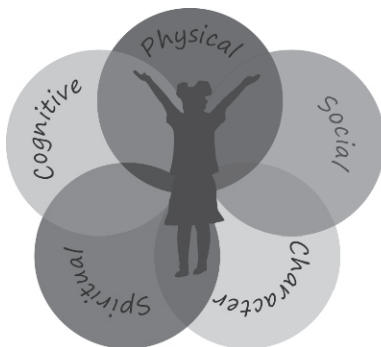




Strengthening Character,  
Changing Lives.



Early  
Years  
Nigeria  
Initiative



**TEMPLETON**  
World Charity Foundation

*Kauna*

Copyright © Early Years Nigeria Initiative, 2024 All rights reserved.

No part of this publication, including illustrations and photographs, may be reproduced or transmitted in any form or by any means, electronic or hard copy, including photocopying, recording, or any form of storage and retrieval system except for brief quotations in reviews without permission in writing from the author and publisher.

**ISBN: 978 1 7336370 3 9**

# Acknowledgements

## **Contributing Authors**

Nanmah Ngwodo  
Katrina A. Korb  
Grace Selzing-Musa  
Utek Grace Ishaku

## **Graphic Designer**

Joseph Sule

Early Years Nigeria Initiative wishes to express its gratitude to the following educators for their invaluable contributions in developing the Kauna modules.

Ann Williams  
Dorcas Magaji  
Elizabeth Vand  
Eunice Mancha  
Evelyn Choji  
Grace Njoku  
Isaiah Dashe  
Juliet Okafor  
Lami Gidado  
Lohna Lengmang  
Mary Mshelia  
Stella Pam  
Victoria Williams  
Alice Moses

We sincerely appreciate Templeton World Charity Foundation, Inc., for their support of the development and implementation of Kauna and Tarbiyya.

# Lesson Number 1. What is Love?

## The Story of the Seven Cow Wife

One day a traveler passed through a village and saw the most beautiful woman he had ever seen in his life. He stood staring as the woman passed and finally, he called to an old man, “Tell me about this beautiful woman! Who is she? Where did she come from?”

The old man replied, “In our tribe, marriage customs demand that a cow or cows be paid as a bride price. For an average looking girl, usually one cow is sufficient. For a very pretty girl, sometimes two cows are paid, and for the most beautiful girls, occasionally three cows are given to the father in exchange for his daughter.”

About ten years ago, a young man fell in love with a certain girl and wanted to marry her. She wasn't exceptionally pretty but he loved her very much.

The young man approached the father to negotiate the marriage. “How many cows do you want?” asked the young man.

“You know the tradition,” said the girl's father. “I will not ask for more than one cow for my daughter, for I know she is not beautiful.”

“I think she is very beautiful!” exclaimed the young man. “I will give you seven cows for her.”

The father's mouth dropped open and he stared at this strange young man. “I think you must be ill. I asked for only one cow and you offered me seven?”

“I mean it,” said the young man. “I love your daughter and I want to give you seven cows as the bride price.”

The father laughed loudly. “Young man, if you want to give me seven cows for my plain daughter, I will take your seven cows.”

So, the preparation for the marriage ceremony began. When the young man's friends heard about the bride price he had paid, they mocked and scolded him.

“Are you mad? How can you give seven cows for a useless girl like that? She is not even pretty!”

The whole village was in an uproar. Everywhere the young man went, his kinfolk would point fingers at him and laugh, “here comes the seven-cow fool!” Even the small children would call things at his back.

But the young man never looked sad or regretted his offer. The wedding feast came and the cows were given to the father, and the bride was given to the bridegroom. She shyly blushed and glowed at the love in her husband's eyes.

“Why did you pay seven cows for me?” she asked him one day. “No one in the history of our village has paid so many cows for a bride price. And I am not even pretty.”

Her husband smiled and said, “To me, you are worth much more than seven cows.”

So, the bride began to think and ponder his words and actions. And the more she thought of his love, the more she loved him back and the more she glowed. They were the happiest couple in the entire village. She would work very hard to make his favorite meals, and he always spoke kindly and softly to her. The neighbors would hear them laughing and talking far into the night.

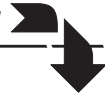
And soon the villagers began to notice that she grew prettier and prettier. She was the Seven-Cow wife: she was loved and the knowledge of that love brought out hidden beauties. “You are more valuable to me than anything else,” he told her every morning. And her happiness and love would make her more beautiful every day.

“That is the woman you saw,” said the old man to the traveler. “She is the Seven-Cow wife, and she is the most beautiful woman anyone has ever seen.”

**Reference.**

Ilori, Joseph A. (1998). *Manual for Teachers of Christian Religious Knowledge in Secondary Schools*. International Institute for Christian Studies (Page 260).

Draw your definition of love in the space below



Love is a \_\_\_\_\_

of \_\_\_\_\_ and \_\_\_\_\_

for \_\_\_\_\_

Love is regardless of a person's:

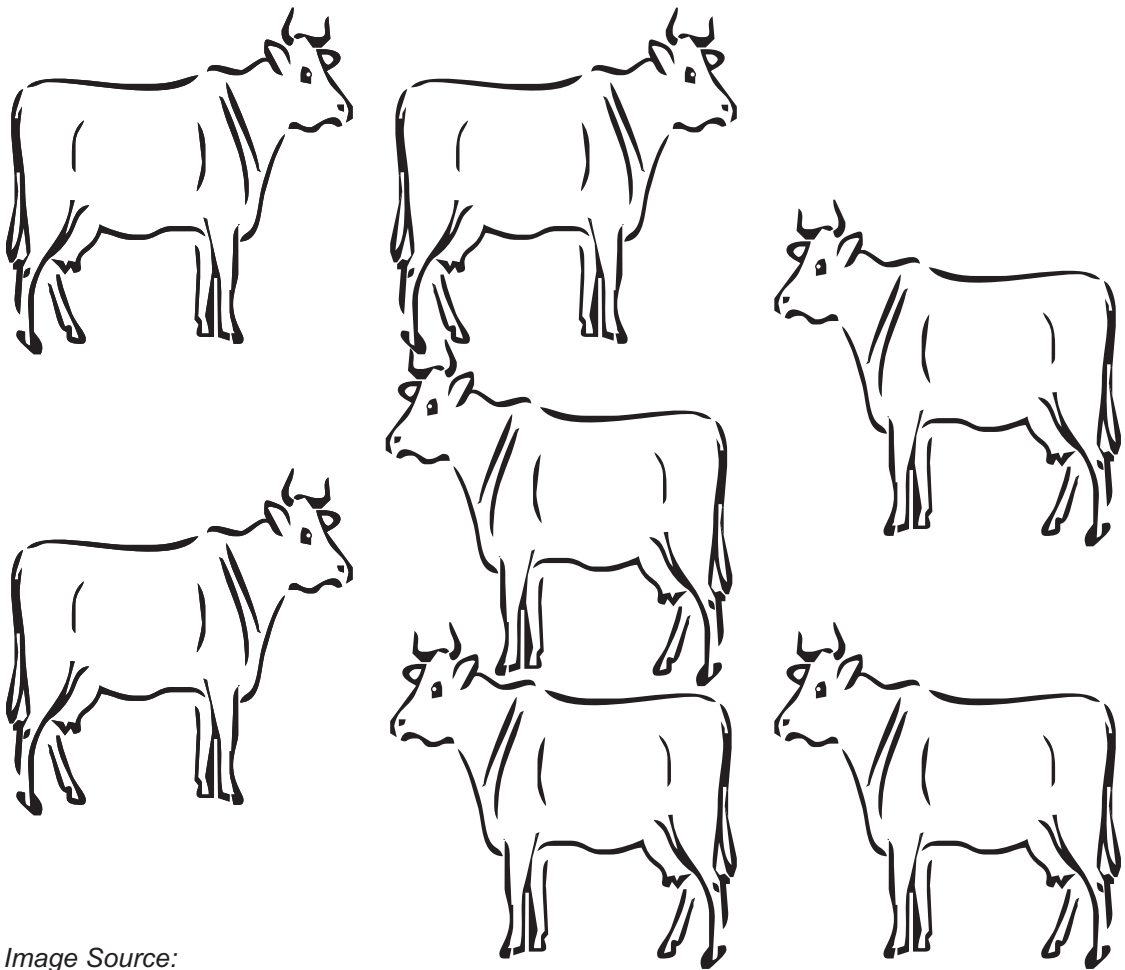


Image Source:  
[https://www.surfnetkids.com/coloring/images/pensive\\_cow\\_0531.jpg](https://www.surfnetkids.com/coloring/images/pensive_cow_0531.jpg)

## KWL CHART - Love

**K**

What I already KNOW

**W**

What I WANT to Know

**L**

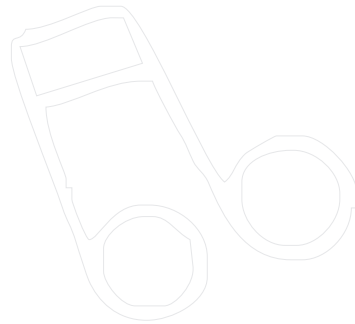
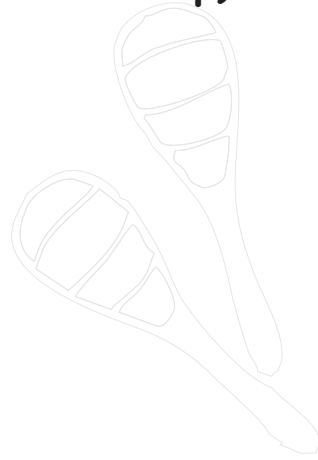
What I LEARNED



## Lesson Number 2. Power of Love

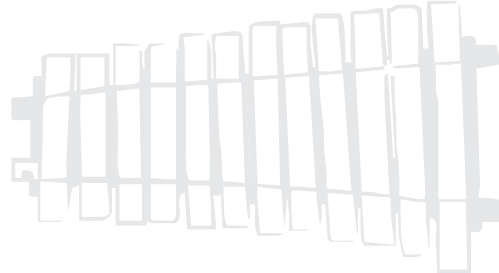
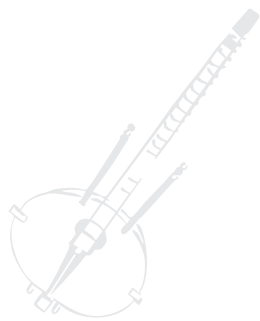
### Mman na ji Song (Taroh Ethnic Group)

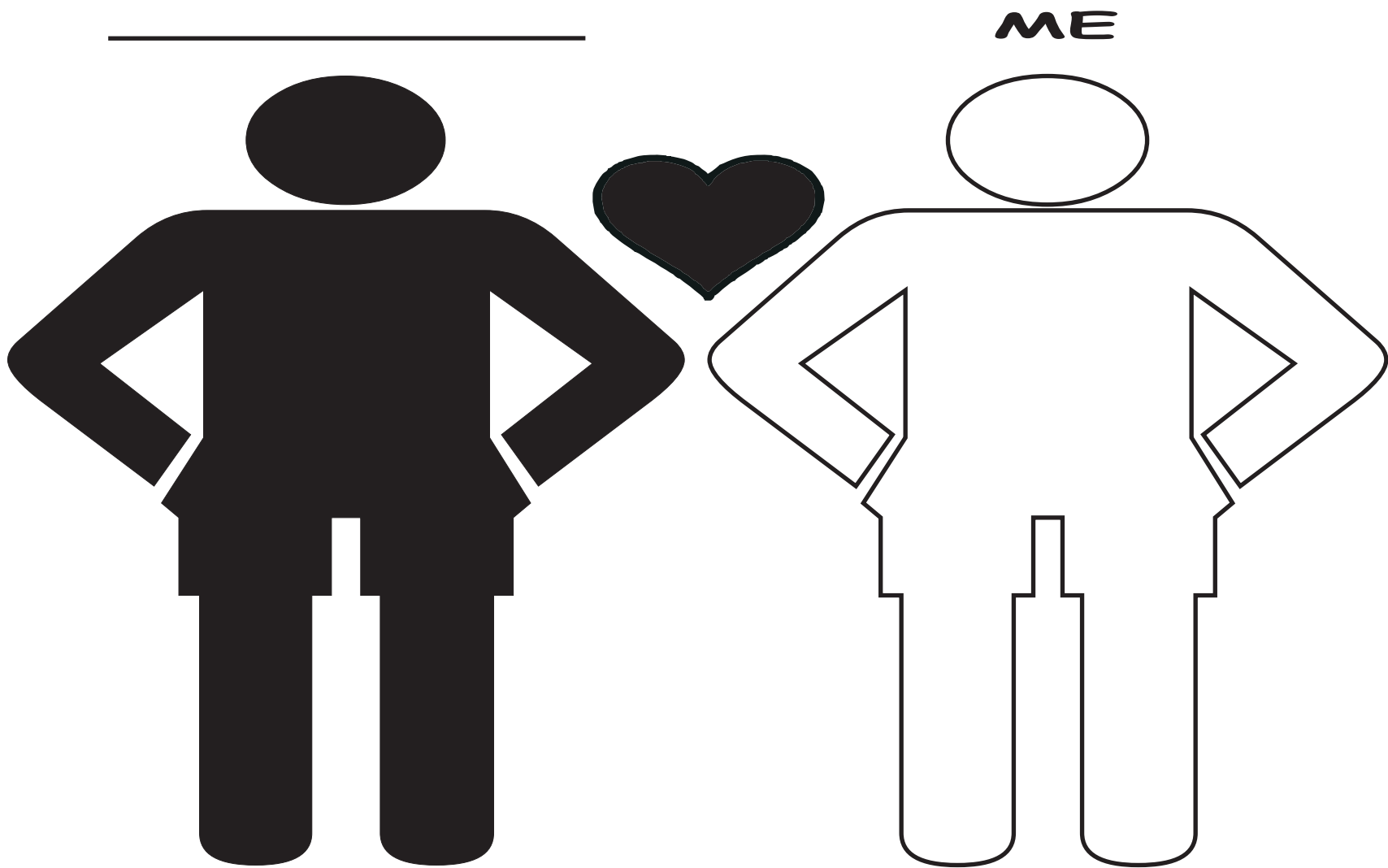
Mman na ji  
Mman va gwañ yi na ji  
Ke ya pe mman kat te  
I ya ke ce nda ya  
Mman na gwañ yi  
Mman izir a'gwañ yi

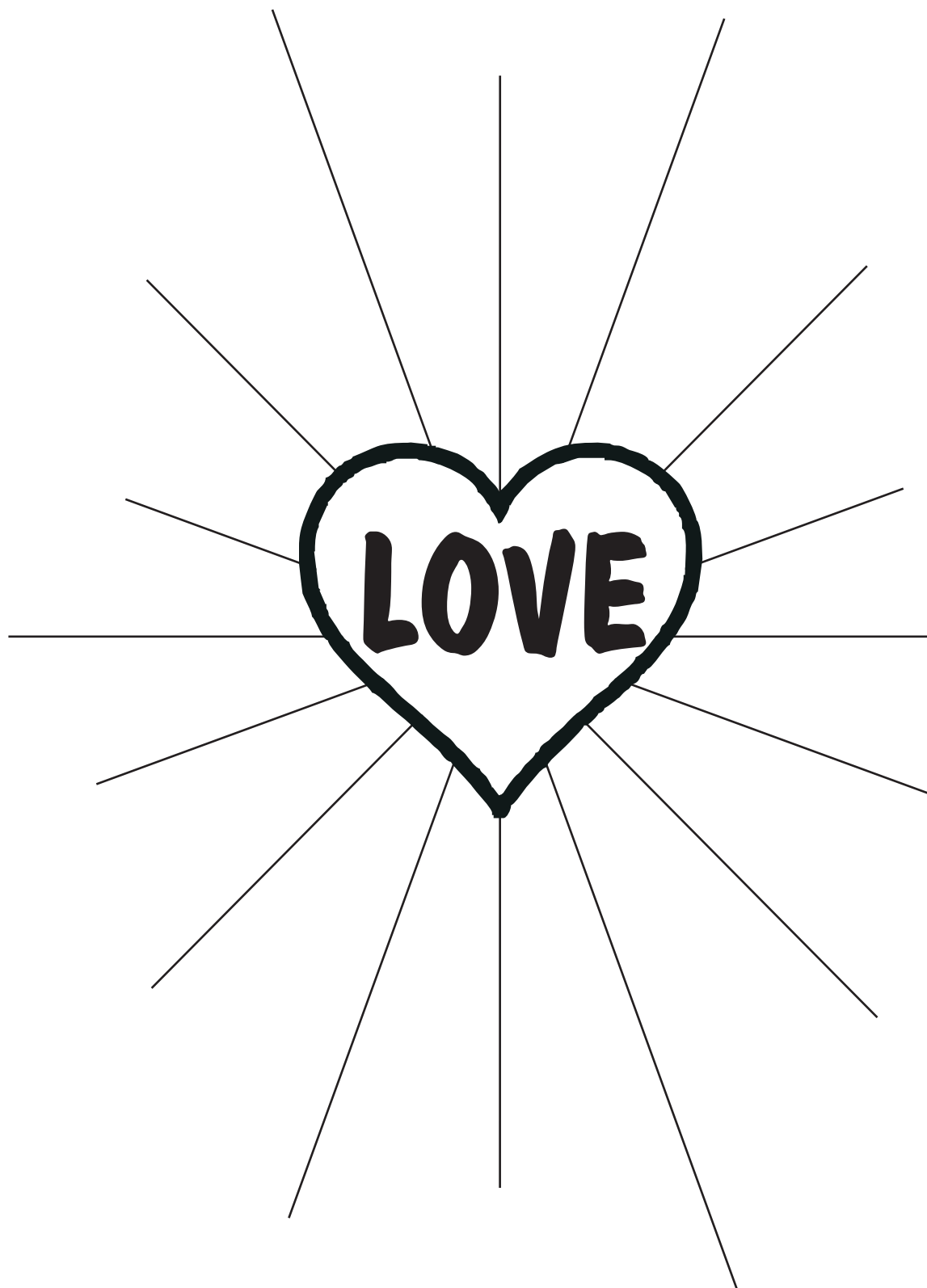


### English Translation

Love is the greatest.  
Love that binds us is the greatest.  
If not for love,  
Where would we have been today?  
Love is what binds us.  
Love for each other is what binds us.







# Lesson Number 3. Love in Action

## **The Man and His In-law**

*A Traditional Story From The Taroh Ethnic Group.*

A story is told of a Taroh man who had many daughters. Suitors would come asking to marry the daughters but each time a suitor came, the man would send the suitor away if the suitor was from a poor clan. The man wanted only someone from a rich clan to marry his daughter, so he kept chasing prospects away. His wife though, would always tell him it isn't good to do that but he did not listen.

Not long though, one of his daughters fell in love with a young man from a particular clan. The father still wouldn't entertain the girl's plea and allow her to marry the young man because the young man was poor. Against her father's wishes, the girl eventually went ahead to marry the man.

So, the girl and the young man agreed on a day that he and his friends would come take her away. On the appointed day, the girl sneaked out and went with the young man as his wife. When the young man and his people came the following day to formalize the process, the father chased him and his people away.

Years went by and the man was able to marry off some of his daughters to the rich men of the other clans. The other daughters who couldn't present him with rich suitors remained at home unmarried and sad.

After many years had passed, the man took ill and needed care. His rich sons-in-law whom he had married off his daughters couldn't come to help him because they were not faring any better. The only one willing to help him was that poor son-in-law who was now rich in cattle and farms. Now if a person is sick, anyone who is not on good terms with the sick person is not allowed to pay a visit to the sick person because it is believed that if that is allowed to happen, the sick person may die. It is called "Abhkat."

Eventually, the man made peace with his son-in-law because the young man was the only one in the right position to help him. The father told the young man that he was sorry about how he had treated him in the past and that now he understands better not to despise anyone. The son-in-law forgave the man and showed him loved. He took care of every need of the sick father-in-law.

## Greatest Examples of Love

### Dr. Ameyo Stella Adadevoh

Dr. Ameyo Stella Adadevoh was the Lead Consultant Physician and Endocrinologist at a private hospital in Lagos, Nigeria where she worked for 21 years. She had never seen Ebola before but was able to diagnose and contain Nigeria's first-ever Ebola patient in July 2014. When threatened by Liberian officials who wanted the patient to be discharged to attend a conference, she resisted the pressure and said, “**for the greater public good**” she would not release him.

Since Nigeria's health system was not prepared for an outbreak at the time, she contracted Ebola and died alongside 3 of her colleagues. Her heroic efforts prevented a major outbreak in the most populous African country and served as the catalyst for successful government action to contain the spread of what would have been a major outbreak in a country of more than 190 million people.

As a result of her keen perception, courage, and steadfastness, all 20 Ebola cases in Nigeria were traced to a single path of transmission originating with the first (index) patient who took a flight from Monrovia, Liberia to Lagos. This is what differentiated the Ebola outbreak in Nigeria from the outbreaks in Guinea, Liberia, and Sierra Leone, where the index patients were not initially diagnosed or contained.

The World Health Organization declared Nigeria Ebola-free on the 20th of October 2014.

Quoted from DRASA (Dr. Ameyo Stella Adadevoh) Health Trust website,  
<https://www.drasatrust.org/dr-adadevoh/>



### Imam Abdullahi Abubakar

Imam Abdullahi Abubakar saved over 200 Christians during an attack from suspected herdsmen in Plateau State. The 84 years old Chief Imam of Nghar village in Gashish District in Plateau State was widely hailed after he hid some would-be victims of herdsmen violence in his mosque on June 23, 2018.

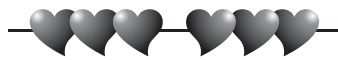
“Imam Abdullahi's courage in the face of imminent danger and his history

of outreach across religious divides demonstrates his lifelong commitment to promoting interfaith understanding and peace,” US State Department said in a brief profile of the imam published on its website.

Abubakar hid the women in his house and after that, took the men into the mosque and hid them there. The assailants, however, caught up with the Imam, forcefully demanding that he release those who were Christians in the mosque.

But the cleric said he deceived the bandits that all those in the mosque were Muslims and upon hearing this, the attackers left him and continued with their killing elsewhere.

Quoted from Olasupo, A. (2019). *US award for Nigerian imam who saved over 260 Christians*. The Guardian. <https://guardian.ng/news/nigeria/national/us-award-for-nigerian-imam-who-saved-over-260-christians/>



### **Dr. Gloria Kwashi**

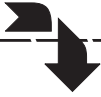
Dr (Mrs) Gloria Ladi Kwashi is the wife of the present Anglican Arch Bishop of Jos, Benjamin Argak Kwashi.

Many years ago Dr. Gloria Kwashi was so disturbed by the plight of the increasing number of widows, orphans and vulnerable children, who had little or no shelter or food, no education and no money or facilities for health care, that she was determined to do something about it. As a result, there are now over 70 children living with the Bishop and his wife as their family. In addition, Gloria, founded the Zambiri Outreach and Child Care Centre where 400 pupils receive free education, free feeding, uniform, and medical care. She believes that vulnerable children can give back to society if properly trained.

Adapted from Anglican Aid. *Strengthening Churches: Transforming Communities*. [https://anglicanecg.org.au/wpcontent/uploads/0237\\_AA\\_CanbGoul\\_TriFold\\_DL\\_L11.pdf](https://anglicanecg.org.au/wpcontent/uploads/0237_AA_CanbGoul_TriFold_DL_L11.pdf)



**Draw and/or write about your greatest example of love in the space below**



## Love in Action

- A. Genuinely listen to what the pupils have to say.
- B. Provide practical help to pupils when they need it, including both academic help and practical help (e.g., help a child remove their sweater).
- C. Tell stories about yourself, especially stories related to your own educational struggles and successes. This helps to build a positive connection with pupils, and sharing about yourself encourages pupils to share about themselves.
- D. Give pupils positive comments. Examples of positive comments:
- E. Have one-on-one conversations with pupils, especially quiet ones. Examples of conversation starters:
- F. Give non-monetary gifts to pupils. Examples of non-monetary gifts:
- G. Show your pupils that you care. Examples of ways to show your pupils that you care:



# Lesson Number 4. Characteristics of Love

## The Tree of Tuwo

*A Traditional Story From The Tangale Ethnic Group.*

There was a man who had two wives. The first wife went out with her daughter to climb a tree of tuwo but on that particular tree was a branch that had at its end not just the tuwo but a calabash of soup as well. Because it was at the top end of the tree, the mother told her daughter not to reach up there for fear that she would fall down and die. The daughter however insisted on climbing higher on the branch because there was no food at home to eat and they were desperately hungry. As she attempted to pluck the tuwo and the calabash of soup from the tree branch, she fell down, and broke up into pieces. The mother hurriedly gathered her daughter's remains and ran to the great Cow King who was also called Shundumburom. She went to Shundumburom crying and narrating through a song, how her daughter fell and broke into pieces trying to get food for the family.

Then the cow said, “Okay, you have to do some work for me before I am able to put your daughter together.” So the mother had to clean the cow's droppings as well as fetch good drinking water for it. She also cleaned the cow's environment. In fact, she did all that the cow asked well enough out of love.

After some days, the cow fixed the daughter up and she was even more beautiful than before. The cow even gave the mother and her daughter lots of gold and more food. They went home and everyone saw what they had including the second wife. When the second wife saw the first wife and her daughter coming with food and the daughter was more beautiful than before, she asked them to tell her what happened. The first wife told the second wife everything that had happened and didn't keep a word back. She and her daughter then shared the food with everyone in the house.

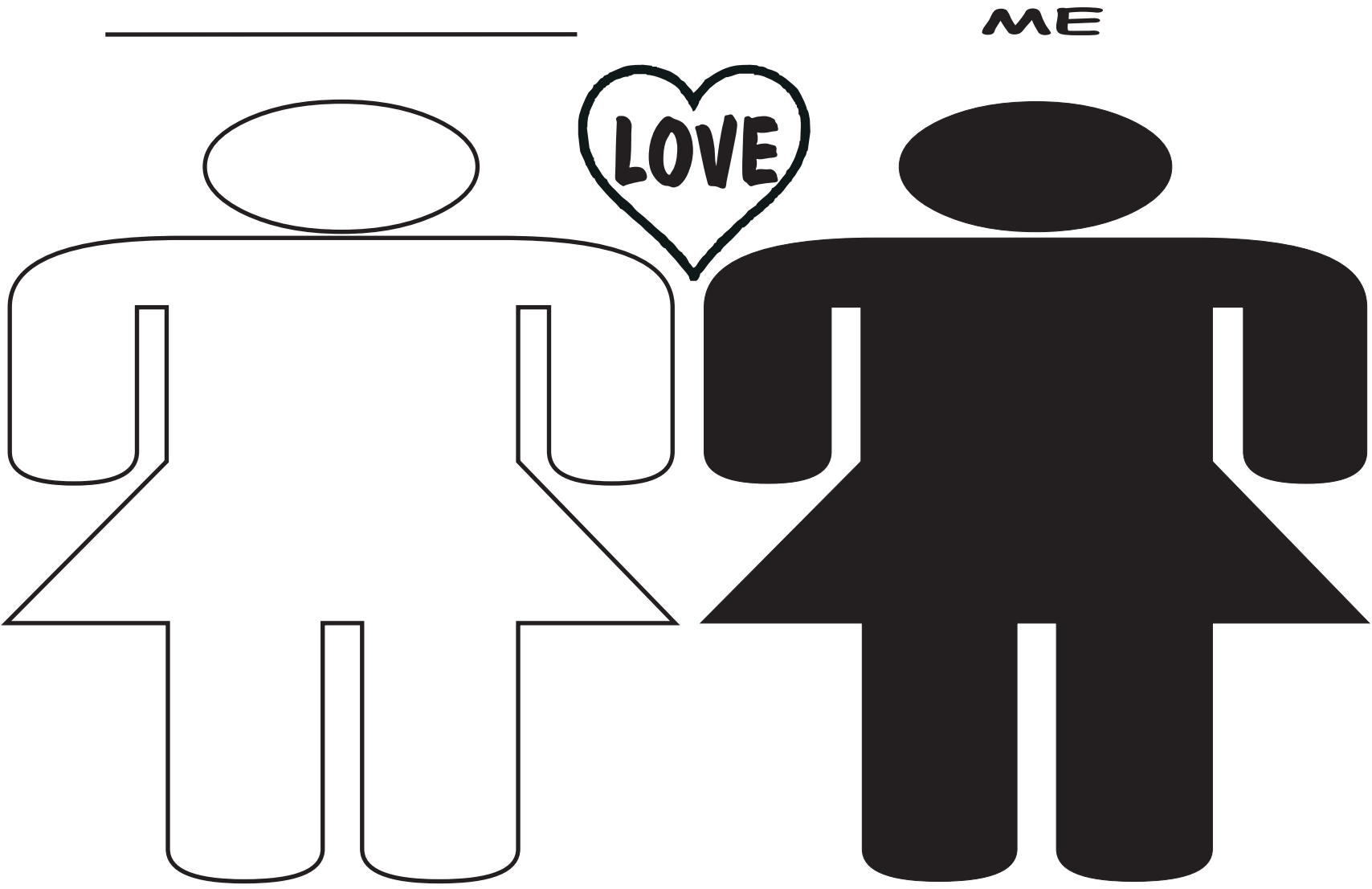
Not content, the second wife picked up her own son to go and collect tuwo from the tree too. When they had found the tree that had the tuwo, the second wife told her son not to bother about the ones closer but to reach for the one at the very top- the one that had the calabash of soup as well. The son climbed and was actually able to reach the food successfully. The second wife wouldn't have it so she climbed the tree after the boy and deliberately pushed him down. The boy fell down to his death and broke up into pieces. The second wife then picked up her son's pieces and went to the cow king all the while crying too. The cow gave her the same tasks he had given the first wife but she wouldn't do the tasks well. She would fetch dirty water to give the cow to drink. She wouldn't clean the cow's house and wouldn't remove its

droppings.

After a number of days were done, the cow called the second wife and told her that it would fix her son according to the quality of the second wife's work. So the cow set about the task of putting the boy back together but the cow would take a hand and fix it where a leg should have been and take the leg and put it where the hand was. The second wife went home crying with her son with no gold or food to show for it, only an ugly child.

Love is...

Love is not...





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

### The Two Friends

*A Traditional African Story: Source Unknown*

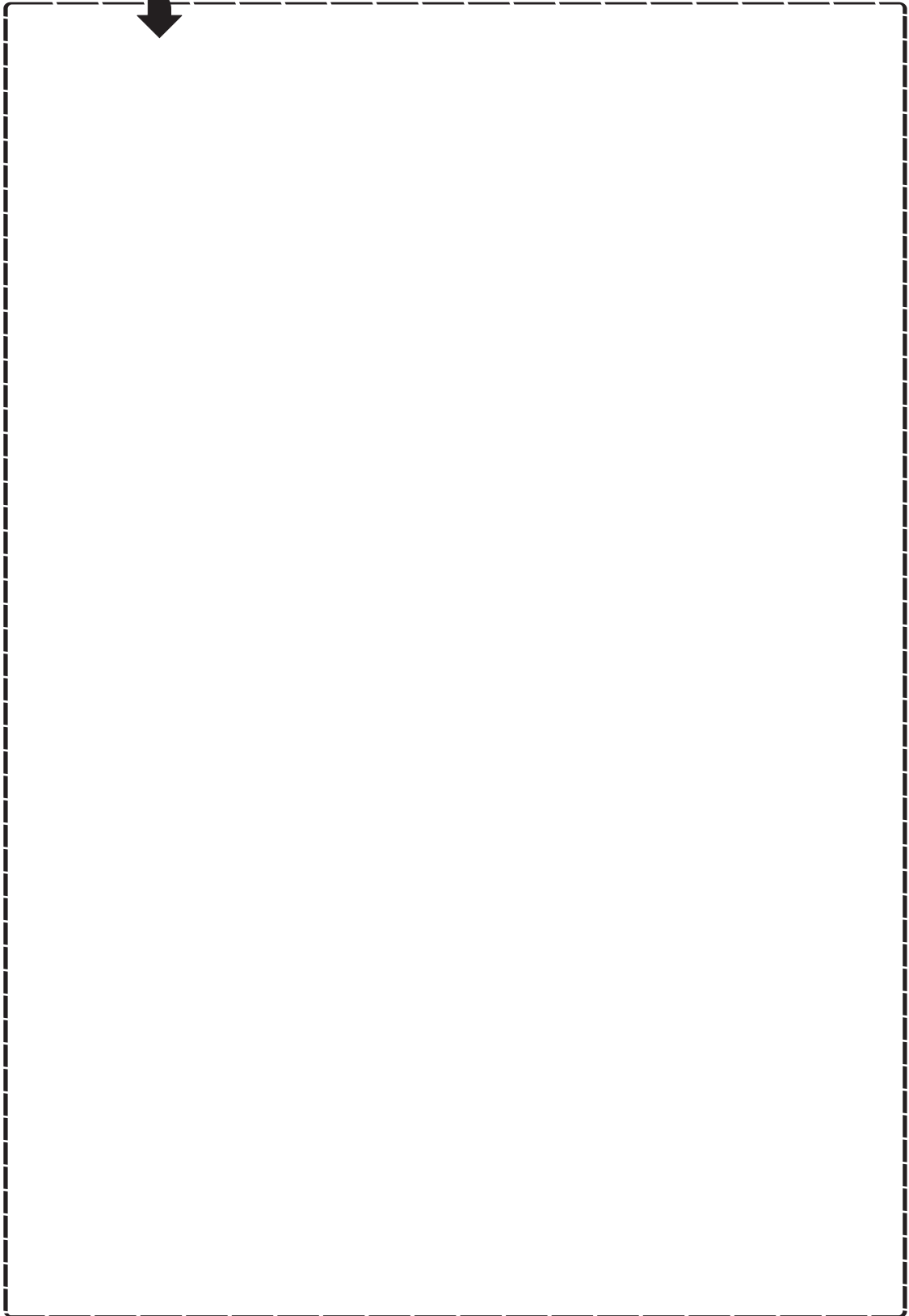
Once there were two friends who were very close and would often do things together. One day, one of the friends decided to test his friend because he had a feeling deep inside that his friend did not truly love him. He asked his wife to rub *dadawa* all over his body. Though very tasty when added to food, *dadawa* has a pungent smell such that one who is able to remain in its vicinity for a short while is considered brave.

The man then laid down on his bed and pretended to be sick. He told his wife to call his best friend to come and visit him because he is sick. This was done but when the friend came, he wouldn't even go into the room because he was so repulsed by the smell emanating from it. He told the sick man's wife to go call her husband's brother to come and nurse her husband because he did not want anything to do with the man's sickness.

The wife did and the husband's brother hurriedly came. The man then revealed his ruse to his friend. He explained to him that he wasn't truly sick but was testing the depth of their friendship to see if it was truly founded on love and he now has his answer.

## Expressing Love

Draw a picture of someone expressing love in the space below

A large rectangular area defined by a dashed line, intended for a drawing. A small black arrow points from the text 'below' into the top-left corner of this dashed box.

## Appropriate Ways To Express Love

Attitudes	Actions	Words
Wanting the best for your pupils.	Smiling at a pupil.	"I see you put in good effort today."

## Inappropriate Ways To Express Love

Attitudes	Actions	Words
Not caring about the growth and progress of your pupils.	Throwing a pupil's artwork in the dustbin because he didn't follow instructions.	"You are always lazy."



### 3 Ways I Will Express Love To My Pupils This Month

This should be something you do NOT ordinarily do. Be Specific!

**1**

---

---

---

---

---

---

---

---

---

---

**2**

---

---

---

---

---

---

---

---

---

---

**3**

---

---

---

---

---

---

---

---

---

---

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

## Self-Reflection

**Take a few minutes to think about your current class and the pupils you teach, then answer the following questions.**

Do you think that your classroom is a loving and welcoming environment for each child? \_\_\_\_\_

Would you say your classroom is an inclusive place i.e. do you readily accept and make adaptations for “weak,” “different,” or “difficult” pupils? If yes, write down an instance that shows this. \_\_\_\_\_

Have you been showing love to the children in your classroom? If yes, describe how. \_\_\_\_\_

Do you think your pupils feel loved by you? What makes you think so? \_\_\_\_\_

How accessible are you to the children in your classroom? \*Are they able to relate with you freely? \_\_\_\_\_

Do you feel you adequately know your children, including information about them like birthdays, special events at home, moods, etc.? \_\_\_\_\_

Can you describe every child in your classroom? \_\_\_\_\_

## Elements Of A Loving Classroom

**Social**

**Emotional**

**Physical**

**Instructional**



### Step 1: Form a Semi-circle

- Children, its morning circle time. Form your chairs into a circle.
- See how I am seated upright with my knees together and my hands on my lap? That shows that I am ready for circle time!

### Step 2: Sing the Good Morning Song.

- **Teacher:** Kids, are you all ready to sing the good morning song?
- **Kids:** Yesssss!
- **Teacher:** Alright then, show me by singing nicely and joining in on the actions.

To the tune of Mary had a Little Lamb: <https://www.youtube.com/watch?v=OsFV58Jps2k>

- Hello everyone
- How are you?
- How are you?
- How are you?
- Hello everyone
- How are you?
- How are you today
- Get ready to wear a smile

Replace “How are you” with actions: 1) Wear a smile, 2) Wave your hand, 3) hug your friend, 4) How are you?

- **Teacher:** That was really good singing!

### Step 3: Greet the kids and take the class attendance.

- **Teacher:** Good morning, kids!
- **Kids:** Good morning, (Teacher's name)!
- **Teacher:** Now we are going to sing a song with our names in it so we can take attendance. When I point at you, say your name. Then we will sing your name in our song.

- Willowby Wallaby We
- An elephant sat on me
- Willowby Wallaby Woo
- An elephant sat on you (point 2 people and wait for their names)
- Willowby Wallaby W\_\_\_\_\_ (replace the first sound with the w sound)
- An elephant sat on \_\_\_\_\_ (name)
- Willowby Wallaby W\_\_\_\_\_ (replace the first sound with the w sound)
- An elephant sat on \_\_\_\_\_ (name)
- Repeat until all participants have responded with their name

<https://www.youtube.com/watch?v=8P2LSwwPBuo&feature=youtu.be>



#### Step 4: Learning Activity: My Favourite Food

- **Teacher: This month, we have been learning about types of food.** Today, we are going to take turns to tell the class our favourite food. Turn on your active listening ears and your brains so you can remember what your classmates say. That way we will know more about each other!
- The rule is that you can only speak when you are holding this teddy bear, which is our “talking toy”. Don't worry; we will all have a turn to talk but we must wait patiently for our turn.
- I will begin and then pass our talking toy to the person on my right. We will keep passing the toy until everyone has spoken and the toy comes back to me.
- Alright, let's begin: *My favourite food is* \_\_\_\_\_.

## Lesson Number 7: The Power of Love in Discipline

Discipline is \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---

I think the aim of discipline is \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---

## Contrast Between Positive And Negative Discipline

Positive Discipline	Negative Discipline

It is the practice of teaching a pupil to obey a code of behaviour or rules in both the short and long term.	The consequence given is proportionate to the misbehaviour or wrong done.
It humiliates and condemns.	It is love-centred.
The end goal 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.	It has more to do with the teacher forcing his/her will on the pupil rather than helping the pupil to see the rationale behind doing or not doing something.
It is delivered with correction, not condemnation; its aim is never to humiliate the pupil.	It is fear- based.
It focuses on what the pupil is doing wrong.	It is encouraging.
The consequence given is proportionate to the misbehaviour or wrong done.	The ultimate goal is for the pupil to self-regulate and learn to make positive choices i.e., for the pupil to choose not to do the wrong thing because he/she knows it is wrong.
It highlights only negative behaviour and keeps talking about punishment and penalties.	It focuses more on positive issues and behaviour and keeps pointing to the benefits of and rewards for positive behaviour.





Wrong Behavior	Rule	Consequence

## Positive Discipline Tips and Ideas For The Teacher

1. Set clear classroom rules and guidelines as early as possible (preferably at the start of the academic year). Put them up where all pupils can see them and be guided by them.
2. Have consistent expectations. Don't discipline based on your mood at the time or level of affection per child. Make sure the rules are fair and apply equally to all pupils.
3. Take time and effort to ensure pupils learn and understand the behaviours that meet classroom expectations.
4. Review rules and expectations regularly through the year.
5. Model appropriate behaviour to your pupils.
6. Remove things in the classroom environment that cause distractions.
7. As much as possible, provide pupils with different options e.g. "You can use either colour pencils or markers to design your project". This helps them feel they have a voice and a choice and has the potential benefit of reducing disciplinary issues in the class.
8. When issues arise, look for the root cause of the misbehaviour/problem. Listen to the pupils in a bid to do that. For discipline to be fair, endeavour to discipline only when you have all the facts.
9. As the teacher, keep your eyes and ears open. Be aware of what is happening in your classroom and in your pupils' lives and how that may affect their behaviour and attitudes in the classroom. (For example, a child who recently lost a parent may suddenly start acting out in class by bullying other classmates. Knowing this fact, an effective teacher would understand that the child is probably seeking attention and should be able to find ways to address this need rather than just punish the child for being a "bully".)
10. Remember that positive discipline does not mean that there are no negative reinforcements or consequences. Rather, use the full range of positive and negative reinforcement options.

*Example of positive reinforcement: complimenting a child's good effort*

*Example of negative reinforcement: ignoring a child when he constantly blurts out answers after being taught repeatedly to raise his hand and wait to be called upon before speaking.*

*Example of positive punishment/consequences: making a pupil clean up a mess she made*

*Example of negative punishment/consequences: withdrawing a privilege due to a pupil's poor behaviour (having a child sit out during a game for showing poor sportsmanship)*

11. Sometimes, depending on the severity of the matter, discipline has to involve higher levels of punishment. Keep in mind that as with all aspects of discipline, punishment can be positive (love-based) or negative (fear-based). Let your motive for the child's best interests always guide you to choose wisely.
12. Always keep in mind the aim of discipline, which is to help children learn and practice acceptable and appropriate behaviour; to change ineffective or negative behaviour into effective, positive behaviour.
13. Remember, pupils' dignity matters, and it is your job to keep it intact. Do not embarrass your pupils in the name of discipline. Discipline with love and respect, and with the child's best interests in mind. Discipline with your heart, not just with your head.

When and how do you plan to introduce these rules to your pupils e.g. a song/chant, a chart to be displayed etc? Be specific

[illegible]

## My Discipline Pledge

Create a Discipline Pledge to help you determine to love your pupils when it is hard to do so.

Read the prompts below, fill in the blanks provided with your resolutions, then sign and date the pledge.

*Discipline Pledge*

**As a teacher, I acknowledge  
that there are times 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.**


**I will speak** \_\_\_\_\_

**I will act** \_\_\_\_\_

**I will discipline** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**On this day of** \_\_\_\_\_ **20** \_\_\_\_\_



## Lesson Number 8: You Must First Love Yourself



## **The Girl Who Lost a Tooth**

*A Traditional African Story: Source Unknown*

Afiniki was a very cheerful girl who loved to smile. Her smile was truly beautiful and made others want to smile back at her. One day, Afiniki lost a tooth for the first time ever. She refused to smile because she was afraid of the legend that if a lizard saw the gap, the tooth wouldn't grow back. She was also worried about what her classmates would say when they saw her missing tooth; perhaps they would tease her and call her ugly.

Afiniki's classroom teacher noticed that her smile was missing and asked her what was wrong. Afiniki trusted her teacher and told her about the missing tooth and her fears.

The teacher was able to assure Afiniki that the legend wasn't true and taught her that a new stronger tooth would grow in place of the lost one. The teacher also told her that she was beautiful no matter what because it is what is inside her that made her special. As a result, she stopped feeling self-conscious and her beautiful smile returned.

A few weeks later, the teacher heard Afiniki on the playground, reassuring her friend Adamu who had just lost a tooth with the same words the teacher had told her.

## 10 Benefits Of Self-Love

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

### Recommended Reading

1. <https://myonlinetherapy.com/why-self-love-is-important/>
2. <https://theimportantsite.com/10-reasons-why-self-love-is-important/>
3. <https://www.bbrfoundation.org/blog/self-love-and-what-it-means>
4. <https://www.psychologicalhealthcare.com.au/blog/learn-how-to-self-love/>



# Self-Care Vision Board



## Appendix

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")