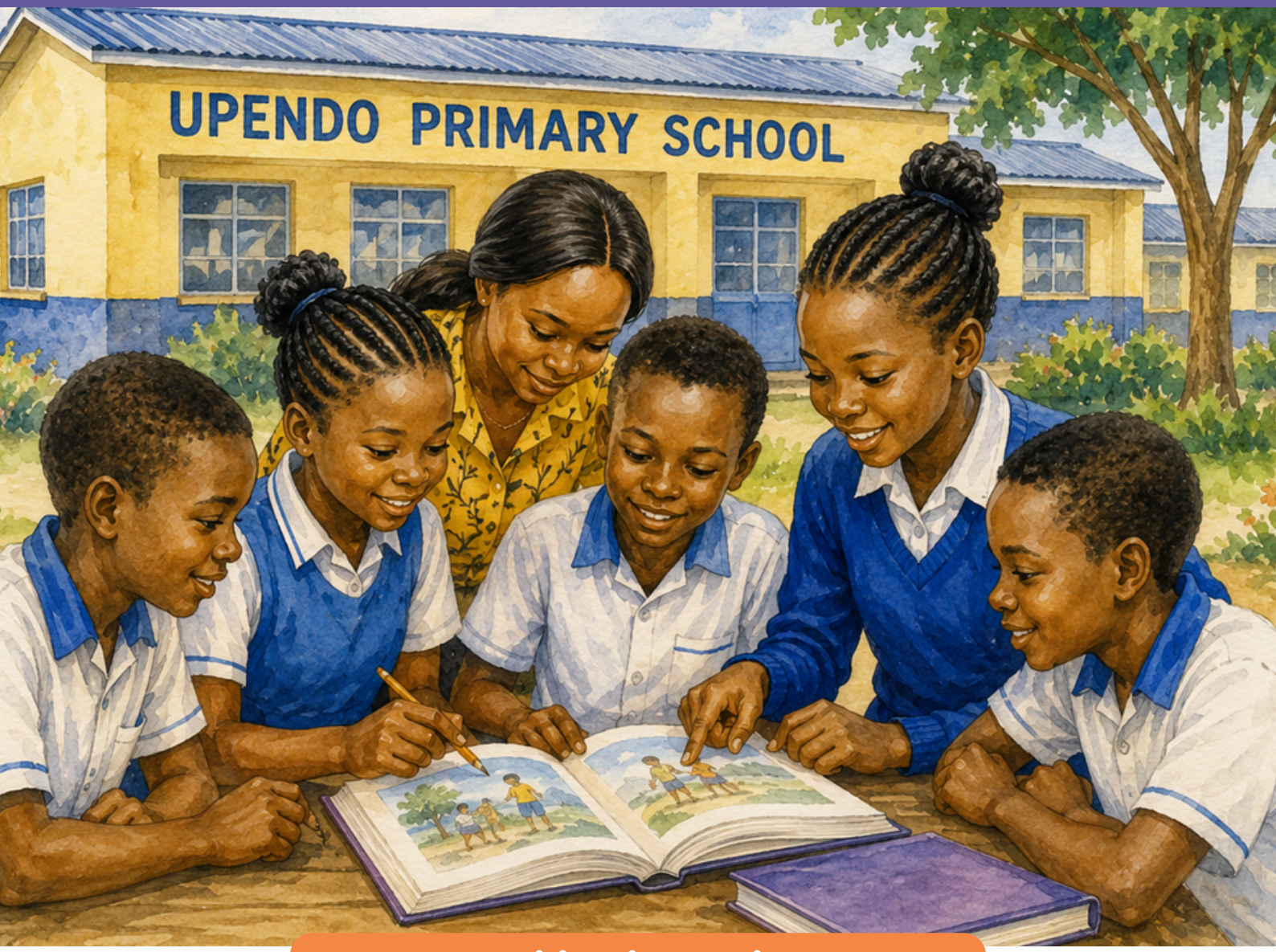
Grade 6

Applying Safe Choices for My Safety and The Safety of Others

Learner Safety and Wellbeing Resource



Facilitation Guide

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

Evidence & BEYOND
Evidence Informed Actions

Applying Safe Choices for My Safety and The Safety of Others

Grade 6: Learner Safety and Well-Being Resources

Foreword

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

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

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

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

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

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

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

The successful delivery of this initiative has been made possible through the generous support of Porticus, alongside the technical accompaniment of Evidence and Beyond, whose contributions ensured alignment of the materials with Competency-Based Education (CBE) requirements, including learner-centred pedagogy, integration of Pertinent and Contemporary Issues (PCIs), and age-appropriate learner engagement strategies.

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

God bless you all.

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

Acknowledgement

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

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

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

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

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

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

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

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

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

Mr. Nicholas Muasya
National Executive Secretary
KCCB-CERE

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Introduction for Teachers

The Welcome Teachers

Thank you for supporting the delivery of the Grade 6 Life Skills programme. This guide supports teachers to facilitate lessons that help learners strengthen safety awareness, responsible decision making, respectful relationships, and positive leadership. Through these lessons, teachers help create learning environments where learners feel safe, respected, included, and supported.

Purpose of this Guide

This guide provides teachers with lesson plans, facilitation guidance, safeguarding principles, and practical activities for delivering the Grade 6 Life Skills programme. It supports teachers to facilitate learning in safe, respectful, and age-appropriate ways while reinforcing the school's safeguarding responsibilities.

About the Grade 6 Life Skills Programme

This manual supports teachers in guiding Grade 6 learners through Life Skills lessons that strengthen safety awareness, responsible decision making, respectful relationships, and positive leadership. The lessons help learners build practical skills for navigating challenges, making wise choices, and contributing to a safe and caring school environment.

As older learners in primary school, Grade 6 learners are developing greater independence, taking on more responsibility, and becoming more aware of the influence they can have on others. They may encounter situations involving friendships, peer pressure, unfair treatment, online interactions, leadership responsibilities, and concerns about their own safety or the safety of others.

The Grade 6 programme builds on learning from Grades 4 and 5. Learners strengthen their ability to recognise risk, respond to warning signs, seek help when needed, support others appropriately, and make responsible choices in more complex situations.

The programme aims to help learners:

- Make safe and responsible decisions
- Recognise situations that may place themselves or others at risk
- Respond appropriately to pressure, harmful behaviour, and unsafe situations
- Seek help from trusted adults when support is needed
- Support friends in safe and responsible ways
- Understand the difference between learner responsibilities and adult responsibilities
- Demonstrate leadership through care, respect, responsibility, and positive action

Throughout the programme, learners are also encouraged to develop Christian values and virtues that support their relationships, choices, and responsibilities. These include respect for the dignity of every person, responsibility, honesty, compassion, empathy, courage, self-discipline, fairness, service, and care for others. Through the lessons, learners are encouraged to apply these values in ways that promote safety, wellbeing, respect, and the common good within their school, family, and community.

The lessons use discussion, storytelling, role play, reflection, problem solving, and practical activities to help learners apply these skills in everyday situations.

Programme Overview

The Grade 6 programme is organised into three learning themes across the school year. Each section builds on the previous one, helping learners strengthen their understanding of safety, responsibility, and positive leadership within the school community.

Across the lessons, learners practise applying the skills introduced in earlier grades to situations involving risk awareness, peer influence, responsible behaviour, reporting concerns, and supporting others safely.

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



Term Theme Overview

The table below provides an overview of the Grade 6 lessons, including the lesson titles, learning objectives, and the key messages learners should take away from each session.



Term 1: Values, Risk Awareness and Responsibility (11 Lessons)

Learners explore values, responsibility, and personal safety. They learn how their choices and behaviour affect themselves and others. They identify risks, recognise warning signs, respond safely to pressure, seek help when needed, and make responsible decisions that support a safe and respectful school.



Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
	Welcome back to our life skills lessons	• Explain the purpose of the Grade 6 life skills lessons • Recall important safety and respect skills learned in earlier grades • Recognise that their choices and behaviour can help create a safe and caring school		Every learner can help build a safe, respectful, and caring school community.
1	**My Values and My Responsibility**	• Demonstrate responsible actions that promote safety, respect and care for other • Apply personal values when making everyday decisions • Explain how choices affect oneself and others	Responsibility. Integrity, Respect	My choices can help protect others.

Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
2	**Making Our School Safe and Caring**	• Explain how everyday behaviours contribute to a safe, respectful, and caring school environment • Identify ways learners can contribute positively to the safety and wellbeing of others • Demonstrate actions that help create a safe and caring school environment	Compassion. Respect. Service	Safe behaviour protects others. Unsafe behaviour harms others.
3	**What Put Learners at Risk**	• Identify situations and behaviours that may place learners at risk • Explain how recognising warning signs early can improve safety • Demonstrate safe responses when a situation feels unsafe	Wisdom. Responsibility. Courage	Knowing risk helps learners choose safety.
4	**Warning Signs and Body Signals**	• Identify body and behaviour signals that may act as warning signs • Explain how warning signs can help learners make safer choices • Demonstrate safe actions learners can take when warning signs appear	Wisdom. Self-Control Responsibility	Recognising warning signs helps learners choose safety.
5	**Using Strength and Leadership Responsibly**	• Describe how older learners, stronger learners and leaders can affect the experiences of others at school • Explain how responsibility and leadership can be used to help, protect and support others • Demonstrate safe and responsible actions when someone is treated unfairly or made to feel unsafe	Leadership. Justice. Responsibility	Older learners and leaders should help others feel safe, respected, and included.
6	**Saying No to Unhealthy Pressure**	• Identify situations where learners may experience unhealthy pressure • Distinguish between encouragement and pressure • Demonstrate safe and responsible responses to unhealthy pressure	Courage. Wisdom. Responsibility	Encouragement supports good choices; pressure should be resisted.

Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
7	**Ways To Reduce Risk**	• Describe how everyday situations can become risky • Explain how early action can prevent harm • Demonstrate safe actions learners can take when warning signs appear	Prudence. Responsibility. Wisdom	Small choices can prevent big harm.
8	**Seeking Help Early**	• Identify situations that require adult help • Explain why it is important to seek help from trusted adults • Demonstrate how to ask for help clearly and confidently	Trust. Courage. Responsibility	Seeking help early can prevent problems from becoming more serious.
9	**Handling Stress and Strong Feelings**	• Describe how stress can affect feelings and behaviour • Demonstrate healthy ways to calm themselves when feeling stressed or upset • Explain why strong feelings do not excuse harmful behaviour	Self-Control. Wisdom. Responsibility	Learners can calm themselves without causing harm.
10	**Review And Reflection – Building A Safe and Caring School**	• Describe important safety skills and values learned during the term • Explain how positive choices help create a safe and caring school • Commit to one action they will continue practising to help create a safe and caring school	Gratitude. Responsibility. Respect	Wise choices, seeking help when needed, and treating others with care help build a safe and caring school.



Term 2: Peer Influence, Respect and Safe Leadership (9 Lessons)

Learners explore friendships, peer influence, and leadership. They develop skills for respectful communication, supporting others safely, and responding to harmful behaviour. The lessons encourage learners to use their influence positively, recognise when adult support is needed, and help create a safe and respectful school environment.



Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
11	**What Makes a Good Friendship**	• Describe the qualities of healthy friendships • Distinguish between behaviours that strengthen friendships and behaviours that harm friendships • Illustrate how friends can support and protect one another in everyday situations	Friendship. Respect. Honesty	Healthy friendships are built on respect, kindness, honesty, and safe choices.
12	**Giving Advice and Supporting Friends Safely**	• Describe safe and responsible ways of supporting a friend facing a challenge • Recognise situations that require support from a trusted adult • Practise respectful listening and responsible help-seeking when supporting a friend	Compassion. Responsibility. Wisdom	Caring means getting help not carrying secrets.
13	**Recognising Harmful Behaviour**	• Identify different forms of harmful behaviour • Distinguish between safe, unsafe and harmful behaviours • Explain why harmful behaviour should be reported to a trusted adult	Respect. Compassion. Courage	Recognising harmful behaviour helps learners seek help and protect themselves and others.
14	**How Harmful Behaviour Hurts Others**	• Explain how harmful behaviour affects the person experiencing harm, the person causing harm, and other learners • Describe how harmful behaviour affects the whole school community • Explain why responding to harmful behaviour early is important	Respect. Compassion Courage	Harmful behaviour affects individuals, relationships, and the whole school community.

Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
15	**Ways To Help Without Putting Yourself in Danger**	• Identify safe ways of helping others during harmful or unsafe situations • Explain the importance of protecting their own safety while helping others • Demonstrate appropriate help-seeking actions by involving trusted adults in serious situations	Compassion. Empathy. Respect	Helping safely protects everyone.
16	**Reporting and Follow-Up**	• Explain the importance of reporting safety concerns to trusted adults • Demonstrate how to report a concern clearly and responsibly • Identify appropriate follow-up actions when a reported concern has not been resolved	Courage Responsibility Trust	Reporting concerns and following up can help people get the support they need.
17	**Staying Safe and Kind Online**	• Recognise warning signs that an online situation may be unsafe • Analyse situations that require support from trusted adults • Demonstrate responsible online actions that help protect themselves and others	Prudence Respect Responsibility	Wise online choices protect everyone.
18	**Children's Rights and Adult Responsibility**	• Apply children's rights to everyday situations in school life • Describe adult responsibilities for protection and care • Distinguish between learner responsibilities and adult responsibilities	Human Dignity Justice Responsibility	Every learner has rights, and adults have the main responsibility to provide protection and care.
19	**Discipline That Helps Learners Learn**	• Explain how discipline can support learning and positive behaviour • Examine how some forms of punishment may cause harm or humiliation • Explain why discipline should protect dignity, safety, and respect	Justice Respect Responsibility	Discipline teaches, violence harms.



Term 3: Reporting, Support Systems and Safety Leadership (3 Lessons)

Learners learn about reporting, help seeking, and school support systems. They explore how adults respond to safety concerns and why reporting helps protect others. The lessons build confidence in seeking help, supporting others, and demonstrating positive safety leadership.



Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
20	**Understanding Others' Experiences**	• Explain the importance of understanding another person's experience • Describe how experiences can affect feelings, behaviour, and learning • Describe ways learners can show understanding and kindness towards others	Empathy Compassion Respect	Understanding others helps learners choose kindness and reduce harm.
21	**Being A Positive Leader**	• Identify actions that demonstrate safety leadership • Explain how learners can help others feel safe, respected, and included • Describe how learners can demonstrate leadership through care, responsibility, and wise choices	Leadership Service Responsibility	Leadership is shown through everyday actions that help others feel safe, respected, and included.
22	**What I Have Learned and How I Will Move Forward**	• Explain key knowledge, skills, and values acquired through the Life Skills programme • Reflect on how the learned skills can support safe, respectful, and responsible decision-making in everyday life • Develop a personal commitment to applying positive life skills for personal wellbeing and the wellbeing of others		The lessons we learn can guide our choices and actions throughout life.

Across the Grade 6 lessons, learners continue building knowledge, values, and practical skills that help them:

- Make safe and responsible choices
- Build respectful and supportive relationships
- Recognise and respond to unsafe situations
- Seek help from trusted adults when support is needed
- Support others in safe and appropriate ways
- Demonstrate care, responsibility, and positive leadership.

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 development. Teachers are encouraged to follow this structure while adapting examples and explanations to the needs of Grade 6 learners.



Opening (3 -5 minutes)

The teacher welcomes learners, settles the class, and prepares them for learning. This may include a short prayer, greeting, or introductory question.



Recap (3 -5 minutes)

The teacher reviews the previous lesson and connects earlier learning to the current topic.



Home activity review (2 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.



Core Teaching (10 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 play an important role in creating a learning environment that is safe, respectful, and supportive. During Life Skills lessons, teachers should:

- Guide discussions calmly and respectfully
- Present concepts clearly using age-appropriate language
- Encourage participation without requiring learners to share personal experiences
- Reinforce that serious concerns should be reported to trusted adults
- Remind learners about available support and help seeking pathways
- Follow the school's safeguarding procedures whenever a learner raises a concern about safety, harm, abuse, or neglect

Class discussions should focus on stories, scenarios, and learning activities rather than personal experiences. If a learner shares a concern or seeks help, the teacher should respond calmly and follow the school's safeguarding procedures.

Teacher Preparation Checklist

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



Before the lesson

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



Prepare the classroom

- Ensure learners can see and hear clearly
- Arrange seating to support participation where possible
- Prepare materials before the lesson begins
- Create space if an activity involves movement or role play.



During the lesson

- Speak clearly and calmly
- Encourage respectful participation and listening
- Give learners time to think before responding
- Keep discussions focused on lesson activities and scenarios rather than personal experiences
- Guide discussion back to the lesson topic when needed
- Reinforce the key messages throughout the lesson.



After the lesson

- Summarise the main learning points
- Follow school safeguarding procedures if concerns arise
- Reflect briefly on what worked well and what could be improved for future lessons.

How to Facilitate Life Skills Lessons

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

1. Use simple and clear language

Teachers should:

- Use simple and clear 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 6

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.Use scenarios, stories, and structured activities

Learners should never be asked to share personal experiences of harm, abuse, or unsafe situations during class discussions.

Teachers should use: Fictional stories; Scenarios; Role plays; Problem-solving activities
Instead of asking: Has this happened to you?

Ask: What could someone do in this situation? Or Who could this learner ask for help?
This approach protects learners' privacy while allowing them to practise important safety skills.

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
- Trusted adults are responsible for protection and support
- Reporting concerns is a responsible and safe choice

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 never promise to keep safeguarding concerns secret.

5.Follow school safeguarding procedures

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

This may include:

- Reporting the concern to the Head Teacher or designated Safeguarding Officer
- Completing required reporting forms
- Taking reasonable steps to ensure the learner's immediate safety
- Allowing the designated safeguarding team and relevant authorities to take appropriate action

Teachers are not responsible for investigating concerns. Their role is to report concerns promptly and accurately.

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 Managementdesignates this person and they are trained to handle safeguarding concerns.

Name:_____

Phone:_____

School Counsellor:

Name:_____

Phone:_____

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

Name:_____

Phone:_____

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

Name:_____

Phone:_____

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

Name:_____

Phone:_____

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

Final Note for Teachers

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

Values, Risk Awareness and Responsibility

11 Lessons



Lesson 1 – 10

Welcome To Our Life Skills Lessons

Total Time: 35 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

Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. – Mark 10:14

Explain briefly: In our school, we believe that every child is loved and valued by God. Because of this, we treat one another with kindness, dignity, and respect.

God welcomed children with love and care. As members of our school community, we are called to show the same care for one another.

Our life skills lessons help us practise how to live these values through our everyday actions by showing kindness, fairness, responsibility, and care for others.

Welcome Message (5 minutes)

Hello and welcome back to our life skills lessons. In the previous grades, you learned important skills that help learners stay safe, treat others with respect, and ask for help when needed.

This year in Grade 6, we will continue strengthening those skills and learning how to use them in more situations.

As older learners in the school, your choices and behaviour can influence others and help make the school a safe and caring place.

During these lessons, we will learn how to:

- Recognise situations that may place learners at risk
- Make responsible and respectful choices
- Respond wisely to pressure or unsafe behaviour
- Support friends in safe ways
- Seek help from trusted adults when needed

Welcome Message (5 minutes)..Cont

Our school is a place where:



- Learners grow and learn
- Learners build friendships
- Learners treat others with dignity and respect
- Learners help create a safe and caring environment for everyone

In our life skills lessons, we will practise ways to help make our school safe, respectful, and supportive for all learners.

Explain How the Lessons will Work (5 minutes)

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

During these lessons, learners may:

- Listen to short stories
- Discuss ideas together
- Act out situations through role play
- Practise problem solving
- Draw or write about their ideas

Explain that these lessons focus on learning skills rather than sharing personal experiences during class discussions.

Remind learners that if they ever want to talk about something privately, they can speak to the teacher or another trusted adult after the lesson.

Introduce Classroom Expectations (5 minutes)

Explain that to help everyone learn safely and respectfully, 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 deserve respect
- We do not share personal stories about harm during class discussions

Explain that these guidelines help everyone feel safe to participate and learn.

Materials Distribution – Life Skills Exercise Book (10 minutes)



Explain that learners will use a special exercise book throughout the life skills programme. The book belongs to them and will help them remember important ideas and skills from the lessons.

If the school has provided exercise books, distribute them and guide learners to prepare the cover by writing:

- 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 the book will be used for drawings, short reflections, activities, and key lesson messages. Remind learners to keep it neat, bring it to every life skills lesson, and store it safely.

Encourage learners to take pride in their books and use them well throughout the programme.

Introducing the storybook – The Trusted Path (10 minutes)

Introduce learners to The trusted path, the Grade 6 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 (3 minutes)

End the session by reminding learners that this year, they will continue strengthening the life skills they began learning in earlier grades.

Emphasise that their choices, actions, and leadership can help make the school a safe and caring place for everyone.

Tell learners that in the next lesson, they will begin exploring how values guide behaviour and how responsible choices help protect themselves and others.

Notes:

Lesson 1:
My Values And My Responsibility

Total Time: 40 Minutes

Teacher Note

This lesson introduces values as guides for behaviour and decision making. Learners explore how their actions affect others and how they can use their growing influence responsibly. The lesson lays the foundation for later learning on safety, leadership, peer influence and protection.

Emphasise:

- Values are shown through actions, not words alone
- Every choice affects both the learner and other people
- Older learners have a responsibility to model safe and respectful behaviour
- Responsible choices help create a safe and caring school environment

Faith Connection

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. – Matthew 5:16

Explain briefly: When we choose kindness, honesty, responsibility and courage, we reflect God's love through our actions. Jesus teaches us that our good actions should help others and bring light to our communities. By practising these values every day, we develop virtues that help us make wise and responsible choices even when situations are difficult.

Learning Outcomes

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

- Demonstrate responsible actions that promote safety, respect and care for other
- Apply personal values when making everyday decisions
- Explain how choices affect oneself and others

Key Message For Learners

- Values guide the choices we make every day
- Responsible actions help create safe and respectful relationships
- Older learners can positively influence others through their behaviour

Recap of Grade 5

Values – Respect, Kindness, and Responsibility (5 minutes)

Say: Last year we learned about respect, kindness, making safe choices, and asking for help when we need it.



Ask: What is one way a learner can show respect through their actions?

Allow a few learners to respond.

Guide learners towards: Kind actions help others feel safe and valued; Respect helps build positive relationships; Our choices can affect the wellbeing of others; We can choose actions that help or harm others.

Explain: The way we act shows what we value.

Transition to today's lesson: Today we will learn about values, how they guide our choices, and how responsible behaviour can positively influence others.

Opening Discussion

Making Choices Every Day (5 minutes)

Ask learners: Imagine a new learner joins your class today. What would they see that tells them this is a good class to be part of?



Allow responses.

Guide towards:

-
- Respectful language
- Helping others
- Sharing
- Following rules
- Including others

Then ask: What kind of learner would you like others to see you as?

Explain: The choices we make every day help others form opinions about us.

Core Teaching

What Are Values? (4 minutes)

Explain:



- Values are important beliefs and principles that guide the choices we make and the way we treat others
- Values help us decide what is right, responsible, and respectful
- We show our values through our actions every day
- When we practise values consistently, they become habits of character that help us make good decisions.

Examples of values include:

- Respect
- Kindness
- Honesty
- Responsibility

Core Teaching..*Cont*

What Are Values? (4 minutes)

Ask: How can a learner show respect at school?

Allow a few responses. Guide learners towards:

- Listening when others speak
- Using polite language
- Following school rules
- Treating others fairly

Explain:

- People may not know what we value by what we say
- They learn what we value by what we do
- Values become visible through our actions.

How Our Actions Influence Others (4 minutes)

Explain:

- Our choices affect other people
- Positive actions can encourage others to behave in positive ways
- Negative actions can also influence others



Ask: What might happen when one learner starts showing kindness to others?

Allow a few responses. Guide learners towards:

- Others may begin acting kindly too
- People feel respected and included
- The classroom becomes a better place for everyone.

Explain:

- Small actions can make a big difference
- Every learner has influence through the choices they make
- Our behaviour helps shape the kind of school environment we create together
- Every learner influences others through words, actions, and attitudes. Positive behaviour often encourages positive behaviour in others.

Being a Responsible Older Learner (5 minutes)

Explain:

- As learners grow older, they take on greater responsibility in school
- Younger learners often notice and learn from the behaviour of older learners
- Older learners can help create a safe and respectful school environment

Examples include:

- Using respectful language
- Following school rules
- Including others
- Helping classmates
- Seeking help from trusted adults when someone may be unsafe
- Standing up respectfully when someone is treated unfairly
- Helping younger learners feel welcomed and included.

Core Teaching..*Cont*

Being a Responsible Older Learner (5 minutes)



Explain:

- Leadership is shown through actions, not titles
- Responsible choices help protect and support others
- Being a positive influence means setting a good example
- When a problem is serious or someone may be unsafe, learners should seek help from a trusted adult rather than trying to solve it alone.
- When learners act with kindness, honesty, and responsibility, they help others and reflect the example described in today's Scripture.

Summarise:

- Values guide our choices
- Our actions influence others
- Responsible behaviour helps create a safe and caring school.

Guided Activity

My Values and My Choices (10 minutes)

Explain:

- Values guide the choices we make every day
- We show our values through our actions
- Positive choices help create a respectful and caring school environment

Ask learners to work individually in their life skills exercise books.



Learners to copy from the board:

My Values and My Choices

One value that is important to me:

- One way I can show that value at school:
- One way I can show that value at home:

Examples:

- Respect – listening when others speak
- Kindness – helping a classmate
- Responsibility – completing tasks without being reminded
- Honesty – telling the truth

After learners have completed their work, invite a few volunteers to share one value and one action they selected.

Guide learners towards:

- Values are shown through actions
- Our choices affect other people
- Positive actions can influence others in positive ways

Summarise:

- Values guide our choices
- Responsible choices help protect and support others
- Every learner can make a positive difference

Home Activity

Ask learners to choose one value they would like to practise during the week.

Be prepared to share: What action you took; How it affected another person; What you learned from practising that value.



Reflection and Closing (3 minutes)

Ask: What value or one responsible action you will take this week to make your school or home a better place?

Allow a few learners to respond.

Write on the board and read the statements aloud together:

- Values guide my choices
- My actions affect others
- I can make a positive difference
- I can let my light shine through my actions.

Remind learners: The choices we make each day show what we value and can help create a safe, respectful, and caring community.

Notes:

Lesson 2:
Making Our School Safe And Caring

Total Time: 35 Minutes

Teacher Note

This lesson helps learners understand that a safe and caring school is built through everyday actions and choices. Learners explore how respect, kindness, inclusion, and responsibility contribute to a positive school environment.

Emphasise:

-
- Every learner contributes to school safety
- Respectful behaviour helps others feel safe and included
- Small positive actions can make a difference.

Faith Connection

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

Explain briefly: God calls us to be peacemakers. When we show respect, include others, speak kindly, and help keep our school safe, we help create a caring community where everyone can learn and feel valued.

What Learners Will Learn

By the end of the lesson, the learner will:

- Explain how everyday behaviours contribute to a safe, respectful, and caring school environment
- Identify ways learners can contribute positively to the safety and wellbeing of others
- Demonstrate actions that help create a safe and caring school environment

Key Message For Learners

- Everyone has a role in making our school safe and caring
- Respectful actions help others feel valued and included
- Small positive actions can make a big difference in our school community.

Recap of Lesson 1

My Values and My Responsibility (3 minutes)

Remind learners: Last week we learned that values guide our choices and that our actions can influence other people.

Ask: How can one responsible action make a positive difference to other learners? Allow a few responses.

Guide learners towards: Values are shown through actions; Positive actions can encourage positive behaviour in others; Responsible choices help protect and support others.

Explain: The values we practise each day affect the people around us and help shape our school environment.

Home Activity Review (2 minutes)



Invite a few learners to share:

- The value they chose to practise during the week
- One action they took to show that value

Explain: When we practise positive values, we help create a respectful and caring environment for others.

Transition to today's lesson: Today we will learn how our daily behaviour helps create a safe and caring school environment and how every learner can contribute to the wellbeing of others.

Opening Discussion

Feeling Safe and Cared For (5 minutes)



Ask learners: Think about a school where learners feel happy, safe, and welcomed. What would you see happening there?

Allow several learners to respond. Guide learners towards:

- Learners helping one another
- Respectful language
- Inclusion
- Following rules
- Learners seeking help when needed.

Core Teaching

Safe and Unsafe Behaviour (4 minutes)

Explain:

- Some behaviours help people feel safe, respected, and included
- Some behaviours can hurt people or make the school environment feel unsafe
- Sometimes harm happens through actions, and sometimes it happens through words, exclusion, or ignoring someone who needs support
- Our actions affect other people and the school community

Ask: What are some behaviours that help learners feel safe at school?



Allow a few responses. Guide learners towards:

- Using kind language
- Including others
- Respecting boundaries
- Helping others
- Reporting problems to adults

Explain: These behaviours help create a safe and caring school environment.

Ask: What are some behaviours that can make learners feel unsafe?

Allow a few responses. Guide learners towards:

- Teasing or mocking others
- Excluding others on purpose
- Spreading rumours
- Threatening others
- Ignoring harmful behaviour

Explain: These behaviours can cause harm and affect the whole school community.

Core Teaching..*Cont*

How Learners Contribute to School Safety (4 minutes)

Explain:

- School safety is everyone's responsibility
- Learners help create a positive environment through their everyday actions
- Peacemakers help create safe and caring communities through their everyday actions
- Small actions can make a big difference

Ask: What can learners do to help make school safer and more caring?

Allow learners to respond. Guide learners towards:

- Treating others with respect
- Including others in activities
- Speaking kindly
- Following school rules
- Getting help when someone needs support

Explain:

- Creating a safe school is a shared responsibility between learners, teachers, school leaders and families.
- Learners contribute through the choices they make every day
- When learners act respectfully, include others, and seek help when needed, they help make the school safer for everyone



Making Positive Choices Every Day (3 minutes)

Explain:

- Safe schools are built through many small actions every day
- Learners do not have to do big things to make a difference
- Small actions can help others feel safe, respected, and included

Ask: What is one small action a learner could take today that would make someone else's day better?

Allow responses. Summarise:

- Small actions matter
- Safe schools are built by everyone
- Every learner can contribute positively.

Guided Activity

Safe or Unsafe Choice (10 minutes)

Explain that learners will practise identifying behaviours that help keep the school safe.

Tell learners that the teacher will read different situations.

Learners will respond using hand signals:

👍 Thumbs up – SAFE choice
👎 Thumbs down – UNSAFE choice

Read one situation at a time.

Sample situations:

- A learner reports teasing to a teacher. → 👍 SAFE
- A learner laughs when a fellow learner is mocked. → 👎 UNSAFE
- A learner invites someone who is alone to join a game. → 👍 SAFE
- A learner sees another learner being treated unfairly and chooses not to seek help from an adult. → 👎 UNSAFE
- A learner threatens a younger learner. → 👎 UNSAFE



After the final scenario, ask: What did you notice about the safe choices?

Guide learners towards:

- They help protect others
- They show respect and care
- They help people feel included
- They make the school safer

Then ask: Which safe behaviour would you like to practise more often and show peacemaking?

Allow a few responses.

After learners identify safe choices, add:

Summarise:

- Safe choices help protect others.
- Respectful behaviour helps everyone feel included and valued.
- Every learner can help create a caring school environment through small positive actions.

Making Positive Choices Every Day (3 minutes)

Explain:

- Safe schools are built through many small actions every day
- Learners do not have to do big things to make a difference
- Small actions can help others feel safe, respected, and included

Ask: What is one small action a learner could take today that would make someone else's day better?

Allow responses. Summarise:

- Small actions matter
- Safe schools are built by everyone
- Every learner can contribute positively.

Home Activity

Ask learners to choose one safe or caring behaviour they will practise during the week.

Tell learners to be ready to share what they did and how it helped another person feel safe, respected, or included.



Reflection and Closing (3 minutes)

Ask: What is one action you can take this week that will help another learner feel safe, respected, or included?

Allow a few learners to respond.

Write on the board and read the statements aloud together:

- I can help make my school safe
- My actions affect others
- Small positive actions can make a difference
- I can be a peacemaker through my actions

Remind learners: Every learner has the power to make the school safer, kinder, and more caring through the choices they make each day.

Notes:

Lesson 3:
What Put Learners At Risk

Total Time: 40 Minutes

Teacher Note

This lesson helps learners identify warning signs that may indicate risk and explore safe responses when situations feel unsafe. It builds on earlier learning about safe choices, warning signs, and asking for help.

Emphasise:

- Risks can occur at school, at home, in the community, and online
- Recognising warning signs helps learners make safer choices
- Seeking help is a responsible response when a situation feels unsafe.

Faith Connection

The wise fear the Lord and avoid evil – Proverbs 14:16

Explain briefly: Wise people think carefully about situations, avoid unnecessary danger, and make choices that protect themselves and others.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify situations and behaviours that may place learners at risk
- Explain how recognising warning signs early can improve safety
- Demonstrate safe responses when a situation feels unsafe.

Key Message For Learners

- Risks can often be recognised before harm occurs
- Recognising warning signs helps learners make safer choices
- Seeking help when a situation feels unsafe is a wise and responsible choice

Recap of Lesson 2

Making our School Safe and Caring (3 minutes)

Remind learners: Last week we learned that every learner can help create a safe and caring school through their behaviour and choices.

Ask: What is one thing learners can do to help make school safe and caring for everyone?

Allow a few responses.

Guide learners towards: Respectful behaviour helps others feel safe; Kind actions help people feel included; Every learner contributes to the school environment.

Explain: Safe and caring schools are built through positive actions.

Home Activity Review (2 minutes)



Invite a few learners to share: One safe or caring behaviour they practised during the week.

Acknowledge learners' examples and reinforce that positive actions help create a safer school community.

Transition to today's lesson: Even in safe and caring environments, learners may sometimes encounter situations that could place them at risk. Today we will learn how to recognise these situations and respond safely.

Opening Discussion

Which Situation Seems Safer? (5 minutes)



Tell learners: I am going to describe two situations. Listen carefully and think about which situation seems safer.

Situation A: A group of learners are playing football on the school field during break time. Teachers are nearby and other learners are present.

Situation B: Two learners decide to play behind an unused building where there are no teachers and very few people around.

Ask:

- Which situation seems safer?
- What makes Situation A safer than Situation B?

Allow learners to share their ideas. Guide learners towards:

- There are adults nearby in Situation A
- More people are present if help is needed
- Situation B is more isolated
- Some places may become unsafe because there is little supervision.

Explain:

- Some situations are safer than others
- Sometimes there are warning signs that a situation may not be safe
- Wise people pay attention to warning signs and make choices that protect themselves and others

Core Teaching

Recognising Risk Early (5 minutes)



Explain:

- Risk means the chance that someone could be harmed or placed in danger.
- Some situations may seem safe at first but can become unsafe.
- Recognising risk early helps learners stop, think, and make safer choices.

Explain that warning signs may include:

- Feeling uncomfortable, worried, or unsure about a situation
- Being pressured to do something that feels wrong
- Being in a place with little adult supervision
- Being asked to keep harmful secrets
- Being told not to tell a trusted adult about something important
- Talking to people they do not know online.

Core Teaching..*Cont*

Explain:

- Recognising risk does not mean being afraid
- Recognising risk helps learners make wise decisions and seek help when needed
- Making wise choices includes avoiding situations that may place us or others at unnecessary risk

Understanding Risk and Safe Responses (7 minutes)

Explain:

- A risky situation is a place, activity, or situation where safety may be threatened.
- Risks can occur in places we visit, through pressure from other people, and through our interactions online.

Examples include:

- Risky places
- Places where there are no adults nearby
- Places where very few people are around
- Risky pressure
- Being encouraged to break rules
- Being encouraged to do something unsafe
- Being asked to keep harmful secrets
- Digital risks



Sharing personal information online or through phones, tablets, and computers
Talking to people they do not know online or through phones, tablets, and computers

Ask: What can a learner do if a situation feels unsafe?

Allow a few responses. Guide learners towards:

- Move away from the situation
- Say no to unsafe behaviour
- Seek help from a trusted adult
- Report concerns when necessary

Explain:

- Learners are not expected to handle unsafe situations alone
- Trusted adults can help keep learners safe and take action when needed
- Safe choices help prevent harm and protect others

Transition to the story: Sometimes risky situations begin with small choices or pressure from other people. As we read today's story, think about the warning signs Brian noticed and the choices he made when the situation became unsafe.

Guided Activity

Story Connection – The Shortcut (15 minutes)

Ask learners to turn to Story 1, The Shortcut, in the Grade 6 storybook The Trusted Path: Lessons from Upendo Primary.

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 Shortcut

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

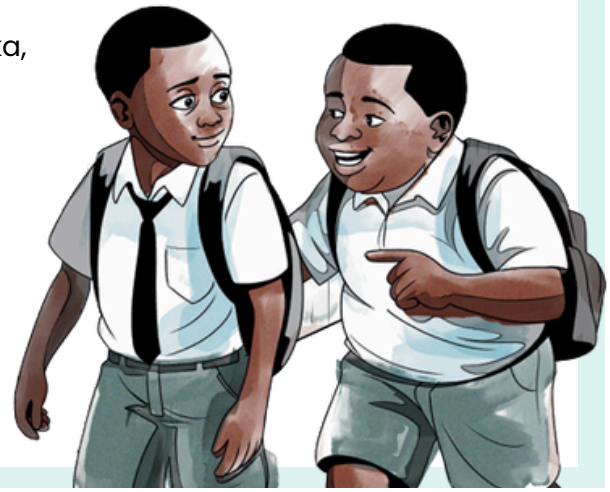
Baraka leaned over and whispered quietly, "Let us take the back path to the canteen today." He pointed toward the old storage rooms.
"It is shorter, and we will be first in line for lunch."
"I am not sure, Baraka," Brian said. "The Deputy Headteacher said in assembly that the back path is dangerous. Students are not allowed to go there."
Baraka looked at Brian and laughed. "It is just a shortcut, Brian. Do not act scared," Baraka said. He started walking towards the old storage rooms.
Brian did not want his friend to laugh at him. So, he followed Baraka.

They walked behind the old storage rooms. As they moved further away from the playground, the happy sounds of schoolmates playing slowly faded away.
The area became quiet. There were no teachers nearby and no other students around.
Ahead of them, two older boys were leaning against the wire fence. Brian did not know them. As Brian and Baraka walked closer, one of the boys stepped forward and blocked the path.

"Hey, Grade 6 boys," the tall one said. He looked at them closely. "What do you have in your bags? Do you have money?"
Brian felt uncomfortable and unsafe.
He knew this was a trap. He looked at Baraka, and Baraka looked very scared too.

Brian remembered what the teacher had explained during the safety lesson: *If a place feels unsafe, leave quickly!*

Brian did not answer the older boy. Instead, he grabbed Baraka's arm tightly. "Let us go. Now!"



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

Baraka wiped the sweat from his face and whispered, "That was close!"
"It is not just about those big boys," Brian said. "We followed the unsafe path because we did not want to look scared. Being in a place where no one can see us or help us can be dangerous. We should tell a trusted adult about this."

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

When the school day ended, Baraka turned to Brian. "Thank you for pulling me away from there. I now see that the fastest path is not always the safest path."
Brian nodded. "Making smart choices does not mean you are a coward, Baraka. It means you are making wise choices to stay safe."

After reading, ask:

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

Guide learners towards:

- Brian felt pressure to follow his friend
- The isolated location and lack of adult supervision were warning signs
- The presence of unfamiliar older boys made the situation feel unsafe
- Brian recognised the warning signs and made a wise decision to leave
- Brian encouraged Baraka to leave with him
- Brian acted responsibly by reporting the concern to a trusted adult
- Wise and responsible choices can help prevent harm before it happens

Then ask learners to read the Smart Lessons section in the storybook and discuss what lessons learners can learn from Brian's choices and how they can apply them in their own lives.

Summarise the key messages:

- Risks can often be recognised before harm occurs
- Recognising warning signs helps learners make safer choices
- Wise and responsible choices help learners stay safe
- Seeking help is a safe and responsible action



Reflection and Closing (3 minutes)

Ask: What is one safe action you can take if you notice warning signs in a situation? Allow a few learners to respond.

Write on the board and read the statements aloud together:

- I can recognise warning signs
- I can make safe choices
- I can seek help when I need it

Remind learners: Recognising risk helps us make wise choices, avoid unnecessary danger, and stay safe.

Notes:

Lesson 4:
Warning Signs And Body Signals

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand how body and behaviour signals can act as warning signs when a situation feels unsafe, uncomfortable, or confusing. It builds on earlier learning about recognising risk and making safe choices.

Emphasise:

- Body and behaviour signals can act as warning signs
- Warning signs help learners pause, think, and choose safe actions
- Seeking help early can prevent harm and improve safety.

Faith Connection

I will instruct you and teach you the way you should go; I will counsel you with my eye upon you. – Psalm 32:8

Explain briefly: God guides us with wisdom to make good decisions. Paying attention to warning signs can help us make safe choices and seek help when needed.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify body and behaviour signals that may act as warning signs
- Explain how warning signs can help learners make safer choices
- Demonstrate safe actions learners can take when warning signs appear.

Key Message For Learners

- Body and behaviour signals can act as warning signs
- Warning signs help learners stop, think, and choose safety
- Seeking help early can prevent harm and improve safety.

Recap of Lesson 2

Recognising Risk Helps Us Stay Safe (5 minutes)

Remind learners: Last week, we learned about situations that may put learners at risk and how recognising risk early helps us choose safety.

Ask learners: What is one safe action a learner can take when a situation feels unsafe?

Allow one or two responses.

Guide learners towards: Recognising risk is the first step; Our bodies and behaviour can sometimes give warning signs when something does not feel safe.

Transition to today's lesson: Today we will learn how body and behaviour signals can act as warning signs and help us make safe choices.

Opening Discussion

Something Does Not Feel Right (5 minutes)

Tell learners: Imagine a learner is walking to class and notices an older learner repeatedly calling them over to a quiet area where no other learners are present.

Ask: What might make the learner pause and think carefully about this situation



Allow a few responses. Guide learners towards:

- Feeling worried or uncomfortable
- Wanting to move away
- Feeling unsure about the situation

Explain:

- Sometimes our bodies and behaviour give us signals before we fully understand a situation
- These signals can help us pause and think carefully about our choices
- Paying attention to warning signs is one way we use wisdom to stay safe

Core Teaching

Noticing Warning Signs (5 minutes)

Explain:



- Warning signs are clues that a situation may not be safe
- Warning signs help learners think carefully before acting
- Sometimes warning signs appear before a problem becomes serious
- Recognising warning signs helps learners stop, think, and make safer choices
- Wisdom includes paying attention to warning signs and taking action before a situation becomes more serious

Examples of warning signs may include:

- Feeling uncomfortable about a situation
- Being pressured to do something that feels wrong
- Being told not to tell a trusted adult about something important
- Being in a place where there are no trusted adults nearby

Explain:

- Warning signs help learners Stop, Think, and Choose Safety
- Learners should seek help when situations feel unsafe
- Learners do not need proof that a situation is unsafe before seeking help
- If something feels worrying, confusing, or uncomfortable, it is okay to speak to a trusted adult.

Core Teaching..*Cont*

Body and Behaviour Signals (6 minutes)

Explain:

- Our bodies and behaviour sometimes react before we fully understand a situation.
- These reactions can be useful warning signs that help us stop, think, and choose safe actions.

Body signals. Examples:

- Fast heartbeat
- Sweating
- Shaking
- Tight stomach
- Feeling tense or nervous

Behaviour signals. Examples:

- Wanting to move away
- Becoming very quiet
- Avoiding someone
- Looking worried or uncomfortable

Explain:

- These signals do not always mean danger.
- Sometimes people experience these feelings for other reasons
- However, when these signals appear during a situation that feels uncomfortable or unsafe, they can remind us to pay attention and make safe choices



Safe Actions When Warning Signs Appear (3 minutes)

Explain: When learners notice warning signs, they can take safe actions to protect themselves.

Safe actions may include:

- Stopping and thinking about the situation
- Moving away from the situation
- Going to a safe place where trusted adults are present
- Saying no to unsafe behaviour
- Talking to a trusted adult
- Reporting concerns early, even if they are unsure whether a situation is serious
- Staying close to trusted adults or trusted friends

Explain:

- Learners do not need to solve unsafe situations on their own.
- Seeking help is a safe and responsible choice.
- Warning signs help learners know when it is time to take action.

Guided Activity

Stop – Think – Choose Safety (10 minutes)

Explain: We will think about different situations and practise how warning signs can help learners Stop – Think – Choose Safety

Tell learners that you will read a situation aloud. After each situation, learners will discuss the questions as a class.

Situation 1: A learner is being pressured by friends to break a school rule.

Ask:

- What warning sign do you notice?
- What body or behaviour signal might the learner experience?
- How could the learner Stop, Think, and Choose Safety?
- Allow several responses.
- Ask the same questions.

Situation 2: A learner receives messages from someone they do not know.

Ask the same questions.

Situation 3: A learner is invited to go to a place where there are no adults nearby.

Ask the same questions. Guide learners towards:

Warning signs



- Pressure from others
- Being asked to do something unsafe
- Contact from unknown people
- Being in a place with no adults nearby

Body or behaviour signals

- Feeling nervous
- Fast heartbeat
- Wanting to move away
- Becoming quiet or uncomfortable

Choosing safety

- Move away from the situation
- Refuse unsafe behaviour
- Go to a safe place
- Talk to a trusted adult

Summarise:

- Warning signs help learners recognise when something may be unsafe.
- Body and behaviour signals can help learners notice warning signs.
- When learners notice warning signs, they can Stop, Think, and Choose Safety.



Reflection and Closing (3 minutes)

Ask: What is one safe action you can take if you notice warning signs in a situation?

Allow a few learners to respond.

Write on the board and read aloud together:

- I can recognise warning signs
- I can make safe choices
- I can seek help when I need it

Remind learners: Warning signs can help us stop, think, choose safety, and make wise decisions.

Notes:

Lesson 5:
Using Strength And Leadership Responsibly

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand how older learners, stronger learners, and leaders can help others feel safe and supported or make others feel unsafe or excluded. It builds on earlier learning about safety, responsibility, and recognising warning signs.

Emphasise:

- Older learners, stronger learners, and leaders should use their responsibility to help, protect, and support others
- Unfair treatment, exclusion, threats, and intimidation can make others feel unsafe
- True leadership is shown through fairness, kindness, respect, and responsibility.

Faith Connection

From everyone who has been given much, much will be demanded; and from the one who has been entrusted with much, much more will be asked. – Luke 12:48b

Explain briefly: God teaches that people who have influence or responsibility should use it wisely. True leadership helps, protects, and supports others.

Learning Outcomes

By the end of the lesson, the learner will:

- Describe how older learners, stronger learners and leaders can affect the experiences of others at school
- Explain how responsibility and leadership can be used to help, protect and support others
- Demonstrate safe and responsible actions when someone is treated unfairly or made to feel unsafe.

Key Message For Learners

- Older learners, stronger learners, and leaders have a responsibility to help and support others
- Unfair treatment can make others feel unsafe or excluded
- True leadership is shown through fairness, kindness, respect, and responsibility.

Recap of Lesson 4

Warning Signs and Body Signals (5 minutes)

Remind learners: Last week, we learned that warning signs in our body and behaviour can help us notice when something may not be safe.

Ask learners: How can warning signs help a learner make a safe choice?



Allow a few responses.

Guide learners towards: Warning signs help learners notice when something may be unsafe; Warning signs help learners Stop, Think, and Choose Safety; Seeking help is a safe and responsible action.

Transition to today's lesson: Today we will learn how older learners, stronger learners, and school leaders can help others feel safe and included, or make others feel unsafe through the way they treat them.

Opening Discussion

Noticing Warning Signs (5 minutes)

Ask learners: How can older learners, stronger learners, prefects, class leaders, or team captains help younger learners feel safe, respected, and included at school?

Allow several responses. Guide learners towards:



- Helping others follow rules
- Including younger learners in activities
- Being fair and respectful
- Helping solve problems
- Setting a good example
- Listening to others

Protecting learners from unfair treatment

Then ask: How might a younger learner feel when older learners act in these ways?

Allow a few responses. Guide learners towards:

- Safe
- Respected
- Included
- Supported
- Confident to participate
- Comfortable asking for help

Explain:

- Some learners may be older, stronger, or have leadership roles
- These differences bring greater responsibility to help and support others
- Leadership is shown through actions that protect, include, and respect others
- Good leaders use their influence to help others feel safe and valued

Core Teaching

Responsibility and Leadership (6 minutes)

Explain:

Some learners may have greater responsibility because they are:

- Older
- Bigger or stronger
- Prefects or class leaders
- Team captains
- Learners that others often listen to

Explain: Responsibility is used well when learners:



- Include others
- Protect others
- Help solve problems
- Treat others fairly
- Set a positive example

Responsibility is misused when learners:

- Threaten others
- Force others to do things
- Exclude others unfairly
- Use fear to get their own way
- Tell others to keep harmful secrets
- Use friendships to exclude others
- Make others feel afraid to speak up

Explain:

-
- Being older, stronger, or a leader does not give someone the right to control or mistreat others
- Good leaders listen to others and treat people fairly
- True leadership uses influence to serve others rather than control them
- Learners should never feel they have to deal with repeated threats, intimidation, or unfair treatment on their own. Trusted adults can help keep learners safe.

Guided Activity

Story Connection – Amina and the skipping rope (13 minutes)



Ask learners to turn to Story 2 Amina and the Skipping Rope in The Trusted Path: Lessons from Upendo Primary.

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

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

Amina and the Skipping Rope

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

One of Amina's friends, named Pendo, stopped walking.
"Hey!" Pendo called out in a loud, sharp voice. "That is the school rope. We are in Grade 6, and we need it for our practice now!"
Pendo expected the younger girls from Grade 2 to obey her because she was older. The two younger girls stopped jumping. One of them held the wooden handle of the rope tightly. She looked down at her dusty shoes, and her face became very sad. Pendo took the rope and gave it to the other Grade 6 girls.
The younger Grade 2 girls did not fight back. They walked away slowly because they were afraid of the bigger, older girls. They were afraid to argue with the older girls.

Amina felt worried for the younger girls. She remembered how scary the playground felt when older students were mean.
"Wait a minute!" Amina said. She stepped into the middle of the circle. She stood next to the younger Grade 2 girls so they would not feel alone.

Pendo turned around, very surprised. "What? We are just taking our turn, Amina. We are older, so we have more right to use it than they do."
Amina looked at the younger girls, then she looked back at her friend Pendo. "Being older does not give us the right to take things from younger learners." Everyone was quiet for a moment.

Amina turned to the younger girls and spoke in a soft, kind voice. "How many more jumps did you want to do?"
"Just two more rounds," one small girl whispered. "Okay," Amina smiled. She gently handed the rope back to the younger girls. "Finish your rounds. After that, how about we all play and jump together?" Amina said. Pendo looked at the younger girls. "Okay", she said.

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

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

It means being the person who makes everyone feel safe.



After reading, ask:

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

Guide learners towards:

- Pendo used her position as an older learner unfairly.
- The younger girls felt excluded, intimidated, and upset.
- Amina noticed that the younger girls were being treated unfairly.
- Amina spoke respectfully and stood up for what was right.
- Amina helped the younger girls feel included, respected, and safe.
- Older learners and leaders should use their influence to help and support others.
- Fairness, kindness, and responsibility help create a safe and caring school.

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

Summarise:

- Being older, stronger, or a leader does not mean controlling others.
- Good leaders help others feel safe, respected, and included.
- Fairness, kindness, and responsibility help create a safe and caring school.
- Learners can use their influence to protect and support others



Reflection and Closing (3 minutes)

Ask learners: What is one way you can help another learner feel safe, respected, or included this week?

Allow a few brief responses.

Learners say together:

- Being strong means helping, not hurting
- True leaders protect and include others
- Kindness and fairness make our school safer
- Good leaders use their strength and influence to help others

Remind learners: Real strength is shown by helping others feel safe, respected, and included.

Lesson 6:
Saying No to Unhealthy Pressure

Total Time: 35 Minutes

Teacher Note

This lesson helps learners understand the difference between encouragement and unhealthy pressure. It builds on earlier learning about responsibility, warning signs, and making safe choices.

Emphasise:

- Encouragement supports learners to make good and responsible choices
- Pressure tries to push learners into choices they may not want to make
- Learners can say no to unhealthy pressure and seek help when needed

Safeguarding note: Learners may describe situations where they felt pressured by friends or older learners. Keep discussion focused on examples and scenarios rather than personal disclosures. Follow safeguarding procedures if concerns are raised.

Faith Connection

Let your 'Yes' be yes and your 'No' be no. Anything else is from the evil one – Matthew 5:37

Explain briefly: God teaches us to speak honestly and confidently. Learners can say no when they are pressured to do something unsafe or wrong.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify situations where learners may experience pressure
- Distinguish between encouragement and unhealthy pressure
- Demonstrate safe and responsible responses to unhealthy pressure

Key Message For Learners

- Encouragement supports good choices
- Pressure tries to push someone into a choice
- Learners can say no to unhealthy pressure and seek help when needed.

Recap of Lesson 5

When Older or Stronger People Help or Hurt (3 minutes)

Remind learners: Last week, we learned that being older, stronger, or a leader comes with responsibility. Good leaders help others feel safe, respected, and included.



Ask learners: What is one thing a good leader does to help others feel safe and respected?

Allow a few responses.

Guide learners towards: Good leaders help, protect, and include others; Learners should seek help from trusted adults when someone uses their position or strength to harm others.

Transition to today's lesson: Sometimes people try to push others into choices they do not want to make. Today we will learn how to recognise pressure and respond safely.

Opening Discussion

A Choice to Make (5 minutes)

Tell learners: Listen to these two situations.

Situation 1: A learner is struggling with homework. A friend says, "Come on, let's work on it together after school."



Situation 2: A learner does not want to break a school rule. A friend says, "Everyone else is doing it. Don't be scared."

Ask:

- Which situation is helpful?
- Which situation sounds more like unhealthy pressure?
- What is the difference between the two?

Allow several responses. Guide learners towards:
- In the first situation, the friend is offering support
- In the second situation, the friend is trying to push someone into a choice
- People can influence us in different ways. Some influence helps us make good choices, while some influence pushes us towards choices that may be unsafe or irresponsible.

Explain:
- Sometimes people encourage us to make good choices
- Sometimes people try to pressure us into choices we do not want to make

Core Teaching

Encouragement and Unhealthy Pressure (6 minutes)

Explain:

- Sometimes people try to influence our choices and behaviour.
- Encouragement helps people make good and responsible choices.
- Unhealthy pressure tries to push someone into a choice they may not want to make.

Encouragement

Examples:

- A teacher encouraging learners to study
- Friends encouraging one another to complete homework
- Encouraging someone to follow school rules

Explain:

- Encouragement respects a person's choice
- Encouragement helps people learn, improve, and make responsible decisions
- A learner can still choose whether or not to follow encouragement

Ask: How can encouragement help someone do their best?

Allow one or two responses. Guide learners towards:



- It builds confidence
- It helps people feel supported
- It encourages good choices.

Recognising Unhealthy Pressure (5 minutes)

Explain: Unhealthy pressure happens when someone tries to push, persuade, or manipulate another person into doing something they do not want to do or believe is wrong.

Examples:

- Being pushed to break school rules
- Being encouraged to tease or bully another learner
- Being pressured to leave someone out of a group or activity
- Being told to keep harmful secrets

Explain:

- Unhealthy pressure does not respect a person's choice.
- Unhealthy pressure may make someone feel uncomfortable, worried, or confused.
- Sometimes people use phrases such as:

  -Everyone else is doing it
  -Do not be scared
  -If you are my friend, you will do it
  -Nobody will know

- These can be warning signs that someone is trying to pressure another learner.

Core Teaching..*Cont*

Safe Responses to Unhealthy Pressure (3 minutes)

Explain: When learners feel pressured, they have the right to say no.

Safe responses include:



- Saying no clearly and calmly
- Moving away from the situation
- Talking to a trusted adult
- Staying with friends or adults who support safe choices

Examples:

- No, I will not do that
- I am leaving
- I need to tell an adult

Explain:

- Sometimes unhealthy pressure comes from friends, or people we like
- Even when we care about someone, we can still say no to choices that are unsafe, unfair, or dishonest
- Being honest and standing by what is right sometimes requires courage
- Real friends respect each other's choices

Remind learners:

- Learners do not need to argue or explain a lot
- Saying no to unhealthy pressure is responsible and brave
- If unhealthy pressure continues, learners should seek help from a trusted adult

Guided Activity

Story Connection: Amina and the Group Work Deal (10 minutes)



Ask learners to turn to Story 3: Amina and the Group Work Deal in The Trusted Path: Lessons From Upendo Primary.

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

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

Amina and the Group Work Deal

On Thursday afternoon, the Grade 6 class was doing a big Social Studies project. The teacher told the class, "Remember, working together means everyone must do their part. I want to see each student's own work."

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

Baraka leaned in close and whispered quietly so the teacher could not hear. "Amina, you are very good at drawing. Just write my name on your work. I will help you with your Math homework next week."
Amina stopped writing. "But the teacher told us clearly, Baraka. We must each do our own work."
Baraka stopped smiling. "Do not be like that. The teacher has many papers to mark. She will not see it. Besides," he said, looking mean, "if you refuse to help me, do not sit with us at lunchtime anymore."

Amina felt worried. She was not just worried about the schoolwork.
She was afraid of losing her friends at lunch.
But then she looked at her neat, coloured drawings, and at Baraka's empty paper.
"No," Amina said.
Her voice was quiet, but she was strong.
"I am not happy with that. I can explain the work to you so
you can understand, but I will not put your name on my drawings."



"Why are you making this a big problem?" Baraka said angrily.
Amina did not fight or argue. She just pulled her book closer and continued with her work. After a few minutes, Baraka looked around the classroom. He saw that the other learners were busy doing their own work.
Slowly, he opened his exercise book and started working on his own drawing.

When the school bell rang, Baraka looked at Amina and said quietly, "I should not have tried to force you."
Amina said, "Friends should respect each other's choices."

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

After reading, ask:

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

Guide learners towards:

- Baraka tried to pressure Amina to do something dishonest.
- He also used the threat of exclusion to influence her decision.
- Unhealthy pressure does not respect another person's right to choose.
- Amina remained calm and confident.
- Amina said no to an unfair request.
- Amina chose honesty and responsibility even when it was difficult.
- Real friends respect one another's choices and do not use pressure or threats.

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

Summarise:

- Encouragement supports good choices.
- Unhealthy pressure tries to push someone into a choice they may not want to make.
- Learners can say no to pressure and make responsible choices.
- Honest and responsible decisions help protect ourselves and others.



Reflection and Closing (3 minutes)

Ask: What is one safe response you can use if someone pressures you to do something you know is wrong?

Allow a few learners to respond.

Write on the board and read aloud together:

- I can say no to unhealthy pressure
- I can make responsible choices
- Safe choices help protect me and others

Remind learners: Saying no to unhealthy pressure is a responsible, honest, and courageous choice.

Lesson 7:
Ways To Reduce Risk

Total Time: 35 Minutes

Teacher Note

This lesson helps learners understand that small everyday choices can reduce risk and prevent bigger problems. It builds on earlier learning about warning signs, pressure, and making safe choices.

Emphasise:

- Small actions can help prevent bigger problems
- Acting early can reduce risk and improve safety
- Learners can seek help from trusted adults when they notice warning signs.

Faith Connection

Be sober-minded; be watchful. Your adversary, the devil, prowls around like a roaring lion, seeking someone to devour. – 1 Peter 5:8

Explain briefly: God teaches people to stay alert, notice warning signs, and make wise choices. When learners act early and seek help when needed, they help protect themselves and others.

Learning Outcomes

By the end of the lesson, the learner will:

- Describe how everyday situations can become risky
- Explain how early action can prevent harm
- Demonstrate safe actions learners can take when warning signs appear

Key Message For Learners

- Small choices can help prevent bigger problems
- Acting early can reduce risk and prevent harm
- Seeking help is a safe and responsible action

Recap Lesson 6

Pressure and Saying No (3 minutes)

Remind learners: Last week, we learned that learners can say no when someone pressures them to do something unsafe or wrong. We also learned that safe choices help protect us and others.

Ask learners: What is one safe way to respond to pressure?

Allow a few responses.

Guide learners towards: Pressure tries to push someone into a choice they do not want to make; Learners can say no, move away, and seek help when needed.

Transition to today's lesson: Sometimes small warning signs appear before a problem becomes serious. Today we will learn how acting early can reduce risk and help keep people safe.

Open Discussion

Small Problems Can Become Bigger Problems (5 minutes)

Tell learners: Imagine a learner notices another learner being repeatedly teased during break time.

Ask: What might happen if nobody does anything?

Guide learners towards:



- The teasing may continue
- The learner may feel hurt or isolated
- The situation could become more serious
- Ask: What could someone do early to help?

Guide learners towards:

- Speak to a trusted adult
- Support the learner
- Report the behaviour before it becomes worse

Explain:

- Small warning signs can become bigger problems when they are ignored
- Safe choices made early can help prevent harm
- Acting early is not rude. It is wise
- Wise people pay attention to warning signs before problems become serious.

Core Teaching

Small Choices Prevent Big Harm (5–6 minutes)

Explain: Everyday choices can help reduce risk by responding to warning signs early and protecting learners from harm.

Give examples:



Being Alone

- Risky situation: Staying alone in a classroom or field after others have left
- Safer choice: Going where other learners and trusted adults are present

Going Somewhere

- Risky situation: Going to a quiet place with someone you do not know well
- Safer choice: Staying in places where other people are present and trusted adults can be reached

Feeling Uncomfortable

- Risky situation: Feeling uncomfortable but staying because you do not want to seem rude
- Safer choice: Saying no, leaving the situation, or seeking help

Explain:

- Small warning signs can become bigger problems when they are ignored
- Safe choices made early can help prevent harm
- Staying alert helps learners protect themselves and others
- Wise decision making often begins when learners notice warning signs and take action before problems become more serious.

Core Teaching..*Cont*

Safe Places and Safe Behaviour (5 minutes)

Ask learners:

- What places in school help learners feel safe?
- What makes those places feel safe?

Allow a few responses.

Explain: Safe places are places where trusted adults are nearby and help is easy to get.

Examples may include:



- Classrooms
- School offices
- Areas where teachers are present
- Places where trusted caregivers are available to provide support and protection

Explain: Safe behaviour means making choices that help protect yourself and others.

Examples include:

- Staying with others when possible
- Paying attention to warning signs
- Moving towards trusted adults when help is needed
- Speaking up early when something feels wrong

Explain:

- Safe places and safe behaviour work together to reduce risk
- Acting early can help protect learners and prevent problems from becoming more serious.

Guided Activity

What Could I Do Instead? (10 minutes)

Explain: We will think about situations where learners may notice warning signs and discuss safe actions they can take early.

Tell learners: The teacher will read a situation.



Learners will discuss two questions after each situation.

Read one situation at a time.

Situation 1

A learner is asked to remain alone in a place where other learners and trusted adults are not present.

Ask:

- What makes this situation risky?
- What could someone do early to stay safe?

Allow two or three responses.

Situation 2

Friends want to go to a place where there are no adults nearby.

Ask:

- What makes this situation risky?
- What could someone do early to stay safe?

Allow two or three responses.

Situation 3

Someone gives a gift and says; this is just between us.

Ask:

- What makes this situation risky?
- What could someone do early to stay safe?
- Allow two or three responses.

Guide learners towards:

- Warning signs may include being alone, being asked to keep secrets, or being in places where help is not easily available
- Small warning signs should not be ignored
- Safe actions may include moving away, saying no, staying with others, going to a safe place, or talking to a trusted adult

Teacher should reinforce:

- Early action can help prevent harm before problems become serious
- Safe choices include moving away, seeking help, and talking to trusted adults
- Learners do not need to handle unsafe situations alone

Summarise:

- Small warning signs can become bigger problems if they are ignored
- Acting early can help keep learners safe
- Wise choices and seeking help can reduce risk and prevent harm.

Home Activity

Ask learners to notice one example during the week where acting early helped prevent a bigger problem.

This could happen at home, at school, or in the community.

Tell learners:

- They should not share personal or private situations
- They may share one example during the next lesson



Reflection and Closing (3 minutes)

Ask: What is one safe action a learner can take when they notice a warning sign? Allow a few learners to respond.

Write on the board and read aloud together:

- Small choices can prevent bigger problems
- Acting early helps keep people safe
- Seeking help is a responsible choice

Remind learners: Acting early, staying alert, and making wise choices can help prevent harm before it happens.

Notes:

Lesson 8:
Seeking Help Early

Total Time: 40 Minutes

Teacher Note

This lesson helps learners understand when adult help is needed and how to seek help safely and confidently. It builds on earlier learning about warning signs, reducing risk, and taking action early.

Emphasise:

- Some situations require adult help and should not be handled alone
- Seeking help early can prevent problems from becoming more serious
- Learners should keep telling trusted adults until they receive help

Faith Connection

Be sober-minded; be watchful. Your adversary, the devil, prowls around like a roaring lion, seeking someone to devour. – 1 Peter 5:8

Explain briefly: God teaches people to stay alert, notice warning signs, and make wise choices. When learners act early and seek help when needed, they help protect themselves and others.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify situations that require adult help
- Explain why it is important to seek help from trusted adults
- Demonstrate how to ask for help clearly and confidently.

Key Message For Learners

- Some problems are too serious for learners to handle alone
- Trusted adults help protect learners and respond to serious concerns
- Seeking help early is a wise and responsible choice
- Keep telling trusted adults until someone listens and helps.

Recap Lesson 7

Ways to Reduce Risk (3 minutes)

Remind learners: Last week, we learned that small choices and early actions can help reduce risk and prevent bigger problems. We also learned that warning signs should not be ignored.

Ask learners: Why is it important to act early when something feels unsafe?
Allow a few responses.

Guide learners towards: Warning signs help learners notice risk early; Acting early can help prevent harm; Learners can seek help when they need support.

Review of Home Activity (2 minutes)

Remind learners: Last week, you were asked to notice an example of how acting early helped prevent a bigger problem.



Invite two or three learners to share their examples.

Examples may include:

-
- Reporting something that was broken before someone got hurt
- Asking for help before a problem became bigger
- Solving a small disagreement before it became an argument

Explain:

- Acting early can often prevent bigger problems
- Sometimes the safest action is asking a trusted adult for help
- Transition to today's lesson: Today we will learn how to recognise situations that require adult help and how to ask for help clearly and confidently.

Open Discussion

Who Would You Ask for Help? (5 minutes)

Tell learners: Listen to these situations.

Situation 1: A learner sees another learner being repeatedly pushed and teased and this continues even after being asked to stop.

Ask:



- Can this learner solve the problem alone?
- Who could help?
- Allow a few responses.

Situation 2: A learner feels uncomfortable because an older learner keeps asking them to keep secrets that make them feel uncomfortable or worried.

Ask:

- Should the learner handle this situation alone?
- Who could they talk to?

Allow a few responses. Guide learners towards:

- Some problems are too serious for learners to handle alone
- Trusted adults can help protect learners and respond to serious concerns
- Asking for help early can stop problems from becoming worse

Explain

- Some problems can be solved by learners
- Other situations require adult help and support
- Knowing when to seek help is an important safety skill.

Core Teaching

When Adult Help Is Needed (5 minutes)

Explain:

- Some problems can be solved by learners
- Other situations require adult help and support
- Ask learners: What are some small problems learners may be able to solve themselves?

Allow a few responses. Guide learners towards:

- Minor disagreements
- Accidents or mistakes
- Misunderstandings between friends

Explain: Some situations should not be handled alone. Examples may include:

Someone being harmed or threatened

- Serious bullying
- Being pressured to keep harmful secrets
- Situations that feel unsafe, frightening, or confusing
- Situations that continue even after a learner has tried to stop them

Explain clearly:

- Adults are responsible for helping keep learners safe and responding to serious concerns
- Responsible people know when they need help and seek guidance from trusted adults.
- Seeking help early can stop problems from becoming worse.



Trusted Adults and Asking for Help (8 minutes)

Explain: A trusted adult is an adult who listens, helps, and takes action to support a learner's safety and wellbeing.

Ask learners: Who are trusted adults learners can go to at home, school, or in the community?

Allow a few responses by role only, not names.

Trusted adults may include:

- Home: Parent, Guardian; Caregiver
- School: Teacher; School counsellor; School leader
- Community: Religious leader; Health worker; Community safety officer or police officer

Explain clearly:

- Learners should know more than one trusted adult they can go to for help
- Seeking help is a sign of wisdom and responsibility.

Help works best when learners:

- Speak clearly.
- Explain what is worrying them.
- Ask directly for help.
- Keep telling until they receive help.

Core Teaching..*Cont*

Trusted Adults and Asking for Help (8 minutes)

Examples:

- I need help.
- Something happened that is making me feel unsafe.
- I am worried about something and need to talk to you.

Remind learners:

- Asking for help is a wise, responsible, and courageous choice
- Telling is not causing trouble
- Telling is asking for protection and support
- If one adult does not help, learners should tell another trusted adult

Guided Activity

Story Connection - The Day Brian Spoke Up (8 minutes)

Ask learners to turn to Story 4: The Day Brian Spoke Up in The Trusted Path: Lessons from Upendo Primary.

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 Day Brian Spoke Up

Brian liked being a leader in his class. One day, the teacher asked students to help carry heavy boxes of textbooks back to the old storage room. Brian was the first person to volunteer.
An older boy from Grade 7 was also helping to move books that afternoon.
The school compound was very quiet because most of the other students were far away on the sports field for PE lessons.

As Brian carried the books towards the storage room, he noticed the older Grade 7 boy standing behind the building with a younger, smaller boy from Grade 4.

The younger boy looked frightened and kept staring at the ground.
Brian slowed down when he saw the older Grade 7 boy opening the younger boy's school bag and searching through it.
"Please give it back," the Grade 4 boy said quietly.

The older boy looked angry.
"Stay quiet," he said harshly. "
And do not tell anyone about this."
The younger boy tried to walk away, but the older Grade 7 boy stepped infront of him.



Just then, the older boy looked up and noticed Brian watching them.
"What are you looking at?" the older boy asked sharply. Brian felt worried and uncomfortable.
There were no teachers nearby, and the younger boy looked scared.

Brian remembered what the teacher had explained during the safety lesson: *When something feels wrong, do not try to handle it alone. Move away and tell a trusted adult.*

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

The teacher listened carefully and thanked Brian for speaking up.
"You did exactly the right thing, Brian," the teacher said. "Asking for help early helps keep learners safe."
The teacher went with another teacher to check on the younger Grade 4 boy immediately. They spoke to the him gently and made sure he was safe.
They also spoke to the older Grade 7 boy about his behaviour and the school rules.
The older boy was warned not to frighten or mistreat younger students again.
After that, teachers checked the area near the storage room more often to help keep students safe.

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

After reading, ask:

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

Guide learners towards:

- The younger Grade 3 boy appeared frightened and uncomfortable.
- The older Grade 7 boy was behaving in a threatening way.
- Brian recognised that something was wrong.
- Brian did not try to handle the situation alone.
- Brian sought help from a trusted adult immediately.
- Seeking help early can prevent problems from becoming more serious.
- Learners help protect others when they report concerns responsibly.

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

Summarise:

- Warning signs should be taken seriously.
- Seeking help early is a wise and responsible choice.
- Trusted adults help protect learners and respond to concerns.
- Speaking up can help keep others safe.

Home Activity

Ask learners to create a simple Trusted Adults Map in their exercise books.
They should identify at least one trusted adult by role only from: Home; School; Community.

Share with them likely examples.

Remind learners:

- Learners should know more than one trusted adult they can go to for help
- Tell learners they will review their Trusted Adults Map during the next lesson





Reflection and Closing (3 minutes)

Ask learners: Why is it important to seek help early when a situation feels unsafe? Allow a few brief responses.

Learners say together:

- Seeking help early protects me and others
- Trusted adults help keep learners safe
- I can ask for help when something feels unsafe

Remind learners: Asking for help is a wise and responsible choice.

Notes:

Lesson 9:
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. It builds on earlier learning about warning signs, seeking help, and making safe choices when emotions are strong.

Emphasise:

- Everyone experiences stress and strong feelings at times
- Learners can use healthy strategies to calm themselves
- Strong feelings do not excuse harmful behaviour towards others

Faith Connection

Cast all your anxiety on him, because he cares for you. – 1 Peter 5:7

Explain briefly: God cares about our worries, fears, and problems. When we feel stressed or overwhelmed, we can talk to God and seek support from trusted people who can help us.

Learning Outcomes

By the end of the lesson, the learner will:

- Describe how stress can affect feelings and behaviour
- Demonstrate healthy ways to calm themselves when feeling stressed or upset
- Explain why strong feelings do not excuse harmful behaviour.

Key Message For Learners

- Stress and strong feelings are a normal part of life
- Calm strategies can help learners make safe and responsible choices
- Strong feelings do not excuse harmful behaviour.

Recap Lesson 8

Seeking Help Early (3 minutes)

Remind learners: Last week, we learned that some situations require adult help and should not be handled alone. We also learned how trusted adults can help protect learners and respond to serious concerns.

Ask learners: Why is it important to seek help early when a situation feels unsafe or difficult

Allow a few responses.

Guide learners towards: Trusted adults help keep learners safe; Seeking help early can stop problems from becoming worse.

Review of Home Activity (2 minutes)

Remind learners: Last week, you created a Trusted Adults Map showing adults you could go to for help.



Invite two or three learners to share one trusted adult role they included.

Explain:

- Different learners may have different trusted adults
- It is important to know more than one trusted adult who can help

Transition to today's lesson: Today we will learn how stress and strong feelings can affect our behaviour and how we can respond in safe and healthy ways.

Open Discussion

Strong Feelings and Choices (5 minutes)

Ask learners: What are some things that can make learners feel upset or worried?

Allow several responses. Guide learners towards:



- School work
- Examinations
- Disagreements with friends
- Problems at home
- Feeling left out

Ask: How might someone behave when they are feeling upset or frustrated?

Allow learners to share ideas. Guide learners towards:

- Becoming quiet
- Becoming angry
- Crying
- Saying things they do not mean
- Finding it difficult to concentrate

Explain:

- Everyone experiences stress and strong feelings at times
- Experiencing strong feelings is part of being human and learning how to manage them is an important life skill
- Strong feelings can affect the way people think and behave.

Core Teaching

Understanding Stress and Strong Feelings (5 minutes)

Explain:

- Stress is a normal feeling that people experience when they face challenges, worries, or difficult situations.
- Stress and strong feelings can affect the way people think, feel, and behave.



Examples of things that may cause stress include:

- School work and examinations
- Friendship problems
- Responsibilities at home
- Changes or challenges in daily life
- Worrying about something that has happened or may happen

Core Teaching..*Cont*

Strong Feelings and Choices (5 minutes)

Stress may lead to feelings such as:

- Worry
- Frustration
- Anger
- Disappointment
- Confusion

Explain clearly:

- Having strong feelings is normal
- Feelings are not right or wrong
- What matters is how we choose to respond to those feelings
- Self-control helps us respond wisely even when emotions are strong.

Responding Safely to Strong Feelings (5 minutes)

Explain: When learners feel stressed, angry, worried, or upset, they can choose safe ways to calm themselves before reacting.

Examples include:



- Taking slow, deep breaths
- Counting slowly to ten
- Taking a short pause
- Talking to a trusted adult
- Talking to God in prayer and reflection can help us feel supported during difficult times

Ask learners: Why is it helpful to calm down before reacting?

Allow a few responses. Guide learners towards:

- It helps people think clearly
- It helps people make better decisions
- It helps prevent arguments and conflict

Explain clearly:

- Stress and strong feelings may explain why someone feels upset
- Stress and strong feelings do not excuse harmful behaviour

It is never acceptable to:

- Hit others
- Insult others
- Threaten others
- Scare others

Summarise:

- Everyone experiences stress and strong feelings
- Learners can use healthy strategies to calm themselves
- Strong feelings do not excuse harmful behaviour
- Self-control helps learners make wise choices even during difficult moments

Guided Activity

What Could Someone Do? (10 minutes)

Explain: We will think about situations where learners experience stress or strong feelings and discuss safe ways to respond.

Read one situation at a time.

Situation 1: A learner receives a poor test result and feels very upset.

Ask:

- How might the learner feel?
- What safe action could the learner take?

Situation 2: Two friends have an argument during break time.

Ask:

- What strong feelings might they experience?
- What safe action could they take before reacting?

Situation 3: A learner feels overwhelmed by school work and responsibilities.

Ask:

- How might stress affect the learner?
- Who could the learner talk to for support?

Guide learners towards:

- Stress can lead to feelings such as frustration, worry, anger, or disappointment
- Strong feelings can affect behaviour and decision making
- Safe actions include taking slow breaths, counting to ten, taking a pause, praying, or talking to a trusted adult

Teacher should reinforce:

- Strong feelings are normal
- Calm responses help learners make wise choices
- Stress does not excuse harmful behaviour

Home Activity

Ask learners to practise one calming strategy during the week.

Examples may include: Taking slow breaths, counting to ten, taking a short pause before reacting, Talking to a trusted adult.

During the next lesson, they may share one calming strategy they practised.





Reflection and Closing (3 minutes)

Ask: What is one healthy way to calm down when you feel upset or stressed?

Allow a few learners to respond.

Write on the board and read aloud together:

- I can manage strong feelings safely
- Calm choices help protect me and others
- Strong feelings do not excuse harmful behaviour
- I can choose calm and self-control when I feel upset

Remind learners:

- Everyone experiences stress and strong feelings
- What matters is choosing safe and responsible ways to respond

Notes:

Lesson 10:
Review And Reflection – Building A Safe And Caring School

Total Time: 30 Minutes

Teacher Note

This is the final lesson of the term. It provides an opportunity for learners to reflect on the safety skills, values, and responsible choices they have explored throughout the term and how they can continue applying them in their daily lives.

Emphasise:

- Safe and caring schools are built through everyday choices
- Learners can use the skills they have learned to protect themselves and support others
- Small positive actions can make a difference in the school community

Faith Connection

Be devoted to one another in love. Honour one another above yourselves. – Romans 12:10

Explain briefly: God teaches people to treat others with love, respect, and care. When learners make kind, responsible, and respectful choices, they help create a safe and caring school community.

Learning Outcomes

By the end of the lesson, the learner will:

- Describe important safety skills and values learned during the term
- Explain how positive choices help create a safe and caring school
- Commit to one action they will continue practising to help create a safe and caring school.

Key Message For Learners

- Safe and caring schools are built through everyday actions
- Learners can use the skills they have learned to make safe and responsible choices
- Small positive actions can make a difference in the lives of others.

Recap Lesson 9

Handling Stress and Strong Feelings (3 minutes)

Remind learners: Last week, we learned that everyone experiences stress and strong feelings at times. We also learned that calm responses help learners make safe and responsible choices.

Ask learners: Why is it important to calm down before reacting when we have strong feelings?

Allow a few responses.

Guide learners towards: Calming down helps learners think clearly; Calm responses help protect ourselves and others.

Review of Home Activity (2 minutes)

Remind learners: Last week, you practised a calming strategy.

Invite two or three learners to share one strategy they practised.



Examples may include:

- Taking slow breaths
- Counting to ten
- Taking a short pause
- Talking to a trusted adult

Explain:

- Different strategies work for different people
- Healthy coping strategies help learners respond safely to strong feelings

Transition to today's lesson: Today we will reflect on the safety skills and values we have learned this term and how we can continue using them to help create a safe and caring school.

Open Discussion

Looking Back on the Term (3 minutes)



Say: We have reached the end of the term and have learned many skills to help us stay safe and make responsible choices.

Ask learners:

- What is one lesson or activity you enjoyed this term?
- Which lesson do you think will help you most in everyday life?
- Allow several learners to respond.

Ask: Why do you think it is important to learn about safety, responsibility, and respect?

Allow a few responses.

Explain:

- The skills we learn help us make wise choices and support others
- Respect, kindness, and care for others help build a stronger school community.

Core Teaching

Reflecting on Our Learning This Term (10 minutes)

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

Allow several responses. Guide learners towards:



- Values help guide the choices we make every day
- Respect, kindness, and responsibility help create a safe and caring school
- Learners can recognise situations that may place them at risk
- Warning signs can help learners notice when something does not feel safe
- Learners can say no to unsafe pressure
- Small actions and early decisions can help prevent harm
- Trusted adults can provide support and protection when help is needed
- Strong feelings can be managed in safe and healthy ways

Ask: What behaviours help people feel safe and respected at school?

Core Teaching..*Cont*

Reflecting on Our Learning This Term (10 minutes)

Allow several responses. Guide learners towards:

- Using kind and respectful words
- Including others
- Following school rules
- Reporting unsafe situations
- Asking for help when needed
- Managing strong feelings calmly
- Supporting others to stay safe



Explain:

- Throughout the term, learners have developed skills that help them make safe and responsible choices
- These skills help protect themselves and others
- They also help learners show love, respect, responsibility, and care in everyday life
- Practising respect, kindness, responsibility, and safe decision-making helps create a safe and caring school community.

Guided Activity

My Safety Commitment (10 minutes)

Explain: Throughout this term, we have learned many skills that help us stay safe and help others feel safe.

Ask learners to think about the lessons they have learned this term.

Wite on the board and ask the learners to complete the following in their exercise books:



- One important lesson I learned this term:
- One safety skill or value I want to continue practising:
- One action I will take:

Examples:

- Lesson: Seeking help early → Action: I will talk to a trusted adult when I need help
- Lesson: Managing strong feelings → Action: I will pause and take deep breaths before reacting
- Lesson: Respect → Action: I will listen when others are speaking

Invite a few volunteers to share one commitment with the class.

Remind learners that sharing is voluntary and respectful listening is expected.

Teacher should reinforce:

- Small positive actions help protect everyone
- Respect, kindness, responsibility, and seeking help all help create a safer school community
- Skills become stronger when we practise them regularly



Reflection and Closing (3 minutes)

Ask: What is one positive choice you will continue practising after this term?

Allow a few learners to respond.

Briefly reinforce: This term we learned that values guide our choices, warning signs help us stay safe, trusted adults can help us, we can say no to unsafe pressure, and strong feelings can be managed in safe ways.

Write on the board and read aloud together:

- My choices help keep people safe
- I can make responsible decisions
- I can ask for help when I need it
- I can help create a safe and caring school
- I can show love and respect through my choices

Congratulate learners for completing Term 1.

Remind learners that the skills they have learned can help them make wise, safe, and responsible choices at school, at home, and in their communities.

Notes:

End of Term 1 Teacher Note

Congratulate learners for completing Term 1.

Remind learners that safety skills are useful at school, at home, and in their communities, and that wise choices can help protect both themselves and others.

Encourage them to continue practising the values and safety skills they have learned throughout the term, including:

- Making responsible choices
- Showing respect, kindness, and responsibility
- Recognising risky situations and warning signs
- Saying no to unsafe pressure
- Seeking help from trusted adults when needed
- Managing stress and strong feelings in healthy ways
- Helping create a safe and caring school community

Remind learners that:

- Small positive choices can make a difference
- Safe and caring schools are built through everyday actions
- The skills learned this term can help protect both themselves and others.

Thank learners for their participation and encourage them to continue using these skills at school, at home, and in their communities.

TERM 2

Peer Influence, Respect And Safe Leadership

9 Lessons



Lesson 11 – 19

Lesson 11:
What Makes A Good Friendship

Total Time: 30 Minutes

Teacher Note

This lesson builds on the safety skills, values, and relationship skills learners explored in Term 1, including respect, responsibility, seeking help, recognising unsafe behaviour, and making safe choices. Learners explore the qualities of healthy friendships and how friendships can influence behaviour, choices, safety, and wellbeing.

Emphasise:

- Healthy friendships are based on respect, kindness, honesty, and support
- Friends can influence one another positively or negatively
- Good friends help one another make safe and responsible choices
- Friendships should never involve pressure, fear, or unsafe behaviour

Faith Connection

A friend loves at all times – Proverbs 17:17

Explain: God teaches people to treat friends with kindness, honesty, and care. Healthy friendships help people feel safe, respected, and supported.

Learning Outcomes

By the end of the lesson, the learner will:

- Describe the qualities of healthy friendships
- Distinguish between behaviours that strengthen friendships and behaviours that harm friendships
- Illustrate how friends can support and protect one another in everyday situations.

Key Message For Learners

- Healthy friendships are based on respect, kindness, and trust
- Good friends encourage safe and responsible choices
- Friendships should help people feel safe, supported, and valued.

Recap Term 1

Review and Reflection (3 minutes)



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

Ask learners: What is one important lesson you remember from last term?

Allow a few responses.

Guide learners towards: Making responsible choices; Recognising warning signs; Saying no to unsafe pressure; Seeking help from trusted adults; Managing strong feelings safely; Treating others with respect and kindness.

Explain: These skills help learners stay safe and build positive relationships.

Transition to today's lesson: Today we will learn about friendships and the qualities that help friendships stay healthy, safe, and supportive.

Open Discussion

Friends and Choices (5 minutes)

Ask learners: Why do learners enjoy having friends?

Allow several responses.

Ask: How can friends influence our choices and behaviour?



Allow learners to share ideas.

Ask: Can friends influence us in good ways and bad ways?

Allow a few responses.

Explain:

- Friends often spend time together and influence one another through their words and actions
- Friends can influence one another positively or negatively
- Wise friends encourage choices that promote wellbeing, responsibility and respect
- Good friends use their influence to encourage kindness, honesty, and responsible choices

Core Teaching

Healthy Friendships (4 minutes)

Ask learners: What makes someone a good friend?



Allow several short responses. Guide learners towards:

- Being kind
- Being honest
- Listening to others
- Showing respect
- Being supportive

Explain: Healthy friendships help people feel:

- Safe
- Respected
- Included
- Valued

Core Teaching..*Cont*

Healthy Friendships (4 minutes)

Healthy friendships are built on:

-
- Respect
- Kindness
- Honesty
- Trust
- Support

Explain:

- Good friendships help learners feel supported and cared for
- Healthy friendships grow through consistent kindness, respect, honesty, trust and support.



Friendship Behaviours and Safe Choices (5 minutes)

Explain:

- Friends can influence one another through their words and actions.
- Some behaviours help friendships.

Examples include:

- Listening respectfully
- Encouraging safe choices
- Respecting boundaries
- Helping a friend seek help when needed
- Including others

Some behaviours can harm friendships. Examples include:

-
- Pressuring someone to break rules
- Asking someone to keep unsafe secrets
- Teasing or insulting others
- Leaving someone out on purpose
- Making someone feel afraid or uncomfortable

Ask learners: How can friends help protect one another?

Allow a few responses. Guide learners towards:

-
- Encouraging safe choices
- Helping a friend get help from a trusted adult
- Speaking up when something feels unsafe
- Supporting friends respectfully

Explain clearly:

- Good friends want what is best for one another
- A true friend does not pressure someone to do something unsafe or wrong
- Good friendships help people make safe and responsible choices

Guided Activity

Good Friend Checklist (10 minutes)

Lead learners in a short, relevant song about friendship, kindness, or helping one another. Explain that the song reminds us that healthy friendships are built on respect, kindness, support, and safe choices.

Explain to learners: The teacher will read different friendship behaviours. Learners will show:

- 👍 for healthy friendship behaviour
- 👎 for unhealthy or unsafe friendship behaviour

Read one situation at a time

Allow learners to respond using thumbs up or thumbs down

Pause briefly after each example

After each example, ask:



- Why is this a good friendship behaviour?
  or
- Why is this not a good friendship behaviour? If the behaviour is unhealthy, ask: How could this be changed to become a good friendship behaviour?

Examples (Read slowly)

- A friend listens when you speak and respects your ideas. → 👍
  Ask: Why is this a good friendship behaviour?
  Reinforce: Good friends listen and respect one another.

- A friend tells you to break a rule so you can stay in their group. → 👎
  Ask: How could this become a good friendship behaviour?
  Guide learners: A good friend encourages safe and responsible choices.

- A friend laughs at you when you make a mistake. → 👎
  Ask: What would a good friend do instead?
  Guide learners: A good friend shows kindness and supports you.

- A friend tells you to keep a secret that makes you feel worried or unsafe. → 👎
  Ask: What should a good friend do instead?
  Guide learners: A good friend helps you tell a trusted adult.

- A friend helps you ask a teacher for help when you have a problem. → 👍
  Ask: Why is this a good friendship behaviour?
  Reinforce: Good friends support each other in safe ways.

Guide learners towards

- Good friends show respect and kindness
- Good friends listen and support one another
- Good friends encourage safe and responsible choices
- Good friends do not pressure others to do things that feel wrong or unsafe
- Good friends help one another seek help when needed.

Reinforce:

- Healthy friendships help people feel safe, supported, and valued
- Good friends encourage safe and responsible choices
- A good friend chooses actions that protect, not harm



Reflection and Closing (3 minutes)

Ask: What is one thing you can do to be a good friend this week?

Allow a few learners to respond.

Write on the board and read aloud together:

- Good friends show respect and kindness
- Good friends encourage safe choices
- Good friends help protect one another
- Good friends help one another grow and make wise choices
- I can show kindness and care to my friends

Remind learners: Healthy friendships help people feel safe, supported, and valued.

Notes:

Lesson 12:
Giving Advice And Supporting Friends Safely

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand safe and responsible ways of supporting friends during difficult situations. Learners explore how to listen respectfully, show care and concern, and recognise when a problem is too serious for learners to handle alone. They learn that supporting a friend wisely sometimes means helping them seek support from a trusted adult.

Emphasise:

-
- Caring friends listen respectfully and take concerns seriously.
- Some problems require adult help rather than learners trying to solve them alone.
- Supporting a friend safely includes encouraging them to seek help when needed.

Faith Connection

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

Explain briefly: God teaches people to care for and support one another. Sometimes helping a friend means listening, showing kindness, and encouraging them to seek help from trusted adults when needed.

Learning Outcomes

By the end of the lesson, the learner will:

- Describe safe and responsible ways of supporting a friend facing a challenge
- Recognise situations that require support from a trusted adult
- Practise respectful listening and responsible help-seeking when supporting a friend.

Key Message For Learners

- Caring friends listen respectfully and take concerns seriously
- Some problems are too serious for learners to handle alone
- Wise friends help one another seek support from trusted adults.

Recap Lesson 11

What Makes a Good Friendship? (3 minutes)

Remind learners: Last week, we learned about healthy friendships and how good friends help one another feel safe, respected, and supported.
Ask learners: How can a good friend help another person make safe and responsible choices?



Allow one or two short responses.

Guide learners towards: Kindness; Respect; Honesty; Encouraging safe choices; Helping one another when needed.

Explain: Good friends care about one another's safety and wellbeing.

Transition to today's lesson: Today we will learn safe and responsible ways to support friends when they are worried, upset, or facing difficult situations. We will also learn when a problem needs help from a trusted adult.

Opening Discussion

Who Would You Talk To? (5 minutes)

Tell learners: Imagine a learner notices that their friend has been very quiet for several days. The friend seems worried and upset but does not want to talk to teachers or other adults.

Ask: Why might the learner choose to talk to a friend first?

Allow several responses.

Guide learners towards:



- Friends are often nearby
- Friends may listen
- Friends may offer encouragement
- Friends can provide support

Then ask: Can the friend solve the problem alone? Why or why not?

Allow learners to respond.

Guide learners towards:

- Some problems are small and can be solved with support from friends
- Some problems are too serious for learners to handle alone
- Sometimes adult help is needed

Explain:

- Friends can play an important role by listening and showing care
- Wise friends also recognise when extra help is needed
- Caring for a friend sometimes means helping them find the right support

Core Teaching

What Makes a Good Friendship? (3 minutes)

Ask learners: What can a learner do when a friend is worried, upset, or facing a problem?

Allow several responses. Guide learners towards:

- Listening carefully
- Being kind
- Taking the friend's concerns seriously
- Offering encouragement

Explain: There are safe and responsible ways learners can support a friend when someone is worried, upset, or facing a problem.

Listen respectfully

- Pay attention
- Allow the friend to speak
- Do not interrupt
- Do not laugh or judge

Show care and support

- Take concerns seriously
- Thank a friend for speaking up
- Be kind and encouraging

Explain clearly:

Caring friends listen respectfully and show support

Listening to a friend does not mean solving the problem yourself

Supporting a friend means showing care while helping them find appropriate help when needed



Knowing When Adult Help Is Needed (5 minutes)

Explain: Sometimes a friend's problem may be too serious for learners to handle alone.

Ask learners: What kinds of situations might need help from an adult?

Allow several responses. Guide learners towards:

- Situations that make someone feel unsafe
- Situations that make someone feel frightened
- Problems that continue and do not go away
- Situations where someone may be harmed

Explain: A caring friend can:

- Encourage a friend to speak to a trusted adult
- Offer to go with a friend to seek help
- Avoid spreading gossip
- Avoid keeping unsafe secrets

Explain clearly:

- Helping a friend does not mean solving serious problems alone
- Wise friends know when adult help is needed
- Seeking help can protect both the friend and others

Guided Activity

Storybook Connection: The Right Thing to Do (10 minutes)

Ask learners to turn to Story 5: The Right Thing to Do in The Trusted Path: Lessons From Upendo Primary.

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 Right Thing to Do

During the long school break, the Upendo Primary School yard was full of learners in their blue and green uniforms. Some learners were playing football near the field, while others sat under the trees, eating lunch and talking with friends.
Amina and her best friend, Neema, found a quiet place to sit under the shade of a large acacia tree.

Neema was pushing her food around, looking very worried.
"Amina," she whispered quietly, "something scary is happening. Someone keeps following me when I walk home after school. They say things that make me feel scared."
Amina felt worried for her friend, but she stayed calm. She put her hand on Neema's arm and just listened. She let Neema speak without stopping her or telling her what to do.
"That sounds really scary, Neema," Amina said softly. "I am very glad you told me."
Neema's eyes filled with tears. "Promise you will not tell anyone? I do not want to cause trouble or make that person angry."

Amina thought carefully. She knew that keeping dangerous secrets would not help her friend stay safe.
"I promise I will not tell other learners or spread it as gossip," Amina said seriously. "But Neema, this problem is too serious for us to handle alone. We need help from a trusted adult."
Neema looked nervous. "What if the problem gets worse?"
Amina replied softly, "What if the problem stops because we told the right person?"

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



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

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

After reading, ask:

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

Guide learners towards:

-
- Amina listened calmly and respectfully.
- Amina took Neema's concerns seriously.
- Amina recognised that the problem was too serious for children to handle alone.
- Amina did not spread the information to other learners.
- Amina encouraged Neema to seek help from a trusted adult.
- Amina stayed with her friend while support was being provided.
- Good friends help one another find safety and support.
- Caring for a friend sometimes means helping them get adult assistance.

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

Summarise:

- Learners should understand the difference between privacy and unsafe secrecy.
- Respecting privacy is appropriate, but unsafe situations require adult support.
- Caring friends listen and provide support.
- Serious problems should not be handled by children alone.
- Trusted adults help keep learners safe.
- Supporting a friend sometimes means helping them seek help.



Reflection and Closing (3 minutes)

Ask learners: What is one safe way you can support a friend who is facing a serious problem?

Allow a few brief responses.

Write on the board and read aloud together:

- Caring means helping, not carrying unsafe secrets alone
- Caring friends help one another find support when needed
- Trusted adults help keep learners safe
- Wise friends help one another make safe choices

Remind learners: Sometimes helping a friend means listening, showing kindness, and encouraging them to seek help from trusted adults when needed.

Notes:

Lesson 13:
Recognising Harmful Behaviour

Total Time: 45 Minutes

Teacher Note

This lesson introduces different forms of harmful behaviour, including physical harm, bullying, emotional harm, and sexual harm. Learners develop skills to recognise behaviours that hurt, scare, pressure, humiliate, or exploit others and learn why seeking help from trusted adults is important.

Emphasise:

Everyone deserves dignity, safety, and respect
- Harmful behaviour should never be ignored or kept secret
- Trusted adults help protect learners and respond to harmful situations

Safeguarding note: Discussions should focus on recognising harmful behaviour and seeking help, not on learners sharing personal experiences. If a learner discloses harm or abuse, follow the school's safeguarding and reporting procedures immediately.

Faith Connection

So, God created mankind in His own image, in the image of God He created them; male and female He created them – Genesis 1:27

Explain briefly: Every person has dignity, value, and worth. No one should be harmed, humiliated, or treated unfairly. Respect and kindness help create a safe and caring school.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify different forms of harmful behaviour
- Distinguish between safe, unsafe and harmful behaviours
- Explain why harmful behaviour should be reported to a trusted adult.

Key Message For Learners

- Everyone deserves dignity, safety, and respect
- Harmful behaviour should never be ignored or kept secret
- Trusted adults help protect learners and stop harmful situations.

Recap Lesson 12

Giving Advice and Supporting Friends Safely (5 minutes)

Remind learners: Last week, we learned safe and responsible ways of supporting friends during difficult situations. We learned that caring friends listen respectfully, take concerns seriously, and encourage one another to seek help when needed.



Ask learners: Why is it important for a caring friend to encourage trusted adult help when a problem is serious?

Allow one or two short responses.

Guide learners towards: Some problems are too serious for learners to handle alone; Trusted adults can help protect learners and respond safely; Encouraging a friend to seek help is a caring and responsible action.

Explain clearly:

- Supporting a friend does not mean solving serious problems by yourself
- Trusted adults help protect learners and respond to situations that may cause harm

Transition to today's lesson: Today we will learn how to recognise harmful behaviour and why it is important to seek help when harm occurs.

Opening Discussion

When Behaviour Hurts Others (5 minutes)

Ask learners: What are some actions that help people feel safe, respected or included?

Allow several responses. Guide learners towards:



- Kind words
- Including others
- Listening respectfully
- Helping others

Then ask: What are some actions that might make people feel unhappy, unsafe or left out?

Allow a few responses.

Explain:

- The way people treat one another can have a positive or negative effect on others
- Some behaviours help people feel safe and respected
- Other behaviours can cause harm
- Every person deserves to be treated with dignity and respect.

Core Teaching

Understanding Harmful Behaviour (3 minutes)

Explain clearly:

- Sometimes people behave in ways that hurt, scare, pressure, or humiliate others
- Harmful behaviour is never acceptable
- Harmful behaviour can happen through words, actions, online behaviour, or unsafe touching
- Harmful behaviour may be carried out by learners, groups of learners, older learners, or adults
- Everyone deserves to feel safe, respected, and valued
- Every person has worth and should be treated with dignity.

Bullying (5 minutes)

Explain:

- Bullying happens when a learner or group of learners repeatedly targets another learner in ways that cause harm.
- Bullying is not a normal part of friendship and should never be accepted.

Examples may include:

- Calling someone hurtful names
- Teasing someone again and again
- Leaving someone out on purpose
- Threatening another learner
- Spreading rumours about someone
- Sending hurtful messages online

Explain clearly:

- Bullying should never be accepted as normal behaviour.
- Learners should tell a trusted adult if bullying happens to them or someone else.



Unsafe Touching and Unsafe Secrets (6 minutes)

Explain:

- Private body parts are the parts covered by a swimsuit
- These body parts are private and should not be touched or shown to others except for health or care reasons

Explain clearly: Sexual harm happens when someone touches, talks about, shows, or behaves towards another person's private body parts in a way that is unsafe, unwanted, or makes them feel uncomfortable.

Examples may include:

-
- Unsafe touching
- Comments or jokes about someone's body or private body parts
- Asking for private photos or videos
- Asking someone to keep unsafe secrets about touching.

Core Teaching..*Cont*

Unsafe Touching and Unsafe Secrets (6 minutes)

State clearly:

- Sexual harm may be carried out by another learner, an older learner, or an adult.
- Unsafe secrets should never be kept
- No one has the right to touch another person's private body parts or pressure someone into unsafe behaviour
- Learners should never be blamed when someone harms them
- Responsibility always belongs to the person who chooses to cause harm

Remind learners:

- If someone feels unsafe, pressured, or uncomfortable, they should tell a trusted adult immediately
- Trusted adults help protect learners and respond to harmful situations
- Seeking help helps protect dignity, safety, and wellbeing.

Emotional Harm (3 minutes)

Explain: Emotional harm happens when someone repeatedly uses words or behaviour to make another person feel afraid, ashamed, lonely, or powerless.

Examples may include:



- Saying hurtful things to someone again and again
- Threatening someone
- Embarrassing someone in front of others
- Telling someone what they must do all the time
- Constantly making someone feel bad about themselves

Explain clearly:

- Emotional harm can happen between learners, friends, groups, or adults and children
- Harmful behaviour should never be ignored
- Learners should seek help from a trusted adult when emotional harm happens.

Physical Harm (4 minutes)

Explain:

- Physical harm happens when someone uses their body or an object to hurt another person.
- Physical harm may be carried out by another learner, a group of learners, or an adult.

Examples may include:

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

Explain clearly:

- Physical harm is never an acceptable way to solve problems
- Learners should seek help from a trusted adult when physical harm occurs.

Core Teaching..*Cont*

Responding to Harmful Behaviour (3 minutes)

Explain clearly:

- Learners may experience harmful behaviour themselves or see it happening to someone else.
- Harmful behaviour should never be ignored or kept secret.

If harmful behaviour happens, learners should:

- Say no if it is safe to do so
- Move towards a safe place if possible
- Seek help from a trusted adult
- Keep telling until someone listens and helps

Explain clearly:

- Learners are not responsible for solving harmful situations on their own
- Trusted adults help protect learners and respond safely to harmful behaviour
- Seeking help early can stop harm from becoming more serious.

Guided Activity

Recognise and Respond (10 minutes)

Explain to learners: We have learned about different forms of harmful behaviour. We will practise identifying the type of harm and the safe action a learner should take.

Tell learners: The teacher will read an example.

Learners will identify the type of harmful behaviour.

Learners will suggest one safe action.

Read one example at a time.

Example 1: A learner repeatedly calls another learner hurtful names and spreads rumours about them.

Ask:

- What type of harmful behaviour is this?
- What should a learner do?
- Guide learners towards:
- Bullying
- Tell a trusted adult

Example 2: A learner pushes another learner during a disagreement.

Ask:

- What type of harmful behaviour is this?
- What should a learner do?
- Guide learners towards:
- Physical harm
- Move away if possible and seek help.

Guided Activity..*Cont*

Recognise and Respond (10 minutes)

Example 3: Someone repeatedly says hurtful things that make another learner feel ashamed or worthless.

Ask:

- What type of harmful behaviour is this?
- What should a learner do?
- Guide learners towards:
- Emotional harm
- Tell a trusted adult



Example 4: Someone asks a learner to keep a secret about touching that makes them feel uncomfortable or unsafe.

Ask:

- What type of harmful behaviour is this?
- What should a learner do?
- Guide learners towards:
- Sexual harm
- Do not keep the secret
- Tell a trusted adult immediately

Teacher should reinforce:

- Harmful behaviour can take different forms
- Harmful behaviour should never be ignored or kept secret
- Learners should seek help from trusted adults when harm occurs



Reflection and Closing (3 minutes)

Ask learners: What should a learner do if they experience or witness harmful behaviour?

Allow a few brief responses.

Write on the board and read aloud together:

- Everyone deserves to be treated with dignity and respect
- Everyone deserves to feel safe, respected, and valued
- Harmful behaviour is never acceptable
- If harm happens, I will seek help from a trusted adult

Remind learners: Recognising harmful behaviour and seeking help early can help protect ourselves and others.

Lesson 14:
How Harmful Behaviour Hurts Others

Total Time: 45 Minutes

Teacher Note

This lesson helps learners understand how harmful behaviour affects individuals, relationships, learning, and the wider school community. Learners reflect on the impact of harm and why responding early is important.

Emphasise:

- Harmful behaviour affects more than one person
- Harm can affect feelings, relationships, learning, and safety
- Stopping harm early helps protect individuals and the whole school community.

Faith Connection

Be kind to one another. – Ephesians 4:32

Explain briefly: God teaches people to treat others with kindness and care. Kind actions help people feel safe, respected, and valued, while harmful actions can hurt individuals and the wider community.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain how harmful behaviour affects the person experiencing harm, the person causing harm, and other learners
- Describe how harmful behaviour affects the whole school community
- Explain why responding to harmful behaviour early is important.

Key Message For Learners

- Harmful behaviour affects the person who is harmed, other learners, and the wider school community
- Harmful behaviour can affect feelings, relationships, learning, and safety
- Responding to harmful behaviour early helps protect individuals and the whole school community

Recap Lesson 13

Recognising Harmful Behaviour (5 minutes)

Remind learners: Last week, we learned about different forms of harmful behaviour. We learned that harmful behaviour can hurt, scare, pressure, humiliate, or harm others. We also learned that harmful behaviour should never be ignored or kept secret.



Ask learners: What should a learner do if they experience or witness harmful behaviour?

Allow one or two short responses.

Guide learners towards: Seek help from a trusted adult; Harmful behaviour should not be ignored; Unsafe secrets should not be kept; Keep telling until someone listens and helps.

Explain clearly:

- Everyone deserves dignity, safety, and respect
- Harmful behaviour can affect learners in different ways
- Trusted adults help protect learners and respond to harmful situations

Transition to today's lesson: Today we will learn how harmful behaviour affects the person who is harmed, other learners, and the whole school community. We will also explore why stopping harm early is important.

Opening Discussion

How Actions Affect Others (3 minutes)

Tell learners: Imagine a learner helps a classmate who has dropped their books and is struggling to carry them.

Ask:

- How might that action affect the classmate?
- How might it affect other learners who see it happen?
- Allow a few responses.

Then ask: What are some actions that help people feel safe, happy, or included?



Allow several responses. Guide learners towards:

- Being kind
- Helping others
- Sharing
- Including others
- Speaking respectfully

Then ask: What are some actions that might make people feel upset, worried, or left out?

Allow a few responses.

Explain:

- The way people treat one another affects others
- Some actions help people feel safe and supported
- Other actions can cause harm
- Kind actions help people feel valued and respected
- The way we treat others affects the whole community

Core Teaching

How Harm Affects the Hurt Person (4 minutes)

Explain: Harmful behaviour can affect a person's feelings, confidence, learning, and sense of safety.

A learner who experiences harmful behaviour may feel:

- Afraid
- Sad
- Angry
- Embarrassed
- Left out

Explain:

- Some forms of harmful behaviour may also cause physical pain or injury
- Harmful behaviour can make it harder to concentrate, participate in class, or enjoy school
- No one deserves to be harmed, humiliated, or treated unfairly
- Everyone deserves kindness, respect, and care.



How Harm Affects the Person Causing Harm (4 minutes)

Explain: Harmful behaviour also affects the person who causes harm.

They may:

- Lose trust and friendships
- Get into trouble at school or at home
- Find it harder to build healthy relationships
- Miss opportunities to develop healthy relationships and positive ways of solving problems

Explain clearly:

- Harmful behaviour damages trust and relationships
- Respectful behaviour helps build stronger friendships and communities.

How Harm Affects Others and the School Community (4 minutes)

Explain: Harmful behaviour can also affect learners who see it happening.

Other learners may:

- Feel worried or uncomfortable
- Feel less safe at school
- Feel unsure about what to do
- Worry that the same thing could happen to them

Explain:

- When harmful behaviour continues, trust can decrease and learning becomes harder for everyone
- Learners may be less willing to participate, ask questions, or seek help
- A safe school community depends on people treating one another with dignity and respect

Say clearly: Stopping harm early helps protect individuals, friendships, and the whole school community

Guided Activity

How Might This Learner Feel? (8 minutes)

Explain to learners: The teacher will read short situations. Learners will think about how the learner might feel and how the situation could affect others.

Read as many scenarios as time allows. After each scenario, ask learners what the safe, kind, or helpful response would be.

Examples:



- During break time, you notice a classmate being called unkind names.
- In class, you see learners laughing at someone's mistake.
- While walking home, you notice a learner being left out by others.
- During group work, you see one learner being teased repeatedly.
- Online, you receive unkind messages from another learner.
- In the playground, you see a classmate being pushed or threatened.
- During lunch, you notice a learner sitting alone because others refused to include them.

After each situation, ask:

- How might this learner feel?
- How might this affect their school day?
- How might this affect other learners?

Accept a few short responses. Guide learners to understand:

- Harmful behaviour can affect feelings, confidence, friendships, concentration, and a learner's sense of safety at school
- Harmful behaviour may also affect learners who witness it
- Harm can affect the wider school community

Reinforce:

- Feelings matter
- Harmful behaviour affects many people
- Kindness and speaking up early help protect others
- Kind actions help build a safer and more caring community

Home Activity

Ask learners to choose one kind, respectful, or helpful action they can safely practise at home, school, or in the community during the week.

Examples include: Speaking kindly to someone, helping with a simple task at home Including someone in a game or activity, sharing materials or taking turns, helping someone who is upset, saying sorry after making a mistake, thanking someone who helps them, Listening respectfully when someone is speaking

Ask learners to notice how these actions help others feel safe, respected, and valued.

In the next lesson, learners may share one general positive action they practised or observed, without using names or personal details.



Reflection and Closing (3 minutes)

Ask learners: Why is it important to respond to harmful behaviour as soon as possible?

Allow a few brief responses.

Write on the board and read aloud together:

- Harmful behaviour affects many people
- Kindness and respect help protect others
- Speaking up early helps keep our school safe
- I can choose kindness in the way I treat others

Remind learners: Caring actions help build a safer, kinder, and more respectful school community.

Notes:

Lesson 15:
Ways To Help Without Putting Yourself In Danger

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand safe and responsible ways to help others when harmful behaviour or unsafe situations occur. Learners explore how to respond wisely, protect their own safety, and seek adult help when needed.

Emphasise:

- Helping others does not mean putting yourself in danger
- Adults are responsible for handling serious harmful situations
- Wise helping includes seeking help and supporting others safely.

Faith Connection

Do not withhold good from those who deserve it, when it is in your power to help them. – Proverbs 3:27

Explain briefly: God teaches people to care for and help others. Helping wisely means protecting yourself and seeking trusted adult support when needed.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify safe ways of helping others during harmful or unsafe situations
- Explain the importance of protecting their own safety while helping others
- Demonstrate appropriate help-seeking actions by involving trusted adults in serious situations.

Key Message For Learners

- Helping others should never put learners in danger
- Adults are responsible for handling serious harmful situations
- Wise helping includes seeking trusted adult support.

Recap Lesson 14

How Harmful Behaviour Affects Others (3 minutes)

Remind learners: Last week, we learned that harmful behaviour affects individuals, relationships, learning, and the wider school community. We also learned that kindness, respect, and speaking up early help protect others.

Ask learners:

- How can harmful behaviour affect other learners?
- Why is it important to stop harmful behaviour early?

Allow one or two short responses.

Guide learners towards: Harmful behaviour affects many people; Learners may feel unsafe or worried; Early action can help prevent harm from becoming more serious.

Review of Home Activity (2 minutes)

Ask learners: Last week, you were asked to notice kind, respectful, or helpful actions. Who would like to share one general example?



Allow a few brief responses.

Explain:

- Small acts of kindness and respect help create a safer and more caring community
- Positive actions can make a difference in other people's lives.

Transition to today's lesson: Today we will learn how learners can help others safely when harmful behaviour or unsafe situations occur.

Opening Discussion

Helping Others Safely (4 minutes)

Ask learners: Why do people help one another?

Allow a few responses. Guide learners towards:



- To show kindness
- To solve a problem
- To support someone
- To protect others

Then ask: Can you think of a time when someone helped you with something small?

Allow a few general responses.

Then ask: What are some ways learners can help others at school?

Allow several responses. Guide learners towards:

- Being kind
- Including others
- Helping someone who is struggling
- Telling an adult when someone needs help

Explain:

- Helping others is an important way of showing care and responsibility
- Helping others wisely means caring for them while also protecting yourself
- Sometimes helping is simple, and sometimes a situation may need extra support.

Core Teaching

Helping Safely (5 minutes)

Explain:

- Seeing someone being harmed may make learners want to help immediately
- Helping others is caring and responsible
- However, helping should never put a learner in danger

Explain: The SAFE Steps can help learners remember how to help wisely

S – Stop and think

- Pause and look at what is happening
- Think about what will keep everyone safe

A – Act safely

- Use calm words or small safe actions
- Do not fight, threaten, or increase danger

Explain clearly:

- Helping safely starts with thinking before acting
- Wise helping considers what is safest for everyone involved
- Learners should not put themselves in danger while trying to help someone else.



Finding Help and Supporting Others (5 minutes)

Explain:

F – Find an adult

- Get help from a trusted adult immediately
- Seeking adult help is often the safest and most helpful action
- Adults are responsible for handling serious harmful situations

E – Encourage the person harmed

- Show kindness and support
- Stay calm
- Encourage the person to seek help from a trusted adult
- Offer appropriate support, such as accompanying them to a trusted adult

Explain clearly: Some situations are too serious for learners to handle on their own. Examples may include:

- Physical fighting
- Ongoing bullying
- Threats
- Unsafe touching
- Situations where someone may be harmed

Reinforce:

- Learners are not responsible for stopping serious harm alone
- Trusted adults help keep people safe

Guided Activity

What Is the Safe Choice? (8 minutes)

Explain to learners: The teacher will read short situations. Learners will discuss the safest way to help. Learners should think about which SAFE step could be used.

Read one situation at a time.

Situation 1: During break, you sees another learner being teased.

Ask:

- What is the safe choice?
- Which SAFE step could help?

Guide learners towards:

- Stop and think
- Encourage the learner
- Find an adult if the teasing continues



Situation 2: A younger learner looks frightened and unsure what to do.

Ask:

- What is the safe choice?
- Which SAFE step could help?

Guide learners towards:

- Stop and think
- Encourage the learner
- Find an adult

Situation 3: A learner sees hurtful messages being shared online.

Ask:

- What is the safe choice?
- Which SAFE step could help?

Guide learners towards:

- Do not join in
- Save or report the information if appropriate
- Tell a trusted adult

Teacher should reinforce:

- Helping safely is wise and responsible
- Learners should never put themselves in danger to stop harm
- Trusted adults should handle serious harmful situations

Home Activity

Ask learners to notice one example of someone helping another person safely at home, school, or in the community during the week.

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

Remind learners: The example may involve kindness, support, or seeking help from an adult.



Reflection and Closing (3 minutes)

Ask learners: Why is it important to help others in a safe way?

Allow a few brief responses.

Write on the board and read aloud together:

- Helping safely protects everyone
- Trusted adults help stop serious harm
- Wise helping and safe choices help keep people safe

Remind learners: Safe helping means caring for others while protecting yourself and getting the right help when needed.

Notes:

Lesson 16:
Reporting And Follow–Up

Total Time: 30 Minutes

Teacher Note

This lesson helps learners build confidence in reporting concerns clearly and responsibly. Learners explore how reporting helps protect people and why it is important to continue seeking help when a problem has not been resolved.

Emphasise:

- Reporting helps protect people and stop harm
- Reporting is about safety and support, not punishment
- Learners can continue seeking help if a problem has not been addressed.

Safeguarding note: This lesson may prompt learners to report concerns or disclose harm. Take all reports seriously and follow the school's safeguarding and reporting procedures.

Faith Connection

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

Explain briefly: God teaches people to speak up to protect others and do what is right. Reporting unsafe situations helps protect people and stop harm

Learning Outcomes

By the end of the lesson, the learner will:

- Explain the importance of reporting safety concerns to trusted adults
- Demonstrate how to report a concern clearly and responsibly
- Identify appropriate follow-up actions when a reported concern has not been resolved

Key Message For Learners

- Reporting helps protect people and stop harm
- Reporting is about safety, support, and getting help
- Learners can continue seeking help until support is provided

Recap Lesson 15

Ways to Help Without Putting Yourself in Danger (3 minutes)

Remind learners: Last week, we learned safe ways to help others when harmful behaviour or unsafe situations occur. We learned that helping safely includes protecting ourselves and getting help from trusted adults.



Ask learners: Why is it important to think about safety before helping in a harmful or unsafe situation?

Allow one or two short responses.y

Guide learners towards: Helping should not put another learner at risk; Safe helping protects both the helper and the person needing support; Trusted adults should handle serious harmful situations.

Explain clearly:

- Helping safely protects both the person being harmed and the person helping
- Adults are responsible for handling serious harmful situations.

Review of Home Activity (2 minutes)

Ask learners: Last week, you were asked to notice an example of someone helping another person safely. Who would like to share one example?

Allow a few brief responses.

Explain:

- Helping safely can make a positive difference in someone's life
- Safe helping often includes kindness, support, and getting the right help when needed

Transition to today's lesson: Today we will learn how learners can report concerns clearly and what to do if a problem continues after it has been reported.

Opening Discussion

Helping Adults Keep People Safe (4 minutes)

Tell learners: A learner notices that another learner seems worried and upset but no adult knows about the problem.

Ask: How might the learner get help if no adult knows what is happening?

Allow a few responses.



Guide learners towards: Tell a teacher; Speak to a trusted adult; Report the concern; Ask for help.

Then ask: Why is it important for adults to know when something unsafe is happening?

Allow a few responses.

Explain:

- Adults cannot help with problems they do not know about
- Reporting helps adults understand when someone needs support
- Reporting is one way learners help keep themselves and others safe
- Speaking up about unsafe situations can help protect people from harm

Core Teaching

What Reporting Means (4 minutes)

Explain:

- Reporting means telling a trusted adult about something unsafe, harmful, or worrying
- Reporting is not about getting someone into trouble
- Reporting is about helping people get the support they need

Learners can report concerns by:

- Speaking to a teacher
- Speaking to the school counsellor or safeguarding focal person
- Using a reporting box if available
- Asking to contact a parent or guardian

Explain clearly:

- Different schools may use different reporting systems
- What matters most is reaching a trusted adult who can help.

Reporting Clearly (4 minutes)

Explain: When reporting a concern, it helps to speak clearly and calmly.



A learner can explain:

- What happened
- Who may need help
- Where it happened
- Whether the situation is still happening

Explain clearly:

- Clear information helps adults understand the situation and respond appropriately
- Reporting concerns is a responsible and courageous action
- Reporting can also help protect other people who may need support
- Speaking up when something is wrong helps protect others.

Following Up When Help Is Needed (4 minutes)

Explain:

- Sometimes a learner may report a concern and not see immediate change
- This does not mean they should stop seeking help

Follow-up may include:

- Asking whether help has been provided
- Speaking to another trusted adult
- Reporting the concern again if the problem continues

Explain clearly:

- Learners are allowed to keep asking for help
- Adults are responsible for taking action and protecting learners
- Continuing to seek help shows responsibility and concern for safety
- Say clearly: Continue seeking help until appropriate support is provided.

Guided Activity

Reporting Practice (8 minutes)

Explain to learners: We will practise safe and clear ways of reporting concerns to trusted adults. Invite two volunteers to come to the front of the class.

One volunteer acts as the learner reporting a concern and the teacher acts as the trusted adult.

Read a simple situation such as: A learner has seen bullying happening repeatedly during break time.

Ask the volunteer to report the concern to the teacher.

You, as the teacher, play the role of the trusted adult and responds appropriately by:

- Listening carefully
- Thanking the learner for speaking up
- Asking simple questions if needed
- Explaining that help will be provided

After the role play, ask learners: What information did the learner share?

Guide learners towards:



- What happened
- Who needed help
- Where it happened
- That the problem was still happening

Then ask:

- How did reporting help the trusted adult understand the problem?
- How did reporting help protect the learner and others?

Allow a few responses.

Repeat with another volunteer using a different situation.

Example: A learner has already reported a problem, but it is still continuing.

The learner practises following up with the teacher.

After the role play, ask: What did the learner do when the problem continued?

Guide learners towards:

- They followed up
- They asked for help again
- They did not stay silent

Reinforce:

- Reporting helps adults understand what is happening
- Learners are allowed to keep asking for help
- Reporting and follow-up help protect people and stop harm

Home Activity

Ask learners to identify two trusted adults they could speak to if they needed help with a safety concern.

In the next lesson, learners will share general examples of trusted adults who can provide support.



Reflection and Closing (3 minutes)

Ask learners: What should a learner do if a problem continues after it has been reported?

Allow a few brief responses.

Write on the board and read aloud together:

- Reporting helps protect people
- I can speak up when something is unsafe
- I can keep seeking help until support is provided

Remind learners: Speaking up and following up are responsible actions that help protect people and keep them safe

Notes:

Lesson 17:
Staying Safe And Kind Online

Total Time: 40 Minutes

Teacher Note

This lesson builds on earlier online safety learning by helping learners identify warning signs in online interactions and make safe and responsible choices online. Learners explore how trusted adults can help when online situations become unsafe.

Emphasise:

- Warning signs online should never be ignored
- Trusted adults should be involved early when online situations feel unsafe
- Safe and respectful online behaviour helps protect everyone

Faith Connection

Above all else, guard your heart, for everything you do flows from it – Proverbs 4:23

Explain briefly: God teaches people to make wise choices and protect what is important. When learners act carefully, respectfully, and responsibly online, they help protect themselves and others.

Learning Outcomes

By the end of the lesson, the learner will:

- Recognise warning signs that an online situation may be unsafe
- Analyse situations that require support from trusted adults
- Demonstrate responsible online actions that help protect themselves and others.

Key Message For Learners

- Warning signs online should never be ignored
- Trusted adults should be involved early when online situations feel unsafe
- Wise online choices help protect both learners and others
- Respect, responsibility and integrity apply online and offline.

Recap Lesson 16

Reporting and Follow-up (3 minutes)

Remind learners: Last week, we learned that reporting concerns helps protect people and stop harm. We also learned that learners can continue seeking help if a problem has not been resolved.

Ask learners: What should a learner do if a safety concern continues after it has been reported?

Allow one or two responses.

Guide learners towards: Continue seeking help; Speak to another trusted adult if needed; Keep reporting until support is provided.

Review of Home Activity (2 minutes)

Ask learners: Last week, you identified trusted adults who could help with safety concerns. Who would like to share one example?

Allow a few responses.

Explain:

- Trusted adults play an important role in helping learners stay safe
- Knowing who to go to for help is an important safety skill

Transition to today's lesson: Today we will learn how to recognise warning signs online and how trusted adults can help when online situations become unsafe.

Open Discussion

Online Choices Matter (4 minutes)

Ask learners: What are some things learners use the internet or phones for?

Allow several responses. Guide learners towards:

- Learning
- Communicating
- Playing games
- Watching videos
- Sharing information

Then ask: What helps people stay safe and respectful when using the internet?



Allow a few responses. Guide learners towards:

- Protecting personal information
- Being respectful online
- Using kind language
- Thinking before sharing information
- Seeking help when something feels unsafe

Explain:

-
- The internet can be useful and enjoyable
- Just like in real life, people need to make wise choices online
- Sometimes warning signs can help learners recognise when something is unsafe.

Core Teaching

Recognising Warning Signs Online (6 minutes)

Describe the situation clearly: A learner receives friendly messages online from someone they know at school. Later, the person begins asking for private photos, demanding secrecy, and sending threats.



Ask learners: What warning signs do you notice?

Allow a few short responses. Guide learners to identify:

- Pressure
- Secrecy
- Threats
- Requests for private content
- Fear or confusion
- Trying to isolate someone from adult help

Core Teaching..*Cont*

Explain clearly:

Warning signs help learners recognise unsafe situations early
- Wise people pay attention to warning signs before problems become more serious
- Messages that involve pressure, secrecy, threats, or requests for private information are unsafe
- Anyone who asks a learner to hide online conversations from trusted adults is showing a warning sign

Remind learners:

- Do not share personal information
- Do not share password
- Do not keep harmful online secrets
- Tell a trusted adult immediately



Safe Online Actions (4 minutes)

Explain: When learners notice warning signs online, they should make safe choices.

Safe actions include:

- Stopping and thinking before responding
- Not sharing personal information or private photos
- Keeping evidence such as messages or screenshots
- Telling a trusted adult
- Blocking or reporting unsafe behaviour when appropriate

Explain clearly:

- Learners should not try to handle serious online situations alone
- Trusted adults help protect learners and respond safely to online concerns
- Seeking help early is a wise and responsible choice.

Guided Activity

Story Connection: Staying Safe and Kind Online (10 minutes)



Ask learners to turn to Story 6: The Message That Didn't Feel Right in The Trusted Path: Lessons From Upendo Primary.

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 Message That Didn't Feel Right

Amina was in the school computer room finishing her schoolwork. Suddenly, a small message popped up on the corner of the computer screen. It was from a boy she knew from a school near theirs.
At first, the message seemed normal.
"Hey, how is your schoolwork going? Your school is very lucky to have new computers."
Amina sent a short, polite reply and then shut down the computer.



That evening, Amina was using her aunt's phone to look up information for a Science lesson.
She saw another message from the same boy. But this time, the words were different and strange.
"You are very pretty," the message said. "Can you send me a photo of yourself right now? Send it just for me. Do not tell your aunt or your teachers, okay? Let us keep this as our secret chat."

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

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

The next morning, she walked straight to her class teacher.
"Teacher, I received these messages on the phone. They made me feel very uncomfortable. I want you to see them."
The teacher was very glad.
"Amina, you did a great job. By saving the screenshot and coming to me, you have shown us exactly what happened. You used the phone in the right way to protect yourself."

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

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

After reading, ask:

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

Guide learners towards:

- Asking for private photographs was inappropriate.
- Asking Amina to keep the conversation secret was a warning sign.
- Amina recognised that the messages were unsafe.
- Amina did not continue the conversation.
- Amina kept the messages as evidence.
- Amina sought help from a trusted adult immediately.
- Trusted adults can help respond to online safety concerns.
- Wise online choices help protect learners and others.

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

Summarise:

- Warning signs online should be taken seriously.
- Learners should not keep unsafe online secrets.
- Seeking help early is a wise and responsible choice.
- Smart online behaviour helps keep everyone safe.



Reflection and Closing (3 minutes)

Ask learners: What is one warning sign that an online situation may be unsafe?
Allow a few responses.

Write on the board and learners say together:

- Wise online choices protect everyone
- Unsafe online behaviour should be reported early
- Trusted adults help keep learners safe

Remind learners: Safe and respectful online behaviour helps protect both learners and the wider school community.

Lesson 18:
Children's Rights And Adult Responsibility

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand that every child has rights that support their safety, dignity, wellbeing, and learning. Learners explore how adults have the main responsibility to protect these rights and respond when learners need help.

Emphasise:

- Every learner has rights that help them feel safe, respected, and protected
- Adults have the main responsibility for protection and care
- Speaking up and seeking help support safety and dignity.

Faith Connection

But when Jesus saw this, he was indignant and said to them, "Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs. – Mark 10:14b

Explain briefly: God showed that children are important and should be welcomed, valued, and protected. Every learner deserves care, dignity, safety, and respect.

Learning Outcomes

By the end of the lesson, the learner will:

- Apply children's rights to everyday situations in school life
- Describe adult responsibilities for protection and care
- Distinguish between learner responsibilities and adult responsibilities.

Key Message For Learners

- Every learner has rights that support safety, dignity, and wellbeing
- Adults have the main responsibility for protection and care
- Speaking up and seeking help protect rights and safety.

Recap Lesson 17

Staying Safe and Kind Online (5 minutes)

Remind learners: Last week, we learned how to recognise warning signs online and make safe choices. We also learned that trusted adults can help when online situations become unsafe.

Ask learners: What should a learner do when an online situation feels unsafe? Allow one or two responses.

Guide learners towards: Stop responding; Save evidence if possible; Tell a trusted adult; Seek help early.

Explain clearly: Whether harm happens online or in person, learners deserve protection and support.

Transition to today's lesson: Today we will learn about children's rights and the responsibilities adults have to help keep learners safe, respected, and protected.

Opening Discussion

What Do Learners Need to Thrive at School? (4 minutes)

Ask learners: What helps learners feel happy, safe, and ready to learn at school?

Allow several responses. Guide learners towards:

- Feeling safe
- Being respected
- Getting help when needed
- Being treated fairly
- Learning and doing well at school



Then ask: Who helps provide these things at school?

Allow a few responses. Guide learners towards:

- Teachers
- Parents and guardians
- School leaders
- Other trusted adults

Explain:

- Learners need certain things in order to learn, grow, and feel safe
- Adults play an important role in helping provide and protect these things
- Every learner is important and deserves care, protection, and respect.

Core Teaching

Children's Rights (5 minutes)

Explain: A right is something every learner deserves to help them grow, learn, stay safe, and be treated with dignity.

Learners' rights include:

- The right to be safe
- The right to learn
- The right to dignity and respect
- The right to be listened to
- The right to protection from harm



Explain clearly:

- These rights belong to every learner
- Rights do not depend on performance, popularity, gender, age, or background
- Rights work together to help learners stay safe, learn, participate, and be treated fairly
- Rights are most effective when people also respect the rights and dignity of others

Say clearly: Every learner deserves safety, dignity, and care.

Core Teaching..*Cont*

Adult Responsibilities (4 minutes)

Explain: Adults have the main responsibility to:

- Keep learners safe
- Help learners when they need support
- Listen when learners speak up
- Make school a safe place to learn
- Treat learners with respect

Explain clearly: Adults have greater responsibility because they are responsible for learners' care and protection.



Learner Responsibilities (4 minutes)

Explain: Learners also have responsibilities. These include:

- Following school rules.
- Treating others with respect
- Speaking up when something feels unsafe
- Asking for help when needed
- Respecting the rights of other
- Contributing positively to the school community

Explain clearly: Learners are not responsible for:

-
- Solving serious problems alone
- Stopping abuse by themselves
- Protecting themselves without adult support
- Keeping harmful secrets

Reinforce:

- Adults are responsible for protection
- Learners are responsible for seeking help and acting respectfully
- Seeking help when something is unsafe is a wise and responsible choice.

Guided Activity

Whose Responsibility Is It? (8 minutes)

Explain to learners: We have learned that learners have rights and that adults have responsibilities to help protect those rights. The teacher will read different situations.



Learners will decide whether the responsibility belongs mainly to adults, learners, or both.

Read one situation at a time.

Situation 1: A learner reports bullying to a teacher.

Ask:

- Who has the main responsibility to respond?

Guide learners towards: Adults.

Guided Activity..*Cont*

Whose Responsibility Is It? (8 minutes)

Situation 2: A learner notices that a classmate is being treated unfairly.

Ask:

- What responsibility does the learner have?

Guide learners towards: Speak up; Seek help.



Situation 3: A learner wants help because something feels unsafe.

Ask:

- Who has the responsibility to provide protection and support?

Guide learners towards: Adults.

Situation 4: Learners are working together in class.

Ask:

- What responsibilities do learners have?

Guide learners towards: Respect others; Follow school rules; Treat others kindly.

Reinforce:

- Learners have rights
- Adults have the main responsibility for protection and care
- Learners help protect rights by speaking up and seeking help when needed



Reflection and Closing (2-3 minutes)

Ask learners: Why is it important for learners to understand their rights?
Allow a few brief responses.

Write on the board and read aloud together:

- Every learner has rights
- Adults help protect learners
- Safety and dignity matter for everyone
- Every learner deserves care, respect, and protection

Remind learners: Understanding rights and responsibilities helps create a safe, respectful, and caring school community.

Lesson 19:
Discipline That Helps Learners Learn

Total Time: 30 Minutes

Teacher Note

This is the final lesson of Term 2. The lesson helps learners understand the difference between discipline that teaches and punishment that harms. Learners explore how adults can guide behaviour in ways that support learning, dignity, safety, and respect while reflecting on the safety, protection, and respect themes explored throughout the term.

Emphasise:

- Discipline helps learners learn from mistakes and make better choices
- Punishment that causes pain, fear, or humiliation harms learners and does not support learning
- Every learner deserves guidance that protects dignity, safety, and wellbeing
- Some learners may connect the lesson content to experiences at school, home, or in the community. If a learner raises a concern about harmful punishment, humiliation, or violence, the teacher should respond calmly and follow the school's safeguarding and reporting procedures

Faith Connection

Train up a child in the way he should go, and when he is old he will not depart from it. – Proverbs 22:6

Explain briefly: God teaches adults to guide children with wisdom, care, and good teaching. Discipline should help learners learn and grow in positive ways rather than causing fear, pain, or humiliation.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain how discipline can support learning and positive behaviour
- Examine how some forms of punishment may cause harm or humiliation
- Explain why discipline should protect dignity, safety, and respect.

Key Message For Learners

- Discipline helps learners learn from mistakes and make better choices
- Punishment that causes fear, pain, or humiliation does not help learners learn
- Discipline should protect dignity, safety, and respect.

Recap Lesson 18

Remind learners: Last week, we learned that every learner has rights and that adults have responsibilities to protect learners.

Ask learners: Why is it important for adults to help protect learners' rights?
Allow one or two short responses.

Guide learners towards: Learners have the right to safety, dignity, and respect; Adults are responsible for protection and care; Adults should listen and respond when learners need help.

Explain clearly:

- Learners have the right to be treated with dignity and respect
- Adults should guide and protect learners in ways that respect these rights

Transition to today's lesson: Today we will learn about discipline and why guidance should help learners learn and improve rather than cause fear, pain, or humiliation.

Open Discussion

Helping Learners Learn (4 minutes)

Ask learners: Why do schools have rules?

Allow several responses. Guide learners towards:

- Safety
- Learning
- Respect
- Order

Then ask: What might happen if a school had no rules at all?

Allow several responses. Guide learners towards:

- More conflict
- Less safety
- Difficulty learning
- Unfair situations

Explain:

- Rules help schools remain safe, organised, and respectful places for learning
- Adults and learners both play a role in helping schools function well
- Rules help create an environment where learners can learn, grow, and be treated with respect

Transition to today's lesson: Schools use rules to guide behaviour.

Core Teaching

Purpose of Discipline (4 minutes)

Explain:

- Learners sometimes make mistakes or break rules
- Discipline helps learners understand what behaviour is expected
- Discipline also helps learners develop responsibility, self-control and good character
- Discipline helps learners learn from mistakes
- Discipline helps learners make better choices in the future

Ask learners: What can learners learn after making a mistake?

Allow a few responses. Guide learners towards:

- Understanding rules
- Taking responsibility
- Making better choices
- Respecting others

Explain clearly

- The purpose of discipline is to help learners learn and improve
- Discipline should support learning and growth
- Good guidance helps learners improve rather than making them feel afraid or ashamed.



Respectful Ways Adults Can Guide Learners (4 minutes)

Explain: Adults can help learners learn by:

- Explaining expectations clearly
- Reminding learners about rules
- Helping learners correct mistakes
- Encouraging better choices
- Listening and speaking respectfully

Examples may include:

- Discussing what went wrong
- Giving a warning or reminder
- Asking a learner to correct their behaviour
- Helping a learner repair harm caused by their actions
- Encouraging learners when they make positive changes

Explain clearly:

- Guidance helps learners understand their behaviour and improve
- Learners learn best when they are treated with respect
- Wise guidance helps learners learn from mistakes and make better choices.

Core Teaching..*Cont*

When Correction Causes Harm (4 minutes)

Explain: Sometimes people may respond to mistakes in ways that cause harm rather than learning. Examples may include:

- Hitting
- Slapping
- Beating
- Insulting learners

Embarrassing learners in front of others

Punishments that cause pain or humiliation



Explain:

- Punishment that causes pain, fear, or humiliation is harmful
- Being hurt or embarrassed does not help learners learn from mistakes
- Every learner deserves to be treated with dignity and respect
- Discipline should help learners learn, not harm them
- If a learner experiences punishment that causes harm, fear, injury, or humiliation, they should seek help from a trusted adult

Learner Responsibility During Discipline (2–3 minutes)

Explain: Learners also have responsibilities when they are corrected. These include:

- Listening respectfully
- Accepting responsibility for mistakes
- Learning from feedback
- Trying to make better choices
- Following school rules

Explain clearly:

- Everyone makes mistakes
- Learning from mistakes helps people grow and improve
- Accepting correction respectfully helps learners develop responsibility and good character
- Discipline works best when learners are willing to learn and make positive changes

Guided Activity

What Helps Learners Learn? (10 minutes)

Explain to learners: We have learned that discipline should help learners learn and improve. The teacher will read different situations.



Learners will decide whether the action helps a learner learn from a mistake.

Read one situation at a time.

Situation 1: A learner talks while the teacher is explaining a lesson. The teacher reminds the learner about the class rule and asks them to listen carefully.

Ask:

- How might this help the learner?

Guide learners towards: Understanding the rule; Knowing what to do differently.

Guided Activity..*Cont*

What Helps Learners Learn? (10 minutes)

Situation 2: A learner forgets homework. The teacher explains why homework is important and gives the learner time to complete it later.

Ask:

- How might this help the learner?

Guide learners towards: Learning responsibility; Correcting the mistake.

Situation 3: A learner makes a mistake during a lesson. The teacher explains the mistake and shows the learner the correct answer.

Ask:

- How might this help the learner?

Guide learners towards: Learning from mistakes; Improving understanding.



Situation 4: A learner breaks a class rule. The teacher speaks to the learner respectfully about what happened and what should happen next time.

Ask:

- What can the learner learn from this?

Guide learners towards: Better choices; Taking responsibility.

Situation 5: A learner is corrected for breaking a class rule. The learner listens carefully, accepts responsibility, and tries to follow the rule the next day.

Ask:

- What is the learner doing well?

Guide learners towards: Listening; Accepting responsibility; Learning from a mistake; Trying to make a better choice.

After the examples, ask: What actions by adults help learners learn from mistakes?

Guide learners towards:

- Explaining what went wrong
- Giving guidance
- Reminding learners about rules
- Speaking respectfully

Then ask: What actions by learners help discipline work well?

Guide learners towards:

- Listening
- Accepting responsibility
- Learning from feedback.
- Trying again

Reinforce:

- Discipline helps learners learn and improve
- Adults should guide learners respectfully
- Learners should learn from mistakes and make better choices
- Everyone deserves to be treated with dignity and respect



Reflection and Closing (3 minutes)

Ask learners: What is one thing you learned today about discipline?
Allow a few responses.

Then ask: What is one important lesson from this term that you would like to continue practising?

Allow a few learners to respond.

Briefly reinforce:

- This term we learned about healthy friendships, supporting friends safely, recognising harmful behaviour, reporting concerns, staying safe online, children's rights, adult responsibility, and respectful discipline
- All these lessons help learners stay safe, make responsible choices, seek help when needed, and treat others with respect

Write on the board and read aloud together:

- I can learn from my mistakes
- I can seek help when I need it
- I can treat others with respect
- I can help create a safe and caring school

Remind learners:

- Learning, respect, and responsibility help schools become safe places for everyone
- The skills learned this term can help learners protect themselves and others

Congratulate learners for completing Term 2 and encourage them to continue using these skills at school, at home, and in their communities.

Notes:



End of Term 2 Teacher Note

Congratulate learners for completing Term 2.

Encourage learners to continue practising the knowledge, skills, and values explored during the term, including:

- Building healthy friendships
- Supporting friends safely
- Recognising harmful behaviour
- Seeking help from trusted adults
- Reporting concerns and following up when help is needed
- Helping others safely without putting themselves at risk
- Staying safe and respectful online
- Understanding children's rights and adult responsibilities
- Treating others with dignity, respect, and kindness

Remind learners that:

- Every learner deserves safety, dignity, and respect
- Harmful behaviour should never be ignored or kept secret
- Trusted adults play an important role in protecting learners
- Safe and caring schools are built through everyday actions and choices

Thank learners for their participation throughout the term and encourage them to continue applying these skills at school, at home, and in their communities.

TERM 3

Reporting, Support Systems And Safety Leadership

3 Lessons



Lesson 20 22

Lesson 20: Understanding Others' Experiences

Total Time: 30 Minutes

Teacher Note

This lesson begins Term 3 and builds on the relationship, safety, and protection skills learners explored in Term 2. Learners explore empathy and how understanding others can help reduce conflict and harm.

Emphasise:

- Understanding others helps learners respond with kindness and fairness
- Harmful experiences can affect feelings, behaviour, and learning
- Empathy helps create safer and more caring relationships

Faith Connection

Be kind and compassionate to one another – Ephesians 4:32

Explain briefly: God teaches people to care about others and treat them with kindness. When learners try to understand how others may feel, they are more likely to respond with compassion, fairness, and respect.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain the importance of understanding another person's experience
- Describe how experiences can affect feelings, behaviour, and learning
- Describe ways learners can show understanding and kindness towards others.

Key Message For Learners

- People may experience situations differently.
- Understanding how others feel helps learners respond with kindness and fairness.
- Kindness and understanding help build positive relationships.

Recap Term 2

Relationships, Safety, and Protection (3 minutes)

Remind learners: Last term, we learned many skills that help learners build healthy relationships, stay safe, seek help when needed, and protect others from harm.



Ask learners: How can seeking help or showing respect help keep people safe? Allow one or two responses.

Guide learners towards: Seeking help protects people from harm; Respect helps people feel safe and valued; Kind actions help build positive relationships.

Explain:

- These lessons help learners build safe and respectful relationships
- Understanding how other people feel is another important skill that helps create a caring and supportive school community
- Transition to today's lesson: Today we will learn how understanding another person's experiences can help us respond with greater kindness, fairness, and care.

Open Discussion

Different People, Different Experiences (4 minutes)

Ask learners: Imagine two learners receive the same test result. One feels proud while the other feels disappointed. Why might they feel differently?



Allow several responses.

Guide learners towards:

- People have different experiences
- People have different expectations
- People may be facing different challenges
- People do not always see situations in the same way
- What feels easy for one person may feel difficult for another

Then ask: Why is it important to think about how another person might be feeling?

Allow a few responses.

Explain:

- Sometimes we do not know what another person is experiencing
- Taking time to understand others can help us respond with kindness and fairness
- Understanding others helps build positive relationships and reduce conflict.

Core Teaching

Understanding Another Person's Experience (4 minutes)

Explain:

- Understanding another person's experience means trying to think about how a situation may feel from their point of view
- Empathy means trying to understand how another person may be feeling and responding with kindness and care
- Sometimes people experience situations differently
- Understanding another person's experience is often called empathy
- We may not always know what another person is going through
- Taking time to understand others can help us respond more kindly

Ask learners: Why is it important not to make quick judgements about others?

Allow a few responses. Guide learners towards:

- We may not know the whole story
- People may be facing challenges we cannot see
- Everyone has different experiences

Explain clearly:

- Understanding others helps us treat people with fairness and respect
- Compassion means showing care and understanding towards others



How Experiences Affect People (4 minutes)

Explain: People's experiences can affect how they feel, behave, and learn. Examples may include:

- Feeling sad after being left out
- Feeling worried after being treated unfairly
- Becoming quiet after being embarrassed
- Finding it difficult to concentrate when upset

Explain clearly:

- Feelings can affect behaviour
- Difficult experiences can affect confidence, friendships, and learning
- People may react differently to the same situation.

Understanding Others Helps Prevent Harm (4 minutes)

Explain: When people do not think about how others feel, they may say or do hurtful things.

Examples may include:

- Laughing at someone's mistake
- Ignoring someone who is upset
- Spreading rumours
- Leaving others out
- Making assumptions without understanding the situation

Explain clearly:

- Understanding how others feel helps learners make kinder choices
- Kindness and understanding can reduce hurt, conflict, and unfair treatment
- Small acts of kindness can make a positive difference in someone's day
- Kind and compassionate actions help others feel valued and supported

Guided Activity

Walking in Their Shoes (10 minutes)

Explain to learners: The teacher will read made-up situations. Learners will think about how the learner might feel and how the situation could affect their school day. Learners will also think about what a kind and understanding response might look like.

Read one situation at a time.

Examples:

- A learner is often left out during group work and becomes quiet in class
- A learner is shouted at in front of the class for making a mistake
- A learner sees unkind messages about them in an online class group
- Several learners start spreading rumours about a classmate
- A learner answers incorrectly and classmates laugh loudly

After each example, ask:

- How might this learner feel?
- How might this affect their school day?
- What could another learner do to show kindness and understanding?
- What might happen if no one showed kindness or support?



Accept a few short responses. Guide learners towards:

- Sadness
- Embarrassment
- Fear
- Loneliness
- Anger
- Confusion

Kind responses may include:

- Including the learner
- Speaking kindly
- Listening
- Offering support
- Reporting harmful behaviour when needed

Guide learners to understand:

- Feelings can affect confidence, friendships, concentration, and participation at school
- Understanding how others feel helps learners make kinder choices

Reinforce:

- People may experience situations differently
- Understanding others helps learners respond with kindness and respect
- Kind actions can help make school safer and more caring

Home Activity

Ask learners to practise one small act of empathy or kindness during the week at home, school, or in the community. Examples include: speaking to someone kindly, sharing or taking turns, saying sorry after a mistake, listening respectfully when someone is speaking.

In the next lesson, learners may share general examples of how someone showed care, understanding, or support to another person.



Reflection and Closing (3 minutes)

Ask learners: Why is it important to think about how another person may be feeling?

Allow a few brief responses.

Write on the board and read aloud together:

- I can try to understand how others feel
- I can treat others with kindness and respect
- My actions can help make school safer and more caring
- I can show empathy through my words and actions

Remind learners: Remind learners: Taking time to understand others can help prevent hurt, reduce conflict, and strengthen positive relationships.

Notes:

Lesson 21:
Being A Positive Leader

Total Time: 30 Minutes

Teacher Note

This lesson helps learners understand that leadership is shown through care, responsibility, kindness, and wise choices. Learners explore how everyday actions can help others feel safe, respected, and included.

Emphasise:

- Leadership is shown through actions, not titles
- Positive leaders help create safe, respectful and inclusive environments.
- Wise leaders know when to seek adult support.

Faith Connection

Whoever wants to be first must be servant of all – Mark 9:35

Explain briefly: God showed that true leadership is not about being above others. It is about serving, protecting, and caring for others. A good leader helps people feel safe and respected.

Learning Outcomes

By the end of the lesson, the learner will:

- Identify actions that demonstrate safety leadership
- Explain how learners can help others feel safe, respected, and included
- Describe how learners can demonstrate leadership through care, responsibility, and wise choices.

Key Message For Learners

- Leadership is shown through everyday actions
- Positive leaders help others feel safe, respected and included.
- Wise leaders know when to seek adult support.

Recap Lesson 20

Understanding Others' Experiences (5 minutes)

Remind learners: Last week, we learned that people may experience situations differently. We also learned that understanding how others feel can help us respond with kindness and respect.

Ask learners: How can understanding another person's feelings help us treat them better?

Allow one or two short responses.

Guide learners towards: Understanding others helps us respond with kindness; It helps us treat people fairly; It helps reduce conflict and hurt.

Explain clearly:

- Small actions can make a positive difference in someone's life
- Understanding others is one way learners can help create a safer and more caring school community.

Review of Home Activity (2 minutes)

Remind learners: Last week, you were asked to practise one small act of empathy or kindness at home, school, or in the community.

Ask learners: Who would like to share a general example?

Allow a few brief responses.

Guide learners towards examples such as: Including someone who was left out; Helping someone who was struggling; Listening to another person; Speaking kindly to someone who was upset.

Explain:

- Small acts of kindness and understanding can make a positive difference
- Caring actions help people feel safe, respected, and included

Transition to today's lesson: Today we will learn how learners can show leadership through everyday actions that help others feel safe, respected, and included.

Open Discussion

Leaders Around Us (3 minutes)

Ask learners: Who are some leaders you know at school or in your community?

Allow several responses. Guide learners towards:



- Teachers
- School leaders
- Religious leaders
- Community leaders
- Team captains

Then ask: What are some things leaders do?

Allow several responses.

Explain: People can lead in different ways.

Core Teaching

Everyone Can Show Leadership (3 minutes)

Ask learners: Do learners need a special title to show leadership?



Allow a few responses.

Explain:

- Leadership is shown through actions, not titles
- Learners can show leadership through the choices they make every day
- A learner does not need to be a prefect, monitor, or captain to be a leader
- Leadership means helping to make school a safe, respectful, and caring place
- True leadership is shown through service, care, and responsibility.

Core Teaching..*Cont*

What Positive Leaders Do (3 minutes)

Explain: A positive leader helps others feel safe, respected, and included. A positive leader may:

- Include someone who is left out.
- Treat others with kindness and respect
- Refuse to join gossip or harmful behaviour
- Help others seek support when needed
- Respect boundaries and accept no
- Encourage safe and responsible choices

Explain clearly:

- Positive leaders use their actions to help others
- Small actions can make a positive difference
- Positive leaders think about the wellbeing of others, not only themselves.



Wise Leaders Know When to Get Help (2 minutes)

Explain:

Some situations are too serious for learners to handle alone.

Positive leaders do not try to solve serious problems by themselves.

A positive leader can:

- Walk with a friend to seek help
- Tell a trusted adult about a safety concern
- Encourage someone to speak to a trusted adult

Getting adult help is a responsible leadership action

Wise leaders know when adult support is needed

Seeking help for serious concerns is a responsible way of caring for others

Guided Activity

My Positive Leadership Plan (10 minutes)

Explain to learners: We have learned that leadership is shown through everyday actions. We will each choose one safe leadership action that we can practise at school.

Ask learners to copy the following in their Life Skills exercise books:

My Positive Leadership Plan

One action I will practise: _____



Where I will practise it: _____

What I will do or say: _____

If I need help, I will speak to: _____

Provide examples:

- Include someone who is left out
- Speak kindly to others
- Refuse to join gossip
- Help a friend seek support from a trusted adult
- Respect other people's boundaries and choices
- Report a safety concern to a trusted adult
- Allow learners to work quietly.

Remind learners: Choose an action that is safe, kind, and realistic.

After learners finish, ask them to read their plans silently and think:

- Is my action safe?
- Is it respectful?
- Is it something I can really do?

Reinforce:

-
- Leadership is shown through everyday actions
- Small actions can help others feel safe and included
- Wise leaders know when to seek adult help



Reflection and Closing (4 minutes)

Ask learners: What is one action a positive leader can take?

Allow a few responses.

Write on the board and read aloud together:

- I can help others feel safe and respected
- I can make wise and responsible choices
- I can seek adult help when needed
- I can lead by helping and serving others

Reinforce: Every learner can show leadership through safe, kind, and responsible actions.

Lesson 22:
What I Have Learned And How I Will Move Forward

Total Time: 40 Minutes

Teacher Note

This final Grade 6 lesson helps learners reflect on the knowledge, values, and skills developed across Grades 4, 5, and 6, and how they can continue using them in everyday life.

Where possible, conduct this final lesson in a special setting outside the normal classroom, such as outdoors, in a school hall, chapel, recollection setting, or as part of a Holy Mass celebration.
Emphasise

- Learners have developed important skills for safety, relationships, respect, and responsibility
- They have learned ways to recognise harm, seek help, support others safely, and make wise choices
- These lessons can continue helping learners at school, at home, online, and in their communities
- Learners can continue showing kindness, courage, responsibility, and leadership as they grow older

Faith Connection

Be strong and courageous. Do not be afraid... for the Lord your God goes with you. – Deuteronomy 31:6

Explain briefly: Throughout this programme, learners have gained knowledge and skills that help them make wise choices, seek help when needed, and treat others with kindness and respect. These lessons can continue guiding them as they grow.

Learning Outcomes

By the end of the lesson, the learner will:

- Explain key knowledge, skills, and values acquired through the Life Skills programme
- Reflect on how the learned skills can support safe, respectful, and responsible decision-making in everyday life
- Develop a personal commitment to applying positive life skills for personal wellbeing and the wellbeing of others.

Key Message For Learners

- I can make safe and responsible choices
- I can seek help when I need it
- I can treat others with kindness and respect
- I can help create a safe and caring community.

Recap of the Life Skills Programme

Looking Back Across the Programme (5 minutes)

Remind learners: Across Grades 4, 5, and 6, we have explored many skills that help learners stay safe, build positive relationships, and make wise choices.



Ask learners: What is one lesson from this programme that can help you make safe and responsible choices in the future?

Allow a few responses.

Guide learners towards: Making safe choices; Treating others with respect; Recognising harmful behaviour; Seeking help from trusted adults; Managing feelings; Supporting others safely; Staying safe online; Showing leadership through positive actions.

Explain:

- These lessons are not only for school
- They can continue helping learners throughout their lives

Transition to today's lesson: Today we will reflect on what we have learned and think about how we can continue using these lessons in the future.

Open Discussion

Looking Back on Our Learning Journey (4 minutes)



Say: Today is our final lesson in this programme. Over the past three years, we have learned many lessons about safety, relationships, respect, responsibility, and leadership; contributing positively to school and community life.

Ask learners: Why is it important to learn skills that help people stay safe, build positive relationships, make good choices, and contribute positively to their communities?

Allow several responses.

Guide learners towards:

- These skills help people stay safe
- They help people treat others well
- They help people solve problems wisely
- They can be used throughout life.

Core Teaching

What We Have Learned (4 minutes)

Explain: Throughout this programme, learners have explored many skills that help them stay safe, build positive relationships, and make wise choices.



Remind learners of key themes:

- Making safe choices
- Treating others with respect
- Recognising harmful behaviour
- Seeking help from trusted adults
- Supporting others safely
- Staying safe online
- Understanding rights and responsibilities
- Showing kindness, empathy, and leadership.

Core Teaching..*Cont*

What We Have Learned (4 minutes)

Ask learners: Which of these skills do you think will help you most in the future? Allow a few responses.



Explain clearly:

- Different learners may find different skills most helpful
- All of these skills can help learners protect themselves and support others
- These lessons can continue guiding learners throughout their lives
- The values of kindness, respect, responsibility, courage, and care for others can continue guiding our choices as we grow.

Guided Activity

Learning Circle and Moving Forward (18 minutes)

Invite learners to sit in a circle, preferably in the special setting chosen for the final lesson, where possible.

Explain: Today is the final lesson of the programme. We will reflect on what we have learned and how we can continue using these lessons in the future.

Part 1: Looking Back (8 minutes)

Ask learners to think about the programme and invite volunteers to respond to the following prompts:

- One lesson I remember is _____
- One skill that can help me in the future is _____
- One thing I learned about keeping myself or others safe is _____



Allow several learners to share. Accept a variety of responses. Guide learners towards lessons such as:

- Making safe choices when faced with difficult situations
- Treating others with kindness and respect
- Seeking help from trusted adults when support is needed
- Recognising harmful behaviour and unsafe situations
- Using the internet and technology safely and responsibly
- Showing leadership through positive actions and good choices

Explain:

- Different learners may remember different lessons
- Every lesson has helped learners build skills for life

Part 2: My Moving Forward Commitment (10 minutes)

Explain: We will now think about how we will continue using these lessons in the future.

Ask learners to write the following in their Life Skills exercise books:

My Moving Forward Commitment

One important lesson I learned: _____

One skill I will continue practising: _____

One way I will use this skill in everyday life: _____

One trusted adult I can go to if I need help: _____

Guided Activity..*Cont*

Learning Circle and Moving Forward (18 minutes)

Provide examples if needed:

- Showing kindness to others
- Respecting boundaries
- Making safe choices
- Reporting harm early
- Seeking help when needed
- Including others
- Supporting friends safely

After learners finish, ask them to read their commitment silently and think:

- Is my commitment safe?
- Is it respectful?
- Is it realistic?

Reinforce:

- Learners have gained important knowledge and skills
- Small positive actions can make a difference
- The lessons learned can continue helping learners throughout their lives
- The choices we make each day show the values we choose to live by.

Reflection and Closing (4 minutes)

Ask learners: What is one lesson or skill you hope to continue using in the future? Allow a few learners to respond.

Then ask: Why are safe and respectful choices important?

Allow one or two brief responses.

Briefly reinforce:

- Throughout this programme, learners have learned skills that help them stay safe, build positive relationships, and make wise choices
- These lessons can continue helping learners at school, at home, online, and in their communities

Ask learners to read their Moving Forward Commitment silently.

Then invite learners to stand and read the following together:

- I can make safe and responsible choices
- I can treat others with kindness and respect
- I can seek help when I need it
- I can help create a safe and caring community

Remind learners:

- The skills they have learned can continue guiding them throughout their lives
- Small positive actions can make a difference
- Their choices, actions, and voices matter
- They can continue showing kindness, courage, responsibility, and respect wherever they go



End of Programme Teacher Note

Congratulate learners for the effort, growth, and positive choices they have demonstrated throughout the programme.

Over the past three years, learners have explored important lessons about safety, relationships, respect, responsibility, wellbeing, and leadership. They have developed knowledge and skills that can help them make wise choices, build healthy relationships, protect themselves and others, and seek help when needed.

Throughout the programme, learners have learned how to:

- Make safe and responsible choices
- Build healthy and respectful relationships
- Recognise harmful and unsafe situations
- Seek help from trusted adults
- Support friends in safe and responsible ways
- Stay safe online
- Respect boundaries, rights, and dignity
- Show kindness, empathy, courage, and leadership

Remind learners that learning does not end here. Encourage learners to continue living out the values of kindness, respect, responsibility, courage, compassion, and service in their daily lives.

Reinforce that:

- Safety, kindness, respect, and responsibility are lifelong values
- Wise choices can help protect both themselves and others
- Small positive actions can make a difference
- Seeking help is a sign of wisdom and strength

Thank learners for their participation, effort, and growth throughout the programme.

Encourage them to move forward with confidence, knowing that the knowledge, values, and skills they have gained can continue guiding their choices, relationships, and actions throughout their lives.

Annex

Teacher Reflection Forms and Safeguarding Protocols



Annex 1 4

Annex 1:
Teacher Reflection Form – Term 1

Purpose of this Annex: Purpose: This reflection form helps teachers review how the Term 1 lessons worked in their classroom. The purpose is to identify what worked well, what challenges were experienced, and what improvements may be needed in future lessons. Teacher reflections are valuable for strengthening the programme and improving future implementation.

Teachers are encouraged to complete this form at the end of Term 1 after finishing the lessons on self-awareness and body boundaries.

Teacher Reflection Form – Term 1

School:	**Teacher Name:**
Class:	**Term:**

1 How easy were the Term 1 lessons to facilitate?

☐ Very easy ☐ Easy ☐ Moderately easy ☐ Difficult

2 Which lessons worked best with learners?

3 Which lessons were most difficult to teach?

4 Were learners able to understand the key messages about feelings, body boundaries, and personal safety?

☐ Yes ☐ Partly ☐ No

Please explain if needed:

5 Which activities did learners enjoy the most?

6 Did you experience any challenges while teaching these lessons?

☐ Yes ☐ No

If yes, please describe:

7 Did any learners appear confused or uncomfortable during the lessons?

☐ Yes ☐ No

If yes, briefly describe how you responded:

8 What suggestions do you have to improve these lessons?

9 Additional comments or observations

Annex 2:
Teacher Reflection Form – Term 2

Purpose: This form allows teachers to reflect on the Term 2 lessons focused on friendship, communication, and inclusion. Teachers can use this reflection to consider how learners responded to lessons about respectful relationships, conflict resolution, and kindness.

Teacher Reflection Form – Term 2

School:	**Teacher Name:**
Class:	**Term:**

1 How easy were the Term 2 lessons to facilitate?

☐ Very easy ☐ Easy ☐ Moderately easy ☐ Difficult

2 Which lessons worked best with learners?

3 Which lessons were most difficult to teach?

4 Were learners able to practise respectful communication and inclusion?

☐ Yes ☐ Partly ☐ No

Please explain

5 Which activities engaged learners the most?

6 Did learners demonstrate improved cooperation or respect during class activities?

☐ Yes ☐ Partly ☐ No

Please explain

7 Did you face any challenges during these lessons

☐ Yes ☐ No

If yes, please explain:

8 What improvements would you suggest for these lessons?

9 Additional comments

Annex 3:
Teacher Reflection Form – Term 3

Purpose: This reflection form focuses on the final term of the programme, where learners explore recognising harmful behaviour and seeking help from trusted adults. Teacher feedback is important to understand whether learners feel confident in identifying unsafe situations and asking for help.

Teacher Reflection Form – Term 3

School:	**Teacher Name:**
Class:	**Term:**

1 How easy were the Term 3 lessons to facilitate?

☐ Very easy ☐ Easy ☐ Moderately easy ☐ Difficult

2 Were learners able to understand when and how to seek help?

☐ Yes ☐ Partly ☐ No

Please explain

3 Which lesson had the strongest impact on learners?

4 Did learners understand the difference between small problems and unsafe situations?

☐ Yes ☐ Partly ☐ No

5 Did learners demonstrate understanding of trusted adults and reporting?

☐ Yes ☐ Partly ☐ No

6 Did you face any challenges while teaching these lessons?

☐ Yes ☐ No

If yes, describe briefly:

7 What improvements would you suggest for the programme?

8 Additional comments

Annex 4: Safeguarding Protocol / Reporting Pathway

Step 1: Teacher notices a concern or receives a disclosure

- The teacher observes signs of harm or receives a disclosure from a learner.
- The teacher responds calmly and listens carefully.
- The teacher reassures the learner and does not promise secrecy.
- The teacher records key facts about what was observed or said.

Step 2: Report to the school safeguarding focal person or safeguarding lead

- The teacher reports the concern immediately to the designated safeguarding focal person or school leadership.
- The safeguarding focal person reviews the information and records the concern securely.
- Immediate decisions are made if the learner is at risk of further harm.

Step 3: School safeguarding coordination

- The safeguarding focal person and school leadership determine the appropriate next steps.
- The concern may be referred to relevant services depending on the situation:
- Children's Department or child protection officers;
- Health services for medical assessment;
- Police Gender and Child Protection Unit where criminal investigation is required;
- Counselling or psychosocial support services; Diocesan safeguarding structures where escalation is required

Step 4: External services respond

- Relevant authorities investigate the case and provide protection or support services.
- Safety plans may be developed to protect the learner.
- Follow up support may be provided through social services or counselling.

Step 5: Teacher continues classroom support

- The teacher continues to support the learner in the classroom.
- The learner's privacy and dignity are protected.
- The teacher monitors the learner's well being and reports any further concerns.

Notes:

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