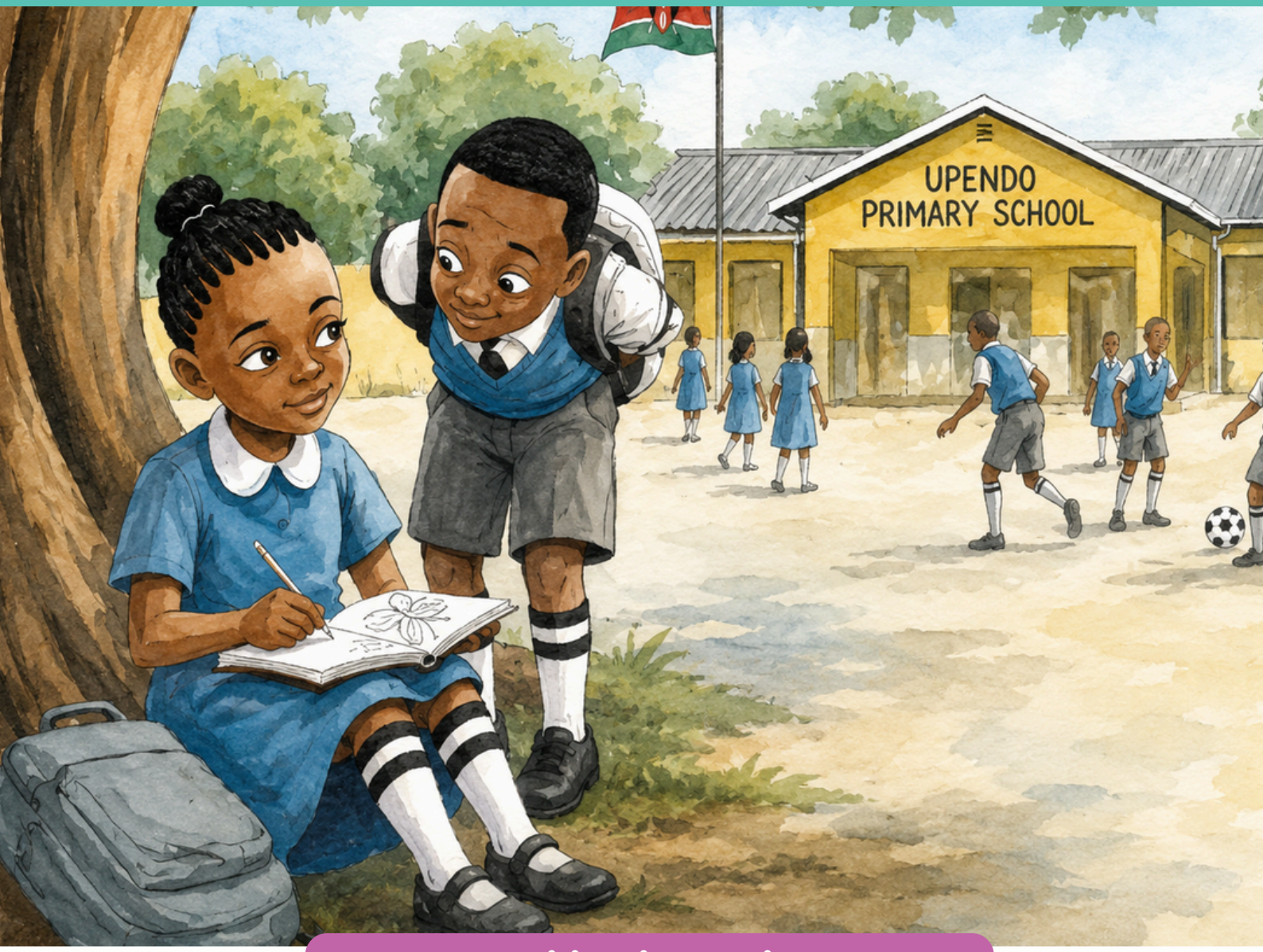
Grade 4

Foundation For Safety and Respectful Relationships

Learner Safety and Wellbeing Resource



Facilitation Guide

YOU SHALL BE MY WITNESSES
K.C.C.B

Evidence & BEYOND
Evidence Informed Actions

Foundation For Safety and Respectful Relationships

Grade 4: Learner Safety and Well-Being Resources

Foreword

The Basic Education Act (2013), particularly Section 27, affirms the role of School Sponsors in supporting the provision of holistic education, including the spiritual, moral, social, and cultural development of learners. This is reinforced by the Constitution of Kenya (2010), Article 53, which guarantees every child the right to protection from abuse, neglect, and all forms of violence. The Children Act (2022) emphasises that the best interests of the child are a primary consideration in all matters concerning children.

The Kenyan Government, through the Ministry of Education, is implementing the Competency-Based Education (CBE), which emphasises the acquisition of core competencies, values, and the integration of Pertinent and Contemporary Issues (PCIs). These include child protection, safety, and responsible citizenship, all of which are critical to the learner's holistic development.

In this regard, the Kenya Conference of Catholic Bishops (KCCB), through the Commission for Education and Religious Education (CERE), has developed these storybooks as Learner Support Materials (LSMs) for Grades 4, 5, and 6. The materials are designed to complement the CBE materials produced by KICD in supporting the achievement of specific learning outcomes in relevant learning areas, particularly in values education and life skills development. They also address Violence Against Children (VAC) as a cross-cutting issue, in line with national child protection priorities.

The content and structure of these storybooks are aligned with CBE system guidelines for instructional and learner support materials, including:

- Learner-centred and activity-based approaches; promoting active engagement and participation;
- Integration of core competencies, notably communication and collaboration, critical thinking and problem-solving, self-efficacy, and citizenship;
- Infusion of core values, including respect, responsibility, integrity, and social justice;
- Contextualisation to the learner's environment, ensuring relevance, inclusivity, and age appropriateness;
- Incorporation of assessment for learning (AfL) strategies through reflective questions, guided discussions, and practical application tasks.

Furthermore, the materials integrate safeguarding principles consistent with both Kenya government's national legal documents (The Constitution of Kenya 2010, National Child Protection System 2011, the Children Act 2022, Protection Against Domestic Violence Act 2015, among others) and the moral and pastoral teaching of the Catholic Church; grounded in Catholic Social Teaching, particularly the dignity of the human person, the common good, and the preferential option for the vulnerable. They are also informed by the Church's safeguarding standards, including Vos Estis Lux Mundi. These legal documents and frameworks collectively reinforce the obligation to provide safe, inclusive, and protective learning environments for all children.

The development process involved needs assessment, stakeholder engagement, content validation, and iterative review, ensuring alignment with CBE expectations for relevance, pedagogy, and inclusivity. The participation of teachers, learners, and education stakeholders during pre-test and validation contributed significantly to the contextual appropriateness and usability of the materials in diverse learning settings.

The successful delivery of this initiative has been made possible through the generous support of Porticus, alongside the technical accompaniment of Evidence and Beyond, whose contributions ensured alignment of the materials with Competency-Based Education (CBE)

requirements, including learner-centred pedagogy, integration of Pertinent and Contemporary Issues (PCIs), and age-appropriate learner engagement strategies.

It is anticipated that these storybooks will serve as complementary instructional resources within the CBE, supporting teachers in facilitating learning and enabling learners to acquire knowledge, skills, values, and attitudes necessary for their protection, well-being, and holistic development.

God bless you all.

Rt. Rev. Mark Kadima
Chairman
KCCB- Commission for Education and Religious Education

Acknowledgement

The Kenya Conference of Catholic Bishops, through the Commission for Education and Religious Education, gives thanks to Almighty God for His guidance and providence throughout the development of this Parent and Caregiver Sensitisation Guide on the prevention of violence against children.

We acknowledge with appreciation the leadership of the Bishops' Conference, represented by the Chairman of the Commission, Rt. Rev. Mark Kadima, and the General Secretary of the Kenya Conference of Catholic Bishops General Secretariat, Very Rev. Fr. James Waweru, for their strategic direction and continued support. We commend Mr Nicholas Muasya, National Executive Secretary, for his leadership, coordination and oversight of the development process and for supporting engagement among the different institutions and stakeholders involved.

We express our sincere appreciation to the Evidence and BEYOND team, Dr Lina Digolo, Anne Ngunjiri, Dr Hermes Gichane, Julia Ayoti and Miriam Njoroge, for their technical support throughout the programme. Their contribution included strengthening programme capacity in violence prevention, supporting the revision of the school-based safeguarding programme into a multi-level prevention model, and leading the development and refinement of the parent and caregiver sensitisation content, facilitation manuals and complementary learner materials. Their technical accompaniment helped to ensure that this guide is evidence-informed, participatory, contextually relevant and aligned with national child protection requirements, Catholic safeguarding principles and recognised approaches to preventing violence against children.

Special recognition is extended to the KCCB-CERE staff, Mr Linus Waweru, Mr Nick Kamwe, Mr Thomas Mwikya, Ms Brenda Mutegi and Rev. Fr. John Githinji, for their technical input, content review and contribution to ensuring that the guide reflects the realities of Catholic schools, families and communities.

We also acknowledge the Catholic Diocese of Malindi team, Rev. Fr. Dennis Nyagwencha, Mr George Otieno and Ms Prudence Pendo Muramba, for their contribution to content development, contextual review, field engagement, pre-testing and validation. Their involvement helped ensure that the guide is practical and responsive to the experiences of parents, caregivers, schools and communities.

We appreciate the contribution of Mr Fulgence Mwanyalo Mwikamba of KCCB-CERE for coordinating the review process, consolidating stakeholder feedback and supporting the production of a coherent and quality-assured resource.

Finally, we sincerely acknowledge the parents, caregivers, teachers, learners, school leaders, diocesan representatives and other education and child protection stakeholders who participated in the needs assessment, content development, pre-testing and validation processes. Their experiences, reflections and recommendations helped ensure that the guide addresses the practical realities of parenting, caregiving and child protection.

May God bless all those who contributed to the development of this guide and all those who will use it to strengthen safe, caring and violence-free homes, schools and communities.

Very Rev. Fr. James Waweru
General Secretary
KCCB-General Secretariat

Mr. Nicholas Muasya
National Executive Secretary
KCCB-CERE

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Introduction for Teachers

The Welcome Teachers

Thank you for supporting the delivery of the Grade 4 Life Skills programme. This guide supports teachers to facilitate lessons that help learners strengthen self-awareness, personal safety, respectful relationships, healthy boundaries, and responsible decision-making. Through these lessons, teachers help create learning environments where learners feel safe, respected, included, and supported.

Purpose of this Guide

This guide provides teachers with lesson plans, facilitation guidance, safeguarding principles, and practical activities for delivering the Grade 4 Life Skills programme. It supports teachers to facilitate learning in safe, respectful, and age-appropriate ways while reinforcing the school's safeguarding responsibilities.

About the Grade 4 Life Skills Programme

This manual supports teachers in guiding Grade 4 learners through life skills lessons that help children understand themselves, build healthy relationships, and learn how to stay safe. These lessons are part of the school's effort to promote safe learning environments and prevent violence, bullying, and other forms of harm.

Grade 4 learners are at an important stage of development. At this age, children are learning how to understand their feelings, make friends, communicate with others, and respond to challenges in safe and responsible ways. These lessons provide opportunities for learners to practise these important life skills in a supportive classroom environment.

Grade 4 provides a foundation for safety and relationship skills that learners will continue to develop in later grades. At this age, children begin to recognise body boundaries, practise respectful communication, understand how to ask for help when something feels unsafe, and respond to challenges in safe and responsible ways.

The programme focuses on helping learners develop the following skills that support safe relationships and responsible decision-making:

- Self-awareness
- Respect for themselves and others
- Safe friendships and communication
- Confidence to ask for help when needed
- Understanding that violence and harmful behaviour are not acceptable

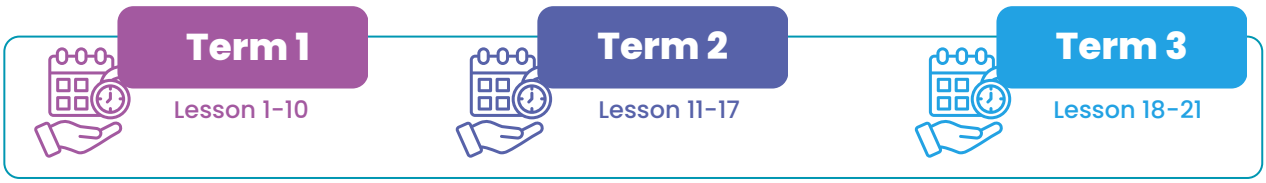
Throughout the programme, learners are encouraged to develop Christian values and virtues such as respect, kindness, honesty, responsibility, compassion, courage, fairness, self-discipline, and care for others. Through discussion, storytelling, role-play, reflection, problem-solving, and practical activities, learners apply these values and skills in ways that promote safety, well-being, dignity, and the common good.

Programme Overview

The Grade 4 programme is organised into three learning themes across the school year. The lessons gradually build learners' understanding of themselves, their relationships with others, and how to stay safe in different situations.

The table below provides an overview of all Grade 4 lessons, including the lesson title, the learning objectives, and the key message learners should take away from each lesson.

Each session has a different color theme aligned to specific term period.



Term Theme Overview



Term 1: Self-Awareness and Body Boundaries (10 Lessons)



Learners explore the importance of creating safe and caring school communities based on respect, kindness, and inclusion. They also learn to recognise, name, and express emotions in healthy ways, helping them build positive relationships and respond to themselves and others with understanding and empathy.

Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
	Welcome to Our Life Skills Lessons	• Explain the purpose of the Grade 6 life skills lessons • Recall important safety and respect skills learned in earlier grades • Recognise that their choices and behaviour can help create a safe and caring school		Every learner can help build a safe, respectful, and caring school community.
1	**School is a Safe and Caring Community**	• Explain why every learner has the right to feel safe and cared for at school. • Identify values and behaviours that help create a safe and caring school environment. • Describe the characteristics of a safe and respectful school community.	Respect, Care for Others, Responsibility	Everyone matters and we treat one another with care and respect.

Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
2	**Understanding Feelings And Naming Emotions**	• Name and describe common feelings and emotions. • Recognise feelings through facial expressions, body language, and the way people act. • Explain how understanding feelings helps us relate to ourselves and others.	Self-Control, Empathy, Respect	All feelings are normal and we can respond to them in safe and respectful ways.
3	**Recognising Triggers and Calming Down**	• Explain what triggers are and how they can affect feelings and behaviour. • Identify common triggers and body signs of anger. • Demonstrate safe ways to calm down before reacting.	Self-Control, Wisdom, Responsibility	Anger is normal and calm choices help keep everyone safe.
4	**My Body Belongs to Me**	• Explain that every child has ownership of their body. • Identify private body parts that should be protected. • Describe what to do if a touch feels unsafe or uncomfortable.	Human Dignity, Respect, Responsibility	God created my body with dignity, and it deserves care, respect, and protection.
5	**Asking Permission and Accepting "No"**	• Explain what it means to ask for permission. • Recognise signs that someone feels uncomfortable. • Demonstrate how to respond respectfully when someone says "no".	Respect, Self-Control, Kindness	Respecting other people's choices helps everyone feel safe and valued.
6	**The Power of "No"-Using A Brave Voice**	• Explain what a brave voice is and why it helps keep children safe. • Demonstrate how to use a brave voice to say "no" clearly and confidently. • Demonstrate how to use the safety steps: No, Go, Tell.	Courage, Responsibility, Respect	I can use a brave voice, move away and tell an adult.

Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
7	**Safe and Unsafe Secrets**	• Explain the difference between safe and unsafe secrets. • Recognise warning signs that a secret may be unsafe. • Describe what to do when a secret feels worrying, confusing, or unsafe.	Honesty, Courage, Responsibility	Unsafe secrets should always be told to a trusted adult
8	**Trusted Adults**	• Explain who trusted adults are and why they are important. • Identify trusted adults at home, school, and in the community. • Describe when and how to seek help from a trusted adult.	Trust, Courage, Responsibility	Trusted adults help keep children safe.
9	**Our Safe Classroom Agreement**	• Explain why everyone shares responsibility for classroom safety. • Identify behaviours that help others feel safe, respected, and included. • Describe ways they can contribute to a safe and respectful classroom.	Respect, Responsibility, Cooperation	Everyone deserves to feel safe, and we all help keep our classroom safe.
10	**My Words Matter**	• Explain how words can affectm people's feelings. • Identify examples of kind words and hurtful words. • Describe safe ways to respond when words are used to hurt others.	Kindness, Compassion, Respect	Words can hurt or help and we choose words that build others up.



Term 2: Friendship, kind communication and inclusion (7 lessons)



Learners develop the skills needed to build healthy friendships and positive relationships. They learn how to communicate respectfully, include others, solve problems peacefully, and support their peers. They also practise speaking up, repairing friendships, and using technology safely, helping them create a caring, inclusive, and respectful school community.

Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
11	**Let us Include Everyone**	• Describe how it feels to be included or left out. • Identify actions that help others feels included. • Explain why it is important to include others.	Inclusion, Kindness, Respect.	Everyone belongs and small actions can include others.
12	**Speaking Up for Myself**	• Explain what it means to speak up respectfully. • Identify situations when it is important to speak up or seek help. • Demonstrate how to express feelings and needs using calm and respectful words.	Courage, Respect, Responsibility	My voice matters and I can speak up calmly and respectfully.
13	**Solving Problems Peacefully**	• Identify everyday school problems that can be solved peacefully. • Describe simple steps for solving problems calmly and respectfully. • Explain when it is important to seek help from a trusted adult.	Peace, Respect, Self-Control	Small problems can be solved calmly and peacefully.
14	**Being a Helper**	• Explain what it means to be a helpful and responsible classmate. • Identify safe ways to help others at school. • Describe when to seek adult help instead of trying to solve a problem alone.	Compassion, Care for Others, Responsibility	Helpers choose safe actions and get help from trusted adults.

Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
15	**Digital Friendship and Safety**	• Identify ways to be kind and respectful when using phones, tablets, or computers. • Recognise safe and unsafe online situations. • Explain when to seek help from a trusted adult about online concerns.	Responsibility, Respect, Prudence	Kindness and safety matter online as well as offline.
16	**Apologies and Fixing Friendships**	• Explain what makes a sincere apology. • Describe how apologies and forgiveness can help repair friendships. • Explain why trusted adults can help when a problem is difficult to solve.	Forgiveness, Humility, Responsibility	Saying sorry and changing behaviour help to repair friendships.
17	**Warning Signs of Unsafe Situations**	• Identify warning signs that may signal an unsafe situation. • Explain how feelings such as worry, fear, or discomfort can be warning signs. • Describe safe actions to take, including telling a trusted adult.	Wisdom, Courage, Responsibility	Warning signs help us recognise danger and seek help.

Term 3: Understanding violence and help-seeking (4 lessons)

Learners develop the knowledge and skills needed to stay safe and seek help when needed. They learn to recognise harmful behaviour, understand that violence is never acceptable, and identify trusted adults and support services that can help. These lessons encourage learners to speak up confidently and understand that seeking help is a brave and important way to stay safe..

Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
18	**Reporting to Stay Safe**	• Explain why telling a trusted adult is important. • Demonstrate how to ask for help clearly and confidently. • Identify trusted adults who can help keep learners safe.	Courage, Trust, Responsibility	Reporting is about safety and protection, not punishment.
19	**What Is Violence?**	• Identify different ways people can be hurt. • Explain how hurtful actions affect others. • Describe what to do if someone is being hurt.	Human Dignity, Compassion, Respect	Violence is never okay and everyone has the right to feel safe.
20	**School Support Services**	• Identify trusted adults at school. • Explain why asking for help is important. • Describe what learners can do when they need help at school.	Trust, Responsibility, Courage	Schools have systems and adults whose job is to help keep learners safe.
21	**Review and Safety Celebration**	• Name important safety and relationship skills learned during the programme. • Explain how these skills help keep themselves and others safe. • Describe how they can continue using these skills in Grade 5.	Gratitude, Responsibility, Respect	Safety skills help learners protect themselves and others.

The lessons in this programme build progressively across the school year. Early lessons introduce important concepts such as recognising feelings, understanding body boundaries, and developing respect for self and others. Later lessons help learners strengthen communication skills, solve problems peacefully, and build supportive friendships. In the final section, learners develop greater awareness of harmful situations and practise how to seek help from trusted adults.

Through this progression, learners build confidence, practise essential life skills, and develop the knowledge needed to respond safely to challenges they may encounter at school or in their communities. Teachers are encouraged to reinforce these messages throughout the school day and link them to everyday classroom situations whenever possible.

These life skills lessons are most effective when they are part of a wider school commitment to child protection and well-being. Schools can reinforce the lessons through clear safeguarding procedures, respectful classroom management, and opportunities for learners to practise kindness, inclusion, and responsible behaviour. Activities such as classroom agreements, peer support systems, and school-wide safety initiatives can further strengthen the impact of the programme.

Standard Lesson Structure

Each life skills lesson follows a consistent structure that supports participation, reflection, and skill practice. This structure helps learners understand new ideas, practise important skills, and reflect on how they can apply what they learn in their daily lives. Teachers are encouraged to follow this structure while adapting examples and explanations to the needs of their learners.



Opening (2 minutes)

The teacher welcomes learners, settles the class, and prepares them for learning. This may include a short prayer, a greeting, an introductory question, or a brief activity to help learners focus and prepare for the lesson.



Recap (5 minutes)

The teacher reviews the previous lesson and helps learners connect earlier learning to the current topic.

This may include:

- Asking learners what they remember from the previous lesson
- Reviewing key ideas or skills
- Clarifying misunderstandings
- Linking previous learning to the new topic



Opening Discussion (5 minutes)

The teacher introduces the lesson through a question, scenario, picture, story, or short discussion to stimulate thinking about the topic.



Core Teaching (10 minutes

The teacher introduces the main concept of the lesson in clear, simple language. This part of the lesson helps learners understand the key idea and why it is important.

This may include:

- Explaining key concepts using simple language
- Giving examples learners recognise from school or home life
- Asking guiding questions to check understanding
- Reinforcing values such as respect, kindness, responsibility, and safety.



Guided Activity (10 minutes)

Learners practise and apply their learning through structured activities. Activities may include: Stories and short scenarios, Role-play, Group discussions, Drawing or other creative activities, and Problem-solving exercises. These activities help learners practise skills, strengthen understanding, and build confidence.



Reflection and Closing (5 minutes)

The lesson ends with a short reflection to reinforce the key message. This helps learners remember the main idea and think about how they can apply it in their daily interactions.

This may include:

- Identifying one key idea from the lesson learners can practise
- Briefly summarising the key message

Role of the Teacher

Teachers guide learners through these lessons in a supportive and respectful way.

During life skills sessions, the teacher's role is to:

- Explain ideas in simple language
- Encourage learners to participate
- Guide discussion calmly
- Ensure learners treat each other respectfully
- Reinforce positive behaviour and safe choices

Teachers should avoid asking learners to share personal experiences of harm or unsafe situations during the lesson.

If a learner approaches the teacher privately after the session with a concern, the teacher should follow the school safeguarding procedures. Refer to Annex 4.

How to Facilitate Life Skills Lessons

Life skills lessons are different from many academic subjects. Their purpose is to help learners build awareness, practise skills, and develop confidence rather than memorise information. Teachers guide learners through activities that help them think, practise safe responses, and reflect on their choices.

1. Use simple and clear language

Life skills concepts should be explained in ways learners easily understand.

Teachers should:

- Use simple language.
- Give examples that relate to school life.
- Avoid complicated explanations.

For example, instead of long explanations about emotions, teachers might say: "sometimes our body tells us when something is wrong. That is our body helping to keep us safe."

2. Encourage participation

Life skills lessons work best when learners are active participants.

Teachers should:

- Encourage learners to share ideas and opinions
- Use discussion, role play, reflection, and problem-solving activities
- Use relevant value-based songs, where appropriate, to make lessons more interesting and engaging.
- Create opportunities for all learners to participate
- Respect learners who choose not to contribute

Participation should never pressure learners to share personal experiences.

3. Use scenarios and examples

Teachers should:

- Use stories, scenarios, and role play to explore lesson topics
- Encourage learners to think about safe and responsible choices
- Focus on problem solving and decision making.

Discussions should focus on learning activities rather than personal experiences.

4. Establish respectful classroom expectations

Remind learners to:

- Speak kindly to one another
- Listen when others are speaking
- Respect different opinions
- Avoid laughing at or shaming others
- Seek help from trusted adults when needed.

5. Reinforce safety and help seeking

Establish respectful classroom expectations. Remind learners to:

- Speak kindly to one another
- Listen when others are speaking
- Respect different opinions
- Avoid laughing at or shaming others
- Seek help from trusted adults when needed.

6. Create a positive learning environment

Life Skills lessons are most effective when learners feel safe, respected, and comfortable participating. Teachers should:

- Treat learners with respect and fairness
- Encourage kindness and respectful communication
- Model respectful behaviour at all times
- Ensure learners listen to one another respectfully
- Recognise different opinions without judgement
- Redirect teasing, laughing, interruptions, or disrespectful behaviour calmly
- Remind learners that everyone deserves dignity, respect, and inclusion
- Create opportunities for all learners to participate

A positive learning environment helps learners feel safe, respected, and ready to learn.

Teacher Preparation Checklist

Before each life skills lesson, teachers should take a few minutes to prepare. Careful preparation helps lessons run smoothly, ensures activities are well organised, and supports a safe and respectful learning environment. Use the checklist below when preparing for each lesson.



Before the lesson

- Read the lesson plan carefully.
- Review the lesson objectives and key messages
- Familiarise yourself with the discussion questions and activities
- Prepare any materials needed for the lesson
- Review any safeguarding notes included in the lesson



Prepare the classroom

- Ensure seating allows learners to see and hear clearly.
- Arrange seating to support participation and discussion where possible.
- Create space if an activity involves movement or role play.
- Make sure materials are ready before the lesson begins.
- Remind learners of the classroom guidelines that support respectful discussion



During the lesson

- Speak clearly and calmly.
- Encourage respectful listening and participation.
- Give learners time to think before answering questions.
- Keep discussions focused on ideas and situations rather than personal experiences.
- Guide discussion back to the lesson topic if it moves off track.
- Reinforce the key message of the lesson as learners practise activities.



After the lesson

- Summarise or reinforce the key message of the lesson.
- Notice learners who may seem upset, quiet, or withdrawn.
- Follow school safeguarding procedures if a learner approaches privately with a concern.
- Reflect briefly on the lesson:
  - ☐ What worked well?
  - ☐ Which activities engaged learners most?
  - ☐ What might be improved next time?

Key Safeguarding Principles for Grade 4

Life skills lessons sometimes address topics related to safety, relationships, and harmful behaviour. Because these topics can be sensitive, teachers must ensure that lessons are conducted in ways that protect learners and uphold the safeguarding responsibilities of the school.

All Catholic-based schools follow the safeguarding policy developed by the KCCB. This policy establishes clear procedures for preventing abuse, recognising concerns, and responding appropriately when a child may be at risk. Every teacher has a responsibility to follow these procedures and to ensure that the safety and dignity of learners are always protected.

The following safeguarding principles should guide all life skills sessions.

1.Do not invite personal disclosures

Learners should never be asked to share personal experiences of harm, abuse, or unsafe situations during class discussions. Such questions can unintentionally expose learners to embarrassment, distress, or risk.

Teachers should instead use hypothetical scenarios, stories, or role-play situations that allow learners to practise safety skills without revealing personal experiences.

For example:

- Instead of asking: Has anyone experienced this?
- Teachers should ask, "What could someone do in this situation?" Or, Who could this person ask for help?

This approach protects learners' privacy and emotional wellbeing while still supporting learning.

2.Use general examples and structured activities

When discussing sensitive topics such as bullying, unsafe touch, or peer pressure, teachers should rely on:

- Fictional stories
- Role play situations
- Discussion of general situations
- Problem solving activities.

Teachers should avoid discussing real incidents involving learners, staff, or members of the school community.

Using structured learning activities helps learners think about safe responses while keeping discussions respectful and safe.

3.Reinforce adult responsibility for protection

Learners must understand clearly that serious problems are the responsibility of adults to address.

Teachers should consistently reinforce that:
- Children are not responsible for solving serious problems alone
- Children should seek help from trusted adults
- Adults are responsible for protecting children and ensuring their safety

This message helps reduce fear and encourages help seeking.

4.Be alert to signs of concern

Some lesson topics may cause learners to feel worried, uncomfortable, or upset. Teachers should remain attentive to learners' wellbeing during and after lessons.

Teachers should:

- Notice learners who appear distressed, withdrawn, unusually quiet, or worried
- Avoid drawing attention to learners during class discussions
- Check in privately with a learner if concerns arise
- Follow school safeguarding procedures when concerns are identified.

Teachers are responsible for recognising possible concerns and reporting them through the appropriate safeguarding procedures.

5.Respond calmly if a learner shares a concern

Occasionally a learner may approach a teacher privately after a lesson to talk about something that is worrying them.

If this happens, teachers should:

- Remain calm and listen carefully
- Thank the learner for speaking up
- Reassure the learner that they have done the right thing
- Avoid asking many detailed questions
- Explain that the concern will need to be shared with appropriate adults who can help.

Teachers should not promise to keep secrets, because safeguarding concerns must be reported according to the school safeguarding protocol.

6. Follow school safeguarding procedures

If a concern about a learner's safety arises, teachers must follow the safeguarding procedures established by the school.

In Catholic-based schools this usually involves:

- Reporting the concern immediately to the Head Teacher or designated Safeguarding Officer
- Completing the child protection incident reporting form
- Ensuring the learner's immediate safety if necessary
- Allowing the school safeguarding team and relevant authorities to take further action

Teachers are not responsible for investigating cases themselves. Their role is to report concerns promptly and accurately so that appropriate protection and support can be provided.

7. Maintain confidentiality and respect

Information about safeguarding concerns must be handled with care and confidentiality. Teachers should avoid discussing concerns with other learners or staff members who are not involved in the safeguarding process.

Confidential handling of information protects the dignity of the learner and ensures that safeguarding procedures are followed appropriately.



Safeguarding Reporting Contacts in Your School

Every school should have clearly identified staff members responsible for responding to safeguarding concerns. Teachers must know whom to contact immediately if a learner shares a concern or if they notice signs that a learner may be at risk.

In Catholic-based learning institutions, safeguarding concerns must be reported according to the school safeguarding policy and the procedures established by the school leadership.

Teachers should never attempt to investigate safeguarding concerns themselves. Their responsibility is to report concerns promptly to the designated safeguarding staff so that the appropriate procedures can be followed.

At the beginning of the programme, teachers should complete the contact list below with the names of the staff responsible for safeguarding in their school. Keep this page in your manual so that you can quickly refer to it if a safeguarding concern arises.

Safeguarding Reporting Contacts in Your School

Head Teacher: The head teacher has overall responsibility for safeguarding implementation in the school and ensures that safeguarding procedures are followed.

Name:_____

Phone:_____

Deputy Head Teacher:

Name:_____

Phone:_____

School Safeguarding Officer / Child Protection Lead: This is the primary safeguarding focal person in the school. The Board of Management designates this person and they are trained to handle safeguarding concerns.

Name:_____

Phone:_____

School Counsellor:

Name:_____

Phone:_____

KCCB Diocesan Child Protection Officer (CPO): This officer supports schools and receives safeguarding reports when cases need escalation beyond the school level.

Name:_____

Phone:_____

Diocesan Designated Priest: A safeguarding focal person within the diocese who works with the diocesan child protection system.

Name:_____

Phone:_____

Diocesan Education Secretary: Works with schools on education matters including safeguarding compliance.

Name:_____

Phone:_____

Teachers should report concerns to one of the designated safeguarding staff listed above and follow the school safeguarding procedures.

Final Note for Teachers

These life skills lessons help learners build confidence, empathy, and safety awareness. When taught consistently and with care, they can strengthen the classroom environment and support the well-being of every learner.

Teachers are encouraged to approach these lessons with patience, encouragement, and openness, helping learners practise the skills that will guide them throughout their lives.

The goal of safeguarding during life skills lessons is to ensure that:

- Learners feel safe
- Learners understand how to seek help
- Discussions remain respectful and supportive.

When these principles are followed, life skills lessons become an important opportunity to strengthen both learning and safety within the school community.

TERM 1

Self-Awareness and Body Boundaries

10 Lessons



Lesson 1 10

Welcome To Our Life Skills Lessons

Total Time: 30 Minutes

Teacher Note

This lesson welcomes learners to the life skills programme and introduces the idea that school should be a safe, caring, and respectful place for everyone.

Emphasise:

- Everyone matters'
- We should treat one another with care and respect.
- A safe school helps learners feel valued, included , and ready to learn.
- Everyone can help make the school a safe and caring community.

Welcome Message

Hello and welcome. Today we are beginning our life skills lessons. In these lessons, we will learn skills that help us:

- Take care of ourselves
- Treat others with kindness and respect
- Make safe and responsible choices
- Ask for help when we need it

Our school is a place where:

- Children learn
- Children play
- Children feel safe
- Children are treated kindly

During these lessons, we will practise ways to help make our school a safe, caring, and respectful place for everyone.

Faith Connection

"Let the little children come to me" – Mark 10:14

Explain briefly: In our school, we believe that every child is loved by God and deserves kindness, care, and respect. God showed special love and care for children, and he teaches us to do the same. In our life skills lessons, we learn how to care for ourselves and others. Children should be protected, cared for, and treated with respect.

Materials Distribution - Exercise Book for Life Skill



Explain to learners that they will use a special exercise book for their life skills lessons. This book will be used for drawings, short reflections, activities, and ideas they discuss during the programme.

If the school has provided exercise books, distribute them to the learners and guide them in preparing their books.

Ask learners to:

Ask learners to write the title Life Skills Book clearly on the cover page

Then ask learners to write the following details too



- Name: _____
- Class: _____
- School: _____

Explain that the book will be used for:

- Drawing ideas during activities
- Writing short reflections
- Recording key messages from the lessons

Encourage learners to take pride in their books and to keep them safe throughout the programme.

Introducing Our Storybook (10 minutes)

Explain to learners that they will use a special exercise book for their life skills lessons. This book will be used for drawings, short reflections, activities, and ideas they discuss during the programme.

If the school has provided exercise books, distribute them to the learners and guide them in preparing their books.



<u>Teacher Note</u>

This activity introduces learners to the Heart to Heart Storybook that will be used throughout the Life Skills programme. The purpose is to familiarise learners with the book, help them navigate its sections, and build excitement about the stories they will read in future lessons.

<u>Teacher Instructions</u>

- Distribute the Heart to Heart Storybook to all learners.
- Ask learners to look at the front cover.
- Explain: This is your Heart to Heart Storybook. We will use this book throughout our Life Skills lessons. It contains stories that we will read together during the year. The stories will help us learn important life skills and think about how to make safe and respectful choices.

Introducing Our Storybook ... *Cont*

- Ask learners to write their names in the space provided if applicable.
- Invite learners to carefully turn through the book.
    - Notice the different stories that they will read later in the year.
- Read the introduction section aloud, or invite learners to take turns reading it.
- After reading, ask a few simple questions:
    - Are you looking forward to reading the stories?
    - What did you like about the book?

Closing

"Throughout the year, we will return to this storybook many times. Today we are simply getting to know the book. In future lessons, we will read the stories together and learn from them."

Reflection and Closing (5 Minutes)

End the session by telling learners that in the next lesson they will begin learning about how school can be a safe and caring community.

Notes:

Lesson 1:
School is a Safe and Caring Community

Total Time: 30 Minutes

Teacher Note

This lesson welcomes learners to the life skills programme and introduces the idea that school should be a safe, caring, and respectful place for everyone.

Emphasise:

- Everyone matters.
- Every child has value.
- We should treat one another with care and respect.
- Everyone can help make the school a safe and caring community.

Faith Connection

How good and pleasant it is when God's people live together in unity! – Psalm 133:1

Explain briefly: God wants people to live and work together peacefully. When we respect, include, and care for one another, we help create a safe and welcoming school community.

Learning Outcomes

By the end of this lesson, learners will be able to:

- Explain why every learner has the right to feel safe and cared for at school.
- Identify values and behaviours that help create a safe and caring school environment.
- Describe the characteristics of a safe and respectful school community.

Opening Discussion

What Makes a School Feel Good? (5 minutes)

The teacher describes two schools:



In one school, learners help each other, listen carefully, share materials, and line up neatly.

In another school, learners shout, push others, litter, and fight.

Ask:
- Which school would you like to attend?
- What makes a school a good place to learn?

Allow a few learners to respond.

Then introduce the key messages: Everyone matters- we treat one another with care and respect.

Core Teaching

Teaching the Core Values (5 minutes)

Explain that values are ideas that guide how we treat one another.

Introduce three key values:



- Care: Helping others and noticing when someone needs help.
- Respect: Using kind words and rspecting people's bodies and feelings.
- Everyone matters: No teasing. No laughing at others. Everyone belongs.

After introducing each value, ask learners:

- What does care look like at school?
- What does respect look like?
- How can we show that everyone matters?

Keep examples general and short.

Reinforce: We do not hurt with words, hands, or actions. We help one another.

Guided Activity

What Does a Safe School Look Like? (15 minutes)

Ask the learners:



- What do you see in a safe school?
- What do children do in a safe school?
- What do teachers do in a safe school?

Write ideas separately on the board (do not mix them into guiding statements).

Examples may include:

- Helping a friend
- Sharing
- Playing kindly
- No fighting
- Listening to each other
- Telling the truth

Guided Activity..*Cont*

Tell learners: "You will work in small groups. Each group will draw a picture on blank paper showing what a safe and caring school looks like."

- Give clear instructions:
- Use one blank paper per group.
- Draw at least two things that show a safe school.
- Include words if you would like.
- Everyone in the group should help.

As learners work:

- Move around and guide gently.
- Encourage participation from all learners.
- Praise cooperation.
- Stop teasing immediately if it begins.
- Do not focus on drawing skill. Focus on ideas and teamwork.

Invite 2–3 groups to briefly explain:

- What did you draw?
- How does your picture show care or respect?

Keep responses short and general.

Affirm their ideas.

Reflection and Closing (5 Minutes)

Ask: What is one way you can help keep our school safe?

Allow a few responses from the learners.

Write the following statements on the board and read them together:

- Our school is safe.
- Our school is caring.
- Everyone matters.

Explain briefly: Because each of us is wonderfully made, we must treat one another with care and respect.

Lesson 2:
Understanding Feelings and Naming Emotions

Total Time: 30 Minutes

Teacher Note

This lesson helps learners recognise and name common feelings in themselves and others.

Emphasise:
- All feelings are normal.
- What matters is how we understand and respond to them.
- Understanding feelings helps us understand ourselves and others and build good relationships.

Faith Connection

Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus. – Philippians 4:6–7

Explain briefly: God cares about our feelings. When we are worried or upset, we can talk to Him in prayer. He gives us peace and helps guard our hearts and minds.

What Learners Will Learn

By the end of this lesson, the learners will be able to:
- Name and describe common feelings and emotions.
- Recognise feelings through facial expressions, body language, and the way people act.
- Explain how understanding feelings helps us relate to ourselves and others.

Recap of Lesson 1

School Is a Safe and Caring Community (4 minutes)

Begin by reminding learners of the previous lesson.

Say to learners: Last week, we learned that our school should be a safe and caring community where everyone is treated with respect.

Ask: What are some values that help keep our school safe?

Allow several learners to respond. Guide discussion toward these ideas:
- Being kind to others.
- Respecting people's feelings.
- Helping classmates.
- Not teasing or hurting others.

Transition to today's lesson: Today, we will learn about how to understand our emotions.

Opening Discussion

What are feelings? (5 minutes)

Begin by asking learners:

- What are feelings?

Allow several responses. Guide learners to understand:

- Feelings are what we feel inside.
- Everyone has feelings.
- Feelings help us understand ourselves and others.

Introduce the key message:

- All feelings are normal.
- What matters is how we understand and respond to them.

Write the key message clearly on the board.

Core Teaching

Teaching Common Feelings (15 minutes)

Name and briefly explain six common feelings:

- Happy – feeling joyful or pleased
- Sad – feeling unhappy or disappointed
- Angry – feeling upset or frustrated
- Scared – feeling afraid or worried
- Excited – feeling eager or thrilled
- Surprised – feeling shocked or amazed

After naming each feeling, ask:

- What might someone's face look like?
- What might their body look like?

Invite one or two general school-based examples (no personal stories).

Reinforce: Feelings are not good or bad. It is our actions that must be safe and respectful.

Tell learners: "We will play a game called Show the Feeling."

Model one emotion using only your face and body.

Ask:

- What feeling am I showing?
- What clues helped you guess?

Highlight facial expression, posture, and movement.

Tell learners:

- One learner will silently act out a feeling.
- The class will guess the feeling.
- We will be respectful and supportive.
- No laughing at others.

Core Teaching..Cont

Remind them: Everyone matters. We treat one another with care and respect.



Invite volunteers to act out feelings. If needed, offer simple, general situations such as:

- Receiving a surprise
- Losing a pencil
- Winning a game
- Seeing a friend fall.

As learners participate:

- Reinforce noticing clues (face, body, movement).
- Praise effort.
- Keep a positive tone.
- Stop teasing immediately if it begins.

Ask:

- Which feeling was easy to recognise?
- How can we tell how someone else is feeling?
- What can we do when we notice that someone is sad, worried, or upset?

Guide learners toward: Noticing feelings helps us care for others and respond kindly

Reflection and Closing (5 minutes)

Ask: Why is it important to understand feelings?

Allow a few responses from the learners.

Write the following statements on the board and read them together:

- Everyone has feelings.
- We can recognise feelings by noticing facial expressions, body language, and actions.
- Understanding feelings helps us respond with kindness and care.

Remind learners: All feelings are normal. What matters is how we understand and respond to them. When we notice how others are feeling, we can show kindness, help others, and build good friendships

Notes:

Lesson 3:
Recognising Triggers And Calming Down

Total Time: 35 Minutes

Teacher Note

This lesson builds on Lesson 2 (Understanding Feelings). Learners will explore situations that can trigger strong feelings, especially anger, and learn safe ways to calm down before responding. Learners will learn that anger is a normal feeling. What matters is how we choose to respond when we feel angry.

Emphasise:

- Anger is a normal feeling.
- Strong feelings can affect our thoughts, words, and actions.
- Calming down before acting helps keep everyone safe.
- We are responsible for our behaviour, even when we feel angry.

Faith Connection

My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry. – James 1:19

Explain briefly: God wants us to listen carefully, think before we speak, and stay calm when we are upset. When we do this, we can solve problems peacefully and treat others with respect.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Explain what triggers are and how they can affect feelings and behaviour.
- Identify common triggers and body signs of anger.
- Demonstrate safe ways to calm down before reacting.

Recap of Lesson 2

Understanding Feelings (5 minutes)

Begin by asking: What are some ways we can respond when we have strong feelings?

Allow re responses. Guide learners to recall:

- Take deep breaths; talk to someone; count to ten; use a calming strategy; make good choices.
- Everyone experiences different feelings.
- All feelings are normal.
- We can choose healthy ways to respond to our feelings.

Transition to the lesson: Sometimes certain situations, words, or events can cause strong feelings. Understanding our triggers can help us recognise our emotions.

Opening Discussion

What is Anger? (4 minutes)

Show learners two simple scenarios or pictures:

- A learner being pushed while playing
- A learner losing a game or being laughed at.

Ask: How do you think the learners feel?
Allow a few learners to respond.

Then explain briefly:

- Anger is a normal feeling. It is like a warning signal that tells us something feels unfair, frustrating, or hurtful.
- Sometimes anger helps us notice that something is wrong.
- What matters most is how we choose to respond when we feel angry.

Core Teaching

Learners Demonstrate Anger (5 minutes)

Tell learners: Before I explain how anger shows in the body, I want you to show me what anger looks like.

Invite 2–3 volunteers to demonstrate anger using facial expressions and body language only.

After each demonstration, ask:
- What did you notice?
- What did their face and body look like?

Then explain: When people feel angry, their bodies may show:
- Tight fists
- Fast breathing
- Hot face
- Tight shoulders
- Loud voice

Emphasise: Noticing body signs helps us pause before acting.

Understanding triggers (4 minutes)

Ask: What situations at school can make someone feel angry?

Write general responses on the board, such as:
- Not getting a turn
- Losing a game
- Being teased
- Someone pushing in line

Explain clearly: A trigger is something that starts a strong feeling. Triggers are not wrong — they are signals. What matters is how we respond.

Core Teaching..*Cont*

What is Judgemental Language? (4 minutes)



Explain: Judgemental language attacks the person instead of describing behaviour.

Examples of judgemental language:
- You are bad.
- You are stupid.
- You are always a problem

Explain why this is harmful: It hurts people and can make anger worse.

Better, non-judgemental language focuses on behaviour:
- I did not like when you pushed.
- That behaviour was not kind.
- Please speak respectfully.

Reinforce: We correct behaviour, not attack the person. This keeps our school safe and caring.

Guided Activity

Calming Down Together (8 minutes)

Introduce the calming sequence: Notice – Pause – Breathe – Choose – Act

Briefly explain each step:
- Notice your body signals.
- Pause before reacting.
- Breathe slowly.
- Choose a safe response.
- Act respectfully.



Guide learners in practising: Slow In – Slow Out Breathing
- Breathe in slowly (count to 3)
- Breathe out slowly (count to 3)
- Repeat three times.

Then practise: Smell the Air – Blow the Air
- Smell the air slowly
- Blow the air out slowly

Present one short situation: A learner is pushed while lining up.

Ask:
- What might they feel?
- What body signs might show?
- What calming choice could they make?

Practise the breathing strategy together.

Reflection and Closing (5 minutes)

Ask: Which calming method will you use this week?

Allow few responses from the learners.

Write the following statements on the board and read them together:

- Everyone experiences strong feelings.
- Our bodies can give us warning signs when we are becoming upset.
- We can use calming strategies to help us manage strong feelings safely.
- Taking time to calm down helps us make safe and respectful choices.

Emphasise: Everyone experiences strong feelings sometimes. When we recognise our triggers and use calming strategies, we can manage our emotions in a healthy way and make positive choices.

Notes:

Lesson 4:
My Body Belongs To Me

Total Time: 35 Minutes

Teacher Note

This lesson introduces body ownership and body safety in a calm, clear, confidence-building way.

Emphasise:

- Bodies are gifts from God.
- Every child has ownership over their body.
- Safety rules are about protection, not fear

Faith Connection

I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.– Psalm 139:14

Explain briefly: God made each person special and valuable. We should respect and care for ourselves and others because every person is loved by God.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Explain that every child has ownership of their body.
- Identify private body parts that should be protected.
- Describe what to do if a touch feels unsafe or uncomfortable.

Recap of Lesson 3

Recognising Triggers and Calming Down (5 minutes)

Begin by asking: What did we learn last week about anger and calming down?

Allow learners to share their ideas. Expected responses may include:

Anger is a feeling. Different situations can trigger anger.
- We can notice when we are feeling angry.
- We can notice when we are feeling angry.
- We can calm down by pausing, breathing, or choosing safe actions.

Briefly reinforce: We all have feelings. When we feel angry, we can notice the feeling, pause, and choose safe actions.

Transition to today's lesson: Today, we are going to learn about our bodies and how to keep them safe.

Opening Discussion

Body Ownership (5 minutes)

Lead learners in a familiar action song such as Head, Shoulders, Knees and Toes.



As learners sing, encourage them to point to the different body parts mentioned in the song.

Sing or chant while pointing gently to body parts (head, shoulders, knees, toes) to recap body awareness.

Then ask:

- Who created your body?
- Who does your body belong to?

Allow learners to share their ideas.

Guide the discussion towards the key message that each person's body belongs to them and should be respected.

Explain: God created every person with dignity and worth. Because our bodies are precious, everyone has the right to be safe and to have their body respected.

Core Teaching

Private Parts and Body Protection (8 minutes)



Explain calmly: Some parts of the body are private. These are the parts covered by underwear or a swimming costume:

- Chest
- Area between the legs
- Buttocks

Explain clearly:

- These parts are special and need extra protection.
- Sometimes a doctor or caregiver may touch private parts only to help when a child is sick or cleaning the body. This should always be to help the child.
- If the touch feels wrong, uncomfortable, confusing, or secret, the child has the right to say no and tell an adult.

Core Teaching..Cont

What is a "Bad Touch"? (5 minutes)

Provide a clear, simple definition:

A bad touch is any touch on any part of the body that:
- Makes a child feel uncomfortable, scared, confused, or unsafe
- Is meant to hurt
- Is meant to be kept secret



Explain: Bad touch is about how it feels and the intention — not about who the person is.

Examples (general, not personal):

- Someone touching private parts without a health reason
- Someone hitting or pinching to hurt
- Someone asking a child to keep touching a secret

Reinforce calmly: If it feels wrong, it is not okay.

Practising saying "no" (3 minutes)

Guide learners to practise saying "No" confidently.

Model first in a calm, firm voice: "No. I do not like that."

Invite learners to repeat together.

Reinforce: Saying no is not rude when you are protecting your body.

Guided Activity

Body Safety Song: My Body Belongs to Me (7 minutes)

Explain: We will use a song to help us remember body safety rules.



- Method: call and response
- Teacher: My body belongs to me!
- Learners: My body belongs to me!
- Teacher: Private parts are just for me!
- Learners: Private parts are just for me!
- Teacher: If a touch feels wrong… (Pause) What do we do if a touch feels wrong?
- Learners: Say no and tell another adult!
- Teacher: I say no and tell another adult!

(Repeat once with a simple clapping rhythm

Reflection and Closing (3 minutes)

Ask: What can you do if a touch feels wrong?

Allow few responses from the learners.

Write the following statements on the board and read them together:

- Every person is valuable and deserves respect.
- Our bodies are precious and should be protected.
- We can say "no" to unsafe touch and seek help from trusted adults.

Remind learners: God created our bodies with dignity. We can help keep ourselves safe by respecting body boundaries and seeking help when something feels unsafe.

Notes:

Lesson 5:
Asking Permission And Accepting "No"

Total Time: 40 Minutes

Teacher Note

This lesson helps learners practice asking permission and respecting other people's choices in everyday situations. Learners will learn that asking permission shows respect and that everyone has the right to say "yes" or "no".

Emphasise:

- Asking permission shows care and respect.
- People have the right to make choices about themselves and their belongings.
- When someone says "no", we listen and respect their decision.

Faith Connection

Do to others as you would have them do to you. – Luke 6:31

Explain briefly: God wants us to treat others with the same kindness, respect, and care that we would like to receive. When we think about how our actions affect others, we help create a safe and caring community.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Explain what it means to ask for permission.
- Recognise signs that someone feels uncomfortable.
- Demonstrate how to respond respectfully when someone says "no".

Recap of Lesson 4

My Body Belongs to Me (3 minutes)

Begin by asking: What does it mean to say, "My body belongs to me?

Allow a few responses. Guide learners to recall:

- Their body belongs to them.
- They have the right to say no to unwanted touch.
- They can tell a trusted adult if they feel unsafe or uncomfortable. 🌟

Reinforce: Respecting others' bodies also means asking permission and listening when they say no.

Transition to the lesson: "Let's begin by talking about when to ask for permission and how to ask."

Open Discussion

When Do We Ask Permission? (5 minutes)

Read these two scenarios out loud to the learners :



- Mary has borrowed Johari's pencil without asking.
- Jonah finds his friends playing football and asks politely before joining a game

Ask: Why is it important to ask permission first?

Allow a few learners to respond.

Then explain briefly:

- Asking permission means asking before doing something that involves another person.
- It shows kindness, respect, and care for others.

Examples include:

- Borrowing someone's pencil.
- Sitting next to someone.

Reinforce the key message: Asking permission shows respect

Core Teaching

Understanding "No" (5 minutes)



Explain that sometimes a person may say "no" and that this is okay. Saying no is not rude. Listening to no is respectful.

Explain that people do not always use words to say no. Sometimes they may look uncomfortable, quiet, or unhappy. These signs also mean we should stop.

Practise respectful responses together, such as:

- That is okay.
- I understand.
- Maybe another time.

Emphasise clearly and slowly: When someone says no, we stop. We do not argue or ask again.

Brief Practice: Permission in Action (7 Minutes)

Explain that learners will briefly practise asking for permission.

Model two short examples with volunteers at the front (no physical contact), such as:

- Asking to borrow a pencil
- Asking to join a game

After each example, ask the class:
- What was done well?
- What happened when the answer was no?

Reinforce polite asking, calm voices, and respectful stopping.

Guided Activity

Story Connection: Amina and Brian Learn to Ask First (15 minutes)

Ask learners to turn to Story 1, Amina and Brian Learn to Ask First, in the Grade 4 Learning Heart to Heart Storybook.

Invite a learner to begin reading the story aloud. Other learners may take turns reading different sections, or the teacher may support by reading parts of the story.

Remind learners to follow along in their storybooks and listen respectfully as the story is read.

Amina and Brian Learn to Ask First

Amina was sitting under a tree near the classroom. She was drawing carefully in her exercise book. Brian walked over and looked at Amina's picture. "It looks nice", he said.
Then Brian reached out his hand as if he wanted to take the drawing.

Amina quickly pulled her book closer to herself. She did not look happy. Brian stopped immediately. He remembered what the teacher had taught the class about asking for permission before touching or using something that belongs to another person.

"I am sorry," Brian said. "May I please look at your picture? And may I sit with you?"
Amina looked at her drawing. She was still working on it carefully.
"I am sorry, Brian," she said quietly. "Not right now. I want to finish first."

Brian felt a little sad. But he said, "That is okay. I understand"
He moved away. Then he waited for Amina to finish drawing.

After a few minutes, Amina finished her drawing. She smiled and looked up at Brian.
"I am done now," she said. "You may come and sit with me."
Brian smiled back. "Thank you for telling me," he said.

The two friends sat together under the tree and talked happily.
Both of them felt respected and comfortable.
Brian realised that asking first and respecting another person's answer helps everyone feel safe and valued.



After the story, guide a short discussion. You may ask:

- What did Brian do before joining Amina?
- What would have been wrong if Brian had taken the drawing without asking?
- What showed respect in this story?
- What can we learn about respecting other people's choices?

Guide learners to identify that:

- Brian asked for permission before sitting next to Amina.
- Amina had the right to say no.
- Brian respected Amina's decision and waited.
- Both learners showed respect for each other.

Then ask learners to read the "Great Discovery" section of the storybook and discuss how the lessons connect to the story.

Summarize the key message: We should ask for permission before doing something that affects another person and respect their answer, even when it is no.

Explain that learners will continue learning how to care for themselves and others.

Reflection and Closing (5 minutes)

Ask: Why is it important to ask permission?

Allow a few responses from the learners.

Write the following statements on the board and read them together:

- Asking permission shows respect.
- Saying no is okay.
- Listening and stopping keeps everyone safe.

Explain that learners will continue learning how to care for themselves and others.

Notes:

Lesson 6:
The Power Of "No" – Using A Brave Voice

Total Time: 35 Minutes

Teacher Note

This lesson builds on Lesson 5 (Asking Permission and Accepting "No"). Learners will practice using a brave voice to say "no" clearly and confidently. A brave voice is calm, clear, and firm. It is not shouting, insulting, or threatening.

Emphasize:

- A brave voice helps learners communicate their boundaries clearly.
- Learners can say "no" when something makes them feel uncomfortable or unsafe.
- Safety and help-seeking are important at all times.

Faith Connection

Let your 'Yes' be yes, and your 'No,' no. – Matthew 5:37

Explain briefly: God wants us to be honest and clear in what we say. When we speak truthfully and respect the boundaries of others, we help build trust and keep ourselves and others safe.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Explain what a brave voice is and why it helps keep children safe.
- Demonstrate how to use a brave voice to say "no" clearly and confidently.
- Demonstrate how to use the safety steps: No, Go, Tell.

Recap of Lesson 5

Asking for permission (5 minutes)

Ask: What should we do when someone says "no"?

Allow a few learners to respond.

Then explain briefly: When someone says "no," we stop and respect their choice.

Reinforce the key message: Respect means listening when someone says "no."

Transition to today's lesson: Today we will learn how to use a brave voice, say no confidently, and get help when we feel unsafe.

Open Discussion

When Should We Say No? (5 minutes)

Ask learners: Have you ever needed to say no to something?

Allow responses.

Then ask: When might it be important to say no?

Allow responses and guide learners to recognise that saying no can help protect them, express their feelings, and set boundaries.

Transition to today's lesson: Today we will learn how to say no in a clear and respectful way.

Reinforce the key message: Asking permission shows respect

Core Teaching

What Is a Brave Voice? (4 minutes)

Explain:

- A brave voice is a calm, clear, and firm voice that helps us speak up when something feels wrong, uncomfortable, or unsafe.
- A brave voice is not shouting, insulting, or threatening.

Ask: What do you think a brave voice sounds like?

Allow a few responses.

Reinforce: A brave voice is calm, clear, and firm.

Using a Brave Voice and Strong Body (5 minutes)

Explain that learners will practice using their voice and body together.

Guide learners to:

- Stand tall
- Keep their feet slightly apart
- Keep their hands by their sides

Explain: This is a strong body position.

Teacher says in a calm, firm voice: NO. STOP.

Learners repeat together: NO. STOP.

Repeat with:

- Please stop.
- I said no.

Remind learners:

- No shouting
- Clear words
- Calm voice

Core Teaching..*Cont*

Then add movement:

- Take one step back
- Hold hands forward with palms facing out.

Explain: Practicing helps our bodies remember what to do.

Reinforce: We can use a brave voice and strong body to say no.



No, Go, Tell (5 minutes)

Explain: Sometimes a learner may feel unsafe, uncomfortable, or worried.

A simple safety rule is:

- No – Say no clearly and firmly.
- Go – Move away to a safe place if possible.
- Tell – Tell a trusted adult what happened.

Practice together:

- NO – GO – TELL
- Repeat 2–3 times.

Then practice the actions:

- Say "No."
- Take one step away.
- Point to a trusted adult.

Explain:

- Learners do not have to handle unsafe situations alone.
- Trusted adults can help keep them safe.

Reinforce: If something feels unsafe: No, Go, Tell.

Guided Activity

Role Play: No, Go, Tell (8 minutes)

Explain that learners will practice the No-Go-Tell safety steps.

Read a general scenario: A learner keeps bothering another learner after being asked to stop.

Ask for three volunteers. One learner demonstrates:



- No – using a brave voice to say, "No" or "Stop."
- Go – taking a step away.
- Tell – telling a trusted adult.

Repeat with one or two additional general scenarios, such as:

- Someone will not stop teasing.
- Someone keeps taking another learner's belongings after being asked to stop.

After each role play, ask:

- What did the learner do first?
- What did they do next?
- Who did they tell?

Reinforce: If something feels unsafe: No, Go, Tell.

Reflection and Closing (3 minutes)

Ask: What are the three safety steps we learned today?

Allow a few responses from the learners.

Write the following statements on the board and read them together:

- I can use a brave voice.
- No, Go, Tell!

Remind learners that they have the right to feel safe and respected. If something feels unsafe or makes them uncomfortable, they can remember the safety steps: No, Go, Tell.

Notes:

Lesson 7:
Safe And Unsafe Secrets

Total Time: 40 Minutes

Teacher Note

This lesson helps learners recognise warning signs that may indicate an unsafe situation. Learners will explore how feelings such as worry, fear, or discomfort can be important signals that something may be wrong. Learners will learn that warning signs help us notice danger early and that trusted adults can help when something feels unsafe.

Emphasise:

- Warning signs help us notice when something may be wrong.
- Feeling worried, scared, or uncomfortable is a reason to get help.
- Violence is never the learner's fault.
- The safest choice is to tell a trusted adult.

Faith Connection

Then you will know the truth, and the truth will set you free. – John 8:32

Explain briefly: God wants us to be honest and truthful. When we tell the truth and make good choices, we help create a safe, respectful, and trusting environment for everyone.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- By the end of this lesson, the learners will be able to:
-
- Explain the difference between safe and unsafe secrets.
- Identify warning signs that a secret may be unsafe.
- Describe what to do when a secret feels worried, scary, confusing, or unsafe

Recap of Lesson 6

Using A Brave Voice (5 Minutes)

Begin by asking: What is a brave voice?

Guide learners to recall:

- A brave voice is calm, clear, and firm.
- We say no, go away, and tell an adult.
- If one adult does not help, we keep telling.

Transitin to today's lesson: Sometimes people ask us to keep secrets. Today we will learn how to recognise which secrets are safe and which secrets should be shared with a trusted adult.

Open Discussion

What is a secret? (3 minutes)

Describe two situations:



- Some learners are making a surprise birthday card for their teacher and want to keep it secret until the celebration.
- After a fight between two students in the field, one of the older students says, "Don't tell your parents or teacher about what happened," and asks the others to keep it a secret.

Ask:

- What is happening in these two situations?
- What do you think a secret is?

Allow one or two general responses only.

Explain: A secret is something that is kept hidden from other people.

Core Teaching

Safe Secrets and Unsafe Secrets (6 minutes)

Explain that not all secrets are the same.

Safe secrets:

- Are meant to surprise or make someone happy.
- Do not last forever.
- Feel good inside.
- Trusted adults would agree with them.
- Can be shared later and do not cause harm.



Example: Planning a surprise birthday card.

Unsafe secrets:

- Are meant to be kept forever.
- Make someone feel scared, worried, confused, or uncomfortable.
- Involve behaviour that is not okay.
- Are kept because of fear, pressure, or threats.

Explain that unsafe secretd should be shared with a trusted adult.

Warning Signs - When a Secret is Unsafe (4 minutes)

Explain:
- Sometimes our bodies can tell us when something does not feel right.
- These feelings can help us recognise when a secret may be unsafe.

Body warning signs may include:

- A sick stomach
- Feeling scared
- Feeling worried
- Feeling confused
- Feeling unsafe

Reinforce: If a secret makes you feel worried, scared, confused, or unsafe, tell a trusted adult.

Core Teaching..*Cont*

What should we do about unsafe secrets? (4 minutes)

Explain:

- Children should never keep unsafe secrets.
- Trusted adults help children stay safe and get support when needed.



Write or say:

- Don't tell anyone.
- This is just between us.
- You will get in trouble if you tell.

Explain that these can be warning signs that a secret should be shared with a trusted adult.

Ask: If someone said these words to you, would you tell a trusted adult? Why or why not?

Allow a few responses.

Guide learners to understand that when a secret makes them feel worried, scared, confused, or unsafe, they should tell a trusted adult.

Reinforce the key message: Unsafe secrets should never be kept. Tell a trusted adult.

Guided Activity

Story Connection: A Secret Should Not Feel Scary (15 minutes)



Ask learners to turn to Story 2, A Secret Should Not Feel Scary, in the Grade 4 Learning Heart to Heart Storybook.

Invite a learner to begin reading the story aloud. Other learners may take turns reading different sections, or the teacher may support by reading parts of the story.

Remind learners to follow along in their storybooks and listen respectfully as the story is read.

A Secret Should Not Feel Scary

During break time, Brian and Amina were sitting under the big tree near their classroom.
Some children were playing nearby. Others were talking in small groups.
Brian was very quiet. He was not playing like he usually did.
Amina noticed that he looked worried.

"Brian, are you okay?" Amina asked gently.
Brian looked down.
"Someone told me not to tell anyone about something that happened at school," he said. "They said I would get in trouble if I talked about it. They said it was a secret."

Amina listened carefully. Then she asked Brian the same question their teacher always asked about secrets.
"Brian," she said softly, "does the secret make you feel happy, or does it make you feel worried?"
Brian thought for a moment. "It makes me feel worried," he admitted. "My stomach feels bad when I think about it."

Amina replied. "When a secret makes us feel scared, worried, or unsafe, it is not a safe secret," she explained. "Safe adults should never ask children to keep secrets that make them feel afraid."
Brian thought for a moment. "It makes me feel worried," he said.
Brian looked up. "So I don't have to keep it?"

"No," Amina said. "Secrets that make us feel bad should be shared with an adult who can help."
Brian took a deep breath. "I think we should tell a teacher," he said.
Amina smiled. "Yes," she said. "We do not have to handle this alone."

The two friends walked together towards the staffroom.
Their class teacher listened carefully as Brian explained why the secret had made him feel worried.

The teacher thanked Brian for speaking up.
"You did the right thing," the teacher said. "Children should never keep secrets that make them feel scared or unsafe."
The teacher then helped make sure the situation was handled safely.



As they walked back to class, Brian felt calmer inside.
He realised that speaking to a trusted adult can help children stay safe when something feels wrong.

After reading, ask:

1. Why did the secret make Brian feel worried?
2. Why was this not a safe secret?
3. What good choice did Brian make?
4. Why is it important to speak up when something feels wrong?

Guide learners to identify that:

- The secret made Brian feel worried, uncomfortable, and unsafe.
- Brian noticed warning signs in his body when he thought about the secret.
- Safe secrets do not make people feel scared, worried, or unsafe.
- Unsafe secrets should not be kept.
- Amina helped Brian recognise that the secret was not safe.
- Brian made a good choice by speaking to a trusted adult.
- The teacher listened carefully and helped Brian.
- Trusted adults can help children solve problems and stay safe.
- Children do not have to handle unsafe situations by themselves.
- Speaking up when something feels wrong can help keep children safe.

Then ask learners to read the "Great Discovery" section of the storybook and discuss how the lessons connect to today's learning.

Summarise the key message: If a secret makes us feel worried, scared, or unsafe, we should tell a trusted adult.

Reflection and Closing (3 minutes)

Reflection question: If a secret made you feel worried, scared, confused, or unsafe, what would you do?

Allow free responses.

Write the following statements on the board and read them together:

- Unsafe secrets should be told.
- I will tell a trusted adult if a secret makes me feel worried, scared, or unsafe.
- I will keep telling until someone helps.

Remind learners: God wants us to be safe. If something does not feel right, it is always okay to speak to a trusted adult who can help and support us.

Notes:

Lesson 8:
Trusted Adults

Total Time: 40 Minutes

Teacher Note

This lesson builds on lesson 7 (safe and unsafe secrets). Learners now focus on who trusted adults are and why they are important.

Emphasise:

- Learners need trusted adults in their lives.
- Asking for help is wise and brave.
- Safety is more important than silence.

Faith Connection

Plans fail for lack of counsel, but with many advisers they succeed. – Proverbs 20:18

Explain briefly: God gives us wise and caring adults to guide and protect us. Asking for help is a strong and wise choice.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Explain who trusted adults are and why they are important.
- Identify trusted adults at home, school, and in the community.
- Describe when and how to seek help from a trusted adult.

Recap of Lesson 7

Safe and Unsafe Secrets (3 Minutes)

Ask: Who should you talk to if a secret makes you feel worried or unsafe?

Allow responses. Guide learners to recall that:

- Unsafe secrets should be shared with a trusted adult.
- Trusted adults help children stay safe and get support when they need it.

Transition to today's lesson: We know that unsafe secrets should be shared with a trusted adult. Today, we will learn more about who trusted adults are and how they help keep us safe.

Open Discussion

Who can Help Us? (5 minutes)

Ask learners: When you have a problem or need help, who do you usually talk to?



Allow several responses.

Then ask: Why do you choose to talk to that person?

Allow responses.

Guide learners to recognise that some adults listen, care, help, and make them feel safe.
Transition to today's lesson: Today we will learn about trusted adults and why they are important in helping children stay safe

Core Teaching

Who Are Trusted Adults? (5 minutes)

Explain:

- Sometimes children need help when they are worried, scared, hurt, or confused.
- Trusted adults are adults who listen, care, and try to help.

Ask: Which adults can children go to when they need help?



Allow learners to share their ideas.

Guide learners to identify examples such as:

- Parents or guardians
- Teachers
- The headteacher or deputy headteacher
- A priest, sister, or other church leader
- Health workers such as nurses or doctors
- Police officers.

Explain:

- These are examples of trusted adults because they can listen, help, and support children when they have a problem or feel unsafe.
- Different children may choose different trusted adults.

Reinforce: It is good to know more than one trusted adult you can talk to when you need help.

Core Teaching..*Cont*

When Should We Talk to a Trusted Adult? (4 minutes)

Ask: When might someone need to talk to a trusted adult?

Allow responses.

Then summarise clearly:

We should talk to a trusted adult when we feel:
- Unsafe or uncomfortable
- Scared, confused, or worried
- Pressured to keep an unsafe secret
- Hurt by words or actions



Say clearly: You do not have to handle problems alone.

Identifying Trusted Adults (5 minutes)

Explain: All of us need trusted adults in our lives. There are times when learners will need the help of trusted adults.

Ask learners to quietly identify three to five trusted adults from:

- Home
- School
- Community

They may write names or draw simple symbols in their programme notebook.

Do not ask learners to explain their choices.

Reinforce: It is good to know whom you can talk to before you need help.

Guided Activity

Story Connection: Getting Help Feels Better (15 minutes)



Ask learners to turn to Story 3, Getting Help Feels Better, in the Grade 4 Learning Heart to Heart Storybook.

Invite a learner to begin reading the story aloud. Other learners may take turns reading different sections, or the teacher may support by reading parts of the story.

Remind learners to follow along in their storybooks and listen respectfully as the story is read.

Getting Help Feels Better

Brian and Amina stopped outside the staffroom. Brian's heart was beating fast.
"What if the teacher is busy?" Brian asked quietly.
"Brian, are you okay?" she asked.
Amina looked at him kindly. "We can still try," she said.

They knocked on the door.
Inside, Teacher Mary looked up and smiled. "Hello, Brian. Hello, Amina."
Brian took a deep breath. "Teacher, we need help," he said.

Teacher Mary listened carefully while Brian explained what was worrying him. She did not interrupt him or make him feel rushed.
When Brian finished, she said, "Thank you for telling me. You did the right thing by asking for help."
Brian felt a warm feeling inside.

Later that day, Teacher Mary helped Brian talk to the school counsellor.
The counsellor listened carefully and spoke kindly to Brian.
"We will help you," the counsellor said.

After school, Brian told his mother what had happened.
His mother hugged him tightly. "I am proud of you for speaking up," she said.
Brian realised that the adults around him wanted to help keep him safe.

The next day, Brian and Amina sat under the big tree again.
"I feel better today," Brian said.
What helped?" Amina asked.
"Telling," Brian replied. "And knowing there are adults who help."
Amina smiled. "That is why asking for help is important," she said.

Brian realised that speaking to trusted adults can help children feel safer, supported, and less alone.



After reading, ask:

1. Who did Brian ask for help?
2. Why was it important for Brian to share his worries?
3. What showed that the adults cared about Brian?
4. How can asking for help make a difficult situation better?

Guide learners to identify that:

- Brian asked Teacher Mary for help when he was worried.
- Amina encouraged Brian to speak to a trusted adult.
- Teacher Mary listened carefully and took Brian's concerns seriously.
- The school counsellor listened and offered support.
- Brian's mother comforted and encouraged him.
- Sharing his worries helped Brian get the help he needed.
- Asking for help made Brian feel safer and less alone.
- Trusted adults listen, care, and try to help when children have problems.
- Children do not have to deal with worries by themselves.
- Talking to a trusted adult is a safe and responsible choice when something is upsetting or worrying them.

Then ask learners to read the "Great Discovery" section of the storybook and discuss how the lessons connect to today's learning.

Summarise the key message: When something is worrying or upsetting us, we should talk to a trusted adult who can listen and help.

Reflection and Closing (3 minutes)

Ask: What will you do if you need help with a problem or worry?

Allow free responses.

Write the following statements on the board and read them together:

- Trusted adults listen, care, and help keep children safe.
- It is okay to ask for help when they feel worried, scared, confused, or unsafe.

Remind learners: If the first trusted adult is unable to help, they should keep telling another trusted adult until they get the help and support they need.

Notes:

Lesson 9:
Our Safe Classroom Agreement

Total Time: 40 Minutes

Teacher Note

This lesson brings together everything learners have practised so far; safety, respect, brave voices, trusted adults, and caring for one another.

The focus is shared responsibility. Use simple, positive language. Keep discussion general and future-focused.

Emphasise:
- Everyone deserves to feel safe.
- Everyone has a role in keeping the classroom safe.
- Safety is built through everyday actions.

Faith Connection

Make every effort to keep the unity of the Spirit through the bond of peace. – Ephesians 4:3

Explain briefly: God wants us to work together in peace. When we treat one another with kindness, respect, and care, we help create a safe and happy classroom for everyone.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Explain why everyone has a responsibility to help keep the classroom safe.
- Identify behaviours that help others feel safe and respected.
- Describe ways they can contribute to a safe and respectful classroom.

Recap of Lesson 8

Trusted Adults Can Help Keep Us Safe (5 minutes)

Begin by asking: Why is it important to talk to a trusted adult when you are worried or need help?

Guide learners to recall that trusted adults listen, care, and help keep children safe.

Transition to today's lesson: Today we will learn how we can all help to create a safe and respectful classroom.oday we will agree on how our classroom will practise these lessons every day.

Open Discussion

Why Does Safety Matter? (5 minutes)

Ask:



- How do you feel when you are in a classroom where everyone is kind and respectful?
- What can make learners feel unsafe or unhappy at school?

Allow learners to share their ideas freely.

Encourage several learners to contribute and listen to different viewpoints. Learners may mention feeling happy, safe, respected, included, worried, scared, left out, or unhappy.

Briefly reinforce: Everyone learns best when they feel safe, respected, and included.

Core Teaching

What does a Safe CLassroom Looklike (5 minutes)

Ask: What does a safe classroom look like?

Allow a few responses.
Explain:

- A safe classroom is a place where everyone feels respected, included, and able to learn.
- Everyone deserves to feel safe at school.



Teach clearly:

- We treat others with kindness and respect.
- We listen when others are speaking.
- We respect personal space and boundaries.
- We include others and help them feel welcome.

Reinforce: Everyone deserves to feel safe and respected.

We all Help Keep our Classroom Safe (5 minutes)

Explain:

- Keeping our classroom safe is something we do every day through our actions and choices.
- Safety is built by how we speak, how we treat others, and what we do when something feels wrong.

Teach clearly:

- We use kind and respectful words.
- We respect someone when they say "No".
- We use a brave voice if something is not right.
- We tell a trusted adult if something feels unsafe.

Ask: What is one thing you can do to help keep our classroom safe?

Allow a few responses.

Reinforce: Small actions every day help everyone feel safe. We all share responsibility for keeping our classroom safe.

Guided Activity

Creating Our Classroom Safety Agreement (15 minutes)

Explain: We will now create a classroom agreement together.

Ask;

- What should we do to help everyone feel safe?
- How should we treat one another every day?

Allow learners to suggest ideas first.

Write responses on the board.

Guide them toward simple, clear actions such as:



- Use kind words.
- Listen when others speak.
- Respect "No."
- Do not hurt with words or actions.
- Use a brave voice when needed.
- Tell a trusted adult if something feels unsafe.
- Help classmates who need support.

Work together to:

- Select 4–6 simple promises only
- Write them clearly on large paper or the board
- Read each promise aloud and check understanding

Explain clearly:

- Signing this agreement means we promise to try our best.
- It does not mean we must be perfect.
- It means we will keep trying.

Invite learners to sign their names or add a mark.

Display the agreement in the classroom.

Reflection and Closing (5 minutes)

Ask: What is one thing you can do to help keep our classroom safe and respectful? Allow a few responses.

Write the following statements on the board and read them together:

- Use respectful words
- Be kind and care for others

- Tell a trusted adult if needed
- Everyone deserves to feel safe.
- We help to keep our classroom safe.

Remind learners: When we choose kindness, respect, and responsibility every day, we help create a classroom where everyone can learn, grow, and feel safe

Lesson 10:
My Words Matter

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand that words have power. Words can build people up or hurt them. The focus is on everyday school language and repeated hurtful words.

Emphasise clearly:

- Words can hurt or help.
- Repeated hurtful words are not okay.
- Learners should seek help from trusted adults when words are used to harm others.

The lesson encourages learners to think carefully about the words they use and how their words affect others.

Faith Connection

Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.– Colossians 4:6

Explain briefly: God wants us to use words that are kind, respectful, and encouraging. The way we speak to others can help them feel valued, included, and cared for.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Explain how words can affect people's feelings.
- Identify examples of kind words and hurtful words.
- Describe safe ways to respond when words are used to hurt others.

Recap of Lesson 9

Keeping Ourselves and Others Safe (5 minutes)

Ask:

- What are some of the classroom safety promises we agreed on?
- How do these promises help everyone feel safe and respected?

Guide learners to recall that:

- Everyone deserves to feel safe.
- We all have a role in keeping the classroom safe.
- Respectful behaviour helps others feel included and valued.

Transition to today's lesson: One way we help keep our classroom safe is through the words we use. Today we will learn how words can affect other people's feelings.

Open Discussion

Feeling the Power of Words (5 minutes)

Explain: Today's lesson is about words and how they affect people.



Ask learners to close their eyes for a moment and listen carefully.

- Say one kind sentence clearly: "You did well."
- Pause and ask: How did that make you feel inside?
- Then say one hurtful sentence in a calm voice (not directed at anyone): "You are not good at anything."

Pause and ask: How did that make you feel?

Explain simply:

- Words can make us feel happy, strong, sad, or hurt inside.
- Even when we cannot see it, words can leave marks in our hearts.

Reinforce: My words are powerful.

Core Teaching

What to Do If Words Are Hurting You (5 minutes)

Ask: What can someone do if words are hurting them?

Allow responses, then summarise clearly:

If someone keeps using hurtful words:
- Tell a trusted adult.
- Remember the words are not true.
- Move away if possible.
- Keep telling until someone listens and helps.

Remember: it is not your fault.



Reinforce: Everyone deserves to feel safe at school.

What to Do If You See Someone Being Hurt by Words (5 minutes)

Ask: What should we do if we see someone being hurt by words?

Guide learners toward the following responses:

- Do not join in or laugh.
- Tell a trusted adult.
- Be kind to the person.
- Help them get adult support.
- Speak up only if it is safe.

Reinforce: Kind words help keep our school safe.

Guided Activity

Words Leave Marks (7 minutes)

Explain:

- Kind words are like soft cloth. They keep the paper smooth.
- Hurtful words are like stones. They leave marks.

Slowly crumple the paper while saying examples of hurtful words (not directed at anyone):

- You are stupid
- Nobody likes you.
- You are useless

Then try to smooth the paper and say:

- Sorry
- You matter
- You did your best.

Ask: Is the paper the same as before?

Explain clearly: Even when we say sorry, hurtful words can leave marks.

Define clearly: When someone keeps using hurtful words again and again to scare, control, or put someone down, this is called verbal abuse.

Reinforce: Repeated hurtful words are not okay.

Reflection and Closing (3 minutes)

Ask: What is one important lesson you will remember from this term?

Allow a few responses from the learners.

Write the following statements on the board and read them together:

- My words are powerful.
- I respect myself and others.
- I can make safe choices.
- I know when to ask for help.
- We help keep our school safe.

Briefly reinforce: This term, we have learned how to understand our feelings, make safe choices, respect ourselves and others, protect our bodies, use a brave voice, seek help from trusted adults, and help keep our school safe.

Remind learners: Continue to practise these skills every day by using kind words, making safe choices, speaking up when something is not right, and asking for help when you need it. Together, we can help create safe and respectful communities for everyone.



End of Term 1 Teacher Note

Congratulate learners for completing Term 1. Encourage them to continue practising the skills they have learned, including understanding their feelings, respecting themselves and others, setting boundaries, making safe choices, using kind words, and seeking help from trusted adults when needed.

Remind learners that these skills can be used at home, at school, and in their communities.

TERM 2

Friendship, Kind Communication and Inclusion

7 Lessons



Lesson 11 – 17

Lesson 11:
Let's Include Everyone

Total Time: 35 Minutes

Teacher Note

This lesson helps learners understand inclusion and practise welcoming others at school.

Emphasise:

- Everyone deserves to feel included.
- Small actions make a big difference.
- Inclusion helps keep our classroom safe.

Faith Connection

A new command I give you: Love one another. As I have loved you, so you must love one another. – John 13:34

Explain briefly: God teaches us to love and care for others. When we treat people with kindness, respect, and compassion, we show God's love through our actions.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Describe how it feels to be included or left out.
- Identify actions that help others feel included.
- Explain why it is important to include others.

Recap of Term 1

Looking Back at Term 1 (5 minutes)

Begin by asking:

- What are some ways we learned to keep ourselves and others safe?
- How can we show respect for other people?

Allow a few learners to respond.

Guide learners to recall:

- We should use kind words, respect ourselves and others, make safe choices, ask for help when needed.

Explain briefly: Last term, we learned many ways to help ourselves and others feel safe and respected.

Transition to today's lesson: Today we will learn how including others helps everyone feel welcome, valued, and safe.

Opening Discussion

Being Included and Left Out (5 minutes)

Describe two situations:

- Some learners invite a classmate to join their game during break time.
- A learner is sitting alone while other learners play together.

Ask:



- How do you think the learner in each situation feels?
- Why is it important to include others?

Allow a few learners to share their ideas.

Learners may mention feeling happy, welcomed, included, lonely, sad, or left out.

Explain briefly:

- When people are included, they often feel welcomed and valued.
- Small acts of kindness can help everyone feel like they belong.

Reinforce the key message: Everyone deserves to feel included.

Core Teaching

What Inclusion Looks Like at School (5 minutes)

Explain: Inclusion means making sure everyone feels welcome, valued, and able to take part.

Ask: What are some ways we can include others at school?

Guide learners to identify actions such as:

- Inviting others to join games or activities
- Sharing and taking turns
- Listening to others
- Working with different classmates
- Using kind and respectful words.



Reinforce: Small actions can help others feel included.

Why Is Inclusion Important? (5 minutes)

Ask:

- What happens when people feel included?
- How does inclusion help our classroom?

Guide learners to identify that:

- People feel welcomed and valued.
- Learners are more likely to participate.
- Friendships grow.
- The classroom feels safer and more respectful.

Reinforce: When we include others, we help create a safe and caring classroom for everyone.

Guided Activity

Find a Place for Me (12 minutes)

Explain the purpose: We will practise noticing when someone is left out and inviting them to join.

Ask learners to stand and walk slowly around the classroom, where space permits, or ask the learners to go outside for the activity.

- Remind them to move calmly and safely.
- Call out a number clearly: Groups of four!
- Learners quickly form groups of that number.



Pause and say: Look around. Is anyone standing alone?

Say clearly: If you see someone alone, invite them to join your group.

Model simple invitation phrases:

- Come and join us.
- You can be with us.
- We have space.

Once everyone is included, repeat the activity once or twice using a different number.

Praise inclusive behaviour immediately.

Reflection and Closing (3 minutes)

Ask: What is one way you can include others?

Guide learners to identify that inclusion helps people feel welcomed, valued, and respected.

Write the following statements on the board and read them together:

- Everyone belongs.
- I can include others.
- Small actions make a big difference.

Remind learners: Simple actions such as inviting someone to join a game, listening to others, and showing kindness can help everyone feel respected and included.

Notes:

Lesson 12:
Speaking Up For Myself

Total Time: 30 Minutes

Teacher Note

This session builds on lesson 11 (inclusion). Learners now practise speaking up calmly and respectfully when something feels unfair, unsafe, or uncomfortable.

Emphasise:
- Speaking up is calm and respectful.
- Speaking up is not shouting or being rude.
- If speaking up does not solve the problem, learners should tell a trusted adult.

Faith Connection

Speaking the truth in love, we will grow to become in every respect the mature body of Him who is the head, that is, Christ. – Ephesians 4:15

Explain briefly: God wants us to speak honestly and kindly. When we tell the truth with respect and care for others, we help build trust and positive relationships.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Explain what it means to speak up respectfully.
- Identify situations when it is important to speak up or seek help.
- Demonstrate how to express feelings and needs using calm and respectful words

Recap of Lesson 11

Including Others and Using Kind Words (5 minutes)

Begin by asking:

- What have we learned about kind words?

Guide learners to recall;

- Use kind words.
- Respect others.
- Tell a trusted adult when needed.
- Everyone deserves to feel safe.

Transition to today's lesson: Today we will practise how to speak up kindly when something feels wrong.

Opening Discussion

Using Our Words (3 minutes)

Ask:

- What can you do if someone takes your pencil without asking?
- What can you do if someone says something that hurts your feelings?



Allow a few learners to share their ideas.

Explain briefly:

- Sometimes we can use calm and respectful words to tell others how we feel.
- Sometimes we need to ask a trusted adult for help.

Reinforce the key message: We can use our words to solve problems and ask for help when we need it.

Core Teaching

How to Speak Up Respectfully (5 minutes)

Explain:

- Speaking up means using your words to tell someone how you feel, what you need, or when something is wrong.
- Speaking up respectfully means doing this in a calm, clear, and respectful way.

Speaking up respectfully is:

- Calm
- Clear
- Respectful
- Confident



Learning Tool – Using "I Statements" (5 minutes)

Write on the board:

I feel ___ when ___. I need ___

Explain:
- "I feel" names your feeling.
- "When" explains what happened.
- "I need" says what would help.

Model example: "I feel upset when you take my pencil. I need you to ask first."

Explain: This helps us speak clearly without blaming or attacking.

Guided Activity

Practising Speaking Up (8 minutes)

Explain: Learners will practise speaking up respectfully in pairs using "I statements".

Read one situation at a time:

- Someone borrows your pencil without asking.
- Someone teases you.
- Someone cuts in front of you in a line.
- Someone keeps interrupting while you are speaking.

One learner practises using an "I statement".

For example: "I feel upset when you take my pencil. I need you to ask first."

Learners then switch roles and practise a different situation.

Move around the classroom and praise:

- Calm voices
- Clear words
- Respectful body language
- Good use of "I statement"

Remind learners: If speaking up does not solve the problem, or if the situation feels unsafe, tell a trusted adult.

Ask: What should we do if speaking up does not help?

Guide learners to respond: Tell a trusted adult.

Reflection and Closing (4 minutes)

Ask: What is one thing you learned about speaking up respectfully today?
Allow a few learners to respond.

Write the following statements on the board and read them together:

- My voice matters.
- I can speak up calmly and respectfully.
- I can use my words to solve problems.
- If it is not safe, I tell a trusted adult.

Remind learners: Use your voice in a positive way every day. Speaking calmly and respectfully can help solve problems, build good relationships, and keep everyone safe. Remember, if something feels unsafe or wrong, tell a trusted adult who can help.

Lesson 13:
Solving Problems Peacefully

Total Time: 35 Minutes

Teacher Note

This lesson teaches learners a simple process for solving problems in a calm, respectful, and safe way. Learners will practise listening, speaking respectfully, considering solutions, and working together to resolve challenges.

Emphasise clearly:

- Problems can be solved more effectively when we stay calm, listen carefully, and speak respectfully.
- Everyone's feelings and ideas are important when working together to solve a problem.
- Learners can always ask a trusted adult for help if they need support with a problem or concern

Faith Connection

Blessed are the peacemakers, for they will be called children of God. – Matthew 5:9

Explain briefly: God wants us to be peacemakers. When we choose kindness, solve problems peacefully, and help others feel safe, we are following God's way.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Identify everyday school problems that can be solved peacefully.
- Describe simple steps for solving problems calmly and respectfully.
- Explain when it is important to seek help from a trusted adult.

Recap of Lesson 12

Speaking Up and Using a Brave Voice (5 minutes)

Begin by asking: What should we do if something feels unsafe?

Guide learners to recall;

- Use a brave voice.
- Speak calmly and kindly.
- Tell a trusted adult if needed.
- Keep telling until someone helps.

Transition to today's lesson: Last lesson, we learned how to speak up calmly and respectfully. Today we will learn how to use those skills to solve problems peacefully.

Opening Discussion

Small Problems or Big Problems? (5 minutes)

Ask:

- What are some problems learners sometimes have at school?
- What can happen if people get angry or argue instead of solving a problem calmly?

Allow a few learners to share their ideas.

Learners may mention disagreements during games, cutting in line, borrowing things without asking, or not taking turns.

Explain briefly:

- Problems can happen at school.
- What matters is how we respond to them.
- We can learn ways to solve problems calmly and respectfully.

Reinforce the key message: We can solve problems calmly and respectfully.

Core Teaching

The Traffic Light Problem Solver (6 minutes)

Write the following on the board:

- RED – STOP
- YELLOW – THINK
- GREEN – CHOOSE

Explain briefly: Just like traffic lights help people move safely, these steps can help us respond to problems calmly and respectfully.

RED – STOP
Stop your body and calm down before reacting.

YELLOW – THINK

Ask yourself:

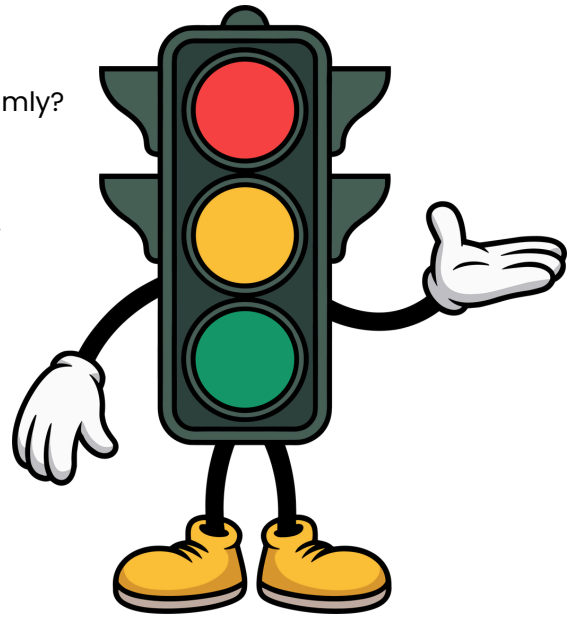
- What is the problem?
- What could I do to help solve it calmly?

GREEN – CHOOSE

Choose a calm and respectful action.

Ask:

- Did it work?
- Do I need more help?



Core Teaching..*Cont*

Explain:



- These steps can help with everyday disagreements such as sharing, taking turns, or misunderstandings.
- Learners do not have to solve problems on their own.
- It is always okay to ask a trusted adult for help.
- If a learner feels worried, scared, hurt, threatened, or unsure, they should tell a trusted adult.

Reinforce: We solve problems calmly and respectfully, and we ask for help when we need it.

Guided Activity

Traffic Light Practice (15 minutes)

Show or write on the board:

- RED = STOP
- YELLOW = THINK
- GREEN = CHOOSE

Explain briefly: These steps can help us respond calmly during everyday disagreements at school.

Scenario 1: Two learners want the same ball.

Step 1 – RED: STOP

Ask learners to freeze and take one deep breath.
Say: Before reacting, we stop and calm down.

Step 2 – YELLOW: THINK



Ask:

- What is the problem?
- What are two calm and respectful choices?

Allow learners to suggest ideas.

Step 3 – GREEN: CHOOSE

Ask learners to act out one calm solution.

Possible solutions:

- Can we take turns?
- Let us play together.

Ask:
- What helped solve the problem peacefully?

Scenario 2: Someone borrows a pencil without asking.

Repeat the same steps:

- RED: Stop and calm down
- YELLOW: Think of calm and respectful choices
- GREEN: Demonstrate a respectful solution

Guided Activity

Scenario 3: A learner is left out of a game.

Repeat the steps again.

Possible solutions:

- You can join us.
- Let's make space for everyone.

Ask:
- What helped solve the problem peacefully?

Remind learners:

- These steps can help with everyday disagreements.
- Learners can always ask a trusted adult for help if they need support or if a situation makes them feel worried, upset, or unsafe.

Praise calm voices, respectful language, and peaceful choices.

Reflection and Closing (4 minutes)

Ask: What is one thing you can do the next time you have a problem with someone?

Allow free responses.

Guide learners to identify that solving problems peacefully helps people understand one another and work together respectfully.

Write on the board and read together:

- I stop.
- I think.
- I choose peace.
- I ask for help when I need it.

Remind learners: They can use these problem-solving steps at school, at home, and in their community. When we stay calm, listen, and speak respectfully, we can solve problems in positive ways

Notes:

Lesson 14:
Being A Helper

Total Time: 40 Minutes

Teacher Note

This lesson teaches learners that when they see someone being hurt or treated unfairly, they have choices.
The focus is on safe helping. Learners should never try to fix serious problems alone.

Emphasise clearly:

- Being a helper means choosing safe actions.
- Safe reporting protects everyone.
- Risky helping can make the problem worse.
- Asking a trusted adult for help is the safest choice.

Faith Connection

Carry each other's burdens, and in this way you will fulfil the law of Christ. – Galatians 6:2

Explain briefly: God wants us to care for one another. Helping others in safe ways shows kindness and courage.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Explain what it means to be a helpful and responsible classmate.
- Identify safe ways to help others at school.
- Describe when to seek adult help instead of trying to solve a problem alone.

Recap of Lesson 13

Solving Small Problems Peacefully (5 minutes)

Begin by asking: What can we do when we see a problem or disagreement at school?

Guide learners to recall:

- Stay calm.
- Think before acting.
- Use respectful words.
- Ask a trusted adult for help when needed.

Transition to today's lesson: Last lesson, we learned how to respond to problems calmly and respectfully. Today, we will learn how we can help others in safe and responsible ways.

Opening Discussion

What Does A Helper Do? (6 Minutes)

Ask: Who is a helper?

Allow a few learners to respond.

Then describe a situation: A learner drops their books on the ground. Another learner stops and helps pick them up.



Ask:

- How was the learner being a helper?
- What are some other ways learners can help others at school?

Allow a few learners to share their ideas.

Learners may mention helping someone who is hurt, being kind, sharing, including others, telling a teacher when someone needs help, or comforting a friend.

Explain briefly: A helper notices when someone needs support and chooses actions that help others.

Reinforce the key message: Helpers choose safe actions.

Core Teaching

What Is a Safe Helper? (4 minutes)

Explain: A safe helper notices when someone needs support and chooses actions that help keep people safe.

Examples of safe helping:



- Staying calm.
- Showing kindness.
- Moving to a safe place.
- Comforting someone after it is safe.
- Refusing to join in hurtful behaviour.

Ask: What are some ways a safe helper can support others?

Allow responses.

Guide learners to understand that safe helpers use kind, responsible, and safe actions.

Reinforce: Safe helpers choose actions that help keep people safe.

Core Teaching..*Cont*

Getting Help from Trusted Adults (4 minutes)

Explain:



- Safe helpers do not need to solve every problem on their own.
- Sometimes the safest thing to do is tell a trusted adult.

Trusted adults can:

- Listen and provide support.
- Help solve problems.
- Keep children safe.
- Take action when someone needs help.

Reinforce: Getting help from a trusted adult is a safe and responsible way to help others.

Guided Activity

Story Connection: Brian Notices Something (15 Minutes)



Ask learners to turn to Story 4, Brian Notices Something, in the Grade 4 Learning Heart to Heart Storybook.

Invite a learner to begin reading the story aloud. Other learners may take turns reading different sections, or the teacher may support by reading parts of the story.

Remind learners to follow along in their storybooks and listen respectfully as the story is read.

Brian Notices Something

It was break time. Learners were playing, talking, and lining up near the water tap.
Amina was skipping rope with some girls.
Brian stood in line at the water tap. He was waiting for his turn to drink water.

As Brian waited, he noticed Baraka sitting alone near the wall.
Three other classmates were standing nearby, laughing and calling him rude names.
Baraka kept looking down at the ground and did not say anything.
Brian felt worried for him. "This does not feel right," Brian thought.
He remembered what the teacher had taught the class. A good helper notices when someone may be getting hurt and tells a trusted adult when something is wrong.

Brian walked over to Amina. "That boy looks upset," he said quietly. "I think he needs help."
Amina agreed. "Let us tell a teacher," she said.

The two friends did not laugh. They did not argue. They did not join in the teasing.
Instead, they went to their class teacher and told her what they had seen.

The teacher quickly walked over to Baraka and spoke to him gently. She made sure he was safe and comforted him.
Then the teacher spoke firmly to the other learners about their behaviour. "Calling people hurtful names and leaving them out is wrong," she said. "School should be a safe place for everyone."
The teacher reminded the learners to treat others with kindness and respect

Later, Baraka saw Brian and Amina sitting together under a tree.
Slowly, he walked over to them.
Amina smiled kindly. "You can sit with us," she said.
Baraka smiled a little and sat down beside them.



Brian felt happy that Baraka was no longer alone.
"We did the right thing by getting help," Brian said.
"I am glad we told the teacher," Amina replied.
"That is what good helpers do."

Brian realised that helping safely means noticing when someone is hurt, being kind, and getting help from trusted adults when needed.

After reading, ask:

- What made Brian and Amina notice something was wrong?
- Why did they not try to solve the problem by themselves?
- What safe choice did they make?
- Who did they go to for help?

Guide learners to identify that:

- Brian and Amina noticed that someone needed help.
- They did not try to solve the problem by themselves.
- They chose a safe way to help.
- They went to a trusted adult for support.
- Trusted adults can help keep learners safe.

Then ask learners to read the Great Discovery section in the storybook and discuss how the lessons connect to today's learning.

Summarise the key message: Helping safely means choosing actions that protect people and getting support from trusted adults when needed.

Reflection and Closing (4 minutes)

Ask: What is one way you can be a helper at school?

Allow a few learners to respond.

Write the following statements on the board and read them together:

- Helpers choose safe actions.
- I can help others with kindness.
- I can tell a trusted adult when someone needs help.

Remind learners: Everyone has the right to feel safe at school. When we choose peace, kindness, and respect, we help create a safe environment where everyone can learn and grow.

Notes:

Lesson 15:
Digital Friendship And Safety

Total Time: 40 Minutes

Teacher Note

This lesson promotes the values of responsibility, respect, and prudence when using technology. It introduces simple, age-appropriate rules for being kind and safe when using phones, tablets, or computers.

Clarify the difference between:

- Safe online behaviour
- Unsafe or risky online behaviour

Reinforce help-seeking at all times.

Faith Connection

Let your conversation be always full of grace. – Colossians 4:6

Explain briefly: God wants us to use kind and wise words everywhere — including online.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Identify ways to be kind and respectful when using phones, tablets, or computers.
- Recognise safe and unsafe online situations.
- Explain when to seek help from a trusted adult about online concerns.

Recap of Lesson 14

Being a Helper (5 minutes)

Begin by asking: What is one safe way to help someone?

Guide learners to recall:

- We tell trusted adults.
- We choose safe actions.
- We protect ourselves and others.

Transition to today's lesson: Today we will learn how to stay safe, kind, and respectful when using phones, tablets, and computers.

Opening Discussion

Being online (5 minutes)

Describe a situation: A learner is using a tablet to complete homework or a learning activity.



Ask:

- What are some things children use phones, tablets, or computers for?

Allow a few learners to respond.

Learners may mention learning, finding information, playing games, talking to family, or communicating with friends.

Explain briefly: Many children use phones, tablets, or computers for learning, games, or communicating with others.

Just like at school, it is important to behave safely, kindly, and respectfully online.

Reinforce the key message: We should make safe and kind choices online.

Core Teaching

Being Kind Online (3 minutes)

Explain: The way we treat people online should be the same as the way we treat people at school.

Ask: What are some kind things we can say or do online?
Allow a few responses.

Guide learners towards:

- Using respectful words
- Encouraging others
- Being polite
- Not sending hurtful messages



Reinforce: Kindness matters online and offline.

Simple Online Safety Rules (3 minutes)

Explain: When using phones, tablets, or computers, there are simple rules that help keep us safe.

Examples:

- Use trusted websites and apps.
- Ask a parent, guardian, or teacher before downloading something.
- Keep personal information private.
- Tell a trusted adult if something online worries you.

Explain: Personal information includes:

- Full name
- Home address
- Phone number
- Passwords
- Photos

Reinforce: If you are unsure, ask a trusted adult.

Core Teaching..*Cont*

Safe or Unsafe? (5 minutes)

Explain: Let us use our online safety rules to think about different online messages.

Read each example aloud and ask:

- Do you think this is safe or unsafe?
- Why?

Example 1: Click here to learn more about animals.
Possible response: Safe if it comes from a trusted website or learning platform.



Example 2: Send me your full name and where you live.
Possible response: Unsafe because personal information should be kept private.

Example 3: Ask your parent before downloading this game.
Possible response: Safe because it encourages learners to ask a trusted adult.

Example 4: Don't tell your parents about this chat.
Possible response: Unsafe because trusted adults should be told about online concerns.

Example 5: Send me a photo of yourself.
Possible response: Unsafe because photos are personal information.

After each example, ask:

- What should we do if something online feels unsafe?

Guide learners to respond:

- Tell a trusted adult.
- Do not reply.
- Close the page if possible.

Reinforce: If something online feels unsafe, tell a trusted adult.

Guided Activity

Story Connection – Being Kind and Safe Online (15 minutes)

Ask learners to turn to Story 5, Being Safe Online, in the Grade 4 Learning Heart to Heart Storybook.

Invite a learner to begin reading the story aloud. Other learners may take turns reading different sections, or the teacher may support by reading parts of the story.

Remind learners to follow along in their storybooks and listen respectfully as the story is read.

Being Safe Online

One Friday after school, Amina walked home with her friend. They laughed and talked about their favourite games.

At home, Amina helped her mother with housework. Later, her mother allowed her to use the phone for a short time. Amina watched a learning video and played a small game. Then a message appeared. The message asked for her name and the name of her school.

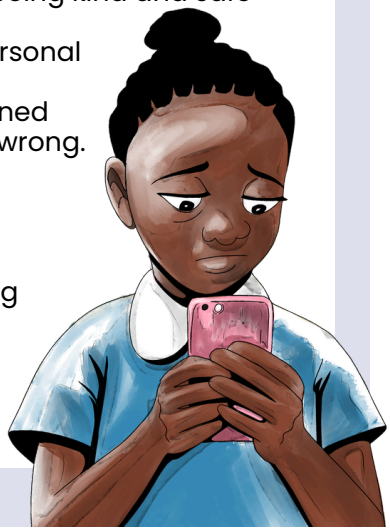
Amina stopped and looked at the phone for some time. She felt unsure. She remembered what her teacher had taught the class about staying safe online. Children should never share personal information with strangers on phones, tablets, or computers. Amina did not reply to the message. Instead, she walked straight to her mother and showed her the phone.

Her mother looked at the message carefully. “You did the right thing," she said. “We do not share personal information online with people we do not know.” Then her mother blocked the sender, so no more messages could be sent.

The next Monday, Amina was walking to school with her friend, Zawadi.
Zawadi said, "Someone sent me a bad message on the phone"
Amina listened carefully. “You should tell an adult,” she said. “We should not reply to mean messages.”

Later that day, the teacher spoke to the class about being kind and safe online.
The teacher reminded the learners never to share personal information online and never to keep unsafe online messages secret from trusted adults. She also explained that sending hurtful or unsafe messages to others is wrong.

Amina felt proud that she had made safe choices and helped her friend get support. She realised that being safe online means protecting personal information, avoiding unsafe messages, and speaking to trusted adults when something feels wrong.



After reading, ask:

1. Why did Amina feel unsure about the message?
2. What made the message unsafe?
3. What wise choice did Amina make?
4. What can we learn from Amina's choices online?

Guide learners to identify that:

- Amina felt unsure because the message did not seem safe.
- She did not respond to the message on her own.
- She made safe choices and sought help.
- Amina helped Zawadi make a safe choice by encouraging her to be careful and seek support from a trusted adult.
- Trusted adults can help children stay safe online.

Then ask learners to read the "Great Discovery" section of the storybook and discuss how the lessons connect to today's learning.

Summarise the key message: When something online feels unsafe or confusing, we should tell a trusted adult and make safe choices.

Reflection and Closing (4 minutes)

Ask: What will you do if something online makes you feel worried, confused, or unsafe?

Allow free responses.
Guide learners to identify that asking a trusted adult for help is a safe and responsible choice.

Write the following statements on the board and read them together:

- I can make safe choices online.
- I will tell a trusted adult if something feels wrong.
- Asking for help is a brave thing to do.

Remind learners: If something online makes them feel worried, confused, uncomfortable, or unsafe, they should stop, avoid responding, and talk to a trusted adult who can help.

Notes:

Lesson 16:
Apologies And Fixing Friendships

Total Time: 40 Minutes

Teacher Note

This lesson helps learners understand that saying sorry is more than using words. A real apology shows responsibility, care, and a willingness to make things right. Learners will also explore how forgiveness can help repair relationships and rebuild trust.

Emphasise:

- Everyone makes mistakes sometimes.
- A sincere apology includes taking responsibility for our actions.
- Forgiveness can help people move forward and strengthen relationships.
- Learners should seek help from a trusted adult if a situation feels unsafe or someone continues to be hurt

Faith Connection

Be kind and compassionate to one another, forgiving each other. – Ephesians 4:32

Explain briefly: God wants us to be kind, compassionate, and forgiving. When we say sorry, forgive others, and try to make things right, we show care and respect for one another.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain what makes a sincere apology.
- Describe how apologies and forgiveness can help repair friendships.
- Explain why trusted adults can help when a problem is difficult to solve.

Recap of Lesson 15

Digital Friendship and Safety (5 minutes)

Ask: What should we do if something online feels unsafe?

Allow a few learners to respond.

Then explain briefly:

- We learned that it is important to make safe and kind choices online.
- We should use kind words online, protect our personal information, and tell a trusted adult if something online feels uncomfortable or unsafe.

Reinforce the key message: If it feels wrong online, stop and tell a trusted adult.

Transition to today's lesson: Today we will learn how to repair friendships when someone is hurt.

Opening Discussion

When Friends Hurt Each Other (5 Minutes)

Ask: What can people do when they realise they have hurt someone else's feelings?

Allow a few responses.

Then ask: How can saying sorry help make things better?



Allow a few responses.

Explain briefly:

- Sometimes people hurt others with their words or actions, even when they do not mean to.
- Saying sorry can help repair relationships and show that we care about the feelings of others.

Reinforce the key message: Saying sorry and forgiving can help repair relationships.

Core Teaching

What Makes a Real Apology? (6 Minutes)

Explain clearly: A real apology has five simple parts.

Write key words on the board:

- Say what went wrong
- Take responsibility
- Show you are truly sorry
- Show understanding of feelings
- Promise to do better

Model one example: "I am sorry I laughed at you. That was my fault. I know it hurt your feelings. Next time, I will be kinder."

Explain: Saying "sorry" without changing behaviour is not enough



Forgiveness And When to Ask for Help (5 Minutes)

Explain:

- Forgiving helps us let go of hurt.
- Forgiveness does not mean the hurt was okay.
- Forgiveness helps friendships heal.

Ask: When should someone ask an adult for help in a disagreement?

Guide learners to understand:

- When the disagreement keeps happening.
- When someone feels unsafe.
- When someone is being bullied.
- When the problem feels too big to solve calmly.

Reinforce clearly: If a situation feels unsafe or a disagreement does not stop, tell a trusted adult.

Guided Activity

Story Connection: Saying Sorry and Changing Behaviour (15 minutes)

Ask learners to turn to Story 6, Saying Sorry and Changing Behaviour, in the Grade 4 Learning Heart to Heart Storybook.

Invite a learner to begin reading the story aloud. Other learners may take turns reading different sections, or the teacher may support by reading parts of the story.

Remind learners to follow along in their storybooks and listen respectfully as the story is read

Saying Sorry and Changing Behaviour

During breaktime, Brian and his friends stood near the water tap.
Zawadi walked past them. She was holding her exercise book.
Suddenly, she tripped on a stone and almost fell! Her book dropped to the ground.
Some classmates laughed at her. Brian laughed too.

Zawadi quickly picked up her book. She looked embarrassed and upset.
Without saying anything, she walked away and sat alone under a tree.
After a few moments, Brian stopped smiling. He remembered the look on Zawadi's face when everyone laughed at her. He started to feel bad inside.

Later in class, Brian and Zawadi were paired together during group work.
Brian felt bad, but he knew he needed to speak honestly. "I laughed when you fell," Brian said softly. "That was wrong. I am sorry," he said. "I should not have laughed at you."

Zawadi looked at him. "It hurt my feelings," she said.
"I understand," Brian said. "Next time, I will help."

Later that day, Brian helped Zawadi carry her books as they walked outside after class. Zawadi smiled a little.
Brian realised that saying sorry means more than just words. It means understanding how someone feels, changing your behaviour, and choosing to be kinder next time.



After reading, ask:

1. Why did Zawadi feel upset?
2. Why was Brian's behaviour hurtful?
3. How did Brian show that he wanted to make things right?
4. How can an apology help repair a friendship?

Guide learners to identify that:

- Zawadi felt hurt when she tripped, and another learner laughed instead of helping.
- Brian realised that his actions had affected someone else.
- Saying sorry is important when we hurt someone.
- A sincere apology includes trying to do better in the future.

Then ask learners to read the "Great Discovery" section of the storybook and discuss how the lessons connect to today's learning.

Summarise the key message: A sincere apology shows care, responsibility, and a willingness to make things right.

Reflection and Closing (4 minutes)

Ask: What can we do when we hurt someone's feelings?

Allow a few learners to respond.

Write the following statements on the board and read them together:

- I can say sorry when I make a mistake.
- I can forgive others.
- I can help make things right

Remind learners: Everyone makes mistakes sometimes. Saying sorry, forgiving others, and trying to make things right can help build caring, respectful, and positive relationships.

Notes:

Lesson 17:
Warning Signs Of Unsafe Situations

Total Time: 40 Minutes

Teacher Note

This lesson encourages learners to practise wisdom, courage, and responsibility by recognising warning signs and seeking help when needed.

Emphasise:

- Warning signs help us notice danger early.
- Feeling unsafe is a reason to get help.
- Violence is never the learner's fault.
- The safest choice is to tell a trusted adult.

Faith Connection

The Lord is my refuge and my fortress, my God, in whom I trust – Psalm 91:2

Explain briefly: God wants us to be safe. When something does not feel right, we can trust God and seek help from trusted adults who can help protect and support us.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify warning signs that may signal an unsafe situation.
- Explain how feelings such as worry, fear, or discomfort can be warning signs.
- Describe safe actions to take, including telling a trusted adult.

Recap of Lesson 16

Apologies and Fixing Friendships (3 Minutes)

Begin by reminding learners about the previous lesson.

Ask learners: What makes a real apology?

Allow a few learners to respond.

Guide learners to recall key ideas:

- A real apology means more than saying "sorry."
- A real apology includes understanding what went wrong and taking responsibility.
- A real apology includes changing behaviour and trying to do better.

Transition to today's lesson: Today we will learn about the warning signs of unsafe situations

Opening Discussion

Safe and Unsafe Situations (5 Minutes)

Describe two situations:

- A group of learners are playing a game together during break time and everyone is having fun.
- A learner is being pressured to keep something secret and looks worried and uncomfortable.

Ask:

- How do the learners look and feel in each situation?
- What might make someone feel worried or uncomfortable?

Allow a few learners to share their ideas.

Explain briefly:

- Sometimes situations feel safe, calm, and comfortable.
- Other times, something may feel uncomfortable, confusing, or wrong.
- These feelings can help us notice when something may not be safe.

Reinforce the key message: Warning signs help us notice when something may not be safe.

Core Teaching

Warning Signs of Unsafe Situations (5 Minutes)

Explain in simple, general terms.

Warning signs may include:

- Someone asks you to keep secrets that make you uncomfortable.
- Someone says, "Don't tell anyone."
- Someone shows pictures or talks about private parts.
- Someone wants to be alone with you, and it feels wrong.
- Someone uses threats or scary words.
- You feel scared, confused, or worried.



Say clearly: When something feels wrong, that is a reason to get help.

Explain gently:

- Sometimes we may not know exactly why something feels wrong, but our feelings can help us notice warning signs.
- When something feels wrong, it is important to get help.

What To Do When You Notice Warning Signs (5 Minutes)

Explain calmly: If you notice warning signs:

- Go to a safe place.
- Tell a trusted adult immediately.
- If one adult does not help, keep telling another adult.
- You are never in trouble for asking for help.
- It is never your fault.

Repeat together: Keep telling until someone helps.

Guided Activity

My Safety Support Map (8 minutes)

Ask learners to open their Lifeskills exercise books

Ask learners to draw or write:

- Three trusted adults they can talk to if something feels unsafe.
- Two safe places they can go if they need help.

Explain:
Trusted adults and safe places can help us when we notice warning signs.
Remind learners that they do not need to share personal experiences with the class.
Invite a few volunteers to share examples of trusted adults or safe places.

Reinforce: It is always okay to ask a trusted adult for help.

SAFE or STOP? (10 minutes)

Ask learners to stand beside their desks.

Explain two actions:

- SAFE – stand still with hands by your sides.
- STOP – cross your arms in front of your chest.



Practise the actions once together.

Read each situation slowly. Learners respond using SAFE or STOP.

- A teacher explains class rules. → SAFE
- Someone says, "Don't tell anyone about this." → STOP
- A friend asks politely to borrow a pencil. → SAFE
- Someone shows you pictures that make you uncomfortable.→ STOP
- A learner invites you to play a game during break time. → SAFE
- Someone wants to be alone with you and says it is a secret. → STOP
- You feel worried or uncomfortable but are not sure why. → STOP

After each STOP, ask:

- What warning sign did you notice?
- What should you do next?

Guide learners to respond:

- Tell a trusted adult.
- Go to a safe place if possible.
- Keep telling until someone helps.

Reinforce: Warning signs help us notice when something may not be safe.

Reflection and Closing (4 minutes)

Ask: What should we do when something feels wrong or unsafe?

Guide learners to identify that we can include others, use kind words, solve problems peacefully, and ask trusted adults for help when needed.

Write the following statements on the board and read them together:

- Everyone belongs.
- My voice matters.
- I can solve problems calmly.
- I can be a safe and kind friend.
- I know when to ask for help.

Briefly reinforce: This term, we have learned how to include others, speak up respectfully, solve problems peacefully, help others safely, make safe choices online, repair friendships, and recognise warning signs of unsafe situations.

Encourage learners to practise these skills at home, at school, and in their communities.

Notes:



End of Term 2 Teacher Note

Congratulate learners for completing Term 2.

Encourage them to continue practising the skills they have learned, including including others, speaking up respectfully, solving problems peacefully, helping others safely, making safe choices online, repairing friendships, and seeking help from trusted adults when needed.

Remind learners that these skills can be used at home, at school, and in their communities.

TERM 3

Understanding Violence and Help-Seeking

4 Lessons



Lesson 18 – 21

Lesson 18:
Reporting to Stay Safe

Total Time: 40 Minutes

Teacher Note

This lesson helps learners understand that reporting concerns to trusted adults is an important way to stay safe and help protect others. Learners will explore when and how to seek help from trusted adults when something does not feel right.

Emphasise clearly:

- Reporting is a safe and responsible action.
- Asking for help shows courage and good judgment.
- Trusted adults listen, support, and help keep children safe.

If possible, clearly name or point out the school's designated safeguarding person(s).

Faith Connection

Speak up for those who cannot speak for themselves. – Proverbs 31:8

Explain briefly: God wants us to speak up when someone needs help or is unsafe. Reporting concerns to a trusted adult can help protect ourselves and others and ensure they get the support they need.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Explain why telling a trusted adult is important.
- Demonstrate how to ask for help clearly and confidently.
- Identify trusted adults who can help keep learners safe.

Recap Term 2

Looking Back at Term 2 (5 minutes)

Begin by asking:



- What are some ways we learned to be safe and kind friends?
- Who can help us when something feels wrong or unsafe?

Allow a few learners to respond.

Guide learners to recall: We can include others, speak up respectfully, solve problems calmly, ask trusted adults for help, and warning signs help us know when to seek help.

Explain briefly: Last term, we learned how to build positive friendships, communicate kindly, solve problems peacefully, and seek help when something feels unsafe.

Transition to today's lesson: Today we will learn more about speaking up and getting help from trusted adults when there is a safety concern.

Opening Discussion

Getting Help from Trusted Adults (5 minutes)

Describe two situations:

- A learner tells a teacher that another learner is being bullied.
- A learner tells a trusted adult because a friend is feeling unsafe and needs help.

Ask:



- Why might someone tell a trusted adult about these situations?
- How can a trusted adult help?

Allow a few learners to respond.

Explain briefly:

- Sometimes children worry that telling an adult will get someone into trouble.
- However, reporting is about getting help and keeping people safe.
- Trusted adults can help stop harm, support learners, and make sure people get th help they need.

Reinforce the key message: Telling is asking for help, not trying to get someone into trouble.

Core Teaching

What Does It Mean to Ask for Help? (5 minutes)



Ask: What does it mean to ask for help?

Allow a few learners to respond.

Guide learners to understand that:

- Asking for help means talking to a trusted adult about a problem or concern.
- We can ask for help when we feel worried, confused, uncomfortable, or unsafe.
- Asking for help is a way to keep ourselves and others safe.

Core Teaching..*Cont*

Then ask: Why might someone need help from a trusted adult?

Allow a few learners to respond.

Guide learners to understand that:

- Sometimes people feel worried, confused, uncomfortable, or unsafe.
- Sometimes someone may need help for themselves or for another person.
- Trusted adults can provide support, guidance, and protection when help is needed.

Reinforce:

- Asking for help is always okay.
- Learners are never in trouble for asking for help.

School Reporting Structures (6 minutes)

Explain: Schools have systems to help keep learners safe.



Examples may include:

- Trusted teachers
- The head teacher
- The school counsellor
- Designated safeguarding persons
- School rules and codes of conduct

Ask: Who are some adults at school that learners can go to for help?
Allow a few responses.

Then explain: These adults are trained to listen, support learners, and help solve problems safely.

Say clearly: When learners report a problem, they are using the school's safety system to get help.

Reinforce: Reporting is about safety, not punishment.

Teacher Note: If your school has a designated safeguarding person or safeguarding officer, introduce them by name and explain how learners can seek help from them

Core Teaching..*Cont*

Reporting Sentence Practice (5 minutes)

Explain:

- When asking for help, learners do not need to explain everything perfectly.
- Clear and simple words are enough.



Write the following examples on the board:

- Please help me. I feel unsafe.
- Someone is being hurt.
- Something happened, and I am worried.
- I need help from a teacher.

Read each sentence aloud and ask learners to repeat after you.

- Then ask: Which sentence could you use if you needed help?
- Allow a few learners to respond.
- Reinforce: Clear and simple reporting is enough.

Guided Activity

Role Play – Safe Reporting In Action (10 Minutes)

Divide learners into small groups.

Give each group a simple school scenario such as:

- Repeated teasing
- Bullying
- Someone refusing to stop harmful behaviour
- A learner feeling unsafe



Explain that each group should demonstrate:

- Noticing the problem
- Choosing not to join in
- Asking a trusted adult for help

Allow groups a few minutes to prepare and then invite them to present their role plays.

After each role play, ask:

- What problem did they notice?
- Who did they ask for help?
- Why was asking for help the safe choice?

Guide learners to identify that trusted adults can help keep people safe and provide support.

Reinforce: Helpers ask trusted adults for help when there is a problem.

Remind learners: Children do not have to solve problems alone. Asking for help is a safe and responsible choice.

Reflection and Closing (4 minutes)

Ask: What should you do if you are worried about your own safety or someone else's safety?

Allow free responses.

Guide learners to identify that reporting concerns to a trusted adult is a safe and responsible action.

Write the following statements on the board and read them together:

- Asking for help is brave.
- Reporting helps keep people safe.
- Trusted adults can help.

Remind learners: If something does not feel right, they do not have to handle it alone. Speaking to a trusted adult can help protect themselves and others and ensure they receive the support they need.

Notes:

Lesson 19:
What Is Violence?

Total Time: 40 Minutes

Teacher Note

This lesson helps learners understand what violence is and recognise different ways people can be hurt at school. Learners will explore how violence affects others and why everyone has a responsibility to help create a safe school environment.

Emphasise clearly:

- Violence is never okay and should not be accepted as normal behaviour.
- Violence is never the fault of the person being hurt.
- Everyone has the right to feel safe, respected, and protected at school.

Faith Connection

Turn away from evil and do good; seek peace and pursue it. – Psalm 34:14

Explain briefly: God calls us to choose peace instead of hurting others. We show God's love when we treat others with kindness, respect, and care, and when we help create a safe environment for everyone.

Learning Outcomes

By the end of this lesson, the learners will be able to:

- Identify different ways people can be hurt.
- Explain how hurtful actions affect others.
- Describe what to do if someone is being hurt.

Recap of Lesson 18

Reporting for Safety (5 Minutes)

Ask: Who can help us when there is a problem?

Allow a few learners to respond.

Then explain briefly:

- We learned that children do not have to handle problems alone.
- Trusted adults help keep learners safe, and asking for help is always okay.

Reinforce the key message: When there is a problem, we can ask a trusted adult for help.

Transition to today's lesson: Today we will learn more clearly what violence is and why it is not okay.

Opening Discussion

When Someone Gets Hurt (6 minutes)

Ask: What are some ways people can hurt others?

Allow a few learners to respond.



Then ask: How might someone feel when they are hurt by another person's words or actions?

Allow a few learners to share ideas.

Explain briefly:

- People can be hurt in different ways.
- Hurtful actions and behaviour can affect a person's body, feelings, and sense of safety.

Today we will learn more about violence and why it is never okay.

Reinforce the key message: No one deserves to be hurt.

Core Teaching

What Is Violence? (10 minutes)

Explain

- Violence is when someone uses words, actions, or physical force to hurt another person on purpose.
- Violence can hurt a person's body, feelings, and sense of safety

Explain that violence can happen in different ways.



Physical violence: Hurting someone's body, for example:

- Hitting
- Pushing
- Kicking
- Tripping
- Throwing objects at someone

Verbal violence: Using words to hurt someone, for example:

- Name-calling
- Threatening
- Shouting to scare someone

Emotional hurting: Doing things that make someone feel sad, scared, embarrassed, or left out on purpose, for example:

- Spreading rumours
- Embarrassing someone in front of others
- Leaving someone out on purpose

Core Teaching..*Cont*

Bullying: Bullying is when someone hurts another person again and again on purpose.

Bullying may include:

- Hurtful words
- Hurtful actions
- Excluding someone from activities

Unsafe touching: Touching or talking about someone's body in a way that feels wrong, uncomfortable, or unsafe.

Corporal punishment: Corporal punishment means hitting a child to punish them.
Children should not be hit or hurt as punishment.

Reinforce:

- Violence can happen in different ways.
- All forms of violence can cause harm.
- Everyone has the right to be safe and treated with respect.

How Violence Affects People (3 minutes)

Ask: How might someone feel if these things happen to them?
Allow a few learners to respond.



Explain: Violence can make people feel:

- Hurt
- Scared
- Worried
- Angry
- Embarrassed
- Unsafe

Reinforce: Violence can affect a person's body, feelings, and sense of safety.

Getting Help When Violence Happens (3 minutes)

Explain:

- Children do not have to deal with violence on their own.
- If violence happens, trusted adults can help.

Trusted adults may include:

- Teachers
- Parents or guardians
- School counsellors
- Other trusted adults identified by the school

Explain:

- Trusted adults can listen, provide support, and help keep learners safe.
- When violence happens, asking for help is the right thing to do.

Reinforce: Trusted adults can help keep learners safe.

Guided Activity

Story Connection: Violence Is Never a Joke (10 minutes)

Ask learners to turn to Story 7, Violence Is Never a Joke, in the Grade 4 Learning Heart to Heart Storybook.

Invite a learner to begin reading the story aloud. Other learners may take turns reading different sections, or the teacher may support by reading parts of the story.

Remind learners to follow along in their storybooks and listen respectfully as the story is read.

Violence is Never a Joke

During breaktime, Brian and Amina stood near the classroom door talking quietly. Some big boys from the upper classes stood nearby. They were surrounding a younger boy named Amani. They pushed Amani's school bag and called him bad names. Amani looked down at the ground. He looked very frightened and sad.

Amina felt worried. "That is not right", she thought.
Brian remembered what their teacher had taught them. When someone is being hurt or frightened, learners should get help from a trusted adult instead of trying to handle the situation alone.

Brian ran to get the teacher on duty. The teacher came outside and went to the boys. "What is happening here?" she asked.
The boys said, "We were just joking."



The teacher shook her head. "Jokes do not hurt people," she said. "Calling people bad names, frightening them, and pushing their things is not okay." She helped Amani pick up his school bag and checked that he was alright. Then the teacher spoke seriously to the older boys about their behaviour and reminded them that all learners must feel safe and respected at school.

Amina and Brian stood beside Amani for a few minutes so he would not feel alone. Slowly, Amani began to look less frightened.

Brian realised that helping safely means noticing when someone is being hurt, getting help from trusted adults, and showing kindness to the person who was harmed.

After reading, ask:

1. What happened to Amani?
2. Why was the behaviour of the older boys wrong?
3. How did Brian and Amina help?
4. Why is it important for everyone to feel safe and respected at school?

Guide learners to identify that:

- Hurting or frightening others is not a joke.
- Words and actions can hurt people's feelings and make them feel unsafe.
- Brian and Amina chose to support Amani and seek help.
- Trusted adults can help when someone is being treated badly.

Then ask learners to read the "Great Discovery" section of the storybook and discuss how the lessons connect to today's learning.

Summarise the key message: Violence is never okay. If someone is being hurt or treated badly, learners should seek help from trusted adults.

Reflection and Closing (4 minutes)

Ask: What should we do if someone is being hurt or treated badly?

Allow free responses.
Guide learners to identify that getting help from a trusted adult is a safe and responsible action.

Write the following statements on the board and read them together:

- Violence is never okay.
- Violence is never my fault.
- I can ask a trusted adult for help.

Remind learners: Everyone has the right to feel safe. If they see someone being hurt or if they feel unsafe themselves, they should tell a trusted adult who can help keep people safe.

Notes:

Lesson 20:
School Support Services

Total Time: 40 Minutes

Teacher Note

This lesson helps learners clearly identify:

- Who trusted adults are at school.
- When they should report.
- What happens after they report.

If learners have real concerns, encourage them to speak privately to a trusted adult after the lesson.

If possible, clearly name the school's designated safeguarding person(s) during the lesson.

Faith Connection

Plans succeed with good counsel. – Proverbs 20:18

Explain briefly: God reminds us that wise decisions often come from seeking help and advice. At school, there are caring adults and support services that can help learners when they have worries, questions, or problems.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify trusted adults and support services available at school.
- Explain why asking for help is important.
- Describe what learners can do when they need help at school.

Recap of Lesson 19

Violence Is Never Okay (5 Minutes)

Ask: What should we do if someone is being hurt?

Allow a few learners to respond.

Then explain briefly:

- We learned that violence is never okay.
- If someone is being hurt or treated badly, we should ask a trusted adult for help.

Reinforce the key message: Violence is never okay, and trusted adults can help keep learners safe.

Transition to today's lesson: We know that trusted adults can help keep learners safe when there is a problem. Today, we will learn about the different people and support services in our school that are there to listen, support, and help learners when they need it.

Opening Discussion

Who Can Help at School? (5 minutes)

Ask: If you had a problem at school and needed help, who could you talk to? Allow a few learners to respond.



Then ask: Why is it important to know who can help us at school? Allow a few responses.

Explain briefly: There are adults at school whose job is to help learners and keep them safe.

Today we will learn more about the people at school who can help and support us when we need it.

Reinforce the key message: There are trusted adults at school who can help us.

Core Teaching

Getting Help at School (5 minutes)

Explain:

- Children do not have to handle problems alone.
- Sometimes learners can use the skills they have learned, such as speaking respectfully, listening, and solving disagreements peacefully.
- At other times, learners may feel worried, confused, uncomfortable, or unsure about what to do.
- When there is a problem, learners can always ask a trusted adult for help.



Explain: Trusted adults can help learners think through problems, provide support, and help keep everyone safe.

Ask: What can you do if you are not sure what to do about a problem?

Guide learners to respond:

- Talk to a trusted adult.
- Ask for help.

Reinforce:

- Asking for help is always okay.
- Children do not have to solve problems alone.
- Trusted adults can help.

Trusted Adults at School (6 minutes)

Explain: There are adults at school whose job is to help learners and keep them safe.

Trusted adults at school may include:

- Class teachers
- The head teacher or deputy head teacher
- The school counsellor or guidance teacher
- The school nurse or health staff
- Other trusted adults identified by the school.

Core Teaching..*Cont*

If appropriate, introduce the adults in your school who learners can go to for help.
Ask: Who are some adults at school that learners can go to for help?

Allow a few learners to respond.

Explain: These adults are trained to listen, support learners, and help solve problems safely.



Reinforce: Helping learners is part of their job.

What Happens When You Ask for Help? (2 minutes)

Explain:

- When learners ask for help, trusted adults listen carefully and take concerns seriously.
- Trusted adults work to help learners stay safe and get the support they need.

Say clearly: When learners ask for help, they are using the school's safety system.
Reinforce: Asking for help is brave and responsible

Guided Activity

Activity– My School Safety Plan (8 Minutes)

MY SCHOOL SAFETY PLAN

Ask learners to complete the following in their Life Skills exercise books:



Two trusted adults at school I can go to:

One designated safeguarding person (if known):

_____

Three situations when I must report immediately:

_____

One sentence I can use to report:

_____

Explain clearly:

- Learners do not need to share everything they write with the class.
- If a learner has a real concern, they should speak privately to a trusted adult.

Reflection and Closing (4 minutes)

Ask: Who can you go to for help at school?

Allow free responses.

Guide learners to identify that there are trusted adults and school support services that can listen, help, and support learners when they have a problem.

Write the following statements on the board and read them together:

- There are adults at school whose job is to help me.
- Asking for help is brave.
- I can ask for help when there is a problem.

Remind learners: No one has to face a problem alone. When learners feel worried, unsafe, confused, or need support, they can speak to a safe adult or support service at school.

Notes:

Lesson 21:
Review And Safety Celebration

Total Time: 35 Minutes

Teacher Note

This final session helps learners reflect on what they have learned about safety, respect, and violence prevention.Learners will celebrate the safety skills they have practised and think about how they can continue using them in Grade 5.

Emphasise:

- Learners have practised important safety and relationship skills.
- These skills can help them at school, at home, and in the community.
- They should continue asking trusted adults for help when needed.

Faith Connection

God did not give us a spirit of fear, but of power, love, and self-control. – 2 Timothy 1:7

Explain briefly: God helps us to be brave, caring, and wise. As we use the skills we have learned, we can make safe choices, show kindness to others, and ask for help when we need it.

Learning Outcomes

By the end of the lesson, the learner will:

- Name important safety and relationship skills learned during the programme.
- Explain how these skills help keep themselves and others safe.
- Describe how they can continue using these skills in Grade 5.

Recap of Lesson 20

School Support Services (5 minutes)

Ask: What should we do if someone is being hurt?

Allow a few learners to respond.

Then explain briefly:

- We learned that violence is never okay.
- If someone is being hurt or treated badly, we should tell a trusted adult and ask for help.

Reinforce the key message: Violence is never okay, and trusted adults can help keep people safe.
Transition to today's lesson: Today we will learn who we can go to for help at school.

Opening Discussion

Looking Back on Our Learning (5 minutes)

Ask: What is one important safety skill you learned this year?

Allow a few learners to respond.

Then ask: How can these skills help keep ourselves and others safe?

Allow a few responses.

Explain briefly: Throughout this programme, we have learned many skills that help us build safe, respectful, and caring relationships.

Reinforce: We can continue using these skills at school, at home, and in our communities

Core Teaching

Our Safety Journey (5 minutes)

Explain:

This year we learned many important safety and relationship skills.

Examples include:

- Understanding feelings
- Calming down when upset
- Using kind words
- Respecting ourselves and others
- Asking permission
- Using a brave voice
- Solving problems peacefully
- Including others
- Being a helper
- Staying safe online
- Asking trusted adults for help
- Recognising warning signs
- Preventing violence

Ask: Which of these skills do you think helps people stay safe?
Allow a few responses.

Reinforce: All of these skills work together to help prevent harm and build respectful relationships.

Core Teaching..*Cont*

How Safety Skills Work Together (5 minutes)

On the board, draw a large circle labelled:
Keeping Myself and Others Safe

Ask learners to suggest skills they have learned during the programme.
Write the skills around the circle and connect them with lines.

Examples may include:

- Using kind words
- Saying no
- Asking permission
- Solving problems peacefully
- Including others
- Asking for help
- Reporting concerns
- Being a helper

Then ask: How do these skills help keep people safe?

Explain:

- No single skill works alone.
- These skills support one another and help create safe and respectful schools and communities.

Looking Ahead to Grade 5 (5 minutes)

Explain: As learners grow older, they will continue building on the skills they have learned this year.

Next year they will learn more about:

- Responsibility
- Leadership
- Belonging
- Helping others

Ask:

- How can you continue using these skills in Grade 5?
- How can you help others feel safe and respected?

Say clearly: Safety learning does not stop here. It grows with you.

Guided Activity

My Safety Commitment (6 Minutes)



Learners write in notebooks: One safety skill I will continue practising in grade 5:

Examples:

- I will report unsafe behaviour.
- I will use kind words.
- I will protect others.
- I will speak up respectfully.

Encourage learners to share one commitment aloud (general, not personal).

Reflection and Closing (4 Minutes)

Ask: What is one safety skill you are proud of learning this year?

Allow free responses.

Guide learners to identify that the safety skills they have learned can help them make good choices, build positive relationships, and keep themselves and others safe.

Write the following statements on the board and read them together:

- I can make safe choices.
- I can treat others with care and respect.
- I can ask for help when I need it.
- I can help keep my school safe.

Remind learners: This year, we have learned many skills that help us stay safe, show respect, solve problems peacefully, seek help when needed, and care for others. Continue to use these skills at school, at home, and in your community. By making safe choices, showing kindness and respect, and asking for help when needed, we can help create safer and more caring environments for everyone

Notes:



End of Term 4 Teacher Note

Congratulate learners for completing the Grade 4 Life Skills programme.

Throughout the year, learners have developed important skills for building safe, respectful, and caring relationships. They have learned how to understand and manage feelings, respect themselves and others, communicate kindly, solve problems peacefully, stay safe, seek help from trusted adults, and prevent violence.

Encourage learners to continue using these skills at school, at home, and in their communities.

Remind learners that safety, respect, and kindness are lifelong skills that will continue to help them as they move into Grade 5 and beyond.

Annex

Teacher Reflection Forms and Safeguarding Protocols



Annex 1 4

Annex 1:
Teacher Reflection Form — Term 1

Purpose of this Annex: This reflection form helps teachers review how the Term 1 lessons worked in their classroom. The purpose is to identify what worked well, what challenges were experienced, and what improvements may be needed in future lessons. Teacher reflections are valuable for strengthening the programme and improving future implementation.

Teachers are encouraged to complete this form at the end of Term 1 after finishing the lessons on self-awareness and body boundaries.

Teacher Reflection Form – Term 1

School:	**Teacher Name:**
Class:	**Term:**

1 How easy were the Term 1 lessons to facilitate?

☐ Very easy ☐ Easy ☐ Moderately easy ☐ Difficult

2 What challenges did you face this year, and how did you overcome them?

3 Which lessons were most difficult to teach?

4 Were learners able to understand the key messages about feelings, body boundaries, and personal safety?

☐ Yes ☐ Partly ☐ No

Please explain if needed:

5 Which activities did learners enjoy the most?

6 Did you experience any challenges while teaching these lessons?

☐ Yes ☐ No

If yes, please describe:

7 Did any learners appear confused or uncomfortable during the lessons?

☐ Yes ☐ No

If yes, briefly describe how you responded:

8 What suggestions do you have to improve these lessons?

9 Additional comments or observations

Annex 2:
Teacher Reflection Form — Term 2

Purpose of this Annex: This form allows teachers to reflect on the Term 2 lessons focused on friendship, communication, and inclusion. Teachers can use this reflection to consider how learners responded to lessons about respectful relationships, conflict resolution, and kindness.

Teacher Reflection Form – Term 2

School:	**Teacher Name:**
Class:	**Term:**

1 How easy were the Term 2 lessons to facilitate?

☐ Very easy ☐ Easy ☐ Moderately easy ☐ Difficult

2 Which lessons worked best with learners?

3 Which lessons were most difficult to teach?

4 Were learners able to practise respectful communication and inclusion?

☐ Yes ☐ Partly ☐ No

Please explain

5 Which activities engaged learners the most?

6 Did learners demonstrate improved cooperation or respect during class activities?

☐ Yes ☐ Partly ☐ No

Please explain

7 Did you face any challenges during these lessons

☐ Yes ☐ No

If yes, please explain:

8 What improvements would you suggest for these lessons?

9 Additional comments

Annex 3:
Teacher Reflection Form – Term 3

Purpose of this Annex: This reflection form focuses on the final term of the programme, where learners explore recognising harmful behaviour and seeking help from trusted adults. Teacher feedback is important to understand whether learners feel confident identifying unsafe situations and asking for help.

Teacher Reflection Form – Term 3

School:	**Teacher Name:**
Class:	**Term:**

1 How easy were the Term 3 lessons to facilitate?

☐ Very easy ☐ Easy ☐ Moderately easy ☐ Difficult

2 Were learners able to understand when and how to seek help?

☐ Yes ☐ Partly ☐ No

Please explain

3 Which lesson had the strongest impact on learners?

4 Did learners understand the difference between small problems and unsafe situations?

☐ Yes ☐ Partly ☐ No

5 Did learners demonstrate understanding of trusted adults and reporting?

☐ Yes ☐ Partly ☐ No

6 Did you face any challenges while teaching these lessons?

☐ Yes ☐ No

If yes, describe briefly:

7 What improvements would you suggest for the programme?

8 Additional comments

Annex 4: Safeguarding Protocol / Reporting Pathway

Step 1: Teacher notices a concern or receives a disclosure

- The teacher observes signs of harm or receives a disclosure from a learner.
- The teacher responds calmly and listens carefully.
- The teacher reassures the learner and does not promise secrecy.
- The teacher records key facts about what was observed or said.

Step 2: Report to the school safeguarding focal person or safeguarding lead

- The teacher reports the concern immediately to the designated safeguarding focal person or school leadership.
- The safeguarding focal person reviews the information and records the concern securely.
- Immediate decisions are made if the learner is at risk of further harm.

Step 3: School safeguarding coordination

- The safeguarding focal person and school leadership determine the appropriate next steps.
- The concern may be referred to relevant services depending on the situation:
- Children's Department or child protection officers;
- Health services for medical assessment;
- Police Gender and Child Protection Unit where criminal investigation is required;
- Counselling or psychosocial support services; Diocesan safeguarding structures where escalation is required

Step 4: External services respond

- Relevant authorities investigate the case and provide protection or support services.
- Safety plans may be developed to protect the learner.
- Follow up support may be provided through social services or counselling.

Step 5: Teacher continues classroom support

- The teacher continues to support the learner in the classroom.
- The learner's privacy and dignity are protected.
- The teacher monitors the learner's well being and reports any further concerns.

Notes:

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