



Children's Rights and
Violence Prevention Fund

Ending Violence, Building Power



This little light of mine

Life skills curriculum

Module 2: Smart Thinking



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PREPARE: Smart Thinking Steps

Lesson 5	Time	Objectives
Speaker and Song	5 min	<ul style="list-style-type: none"> • Girls understand smart thinking • Girls can name and use steps of smart thinking • Girls can use smart thinking to address issues and challenges they may face • Girls practice seeing patterns • Girls understand that patterns help predict consequences • Girls are able to pose questions that help others use smart thinking
Let's Think About It!	10 min	
A1: What is Smart Thinking?	35 min	
Make It Fun!	10 min	
A2: What Should Atieno Do?	40 min	
A3: Smart Thinking Steps Review Think Again!	10 min 10 min	

WHY?

In many cultures, girls may not be encouraged to think for themselves.

- Girls may be expected to follow the traditions of their family and culture.
- Questioning norms and roles may be discouraged.
- Girls may be expected to do as they are told.

As girls and young women grow, they face new situations, feelings and choices.

- They need to be able to find the facts.
- They need to know how to get trustworthy answers.
- They need to think through the consequences of their decisions.

Smart thinking steps help girls make decisions, solve problems and form their own opinions.

Learn the Steps of Smart Thinking Steps

BEFORE the lesson:

1. STOP and think - What exactly is the problem or the issue?"
2. "What do I need to know and where can I find out?"
3. "What are the consequences? (What will happen if I make this choice or that choice)?"
4. "Choose!"

Why learn about patterns in this lesson?

- When girls recognize patterns, it helps with Step 3 of Smart Thinking --- what will happen.
- Seeing patterns helps girls think about how to break patterns that are harmful to them.
- It helps them prepare. For example, girls who have begun menstruation can learn to look for the pattern of their monthly bleeding and be prepared.

Why do we emphasize questions?

- Asking questions is a key life skill.
- Questions help girls sort through facts and opinions.
- Questions force girls to think through their actions.
- If you are uncertain the kinds of questions girls should be asking, go back to the basics:
 - What? (What is the challenge or problem or decision?)
 - Where? (Where is the best place to get help?)
 - Who? (Who can I trust for the facts and for guidance?)
 - How? (How will I put my decision into action?)
 - Why? (Why have I made this choice?)
 - What will happen?

CHECKLIST

- Read through the whole **Lesson Plan (SHARE: Smart Thinking Steps)**
- Read Atieno's story. You find it in "Let's Think About It" and in Activity 2.
- If Atieno's story does not fit the girls, change the name and create a different story that sets up a situation where a girl:
 - has a dream
 - has some challenges
 - wants to help herself move forward in life.
- Read Chiku's story. You will find it in Activity 3.
- If Chikus's story does not fit the girls, change the name and create a different story that sets up a situation where a girl:
 - is smart, can read, write and do sums
 - has to support her brothers and sisters
 - and is unsure what to do.



SHARE:

Smart Thinking Steps

WELCOME (15 Mins)

- 1. Choose Speaker.**
The topic is “Smart Thinking Steps.”
- 2. Sing Welcome Song.**

LET’S THINK ABOUT IT! (10 min)

SAY: “Atieno wants to be the first woman tailor in her area. She knows she has great ideas, but she does not have money to buy a sewing machine. When Atieno was 13, she had a baby, Abu. She stopped going to school to take care of Abu. Now she stays with her auntie and washes and patches clothes to pay her auntie for food.

ASK: “What do you think Atieno should do?”

Activity 1. What is Smart Thinking? (35 min)

SAY: “Today we are going to talk about smart thinking.”

ASK: “What do you think smart thinking means?”

Give the girls time to answer.

If the answer is incorrect, be sure to make that clear.

For example, one of the girls, Mansa, says, “It means to think very fast.”

You can say, “Thanks Mansa. Smart thinking is a bit different than fast thinking.”

SAY: “Smart thinking is a process.

Smart thinking has steps.

When you want to **make a decision**, or **solve a problem** or **make a plan**, using the steps of smart thinking helps you.”

SAY: “Smart thinking can also help you sort facts from opinions.

It can even help you sort right from wrong.”

SAY: “One thing I really like about smart thinking is, you can use it to help your friends make decisions, solve problems and make plans, too!”

SAY: “Let’s learn the steps of Smart Thinking.”

SAY: “The first step of Smart Thinking is:

1. **STOP and think - What exactly is the problem or the issue?”**
Have a girl come forward and put her hand out to show STOP.

SAY: “The second step of Smart Thinking is:

2. **“What do I need to know and where can I find out?”**
Have a girl come forward and put her hands out to the side.

SAY: “The third step of Smart Thinking is:

3. **“What are the consequences?**
(What will happen if I make this choice or that choice)?”
Have a girl come forward and put her finger to her chin.

SAY: “The fourth and final step of Smart Thinking is:

4. **“Choose!”**
Have a girl come forward and show a thumbs up.

Next, point to each of the girls who are showing the steps,

SAY: “Let’s all say the steps together!”

1. **“STOP and think - What is the problem or the issue?”**
2. **“What do I need to know and where can I find out?”**
3. **“What are the consequences? (What will happen)?”**
4. **“Choose!”**

SAY: “Smart thinkers are good at asking questions.
Asking questions helps us sort information.”

SAY: “I believe many of you already use smart thinking questions.”

ASK: “Can anyone think of a time when you asked questions to sort information?”

If no one has an example to share,

SAY: “Let’s say your friend was sitting down with her arms crossed over her stomach and looking unhappy.”

SAY: “I will act like your friend. What kinds of questions would you ask me?”

Give the girls time to ask questions.

Answer them with yes or no.

ASK: “Did you find out what the problem was?”

ASK: “Did you help me find a solution?”

(If not, ask the girls to keep asking questions that would help find a solution.)

SAY: “You used smart thinking!”

ASK: “What is the third step of Smart Thinking?”

(Answer: What are the consequences? What will happen)

SAY: “One of the ways we might know what will happen is to look for patterns.”

ASK: “What is a pattern?”

(Answer: Something that repeats and repeats in the same way)

SAY: “Let’s see if we know some patterns.”

SAY: “Monday, Tuesday, Wednesday, Thursday.”

ASK: “What comes next?” (Friday)

ASK: “How did you know what would come next?”

(Answer: You saw the pattern. You knew what to expect.)



ASK: “Why are patterns important?”

Give girls time to answer. Be sure this answer is clear:

SAY: “Patterns give us information that let us know what to expect.

When we know what to expect, we can make better decisions.”

ASK: “What is a pattern that girls and women have as part of their life?”

(Menstruation)

SAY: “We can count how many days we have between our menses and see what our pattern is.

For some girls, it is 21 days. For some it is 28. For some it may not be a steady pattern.

SAY: “We will learn more about menstruation in another lesson.

Now, let’s focus on patterns.”

ASK: “How can it be helpful if you know your menstrual pattern?”

Look for these answers:

- **You can have a pad or fabric with you on the day you expect your menses to come**
- **You know if you have pain or tiredness or irritation that your menses is coming soon**
- **You know when you have missed your menses and that you may be pregnant**

MAKE IT FUN! (10 min)

SAY: “Let’s see if we can find the patterns and know what will come next.”

SAY: “Someone make a pattern and the rest of us have to follow with the next step.

You can use your bodies or words or movements.

If you need to give an example, here are two:

SAY: “Watch me do a movement pattern and then do the last step in the pattern when I say, “Go.”

Clap three times and turn around. Clap three times and turn around. Then clap three times and say, “Go.” **(The Girls should turn around)**

SAY: “Now listen to my word pattern and say the next word when I stop.”

SAY: “Boom, chicka chicka, boom chicka chicka, boom chicka...”

(The Girls should say ‘chicka boom’)

Give several girls a chance to set the pattern.

Activity 2: What Should Atieno Do? (40 min)

ASK: “Remember Atieno from the beginning of the lesson?

Can someone tell us about her?”

Make sure they get Atieno’s story correct.

SAY: “I am going to tell you a bit more about Atieno.

She does not know how she got pregnant, because no one explained it to her.

She does not want more children now.”

SAY: “There is a tailor nearby who keeps scraps of cloth in a big bag.

He is always friendly to Atieno when she walks by.

Atieno wants the scrap cloth to begin sewing, even by hand.

Atieno believes if she can show people what she can make, she can start her business.”

SAY: “We are going to split into groups.

Each group needs to use the steps of smart thinking to help Atieno think about what to do. Use questions to help Atieno sort out what to do.

Remember to consider if Atieno needs to know about patterns – about what will happen. You can do a role play or you can make a presentation.”

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.

Activity 3: Smart Thinking Steps Review (10 min)

SAY: “Let’s repeat the steps of Smart Thinking together.”

SAY: “Now let’s try using them again. Let’s hear about Chiku.

Chiku is 19. She lives in town with many shops and businesses.

She supports her 3 younger brothers.

She needs money. She is thinking about asking for money for sex.

She stopped school, but she can read and write and do sums in her head.”

ASK: “Can we have a volunteer to come in the circle and act as Chiku?”

SAY: “Ok, smart thinkers, use the steps to ask Chiku questions to help her make a good plan. This time, remember to think about Step 2 – what does Chiku need to know and where can she find out?”

If necessary, tell the girls to raise their hands and ‘Chiku’ can point to them.

Tell ‘Chiku’, she can make up her own answers.

After about 7 or 8 minutes,

ASK Chiku, “Did the questions help you think about what to do?”

Think Again! (10 min)

Sit in a circle.

SAY: “Today, let’s go around and give a thumbs up or thumbs down or both.

And today, if you feel comfortable, tell us why.

ASK: “If you give a thumbs up, will today’s lesson help you make decisions?

Will it help you be helpful to a friend?”

SAY: “Thumbs up or down is your opinion. There is no right or wrong answer.”



PREPARE:

Smart Thinking Practice

Lesson 6

Time

Objectives

Speaker and Song

5 min

Let's Think About It!

10 min

A1: Review Smart Thinking Steps

5 min

Make It Fun!

10 min

A2: What Should Aida Do?

45 min

A3: Smart Thinking Questions

35 min

Think Again

10 min

- Girls can name/use smart thinking steps
- Girls can use smart thinking to address issues and challenges they may face
- Girls practice seeing patterns
- Girls identify what is the same and what is different and why it is important
- Girls use smart thinking questions to get to answers

WHY?

Why learn about similarities (how things are the same) and differences in this lesson?

- This is another building block of smart thinking.
- When girls recognize similarities and differences, it helps with Step 1 of Smart Thinking – What is the problem?

- It helps in Step 2 of Smart Thinking as well – What do I need to know and Where can I go?

Remember:

- Asking questions is a key life skill.
- Questions help girls sort through facts and opinions.
- Questions force girls to think through their actions.

CHECKLIST

- Read through the whole **Lesson Plan (SHARE: Smart Thinking Practice)**
- Read Aida's story. It is in "Let's Think About It" and in Activity 2.
- If Aida's story does not fit the girls, change the story to set up a situation where a girl and her twin brother:
 - have things in common (the same)
 - have differences
 - the girl has to make a decision
- Activity 3 can be challenging. Read through it now.
 - It shows similarities (all the babies who drank goats' milk got sick AND all the babies with mosquito bites got sick).
 - It also shows differences (the babies who nursed had mosquito bites and did not drink goats' milk.)
 - It also shows consequences (babies who drank goats' milk from sick goats got sick).

NOTE: Once the girls are asking good smart thinking questions that get to the differences of the problem (goats' milk and malaria), you can bring the whole group back together to review.

SHARE:

Smart Thinking Practice

WELCOME (5 Mins)

1. Choose Speaker.

The topic is "Smart Thinking Practice."

2. Sing Welcome Song.

LET'S THINK ABOUT IT! (10 min)

SAY: "Aida and Salim are twins. They are 14 years old. Aida does better at school than Salim. Salim spends lots of time with friends after school and does not do his homework very often. Aida does household chores after school and must stay up late to do her homework. Aida does not have time for friends."

ASK: "How are Aida and Salim alike?"

ASK: "How are they different?"

Activity 1: Review Smart Thinking Steps (5 min)

Ask four girls to come to the front of the area.
Each girl should show the gesture for her smart thinking step.
Point to a girl and ask the group to yell the smart thinking step.
Do it faster and faster.
Thunder Clap at the end.

Make It Fun! (10 min)

Divide the girls into three groups.

SAY: "Let's practice using smart thinking!"

I am going to tell you about three doors and you must choose which one to go through."

SAY: "Listen carefully. Every word I say matters!"

"You are in an empty room with three doors and no windows.

You have to get out now or you will die.

You must choose a door.

Behind door number one is a big, big fire. You can see the smoke coming from under the door.

Behind door number two is a huge lion that has not eaten in 3 months.

Behind door number three are terrorists with machine guns who will shoot anyone who opens the door.”

Give the groups 5 minutes to discuss. Bring them back together.

Ask each group to tell which door they chose and why.

(Answer: Door #2. If a lion has not eaten in 3 months, it is dead.)

For those who did not get the right answer, ask them why not?

“Did you “Jump to Conclusions?”

To “Jump to Conclusions” means to get to an answer without using smart thinking.

Ask, “Did you stop and think?”

“What did you know?” (the lion had not eaten in 3 months)

“What did you need to know?” (how long a lion can live without eating)

“What are the consequences?” (the lion is dead)

“What is the best choice?” (door #2 because the lion is dead)

Activity 2. What Should Aida do? (45 min)

SAY: “When we talked about Aida and Salim, you said how their situations are alike.

You also said how their situations are different.”

SAY: “Knowing how things are alike and different is also part of smart thinking.”

SAY: “I am going to tell you more about the twins. Their father has decided Aida should leave school and get married.

He says Salim should stay in school and go to university and become a doctor.

Aida wants to stay in school and go to university and become a doctor.

Salim wants to leave school and become a car mechanic.

They both want to have jobs that will let them support their parents when they get old.”

SAY: “I am going to divide you into four groups. Each group should use smart thinking steps to help Aida think about her choices and decide what she wants to do.

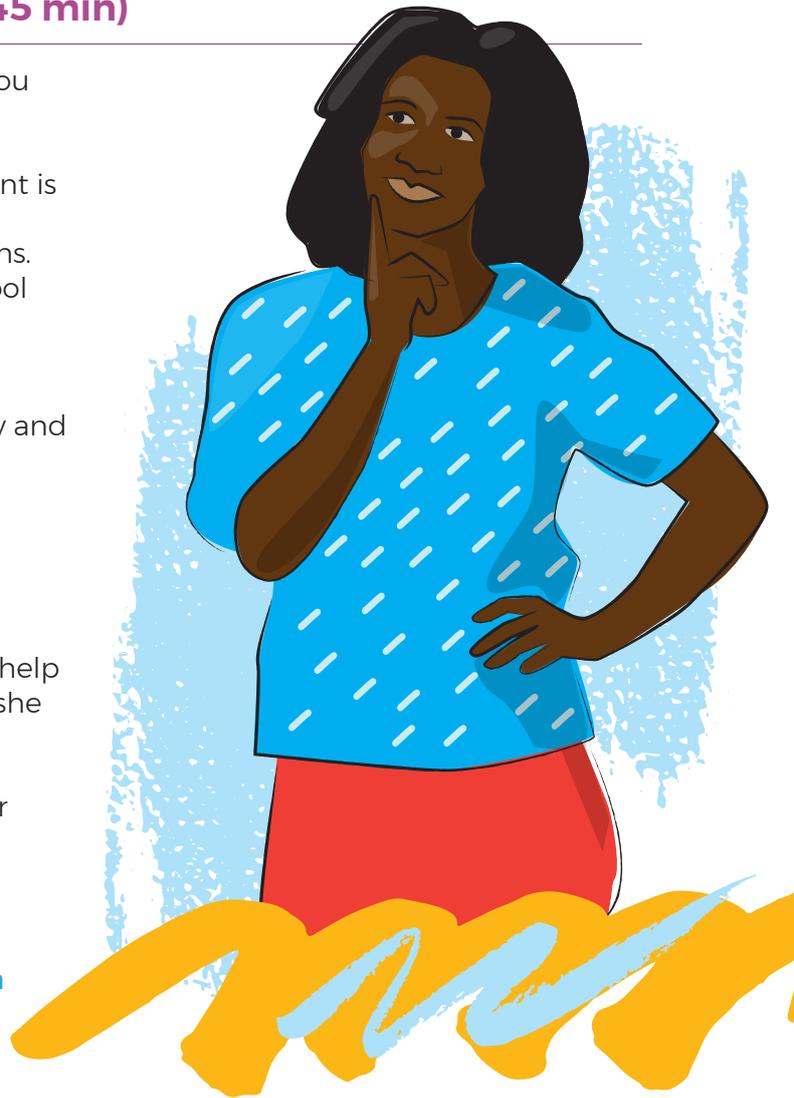
When your group presents, one girl should act as Aida and the rest of the group should ask her questions.

Then “Aida” can tell us what she decided.”

Split the group into four groups.

Give them about 10 minutes to prepare.

Then bring them back together and have each group present.



Activity 3: Smart Thinking Questions (35 min)

Divide the girls into three groups.

Group One

Go over to the first group and whisper so the other groups cannot hear:

SAY: “You are all mothers.

Your 9 month old baby is sick.

She has diarrhea, a fever and is spitting up.

SAY: “Only tell the health worker this if she asks what you have been feeding the baby:

You have been feeding her goats’ milk.

The goats in your village have been sick for a week.

You bring your baby to the community health worker.”

Group Two

Go over to the second group and whisper so the other groups cannot hear:

SAY: “You are all mothers.

Your 9 month old baby is sick.

She has diarrhea , a fever and is spitting up.

SAY: “Only tell the health worker this if she asks:

She has a few mosquito bites.

When you visit the community health worker, pretend to hold the baby to show you are nursing her.”

Group Three

Go over to the third group and whisper so the other groups cannot hear:

SAY: “You are community health workers.

When someone comes to see you, you are responsible for asking questions to find out the problem.

All the mothers who come to see you today are from the same village.”

Ask one of the Community Health Workers to come sit at the front of the group.

Ask one of the mothers from Group One to come visit her.

SAY to the Health Worker: “This mother has come with her sick baby.

It is your job to ask her questions to find out the problem, and maybe a solution.”

After a few minutes, thank them and tell them to go back to their group.

Ask another one of the Community Health Workers to come sit at the front of the group.

Ask another one of the mothers from Group One to come visit her.

SAY to the Health Worker: “This mother has come with her sick baby.

It is your job to ask her questions to find out the problem, and maybe a solution.”

After a few minutes, thank them and tell them to go back to their group.

Ask another one of the Community Health Workers to come sit at the front of the group.

Ask one of the mothers from Group Two to come visit her.

SAY to the Health Worker: “This mother has come with her sick baby.

It is your job to ask her questions to find out the problem, and maybe a solution.”

After a few minutes, thank them and tell them to go back to their group.

Ask another one of the Community Health Workers to come sit at the front of the group.
Ask another one of the mothers from Group Two to come visit her.

SAY to the Health Worker: “This mother has come with her sick baby. It is your job to ask her questions to find out the problem, and maybe a solution.”
After a few minutes, thank them and tell them to go back to their group.

Bring the whole group back together.

ASK: “Did our Community Health Workers ask smart thinking questions?”
Can you give some examples?”

ASK: “Did the health workers find some symptoms that were the same? What were they?”

ASK: “Did the health workers find some differences? What were the differences?”

ASK: “How did the smart thinking questions affect the baby’s health?”

NOTE TO FACILITATOR:

Be sure the girls notice the difference between the babies’ problems: The babies from Group One have been drinking milk from sick goats, and are probably sick from the goats’ milk.

The babies from Group Two have mosquito bites and are nursing. They cannot be sick from goats’ milk. They may have malaria.

The point of this activity is for the girls to:

1. Notice patterns
2. Notice what is the same and what is different
3. Consider how smart thinking questions provide answers.

THINK AGAIN (10 min)

Sit in a circle.

SAY: “We have been talking a lot about smart thinking.

Today, let’s go around the circle and share how smart thinking may help you in your life.”

SAY: “It might be something simple like deciding whether to go to a party.”

SAY: “It might be something big like deciding to go to vocational school.”

SAY: “There is no right or wrong answer.”



PREPARE: Decision Making

Lesson 7

Speaker and Song

Let's Think About It!

A1: What is a Decision?

Make It Fun!

A2: Susan Must Decide

Think Again

Time

5 min

10 min

40 min

10 min

45 min

10 min

Objectives

- Girls can recognize decision points
- Girls can predict outcomes of decisions
- Girls use smart thinking to make decisions
- Girls can evaluate resources for help and support
- Girls build confidence

Materials: Decision Making Pictures (if you have them)

WHY?

In many cultures girls are discouraged from making their own decisions.

- Parents or caregivers tell them what to do.
- Husbands or boyfriends tell them what to do.
- Girls may not see that they can and do make decisions all the time.

Adolescents are experiencing many new and different feelings.

- They may react quickly, instead of taking time to use smart thinking.
- They may want things NOW.
- They may think, "nothing bad will happen to me."

Girls need practice making decisions using smart thinking.

- They need to understand all the decisions they make without thinking them through.
- They need to slow down their decisions to think about the consequences.
- They need practice sorting information to come to a decision.

Making thoughtful decisions builds confidence and self-esteem.

CHECKLIST

- Read through the whole **Lesson Plan (SHARE: Decision Making)**
- Read Susan's story. It is in "Let's Think About It" and in Activity 2.
- If Susan's story is not appropriate for your group, change the story to set up a situation where a girl must face a big decision and
 - needs to get and sort information
 - needs support
 - is afraid of what will happen
 - has to make a decision
 - has a choice of several people to go to for advice or support
- Remember: Your job is to help everyone feel safe.
 - Role plays and stories may bring up poor decisions the girls have made.
 - Remind girls "the only thing we can change is our future, and that's why we are all here."
 - It is brave to come to the group.
- Don't forget the pictures!



SHARE:

Decision Making

WELCOME (5 Mins)

1. **Choose Speaker.**
The topic is "Decision Making"
2. **Sing Welcome Song.**

LET'S THINK ABOUT IT! (10 min)

SAY: "Susan is 16. Her boyfriend, Joseph is 19. He is Susan's first boyfriend and the only boy she sees. They have been having sex for two months. Joseph sees many other girls, but Susan does not know about it. Now Susan is pregnant."

ASK: "What questions would you ask Susan to help her decide what to do?"

Activity 1: What is a Decision? (40 min)

(inspired by Sexuality and Life-Skills: Participatory Activities on Sexual and Reproductive Health with Young People; International HIV/AIDS Alliance, 2008; and Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011). Go Girls! Community-based Life Skills for Girls: A Training Manual. Baltimore, Maryland. Developed under the terms of USAID)

ASK: "What is a decision?"

Give girls time to answer.

Be sure girls cover the following in their answers:

A decision is a choice.

You can decide to:

- **do something or not do it.**
- **believe something or not believe it.**
- **trust someone or not trust him or her.**

ASK: "Can you give examples of small decisions you make?"

Give girls time to answer.

ASK: "Can you give examples of big decisions girls make in life?"

Give girls time to answer.

SAY: "The decisions we make affect our life.

So, it is very important to use smart thinking when making decisions.

But, sometimes we make decisions based on how we are feeling right then."

ASK: "Can anyone give a time when you made a decision based on your feelings?"

If no one gives an example, give one of your own, or use this one:

SAY: "When I was 14, my best friend was Maya.

One day I saw her whispering to Ann.

They were looking at me and laughing.

I felt sure they were making fun of me.
I got so mad and jealous I wanted to scream.
I decided not to talk to Maya again.
Three days later it was my birthday.
It turned out that Maya and Ann were planning to surprise me with a party.
I jumped to conclusions based on my feelings and made a bad decision!"

SAY: "That is why we use smart thinking to help us make decisions.
And that is why the first step in smart thinking is STOP!"

SAY: "Sometimes we don't even realize all the decisions we make.
I want you to listen to this story about Moses and Masika.
Every time I stop and clap my hands two times, it means Masika needs to make a decision."

"Moses is a motorcycle driver.
He sees Masika on the road, toting a big basket of mangos on her head.
He thinks she is pretty.
He stops and asks Masika if she wants a ride.

(Facilitator – clap your hands two times)

ASK: "What decision does Masika have to make?
What questions would you have for her?"

Encourage the girls to come up with decision questions for Masika, like:

- **What does Masika know about motorcycle drivers?**
- **Does Masika know this man?**
- **Does Masika have money to pay?**
- **Why does Masika think Moses offered her a ride?**
- **What could happen if she takes the ride?**
- **What could happen if she does not take the ride?"**

SAY: "The story goes on. Masika decides to take the ride.
She gets on the back of Moses' motorcycle.
She is glad because she had a long way to walk.
Moses offers to stop at a bar and buy Masika a beer.
(Facilitator – clap your hands two times)

ASK: "What decision does Masika have to make?"

Encourage the girls to come up with decision questions for Masika, like:

- **Should Masika agree to stop and have a beer?**
- **Why does she think Moses wants to buy her a beer?**
- **Has she had beer before? Does she know how it makes her feel?**
- **Does she know how Moses behaves when he drinks beer?**
- **How will Masika control what happens in the bar?"**

SAY: "The story goes on. Masika says she will stop at the bar if they have only one beer.
They stop at the bar and Masika sets her basket of mangos down outside.
Masika has one beer, but Moses drinks many and gets drunk.
He begins to touch Masika and insists they have sex.
Masika does not want to have sex with Moses and is able to get away.
She runs outside and her basket of fruit is gone.
It is dark."

(Facilitator – clap your hands two times)

ASK: "What decisions did Masika make?" (to go in the bar, to drink beer, to leave her mangos outside, to stay in the bar until it was dark)

ASK: “How can Masika get home safely?”

Do you think it is safe for Masika to go in the bar and ask for help?

Do you think she can walk safely home in the dark?”

SAY: “Let’s think about all the decisions Masika made.”

ASK: “What was her first decision?” **(to take the ride from Moses)**

ASK: “Do you think it was a good decision or a bad decision? Why?”

Did she use smart thinking? How can you tell?”

ASK: “What was her second decision?” **(to go in the bar for a beer/ to leave her fruit outside)**

ASK: “Do you think it was a good decision or a bad decision? Why?”

Did she use smart thinking? How can you tell?”

ASK: “What was her next decision?” **(to say no to sex with Moses/run away from him)**

ASK: “Do you think it was a good decision or a bad decision? Why?”

Did she use smart thinking? How can you tell?”

ASK: “What was Masika’s last decision in this story?” **(how to get home safely)**

ASK: “Was she left with any good choices?”

ASK: “What did you learn from this story?”

Make It Fun! (10 min)

Have the girls stand in a circle.

SAY: “Not every decision needs smart thinking.

Some decisions we can make right away.

Let’s see which decisions need smart thinking and which do not.

I am going to ask a question or tell you about a situation.

If you think you need smart thinking to make a decision, jump in.

If you don’t think you need smart thinking, stand still.

- What’s your favorite color? **(still)**
- How will you save money to buy shoes? **(jump in)**
- You have a fever and headache. **(jump in)**
- What’s your favorite food? **(still)**
- How do you prevent cholera? **(jump in)**
- Your boyfriend has tested positive for HIV. **(jump in)**
- You think you might be pregnant. **(jump in)**
- Should you save money for school or buy a goat for the family farm? **(jump in)**

Activity 3: Susan Must Decide (45 min)

Divide everyone into two groups.

If you have pictures for the different roles, give them to volunteers for the roles below.

If not, make sure everyone in the group knows which role each girl has.

Susan

Policewoman

Teacher

Best Friend

Parent

Auntie

Pastor/Imam

Nurse

Old woman in next village who does traditional abortions

Headman (if it is appropriate)

ASK: “Remember Susan and Joseph I told you about at the beginning of the lesson?”

SAY: “I am going to tell you a bit more about them now.”

“Susan tells Joseph she is pregnant. He says the baby can’t be his.
He calls her a prostitute and says he doesn’t want to see her again.
She is heartbroken.

Susan lives with her mother and some sisters and brothers and cousins.

Susan is afraid her mother will throw her out of the house.

She is considering going to an old woman in a faraway village to get rid of her baby.”

SAY: “In each of your groups, there are several people ‘Susan’ can go to for advice or help.
‘Susan’ can talk to any of the people who have roles.

If she talks to a person, **that person should ask ‘Susan’ questions to help with her decision.**

SAY: “She must then make her decision and tell her group.

The group can discuss if they think she made the right decision.”

Check in with both groups to make sure they understand what to do.

After about 20 minutes, bring the groups back together.

ASK ‘Susan’ from group one to tell the whole group what she decided to do and why.

ASK ‘Susan’ whom she talked to.

ASK those people to share some of the questions they asked ‘Susan.’

ASK ‘Susan’ from group two to tell the whole group what she decided to do and why.

ASK ‘Susan’ who she talked to.

ASK those people to share some of the questions they asked ‘Susan.’

ASK the whole group:

- “Who was responsible for Susan’s pregnancy?”
- Did she stop and think? Why or Why not?
- Do you think Susan was aware of the risks she was taking?
- What was important to Susan when she decided to have unprotected sex?
- How did her feelings affect her decision?
- What does she need to know before she can decide what to do?
- Where can she get trusted information?
- Who else could she have talked to?
- Who does Susan’s decision affect?
- What do you think the consequences were for her decision?
- What would the consequences have been if she made a different decision?
- Did she use all the smart thinking steps? If not, which ones did she leave out?”

THINK AGAIN (10 min)

Sit in a circle.

SAY: “Let’s use this time to share with each other.”

ASK: “How will you use smart thinking to make a decision?”

If you feel comfortable, you can tell us about a decision you want or need to make.”

SAY: “This is our safe space. This is where we can support each other.

We can help each other make good decisions.

Let’s give each other the Love Clap.”

PREPARE: Friendship

Lesson 8

Speaker and Song

5 min

Let's Think About It!

10 min

A1: Who Makes A Good Friend?

35 min

Make It Fun!

20 min

A2: Are You a Good Friend?

10 min

A3: Saying No to a Good Friend

30 min

Think Again

10 min

Objectives

- Girls can identify what makes a good friend
- Girls reflect -- are they a good friend?
- Girls can use three ways to disagree with friends and keep their friendships strong
- Girls experience trusting someone and being trusted

WHY?

Some girls may not see themselves as someone who deserves friends.

- Girls may think their backgrounds or situations mean they are not "good enough" to be someone's friend.
- They may not have seen good friendships modelled.
- They may be shy and unsure of how to make a friend or be a good friend.
- They may have been or are being shunned.

Your job in this lesson and in every lesson is to show girls they can be good friends.

- Point out when you see acts of friendship.
- Point out when you see girls express empathy (know how other girls feel).
- Point out qualities that you see in girls that would make them a good friend.

This lesson introduces ways to say no or disagree and keep a relationship.

It provides tools for girls to keep and build their friendships (and other relationships, too)!

1. Compromise
2. No, but here is another idea
3. Listen, Tell, Let's work it out

The group is a safe space.

- The trust activity shows physically how frightening it can be to trust someone.
- It shows the responsibility of being trusted.
- Remind the girls the importance of trust and support.
- One of the strongest tools available to girls is their support of each other.

CHECKLIST

- Read through the whole Lesson Plan (SHARE: Friendship)
- Remember: You cannot force girls to be friends.
- But you can encourage behaviors in the group that will:
 - build trust
 - help girls support each other
 - build confidence in inner qualities
 - make the group feel united and strong

SHARE: Friendship

WELCOME (5 Mins)

1. **Choose Speaker.**
The topic is "Friendship"
2. **Sing Welcome Song.**

LET'S THINK ABOUT IT! (10 min)

SAY: Tina is 14 years old. She ran away from home because her mother's boyfriend beat her when he was drunk. Now Tina stays at an orphanage. She is afraid to trust anyone. She keeps to herself. Charity is also a 14-year-old orphan and is lonely.

ASK: "Do you think these girls could be friends? Why or why not? How could the friendship start?"

Activity 1: Who Makes a Good Friend? (35 min)

ASK: "What makes a good friend?"

Give girls time to answer.

SAY: "Today we are going to talk about friendship.

We are going to talk about what makes a good friend, and how we can be a good friend.

We will think about why friendship is so important to girls.

One of the strongest things we have is each other!"

SAY: "I am going to tell you about some girls.

When I am done, you decide if they could be a good friend."

"Faith was born in a rural area after many years of drought.

Her family is very poor and often go hungry.

Now they have moved to the city, where her mother cleans houses.

Her father has not found work and does not come home often.

Faith also works, but wishes she could go to school

She would like to learn to read and write."

ASK: "Could Faith be a good friend? Why or Why not?"

ASK: "How would you start a friendship with Faith?"

Ask two girls to show a role play about how this friendship could start.

SAY: "Now listen to this little story about another girl."

"Neema has many brothers.

In Neema's family, if you want something, you fight for it.

When Neema sees other girls walking hand in hand, she is jealous.

She wants a friend but has no idea how to get one.

Once she tried to make a friend, but when the girl said she had to go home to do chores, Neema felt hurt.

She spit at the girl and did not talk to her again."

ASK: "Could Neema be a good friend? Why or Why not?"

ASK: "What makes it difficult for Neema to have friends?"

ASK: “Does Neema need friends?”

ASK: “How could you start a friendship with Neema?”

Ask two girls to show a role play about how this friendship could start.

SAY: “Now listen to this little story about another girl.”

“Lela completed her O levels.

She got married to Osama and they have moved back to his village to farm.

Lela is pregnant and does not know anyone in this village.

The other women do not talk to her.

They whisper that she is proud.

Lela is lonely.”

ASK: “Could Lela be a good friend? Why or Why not?”

ASK: “What makes it difficult for Lela to make friends?”

ASK: “Does Lela need friends?”

ASK: “How could you start a friendship with Lela?”

Ask two girls to show a role play about how this friendship could start.

Make It Fun! (20 min)

Divide the girls into four groups.

SAY: “Each group should come up with a radio advertisement for a good friend.

Think of it like a job announcement and you are naming the qualifications.

You can also say what you don’t want (For example: Selfish people need not apply!)

Facilitator - walk among the groups and give help where needed.

When the groups have finished, ask each group to present.

Activity 2: Are You a Good Friend? (10 min)

SAY: “Let’s close our eyes for a few moments.

I want you to think about yourself.

Are you a good friend?

Are you trustworthy?

Do you do what you say you will do?

Are you kind?

Are you helpful?

Do you judge?

Do you listen?

SAY: “Let’s take another moment and think of ways we could be a better friend.”

Activity 3: Saying No to a Good Friend (30 min)

SAY: “Sometimes it is hard to be a good friend.”

ASK: “When can it be hard to be a good friend?
“Can anyone give us an example?”

Keep asking until you get many examples like:

- a friend asks you to lie for them
- a friend asks you to do something you don't want to (drink alcohol, smoke, etc.)
- a friend asks you to do something you cannot
- a friend asks you to steal food because she is hungry
- a friend asks if she can copy your homework

ASK: “How does it feel when you have to say no to a friend?”

ASK: “Why is it important to be able to say no to a friend?”

ASK: “Can you say no to a good friend and still keep the friendship? How?”

Give the girls time to answer.

SAY: “I can think of three ways to say no and still keep a friend:

1. Compromise
2. Suggest something different
3. Listen, explain and say how much your friendship means”

SAY: “Let's learn about these ways now.”

SAY: “The first way to say no and keep a friendship is to compromise.”

ASK: “What does compromise mean?”

(Answer: each side gives a little and each side gets a little)

SAY: “For example, if two people want to eat a whole mango,
One solution would be that one person eats the whole mango.
Someone wins and someone loses, right?”

SAY: “A compromise would be to split the mango and each gets half.
Each person gives something.
But each person also gets something.”

SAY: “Loveness and her friend Naeku have some time on a Saturday afternoon.
Loveness wants Naeku to come with her to see a football match, because a boy she likes,
Joseph, is playing. She is hoping to meet him.
Naeku wants Loveness to teach her to weave hair.”

ASK: “Can we have two volunteers do a role play that shows a compromise?”

SAY: “Now Loveness asks Naeku if she can copy her homework because she doesn't
understand it.

Naeku suggests something else.”

ASK: “Can we have two volunteers do a role play that shows **Naeku saying no, and suggesting something else?**”

SAY: “The third way is to say no and still keep a friendship. It has three steps:

STEP 1: Say how you feel and listen to how the other person feels.

STEP 2: Say what you want and listen to what the other person wants.

STEP 3: Say you want to work it out and talk about ways to work it out.”

SAY: “Ok, Now Loveness asks Naeku to go to a wild party with her where Joseph will be. Naeku does not want to go to a party where there is alcohol and marijuana. She listens to Loveness, explains why she does not want to go and says she still wants to be friends with Loveness.”

ASK: “Can we have two volunteers do a role play that shows this situation and what happens. Do Loveness and Naeku remain friends?”

THINK AGAIN (10 min)

Stand in a circle.

ASK two girls to come into the circle.

One should stand behind the other.

SAY: “I think we all believe that a good friend is someone we can trust. This group is a safe space.

We should be able to trust each other.

Let’s show each other we can trust each other!”

SAY: “The girl in front will fall back.
The girl behind will catch her.”

ASK the girl in front: “How did it feel to trust someone in the group?”

ASK the girl behind: “How did it feel to have someone put their trust in you?”

Repeat with two more girls until all the girls have had a chance.

SAY: “It can be hard to trust someone.

It can be hard to be trustworthy, too.

But when we “have each other’s back” we won’t fall down!”



PREPARE: Negotiating

Lesson 9

	Time
Speaker and Song	5 min
Let's Think About It!	10 min
A1: Disagreements & Negotiations	10 min
Make It Fun! #1	10 min
Make It Fun! #2	10 min
A2: Point of View	10 min
A3: Roadblocks	15 min
A4: Negotiating Steps	15 min
A5: Role Plays	25 min
Think Again	10 min

Objectives

- Girls understand point of view and can relate to others' point of view
- Girls can identify roadblocks to good communication with parents/partners and ways to overcome them
- Girls know the steps of negotiation
- Girls can use negotiating steps with parents/caregivers and husbands/partners.

Materials

2 pictures of the dog
2 pictures of the Flat Iron Building
Pictures of Negotiating Steps
Talking Stick

WHY?

Most girls are living with parent(s), relatives, other caregivers or a husband or partner.

- In many cases girls are told what to do by these people
- In many cases, they are not "supposed" to question or negotiate with their elders/partner

Through the life skills group, and other areas of their life, girls are gaining knowledge, perspectives and attitudes, which may differ from their parents'/elders' or partners'.

- As girls gain confidence and become aware of their own power, they may question traditions, roles and norms.
- Conflict may arise.
- This lesson provides tools to maintain good relationships.

Point of View is key to understanding how someone else sees an issue.

- How will you explain it in the local language?
- Think of local examples the girls will relate to.

The term "roadblock" is used in this lesson to refer to obstacles in communication.

Read through the common roadblocks and be sure you understand them.

- Point of View
- Traditions/Culture
- Fear
- Knowledge

This lesson introduces steps to a negotiation with a parent/elder or husband/partner.

Know them well before the lesson.

1. Choose the right time.
2. Be calm and ask with respect.
3. Listen and repeat.
4. Try again with more information if needed."

CHECKLIST

Read through the whole **Lesson Plan (SHARE: Negotiations)**

Do you need a different example for Let's Think About It?

If so, choose a short story that shows a girl asking her mother for permission to do something.

Look at the pictures of the dogs.

- Can you see the head?
- Can you see the tail?

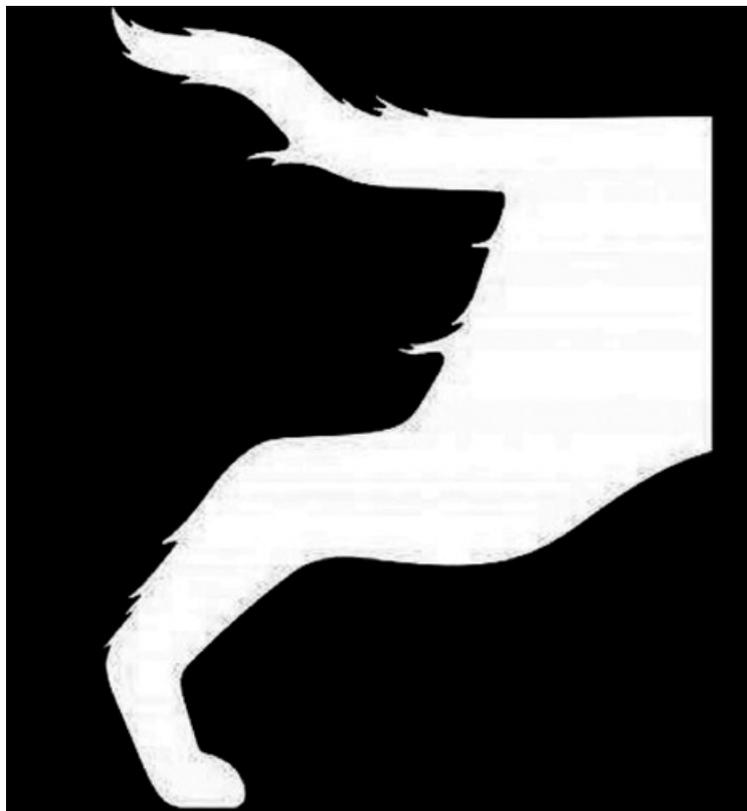
Look at the pictures of the Flat Iron Building.

- These pictures were taken from two different places.
- That is why they look different.
- They are the same building from a different point of view.

Read through the role plays.

- If any one of them (or all of them) do not apply to the girls in your group, think of other examples where they girl must negotiate with a parent/ caregiver and a husband or partner.
- It is usually helpful to write down your ideas for the role plays before the lesson!

Don't forget your materials!



SHARE: Negotiating

WELCOME (5 Mins)

- 1. Choose Speaker.**
The topic is “Negotiating”
- 2. Sing Welcome Song.**

Parts of this lesson are adapted from Go Girls! Community-based Life Skills for Girls: A Training Manual, Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011) and Girls Shine Life Skills Curriculum; IRC)

LET’S THINK ABOUT IT! (10 min)

SAY: “Rabia is 16 years old. She goes to secondary school and is a good student. She is helpful at home and respectful. She asks her mother to go to a party at her school friend, Khadija’s house. Her mother gets angry and says, “No!” Split the group in two. Give one group the picture of the mother.

ASK: “What is she thinking about the party?” Give the other group the picture of Rabia.

ASK: “What is she thinking about the party?” Have each group present.

Activity 1: Disagreements and Negotiations (10 min)

ASK: “Has anyone here had a disagreement with your parents, or other elders (or husband) whom you live with in the last few weeks or months?”

ASK: “Can you tell the group what the disagreement was about – just the topic, like cleaning or money?”

SAY: “I think it happens for all of us at one time or another.

In this lesson we will talk about how to negotiate.”

ASK: “What does negotiate mean?”

Give the girls time to answer.

SAY: “To negotiate is when two or more people talk to try to sort out a disagreement.

We’ll talk more about it later today.”

Make It Fun! (10 min)

Divide the girls into two groups.

SAY: “I am going to give you both the exact same picture.”

Go over to Group One and give them the picture of the dog.

DO NOT SAY IT IS A DOG!

WHISPER: “I want you to look at the white part of this picture and be ready to tell the other group what you see.”

Go over to Group Two and give them the picture of the dog.

DO NOT SAY IT IS A DOG!

WHISPER: “I want you to look at the dark part of this picture and be ready to tell the other group what you see.”

Ask one of the girls from Group One to tell them what her group saw.

Ask one of the girls from Group Two to tell them what her group saw.

ASK all: “How can you look at the same picture and see two different things?”

ASK: “Which group is right?”

Now hold up the picture for everyone to see.

SAY: “When I told you what to look for – you saw it, right?”

ASK: “If you looked at the other color, would you see something different?”

SAY: “Sometimes we can only see what we expect to find.”

Make It Fun! (10 min)

Divide the girls into two different groups.

SAY: “Let’s try this again.”

Give the first group Picture One of the Flat Iron Building.

SAY: “I want you to look at this picture and be ready to tell the other group what you see. DON’T LET THE OTHER TEAM SEE YOUR PICTURE! Be ready to describe the building.”

Give the second group Picture Two of the Flat Iron Building.

SAY: “I want you to look at this picture and be ready to tell the other group what you see. DON’T LET THE OTHER TEAM SEE YOUR PICTURE Be ready to describe the building.”

Ask one of the girls from Group One to tell what her group saw WITHOUT SHOWING THE PICTURE. (The building is flat).

Ask one of the girls from Group Two to tell what her group saw WITHOUT SHOWING THE PICTURE. (The building is like a triangle or wide)

ASK: “Do you think you were looking at the same building?”

SAY: “You are looking at the same building!”

ASK: “Why do you think it looked different for each group?”

(Answer: the point of view. One group was seeing the building from the side.

The other group was seeing the building from the corner.)

SAY: “Where you are standing can determine what you see.”

Activity 2: Point of View (10 min)

ASK: “What does point of view mean?”

SAY: “Point of View is how someone sees something. Sometimes it has to do with where the person is standing. Sometimes it has to do with who the person is, their experience, their background or even their job or responsibilities.”

SAY: “Remember Rabia from the beginning of the lesson?”

ASK: “When she thought about the party, what do you think her point of view was? What did she expect to see and do at the party?”

Give the girls time to answer.

ASK: “What do you think her mother’s point of view was? What did she expect would happen at the party?”

Give the girls time to answer.

Activity 3: Roadblocks (15 min)

SAY: “Now, let’s talk about some roadblocks to communicating with our parents or caretakers or boyfriends or husbands.”

ASK: “What is a roadblock?”

(Answer: something in the road that stops us from passing)

ASK: “What was the roadblock for Rabia when she wanted to go to the party?”

(Answer: Point of View. Her mother imagined one thing; Rabia believed the party was safe.)

ASK: “How do you get through point of view roadblocks?”

Give the girls time to answer.

If the girls need help, here are some suggestions:

- Ask what the other person thinks will happen
- Repeat what the person says, and say you understand how someone could see it that way
- Give information to support your point of view

ASK: “What other kind of roadblocks can we face when we talk to parents/caregivers or partners?”

Give the girls time to answer.

SAY: “You have named some good ones. Let’s talk about them and some other ones too. And let’s talk about ways to get past the roadblocks.”

TRADITIONS/CULTURE

- Parents/Elders/Partners may not think it is right for girls to question their decisions
- Gender roles in the family or with partners

ASK: “How do you get through TRADITION roadblocks?”

Give the girls time to answer.

If the girls need help, here are some suggestions:

- **Say you know your parent/partner wants what is best for you**
- **Say you want to learn how to make good decisions**
- **Say you respect your partner and you want the two of you to be a good team**
- **Say you want to contribute to (the family or to your relationship)**

FEAR

- Fear for girl's safety
- Fear of losing control
- Fear of losing respect

ASK: "How do you get through FEAR roadblocks?"

Give the girls time to answer.

If the girls need help, here are some suggestions:

- **Ask for advice about keeping safe**
- **Say what you will do to keep safe**
- **Compromise**

KNOWLEDGE

- You may know about things that your parents/elders may not. For example, new kinds of contraception, social media, new technology
- Some of you may know how to read and write, and your parents or caregivers do not

ASK: "How do you think it feels for a parent when their child knows more about something than they do?"

Give the girls time to answer.

ASK: "How do you get through the KNOWLEDGE roadblocks?"

Give the girls time to answer.

If the girls need help, here are some suggestions:

- **Thank your parent or elder for helping you to learn about new things (through work or by example)**
- **Be respectful and patient**
- **Be helpful**

Activity 4: Steps to Negotiating with Parent/Caregiver/Partner (15 min)

SAY: "Let's learn how to communicate better with parents and other elders."

ASK four girls to come up and show the gestures below as you tell the steps.

SAY: "Here are four steps you can use"

1. **Choose the right time.**
2. **Be calm and ask with respect.**
3. **Listen and repeat.**
4. **Try again with more information if needed."**

SAY: "Let's talk about each step."

1. **Choose the right time.**

ASK: "When is a good time to talk?"

Give the girls time to answer. If necessary, **ASK:**

When the person is tired or hungry?

When the person is upset?

When the person is very busy?"

2. **Be calm and ask with respect.**

ASK: "When is it easiest to listen to someone – when they are angry or calm?"

"What do you want from this conversation?"

"What are the important facts for the person to know?"

3. Listen and repeat.

SAY: “Show you are listening by saying back what you heard.”

For example, if your parent says, “You can’t go to the party because there will be alcohol and drugs!”

You say, “So you are afraid I might drink or smoke?”

“I can see that might worry you.”

4. Try again with more information (if you need to).

SAY: “Show that you heard and respect the other person’s opinion.

Say your opinion (or what you want) and add more information.

For example, “I can see that might worry you.

“But this is a school party and Khadija’s parents will be there.

No smoking or drinking allowed!”

Activity 5: Role Plays (25 min)

SAY: “Let’s try using the negotiating steps with some role plays.”

1. Afiya and her auntie.

Ask for two female volunteers.

Take them aside and tell them to act out this role-play.

Remind them to use the steps of negotiating.

SAY: “One of you will play Afiya. She is 16 years old.

The other one will play Afiya’s auntie.

Afiya lives with her auntie and several other children.

She left school when she was 14.

Afiya helps her auntie with the children and in her auntie’s beauty shop.

Afiya has a boyfriend, Waiswa, who is 17.

They have been together two years.

Afiya does not want to get pregnant.

She wants her auntie to go with her to get birth control because she is afraid to go alone.

Auntie does not want to talk about it. She is also angry to hear Afiya is having sex.”

Before the role play, introduce Afiya and her auntie.

After the girls do the role-play,

ASK: “Did Afiya use all the steps of communicating with elders?”

ASK: “How?”

ASK: “Did she meet any roadblocks?”

ASK: “Did Afiya get what she wanted?”

ASK: “Do you think she should have done anything differently?”

2. Shani and her parents

Ask for three girls to volunteer.

Take them aside and tell them to act out this role-play using the step to negotiate with an elder.

SAY: “One of you will be Shani. She is 15.

One of you will be her mother and the other her father.

Shani has 3 younger brothers and sisters.

She does day labor to help take care of the family.

There is a project in the village training girls to be welders.

Shani wants to train as a welder.
It will take at least six months.
When she is a welder, she will make much more money than she makes now.
But, while she is training, she will only be able work day labor on the weekends.
Her parents say no.”

Before the role play, introduce the girls as Shani, who is 15 and her mother and father.

After the role-play,

ASK: “Did Shani use all the steps of communicating with elders?”

ASK: “How?”

ASK: “Did she meet any roadblocks?”

ASK: “Did Shani get what she wanted?”

ASK: “Do you think she should have done anything differently?”

3. Aziza and Orero

Ask for two girls to volunteer to do a role play.

Take them aside and tell them to act out this role-play using the steps to negotiate with a partner/elder.

SAY: “One of you is Aziza, who is 16 and the other is Orero who is 30.

You are married and have one child, Ooma, who is 6 months old.

Aziza wants to use prevention so she does not have another child right away.

She wants to learn catering from a program in the next village.

Orero does not want to Aziza to use prevention.

He wants many children.”

Before the role play, introduce Aziza, who is 16 and her husband, Orero who is 30.

After the role-play,

ASK: “Did Aziza use all the steps of communicating with elders?”

ASK: “How?”

ASK: “Did she meet any roadblocks?”

ASK: “Did Aziza get what she wanted?”

ASK: “Do you think she should have done anything differently?”

THINK AGAIN (10 min)

Sit in a circle.

SAY: “We talked about a lot today.

We talked about Point of View.

We talked about Roadblocks to communicating.

We talked about Steps to Negotiating with Elders or Partners.

SAY: Let’s pass the talking stick and when you get it, tell us something you learned today that will be useful to you.





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