

**A Mean Girls Event  
based on**

MEAN  
*girls*

facing your beauty turned beast

by Hayley DiMarco



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## Introduction

Let's face it. It's tough to be a girl. Sugar and spice and all that's nice? Not quite. The truth is that Mean Girls are everywhere—even in your own youth group. Take a closer look. It's very likely that the girls in your group have either been victims of a Mean Girl or are Mean Girls themselves. The victims may be those who feel unpopular or unliked, while the Mean Girls are those who love to spread rumors, fight over the smallest things, tease, and torment. Wish you could help? Now you can.

This *Mean Girls* event has been designed as an overnighter for the girls in your church or small group. Packed with activities and discussion questions, this event guide gives you everything you need to help your students engage in their relationships with other girls and participate in open, honest discussion of the book *Mean Girls: Facing Your Beauty Turned Beast*. Together you will discover why Mean Girls act the way they do, what God thinks about Mean Girls, and how to find and build new, more healthy relationships.

In the coming pages you will find guidelines for large group sessions, small group sessions, and individual time, as well as time reserved for reading or reviewing the book. These sessions were designed to help you and your students get the most out of the *Mean Girls* message. You'll also find activities, questions, and helpful sidebars that coordinate with specific sections of the book and will help you personalize this retreat for you and your group. Please note that this format is meant to be a guideline. Though the schedule was written to take place over a weekend, feel free to adapt the sessions and activities to your own timetable and location. You'll notice that the activities listed will not fill up every minute of the day, so you should have plenty of free time for games, movies, or any other fun activities you might want to do together. And when it comes to discussions, let the conversations flow normally. The questions provided will get you started, but your students may come with enough questions of their own to fuel an hour's worth of conversation. Or you may need to rely on these questions provided here to keep the discussion rolling. How you want to use these questions is up to you. Just remember: the goal is to generate a healthy discussion—not to simply “get through” the list of questions provided.

It's almost time to get started. But first, here are some helpful hints about planning your event and using this guide in a group setting.

## Preparing for the Event

Before you begin this study, you may want to take a quick appraisal of the girls who will be involved. Could there be any Mean Girl problems within your own group? If so, it's important to be sensitive to the problem while you go through this book discussion together. Some girls may have difficulty opening up about their struggles if their Mean Girl is right in your group. Or perhaps some of the girls will become defensive if they feel like they're being accused in front of the group.

If you think there might be some Mean Girl issues within your own group, here are a few suggestions for how to handle the situation:

- » Ask all of the girls to leave out the name (or make up a name) when they share personal stories about Mean Girls in their lives. Tell them that this group is not the place to accuse others of Mean Girl behavior.
- » Be honest about the issue from the start. Tell the girls you know there may be Mean Girl issues within your own group. Tell them that you're available to offer support and advice if anyone feels like they don't know how to handle the problem during this study time.
- » In an extreme situation, you may want to divide your study group into two or more small groups for discussion times. That way, you can split up the Mean Girl and the girl she's been picking on, thus avoiding any potential blow-ups between the two.
- » Recognize the special opportunity this book discussion offers. This may be the perfect time to confront some girls in your group who've been stuck in the Mean Cycle and encourage them toward reconciliation. Just remember that any sort of confrontation or discussion of this sort should happen on an individual basis, and not during the group time.

## Before The Event

Hand out *Mean Girls* to your students at least two weeks before the event. Tell them that you will be giving them some time during the overnighter to review what they read, but encourage them to read the entire book ahead of time so you can focus on discussion at the event. Time for reviewing the book has been built into the schedule. During these times, encourage your students to be completely quiet for at least twenty minutes, giving everyone a chance to concentrate on what they're reviewing. But as time goes on, be flexible with the noise level. Allow some spontaneous discussions to develop as they read.

## Journals

You may want to provide a notebook and pen for each girl to use while they read the book, during large group sessions, and for personal reflection

during individual time. Encourage them to jot down notes and questions about what they read. You may want to begin each large group session by asking students to share their own questions first. Then use the additional questions in this event guide as time allows.

### Take-Away Item

To help your girls remember the *Mean Girl* concepts you study during this event, provide some sort of tangible item that they can take home with them, perhaps a bracelet or necklace that can be given out during your signing of the Girl Grown Up Contract (see p. 13). Try to find jewelry with ten different colored beads to represent the ten different Girl Grown Up conditions. To save money, you can make the items yourself. And if you're not skilled at beading, recruit a few of your girls to help you with this special project.

### Follow-Up

If your group has a positive experience with this Mean Girls event, offer your students the opportunity to do a more in-depth Bible study of these concepts with my follow-up book: *Mean Girls Gone: A Spiritual Guide to Getting Rid of Mean*. The book is available wherever Christian books are sold. (Note: many retailers offer discounts for multiple copy purchases). This and other youth resources are also available from Revell at [www.revellbooks.com](http://www.revellbooks.com). And don't forget to check out my websites: [www.hungryplanet.net](http://www.hungryplanet.net) and [www.meangirls.net](http://www.meangirls.net).

### Group Rules

Remind your girls that this study group is a place where people are to be valued and respected. We suggest that you share these simple group rules with everyone before you start:

- » **Practice confidentiality.** What's said in the group stays in the group.
- » **Respect other people's views,** even when they are different than your own.
- » **Listen. Listen. Listen.** Don't be the one who does all the talking. Let others have a chance to share their views as well.
- » **Don't interrupt.** Wait your turn to talk.

## Tips for Leading a Discussion:

Here are a few ideas to help you keep your discussions rolling in a meaningful way:

- » **Prepare.** Make sure you've read through the book chapters for each session. As you prepare for the sessions, consider one or two personal anecdotes you may be able to share during the group's discussion.
- » **Be yourself.** Thank students for sharing their thoughts and opinions, but don't feel that you need to agree with every one. Be honest with your students about the lessons you've learned in your own experiences—even if they may not be what your students want to hear!
- » **Encourage students to go deeper.** When someone gives a simple response, ask them follow-up questions such as "Why do you feel that way?" "What do you mean by that?" "Tell us more."
- » **Allow for silence.** Remember your students haven't read the questions ahead of time and they may need some time to process a response. Allow for about seven to ten seconds of silence before saying anything further, even when it makes you feel uncomfortable. If necessary, you can reword the question or move on to another topic.
- » **Include everyone in the discussion.** If it seems like the same two or three students are responding to all of your questions, look for ways to bring others into the conversation. Some students may need a little encouragement to share their thoughts and opinions. Invite them to talk by saying something like "Lisa, I'm curious what you think about this too," or "Sara, I'd love to hear what you have to say about that." Be sensitive to their feelings, though. If the student has nothing to say or looks extremely uncomfortable, give them an out by moving on to someone else.
- » **Be a good listener.** The goal is to have a true discussion, not just a "talk" by the group leader. Avoid putting words in the students' mouths or overreacting to comments that you may not agree with. Try asking "mirror" questions that challenge students to clarify or affirm what you've heard. For example, say "What I hear you saying is this. Is that what you mean?" or "So what you seem to be saying is this. Would you agree?"
- » **Bring God into it.** Pray for the students before and after each session. Ask God to direct your discussion and be open to the Spirit's leading: It may be that He takes you in an unexpected direction, so don't get too hung up on "the plan." If students are genuinely interested and engaged in a healthy side topic, let the conversation go, saying a silent prayer for God's to be working on their hearts as you go.

# Day One / Evening

## Introduction Activity: Mean Girl Stories

**Supplies Needed:** pens, paper

Before the session, cut out small slips of paper so there is one for each girl in your group. (Don't forget to count yourself and any other adult leaders who will be there.) Write "True" on half of the slips, and "False" on the other half. Fold the papers and place them in a basket or hat.

To start the activity, pass out a pen and sheet of paper to each girl in the group. Tell them that they need to write about a Mean Girl experience—in which they were either the Mean Girl or the Mean Girl's victim. Before they begin, ask each girl to pull a slip of paper from the basket. Those who grab "True" slips need to write about a real-life experience that actually happened to them. Those who grab "False" slips need to make up a Mean Girl experience that sounds believable, but never actually happened to them.

Give everyone about two to three minutes to think about their story. Then take turns having the girls share their stories. For each story, ask the rest of the girls to vote on whether they think the story is true or false before the storyteller reveals which one it was.

## Follow-Up Questions:

- » What stories do you think were worse—the real ones or the made up ones?
- » For those who wrote true stories, did you find it easy or difficult to come up with a Mean Girl memory? Why?
- » In general, do you think it's easier to remember incidents where you were the Mean Girl or where you were the mean girl's victim?

## Dinner

Whether you order pizza, hit the drive-through, or brave the kitchen together, dinner is a great time for the girls to get to know each other. It's also a great time for you to observe how they relate to each other. Keep your eyes and ears open to note how they act, what they say, and what they

do around each other. You may be able to reference this time during later discussions. But be careful not to preach or judge. Keep the time light and fun so the girls have the energy and focus they need to dig into the really meaty Mean Girl issues ahead.

## Large Group Session #1: The Mean Girl

### Opening Activity: Defining Mean

Supplies needed: pens, paper, poster board or a whiteboard with markers

Split the girls into pairs for this activity and give each pair a pen and piece of paper. Ask each pair to write a definition of “Mean Girl” on their paper. Tell them to include a list of the top three ways that girls are mean to each other.

Encourage your girls to refer to the book for ideas  
but also brainstorm some of their own.

Give the pairs about five minutes to create their definitions and then regroup with all the girls. Have each pair take turns sharing their definition and their top three list. As the groups share, create a master Mean List on your poster board or whiteboard, keeping track of all the different mean activities that the pairs mention.

### Follow-Up Questions:

- » What do you think makes Mean Girls decide to be mean? What motivates all this mean behavior?
- » How often do you see this type of behavior happening at your school?
- » Do you ever see this type of behavior happening in our own youth group?

### Student Feedback

Before moving into further discussion, ask students to share any questions or comments they had as they read pages 7–77.

## Discussion Questions for “The Mean Girl”:

1. On page 8, Hayley asks, “Why is it that girls think that boys are more important than their friends?” How do you think our interest in guys ends up playing into the Mean Girl problem?
  - » Discuss this quote: “Let’s face it, we need each other. Guys are great, sure, but they are different, and you can’t really connect with a guy the same way you can connect with a girl.” (p. 9)
  - » How much do you think guys notice the Mean Girl cycle going on among girls? How do you think it impacts their views of women?
2. Discuss this quote: “Warning: You might find some tips and tricks in here that make perfect sense, and you might try them and find that life gets a little bit better—but without faith in a God who can change lives and change hearts, any change will only be temporary.” (p. 13)
  - » Why would it be impossible to solve Mean Girl problems without God in the picture?
3. Why is it so easy for girls to gossip? What makes it feel so good?
  - » Do you think there’s such a thing as harmless gossip? Why or why not?
  - » How can you encourage your girlfriends not to gossip without coming across as “holier-than-thou”?
4. Do you find it easy or difficult to ignore girls who are being mean to you? Why?
  - » Can you think of any techniques that would help you stay calm and keep your anger or sadness hidden until you get home?
  - » How could you help your friends get through a Mean Girl situation?
5. Hayley says “. . . you know that revenge doesn’t end well; it always keeps the anger flowing between you and the enemy. In fact, it gets between you and God as well.” (p. 20) How does revenge get between you and God?
  - » When someone is mean to you, are they sinning against you or God?
  - » How does a desire for revenge show a lack of trust in God?
  - » In what ways could dealing with Mean Girl experiences help you grow closer to God and more confident in yourself?
  - » Consider this quote: “Remember, no matter what people call you, they can’t change who you are. Only you and Christ can do that.” (p. 26) If someone really believed this, how would that change their view of the Mean Girl problems in their life?
6. Why do you think girls tend to respond to compliments by saying something negative about themselves? Is this a healthy thing?

- » If you had to create some “Compliment Dos and Don’ts,” what guidelines would you list?

### Closing Prayer:

Praying for someone is a wonderful way to prevent and/or break the Mean Girl cycles that so often destroy girls’ relationships with each other. So start a tradition of praying for each other at the end of each *Mean Girls* study session.

If the girls aren't yet comfortable sharing prayer requests out loud, invite them to write down their requests anonymously. Then shuffle the papers and hand one to each girl, asking her to say a silent prayer for the girl who wrote those requests.

End tonight’s prayer time by saying a prayer of thanks for the girls in your group. Mention each one by name and pray for God to be at work in your hearts during the rest of this event.

### Free Time

Depending on how your discussion goes, you may have some free time to watch movies, play games, give makeovers, manicures, or pedicures, or just hang out. Remember: this event is designed to help your girls grow in their relationships with each other. So don’t forget to have fun! Keep in mind, though, that day two’s schedule is more intense, so you will want to encourage your girls to get some sleep tonight.

## Day Two / Morning

### Breakfast

After a full night's sleep, your students will be ready to dig into more Mean Girls topics. While you munch on some cinnamon rolls and orange juice, get the girls talking. If you had free time last night, ask them what they did. If you watched a movie together, ask them how they liked it and what their favorite part was. Keep it fun and entertaining!

### Reading Time

Before you begin your small group activity, ask the girls if they need or want more time to review the next section of the book. If they have not been able to read through the entire book before the event, you may want to start a little earlier this morning and work in some reading time before you continue with the schedule.

### Small Group Activity: Overcoming the Slam

**Supplies Needed:** copies of the “Overcoming the Slam” handout

Have the girls divide into small groups of three to four girls each for this time. Pass out copies of the “Overcoming the Slam” handout found at the back of this event guide. Tell the groups to follow the instructions on their sheet. When the groups are finished, gather back together for the follow-up questions provided on the handout.



### Large Group Session #2: You and Your Mean Girl

**Opening Activity:** With Compliments

**Supplies Needed:** pens, paper

Remind girls about your discussion of compliments last night and tell them you're going to begin this session by practicing your complimenting skills.

Depending on the size of your group, you may want to break into smaller groups of about five to six girls for this activity.

Hand each girl a pen and a slip of paper. Tell them to write down the names of each girl in their group. Now they should write down one or two compliments they would like to offer to each of those girls. Encourage them to phrase their compliments in a healthy way and to be sincere about the things they admire in each other.

For the rest of the activity time, the girls should take turns sharing their compliments with each other. As girls receive compliments, challenge them to say a simple “thank you” or to offer another compliment in return. They should resist the urge to put themselves down in response. Throughout the activity, all the girls should be “compliment police.” If they hear anyone putting themselves or someone else down, they should point it out immediately and force her to adjust her compliment or response!

### Follow-Up Questions:

- » Was it easy or difficult to accept compliments? Why?
- » If girls really gave and received compliments like this all the time, how do you think it would change the way we feel about ourselves? How would it change the way we feel about others?

### Student Feedback

Before moving into further discussion, ask students to share any questions or comments they had as they read pages 78–131.

### Discussion Questions for “You and Your Mean Girl”:

1. Check out Hayley’s description of the Mean Cycle on p. 86–87. Have you ever been pulled into a Mean Cycle or know someone who has?
  - » Why does it feel so good to get even? Are these feelings godly or sinful?
  - » Is it ever possible to get even with someone without being mean? Why or why not?
  - » How is getting even with someone like playing God?
2. Discuss this quote: “. . . I’ve learned that the best thing to do is to deny the good feeling of being mean and instead to soak up the awful feeling of being broken. Brokenness is that feeling you get when you tell your pride to shut up and trust

- God.” (p. 91) How could it be better to embrace brokenness instead of trying to make yourself feel better by getting even?
- » How does “getting even” keep you from growing stronger as a person?
  - » If getting even is no longer an option, what should your attitude be toward a Mean Girl in your life?
3. How important is reputation to a girl? Why does it hurt so much when someone says something mean or untrue about us?
- » What does it mean to trust God with your reputation?
  - » How does the way you handle Mean Girls affect *God’s* reputation?
4. Check out this quote: “Changing her isn’t your job, but loving your enemies and forgiving people is.” (p. 93) Why is it important to keep your focus on loving the Mean Girl instead of trying to change her?
- » God is ultimately the only one who can change a Mean Girl. But how might he be able to use you to do that?
5. How does dealing with Mean Girls affect your relationship with God?
- » How might a Mean Girl situation cause someone to grow away from God?
  - » How might a Mean Girl situation be used to grow closer to God?
6. Read through the colored lines about “dying to self” on p. 101. Does “dying to self” make a girl a stronger or weaker person? Why?
- » Will “dying to self” make a girl *appear* stronger or weaker to other people? Why or why not?
  - » What are some practical ways you could practice “dying to yourself” in everyday life?
  - » How does “dying to self” affect the Mean Cycle?
7. What does the way you handle a Mean Girl say about your character and faith?



## Day Two / Afternoon

### Lunch

How's the weather outside? If it's nice, why not have a picnic? Recruit your girls to help make sandwiches, pack juice boxes, or wrap brownies. They can split up the responsibilities or work on them together. Teamwork is great! When you're ready, ask each girl to help carry some of the food to a nice picnic area outside. If the sun is out, take advantage of the weather and go for a walk with each other. A little adventure can be fun!

### Individual Time

After lunch, hand each girl a copy of the "Just for You" handout found at the back of this event guide. Encourage the girls to find a quiet area and to use this handout as a guide for some quiet reflection on their own Mean Girl situations.

### Large Group Session #3: Choosing Beauty over the Beast

#### Opening Activity: Interior Decorators

**Supplies Needed:** several magazines and catalogs, poster board, markers, scissors, glue

Before this session, gather together about ten to fifteen magazines and catalogs. (You may need more if your group is quite large). Include some old, out-of-date catalogs/magazines if you can find them.

When the girls arrive, divide them into two teams. Give each team a piece of poster board, as well as some scissors, markers, and glue. Tell them that they are interior decorators and they must use their supplies to create a presentation of the items they would use to decorate a house. Suggest that they create a poster for each of the following categories:

- » Kitchen
- » Bedroom

- » Living Room
- » Bathroom

Before the teams get to work, tell them there's one last detail they need to think about: their client. Team A is working for a young, successful and upbeat single girl: They should look for the cutest, trendiest items they can find for her house. Team B, on the other hand, is working for Oscar the Grouch: they should decorate his house with the ugliest, trashiest items they can find. Tell them to be creative and do the best job they can at meeting their client's expectations.

Give the teams about ten to twenty minutes to create their presentations and then have them take turns presenting their decorating plans to each other.

Note: If your group is quite large, you may want to use four teams instead of two. Give two of the teams the young woman assignment and two of the teams the Oscar the Grouch assignment.

### Follow-Up Questions:

- » How would you feel if you got to live in the young woman's cute, trendy house? How about if you had to live in Oscar the Grouch's house?
- » If a girl always focuses on ugly, negative things in life, how would that affect her character and her actions? What kind of impact will she make on her friends and her school?
- » What about a girl who focuses more on the positive, good things? What kind of actions and impact will she make?

### Student Feedback

Before moving into further discussion, ask students to share any questions or comments they had as they read pages 133–185.

### Discussion Questions for “Choosing Beauty over the Beast”:

1. How would you describe the Girl Grown Up?
  - » Look through the list of GGU traits on p. 135 & 136: Which of these traits do you think is the toughest to live up to? Why?
  - » What could you and your girlfriends do to help each other live up to the GGU standards?

2. On p. 147, the book quotes James Allen, who says “Good thoughts and actions can never produce bad results; bad thoughts and actions can never produce good results.” Do you think this is true in every situation?
  - » Do you think most girls tend to think positive thoughts or negative thoughts? Why do you think this is?
  - » How can friends help each other focus on positive thoughts?
3. What sort of advice would you give to a girl who realizes that some of her friends are Mean Girls?
  - » Is it ever ok to continue hanging out with someone, even though they may be a Mean Girl?
  - » How do you know when it’s time to call it quits with a friendship? How should you handle this kind of situation?
4. Do you think it’s easier to be friends with guys or with girls? Why?
  - » Why is it important to have girlfriends in your life?
  - » How can you build strong girl relationships?
5. On p. 174, Hayley says, “You aren’t fighting the [mean] girl; you are fighting the enemy.” How does this perspective change the way you think about Mean Girls at your school?
6. What are some concrete ways you can stop the enemy’s Mean Girl Strategy at your school?

### Free Time

If you and your students have been staying away from home during this event, take some time to pack up your things before this afternoon’s closing activity. Ask the girls to work together to help each other clean up, wash dishes if necessary, and get organized. If there still extra time, encourage the girls to look through the last part of the book before your final discussion.



## Day Two / Late Afternoon

### Closing Activity: The GGU Contract

Supplies Needed: copies of the Girl Grown Up Contract for each girl, a piece of poster board or whiteboard, markers, and a special signing pen

After the girls have had a little free time to pack up their belongings, have them gather for a final closing time. Hand each girl a copy of the Girl Grown Up Contract from p. 189 of the book. Set up a small table or podium in the middle of the room with a special signing pen.



Handout

Duh! Girls are attracted to what's fun and flashy. Decorate the table or find a fun pen that will draw their attention.

Read through the ten GGU conditions together, pausing after each one to briefly discuss this question: what are some concrete ways to put this idea into action? Write down the girls' suggestions on your poster board or whiteboard as you go.

Now read the final paragraph on p. 136–137 of *Mean Girls* (beginning with “If you agree. . .”) Tell the girls that you will be giving them an opportunity to commit to this contract. But before they do, ask them to think about at least one thing they will need to do differently to live up to this contract. This should be a specific action or attitude adjustment that they are willing to be held accountable for.

Now have the girls take turns sharing the change(s) they want to make in their lives. After each girl shares, enter into a brief time of prayer for her. (You can either say these prayers yourself, or invite the girls to pray for each other.) When she's been prayed for, she should ceremoniously walk to the table and sign her contract with the special pen while everyone cheers her on. Don't forget to take your own turn at signing the contract!

Note: If you have take-aways for the girls, like a necklace or bracelet, now is a great time to hand them out! Make this ceremony more special by presenting the first girl up to the podium with her necklace or bracelet after she signs her contract. Then

she will be the one to give the second girl her takeaway, the second girl will give the takeaway to the third girl, and so on.

After all the girls have signed their contract, tell them that you are proud of the commitments they've made and that you'll be praying for them in the weeks to come. (You might also want to plan a follow-up session where you can all touch base and see how you're doing on keeping the GGU Contract.) Encourage them to place their contract in a place where they will see it every day and be reminded of their promises.

# Handouts

## Overcoming the Slam

It happens to all of us: Some girl slams you with an insult or rude behavior. Or maybe you're just the witness and you're standing by when another girl gets slammed by a mean girl. So what can you do to take away the power of her slam? Throughout the "Mean Girl" section of the book, Hayley offers lots of ideas for dealing with the Mean Girl in your life. Here are a few examples:

- » "It's an ancient truth: Ignore it and you help it go away." (p. 22)
- » "Don't let the label you get ruin who you are. If it's true, live it up. Change it into something positive. And if it's not true, start the anti-label campaign. Prove them wrong by being who you *really* are, not who they are trying to make you." (p. 26)
- » "Remember, if you make fun of yourself, you take away the power of the slam from the other person." (p. 34)
- » "If you fight back or act snotty in return, you lose. . . . She gets a point by making you mad." (p. 40)

Here's a chance for you to practice overcoming the slam. Read through each situation, and then brainstorm ways that you could overcome the slam as the victim, the victim's friend, or the friend of the Mean Girl.

### Situation #1:

Julie was walking to class when she tripped over an empty pop can and landed right on her back. Mean Girl Monica happened to be walking by and she couldn't resist the chance to snidely comment: "Wow Julie! I can't imagine why you got cut from the soccer team when you have moves like that! You really could've been the one to lead our team to defeat in every game."

- » What can Julie do?
- » What can Julie's friend do?
- » What can Monica's friend do?

Situation #2:

Jessica's boyfriend, Ben, recently dumped her and started dating Claire a few weeks later. Now Jessica is trashing Claire every chance she gets. She's been telling people that Claire stole her boyfriend, even though Claire never made a move on Ben until after he'd broken up with Jessica. At the last football game, Jessica sat down behind Claire and her friends. She "accidentally" bumped into Claire's arm, making Claire's pop spill all over her lap. Jessica quickly quipped, "Oh I'm sorry, Claire. I guess you'll need to get another pop. But maybe you can just steal one, since you seem to be good at stealing things that belong to other people."

- » What can Claire do?
- » What can Claire's friend do?
- » What can Jessica's friend do?

After you've completed your responses to the situations above, take a few minutes to discuss the following questions with your small group:

1. What's a more difficult situation to be in: the victim, the friend of the victim, or the friend of the mean girl?
2. In general, do you tend to stand up for others when you see them getting slammed? Why or why not?
3. What were some of the practical ways you came up with for taking the power out of the Mean Girl's slam?

# Just for You

This quiet time is just for you. What you think about and what you write is up to you—and you won't be asked to share it with anyone else. Use these questions as a guide to your thinking, but remember that they aren't an "assignment" you have to get through. If you take all your time on just one or two questions, that's fine. And if you feel God speaking to you about something different than the topics below, you can ignore this sheet altogether. Whatever you do, take advantage of this special time. Sit back. Reflect. Talk to God about the Mean Girls in your life.

## Mean Girls around Me

Where are the Mean Girls in your life? Are there girls who pick on you? Do they pick on your friends? Or maybe the Mean Girls *are* your friends. Take a few minutes to write about the Mean Girls you encounter most often and the things they do that are so mean:

## My Reaction

How do you usually respond to the Mean Girls in your life? Do you try to get them back? Do you let them see how much they frustrate you? Take an honest look at your behavior: Is there anything you might be doing—intentionally or unintentionally—that might lead them to pick on you?

## Growing through the Mean

Now that you've identified the Mean Girls in your life, take some time to reflect on what God might be trying to teach you in these situations. How can this situation help you become a better person? How can you use the problem to grow closer to God?

## Loving the Mean Girl

One way you can grow through mean girl experiences is by loving those girls—even when you don't feel like it. Take a minute to think of some ways you could show love to the Mean Girls in your life. Say a sincere prayer for them.

## The Mean in Me

If you're completely honest with yourself, you'll probably see that there are times when *you* act like a Mean Girl. After all, none of us are perfect. Do you ever gossip, seek revenge, or do anything else that contributes to the Mean Girl cycle? What are your weak points where you could improve on being more loving to others?

## Action-Oriented

When it comes to Mean Girls in your life, do you see any areas where you need to take action? For example, is God challenging you to stand up for a friend who's being picked on? Do you need to spend more time praying for a Mean Girl instead of talking about her? Maybe you need to stop *being* the Mean Girl and ask for someone's forgiveness? Ask God to show you at least one specific action you can take *this week* to help you deal with the Mean Girls in your life.



### About Hayley

Hayley DiMarco writes cutting-edge and best-selling books for teens including *Mean Girls*, *Mean Girls Gone*, *Sexy Girls*, *Technical Virgin*, *Dateable*, *The Dateable Rules*, *The Dirt on Dating* and *The Dirt on Breaking Up*. Hayley also writes books for former teens including *Marriable* and *Mean Girls All Grown Up*. Her goal is to give practical answers for life's problems and encourage readers to form stronger spiritual lives. Hayley is Chief Creative Officer and founder of Hungry Planet, an independent publishing imprint and communications company that feeds the world's appetite for truth. Hungry Planet helps organizations understand and reach the multi-tasking mindset, while Hungry Planet books tackle life's everyday issues with a distinctly modern spiritual voice. For more information on Hungry Planet including leader resources and online communities that revolve around the books, visit [www.hungryplanet.net](http://www.hungryplanet.net).