



Learning Environments that Advance Rights and Nonviolence



**Heroes  
in the  
Making**

**A Fun Workbook for Building a  
Better School!**



Learning Environments that Advance Rights and Nonviolence

## About This Workbook

This learner workbook was developed as part of the LEARN Project, an initiative led by LVCT Health with technical support from Evidence and Beyond. It was co-created through a participatory process involving learners (aged 8–12, Grades 3–6) and teachers from diverse school settings across Kenya. Their insights, reflections, and lived experiences—gathered through interactive workshops and creative activities—shaped the stories, illustrations, and values featured throughout this resource.

The workbook was also validated by children to ensure that its tone, language, and content are age-appropriate, engaging, and relevant. It draws from Kenyan national policy documents and global evidence on school-related violence prevention, child protection, social-emotional learning, and positive discipline. A technical team of experts in education, mental health, behaviour change, and curriculum development supported its development and review.

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## Disclaimer

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# Hello Hero!

## WELCOME TO YOUR WORKBOOK!



**You are about to begin a special journey — a journey where you will learn how to:**

- Know your rights
- Speak up for yourself and others
- Stay safe and make smart choices
- Be a good friend and kind leader
- Understand your feelings and manage stress
- Solve problems in peaceful ways

This workbook is just for you. You can read it, draw in it, write in it, and think about the stories and activities inside. You can also talk to your teacher or a trusted adult if you need help.

**Get ready to learn, grow, and become a true HERO!**

### Before You Begin... A Few Important Things

- ✓ This workbook is your space—there are no wrong answers!
- ✓ You can do the activities on your own or with help from a teacher, parent, or friend.
- ✓ Some lessons may talk about things that feel sad or unfair, like bullying or being hurt.

If that happens, it is okay to take a break or talk to someone you trust.



### IF YOU EVER FEEL SCARED, SAD, OR UNSAFE, REMEMBER:

You can talk to:

- Your teacher
- Your Guidance and Counselling Teacher
- Your parent or guardian
- A person you can trust to help you
- Or call **116** or **1190** (free child help lines in Kenya)

This workbook is here to help you become confident, caring, and safe. You are not alone.

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## WHAT IS INSIDE?

- **Games and Puzzles:** Solve riddles and crack codes while learning cool things.
- **Draw and Create:** Show off your artistic side with fun drawing activities.
- **Stories to Inspire You:** Meet children just like you who are making their schools awesome places to be.
- **Fun Challenges:** Complete tasks that make learning exciting and easy.

## HOW TO USE THIS WORKBOOK

**Be Curious:** Explore each page like you are on a treasure hunt for knowledge.

**Be Creative:** Write, draw, and share your ideas – you are the superhero here!

**Ask Questions:** Do not be shy! If you are not sure about something, your teacher or parent is ready to help.

**Have Fun:** This is not just learning – it is an adventure!

## You are a Superhero in the Making!

You are brave, smart, and full of amazing ideas! This workbook will help you learn how to stand up for yourself, be kind to others, and make your school a place where everyone feels safe and happy.

Are you ready to begin your superhero journey? Grab a pencil, put on your thinking cap, and let us get started!



## MODULE 1

# YOUR RIGHTS AS A CHILD

**Every child deserves safety, respect,  
and the chance to grow and thrive!**



**Rights are like special rules to protect all children and make sure they are safe, happy, and able to grow and learn. They help us live a good life by giving us freedom, safety, and respect.**

In Kenya, there are laws which ensure children are treated well and kept safe. These laws also make sure that schools, homes, and communities are places where children can grow and learn without fear.

# Here are the rights that every child has:

## The right to be treated fairly

Every child is special and deserves to be treated fairly and with respect no matter who they are, where they come from, or what they look like



### For example:

You should be treated well whether you are a boy or girl

You should be treated well whether you speak a different language

You should be treated well whether you have a disability or not.

## The right to be safe

Every child should be safe from harm, bullying, or punishment that hurts them.



### For example:

No one should hurt you at school or at home.

Your teachers and parents must make sure you feel safe.

## The right to learn

Every child has the right to go to school and learn new things.



### For example:

Schools should be safe and help you grow your talents.

You should have teachers who treat you with kindness and fairness.

## The right to be heard

Your opinions matter!

Every child should be able to share their thoughts about things that affect them.



### For example:

When you share an idea for a fun school activity, your teacher listens to the idea.

When you tell your parent about a problem, they take time to understand and help solve it.

# Here are the rights that every child has:

## The right to information

Every child should have the correct information to help them make good choices.



### For example:

Your teachers and parents should explain things clearly.

Your teachers and parents should give you the right answers.

## The right to grow and be healthy

Every child has the right to food and clean water to help them stay strong and healthy.



### For example:

You should be treated when you are sick

## The right to have adults who do what is best for them

Every decision made about you should always be for your good.

Adults, like your parents and teachers, must make choices that keep you safe, happy, and healthy.



### For example:

Your school makes rules to stop bullying so that you feel safe and happy at school.

Your parent makes sure you eat healthy food to stay strong and grow.

## The right to live with your family

Every child has the right to live with their family and be cared for by them.

If you cannot stay with your parents, another kind and caring person should take care of you.



### For example:

Your parents make sure you have a home, food, and love.

If you are living with another person who is not your parent (e.g. your aunty, uncles, grandparents, older siblings), they must make sure you are safe and loved.



# Here are the rights that every child has:

## The right to protection

Every child should be protected from harm, abuse, and unsafe situations.

Children should not be hurt by anyone, whether at home, school or any other place.

Children should not be forced to do things that are wrong.

Children should not be forced to marry.



### For example:

Teachers and parents should protect you from bullying and violence.

When someone makes you feel unsafe, adults like your parents and teachers should protect you.

## The right to safe discipline with care and respect

Every child has the right to be disciplined in a way that is fair, respectful, and helps them learn from their mistakes.



### For example:

Teachers and parents should guide and correct children with kindness instead of using punishment.

When a learner breaks a rule, they should be taught how to make better choices instead of being hurt or embarrassed.

## The right to get help when you have been hurt

Every child has the right to get care and support when their body and feelings are hurt.



### For example:

When you fall and hurt yourself, an adult, like your teacher or parent, should help you get treatment.

When someone says bad things that make you sad, you can talk to a teacher or parent.

## The right to be protected from work that hurts you

Children should not be forced to do work that is dangerous or that stops them from going to school.



### For example:

You should not be used by teachers or parents to sell drugs and alcohol or to beg on the street.

# Here are the rights that every child has:

## The right to be protected during war



Children must be kept safe and cared for during war.

Children should not participate in war.

## The right to a safe environment

Every child should go to school and live in a safe environment



For example:

Your school should have clean classrooms, safe toilets, and a safe playground with no broken equipment or sharp objects

## The right to play, rest and relax

Every child needs time to rest, relax, and play.



For example:

You can enjoy hobbies like reading, sports and games or singing.

## The right to special care if you have a disability

Children with a disability have the right to special care and help so they can live a full and happy life.



For example:

When you have trouble walking, there should be ways to help you move around easily.

When you need extra time to learn, your teachers should support you.

# Here are the rights that every child has:

## The right to privacy

Every child has the right to keep their personal things and activities private.

A child must share with a trusted adult if something is worrying or unsafe.

Trusted adults can also check or ask about your things if they need to protect you or keep you safe.



### For example:

If someone is being mean to you, you must tell a trusted adult to help you feel safe.

If an adult thinks you might be in trouble, they might check your bag or phone to keep you safe.



## ALWAYS REMEMBER:

- ✓ We all have a right to stay safe, learn, grow
- ✓ Children should always be treated with fairness, kindness, and respect.
- ✓ Schools, families, and communities must work together to protect children's rights.

## ACTIVITY 1: RIGHTS IN EVERYDAY LIFE

Let's think about how your rights work in your daily life.

### Instructions:

Complete the sentences below by filling in the blanks with the correct RIGHT.

Use the words in the word bank.

Each word can only be used once, so think carefully before you choose!

**(Word bank: Play, Information, Learn, Be Heard, Protection, Be in a Safe Environment)**

1. Our teachers teach us every day. This is our RIGHT to \_\_\_\_\_.
2. I enjoy playing football during break time. This is my RIGHT to \_\_\_\_\_.
3. A teacher stops a classmate from bullying someone else. This is my RIGHT to \_\_\_\_\_.
4. I shared my ideas about a fun day at school during a class meeting. This is my RIGHT to \_\_\_\_\_.
5. Our teacher explained the school rules in a way everyone can understand. This is my RIGHT to \_\_\_\_\_.
6. Our school organizes a cleanup day to keep the classrooms and playground clean. This is my RIGHT to \_\_\_\_\_.

## ACTIVITY 2: MATCH THE RIGHT TO THE EXAMPLE

Here's a fun game to test what you've learned about your RIGHTS!

### Instructions:

Look at the table below. Draw a line to match each RIGHT to the correct example.

Right to play, rest,  
and relax

Right to be treated  
fairly

Right to be  
protected

Right to be safe

Right to learn

Right to privacy

Your teacher asks permission before looking through  
your schoolbag or notebook

You're learning exciting new things in class, like solving  
math problems or reading about the stars

Everyone gets the same chance to join the class  
discussion or be part of the football team

Teachers stop fights and ensure the playground is free  
from dangerous objects

After school, you play football, skip rope, or relax with  
a good storybook

If someone is bullying you, your teacher steps in to stop  
it and makes sure you feel safe



## ACTIVITY 3: RIGHTS WORD SEARCH

Find the hidden words that describe your rights and learn what they mean to you.

### Instructions

Look at the word search grid below.

Find the hidden words that describe your rights and learn what they mean to you.

Use the clues below to find the right words, once you find the right, circle it on the grid.

D	L	M	I	G	G	R	E	S	P	E	C	T	R	K
T	I	F	A	I	R	N	E	S	S	J	E	B	K	A
L	E	A	R	N	V	P	L	G	Q	O	M	E	O	T
N	B	T	A	Y	L	H	S	A	R	U	T	L	S	W
H	O	R	J	F	A	M	I	L	Y	N	K	O	W	O
E	Q	F	T	R	U	S	T	S	D	E	H	N	K	G
A	P	R	O	T	E	C	T	I	O	N	H	G	E	G
R	Z	X	E	T	K	M	Y	Y	T	E	S	U	F	O
D	N	W	V	E	U	W	P	R	I	V	A	C	Y	O
T	S	O	P	F	K	F	W	Q	L	X	G	P	M	D
S	A	F	E	T	Y	E	H	H	H	E	A	L	T	H
R	I	Y	P	C	A	R	E	T	L	J	G	X	P	P
D	E	B	B	F	X	L	B	O	U	M	R	X	U	L
H	N	S	I	N	D	P	W	L	J	R	O	W	P	A
D	P	X	T	U	C	B	T	V	Q	D	W	X	E	Y

### Clues for the Word Search

- **FAIRNESS:** Everyone gets treated equally and with respect.
- **SAFETY:** Being free from harm or dangerous situations.
- **RESPECT:** Treating others kindly and valuing their feelings.
- **PLAY:** Having time to relax and enjoy games or hobbies.
- **HEALTH:** Eating well, staying hydrated, and getting medical care.
- **HEARD:** Having your opinions listened to by adults.
- **PRIVACY:** Keeping your personal things and feelings safe.
- **TRUST:** Believing in someone and knowing they will keep their promises.
- **CARE:** Getting special help when you're hurt or have a disability.
- **LEARN:** Going to school to gain knowledge and grow your talents.
- **PROTECTION:** Being kept safe from harm, abuse, or unsafe situations.
- **BELONG:** Having a name and feeling part of your family or community.
- **REST:** Taking time to relax and recharge your energy.
- **FAMILY:** Living with people who care for you and love you.
- **GROW:** Getting stronger, smarter, and ready for the future.

## MODULE 2

# YOUR RESPONSIBILITIES IN MAKING SCHOOL SAFE AND HAPPY

Working together to create a safe, fun,  
and welcoming school for everyone!

## What are Responsibilities?

Responsibilities are the actions and behaviors we all need to follow to help everyone feel safe, happy, and respected. They are like rules that help us take care of our rights and the rights of others.

For example:

Your right to play comes with the responsibility to play fairly and include others and follow the rules of the game.

Your right to learn comes with the responsibility to listen in class and complete your work.

When all children observe their responsibilities, schools become fun, safe, and great place to learn and grow!

## Rights and Responsibilities in Our School Community

Did you know that your school is like a small community? In this community, everyone — learners, teachers, and even the school staff have both rights and responsibilities. When we all work together, we create a happy, safe, and fair place to learn, play, and grow.

But what does that really look like?

To help you understand, here's a story about some amazing kids just like you! This story will show how rights and responsibilities help everyone feel included and cared for.





## A Day at Bright Star Primary School

It was a bright morning at **Bright Star School**, and **Jabali, Amani, and Zuri** rushed into class, excited for the day ahead. As they settled in, Jabali noticed pieces of papers scattered around the room.

"This is not right," he said, picking up a few. "We all have the **right to a safe environment**, but that means we also have the **responsibility to keep our classroom clean**."

Amani and Zuri nodded, quickly helping him gather the rubbish and put it in the dustbin just as **Mwalimu Rehema** walked in. She smiled warmly. "Good job, class! A clean space keeps everyone safe and healthy."

The lesson began, and the classroom filled with the sound of pencils scratching on paper. But as Mwalimu Rehema was teaching, Jabali turned to Amani, eager to share a funny joke. Amani giggled softly, but their whispers caught Mwalimu Rehema's attention.

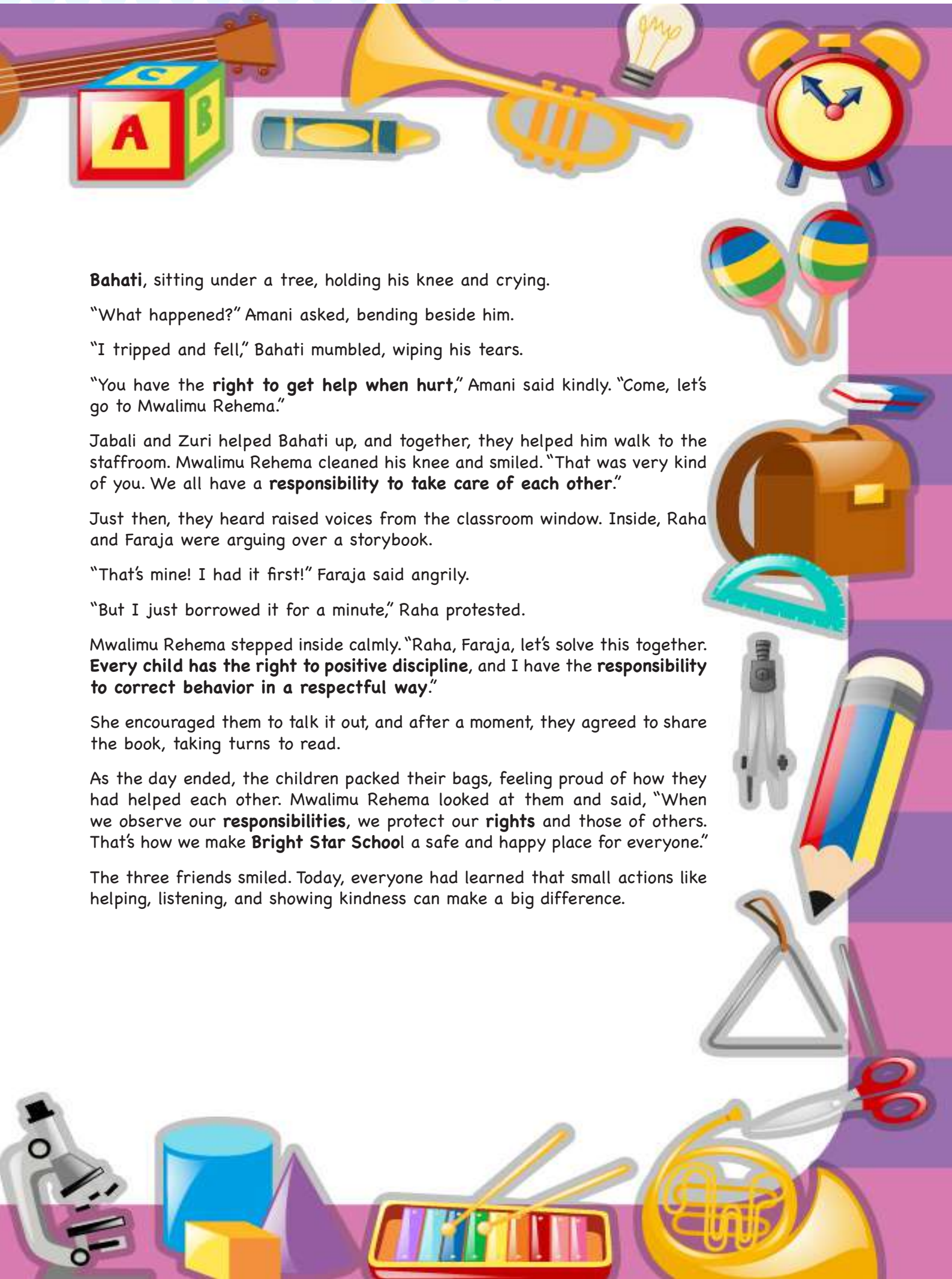
"Jabali, Amani," she said gently, "**everyone has the right to learn**, and part of that is the **responsibility to listen and not distract others**."

Jabali looked down, realizing his mistake. "I'm sorry, Mwalimu. I will pay attention."

"Good choice," she replied. "When we respect each other's learning, we all do better."

At break time, the three friends ran to the playing field, laughing as they raced toward the swings. As they played, Amani noticed a younger learner,





**Bahati**, sitting under a tree, holding his knee and crying.

"What happened?" Amani asked, bending beside him.

"I tripped and fell," Bahati mumbled, wiping his tears.

"You have the **right to get help when hurt**," Amani said kindly. "Come, let's go to Mwalimu Rehema."

Jabali and Zuri helped Bahati up, and together, they helped him walk to the staffroom. Mwalimu Rehema cleaned his knee and smiled. "That was very kind of you. We all have a **responsibility to take care of each other**."

Just then, they heard raised voices from the classroom window. Inside, Raha and Faraja were arguing over a storybook.

"That's mine! I had it first!" Faraja said angrily.

"But I just borrowed it for a minute," Raha protested.

Mwalimu Rehema stepped inside calmly. "Raha, Faraja, let's solve this together. **Every child has the right to positive discipline**, and I have the **responsibility to correct behavior in a respectful way**."

She encouraged them to talk it out, and after a moment, they agreed to share the book, taking turns to read.

As the day ended, the children packed their bags, feeling proud of how they had helped each other. Mwalimu Rehema looked at them and said, "When we observe our **responsibilities**, we protect our **rights** and those of others. That's how we make **Bright Star School** a safe and happy place for everyone."

The three friends smiled. Today, everyone had learned that small actions like helping, listening, and showing kindness can make a big difference.





## Reflection Questions

1. How did Jabali, Amani, and Zuri show responsibility for a safe environment?  
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2. Why was it important for Amani to help Bahati when he was hurt?  
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3. What responsibility did Jabali and Amani forget when they whispered in class?  
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4. How did Mwalimu Rehema use positive discipline to solve the disagreement?  
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## Remember!

Rights and responsibilities go hand in hand. When we respect and observe our responsibilities, we help protect our rights and the rights of others.

## MODULE 3

# UNDERSTANDING AND RECOGNIZING VIOLENCE

You deserve to be safe, loved,  
and respected!



## What is violence?

**Violence** means actions or words that hurt someone physically, emotionally, or mentally. It can happen anywhere—at home, in school, online or in the community.

We cannot justify violence no matter how or where it happens.

Learning how to recognize violence will help you and others stay safe.

It is important to speak up when you experience violence, you should be courageous.

## Who can violate a child?

Anyone who harms a child is called a **Perpetrator**.

A **perpetrator** is someone who hurts others by using harsh words, harmful actions, or unfair treatment.

This can be another child or an adult at school, home, in the community, or online.

Sometimes, a perpetrator can pretend to be kind and friendly to trick a child into unsafe situations.



## A perpetrator can be:

- ✓ A bully who keeps hurting others.
- ✓ Someone who touches a child in an unsafe way.
- ✓ Someone who forces a child to do something that is harmful.
- ✓ Someone who offers gifts, money, or special attention in exchange for secret touching, photos, or other unsafe actions.
- ✓ Sometimes, even relatives or family friends harm children by touching them in ways that feel uncomfortable or telling them things that are not good.

## Different ways children can be hurt

### Physical Harm

Actions like hitting, caning, pinching, pushing, or throwing things that hurt someone's body.



#### Example.

Someone slaps a classmate during an argument.  
A teacher or parent using a cane to punish a learner

### Emotional Harm

Words or actions that make a child feel bad such as bullying, yelling, use of abusive words, lying about or falsely accusing another child or ignoring them.



#### Example

A teacher calls a learner "lazy" in front of the class

A learner tells, writes or draws lies about another

When learners laugh or shame another due to a mistake they made

When a parent or a teacher compares children due to their abilities

# Different ways children can be hurt

## Sexual Harm

Sexual harm happens when:

- Anyone touches your body in a way that makes you feel uncomfortable or unsafe.
- Someone comments about your body that make you feel uncomfortable or scared.
- When someone shows you pictures or videos of private body parts or things that are not appropriate for children.
- When someone asks you to do something inappropriate or sexual in exchange for gifts, attention, or threats. This can include touching, sending private pictures, or doing something that makes you feel uncomfortable



### Example

An adult or friend touches your private parts

An adult or friend asks you to touch their private parts or for someone else

Showing a child pictures of people who are naked

An older child, teacher, or adult promises you gifts or special treatment if you let them touch you or send them pictures of your body.

## Neglect or Abandonment

It happens when a child's basic needs like food, clothes, health care are not met.



### Example

A child is left hungry all day because they are not given food at home.

## Bullying

Happens when someone hurts or scares another person.



### Example

Making fun of another learner, calling them names repeatedly

When another learner intentionally takes another's items and destroys them.

When a child draws an embarrassing image of another in the toilets, blackboard, classroom walls

## Online Violence

This is when abuse happens online using mobile phones, tablets, computers.

### Example:

When a learner is bullied, threatened or harassed online.

When bad messages, images and comments are sent to a child

When private information about you is shared online.







If you or someone you know is facing any kind of harmful acts, do not stay silent. Speak up! Speaking up is brave and it helps stop the harm from continuing.



## WHAT CAN YOU DO WHEN YOU SEE OR EXPERIENCE VIOLENCE?

1. **Speak about it to someone**
  - o Speak to someone you trust, like a teacher, parent, or counselor.
2. **Speak up immediately**
  - o Say what happened, where it happened, and who was involved.
3. **Call for help**
  - o Shout **HELP!**
  - o You can call **116**, or **1190** for help. These are free helplines to report violence or abuse.
4. **Go to a safe place e.g. the staffroom and to a public place**



## ALWAYS REMEMBER THIS:

It is never your fault when someone hurts you. You deserve to feel safe, respected, and cared for.

If someone is acting in a harmful way, speak up and tell a trusted adult.



# Activities to help you know and recognize violence

## ACTIVITY: MATCH THE TYPE OF VIOLENCE TO THE EXAMPLE

Instructions:

- Below are different types of violence and their examples
- Match each type of violence with the correct example by drawing a line to join the type of violence and the example.

Type of violence	Example
Physical Harm	A child is left without food or care at home.
Emotional Harm	Someone sends mean messages to a child online.
Sexual Harm	An older learner touches a child in a way that feels uncomfortable.
Neglect	A learner is repeatedly laughed at and excluded from games
Bullying	A teacher calls a child "stupid" in front of the class.
Online Violence	A classmate pushes and hits another during a disagreement



## MODULE 4

# SPEAKING UP AND REPORTING: HOW TO GET HELP

**Your voice matters!**



## What does it mean to speak up?

Speaking up means talking about abuse or hurt when it happens. Speaking up helps you stay safe and also protect others. It prevents abuse or harm from happening again and protects you and others.

When you speak up, you take steps to protect yourself from harm or danger.

Speaking up is good when something feels wrong, and you ask for help.

You have the right to feel safe everywhere in school, at home, and online.

## How can you protect yourself in unsafe situations?

You can keep yourself safe by practicing the following safety tips:

### 1. Use the NO-GO-TELL method

This will help you get away from unsafe situations quickly and safely.

- **NO:** Say No! Loudly and clearly to stop unsafe behaviors.  
**Example:** "No! Stop! I don't like that!"
- **GO:** Get away quickly to a safe place, to a trusted adult, or to a public area.  
**Example:** Run to the staffroom or a crowded place.
- **TELL:** Tell a trusted adult immediately about what happened.  
**Example:** "Miss Amina, someone touched me in a way I did not like."

### 2. Identify trusted adults

Trusted adults are people who will listen to you, believe you, and can help you when you feel unsafe.

Who can be a trusted adult?

- **A teacher**
- **A parent**
- **Guardian** e.g. grandparent, older siblings, relative etc. who takes care of you.
- **A neighbor** or **community** leader you trust.

### 3. Trust Your Feelings: If something feels wrong, it probably is.

### 4. Reporting

When you feel unsafe, hurt, or uncomfortable, you should report to a trusted adult and get help.

Reporting a person who harms or abuses you is protecting yourself and others.

There are safe adults and child-friendly ways to report harm, such as helplines, teachers, parents, or trusted community members. You are never alone! Help is always available when you speak up.

**For help, you can call child helpline numbers (116 or 1190).**

Reporting violence helps:

- Stop the harm from continuing.
- Keep you and others safe.
- Make your school and community a happy, safe place for everyone



### Key message:

**Speaking up keeps you safe and helps others too—if something feels wrong, say NO, GO to a safe place, and TELL a trusted adult.**



# Activities to learn how to speak up:

## ACTIVITY 1: AISHA STANDS UP FOR HERSELF

Aisha loved playing at school, but one day, an older boy started pulling her hand and blocking her way when she tried to leave. He made comments that made her feel uncomfortable. Aisha felt scared and didn't know what to do.

At first, she thought, Maybe I should keep quiet. But then she remembered what her teacher once said: "When something feels wrong, say NO, GO to a safe place, and TELL a trusted adult."

Taking a deep breath, Aisha firmly pulled her hand away and said, "No! Stop that!" She quickly walked away and went to find her teacher. When she told her what had happened, the teacher listened carefully, assured her it was not her fault, and promised to help.

Aisha felt proud and relieved. She realized that speaking up made her feel strong and safe. From that day on, she knew that her safety and feelings were important, and she had the power to stand up for herself and seek help when needed.



### REFLECTION QUESTIONS:

1. What did Aisha do to protect herself in this situation?

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2. If you were Aisha, what would you do to stay safe and get help?

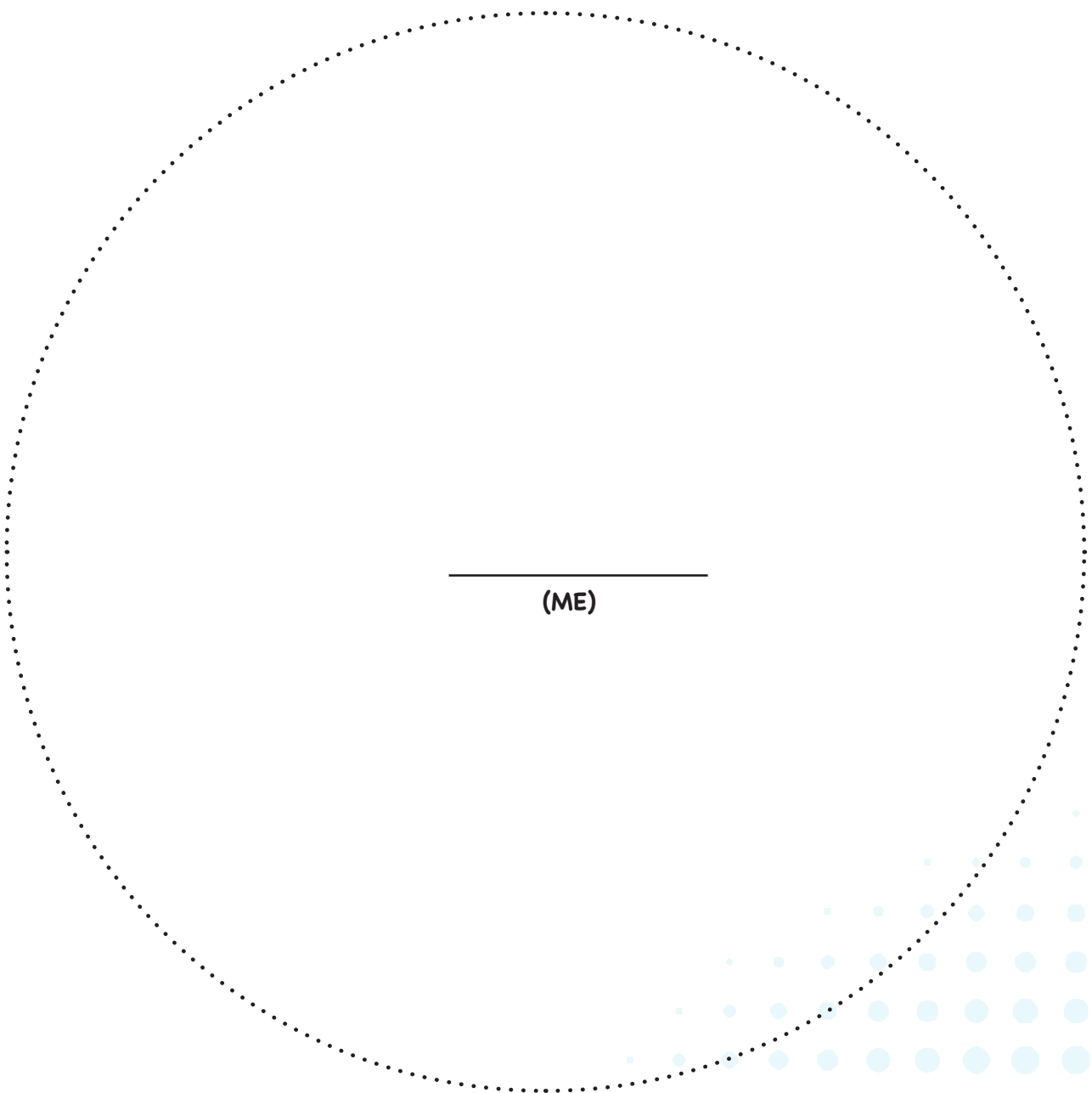
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**ACTIVITY 2: MY SAFE CIRCLE**

- Join the dots below to draw your safe circle. Inside the circle, write your name on the line labelled me. This represents you.
- Inside the circle, around your name, write the names of people you trust and can go to when you feel unsafe or need help.
- Decorate your safety circle with colors or drawings to make it unique!
- After you finish, look at your Safe Circle and remember that these are the people who care about you and can help when you need support. Keep it somewhere safe so you can always remember who to talk to.



## MODULE 5

# UNDERSTANDING SAFE BOUNDARIES WITH ADULTS

Every child deserves to feel safe, respected, and valued in all their interactions with adults.

## What is a safe boundary?

Safe boundaries are rules and limits that protect our bodies, feelings, and personal space from harm. They help us understand what is okay and what is not okay when interacting with others, including adults, teachers, and our friends.



## Story: The Superheroes of Bright Star Primary School

Mrs. Amani greeted the class with a warm smile. "Good morning, everyone! Today, we're going to talk about something very important: how to stay safe, set boundaries and recognize what is okay and what isn't okay with adults, including teachers."

Baraka, sitting in the front row, raised his hand. "Mrs. Amani, what do you mean by 'safe boundary'?"

Mrs. Amani nodded. "Good question, Baraka. Sometimes adults, including teachers, may do things that make you feel uncomfortable, and it's important to know that it's okay to say no. Let's talk about some things you can do to stay safe."

## The class listened carefully as Mrs. Amani began.

### 1. Boundaries are not just for adults.

"Boundaries are rules about what is okay and not okay for everyone. This means if an adult tries to make you do something you don't want to do, it's okay to say no. Your body belongs to you, and you have the right to say 'no' if something doesn't feel right."

Lulu raised her hand. "But what if a teacher asks me to give them a hug? Is that okay?"

Mrs. Amani smiled gently. "That's a great question, Lulu. Adults, including teachers, should always ask your permission before hugging you. If you don't want to hug someone, it's okay to say no. You don't have to hug anyone if it makes you uncomfortable."

### 2. It is okay to say "NO" if you feel uncomfortable.

"Remember, if anything makes you feel uncomfortable, you can always say NO. No one should make you feel forced to do something you don't want to do, not even an adult." Baraka raised his hand again. "What if they try to make me do it anyway?"

"It's always okay to say no. And if the person doesn't listen, you can tell a trusted adult, like your parents, teacher or the principal."

### 3. Not all secrets are okay to keep.

"Now, let's talk about secrets. Some secrets are fun, like surprises or birthday presents, but not all secrets are okay to keep. If an adult asks you to keep something a secret, especially if it makes you feel uncomfortable or scared, you should always tell a trusted adult. No secret is more important than your safety."

### 4. Always tell a trusted adult if something feels wrong.

"If anything happens that doesn't feel right, like an adult making you feel uncomfortable or asking you to do something you don't want to do, you should always tell a trusted adult. A trusted adult could be a parent, a teacher, or someone else who makes you feel safe."

### 5. Safe and Unsafe Touch

"Some touches make us feel happy, loved, and safe. These are safe touches, like a high five from a friend, a hug from your parents when you're sad, or holding hands with a younger sibling to help them cross the street. Safe touches should always feel good and never make you uncomfortable."

Lulu raised her hand. "What if someone touches me in a way I don't like?"

Mrs. Amani nodded. "That's an important question, Lulu. Unsafe touches are those that make you feel scared, hurt, or uncomfortable. This includes hitting, pinching, pushing, or touching private parts. Even if someone says it's a game, if it feels wrong, you have the right to say NO and walk away."



Baraka frowned. "But what if they tell me to keep it a secret?"

"No secret is more important than your safety," Mrs. Amani said firmly. "If someone asks you to keep an unsafe touch a secret, always tell a trusted adult, like a teacher, parent, or school counselor. Your body belongs to you, and you have the right to be safe."

Lulu and Baraka nodded, now understanding that safe touches feel good, unsafe touches should never be a secret, and they can always say NO, GO, and TELL if something feels wrong.

After the lesson, Mrs. Amani asked the class, "So, what have we learned today?"

Rajabu, who had been quiet, spoke up. "We learned that it's okay to say 'no' if something doesn't feel right, and we should always tell a trusted adult if we feel unsafe."

"Exactly, Rajabu!" Mrs. Amani said. "You are all superheroes for knowing how to keep yourselves safe."



### REFLECTION QUESTIONS:

1. Can you think of a time when you felt uncomfortable with something an adult said or did? What did you do about it?

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2. Why is it important for adults to ask for permission before hugging or touching you?

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3. If someone asks you to keep a secret that makes you feel uncomfortable, who can you tell?

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**REMEMBER!**

Safe boundaries make you feel respected and comfortable. If something doesn't feel right, trust your feelings and tell a trusted adult immediately.

**ACTIVITY 1: SCENARIO QUIZ**

Read each scenario below and decide if it's **SAFE** or **UNSAFE**. Write down your answers.

1. A teacher gives you a high-five and says, "Great work!"

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2. A neighbour asks you to keep a special secret just between you two.

-----

3. A stranger asks you to give them a hug.

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4. A teacher asks you to behind alone after class and locks the door and touches you.

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5. An adult insists you sit on their lap even though you don't feel comfortable.

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## MODULE 6

# STAYING SAFE AT SCHOOL

## Let's Keep Our School Safe, Fun, and Happy!

School is a place where you learn, play, and grow with your friends. A safe school is one where everyone — learners, teachers, school staff, and parents—works together to follow safety rules and look out for each other.

Sometimes, unexpected things can happen, like accidents, bullying, or strangers entering the school. But don't worry! By learning simple safety tips and knowing what to do in different situations, you can help make your school a safe and happy place for everyone.

### Here are some safety tips to help you stay safe at school

- Pay attention to where you are and what's happening around you
- Follow school rules and regulations
- Use kind words like please sorry and thank you when talking to others.
- Be kind to others
- Stay with a friend, classmate or schoolmate when walking in around or outside school.
- Know the school emergency and safety plans like what to do in case of a fire or accident
- Keep your personal belongings like school bags, lunch boxes, books, pens, and other personal items safe
- Ask for help when you are hurt, scared, or feeling unsure about something, ask a teacher or trusted adult for help
- Report safety threats like broken equipment, slippery surfaces, broken furniture, or sharp objects
- Report any intruders or strangers in your school
- Practice good hygiene e.g. by washing your hand, drinking clean water and using the toilet properly to prevent illness
- Be respectful and kind about the bodily changes of other learners
- Avoid playing with or misusing school equipment to prevent accidents
- When you travel by school bus, remain seated and follow the bus safety rules.



**REMEMBER!**

**Safe boundaries make you feel respected and comfortable.** If something doesn't feel right, trust your feelings and tell a trusted adult immediately.

**ACTIVITY: MY SAFETY PROMISE**

Write a safety promise to yourself that you will remember to practice to keep yourself, friends and school safe.

1

4

2

5

3

6



## MODULE 7

# COMMUNICATING WITH CONFIDENCE!

Make your words count, and learn how to connect with others the right way!



## What is communication?

Communication is how we share ideas, thoughts, feelings, and information with others. It can be as simple as waving to a friend, raising your hand in class, or telling someone how you feel.

Good communication helps you to:

- Understand others and be understood.
- Solve problems and avoid misunderstandings.
- Build trust and friendship.

## There are three main ways that we use to communicate with others:

### 1. Verbal Communication: Using words to talk.



#### Examples:

- o Answering a question in class.
- o Telling a friend about your day.
- o Saying "please" "thank you" or "sorry" when you should

### 2. Non-Verbal Communication: Using actions, signs, facial expressions, and body language.



#### Examples:

- o Smiling to show you are happy.
- o Nodding to show you agree.
- o Waving hello to a friend.

### 3. Visual Communication: Sharing ideas with pictures, signs, or drawings.



#### Examples:

- o A stop sign on the road.
- o Emojis like 😊 or 😡.
- o Charts and posters in the classroom.
- o Caution

## How to be a good communicator:

- Speak clearly using simple and kind words.
- Listen carefully to what others are saying.
- Ask questions when you do not understand.
- When having a conversation, make eye contact, or nod to show you are listening.
- Be patient by letting others finish talking before you speak.

## Barriers to Communication

Sometimes, communication does not take place because:

- We do not listen properly, for example when we make noise when the teacher is teaching
- We use hurtful words
- Yelling or being rude when speaking.
- Our actions do not match our words, for example when saying "I am happy," while looking sad, or are crying.
- We are too shy or scared to speak up.
- Trying to speak or answer a question in a noisy classroom.



## A Short Story: Juma's Big Speech

During the school assembly, Juma had to give a speech about helping others. He was shy and scared about it. He told Mwalimu Bakari about it, and he said, "Start by writing your ideas. Practice in front of the mirror. Remember to speak clearly and slowly." Juma followed Mwalimu Bakari's advice. On the day of the speech, Juma smiled, made eye contact, and spoke confidently. Afterward, his classmates clapped for him and said, "You were amazing!" From that day, Juma realized that good communication required good preparation.



### HAVING READ THE STORY ABOUT JUMA'S SPEECH, ANSWER THE QUESTIONS BELOW

1. How did Juma prepare for his speech?

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2. Why was Juma's speech successful?

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3. Write an example of when you have communicated well with others.

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### REMEMBER!

Good communication helps us understand others, solve problems, and build friendships.

Speak clearly, listen carefully, and always show kindness when you talk.

# Activities for Better Communication

## ACTIVITY 1: MY COMMUNICATION SKILLS CHECKLIST

Below is a list of good ways you can communicate with others. Tick (✓) the ones you already do.

- I speak clearly when talking to others. (    )
- I listen carefully without interrupting. (    )
- I ask questions when I do not understand. (    )
- I use kind and respectful words. (    )
- I use actions like nodding to show I am listening. (    )

Draw a sign you have seen recently



### REFLECTION:

Which communication skills are you most proud of?

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Which communication skill would you like to improve?

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## ACTIVITY 2: FIX THE COMMUNICATION

Let us practice turning bad communication into good communication!

Instructions:

Match the examples of bad communication in column A with the good communication in column B

### A: Bad Communication

A friend in class shouts at a friend to give them a pencil.

A girl sneers at a classmate who asks for help with a math problem

A teammate shouts and abuses another in the field to pass the ball

A boy interrupts while another is talking during group work

Two friends are whispering during the teacher's lesson.

### B: Good Communication

Hey! Pass me the ball

Can I please borrow your pencil?

Yes, I will help you. Let us solve the math problem together

Let's focus now and listen to the teacher

Listening and waiting for my turn to speak during groupwork



### REFLECTION QUESTION:

What makes body language, like smiling or nodding, important when communicating with others?

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## MODULE 8

# COPING WITH STRESS

**Stay Calm and Confident: You  
Can Handle Life's Challenges!**

## What is Stress?

Stress is a feeling we get when things feel too much or when we face challenges. It's like when your body and mind are telling you that you need to take a break or solve a problem.

Everyone feels stressed sometimes—maybe when you have too much homework, a disagreement with a friend, or even during a test. Stress is normal, but if we don't learn how to handle it, it can make us feel tired, sad, or even upset.



# What Causes Stress?

Here are some common reasons why children might feel stressed:



Having too much to do, like homework and chores

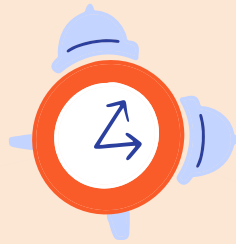
Being bullied



Disagreements with friends or teachers



Being left out during a game by your friends or classmates



Not getting enough sleep or free time



When you are sick



Fear being punished



Being punished such as being beaten, shouted at or made to feel ashamed



Family problems

# WHY IS COPING WITH STRESS IMPORTANT?

Learning to manage stress helps you to:

Solve problems without feeling overwhelmed



Stay calm and focused, even when things are hard



Feel happier and more confident every day



Take care of your body and mind



## How Can You Cope with Stress?

The table below shows how you can manage stress and feel better

Cause of Stress	How to Deal with It
Disagreement with a friend	Discuss feelings calmly, practice kindness, and stay calm
Too many things to do	Make a list, plan your time, and ask for help
Feeling worried and confused	Take deep breaths, take breaks, and talk to someone for support.
Peer pressure	Believe in yourself, talk to a trusted adult, and practice saying no.
Bullying	Tell a teacher or trusted adult, practice assertiveness, and remember it's okay to cry.
Physical illness or injury	Get plenty of rest, follow medical advice, and take care of your body.
Worried about schoolwork or exams	Make a timetable, take breaks, ask for help, and work hard.
Lack of sleep	Go to bed early, at the same time every night and take deep breaths to relax
Lack of free time	Schedule relaxation time, balance schoolwork and playtime.
Being punished	Talk to a trusted adult about how you feel. Remember, discipline should help you learn, not make you feel scared or hurt.
Family problems	Talk to a trusted adult, stay calm.



### KEY MESSAGE:

It's okay to feel stressed, but it's also important to take care of yourself and ask for help when you need it. Remember, stress does not last forever, and there are always ways to feel better!

# Activities to Cope with Stress

## ACTIVITY 1: MY COPING TOOLBOX

### Instructions:

Below is a large toolbox containing some of our favorite things that help us cope with stress! In the spaces provided, write:

1. Three things that help you feel better when you are stressed. Think about: What makes you feel calm?
2. Who can help you when you're stressed?

Share your coping toolbox with a friend or trusted adult and talk about how these things help you!

## MY COPING TOOLBOX



### 1. I FEEL BETTER WHEN I ...

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### 2. WHO CAN HELP ME WHEN I'M STRESSED

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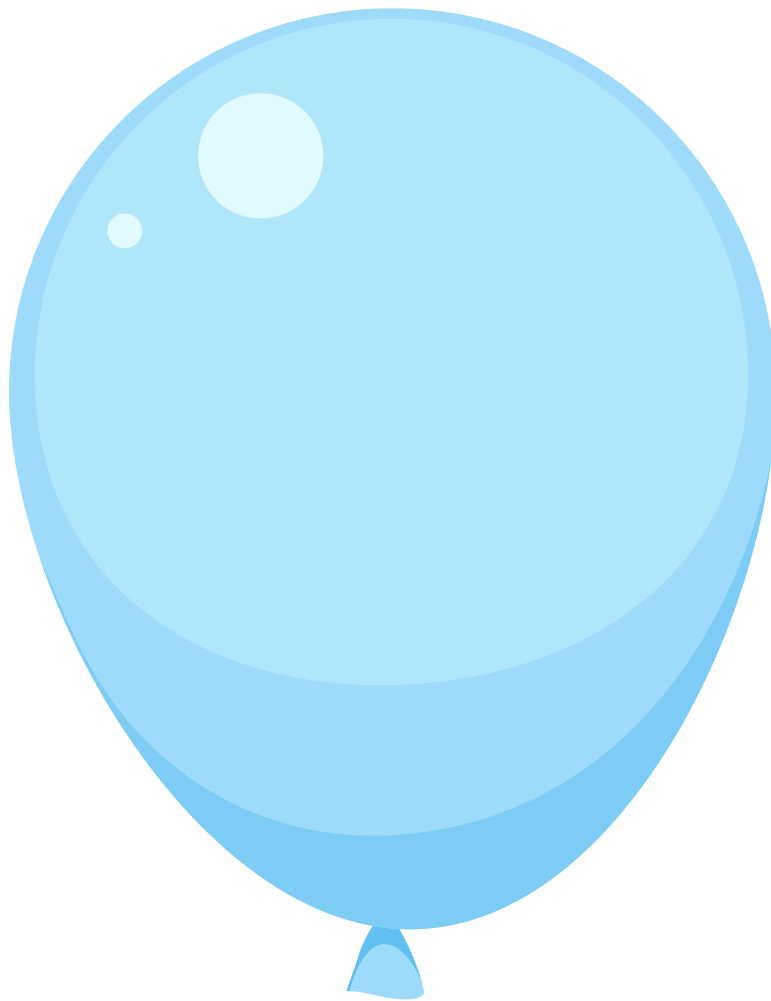
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**ACTIVITY 2: THE BALLOON RELEASE****Instructions:**

1. Inside the balloon below, write or draw things that make you feel stressed.
2. Now, imagine letting go of the balloon and say, "I can handle this."
3. Under the balloon, write or draw ways to feel better.

Share your balloon with a trusted friend or adult and talk about which ways help you feel calmer.



## MODULE 9

# STAYING SAFE WHEN ONLINE

## Being digitally safe, always!

Phones, tablets, and computers help us learn, play, and stay connected with friends. But sometimes, people use them to be unkind or to hurt others. It's important to know how to stay safe and protect yourself from cyberbullying, online abuse, and online violence.

### WHAT IS ONLINE VIOLENCE?

- Online abuse happens when someone uses the internet to hurt, scare, or trick others. It can happen through social media, games, messages, or emails.
- Online violence can happen anywhere and anytime—at school, at home, or even when you are alone.

What are some of the dangers you might face when you are online?



When someone sends hurtful messages, spreads rumors, or posts embarrassing photos to hurt you

When someone keeps sending mean, scary, or threatening messages over and over

When people trick others money or personal information

When someone excludes you from group work or online games to make you feel lonely

When a stranger pretends to be a friend to trick a child into sharing personal information or meeting them in real life

When children see pictures, videos or messages that make them uncomfortable

When someone sends harmful messages that makes you feel bad



**REMEMBER!**

If you experience online violence, it is NOT your fault! You are not alone, and there are ways to stop it.

**HERE ARE WAYS YOU CAN STAY SAFE**



## WHAT SHOULD YOU DO?



- Tell a parent, a teacher or a trusted adult if something online makes you feel uncomfortable, confused, hurt or scared
- If someone you do not know sends a message, do not reply and tell a trusted adult.
- If someone sends you a picture of something that makes you uncomfortable, tell a trusted adult immediately.
- Switch off your phone and immediately
- Call **116** or **1190** to get help



### KEY MESSAGE:

It's okay to ask for help! Trusted adults can help you block or report someone online.

**ACTIVITY 1: SAFE OR UNSAFE ONLINE?**

Write whether these actions are **SAFE** or **UNSAFE**.

- Sharing your name with someone in an online game.  
\_\_\_\_\_
- Blocking someone who makes you uncomfortable.  
\_\_\_\_\_
- Accepting a friend request from someone you don't know.  
\_\_\_\_\_
- Asking your parents for help when you see something upsetting online.  
\_\_\_\_\_
- Posting a picture of your school uniform with your school's name.  
\_\_\_\_\_
- You find a funny video online, but it makes fun of someone. You share it with your classmates.  
\_\_\_\_\_



**ACTIVITY 2: WHAT WOULD YOU DO?**

**Read the situation and write what you would do:**

You get a message saying, "Nobody likes you. You should stop coming to school."

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Someone posts an embarrassing picture of you without permission.

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A person you do not know sends you a message saying, "Let's be best friends! Tell me where you live."

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You receive a message from someone you don't know. It says: "Hi, I am your mother's friend. She asked me to come pick you up from school. Please come outside now."

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## MODULE 10

# SOLVING PROBLEMS AMONG US

## Work Together to stay happy and Peaceful!

### What Are Disagreements?

Disagreements happen when two or more people do not agree on something. These can happen while playing, working in a group, or even just talking.

It's normal to have disagreements. What matters most is how we solve them – kindly and calmly–so everyone feels happy and respected.

Solving disagreements kindly and calmly helps you to:

- Stay friends
- keep everyone happy
- Understand others better.
- Create a safe, fun school environment for everyone.



### How can you solve a problem in a kind and fair manner?

Here are some simple steps to solve disagreements in a kind and fair manner:

1. **Stay Calm:** Take a deep breath. When you stay calm, it is easier to think clearly and speak kindly.
2. **Listen Carefully:** Let the other person share their feelings. Don't interrupt—just **listen**.
3. **Be Respectful:** Speak kindly and don't yell, call names, or blame others. Treat them how you'd like to be treated
4. **Share Your Feelings:** When it's your turn, say how you feel. Use kind words like:
  - a. "I felt upset when..."
  - b. "I didn't like it when..."
5. **Work Together on a Solution:** Find an idea that makes both of you happy. For example:
  - a. Take turns playing a game.
  - b. Share supplies.
6. **Say sorry/apologize:** If you made a mistake, say, "I'm sorry." It can fix hurt feelings and help everyone move on.

**KEY MESSAGE:**

It's okay to disagree sometimes but solving problems in a kind and calm way helps everyone feel better.

## Activities to Solve Problems

### ACTIVITY 1: SOLVING PROBLEMS TOGETHER

**Think About It: How Would You Handle This Situation?**

#### Story: Tom and the missing ball

It was break time, and the learners of Bright Star Primary were playing football. Kamili kicked the ball too hard, and it flew into the bushes. He ran to get it, but he could not find the ball. Then he heard voices behind him.

"Why are you so clumsy, Kamili?" shouted Jasiri. "Now we cannot play!"

"I did not mean to," Kamili replied.

Jasiri pushed Kamili and grabbed his arm. "You'll pay for this!"

Just then, Mwalimu Bakari walked over. He gently asked, "What's going on?"

Jasiri pointed at Kamili. "He lost the ball!"

Mwalimu Bakari looked at both boys and said calmly, "Let's take a deep breath and talk about this together. Pushing and shouting doesn't help."

Mwalimu Bakari explained that everyone makes mistakes, and hurting others is never the answer. He gathered all the players together and asked them to think of ways to solve problems peacefully.

"Kamili, next time, can you be more careful when kicking the ball?" Mwalimu Bakari asked.

Kamili nodded. "Yes, I'll aim better."

"And Jasiri, if you feel upset, what can you do instead of pushing?"

"I can talk calmly," Jasiri said.

"Great teamwork! Now go and look for the ball together" Mwalimu Bakari said. The children happily went to look for the ball together.





## REFLECT AND RESPOND

1. What do you think Jasiri was feeling when he shouted? Why?

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2. What did Kamili do to keep the argument from getting worse?

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3. How did Mwalimu Bakari help the team in solving the problem?

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4. What steps did Jasiri agree to take to resolve the disagreement?

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5. Why is it important to stay calm during a disagreement?

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6. What will you do the next time you have a disagreement with another person?

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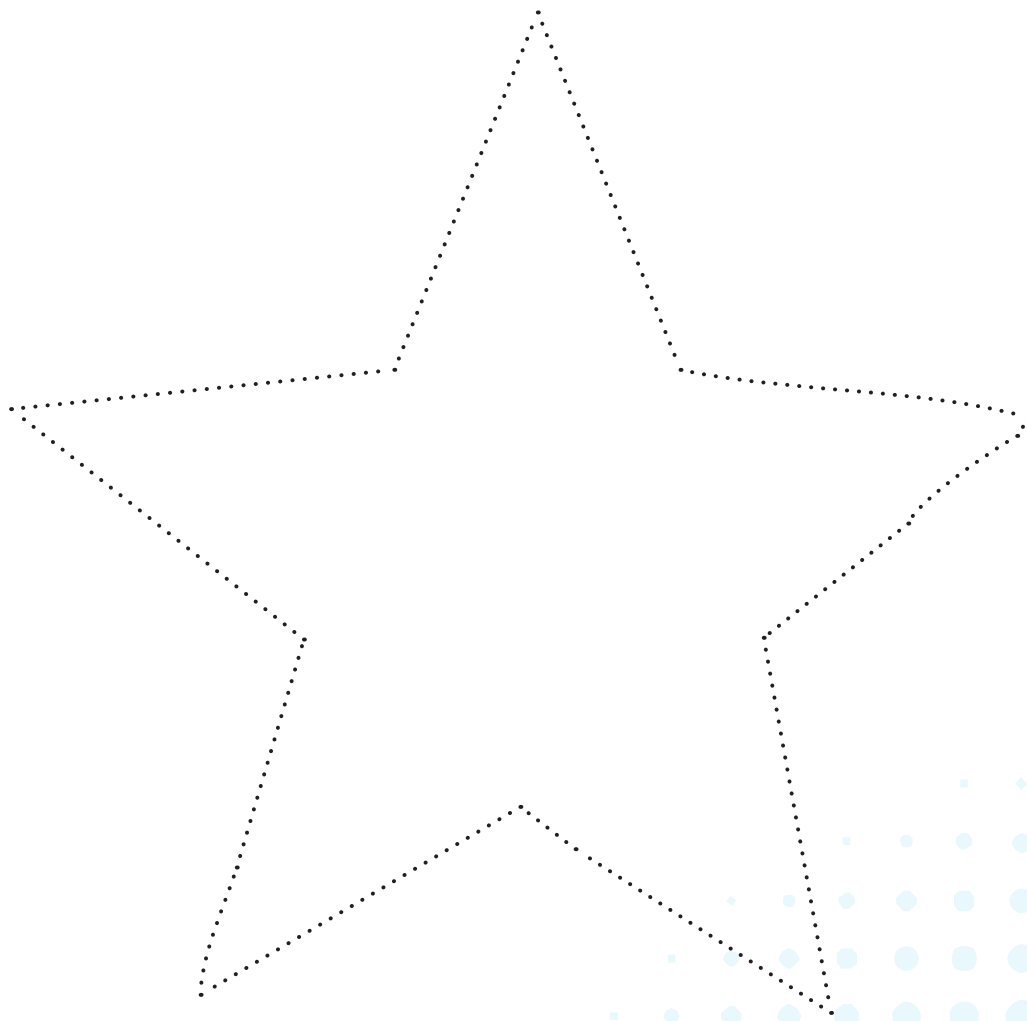
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**ACTIVITY 2: MY PROBLEM-SOLVING STAR**

Create a star that shows helpful ways to solve problems.

**Instructions:**

1. Join the dots below to create a big star on your paper.
2. On each point of the star, write one helpful way to solve problems. Pick the answers from the word bank below

**Complaining****Take deep breaths****Talking to another person politely****Listen to the other person.****Fighting****Say sorry****Say how I feel****Find a fair solution**

## MODULE 11

# DISCOVERING YOUR AMAZING SELF!

Celebrate who you are and what makes you special!



## WHAT IS SELF-AWARENESS?

Self-awareness means knowing who you are and what makes you special.

Self-awareness is about getting to know yourself! It is about:

- Your thoughts and feelings: understanding when you are happy, sad, angry, or scared so you can handle your emotions better.
- What you are good at: knowing the things you can do helps you feel confident.
- How you treat others: noticing how your words and actions make others feel can help you be kind and caring.





## KEY MESSAGE:

You are unique and amazing just the way you are! When you understand yourself, you make good choices, are proud of yourself and others!

# Activities for Discovering Your Amazing Self

## A Short Story: Zawadi's Spark

Zawadi loved reading stories and drawing pictures, but she thought those things were not special. At school, Chema was great at sports and always won races. Zawadi felt like she was not as good as Chema.

One day, their teacher asked the class to draw a poster about protecting the environment. Zawadi sketched trees, rivers, and animals, while Chema suggested fun activities to protect the environment.

When the posters were finished, the teacher said, "Zawadi's art is amazing! It shows what we can do to protect the environment." Chema added, "Your drawings are beautiful! We all have different abilities in our class."

Zawadi realized that though she was not good in sports, she had her own special ability in drawing. She now knew that everyone has their own special ability. From that moment, Zawadi felt confident about herself.



## REFLECTION QUESTIONS

What makes Zawadi special?

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What made Chema special?

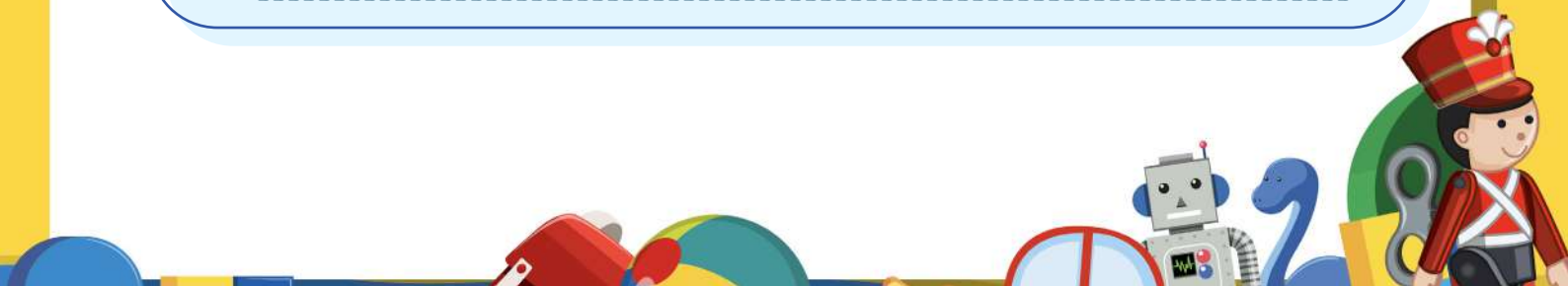
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What are three things that make YOU special?

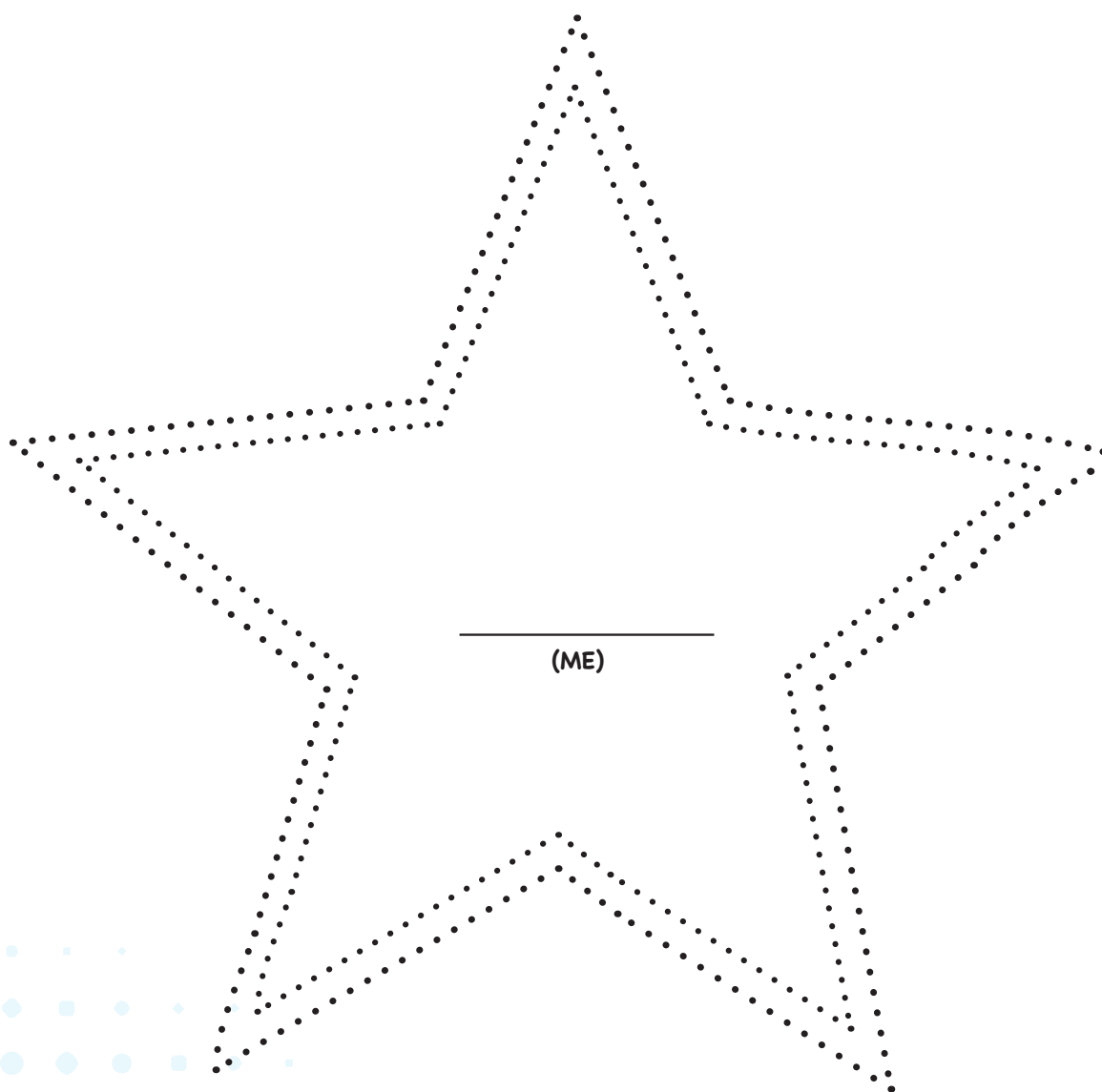
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**ACTIVITY 2: MY STRENGTH STAR****Instructions:**

1. Join the dots below to draw a big star .
2. Write your name in the middle of the star.
3. On each point, write a strength, talent or activity you enjoy in school or at home.





### ACTIVITY 3: MY SPECIAL STORY

Write about a moment when you were happy about yourself or felt proud of yourself and why it was special.

**Instructions:**

Write a short story about a moment or time you felt proud of yourself and why it was special.

Start with: "One day, I ..."

Write what you did, how it made you feel, and why it was special to you.

You can draw pictures to go with your story.

One day, I ....

## MODULE 12

# HELPING EACH OTHER: PEER-TO-PEER SUPPORT

## Stand Together, Stay Strong!

### What is peer support?

Peer support means helping and looking out for each other. Friends and classmates can be there for one another to share ideas, when someone feels sad, scared, or is facing a difficult time.

Sometimes, a child may experience violence at school or at home, like bullying, being left out, or even being hurt. If you see this happening, you can help!

## WHY IS PEER SUPPORT IMPORTANT?



# WHAT CAN YOU DO SEE A FRIEND, A CLASSMATE OR ANOTHER CHILD IN TROUBLE?

When you see someone being hurt or treated unfairly, you can help!  
Here is what you can do:



1

## BE A KIND FRIEND

- ✓ Talk to them and listen to how they feel.
- ✓ Let them know they are not alone.
- ✓ Include them in games and activities so they don't feel left out.

2

## SPEAK UP IN A SAFE WAY

- ✓ If a friend is being bullied, say something like, "That is not right, Please stop it."
- ✓ If you don't feel safe speaking up, get help from a teacher or trusted adult.

3

## REPORT TO A TRUSTED ADULT

- ✓ If a friend is being hurt or treated unfairly, tell a teacher, school counselor, or parent.
- ✓ Say exactly what you saw. For example: "I saw someone beat my friend during break time, and they looked scared."
- ✓ If the violence is happening at home, encourage your friend to speak to a trusted adult.

4

## NEVER JOIN IN OR STAY SILENT

- ✓ Do not laugh or encourage others to hurt someone.
- ✓ If someone is being left out, invite them to join your group.

5

## STAY SAFE WHILE HELPING

- ✓ If someone is in danger, do not try to stop it alone. Get help from a trusted adult.
- ✓ Always ask for help.



**KEY MESSAGE:**

Always support each other with kindness, friendship, speaking up, and reporting when someone is being hurt or treated unfairly.

**ACTIVITY 1: HELPING HAND****Instructions:**

Below is a helping handprint.

- On each finger, write a way you can support a classmate or a friend who is sad, being hurt or treated unfairly as shown below.

Share your helping hand with your classmate or teacher and talk about how we can support each other!

**HELPING HAND**

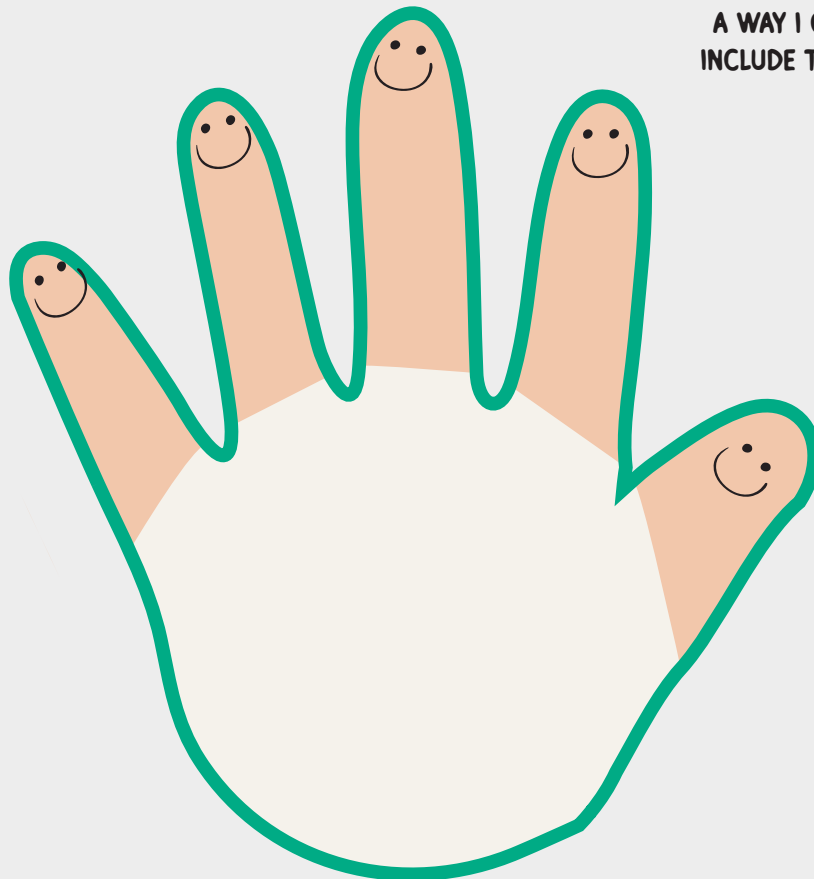
A SAFE WAY TO SPEAK UP

SOMEONE I CAN  
ASK FOR HELP

A WAY I CAN  
INCLUDE THEM

A WAY TO  
MAKE THEM  
SMILE

A KIND THING I  
CAN SAY.



## ACTIVITY 2:

## What Would You Do?

Read each situation and write what you would do to help.

Your friend is being bullied at break time. What can you do?

.....

.....



You hear a classmate say they feel unsafe at home. Who can you talk to?

.....

.....

A classmate is always sitting alone. What can you do?

.....

.....



You see a child being scolded harshly in front of everyone. What is a kind way to support them?

.....

.....



After completing the activity, share your answers with a teacher or a trusted adult and discuss the best ways to help a friend in need.



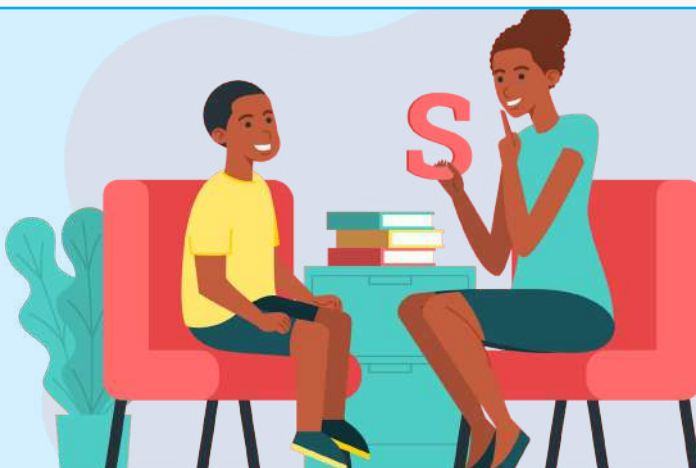
## MODULE 13

# POSITIVE DISCIPLINE: LEARNING AND GROWING WITH RESPECT!

Positive Discipline Helps us Learn not Fear

## WHAT IS DISCIPLINE?

Discipline helps children understand right from wrong so they can make good choices. Sometimes, children make mistakes or forget the rules, and that's okay! What matters is how adults guide them to do better.



There are two ways adults can discipline children — positive discipline and negative discipline (punishment).

Negative discipline includes shouting, hitting, caning, humiliating, or scaring a child into obeying rules. This can make children feel ashamed, afraid, or angry, but it does not help them understand what they did wrong or how to improve.

Positive discipline helps you learn from your mistakes, understand the consequences of your actions, and make better choices in the future. It is done with kindness and respect, helping you grow into a responsible and caring individual.

## Let us explore the difference!

Positive Discipline 😊	Negative Discipline 😞
Explains why a rule is important	Punishes without explaining the mistake
Listens to the child's side of the story	Ignores the child's side of the story
Encourages learning from mistakes	Uses fear to stop mistakes
Gives fair and kind correction	Uses harsh punishment like hitting
Helps the child make better choices next time	Makes the child feel sad, scared, or confused



### KEY MESSAGE:

Discipline is about learning, not fear: Positive guidance helps children learn and grow with kindness and fairness.

## Activities to help us learn about positive discipline

### ACTIVITY 1. STORY: A LESSON FOR AMANI

One day, Amani went to school when she had not finished her homework. She was feeling scared because she feared that she would be punished for not finishing her homework.

During class time, Teacher Neema was checking homework.

"Where is your homework, Amani?" asked Teacher Neema.

Amani looked down and whispered, "I am sorry teacher Neema, I forgot to do my homework."

Amani was afraid that Teacher Neema would shout and send her outside. Instead, she said, "Amani, I know you can do better. Homework helps you learn. Let's talk about why you didn't finish it."

Amani explained that she played for too long and forgot.

"Next time, try planning your time better," said Teacher Neema. "For now, you will use part of your break to complete the work. Do you think that's fair?"

"Yes, teacher," Amani said. She realized she had made a mistake but was happy she was not treated harshly.

That day, Amani promised herself to be more responsible. She learned that mistakes are part of learning, and discipline should help, not hurt.



## REFLECTION

What three lessons did you learn from this story above?

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## ACTIVITY 2: POSITIVE OR NEGATIVE?

Let us check if you understand positive and negative discipline!

### Instructions:

Read each of the situations below and decide if it shows positive discipline or negative discipline. Draw 😊 for positive discipline and 😞 for negative discipline.

1. A teacher listens to a child's side of the story before deciding what to do.
2. A parent shouts, "You are always lazy!" when a child forgets a chore.
3. A teacher helps a child correct their mistake instead of just punishing them.
4. A parent explains why hitting a friend is wrong instead of caning the child.
5. A teacher ashamed a child in front of the class for making a mistake.

## MODULE 14

# FEELING GOOD ABOUT YOURSELF

Believe in who you are and let your confidence shine!

## What does it mean to feel good about yourself?

Feeling good about yourself is liking who you are. It is about:

- Knowing the things you are good at and feeling proud of them.
- Understanding that everyone makes mistakes, and that is okay.
- Believing you are special just the way you are!



## Why is it important to feel good about yourself?

When you feel good about yourself, you can:

- Build confidence to try new things
- Make good choices and decisions.
- Be kind to others because you are happy with who you are.
- Work hard to reach your goals and believe you can do it!
- Build good friendships and treat others with respect.
- Believe in yourself

## What can you do to feel good about yourself?

Here are simple ways to build confidence every day:

**1. Do not compare yourself with others.**

You are amazing in your own way.

**2. Focus on what you are good at.**

Make a list of things you enjoy or do well.

**3. Believe in yourself.**

Say, "I can do it!" when you are trying something new.

**4. Learn from your mistakes.**

Everyone makes mistakes—it is how we learn and grow.

**5. Spend time with friends and family who make you feel happy.**

**6. Each day, think about things you did well, like helping a friend or finishing your homework.**



## Handling negative words or criticism

Sometimes, people might say unkind things to you. This does not mean what they say is true or that you are not amazing. You can stay strong by remembering how special you are and treating yourself with kindness by:

- Reminding yourself of something good about you. Example: "I am a kind person who helps my classmates."
- Talking to someone you trust when others hurt your feelings.
- Not letting negative or mean words hurt you by telling yourself: "what others say about me does not define who I am!"

## Children who feel good about themselves do the following:

- Try their best, even when something is hard.
- Stand up for what is right.
- Treat others with kindness
- Feel hopeful about their future.
- Speak up for themselves in way that is kind and respectful
- Speak up if someone is being treated unfairly.
- Are firm and polite when saying no
- Celebrate their achievements and those of others
- Are happy about their talents and those of others



### REMEMBER!

**You're amazing! Believe in yourself, be kind, and use confidence to grow, learn and make a difference.**



# Activities for Feeling Good about Yourself

## ACTIVITY 1: MY CONFIDENCE TREE

### Instructions:

Join the dots below to draw a big tree with roots, a trunk, and branches.

Write the following:

1. **On the roots:** The people who support me (e.g., family, friends, teachers).
2. **On the trunk:** My strengths and things I am proud of (e.g., "I'm good at art," "I help my friends").
3. **On the branches:** My goals or dreams (e.g., "I want to learn to swim," "I want to read 10 books").



## ACTIVITY 2: MY CONFIDENCE JOURNAL

### Instructions:

In the space provided, write the answers to the questions below.

1. Write about three things you did this week that made you feel proud of yourself.

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2. Write three things you want to try next week that will make you feel proud.

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3. Write three kind things you said to someone or yourself.

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## MODULE 15

# MAKING GOOD CHOICES

## Think, Choose, and Shine!



### What is a Decision?

A decision is a choice you make between two or more options. Every day, you make decisions—like what to eat, who to play with, or how to behave in class. Some decisions are small, like what color to use in your drawing. Others are big, like choosing how to handle a disagreement with a friend.

**Good decision-making is about:**

- Thinking about what could happen when you make a choice.
- Asking for advice when you need it.
- Choosing what is best for you and others.

## Why are good decisions important?

### When you make a good decision:

- You feel proud of yourself.
- You earn trust from others.
- You stay safe, healthy and happy.
- You build good friendships
- You get a good grade
- You solve problems in a better way.

### When you make bad decisions, it can lead to:

- Getting in trouble with friends, teachers, or parents.
- Hurting yourself or others
- Losing the trust of others
- Dangerous and unsafe situations

## How can you make good decisions?

### Here are simple ways to decide what to do:

- **Stop and think:** What is the problem? What choices do you have?
- **Ask for advice:** Talk to a trusted adult or friend.
- **Imagine the results:** What will happen if you make this choice?
- **Choose wisely:** Pick the choice that feels right and kind.

Here is a table to help you understand the difference between good decisions and bad decisions in common situations.

Type of decision	Good Decision	Bad Decision
Class performance	Asking questions and listening carefully in class and doing homework	Talking during a lesson or distracting others or not doing homework
Getting things done on time	Returning to class immediately when the bell rings.	Staying on the playfield after the bell rings and delaying the lesson
Solving problems with friends	Talking calmly to solve a disagreement.	Yelling, fighting, or taking revenge
Safety	Reporting fighting classmates to a teacher.	Joining a fight
Honesty	Admitting mistakes and being truthful.	Lying to avoid responsibility
Cleanliness	Throwing litter in the bin.	Littering the school environment.



### REMEMBER!

You have the power to make good choices every day! Good decisions make school a happier, safer place for you and others.

# Activities for Good Decision-Making

## ACTIVITY 1: MY DECISION JOURNAL

### Instructions:

Write about:

1. Two good decisions you made recently.

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2. One bad decision you made recently and how you can do better next time.

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3. A decision that you are happy and proud of and why.

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## ACTIVITY 2: DECISION PATHWAY

### Instructions:

- Think of two problems/challenges that you have been facing.
- What two options do you have to solve the problem? For each option/solution, think of the negative and positive outcomes (advantage or disadvantage).
- Remember, often, when you make the right decision, there may not necessarily be a disadvantage.



## MY DECISION HELPER



When we have a problem, it happens to think about different solutions. Use this organizer to write down the problem and possible solutions. Then list the **advantages** and **disadvantages** of each solution to help you choose the best one!



### THE PROBLEM



### SOLUTION 1

#### ADVANTAGES

#### DISADVANTAGES



### SOLUTION 2

#### ADVANTAGES

#### DISADVANTAGES



## MODULE 16

# MANAGING ANGER

Handle your anger, and  
you can handle anything!

## What is anger?

Anger is a strong feeling that we experience when we are frustrated, hurt, or when something feels unfair. It is normal to feel angry sometimes, but how we handle it is important. Managing anger in a healthy way helps us feel better and avoid hurting ourselves or others.



## Why is it important to manage anger?

Learning to manage anger helps you to:

- Stay calm and think clearly
- Keep good relationships with your classmates, friends and family
- Solve problems peacefully
- Feel happier

## SIGNS OF ANGER AND HOW TO HANDLE IT

Sign of Anger	How to handle it
Shouting	Take deep breaths to calm down, then calmly talk about how you feel.
Stomping feet	Take deep breaths to calm down, then calmly speak.
Throwing things	Count slowly and quietly up to 10 to regain control.
Fast breathing	Take deep breaths to calm down
Fast heartbeat	Close your eyes and take slow, deep breaths.
Crying	Take deep breaths to calm down.
Tightening of fists	Gently put your palms together.
Frowning	Take deep breaths to relax your face.
Grinding teeth	Take deep breaths and unclench your jaw.



### KEY MESSAGE:

It's okay to feel angry, but do not hurt yourself or others but find ways to calm down

# Activities for Managing Anger

## ACTIVITY 1: HOW I MANAGE ANGER

### Instructions:

1. Write five things that make you angry.
2. Next to each thing, write what you can do to stay calm.

After you finish, pick one thing you will try next time you feel angry and explain why it might help.

### "HOW I MANAGE ANGER"

THINGS THAT MAKE ME ANGRY	WHAT I CAN DO TO STAY CALM
1	1
2	2
3	3
4	4
5	5

## MODULE 17

# BUILDING AND KEEPING HEALTHY FRIENDSHIPS

## Make Friends and Treat Others Well!

### What Is a Healthy Friendship?

A healthy friendship is when you and the other person treat each other kindly, listen, and help each other. It is about feeling safe and happy together. You can have healthy friendships with classmates, family members, and teachers.

Healthy friendships make school and home more fun, safe and comfortable for everyone!

### WHY ARE HEALTHY FRIENDSHIPS IMPORTANT?

When you have good friendships, you:

- Feel happy and confident.
- Get along better with others.
- Solve problems peacefully.
- Work well as a team.
- You learn better
- Make the school fun and safe



### WHAT MAKES A HEALTHY FRIENDSHIP?

Good friendships have these important qualities:

- Respecting others
- Being fair
- Sharing
- Understanding
- Caring
- Working together and helping each other
- Being kind
- Celebrating each other's success.



**KEY MESSAGE:**

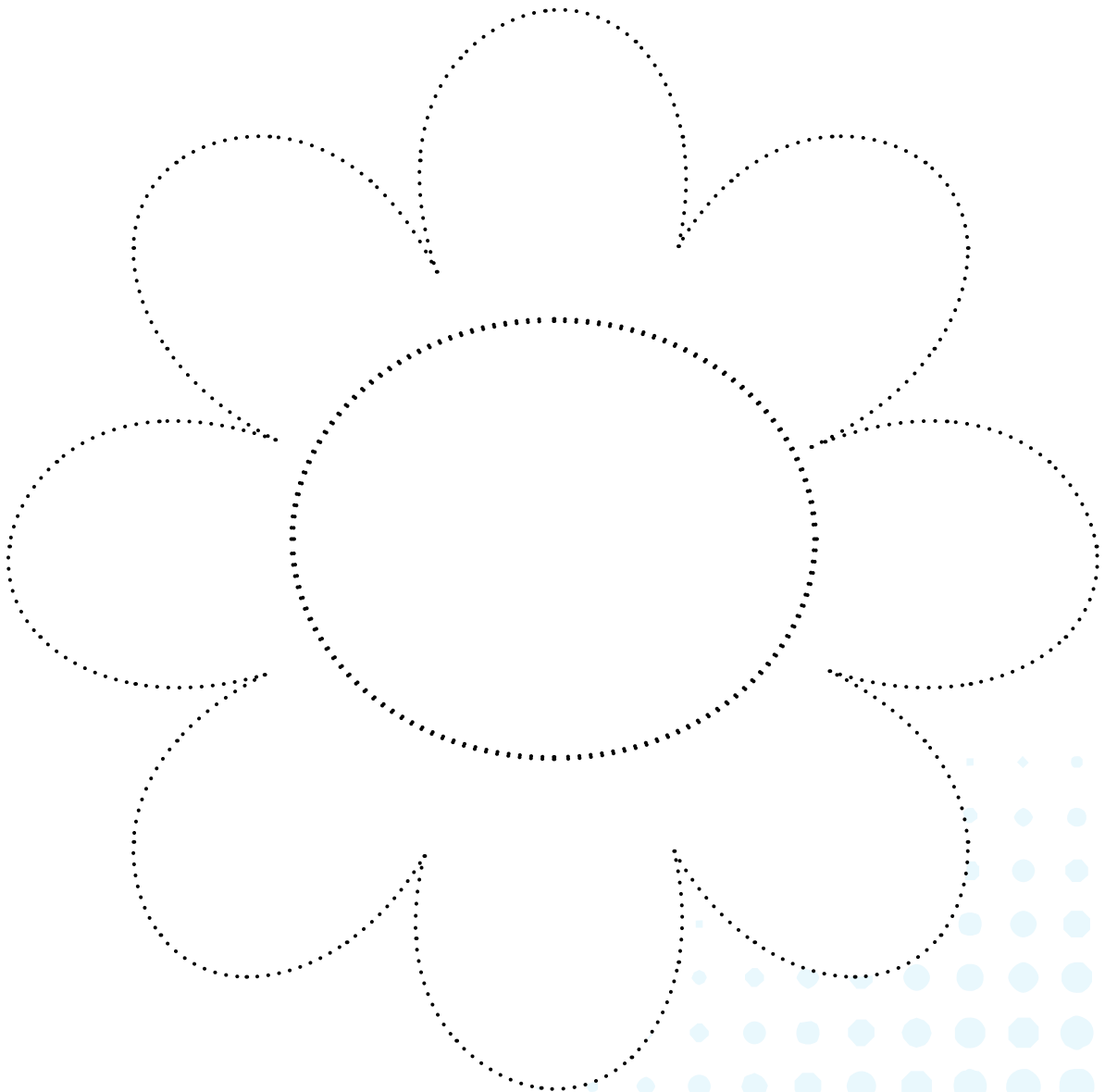
Healthy friendships are built on kindness, trust, and respect. When you treat others well and work together, everyone feels happy and safe

## Activities for Building Healthy Friendships

### ACTIVITY 1: MY FRIENDSHIP FLOWER

**Instructions:**

1. On a blank sheet of paper, draw a big flower with at least 5 petals.
2. Label each petal with one quality of a healthy friendship.
3. For each petal, write or draw one way you can show that quality to a friend.
4. Add a title to your flower.



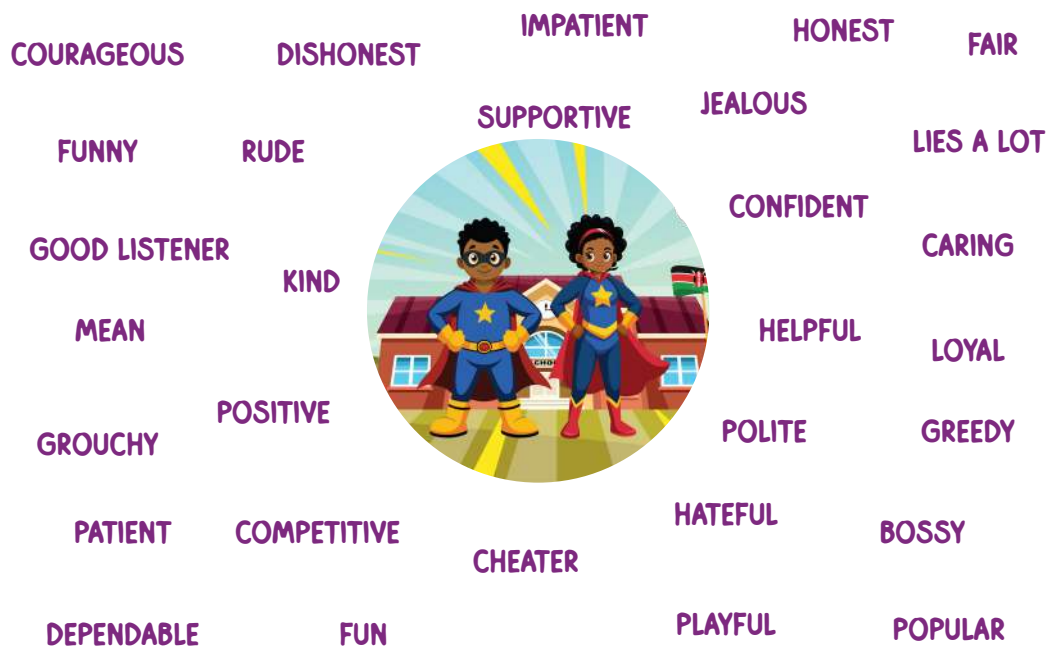


## REFLECTION QUESTION:

How do these qualities help in making your friendships stronger?

## FRIENDSHIP TRAITS

Circle the things that make someone a great friend! Cross out the things you wouldn't want in a friend.



## ACTIVITY 2: ROLE-PLAY FRIENDSHIP MOMENTS

### Instructions:

Read the situations below. Think about what you can do or say to be a good friend. You can act it out with a friend or write down your answers.

Your friends are upset because they didn't do well in a test.  
What can you say to cheer them up?

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You and your friend both want the same seat in class.  
What can you do to solve the problem calmly?

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A friend accidentally said something that hurts your feelings.  
How would you tell them in a kind way?

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## MODULE 18

# UNDERSTANDING BULLYING:

## Be Kind, stand up and treat others well!

### What is Bullying?

Bullying is when someone hurts, teases, or excludes another person on purpose and repeatedly. It can happen anywhere at school, in the neighbourhood, or online. Bullying is never okay. Everyone deserves kindness and respect.

Bullying is different from a one-time argument or mistake. A disagreement with a friend does not mean someone is bullying you. But if someone keeps hurting you or others on purpose, that is bullying!

#### HOW CAN BULLYING HAPPEN

- Hitting, pushing, kicking, or taking someone's belongings
- Saying hurtful, abusive and unkind words, name calling, or spreading lies
- Not involving others in activities
- Making others avoid a person
- Sending hurtful text messages or bad pictures and comments on social media



#### BULLYING CAN MAKE A PERSON:

- Sad, lonely, scared, fearful, angry, frustrated, Left out
- unsafe and stop attending school
- stop enjoying school
- Unable to focus in class
- Poor performance or grades
- Stressed and unhealthy
- Lose confidence
- Makes it hard to trust others and make new friends
- Create fear and unhappiness for everyone
- Fighting or harming others
- Makes school unsafe

No one deserves to be bullied. That's why we must stop bullying when we see it.

When those around stay silent, it can make the bullying worse because the bully thinks no one will stop them. But when everyone speaks up or support the person being bullied, they help make school a kinder and safer place for everyone.

#### What to Do If You Are Being Bullied...

There are ways to stand up for yourself safely and get help from people who care about you.

Stay calm – Take a deep breath and try not to react with anger

#### What to Do If You See Someone Being Bullied...

Don't just watch—help in a safe way! Being a good friend means being there for others when they need you.

**NO:** Say No! Loudly and clearly to stop unsafe behaviors.

**GO:** Get away quickly to a safe place, to a trusted adult, or to a public area.

**TELL:** Tell a trusted adult immediately about what happened

When those around stay silent, it can make the bullying worse because the bully thinks no one will stop them. But when everyone speaks up or support the person being bullied, they help make school a kinder and safer place for everyone.



#### REMEMBER:

**Bullying is never good! Everyone deserves kindness and respect. If you see or experience bullying, speak up and tell someone who can help**

# Activity to help children recognize safe actions when facing bullying.

## ACTIVITY 1: THE NEW KID

Tamu was excited about her first day at Bright Star Primary School. She smiled at her new classmates, but some of them whispered and giggled. Several times on that day, Tamu tried to join other classmates in their games. However, every time a boy named Fahari kept crossing his arms and said, "You can't play with us. You don't belong here!"

Every time this happened Tamu felt sad. She sat alone, feeling left out. Aisha was concerned. She walked over to Fahari and said, "Fahari, it is always good to be kind to others. Let Tamu Join our game." Aisha then walked over to Tamu and sat next to her. "Come and play with us," she said. Tamu smiled and agreed to join them. Other children were happy to play with Tamu too.

Fahari realized that he had made a mistake by being unkind and leaving Aisha out of their game.

He walked over to Tamu and said "I am sorry for being unkind and leaving you out of our game. I promise never to do it again."



### REFLECTION QUESTION:



How did Aisha help make things better?

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What would you do if you saw someone being left out?

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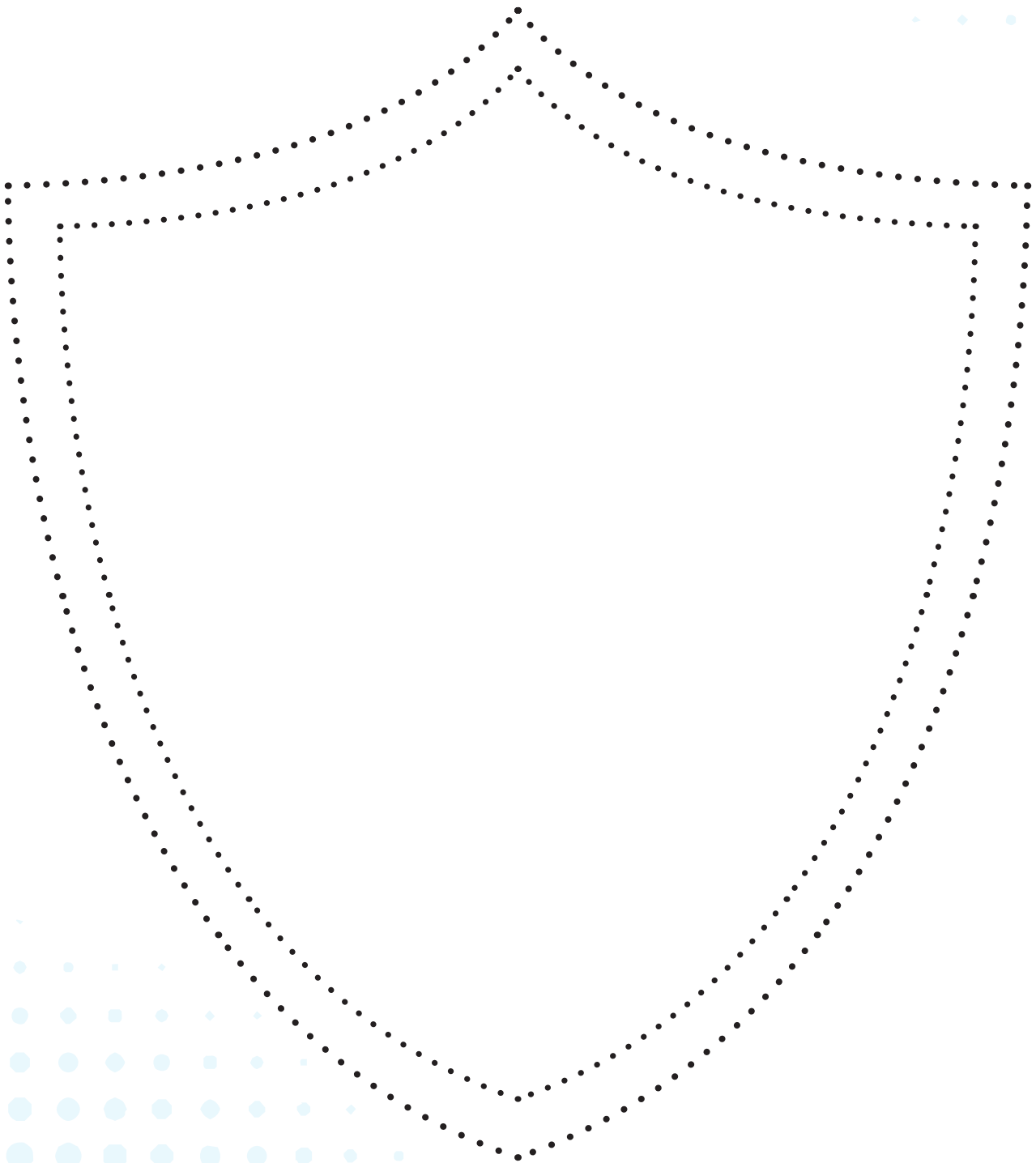
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**ACTIVITY 2: MY PROTECTIVE SHIELD****Instructions:**

Join the dots to draw a big shield.

Inside the shield, write what you can do to protect you and others from bullying.

Decorate and color your shield.





## Congratulations, Young HERO!

- You have completed your Heroes Workbook!
- You have learned how to:
- Speak up for yourself and others
- Stay safe and help friends stay safe
- Understand your feelings and manage big emotions
- Show kindness, respect, and empathy
- Solve problems without hurting others
- Be proud of who you are!
- You are now a **Certified Young HERO** –
- Helpful, Empathetic, Respectful, Observant, and Strong.

### Certificate OF COMPLETION

This is to celebrate:

Name: \_\_\_\_\_

Who has completed the Heroes  
Workbook and is now a  
**Certified Young HERO!**

Date: \_\_\_\_\_

"I promise to use what I have  
learned to make the world kinder,  
safer, and better for everyone."







Learning Environments that Advance Rights and Nonviolence

