Supporting Adolescent Girls Facing Relational Aggression in Group

Jennifer DePrey

Seattle University

Abstract

This proposal describes a psychoeducational group centered on the themes of relational aggression as they apply to adolescent girls. This proposal begins with a rationale for the group, exploring the prevalence of bullying, the definition of relational aggression, the negative mental health consequences for victims and perpetrators, and the research around potential interventions in schools. Following the rationale, there is a discussion of group members, the format for the group, and proposed group session plans. The proposal concludes with a discussion of practical considerations and the process for evaluating the proposed group.

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Rationale

Bullying continues to be a contentious and important issue in our schools. In 2011, the American School Counselor Association identified Bullying as one of the five issues that will have the biggest impact on school counseling over the next five years (Burnham, 2011). Nearly 36% of secondary students experience some form of peer victimization/ bullying during their time in school (D'Esposito, Blake, & Riccio, 2011).

For girls, bullying often takes the form of relational aggression, defined as "intent to damage a relationship between two or more individuals through subtle means" (Radliff & Joseph, 2011, p. 171). In this form of bullying, social power is used to belittle a victim through means such as isolation, name-calling, gossiping, exclusion, and withdrawing or threatening to withdraw friendship or affection (Radliff & Joseph, 2011). A 2008 study on bullying and harassment found that while boys were bullied more often than girls, boys were bullied mostly physically, while girls were bullied with relational tactics. (Gruber & Fineran, 2008). Girls are more likely to use relational aggression than the physically aggressive acts often considered when discussing bullying behaviors, and are more likely to be the victims of relational aggression than boys (Radliff & Joseph, 2011).

Relational aggression becomes more prevalent in the middle school years, where students may feel more pressure to belong to a group; these groups can become exclusionary in nature, turning into cliques that use socially aggressive actions to exclude other peers (Radliff & Joseph, 2011). Relational forms of aggression are also often used to gain popularity or a position within a social group that will offer the individual more influence (Radliff & Joseph, 2011). Currie, Kelly, & Pomerantz (2007) suggest that aggressive behavior is about popularity, and the desire of girls

not only to belong, but also to possess a position of power and invulnerability. Relational

aggression has also become easier to perpetrate in recent years, through the medium of social

networking.

        The perception that relational aggression is just "girls being girls" is damaging and

inaccurate. In fact, relational aggression can have "long lasting negative psychological, social,

and academic affects on individuals" (Radliff & Joseph, 2011, p. 171), including increased

conflict with teachers and academic disengagement (Radliff & Joseph, 2011). Victimization can

also have a negative affect on academic achievement, including a higher rate of absenteeism

(D'Esposito, Blake, & Riccio, 2011). In a 2008 study (Gruber & Fineran), girls who were

victims of bullying reported a higher number of negative mental health outcomes than boys. For

girls, these outcomes included negative self-esteem, negative self-image, and depression (Gruber

& Fineran, 2008). In fact, any sort of peer victimization may result in "psychological and

physical distress" for victims (D'Esposito, Blake, & Riccio, 2011, p. 299).

        There are many factors that influence a girl's use of relationally aggressive behavior.

For some girls, aggression may be a defensive mechanism in social settings, particularly if they

have a negative self-view. Other aggressive girls may misinterpret social cues. Girls who are

"socially exclusive" or members of social groups in which the structure and membership shifts in

unhealthy ways are also more likely to perpetrate relationally aggressive behaviors than their

peers (Radliff & Joseph, 2011). Similarly, there are a number of factors that serve as predictors

in identifying girls who are victims of relational aggression. Victims tend to be girls who are

"socially awkward, avoid social situations, or lake social skills, appear to exhibit symptoms of

depression or sadness, [or] seem fearful of negative evaluation" (Radliff & Joseph, 2011, p. 174).

Students who appear to their peers to be "socially inept" have an increased risk of victimization

(D'Esposito, Blake, & Riccio, 2011, p. 300). Students that lack peer support in the form of friendship are also at a heightened risk; 51% of students who are victimized report having "no friends" (D'Esposito, Blake, & Ricco, 2011, p. 300).

School counselors can plan an important role in addressing relational aggression in schools. Radliff & Joseph (2011) suggest that modeling and reinforcing positive social interactions are important in helping students learn to replace aggressive behavior Modeling and reinforcing positive interactions that replace the aggressive ones. Teaching prosocial skills such as cooperation, perspective taking, and empathy can help students to develop more positive peer relationships, learn appropriate coping strategies, and increase student resilience (Radliff & Joseph, 2011). Radliff & Joseph (2011) also suggest that this training, through structured activities involving instruction, modeling, and feedback, should be combined with dialogue about relational aggression.

Social skills and dialogue about relational aggression can create a supportive environment for all students. Such discussion and skills teaching can be fit into the model of group work, inviting students to work together to understand relational aggression, popularity, and how affection is sometimes used as power among girls. D'Esposito, Blake, & Riccio (2011) suggest that school counselors might recommend that girls who present characteristics typical of victims participate in a group focused on developing social skills, as a way to potentially prevent victimization. These groups may also be affective in helping members learn how to create friendships.

Group programs have benefits for students whether they fall into the predictive category or victim, perpetrator, or both. Radliff & Joseph write:

"For perpetrators, the focus of these programs is to reduce aggressive behaviors and to increase empathy, perspective taking, and social problem-solving skills (i.e., how to appropriately get what you want out of social situations). For the victim, these programs may center on assertiveness training, improving social skills, and building social network" (Radliff & Joseph, 2011, p. 176).

One such group used in the past was Club Ophelia. Club Ophelia, designed as an aggression prevention program for middle school girls, found that after participation in the program, "girls felt more confident in themselves and their ability to be a good friend" (Radliff & Joseph, 2011, p. 176). In working with groups, Houlihan & Houlihan (2011) recommend keeping the developing structure of the adolescent brain in mind. Adolescents are still developing neural pathways, and have not gained full use of their executive functioning. School counselors can help normalize student experience in group settings by helping students to understand their still developing brain, including discussing ways to de-escalate behavior and emotional reactions, and teaching strategies to help them communicate in a more effective fashion (Houlihan & Houlihan, 2011).

Group Participants

This group will consist of six to eight 8th grade girls. The girls participating in the group will display two or more of the indicator characteristics for potential victims of relational aggression, such as being perceived as social awkward, defensive, or lacking in social skills.

Type of Membership

The membership of this group will be closed, with six to eight girls from grade 8 participating. The group will be a psychoeducational and counseling group. Initial members will be recommended by the school counseling staff as potential participants. These girls will be

invited to participate in a girls group, centering on the discussion of building friendships and discussing social relationships. It will be important that members attend as many sessions as possible; however, due to the nature of school-based groups and absences, members will likely miss some sessions.

<center>**Role of the Leader/Group Leadership**</center>

This group will have a single group leader. This group will utilize a democratic style of group leadership, facilitating discussion between members. This democratic style encourages group members to share power and responsibility in the group (Gladding, 2012). Because power is often seen as a motivation in social interactions and relational aggression in adolescent girls, allowing them ownership in the group process will be a key element in the success of the group. This leadership style also allows members to share openly and can promote trust among group members (Gladding, 2012.)

Due to the psychoeducational nature of the group and setting in a school, the leader may at some points need to be more authoritarian, acting as an expert in explaining activities. The leader will be more directive in establishing the group, particularly in forming group rules and creating a safe environment for all participants. The leader will also need to be cognizant of time constraints, facilitating the group's ability to move through planned activities and guiding discussion in the allotted time frame for each session. The leader will be responsible for the physical setting of the group.

<center>**Format**</center>

This group will meet once a week for ten consecutive weeks. The meetings will be approximately 50 minutes long, the length of one class period. The class period during which the

group occurs will rotate, ensuring group members are not missing the same class for a larger

number of weeks.

Group Goals and Objectives

The goals and objectives of this group will reflect the Personal/Social competencies for

students laid out in the ASCA national standards. Personal/Social Standard A states: "Students

will acquire the knowledge, attitudes, and interpersonal skills to help them understand and

respect self and others" (ASCA, 2005, p. 106). The full text of this standard is available in

Appendix C of this proposal. The goals of this group will supported the acquisition of and

application of Self-knowledge and interpersonal skills, relating directly to indicators from the

national model. Goals for this group will include:

- Create a safe environment for students to discuss and express their feelings regarding relational aggression and bullying (PS:A1.5)
- Develop skills for coping with anger and jealous in a healthy manner (PS:A1.6, PS:A1.8, PS:B1. 2, PS:B1.3, PS:B1.4)
- Increase student ability to respect alternative points of view and individual differences (PS:A2.2, PS:A2.3)
- Develop positive communication skills, both verbal and non-verbal (PS:A2.6, PS:A2.7)
- Learn how to engage in supportive an appropriate friendships (PS.A2.8)
- Learn skills for making healthy choices in resolving conflicts in friendships and interactions with peers (PS:C1.7, PS:C1.10)
- Increase student self-report of self-esteem and positive self-image (PS.A1.1)

Group Rules

In the first group session, the group leader will lead a discussion of group rules. Both the

leader and group members will contribute to a list of rules the group will follow. The leader will

present some rules and allow the participants to add to the list. Some rules the leader may

present:

- Confidentiality (discuss how sharing things outside of group could be harmful)
- Respectful language towards other group members
- Safety (discuss how to create a safe physical and emotional climate in group)

- Honesty
- Respectful of time (Allow all group members a chance to share and participate)
- Respect other people's questions (no question is stupid)
- Willingness to try new activities/take risks
- Be on time to group

Group Session

Each group session will follow the same approximate format. Each session will begin

with an icebreaker activity or prompt to help bring the group together before beginning the group

activity for the week. The ice-breaker/prompt may be silly/have little relevance to the topic, but

serves to help create cohesion in the group, and should take 5-10 minutes to complete. After the

icebreaker, the group will do a group activity. Following the activity, the group will engage in a

discussion about the activity, focused around predetermined questions. The group activity and

discussion should take up the majority of the group time.

Session Number: 1
Session Title: Introducing the Group
Theme/Focus: This initial session will focus on introducing group members to one another and the beginning stages of group development, such as establishing ground rules and building trust and safety.
Relevant ASCA Standards: PS:A1.6, PS: A2.1, PS:A1.9, PS:A1.7
Goals/Objectives: Group members will gain familiarity with each other and work collaboratively to develop group rules
Necessary Materials: White board, white board markers, pre-assessment (Appendix A), pencils
Description:
1. Ice-breaker: Introduce another group member
   Have group members split into pairs. Ask each pair to interview the other person and find out their name, favorite class, and favorite color. Give the group 2-5 minutes for this task. Go around the room and have each member introduce their partner.
2. Group Rules: Work with the group to develop a list of group rules. This should include a discussion of the limits of confidentiality and confidentiality in a group setting. Use the list of rules provided in the group proposal as a starting point.
3. Activity: Ask each girl to complete the pre-assessment for the group.
4. Discussion
       Questions for discussion:
       1. How do you feel about participating in this group?
       2. What is it like to share about yourself in the group?

          3. What do you want to get out of this group?

          4. If we could talk about any subject, what would be most important to you?

Leader's Role: Distribute materials, Keep group running on time, guide group activity and discussion of group rules.

Session Number: 2

Session Title: Who Am I Today?

Theme/Focus: Increasing self-understanding as a unique person and building relationship with the group

Relevant ASCA Standards: PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.10 PS:A2.3

Goals/Objectives: Group members will identify things about themselves that make them unique to their group mates and recognize this difference as valuable

Necessary Materials: Who Am I Today? Worksheets (Appendix G), pencils,

Description:

1. Ice-breaker/Check In: *What was the first thing you thought about when you woke up this morning?*
2. Group Activity:
   - Distribute the Who Am I Today? Worksheets to each group member. Ask the group to complete the worksheets.
   - Ask the group to pick a sentence they'd like to talk about to start discussion
3. Discussion
   - Can you identify something you have in common with the people in the group?
   - What answers were unique to you?
   - How does it feel to share about yourself in group?
   - Do the differences among group members make you curious about other group members? What would this activity be like if everyone had the same answers?

Leader's Role: distribute materials, guide group discussion, keep group running on time.

Session Number: 3

Session Title: Friendship

Theme/Focus: group members will discuss characteristics of healthy friendships

Relevant ASCA Standards: PS:A1.9, PS:A1.10, PS:A2.6, PS:A2.8,

Goals/Objectives: Group members will recognize characteristics of healthy friendships and identify their strengths as a friend.

Necessary Materials: paper, white board, white board markers, colored pencils or crayons,

Description:

1. *Ice Breaker/Check In: What song always gets stuck in your head? What do you think when you hear it?*
2. Activity: Draw your ideal best friend
   - Have paper and art supplies available to the group. Instruct group members to think about the perfect best friend.
   - After a few minutes to think about this friend, ask the group to draw their ideal best friend. Be sure to stress the drawing doesn't have to be of the person—it could be of activities they would do with the friend, interests the friends would share, etc.
3. Discussion:

• What does a good friend look like?

• When you think about an ideal best friend, what characteristics do they have? Do you see any of those characteristics in yourself?

• How does this ideal friendship vary from friendships you have in real life?

• What would it be like to actually have this ideal friendship? How would your life be different?

Leader's Role: distribute materials, guide group activity, keep group running on time, guide group discussion

Session Number: 4

Session Title: Bullying

Theme/Focus: To explore how a bully and the bullied person might be feeling similar things

Relevant ASCA Standards: PS:A2.2, PS:A1.5

Goals/Objectives: To explore how a bully and the bullied person might be feeling similar things

Necessary Materials: Whiteboard, feelings cards, feelings lists

Description:

1. Ice breaker/check-in: *If you could have any job in the world, what job would you want? Why?*

2. Group activity: Bullying feelings

   • Begin by asking students to think about a time they were bullied, they bullied someone else, or they witnessed someone being bullied.

   • Pair students up. Give each student a list of feelings including (but not limited to): *feels picked on, feels embarrassed, feels worried, feels scared, feels lonely, feels like they're not good enough, feels different, feels frustrated, feels angry, feels like no one understands them, feels bad about themselves, feels like they are stupid, feels like others don't like them.*

   • Ask students to decide whom these feelings belong to: the bullied, the bully, or both.

   • On the white board, create three categories: How the Bully Feels, How the Bullied Feels, and How they Both Feel.

   • After the group members have had time to discuss the feelings, give each group a set of cards containing some of the feelings listed on their list and tape. Ask them to affix the cards to the board in the category they decided on.

3. Discussion:

   Questions for discussion:

   • Looking at our board, why did you place the feelings where you did?

   • Do you think anything on the board should be changed or moved around?

   • Many times, the bully and the bullied share some emotions. It can be hard to remember to think about the other person when we're in conflict with them. What could you do to remember the other person is feeling something too?

   • Have there been times when you've bullied someone/been bullied and felt this way?

   • How would the situation change if you remembered these feelings?

   • Can you choose not to have these feelings, or to remove yourself for a situation?

• What do you think the people in this sort of conflict want? (To be liked, accepted, etc.)

Leader's Role: distribute materials, lead discussion, and keep group on time.

Adapted from: (Abue, Ink, 2012)

Session Number 5 will build on the discussion in session number 4 by focusing on a particular type of bullying that is common to girls: gossip and rumors. This session will focus on discussing how gossip can be harmful to an individual and a friendship, as well as what goes into gossip spreading. The group activity, "recipe for gossip" will help group members frame a discussion of all the people involved in gossip, as well as their role in slowing or stopping the spread of a rumor.

Session Number: 6
Session Title: Social Pressures
Theme/Focus: Understanding the balance between wanting to belong and being true to yourself.
Relevant ASCA Standards: PS:A.1.1, PS:A1.11, PS:A2.3, PS:B1.8
Goals/Objectives: Group members will discuss the difference between self-motivated behavior and behavior that results from peer or social pressure.
Necessary Materials: DVD player, Mean Girls (2004) DVD,
Description:
1. Ice Breaker/Check-in: *If you had a theme song that played whenever you walked into a room, what would it be?*
2. Activity: Watch "The Politics of Girl World" featurette from the Mean Girls DVD.
3. Discussion:
    • Do you sometimes do things or act in a certain way because you think it will make you well liked?
    • Rosalind, the author featured in this video, talks about taking risks to do things that are uncool. What is the cost in taking such a risk?
    • What are some of the benefits of belonging to a group?
    • What are some of the negative consequences of changing your behavior to belong to a group?
    • If you didn't have to worry about what people thought of you, how would you act differently everyday?

Leader's Role: Guide discussion, keep group on time, play DVD

Session Number 7 will focus on how popularity and cliques and the desire for social power affect how we mistreat or bully others. Discussion will explore why we want to be popular and have influence, and what actions we could take to get influence that don't have negative impacts on others. Group members will discuss the positive and negative aspects of cliques or friendship groups.

Session Number: 8
Session Title: Dealing with Anger
Theme/Focus: Developing an understanding of anger and ways we can cool ourselves down

Relevant ASCA Standards: PS:A1.5, PS:A1.6 , PS:A1.8
Goals/Objectives: Group members will identify their anger "boiling points" as well as
strategies they can use to "cool off" when they feel the temperature rising.
Necessary Materials: White board, white board markers, thermometer handout for each
member, crayons or colored pencils
Description:
  1. Check-in/Ice Breaker: *What's something cool you have learned this week?*
  2. Group Activity and Discussion: Anger Thermometer
     • Give each girl an anger thermometer handout (Appendix E)
     • Using the Leader's Anger Thermometer handout (Appendix F), work through the
       exercise with group members.
  3. Check out: *What is one thing from this week that you'll remember next time you feel
     upset?*
Leader's Role: coordinate group activity, keep group running on time, lead discussion,
distribute materials.

Session number 9 will focus on helping group members to view themselves in a strengths-
based way. Group discussion will center on what the group members have identified as
their positive attributes and strengths over the past 9 weeks.

Session number 10 will center on closing out the group experience. In this session, group
members will discuss the experience of being in a group, as well as reflect on what each
member has learned from group activities. This session will include a closure activity as
well as the completion of the post-assessment (Appendix A).

Appropriate Forms and Materials

Forms and materials necessary for this group will include: Informed consent paperwork

and permission slips (Appendix B), Whiteboard and whiteboard markers for each session, other

supplies as outlined in the necessary materials section of each session plan, and the pre- and

post-assessments for the group (Appendix A).

Practical Considerations

Practical considerations for this group include finding an appropriate, confidential setting

for the group to take place in the school. This setting should include a white board, tables, and

chairs. The group leader must also consider how to remind students of the group, including

getting each student passes from class for the period, communicating with teachers in advance

about group meetings, and communicating with the attendance secretary after each group to

make sure students are not erroneously marked absent from their classes. The group leader should also consider the varied make up of their group; members may be resistant, monopolize conversation, or be silent. The limits of confidentiality in a group setting should be discussed with the group in the first session.

Evaluation of Group

Group objectives and goals will be evaluated through a pre- and post- test measure. This measure will use a set of scaling questions related to group objectives. This measure is available in Appendix A. Group members will be asked to fill out the pre-test measure during the initial group session. The post –test measure will be completed during the final, closing group session. I addition to the pre and post scaling measures, the pre and post test will give the group members the opportunity to express what they wish to learn/what they have learned from the group, as well as feedback about what they liked and disliked about the group experience.

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Appendix A

Pre-Assessment Tool

Please rate these statements from 1 to 5, with 1 being "this doesn't sound like me at all" and 5 being "this sounds very much like me"

I understand social pressure and popularity.

1   2   3   4   5

I am confident in my ability to make friends.

1   2   3   4   5

I know what it looks like to be a good friend.

1   2   3   4   5

I know healthy ways to deal with feeling angry or rejected.

1   2   3   4   5

Please complete these short responses:

Something I would like to learn about in this group is:

Something I would like the group leader to know before we start the group is:

Post-Assessment Tool

Please rate these statements from 1 to 5, with 1 being "this doesn't sound like me at all" and 5 being "this sounds very much like me"

I understand social pressure and popularity.

1   2   3   4   5

I am confident in my ability to make friends.

1   2   3   4   5

I know what it looks like to be a good friend.

1   2   3   4   5

I know healthy ways to deal with feeling angry or rejected.

1   2   3   4   5

Please complete these short responses:

Something I learned in this group is:

The best part of the group experience was:

Something I would change about this group is:

Other Comments:

Appendix B

Group Counseling Permission Slip

I, _____ (parent/guardian's name) grant permission for my student,

_____ (student's name) to participate in the Girls Relationship Group.

This group will meet for ten weeks, one class period per week.

Student's Name (print):_____

Parent/Guardian's Name (print):_____

Parent/Guardian Signature (sign): _____

Date: _____

Parent/Guardian Contact Info:

Phone Number: _____

Email: _____

Appendix C

ASCA National Standards for Students: Personal/Social

From the ASCA National Model (ASCA, 2005, p. 106)

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1   Acquire Self-Knowledge

PS:A1.1   Develop positive attitudes toward self as a unique and worthy person
PS:A1.2   Identify values, attitudes, and beliefs
PS:A1.3   Learn the goal-setting process
PS:A1.4   Understand change is a part of growth
PS:A1.5   Identify and express feelings
PS:A1.6   Distinguish between appropriate and inappropriate behavior
PS:A1.7   Recognize personal boundaries, rights and privacy needs
PS:A1.8   Understand the need for self-control and how to practice it
PS:A1.9   Demonstrate cooperative behavior in groups
PS:A1.10   Identify personal strengths and assets
PS:A1.11   Identify and discuss changing personal and social rules
PS:A1.12   Identify and recognize changing family roles

PS:A2   Acquire Interpersonal Skills

PS:A2.1   Recognize that everyone has rights and responsibilities
PS:A2.2   Respect alternative points of view
PS:A2.3   Recognize, accept, respect and appreciate individual differences
PS:A2.4   Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.5   Recognize and respect difference in various family configurations
PS:A2.6   Use effective communication skills
PS:A2.7   Know that communication involves speaking, listening and nonverbal
                  behavior
PS:A2.8   Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1   Self-Knowledge Application

PS:B1.1   Use a decision-making and problem solving model
PS:B1.2   Understand consequences of decisions and choices
PS:B1.3   Identify alternative solutions to a problem
PS:B1.4   Develop effective coping skills for dealing with problems
PS:B1.5   Demonstrate when, where and how to seek help for solving problems and

	making decisions
PS:B1.6	Know how to apply conflict resolution skills
PS:B1.7	Demonstrate a respect and appreciation for individual and cultural differences
PS:B1.8	Know when peer pressure is influencing a decision
PS:B1.9	Identify long and short-term goals
PS:B1.10	Identify alternative ways of achieving goals
PS:B1.11	Use persistence and perseverance in acquiring knowledge and skills
PS:B1.12	Develop an action plan to set and achieve realistic goals

**Standard C: Students will understand safety and survival skills**

PS:C1   *Acquire Personal Safety Skills*

PS:C1.1	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
PS:C1.2	Learn about the relationship between rules, laws, safety and the protection of rights of the individual
PS:C1.3	Learn about the differences between appropriate and inappropriate physical contact
PS:C1.4	Demonstrate the ability to set boundaries, rights and personal privacy
PS:C1.5	Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.6	Identify resource people in the school and community, and know how to seek their help
PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices
PS:C1.8	Learn about the emotional and physical dangers of substance use and abuse
PS:C1.9	Learn how to cope with peer pressure
PS:C1.10	Learn techniques for managing stress and conflict
PS:C1.11	Learn coping skills for managing life events

Appendix E

Anger Thermometer Handout

Things that Raise my temperature

Things that Cool me down

Adapted from: (*Great Schools, 2012)*
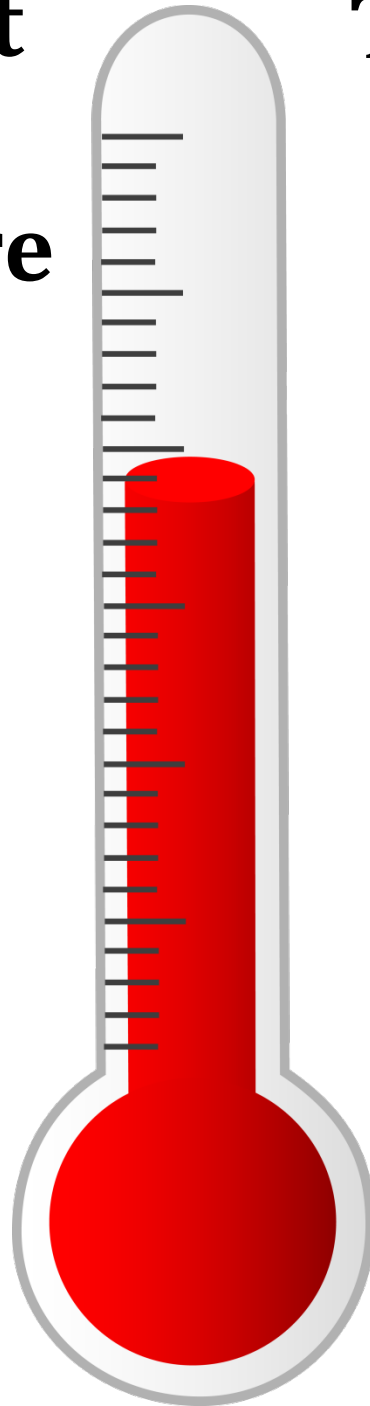
Appendix F
Anger Thermometer Leader's Guide

Before the session, draw a thermometer on the whiteboard. Give each group member a copy of the anger thermometer handout.

"Today we're going to talk about Anger. Everyone gets angry sometimes. There are good ways and bad ways to deal with anger."

Discussion questions: "Does anyone want to share an example of a time when they dealt with anger in a positive way? How about a negative way?"

"There are also different levels of anger. It might help to think about anger as a pot of water on the stove. Sometimes our anger is just simmering—we're just starting to heat up. Other times, we're boiling—we might look calm on the outside, but there are a lot of bubbles forming under the surface. And sometimes, we boil over—our anger comes out and it doesn't feel like there's a way to stop it.

Discussion question: "What does it feel like to get angry?"

"As the water in our pot gets hotter, we get angrier. What are some things that raise your temperature? What are some ways you know that you're feeling angry?"

Write group examples on the board or have group members take turns writing their boiling points down.

"If we think back to the examples we thought of earlier, as the times we got angry."
Discussion questions: "When we dealt with it in a good way, what were some things we did that helped us to calm down? What are other things you can do to "cool off" when you're angry?"

Write group examples on the board or have group members take turns writing their cooling off strategies down.

Discuss with the group which of their strategies have worked well for them in the past, and which have not. Are some actions more useful than others?

Using the worksheet, instruct students to note the their boiling points on the left side (Things that raise my temperature") and strategies to cool down on the right (Things that cool me down).

Discussion questions: "What are some new strategies you haven't tried before that we talked about today? How can you see yourself trying to use these strategies the next time you feel angry?"

    Adapted from: *(Great Schools, 2012)*

Appendix G

Who Am I Today? Worksheet

Complete the sentences below:

1. Today I am feeling:

2. I'm happiest when:

3. Something I'm afraid of is:

4. Someone that is really important to me is:

5. I get really mad when:

6. An activity I like to do after school is:

7. I feel different because:

8. Something I can do that most of my friends can't is:

9. I laugh when:

10. I feel proud when:

Adapted from: (Abue Ink., 2012)