



Kauna Love Facilitator's Guide



**Early
Years
Nigeria
Initiative**



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About Kauna

Kauna is a character education curriculum for teachers of young children (birth through 8 years of age). In the early years, a warm and supportive teacher-pupil relationship can be more impactful on learning and development than teaching methods. The goal of *Kauna* is to help early childhood educators improve their teacher-pupil relationships, thereby enhancing pupils' learning, development, and achievement.

This Facilitator's Guide provides detailed lesson plans for facilitators and/or school leaders as they provide professional development for early childhood educators. In addition to the Facilitator's Guide, each teacher participating in *Kauna* should have their own workbook to guide them in their learning.

This module addresses the character strength of love.

Praise for *Kauna*:

- “Because of Kauna, [my teacher] is more committed, intentional, and zealous in her work.” Administrator of a Primary School in Angwan Rukuba, Jos, Nigeria
- “[My teacher] consistently makes better choices as he relates with both teachers and students.” Administrator of a Primary School in Terminus, Jos, Nigeria
- “[My teacher] is more coordinated, calm, dedicated, and always ready to teach and impact the lives of her pupils in the class and in the school at large.” Administrator in Tudun Wada, Jos, Nigeria
- “[My teacher] tolerates her pupils more and corrects them gently, showing love and caring for them. This has made her own pupils and even others to always want to relate with her.” Administrator off Bauchi Ring Road, Jos, Nigeria
- “Kauna programme has brought positive changes to the teacher and the pupils are also keying into it.” Administrator of a Nursery School in Vom, Plateau State, Nigeria

Kauna: Love

S/No	Topic	Learning Goals	Approx. Length
1	What is Love?	Participants will be able to explain what love is	70 min
2	Power of Love	Participants will be able to explain the impacts of love.	75 min
3	Love in Action	Participants will be able to describe examples of love.	70 min
4	Characteristics of Love	Participants will be able to describe characteristics of love.	60 min
5	Expressing Love: Don't just Say It – Show It!	Participants will be able to: 1) Explain why it is important to express love to pupils 2) Differentiate between appropriate and inappropriate ways of showing love	70 min
6	Love: The Building Block of a Positive Classroom Environment	Participants will be able to: 1) Explain the teacher's role in creating a love-based learning environment for pupils 2) Describe how to create a loving and inclusive classroom environment 3) List practical and relevant activities to get to know pupils better	85 min
7	The Power of Love in Discipline	Participants will be able to: 1) Differentiate between positive and negative methods of discipline 2) Develop love-centred rules and consequences to guide pupils' behaviour in the classroom	95 min
8	You Must First Love Yourself!	Participants will be able to: 1) Explain the importance of self-love as the first step to being able to effectively love pupils 2) Describe self-care practices to improve teachers' mental, physical, and emotional health	90 min

Materials for all Love Lessons

General Materials

- Copies of the Workbook for each participant
- Nametags (if needed)
- A4 paper
- Pencils
- Cleaners (Erasers)
- Pencil sharpeners
- Masking Tape

Photocopies

In Lesson #8, participants will be shared into groups of 4 to 5. Each group needs one copy of each article below.

- *Why self-love is important – and how to cultivate it.* My Online Therapy.
Link: <https://myonlinetherapy.com/why-self-love-is-important/>
- *10 reasons why self-love is important.* Open Education Online.
Link: <https://openeducationonline.com/magazine/10-reasons-why-self-love-is-important/>
- *Self-love and what it means.* Brain and Behavior Research Foundation.
Link: <https://www.bbrfoundation.org/blog/self-love-and-what-it-means>
- *Learn how to self-love.* Psychological Health Care Blog.
Link: <https://www.psychologicalhealthcare.com.au/blog/learn-how-to-self-love/>

Materials in the Appendix

- Expressing Love flashcards – *Participants will be shared into groups of 4. Provide one copy of the flashcards per group.*
- Role-Play scenario cards
- Elements of a Loving Classroom flashcards

Collected Materials

- Old magazines, newspapers, pictures (see the vision board in Lesson 6: You Must First Love Yourself)
- Music player
- Inspirational Music (for playing while participants are making their vision board in Lesson 6: You Must First Love Yourself)
- Soft toy (e.g., teddy bear)
- Projector

Consumable Materials

- Pack of sweets
- Hole punch
- Crayons
- Flip chart or dry erase board
- Markers for recording on either a flip chart or dry erase board
- Markers and/or Coloured Pencils for drawing
- Pencils
- Cardboard paper: One piece each of red and white

- Cardboard paper: 3 pieces each of blue and yellow
- Cardboard paper: Multicoloured with 2 pieces per participant
- Red stamp pad or red paint
- Ribbon: Red and/or White
- Scissors: About 1 pair for every 2 participants
- Designer edge scissors: About 1 pair for every 2 to 3 participants
- Glue: Top Bond or Glue stick

Lesson 1 What is Love?

Learning Goal: By the end of this lesson, participants will be able to explain what love is.

Materials:

- Crayons/Markers

Procedures:

Step 1 (15 min): Read *The Seven Cow Wife* from the Workbook.

Guide	<i>Instruct participants to turn to page 1 of their workbooks.</i>
Read	<i>Have participants take turns reading the story with one person reading one paragraph.</i>
Ask	<ul style="list-style-type: none"> • What caused the seven cow wife to be beautiful? • What is the main lesson in the story? • Does the lesson from the <i>Seven Cow Wife</i> also apply to our pupils? Can our pupils be made beautiful by being loved? • In the story, the wife was “plain” in her appearance. But people can also be “plain” in terms of ability such as being average or below average in intelligence or “plain” in terms of conduct such as being a stubborn child or a bully. Can you think of any person you know who started out “plain” in any sense but became beautiful by being loved?

Step 2 (20 min): Draw a Definition of Love

Guide	<i>Instruct participants to turn to page 3 of their workbooks.</i>
Explain	<p>Think about how you define love. Draw a picture of what love means to you. Once you finish drawing your picture, write a sentence at the bottom describing your definition of love.</p> <p><i>Encourage participants that this activity is not for them to make outstanding drawings, but to get them to think more deeply about love. The concept behind the drawing is more important than the artistic skills.</i></p>
Share	<i>Ask participants to share their pictures of love and explain what love means to them.</i>

Step 3 (10 min): Discuss Definition of Love

Guide	<i>Instruct participants to turn to page 4 of their workbooks.</i>
Explain	I am going to give you a definition of love. Write the missing words in the blank spaces in your workbook.

	Love is a <u>deliberate expression</u> of <u>care</u> and <u>concern</u> for <u>someone</u> .
Discuss	<p><i>Discuss each of the key words in the definition, asking participants to explain what each means. Begin with the last word to clarify that each point in the definition applies to pupils.</i></p> <ul style="list-style-type: none"> Someone: As early childhood educators, who is the key “someone” that we should love? (<i>Target answer: Our pupils</i>) <ul style="list-style-type: none"> Should our expression of love depend on the person’s age? Should our expression of love depend on a person’s ability? Should our expression of love depend on a person’s social status? Should our expression of love depend on a person’s religion or ethnicity?
Explain	Love means that we deliberately express care and concern for someone regardless of their personal characteristics, such as age, ability, social status, and so on. Take a few minutes to think about personal characteristics that you need to keep in mind so you can express love equally to your pupils. Write one personal characteristic in each of the cows below the words “Love is love regardless of a person’s:”.
Share	<i>Ask participants to share some of the personal characteristics that they listed.</i>
Discuss	<p><i>Continue discussing the keywords in the definition.</i></p> <ul style="list-style-type: none"> Deliberate: What does deliberate mean? Expression: What does expression mean? <ul style="list-style-type: none"> Is “love” love if it is not expressed? Why or why not? Care: What does care mean? <ul style="list-style-type: none"> Briefly, how do we express care for our pupils? <i>Mention that we will discuss this more in subsequent sessions.</i> Concern: What does concern mean? <ul style="list-style-type: none"> Briefly, how do we express concern for our pupils?
Ask	<p><i>Ask participants to compare this definition of love to their own definition with the following question.</i></p> <ul style="list-style-type: none"> Does your definition of love capture anything that is not included in this definition?
Discuss	<i>Discuss whether the definition should be expanded to include things in their definitions not covered by the given definition. Alter the definition of love if agreed upon.</i>

Step 4 (5 min): Purpose of the Workshop

Explain	The purpose of this workshop is to help you improve your love for your pupils. The prominent developmental psychologist, Alison Gopnik, says that for young children’s learning, teacher-pupil relationships are more important than teaching strategies. We believe that your relationships
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	with your pupils will improve when you consciously and purposely love them – deliberately express care and concern for them. When you deliberately express care and concern for your pupils, then they will trust you more and learn better from you. According to Gopnik, this is more important than the teaching strategies you use in your classroom.
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Step 5 (15 min): KWL (Know, Want to Know, Learned) for Love

Guide	<i>Instruct participants to turn to page 5 of their workbooks.</i>
Explain	<p>KWL is a teaching strategy that is used to help pupils better understand a topic by reflecting on their background knowledge about a topic when you first introduce the topic, and then reflect on what you have learned after you have studied a topic.</p> <p>We are going to do KWL with our understanding of love. On page 5 of the workbook, you have a KWL chart.</p> <p>K stands for Know. What do you already Know about love? You are going to spend some time recording what you already know about love.</p> <p>W stands for Want to Know. What do you Want to Know about love? Write some questions you have about love in this column.</p> <p>L stands for Learned. This column is filled after you have completed a study of a topic, so it will not be completed until the end of the module, when you will reflect on what you have Learned about love.</p>
Guide	<i>Give participants time to fill in the first two columns – Know and Want to know.</i>
Explain	KWL is a great teaching strategy to use when beginning a unit of study, even for young children. It can be done in a group by asking pupils what they know and want to know about a topic and then a teacher recording on a piece of paper or blackboard. KWL teaches children how to think metacognitively – how to think about their thinking. It is an important skill to help children become successful lifelong learners.

Step 6 (5 min): Assign Drama Actors

Explain	In the next lesson, we are going to dramatize <i>The Seven Cow wife</i> . We need five people to dramatize the story: village elder, traveler, beautiful woman, husband, and father.
Ask	Who would be willing to dramatize the story?
Guide	<i>Encourage the actors to practice before the next lesson.</i>

Lesson 2 Power of Love

Learning Goal: By the end of this lesson, participants will be able to explain the impacts of love.

Preparation:

- Identify an example of someone who loved you and brought out the best in you (Step 4)
- Identify an example of a pupil whose behaviour and/or achievement changed because you expressed love to them (Step 4)
- Replicate the worksheet on page 8 on either a flip chart or the blackboard (Step 5)
- Create a sample bookmark (Step 6)
- Cut rectangles out of the red and white card stock and ribbon for the bookmarks (Step 6)

Materials:

- Flip-Chart Paper
- Markers
- Example Love Wins bookmark
- Red and white card stock or construction paper
- Red stamp pad (or red paint)
- Hole Punch
- Length of ribbon (red, white, pink)
- Scissors (1 pair for every 2 to 3 participants)
- Designer edge scissors (1 pair for every 2 to 3 participants)
- Glue

Procedures:

Step 1 (5 min): Review

Ask	<ul style="list-style-type: none"> • How do you define love? • What was the story about in the previous lesson?
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Step 2 (5 min): Dramatize *The Seven Cow Wife Story*

Guide	<i>The four actors assigned in the previous lesson will dramatize the story.</i>
Ask	<ul style="list-style-type: none"> • How did the husband show love to his wife? • What impact did love have on the 7 cow wife? <p><i>Conclude with the fact that love brings out the beauty – the best – in a person.</i></p>

Step 3 (15 min): *Love is the Greatest Song*

Guide	<i>Instruct participants to turn to page 6 of their workbooks.</i>
Read	<i>Have a participant read or sing Mman na ji in Taroh.</i>

	<i>Have another participant read the English translation at the bottom.</i>
Arrange	<i>Arrange the participants into groups of 4 to 5.</i>
Explain	We have the words to the song, but no tune. In your groups, you are going to put the English translation to a tune. You will have 10 minutes. Then you will each come back and your groups will take turns presenting your song.
Guide	<i>Give groups about 5 minutes to prepare their song.</i> <i>Once they have finished, let each group sing their song.</i>
Ask	Why is love the greatest and not money or riches, fame, or achievements?

Step 4 (15 min): Examples of Love

Explain	Think about someone from your childhood who showed you love – who expressed care and concern for you, and it brought out the best in you. <i>Give an example of someone – preferably a teacher – who loved you personally, and how they brought out the best in you. Describe both what they did and how it impacted you.</i>
Guide	<i>Instruct participants to turn to page 7 of their workbooks.</i>
Explain	Think of someone who has brought out the best in you through love. Write the name of the person in the blank space above the figure on the left. Then write what “best” was brought out in you and write it inside the figure labeled ME.
Guide	<i>Give participants time to reflect and complete the worksheet.</i>
Sharing	<i>Arrange participants in pairs. They should share their examples of love with their partner – who was the person who showed them love, how did they do it, and what was the best that was brought out of them.</i>
Ask	Now, think of examples of the power of love amongst your pupils. Can you think of a time that you expressed care and concern for a pupil, and it made them “beautiful”? <i>Give an example of a pupil whose behaviour and/or achievement changed because you expressed love to them.</i>
Share	<i>Let participants share their experiences of the power of love on their pupils.</i>

Step 5 (15 min): Discussion

Guide	<i>Instruct participants to turn to page 8 of their workbooks.</i>
Explain	We are going to brainstorm impacts of love. You can see Love in the centre of the page in your workbook. We will write what love can impact at the end of each line to show the power of love.
Ask	<p>What impact did love have on you?</p> <p><i>Record key words on the Flip Chart and encourage participants to record in their workbook.</i></p> <p>What other impacts of love you can think of?</p>

Step 6 (20 min): Love Wins Craft¹

Explain	We are going to make a Love Wins thumbprint bookmark to remind ourselves of the impact of deliberately expressing care and concern for our pupils. We will be making hearts out of our thumbprints. As early childhood educators, we are always leaving a “print” on our pupils. That print will either be good or bad. May our “print” be that of love.
Present	<i>Show the example bookmark.</i>
Demonstrate	<p><i>Explain each of the steps of making the bookmark as you model each step.</i></p> <p>Step #1: Get two rectangles – one red and one white.</p> <p>Step #2: Use the designer scissors to cut along the edges of the white paper.</p> <p>Step #3: Glue the white rectangle to the red rectangle, leaving a border of red along the side.</p> <p>Step #4: Punch a hole near the top of the bookmark.</p> <p>Step #5: Write “Love Wins” at the top.</p> <p>Step #6: Make hearts out of your thumbprint. To do that, gently cover your thumb with paint. Then carefully press your thumb onto the white paper to make half of the heart. Rotate your thumb to make the other half of the heart.</p> <p><i>Encourage participants to practice making the heart on scratch paper before doing it on the bookmark.</i></p>

¹ Culled from *Thumbprint Heart Bookmark* by Crafts for all seasons at <https://www.crafts-for-all-seasons.com/thumbprint-heart-bookmark.html>

	<p>Step #7: Thread ribbon through the hole and tie it.</p> <p>If you like, you can also write something on your bookmark to remind you of this lesson.</p>
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Figure 1. Sample Love Wins Bookmark



Lesson 3: Love in Action

Learning Goal: By the end of this lesson, participants will be able to describe examples of love.

Preparation:

1. Think of the greatest example of love from your own experience (Step 3).

Materials:

- Crayons/Markers

Procedures:

Step 1 (15 min): Read *The Man and His In-Law*

Guide	<i>Instruct participants to turn to page 9 in their workbooks.</i>
Read	<i>Have participants take turns reading the story with one person reading one paragraph.</i>
Ask	<ul style="list-style-type: none"> • What does this story teach us about love? • How can we apply these lessons about love to loving our pupils? • The son-in-law loved his father but did not get back love. Is love always reciprocated? In other words, do you always benefit when you demonstrate love to someone? <ul style="list-style-type: none"> ○ Describe a time when you demonstrated love to a pupil but the pupil did not love you back. ○ How do you continue to love a pupil who does not love you back?

Step 2 (30 min): Examples of Love

Explain	In the story, the son-in-law is a great example of a person who loved unconditionally. We are going to examine some other good examples of people who have loved.
Guide	<i>Arrange the participants into three groups. Assign each group one of the Examples of Love from pages 10 to 11 in the workbook.</i>
Explain	<p>Each group has one example of love. In your group, first read over the example of love. Then discuss the following questions.</p> <ul style="list-style-type: none"> • How did this person show love? • How can we apply that lesson to loving our pupils? <p>Each group will then make a presentation to the entire group. When you present, you will do the following.</p> <ul style="list-style-type: none"> • One person will read the section from the workbook. • As the person is reading, one or more of you will dramatize how that person demonstrated love.

	<ul style="list-style-type: none"> After you have finished your reading/drama the example of love, then one or more of you will summarize the key points of what you discussed from the questions above. <ul style="list-style-type: none"> How did this person show love? How can we apply that lesson to loving our pupils? <p>Each presentation should be no more than 5 minutes.</p>
Guide	<p><i>Give participants about 10 to 15 minutes to make their preparations.</i></p> <p><i>Then let each group make their presentation. Give each group a 1 minute warning to keep them to the 5 minute time limit.</i></p>

Step 3 (10 min): Personal Reflection and Sharing

Guide	<i>Instruct participants to turn to page 12 of the workbook.</i>
Explain	<p>Think about the greatest example of a person who has demonstrated love from your own experience.</p> <p><i>Share your own greatest example of love.</i></p> <p>Now it is your turn to think of the greatest example of love you know. It can be a person you have met directly, but it does not have to be. Once you have thought of that person, draw the example in the box. In your drawing, try to capture both the person and what they did to demonstrate love.</p> <p>As you are drawing, think about why they are the greatest example of love. You will share your drawing and explanation with a partner once you finish.</p>
Guide	<p><i>Give participants about 5 to 7 minutes to make their drawings.</i></p> <p><i>Once they are finished, arrange the participants in pairs to share their examples of love.</i></p> <p><i>Then ask a few participants to share their examples with the entire group.</i></p>

Step 4 (15 min): Love in Action Brainstorming

Guide	<i>Instruct participants to turn to page 13 of the workbook.</i>
Explain and Ask	<p>Now we are going to brainstorm practical examples of ways we can put our love in action into the classroom.</p> <p><i>Have participants take turns reading the first three points on the workbook. Add any further explanations or examples for each point.</i></p>

	<p><i>After a participant reads number D, ask:</i> What are some positive comments that you can give pupils? <i>If participants cannot think of an example, start with “I love your positive attitude.”</i></p> <p><i>Encourage participants to write an example of positive comments in the space provided.</i></p> <p><i>After number E, ask:</i> What are some example conversation starters? <i>Example: What is your favourite food?</i></p> <p><i>After number F, ask:</i> What are some examples of non-monetary gifts? <i>Examples include a hug, a high-five, a positive note</i></p> <p><i>After number G, ask:</i> What are some examples of ways you can show the pupils you care? <i>Examples include a smile, one-on-one time.</i></p>
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Lesson 4: Characteristics of Love

Learning Goal: By the end of this lesson, participants will be able to describe characteristics of love.

Preparation:

- Replicate the chart on page 16 on either a flip chart or blackboard. (Step 2)
- Replicate the worksheet on page 18 on either a flip chart or blackboard (Step 4)

Materials:

- Flip chart
- Markers
- 15 small pieces of paper

Procedures:

Step 1 (5 min): Review

Ask	What have you learned about love so far – especially love as applied to your role as an early childhood educator?
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Step 2: (10 min): Read *The Tree of Tuwo*

Guide	<i>Instruct participants to turn to page 14 in their workbooks.</i>
Read	<i>Have participants take turns reading the story with one person reading one paragraph.</i>
Ask	<ul style="list-style-type: none"> • Which wife demonstrated love? • How did the first wife demonstrate love to her daughter? • Contrast the loving actions of the first wife to those of the second wife. What did the second wife do that was NOT love?
Explain	The purpose of this lesson is to discuss the characteristics of love. What are the qualities or actions of love? Now we are going to compare and contrast the actions of the first wife to the love of the second wife. Turn to page 16 in your workbook. We agreed that the first wife demonstrated love, but the second wife did not. In this chart, we are going to record the loving actions of the first wife under “Love is...” Then we are going to put the opposite under “Love is not...”
Guide	<p><i>Guide participants in filling out the chart on page 16, with actions that demonstrate what love is from the story, and then listing the opposite action under “Love is not...”</i></p> <p><i>Participants can also add unloving actions of the second wife under Love is not, and then putting the opposite under Love is.</i></p>

	<p><i>Once they have finished brainstorming loving and unloving actions from the story, ask them to think of any other actions from their own experiences that demonstrate what love is and what love is not to add to the chart.</i></p> <p><i>Emphasize the point that love does not discriminate.</i></p>
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Step 3 (15 min): Personal Reflection

Guide	<i>Instruct participants to turn back to page 6 of their workbook.</i>
Explain	<p>Think back to the person you thought of who impacted you with your love. Now we are going to think about how that person demonstrated love to you. What characteristics of love did that person embody?</p> <p>Turn to page 17 in your workbook. Write the person's name in the blank space. Now write the characteristics of love that the person demonstrated within the outline of the person.</p>
Guide	<p><i>Give participants time to complete the worksheet.</i></p> <p><i>Arrange the participants in pairs. Have each person share the characteristics of love that they thought of with their partner.</i></p>

Step 4 (15 min): Discussion

Guide	<i>Instruct participants to turn back to page 18 of their workbook.</i>
Explain	<p>We are going to identify 15 characteristics of love. Think about the story we just read, the examples of love we came up with in the last lesson, and your personal reflection that you just completed.</p> <p>The word characteristic means a feature or quality belonging to a person. That means a characteristic of love is a quality that belongs to a person who is demonstrating love. We are not talking about the outcome of love – what love can accomplish. Outcomes focus on the person being loved – in our case, the pupils. Right now we are focusing on characteristics of the person doing the loving – such as us as teachers. So, for example, from our story, one characteristic of the loving first wife is that she was honest – she told the second wife everything that happened.</p>
Ask	<p>What do you think is the most important characteristic of love?</p> <p><i>When a person shares a characteristic, ask the rest of the group:</i></p> <ul style="list-style-type: none"> • Do you all agree that this is one of the most important characteristics of love? Why or why not? <p><i>If participants agree that it is an important characteristic, record it in a heart on the flip chart, and encourage participants to do the same in their workbook.</i></p>

Review	<i>Once the chart has been completed, review the characteristics of love that were identified.</i>

Step 5 (15 min): Characteristics of Love Song

Explain	<p>We are now going to create Characteristics of Love songs. We will share ourselves into groups. Each group is going to get select a few characteristics of love that we just identified. You will have about 10 minutes to make up a song using those characteristics of love.</p> <p>When you write the words to your song, make sure that you include each of the characteristics that you selected. You can either use a familiar tune, like Row, Row, Row your Boat. Or you can make up your own tune.</p> <p>Each group will share their song to the entire group when they have finished.</p>
Guide	<p><i>Share participants into groups of about 4 people each.</i></p> <p><i>Write each characteristic of love on a small piece of paper. Let each group select about an equal number of characteristics of love. (For example, if there are 5 groups, each group selects 3 characteristics of love.)</i></p> <p><i>Give each group about 10 minutes to create their songs.</i></p> <p><i>Then let each group present their song.</i></p>

Lesson 5: Expressing Love: Don't Just Say It-Show It!

Learning Goal: By the end of this lesson, participants will be able to:

- Explain why it is important to express love to pupils
- Differentiate between appropriate and inappropriate ways of showing love

Preparation:

- Write out the following statements on a whiteboard or a sheet of paper before the lesson begins.
 - Different people express love differently.
 - How you feel loved is how to show love.
- Label 2 sheets of cardboard per group: Appropriate Ways to Express Love (on green cardboard) and Inappropriate Ways to Express Love (on red cardboard).
- Prepare a set of Appropriate and Inappropriate flashcards from the Appendices per group of participants. Each group should have about 4 to 5 people in the group.

Materials:

- Biro
- Pencil
- Eraser
- Crayons/Markers
- Workbook
- Appropriate and Inappropriate Flashcards (see Appendices)
- Cardboard paper (Preferably green and red)
- Carpenter's tool box (**Optional:** to be used as a visual aid during step 5)

Procedures:

Step 1 (5 min): Optional Review

Ask	<ul style="list-style-type: none"> • What did you learn in the previous lesson?
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Step 2 (10 min): Read *The Story of Two Friends*

Guide	<i>Instruct participants to turn to page 19 in their workbooks.</i>
Read	<i>Have participants take turns reading the story with one person reading one paragraph.</i>
Ask	<ul style="list-style-type: none"> • Who showed love in this story? How? • In your opinion, did the friend's actions show love? Explain your answer. • Do you think it is important for a teacher to express love to his/her pupils? Why or why not? (<i>Allow for 2-3 responses.</i>) • Do you have examples of people who love but do not express it? (<i>Allow for 2-3 responses.</i>)

Step 3 (20 min): Other Activity: Drawing a Picture of Expressing Love

Read	<i>Write out and read the following sentence:</i> Different people express love differently.
Explain	If you agree with this statement, stand up. If you disagree, stay seated.
Guide	<i>Allow 1 person from each side to explain why they agree or disagree.</i>
Explain	<p>When we think about ways that love can be practically expressed, we should consider words, actions, and attitudes. Words are things we say. Actions are things we do. Attitudes are more in our heads – they are beliefs, ways of thinking, or ways we feeling. Two examples of loving attitudes are:</p> <ul style="list-style-type: none"> • Wanting the best for our pupils • Not responding to our pupils harshly, in impatience or anger <p>We are going to brainstorm ways to express love to our pupils. You can refer to the Characteristics of Love chart on p.18 of your workbook to guide your thinking.</p>
Ask and Record	<p><i>Record participants' responses on the board or flip chart</i></p> <ul style="list-style-type: none"> • What are some ways to express love through our words? What are words we can say that express love? • What are some ways we can express love through our actions – the things that we do? • What are some attitudes that help us express our love – beliefs about our pupils, ways to frame our minds so that we can show our pupils that we love?
Explain	In your workbook, draw a picture of someone expressing love.
Explain	Find a partner and briefly take turns explaining your drawings to each other.
Ask	Can the ideas in your drawing can be applied in the classroom with your pupils? If not, how can you adapt them to suit a teacher-pupil relationship?
Share	<i>Ask for volunteers to share their drawings and ideas with the whole group as time permits.</i>

Step 4 (10 min): Debate

Ask	How do you feel loved? In other words, what do people do (or say) to you that make you feel loved? <i>Allow for each participant to give a brief one - word or phrase reply, focusing on the major way they feel loved. (You can write their answers on the board/ sheet of paper for future reference.)</i>
Read	<i>Write out and read the following sentence:</i> How you feel loved is how to show love.

Explain	<p>We are going to have a debate about this sentence. Those who agree with the statement will stand on one side of the room, and those who disagree with the statement will stand on the other side of the room. Here are the rules for our debate:</p> <ol style="list-style-type: none"> 1. As the debate is ongoing, you are allowed to switch the side of the room you are on if your opinions change as a result of the arguments made. 2. One person from each side can present their argument at a time. They will have a maximum of 1 minute to make their argument. 3. We will alternate sides to present their argument – 1 person will present from the agree. Then 1 person will present from the disagree, and back and forth. 4. While one person is talking, nobody else should be talking. 5. A maximum of 3 people will present from each side.
Guide	<p><i>Guide participants in the debate with one person from each side presenting their argument.</i></p>
Explain	<p><i>If a carpenter's tool box is available, display the tools while participants call them out).</i></p> <p><i>Close the debate by giving the following analogy:</i> A carpenter's tool box is filled with different tools that he requires to do his work effectively, such as... <i>Prompt participants to give answers including nails, hammer, drill, saw, etc.</i></p> <p>Just as the carpenter needs to learn to use different tools to do his job well, so also we as teachers need to learn various ways to express love to the different and unique pupils in our care. One size does not always fit all.</p>

Step 5 (10 min): Sorting Activity on Appropriate and Inappropriate Ways to Express Love

Explain	<p>As teachers, there are appropriate and inappropriate ways to express love to our pupils whether in attitude (or beliefs), actions or words.</p>
Guide	<p><i>Divide participants into 3 groups. Give each group a set of 20 flashcards with ways of expressing love written on them. Have groups discuss and sort cards into "Appropriate" and "Inappropriate" ways for teachers to express love to pupils in the classroom, defending the reasons for their choices within their group.</i></p> <p><i>Tell groups to set aside cards that they disagree on – they should not stick them on the charts for future discussion as a group.</i></p> <p><i>When the group members are in agreement, have them stick the cards on 2 sheets of cardboard paper: one labeled "Appropriate Ways to Express Love" and the other "Inappropriate Ways to Express Love".</i></p> <p><i>Each group is to write their group number on their finished work and then display it on a board or wall at the front of the room.</i></p>

Ask	<p>Did any group have any ways of expressing love that they did not agree on?</p> <p><i>Some gray areas may arise during this activity. At the end of the activity, discuss the gray areas together as a whole group.</i></p>
Discuss	<p><i>As a whole group, discuss any ways of expressing love that were not agreed on.</i></p>
Explain	<p>Depending on the school's location, culture and rules, some of the ways of expressing love do not fit 100 percent under either category, and that is alright.</p> <p>Eye contact is an example. In some cultures, pupils are required to make eye contact with the teacher to show that they are present and engaged in the classroom activities, while in other cultures, making direct eye contact with a teacher or any other adult is considered highly disrespectful.</p> <p>As teachers, we should ensure we follow societal norms and school rules as we interact with and show love to our pupils.</p>

Step 6 (10 min): Reflection on Ways to Express Love

Explain	<p>Take a moment to reflect on all we have discussed in this lesson. Fill in the charts on p. 21 of your workbook with your conclusions on appropriate and inappropriate attitudes, actions and words used to express love to pupils in a classroom setting.</p>
Read	<p><i>Read through the examples provided in the charts together before they fill in their charts.</i></p>

Step 8 (10 min): Journaling

Explain	<p>Using your answers from Step 7 as a guide, think of 3 specific and practical ways you will express love to your pupils this month. Be creative: these should be things you do not ordinarily/already do in your classroom. Write them out in your workbook (p. 22).</p> <p>Think back on the Love in Action points on p. 13 of the workbook to help you with this activity. While these can be for individual pupils, consider your class as a whole for this activity.</p>
Share	<p><i>Have each participant pick and read out one answer from his/her workbook.</i></p>

Lesson 6:
Love: The Building Block of a Positive Classroom Environment

Learning Goals: By the end of this lesson, participants will be able to:

- Explain the teacher's role in creating a love-based learning environment for all pupils
- Describe how to create a loving and inclusive classroom environment
- List practical and relevant activities to get to know pupils better

Preparation:

- Print out, cut and laminate (*optional*) role play scenario cards. *Note: There are 8 scenarios included for this lesson. Where the total number of participants is less than 30, not all scenarios must be used. Where you have a larger group, either assign the same scenario multiple times or create additional scenarios.*
- Practice the circle time songs and games before the lesson on p. 25-26 of the workbook.
- Divide the sheet of cardboard paper into 4 parts. Write as the heading “Elements of a Loving Classroom Environment.” Label each quarter of the paper: Social, Emotional, Physical, Instructional.
- Print out and cut up the elements of a loving classroom environment flashcards.

Materials:

- Workbook
- 4 sweets in an open packet to be shared during the skit
- Role play scenario cards
- Timer (a phone timer would work well)
- Elements of a Loving Classroom flashcards
- 1 large sheet chart or cardboard paper
- Masking tape
- Teddy bear/ Soft toy to be used as the talking toy for circle time
- Circle Time Guide (in workbook)

Procedures:

Step 1 (5 min): Review

Ask	<ul style="list-style-type: none">• What did you do differently in your classroom based on what you learned in the last lesson?• How did it turn out?
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Step 2 (5 min): Drama

Explain	<p>In some Nigerian cultures, people eat food from the same plate and the older ones leave food for the younger ones to finish up.</p> <p>We will adapt this principle to the classroom with the following skit.</p>
Guide	<p><i>Select 4 participants. Take them aside (outside the hearing of the others) and explain the skit to them as follows:</i> I will act as the teacher and the 4 of you will be pupils in my classroom. I will have a packet of sweets with 4 sweets left in it and say I want to share the sweets with you. You are all to act happy and excited. I will</p>

Lesson 6: Love: The Building Block of a Positive Classroom Environment

	take a sweet first and then ask that the pack be passed around, instructing that each pupil takes one. When it is realized that the last pupil has no sweet (the last child is to act sad and ready to cry), I will happily give up my sweet to him/her.
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Step 3 (10 min): Discussion

Ask	<ul style="list-style-type: none"> • What actions or words expressed love in this skit? • What other things can a teacher do to make pupils feel loved in the classroom? • Can you give specific instances of things you have done to create a loving class environment? • What class activities can you think of that bind children together in love? • Do you think there should be any guidelines or limitations to creating a loving class environment? • If yes, what are they?
Explain	<p><i>Remind participants:</i></p> <p>At all times, as we seek to create a loving classroom environment, we must ensure we do not overstep our bounds. It is important to stay within the rules and regulations of the school.</p>

Step 4 (20 min): Role-Play Scenarios

Guide	<p><i>Divide participants into three groups.</i></p> <p><i>Assign each group a role-play scenario card and give the following instructions:</i> As a group, read your card and discuss the appropriate action to take out of love, specifically how to make adaptations for the “weak” person(s) in each scenario. Then act out your scenario for the entire class.</p> <p><i>Allow 4 minutes to prepare, 2 minutes per group to present.</i></p>
Share	<p><i>Ask members of the other groups to guess what the scenario acted out was, then read the scenario card aloud. Ensure to applaud each group’s presentation and allow other groups to give feedback e.g. “Why did you choose to react this way?” “Another suggestion would be to _____”</i></p>

Step 5 (15 min): Self-Reflection

Explain	Take a few minutes to think about your current class and the pupils you teach, then answer the questions on p. 23 of your workbook. Do not rush to write your answer; be honest with yourself.
Guide	<i>Participants should answer the questions on page 23 at their own pace. Depending on the group, you may not need to read the questions out loud. Set the timer to 15 minutes; let participants know how much time they have left at intervals, and instruct them to stop when the timer goes off.</i>

Step 6 (10 min): Group Discussion: Creating a Loving Class Environment

Ask	Define what a classroom environment/climate means. <i>Allow for 1-2 answers.</i>
Explain	A classroom environment is defined as a blend of the social, emotional, physical and instructional elements of the class (Ambrose S.A., <i>How Learning Works, 7 Research-Based Principles for Smart Teaching</i> , 2010). Using the definition, we will expand on each of the elements that create a positive class environment, giving specific examples.
Guide	<i>To get the discussion going, give each participant an “Elements of a loving classroom flashcard” and ask the participants to stick each card under the category they think it belongs to: Social, Emotional, Physical or Instructional.</i>
Guide	<i>Correct any mistakes using the answer key below. Remind participants that some of the examples overlap because, as the definition implies, it is a blend, all elements working together to create a positive classroom environment.</i> Answers: <ul style="list-style-type: none"> • <i>Social</i> <ul style="list-style-type: none"> ○ <i>Building positive relationships</i> ○ <i>Providing positive reinforcement e.g. giving pupils a reward for finishing tasks early</i> ○ <i>Encouraging group work and collaboration</i> • <i>Instructional</i> <ul style="list-style-type: none"> ○ <i>Modelling expected behaviour</i> ○ <i>Having adequate learning materials</i> ○ <i>Using developmentally appropriate teaching methods</i> ○ <i>Making lessons relevant to the pupils</i> • <i>Emotional</i> <ul style="list-style-type: none"> ○ <i>Creating rules and expectations</i> ○ <i>Establishing routines</i> ○ <i>Providing support for pupils when they need it</i> • <i>Physical</i> <ul style="list-style-type: none"> ○ <i>Making the class welcoming and attractive</i> ○ <i>Ensuring the classroom is safe and risk-free</i> ○ <i>Assigning comfortable seating to pupils.</i>
Guide	<i>Give participants a few minutes to copy the answers on the chart into their workbooks and add their own ideas.</i>
Share	<i>Call out each element (Social, Emotional, Physical, Instructional) and have participants mention any additions they have written in that category, while you write them out on the chart.</i>

Step 7 (15 min): Activities to Get to Know Pupils Better - Circle Time Practical

Explain	<p>To successfully create a loving classroom environment, teachers must take time to know their pupils beyond academics. One of the most effective group activities for a teacher to get to know pupils better and make them feel loved and included is circle time. Circle time also helps the pupils learn more about each other.</p> <p>We will demonstrate circle time together as a whole group: I will take the role of the teacher.</p>
Guide	<p><i>Take participants through a circle time session as found in the workbook.</i></p>

Step 8 (10 min): Post Activity Discussion

Ask	<ul style="list-style-type: none">• How did you feel during this activity? <i>Have participants smile and clap if they felt happy and engaged during circle time: have them frown and stomp their feet if they felt unhappy and uninterested during circle time.</i>• What other activities can you use in your class to get to know your pupils better? Share with the group. <i>As time permits, let each participant demonstrate the activity they are sharing with the group.</i>
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Lesson 7: The Power of Love in Discipline

Learning Goals: By the end of this lesson, participants will be able to:

- Differentiate between positive and negative methods of discipline.
- Develop love-centred rules and consequences to guide pupils' behaviour in the classroom.

Preparation:

Materials:

- Workbook
- Scissors (preferably 1 per participant)
- Glue sticks
- Blank sheets of paper

Procedures:

Step 1 (5 min): Optional Review

Ask	What did you learn in the previous lesson?
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Step 2 (5 min): Personal Definition of Discipline

Ask	Would you agree that discipline is one of the key elements of a productive classroom environment? <i>Have participants respond with a thumbs-up for yes, and a thumbs-down for no.</i>
Explain	In your own words, write down on page 27 of your workbook: <ul style="list-style-type: none"> • what discipline is, and • what you think the aim of discipline is.

Step 3 (5 min): Small Group Discussion on Personal Definitions of Discipline

Guide	<i>Place participants in groups of 3 and ask them to share their definitions and aims of discipline with each other. Encourage them to ask questions to help each participant clarify his/her definition</i>
Ask	<ul style="list-style-type: none"> • Did you have the same answers as anyone in your group? • Did your definition change or expand as you heard other group members' answers? If so, how?
Share	<i>As time permits, ask one volunteer from each group to share their written answers with the whole group.</i>

Step 4 (15 min): Whole Group Discussion

Lesson #7: The Power of Love in Discipline

Ask	<ul style="list-style-type: none"> Have there been times when you have found it difficult to love your pupils (<i>you can expand...for whatever reason, whether behavioural issues, personality traits, etc. </i>)? <i>Have participants answer Yes or No.</i>
Explain	Think back on a time (whether in your childhood or recently) when you were hard to love or did something wrong and received positive discipline from a person in authority. Share with the group, telling us what you learned from that experience. <i>Try to give each participant who wants a chance to respond (it is not compulsory for everyone to answer); limit each participant's answer to 1 minute.</i>
Explain	Think back on a time (whether in your childhood or recently) when you were hard to love or did something wrong and received positive discipline from a person in authority. Share with the group, telling us what you learned from that experience. <i>Try to give each participant who wants a chance to respond (it is not compulsory for everyone to answer); limit each participant's answer to 1 minute.</i>
Explain	Think of a time you disciplined a child recently – in the past week or going as far back as a month. Write it down on a sheet of paper. <i>Have each participant share with the group by reading out what they have written down.</i>
Ask	<i>After each participant shares, ask the group for feedback:</i> Do you think this discipline was positive or negative? Give reasons why you think so. <i>Allow for 1-2 responses per participant's answer.</i>

Step 5 (12 min): Cut and Paste Activity – Contrast between Positive Discipline and Negative Discipline

Guide	<i>Have participants turn to page 28 of their workbooks.</i>
Explain	We will be considering what constitutes negative discipline and positive discipline in a classroom. On the next page, you will find traits of negative and positive discipline, but they are mixed up. Your job is to cut them out, sort them and paste each one under the right heading on page 28.
Read	<p><i>After 10 minutes or when all are done, read the descriptions below. Instruct participants to follow along, crosscheck their work and make corrections where needed.</i></p> <p>Positive discipline is the practice of teaching a pupil to obey a code of behaviour or rules in both the short and long term. Positive discipline is love-centred; it is encouraging. It focuses more on positive issues and behaviour, and keeps pointing to the benefits and rewards for positive behaviour. It is delivered with correction, not condemnation; its aim is never to humiliate the pupil. In positive discipline, the consequence is proportionate to the misbehaviour or wrong done. The ultimate goal of positive discipline is for the child to self-regulate and learn to make positive</p>

	<p>choices i.e., for a pupil to choose not to do the wrong thing because he/she knows it is wrong.</p> <p>Negative discipline has more to do with the teacher imposing his/her will on the pupil rather than helping the pupil to see the rationale behind doing or not doing something. Negative discipline is fear-based; it humiliates and condemns. It focuses on what the pupil is doing wrong. It highlights only negative behaviour and keeps talking about punishment and penalties. In negative discipline, the consequence given for misbehaviour is seldom proportionate to the wrong done. The end goal of negative discipline is that the pupil does not do wrong because he/she is afraid of being caught and facing consequences which inflict physical or emotional pain</p>
Ask	<p>Which of the two forms of discipline do you think will take longer or more effort to yield results? <i>Participants should raise their right hand if their answer is positive discipline and left hand if their answer is negative discipline.</i></p>

Step 6 (10 min): Personal Reflection

Explain	<p>We will take a few minutes to reflect again on our personal discipline styles or methods in our current classroom. Please answer the following questions to yourself as honestly as you can.</p>
Ask	<ul style="list-style-type: none"> Looking back at our contrast between positive and negative discipline chart, how have you negatively disciplined your pupils in the past week? How did it work (i.e., what was the effect on the pupils)? <i>Invite 1-2 people willing to share with the whole group to do so.</i> We have had some positive discipline examples already. Think of some more examples of ways you have positively disciplined pupils in your class in the past week. What was the result on the pupils? <i>Invite 1-2 people willing to share with the whole group to do so.</i>

Step 7 (10 min): Facilitator's Guidance on Positive Discipline

Guide	<p><i>Have participants turn to page 30 of the workbook.</i></p>
Explain	<p>Write out three wrongs or examples of misbehavior that frequently occur in your classroom. <u>Do not fill in the rule or consequence columns yet.</u></p> <p><i>Provide as examples: a pupil who regularly hits or bites classmates; a pupil who keeps distracting others in class...</i></p> <p><i>Allow 3-5 minutes for this activity.</i></p>
Explain	<p>From our examples of discipline in our earlier discussion, we see that some of us used negative discipline in our classrooms without even realizing it.</p>

	Let's explore ways in which we can make our classroom discipline more positive so as to yield better and long-lasting results in our pupils' lives.
Guide	<i>Have participants turn to page 31 and take turns reading the points there.</i>

Step 8 (12 min): Creating Love-Centred Classroom Rules and Consequences

Explain	<p>Rules and routines are important factors in creating discipline in a classroom. A lack of rules or set routines affects the flow of a classroom and the ability for good learning to take place.</p> <p>For discipline to be effective, rules must first be made and known by all pupils. Rules should be specific, short, and preferably positively phrased with clear consequences for obedience and disobedience. Rules and consequences should also be age-appropriate and fair.</p> <p>Let's go back to the chart on page 30. With the information you now have on positive discipline, let's get practical.</p>
Guide	<p>Ask participants to write:</p> <ul style="list-style-type: none"> • a rule to address each misbehaviour they had written down earlier, • followed by an age-appropriate and effective consequence for breaking the rule.
Explain	Turn to page 32 in your workbook and write down your response to the question.
Guide	<i>Go round the room, giving each participant a chance to share one of their written answers (i.e. one wrong behaviour, the rule to address it, the consequence for disregarding the rule and how the rule will be introduced)</i>
Explain	<p><i>End this segment by saying:</i></p> <p>Positive discipline may take much time and effort to implement and for your pupils to learn. Remember the wise adage: If at first you don't succeed, ...</p> <p><i>Have participants provide the response:</i></p> <p>Try, try again.</p> <p>Do not give up on your journey of positive discipline.</p>

Step 6 (10 min): Drama to Differentiate Between Positive Discipline and Negative Discipline

Guide	<i>Divide the class into 2 groups. Read the following scenario:</i>
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Lesson #7: The Power of Love in Discipline

Explain	In a classroom, there are some difficult, misbehaving pupils who constantly interrupt the class and whose behaviour stops other pupils from learning. They deliberately disobey the rules and frustrate the teacher by ignoring instructions and appeals to settle down.
Guide	Using the above scenario, have one group act out where positive discipline is applied in the classroom, while the other group shows how negative discipline is applied in the classroom, and the results/effect in both situations.

Step 7 (10 min): Craft a Discipline Pledge

Ask	Have your ideas regarding discipline been strengthened or impacted by this lesson? <i>Ask for a show of hands if yes. (Have 4-5 participants briefly share how/ in what ways.)</i>
Explain	Now, you are going to create a Discipline Pledge to help you determine to love your pupils at all times, even when it is hard to love them.
Explain	<p><i>Have participants turn to page 33 of their workbook.</i></p> <p>Read the prompts, fill in the blanks provided with your personal resolutions, then sign and date the pledge .</p> <p>As a teacher, I acknowledge that there are times when it is hard to love and that there will be pupils whom I might find hard to love. However, I will do my best to love at all times.</p> <p>I will speak _____</p> <p>I will act _____ I will</p> <p>discipline _____</p> <p>Signed: _____</p> <p>On this day of _____, 20_____</p>
Guide	<p><i>Have all participants stand up to recite their pledge together (each reading what he/she wrote), and end with:</i></p> <p>So help me, God.</p>

Lesson 8: You Must First Love Yourself!

Learning Goal: By the end of this lesson, participants will be able to:

- Explain the importance of self-love as the first step to being able to effectively love pupils.
- Describe self-care practices to improve teachers' mental, physical and emotional health

Preparation:

- Write out the definitions of self-love shown in Step 2 on paper/board for display purposes.
- Make a large copy of the self-love web on chart paper.
- Write the following on the board or cardboard:
 - **Self-love is how you view yourself and how you treat yourself.**
 - Self-love is “regard for one's own well-being and happiness.” (The Oxford Dictionary)
 - “Self-love is a state of appreciation for oneself that grows from actions that support our physical, psychological and spiritual growth.” (Brain and Behaviour Research Foundation)
- Print out copies of the recommended reading articles, enough for each group to have the complete set of four articles.
- Cut up sheets of paper into smaller slips so each person can have one.
- Design and stick a “Self-Love” label on a jar or mug.
- Create your own self-care vision board to show as an example.

Materials:

- Workbook
- Posters of definitions of self-love
- A large copy of the self-love web on p. 32 of the workbook
- Biro
- Small slips of blank paper, 1 per participant
- A small jar/mug labeled self-love
- Copies of Recommended Reading articles
- Cardboard paper
- Pictures and words (from old magazines or from the internet)
- Scissors (preferably 1 per participant in order to save time)
- Glue
- Markers
- **Optional:** Sample of a self-care vision board to display
- **Optional:** Music player; relaxing/upbeat instrumental music

Procedures:

Step 1 (5 min): Optional Review

Ask	<ul style="list-style-type: none">• What did you learn in the previous lesson?
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Step 2 (10 min): Define Self-Love

Ask	What do you understand by the term self-love? <i>(Allow for several answers.)</i>
Explain	Ask we discuss, fill in the self-love web in your workbooks (p.34) by writing ideas you think of or hear during this step. <i>Display the large self-love web and fill in participants' answers as they give them.</i>
Read	<i>Read the quotes from the board/cardboard about self-love.</i> <ul style="list-style-type: none"> • Self-love is how you <u>view</u> yourself and how you <u>treat</u> yourself. • Self-love is “regard for <u>one's own well-being and happiness.</u>” (The Oxford Dictionary) • “Self-love is a state of <u>appreciation for oneself</u> that grows from actions that support our <u>physical, psychological and spiritual growth.</u>” (Brain and Behaviour Research Foundation)
Ask	What are synonyms of self-love? <i>Write synonyms on the self-love web.</i> <i>If the following are not mentioned, suggest them.</i> <ul style="list-style-type: none"> • Self-care • Self-compassion • Self-esteem • Self-satisfaction

Step 3 (15 min): Read *The Girl who Lost a Tooth*

Guide	<i>Have participants turn to page 35 in their workbook. They should take turns reading a paragraph each aloud.</i>
Ask	<ul style="list-style-type: none"> • How did the teacher show love to Afiniki in the story? • What do you think it cost the teacher to do so? <i>(One desired answer is time: If not provided in participants' responses, mention it before moving on to the next question.)</i> • Apart from time, what else do teachers sacrifice for their pupils? • Can you remember a time that you sacrificed in any way for a pupil? In one sentence, share how or what you sacrificed. <i>(Allow 3-4 responses)</i> • Do you think Afiniki's teacher's actions exhibited healthy self-love? <i>Have participants show a thumbs-up if yes, a thumbs-down if no.</i> • There is a popular saying: “You can't pour from an empty cup.” How does this saying apply to you as a teacher in relation to self-love and loving others?
Explain	In conclusion, as teachers, we need to remember to fill ourselves with love so we can truly show love to our pupils. Self-love is both important and

	necessary in a teacher-pupil relationship. Taking care of yourself is the best gift you can give your pupils.
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Step 4 (15 min): Benefits/Importance of Self-Love

Guide	<i>Divide participants into small groups of 4 to 5.</i>
Explain	<p>Studies have shown that some benefits of self-love include having better relationships with others and building resilience.</p> <p>In your group, discuss and come up with 10 important benefits of self-love. Write your answers in your workbook. You can look at the recommended articles to give you some ideas</p>
Guide	<i>Provide each group with a copy of each article. Allow 10 minutes for this.</i>
Ask	Looking at your list, what do you consider to be the most important benefit of self-love? Draw a ring around it in your workbook.
Share	<i>Go around the room and let each person say theirs.</i>

Step 5 (10 min): Brainstorming and Direct Instruction on Self-Care

Explain	<p>Take a minute to reflect on something that brings you joy and peace. It can be an activity, place, event/date, person, etc. Write it out on a small piece of paper, fold it and put it in the jar that will be passed around. Do not write your name on the paper.</p> <p>When you finish, put it in a safe place. We will get back to it soon.</p>
Guide	<p><i>Send the self-love jar around the room, having participants put their slips in, until it gets back to you.</i></p> <p><i>Quickly read participants' answers out loud.</i></p>
Explain	<p>Self-love can mean different things to different people depending on various factors including temperament, upbringing, nationality, age, etc. For example, to an introvert, self-love might be time alone watching a movie, while to an extrovert, it might be going out with a group of friends.</p> <p>It is important to think about and articulate what self - love means/looks like to you as an individual.</p> <p>Self-care activities are things people do to take care of their minds, hearts, emotions and bodies. Nurturing your mental, emotional and physical health boosts your productivity and overall satisfaction. There are many self-care activities one can practice. The idea is to find what works for you and do it.</p>

	<p><i>Give more examples of self-care activities - big and small, differing time lengths and price ranges - to get participants thinking. Examples can include:</i></p> <ul style="list-style-type: none"> • <i>Taking a walk</i> • <i>Having a cup of tea</i> • <i>Treating yourself to a meal at your favourite restaurant</i> • <i>Taking a nap</i> • <i>Going on a holiday</i> • <i>Saying no to requests or demands</i> • <i>Asking for help</i> • <i>Dancing to your favourite song</i> • <i>Keeping a gratitude journal by writing down 3 things you are thankful for each day</i> • <p>You can use tools like vision boards, to-do lists, calendars, journals, etc. to help you paint a clear picture and make a definite self-care plan. Go with what tool is most realistic and efficient for you, keeping in mind that the aim is to deliberately do something for yourself regularly. A good self-care plan should not put you under pressure or be so hard to accomplish that you feel bad for 'failing'.</p>
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Step 6 (20 min): Create A Self-Care Vision Board

Explain	<p>Today, you are going to create your own self-care vision board. Use the following steps to guide you.</p> <p>Step 1: <u>Think</u> about what you can do for yourself, things that you actually enjoy doing, that would be ideal self-care. Make a list of the things you want, what kind of person you want to be, what you want to do, what kind of feelings you want to have (love, happiness, peace?), what kind of people you want to have in your life (supportive friends, people you can laugh with, etc.) Be as detailed and specific as possible.</p> <p>Step 2: Collect pictures and words that represent the things you have written. You can cut them from magazines, download pictures from the internet, or even add your own photos (pictures of your own family and friends, pictures of your hobbies, pictures of you smiling, etc.). You can also draw pictures or symbols that represent what you want.</p> <p>Step 3: Organize them. Get a large sheet of paper and arrange the pictures and words on it. You can add words or captions, motivational and inspirational quotes and sentences that describe what you have chosen and then place them next to the relevant pictures. Design your vision board the way you want; be as creative and colourful as you would like. This should be a fun and relaxing activity for you.</p> <p>Step 4: Use it. Take your vision board home and put it in a place where you can see it regularly to encourage yourself and hold yourself accountable to deliberately practice self-care.</p>
Guide	<p><i>Show your own vision board as a sample, if you have created one.</i></p>

	<p><i>Guide participants as they make their own self-care vision board.</i></p> <p><i>Have participants look at the samples on p. 37 of the workbook to get an idea of what a self-care vision board should look like.</i></p> <p>Optional: <i>Play some relaxing music during this step.</i></p>
Explain	<p>It is okay if you do not finish creating your vision board today. You can complete it at home, and keep changing or refreshing it as the need arises.</p> <p>Now that you have a self-care vision board, is advisable to put a time frame to what you want to do, for example: today, this week, this month, within ____ time, I will...</p>

Step 7 (3 min): Wrap -Up Activity

Explain	<p><i>Stress the following:</i></p> <p>Remember: Self -love is an action. It is a choice.</p> <p><i>Encourage participants to Find ways to make time for yourself every day.</i></p> <p>INVEST IN YOURSELF: YOU MATTER!</p>
Guide	<p><i>Have participants stand, turn to a partner and repeat the next sentence to each other.</i></p> <p>INVEST IN YOURSELF: YOU MATTER!</p> <p><i>Have participants repeat the sentence, pointing to themselves and personalizing it this time.</i></p> <p>I will invest in myself: I matter!</p>

Step 8 (10 min): Complete KWL

Guide	<i>Have participants turn back to page 5 of their workbooks.</i>
Explain	In the very first lesson on love, we completed the first two columns of the KWL chart.
Ask	<p>Who remembers what KWL stands for?</p> <p><i>Know, Want to Know, Learned</i></p>
Explain	<p>Before we began our module on love, we completed what we Knew about love – our background knowledge. Then we wrote what we Want to Know about love – our goals for learning. Now we will take some time to record the most important things that we Learned. We will take the next 10 minutes to reflect on all of the lessons we have had about love, and list the most important things that we learned in the last column. As you do that, also look back to what you Knew about love before we began to see if you had any misconceptions – any ideas</p>

	about love that were not quite accurate. Also look back at what you Wanted to Know about love. Were all of your questions listed here answered? If there are still any questions you have, now is a time where we can discuss those questions.
Guide	<i>Give participants time to fill in the last column of the KWL chart. Also discuss any questions they still have about love.</i>

Appendices

Appropriate and Inappropriate Ways to Express Love (Love Lesson 5)

Kissing a pupil	Saying "I love you" to a pupil
Being indifferent about the growth of your pupils	Making eye contact while talking and listening to a pupil
Labeling a pupil based on what he has or has not done e.g. talkative, lazy, perfect, etc.	Making negative comparisons, giving criticism or using sarcasm on a pupil
Smiling at a pupil	Showing preferential treatment to a pupil
Ignoring a pupil's questions and comments	Speaking to a pupil in a harsh, angry or impatient tone of voice

Safe physical touch e.g. handshakes, fist bumps, high- fives	Showing genuine interest in and asking questions about a pupil's life
Giving a pupil money or gifts to earn his/her affection	Saying 'please', 'thank you' and 'sorry' to a pupil where the situation arises
Giving a pupil all the answers to a test or quiz	Never correcting a pupil when he/she does wrong
Saying words of praise and encouragement to a pupil	Giving extra time and attention to a pupil who needs help to understand a lesson
Giving a pupil a gift for a special occasion or when he/she makes progress	Grooming a pupil (Grooming is defined as "befriending and establishing an emotional connection with a minor under the age of consent...to lower the child's inhibitions with the objective of sexual abuse")

Role Play Scenario Cards (Lesson #6)

As a small group, discuss the appropriate action to take out of love, specifically how to make adaptations for the “weak” person(s) in this scenario. Then act out your scenario for the entire class.

With the new announcement of the rise in inflation, people rush to the store to buy food items before the expected price increments occur. There is just one sachet of milk left, and you reach for it at the same time as a father who is holding his young daughter’s hand.

As a small group, discuss the appropriate action to take out of love, specifically how to make adaptations for the “weak” person(s) in this scenario. Then act out your scenario for the entire class.

An obviously sick person needing to go to the hospital urgently realizes he doesn’t have enough cash on him. He arrives at the bank to use the ATM but finds a long line of people waiting to withdraw the new Naira notes.

As a small group, discuss the appropriate action to take out of love, specifically how to make adaptations for the “weak” person(s) in this scenario. Then act out your scenario for the entire class.

Hurrying to get home at the end of the day, there is a mad rush and people are finding it difficult to get a taxi. A tired, elderly lady carrying many bags is also looking for a taxi. A lone taxi finally pulls up.

As a small group, discuss the appropriate action to take out of love, specifically how to make adaptations for the “weak” person(s) in this scenario. Then act out your scenario for the entire class.

Your colleague who is known for being efficient and organized just got back from maternity leave after delivering twins. She is trying hard to cope with marking papers, preparing her lesson plans and managing her classroom but is obviously exhausted and lagging behind.

As a small group, discuss the appropriate action to take out of love, specifically how to make adaptations for the “weak” person(s) in this scenario. Then act out your scenario for the entire class.

You are a doctor and received your monthly salary with an unexpected bonus last week. Today, you have just prescribed some medication to your patient, a very sick woman. Her husband tells you he cannot afford to buy all the drugs and asks that you strike out the ones that are not “necessary”.

As a small group, discuss the appropriate action to take out of love, specifically how to make adaptations for the “weak” person(s) in this scenario. Then act out your scenario for the entire class.

Feeling very tired and hungry after a hard day's work, you decide to stop and buy some akara (bean cakes) at the roadside for dinner. You have ordered ₦400 worth when a young boy sent by his mother comes to buy ₦100 worth. He is very sad when he is told that the last batch frying belongs to you.

As a small group, discuss the appropriate action to take out of love, specifically how to make adaptations for the “weak” person(s) in this scenario. Then act out your scenario for the entire class.

You woke up to heavy rain this morning and need to drop your children off at school before heading out to work. You are already running late, when your neighbour who has car trouble and has had to take his children to school in a keke (tricycle) every day for the past two weeks calls you on the phone, asking you to please help him drop his children off at their own school, which is out of your way.

As a small group, discuss the appropriate action to take out of love, specifically how to make adaptations for the “weak” person(s) in this scenario. Then act out your scenario for the entire class.

You stop at the supermarket to pick up some items. On your way out, a lady hawking yams comes up to you and begs you to buy her yams. She has been out since morning, hasn't sold anything all day and needs to get home to cook for her hungry children. It is getting late and she is so desperate that she is willing to sell to you at cost price.

Elements of a Loving Classroom Flashcards (Lesson #6)

Building positive relationships	Providing positive reinforcement e.g. giving pupils a reward for finishing tasks early
Encouraging group work and collaboration	Modelling expected behaviour
Having adequate learning materials	Ensuring the classroom is safe and risk-free
Making lessons relevant to the pupils	Creating rules and expectations
Establishing routines	Providing support for pupils when they need it
Making the class welcoming and attractive	Using developmentally appropriate teaching methods
Assigning comfortable seating to pupils.	