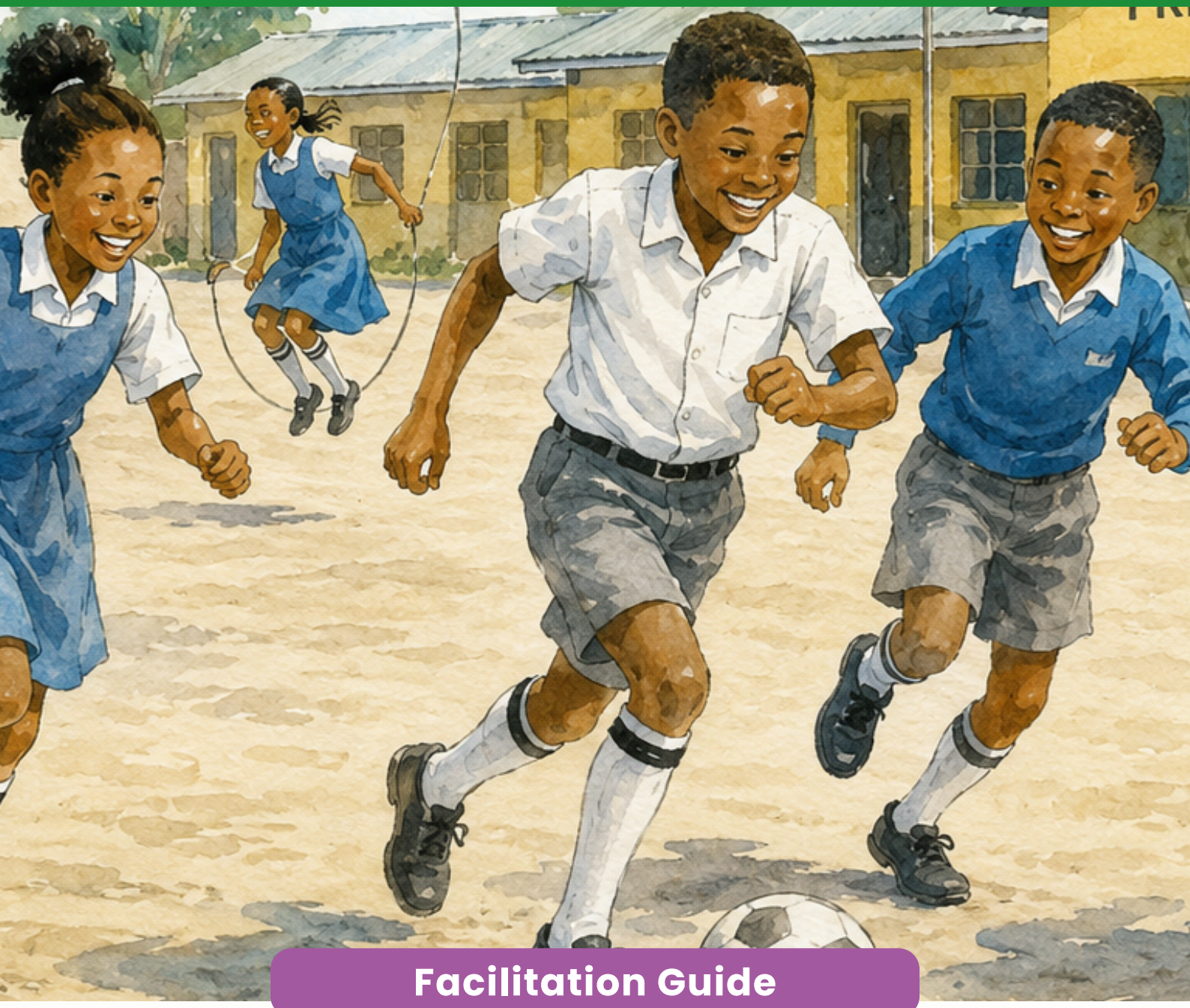
GRADE 5

Practising Safe Choices and Respectful Relationships

Learner Safety and Wellbeing Resource



Facilitation Guide

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

Evidence & BEYOND
Evidence Informed Actions

Practising Safe Choices and Respectful Relationships

Grade 5: 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

Welcome Teachers

Thank you for supporting the delivery of the Grade 5 Life Skills programme. This guide has been developed to help teachers facilitate lessons that strengthen learners' safety, well-being, respectful relationships, and responsible decision-making within the school community.

The activities in this guide help learners build important life skills such as recognising feelings and body signals, communicating clearly and respectfully, understanding personal boundaries, supporting friends in safe ways, recognising warning signs, and asking for help when needed. By guiding these lessons, teachers help create classrooms where learners feel safe, respected, included, and supported.

Purpose of this Guide

This guide provides teachers with step-by-step support for facilitating Grade 5 Life Skills lessons focused on safety, respectful relationships, healthy boundaries, help-seeking, and violence prevention. It includes lesson plans, facilitation guidance, safeguarding principles, and practical activities designed to support learners at this stage of development.

The guide also supports teachers in creating a safe classroom environment where learners can practise important skills such as managing emotions, respecting boundaries, making safe decisions, responding wisely to challenges, supporting peers appropriately, and seeking help from trusted adults when needed.

About the Grade 5 Life Skills Programme

This manual supports teachers in guiding Grade 5 learners through Life Skills lessons that strengthen self-awareness, healthy relationships, personal safety, and responsible decision-making. The lessons help learners build practical skills for managing emotions, communicating respectfully, recognising warning signs, and seeking help when needed.

Grade 5 learners are becoming more independent, developing stronger friendships, and taking on greater responsibility within the school community. They are also becoming more aware of emotions, peer influence, personal boundaries, and situations that may require careful judgement. These lessons help learners build the confidence and skills needed to make safe, respectful, and responsible choices.

The Grade 5 programme builds on learning from Grade 4. Learners deepen their understanding of body and emotional signals, respectful friendships, personal boundaries, help-seeking, and safe decision-making. They also begin to think more carefully about peer relationships, communication, recognising warning signs, and supporting others appropriately.

The programme aims to help learners:

- Develop self-awareness and emotional regulation skills
- Respect personal boundaries and the boundaries of others
- Communicate safely and respectfully
- Build healthy and supportive friendships
- Recognise warning signs and seek help early
- Understand the difference between learner responsibilities and adult responsibilities
- Understand that children are not responsible for managing serious problems alone

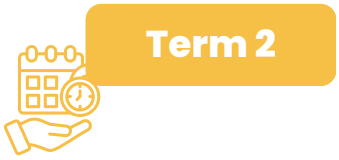
Throughout the programme, learners are encouraged to develop Christian values and virtues such as respect, kindness, honesty, responsibility, compassion, courage, fairness, self-discipline, and care for others. Through discussion, storytelling, role play, reflection, problem solving, and practical activities,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

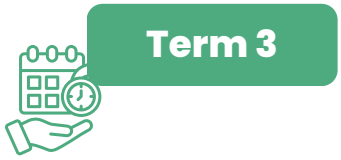
Programme Overview

The Grade 5 programme is organised into three learning themes across the school year. The lessons gradually deepen learners' understanding of themselves, their relationships with others, and how to respond safely and responsibly in challenging situations.

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







Term Theme Overview

The table below provides an overview of all Grade 5 lessons, including the lesson title, the learning objectives, and the key message learners should take away from each lesson.



Understanding Feelings, Body Signals, and Safe Choices

Learners develop skills for building respectful relationships through listening, communication, boundaries, consent, and respect for others. They also learn to recognise unsafe behaviour, respond to peer pressure, and manage strong feelings in safe ways.



Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
	Welcome Back to Our Life Skills Lessons	• Explain the purpose of the Grade 5 life skills lessons • Describe how learners are expected to participate during lessons • Identify classroom expectations that help everyone learn safely • Demonstrate readiness to participate respectfully in life skills lessons		I can continue learning skills that help me stay safe and respect others. Life skills lessons help us build a safe and caring school community.

Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
1	**I Belong and I Matter in My School Community**	• Explain what belonging means in a school community • Demonstrate actions that help others feel valued, included, and safe • Describe how individual actions contribute to a caring and respectful school community.	Respect, Care for Others, Responsibility	I belong in my school community. Everyone here matters. My actions help keep our school safe and caring.
2	**Listening Well to Others**	• Demonstrate good listening using eyes, ears, body, and heart. • Explain how listening helps people feel respected and understood. • Describe ways learners can listen respectfully to others.	Respect, Care for Others, Responsibility	I listen before I speak. Listening shows respect. Listening helps keep peace.
3	**Ways We Talk and Act with Others**	• Identify different ways people respond when problems occur. • Explain how calm and respectful words and actions can help solve problems peacefully. • Describe ways to communicate respectfully through words and actions.	Self Control, Wisdom, Responsibility	Gentle words bring peace. Harsh words cause harm. I choose calm and respectful words.
4	**Setting Clear Boundaries**	• Explain what personal boundaries are. • Identify situations where boundaries are needed. • Describe ways to express a boundary using calm and respectful words.	Human Dignity, Respect, Responsibility	Everyone deserves respect. I can use calm words to set a boundary. If my boundary is not respected, I will ask a trusted adult for help.

Lesson	Lesson Title	Learning Outcomes	Values	Key Message
5	**Asking Permission and Respecting No**	• Identify situations where permission should be asked • Explain why it is important to respect another person's answer • Demonstrate respectful ways to respond when someone says no	Respect, Kindness, Self-Control	I ask permission before I act. I respect another person's answer. Accepting 'no' shows respect and keeps others safe.
6	**Safe and Unsafe Relationships**	• Identify examples of safe behaviour in relationships. • Recognise warning signs of unsafe behaviour in relationships. • Demonstrate safe responses when they experience or notice unsafe behaviour	Courage, Responsibility, Respect	Safe relationships show kindness, respect, and honesty. If someone shows unsafe behaviour, it is right to seek help.
7	**Pressure from Others**	• Explain what pressure from others means. • Identify common ways people pressure others. • Describe safe ways to respond to pressure.	Honesty, Courage, Responsibility	Saying no helps protect our safety. Asking for help is a wise and strong choice.
8	**Handling Stress and Strong Feelings**	• Explain what stress is and identify common signs of stress. • Describe safe ways to manage stress and strong feelings. • Demonstrate a simple way to help themselves feel calm.	Trust, Courage, Responsibility	Stress is normal. Calming strategies help us make safe choices. Talking to trusted adults brings support and safety.

Lesson	Lesson Title	Learning Outcomes	Values	Key Message
9	**Treating Everyone with Respect**	• Describe ways to show respect, kindness, and fairness in everyday situations. • Explain how respect and kindness help create a safe and peaceful school environment. • Identify situations where it is important to tell a trusted adult about unsafe behaviour.	Respect, Responsibility, Cooperation	Respect protects people. Kindness builds peace. Reporting unsafe behaviour helps keep everyone safe.
10	**Putting Our Values into Action**	• Identify values learned during the term that help keep people safe. • Explain how values can guide everyday choices and actions. • Describe actions that demonstrate positive values in everyday life.	Kindness, Compassion, Respect	Values guide our choices. Small actions make a big difference. We can live our values every day.



Term 2: Safe Relationships, Bullying and Responsible Help-Seeking

Learners learn to recognise bullying, violence, and situations where someone may need help or protection. They practise peaceful problem-solving, safe helping behaviours, responsible help-seeking, and safe online behaviour.



Lesson	Lesson Title	Learning Outcomes	Values	Key Message
11	**When Problems Become Harmful**	• Recognise that problems and disagreements can happen between people. • Identify examples of violence in everyday situations. • Explain that violence causes harm and is never an acceptable response.	Kindness, Compassion, Respect	Some problems require adult help and violence is never the answer.
12	**Solving Problems Peacefully**	• Explain the S.T.A.R. method for solving problems peacefully. • Describe how calm communication and respectful listening can help solve problems. • Apply the S.T.A.R. method to everyday problems	Courage, Respect, Responsibility	Problems can be solved peacefully and respectfully
13	**What is Bullying?**	• Explain what bullying is • Identify signs of bullying • Demonstrate safe actions to take when bullying happens	Peace, Respect, Self-Control	Bullying is harmful and should never be ignored.
14	**Noticing When Someone May Need Help**	• Identify signs that someone may need help or support • Explain why it is important to tell a trusted adult • Demonstrate kind and supportive actions learners can take	Compassion, Care for Others, Responsibility	Harm affects people deeply. Everyone deserves kindness and safety. Understanding others helps us choose better actions.

Lesson	Lesson Title	Learning Outcome	Values	Key Message
15	**Choosing To Help Safely**	• Explain safe ways learners can help when someone is being hurt • Identify situations where adult help is needed • Explain why helping safely is important	Responsibility, Respect, Prudence	Helping others is good. Helping safely is wise. When harm happens, I get a trusted adult to help.
16	**Getting Adult Help**	• Identify situations that require adult help • Explain why asking for help is important • Explain how trusted adults can help keep people safe	Forgiveness, Humility, Responsibility	Big problems need adult help. Asking for help is brave. Telling a trusted adult helps keep us safe.
17	**Being Kind and Safe Online**	• Explain how online behaviour can help or harm others • Identify safe and respectful online behaviour • Demonstrate safe actions when online behaviour becomes unsafe.	Wisdom, Courage, Responsibility	I use kind words online. I protect my personal information. If something feels unsafe online, I tell a trusted adult.



Term 3: Safety Planning and Help-Seeking

Learners strengthen their ability to recognise unsafe situations, seek help early, and access support from trusted adults. They learn how to create safety plans, support friends responsibly, and apply the safety skills learned throughout the programme.



Lesson	Lesson Title	Learning Outcomes	Values	Key Message
18	**My Safety Plan**	• Identify safe places in school and their community. • Identify trusted adults who can help them. • Explain why it is important to know where to go and who to tell when they need help	Courage, Trust, Responsibility	Planning ahead helps me stay safe. I know safe places I can go. I know trusted adults who can help me.
19	**Asking for Help Quickly**	• Explain why asking for help quickly is important • Demonstrate clear ways to ask for help • Explain why it is important to keep asking for help when a problem continues	Human Dignity, Compassion, Respect	Speaking up quickly helps adults act. Clear words bring help faster. If one adult cannot help, I tell another.
20	**Telling to Stay Safe**	• Explain why telling trusted adults helps keep people safe • Explain how telling can help people get support • Identify situations where telling a trusted adult is important	Trust, Responsibility, Courage	Telling protects people. Telling brings help. Speaking up helps keep everyone safe.
21	**Helping a Friend**	• Identify safe ways to help a friend. • Identify trusted adults who can help with serious problems. • Explain why adult help is important when a friend needs support.	Gratitude, Responsibility, Respect	I listen to my friend. I believe them. I help them get adult help.

Lesson	Lesson Title	Learning Outcome	Values	Key Message
22	**What I Have Learned**	• Identify important lessons learned during the programme • Explain how these lessons can help themselves and others • Apply what they have learned in everyday situations		I have learned how to stay safe. I can speak up and ask for help. My choices can protect others.

Across the Grade 5 lessons, learners continue building knowledge, values, and practical skills that help them:

- Build healthy and respectful relationships
- Recognise and respect personal boundaries
- Make safe and responsible choices
- Recognise warning signs and unsafe situations
- Seek help from trusted adults when support is needed
- Support others in safe and appropriate ways

Throughout the year, learners are encouraged to apply these skills in their daily lives at school, at home, online, and in their communities. The lessons help learners contribute to safe, respectful, and caring environments where everyone is treated with dignity and respect.

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 Grade 5 learners.

	**Opening** The teacher welcomes learners, settles the class, and prepares them for learning. This may include a short prayer, greeting, or introductory question.
	**Recap of Previous Lesson (3-5 minutes)** The teacher reviews the previous lesson and connects earlier learning to the current topic.
	**Review of Home Activity (5 minutes)** The teacher reviews the previous home activity and discusses key observations or learning points.
	**Opening discussion (5 minutes)** The teacher introduces the lesson through a question, scenario, picture, or short discussion to stimulate thinking about the topic., and safety
	**Core teaching (10-15 minutes)** The teacher presents the main lesson concepts using clear explanations, examples, and discussion.
	**Guided activity (10 minutes)** Learners practise and apply their learning through a structured activity such as discussion, role play, reflection, or problem solving.
	**Home Activity** The teacher introduces a simple task that encourages learners to apply or reflect on the lesson outside the classroom
	**Reflection and closing (3-5 minutes)** The teacher reviews the key learning points and provides an opportunity for learners to reflect on what they have learned.

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 the 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.

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.
- Identify the main message and learning objectives of the lesson.
- Review the activity instructions and discussion questions.
- Consider which parts of the lesson may require additional explanation or guidance.
- Prepare any materials needed for the lesson. These may include exercise books for learners, pencils or pens, poster or chart paper, coloured pencils or crayons, or other materials needed for role play or problem-solving activities.
- Think of simple examples that relate to learners' everyday school experiences.
- Review the safeguarding notes included in the lesson, especially for sensitive topics such as peer pressure, boundaries, unsafe situations, or help-seeking.
- Plan how much time to spend on each part of 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, especially when discussing friendships, boundaries, or unsafe situations. • 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, withdrawn, or concerned about a peer. • Follow school safeguarding procedures if a learner approaches privately with a concern. Refer to Annex 4 • Reflect briefly on the lesson:

How to Facilitate Life Skills Lessons

Life Skills lessons help learners build knowledge, values, and practical skills that support safety, well-being, positive relationships, and responsible decision-making. Teachers guide learners through discussion, reflection, and activities that help them apply learning to everyday situations.

1. Use clear and age-appropriate language

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

Teachers should:

- Use simple language.
- •Explain new ideas using familiar examples
- •Check learners' understanding through discussion and questions

2. Encourage active participation

Life Skills lessons are most effective when learners participate actively. 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 require 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.

Key Safeguarding Principles for Grade 5

Life Skills lessons sometimes address topics related to safety, relationships, online behaviour, and harmful situations. Teachers should ensure that all lessons are delivered in ways that protect learners and uphold the school's safeguarding responsibilities. All schools should follow the safeguarding policies and procedures established by the KCCB and their school.

The following principles should guide all Life Skills lessons.

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.Reinforce adult responsibility

Teachers should consistently remind learners that serious problems are the responsibility of adults to address.

Learners should understand that:

- Children are not responsible for solving serious problems alone
- It is okay to seek help when something feels unsafe
- Children should seek help from trusted adults
- Trusted adults are responsible for protection and support
- Reporting concerns is a responsible and safe choice

This message helps reduce fear and encourage help-seeking.

3.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.

4.Respond appropriately to concerns

Occasionally, a learner may approach a teacher privately after a lesson to share a concern.

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 detailed or leading questions
- Explain that the concern must be shared with adults who can provide help and protection

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

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. Maintain confidentiality

Safeguarding information must be handled carefully and respectfully.

Teachers should:

- Share information only with those responsible for safeguarding
- Avoid discussing concerns with learners or staff who are not involved
- Protect the learner's dignity and privacy throughout the process



Safeguarding Reporting Contacts in Your School

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

At the beginning of the programme, teachers should complete the contact list below and keep it available for reference throughout the year.

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. Refer to Annex 4

Final Note for Teachers

This programme is designed to help learners build confidence, wisdom, and care for others as they grow. When teachers facilitate these sessions with patience and clarity, learners gain practical tools that can guide their behaviour both inside and outside the classroom.

Small, consistent lessons can make a lasting difference. By encouraging safe choices, respectful behaviour, and responsible leadership, teachers help learners contribute to a school environment where everyone feels safe, valued, and respected.

TERM 1

Understanding Relationships, Boundaries and Safe Choices

11 Lessons



Lesson 1 → 10

Welcome Back To Our Life Skills Lessons

Total Time: 30 Minutes

Teacher Note

This introductory session welcomes learners to the Grade 5 life skills programme.

Some learners participated in the Grade 4 life skills lessons last year, while others may be joining the programme for the first time. This lesson helps all learners begin from a common starting point.

The purpose of this session is to introduce the Grade 5 life skills programme, explain how the lessons will work, and establish classroom expectations that help everyone learn safely.

During this session, the teacher may distribute learner exercise books or workbooks and explain how they will be used throughout the year.

Faith Connection

Dear children, let us love not in word or speech but in deed and truth. – 1 John 3:18

Explain briefly: God calls us to show kindness, respect, and care through our actions. During our life skills lessons, we will learn practical ways to care for ourselves and others. We can help create a safe and respectful school community through the choices we make every day.

Learning Outcome

By the end of the lesson, the learner will:

- Explain the purpose of the Grade 5 life skills lessons
- Describe how learners are expected to participate during lessons
- Identify classroom expectations that help everyone learn safely
- Demonstrate readiness to participate respectfully in life skills lessons

Opening Discussion

Welcome Message (5 minutes)

Hello and welcome. This year, we will continue our life skills lessons. Last year, you began learning important skills that help you stay safe and treat others with respect.

In Grade 5, we will continue practising and strengthening these skills.



In these lessons, we will learn how to:

- Understand our feelings and body signals
- Communicate respectfully with others
- Make safe and responsible choices
- Support friends in safe ways
- Ask for help from trusted adults when needed.

Our school is a place where:

- Learners grow and learn
- Learners build friendships
- Learners feel safe
- Learners treat one another with respect and kindness

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

Core Teaching

Explain How the Lessons Will Work (10 minutes)

Explain to learners that the life skills lessons will continue to be interactive and practical.

During these lessons, learners will sometimes:



- Listen to short stories
- Discuss ideas together
- Watch or act out short situations
- Practise role plays or problem solving
- Draw or write about their ideas

Explain that:

- These lessons will help learners build knowledge, values, and skills that support their safety, wellbeing, relationships, and responsible decision making.
- Learners are not expected to share private experiences during class discussions.
- If someone wants to talk about something privately, they can speak with the teacher or another trusted adult after the lesson.

Core Teaching..*Cont*

Introduce Classroom Expectations (5 minutes)



Explain that to help everyone learn safely, the class will follow a few simple guidelines.

Remind learners that:

- We speak kindly to one another
- We listen when others are speaking
- We do not laugh at or shame others
- Everyone's ideas are important

Explain that these guidelines help everyone feel safe to participate and share ideas during the lessons.

Materials Distribution – Exercise Book for Life Skills (5 minutes)

- Explain to learners that they will continue using a special exercise book for their life skills lessons. This book will be used for drawings, short reflections, activities, and ideas discussed during the programme.
- If the school has provided exercise books, distribute them to learners and guide them in preparing their books.

Ask learners to:

- Write their full name on the front cover
- Write the class and year on the front cover
- Write the title Life Skills Book clearly on the cover

Explain that this book belongs to them and will help them remember the skills they learn during the lessons.

Remind learners that the book should be:

- Kept neat and cared for
- Brought to every life skills lesson
- Stored safely in their school bag or in the classroom if the teacher keeps the books in class

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 continue using them throughout the programme.

Introducing the storybook – Hand-in-Hand (10 minutes)

Introduce learners to Hand-in-Hand at Upendo Primary School, the Grade 5 storybook for the life skills programme.

Distribute the storybooks and ask learners to look at the front cover.
Explain that the book contains stories they will read together during the year to learn important life skills and think about safe, respectful choices.

Invite learners to carefully look through the book and notice the different stories they will read later in the programme.

Read the introduction aloud, or ask learners to take turns reading it. Ask a few simple questions, such as:

- What do you like about the book?
- Are you looking forward to reading the stories?

Close by explaining that learners will return to the storybook many times to read, discuss, and learn together.

Reflection and Closing (5 minutes)

Ask: What is one thing you will do to help make our life skills lessons safe and respectful for everyone?

Allow a few learners to respond.

Write the statements on the board and read them aloud with the learners:

- I can learn skills that help me stay safe.
- I can treat others with respect and kindness.
- I can help create a safe and caring school community.

Remind learners that they will continue building important life skills throughout the year.

Lesson 1:
I Belong, And I Matter In My School Community

Total Time: 30 Minutes

Teacher Note

This lesson introduces belonging as both a right and a responsibility. Learners explore how every person contributes to the wellbeing of the school community and how their actions help others feel valued, included, and safe. The lesson lays the foundation for later learning about leadership, responsibility, positive relationships, and creating safe communities.

Emphasise:

- Every learner has dignity and value
- Learners help others feel welcomed, respected, and included through everyday actions
- Creating a safe and caring community is everyone's responsibility.

Faith Connection

Now you are the body of Christ, and each one of you is a part of it. – 1 Corinthians 12:27

Explain briefly: God created every person with dignity and purpose. As members of our school community, we are called to treat one another with kindness, respect, and care. When we welcome others, help one another, and work together, we strengthen our community and reflect God's love.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain what belonging means in a school community
- Demonstrate actions that help others feel valued, included, and safe
- Describe how individual actions contribute to a caring and respectful school community.

Key Message For Learners

- Every person has value and deserves to belong
- Belonging grows when people show kindness, respect, and inclusion
- Our actions affect how others experience the school community
- We all share responsibility for creating a safe and caring school.

Recap Grade Grade 4

Recap of Grade 4 Learning (5 minutes)

Say: Last year we learned many skills that help us stay safe and build positive relationships with others.

Ask:



- Why is it important to treat others with kindness and respect?
- How do our words and actions affect other people?
- What helps people feel safe and included at school?

Guide learners towards:

- Kindness helps people feel welcome.
- Respect helps people feel valued.
- Safe schools are places where everyone is treated fairly and with care.

Explain: Last year we learned that everyone deserves safety and respect.

Transition to today's lesson: Today we will learn more about what it means to belong to our school community and how each of us can help make our school a safe and caring place for everyone.

Opening Discussion

What Makes Us One School? (5 minutes)

Ask learners: When you arrive at school each morning, how do you know you are part of this school?

Allow several learners to respond.

Follow up with: What are some things that we share as members of this school?

Guide learners to mention:

- School uniform
- School anthem
- Playground
- Shared meals
- Classrooms
- School rules
- School roles (prefects, class leaders, helpers)

Ask: Why do you think these things are important?

Allow learners to explore their ideas.

Opening Discussion..*Cont*

Guide discussion towards:



- They help us feel connected.
- They help us work and learn together.
- They help us feel part of the school community.

Explain:

- All of these things help us feel that we belong.
- Belonging means feeling that you are an important part of a group and that you are accepted, valued, and included.

Core Teaching

Belonging in Our School Community (5 minutes)

Ask:

- What helps learners feel welcome at school?
- What makes someone feel that they are part of the class?

Allow learners to respond.



Guide learners towards:

- Being treated kindly
- Being included in activities
- Being respected
- Having friends
- Feeling safe

Explain clearly:

Belonging means:

- You have a place here.
- You are valued.
- You are included.
- You matter.

Explain: Every learner should feel they belong in school because every person has value and deserves respect.

Core Teaching..*Cont*

Helping Others Belong (5 minutes)

Explain:

- Belonging is something we create together through our actions.
- Actions such as helping others, showing respect, including classmates, and caring for shared spaces help people feel they belong

Ask: How can we help others feel that they belong?

Allow learners to respond. Guide learners towards:

- Using kind words
- Including others
- Following school rules
- Taking care of shared spaces
- Helping classmates.

Give examples:



- Taking care of our playground
- Wearing our school uniform respectfully
- Showing respect during the school anthem.

Explain:

- When we treat others with kindness, respect, and care, we help the whole school community stay strong and welcoming.
- Just as the different parts of the body work together, every person in our school community has an important place.
- When we care for one another, we strengthen the whole community
- When someone is hurt, left out, or treated unfairly, it affects the whole community.

Remind learners:

- Every learner has value.
- Everyone deserves respect and safety.
- Our actions affect other people.
- We all help create a safe and caring school community.

Guided Activity

Helping Others Belong (12 minutes)

Tell learners that you will read several actions that might happen at school.

Explain:

- If the action helps people feel that they belong, show a thumbs up.
- If the action does not help people feel that they belong, show a thumbs down.

Read the following examples one at a time:



- Inviting someone to join a game
- Laughing when a classmate makes a mistake
- Sharing classroom materials
- Leaving someone out on purpose
- Helping a new learner find their classroom
- Taking care of school property
- Calling someone unkind names
- Listening when others speak.

After all the examples, ask: What did you notice about the actions that received thumbs up?

Allow learners to respond. Guide learners towards:

- They help people feel welcome.
- They show kindness and respect.
- They include others.
- They help create a safe and caring school.

Summarise:

- Small actions can help people feel welcome, respected, and included.
- Our actions affect other people.
- When we choose kindness, respect, and inclusion, we help everyone feel that they belong.

Home Activity (Aligned to Responsibility & Belonging)

Ask learners to talk with a parent or caregiver about:

- One responsibility that family members share at home.
- One thing family members do to help each other feel valued and included.

Tell learners they will share one example during the next lesson.

Remind learners that they should share only general examples and not private family information.





Reflection and Closing (3 minutes)

Ask: What is one thing you can do to help others feel that they belong in our school community?

Allow a few learners to respond.

Write the statements on the board and read them aloud with the learners:

- I belong.
- I matter.
- We help one another belong.

Remind learners: Every person has value. When we help others feel welcomed, respected, and included, we strengthen our school community.

Notes:

Lesson 2:
Listening Well To Others

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand that listening is an important way of showing respect and care for others. Learners explore how careful listening helps people feel valued, understood, and included. The lesson lays a foundation for later learning about communication, conflict resolution, and positive relationships.

Emphasise:

- Listening well means paying attention to both words and feelings so that we understand others and respond respectfully.
- Listening helps people feel respected and understood
- Careful listening helps prevent misunderstandings
- Listening helps build peaceful relationships

Faith Connection

Do not be quick with your mouth, do not be hasty in your heart to utter anything before God. God is in heaven, and you are on earth, so let your words be few. – Ecclesiastes 5:2

Explain briefly: The Bible teaches us to think carefully before we speak. Listening first helps us understand others, show respect, and respond wisely. When we listen carefully, we help build peaceful and caring relationships.

Learning Outcomes

By the end of the lesson, the learner will:

- Demonstrate good listening using eyes, ears, body, and heart.
- Explain how listening helps people feel respected and understood.
- Describe ways learners can listen respectfully to others.

Key Message For Learners

- Listen before speaking.
- Listening shows respect.
- Listening helps keep the peace.

Recap of Lesson 1

Belonging and Respect (5 minutes)

Ask: How can our actions help others feel that they belong in our school community?



Allow a few learners to respond. Guide learners towards:

- Showing kindness
- Including others
- Respecting others
- Helping others

Explain: One way we show respect and help others feel that they belong is by listening carefully when they speak.

Review of Home Activity (2 minutes)

Ask learners: Last week, you spoke with a parent or caregiver about responsibilities at home and ways family members help each other feel valued and included. Who would like to share one example?



Allow a few learners to respond.

Explain briefly:

- Family members often help and support one another in different ways.
- Helping others feel valued and included strengthens relationships and creates a sense of belonging.

Transition to today's lesson: One way we help others feel valued is by listening to them. Today, we will learn how listening helps us show care and respect for others.

Opening Discussion

Listening in Everyday Life (4minutes)

Ask learners: Have you ever spoken to someone who was listening carefully to you?



Allow a few responses.

Then ask: How did it feel when the person listened carefully?

Guide learners towards:

- Respected
- Valued
- Understood

Then ask: Why do you think listening is important?

Opening Discussion..*Cont*

Allow a few responses. Guide learners towards:



- It helps us understand others
- It shows respect
- It helps people feel valued

Explain: Listening is an important way of showing respect and care for others. Today we will learn how listening helps people feel respected, valued, and understood.

Core Teaching

Whole-Body Listening (3 minutes)

Explain:

- Listening is more than hearing words.
- Good listening involves the whole body.
- When we listen carefully, people feel respected, valued, and understood.

Explain each part of whole-body listening:

- Eyes – Look at the person speaking
- Ears – Listen carefully to the words
- Body – Stay still and focused
- Heart –Care about what the person is saying.



Why Listening Matters (3 minutes)

Explain:

- Listening helps us understand others better
- Listening helps people feel respected and valued
- Listening can prevent misunderstandings and arguments
- Listening helps people work together and build positive relationships

Ask: Why is it important to listen carefully when someone is speaking?

Allow responses. Guide learners towards:
- It helps us understand others
- It shows respect
- It prevents misunderstandings
- It helps solve problems peacefully

Explain:
- When we listen before speaking, we are more likely to understand other people and respond kindly
- Listening helps build positive and peaceful relationships

Guided Activity

Practising Good Listening (10 minutes)

Ask learners to work with the person sitting next to them.

Explain that they will practise whole-body listening.

Provide a simple topic such as:

- Favourite school subject
- Favourite game
- Favourite food
- Something I enjoy doing with my friends

Learner A speaks for about 30 seconds.



Learner B practises whole-body listening by:

- Looking at the speaker
- Listening carefully
- Staying focused
- Showing care and respect

After 30 seconds, learners switch roles.

When both learners have had a turn, ask:

- Which part of whole-body listening was easiest?
- Which part was most difficult?

Allow a few learners to respond.

Ask: How did it feel when someone listened carefully to you?

Guide learners towards:

- I felt respected
- I felt valued
- I felt understood

Then summarise:

- Good listening helps people feel respected and understood
- Listening helps build positive relationships
- Listening helps create a caring and peaceful school environment

Home Activity (Aligned to Responsibility & Belonging)

Ask learners to practise whole-body listening with one person at home or at school during the week.

Ask learners to be ready to share how listening helped the other person feel.
In the next lesson, learners will share one general example of how they practised good listening.



Reflection and Closing (3 minutes)

Ask: How does listening show respect for others?

Allow a few learners to respond.

Write the statements on the board and read them aloud with the learners:

- Listening helps people feel respected
- Listening helps people feel understood
- Listen before I speak
- Listening helps build peaceful relationships

Remind learners: Listening carefully is one way we show respect and care for others. When we listen before speaking, we help people feel valued and understood, and we contribute to a peaceful and caring school community.

Notes:

Lesson 3:
Ways We Talk And Act With Others

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand that the way they speak and act affects other people.

Learners explore how different responses can either help solve problems or make problems worse.

Emphasise:

- The words we choose and the way we act affect other people.
- Calm and respectful words and actions help people feel safe and respected.
- Harsh words can hurt others and make problems worse.
- Speaking calmly can help solve problems peacefully.

Faith Connection

A gentle answer turns away wrath, but a harsh word stirs up anger. – Proverbs 15:1

Explain briefly: Explain briefly: The Bible teaches us that gentle and respectful words can help calm difficult situations, while harsh words can make problems worse. Choosing our words carefully helps us build peaceful relationships with others.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify different ways people respond when problems occur.
- Explain how calm and respectful words and actions can help solve problems peacefully.
- Describe ways to communicate respectfully through words and actions.

Key Message for Learners

- Gentle words bring peace.
- Respectful actions help build positive relationships.
- I can choose calm and respectful responses when interacting with others.

Recap of Lesson 2

How Do We Listen and Respond (5 minutes)

Ask: What helps us show good listening?



Allow a few learners to respond. Guide learners towards:

- Looking at the person speaking
- Listening carefully
- Staying focused
- Showing care and respect

Explain: Listening well helps us understand other people and shows respect for their ideas and feelings.

Review of Home Activity (2 minutes)

Ask learners: Last week, you practised whole-body listening at home or at school. Who would like to share one example?



Allow a few learners to respond.

Explain briefly:

- Listening carefully helps people feel heard and respected.
- Good listening helps us understand others better.

Transition to today's lesson: Listening is an important part of communication.

Today, we will learn how the words we choose and the way we respond can help solve problems or make them worse.

Opening Discussion

The Way We Speak and Act Matters (5 minutes)

Ask learners: When people disagree, what helps them solve the problem peacefully?



Allow responses. Guide learners towards:

- Listening to one another
- Speaking calmly
- Taking turns speaking
- Showing respect

Explain: Disagreements happen sometimes. The way we speak and act can help solve a problem or make it worse

Core Teaching

Different Ways People Respond to Problems (4 minutes)

Explain:

When problems happen, people can choose different ways to respond.

Some responses make problems worse, while others help solve problems peacefully.

Describe three common responses:

Staying Quiet

- Not saying anything even when something feels unfair or wrong.
- Explain: Sometimes staying quiet can leave the problem unsolved because other people may not know how you feel.



Using Harsh Words or Actions

- Responding by shouting, using hurtful words, interrupting, pushing ahead, or refusing to listen.
- Explain: Harsh words and actions can make the problem worse and cause others to feel hurt or upset.

Speaking and Acting Calmly and Respectfully

- Using respectful words and actions to explain the problem.
- Explain: Calm and respectful communication helps people understand each other and solve problems peacefully.

Ask: Which response is most likely to help solve a problem peacefully? Why?

Allow learners to respond. Guide learners towards:

- Staying quiet may leave the problem unsolved.
- Harsh words and actions can make the problem worse.
- Calm and respectful words and actions can help solve problems peacefully.

Core Teaching..*Cont*

Communicating Respectfully (3 minutes)

Explain:

- Speaking and acting respectfully does not mean agreeing with everything.
- It means expressing your thoughts and feelings in a way that shows respect for yourself and others.

Examples of respectful words include:

- Please stop.
- I do not like that.
- Please ask first.
- Can we talk about this?
- Let's find a solution.

Examples of respectful actions include:

- Listening when others are speaking.
- Taking turns speaking.
- Waiting patiently.
- Respecting personal space.
- Showing self-control.

Different Ways People Respond to Problems

Explain:

- Respectful communication helps people understand one another
- Calm communication helps people work together to solve problems
- We can disagree without being disrespectful
- Respectful communication helps build trust and positive relationships

Reinforce: Calm and respectful communication helps people feel listened to, respected, and understood.

Guided Activity

Role Play – Choosing Respectful Responses (14 minutes)

Explain that today we will use three characters to help us remember different ways people respond to problems:

- Turtle – stays quiet and says nothing.
- Lion – uses harsh words and actions.
- Owl – uses calm and respectful words and actions.





Describe the following situation: A learner takes another learner's pencil without asking.

Act out the situation three times using Turtle, Lion, and Owl.

Guided Activity..*Cont*

Ask:

- Which response is most likely to help solve the problem peacefully?

Allow learners to respond.

Next, invite learners to practise the Owl response using situations such as:

- A learner pushes ahead in a line.
- Two learners want to use the same ball during break time.
- A classmate interrupts while another learner is speaking.



Invite two or three pairs of learners to act out how Owl would respond.

After each role play, ask:

- What respectful words did Owl use?
- What respectful actions did Owl show?
- How did Owl help solve the problem?
- How did Owl help the other person feel respected?

Allow a few learners to respond.

Guide learners towards:

- Owl stayed calm; explained the problem respectfully; listened to others; helped find a solution; spoke respectfully

Summarise:

- Respectful communication includes both our words and our actions.
- Calm and respectful communication helps solve problems peacefully

Home Activity

Ask learners to practise using calm and respectful words and actions during the week.

Examples may include: Listening when someone is speaking; Waiting for their turn; Using respectful words during a disagreement; Staying calm when feeling upset.

In the next lesson, learners will share one general example of how they used calm and respectful communication, and explain how their words or actions affected another person.

Reflection and Closing (4 minutes)

Ask: How can calm and respectful words and actions help solve problems?

Allow a few learners to respond

Write the statements on the board and read them aloud with the learners.

- Gentle words bring peace.
- Respectful actions help build positive relationships.
- I can choose calm and respectful words and actions.

Remind learners: Every day we choose how to speak and act. When we use calm and respectful words and actions, we help others feel respected and understood, and we contribute to a peaceful and caring school community.

Notes:

Lesson 4:
Setting Clear Boundaries

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand personal boundaries and how to express them using calm and respectful words. Learners explore situations where boundaries may be needed and practise communicating those boundaries clearly. The lesson helps learners build skills for respectful relationships, personal safety, communication, and help-seeking.

Emphasise:

- Everyone has personal boundaries and deserves to be treated with respect.
- Boundaries help people feel safe, respected, and comfortable
- Calm and respectful words can be used to express a boundary
- If a boundary is not respected, learners should seek help from a trusted adult.

Faith Connection

All you need to say is simply 'Yes' or 'No'; anything beyond this comes from the evil one. – Matthew 5:37

Explain briefly: The Bible teaches us to speak clearly and honestly. Saying yes or no calmly and truthfully helps others understand our boundaries. We can show respect for ourselves and others by communicating clearly, honestly, and truthfully.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain what personal boundaries are.
- Identify situations where boundaries are needed.
- Describe ways to express a boundary using calm and respectful words.

Key Message for Learners

- Everyone deserves respect.
- Boundaries help people feel safe and respected
- If someone does not respect my boundary, I can ask a trusted adult for help.

Recap of Lesson 2

Words and Actions in Problems (5 minutes)



Ask: How can calm and respectful words and actions help solve problems? Allow a few learners to respond. Guide learners towards:

- Calm words help people listen to each other
- Respectful actions show care and consideration
- Calm and respectful communication helps solve problems peacefully

Explain: Last week, we learned that the way we talk and act can help solve problems or make them worse.

Review of Home Activity (2 minutes)

Ask learners: Last week, you practised using calm and respectful words and actions. Who would like to share one example?

Allow a few learners to respond.



Explain briefly:

- Calm and respectful communication helps people feel safe and respected.
- The way we speak and act can help solve problems peacefully.

Transition to today's lesson: Today, we will learn about personal boundaries and how to express them using calm and respectful words.

Opening Discussion

Respecting Others(4 minutes)

Ask learners: Why is it important to ask before using someone else's belongings?

Allow responses. Guide learners towards:



- It shows respect
- People should have a choice
- It helps others feel comfortable

Then ask: Why is it important to listen when someone says yes or no?

Allow responses. Guide learners towards:

- It shows respect
- People have different feelings and preferences.
- Everyone deserves to be listened to.

Explain:

- Sometimes people need to let others know what is okay and what is not okay for them.
- These are called boundaries

Core Teaching

Understanding Boundaries (5 minutes)

Explain:

- A boundary is like an invisible line that helps others know how we want to be treated.
- Boundaries help us feel safe, respected, and comfortable.
- Boundaries also help people understand how to treat one another respectfully
- Respecting boundaries helps build positive relationships

Give examples of situations where a boundary may be needed:

- Someone stands too close to you.
- Someone borrows your things without asking.
- Someone interrupts you repeatedly.
- Someone teases you in a way that makes you uncomfortable.



Ask: What could you say if one of these situations happened?

Allow a few learners to respond. Guide learners towards:

- Please stop.
- Please ask first.
- Please give me some space.
- I do not like that.

Explain:

- When something makes us feel uncomfortable, we can use calm and respectful words to express a boundary.
- If someone does not respect our boundary, we should ask a trusted adult for help.
- Asking for help is a responsible choice when a situation does not feel safe.

Summarise:

- Boundaries help people feel safe and respected
- Calm and respectful words can be used to express a boundary
- Respecting boundaries helps build positive relationships
- If a boundary is not respected, learners should seek help from a trusted adult

Guided Activity

Role Play – Setting Clear Boundaries (10 minutes)

Explain that learners will practise responding to situations using respectful boundary statements.

Describe the following situation:

- A learner takes another learner's pencil without asking.
- Invite two learners to act out the situation.

Ask: What could the learner say to express a boundary respectfully?

Allow a few responses. Guide learners towards examples such as:

- Please ask before taking my things.
- I need my pencil back.
- Please ask first next time.

Next, invite learners to practise setting boundaries using situations such as:

- Someone stands too close while you are working.
- Someone pushes ahead in a line.
- Someone keeps interrupting while you are speaking.



Invite two or three pairs of learners to act out how they would respond.

After each role play, ask: How did the learner communicate the boundary respectfully?

Guide learners towards:

- Using calm words
- Speaking clearly
- Explaining what was needed
- Showing respect

Then ask: How did the learner help make the situation more respectful?

Guide towards:

- Speaking calmly
- Speaking clearly
- Showing respect
- Helping others understand the boundary

Summarise:

- Boundaries help people understand what is okay and what is not okay.
- Calm and respectful words help others understand our boundaries.
- If a boundary is not respected, we should seek help from a trusted adult.

Reflection and Closing (4 minutes)

Ask: How can we express a boundary respectfully?

Allow a few learners to respond.

Write on the board and read the statements aloud together with learners

- Everyone deserves respect.
- I can use calm words to set a boundary.
- I can ask a trusted adult for help.
- Boundaries help keep relationships safe and respectful

Read the statements aloud together with learners.

Remind learners that boundaries help people feel safe, respected, and comfortable. When we communicate boundaries clearly and respectfully, we help build safe and positive relationships.

Notes:

Lesson 5:
Asking Permission and Respecting No

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand the importance of asking permission and respecting another person's answer. Learners explore situations where permission should be asked and practise responding respectfully when someone says yes or no.

Emphasise:

- Asking permission shows respect for other people's boundaries.
- Accepting no calmly is an important way of showing respect.
- Respecting another person's answer helps build positive relationships

Faith Connection

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

Explain briefly: The Bible teaches us to treat others as we would like to be treated. This means asking permission, respecting people's choices, and showing care and respect for others.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify situations where permission should be asked
- Explain why it is important to respect another person's answer.
- Demonstrate respectful ways to respond when someone says no

Key Message for Learners

- Ask permission before doing something that affects another person.
- Respect another person's answer.
- Accepting no shows respect for boundaries.

Recap of Lesson 4

Understanding Boundaries (5 minutes)



Ask: Why are boundaries important?

Allow a few learners to respond.

Guide learners towards:

- Boundaries help people feel safe;
- Boundaries help people feel respected;
- People can say what they are comfortable or uncomfortable with.

Transition to today's lesson: Today, we will learn about asking permission and respecting another person's answer.

Opening Discussion

Asking First (5 minutes)

Ask learners: Why is it important to ask before borrowing or joining something?



Allow a few responses. Guide learners towards:

- It shows respect
- It gives people a choice
- It helps people feel comfortable

Ask: How do people feel when others ask first instead of assuming?

Allow a few responses. Guide learners towards:

- Respected
- Valued
- Safe
- Comfortable

Explain:

- Sometimes our actions affect other people.
- Asking permission helps us find out whether the other person is comfortable.

Core Teaching

Asking Permission (3 minutes)

Explain clearly:

- Permission means asking first before doing something that affects another person.
- Asking permission shows respect for another person's feelings, belongings, and boundaries.
- Asking permission helps build trust and positive relationships

Give practical school examples:



- Borrowing a pencil or a book
- Sitting next to someone
- Joining a game
- Giving a high-five or handshake

Ask: Why is it important to ask permission first
Allow a few learners to respond. Guide learners towards:

- It shows respect.
- It helps people feel comfortable.
- It gives people a choice.

Respecting the Answer (3 minutes)

Explain:

- When we ask permission, the answer may be yes or no.
- Both answers should be respected.
- People have the right to make choices about things that affect them.
- Respecting another person's answer shows respect for their boundaries.
- Nobody should be teased, pressured, or forced to change their answer.

Ask: What can you do if someone says no?
Allow learners to respond. Guide learners towards

- Stay calm.
- Respect the answer.
- Say thank you anyway.
- Find another solution if needed.

Explain:

- Accepting no calmly shows respect for another person's boundaries and feelings.

Guided Activity

Permission and Respecting No (10 minutes)

Explain that learners will practise asking permission and responding respectfully to different answers.

Invite two learners to come to the front.

Describe the following situation: A learner wants to borrow a classmate's pencil.

Ask the learners to act out the situation. One learner asks permission politely.

The second learner responds either yes or no.

Ask



- Was permission asked respectfully?
- How did the learner respond to the answer?

Allow a few learners to respond.

Next, ask learners to work in pairs.

Provide situations such as:

- Borrowing a pencil or book.
- Joining a game during break time.
- Sitting next to someone.
- Giving a high-five.

Learners take turns asking permission.

The responding learner may answer yes or no.

Remind learners to respond respectfully whatever the answer.

After a few minutes, invite two or three pairs to demonstrate for the class.

After each demonstration, ask:

- Was permission asked respectfully?
- Was the answer respected?
- How did respecting the answer help the situation?

Allow a few responses. Guide learners towards

- It prevented arguments
- It showed respect
- It helped people feel comfortable
- It helped maintain a positive relationship

Summarise:

- Asking permission shows respect.
- People have the right to say yes or no.
- Accepting no calmly shows respect for another person's boundaries.

Home Activity

Ask learners: During the week, notice three situations where you asked permission respectfully before using, borrowing, or joining something.

In the next lesson, learners will share one general example and explain how asking permission helped another person feel respected.



Reflection and Closing (4 minutes)

Ask: Why is it important to respect another person's answer?

Allow a few learners to respond.

Write the statements on the board and read them aloud with the learners:

- I ask permission first.
- I respect another person's choice
- Accepting no shows respect.

Remind learners: Asking permission and respecting another person's answer helps people feel safe, valued, and respected. These actions help build trust and positive relationships.

Notes:

Lesson 6:
Safe And Unsafe Relationships

Total Time: 35 Minutes

Teacher Note

This lesson helps learners recognise safe and unsafe behaviour in relationships at home, school, and among friends. They learn that identifying unsafe behaviour and seeking help are important ways to protect themselves and others.

Emphasise:

- Safe relationships are based on respect, kindness, honesty, and appropriate boundaries.
- Unsafe behaviour may involve pressure, threats, unsafe secrets, or ignoring boundaries
- If learners notice unsafe behaviour, they should seek help from a trusted adult.

Faith Connection

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. – 1 Corinthians 13:4–5

Explain briefly: The Bible teaches that loving relationships are shown through kindness, respect, patience, and care for others. Safe relationships help people feel respected, valued, and protected.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify examples of safe behaviour in relationships.
- Recognise warning signs of unsafe behaviour in relationships.
- Explain what to do if they experience or notice unsafe behaviour.

Key Message for Learners

- Safe relationships show kindness and respect.
- Unsafe behaviour should not be ignored.
- I can seek help from a trusted adult if something is not safe.

Recap of Lesson 5

Permission and Respecting No (3 minutes)



Ask learners: Why is it important to respect another person's answer?

Allow a few short responses.

Guide learners towards:

- Respecting another person's answer shows respect.
- Respecting no helps people feel safe.
- Respecting boundaries helps build healthy relationships.

Review of Home Activity (2 minutes)



Ask learners: Last week, you observed situations where permission was asked respectfully. Who can share an example of a time they asked permission respectfully this week?

Allow a few learners to respond.

Explain briefly:

- Asking permission shows respect for other people's choices and boundaries.
- Respecting another person's answer helps people feel safe and valued.

Transition to today's lesson: Today we will learn how to recognise behaviours that help make relationships safe and behaviours that may make relationships unsafe.

Opening Discussion

Relationships Around Us (5 minutes)



Begin by asking: Who are some of the people in your life at home and at school?

Allow learners to respond.

Guide learners towards:

- Family members or caregivers
- Teachers and school staff
- Friends and classmates
- Neighbours and community members

Explain

- We have many different relationships in our lives.
- Healthy relationships help people feel safe, respected, supported, and valued

Core Teaching

What Makes a Relationship Safe (4 minutes)

Explain:

- Relationships are an important part of our lives.
- Some relationships help us feel safe, respected, and supported.

Ask: What are some things people do that help others feel safe and respected?

Allow learners to respond. Guide learners towards:



- Listening to others
- Speaking kindly
- Respecting boundaries
- Accepting no
- Being honest
- Helping when someone needs support

Explain: These are examples of safe relationship behaviours.
In safe relationships:

- People treat each other with kindness and respect.
- Boundaries are respected.
- People listen to each other.
- People feel safe asking for help.

Reinforce:

- Safe relationships help people feel valued, respected, and protected.
- Safe relationships are built through the way people treat one another every day

Respecting the Answer (3 minutes)

Recognising Unsafe Behaviour (3 minutes)

Explain: Sometimes people behave in ways that are not safe or respectful.

Ask: What are some behaviours that might make a relationship unsafe?

Allow learners to respond. Guide learners towards:

- Ignoring someone's no or stop
- Pressuring someone to do something
- Threatening someone
- Asking someone to keep unsafe secrets
- Using fear or pressure to control someone

Core Teaching..*Cont*

Explain:

- These are warning signs of unsafe behaviour.
- Unsafe behaviour can happen in different relationships, including with friends, older learners, or adults.
- Unsafe behaviour is never the child's fault.

Explain:

- We can recognise safe and unsafe relationships by looking at how people behave and treat others.
- If someone shows unsafe behaviour, it is important to talk to a trusted adult

Guided Activity

Safe or Unsafe (15 minutes)

Explain that learners will listen to different situations and decide whether the behaviour is safe or unsafe.

Tell learners to show:

👍 Safe relationship behaviour
👎 Unsafe relationship behaviour

Read scenarios from different relationship contexts.

School Scenarios

- A teacher listens when a learner asks for help.
- A classmate keeps teasing another learner even after being asked to stop.

Peer Scenarios

- A friend asks if you want to play and accepts your answer.
- A friend pressures you to break a rule and says not to tell anyone.

Family Scenarios

- A caregiver asks before hugging and respects the child's answer.
- Someone gives gifts and asks a child to keep secrets from parents.

Learners respond using thumbs up or thumbs down.

After each situation, ask:
- Is this behaviour safe or unsafe?
- What helped you decide?
- Which behaviour made the relationship safe or unsafe?

Allow a few learners to respond.

Guide learners to identify the behaviours that make the situation safe or unsafe

Guided Activity..*Cont*

Safe behaviours:

- Listening when someone needs help
- Respecting boundaries
- Accepting another person's answer
- Being honest
- Showing kindness and respect
- Helping others feel safe and supported

Unsafe behaviours:



- Teasing or bullying
- Ignoring someone's no or stop
- Pressuring someone to do something wrong
- Asking someone to keep unsafe secrets
- Using fear, threats, or control
- Disrespecting boundaries

Summarise:

- Safe relationships show kindness, respect, honesty, and respect for boundaries.
- Unsafe relationships may involve pressure, threats, unsafe secrets, or ignoring boundaries.
- We can recognise safe and unsafe relationships by looking at how people behave.

Home Activity

Ask learners to think about people in their lives who help them feel safe, respected, and supported.

They should identify:

- One trusted adult at home.
- One trusted adult at school.

In the next lesson, learners will share one general example of a trusted adult and explain why that person is safe to talk to.



Reflection and Closing (3 minutes)

Ask: What are some signs of a safe relationship?

Encourage a few learners to share their answers aloud.

Write the statements on the board and read them aloud with the learners:

- Safe relationships show respect.
- Unsafe behaviour is never my fault.
- I can tell a trusted adult if something is not safe.

Remind learners that recognising safe and unsafe behaviour can help them make safe choices and seek help when needed

Notes:

Lesson 7:
Pressure From Others

Total Time: 40 Minutes

Teacher Note

This lesson helps learners understand what pressure from others is and how to respond safely when they feel pressured to do something. Learners explore common examples of pressure and practise safe ways to refuse it.

Emphasise:

- Anyone can experience pressure from others.
- Saying no, walking away, and seeking help are safe and responsible choices.

Faith Connection

If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you. – James 1:5

Explain briefly: God gives us wisdom to make good decisions. When we feel pressured to do something unsafe or wrong, we can choose what is right and ask for help when needed.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain what pressure from others means.
- Identify common ways people pressure others.
- Describe safe ways to respond to pressure.

Key Message for Learners

- Pressure does not mean I must agree
- I can say no to unsafe pressure
- I can walk away from unsafe situations
- I can ask a trusted adult for help

Recap of Lesson 6

Safe and Unsafe Relationships (5 minutes)



Begin by reviewing the previous lesson.

Ask learners: Last week, we talked about safe and unsafe relationships. What are some signs of a safe relationship?

Allow a few responses. Guide learners towards:

- People treat each other with kindness and respect.
- People listen to each other.
- Boundaries are respected.
- People do not pressure or threaten others.
- People help and support one another

Explain briefly: In safe relationships, people respect boundaries and listen when someone says no.



Review of Home Activity (2 minutes)

Ask learners: Last week, you identified trusted adults at home and at school. Who would like to share one example of a trusted adult and why that person is safe to talk to?

Allow a few learners to respond.

Explain briefly:

- Trusted adults listen, support, and help keep children safe.
- It is important to talk to a trusted adult when something feels wrong or unsafe.

Transition to today's lesson: Today, we will learn about pressure from others and safe ways to respond when someone tries to persuade us to do something we know is unsafe or wrong.

Opening Discussion

What is Pressure (5 minutes)

Describe the following situation:

A learner does not want to break a school rule, but several classmates keep saying, "Come on, everyone is doing it."



Ask: What are the classmates trying to do?

Allow learners to respond. Guide learners towards:

- They are trying to convince the learner.
- They are putting pressure on the learner.

Ask: What are some ways people try to pressure others?

Opening Discussion..*Cont*

Allow learners to mention examples such as:

- Teasing
- Daring someone
- Saying everyone is doing it
- Threatening to stop being friends

Core Teaching

Understanding Pressure (3 minutes)

Explain:

- Pressure from others happens when someone tries to convince you to do something you do not want to do.
- Pressure can come from friends, classmates, older learners, or people we know well.

Explain that people may use different ways to pressure others, such as:

- Teasing or mocking
- Daring someone
- Promising friendship or rewards
- Threatening to leave someone out
- Helping when someone needs support.

Reinforce:

- Pressure can happen to anyone.
- Sometimes people pressure others to fit in, gain approval, or avoid being left out

Responding Safely to Pressure (3 minutes)

Explain: When someone pressures us to do something unsafe or wrong, we have choices.

Safe responses include:

- Saying no clearly.
- Walking away.
- Spending time with supportive friends.
- Talking to a trusted adult.

Ask: Which of these responses helps keep a learner safe?
Allow a few responses. Guide learners towards:

- Saying no
- Walking away
- Asking for help

Reinforce: Safe choices help protect our wellbeing and safety.

Core Teaching..*Cont*

Quick Practice – Refusing Pressure (4 minutes)



Explain that learners will practise safe responses to pressure.

Ask learners to work with the person sitting next to them.

Learners practise saying:

- No, I do not want to do that.
- That is not a good idea.
- I am not comfortable with that.
- I am going to tell a teacher.

Encourage learners to use a calm and confident voice.

Summarise: Clear and confident words can help us refuse pressure safely.

Guided Activity

Story Connection – The Dare (15 minutes)



Ask learners to turn to Story 1, The Dare, in the Grade 5 Hand-in-Hand at Upendo Primary School 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.



The Dare

The school compound was very noisy during break time. But the crowd standing under the big mango tree felt different. Amina watched as her classmates whispered and pointed.
"It is a dare game," Rehema said quickly. "Do something scary, or you are out of the group."
Juma waved Amina over. "Your turn! You have to climb the back fence and jump down. Everyone else did it."
Amina looked at the sharp stones near the fence.
She felt worried. She did not want to get hurt.
"I do not want to do that," she said.

"Do not be scared," someone laughed. "If you are our friend, you will do it."
Amina's face felt warm. She wanted to belong, but the pressure felt wrong.
Taking a slow breath, she looked Juma straight in the eye.
"No," she said. "I am not doing it."
For a moment, the group went quiet. A few children whispered mean words, but Amina did not change her mind.

She turned around and walked away.
Her legs felt shaky, but she felt brave inside. Nobody stopped her.

She found her friend Brian by the swings. She told him exactly what had happened under the mango tree.
"That was brave," Brian nodded.
"Good friends should respect your safe choices anyway."

Later that afternoon, Amina told her class teacher about the unsafe dare game.
The teacher listened carefully and thanked Amina for speaking up.
"You did the right thing," her teacher said.
"Saying no and walking away keeps you safe.
Telling an adult helps us keep everyone else safe, too."
The teacher later spoke to the learners under the mango tree about dangerous games and unsafe pressure. After that, teachers watched the area more carefully during break time.Walking home that evening, Amina felt calm and happy. She had not fought with anyone.
She had not shouted.
She had simply said no,and that was enough.



After reading, ask:

- What kind of pressure did Amina face from the group?
- What was wrong about the dare the group wanted Amina to do?
- What good choices did Amina make when she felt pressured?
- What should a learner do if friends pressure them to do something unsafe?

Guide learners to identify that:

- The group tried to pressure Amina into doing something dangerous
- The dare could have caused injury
- Amina recognised that the situation was unsafe
- She said no and walked away
- She sought support from a trusted friend and later told a teacher
- Safe choices sometimes require courage
- Learners have the right to refuse unsafe pressure

Then ask learners to read the Big Lessons section and discuss what lessons learners can learn from Amina's actions and how they can apply them in their own lives

Summarise the key message:

- Pressure should not control our choices
- Safe choices help protect us and others
- Learners can say no to unsafe pressure
- Trusted adults can help when problems arise

Reflection and Closing (3 minutes)

Ask: What can you do if someone pressures you to do something unsafe?

Allow a few learners to respond.

Write the statements on the board and read them aloud with the learners:

- I can say no.
- I can walk away.
- I can ask a trusted adult for help.

Remind learners that making safe choices is a sign of wisdom, courage, and responsibility.

Notes:

Lesson 8:
Handling Stress And Strong Feelings

Total Time: 35 Minutes

Teacher Note

This lesson helps learners understand that stress and strong feelings are a normal part of life. Learners explore simple and safe ways to calm themselves when they feel worried, upset, or stressed.

Emphasise:

- Stress and strong feelings are normal.
- There are safe ways to help ourselves feel calm.
- Trusted adults can provide support when feelings become difficult to manage

Faith Connection

Cast all your anxiety on Him because He cares for you. – 1 Peter 5:7

Explain briefly: The Bible reminds us that we can bring our worries to God. Asking for help and sharing our concerns with trusted adults is a wise and healthy choice.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain what stress is and identify common signs of stress.
- Describe safe ways to manage stress and strong feelings.
- Demonstrate a simple way to help themselves feel calm.

Key Message for Learners

- Stress is normal
- There are safe ways to help ourselves feel calm.
- Trusted adults can help when strong feelings are difficult to manage.

Recap of Lesson 7

Pressure from Others (5 minutes)

Ask learners: What are some safe ways to respond when someone pressures us to do something unsafe or wrong?

Allow a few responses. Guide learners towards:



- Saying “no” clearly
- Walking away
- Staying calm
- Telling a trusted adult

Explain briefly: Pressure and difficult situations can sometimes cause stress or strong feelings.

Transition to today's lesson: Today we will learn how to recognise stress and strong feelings and practise safe ways to calm ourselves.

Opening Discussion

How Might One Feel? (5 minutes)

Describe the following situation: A learner has a test later in the day. They have not finished studying and are worried about how they will do.

Ask: How do you think this learner might be feeling?

Allow learners to respond.

Guide learners towards:



- Worries
- Nervous
- Scared
- Upset

Ask: How might the learner's body react?

Allow learners to respond.

Guide learners towards:

- Fast heartbeat
- Tight muscles
- Difficulty concentrating
- Feeling restless

Explain:

- Sometimes difficult situations can affect both our feelings and our bodies.
- These can be signs of stress.
- Learning healthy ways to respond to stress helps us take care of our wellbeing
- Learning how to manage stress can help us make safe and healthy choices.

Opening Discussion..Cont

Understanding Stress (8 minutes)

Explain clearly: Stress happens when situations feel difficult to handle or when emotions become very strong.

Give common examples of school-related stress:

- Too much homework
- Arguments with friends
- Worrying about tests
- Being teased
- Feeling pressured by others

Explain important points:

- Stress is a normal part of life.
- Strong feelings do not mean someone is weak.
- What matters is learning safe ways to manage those feelings.
- Learning healthy ways to respond to stress helps us take care of our wellbeing



Emphasise: Strong feelings should never lead to hurting ourselves or others.

Helping Ourselves Feel Calm (5 minutes)

Explain: When people feel worried, upset, or stressed, there are safe ways to help themselves feel calm.

There are different ways to help ourselves feel calm.

Examples include:

- Taking slow breaths.
- Stretching, walking, or moving your body.
- Counting slowly.
- Talking to a trusted adult.

Explain:

- Different things help different people feel calm.
- Sometimes talking to a trusted person can help us feel supported and less alone.
- Asking for help is a positive and responsible choice when feelings become difficult to manage

Reinforce: When strong feelings are difficult to manage on our own, it is okay to ask for help.

Opening Discussion..*Cont*

Guided Breathing Practice (5 minutes)

Ask learners to sit comfortably.

Explain that breathing helps calm the body.

Practice Balloon Breathing:

1. Place one hand on the stomach.
2. Breathe in slowly through the nose, imagining a balloon filling.
3. Breathe out slowly through the mouth as the balloon deflates.
4. Repeat three times.

Ask: How does your body feel after the breathing exercise?

Allow a few learners to respond.

Explain: Slow breathing can help calm strong feelings and help us think clearly.

Guided Activity

My Calm Toolbox (4 minutes)

Learners take out their Life Skill exercise books.

Write on the board: My Calm Toolbox

Learners write or draw:

1. One sign that shows they are feeling stressed.
2. Two things they can do to help themselves feel calm.
3. One trusted adult they can talk to when they need support.

Allow learners a few minutes to complete the activity.

Summarise:

- Different people may notice different signs of stress.
- Calming strategies can help us manage strong feelings.
- Trusted adults can provide support when we need help.

Home Activity

Ask learners to practise one safe way of helping themselves feel calm when they feel worried, upset, or stressed. They may practise this with a family member.

In the next lesson, learners will share one general example of something they did to help themselves feel calm..



Reflection and Closing (3 minutes)

Allow a few learners to respond.

Write the statements on the board and read them aloud together with learners.

- Stress is normal.
- Feeling calm helps me make safe choices.
- Trusted adults can help when strong feelings are hard to handle.
- Read the statements aloud together with learners.

Everyone experiences stress sometimes. There are safe ways to calm down, care for our wellbeing, and get support when needed.

Notes:

Lesson 9:
Treating Everyone With Respect

Total Time: 35 Minutes

Teacher Note

This lesson helps learners understand how respect, kindness, and fairness contribute to a safe and peaceful school environment. Learners explore ways to show respect in everyday situations and learn when it is important to seek help from a trusted adult.

Emphasise:

- Respectful and kind actions help others feel safe and valued.
- Fairness helps people feel included and supported
- Reporting unsafe behaviour to a trusted adult can help protect everyone.

Faith Connection

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

Explain briefly: The Bible teaches us to treat others with kindness, fairness, and respect. When we treat others well, we help create a peaceful and caring community.

Learning Outcomes

By the end of the lesson, the learner will:

- Describe ways to show respect, kindness, and fairness in everyday situations.
- Explain how respect and kindness help create a safe and peaceful school environment.
- Identify situations where it is important to tell a trusted adult about unsafe behaviour.

Key Message for Learners

- Respect helps people feel valued.
- Kindness builds peace.
- Fairness helps people feel included.
- Reporting unsafe behaviour helps keep everyone safe

Recap of Lesson 8

Handling Stress and Strong Feelings (5 minutes)



Ask learners: What are some things we can do when we feel worried, upset, or stressed?

Allow a few responses. Guide learners towards:

- Taking deep breaths
- Counting slowly
- Talking to a trusted adult
- Taking a short, quiet break

Review of Home Activity (2 minutes)

How Might One Feel? (5 minutes)

Ask learners: Last week, you practised something that helped you feel calmer when you felt worried, upset, or stressed. Who would like to share one example?



Allow a few learners to respond.

Explain briefly:

- There are different ways to help ourselves feel calm.
- Feeling calm can help us make good choices and treat others with respect.

Transition to today's lesson: Today, we will learn how respect, fairness, and kindness help create a safe and peaceful school environment.

Opening Discussion

Showing Respect at School (5 minutes)

Begin by asking: What are some ways learners can show respect at school?

Allow learners to share examples such as:



- Using kind words.
- Listening when others speak.
- Sharing materials.
- Taking turns.
- Following school rules.
- Including others.

Ask: How do these actions help other people?

Allow a few responses. Guide learners towards:

- They help people feel safe.
- They help people feel valued.
- They help people work well together.
- They help create a positive school environment

Explain: Respect helps create a school where everyone feels safe, valued, and included.

Core Teaching

Respect, Kindness and Fairness (3 minutes)

Explain clearly:

- Respect means treating others with kindness, fairness, and care.
- Respect recognises that every person has value and deserves to be treated fairly
- Respect can be shown through both words and actions

Respect includes:

- Using kind words
- Listening when others speak
- Including others in activities
- Respecting rules and boundaries
- Following agreed rules

Explain fairness simply:

- Fairness means everyone receives what they need to feel safe and supported
- Fairness does not always mean everyone gets the same thing.



Helping to Keep Others Safe (3 minutes)

Explain: Sometimes learners may see behaviour that is unsafe or harmful.

Examples may include:

- Bullying or teasing.
- Unsafe games.
- Someone being left out in games all the time.
- Someone being hurt or made to feel unsafe

Ask: What should a learner do if they see unsafe behaviour?

Allow learners to respond. Guide learners towards:

- Tell a trusted adult.
- Get help.
- Do not ignore unsafe behaviour.
- Do not join in the harmful behaviour

Explain:

- Reporting unsafe behaviour is not getting someone into trouble.
- It is helping to keep people safe.

Reinforce: Trusted adults can help solve problems and protect learners from harm.

Guided Activity

Respect in Action (15 minutes)

Divide learners into small groups.

Provide simple school scenarios such as:

- A learner is being left out of a game.
- Someone starts teasing another learner.
- A game becomes rough or unsafe.
- A classmate drops their books.

Each group discusses:

1. What could a respectful learner do in this situation?
2. Would it be important to tell a trusted adult? Why or why not?

Allow groups a few minutes to discuss.

Invite each group to share one respectful action.
-
Guide learners towards examples such as:

- Including someone who has been left out.
- Using kind words.
- Helping someone who needs support.
- Reporting unsafe behaviour to a trusted adult.
- Speaking up respectfully when someone is treated unfairly

Summarise:

- Respect can be shown through our words and actions.
- Small respectful actions can help others feel safe, valued, and included.
- Reporting unsafe behaviour can help protect others from harm.

Home Activity

Ask learners to practise one act of kindness, fairness, or respect at home during the week.

Examples may include: Helping someone; Sharing fairly; Using kind words; Including someone in an activity.

In the next lesson, learners will share one general example of how they showed respect, kindness, or fairness.



Reflection and Closing (3 minutes)

Ask: How can respect and kindness help keep others safe?

Allow a few learners to respond.

Write the statements on the board and read them aloud with the learners:

- Respect protects people
- Kindness builds peace
- Reporting unsafe behaviour helps keep everyone safe

Remind learners that respectful choices help create a safe, caring, and peaceful school community.

Notes:

Lesson 10:
Putting our Values into Action

Total Time: 35 Minutes

Teacher Note

This is the final lesson of the term. It gives learners an opportunity to reflect on the values they have learned and how they can continue putting them into action in their everyday lives. Learners identify practical ways to apply these values at school, at home, and in their community.

Emphasise:

- Values are shown through everyday actions.
- Small positive choices can help create safe and caring communities.

Faith Connection

He has shown you, O man, what is good; And what does the Lord require of you but to do justly, to love [a]mercy, and to walk humbly with your God? – Micah 6:8

Explain briefly: God wants us to show kindness, fairness, and humility through the choices we make every day. When we put our values into action, we help create safe and caring communities.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify values learned during the term that help keep people safe.
- Explain how values can guide everyday choices and actions.
- Demonstrate positive values through everyday actions.

Key Message for Learners

- Values guide our choices.
- Small actions make a big difference.
- Living our values every day helps create safe and caring communities.

Recap of Lesson 9

Treating Everyone with Respect (5 minutes)



Ask: How can respect and kindness help create a safe school?
Allow a few learners to respond. Guide learners towards:

- Respect helps people feel safe.
- Kindness helps people feel included.
- Respect and kindness help prevent conflict.

Review of Home Activity (2 minutes)

How Might One Feel? (5 minutes)



Ask learners: Last week, you practised an act of kindness, fairness, or respect at home. Who would like to share one example?

Allow a few learners to respond.

Explain briefly:

- Small acts of kindness and respect can make a positive difference.
- The choices we make can help others feel valued, included, and safe.

Transition to today's lesson: Today, we will reflect on the values we have learned this term and how we can put them into action every day.

Opening Discussion

Looking Back on Our Learning (5 minutes)

Say: Throughout this term, we have learned many ways to keep ourselves and others safe.

Ask: What are some important things you remember learning this term?



Allow learners to respond. Guide learners towards:

- Helping others feel they belong
- Listening carefully
- Communicating respectfully
- Respecting boundaries
- Making safe choices
- Seeking help when needed
- Managing strong feelings
- Showing kindness and respect

Explain: All of these lessons have taught us values that help us make safe and respectful choices

Core Teaching

Understanding Values in Action (6 minutes)

Explain:

- Throughout this term, we have learned many values that help keep people safe.
- Values guide how we treat others and how we make decisions.
- Values become visible through the choices we make every day.
- Values help us make safe, respectful, and responsible choices.

Ask: What are some actions that show these values?

Allow learners to respond. Guide learners towards:

- Listening carefully
- Including others
- Respecting boundaries
- Asking permission
- Speaking kindly
- Asking for help when needed

Explain:

- Values become meaningful when we put them into action.
- Even small actions can make a positive difference.

Guided Activity

Living Our Values (15 minutes)

Explain:

Think about all the values we have learned this term.

Ask learners to choose:

- One value they think is important.
- One action that shows that value.

Learners write:



1. My value
2. My action

Examples:

Value: Respect

Action: I will listen when others are speaking.

Value: Courage

Action: I will ask for help when something feels unsafe.

.

Guided Activit ..*Cont*

Living Our Values (15 minutes)

Allow learners to share. Guide learners towards:

Examples of values may include:

- Respect
- Kindness
- Responsibility
- Courage
- Fairness
- Honesty

Examples of actions may include:

- Listening when others are speaking
- Including others in activities
- Respecting boundaries
- Asking permission before borrowing something
- Using calm and respectful words
- Saying no to unsafe pressure
- Making safe choices
- Helping others feel welcomed and valued
- Seeking help from a trusted adult when needed



Explain: Values become stronger when we practise them regularly through our everyday actions.

My Values Commitment

Th week I will:

Help someone feel included by _____

Show respect by _____

Show responsibility by _____

Show kindness by _____

Invite several learners to share one commitment with the class.

Invite several learners to share one commitment with the class.

Guide learners towards commitments such as:

- Including someone who is alone during break time
- Listening carefully when others speak
- Using kind and respectful words
- Following school rules
- Asking permission before borrowing something
- Walking away from unsafe situations
- Helping a classmate who needs support
- Reporting unsafe behaviour to a trusted adult
- Showing fairness when sharing or taking turns.

Guided Activity..*Cont*

Summarise:

- Values guide the choices we make every day.
- Values become meaningful when we put them into action.
- Small positive actions can help create safe and caring communities.
- Every learner can make a positive difference through their choices and actions.

Reflection and Closing (3 minutes)

Ask: Which value will you focus on this week and how will you put it into action?

Allow a few learners to respond.

Briefly reinforce: This term, we have learned about belonging, listening, respectful communication, healthy boundaries, asking permission, recognising safe and unsafe relationships, responding to pressure, managing strong feelings, and treating others with respect and kindness.

Write the statements on the board and read them aloud with the learners:

- Values guide my choices.
- I can treat others with respect and kindness.
- I can make safe and responsible decisions.
- I can ask for help when I need it.
- I can help create a safe and caring community.
- My actions can make a positive difference

Encourage learners to continue practising these values at home, at school, and in their communities.

Notes:

End of Term 1 Teacher Note

Congratulate learners for completing Term 1.

Encourage them to continue practising the values and skills they have learned, including listening respectfully, communicating calmly, respecting boundaries, making safe choices, managing strong feelings, showing kindness and respect, seeking help from trusted adults, and contributing to safe and caring communities.

Remind learners that small positive actions can make a difference in their own lives and in the lives of others.

TERM 2

Understanding Relationships, Boundaries and Safe Choices

7 Lessons



Lesson 11 – 17

Lesson 11:
When Problems Become Harmful

Total Time: 35 Minutes

Teacher Note

This lesson builds on the values and relationship skills learners explored in Term 1, including listening, respectful communication, managing strong feelings, and treating others with respect. Learners explore the difference between problems or disagreements and violence. They learn that disagreements and mistakes are a normal part of life, but hurting others is never an acceptable response.

Emphasise:

- Problems and disagreements can happen between people.
- Violence causes harm and does not solve problems.
- Problems can be addressed safely through calm communication, respectful behaviour, and adult support when needed.
- Learners are not responsible for stopping serious harm alone and should seek help from a trusted adult.

Faith Connection

And be kind to one another, tenderhearted, forgiving one another, even as God in Christ forgave you. – Ephesians 4:32

Explain briefly: God teaches us to treat others with kindness and respect. When problems happen, we can choose peaceful ways to solve them instead of hurting others. This helps create safe and caring communities.

Learning Outcomes

By the end of the lesson, the learner will:

- Recognise that problems and disagreements can happen between people.
- Identify examples of violence in everyday situations.
- Explain that violence causes harm and is never an acceptable response.

Recap of Term 1 Learning

Treating Everyone with Respect (5 minutes)

Begin by reminding learners: Last term, we learned many values and skills that help us stay safe and build positive relationships with others.

Ask: What are some important things you remember learning last term?

Allow a few learners to respond. Guide learners towards:



- Listening to others
- Respecting boundaries
- Using calm and respectful words
- Asking permission
- Recognising safe and unsafe behaviour
- Saying no to pressure
- Managing strong feelings
- Treating others with respect and kindness

Explain briefly: These skills help us make safe choices and solve problems peacefully.

Transition to today's lesson: Today we will learn about problems and disagreements and why violence is never an acceptable response.

Opening Discussion

When Problems Happen (5 minutes)

Describe the following situation: A learner accidentally bumps into another learner while walking to class. The second learner becomes upset because they think it was done on purpose.

Ask: What happened in this situation?

Allow learners to respond. Guide learners towards:



- There was an accident.
- One learner became upset.
- There is a misunderstanding.

Explain: All of these lessons have taught us values that help us make safe and respectful choices

Then ask: How might each learner be feeling?

Guide learners towards:

- Upset
- Angry
- Embarrassed
- Frustrated

Opening Discussion ..*Cont*

Then ask: What could happen next?

Allow a few responses. Some learners may mention:

- Talking about it.
- Apologising.
- Arguing.
- Shouting.
- Fighting.

Explain:

- People can respond to problems in different ways.
- Some responses help solve problems, while others can cause harm.

Summarise:

- Problems, mistakes, and misunderstandings can happen between people.
- People may feel upset or angry when they happen.
- What matters is how people respond.

Core Teaching

Problems and Disagreements (3 minutes)



Explain: Problems and disagreements can happen between people.
For example, people may:

- Disagree about something.
- Make a mistake.
- Misunderstand one another.
- Feel hurt or upset.

Explain:

- Having a problem or disagreement does not mean people should hurt one another.
- People may feel angry or frustrated, but they still have choices about how they respond.
- Responsible choices help prevent problems from becoming more serious

Core Teaching..*Cont*

Violence Causes Harm (4 minutes)

Explain: Violence happens when someone hurts another person on purpose.

Examples of violence include:

- Insulting or threatening someone.
- Hitting, kicking, or pushing.
- Throwing objects to hurt someone.
- Damaging someone's belongings on purpose

Explain:



- Violence causes harm.
- Violence can make people feel afraid, unsafe, or hurt.
- Violence does not solve problems.
- Even when people are angry or upset, hurting others is not okay.

Ask: What can happen when someone responds to a problem with violence?

Allow one or two responses.

Guide learners towards:

- Someone may get hurt.
- The problem may become worse.
- People may feel unsafe.

Reinforce:

- Problems and disagreements can happen, but violence is never an acceptable response.
- Children are not responsible for stopping serious harm alone.
- If a situation feels unsafe, they should seek help from a trusted adult.

Guided Activity

Story Connection – The Broken Ruler (15 minutes)



Ask learners to turn to Story 2, The Broken Ruler, in the Grade 5 Hand-in-Hand at Upendo Primary School 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.

Core Teaching..*Cont*

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The Broken Ruler

Brian was packing his school bag at the end of the day. Suddenly, he heard a loud snap.
"Oh no," Bahati said. "My ruler is broken!"
Brian looked down at the floor. The ruler was broken into two pieces.
Bahati quickly picked up the broken ruler and looked at Brian angrily.
"You stepped on my ruler," Bahati shouted. "You did it on purpose!"
"I did not do it on purpose," Brian said quickly. "I did not see it on the floor."

Bahati felt very angry.
"You always destroy my things!" he shouted.
Other learners stopped packing and looked at the two boys.
Brian felt his heart beating very fast. He wanted to shout back at Bahati. But he remembered what they had learned in class. Problems can be solved without shouting, fighting, or hurting others.
"Let us talk calmly," Brian said. "It was an accident."

Bahati made his hands into fists.
For a moment, Brian thought Bahati was going to push him.
"Stop," Amina said. She was standing nearby.
"Do not fight. We can solve this disagreement without shouting or fighting."
Bahati took a slow breath.
He started to calm down.
"I am just very angry,"
Bahati said quietly. "That ruler was new."



Brian answered, "I am sorry, Bahati. I did not mean to break your new ruler. I will help you get another one."
Bahati listened quietly and slowly relaxed his hands.
Their teacher was watching them from her desk. She walked closer to the children.
"Thank you for stopping and talking calmly," the teacher said. "Being angry does not mean we should push or hurt others. You solved the disagreement peacefully."

As they walked out of the school gate together, Brian felt better.
The problem was real, but nobody got hurt.
Disagreements can be solved without fighting or hurting others.

After reading ask:

- What problem happened between Brian and Bahati?
- How could the situation have become harmful?
- What choices helped Brian and Bahati solve the problem peacefully?
- What can we learn from the way they resolved their disagreement?

Guide learners towards:

- The disagreement started because of an accident.
- When people become angry, situations can quickly become harmful if they shout, threaten, or fight.
- Bahati's first reaction was driven by anger and frustration.
- Brian stayed calm and explained what had happened.
- Both learners eventually listened to one another.
- Respectful communication helped solve the problem.
- Self-control helps people make better decisions when they are upset.
- Taking responsibility for mistakes can help rebuild trust.
- Problems can often be solved peacefully when people listen, talk respectfully, and seek solutions.

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

Summarise:

- Disagreements are a normal part of life.
- Anger should not lead to harmful behaviour.
- Staying calm and communicating respectfully helps solve problems.
- Peaceful choices help build safe and caring relationships.

Home Activity

Ask learners to notice situations where people solve problems or disagreements without hurting others.

In the next lesson, learners will share one general example they observed.



Reflection and Closing (3 minutes)

Ask: Why is violence not a good way to respond to a problem?
Allow a few learners to respond.
Write the statements on the board and read them aloud with the learners:

- Problems can happen.
- Violence hurts people.
- Violence is never the answer.

Remind learners that when situations become unsafe, they should seek help from a trusted adult.

Notes:

Lesson 12:
Solving Problems Peacefully

Total Time: 35 Minutes

Teacher Note

This lesson helps learners understand that problems and disagreements can be solved peacefully. Learners practise a simple four-step method that encourages calm communication, respectful listening, and safe problem-solving.

Emphasise:

- Problems and disagreements are a normal part of life.
- Violence is never the right way to solve a problem.
- Calm communication and listening can help people find solutions.
- Adult help should be sought when a situation feels unsafe.

Faith Connection

A gentle answer turns away wrath, but a harsh word stirs up anger.
Proverbs 15:1

Explain briefly: God teaches us that calm and respectful words can help solve problems peacefully. Harsh words often make problems worse.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain the S.T.A.R. method for solving problems peacefully.
- Describe how calm communication and respectful listening can help solve problems.
- Apply the S.T.A.R. method to everyday problems

Key Message for Learners

- Problems and disagreements can be solved peacefully.
- Calm words and respectful listening help people solve problems.
- Safe and fair solutions help everyone feel respected.

Recap of Lesson 11

Problems Can Be Solved (5 minutes)

Ask learners: What did we learn about violence in the last lesson?



Allow a few learners to respond. Guide learners towards:

- Problems and disagreements can happen.
- Violence hurts people.
- Violence does not solve problems.
- Violence is never the answer.

Explain briefly: In the last lesson, we learned that problems and disagreements can happen between people, but violence is never the right way to respond.

Review of Home Activity (2 minutes)

Review of Home Activity (2 minutes)

Ask learners: Last week, you noticed situations where people solved problems or disagreements without hurting others. Who would like to share one example?



Allow a few learners to respond.

Explain briefly:

- Problems and disagreements can happen between people.
- Problems can be solved without violence.

Transition to today's lesson: Today, we will learn a simple method that can help us solve problems peacefully.

Opening Discussion

Different Ways to Respond to a Problem (3 minutes)

Describe the following situation:

Two learners both want to use the same football during break time.
Ask:

- What problem do the learners have?
- What are some ways they could respond?



Allow learners to share ideas. Guide learners towards:

- Talking calmly.
- Taking turns.
- Asking for help.
- Arguing or shouting.

Explain briefly: People can respond to problems in different ways. Some responses help solve problems, while others can make problems worse.

Core Teaching

Learning – The S.T.A.R. Method (10minutes)

Explain that S.T.A.R. is a simple method for solving problems peacefully.

Write S.T.A.R. on the board.



Stop (Calm Down First)	Talk (Use Calm Words)	Active Listening	Resolve (Find a Fair Solution)
Calm down Pause your body and your words. Take one slow breath in and one slow breath out. Ask yourself: Am I calm enough to talk? If you are still angry, take more time to calm down before talking	Use calm and respectful words Say how you feel and what you need without shouting or insulting. Use this sentence frame: I feel ___ because ___. I need ___.	Listen carefully to the other person. Look at the speaker Stay quiet Let them finish speaking You can say: I hear you.	Choose a solution that is safe and fair. Examples include: • Taking turns • Sharing • Apologising and stopping the behaviour • Asking a teacher for help

Explain:

- Sometimes people cannot solve a problem on their own.
- If a situation feels unsafe, it is important to ask a trusted adult for help.

Guided Activity

Practising S.T.A.R. (12 minutes)

Explain that the class will practise using the S.T.A.R. method to solve problems peacefully.

Read a simple scenario aloud, such as: Two learners both want to use the same football during break time.

S – Stop

Ask: What should the learners do first?

- Guide learners towards:
- Stop.
- Take a breath.
- Calm down.



T– Talk

Ask: What calm words could they use?

Allow a few responses.

Examples:

- I would like a turn with the ball.
- Can we find a solution?

A – Active Listening

Ask: What does good listening look like?

Guide learners towards:
- Looking at the speaker.
- Staying quiet.
- Letting the other person finish speaking.

Read a simple scenario aloud, such as: Two learners both want to use the same football during break time.

R – Resolve

Ask: What would be a safe and fair solution?

Allow learners to suggest ideas such as:

- Taking turns.
- Sharing.
- Asking a teacher for help.

Guided Activity..*Cont*

Repeat with one or two additional scenarios:

- A learner borrows something and forgets to return it.
- Two learners disagree during group work.

After each scenario, ask:

- Which S.T.A.R. step helped the most?
- How did the learners solve the problem peacefully?
- Which value helped solve the problem?

Guide learners towards:

- Respect
- Fairness
- Responsibility
- Self-control

Summarise:

- Stopping and calming down helps us think clearly.
- Calm words and respectful listening help people understand each other.
- Safe and fair solutions help solve problems peacefully.

Home Activity

Ask learners to notice one situation during the week where a problem or disagreement is solved peacefully at home or in school.

In the next lesson, learners will share one general example they observed.

Remind learners to share only general examples and not personal or sensitive situations.



Reflection and Closing (3 minutes)

Ask: Think about a disagreement that learners might have at school. How could the S.T.A.R. method help them solve it peacefully?

Allow a few learners to respond.

Write the statements on the board and read them aloud with the learners:

- Problems can be solved peacefully.
- Calm words help solve problems.
- Fair solutions help everyone.

Remind learners that if a problem feels unsafe or cannot be solved peacefully, they should ask a trusted adult for help.

Notes:

Lesson 13:
What is Bullying?

Total Time: 35 Minutes

Teacher Note

This lesson helps learners understand what bullying is and why it is harmful. Learners explore the key signs of bullying and learn safe actions they can take when bullying happens.

Emphasise:

- Bullying often involves someone using power to hurt, embarrass, or exclude another person.
- Bullying affects safety and wellbeing.
- Adults are responsible for responding to bullying and keeping children safe.

Faith Connection

A new commandment I give to you, that you love one another; as I have loved you, that you also love one another. – John 13:34

Explain briefly: God teaches us to treat others with love, kindness, and respect. Bullying hurts people and does not show care for others. Choosing kindness helps create a safe and caring school community.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain what bullying is.
- Identify signs of bullying.
- Describe safe actions to take when bullying happens.

Key Message for Learners

- Bullying is repeated behaviour that hurts others.
- Bullying is never okay.
- Telling a trusted adult helps keep people safe.

Recap of Lesson 12

Solving Problems Peacefully (3 minutes)



Ask learners: What are some ways people can solve problems peacefully? Allow a few learners to respond. Guide learners towards:

- Staying calm.
- Using respectful words.
- Listening to each other.

Explain briefly: Using calm words, listening carefully, and finding fair solutions can help solve many problems.

Review of Home Activity (2 minutes)

Ask learners: Last week, you we talked of the S.T.A.R method. Who used the steps during the week? How did the steps help?



Allow a few learners to respond.

Explain briefly:

- Problems can be solved without violence.
- Calm and respectful responses help keep people safe.

Transition to the new lesson: Today, we will learn what bullying is and what we can do when it happens

Open Discussion

When Someone Is Hurt Again and Again (3 minutes)

Describe the situation: A learner is called hurtful names nearly every day during break time. The same learners laugh at them again and again.



Ask:

- What is happening in this situation?
- How might the learner be feeling?
- Do you think this is a one-time problem or something happening repeatedly?

Allow learners to explore ideas.

Explain briefly: Sometimes people are treated unkindly again and again. Today we will learn how to recognise when behaviour becomes bullying

Core Teaching

What is Bullying? (8 minutes)

Explain simply:

- Bullying happens when someone hurts another person on purpose, again and again.
- Sometimes the person bullying may have more power because they are older, stronger, more popular, or part of a group.

Ask learners: What are some ways a person might hurt another person repeatedly?

Allow a few learners to respond.

Physical bullying

- Hitting
- Pushing
- Damaging someone's belongings



Verbal bullying

- Calling hurtful names.
- Teasing someone in a mean way.
- Threatening someone.



Social or emotional bullying

- Leaving someone out on purpose
- Spreading rumours



Online bullying

- Sending hurtful messages
- Posting embarrassing content online



Ask learners: Why is bullying harmful?

Allow a few learners to respond. Guide learners towards:

- It hurts people's feelings.
- It makes people feel unsafe.
- It can affect friendships.

Explain:

- Everyone deserves to be treated with kindness and respect.
- Bullying can make people feel frightened, lonely, or unhappy.
-

Reinforce the key message:

- Bullying is repeated behaviour that hurts others.
- Bullying is never okay.

Core Teaching..*Cont*

Signs of Bullying (3 minutes)

Explain: Sometimes bullying is not easy to spot, but there are signs that may help us recognise it.

Ask learners: What are some signs that someone may be experiencing bullying?

Allow a few learners to respond. Guide learners towards:

- A learner is often teased, mocked, or called hurtful names
- A learner is repeatedly left out of games, activities, or groups
- A learner seems upset, withdrawn, or afraid around certain people
- A learner avoids school, activities, or specific places
- A learner's belongings are often taken, hidden, or damaged
- Hurtful messages or rumours are shared about someone.



Emphasise: These signs do not always mean bullying is happening, but they can help us recognise when someone may need support.

What To Do When Bullying Happens (3 minutes)

Ask learners: What should learners do if bullying happens?

Allow a few learners to respond.

Guide learners towards:

- Do not join in.
- Do not laugh or encourage the bullying.
- Be kind to the person being hurt.
- Tell a trusted adult.
- Include the learner if they are being left out

Explain: Adults are responsible for helping stop bullying and keeping learners safe.

Reinforce:

- Bullying is a repeated behaviour that hurts others.
- Bullying is never okay.
- Telling a trusted adult helps keep people safe.

Guided Activity

What Would You Do? (10 minutes)

Explain that the class will think about safe ways to respond when someone is being hurt or treated unkindly.



Read one situation at a time and discuss it together.

Situation 1

A learner is often called hurtful names during break time.

Ask:

- How might the learner feel?
- What could you do to help?

Guide learners towards:

- The learner may feel sad, hurt, or embarrassed.
- Be kind to the learner.
- Include them in activities.
- Tell a trusted adult.

Situation 2

A group of learners regularly leave one learner out of their games and laugh at them.

Ask:

- How might the learner feel?
- What could you do to help?

Guide learners towards:

- The learner may feel lonely or left out.
- Include the learner.
- Do not join in the unkind behaviour.
- Tell a trusted adult.

Situation 3

A learner receives hurtful messages from another learner.

Ask:

- How might the learner feel?
- What could you do to help?

Guide learners towards:

- The learner may feel upset or afraid.
- Encourage them to tell a trusted adult.
- Do not share or encourage the messages.

Guided Activity..*Cont*

After discussing the situations, ask:

- What are some safe things learners can do when someone is being bullied?
- Allow a few learners to respond.

Summarise:

- Do not join in bullying.
- Be kind and supportive.
- Include learners who are being left out.
- Tell a trusted adult.

Explain:

- Learners can help by being kind and getting adult help.
- Adults are responsible for stopping bullying and keeping learners safe.

Reflection and Closing (3 minutes)

Ask: If you noticed someone being bullied repeatedly, what are two safe things you could do to help?

Allow a few learners to respond.

Write the statements on the board and read them aloud with the learners:

- Bullying hurts people.
- Bullying is never okay.
- We can be kind and supportive.
- We can tell a trusted adult.

Remind learners: If someone is being hurt, frightened, threatened, or treated unkindly, it is important to tell a trusted adult. Adults are responsible for helping stop bullying and keeping learners safe.

Lesson 14:
Noticing When Someone May Need Help

Total Time: 30 Minutes

Teacher Note

This lesson helps learners notice signs that someone may need help or support. Learners explore how difficult experiences, including bullying, exclusion, and other problems, can affect feelings, behaviour, friendships, and participation at school.

Emphasise:

- Signs do not always tell us exactly what is wrong.
- Learners should not try to solve serious problems on their own.
- Being kind, supportive, and telling a trusted adult are safe ways to help.
- Adults are responsible for responding to serious concerns and keeping learners safe.

Faith Connection

Therefore, comfort each other and edify one another, just as you also are doing. – 1 Thessalonians 5:11

Explain briefly: God encourages us to care about others and help build them up. When we notice that someone may be struggling, feeling left out, or having a difficult time, we can respond with kindness, encouragement, and support. Paying attention to others helps us show compassion and care.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify signs that someone may need help or support.
- Explain why it is important to tell a trusted adult.
- Describe kind and supportive actions learners can take.

Key Message for Learners

- Some people may need help even if they do not ask for it.
- Kindness and support can make a difference.
- Trusted adults help keep people safe.

Recap of Lesson 13

Understanding Bullying (4 minutes)

Ask learners: What should you do if someone is being bullied?



Allow a few learners to respond. Guide learners towards:

- Be kind and supportive.
- Do not join in.
- Tell a trusted adult.

Transition to today's lesson: Being kind and supportive starts with noticing when someone may be having a difficult time. Today, we will learn some signs to look for and safe ways to respond..

Opening Discussion

Something Has Changed (3 minutes)

Read the following scenario: A learner who usually plays with friends every day has recently started sitting alone during break time. They do not join games and seem quieter than usual.

Ask learners: What changes have you noticed about this learner?



Allow a few learners to respond. Guide learners towards:

- They are sitting alone.
- They are not joining games.
- They seem quieter than before.

Then ask: What do you think this learner might need?

Allow a few responses. Guide learners towards:

- Someone to talk to.
- Kindness.
- Support.
- Help from a trusted adult if needed.

Explain briefly: Sometimes people show signs that they may be having a difficult time, even if they do not tell us what is wrong.

Core Teaching

Signs Someone May Need Help (5 minutes)

Explain:

- Sometimes people do not tell others when they are having a difficult time.
- Instead, we may notice changes in how they feel, act, or interact with others.

Signs may include:

- Looking sad, worried, or upset often.
- Becoming quieter than usual.
- Spending more time alone.
- No longer joining activities they used to enjoy.
- Looking tired or distracted.
- Having difficulty concentrating in class.
- Looking upset after using a phone or device.
- Belongings often missing or damaged.

Ask learners: What other changes might show that someone needs help or support?

Allow a few learners to respond.

Explain: These signs do not always tell us exactly what is wrong, but they may show that someone needs help or support.

Why Noticing Signs Matters (3 minutes)

Ask learners: Why is it important to notice when someone may need help?

Allow a few learners to respond. Guide learners towards:

- People may not always ask for help.
- Someone may be feeling sad, worried, or hurt.
- Noticing signs helps us show kindness and care.

Explain: When we notice that someone may be having a difficult time, we can respond in safe and supportive ways.

What Can We Do? (2 minutes)

Ask learners: What are some safe ways to help someone who may need support?

Allow a few learners to respond. Guide learners towards:

- Be kind.
- Include them in activities.
- Listen respectfully.
- Tell a trusted adult if you are worried about them.

Explain: Learners can show kindness and support, but adults are responsible for taking action and helping solve serious problems safely.

Guided Activity

How Could We Help? (10 minutes)

Explain that you will read some situations. Learners will discuss how they could respond in a kind and safe way.

Situation 1

A learner who usually plays with friends every day has started sitting alone during break time.

Ask:

- What changes have you noticed?
- What could you do to help?

Guide learners towards:

- Include the learner in a game or activity.
- Speak kindly to them.
- Tell a trusted adult if you are concerned.



Situation 2

A learner seems upset after looking at messages on a phone and does not want to talk.

Ask:

- What signs show the learner may need support?
- What could you do?

Guide learners towards:

- Be kind and respectful.
- Encourage them to talk to a trusted adult.

Situation 3

A learner who usually enjoys school activities suddenly stops joining in and seems unhappy.

Ask:

- What changes have you noticed?
- What could you do to help?

Guide learners towards:

- Include them.
- Check if they would like to join.
- Speak to a trusted adult if you are worried about them.

Summarise:

- Sometimes people show signs that they need help.
- We can be kind and supportive.
- Adults are often the first people who can respond, provide support, and help keep people safe.

Reflection and Closing (4 minutes)

Ask: Imagine a classmate suddenly stops joining activities and spends most break times alone. What safe and supportive actions could you take?

Allow a few learners to respond.

Write on the board and read the statements aloud together with learners:

- Some people may need help even if they do not ask for it.
- Kindness and support can make a difference.
- Trusted adults help keep people safe.

Remind learners that if they are worried about someone, they should tell a trusted adult who can provide help and support.

Notes:

Lesson 15:
Choosing To Help Safely

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand that helping others is important, but helping must always be safe. Learners explore safe ways to respond when someone is being hurt, bullied, or treated unfairly.

Emphasise:

- Children should not put themselves in danger when trying to help others.
- Responsible adults are responsible for stopping serious harm, providing support, and keeping people safe
- Safe helping includes getting adult support, showing kindness, and refusing to join harmful behaviour.

Faith Connection

Bear one another's burdens, and in this way you will fulfil the law of Christ.– Galatians 6:2

Explain briefly: God teaches us to care about the struggles of others. When we notice that someone may be having a difficult time, we can respond with kindness, support, and concern. Helping others find support is one way we show care for them.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain safe ways learners can help when someone is being hurt.
- Identify situations where adult help is needed.
- Describe why helping safely is important.

Key Message for Learners

- Helping others is good.
- Helping safely is wise.
- When harm happens, I get a trusted adult to help.

Recap of Lesson 14

Noticing When Someone May Need Help (3 minutes)

Ask: What are some signs that someone may need help or support?
Allow a few learners to respond. Guide learners towards:



- Looking sad or worried.
- Being alone more often.
- Avoiding activities.
- Looking upset.

Explain briefly: Sometimes people show signs that they need help, even if they do not talk about it.

Transition to today's lesson: Today, we will learn safe ways to help when someone is being hurt or treated unfairly.

Opening Discussion

Choosing to Help Safely (3 minutes)

Read the scenario: A learner sees another learner being pushed and teased during break time.

Ask: What is a safe way to help?

Allow a few learners to respond. Guide learners towards:



- Tell a teacher.
- Tell a trusted adult.
- Do not join in.
- Stay safe.
- Support the learner afterwards.

Explain briefly:

- Helping others is important, but children should not put themselves in danger when helping.
- Safe helping means choosing actions that protect everyone.

Core Teaching

Signs Someone May Need Help (3 minutes)

Explain:

- When someone is being hurt, bullied, or treated unfairly, it is natural to want to help.
- Helping others is important, but helping must always be safe.

Ask: Why might it be unsafe for a child to try to stop a fight alone?

Allow a few learners to respond. Guide learners towards:

- Someone could get hurt.
- The situation could become worse.
- Children may not be able to stop the harm safely.

Explain: Children should not put themselves in danger when trying to help others.



Safe Ways to Help (6 minutes)

Explain: There are many safe ways children can help.

Safe helping actions include:

- Getting help from a trusted adult.
- Refusing to join harmful behaviour.
- Staying calm.
- Supporting the person afterwards.
- Moving to a safe place if needed.

Ask: Why is getting help from a trusted adult often the safest choice?

Allow a few learners to respond. Guide learners towards:

- Adults can stop harm safely.
- Adults can provide protection and support.
- Adults are responsible for responding to serious situations.

Reinforce:

- Helping others is important.
- Helping safely keeps everyone safe.
- Trusted adults help stop harm.



Guided Activity

Story Connection – Real Heroes Ask for Help (15 minutes)

Ask learners to turn to Story 3, Real Heroes Ask for Help, in the Grade 5 Hand-in-Hand at Upendo Primary School 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.

Real heroes ask for help

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

Brian felt very angry. He wanted to fight Heri for hurting Nuru. He made his hands into fists.
But Amina stopped him quickly.
"Wait!" Amina said. "Do not do that. If you fight him, you will make the situation worse."

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

The teacher came quickly to help. She stopped Heri and gave the exercise book back to Nuru.
Then, she spoke firmly to Heri.
"Using your strength to scare and push younger children is wrong," the teacher said. "School should be safe for everyone."
The teacher stayed with the learners for a few minutes and made sure the situation had fully calmed down.

The teacher reminded the learners to choose safe ways to help when someone is getting hurt. She explained that children should not join fights or try to stop dangerous situations by using force themselves. Instead, asking trusted adults, like teachers or parents, for help
can keep everyone safe.

Later that afternoon, Amina and Brian went to talk to Nuru. Nuru still looked upset, but he thanked them for helping him.
Brian realised that helping safely was better than joining the fight. By getting a teacher, he had helped keep everyone safe.
He learned that real heroes do not use their fists. They ask trusted adults for help.



After reading, ask:

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

Guide learners towards:

- Nuru was being treated unfairly and was being harmed by another learner.
- Heri used his strength in a way that frightened and hurt someone else.
- Bullying and intimidation are harmful and can make others feel unsafe.
- Amina and Brian noticed that Nuru needed help.
- They cared about what was happening and chose not to ignore it.
- They acted responsibly by seeking help from a trusted adult.
- They did not put themselves in danger by joining the conflict.
- They understood that helping safely is more effective than reacting angrily.
- Helping safely shows care for others and good judgement.
- Trusted adults can take action to protect learners and stop harmful behaviour.

Then ask learners to read the Big Lessons section in the storybook and reflect on how the lessons connect to the story and today's learning.

Summarise:

- Everyone deserves to be treated with respect and kindness.
- Harmful behaviour should not be ignored.
- Helping others safely shows care and responsibility.
- Trusted adults can help protect learners and respond to serious situations.



Reflection and Closing (4 minutes)

Ask learners: Imagine you see someone being bullied during break time. What is one safe action you could take and why?

Allow a few learners to respond.

Write the statements on the board and read them aloud with the learners:

- Helping others is important.
- Helping safely keeps everyone safe.
- Trusted adults help stop harm.

Remind learners that when someone is being hurt, bullied, or treated unfairly, the safest choice is often to get help from a trusted adult. Adults are responsible for helping keep children safe.

Lesson 16:
Getting Adult Help

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand that some problems require adult help. Learners explore when to seek support from trusted adults and practise asking for help clearly.

Emphasise:

- Asking for help is safe, responsible, and brave.
- Some problems are too big, difficult, or unsafe for children to handle alone.
- Trusted adults can provide support, protection, and guidance.
- Telling a trusted adult means asking for help, not getting someone into trouble.

Faith Connection

Where there is no guidance, a nation falls, but in an abundance of counsellors there is safety. – Proverbs 11:14

Explain briefly: God gives us trusted people who can help us when we face problems. Asking for help from trusted adults is a wise and responsible choice that helps keep us safe.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify situations that require adult help.
- Explain why asking for help is important.
- Describe how trusted adults can help keep people safe.

Key Message for Learners

- Helping others is good.
- Helping safely is wise.
- When harm happens, I get a trusted adult to help.

Recap of Lesson 15

Recap – Helping Safely (5 minutes)

Ask: What is a safe way to help when someone is being hurt?

Allow a few learners to respond. Guide learners towards:

- Tell a trusted adult.
- Stay calm.
- Do not join harmful behaviour.
- Support the person afterwards.

Explain briefly:

- In the last lesson, we learned that helping others is important, but helping must always be safe.
- Trusted adults are responsible for stopping serious harm and keeping people safe.

Transition to today's lesson: Today, we will learn more about when and how to get help from trusted adults.

Opening Discussion

When Do We Need Help? (4 minutes)

Describe to the learners two simple scenarios:

- Scenario 1: A learner sees another learner being bullied and tells a teacher what happened.
- Scenario 2: A learner sees the same situation but tries to deal with it alone and becomes worried.

Ask: What is happening in each situation?

Allow a few learners to respond.

Then ask: Which learner is making a safer choice? Why?

Allow a few learners to respond. Guide learners towards:

- The learner who tells a trusted adult is getting help.
- The learner who tries to handle the problem alone may feel worried or unsafe.

Explain briefly:

- Sometimes children face problems that are difficult, confusing, or unsafe.
- In these situations, they do not have to handle the problem alone.

Transition to today's lesson: Today, we will learn about situations that require adult help and why asking for help is a safe and responsible choice

Core Teaching

When to Get Adult Help (5 minutes)

Explain:

- Some problems need adult help immediately.
- Learners should tell a trusted adult when someone is being hurt or when a situation feels unsafe

Learners should tell an adult when:

- Give examples such as
- Someone is being hurt
- Bullying continues repeatedly
- Someone feels unsafe
- Someone is threatened or pressured
- Someone asks them to keep a harmful secret
- A problem feels too big or difficult to handle alone.

Ask learners: Why do these situations need adult help?

Allow a few learners to respond. Guide learners towards:

- Adults can help keep people safe.
- Adults can solve problems responsibly.
- Adults can provide support and protection.

Explain clearly:

- Some situations are not safe for children to handle on their own.
- Children should not step into fights or dangerous situations.
- If you might get hurt, get help from a trusted adult.
- Telling a trusted adult is not trouble-making. Telling means asking for help.

Asking for Help Is Brave (4 minutes)

Ask learners: Why do some people find it difficult to ask for help?

Allow a few learners to respond. Guide learners towards:

- They may feel nervous.
- They may feel embarrassed.
- They may worry about what others will think.

Explain:

- Sometimes asking for help can feel difficult, but it is a brave and responsible choice.
- Trusted adults want to help and keep children safe.

Reinforce:

- Asking for help is brave.
- Asking for help helps keep people safe.
- No one has to handle serious problems alone.

Guided Activity

Help Sentence Echo Game (10 minutes)

Write on the board:

I need help because _____.

Explain that learners will practise asking for help clearly and respectfully.

Read one situation at a time and ask learners to complete the sentence together.

Examples:

A friend is being hurt again and again.	I need help because my friend is being hurt.
Someone tells you to keep a bad secret.	I need help because someone told me to keep a bad secret.
You feel scared to come to school.	I need help because I feel scared to come to school
An older learner threatens you.	I need help because an older learner is threatening me.

After each example, ask:

Why does this situation need adult help?

- Allow a few learners to respond.
- What could happen if nobody asked for help?

Expected responses:

- Someone could get hurt.
- The learner feels unsafe.
- The problem is too difficult to handle alone.
- An adult can help solve the problem.

Explain: Speaking clearly helps trusted adults understand the problem and provide support.

Home Activity

Ask learners to think about trusted adults in their lives.

They should identify:

- One trusted adult at home.
- One trusted adult at school:
- One reason they could go to that person for help:

In the next lesson, learners will share one general example of a trusted adult they could talk to if they needed help.



Reflection and Closing (2 minutes)

Ask learners: Why is asking for help a brave choice?

Allow a few learners to respond.

Write the statements on the board and read them aloud with the learners:

- Some problems need adult help.
- Asking for help is brave.
- Trusted adults help keep people safe.

Remind learners that they do not have to handle serious problems alone. When they feel unsafe, worried, or need help, they can talk to a trusted adult.

Notes:

Lesson 17:
Being Kind and Safe Online

Total Time: 40 Minutes

Teacher Note

This lesson helps learners understand that kindness and safety are important both online and offline. Learners explore how their online choices affect others and learn what to do when online situations feel unsafe.

As the final lesson of the term, it gives learners an opportunity to reflect on the safety, kindness, respect, and help-seeking skills they have learned and how to apply them in their daily lives.

Emphasise:

- Kindness and respect are important both online and offline.
- Personal information should not be shared online.
- Trusted adults help keep children safe when problems arise.

Faith Connection

Let no evil talk come out of your mouths, but only what is useful for building up, as there is need, so that your words may give grace to those who hear. – Ephesians 4:29

Explain briefly: God teaches us to use words that help others. This applies online as well as in person.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain how online behaviour can help or harm others.
- Identify safe online behaviour.
- Describe what to do when online behaviour becomes unsafe.

Key Message for Learners

- Use kind words online.
- Protect personal information.
- Tell a trusted adult if something online feels unsafe.

Recap of Lesson 16

Getting Adult Help (3 minutes)



Ask: Why is asking a trusted adult for help important?

Allow a few learners to respond. Guide learners towards:

- Some problems need adult help. Asking for help is brave.
- Trusted adults help keep people safe.

Explain briefly: In the last lesson, we learned that children do not have to handle serious problems alone.

Review of Home Activity (3 minutes)

Ask learners: Last week, you identified trusted adults you could talk to if you needed help. Who would like to share one example?

Allow a few learners to respond.



Explain briefly:

- Trusted adults can help when problems feel too difficult, serious, or unsafe.
- Asking for help is a safe and responsible choice.

Transition to today's lesson: Trusted adults can help keep us safe in many situations, including when we are using phones, tablets, computers, and the internet.

Opening Discussion

Using Phones, Tablets, and Computers (4 minutes)

Ask learners: What are some ways people use phones, tablets, or computers?

Allow a few learners to respond. Guide learners towards:



- Talking to family and friends.
- Sending messages.
- Playing games.
- Watching videos.
- Learning new things.

Then ask: What are some things people need to do to use technology safely and respectfully?

Allow a few learners to share ideas

.

- Accept responses and explain:
- Technology can be useful in many ways.
- Just like face-to-face interactions, people need to make safe and respectful choices when using technology.

Core Teaching

Being Kind Online (3 minutes)

Explain: When people use phones, tablets, computers, or the internet, they should treat others with kindness and respect.

Learners should:

- Use kind and respectful words.
- Think before sending messages or posting online.
- Not tease, embarrass, or bully others.
- Remember that online words can hurt people's feelings just like words spoken face to face.

Ask learners: Why is it important to be kind online?



Allow a few learners to respond. Guide learners towards:

- Kind words help others feel respected.
- Unkind words can hurt people.
- Everyone deserves respect.

Staying Safe Online (8 minutes)

Explain: Just as we make safe choices in everyday life, we also need to make safe choices online.

Learners should:

- Keep personal information private.
- Never share passwords.
- Never share family information.
- Never share photographs or videos of themselves without a trusted adult's permission
- Not reply to messages that make them feel worried or unsafe.
- Tell a trusted adult if something online feels unsafe.

Ask learners: What should you do if something online makes you feel worried or uncomfortable?

Allow a few learners to respond. Guide learners towards:

- Stop responding.
- Take a screenshot if possible.
- Save the message or picture.
- Tell a trusted adult immediately.
- Block or report the person with adult help.

Core Teaching..*Cont*

Explain:

- Screenshots help adults understand what happened.
- Adults can use the information to help keep learners safe.
- Learners should not investigate or respond on their own.



Ask: If someone sends a hurtful message online, should you delete it immediately or show it to a trusted adult first?

Expected response: Save the message or take a screenshot and show a trusted adult.

Reinforce:

- Use kind words online.
- Protect personal information.
- Tell a trusted adult if something online feels unsafe.

Guided Activity

Story Connection – The Secret Message (15 minutes)



Ask learners to turn to Story 4, The Secret Message, in the Grade 5 Hand-in-Hand at Upendo Primary School 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.



The Secret Message

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

She remembered what her teacher had taught them. Never talk to strangers on the phone, tablet or computer.
Then another message appeared on the screen.
It said: Do not tell your aunt or your teacher about our messages. This can be our secret.
Amina's heart started beating very fast. She knew something was wrong because the stranger asked how old she was and wanted her to keep secrets from adults.

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

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

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



The next day, Amina also told her teacher what had happened. Her teacher talked to the whole class about staying safe when using phones, tablets, or computers.The teacher said, "Sometimes, bad people use messages, calls, or games to trick children or ask unsafe questions. Nobody should ask children to keep secrets from adults. Nobody should ask where you live, how old you are, or where you go to school. If this happens, do not reply. Tell a trusted adult right away." The school later shared online safety reminders with learners and parents so more children could stay safe when using phones, tablets, and computers.
Amina felt proud that she had told trusted adults.
She learned that staying safe on phones, tablets, and computers means not replying to strangers. It also means telling a trusted adult about unsafe messages.

After reading, ask:

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

Allow a few learners to respond.

Guide learners to identify that:

- The messages seemed friendly at first but later became inappropriate.
- Asking personal questions and asking Amina to keep the conversation secret were important warning signs.
- Unsafe online behaviour often involves secrecy, pressure, or requests for personal information.
- Amina recognised that the situation did not feel right.
- She chose not to reply to the messages.
- She kept the messages and showed them to a trusted adult.
- Amina acted wisely by seeking help early.
- Learners should not try to handle serious online concerns alone.
- Trusted adults can help respond to unsafe online situations.

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

Summarise

- Warning signs online should be taken seriously.
- Learners should protect their personal information.
- Seeking help is a wise and responsible choice.
- Trusted adults help keep learners safe online.

Reflection and Closing (4 minutes)

sk one question: What are the first three things you should do if an online message makes you feel unsafe?

Guide learners towards: Stop responding, Save the message or take a screenshot, Tell a trusted adult.

Briefly reinforce: This term, we have learned about recognising bullying and harmful behaviour, noticing when someone may need help, helping others safely, getting help from trusted adults, and being kind and safe online.

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

- I can treat others with kindness and respect.
- I can help others safely.
- I can ask trusted adults for help when needed.
- I can make safe choices online and offline.
- I can help create a safe and caring community.

Encourage learners to continue practising these skills at home, at school, online, 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 recognising harmful behaviour, helping others safely, seeking help from trusted adults, making safe choices, showing kindness and respect, and using technology responsibly.

Remind learners that they can help create safer communities by making positive choices, treating others well, and asking for help when they need it.

TERM 3

Safety Planning and Help-Seeking

5 Lessons



Lesson 18 – 22

Lesson 18:
My Safety Plan

Total Time: 40 Minutes

Teacher Note

This lesson begins Term 3 by building on the safety and help-seeking skills learners developed during Term 2. Learners explore how planning ahead can help them respond safely when they feel worried, unsafe, or need support.

Learners create a simple safety plan by identifying safe places and trusted adults who can help them.

Emphasise:

- Planning ahead helps learners know what to do when they need help.
- Trusted adults can provide support and protection.
- Safe places and trusted adults may be found both in school and in the community.
- A safety plan helps learners know exactly where to go and who to approach before a problem happens.

Faith Connection

God is our refuge and strength, a very present help in trouble.– Psalm 46:1

Explain briefly: God is our refuge, meaning a safe place. We can also stay safe by knowing where to go and who to ask for help.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify safe places in school and their community.
- Identify trusted adults who can help them.
- Explain why it is important to know where to go and who to tell when they need help.

Key Message for Learners

- Planning ahead helps us stay safe.
- Trusted adults can help us when we need support.
- Knowing where to go and who to tell helps us make safe choices.

Recap of Term 2 Learning (5 minutes)

Begin by reminding learners: Last term, we learned important skills that help us stay safe, treat others with respect, and ask for help when needed.

Ask: What are some important things you remember learning last term?
Allow a few learners to respond. Guide learners towards:

- Solving problems peacefully.
- Understanding bullying and harmful behaviour.
- Noticing when someone may need help.
- Helping others safely.
- Asking trusted adults for help.
- Being kind and safe online.

Explain briefly: These skills help us make safe choices, support others, and know what to do when we need help.

Transition to today's lesson: Today, we will learn how planning ahead can help us stay safe and know where to go and who to tell when we need support.

Opening Discussion

Being Prepared for Help (4 minutes)

Describe to learners two simple scenarios or pictures:

- A learner who knows exactly which teacher to go to when feeling unsafe
- A learner who feels worried and does not know where to go or who to ask for help.

Ask: What is different about these two situations?

Allow a few learners to respond. Guide learners towards:

- One learner knows where to get help.
- One learner does not know what to do.
- One learner may feel more prepared.

Then ask: Which learner is more likely to get help quickly? Why?

Allow a few learners to respond.

Explain briefly:

- Sometimes people need help quickly.
- Knowing where to go and who to talk to before a problem happens makes it easier to get support quickly when it is needed.

Core Teaching

What a Safety Plan Is (5 minutes)

Explain in simple terms:

A safety plan is a simple plan that helps us know what to do if we need help.

A safety plan helps us know:

- Where to go when you need help
- Who we can talk to
- What safe choices we can make

Explain:

- Planning ahead does not mean something bad will happen.
- It simply helps us be prepared.



Staying Safe Online (8 minutes)

Ask learners: What are some safe places where learners can go for help?

Allow a few learners to respond.

Guide learners towards:

- The staff room.
- The head teacher's office.
- The guidance office.
- Any place where trusted adults are present.

Then explain: Trusted adults are people who:

- Listen.
- Believe children.
- Take action to help keep them safe.
- Can help learners get additional support when needed

Then ask: Who are some trusted adults learners can talk to?

Guide learners towards:

- Teachers.
- Caregivers.
- School leaders.
- Religious leaders.
- Other trusted adults who help keep children safe.

Explain:

- Trusted adults listen, help solve problems, and take action to help keep children safe.
- Different learners may choose different trusted adults depending on their situation.

Guided Activity

Mapping Safe Places and Trusted Adults (15 minutes)

Ask learners to open their Life Skills exercise book.

Learners draw a simple circle in the centre of the page and write:

My Safe Places

Around the circle, learners draw or write 3–5 safe places where they could go if they needed help.

Examples may include:

- Staff room
- Head teacher's office
- Guidance office
- Home
- A relative's home
- Another place where trusted adults are present



Explain:

- A safe place is somewhere learners can go to find help and support from trusted adults.
- This keeps the focus on identifying safe places rather than drawing.

Ask learners to turn to a new page in their Life Skills exercise book.
At the top of the page, write:

My Trusted Adults

Below the heading, learners write or draw 3 to 5 trusted adults they could talk to if they needed help.

Examples may include:

- Teacher
- Caregiver
- School leader
- Relative
- Another trusted adult who helps keep children safe

Explain: Trusted adults are people who listen, believe children, and help keep them safe.

Reflection and Closing (3 minutes)

Ask: Why is it helpful to know where to go and whom to tell when you need help?

Allow a few learners to respond.

Write the statements on the board and read them aloud with the learners:

- Planning ahead helps me stay safe.
- I know safe places where I can get help.
- I know trusted adults I can talk to.

Remind learners that everyone needs help sometimes. Planning ahead by identifying safe places and trusted adults makes it easier to respond quickly and safely when support is needed.

Notes:

Lesson 19:
Asking For Help Quickly

Total Time: 35 Minutes

Teacher Note

This lesson builds on the safety planning skills learners developed in the previous lesson. Learners explore why asking for help quickly is important and how using clear words can help trusted adults respond and provide support.

Emphasise:

- Speaking up early can help prevent situations from becoming more serious.
- Clear information helps trusted adults understand what is happening.
- Trusted adults are responsible for responding to safety concerns.
- The sooner adults understand a problem, the sooner they can provide support and protection.

Faith Connection

When the righteous cry for help, the Lord hears, and rescues them from all their troubles. – Psalm 34:17

Explain briefly: God hears people when they ask for help. Speaking up when something is wrong is wise and brave.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain why asking for help quickly is important.
- Demonstrate clear ways to ask for help
- Explain why it is important to keep asking for help when a problem continues.

Key Message for Learners

- Speaking up quickly helps adults act.
- Clear words bring help faster.
- Keep asking for help when a problem continues.

Recap of Lesson 18

My Safety Plan (5 minutes)

Begin by reminding learners about the previous lesson.

Ask: Why is it helpful to know where to go and who to tell when you need help?

Allow a few learners to respond. Guide learners towards:



- Planning ahead helps us stay safe.
- Safe places can help us get support.
- Trusted adults can help us when we need it.

Explain briefly: In the last lesson, we learned that a safety plan helps us know what to do if we feel worried, unsafe, or need help. We identified safe places and trusted adults who can provide support.

Transition to today's lesson: Today, we will learn why asking for help quickly is important and how clear words can help trusted adults understand what is happening.

Opening Discussion

Getting Help Quickly (4 minutes)

Describe to learners two simple scenarios or pictures:

- A learner immediately telling a teacher about a safety concern
- A learner keeping a serious problem to themselves and becoming more worried



Ask: Which learner is more likely to get help quickly? Why?

Allow a few learners to respond. Guide learners towards:

- The learner who speaks up.
- Adults cannot help if they do not know there is a problem.
- Getting help early can stop problems from becoming worse.

Explain briefly:

- Sometimes people feel nervous, embarrassed, confused, or unsure about asking for help.
- However, speaking up early can prevent problems from becoming bigger and help adults respond more quickly.
- Asking for help quickly is a brave and responsible choice.
- Trusted adults are responsible for listening, helping, and taking action to keep children safe.

Reinforce the key message: The sooner we ask for help, the sooner adults can help keep us safe.

Core Teaching

Using Clear Words to Ask for Help (4 minutes)

Explain: Clear words help adults understand what is happening.

Examples of clear sentences include:

- I need help now.
- Something happened, and I feel unsafe.
- Please listen. This is important.
- Can I speak to you privately?

Ask learners to repeat each sentence

Explain :

- Clear words help adults understand what is happening
- Clear words help adults respond more quickly
- Children are responsible for asking for help
- Adults are responsible for helping and taking action

Summarise :

- Tell the adult what happened
- Tell the adult where it happened
- Tell the adult who was involved if you know



Keep Asking for Help (4 minutes)

Explain:

- Sometimes a problem may continue even after a learner has spoken to an adult.

If a learner still feels unsafe or needs more support, they should:

- Speak to another trusted adult.
- Keep asking for help.
- Remember that their safety matters.

Explain:

- Trusted adults may work together to help solve problems and keep children safe.

Reinforce:

- Asking for help is brave.
- It is okay to keep asking for help when a problem continues.

Guided Activity

Storybook Connection – Running for Help (15 minutes)

Ask learners to turn to Story 5, Running for Help, in the Grade 5 Hand-in-Hand at Upendo Primary School 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.

Running for Help

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

Two older boys were shouting angrily at each other near the school store. One boy pointed his finger close to the other boy's face and called him rude names.
"You always want to start trouble!" he shouted.
The second boy shouted back angrily. Then the two boys started pushing each other.
As they struggled, one boy bumped into a pile of boxes beside the school store. A big box fell onto the ground with a loud bang!
Other learners quickly gathered around them. Some looked frightened and moved away.

Brian stopped. He froze. His heart started beating very fast. He did not know what to do.
For a moment, Brian thought about walking away. He wanted to pretend that he had not seen anything.
Then, Brian remembered what they had learned in class. When you see or hear that someone is in danger, you should quickly get help from trusted adults.
"This is not safe," Brian thought to himself. "I need to get help right now."

Brian did not wait. He ran straight to the staffroom.
He knocked on the door and spoke loudly.
"Teacher, please come quickly,"
Brian said. "There is a fight near the school store."



The teacher did not waste time asking many questions. She stood up right away and followed Brian outside.
Two other teachers ran out to join her.
The teachers found the two boys still shouting and pushing each other near the school store. They quickly separated the boys and moved the other learners away from the area.

One teacher spoke calmly to the boys and helped them calm down.
Another teacher checked that nobody was hurt.

Soon, the shouting stopped, and the boys became calm again.
The teachers spoke to the two boys about their behaviour and reminded them that fighting and pushing can hurt people. They also helped the boys talk about the problem peacefully.

Later that afternoon, the teacher spoke to Brian's class.
"Brian did the right thing today," the teacher said. "He did not wait. He did not try to stop the fight by himself. He ran to ask for help quickly."

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

After reading, ask:

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

Guide learners towards:

- The learners were arguing, shouting, and beginning to fight.
- Someone could have been seriously hurt if the situation continued.
- Brian recognised that the situation was unsafe.
- He did not ignore what was happening.
- He did not try to stop the fight by himself.
- Brian sought help from a trusted adult immediately.
- His quick action helped adults respond before the situation became worse.
- Responsible learners seek help when a situation is beyond their ability to manage safely.
- Seeking help can protect both the people involved and those around them.

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

Summarise

- Warning signs can help learners recognise when a situation is becoming unsafe.
- Seeking help quickly can prevent harm
- Responsible choices help protect others
- Trusted adults can help respond to dangerous situations safely



Reflection and Closing (3 minutes)

Ask: How could asking for help quickly make a difficult or unsafe situation safer?

Allow a few learners to respond.

Write the statements on the board and read them aloud with the learners:

- Speaking up quickly helps adults act.
- Clear words bring help faster.
- If one adult cannot help, tell another.

Remind learners that trusted adults can only help when they know there is a problem, so speaking up is an important part of staying safe.

Notes:

Lesson 20:
Telling To Stay Safe

Total Time: 35 Minutes

Teacher Note

This lesson builds on learners' understanding of asking for help and speaking up about safety concerns. Learners explore how telling trusted adults helps protect people and bring support when something feels unsafe.

Emphasise:

- Telling is about safety and protection.
- Children are responsible for speaking up when something feels unsafe.
- Trusted adults are responsible for listening, helping, and taking action to keep children safe.

Faith Connection

Speak out for those who cannot speak, for the rights of all the destitute. – Proverbs 31:8

Explain briefly: Speaking up can help protect people and bring help when someone needs it.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain why telling trusted adults helps keep people safe.
- Explain how telling can help people get support.
- Identify situations where telling a trusted adult is important.

Key Message for Learners

- Telling protects people.
- Telling brings help.
- Speaking up helps keep everyone safe.

Recap of Lesson 19

Asking for Help (3 minutes)

Ask: Why is it important to ask for help quickly when something feels unsafe? Allow a few learners to respond. Guide learners towards:



- Adults can help sooner and people can stay safer
- Problems are less likely to become worse.

Explain briefly: Last lesson, we learned that asking for help quickly and using clear words can help trusted adults understand what is happening and provide support.

Transition to today's lesson: Today, we will learn more about how speaking up helps trusted adults protect people and keep people safe.



Opening Discussion

Speaking Up (6 minutes)

Describe to learners two simple scenarios:

- A learner sees an older learner repeatedly teasing and threatening a younger learner and tells a teacher what happened.
- A learner sees the same behaviour but decides not to tell anyone.

Ask: What is happening in these two situations?

Allow learners to respond. Guide learners towards:

- Both learners noticed something that was not safe
- One learner is speaking to an adult.
- One learner is staying silent.

Then ask: What might happen next in each situation?

Guide learners towards:

- The teacher may be able to help stop the harmful behaviour.
- The learner who is being hurt may receive support.
- If nobody tells an adult, the harmful behaviour may continue.
- The situation may become worse.
-

Explain briefly:

- Sometimes adults do not know that someone needs help.
- Speaking up helps trusted adults take action and provide support.
- Staying silent may prevent people from getting the help they need.

Core Teaching

What Telling Does (5 minutes)

Explain: Sometimes trusted adults do not know that someone needs help.

When learners speak up, trusted adults can:

- Know that something is wrong.
- Listen and provide support.
- Take action to help keep people safe.

Explain:

- Children do not need to solve problems on their own.
- Trusted adults are responsible for helping and protecting children.

Ask learners: Why is it important to tell a trusted adult when something feels unsafe?

Allow a few learners to respond. Guide learners towards:

- Adults can help
- People can be protected
- Support can be provided



Speaking Up Helps People (3 minutes)

Explain: Speaking up can help protect both ourselves and others.
For example, learners should speak up when:

- Someone is being hurt.
- Something feels unsafe.
- Someone asks them to keep a secret that feels wrong or unsafe.
- They are worried about someone's safety.

Explain: When learners speak up, trusted adults can take action and provide support.

Reinforce:

- Telling protects people.
- Telling brings help.
- Speaking up helps keep everyone safe.

Guided Activity

Storybook Connection – The Whistle That Would Not Stay Quiet (15 minutes)

Ask learners to turn to Story 6, *The Whistle That Would Not Stay Quiet,* in the Grade 5 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.

The Whistle That Would Not Stay Quiet

Amina knew that children should tell trusted adults when something feels unsafe or dangerous. But speaking up was not always easy.
One afternoon, Amina and her classmates stayed late in the computer room. They wanted to finish their schoolwork. The room was very quiet.

Suddenly, the door opened. Jabari walked inside. He was a bigger boy in an older class.
“Amina!” Jabari said firmly. “Come with me to the store room. I need your help to carry some heavy boxes.”
Amina did not want to go.

Jabari stepped closer to her and spoke very quietly.
“It will only take one minute," Jabari said. "Do not tell anyone that I asked you to come. If you tell, we will both get into big trouble.”
Amina felt a sick feeling in her stomach. She felt very afraid. Jabari wanted her to leave her friends and go with him to a quiet store room where no other learners were nearby. He also wanted her to keep it a secret.
This felt very wrong.

Her heart started beating very fast.

One of Amina's classmates saw that Amina was scared.
“We still need to finish our schoolwork first,” the classmate said loudly.
Jabari looked angry. He said some mean words and walked out of the room.



That evening at home, Amina still felt worried about what had happened. She kept thinking about Jabari asking her to keep a secret and go with him alone. It still made her feel scared and worried. Then, she looked out into the compound. She saw her little brother playing in the dirt. He was blowing a bright plastic whistle loud as he could. Peeeeeeep!

As Amina listened to the whistle, she understood something important.
People blow whistles when something is wrong, and they need help.
Jabari had asked her to keep a secret, but bad secrets about unsafe situations should always be told to trusted adults.

Home Activity

Ask learners to think about trusted adults they can talk to when they need help.

In the next lesson, learners will share one general example of a trusted adult they could speak to if they felt worried, unsafe, or needed support.

Remind learners not to share personal experiences or sensitive information.



Reflection and Closing (3 minutes)

Ask: Imagine a learner notices something unsafe happening but says nothing. What could happen? What could happen if they speak to a trusted adult?

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Write the statements on the board and read them aloud with the learners:

- Telling protects people.
- Telling brings help.
- Speaking up helps keep everyone safe.

Remind learners that when something feels wrong, unsafe, or worrying, speaking to a trusted adult is a safe and responsible choice.

Notes:

Recap of lesson 20

Getting Help (2 minutes)

Begin by reminding learners about the previous lesson.



Ask: Why is it important to tell a trusted adult when something feels unsafe?

Allow a few learners to respond. Guide learners towards:

- Telling helps people get help.
- Telling helps trusted adults protect people.
- Speaking up helps keep people safe.

Explain briefly: Last lesson, we learned that speaking up helps trusted adults know when someone needs help and allows them to take action to keep people safe

Review of Home Activity (2 minutes)



Ask learners: Last week, you identified trusted adults you could talk to if something felt wrong, unsafe, or worrying. Who would like to share one example?

Allow a few learners to respond.

Explain briefly: Trusted adults can listen, support, and help keep people safe; Knowing who to talk to makes it easier to get help when it is needed.

Transition to today's lesson: Today, we will learn how to help a friend get support safely.

Opening Discussion

Helping a Friend (4 minutes)

Describe the following situation: A learner tells their friend, "I am worried about something and I do not know what to do."

Ask: How do you think the learner might be feeling?



Allow a few learners to respond. Guide learners towards:

- Worried
- Scared
- Sad
- Confused

Then ask: What could a good friend do?

Allow learners to share ideas.

Accept different responses without teaching or correcting too much at this stage.

Explain briefly: Sometimes friends need support when they are worried, scared, or facing a serious problem.

Core Teaching

Listen With Care (3 minutes)

Explain: When a friend shares something important, it is helpful to listen carefully.

Learners can:

- Pay attention
- Stay calm
- Avoid interrupting
- Allow their friend to speak
- Avoid promising to keep secrets about safety concerns

Explain: Listening carefully can help a friend feel supported.

Take Their Concerns Seriously (3 minutes)



Explain: When a friend shares a serious problem:

- Take what they say seriously
- Do not laugh
- Do not ignore their concerns
- Thank them for talking to you

Explain: Friends should feel heard and supported.

Help Them Get Adult Support (3 minutes)

Explain: Learners are not responsible for solving serious problems.

Instead, they can:

- Help their friend identify a trusted adult
- Go with their friend to speak to that adult if they would like support
- Encourage them to ask for help

Explain: Trusted adults are responsible for responding to serious problems and helping keep children safe.

Reinforce:

- Listen with care
- Take your friend's concerns seriously
- Help them get support from a trusted adult

Guided Activity

Storybook Connection – The Long Walk Home (15 minutes)

Ask learners to turn to Story 7, The Long Walk Home, in the Grade 5 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.

The Long Walk Home

School ended late. The sun was going down, and it was starting to get dark as Amina and Neema began to walk home.
Usually, they walked home with a large, noisy group of learners. But today, the narrow road behind the school compound was very quiet.

Amina noticed that Neema was walking very slowly. Neema kept pulling at the sleeves of her sweater and looking behind her again and again.
"Can we stop for one minute?" Neema whispered.
Amina could see that her friend was very worried.
"What is wrong?" Amina asked gently.

Neema waited for a moment before speaking.
"Some bigger boys wait near the maize field after school," she said quietly. "They shout mean words at me. Last week, they blocked the path and laughed when I tried to pass. Now I feel scared to walk there."
Amina felt worried for her friend. She remembered what they had learned in class. Good friends listen calmly and help each other get support from trusted adults. She did not interrupt Neema or ask too many questions. She wanted her friend to feel safe and supported.



"I am happy you told me," Amina said gently. "That is not okay. You should not feel scared when walking home from school."
Amina knew they should not try to confront the bigger boys by themselves.
"Let us use the main road today instead," she said. "There are more people there."

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

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

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

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

Neema walked calmly beside Amina. She did not look over her shoulder anymore.
Amina realised that helping a friend does not mean acting like a superhero. It means listening, believing your friend, helping them stay safe, and telling a trusted adult when something is wrong.
When friends stand together and seek help, things can change for the better.

After reading, ask:

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

Why is it important to help a friend seek support when a problem is serious?
Guide learners towards:

- Neema felt worried and unsafe because of the older boys' behaviour.
- Amina listened carefully and took her friend's concerns seriously.
- Amina did not ignore the problem or try to solve it by herself.
- She helped Neema stay safe and encouraged her to speak to a trusted adult.
- Amina stayed with her friend while support was being sought.
- Good friends help one another get support when problems are serious.
- Trusted adults are responsible for responding to safety concerns and helping keep children safe.

Then ask learners to read the Big Lessons section in the storybook and reflect on how the lessons connect to the story and today's learning.

Summarise:

- Good friends listen and support one another
- Serious problems should be shared with trusted adults
- Helping others can include helping them seek support
- Caring and responsible actions can help keep people safe

Recap of Grade 5 Learning

Growing in Safety Skills (5 minutes)

Begin by reminding learners: Throughout this year, we have learned many skills that help us stay safe, build respectful relationships, and support others.

Ask: What is one thing you remember learning this year?
Allow a few learners to respond. Guide learners towards examples such as:



- Treating others with respect.
- Managing strong feelings.
- Solving problems peacefully.
- Recognising unsafe situations.
- Asking for help.
- Helping friends safely.
- Being kind online.

Explain briefly: These lessons help us build safe, respectful, and caring relationships.

Transition to today's lesson: Today, we will look back on what we have learned and think about how we can continue using these lessons in our everyday lives.

Opening Discussion

Looking Back on Our Learning (4 minutes)



Ask: Which lesson or idea from this year do you think is most important?
Allow a few learners to respond.

Then ask: How can what we have learned help us at school, at home, or in our communities?

Allow a few learners to share their ideas.

Explain briefly: Although we learned many different things this year, they all help us make safe, respectful, and responsible choices.

Core Teaching

Important Lessons from This Year (4 minutes)

Explain: This year we learned many important lessons about relationships, safety, and respect.

Examples include:



- Treating others with kindness and respect.
- Listening and communicating respectfully.
- Respecting boundaries.
- Recognising unsafe situations.
- Managing strong feelings.
- Solving problems peacefully.
- Speaking up and asking for help.
- Supporting others safely.

Explain: All of these lessons help us build positive relationships and make safe choices.

Core Teaching

Using What We Have Learned (4 minutes)

Explain: The lessons we learn are not only for the classroom.

We can use them:

- At school.
- At home.
- Online.
- In our communities.

Examples include:

- Showing kindness and respect.
- Making responsible choices.
- Asking for help when needed.
- Helping others safely.
- Speaking up when something feels wrong.



Explain: These lessons can continue helping us as we grow older.

Important Lessons from This Year (4 minutes)

Explain: This year we learned many important lessons about relationships, safety, and respect.

Examples include:

- Treating others with kindness and respect.
- Listening and communicating respectfully.
- Respecting boundaries.
- Recognising unsafe situations.
- Managing strong feelings.
- Solving problems peacefully.
- Speaking up and asking for help.
- Supporting others safely.

Explain: All of these lessons help us build positive relationships and make safe choices.

Guided Activity

My Safety Promise Commitment (10 minutes)

Ask learners to think quietly about what they have learned during the Grade 5 programme.

Ask:

- What is one important lesson I learned this year?
- How can this lesson help me in everyday life?

Learners write in their Life Skills exercise book:

- One important lesson I learned this year.
- One way this lesson can help me.
- One trusted adult I can talk to when I need help.

Then ask learners to complete the sentence:



My Grade 5 Commitment

One value I want to continue practising is: _____,

One safe choice I will make is: _____

One way I will help others is: _____

One trusted adult I can talk to when I need help is: _____

Examples:

- I will treat others with respect.
- I will use kind words.
- I will ask for help when I need it.
- I will help others safely.
- I will make safe choices online.
- I will speak up when something feels wrong.

Explain that learners do not need to share their answers. The reflection is personal.

Allow a few volunteers to share general learning if they wish.

Reflection and Closing (3 minutes)

Ask: What is one thing you will do differently because of what you learned this year?

Allow a few learners to respond.

Guide learners towards:

- I will ask for help when I need it.
- I will treat others with respect and kindness.
- I will make safer choices.
- I will speak up when something feels wrong; I will help others safely.

Briefly reinforce: Throughout this year, we have learned about respect, kindness, relationships, safety, responsibility, helping others, and asking for help when needed. These lessons can help us make good choices and build safe and caring communities.

Write the statements on the board and read them aloud with the learners:

- I can make safe and respectful choices.
- I can treat others with kindness and respect.
- I can ask for help when I need it.
- I can help create a safe and caring community.

Encourage learners to continue using these lessons at school, at home, online, and in their communities.

Notes:

End of Grade 5 Teacher Note

Congratulate learners for completing the Grade 5 Life Skills programme.

Throughout the year, learners have explored important lessons about respect, relationships, safety, responsibility, and helping others.
They have learned how to build positive relationships, make safe choices, seek help when needed, and contribute to safe and caring environments.

Encourage learners to continue using these lessons as they move into Grade 6.
Remind learners that kindness, respect, responsibility, and safety are lifelong values that can guide their choices and actions every day.

Annex

Teacher Reflection Forms and Safeguarding Protocols



Annex 1 4

Annex 1
Teacher Reflection Form – Term 1

Purpose: This reflection form helps teachers review how the Term 1 lessons worked in their classroom. These lessons build on the foundations introduced in Grade 5 and help learners strengthen their understanding of emotions, body signals, respectful communication, and personal boundaries. Teacher reflections help identify what worked well, what challenges were experienced, and what improvements may be needed in future lessons.

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 apply what they learned in Grade 4 about feelings and body signals when discussing the new situations in Grade 5?

☐ Yes ☐ Partly ☐ No

Please explain if needed:

5 Were learners able to demonstrate respectful communication and understanding of personal boundaries during activities and discussions?

☐ Yes ☐ Partly ☐ No

Please explain if needed:

6 Which activities did learners enjoy the most?

7 Did you experience any challenges while teaching these lessons?

☐ Yes ☐ No

If yes, please describe:

8 Did any learners appear confused or uncomfortable during the lessons?

☐ Yes ☐ No

If yes, briefly describe how you responded:

9 What suggestions do you have to improve these lessons?

10 Additional comments or observations

Annex 2
Teacher Reflection Form – Term 2

Purpose: This reflection form allows teachers to reflect on the Term 2 lessons. These lessons help learners deepen their understanding of respectful relationships, peaceful problem-solving, and recognising harmful behaviour. The lessons encourage learners to apply communication and safety skills when dealing with disagreements, peer pressure, and friendship challenges.

Teacher Reflection Form – Term 2

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 use calm communication and problem-solving strategies during role play or classroom discussions?

☐ Yes ☐ Partly ☐ No

Please explain :

5 Did learners demonstrate understanding of respectful friendships and inclusion of others?

6 Were learners able to recognise situations where they should seek help from a trusted adult?

☐ Yes ☐ Partly ☐ No

7 Which activities engaged learners the most?

☐ Yes ☐ No

If yes, please explain:

8 Did learners demonstrate improved cooperation or respect during class activities?

☐ Yes ☐ Partly ☐ No

Please provide examples if possible:

9 Did you face any challenges during these lessons

☐ Yes ☐ No

If yes, please explain:

10 What improvements would you suggest for these lessons?

11 Additional comments

Annex 3
Teacher Reflection Form – Term 3

Purpose: This reflection form focuses on the final term of the programme, where learners strengthen their understanding of recognising unsafe situations, helping others safely, and seeking support from trusted adults. These lessons help learners build confidence in applying the safety skills they have developed across both Grade 4 and Grade 5.

Teacher Reflection Form – Term 3

School:	**Teacher Name:**
Class:	**Term:**

1 How easy were the Term 1 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 demonstrate confidence in asking for help from trusted adults when discussing safety situations?

☐ Yes ☐ Partly ☐ No

5 Were learners able to explain how to support a friend safely without trying to solve serious problems on their own?

☐ 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:

Notes:

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