



Children's Rights and  
Violence Prevention Fund

Ending Violence, Building Power



# This little light of mine

Life skills curriculum

Module 1: Self-confidence



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# PREPARE: The Group

Lesson 1	Time	Objectives
Speaker and Song	15 min	<ul style="list-style-type: none"> <li>• Girls learn group rituals</li> <li>• Girls settle into the group</li> <li>• Girls understand meaning of life skills</li> <li>• Girls create rules for group behaviour</li> <li>• Girls choose a group name</li> <li>• Girls feel welcome</li> </ul>
<b>Let's Think About It!</b>	<b>10 min</b>	
A1: What Are Life Skills?	40 min	
<b>A2: Ground Rules</b>	<b>20 min</b>	
Make It Fun!: Hot Potato	5 min	
<b>A3: Naming Our Group</b>	<b>20 min</b>	
Think Again	10 min	<b>Materials:</b> A Potato

## WHY?

### Welcome to A Safe Space

- The first time any of us try something new can be frightening.
- Some girls may have never been part of a group before.
- Some may have been in groups, but were not expected or invited to participate.

*It is very important that you, the facilitator make this first meeting feel safe and inclusive.*

### The Speaker

- Before the group begins, choose one girl to be the Speaker.
- Take her aside and tell her to say welcome to the group, say her name and say to the group,
- "Today we will talk about our Life Skills Group."
- She will start the lesson.

*That is all the Speaker has to do.*

Give the girl specific praise and use her name. For example,

**SAY: "Fatu is brave! She is the first one to talk in front of the group!"**

Begin clapping for her and encourage the whole group to clap for her.

### Why do we have the Speaker?

- Many girls have never spoken in front of their peers before.
- Many may be shy or simply scared to say their opinions.
- When a girl is the Speaker, she has a specific job.
- It is short and she is very likely to be successful speaking in front of the group.
- As the group claps, the Speaker receives praise and recognition from the group.
- This may help build confidence for her to speak in the group – and outside it, too!

## The Welcome Song

- Choose a song in the language most of the girls use every day.
- If there is even one girl in the group who is not literate, do not use a song that spells the girls' names.

## Why the Welcome Song?

- Remember, girls may be coming from a difficult situation.
- They may be coming from household work, caring for a baby and/or family, farming or mining or petty trading.
- They may be hungry and tired.
- The song should create an active, happy atmosphere.
- By using the girls' names, everyone is included and welcomed.

## Why do we use “Let’s Think About It!”

- After the Speaker and Welcome Song, each lesson has a short story in the box on the top of the lesson.
- The story introduces the day's topic by telling about a girl.
- After the Welcome Song, tell the story and ask the group a question about it.
- This is a safe way to get the girls thinking about the topic.

## Setting the Ground Rules

- Even an activity like setting the rules for the group can be fun.
- Since some groups will have members who cannot read and write well (or at all), setting the rules will be done by making gestures.

For each ground rule, ask a girl to stand up and show the rule.

- For example, if the rule is “raise your hand and be called on by the facilitator,”
- A girl can stand up with her hand raised.
- Have the girls who have created the rules stand side by side showing the rules.
- Review the rules with the group by pointing to the girls until everyone knows the rules.
- Make it fun by seeing who can name all the rules.

## Why Have a Group Name?

- The name can help the girls feel a sense of belonging to something special.
- The name can remind the girls they are connected to each other.
- The name can help build group spirit, and each girl's self-confidence.
- The name tells the community stakeholders something positive about the group.

## CHECKLIST

- Read through the whole **Lesson Plan (SHARE: The Group)**
- Decide on a **Welcome Song** and practice it.
- Review the **Life Skills**, so it will be easy for you to suggest some.
- Do you have a **potato** for the girls to use? If not, what will you use?
- Remember to use specific praise.

# SHARE: The Group

## WELCOME (15 Mins)

- 1. Choose Speaker.**  
The topic is "Our Life Skills Group."
- 2. Sing Welcome Song.**

## LET'S THINK ABOUT IT! (10 min)

**SAY:** "Malika is 13 years old. She lives with her mother and 4 brothers. She has so many questions about what is happening to her body. Men have begun to say things to her that confuse and frighten her. It is taboo for Malika to talk to her mother about such things."

**ASK:** How could a group of girls in a safe space be helpful to Malika?"

## Welcome (15 min)

### The Speaker

**Choose a girl who you believe will be confident to be the first speaker.**

**WHISPER TO HER:** "Please introduce yourself to the group and say, "Today we are going to start our life skills group. Welcome everyone!"

**Clap for her and show the group that they should clap as well.**

**SAY:** "Thank you (use the girl's name) for being our first Speaker. You are brave to speak in front of the group on the first day. That's a life skill!"

**SAY:** "We will always start our group with a Speaker AND a song. Our song welcomes us into the safe space of the group. We'll use songs that use our names to invite everyone to be part of the group."

**Step into the middle of the circle.**

**Start clapping on a beat and ask the girls to clap with you.**

**Use your own name in the song.**

**SAY:** "Today's song goes like this..."

*My name is Patience, yeah.  
I like to teach, yeah.  
And when I'm happy, yeah,  
I go like this..."*

**Then throw a dance move.**

**Each girl then comes into the circle and sings her name as the other girls clap the beat.**

## Let's Think About It! (10 min)

Read the little story in the box above.

**ASK:** "How could a group of girls in a safe space be helpful to Malika?"

**ASK:** "What kinds of things could girls talk about in a group like this?"

## Activity 1: What are Life Skills? (40 min)

**SAY:** "Malika wanted to learn more about menstruation, body changes and sex. Those are life skills.

Knowing about her body and sex will help her be healthy, and protect herself."

**SAY:** "Life skills help us **think, make decisions, make plans, reach our goals**. Life skills are skills and knowledge that help us lead healthy, successful lives."

**ASK:** "What else might be a life skill?"

**Snap your fingers when a girl participates and encourage the others to do that for each other.**

**Keep asking until you get most of the answers below. These are not in any special order.**

**Girls may feel shy or unsure this first lesson. Encourage them. Give an example or two.**

### LIFE SKILLS

Thinking

Deciding

Planning

Family Planning (contraception)

Healthy Nutrition

Healthy Pregnancy

Good Parenting

Setting Goals

Knowing your Rights

Violence/Abuse Prevention

Saving Money

Managing Money

Starting a Business

Training for a new job

Interviewing for Work

Respect for Elders

Health Family Relationships

Negotiating

Communicating

Speaking up for Yourself

Self-Confidence

Working Together

Disease Prevention

Knowledge of STDs/HIV/AIDS

Knowledge of Menstruation/Puberty

Knowledge about Sex

Knowledge about Reproduction/Fertility

Dealing with Peer Pressure Conflict Resolution

Self-respect

Time management

**Take out the bowl and bag of beans or small stones.**  
**Pass the bag and the bowl to the girl on your right.**

**SAY:** “Take a bean (or stone) from the bag and name a life skill you want to learn more about in this group.  
Put the bean (or stone) in the bowl and pass them on.”

**After all the girls have participated, let them know if they named a skill that will not be covered in the group.**  
**For example, if a girl says she wants to learn to be a tailor,**

**SAY:** “Tailoring is a great life skill.  
In this group, we won’t be learning how to tailor,  
But we will learn about planning, setting goals and how to reach our goals.  
That may help you make a plan to be a tailor.”

## Activity 2: Ground Rules (20 min)

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**SAY:** “Groups work best when everyone knows the rules for the group.”  
**SAY:** “If you can think of a rule for being in the group, please raise your hand.”  
If the girls are unsure what you mean, give an example, like ‘one person talks at a time’.

**Call on a girl who raises her hand to come stand beside you and say her suggested rule and show it.**  
**For example, if the rule is one person talks at a time, she might use one hand to show lips talking, and the other hand to show the number one.**



**SAY to the group,** “If you think this is a good rule for the group, raise your hand.”  
**If most of the girls raise their hands,**  
**SAY:** “The group wants this rule. Please stay up here.”  
**SAY:** “If you can think of another rule for being in the group, please raise your hand.”

Continue this process until you have a good set of rules for the group.  
These should probably include:

- Be on time
- One person talks at a time
- No phones
- What happens in the group stays in the group (confidentiality)
- No one is forced to talk
- No bullying or teasing
- No side talk

The girls at the front who have named a rule, should show them without saying them. Point to a girl who is showing a rule and

**ASK:** "What is this rule?"

(What happens in the group stays in the group).

Do this several times, then ask the whole group to name the rules as you point.

### MAKE IT FUN! (5 min)

**SAY:** "Let's think for a moment about the girls and women we are and would like to be."

**ASK:** "What kind of qualities does she have?"

**ASK:** "Is she lazy? Is she angry?"

**SAY:** "I have a very hot potato here!

When I pass it you, say a quality you would like the girls in this group to have. Then quickly pass the hot potato to the girl next you.

**SAY:** "I'll start. BRAVE!"

Then toss the potato to the girl on your left.

After the potato has gone around the group,

**SAY:** "Wow! I like these qualities already!

Let's give ourselves a crocodile clap!"

(One arm overhead and the other pointing down,

then bring them together in front of the body in a big clap!)





## Activity 3: Naming Our Group (20 min)

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**SAY:** “We just named some qualities we hope we have or will get through being in this group. Now let’s come up with a name for our group. When we have a name, it helps us feel like we belong to something. With a good name, we can be proud of the group and our place in it.”

**SAY:** “To name the group, we are going to split into 3 groups. Each group should come up with their idea of a good name for our group. Be ready to present the name to the group and tell why it is the best name.”

**SAY:** “A good group name is usually one, two or three words. You can use one of the qualities we named in the group name, like “The Brave Hearts.”

**Split the group into three groups by counting the girls 1, 2, 3, 1, 2, 3, etc. Ask all the ones to go to one area, the twos to another, and the threes to a third area.**

**SAY:** “You have ten minutes to come up with a name and why it is the best!”

**Walk around and check on the groups to see if they need help. After ten minutes, bring the groups back and have each group present. Then vote on the name.**

**Gather the girls in a circle and have everyone squat, reach their arms out and put their hands into the circle.**

**Begin by whispering the group name and ask all the girls to whisper it, too.**

**As you and the girls rise, say the name louder and louder.**

**When you are all standing, raise your arms above your heads and shout the new group name.**



## THINK AGAIN (10 min)

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**SAY:** “At the end of every lesson, we will take a few minutes to think about what we learned.”

**SAY:** “Today, let’s go around the circle and share how you feel about this first time together.”

If you don’t feel like talking, you can put your thumb up, if you feel good. You can put your thumb down, if you don’t have a good feeling about today. And you can do both if you have both feelings.”



# PREPARE: What's Important to Me

## Lesson 2

## Time

## Objectives

Speaker and Song	5 min
<b>Let's Think About It!</b>	<b>10 min</b>
A1: Who You Admire and Why	30 min
<b>Make It Fun 1: Line Ups</b>	<b>5-10 min</b>
A2: Your Hands, Your Lives	45 min
<b>Make It Fun 2: Stand Up</b>	<b>5-10 min</b>
A3: Think Again	10 min

- Girls can name qualities they admire in people and why
- Girls identify what is important to them
- Girls consider positive and negative influences on them
- Girls build their sense of identity and self-confidence

**Materials:** Enough paper and pens or pencils for all. Picture of Hands with pictures and words

## WHY?

### When girls consider who they admire and why, they consider what is important.

- For example, a girl admires a petty trader who is a widow and cares for street children.
- When asked why, she says – she is strong, independent, has a kind heart.
- These may be qualities the girl thinks are important.
- She may work to be like that woman.

### When girls consider what is important to them, it helps them see who they are.

- Naming and claiming builds identity.
- For example, if I say being a mother is important to me – it is part of my identity, something I can be proud of and work at.

### When girls consider what and who influences them, they begin to see themselves as individuals.

- They begin to evaluate good and bad influences.
- They begin to see they have choices.

## CHECKLIST

- Read through the whole **Lesson Plan (SHARE: What's Important to Me)**
- Gather enough paper and pens or pencils for all the girls
- Be prepared to show the group examples of how to draw the hands and how to draw what they want to say if they cannot write.
- Use the Picture of Hands to show the group, if needed

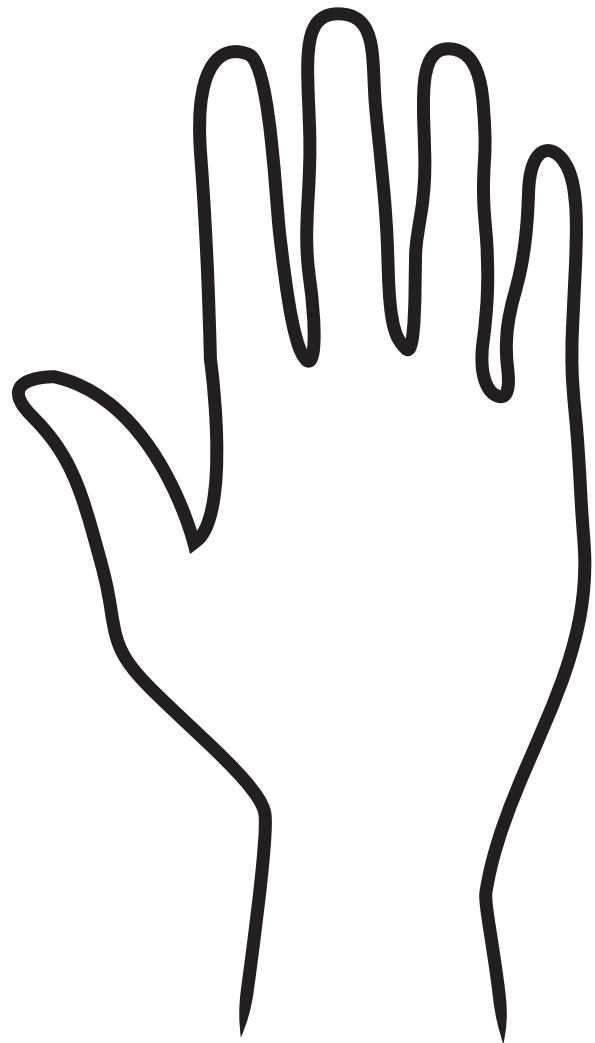
## Picture of hands

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### What is Important to Me

In this example, the girl can write.



### Influences on Me

In this example, the girl cannot write and uses pictures for: friends, mother, marijuana (peer pressure), man who wants to marry her, the palaver hut (community)

# SHARE:

## What's Important to Me

### WELCOME (5 Mins)

#### 1. Choose Speaker.

The topic is "What's Important to Me."

#### 2. Sing Welcome Song.

### LET'S THINK ABOUT IT! (10 min)

**SAY:** "Habiba admires her friend, Amina.

She pays her school fees on time, dresses nicely and changes her hair style often. She is friendly and smart. One day Habiba sees Amina getting money from an older man. When she asks Amina about it, Amina just smiles and says he is her blesser."

**ASK:** "Do you think Habiba still admires Amina? Why or why not?"

### Activity 1. Who You Admire and Why: (30 min)

**SAY:** "Today we are talking about what is important to us. Let's think about how people decide what is important to them. One way to do that is to talk about people you admire and think about why."

**SAY:** "Let's go around the circle.

Say your name and the name of someone you admire (like and respect) and tell why."

**Encourage answers that are NOT things like physical qualities (beautiful, tall).**

**For example, if someone says she admires a woman because she is a doctor,**

**ASK:** "WHY do you admire her for being a doctor?" After each girl has answered, she should ask the person to her left, "Who do you admire and why?"

**When everyone has had a chance to say who they admire and why,**

**SAY:** "We just talked about WHY we admire some people.

This helps us think about **what we think is important in life.**

When you know what is important, it helps you know who you are."

**SAY:** "People also decide what is important by thinking about influences on them.

Many things and people influence you.

But you can decide who you are and what is right for YOU.

Knowing what is important to you guides your decisions and behaviour."

**ASK:** "What and who influences you?"

**(Some examples: family, friends, our community, films, social media, religion, teachers and life circumstances.)**

**ASK:** "Are all the influences on us positive?"(No)

## MAKE IT FUN! (5-10 min)

To get the girls engaged, make two lines. The girls in one line should name a positive influence and go to the back of the line. The girls in the other line should name a negative influence and then go to the back of the line.

## Activity 2: Your Hands, Your Lives (45 min)

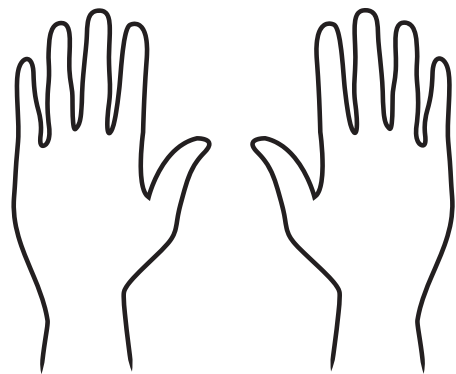
**Give everyone a sheet of paper and a pen or pencil.**

**SAY:** "Draw your hands on the paper side by side. You can put your hand on the paper and draw around the hand."

**Show them using your own hands. (See sample)**

**SAY:** "On your left hand, put something on each finger to show what is important to you. You can write words, or you can draw pictures. Use all five fingers if you can."

**SAY:** "On your right hand, put something on each finger to show what or who influences you. These things or people may be positive OR negative. You can write words like teacher or gangs, or you can draw pictures."



**NOTE TO FACILITATOR:** If a girl cannot use her hands, or write or draw, ask her to share with you and write down or draw what she says.

**Give the girls a few minutes to complete this.**

**ASK:** "Would anyone like to share what is important to you?"

**Let a few girls answer.**

**ASK:** "Would anyone like to share what and who influences you?"

**Let a few girls answer.**

**SAY:** "Sometimes what we think is important and our influences fit nicely together."

**Put your hands together like the icon right:**



**ASK:** "How do you feel when your influences support what you think is important?"

Give the girls time to answer.

**SAY:** "Sometimes your influences do not support what you think is important."

**Put your hands like the icon right:**



**ASK:** "When your influences do not support you, how does it make you feel?"

**Give the girls time to answer.**

**SAY:** "Sometimes we have to make hard decisions about what WE think is important."

## MAKE IT FUN! (5 min)

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To get the girls engaged,

**SAY:** "I am going to shout out things people stand up for – things people believe are important or right.

When you agree it is important, stand up!"

- Respect for elders
- Respect for your sisters and brothers
- Being honest
- Greed
- Wealth
- Education for boys AND girls
- Me first
- Women's Rights
- Family first

**ASK:** "Would anyone like to say something you stand up for?"

Ask the girls to stand up if they agree.

**ASK:** "How does it feel to stand up for your own choices about what is important?"

## THINK AGAIN (10 min)

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Use a stick or a pencil as a mic.

**SAY:** "I am going to hand someone the Talking Stick.

When you get the stick, share with us something you learned today.

Then pass the Talking Stick to the one next to you."

**SAY:** "Let's clap for ourselves. We did a great job today!"



# PREPARE:

## Sorting Right from Wrong

### Lesson 3

### Time

### Objectives

Speaker and Song

5 min

**Let's Think About It!**

10 min

A1: Sorting Right from Wrong

60 min

**A2: Fact vs. Opinion**

35 min

Think Again

10 min

- Girls identify what drives decisions
- Girls better understand their own ideas of right and wrong
- Girls are able to identify the difference between facts and opinions
- Girls understand that facts help them make good decisions about what is right and wrong

## WHY?

**When girls consider what they think is right and wrong, it helps them make decisions.**

- It helps them be ready to deal with new challenges and opportunities.
- This is a good time for them to think about WHY they have their ideas about right and wrong.
- This can help build their sense of self – their identity.
- It can boost their self-confidence.

**Learning to look for the facts helps girls make good decisions.**

- When girls can sort the difference between a fact and an opinion, she can feel strong in her own opinions.
- She can make choices about her health, her family, money and many other things using facts.
- Many influencers will use opinions to persuade girls to act or believe certain things.
- When a girl learns to recognize an opinion, she can look for facts to guide her.

### CHECKLIST

- Read through the whole **Lesson Plan (SHARE: Sorting Right from Wrong)**
- Consider the role plays.
  - Change the names to local ones.
  - If necessary, change the role plays to make them familiar to the girls. The idea is to set up a situation that shows choices about right and wrong.
- Read through the list of facts and opinions.
  - Be ready to explain why something is a fact or an opinion.
  - Ask why girls believe something is a fact or an opinion.
  - Use supportive language when a girl gets a fact wrong.
- Prepare how you will sing “Today I learned something.” You can make up the melody.

# SHARE:

## Sorting Right from Wrong

### WELCOME (5 Mins)

1. **Choose Speaker.**  
The topic is "Sorting right from wrong."
2. **Sing Welcome Song.**

### LET'S THINK ABOUT IT! (10 min)

**SAY:** "Fatu lives with her auntie and uncle. Her uncle violently beats her auntie. Her auntie tells Fatu to lie when people ask what happened. In Fatu's religion, it is a sin to tell a lie."

**ASK:** "What is the right thing for Fatu to do?"

### Activity 1. Sorting Right and Wrong (60 min)

**SAY:** "We've talked about what we think is important. We've also talked about what and who influences us. Now let's talk about what WE think is right and wrong. We saw how hard it was for Fatu. Let's see if we can practice sorting right from wrong when influences don't match our own ideas."

**Make three groups by saying to each girl one of the following: banana, mango, or cassava. Tell each group to go to an area away from the other groups. Now, go to each group and tell them to prepare a role-play.**

To the Bananas:

**SAY:** "You are going to do a role-play. We need three volunteers - one to act as Moses, a teenage boy.

One will act as Zainab, a teenage girl.

One will act as Moses' Auntie."

**SAY** to Moses, "I want you to explain to your auntie that you need money to use on school fees."

**SAY** to Auntie, "Agree to give the fees to Moses and tell him this is because you think his education is so important."

**SAY** to Moses, "When you get the money, you buy a dress for Zainab, your girlfriend to persuade her to have sex with you. When Zainab asks, tell her how you fooled your auntie to get the money."

**SAY** to Zainab, "Ask Moses where he got the money, before you decide if you want it."

**SAY:** "Prepare a role-play for the whole group, which shows what Zainab decided to do. Think about what guides the actions of each person - Moses, Zainab and Auntie."



### To the Mangos:

**SAY:** “You are going to do a role-play about three friends who went to school together, but had to stop because money was not there to pay the fees.

**SAY:** “We need three volunteers.

One will play Nyala, a 15-year-old girl who is selling groundnuts to save money for school fees.

Another one will play Amara, who now has a boyfriend who buys her nice things.

The last volunteer will play Edna, who now works on her family’s farm.

Each girl thinks she has made the right decision.”

**SAY:** “Prepare a short role-play where the girls talk about their decision and try to convince the others that it is right.”

**SAY,** “Be ready to do the role-play for the whole group and say what guided each person.”

### To the Cassavas:

**SAY:** “We need three volunteers to do a role-play.

One is the father and one is the mother, and the last one is their 14-year-old daughter, Zawadi.

The father wants Zawadi to marry his friend, who is 55 yrs., old because of the high bride price.

The mother wants Zawadi to choose her own husband, and to wait until she is 18.

Zawadi does not want to marry an old man. She wants to continue her education.”

**SAY:** “Be ready to do the role-play for the whole group and say what guided each person.”

**After about 10 to 15 minutes bring the groups back together into a circle.**

**Ask the Bananas group to do their role-play for the whole group, and say what guided the decision.**

**ASK:** “What was important to each person?”

**(If the group does not name these, ask about: generosity, family support, education, relationships, material goods, status, sex.)**

**Remind the group that what guides us can be positive – like caring for family, or negative – like greed.**

**ASK the whole group:** “Do you think each person did the right thing? Why or why not?”

**ASK the whole group:** “How do you think Zainab felt knowing Moses lied to his Auntie to get the dress?”

“How do you think she felt knowing Moses is using the dress to persuade her to have sex with him?”

“Does this make it harder or easier to sort right from wrong?”

**Ask the Mangos group to do their role-play for the whole group, and say what guided the decision.**

**ASK:** “What was important to each person?”

**(If the group does not name these, ask about: marriage, family, working, respect for elders.)**

**ASK the whole group:** “Do you think each person did the right thing? Why or why not?”

**ASK the whole group:** “How do you feel when you disagree with a friend about what is right? Does this make it harder or easier to sort right from wrong?”

**Ask the Cassava group to do their role-play for the whole group, and say what guided the decision.**

**ASK:** “What was important to each person?”

**(If the group does not name these, ask about friendship, greed, gender equality, choice, tradition/cultural norms, honor your husband, honor your father.)**

**ASK the whole group: “What and who do you think was influencing Zawadi?”**

**ASK the whole group:** “Do you think each person did the right thing? Why or why not?”

## Activity 2: Fact vs. Opinion (35 min)

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**SAY:** “When we need to make decisions based on what is right and wrong, we need to know the difference between facts and opinions.”

**ASK:** “What is a fact?”

**Give the girls time to answer.**

**Repeat the correct answer:**

“A fact that is something that is true.  
It may be something that has happened.  
Often it is something that has been proven to be true.”

**FACT EXAMPLE: Chickens lay eggs.**

**ASK:** “What is an opinion?”

**Give the girls time to answer.**

**Repeat the correct answer:**

“An opinion is how someone feels about something.  
Sometimes it is based on facts. Sometimes it is not.  
Sometimes it is based on only some facts.  
Sometimes it is based on myths.  
It cannot be proven.  
It can change.”

**OPINION EXAMPLE: Chicken taste better than fish.**

**Stand at the front of the area with your arms out.**

**Point to your right and**

**SAY:** “I am going to read something.

If you think it is a fact, come stand here.”

**SAY:** “If you think it is an opinion,  
come stand here and point to your left.”

**After the girls have moved, ask a few girls to explain why they have chosen fact or opinion.**

**If there is disagreement, let the girls discuss.**

**Be sure to give the correct answer before you move on.**

1. A girl must be a virgin when she gets married. (O)
2. Girls are smarter than boys. (O)
3. Malaria is spread by mosquitos. (F)
4. It should be up to the father when a girl marries. (O)
5. Wearing short skirts invites men to rape you. (O)
6. In this country, men make more money than women. (F)
7. Rape is a sin. (O)
8. Rape is against the law. (F)
9. Every child has the right to go to school. (F)
10. Farmers should have the right to let their children work on the farm instead of going to school. (O)

**ASK:** “What happens when we don’t know the difference between facts and opinions when we are deciding if something is right or wrong?”

**ASK:** “Can anyone give us an example?”

Give the girls time to contribute.

### THINK AGAIN (10 min)

Step into the middle of the circle and begin singing,

“Today I learned something,

Oh yes, I learned something.

Today I learned something,

I learned that it is important to know the facts!”

**ASK:** “What did you learn today?”

Invite the girls to come into the circle one at a time to share what they learned using the song.

**SAY:** “Let’s take a bow for being great learners!”



# PREPARE: My Strengths

Lesson 4	Time	Objectives
<b>Speaker and Song</b>	<b>5 min</b>	<ul style="list-style-type: none"> <li>• Girls can name their positive qualities</li> <li>• Girls can see how positive qualities help them in life</li> <li>• Girls can identify their external and internal challenges and areas for improvement</li> <li>• Girls consider how to overcome challenges and work on areas for improvement</li> <li>• Girls demonstrate good listening and recall</li> <li>• Girls praise each other</li> </ul>
Let's Think About It!	10 min	
<b>A1: My Special Qualities</b>	<b>45 min</b>	
Make It Fun 1: Circle of Strength	5-10 min	
<b>A2: Challenges</b>	<b>45 min</b>	
Make It Fun 2: Overcoming Challenges	5-10 min	
<b>Think Again</b>	<b>10 min</b>	

## WHY?

### How girls see themselves affects their self-confidence, their behaviour, and their choices.

When a girl is able to see her positive qualities, she may be more likely to:

- set goals and try new things
- help others
- say no to bad choices.
- trust herself to learn from her mistakes

### Girls come with different backgrounds.

- A girl's confidence and identity develops as she grows up.
- External challenges like poverty, abuse, and neglect can damage a girl's confidence.
- Critical parents and/or husbands and peers can make it hard for a girl to see her own light.
- Disabilities or lack of education can make it hard for her to see her good qualities.
- Focusing on girls' inner qualities brings them out and lets them shine!

### The group is important. It is a safe space for girls to explore and gain confidence.

- In the activities in Lesson Four, girls NAME and CLAIM their own positive qualities.
- They will hear others repeat them and praise them.
- They will hear how their positive qualities can help them in life.
- They will get help facing their challenges.
- They will get help addressing their areas for improvement.

### Building self-confidence is a continual process. Each step lifts a girl up.

Each time:

- she can see her abilities, it helps.
- she is praised by an adult or her peers, it helps.
- she speaks and is heard, it helps.
- she tries something hard or new, and is encouraged, it helps.
- she finds out that others feel like she does, it helps.

### What If girls find it hard to name their positive qualities?

- Catch them doing something positive and connect it with a life skill:
  - “Aida, that was a very thoughtful question – that requires smart thinking.”
  - “Beta, your good listening skills must make you a good friend.”
  - “Nala, with your courage, you can overcome any obstacle!”
- It is important to be specific.
- Give girls small responsibilities (like being the Speaker) and praise them.

### CHECKLIST

- Read through the whole **Lesson Plan (SHARE: My Strengths)**
- Do you have stones on hand for the girls to use?  
If not, what will you use?
- Consider the girls who may find this lesson difficult.  
As the girls are pairing up, walk around and give support, commenting on positive qualities you have noticed.



# SHARE: My Strengths

## WELCOME (5 Mins)

1. **Choose Speaker.**  
The topic is “My Strengths or My Special Qualities.”
2. **Sing Welcome Song.**

## LET’S THINK ABOUT IT! (10 min)

**SAY:** “Dembe wants to be a nurse, but her father says it is time for her to leave school. Dembe goes to her headmaster and asks for advice. Dembe says her father is her hero because he works so hard for his family. The headmaster visits her father and tells him Dembe is very smart; he must have raised her very well. She wants to be able to help her family like you have done.”

**ASK:** “What are some of Dembe’s positive qualities?”

## Activity 1. My Special Qualities (45 min)

**SAY:** “Today let’s talk about your special qualities. Some people call these qualities your strengths.”

**SAY:** “All of us have strengths – something we do well.”

**SAY:** “When we talk about our strengths or our special qualities, let’s focus on what is **inside**. You may be very pretty, but you were born that way.

We want to talk about qualities that are **INSIDE** you that make you who you are.

- We are also **not** talking about things you like to do, like listening to music.
- We are talking about **the way you are, who you are, YOUR STRENGTHS!**

## Make It Fun! (5 min)

**SAY:** “To help us think of our positive qualities, let’s stand in a circle and call out positive qualities. Let’s try it! I’ll start.”

**SAY:** “Being good listener! If you are a good listener, take a step into the circle.”

**ASK:** “Who can name another positive quality?”

**Encourage girls to name qualities and step forward until they are close together in the circle.**

**SAY:** “Wow! You know what I call this? A Circle of Strength! Let’s give ourselves a whoop!”  
**(Show the girls how to ululate if needed.)**

**SAY:** “We are going to share our positive qualities with a partner.

Let’s use our hands again.

Look at your hand and for each finger on one hand think of a positive quality in yourself.

Then share these qualities with your partner.

For example, I might say, “I am helpful, I am a good cook, I like to think of solutions to problems, I am good at saving money and I am positive – I think things will always work out.”

**SAY:** “Some of these strengths are **abilities** – I know how to cook well.

Some of these are more like an **attitude** – I am a positive person.”

**ASK:** “Does everyone understand?”

**SAY:** “Your partner listens.

Then she repeats your qualities and how she thinks they may help you in life.”

For example, my partner might say, “You are helpful – that will be useful in the family and at work.

You are a good cook – maybe you can sell your food.

You like to think of solutions – that would be a good quality in any kind of work!

You are good at saving money – maybe you can start your own business or pay your school fees.

You are positive – that will help you reach your dreams, as it can take time.”

**ASK:** “Does everyone understand?”

**SAY:** “After one partner has finished, switch roles.”

**Divide the group into pairs.**

**Remind them to be good listeners, and to remember what has been said.**

**After you can see everyone is done, bring them back together in the circle**

**ASK:** “May I have a volunteer come into the circle with your partner to share your partner’s strengths?”

Then tell us how this will help her in life.

Then your partner should do the same for you.”

**Give everyone a chance who wants to come into the circle.**

**Do not force anyone.**

**SAY:** “Listening and remembering and talking about ourselves can be hard work.

And WOW, do we have some wonderful qualities and strengths right here!

Let’s give ourselves the thunder clap!”

## Activity 2: Challenges (45 min)

**ASK:** “Have you ever heard anyone talk about strengths and weaknesses?”

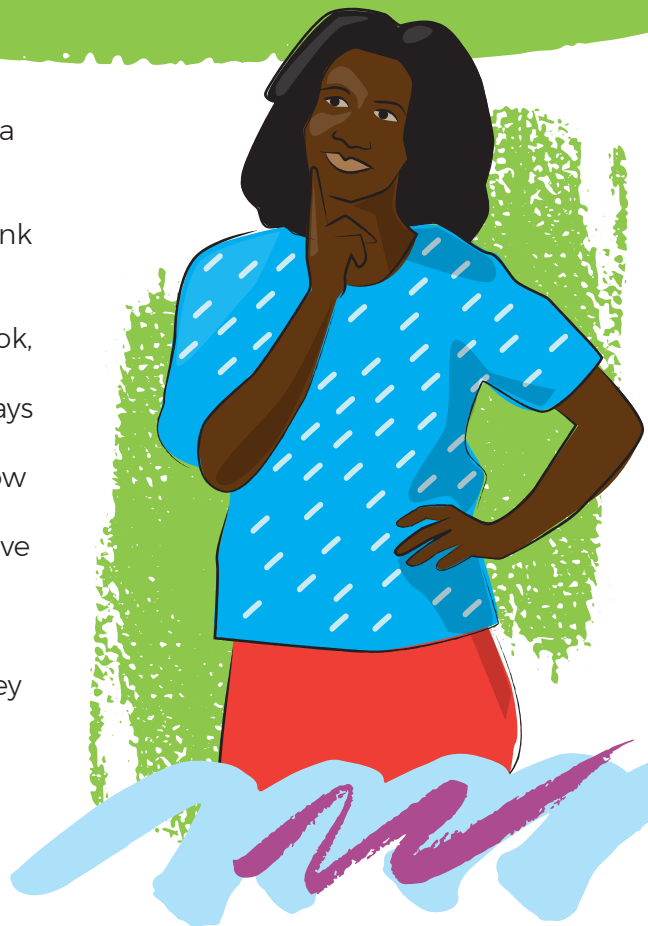
**ASK:** “What is a weakness?”

**ASK:** “How does it feel to think of yourself as weak?”

Give the girls time to answer.

“How does it feel to think of yourself as strong?”

Give the girls time to answer.



**SAY:** “We just learned that all of us have strengths. We are all strong. BUT... We still have areas that we can improve on.”

**SAY:** “I don’t call them weaknesses. To me that sounds like we are helpless.

**I like to call them challenges, because we are not helpless.**

**A challenge is something we can work on and get better at, something we can overcome.”**

**SAY:** “Some challenges are outside of us or happen to us – like poverty.”

**SAY:** “Let’s take a minute and think about some outside challenges girls like us have.

**ASK:** “Can anyone name some of these challenges?”

**Give the girls time to name some challenges girls face.**

**SAY:** “Some challenges or areas for improvement are inside of us – like being lazy or lying.”

**SAY:** “Let’s think about some inside challenges or areas for improvement girls like us have.”

**ASK:** “Can anyone name some of these areas for improvement?”

**Give the girls time to name some.**

**SAY:** “Remember how our two hands could work together when we talked about what was important and our influences?”

**Show them. Put your hands together like the icon right:**



**SAY:** “And how they could create conflict?”

**Show them. Put your hands together like the icon right:**



**SAY:** “Well, it is a bit like that with our strengths and our challenges.

We can use our strengths to face and sometimes overcome our challenges.”

**ASK:** “Can someone remind us of Dembe’s story from the beginning of the lesson?:

**Make sure the girls tell all of Dembe’s story from the beginning.**

**SAY:** “I want to tell you a bit more about Dembe.

She struggles with maths.

Her best friend, Nantale is very good at it.

Dembe has five brothers who go to school and do not have to do chores.

Dembe must do all the chores. She often argues with her brothers.

Sometimes Dembe feels like she is stupid to have such a big dream – to become a nurse.”

**SAY:** “We are going to split into three groups.

Each group should come up with the challenges Dembe faces -- things she can improve upon.

Then consider how Dembe can face her challenges and make improvements.”

**SAY:** “Each group should choose two girls to present.

The first girl should tell us Dembe’s challenges and areas for improvement.”

“The second girl should tell us how Dembe can use her strengths to face her challenges and make improvements to help her reach her goal.”

**Split the group into three groups and give them time to prepare.**

**When you see they are done, invite each group to present to the whole group.**



## MAKE IT FUN! (5-10 min)

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**Ask the girls to stand in a circle.**

**Give the first girl a stone.**

**SAY:** "Think of a challenge or area for improvement and say it to the girl next to you as you give her the stone."

**SAY:** "She must come up with a way to work on this challenge.

If she does, she passes the stone to the next girl, and names a new challenge.

If she does not, she keeps the stone."

**SAY:** "For example, I say a girl may be lazy, and hand the stone to the girl next to me."

**SAY:** "She might say, 'She can give herself a time to get something done and then give herself a reward when she is done.'"

**SAY:** "She has given me a good idea. She can pass the stone on to her neighbor with a new challenge."

**SAY:** The goal is not to get stuck with a stone!

## THINK AGAIN (10 min)

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Sit in a circle.

**SAY:** "Would someone like to share an area you would like to improve on, and an idea you learned today about how to do that?"

Be sure to clap or click your fingers (and encourage the group to do the same) after someone shares!

At the end, have everyone join hands, interlacing their fingers and raise their hands high.

**Have everyone join you in saying, "We are strong!"**







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