



Smart Decision Making Like A Girl

Objectives:

- By the end of this lesson, the girls will understand the frequency with which we make decisions - some more important than others.
- By the end of this lesson, the girls will know what values are, know who influences their values, and consider their own values.
- By the end of this lesson, the girls will be aware of the impact decisions have on their futures.
- Girls will practice weighing options to make decisions.
- Girls will learn to use the decision making process.

Lesson Plans:

- Review previous session (5 minutes)
- Introduction: What is a Value? (10 minutes)
- Activity: Find Your Values (15 minutes)
- Break (5 minutes)
- Activity: Values at Work (20 minutes)
- Week Wrap Up (5 minutes)

Review of Previous Material (5 minutes)

The facilitator should ask the girls to write 2-3 things they remember from last time, and how they've been implementing or want to implement what they learned, in their journals. Then take *volunteers* to share out loud.

- If the previous lesson was Self-Esteem Part2, review the affirmation chart that was made in the previous chapter, and ask the girls to reflect on the experience of using affirmations.

Introduction: What is a Value? (10 minutes)

- The facilitator asks the girls to brainstorm examples of decisions they make as a teen going through life. The facilitator helps participants differentiate between those decisions that have no effect, little effect and great effect on the future.
- The facilitator explains that values are qualities or beliefs that are important to you. Your personal values are what are important and right for you. They are beliefs that have to be a part of your life in order for you to be true to yourself. Your values develop over time and become a part of who you are. Our parents, teachers, friends, and religious beliefs all influence what values we think are important. The facilitator asks participants to name other people or things that influence their values.
- The facilitator asks participants to help define values.
 - This activity is best when the girls' responses are written or illustrated on a whiteboard or online presentation method. See an example created via Canva during a session with Thomas Jefferson High School in the materials section.
 - Some potential criteria for defining a value, to help facilitate the discussion if needed:
 - Something we follow freely without an authority telling us we must.
 - The basic feeling that tells us what is right when we have considered the **OPTIONS** and **CONSEQUENCES** in a given situation.
 - Something that makes us happy or proud of ourselves.
 - Something we are willing to stand up for and let other people know we believe in.
 - Something that shows up in the way we live our lives; that influences us in many situations.
 - A pattern for our lives.

Activity: Find Your Values - Superhero Style (15 minutes)

- The facilitator asks each girl to think of a superhero, leader, mentor, or celebrity they look up to. Then, instructs the girls to write a list of the characteristics they admire. The girls should have about 5 minutes to reflect on this list.
- The facilitator asks a few participants to share what characteristics they valued, and how important these values are in their own lives. Emphasize that we might have some values in common, and different values might have different importance to each of us; this is what makes us individuals. Spend approximately 5 minutes sharing.
- In the remaining time, the facilitator asks the girls how values influence the decisions we make by using one of their values. For example, if a participant values standing up for equality, that value might influence the following decisions:
 - Becoming involved in school or outside organizations committed to social/political activism.
 - Seeking a career that involves dismantling inequality.

- Standing up for peers who are being bullied.
- The facilitator explains that by knowing your own values, it becomes easier to make decisions and our goals become clearer. The facilitator should prompt the girls to continue to reflect, maybe spend some time journaling, on what their values are, perhaps keeping a list they return to every week.

BREAK

Activity: Values at Work (20 minutes)

Materials: Facilitator Resource Notes: Values At Work

- The facilitator defines the steps of the decision making process. Procedure:
 - What is the problem?
 - What are the options?
 - What are the consequences (positive/negative; risk vs. gain)?
 - What is the final decision?
- Read the provided scenarios to the group and ask the girls to define the components of the decision making process (See Facilitator's Notes). Follow up by asking the provided questions for each scenario, spending approximately 5 minutes discussing each scenario as a group or in small groups.
 - **Scenario #1**
 - When it was time to leave, what decision do you think Josie was inclined to make regarding her ride home since she ranks fitting in with her friends as more important?
 - What would Josie have been inclined to do if she valued taking care of herself and her health more than fitting in with her friends?
 - **Scenario #2**
 - What decision do you think Katrina is inclined to make regarding whether or not to stop TJ since she ranks being in a relationship as more important than anything else?
 - How might Katrina react differently?
 - **Scenario #3**
 - How did the scenario challenge Lauren's value of her having her parents' respect?
 - What are some things Lauren can do with her friends that wouldn't go against her parent's trust?
- Throughout the activity, the facilitator should encourage the girls to come up with alternative options and explain the consequences without prompting from the facilitator.
- Debrief:

- The facilitator should ask the girls to share about how they interpreted the values of the girls in the scenario, and how the scenario's value impacted the decision-making process.
- The facilitator then asks where our values come from, or what might influence us to hold certain values. Some answers might include:
 - The media, advertisements
 - Our families
 - Our friends
 - Our teachers and mentors
 - Characters in books or movies
- The facilitator prompts the girls to take alone time to reflect on or make a list of their values. In reflecting, the girls should consider what influenced them to have this value, and what consequences might result from holding this value.

Week Wrap Up (5 minutes)

- First, everyone will go around the circle and say something they learned or something they appreciated.
- Everyone goes around the circle. Then the facilitator explains we like to end with a cheer, so all the girls should put their hands in the middle of the circle, and be ready to say with confidence, "Like a girl," on 3. The facilitator will say, "1, 2, 3, LIKE A GIRL"!

Parent Email

The parent email section serves to engage parents or caretakers of the material the girls are learning each week and gives them a guide to further the conversation outside of Project Like a Girl. If the facilitator desires, they should send a "summary" of the lesson the day the lesson is taught.

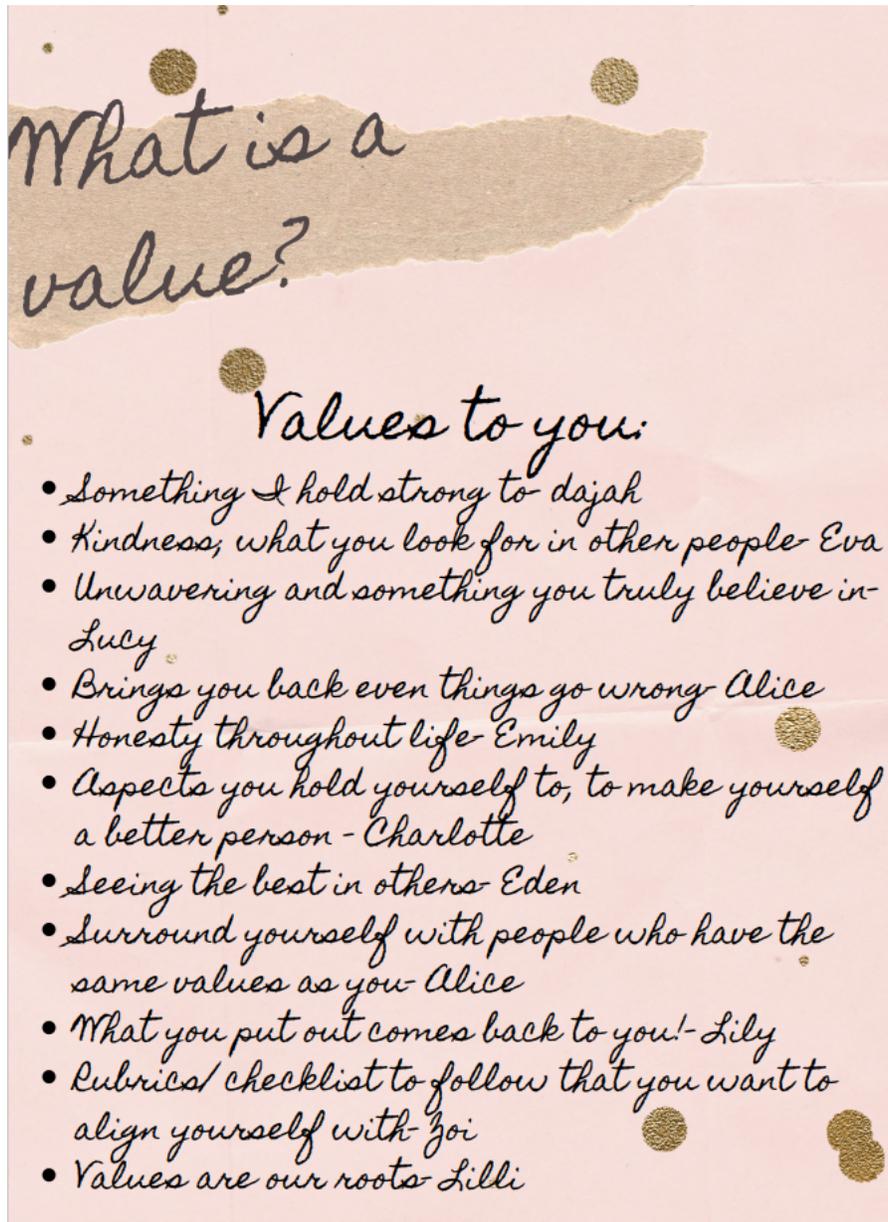
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Discussion Questions:

- *What do you think defines confidence in one's ability to make decisions?*
- *How do you think your values have changed in the past years?*

Example: "What is a Value" Collaborative Presentation



Facilitator Resource Notes:

Scenario #1

Josie ranked being popular with her friends as more important than anything else. One Friday night she and several friends went to a party. Only one friend was old enough to drive. At the party, some of the girls were drinking. Even though Josie was not drinking, she found herself in a difficult situation. The friend who was driving everyone home WAS drinking.

Guide for Discussion of Problem Solving Process for Scenario #1

1. 1. Problem: How can Josie get home safely?
2. Options:
 - a. Ride home with the friend who has been drinking.
 - b. Drive her friend's car home, even though she doesn't have her license yet.
 - c. Call mom/dad/sibling to get a ride home.
 - d. Other?
3. What are the possible consequences?
 - a. Option 1 –Taking the ride may lead to a car crash, injury or death. Or they could get pulled over by the police.
 - b. Option 2 –While Josie may be in better shape to drive than her friend because she is not drinking, but she is taking a risk of getting a ticket by driving without a driver's license.
 - c. Option 3 – Josie's parents may punish her for going to a party where friends are drinking, but they may also be proud that she chose to call them to get a ride, rather than risk taking a ride with her friend who had been drinking.
4. What are the potential long term consequences?
5. What is the final decision?

Scenario #2

Katrina values having a boyfriend more than anything else. One weekend she gets asked out by the most popular boy at school, TJ. They go to dinner and a movie. Afterward, he invites her to his house to meet his parents. His parents are not home, but they go in to watch television for a while. She thinks it is a little weird that his parents are not home, but still wants to spend time with him. As they are watching TV, TJ becomes more interested in Katrina than the television. He begins kissing her, and Katrina kisses him back but is cautious to go further because she is just getting to know him.

Guide for Discussion of Problem Solving Process for Scenario #2

1. Problem: How should Katrina respond in this situation?
2. Options:
 - a. Tell TJ she isn't comfortable going any further than kissing.

- b. Go to the bathroom and call a parent/friend to come get her.
 - c. Allow him to continue.
 - d. Other?
3. What are the possible consequences?
 - a. Option A – Having TJ think less of her because she told him to stop.
 - b. Option B – TJ judges her for not being ‘cool.’
 - c. Option C – Going intimately further than she is ready to go.
 4. What is the final decision?

Scenario #3

Lauren’s parents are going out of town for the weekend. They have told her they would not like anyone else in the house over the weekend except for her and her siblings. She has always had a good relationship with her whole family and values their respect. Her best friend Cameron wants her to throw a party. Cam thinks it would be fun and is excited for it. Lauren wants to respect her parents but doesn’t want to let Cam down. What should she do?

Guide for Discussion of Problem Solving Process for Scenario #3

1. Problem: How can Lauren maintain both her relationship with her friend Cameron and keep her parents’ trust?
2. Options:
 - a. Come up with another activity to do with Cameron and her friends that doesn’t involve going back to her house alone like bowling or getting pizza.
 - b. Only have a couple people over at her house and not tell her parents.
 - c. Call her parents and ask if it’d be okay to have some friends over and explain who would be there.
 - d. Other?
3. What are the possible consequences?
 - a. Option – Lauren would maintain trust and respect with her family. Cameron would either have something to get excited about, or be disappointed that the party isn’t happening.
 - b. Option 2 – It may start as a few people but it could quickly get out of hand. Before Lauren knows it, there could be people she didn’t invite. Her siblings could also be uncomfortable.
 - c. Option 3 – Lauren would maintain trust and respect with her family. If they say no, Lauren would respect their decision and tell Cameron no. If they say yes, she could have both the respect from her parents *and* Cameron.
4. What is the final decision?