



***Blooming  
in  
Adversity***



THE  
FUTURE  
IS  
FEMALE



# ORNAMENTS OF GRACE AND VIRTUE



OGAV is a not-for-profit organization that is geared to develop independent, responsible, young girls through character building, mentorship, and acquisition of knowledge, essential skills, and ethics needed to thrive in the 21st-century global economy.

**Blooming in adversity** - Care Pack & booklet Initiative is a program organized by OGAV. It is a covid intervention program to support the well-being of secondary school girls in public school in Lagos state of Nigeria – Lagos State Education District I, III, IV OGAV leadership and empowerment girls group.



# ORNAMENTS OF GRACE AND VIRTUE



## Mission

To develop independent, responsible, young girls through character building, mentorship, and acquisition of knowledge, skills and ethics needed to thrive in the 21st-century global economy.

## Vision

To nurture and empower girls, using a holistic approach, to become leading young women of society and in turn impact the community positively.

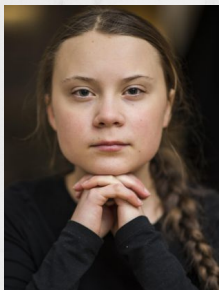
We promote, support and advance girl's education through "Learning beyond the classroom initiative".

Girls are empowered for academic success, social and leadership skills through character building and mentoring that lead to independent responsible young women.

We offer classroom initiative in both our programs - Co-curricula Mentoring Girls club and Summer Leadership / Empowerment Camp free to public school students

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## **GIRLS MAKING A DIFFERENCE: GRETA THUNBERG**

*You are never too small to make  
a difference  
-- Greta Thunberg*

Greta Thunberg, is a teenage activist from Sweden who has become the face of the youth climate movement. In the summer of 2018, Thunberg started sitting outside the Swedish parliament every Friday as part of a climate strike. On September 20, 2019, Thunberg led the largest climate strike in history.



## **MALALA YOUSAFZAI**

*There was a time when women activists asked men to stand up for their rights. But this time we will do it by ourselves*  
-- Malala Yousafzai

Malala Yousafzai is a Pakistani girl who was shot at the age of 15, by the Taliban for speaking out publicly on behalf of girls and their right to learn. After recovering, she chose to continue her fight until every girl could go to school and continues to fight today.

# BUILD CHARACTER

# BUILD SUCCESS

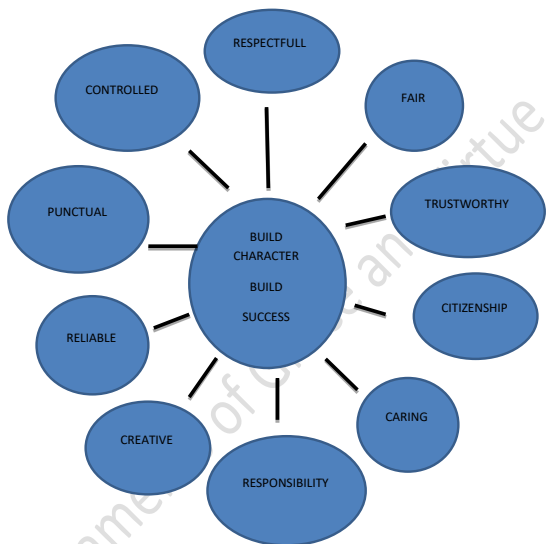
Your character isn't just  
Something you are born with;  
It's how you choose to act

CHARACTER  
EDUCATION



Character education refers to teaching children to develop morally, not just intellectually. The term is also known, variously, as social and emotional learning, life skills education, ethical reasoning and emotional quotient (E.Q.) teaching. Character education is meant to help children develop as socially acceptable beings who incorporate notions of civic duty and moral standards.





## AMBITIOUS



Definition:

Having or showing a strong desire and determination to succeed. This is having a desire to achieve a particular goal. To be ambitious you need to have these virtues - Courageous, Persevere, being proactive, Creative and have initiative

Ambitious People have a strong determination to accomplish goals



Let's think!

Identify two dreams for your life (think big!):

What can you do each day to help make these dreams a reality? (Identify two actions for each dream.)

What else in life (besides jobs) requires a person to be ambitious?



## CHARACTER LINKS

Why is creativity important for an ambitious person?

Why ambition and perseverance both are needed to accomplish goals?

***A man without ambition is dead. A man with ambition but no love is dead. A man with ambition and love for his blessings here on earth is ever so alive."***

**PEARL BAILEY**

## PERSEVERING

*Definition: Not giving up when things go wrong even if you need to ask for help. This means finishing most projects you start. Most situations require perseverance in one form or another.*



**Let's think!**

*How can you persevere at home, school or in a sport activity?*

***Persevering people overcome obstacles to pursue their goals.***

## **CREATIVITY**

**DEFINITION:**

*Coming up with different ways to solve a problem or express an idea.*



**BEING CREATIVE MEANS:**

*Exploring new things you find interesting. Working at problems to find a solution. Writing down your ideas, even the wacky ones.*

*Trying to look at ordinary situations with a different outlook*

*Expressing yourself in unique ways*



**Let's think!**

*Do I think it's scary to be creative, or do I enjoy the challenge?*

*What projects can I do this week to test my creativity?*

*In what areas (school, job, hobbies, sports, etc) are you most creative?*

In what areas (particular subjects, dealing with certain people) is hard for you to be creative?

*"Creative people think of original ways to do tasks and solve problems"*

*"Create the kind of self that you will be happy to live with all your life"*

## **INITIATIVE**

Definition - It is the power or opportunity to act or take charge when not being told.

Can be defined in various ways:

It is the ability to assess and initiate things independently. It is the power or opportunity to act or take charge when not being told.

"use your initiative, imagination, and common sense" to achieve and be different

Employers are looking for people with initiative.



## CITIZENSHIP



Definition:

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment. There are certain virtues that shows good citizenship such as being Patriotic, Corporative, and Honest

School citizenship:



Every school has rules, but good citizens do more than just follow the rules.

Look for ways you can make you school a better place – join a club or a team – OGAV club

Community Citizenship:

There are many ways to connect with your community. How you contribute is up to you; what's important is to get involved



Environmental Citizenship:



Saving the planet seems overwhelming, but you can do your part to protect the environment in many ways. Using less water and recycling are just two ways to be good environmental citizen.



### LET'S THINK

In what ways can you show good citizenship?



### CHARACTER LINK:

Why is patriotism and Cooperation important to being a good citizen?

To be a good citizen, you must learn to be honest, why?



### PATRIOTIC

YOU CAN SHOW PATRIOTISM BY:

- Being aware of political issues and forming your own opinions.
- Being respectful when the national anthem is sung or played.
- Being prepared to vote in local and national elections.
- Displaying and respecting the flag.



### LET'S THINK

What do you like and dislike about your country? (Make a list of 5 likes and dislikes.)



Do you think people should be allowed to speak out against their government? Why and Why not?

**'A MAN'S COUNTRY IS NOT A CERTAIN AREA OF LAND, OF MOUNTAINS, RIVERS, AND WOODS, BUT IT IS A PRINCIPLE;**

**AND PATRIOTISM IS LOYALTY TO THAT PRINCIPLE** -George  
William Curtis

*Patriotic people love and support their country*

## COOPERATIVE



YOU ARE COOPERATIVE WHEN YOU:

- Do your share of group projects.
- Have a good attitude about your homework.
- Pay attention in class
- Avoid complaining about household chores.

A COOPERATIVE PERSON:

- Decides to be positive rather than negative.
- Looks for something good about every situation.
- Understands that life is not always fair.



LET'S THINK!

What other character traits affect your ability to be cooperative? (List at least four.)

What makes a good team player? How is cooperation a part of team sports?

Is it hard to be cooperative with your parents? Why or why not?

Are there times when you want to have your own way, rather than cooperate?

What situations make you feel this way?

*"People can work with others to accomplish a task"*

## HONEST

Definition

- Free of deceit and untruthfulness.
- To be sincere

**honesty  
is the best  
policy**

WHY SHOULD YOU BE HONEST?

- To build a good reputation.
- To be at ease with yourself.
- To gain trust from those around you.
- To avoid trouble.

YOU PRACTICE HONESTY WHEN YOU:

- Do your own homework instead of copying.
- Work for what you want instead of stealing.
- Tell the whole truth rather than altering it to make you look good
- Correct a sales clerk who gives you too much change.



LET'S THINK

Discuss the saying "Honesty is the best policy."



Character Link:

In what ways are honesty and trustworthiness related?

Should you always be honest with your parents? Why or why not?



*"Honest people tell the truth and do not lie, cheat, or steal"*

*"Truth like surgery, may hurt, but it cures" HAN SUYIN*



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## **PUNCTUAL**

### **DEFINITION:**

Showing up at the right time and at the right place.

### **SHOWING PUNCTUALITY MEANS:**

Being in your seat when class starts. Arriving at work on time or a little early.

Turning in assignments when they are due.

### **QUESTIONS TO PONDER:**

Would a different schedule help me be more punctual?

Does my family tend to be on time or late for family events?

What can I do before bedtime to help me be punctual for school?



### **LET'S THINK**

What tools can you use to remember appointments and commitments?

Plan ahead for upcoming events. How does it prevent lateness?

Discuss the phrase "Better late than never". When is this true? When is it not true?

Are there any situations in which it is okay to be late? What are they?

Who are the people that you depend on to be punctual? How do you feel when they are late?



### **CHARACTER LINKS:**



*How does being punctual show responsibility?*

*How do you feel when others are not punctual and you have to wait?*

*“Punctual people do their best to be on time”*

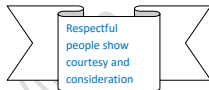
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## **RESPECTFUL**

**DEFINITION:** *Respect means listening until everyone has been heard and understood - only then is there a possibility of balance and harmony*

**SHOWING 'RESPECT' FOR YOURSELF MEANS:**

- Working hard at school.
- Setting goals for your life and working towards them.
- Taking care of your body.
- Not listening to people who put you down.



**SHOWING 'RESPECT' FOR OTHERS MEANS:**

- Using courteous language.
- Behaving appropriately in class.
- Returning what you borrow in good condition.
- Listening without interrupting



**LET'S THINK!**

*What can you do to gain more respect?*

*At home and among friends:*

*How does it benefit you to show respect for others?*

*In what ways can you show respect for the earth? Why is this important?*

**RESPECTFULLY YOURS .....**

1. *How does your dress show - or not show - respect?*

2. Look for three situations in which you can show respect for an elderly person. List those situations in your workbook
3. Collect trash along the streets near your house. Does picking up other people's trash make you feel differently about littering?

Character Link: How does being respectful show courtesy?



**COURTESY:** No one likes to be treated rudely. Being courteous is more than good manners; it's a way of acting that shows you are respectful and have consideration for the feelings of others.



## RESPONSIBLE

### DEFINITION:

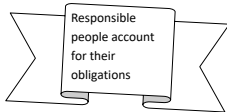
As having an obligation to do something

BEING RESPONSIBLE MEANS:

- Doing what you say you will do.
- Watching for tasks that need to be done and doing them.
- Performing your chores and being ready for school without reminders.
- Taking charge of the things that belong to you.

YOU CAN SHOW RESPONSIBILITY AT SCHOOL BY:

- Working hard and doing your best in every class
- Being where you are suppose to be, when you are suppose to be there
- Following the school rules.
- Doing your share of group projects



### LET'S THINK

MY responsibilities are: (List at least three)

How does being responsible make you feel about yourself?

Why is saving money a responsible thing to do?

In what ways are your parents/guardians responsible for you?

*"The willingness to accept responsibility for one's own life is the source from which self-respect springs"*



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## SELF MOTIVATED



### DEFINITION:

The ability to give incentive or reason to yourself to achieve

### BEING A SELF - MOTIVATED PERSON MEANS:

- Finding discipline within yourself, not just outside yourself.
- Holding yourself accountable for meeting commitments
- Setting goals and working toward them regularly
- Getting rid of habits that don't help you



### SHOW YOUR MOTIVATION!

- Have clear goals for each week, each year, and your life
- Take small steps everyday toward your long-term goals
- Turn in your homework and do your chores on time
- Ask for feedback from someone you trust on how to improve yourself.



### LET'S THINK!

Do I try to solve problems myself before asking for help?

Do I learn from my mistakes?

Do I finish things I start, without reminders?

Something I am motivated to accomplish is: *READ, SHARE, DREAM*. Is there something about yourself that you would like to change?

How are you showing motivation to improve yourself?

***"Self-motivated people make plans and follow through"***

***"Success depends in a very large measure upon individual initiative and exertion, and cannot be achieved except by dint of hard work"***

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# ACADEMIC SUCCESS

Know who you are  
To obtain success

*Student Success* is about meeting the individual learning needs of each and every student. This includes understanding their learning style and capitalizing on their strengths, abilities and interests. Students are encouraged to develop good study skills that best fit who they are.



## GOAL SETTING

Goal setting is crucial to reach your dreams in life. Goal setting helps you focus on what you want to achieve. The concept of writing **S.M.A.R.T.** goals is very important for accomplishing your goals.

### Definition of S.M.A.R.T. Goals

#### S-Specific

Goals must be specific and not general. They must be clear and focused on an objective.

A specific goal will usually answer the 5 "W" questions:

**What** do I want to accomplish?

**Why** is it important to set a goal for yourself? Give yourself specific reasons, purposes or benefits of accomplishing the goal.

**Who** is involved?

**Where** is the situation or location?

**Which** requirements and constraints?



#### M-Measurable

You should be able to measure your progress toward reaching your goals.

A measurable goal will usually answer the questions:

How much? How many? How will I know when it is accomplished?

#### A-Attainable

Goals should be realistic and attainable. As you identify important goals for yourself you begin to figure out ways to make them come true. Attainable goals will usually answer the question: How can the goal be accomplished?

#### R-Relevant

Choose goals that matter. They must focus on a result. A relevant goal can answer 'yes' to the question: Does this seem worthwhile?

### T-Time frame

Goals should have a time frame or target date. A time framed goal will usually answer the questions: What can I do this year? What can I do before I graduate?



### Examples of S.M.A.R.T. Goals:

#### Example #1:

**I will achieve an 'A' grade in Math this term by solving 7 math problems every day.**

S: Achieve an 'A' grade in Math this term.

M: You can measure this goal because to achieve it you'll have to get the 'A' grade.

A: By solving math problems daily you are bound to meet your goal because the way to learn math is to solve problems

R: It is relevant to you as a student to do very well in your courses.

T: the time frame for the goal to be achieved is by the end of this term



#### Activity:



### S.M.A.R.T. Goal Questionnaire

Do the following questionnaire; it will assist you in creating **S.M.A.R.T.** goals. Begin by writing your goal as clearly and concisely as possible. Then answer the related questions. Conclude by revising your goal.

Goal:

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1. Specific. What will the goal accomplish? How and why will it be accomplished?

2. *Measurable.* How will you measure whether or not the goal has been reached (list at least two indicators)?
3. *Attainable.* Is it possible? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?
4. *Relevant.* What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?
5. *Time framed.* What is the established completion date and does that completion date create a practical sense of urgency?

Revised Goal:

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\*This questionnaire can be used as you continue to make life goals.

## **THE DECISION-MAKING PROCESS**

You've made many decisions in your life. Some have turned out well; perhaps others you later came to regret. Major decisions—and even many smaller ones—are more likely to give satisfying results if you follow this process.



**STEP 1: STATE THE SITUATION.** Ask yourself "Why do I need to make this decision? Who else needs to be involved in the decision? Who will be affected by it?"

**STEP 2: IDENTIFY YOUR RESOURCES.** Think about how resources such as time, energy, and your budget might be helpful in this situation.



**STEP 3: LIST THE OPTIONS.** Identify all of the alternatives you can think of. The more you can come up with, the more likely that one of them will be a satisfying solution.



**STEP 4: WEIGH THE OPTIONS.** Consider how each alternative will affect the final outcome. Ask: "What might be the positive and negative, results?" Think about what is most important to you, but also how the decision will affect others.

**STEP 5: CHOOSE THE BEST OPTION.** There may not be a "perfect" solution, but look for one that meets as many of your goals as possible.

**STEP 6: CARRY OUT YOUR DECISION.** Your decision won't do any good unless you put it into action.

**STEP 7: EVALUATE THE DECISION.** Ask yourself: "How well did this decision turn out for me and for others? What might I do differently next time?" If you made a poor choice, accept responsibility for it and learn from your mistakes.

## TIME MANAGEMENT



How do you remember it all—and get it all done?

There are four easy steps that will help you breathe a sigh of relief as you navigate through your hectic life.



### **Think, Record, Act and Check**

#### **Think**

At the beginning of each week and each day, think: What's important right now? Get your notebook to jot down whatever you want to keep in sight and not forget. For example, your goals to work on, plans to think through and tasks to do sometime.

Give your brain a break. If there's something you want to remember ... write it down! You'll have less stress if you know it's on paper, and you'll free up your brain for more interesting and important things. **"The faintest ink is better than the most retentive memory."**

### **Record**

Get a notebook that has space for you to record not just your thoughts, ideas, and plans, but also your assignments, tests, projects, and deadlines, as well as scheduled events.

Recording captures what you need to do and when. It also keeps what you need to do visible.



### **Act**

Besides knowing what you need to do, you also need to remember when. Fill in time-bound events first (such as project due dates, activities, meetings, or appointments). Also, block out daily homework time. From there, you can fine-tune your schedule.

### **Check**



Finally, the last step in planning is to check. Actually put a check mark (✓) beside what you have accomplished. Why look back? There are three important reasons: (1). It allows you to review what you planned to do, to see if you actually did it. Did you finish your homework and achieve your goals? If not, record them for next week. (2). It encourages you to assess the process and how you did. What went well, what could've gone better and how can you improve for next time? (3). Finally, it reminds you to look back at everything you accomplished ... and enjoy the feeling of a job well done!

## **PROCRASTINATION**

Procrastinating means putting off a task you should do. "I'll do it later," you say. "I've got lots of time." People procrastinate for many reasons. Here are some common reasons, and ways to avoid being a procrastinator.





*"It's too hard." Actually, the hardest part is starting something. Next time you have an assignment, try starting it. Commit no more than five or 10 minutes to it. Once you have started a task, you will find it easier to return to it.*

*."It's too big." Does the task look huge? You can address this problem by taking your note pad and breaking up the task into smaller chunks.*

*"It's confusing." Remember, it's the smart girl who admits she's confused. Ahead of time, it's important to clarify the task or the material with your teacher. After school, it's OK to ask another student for help.*



### ***The Fifteen-Minute Fix***

*When you leave tasks to the last minute, it can seem like there isn't enough time to get everything done.*

*Instead of procrastinating, the fifteen-minute fix can help. Try working on your project for fifteen minutes to get yourself going. Then you can either take a fifteen-minute break or keep working if you've managed to get into it. Just getting started builds self-confidence.*

*You can also use the fifteen-minute fix to avoid future procrastination. When you find out a big test is coming up in two weeks, it can seem like you have a lot of time. But tests have a way of creeping up on you. If you start studying for fifteen minutes a day for a week, you have already studied for almost two hours! That is a lot easier than studying for two hours straight the night before the test.*

*Do you know why you procrastinate? Is it because you get frustrated and give up or because other things distract you? Consider why you procrastinate and make changes that target problem areas. Maybe you need to organize your workspace, set study alarms on your phone, find a tutor or study group, or force yourself to prioritize.*

## LEARNING TO LEARN

Learning to learn is actually about “Learn Smart”; that is, using what you have: ability, strength, and attributes to attain success not only in school but in life. Learn Smart means to learn in a way that suits you to maximize success.

### **Why did I have to learn how to learn?**

It will help you build your strength, manage your challenges, practice your skills, and boost your self confidence in a variety of settings.

Everyone needs to develop learning strategies that work for them. Learning strategies are ways to help you learn more easily and effectively at school and throughout life.

## LEARNING STYLES

We all learn differently; because of this absolutely no one is stupid.

There are three main ways to learn: through seeing, hearing, and touch.

Some people like things written down. Some people need to bounce ideas off someone else. For example, they brainstorm ideas before they get to start their assignment/project. Other people are hands-on people. For example, they like to cook or bake at home. **These are called learning styles.**

The Seeing (Sight) style people are visual learners. These people like to see it on their page; they write things down. They keep notes, like pictures and diagrams.



The Talking/hearing style people are auditory learners. These people like to explain through telling. They love to talk. They would prefer to talk out/discuss on ideas with someone than to study a paragraph in a book



The hands-on (Tactile) style people are kinesthetic learners. These people have to do something. They would rather jump in and try something than read the direction or look at a diagram. They may also use their hands a lot when the talk.



### USING YOUR PERSONAL LEARNING STYLE



What type of learner are you? Take this quiz and find out.

- Which activity would you prefer to do?  
(a). sing (b). dance (c). read
- I can picture myself best doing which activity?  
(a). memorizing a poem. (b). performing in a classroom skit. (c). watching a video.
- My favorite classes are ones where we  
(a). talk in groups. (b). move a lot. (c). take notes.
- I learn best by  
(a). hearing a teacher speak. (b). performing experiments. (c). reading information from a text.

5. In my spare time, you might see me

(a). listening to music. (b). doing a physical activity. (c). watching a movie or TV show.

If you answered mostly "A"s, then you are an auditory learner.

You most likely learn best when you hear something said to you. You can memorize often by repeating things out loud or turning information into songs and poems. You do well in classes where you have to listen and share ideas.

If this is you, try reading and repeating important points out loud, learning from lectures; working in a study group so you can listen to class discussions, asking questions to clarify difficult concepts.

If you answered mostly "B"s, then you are a kinesthetic learner.

You most likely learn best when you have to do hands-on learning. You like to perform, move around, or take part in demonstrations. You do well in classes where you have to conduct experiments or make presentations.

If this is you, try memorizing or drilling while walking or pacing; using computers and hands on study aids, learning by doing and practicing or by role playing, getting up and moving around as you study at home.

If you answered mostly "C"s, then you are a visual learner.

You most likely learn best when you see information. You learn best when you can watch videos, read books, and take notes. You do well in classes where material is presented in books, on boards, or online. You do well in classes where

you have to show work or do research. If you have a variety of answers, you may have more than one learning style that works for you.

If this is you, try watching the teacher and taking notes to stay focused; organizing, rewriting, highlighting, or color coding notes; visualizing words or facts to be memorized.

## HOW TO STUDY



To study effectively you need to develop a skill of mastering how to read effectively:

There are four main study skills:



**Listening:** When listening, concentrate on your teacher; listen to the main ideas; tune out noise and talking and focus on the 5W's and 1H: What? Why? Where? When? Who? How?

*Tip: Listen 80% and write 20% of the time.*



**Taking notes:** Record the main ideas and supporting facts; don't write down everything; use your own words and keep your notes organized.

**Outlining:** Determine the main idea or topic sentence; write a major point of the topic; include the sub point of the topic; put in the details.



**Remembering:** In order to remember, quickly review your notes after school and highlight important notes or add explanations; apply what you're learning as soon as possible; study with a friend; answer each other's questions

*Tip: Study more regularly for shorter periods. This often works better than one long cram session!*

In order to study effectively, it's important to determine your workplace. Find your own quiet space to study; keep it clean and uncluttered; have good lighting, a straight chair, and fresh air. You may find that quiet background music helps to keep you focused.



### **ACTIVITY**

What are your study skills?

Do you have different study skills for each subject? Give examples

Which of these study skills is most effective for you?

Which other ones are you likely going to try and why?

## **READING STRATEGIES**

A student's ability to understand the increasingly complex texts of his or her many subjects is a major predictor of that student's high school success or failure. It is therefore important for every student to learn the skill needed to be strategic and effective readers.

Reading is the active process of understanding print and other visual representations. Effective readers employ strategies to understand what they read before, during and after reading.

### ***BEFORE READING:***

Use the acronym, K.W.L

**K** - What I **know** about the topic. Skim and preview by reading the title and subheadings of the selection. This is activating your prior knowledge. Think about what you already know about this general topic.

**W** - What I **want** to know. Ask yourself questions about what you want to find out. Who? What? Where? When? Why? How? Look for the answers as you read.

**L** - What I **learned**. Determine this and write it down/

### ***DURING READING***

Check your understanding by pausing and thinking about what you're reading. Use the question words to help you understand what you're reading, such as what, who, why. Re-read the selection if you're unsure about the content. Identify the main ideas, and visualize what you are reading about. Find out the meanings of words. Summarize your reading by making notes, separate main ideas from details and organizing the information in a way that helps you understand the topic.

### ***AFTER READING***

Reflect on what you've read by thinking about what you've read. Decide if you were able to answer the questions you asked yourself before reading.

After reading a selection, an effective reader reflects upon what they have read, relates what they have read to their own experiences, and clarifies their understanding of the text.

KWL chart helps you think about what you already know, what you want to know and what you learn.

K	W	L
What do you know?	What do you want to know?	What do you learn?



## PREPARING FOR TESTS AND EXAMS

### Engage/Connect



**Activity - If you have a partner to work with, these tips are encouraged**

List your study strategies. With a partner, discuss and rank your list from most effective to least effective.

With a partner, record and discuss strategies that work for you when you are taking a test or exam.

### Explore

Studying for a test or an exam should start on the first day of class. Paying attention, organizing notes, completing course work and reviewing course material daily are all the first steps to successful exam outcomes.

Additional study tips include:

- Completing ALL readings from the course.
- Reviewing past assignments and tests can help you highlight key course concepts and provide example questions that can be used to test yourself.
- Knowing the weight (percentage) of each test or exam will help you determine how much time you should set aside for studying. An often cited example is, for each percent of the final grade that the exam is worth, spend one hour of study. Next, add one-quarter of this calculated time to account for any unforeseen interruptions or difficulties.



Type	Weight	Grade
Assignment	15	95
Project	25	45
Midterm exam	25	75
Final exam	35	35



- Balancing study time and regular course work during exam preparation. **Managing your time** by decreasing or eliminating other commitments and studying away from distractions (especially those found on-line and social media).
- Focusing on areas that are difficult for you first rather than the areas you know well and can easily remember.



### General Test-Taking Strategies



- Keep track of your time and know how many minutes to spend on each question in the test or exam. Before you begin answering questions, review the marking scheme of the test or exam and aim to divide your time purposefully among the available marks.
- Do the questions that are worth more first. This strategy will help to boost your confidence. Test or exam questions do not have to be done in order unless specified.
- If you don't know the answer to a question, skip it and go on with the remainder of the test and return to it later. Other parts of the test or exam may have some information that will help you out with that question.



- Do a "Mind Dump" of any important information you have memorized and jot it down on the back of the page (ex. a formula, key points, date, name etc.). Having the information out of your mind and recorded can help to alleviate stress.
- If time permits, review your paper and make sure that all questions are answered.

### Specific Multiple-Choice Strategies

- Eliminate wrong answers first. If one answer is left, choose it; if two are left choose one, as your odds of getting it right are much better.



- If you do not know the answer, underline key words in the choices.
- Cover up the choices and see if you know the answer. If so, find it and you are done



### Specific Strategies for Answering Essay Questions

- Underline key terms to ensure that you answer ALL parts of the question for full marks.
- Review all the essay questions before you start. Often, answers to one question may be found in the writing of another question. This strategy will help you make connections.
- Use a graphic organizer to record your ideas and supporting details. This strategy will help you to ensure that you include your supporting details.

### Evaluate/Reflect



**Activity - If you have a partner to work with, this discussion is encouraged**

Will every strategy work the same for every person? Explain.

How can you practice some of the skills you learned today?

Is there any additional tip that works for you that you can share?

### Elaborate/Express

How will these ideas change your study habits?

### *Making Conclusions*



*From these lessons I learned that ...*

*This relates to me because ...*

- 1.
- 2.
- 3.
- 4.
- 5.

Ornaments of Grace and Virtue



## SCHOOL READINESS

Just as we get ready for whatever we are about to do in life, it is very critical to do the same for your schooling. When starting a new school or level in school it is important to prepare and be ready for it. Preparing wisely will give you the best success in your academics.

### Returning back to school from holidays

- Get all your school supplies ready (uniform etc)
- Do a quick revision before you go back to school



### Moving from JSS3 to SS1

- Prepare for the courses that you are registered for (Sciences, Arts etc.)
- Prepare adequately for your school supplies (school uniform, supplies)
- Get ready for classes by doing a quick review of your subjects.

### Moving from SS3 to your next level

#### Preparing for your next destination (College/University/Trade)

- Determine your next step (University, college or Trade).
- Discuss with your parents how to finance your next step.
- Prepare adequately for your next step.

**\*Trade:** To learn a skill to earn money (apprenticeship)

# Career/Life Planning Process

Who Am I?

Self-Knowledge  
Interests  
Skills, Abilities,  
Aptitudes,  
Values  
Personal Style

Reflection/Action

What's out there for me?

Career Knowledge  
Community/Leisure  
Education  
Occupations/Jobs

How do I choose?

Reflection/Action

Long Term Vision  
Goal Setting  
Decision Making

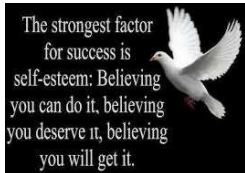
How Will I get there?

# LIFE COACHING

See life through  
the right lens

Making up your mind that you are in control of your life is the first step to achieving your dreams. With a plan in hand, and the right attitude, you can do anything!





## SELF-ESTEEM

**Self-esteem** reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs (for example, "I am competent," "I am worthy") and emotions such as triumph, despair, pride, and shame. Self-esteem answers the question, "How do I feel about who I am?" We learn self-esteem in our family of origin; we do not inherit it.



### What is Self-Esteem?



Most people's thoughts and feelings about themselves fluctuate somewhat based on their daily experiences. The grade you get on an exam, how your friends treat you, ups and downs in a romantic relationship can all have a temporary impact on how you feel about yourself.



Your self-esteem, however, is something more fundamental than the normal ups and downs associated with situational changes. For people with good self-esteem, normal ups and downs may lead to temporary fluctuations in how they feel about themselves, but only to a limited extent. In contrast, for people with poor self-esteem, these ups and downs drastically impact the way they see themselves.

### Where Does Self-Esteem Come From?

Our self-esteem evolves throughout our lives as we develop an image of ourselves through our experiences with different people and activities. Experiences during childhood play a particularly large role in the shaping of good self-esteem, such as being listened to and spoken to respectfully. Also, getting affection and appropriate attention, for example having accomplishments be recognized and mistakes or failures be acknowledged and accepted.

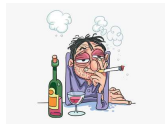
Some childhood experiences may lead to low (poor) self-esteem, for example being physically, sexually, or emotionally abused.

People with low self-esteem often think that a failure in one aspect is a failure in life, for example if one is not doing well in class, it does not automatically mean that the person's life is a failure.



### Consequences of Low Self-Esteem:

Low self-esteem can have devastating consequences. It can create anxiety, stress, loneliness, and increased likelihood of depression; seriously impair academic, job performance and relationships with friends; and lead to increased vulnerability to drug and alcohol abuse.



### Steps to Improved Self-Esteem:

Change doesn't necessarily happen quickly or easily, but it can happen. You are not powerless as long as you accept and take charge.



There are three steps to consider to help you improve the way you feel about yourself:



**Step 1:** Reboot the Inner Critic means to begin to challenge the negative messages of the critical inner voice.

**Step 2:** Practicing Self-Compassion means treating yourself with the same empathy you would show others.

**Step 3:** Get Help from Others means to link up with people that you respect and have proven to be of good behavior, for example teachers and religious leaders.

### How Can I Improve my Self Esteem?

 **Resilience**

People who believe in themselves are better able to recognize mistakes, learn from them, and bounce back from disappointment. This skill is called resilience.

### ETIQUETTE

No matter how much we have diverted to being more independent, modern and different from our parents nothing can replace good etiquettes called manners.

*Etiquette can be defined as a code of polite conduct which describes the expectations for social behavior according to norms within a society, social class, or group. Etiquette can be acquired through a conscious learning of what constitutes decent behavior. You are not born with it, you learn it.*

*Everywhere we appear it is expected of us to be of a certain behavior or decorum that conforms to the environment or where we are for example school, church, market / shopping mall and party the list goes on. The way you carry yourself, sit, stand, walk, how you dress, how you behave, how you show morals, respect etc.*

*When they say “your attitude determines your altitude” simply put your manners, comportment, disposition and behavior determines how far you can go in life*

*You are judged by your manners so it is important that you get it right from a very young age. Some etiquette you are taught and others you learn by watching and asking questions to understand the reason why as it is modeled for you.*



*Etiquette goes a long way to speak well of you even when you are long gone. The grace you show, your manner, the favor you give, and it gives smile to some faces while it lifts you as a role model*

*Etiquette is being courteous, being polite, being civil, not necessarily too formal or strict but simply doing things that will show you are considerate of others.*

*This is a natural God given role to every woman and of course we start from being girls, how to handle relationships, like how you treat your friend, language, receive compliments etc are all issue of manners, ethics and etiquette*



These expectations are also called social skills. They are critical for productive performance in today's work place and it also forms the foundation for academic skills. One of the foremost is Communication skills which permeates through our lives

The simple act of saying thank you and please says a lot about your manners, your home training. The lack of good manners and home training can cause you a lot of embarrassment and others as well. I get particularly embarrassed when people display bad etiquette. Not to be judgmental but it is simply lack of good home training.

THANK YOU

I'M SORRY

PLEASE

EXCUSE ME

**Let us go through a few guidelines to help shape you to live well and conform to the society.**

The first rule of etiquette is self-respect. That is where everything else comes from. Second rule is respect for others not minding if they are older or junior to you

Be the first person to greet especially those that are older and of higher status than you



Show courtesy to people that are older when you greet them. We have a culture that frowns at disrespect

Don't tease others that are around you or join others to do same



Don't point your finger at an event or at a person when drawing people's attention to it in public places



*Don't make jest of other people on matters that they cannot help nor do anything to correct, such as physical deformities*



*Give the rite of passage to others before you when the opportunity comes up*

*Don't be dishonest in anything you do. Dishonesty is bad against Man and God. You must not lie in any situation.*

*Don't stare at people with disability. Penetrating look at people is bad manners and more offensive to people with disability*

*Don't get into other people's things without their permission such as reading their journals, into their bags and other items*

*You must keep clean at all times. Cleanliness is next to godliness. There is no limit to cleanliness.*



*Here are a few common examples of etiquette that relate to you at this stage of life:*

### **1. CLASSROOM:**

*Classroom is the room in the school where teaching and learning takes place.*

*There is always a teacher that has the responsibility to give valuable information that will improve the pupil's knowledge - teaching*

*Every student in the classroom must know they are in there to learn; it is her right to do so and her responsibility to keep the classroom clean and safe for others*

Every student in the classroom also has the right to learn and no student has the right to take time away from other student's learning

To do well in your studies and make friends with other students you must learn to obey the rules of etiquette that makes everyone comfortable around you

You must show respect to your teacher in every way possible. Don't interrupt her, talk back at her or pass comments at her dressing

Don't make jest of other students when they ask questions or answer questions wrongly



Don't give excuses for not doing your homework, tell the truth, apologize and make room for improvement

Your desk is not a bed so don't sleep in class especially during lessons

Don't spread your germs in class, always cover up when you cough or sneeze

Let your teacher know if you are going to be absent ahead of time

Be mindful of your language in the class; don't use abusive language both to the teacher and the students

Don't litter the class with your food items. You have a responsibility to keep it clean.

## 2. COMMUNICATION:

### Verbal:

Not interrupting



- Be respectful by not talking down to people
- Maintain eye contact in a friendly manner when talking
- Learn to be a good listener. Show that you are interested in people's conversation.
- Take turns while speaking with others. Don't interrupt people, that is cutting them off. Be patient



### Non-verbal:

- Maintain good body language for instance, sit up or stand up straight while talking to others
- During conversations don't draw unnecessary attention to yourself by touching parts of your body i.e. your face or hair.
- Show that you are respectful of people, for instance no eye rolling, pointing, or hissing
- Refrain from picking your nose or ears



### Telephone etiquette:

- Excuse yourself from others to pick up your calls
- Switch off your phone in public places, especially if in class or meetings such as OGA
- Don't lay receiver on desk without putting person on hold
- Return calls promptly



### Text messages:

- Refrain from texting if unsafe, for instance when crossing roads
- During formal gatherings or in class, refrain from texting so you do not seem rude
- Always double check your texts before hitting the send button
- Always verify that you are sending your text to the person you intended it for



### Social Media:

- Be cautious of what you access and share online
- Refrain from sharing personal information online; the world wide web is a public domain so be cautious.

### **3. SOCIAL ETIQUETTE:**

This is your comportment in the public. Your reputation is based on your social etiquette. This influences how you interact with people.



- Refrain from gossip. You never know, the person might be behind you.
- Act in a dignified way. Don't be flirtatious, for instance do not fight over boys. Learn to wait for the boy to ask you out.
- Don't speak languages that will alienate others amongst you; speak a common language while in the midst of others. It's important that each person is accommodated within the forum.
- Sit with legs crossed at the ankle, not at the knee.

### Dressing:



- Dress appropriately for all occasions
- Always take a look at yourself in the mirror before stepping outside so you can adjust any last minute flaws.
- Dress in a way that does not reveal yourself, for instance be aware of what colors of undies you wear under light colored outfits.
- Refrain from applying lipstick or makeup in public; do your touch-ups in the bathroom.

### Table Etiquette:

- Refrain from talking with food in your mouth.
- While sitting at a dining table, your conversations should be all-inclusive.
- Keep elbows off the table.
- Don't text or pick up the phone while dining.



Punctuality: Showing up at the right time and at the right place.

### Punctuality to school:

- Being in your seat when class starts.
- Turning in assignments when they are due.

### Punctuality to social events:

- Plan ahead for upcoming events.
- Arriving at an event on time or a little early (No Nigerian time).



#### **4. COVID-19 ETIQUETTE:**

- *Make sure you social distance at 2ft. apart to prevent the spread of COVID-19 germs.*
- *Before putting on your mask, wash your hands with soap and water for at least 15 seconds or use alcohol-based hand sanitizer.*
- *Secure the elastic loops of the mask around your ears. If your mask has strings, tie them securely behind your head.*
- *Cover your mouth and nose with the mask and make sure there are no gaps between your face and the mask.*
- *Do not touch the front of the mask while you wear it. Wash your hands with soap and water for at least 15 seconds or use alcohol-based hand sanitizer if you accidentally touch your mask.*
- *Do not touch the front of your mask to remove it.*
- *Remove the elastic loops of the mask from around your ears or untie the strings from behind your head.*
- *Hold only the loops or strings and place the mask in a garbage bin with a lid.*
- *Wash your hands with soap and water for at least 15 seconds or use alcohol-based hand sanitizer after you have discarded your mask.*
- *When a mask becomes damp or humid, replace it with a new mask.*
- *Do not reuse a single-use mask. Discard your mask when you have finished using it.*

## DO'S & DON'T'S OF WEARING A MASK

**DO**



Keep clean masks in a bag labelled "clean"



Clean your hands before putting on/taking off



Cover your nose, mouth & chin



Have it fit snugly, with no gaping



Wear a mask that feels comfortable



Change your mask when wet or dirty



Put used masks in a bag labelled "dirty"



Laundry before wearing it again

**DON'T**



Put masks on children under 2



Wear a mask that is too loose



Touch your mask & face



Keep a wet or dirty mask on



Leave it hanging from your ear



Put it under your nose or chin



Share your mask with others



Forget to also keep 6 feet from others

## PERSONAL HYGIENE AND GROOMING



*Personal hygiene* may be defined as the principle of maintaining cleanliness and grooming of the external body.

Personal hygiene is important for all children but it becomes especially serious business after puberty. Failing to practice good head to toe hygiene as a teenager can be unpleasantly obvious to those in close proximity. High school can be tough enough without being singled out as "stinky" or "scruffy." Good hygiene practices during the teen years can preserve, improve and prevent a teen's self-esteem from taking a nosedive.

Failure to keep up a standard of hygiene can have many implications. Not only is there an increased risk of getting an infection or illness, but there are many social and psychological aspects that can be affected.

### THE IMPACT OF POOR HYGIENE

Teens who take care of themselves with good hygiene not only look better, but also open new doors for themselves in terms of opportunity and acceptance among peers. Having good hygiene affects every aspect of a teen's life -- from dating and making friends to staying healthy and making a good impression on adults. Conversely, poor hygiene can cause health and social issues that are difficult to overcome. According to the Center for Disease Control, good basic personal hygiene and hand washing are critical to help prevent the spread of illness and disease.

## **DIFFERENT TYPES OF PERSONAL HYGIENE**

### **Oral Hygiene**

Oral hygiene is the care of your teeth and mouth generally. Poor oral hygiene can also cause bad breath and lead to tooth decay-- something no teen wants to be known for. Brushing teeth twice a day with fluoride toothpaste is recommended along with professionally-applied fluoride treatments when a teen is especially cavity prone, advises the American Academy of Pediatric Dentistry.



### **Body Care**

Body Care is the care of your body by washing and maintaining your skin.

### **Fresh and Clean**



A daily bath or shower with a mild soap is necessary during the teen years to help wash off sweat and bacteria that leads to body odor. You should pay special

attention to the genitals and underarms when cleansing the body. Deodorants mask the odor of sweat while antiperspirants stop perspiration in its tracks. Puberty causes many changes in a teen's body, causing skin and scalp to become oily very easily. While these changes are normal, they can cause anxiety and excessive self-consciousness. Wearing deodorant helps to boost self-confidence and social acceptance.

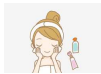
### **Hair care**



Hair care is the basic care of your hair. Regularly washed hair is aesthetically attractive and keeps dandruff from forming and lice from breeding. Inadequate hair care can often be the brunt of jokes against some teens who disregard hair care as an essential part of their regular hygiene routine.

### **Skincare**

Skincare is the care of your skin. Daily skincare is a must for keeping skin from becoming excessively oily and acne-prone. The effects of poor skincare on a teen's social life can also cause depression. However, maintaining an effective skincare plan reduces and often eliminates anxiety.



### **Menstrual Hygiene**

Menstrual hygiene is about taking care of yourself during your menstrual cycle.



Washing the vaginal area with a washcloth each time a teen girl changes her pad or tampon may help ease concerns about odor during menstruation. More times than not, you are the only one who is able to detect any menstrual-related odor. Menstrual pads or reusable menstrual pads should

be changed at least three times a day and it should be wrapped up and disposed properly.

### ***Sleep Hygiene***



Sleep Hygiene is having a healthy sleep time. Many teens stay up late and get up early. Burning the candle at both ends can make a teen more likely to have acne flare-ups and other skin problems, says the National Sleep Foundation. Lack of sufficient sleep can also lead to overeating and eating the wrong kinds of foods like cookies and sweets that can add unwanted pounds. Most teens need a little over 9 hours sleep, according to the National Sleep Foundation. Some teens can get by on 8 1/2 hours.



### **FINANCIAL MANAGEMENT**

Financial Management is how you earn and make use of money. Basically, how money works for you.

The current economic environment has caused everyone to reconsider their personal finances with many people having to drastically change their spending and saving habits. This is an opportunity for you as teenagers to finally imbibe the right habits that will carry you to adulthood on the right financial footing.

### **BUDGETING**

While the idea of budgeting may sound overwhelming, it's just knowing what you have coming in and restricting what goes out. A well-designed budget allows you to make the most of your money - you will get rid of wasteful spending while having the money to pay for expenses that are really important to you.

To design a budget, you can use the old-fashioned system (pen and paper), a computer spreadsheet, or budgeting software.

To make a budget, you should begin with your income, as it will determine what you can afford to spend and save each month.



**Income** is the total of every Naira you make in a month (from your allowance from your parents, gifts from families and friends and income from other small chores you do).

Now move on to your expenses.

**Expenses** are those things that you spend your money on. Some of these things are current expenses, such as clothes, toiletries, meals. While others are periodic expenses, such as birthday gifts for a friend, weekend trips etc.



**Example of a budget chart:**

\*Income minus expenses = Money in hand for saving

<i>Income</i>	<i>Expenses</i>	<i>Money in hand</i>
N5,000	Toiletries N2,500	
	Lunch N500	
<b>Total</b> N5,000	<b>N3,000</b>	<b>N2,000</b>

Though everyone's budget is different, there is one basic rule that applies to all – your expenses should never be more than your income. That is being in debt. Total your expenses and subtract the sum from your income. If you find that you have more expenses than income, it's time to make changes. You can increase your income, decrease your expenses, or do both. Increasing your income can be through **entrepreneurship** or an increased allowance from parents. Decreasing your expenses could be by being **thrifty** and/or by **saving**. Remember, it's not how much you earn that counts, it's what you keep.

A budget is **hard**. Make a commitment to follow it. Otherwise, your budget is only a piece of paper. You may not be able to perfectly stick to it every single month, but do the best that you can.

## **SAVINGS**





This is the amount of money you set aside to meet your goals, emergency and unexpected expenses. It is advisable to keep 5-15% of your income as savings. Whatever the case is, start to save something no matter how small. For example, if receiving an allowance from your parents try to save a little of it.

### THRIFTY

Thrifty means showing wisdom and caution in the management of money. Thrifty people manage their time, money, and resources wisely.

#### YOU CAN BE THRIFTY BY:

- Taking care of your clothes, books, and personal items
- Shopping around to find the best prices
- Trying to fix something that's broken instead of buying a replacement
- Borrowing books, magazines, and videos from the library instead of buying them



### ENTREPRENEURSHIP

Entrepreneurship is the process of designing, launching and running a new business, i.e. a start-up company offering a product, process or service. For example, learning a trade (tailoring, hairdressing) and starting a business from it.

### Who is an Entrepreneur?

This is a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk. Rather than working as an employee, an entrepreneur is self-employed being his own boss.

### Some skills that are necessary for entrepreneurship are:

Multitasking: This is the ability to work on one task while managing and keeping track of several others simultaneously. For example, taking notes while listening to a teacher or typing a report while answering the phone.



Creativity: This is the ability to think about a task in a new or different way, or the ability to use the imagination to generate new ideas. For example, coming up with an idea others don't. For example, doing the right thing without being told.



Numeracy: These are money, measurement and calculation, data analysis and numerical estimation skills. For example, working as a cashier or working in the bank.

Literacy: These are reading, writing and oral communication skills. For example, writing text for a report or doing a sales presentation.



## SEX EDUCATION

### SEXUALITY

Sexuality is the way an individual expresses him or herself as a sexual being. It is about how we feel towards each other, it could also be seen as sexual thoughts, sexual preferences but not necessarily having sexual intercourse with one another. Our sexuality is formed by the time you become teenagers.

#### Types of Sexuality:

Straight- attracted to people of opposite sex or gender

Gay- attracted to people of same sex (used by men)

Lesbian - attracted to people of same sex (used by women)

Bisexual- attracted to people of same gender and opposite

Asexual- not sexually attracted to anyone



#### 4 Main Components of Sexuality:

Emotion: what you feel and how you respond

Intimacy & Relationships: The way you socialize and relate

Gender & Sexual Identity: Male or female and how they relate

Sexual Health: Understanding your body and how it reacts



## DATING

Dating is the process whereby two people meet socially for companionship and friendship. Dating takes place between just two persons. It leads to courtship and then to marriage. Courtship is the act of two people coming together for companionship with the intention of getting married.

## TEEN PREGNANCY



Teenage pregnancy is pregnancy in human females under the age of 20 at the time that the pregnancy ends. The vast majority of teen pregnancies are unintended. A pregnancy can take place after the start of puberty before the first menstrual period, but usually occurs after the onset of periods.

### Signs:

- A missed menstrual period after intercourse. Intercourse/sex is when a man and a woman mate.
- Nausea or vomiting - called "morning sickness," though it can happen throughout the day
- Frequent urination

### Medical risks:



Pregnant teens have a higher risk of getting high blood pressure - called pregnancy-induced hypertension - than pregnant women in their 20s or 30s. Teens are at higher risk of having low-birth-weight babies. Teens are prone to STD's, such as HIV, if they continue to have sex during pregnancy.

Pregnant teens may be at a higher risk of postpartum (after delivery) depression  
Some other teens could also start to feel alone and isolated

### How do you prevent yourself from getting Pregnant?

1. Don't give into peer pressure: Everyone develops at different rates both physically and mentally, so don't feel that you should be racing your peers for things like having sex and getting boyfriends.
2. Learn to say "No": This includes saying no to anything you feel uncomfortable with. Whether it's refusing to have a boyfriend, have any kind of physical contact, have sex or have sex without protection, there is nothing wrong with standing up for yourself.
3. Know what will and won't result in pregnancy: Unprotected vaginal sex has the highest likelihood of resulting in pregnancy. Use contraceptives.
4. Know what to do if a pregnancy occurs: The only thing you'd be able to do to avoid a teenage pregnancy is to abstain from sex. If it happens, you are faced with choices to make. The choice is either to have your baby and keep it; to have your baby and give it up for adoption. The last choice, that is not advisable and could lead to death if not handled properly is to abort the baby.



### ABSTINENCE

Abstinence means not having any type of intercourse or sex. Abstinence is the only birth control method that is 100% effective in preventing pregnancy as well as sexually transmitted diseases. Being abstinent includes the practice of voluntarily refraining from all aspects of sexual activity.

### How to abstain:

1. *Avoid High-Pressure Situations:* Try to stay away from situations where it may be hard to say no (such as an empty house or the backseat of a car). It is also helpful to stay sober when with possible partners (as using alcohol or drugs may cloud your decision and judgment).



2. *Say "No" Like You Mean It!* If you find yourself in a compromising situation, say no clearly and mean it. Your body language and your voice must say the same thing. Be firm and walk out of the situation quickly.



3. *Educate Yourself About Birth Control and Safe Sex:* Abstinence does not mean you should not be educated because at a certain time in life you will come out of abstinence.

If you are sexually active, though not encouraged at this point because it could be a deterrent to your education, make sure you are using contraceptives. Taking contraceptives, depending on which one you use could help prevent sexual diseases.



### CONSENT AND RAPE

**Consent** is an agreement or permission to do or allow something.

### Types of Consent:

*Express consent: It may be given in writing, by speech (orally), or non-verbally, e.g. by a clear gesture such as a nod.*

*Implied consent occurs through the actions or conduct of the person rather than direct communication through words. This becomes a controversial issue when the action is misinterpreted. e.g. when you say 'no' but your body language is inviting and the person misreads your intention.*



**Rape** is a type of sexual assault (abuse) usually involving sexual intercourse or other forms of sexual penetration perpetrated against a person without that person's consent. Usually a rape is carried out with force because of the resistance from the girl that is not consenting to sex.

### Effects of Rape:

People who have been raped can be severely traumatized. Rape may cause physical injury, or have additional effects on the victims, such as acquiring of sexually transmitted infections or becoming pregnant.

A rapist can be anyone that is familiar to you or not familiar with you.

If for any reason you become a victim of rape, **YOU MUST REPORT IT TO A TRUSTED PERSON.** For example, a parent, teacher etc.

### ABUSE

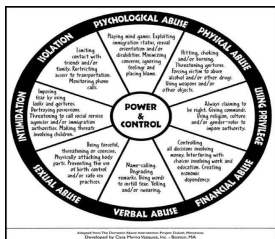


### What Is Abuse?

There is no excuse for abuse. No one should be expected to tolerate it. Abuse is an attempt to control the behavior of another person. It is a misuse of power which uses the bonds of intimacy, trust and dependency to make the victim vulnerable.

### Categories of Abuse:

There are different categories of abuse as depicted in the diagram below.



### How abuse starts:

Usually abuse starts small. Abuse is neglecting little concerns and leaving them over time to get more intense. For example, if a person slaps or pushes you do not excuse this behaviour. It is a form of abuse.

### What happens in the case of an abuse?

If you have experienced abuse in any form, it is important for you to speak out. You need to speak to a trusted person to get help, this might be a school counsellor, teacher, religious leader, etc.



Yes I'm Torn inside,  
Got bruises on my thigh and eye  
But I will ALWAYS keep my head up high!

As I walk away in these ~~WOUNDS~~ **WOUNDS**



Ornaments of Grace and Virtue

# **MENTAL WELLNESS**



**SERIES**



**THROUGH:**

**MANAGING WORRIES AND FEARS**

**BUILDING RESILIENCE**

**GETTING TO KNOW YOURSELF**

# FEELINGS CHECK-IN

I feel...

I need to...

Overwhelmed

Take a step back

Stressed

Focus on relaxing

Anxious

Practice coping skills

Sad

Be loving to myself

Angry

Find a positive outlet

Drained

Rest and recharge

Broken

Self-compassion

Upset

Take time for myself

Alone

Reach out for support

BlessingManifesting

# BUILDING RESILIENCE IN THE FACE OF ADVERSITY

**D** ↔ *Discipline yourself*

**E** ↔ *Educate yourself*

**C** ↔ *Be consistent*



**I** ↔ *Innovate your ideas*

**D** ↔ *Have dedication*



**E** ↔ *Have Endurance*



**# TAKE  
CARE OF  
YOURSELF**

A red ceramic mug filled with dark coffee sits on a rustic wooden table with blue-painted accents. A white paper napkin is placed next to the mug, featuring the text 'KNOW YOUR SELF' in large, bold, orange-to-brown gradient letters. A black pen is partially visible on the right edge of the napkin.

**KNOW  
YOUR  
SELF**

# GETTING TO KNOW YOURSELF



When choosing a career path, it is important to know 4 key aspects.



**Values**

*Live your values*

**Abilities**

*Maximize your abilities*

**Personality**

*Embrace your personality*

**Passions**

*Pursue your passions*



**WE ARE GRATEFUL TO THE FOLLOWING DISTRICTS FOR  
COLLABORATING WITH US TO SUPPORT THEIR STUDENTS:  
LAGOS STATE EDUCATION DISTRICT I, III, AND IV.**

**WE WOULD LIKE TO THANK THE FOLLOWING TRUSTEES WHOSE OGAV  
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**OLUBUSOLA KOLADE IS AN EDUCATOR WITH TORONTO DISTRICT SCHOOL BOARD, TORONTO CANADA. SHE'S THE FOUNDER OF OGAV INTL. & NIGERIA. SHE HAS BEEN WORKING WITH GIRLS FOR OVER TEN YEARS. SHE IS VERY PASSIONATE ABOUT NURTURING AND MENTORING GIRLS. ALONG WITH HER ORGANIZATION, THEY RUN AN ANNUAL SUMMER LEADERSHIP AND EMPOWERMENT CAMP FOR 1000 GIRLS SINCE 2017 IN EDUCATION DISTRICT I, AGEGE AND CO-CURRICULAR MENTORING GIRLS CLUB IN EDUCATION DISTRICT III & IV LAGOS STATE FREE TO PUBLIC SCHOOL STUDENTS.**

**SHE SAYS INVESTING IN GIRLS' EDUCATION IS PAVING WAY FOR A STRONG COMMUNITY UNIT THAT IMPROVES THE SECURITY AND ECONOMY OF THE NATION. A FIRM BELIEVER AND ADVOCATE FOR ADVANCING AND PROMOTING GIRLS' EDUCATION. THE BEST INVESTMENT ANY NATION CAN MAKE FOR A STABLE ECONOMY. SHE RALLIES AROUND FAMILY AND FRIENDS TO PAY IT FORWARD AND BE PART OF THE SOLUTION TO SUPPORT EDUCATING GIRLS**



If you would like to help us  
promote the advancement of  
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