Did you know that women around the world have superpowers? Critical life skills like empathy, perseverance and problem solving that often go unnoticed. These skills can not only be taught but also help our world move the needle on widespread issues such as, gender equality, health, climate change and more.

Life Skills are Superpowers that can be Taught

**Subject**
Social Studies, Development, Geography

**Learning Outcome**
- Learn the basic theory of problem-solving
- Understand the importance of problem-solving for girls in low-income communities around the world
- Gain insight into the realities of life for girls in other cultures and countries

**Preparation**
- A screen/projector to display a YouTube video, a text story and discussion questions
- Whiteboard or flip-chart paper and tape
- Markers, paper and pens/pencils

**Total Time:**
60 mins

**Age Range:**
10-13 year olds

This lesson plan has been provided by A World At School. It can be used alone or as part of a series. See note at end of lesson plan. Written by Catherine J Nyman
Global Goals Re-Cap

If students are not familiar with the Global Goals you can watch this short animation to introduce the concept to them:  https://vimeo.com/138852758

Lesson Activity 1

Next, display this story on a screen and have a student read it aloud to the class:

Two girl cousins were in the market arguing over a coconut. “Give it to me, I want this coconut, I saw it first,” "It's mine!” Shouted the first cousin. “But I want this coconut too, I need it right now,” cried the other cousin. The grandmother came over to them and listened to what each girl was saying. Both wanted the same coconut. The grandmother took a knife from the shop owner and chopped it into two halves. She gave each cousin one half. The first cousin drank the juice and ate the coconut meat but threw away the shell. The second cousin also drank the juice, but threw away the inside and put the outer shell aside to dry. She wanted to use the coconut’s husk to make earrings to sell at the market.

Part 1:

1. Divide the students into groups of 5.
2. Remind them to discuss the below questions for 10 minutes in their groups and that afterward they will discuss as an entire group.
3. When the students are done discussing in their small groups, discuss the questions below as an entire group.

Discussion Questions:
What did the first cousin ask for?
What did the second cousin ask for?
What did the first cousin really want?
What did the second cousin really want?
Can you think of another solution to their problem?
TIP: After the small groups have had a chance to discuss for about 10 minutes, discuss the same questions as an entire group for about 5-10 minutes more.

Part 2:

1. As part two of the lesson, tell the students that they will be working by themselves for this activity.
2. Ask each student to draw a picture of the story of the two cousins.
3. Then, have students draw a “new ending” to the story, showing the new solution to the problem.
4. When they are finished, ask them to share their pictures with the group.
Lesson Activity 2

Ask the class: “What other traits they think could be considered superpowers?” You can provide examples such as resilience, perseverance, and critical thinking.

Then, proceed with the below suggested script to help further explain:

One important life skill is problem-solving. This is a crucial skill for teens, including the girls in low-income communities around the world where Room to Read works, especially girls who are facing pressure to marry young or need to balance after school work with their study schedules. When using problem solving, you can look at an issue from many points of view. Based on this, you can make smart decisions that will benefit you in the short and long-term.

To illustrate what kind of situations girls around the world face, I’m going to show you a short video. It is about a girl named Kamla from India who used life skills like persuasive communication, persistence and problem-solving to negotiate out of an arranged marriage.

Show this video of Kamla: [https://www.youtube.com/watch?v=BSxwLa7dEg](https://www.youtube.com/watch?v=BSxwLa7dEg)

Plan to stop the film at a few key moments to engage the students by asking them to answer questions about what’s happening, how they feel, and what they would do if they were in Kamla’s shoes.

Minute 1:10: Ask the class - Imagine how you might be feeling if you were Kamla? What might you feel like your options are?

Minute 2:14: Ask the class - What do you think Kamla could do in this situation?

Minute 3:10: Ask the class - What characteristics did Kamla demonstrate that made her successful?

Reflection

1. In thinking about Kamla’s story, how was her life affected by Goal 5 Gender Equality?
2. How might Kamla’s life be different if she hadn’t used problem-solving to overcome the situation she was in?
3. How did you think of new solutions to the cousins’ problem?
4. What will you do differently in the future when you have problems?
5. What are the benefits of being able to come up with solutions to your own problems?
6. What kind of problems in your daily life or community do you think you can help solve?
7. How can a problem-solving ‘superpower’ help to achieve Goal 5 Gender Equality?
8. How could students promote the skills of problem-solving to inform more people about the Goals?
To review the full sequence of lesson plans please visit: http://www.aworldatschool.org/resources/teachers-pack

**About Room to Read**

Room to Read's Girls' Education Program ensures girls graduate secondary school and have the skills to negotiate key life decisions. This life skills program has been tested for effectiveness by international education researchers who surveyed 2,400 teen girls and their parents in Rajasthan, India to see what impact Room to Read's life skills curriculum, as part of its Girls’ Education Program, had on girls compared to students not enrolled in the program. The findings illuminated that program participants showed a measurable increase in grade progression, as well as problem-solving, decision-making, relationship-building and expressing agency over their lives, as well as a 25% lower dropout rate than those without life skills training.

To learn more about Room to Read's Girls' Education Program, visit www.roomtoread.org

---

**Action**

To close the lesson, ask the students to reflect for a few minutes on their own Superpowers and how they could use their powers to take action for Goal 5 Gender Equality. Ask students to volunteer what actions they could take.

Add your World’s Largest Lesson experience to a global map of learning about the Global Goals: http://worldslargestlesson.globalgoals.org/map

---

This lesson plan can be used alone or more ideally as part of a sequence of 5 lesson plans culminating in a school or group developing an in school campaign to support the ambition of enabling all children to go to school.

To take action in support of A World At School and the millions of children out of school go to www.globalgoals.org/worldslargestlesson and review the lesson plan entitled 58 Million Children Are Not In School - What Can We Do To Help?

To review the full sequence of lesson plans please visit: http://www.aworldatschool.org/resources/teachers-pack