

GOALS of SAP:

At SAP, C5 teens will have the opportunity to...

1. learn and become aware of social issues
2. share ideas, experiences and feelings with each other
3. appreciate one another's differences
4. think about pressures on each of us from
 - media
 - friends
 - society
5. develop tools to use in positive and constructive ways



SAP

Year 1
Session 5G

SAP Mission:

The Social Awareness Program will increase participant's awareness of issues and how they impact their perception of themselves, of others and of the world.

Through the SAP program we strive to help participants understand themselves, appreciate those who are different from themselves and develop skills for dealing with issues related to peers, families, their communities and the world.

MEAN GIRLS IN THE REAL WORLD

(This session can be run for girls only, usually while boys are on Trek)

GENERAL INFORMATION

C5 Outcomes:

- Respects human diversity and is capable of living in a diverse community.
- Forms and maintains positive relationships.
- Develops leadership and navigation skills in the areas of: self-awareness, communication and group effectiveness.

Materials Needed:

- *Lesson Plan (3 copies)
- *CD and Lyrics "Man in the Mirror"
- *Skit (5 copies)
- Video Camera to record performances
- CD and DVD Player and Screen
- White Board (*Goals and Questions for Tonight's Program)
- Large Group Discussion
 - *DVD "Mean Girls"
- Activity:
 - Large Wide "Open-Mouthed" Bucket with *6 Small Bags of Pennies (30 pennies/per bag for groups of 3)
 - *List of "Things You've Heard Mean Girls Say"
- *Small Group Discussion Activity (3 copies)
 - "Girl, Tell Me About It" on 5x7 "cards" (18copies)
 - At Staff Orientation create one example of "Girl, Tell Me About It" to demonstrate the activity.*
- Personal Journals and Pens/Pencils
 - *CD and Lyrics: "Underneath it all" by No Doubt
- *Lesson Plan for Group Counselors (3 copies)
 - *3 Handheld Mirrors (Mirrors are in Session 1 File Box)
 - 3 Large Sheets of Paper (one per group)

* “Positive Actions You Can Take to Include Rather than Exclude” (18 copies)

Paste

***Items in file box**

Required Time: 60-75 minutes

Complete Learning Experience

Introduction:

Director and non-cabin staff have set up SAP YR 1 area before teens arrive.

Play CD: Michael Jackson’s “Man in The Mirror” is performed by selected Staff and students sing along (copies of lyrics are on the tables).

Skit: Located behind Lesson Plan

Large Group Discussion

Goals for Tonight's Program (On the White Board)

1. Identify that mean-spirited girls are in most girls' lives.
2. Brainstorm possible reasons behind why girls behave meanly.
3. Evaluate our own "Mean Girl" behaviors and reflect on their impact on the lives of others. (Will have this opportunity at Cabin Insight.)
4. Discuss realistic options for dealing with mean girls and develop a "mantra" to repeat when faced with mean-spirited attacks.

View Video

Have the group sit in a semi-circle on the floor to watch the movie. ALL staff should be sitting on the floor (the same level as the students) scattered among the students.

Let the students know that this session is going to require us to be honest. It is about owning up to the mean things that we may have done and that we may have done to others.

Introduce the movie, "Mean Girls" with Lindsay Lohan. Don't spend too much time explaining the premise of the movie. The selections chosen from the movie for this session will provide a framework. Just let the girls know that we will be looking at sections of the movie together.

Play, Chapter 15: Stop where Regina gets hit by the bus! This is the section of the movie where the teacher asks the girls to do an inventory of all the things that they have done that would be called "mean". Then the girls reflect on any mean things that have happened to them. This will hit directly at the point and is the introduction to the session.

Note: There is language in the movie that should not be shared with the group.

Make sure that there is someone at the DVD player making sure that the scenes are stopped where it is noted. By monitoring this, it will keep the discussion primarily on dealing with "Mean Girls."

Large Group Activity: "Penny for Your Thoughts"

Place a wide opened-mouth bucket (large enough so that students and staff can throw a penny into it without much struggle) at the center of the semi-circle. Place 30 pennies in front of groups of three (3) Students/Staff (pennies are pre-packaged ready to hand out.)

Explain that this activity is about our common experiences. We are looking to see how many in this group have experienced "girl-on-girl" crime in their lives.

Tell the students that you are going to read out a list of things said or done that are considered mean and that have happened to students and staff, including yourself. See list on next page.

As you read the list of "Things You've Heard Mean Girls Say" tell the students to throw pennies into the bucket if they have ever experienced any of these situations on the list, whether they just heard about it from someone else or experienced it themselves. (ALL staff needs to participate too---it's

an opportunity to build trust with the students.)

THINGS YOU'VE HEARD MEAN GIRLS SAY

(Created by Summer '08)

Criticizing Appearance

Oh, my god, have you seen _____. She's so fat!
Looks like she got her clothes from Goodwill.
Ewww, that's ugly
Wide load coming through
To face: Oh, my god I love your dress. To someone else but within
Hearing range: That is the ugliest dress ever.
No way, you're not good looking enough
Cankles (calf-ankles)
Oh my god, look at her butt
You're a stick
You don't think you've had enough yet?
Thunder thighs

Put-Downs

What! You couldn't have gotten a better grade than me!
Loser (cough)
You're so getto
That flousy (slut, hoochie)
Trailer trash
Whatever
Don't you sit over there?
Ewwwww
Itty, bitty, titty, committee
What chu lookin' at?
Not even in your dreams
I heard she...
Do you know who your talking to?
I don't think so
Snaps (in a "2" formation)
Sasquatch
B#: @!
Teacher's Pet
Brown noser
Virgin
Lesbian lover ("D" word)
Good from afar, but far from good
Groupie
Butter face/full of Monet

This is an opportunity to introduce topics that you consider important as well as present examples of things you have heard and seen around camp and/or at the Pathways Programs.

Ask the group if they can think of any other examples. Add those to the list for future reference.

Now, ask the students/staff to take a moment and think over a few things. The list below is on the White Board. Have the White Board positioned so all can read it from where they are sitting.

1. Think about how many other students have been through the same “Mean Girl” experiences.
2. Think about how many times you may have done some “Mean Girl” behavior to other people.
3. Notice that even staff (adults) has to deal with “Mean Girl” behavior.

Don’t be uncomfortable with the silence. Let the students process these questions for a few minutes. You could use the large, cardboard “TV Remote Control with the “PAUSE BUTTON” on it.

A Teachable Moment... because things that one person may consider harmless fun another may consider mean and hurtful. One example:

A very popular boy from the C5 Program (we’ll call him Dave) shared that he used a lot of “Put-Downs” with his friends when they played basketball at camp, i.e., “you wuss”, “suck it up”, “you play like a girl”, and that his friends didn’t care.

Dave said, “It motivated them”. Then he turned to his friends sitting near him on the floor at this particular SAP Session and said, “Right?”

It was quiet for a moment and then one of his friends said (by this session of SAP students were feeling comfortable and safe:) “Well, actually, what you say does really bother me. I walk away from our games feeling pretty bumbed!”

So...you may think it’s okay, but the person receiving the messages may not.

The friend’s response really hit home to “David.” It really bothered “David” that he was making this friend feel badly.

Small Group Discussion Activity: “Girl, Tell Me About It!”

Have students choose a partner. Let them choose their partner so most are paired with someone they know so they will feel safe sharing. Have them spread out around the room so they can have “private” conversations.

Have staff circulate the room to observe “partners in action” and help to facilitate dialogue if needed. Also have staff submit any new examples of “meanness” that could possibly be added to the list created at Staff Orientation.

Explain the exercise: Prepared 5x7 “cards” that explain the exercise are given to each pair, as follows:

1. During this exercise, the students are going to share the meanest thing they have had happen to them or seen happen to another girl.
2. Tell them to choose who will speak first (for 2 minutes) and who will listen. Once they have established that, tell them to high-five one another to signal to you they have chosen. This is also intended to establish trust between the participants.
3. The speaker starts the story with...***“I know this girl who...”*** (This will allow them to remove themselves from judgment or further ridicule.)
4. For the partner that is listening—the only thing they can say, the entire time is... ***“Girl, tell me about it!”*** and when the “storyteller” is finished, say ***“Thank you for sharing with me.”***
5. Then switch and let the other partner share her story, reminding the listener the only thing they can say, the entire time is... ***“Girl, tell me about it!”*** and when the “storyteller” is finished, say ***“Thank you for sharing with me.”***
6. Reiterate the importance of just listening, without interruptions. Have two staff members model the process using the example they prepared during Staff Orientation.

Resume Large Group Discussion

Summarize what we have experienced so far tonight:

1. We first saw through “*Penny for Your Thoughts*” that most of us have been victims of mean-spiritedness.
2. Then we heard it first-hand from our, “*Tell Me About It*” time together.

What are girls looking for by being mean?

While helping the students develop their ideas on this, make sure you point out the main reason girls are mean.

The main reason girls are mean is for acceptance or approval from someone outside themselves.

This can be seen as a replacement of self; making what others think about you more important than the things you personally care about.

Record answers on the WHITE BOARD. (Copy the list from the WHITE BOARD in the space below for future reference.)

What are some ways to respond to “Mean Girl” behavior?

Record answers on the WHITE BOARD. (Copy the list from the WHITE BOARD in the space below for future reference.)

Develop a “Mantra” you will say when confronted with “Mean Girls”.

View Video: “Mean Girls” Chapter 17. *Fast forward to final phase of Math Competition where the teams pick the two girls to compete for the final question.*

Let’s look at the video “Mean Girls” again. Look for Katie’s “Ah, Ha!” moment; her personal discovery about her own mean behavior. It happens during the math competition.

Stop video after Katie’s speech at the prom.

Has anyone here come to the same conclusion Katie did?

Conclusion:

Facilitator restates what the goals were for tonight:

1. Identify how common mean-spirited girls are in most girls' lives.
2. Brainstorm possible reasons behind why girls behave meanly.
3. Discuss realistic options for dealing with mean girls and develop a “mantra to repeat when faced with mean-spirited attacks.

During Cabin Insight time you will have the opportunity to evaluate our own “Mean Girl” behaviors and reflect on their impact on the lives others.

Remind the students that the main challenge to dealing with girls being mean is three-fold.

It requires the person being subjected to the “Meanness” to:

1. Try to understand why the “Mean Girl” is acting this way.
2. Have a “tool box” of ways to address the meanness.
3. To remember that sometimes, if said enough times, we may start to believe what they are saying. We may replace our image of ourselves with their image of us.

If you need to erase “meanness” from yourself...the key is to be sure people see the real you, and be sure the person they see is the one who is doing acts of kindness. You can change people's opinions by the actions you choose to take.

- You don't have to listen to those negative messages that people send you.
- You don't have to be the person sending those negative messages to others.
- You can be who you want to be.

Journaling

Listen to the song, “Underneath it All”. While listening to the song, in your Journal, record from the WHITE BOARD the way you are going to respond to “mean girl” behavior.

Session created by:

Niambi Brown, Director of Education, Junior Achievement, Atlanta, GA
Edited by C5 Staff

References:

“Man in the Mirror” by Michael Jackson

“Mean Girls” DVD

Queen Bees and Wannabees by Rosalind Wiseman

“Positive Actions You Can Take...” extracted from Wyman's Teen Outreach Program

“Underneath it all” by No Doubt



Mean Girls

SAP Lesson Plan for Group Counselors

Insight

1. Why do people tolerate mean behavior?

Here is an ideal time for you to discuss with the students the role that “silent observers” play in the treatment of others. Remember to let the students make discoveries of what actions the “silent observer” can do to rectify a situation, but do not force-feed them ideas. It should evolve with conversation.

2. In anyway, have you ever been mean? In what ways?

This is a chance for the students to reflect on times when they may have been mean. *Explain that part of striving to be treated as a “grown-up” is learning to overcome the desire to be mean. To overcome being mean is a real struggle for some people.*

Reflect on the impact your “Mean Girl” behavior had on the lives others.

3. Can you think of some positive ways to include people rather than exclude them?

Write their responses on the large sheet of paper. Then handout copies of “Positive Actions You Can Take to Include Rather than Exclude”. Compare the handout with the list they created. Are there any ideas that they thought of that need to be added to the handout? Have them paste the handout (with any additions) in their Journal. (Record the additional suggestions that were offered by the students in the space below for future reference.)

In the list of “***Positive Actions You Can Take to Include Rather than Exclude***” ***one of the suggestions was to: “Smile.” Take the mirror and look at the smile you want to portray to others!”*** Have the group share the mirror and practice their smiles!!!

4. Ask the students to revisit the list of positive actions that they decided that they would practice to be inclusive rather than exclusive. Have them STAR*** three (3) that they want to practice and get better at doing here at camp. Starting tomorrow at camp they can work on the three (3) they chose.

Ask the girls to share the actions they would like to work on. (The Group Counselor keeps a list of what each girl has chosen.)

Remind the group that the reason we share the things we are working on is so that the other members of the group can support use – praise us when they see us trying something new and encourage us when it is hard to do the new task.

Continued

Group Counselors—please recognize your students when you see them doing one of these positive acts of kindness. Also, please meet with them as they’re walking from activity to activity to check-in; see which ones they are working on and how they are doing. This reinforcement is crucial to helping them change their behaviors. Thank you.

3. Ask the students what “mantra,” they will repeat when faced with mean-spirited attacks.

Journaling

Record any more thoughts you would like to include in your journal from the discussion we just had.

Attach to Lesson Plan for Group Counselor:

One (1) Large Sheet of Paper

Six (6) copies of “Positive Actions You Can Take to Include Rather than Exclude”

One Mirror

Skit: “Mean Girls-Bullying”

Characters:

3 Girlfriends (one is a bully)

Kitty

Teacher

Scenes 1, 2, 3:

Three different scenarios where the 3 girlfriends are together and each time they run into Kitty, the one “bully” girl does some act of bullying.

In the Girls’ Bathroom at camp...

In Elk Horn Dining Hall...

At Rappelling...

(Could be pushing/shoving, calling her a bitch, a-hole, etc., whispering...)

(At the third scene, a Counselor is in the background observing the confrontation. The Counselor calls the bully over to talk with her/him.)

Scene 4:

“Bully-girl” approaches Kitty alone and asks, “Why did you snitch on me?”

Kitty says, “I didn’t have to say anything. The Counselor saw you do it.”

Kitty asks her, “Why do you only do these mean things to me when you are with your friends? When we are alone you never bully me. I don’t want to fight.”

WHITE BOARD CONTENT for SAP FLINT: MEAN GIRLS

Goals for Tonight's Program

- 1. Identify how common mean-spirited girls are in most girls' lives.**
- 2. Brainstorm possible reasons behind why girls behave meanly.**
- 3. Evaluate our own "Mean Girl" behaviors and reflect on their impact on the lives of others. (Will have this opportunity at Cabin Insight.)**
- 4. Discuss realistic options for dealing with mean girls and develop a "mantra" to repeat when faced with mean-spirited attacks.**

Penny for Your Thoughts

- 1. Think about how other students have been through the same "mean girl" experiences.**
- 2. Think about how many times they have done some "mean girl" behavior to other people.**
- 3. Notice that even staff (adults) has to deal with "mean girl" behavior.**

Partner Activity 2: “Girl, Tell Me About It”

1. During this exercise, you are going to share the meanest thing you have had happen to you or seen happen to another girl.
2. Choose who will speak first (for 2 minutes) and who will listen. Once you have established who is going first, high-five one another to signal to us that you have chosen.
3. The speaker starts the story with...***“I know this girl who...”***
4. For the partner that is listening—the only thing she can say, the entire time is... ***“Girl, tell me about it!”*** and when the “storyteller” is finished, say ***“Thank you for sharing with me.”***
5. Then switch and let the other student share her story, reminding the listener to do #4 above.

Partner Activity 2: “Girl, Tell Me About It”

1. During this exercise, you are going to share the meanest thing you have had happen to you or seen happen to another girl.
2. Choose who will speak first (for 2 minutes) and who will listen. Once you have established Who is going first, high-five one another to signal to us that you have chosen.
3. The speaker starts the story with...***“I know this girl who...”***
4. For the partner that is listening—the only thing she can say, the entire time is... ***“Girl, tell me about it!”*** and when the “storyteller” is finished, say ***“Thank you for sharing with me.”***
5. Then switch and let the other student share her story, reminding the listener to do #4 above.



**Positive Actions You Can Take to Include
Rather than Exclude**

- Compliment someone in some genuine way.
 - Not on looks, but qualities, i.e. kind, good listener, fun, caring.
 - Recognize a person's abilities, skills, potential.
- Invite someone to join your group, to participate with your group.
- Stand up for someone even when his/her ideas are different.
 - Help others to understand everyone has a right to think differently.
 - Show them you like and accept them for who they are.
 - Help them be tolerant of people who think differently.
- Encourage a person to learn new things/try out new ideas.
- Challenge someone to be the best he/she can be.
- Take time to explain something so that a person who doesn't understand can better understand. Be patient.
- Be a good listener.
 - Ask questions to get to know someone better.
 - Help a friend during a rough time.
 - Try to understand what someone is trying to say, even when no one else seems to.
- Smile. Take the mirror and look at the smile you want to portray to others.
 - Practice that smile when you're among people.

List is extracted from Wyman Teen Outreach Program (TOP)

**Positive Actions You Can Take to Include
Rather than Exclude**

- Compliment someone in some genuine way.
 - Not on looks, but qualities, i.e. kind, good listener, fun, caring.
 - Recognize a person's abilities, skills, potential.
- Invite someone to join your group, to participate with your group.
- Stand up for someone even when his/her ideas are different.
 - Help others to understand everyone has a right to think differently.
 - Show them you like and accept them for who they are.
 - Help them be tolerant of people who think differently.
- Encourage a person to learn new things/try out new ideas.
- Challenge someone to be the best he/she can be.
- Take time to explain something so that a person who doesn't understand can better understand. Be patient.
- Be a good listener.
 - Ask questions to get to know someone better.
 - Help a friend during a rough time.
 - Try to understand what someone is trying to say, even when no one else seems to.
- Smile. Take the mirror and look at the smile you want to portray to others.
 - Practice that smile when you're among people.

List is extracted from Wyman Teen Outreach Program (TOP)

Optional Skit: “MEAN GIRLS” –The Burn Book

(This is a true story as told by an interviewee for the C-5 Youth Leadership Program)

Characters:

Three (3) Middle School Girls
Three (3) Middle School Guys
The Accused Girl
The Principal
The Teacher

Materials Needed:

Table and three (3) chairs
Scrapbook supplies: scissors, paste, paper
“Yearbook” and “Newspapers”
Something to look like lockers
Costumes

Scene 1:

Middle School Girls are at a table creating a “Burn Book,” cutting photos out of a yearbook. Dialogue is about which girls they should pick to put in the “Burn Book.” Eventually they pick three girls, and determine exactly what they are going to say about each one, using negative words and expressions. Then write the derogatory information in the “Burn Book.”

Scene 2:

Middle School Guys are at a table creating a “Scrapbook,” cutting photos out of a yearbook, and articles from the school and local newspapers, especially about athletic events. Dialogue is about which sporting events they should highlight and which boys they should write about. (Their discussion is about “the good stuff.”)

Scene 3:

Principal and teacher talking in the hall. Teacher tells the Principal that she has heard some of her students talking about a “Burn Book.” They suspect a certain group of girls. Principal checks a few lockers and finds the “Burn Book.” As the students are changing classes, the Principal waits by the locker and as the girls approach, she addresses them about the book. They turn and say “She did it!”

Scene 4:

The accused gets taken to the Principal’s office. The accused says, “Why would I do something like that? I love myself. I don’t need to put other people down to feel good!”