely. "What do you have in your bags? Do you have money?"

Brian felt uncomfortable and unsafe. He knew this was a trap. He looked at Baraka, and Baraka looked very scared too. Brian remembered what the teacher had explained during the safety lesson: If a place feels unsafe, leave quickly! Brian did not answer the older boy. Instead, he grabbed Baraka's arm tightly. "Let us go. Now!"

They did not run, but they walked away very fast until they reached the school's main football field. Once they were back on the open field, they felt safe again.

Baraka wiped the sweat from his face and whispered, "That was close!"

"It is not just about those big boys," Brian said. "We followed the unsafe path because we did not want to look scared. Being in a place where no one can see us or help us can be dangerous. We should tell a trusted adult about this."

Later that afternoon, Brian went and told his class teacher what happened. He did not want to get Baraka into trouble. He reported it because that shortcut was dangerous for all children. The teacher thanked Brian for speaking up and reported the problem to the Deputy Headteacher. After that, teachers began checking the area more often during break time to help keep learners safe.

When the school day ended, Baraka turned to Brian. "Thank you for pulling me away from there. I now see that the fastest path is not always the safest path."

Brian nodded. "Making smart choices does not mean you are a coward, Baraka. It means you are making wise choices to stay safe."

Think About the Story:

1. Why did Brian choose to follow Baraka at first?
2. What warning signs helped Brian see that the path was unsafe?
3. What good choices did Brian make after he recognised the danger?
4. What can learners learn from Brian's experience when faced with pressure or an unsafe situation?

Smart Lessons

- Peer pressure can sometimes make learners do unsafe things just to fit in.
- Noticing warning signs early helps learners make safer choices.
- Making wise and responsible choices helps learners stay safe.
- Moving away from danger and telling a trusted adult are safe and responsible actions

STORY 2: WHEN OLDER OR STRONGER PEOPLE HELP OR HURT

Amina and the Skipping Rope

The afternoon sun was going down over the Upendo Primary School yard. Amina was walking with her classmates. She felt very proud to be a big student in Grade 6. Near the corner of the Grade 2 classrooms, two small girls were skipping rope. They were laughing and very happy.

One of Amina's friends, named Pendo, stopped walking.

"Hey!" Pendo called out in a loud, sharp voice. "That is the school rope. We are in Grade 6, and we need it for our practice now!"

Pendo expected the younger girls from Grade 2 to obey her because she was older. The two younger girls stopped jumping. One of them held the wooden handle of the rope tightly. She looked down at her dusty shoes, and her face became very sad. Pendo took the rope and gave it to the other Grade 6 girls.

The younger girls from Grade 2 did not fight back. They walked away slowly because they were afraid of the bigger, older girls. They were afraid to argue with the older girls.

Amina felt worried for the younger girls. She remembered how scary the playground felt when older students were mean.

"Wait a minute!" Amina said. She stepped into the middle of the circle. She stood next to the younger Grade 2 girls so they would not feel alone.



Pendo turned around, very surprised. "What? We are just taking our turn, Amina. We are older, so we have more right to use it than they do."

Amina looked at the younger girls, then she looked back at her friend Pendo. "Being older does not give us the right to take things from younger learners."

Everyone was quiet for a moment.

Amina turned to the younger girls and spoke in a soft, kind voice. "How many more jumps did you want to do?"

"Just two more rounds," one small girl whispered.

"Okay," Amina smiled. She gently handed the rope back to the younger girls. "Finish your rounds. After that, how about we all play and jump together?" Amina said.

Pendo looked at the younger girls. "Okay", she said.

The younger girls became very happy. They finished their turns with a lot of energy. Soon, the big Grade 6 girls and the Grade 2 girls were jumping together and laughing.

When the school bell rang, Amina realised something important. Her real strength did not come from being tall or being in a big class. It came from her choice to be fair to others. Being the oldest student in school does not mean being a bad boss. It means being the person who makes everyone feel safe.

Think About the Story:

1. How did Pendo treat the younger Grade 2 girls at the start of the story?
2. Why do you think the younger girls felt afraid and upset?
3. What choices did Amina make to help the younger learners feel safe and included?
4. What can learners learn from Amina's example when they see someone being treated unfairly?

Smart Lessons

- Older learners should help younger learners feel safe and included.
- Leaving others out or treating them unfairly is wrong.
- True leadership means showing fairness, kindness, and responsibility.
- Trusted adults can help when learners are being treated unfairly or hurt by others.

STORY 3: PRESSURE AND SAYING NO

Amina and the Group Work Deal

On Thursday afternoon, the Grade 6 class was doing a big Social Studies project.

The teacher told the class, "Remember, working together means everyone must do their part. I want to see each student's own work."

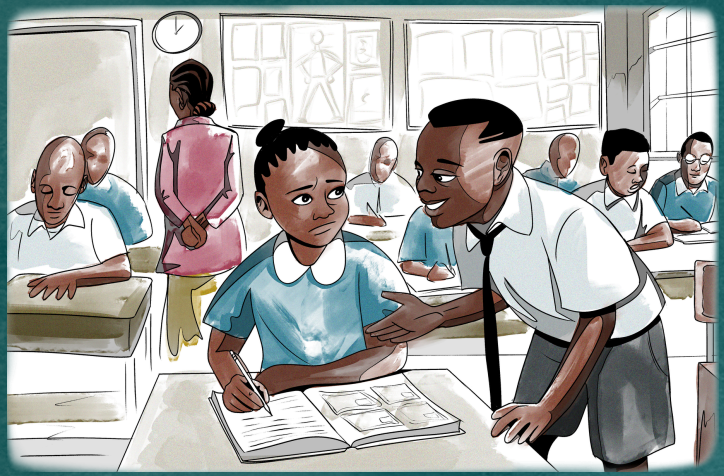
Amina's group was halfway finished. Amina had already drawn her pictures very neatly. Across the desk, Baraka tapped his pen up and down. He looked bored. He had not written a single word on his paper.

Baraka leaned in close and whispered quietly so the teacher could not hear. "Amina, you are very good at drawing. Just write my name on your work. I will help you with your Math homework next week."

Amina stopped writing. "But the teacher told us clearly, Baraka. We must each do our own work."

Baraka stopped smiling. "Do not be like that. The teacher has many papers to mark. She will not see it. Besides," he said, looking mean, "if you refuse to help me, do not sit with us at lunchtime anymore."

Amina felt worried. She was not just worried about the schoolwork. She was afraid of losing her friends at lunch.



But then she looked at her neat, coloured drawings, and at Baraka's empty paper.

"No," Amina said. Her voice was quiet, but she was strong. "I am not happy with that. I can explain the work to you so you can understand, but I will not put your name on my drawings."

"Why are you making this a big problem?" Baraka said angrily.

Amina did not fight or argue. She just pulled her book closer and continued with her work.

After a few minutes, Baraka looked around the classroom. He saw that the other learners were busy doing their own work. Slowly, he opened his exercise book and started working on his own drawing.

When the school bell rang, Baraka looked at Amina and said quietly, "I should not have tried to force you."

Amina said, "Friends should respect each other's choices."

Amina felt proud of herself. She realised that real friends should not pressure others to break rules. She had not shouted or fought. She had simply said no.

And saying no was enough.

Think About the Story:

1. How did Baraka try to force or pressure Amina in the story?
2. What was wrong about the choice Baraka wanted Amina to make?
3. What good choices did Amina make when she was under pressure?
4. What can learners learn from Amina's experience when they are pressured to do something wrong?

Smart Lessons

- Sometimes friends or classmates will pressure us to do things that are unfair or against school rules.
- Recognising bad pressure helps learners make safe and honest choices.
- Saying "no" in a calm way and standing by the right choice helps us stay safe and responsible.

STORY 4: SEEKING HELP EARLY

THE DAY BRIAN SPOKE UP

Brian liked being a leader in his class. One day, the teacher asked students to help carry heavy boxes of textbooks back to the old storage room. Brian was the first person to volunteer.

An older student from Grade 7 was also helping to move books that afternoon. The school compound was very quiet because most of the other students were far away on the sports field for PE lessons.

As Brian carried the books towards the storage room, he noticed the older Grade 7 boy standing behind the building with a younger boy from Grade 4. The younger boy looked frightened and kept staring at the ground.



Brian slowed down when he saw the older Grade 7 boy opening the younger boy's school bag and searching through it.

"Please give it back," the Grade 4 boy said quietly.

The older learner looked angry. "Stay quiet," he said harshly. "And do not tell anyone about this."

The younger boy tried to walk away, but the Grade 7 boy stepped in front of him.

Just then, the older boy looked up and noticed Brian watching them.

"What are you looking at?" the older boy asked sharply.

Brian felt worried and uncomfortable. There were no teachers nearby, and the younger learner looked scared. Brian remembered what the teacher had explained during the safety lesson: When something feels wrong, do not try to handle it alone. Move away and tell a trusted adult.

Brian knew he could not handle the situation by himself. The older Grade 7 boy was bigger and stronger than him. He did not shout or argue with the older boy. Instead, he waited until the older boy looked back into the Grade 4 boy's bag. Then Brian quickly hurried away and ran straight to the staffroom. He did not wait until later. He told his class teacher exactly what he had seen and why he was worried about the younger learner.

The teacher listened carefully and thanked Brian for speaking up. "You did exactly the right thing, Brian," the teacher said. "Asking for help early helps keep learners safe."

The teacher went with another teacher to check on the Grade 4 boy immediately. They spoke to him gently and made sure he was safe. They also spoke to the older Grade 7 boy about his behaviour and the school rules. The older boy was warned not to frighten or mistreat younger students again. After that, teachers checked the area near the storage room more often to help keep students safe.

Brian walked back to the sports field feeling proud of himself. He realised that asking for help from a trusted adult was a smart and safe choice. By speaking up early, he had helped protect another schoolmate from harm.

Think about the story

1. What warning signs helped Brian realise that the situation was unsafe?
2. Why was Brian concerned about the younger learner?
3. What responsible action did Brian take when he recognised the problem?
4. What can learners learn from Brian's experience about seeking help when someone may be unsafe?

Smart Lessons

- Warning signs should not be ignored.
- Asking for help early can stop bad things from becoming more serious.
- Trusted adults help protect learners and keep them safe.

STORY 5: GIVING ADVICE AND SUPPORTING FRIENDS SAFELY

THE RIGHT THING TO DO

During the long school break, the Upendo Primary School yard was full of learners in their blue and green uniforms. Some learners were playing football near the field, while others sat under the trees, eating lunch and talking with friends.

Amina and her best friend, Neema, found a quiet place to sit under the shade of a large acacia tree.

Neema was pushing her food around, looking very worried. "Amina," she whispered quietly, "something scary is happening. Someone keeps following me when I walk home after school. They say things that make me feel scared."

Amina felt worried for her friend, but she stayed calm. She put her hand on Neema's arm and just listened. She let Neema speak without stopping her or telling her what to do.

"That sounds really scary, Neema," Amina said softly. "I am very glad you told me."

Neema's eyes filled with tears. "Promise you will not tell anyone? I do not want to cause trouble or make that person angry."

Amina thought carefully. She knew that keeping dangerous secrets would not help her friend stay safe.

"I promise I will not tell other learners or spread it as gossip," Amina said seriously. "But Neema, this problem is too serious for us to handle alone. We need help from a trusted adult."

Neema looked nervous. "What if the problem gets worse?"

Amina replied softly, "What if the problem stops because we told the right person?"

The two girls walked together to the school counsellor's office. Amina stayed beside Neema the whole time. When they reached the office, Amina sat quietly next to her friend while Neema explained what had been happening. The school counsellor listened carefully and thanked Neema for speaking up.

A week later, the teachers and school leaders had spoken to the person and helped make sure Neema felt safe again. Neema looked much happier and no longer seemed worried when walking around school.

"Thank you," Neema said to Amina. "I used to think being a good friend meant keeping dangerous secrets. Now I know a good friend helps someone find safety and support."



Think about the story

1. How did Amina help Neema feel supported when she shared her problem?
2. Why did Amina realise that Neema needed help from a trusted adult?
3. What good choices did Amina make to help her friend stay safe?
4. What can learners learn from Amina's example about supporting friends safely?

Smart Lessons

- Caring friends listen, support each other, and help each other make safe choices.
- Serious and dangerous problems should not be handled by children alone.
- Trusted adults help protect learners and respond to serious problems safely.
- Being a wise friend means helping your friend get safe support from adults.

STORY 6: STAYING SAFE AND KIND ONLINE

THE MESSAGE THAT DIDN'T FEEL RIGHT

Amina was in the school computer room finishing her schoolwork. Suddenly, a small message popped up on the corner of the computer screen. It was from a boy she knew from a school near theirs. At first, the message seemed normal.

"Hey, how is your schoolwork going? Your school is very lucky to have new computers."

Amina sent a short, polite reply and then shut down the computer.



That evening, Amina was using her aunt's phone to look up information for a Science lesson. She saw another message from the same boy.

But this time, the words were different and strange.

"You are very pretty," the message said. "Can you send me a photo of yourself right now? Send it just for me. Do not tell your aunt or your teachers, okay? Let us keep this as our secret chat."

Amina immediately realised the messages were not safe. Asking for a private photo and telling her to keep it a secret were big warning signs.

Amina did not reply to the boy, and she did not delete the message. Instead, she took a deep breath. She pressed the power button and the volume button on the phone at the same time. She saved the messages so she could show them to a trusted adult.

The next morning, she walked straight to her class teacher."Teacher, I received these messages on the phone. They made me feel very uncomfortable. I want you to see them."

The teacher was very glad. "Amina, you did a great job. By saving the screenshot and coming to me, you have shown us exactly what happened. You used the phone in the right way to protect yourself."

The leaders of Amina's school spoke to the leaders of the neighbouring school. The boy was spoken to seriously about his unsafe behaviour and warned not to send messages like that again. The teachers also checked on Amina and reminded her that she had done the right thing by speaking up early.

After that, the messages stopped.

Amina felt very happy and free of worry. She had used her phone with a smart Grade 6 mind: See the warning signs, save the proof, and tell a trusted adult.

Think About the Story:

1. What warning signs helped Amina realise that the messages were unsafe?
2. What was wrong about the person's request?
3. What safe choices did Amina make when she received the messages?
4. What can learners learn from Amina's experience about staying safe online?

Smart Lessons

- Pressure, secrets, and uncomfortable messages can be warning signs when using phones or computers.
- Hurtful or dangerous secrets online must never be kept.
- Trusted adults help protect learners from unsafe online behaviour.
- Smart choices online help keep everyone safer.

THE END

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