

# Overview of Mean Girls Workshop

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Mean Girls Workshop Handbook

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Parenting Now

# Are you an Educator or a Bully?

- What types of behaviours do you model for your children?
- What does your body language say?
- Do you engage your children or disengage them?

# Statistics

- Girl bullying starts as early as preschool (Brigham Young University, 2005)
- 25 % of students say that an adult intervenes in bullying situations, while 71% of adults believe they always intervene (bullybeware.com)
- 70% of girls have been mistreated by their friends (Crick 2002)

# Definition of Relational Aggression

- Emotional violence and bullying behaviours focused on damaging an individual's social connections within the peer group. (Dr. Nicki Crick)
- Children express their feelings differently: boys are choose **overt** and girls choose **covert** actions
- Relational Aggression can be: emotional, verbal, physical, reactive & proactive

# The Realm of Teen Royalty

- The Queen 
- The Sidekick 
- The Gossip 
- The Floater 
- The Bully 
- The Bystander 
- The Wannabee 
- The Target 

# The Realm of Teen Royalty

- The Queen:  
The aggressor who chooses to hurt girls with whom she has a relationship.



# The Realm of Teen Royalty

- The Sidekick:  
She is second to the Queen (and supports her), but can also be a victim.



# The Realm of Teen Royalty

- The Gossip:

A good communicator who is friends (or seems to be friends) with everyone.



# The Realm of Teen Royalty

- The Floater:  
Moves freely  
around cliques and  
has some power.  
She is a nice girl.



# The Realm of Teen Royalty

- The Bully:  
She may be defiant,  
outspoken and  
tough. She can be  
violent.



# The Realm of Teen Royalty

- The Bystander:  
She is not an aggressor or a victim but somewhere in-between (peacemaker).



# The Realm of Teen Royalty

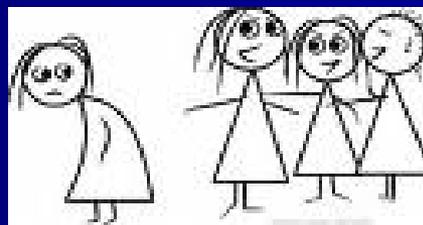
- The Wannabee:  
Will do anything to be part of the 'in' crowd. She wants to belong but doesn't.



# The Realm of Teen Royalty

- The Target:

She often feels helpless, excluded, like she has no friends. She must be given tools to deal with bullying so that she doesn't become a victim (victims have no coping mechanisms).



- ✓ Use the 'Who's Who?' worksheet to help you determine what roles your girl(s) play(s).

# Step Activity

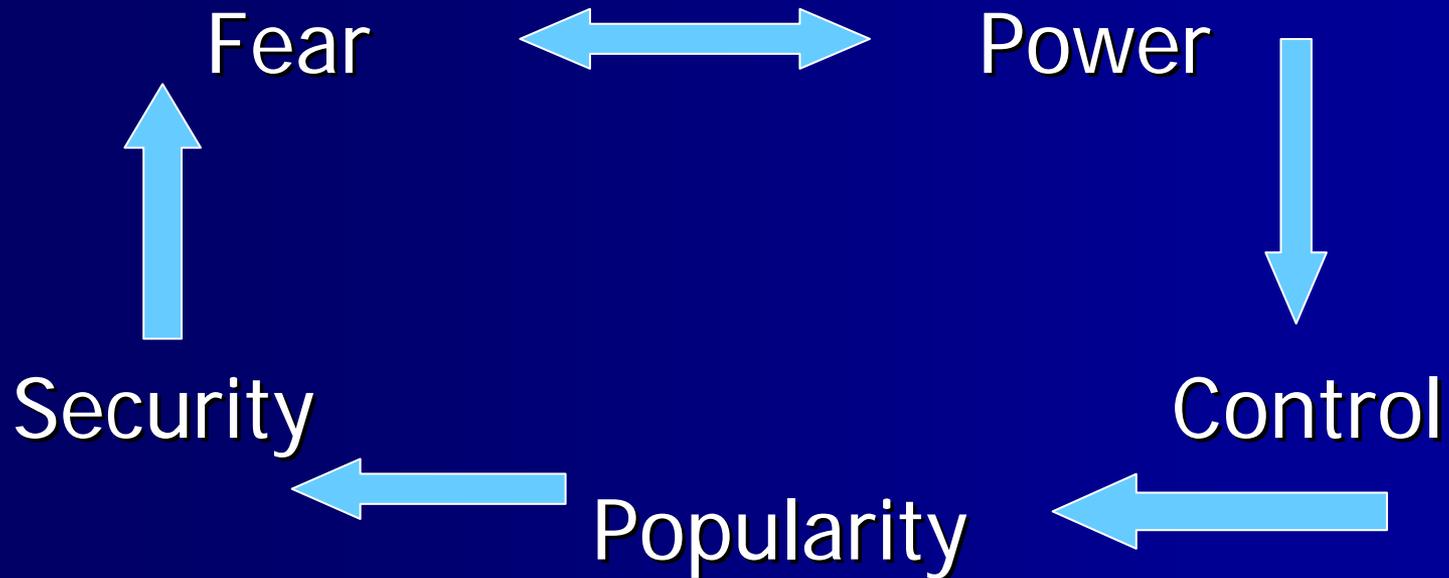
- Draw 4 steps...
- What are your (and your children's) expectations for the following people...
- Step 1: Stranger
- Step 2: Acquaintance
- Step 3: Friend
- Step 4: Best Friend



# Effects of Relational-Aggression

- Not having/developing an identity (depression)
- Poor self-esteem (teen pregnancy)
- Hopelessness (self-injury, substance abuse, suicide)
- Anger (homicide)
- Feeling rejected (stress/anxiety)

# Motivation of Relational-Aggression



# Methods of Relational-Aggression

- Eye rolling
- Spreading rumours
- Insulting
- Cyber-bullying

Use the Colour Continuum worksheet to rate someone's reaction each time he/she deals with an issues to see if there is an improvement over time.

# Cyber-Bullying

## Definition & Facts

Using the Internet or other mobile devices to send or post harmful or cruel text or images to bully others. (Nancy Willard, Safe & Resp. Internet Use)

- 18% of children in grades 6-8 students have been cyber-bullied (Kowalski et al., 2005)
- 11% of children in grades 6-8 have cyber-bullied (Kowalski et al., 2005)
- Girls are about twice as likely as boys to be victims of cyber-bullying (Kowalski et al., 2005)

# Cyber-Bullying Tips

- Become computer savvy
- Keep computers in rooms where everyone spends time
- Know what your child is doing on the computer
- Talk about/explain what cyber-bullying is, why it is serious and its effects
- Use filters and parental control programs

# Are you technologically savvy?

GAL = ?

QT = ?

POS = ?

4GM = ?

NC = ?

LOL = ?

!-( = ?

%\ = ?

:( = ?

=X = ?

8-P = ?

8-0 = ?

{ } = ?

-D = ?

JK = ?

# Are you technologically savvy?

GAL = get a life      QT = cutie      POS = parent over shoulder

4GM = forgive me      NC = not cool      LOL = Laugh out loud

!-( = black eye      %\ = hangover      :-( = crying

=X = my lips are sealed      8-P = yuck!      8-o = shocked

{ } = no comment      -D = Big laugh      JK = just kidding

# What can we do?

- Observe your children's interactions and nonverbal reactions in group settings.
- Discuss relational aggression.
- Teach them good listening skills and help them develop an emotional vocabulary so that they can express their feelings.
- Help them understand that conflicts are common and show them how to resolve issues.

# Other Suggestions for Parents

- Spend time with your children and understand their world.
- Know your child's friends; be involved.
- Closely monitor TV, computer activities and cell phone use.
- Involve your kids in different activities to expose them to other groups.

# M.O.D.E.L.

- Model
- Observe
- Don't ignore
- Emphasize telling is not tattling
- Listen

# Relationship Building Skills

- Help girls identify their strengths.
- Don't take over and try to solve the problem right away – encourage her to do it on her own.
- Don't blame her.
- Listen without distractions.
- Ask questions and clarify what you understand.

# Help Victims

- Value who she is as a person
- Strengthen her friendship building skills
- Teach healthy strategies to deal with being a target/victim
- Ask her to review her behaviour and make changes when necessary

# Activities

- Clear words/ Cloudy words
- Pillow case
- Toothpaste
- Good News Journal
- Empower to prevent

# Resources

- Girls Inc. TeamUp! [www.girlsinc.org](http://www.girlsinc.org)
- Club Ophelia [www.clubophelia.com](http://www.clubophelia.com)
- Don't laugh [dontlaugh.org](http://dontlaugh.org)
- [Odd Girl Out/Speaks Out](#) Rachel Simmons  
(movie available)
- [The Bully, The Bullied and Beyond](#)  
Esther Williams