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University of the Witwatersrand

School of Human and Community Development

An attributional style intervention programme for adolescents

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A research report submitted to the Faculty of Humanities, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Education (Educational Psychology). November, 2010.

Declaration

I hereby declare that this thesis is my own unaided work. It is being submitted for the degree of Master of Education (in the field of Psychology) at the University of the Witwatersrand, Johannesburg. It has not been submitted for any degree or examination at any other university.

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Abstract

Attributional style indicates the way the adolescent explains good and bad events in his/her life and determines how the adolescent feels and behaves in response to those events. When adolescents experience uncontrollable events and when that experience leads to an expectation that future events will also be uncontrollable, potentially profound disruptions occur in motivation, emotion and learning. According to Martin Seligman, depressive symptoms result from a maladaptive attributional style. Consequently, it is believed that the uncontrollable experience leaves the adolescent with a reduced capacity to learn new behaviours in which control is possible. This is known as learned helplessness. Therefore, it is essential to investigate adolescent attributions and to formulate possible interventions aimed at reducing learned helplessness. This study is exploratory in nature and aims to investigate the effectiveness of a cognitive intervention programme designed to modify attributional style and the level of depressive symptoms in adolescents.

The study took place at an English medium high school in the south of Johannesburg in 2008. The sample consisted of 62 participants in Grade 10. It comprised of a pre- and post-evaluation of a 12 week cognitive intervention programme. The standardised Stanford Diagnostic (SDRT) – Blue level was administered to examine language proficiency of the sample group informally, prior to enrolment into the programme. The Children's Attributional Style Questionnaire (CASQ) and the Centre for Epidemiological Studies – Depression Child Test (CES-DC) were administered pre-and post-intervention to establish if there had been a change in the adolescents' attributional style.

Generally, the results of the study suggested there was no statistically significant difference observed for attributional style. However, significant difference was found for depressive symptoms post-intervention whereby female participants were displayed increased depressive symptoms.

In conclusion, the results of this study pointed to further areas that need to be explored. It was difficult to determine the extent to which difficulties with confounding variables influenced the results in this study.

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Chapter One
Background to study

1.1. Introduction

This study was conceptualised after the introduction to the research conducted by Seligman (1995) in a study carried out by Thompson (2002). Thompson's pilot study investigated the effectiveness of Seligman's attributional style training programme with pre-adolescents, with modifications made in terms of vocabulary and content to address the cross-cultural and multicultural characteristics of South African society. The programme was shown not to affect attributional style or depressive symptoms of pre-adolescents significantly (Thompson, 2002). The current study attempted to test the effectiveness of the cognitive intervention programme designed to modify attributional style and the level of depressive symptoms in adolescents as an alternative sample group. It also attempted to test the cross-cultural transferability of Seligman's (1995) findings and cognitive intervention in a multicultural South African context.

Seligman's study followed four hundred children and their parents for five years. It found that more than a quarter of the children analysed were markedly depressed and almost as many experienced a severe depressive episode at least once during the five years. Pessimistic children performed worse than optimistic children after Seligman's (1995) cognitive intervention. Also, while depression went away gradually over time, pessimism did not and these children were more prone to depression. Therefore Seligman (1995) developed a cognitive programme with a social component.

A review of the literature of learned helplessness from early beginnings (in animal research) to present day applications of the theory (diathesis stress model of depression) was conducted. The impact of causal attributions and attributional style indicates that the way the adolescent explains good and bad events in his/her life greatly determines how the adolescent feels and behaves in response to those events. When adolescents experience uncontrollable events and when those experiences lead to an expectation that future events will also be uncontrollable, potentially profound disruptions occur in motivation, emotion and learning (Seligman, 1995). The

adolescent learns through interacting with his or her environment that he/she is helpless to influence it. Consequently, the notion is instilled that the uncontrollable experience leaves the adolescent with a reduced capacity to learn new behaviours to situations in which control is possible. Therefore, it was necessary to investigate adolescent attributions and possible interventions aimed at reducing learned helplessness.

A pre- and post-study design to measure the effectiveness of the 12 week cognitive intervention programme on attributional style was conducted. The standardised Stanford Diagnostic Reading Test – 3rd Edition – Blue level (SDRT) to examine language proficiency was administered to all participants as an informal measure of language proficiency (Spreen & Strauss, 1998). This was to aid the researcher to pitch the sessions at the level of the participants.

The Children's Attributional Style Questionnaire (CASQ) also known as the KASTAN-CASQ and the Centre for Epidemiological Studies – Depression Child Test (CES-DC) (Seligman, 1995) were used to measure the difference in participants before and after the study. Due to the availability of the CASQ and because of the participants' reduced language proficiency, the CASQ was utilised. Studies using the CASQ in South Africa are limited; however, a study by Mayer (1999) articulated concern about how applicable some of the scenarios in the CASQ were to Black South African population groups. Also, it was supposed that level of literacy and vocabulary would impact upon the effectiveness of the intervention (Thompson, 2002).

The results presented suggested there was no statistically significant difference between attributional style and depressive symptoms pre- and post-intervention and that the Null Hypotheses were retained. However, the results showed that the female participants' depressive symptoms increased considerably post-intervention.

In conclusion, the study was unable to corroborate the previous study by Seligman (1995) which noted significant changes in attributional style after the cognitive intervention programme in term of altering and improving attributional style and the level of depressive symptoms.

1.2. Aims

1. To assess the effectiveness of an attributional style intervention programme on the attributional styles of the adolescents in this sample.
2. To assess the effectiveness of this programme on the levels of depression of the adolescents in this sample.

1.3. Research questions

In order to answer the first and second hypotheses the following needs to be considered:

1. Will the intervention programme significantly shift adolescents' negative attributional style to positive attributional style?
2. Will the intervention programme significantly reduce the levels of depression among adolescents?

1.4. Research hypotheses

1. Ho It is anticipated that the intervention programme will not significantly shift adolescents' negative attributional style to positive attributional style.

   H_1 The intervention programme will significantly shift negative attributional styles to positive.

2. Ho It is anticipated that the intervention programme will not significantly reduce the levels of depression among adolescents.

   H_1 The intervention programme will significantly reduce the levels of depression among adolescents.

1.5. Design notation

Pre-experimental pre and post test study (two groups).

O X O

The independent variables (IV) comprised of attributional style and learned helplessness while the dependent variable (DV) related to depressive changes.

Chapter Two
Literature review

2.1. Learned helplessness

The theory of learned helplessness began with researchers trying to explain helpless behaviour in dogs exposed to uncontrollable events. After definitive studies in animal research (Seligman and Maier, 1967; Overmier & Seligman, 1967; Overmier, 2002) there was a proliferation of research into learned helpless in humans, which evolved into a theory which provided researchers with an understanding of the effects in individuals. It further evolved into a diathesis-stress model for depression, which provided an understanding of the factors that predispose individuals to depression when faced with negative life situations. As research on stress, stressful life events and depression was conducted, learned helplessness began to emerge as a possible explanation for behavioural, cognitive and emotional deficits (Depue & Monroe, 1978). Learned helplessness began to be viewed as a model in which depression was believed to occur organically in individuals. Similarities between the symptoms of learned helplessness and depression were found.

The reformulated model of learned helplessness (Abramson, Seligman, Teasdale, 1978) extended on the attribution theory. The attribution theory refers to a psychological perspective originally proposed by Heider (1958), and further developed by Jones and Davis (1965) and Kelley (1967) which proposed understanding human behaviour by looking at 'causal beliefs' or the reasons which individuals attribute to their behaviour (Seligman, 1995). Traditionally the attribution theory focused on internal or external causes of attributions, which refer to factors within the person or the environment (Heider, 1958). There has been a theoretical shift away from perceiving individuals as reactive beings toward the view of individuals as 'cognitive processors actively engaging with their world' (Thompson, 2002).

Attribution theory was significant in the reformulation of the learned helplessness model, since "when a person finds that he is helpless, he asks why he is helpless; the causal attribution he makes then determines the generality and chronicity of his helplessness deficits as well as his later self-esteem" (Abramson, Seligman & Teasdale, 1978). This study proposed three

dimensions of attributions, namely: *internal-external; stable-unstable and global-specific* dimensions. Internal attribution is associated with personal helplessness and refers to uncontrollability experienced due to factors within the individual. The external dimension is associated with universal helplessness, where uncontrollability is attributed to factors within the situation which would affect anyone in that particular situation. Failure in these internal attributions often results in affected self-esteem. In the stable-unstable dimension, *stable* refers to factors that are recurrent or pervasive (i.e. I am stupid and silly or I can't do anything right), while *unstable* factors are those which are temporary. *Global* refers to those attributions which are generalised across a variety of situations (i.e. I always fail my exams), while *specific* attributions refer to those affecting few situations (i.e. I always fail my Maths exams) (Thompson, 2002).

Abramson, et al. (1978) argued that the original model of learned helplessness did not explain why the expectation that events (good or bad) which are uncontrollable lead to depressed affect, why lowered self-esteem was a symptom of depression, why depressed individuals tended to make internal attributions for failure or why generality, chronicity and intensity of depression varied among individuals.

The reformulation of the learned helplessness model and its attributional focus addressed all these questions, except the first one. This may have been due to the fact that not all individuals displayed depressed affect when the anticipation of good events was seen as being out of their control. It was noted by Abramson (1978), however, that human beings appear to have a fairly stable attributional style and that individuals at risk of depression are those who make stable, global and internal attributions for failure. It was proposed that therapeutic and preventative strategies aimed at changing an individual's attributional style, could dramatically reduce the risk of depression.

In a study by Perry, Daniels & Haynes (2008), the authors examined complex attributional thinking in the transition from high school to university environments (familiar to unfamiliar situations). A fixed order of attributions was reported as contributing to poor performance (effort, test difficulty, strategy, professor quality, ability and luck). Findings revealed that

students differed in how they combined these attributions into clusters, suggesting diminished or enhanced control over poor performance. The authors found these differences in attribution clusters were associated with cognitive and affective outcomes.

Schools are often highly stressful environments for learners, and regularly learners fail to meet educational demands (Thompson, 2002). 'Special needs' learners experience little or no control over their learning and struggle due to the lack of emotional skills or resources, which would enable the experience of mastery in their environment. The experience of feeling inadequate and lacking control needs to be viewed in terms of the psychological impact on learners. The model of 'learned helplessness' provided a guideline to facilitate the researcher's understanding of these psychological consequences. The concept of 'learned helplessness' is considered to be the outcome of the experience and the belief of a lack of connection between effort and outcome (Thompson, 2002).

2.2. Correlation between learned helplessness and depression

Learned helplessness has often been linked to depressive symptoms and children who enter adolescence with an existing predisposition to depression are more likely to encounter difficulties in adulthood (Kaslow et al., 1991; Nolen-Hoeksemsa et al., 1991). Therefore, an intervention aimed at reducing learned helplessness was considered to be beneficial for children both short- and long-term.

The study by Tracy, Gladstone & Kaslow (1995) examined the association between attributions and depression. Their results supported the association between attributions and depression hypothesising the attributional reformulation of the learned helplessness model of depression (Abramson et al., 1978). Higher levels of depressive symptoms were associated with internal-stable-global attributions for negative outcomes and external–unstable-specific attributions for positive outcomes. The overall composite attributional styles were associated negatively with depressive symptoms.

Kwon & Lemon (2000) tested the hypothesis that attributional style and coping style would have interactive effects on depressive symptoms. Both negative attributional style and low defence

maturity were found to be associated with depressive symptoms. Negative attributional style was associated with depressive symptoms primarily when accompanied by low defence maturity. The presence of a positive attributional style reduced the relationship between low defence maturity and depressive symptoms and the presence of high defence maturity reduced the link between a negative attributional style and depressive symptoms. In addition, high defence maturity was found to be a possible mediator of the relationship between negative attributional style and depressive symptoms.

Schwartz, Kaslow, Seeley & Lewinsohn (2000) examined the role of attributional style in adolescents' psychological functioning. Results indicated that attributional styles were interlocked with an assortment of cognitive and interpersonal variables associated with depression. In addition, adolescents experienced significant changes in their attributional styles over time (from adaptive to maladaptive and vice versa). Lastly, changes in attributional style were associated with changes in psychological symptoms and other psychosocial variables.

Southall and Roberts (2002) tested the integrated model of attributional style, self-esteem and life stress in vulnerable and depressed adolescents, while also incorporating a 14-week prospective design. This model proposed that individuals with both a negative attributional style and low self-esteem were particularly sensitive to developing depressive symptoms subsequent to life stress. The researchers concluded that this hypothesis was consistent for initially asymptomatic participants, but not for those who were already experiencing mild levels of depressed symptoms at the start of the study. More specifically, amongst asymptomatic participants, the interaction between attributional style, self-esteem and life stress predicted positive changes in depressive symptoms. Furthermore, initially asymptomatic participants who had a negative attributional style, low self-esteem and high life stress showed the greatest increase in depressive symptoms. Therefore, it was concluded that self-esteem and attributional style played a role in vulnerability to the onset of depressive symptoms, although different pathways seem to be involved in determining the course of already existing symptoms.

Abela & Brozina (2004) found that both the negative outcome and attributional style, but not their interaction, were significant predictors of the change in depressed mood immediately

following the negative event. In another study by Lysaker, Lancaster, Nees & Davis (2004) findings indicated a tendency to see life events as the result of unstable, unpredictable causes as associated with social dysfunction independent of the symptom level.

A study conducted in Pakistan by Khan, Asad, Mahmud & Rozi (2005) explored the dynamic relationship between self-concept and causal attributions as central to various psychological disorders, including depression. The hypothesis proposed that an optimistic attributional style and self-concept would moderate children's scores on depression. However, the results did not support this hypothesis and children's scores on attributional style were found not to be related to depression. Both boys and girls tended to attribute negative events to external, stable and specific causes. In as much, these differences in the interrelationship of attributions and depression could be related to cultural orientation.

A study by Fresco, Alloy & Reilly-Harrington (2006) examined the relationship of attributional styles for negative and positive events with depression and anxiety. Findings indicted that attributional style for positive events contributed to the understanding of cognitive vulnerability to emotional disorders. The authors observed a tendency for college students to see positive events as being due to external, unstable and specific causes while linked with higher levels of depression in relation to an internal, stable and global attributional style for negative events.

2.3. Parent and child attributional styles

Studies conducted by Seligman, et al. (1984), investigated the role of parents or primary caregivers in the development of attributional style of children. The authors found correlations between the attributional style and depressive symptoms of mothers and the symptoms displayed by their children. These findings suggested that children learned attributional styles from their primary caregivers. More recent work suggests that numerous negative parenting practices may be important contributors in the emergence of depressive attributions (Alloy et al., 2001).

Haddad (2000) found that parents who supported their children's autonomy and perceived competence, provided their children with skills to fight the eroding effects of failure. Simultaneously it reduced children's feelings of learned helplessness and depression.

A study by Garber and Flynn (2001) contributed further to our understanding of the development of a depressive cognitive style. A small but significant link was found between maternal history of depression and children's self-worth, attributional style and hopelessness. In addition, the controlling for prior hopelessness, maternal depression history and negative life events, significantly predicted children's subsequent hopelessness, especially for children with low self-worth or depressive attributions.

Ivanova and Israel (2005) conducted a study on family stability as a protective factor against the influences of pessimistic attributional style on depression. Family stability appeared to predict current depressive symptoms. Family stability also moderated the influence of a pessimistic attributional style on depressive symptoms in the pattern of a classic protective factor. Furthermore, family stability served as a protective factor against depression by fostering a sense of predictability and controllability in their offspring. Overall, it appears that an accessible and modifiable target for prevention of some forms of depression in late adolescence and early adulthood is possible, and that the stability of daily events and activities in the family of origin had an impact on children.

Bruce et al. (2006) examined parenting and negative life events as predictors of depression cognitions (self-perceived competence, depressive cognitive schemas and attributional style). Findings indicated that negative parenting and negative life events were linked with higher levels of depression cognitions. In contrast positive parenting was linked to lower levels of depressive cognitions. Furthermore, relations between negative parenting and negative automatic thoughts were greater for older children.

Another study on parent-child interaction looked at the mother's engagement with her child at a mental level and her ability to predict her children's attributional response style (Sharp, Fonagy & Goodyer, 2006). Maternal accuracy was found to be related to the child's psychosocial adjustment while poor maternal accuracy was associated with ineffective social-cognitive reasoning, as indexed by an unrealistic and overly positive attributional style.

More recently Khodayarifard, Brinthaupt & Anshel (2010) examined the relationships between students' academic performance and parents' attributional styles. The findings revealed that both mothers' and fathers' attributions for their own life events were related to their children's attributions for their academic performance. Students who did not perform well academically appeared to show a more negative attributional style. This pattern was stronger for boys than girls. Also, superior academic performance in children was associated with fathers having a relatively negative, pessimistic attributional style for their own outcomes. In contrast, mothers who attributed their own positive events to internal factors were more likely to have children with strong academic performances.

2.4. Adolescents and learned helplessness

Studies of learned helplessness were firstly conducted on dogs and then on individuals: children to adults. For the purpose of this study, the sample group consists of adolescents, a somewhat neglected population group in the South African context.

Duke, Borowsky, Pettingell & McMorris (2009) evaluated the relationship between hopelessness and violence perpetration in adolescents. The findings revealed that one in four youths reported levels of hopelessness, severe enough to bother them in the previous month. Moderate-high levels of hopelessness were linked with a range of violence-related behaviour in youth sub-groups, such as delinquent behaviour, carrying weapons to school as well as self-directed violence. The authors suggested the need for future interventions designed to reduce youth violence perpetration and strategies aimed to identify and measure youth hopelessness and to "foster hope and other psychological strengths among youth" (Duke, Borowsky, Pettingell & McMorris, 2009).

2.5. Gender differences in learned helplessness and depression

Gender has also been found to affect attributional style. According to Hyde, Mezulis & Abramson (2008) gender differences in negative cognitive style are not present in childhood and emerge more prevalently in adolescence. The authors found that negative cognitive styles coupled with stressors are likely to lead to depression. Females were more likely to be exposed

to negative life events particularly in adolescence and therefore more prone to a negative cognitive style.

Galloway et al. (1995) found that academic difficulties were more prevalent in boys than girls and therefore it was presumed that boys were more likely to develop maladaptive attributional styles than girls in response to negative events such as failure.

Investigations into gender differences in depression and attributional style found that adult females were prone to depressive episodes than males (Girgus, Nolen-Hoesema & Seligman, 1991; Nolen-Hoeksema, Girgus & Seligman, 1992).

In a longitudinal study, Cole, Martin, Peeke, Seroczynski & Frier (1999) initially examined gender differences in the underestimation of academic competence, in depressive symptoms and in symptoms of anxiety. Further hypotheses the authors examined were a) whether depression and anxiety were positively or negatively related to children's tendency to underestimate their academic competence; b) whether gender differences in academic underestimation were due to gender differences in depression and anxiety or if gender differences in depression or anxiety were due to gender differences in the tendency to underestimate the children's competence; and c) whether there was a causal or predictive relationship between academic underestimation and symptoms of depression or anxiety.

It revealed gender differences in the accuracy of children's estimations of their academic competence emerged over time. Boys tended to overestimate their academic competence, while girls underestimated theirs. The authors' second finding revealed a strong negative connection between the underestimation of academic competence and self-reported symptoms of depression and anxiety. Thirdly, gender differences in over- and underestimation of academic competence were largely explained by individual differences in self-reported depression and anxiety. Lastly, it was found that feelings of depression and anxiety predicted change in academic over- and underestimation over time. However, no support was found for the tendency to over- or underestimate academic competence which predicted changes in depression or anxiety.

Hankin, Abramson & Siler (2001) found that attributional style and stress interaction predicted increases in depressive symptoms. Gender moderated this interaction where the vulnerability stress component held for boys but not for girls. The researchers concluded that the cognitive vulnerability stress aspect of the hopelessness theory could be applied to middle and late adolescence.

Valås (2001) examined the links between academic achievement, learned helplessness and psychological adjustment (self-esteem and depression), controlled for gender and age. The sample consisted of 1575 Norwegian students (aged 10-16 years). Findings showed that academic achievement was both directly and indirectly related to the pattern of attributions, expectations, helplessness and psychological adjustment. Helplessness and academic expectations were significantly related to psychological adjustment. The results also clearly demonstrated that boys showed more helpless behaviour than girls.

A study by Berg & Klinger (2009) explored how academic self-concept in individual subject areas contributed to self-reported depressed mood in 86 primary school boys and girls. Findings supported the hypothesis of a gender-stereotypical relationship between academic self-concept and depressed mood. Results also suggested the need to further examine domain-specific contexts of self-concept in relation to children's social-emotional self-perceptions.

2.6. Learned helplessness in cross cultural population groups:

In a study by Paukert, Pettit, Perez and Walker (2006), the authors examined associations between acculturative stress, attributional style, and positive and negative affect among 96 ethnic minority college students. The authors found that acculturative stress was significantly associated with negative affect and global attributions, even when controlling for other relevant predictors. Attributional style did not account for the association between negative affect and acculturative stress. Positive affect, stable and internal attributional styles were, however, not related to acculturative stress.

Camgoz, Tektas & Metin (2008) investigated the relationship between academic attributional style, self-efficacy and gender in a cross-cultural comparison between British and Turkish

university students. Results showed that gender and culture were separately significant predictors of pessimistic academic attributional style. However, self-efficacy did not add significantly to the prediction of academic attributional style. The study suggested that British students had a more pessimistic style than their Turkish counterparts, characterised by the internality dimension in explanations of negative events.

2.7. Academic attributional styles

A new educational curriculum known as Schooling 2025 will be replacing the flawed Outcomes Based Education (OBE). Numerous changes such as learners having the option of learning in their mother tongue for the first three of schooling and the reduction of the number of projects of each subject, one begins to understand the difficulties and feelings of helplessness and even depression learners face.

A study by Rapport, Denney, Chung & Hustace (2001) assessed the hypothesis that dual developmental pathways mediate the relationship between internalising behaviour problems and later scholastic achievement. Findings revealed that: a) individual differences in measured intelligence among children were associated with variations in classroom performance and cognitive functioning; b) classroom performance and cognitive functioning made contributions to prediction of later achievement over the influence of intelligence; c) anxious and depressive symptoms measured were connected but separate constructs; and d) anxiety or depression and social withdrawal contributed to the prediction of classroom performance and cognitive functioning over intelligence. Therefore, classroom performance and cognitive functioning seemed to mediate the effects of internalising behaviours and intelligence.

Research conducted by Gibb, Zhu, Alby & Abramson (2002) suggested students who tended to make internal or stable attributions for negative life events, those with low levels of academic ability, received lower grade point averages than those with high levels of academic ability.

Higgins and Hay's (2003) study examined how attributional predicted causes of negative life events such as poor academic performance style. It was found that attributional styles appear to

exist within a situational or event context rather than as cognitive habits that were independent of the types of life events with which one faced.

Ruthig, Perry, Hladkyi, Hall, Pekrun & Chipperfield (2008) investigated perceived academic control and emotions in students and determined how these jointly predicted first-year students' achievement and attrition over the academic year. It was expected that the student's emotions would moderate the effects of perceived high control of achievement (final mark) and attrition (overall course credits dropped). The authors' findings supported previous findings that perceived academic control was positively associated with first-year students' performance. Students with perceived high control of their academic development outperformed those who perceived low control. Students' emotions about their achievement were also associated with their performance. Boredom and anxiety negatively predicted students' performance. These findings suggested that to improve academic success among high-control students, anxiety about course work needs to be minimised. In contrast, low-control students needed to focus on boosting their perceptions of control.

Py & Jouffre (2009) conducted a study with pupils between the 4th and 9th grades in order to explore the constraints placed on pupils at a personal, inter-personal and institutional level and the effect of these constraints on pupils' responses to daily events. The findings revealed that more internal, unstable explanations were produced in the academic domain than the non-academic domain and that this increased with school grade. In addition, no qualitative development was observed between the explanations of academic events and non academic events for three explanation types: internal stable explanations, external stable explanations and external unstable explanations.

2.8. Intervention programmes for the prevention and treatment of learned helplessness and depression

As found in various studies, children with negative attributional styles are predisposed to develop depressive symptoms when under stress. Depressive symptoms increase dramatically from late childhood through adolescence. Programmes aimed at the prevention of depression in children

have been undertaken and recent research suggests that as many as one in five adolescents will have an episode of depression by the end of high school.

In a longitudinal study by Gillham, Reivich, Jaycox & Seligman (1995), the researchers conducted a two-year study on the effectiveness of a cognitive-based depressive symptom prevention programme on middle school children. They found the programme to be effective in reducing the symptoms of depression. Seligman (1995) detailed the intervention programme in his book The Optimistic Child, which proposed how to 'immunise' children psychologically.

Seligman suggested ways in which to change a child's negative explanatory style, by firstly teaching the child to recognise the automatic thoughts going through his or her consciousness when s/he is feeling bad. Secondly, the child must be taught to dispute these automatic thoughts by gathering evidence to the contrary. Thereafter, the child should be taught to make different explanations (called re-attributions) and to use them to dispute his/her automatic thoughts. Next, the child must be taught to distract himself/herself from the thoughts that depress him or her. Lastly, it is essential to teach the child to change unrealistic, demanding assumptions to realistic, flexible ones. In addition, Seligman (1995) incorporated the ABCDE method: A = Adversity (adversity is a negative situation and subjective); B = Beliefs (how the adversity is interpreted); C = Consequences (record how the individual felt and consequences); D = Disputation (teaching the child how to see the distortions, refute them and to argue with him/herself to change the thoughts); and E = Energy and emotion (the child changes the energy and emotion around an adverse situation).

Thompson's study (2002) aimed to investigate the effectiveness of a cognitive intervention programme developed to alter "maladaptive attributions of children and to foster a more optimistic attributional style and reduce depressive symptoms". The author wanted to develop a programme for South African children which would alter the way they explained how positive and negative events befell them, thereby promoting an adaptive attributional style and reducing the presence of depressive symptoms. The intervention content utilised by Thompson (2002) drew extensively upon the programme outlined by Seligman in The Optimistic Child (1995).

Acknowledgement is given to Thompson (2002) as the current study utilised principally the intervention programme adapted by the author. The intervention is extrapolated below.

The purpose of the current study was to examine whether an intervention programme designed to alter cognitions would be beneficial in preventing learned helplessness in adolescents. The researcher utilised the cognitive intervention slightly modified and adapted by Thompson (2002) to make it more culturally appropriate to the South African context. The content of Thompson's (2002) programme was based extensively on the programme designed and outlined by Seligman (1995). The changes made by Thompson (2002) to the Children's Attributional Style Questionnaire (CASQ) included the following:

Item 4 – "You go on vacation with a group of people and you have fun".

A. I was in a good mood.

B. The people I was with were in good moods.

Changed to:

Item 4 – *You go on holiday with a group of people and you have fun.*

A. I was in a good mood.

B. The people I was with were in good moods.

The programme comprised of two components: a cognitive and a social element. The aim of the cognitive component was to help the participants make a link between their thoughts and emotions by teaching them to be actively aware of their ever-changing thoughts and to establish which thoughts were accurate.

The social component related to how participants learned to cope with interpersonal conflicts and to resolve daily social problems. Problem solving was encouraged through role playing and comic strips while disputing negative attributions to daily events. The researcher went to great lengths to make the sessions interesting and stimulating by involving all the participants' actively in the sessions. Rules for the group, such as confidentiality and respect, were negotiated and the nature and purpose of the programme were outlined.

The twelve week intervention began with teaching the participants to be aware of their internal thoughts and thought catching, while establishing a link between thoughts and feelings. In session two the ABC model was introduced and awareness of internal thoughts was reinforced. The third session comprised of the ABC model and integrating the link between thoughts and feelings, while working through real life experiences. The fourth session consisted of teaching the concepts of optimism, pessimism, explanatory style and permanence. Session five encompassed the reinforcement of the concept of permanent thoughts and introduced the concept of personalisation. Session six integrated the concepts of permanence and personalisation. In addition, the concept of disputing thoughts was introduced (Thompson, 2002).

The seventh session was aimed at teaching the importance of disputing thoughts and the skills necessary for disputation while applying these skills to real life examples. Session eight was a continuation of teaching the skills of disputation while applying these skills to real life examples. In addition, the importance of decatastrophising and teaching skills around decatastrophising was introduced. The ninth session was a continuation of teaching skills of decatastrophising. The tenth session comprised of teaching participants the skills of rapid fire disputation and to integrate problem-solving skills. The eleventh session consisted of teaching participants assertiveness skills. Lastly, the twelfth session encompassed integrating what had been learnt in the whole programme (Thompson, 2002).

Twelve sessions, each approximately one and a half hours long, were projected with time calculated to include revision of the previous week's ideas, worksheets, role plays and group discussions at the beginning of each session. Group participation was emphasised so that the researcher could continually assess the state of mind and explanatory styles of each participant. Consequently, feedback on each session was given and any areas which were unclear to participants were re-examined. Participants were encouraged to generalise what they had learnt in the sessions and apply it to their day to day situations.

Chapter Three
Methods

This study examined whether adolescents, with negative attributional styles could be trained to alter their cognitions, with the aim of reducing their depressive symptoms.

3.1. Sample

A sample was selected from a Johannesburg government high school, where the medium of instruction is English. The initial groups to be screened consisted of learners in Grade 10. The sample comprised of two groups of 30 learners (one third male and two thirds female) who represented the entire group of learners who fulfilled the criteria for selection. In the school there were two Grade 10 classes which were our sample group. The criteria comprised of a) adolescents between the ages of 14 years 0 months and 18 years 11 months at time of pre-testing (which was reflective of this group of learners in Grade 10 in the South African context); b) CES-DC scores of 16 or more; CASQ scores below the 30th percentile (as outlined by Seligman, 1995).

3.2. Procedure

Permission to conduct the study was obtained from the high school principal. Learners were able to assent to take part in the study as well as the school acted as guardian and consented to learners participating in the intervention on the behalf of parents and caregivers.

Firstly, the Stanford Diagnostic Reading Test (SDRT) Blue level was administered to learners to evaluate their level of literacy, which facilitated the understanding of the intervention programme items.

Two questionnaires (CASQ and CES-DC Test) were administered to the two classes in Grade 10 for screening purposes. The researcher administered the questionnaires to ensure that both classes received the same input. These were then screened and a sample of adolescents was selected. All adolescents in the criteria age ranges, whose scores indicated high levels of depression and helplessness were selected.

Adolescents were divided into two groups according to their classroom grouping. This was to improve the manageability of the sample due to logistics, as well as consisting of a random mix of gender, levels of depression and helplessness. The groups received equal training in terms of time and content. The researcher conducted all the sessions in order to maintain consistency of content and process between the groups. The intervention was conducted during school time at an arranged time in consultation with the relevant class teacher. The intervention ran for twelve consecutive weeks. All measures were administered by the researcher such as the CASQ and CES-DC.

3.3. Stanford Diagnostic Reading Test (SDRT) – Blue level

The Stanford Diagnostic Reading Test's (SDRT) primary objective is to diagnose students' strengths and weaknesses in reading. It consists of seven subtests, namely: Reading Comprehension; Vocabulary; Word Parts; Phonetic Analysis; Structural Analysis; Scanning and Skimming and Fast Readings. This test can also be used to identify trends in the readings levels of learners, provide information as to the effectiveness of an implemented programme, and measures changes that have taken place over an instructional period.

The SDRT – Blue level was administered first. This was to ensure that the sample group consisted of adolescents, whom would be better able to cope with the level of English required to understand the items of the CASQ. By doing so, the researcher believed the effectiveness of the cognitive intervention was most likely to be increased. The assessment took approximately one hour to complete and was administered to the two Grade 10 classes. Those who did not meet the criteria were still part of the intervention programme.

Results of the SDRT were used to help the researcher to pitch the intervention at a specific level appropriate for all the participants of the study. This was done as not to disadvantage any participant whose home language was not English.

Although the SDRT was standardised in the United States it has been widely used in the South African context to test the reading abilities of learners. The test was designed to assess low achieving learners. The internal consistency and alternate-forms reliability were adequate and

there were significant correlations between the subtests (Spreen & Strauss, 1998). It was not needed to administer the whole test and subtests may be administered to groups of learners as conducted in this study. Each subtest had explicit standardised instructions on administration of the test. For the purpose of this study the vocabulary and comprehension subtests were utilised. Performances on the Vocabulary tests were indicative of general knowledge and ability to comprehend English proficiency. Performances on the comprehension subtests were indicative of adolescents' ability to understand, interpret and make inferences about printed text.

3.4. The Children's Attributional Style Questionnaire (CASQ)

The CASQ was developed by Seligman, Kaslow, Alloy, Peterson, Tanenbaum, and Abramson (1984) and was designed to test the reformulated theory of attributions in children. It was derived from the Adult Attributional Style Questionnaire (ASQ, 1979), which required respondents to write their causal explanations for hypothetical events, and rate them on the three dimensions. The CASQ was used to assess the explanatory style of the children and to determine their levels of learned helplessness. The CASQ was utilised as the researcher did not have access to the CASQ-R. The CASQ was developed as an instrument to measure the attributional style of participants aged 10 to 14 years of age for two years (Seligman, 1995).

The CASQ was a 48-item forced-choice measure of attributional style. For each item a hypothetical situation was presented and the respondents must make a choice between the two statements in relation to possible causes for the situation. The respondent was asked to choose the response, which better explained why the situation occurred. The two explanations provided held constant two of the attributional dimensions while varying the third. The questionnaire took approximately an hour to complete.

The CASQ was scored by assigning a 1 to each internal, stable and global explanation chosen, and 0 to each external, unstable and specific explanation chosen. Six sub-scales are formed: the internality (PSB – Personal Bad), stability (PMB – Permanent Bad) and globality (PVB – Pervasive Bad) scales for bad events, and the internality (PSG – Personal Good), stability (PMG – Permanent Good) and globality (PVG – Pervasive Good) scales for good events (Thompson, 2002).

Composite scores were formed by adding the scores across the sub-scales for both good and bad events. Therefore, a composite explanatory style score for bad events (B) was formed by summing scores relating to all bad events measured (PSB + PMB + PVB), and a composite explanatory style score for good events (G) is similarly formed (PSG + PMG + PVG). The higher the composite score for bad events (B) the more the child tended to explain bad events in terms of internal, stable and global reasons. The higher the composite score for good events (G) the more the child was able to explain good events in terms of internal, stable and global reasons (Seligman, 1995).

An overall composite explanatory style score (G-B) was gained by subtracting the composite score for bad events from the composite score for good events. The lower the overall style score (G-B), the more the child explained bad events in terms of internal, stable and global reasons and explains good events in terms of external, unstable, and specific reasons (Nolen-Hoeksema, et al., 1986).

In a study by Mayer (1999) it was suggested that South African respondents were not able to relate to certain items, due to cultural and economic differences between American and South African populations. The CASQ was therefore be modified by Thompson (2002) in terms of vocabulary and content in an attempt to address this limitation (Appendix D). In relation to internal reliability of the CASQ, Mayer's (1999) study with Black South African children was found to be to be satisfactory ($\alpha = 0.75$). Numerous researchers have reviewed the psychometric properties of the CASQ (Nolen-Hoeksema, Girgus & Seligman, 1986; Thompson, 2002) and have found that internal consistency reliabilities (Cronbach's alpha) in normal samples are moderate. They have been found to range from $\alpha = 47$ to $\alpha = 0.73$ for positive scores and from $\alpha = 0.42$ to $\alpha = 0.67$ for negative composite scores. The internal reliability of the overall composite score was reported to $\alpha = 0.62$. The CASQ has shown to be stable over time with test-retest reliabilities of $\alpha = 0.61$ for the overall composite over three months, $\alpha = 0.71$ and $\alpha = 0.66$ for positive and negative events. These test-retest correlations tended to increase with age and attributional style was found to be predictive of later depression particularly in older youths (Tracy, Gladstone & Kaslow, 1995).

3.5. The Centre for Epidemiological Studies – Depression Child Test (CES-DC Test)

This test was developed by Weissman, Orvaschel, and Padian (in Seligman, 1995). This questionnaire was used as a measure of the levels of depression amongst children. It was a self-report questionnaire consisting of 20 items. Participants were required to report the extent to which they experienced 20 common symptoms of depression on 4-point Likert Scales. Possible scores range from 0 to 60 and are evaluated according to the following ranges: 0-9 none or minimal depression; 10-15, mildly depressed; 16-24, moderately depressed; 24+, severely depressed (Thompson, 2002 & Seligman, 1995) (Appendix E).

Factorial validity as reviewed by Barkmann, Erhart & Shulte-Markwort (2008) were determined by means of linear structural equation modelling. Cross-sectional coefficients of reliability, inter-rater agreement as well as descriptive statistics of the scales were calculated and found to have good factorial validity and stability across age (seven to seventeen) and informant versions. Internal consistencies of the total score vary between Cronbach;s $\alpha = 0.77$ and $\alpha = 0.91$.

3.6. The intervention programme

The intervention was derived from the training programme devised by Seligman in Pennsylvania and outlined in his book *The Optimistic Child* (1995). The programme consisted of twelve sessions according to the content and procedure specified by Seligman. The sessions took place once a week during school, thereby ensuring that participants do not miss classes and fall behind in their schoolwork. Each session comprised of one and a half hours (including revisions of previous week's ideas, group discussions, worksheets and role plays).

Participation by all respondents in group discussions was encouraged and emphasised as a way of informally assessing the exploratory styles of the respondents. This feedback was useful in identifying which areas needed to be re-addressed within the session. Participants needed to attend a minimum of 8 days to be part of the studies findings and took part in pre and post assessment.

Participants were encouraged to share their understandings of everyday situations and real life events were discussed. This was done in order to make the sessions more relevant and

applicable to the respondent's lives and facilitated the transfer of learning. The test took approximately half an hour to complete.

3.7. Ethical considerations

Protocol clearance was obtained (H070413) (Appendix A). All processes were conducted in an ethical manner. Participants were invited to participate voluntarily in the intervention programme. Participant learners were given a participation form that briefly explained the purpose of the study. Informed consent was obtained from the participants and the school who acted as guardian of the participants before the training began.

Participants were given contact information for the Johannesburg Parent & Child Counselling Centre at no cost to the participants. The researcher in her capacity as an intern under supervision monitored the participants' psychological distress. In addition, the Life Orientation teacher in her capacity and relationship with the participants also monitored the learners' psychological well-being.

Participants were also informed about the content and aim of the intervention programme. The data collection whereby questionnaires were utilised, participants were each given a unique number to ensure anonymity and confidentiality (Appendix F). Participants were requested to state in writing their consent to participate (Appendix B). Privacy, confidentiality and anonymity were explained as core values for the researcher and the sample group to encourage participants to share their own experiences. In the intervention programme the researcher also used practical examples and explored the meaning of all concepts in the programme with the participants. All data collection and handling was conducted in an ethical manner.

3.8. Statistical procedures

The methodology for the study was quantitative. The raw data was imported from excel and entered into the SAS statistical data system. Means, standard deviations and t-scores were derived for the CES-DC questionnaire and the various sub-scales of the CASQ.

Chi squared was utilised to determine whether expected frequencies were obtained in relation to a negative attributional style to a positive attributional style between male and female participants. This was done due to the data being categorical. It was based on a comparison between observed frequencies and expected frequencies (Howell, 1999).

The Mann Whitney U test for two independent samples was used to get a variation in scores between attributional styles and depressive symptoms for both genders. This test was used because the data was non-parametric.

Wilcoxon's matched paired t-tests typically use a single group of people, derived two means from them, and then tests to see if there is a difference between them (Schacht & Stewart, 1995). Matched t-tests was utilised on the sample to derive the means for attributional style and depressive symptoms and to discover if there was a measurable difference between them. Matched *t*-test scores were calculated for all the sub-scales of the CASQ as well as the depression score to establish whether there was a difference between pre-test and post-test for each of the variables. This test used two different means (pre-post) obtained from the same group.

Due to there being no significant differences found using the chi-squared and the Mann Whitney U, it was decided to see if there were any relationships between the variables. Spearman's correlation was therefore used for ranked data.

Chapter Four

Results

4.1 Descriptive statistics

4.1.1. Sample

The sample consisted of a total of 63 participants namely 43 female and 20 male. The ages of participants ranged from 14 years to 19 years and are all in Grade 10. Each participant was assigned a number which was used throughout the intervention programme to ensure anonymity. Only the researcher had access to each participants profile and biographical data.

Table 1 Age and gender distribution

	14-15 yrs	16 yrs	17+ yrs	N
Female	15	18	10	43
Male	5	9	6	20
Total	20	17	16	63

4.2. Stanford Diagnostic Reading Test (SDRT) – Blue level

The Stanford Diagnostic Reading Test (SDRT) – Blue level was chosen to test the language of the adolescent sample. The subtests utilised from the SDRT were: Reading Comprehension; Vocabulary and Word Parts. Scores were used quantitatively by obtaining a percentage for each participant. Although not all the participants met the language proficiency criteria allowances were made to pitch the programme at their level as it would be unethical to exclude them. A dictionary as well as synonyms and practical examples were utilised to explain to the participants' terms and concepts they were unfamiliar with during the intervention programme. All initial participants data obtained was utilised in the analysis as the fundamental information for the research was their attributional style and depression and testing English proficiency was conducted for the researcher to direct the intervention programme.

The average scores obtained for English language proficiency was 50% with a minimum of 19% and a maximum of 78% with a standard deviation of 18. For English language proficiency a total of 24 female and 9 male participants scored within the 20% - 50% range. A total of 19 female and 11 male participants scored within the 51% - 78% range.

Table 2 Average English language proficiency scores

Mean	SD	LS	HS
50	18	19	78

Table 3 Ranges of English language proficiency scores

F	M	N	Range
24	9	33	19-50
19	11	30	51-78

The mean age of the participants was 16 years (minimum 14 and the maximum was 19).

4.3. Children's Attributional Style Questionnaire (CASQ) Results:

The scores for the Children's Attributional Style Questionnaire (CASQ) were different for male and female participants. The scores for the Children's Attributional Style Questionnaire (CASQ) were as follows: A score of 4 for female participants was considered very pessimistic. A score of 5 indicated a somewhat pessimistic attributional style and at risk for depressive symptoms. Lastly, the average score was 6.5 indicated an attributional style that was neither pessimistic nor optimistic and was not at risk for depressive symptoms (Seligman, 1995).

For the male participants the CASQ mean score was 5 which indicated an average attributional style and not at risk for depressive symptoms. A score of 3 indicated a somewhat pessimistic attributional style while a score of 1.5 was considered very pessimistic (Seligman, 1995). When interpreting the data it is important to take into account that the norms for the CASQ and CES-DC are for ages 10 – 13 years.

4.3.1. Pre-test (CASQ)

The mean cut off point the pre-test data for the female participants' attributional style was 4, while the minimum was -7 and the maximum 16. The male participants scored a mean of 4, a minimum of -3 and a maximum of 19.

A total of 17 female participants scored above the cut off point of 6.5 which indicated an average attributional style and not at risk for depressive symptoms. Another 4 female participants scored below the cut off point of 5 which reflected a somewhat pessimistic attributional style. Lastly, 22 female participants scored below the cut off point of 4 which indicates a very pessimistic attributional style (Table 4).

Meanwhile a total of 11 male participants scored above the cut off point 5 which indicated an average attributional style. Also 4 male participants scored below the cut off point of 3 which indicated a somewhat pessimistic attributional style. In addition, a total of 5 male participants scored below 1.5 which indicated a very pessimistic attributional style (Table 5).

4.3.2. Post-test (CASQ)

The mean post-test score for the female participants' attributional style was 4, (min -4 and max 10). The male participants' scored a mean of 3 (min -4 and max 9).

A total of 11 female participants scored above the cut off point 6.5 which indicated an average attributional style. Another 6 female participants scored below the cut off point of 5 which reflected a somewhat pessimistic attributional style. Lastly, 25 female participants scored below the cut off point 4 which indicated a very pessimistic attributional style. One female participant did not complete the post-test (Table 6).

Meanwhile a total of 6 male participants scored above the cut off point 5 which indicated an average attributional style and not at risk for depressive symptoms. A further 5 male participants scored below the cut off point of 3 which indicated a somewhat pessimistic attributional style. In addition, a total of 9 male participants scored below the cut off point of 1.5 which indicated a very pessimistic attributional style (Table 7).

Table 4 Pre-test female attributional style scores

Mean	Somewhat Pessimistic	Very Pessimistic
6.5	25	<4
17	14	22

n= 63

Table 5 Pre-test male attributional style scores

Mean	Somewhat Pessimistic	Very Pessimistic
5	<3	<1.5
11	4	5

n= 20

Table 6 Post-test female attributional style scores

Mean	Somewhat Pessimistic	Very Pessimistic
6.5	<5	<4
11	6	25

n= 62

Table 7 Post-test male attributional style scores

Mean	Somewhat Pessimistic	Very Pessimistic
5	<3	<1.5
6	5	9

n= 20

4.4. Centre for Epidemiological Studies – Depression Child Test CES-DC (Depression) Results

According to Seligman's (1995) CES-DC depression scale 0 - 15 indicated probably not to mildly depressed. While a score of 16 - 24+ indicated moderately to severely depressed. The research follows the theory that an individual with a pessimistic attributional style is more at risk of having depressive symptoms. On the CES-DC the female participants scored a mean of 24 with a minimum of 7 and a maximum of 47. The male participants scored a mean of 19 with a minimum of 5 and a maximum of 45.

4.4.1. Pre-test (CES-DC)

In the pre-test data a total of 10 female participants scored within the 0 – 15 category which indicated probably not depressed to mildly depressed. Another 33 of the female participants

scored in the 16 – 24+ category indicated moderately to severely depressed. A total of 10 male participants scored in the 0 - 15 category which indicated probably not depressed to mildly depressed. In addition, 10 male participants scored in the 16 -24+ category which indicated moderately to severely depressed.

Table 8 Pre-test depressive symptom scores

Not – mild	Moderate to severe	Gender
10	33	F
10	10	M

n=43 female
n=20 male

Table 9 Pre-test depressive symptom ranges

Min	Mean	Max	Gender
7	24	47	F
5	19	45	M

4.4.2 Post-test (CES-DC)

For the post-intervention CES-DC depression scale the female participants scored a mean of 29 (min 11 and max 52). The male participants scored a mean of 24 (min 10 and max 48). A total of 3 female participants scored within the 0 – 15 category which indicated probably not depressed to mildly depressed. Another 39 of the female participants scored in the 16 – 24+ category indicated moderately to severely depressed. A total of 5 male participants scored in the 0 - 15 category which indicated probably not depressed to mildly depressed. Another 15 male participants scored in the 16 -24+ category.

Table 10 Post-test depressive symptom scores

Not – mild	Moderate to severe	Gender
3	39	F
5	15	M

n=42 female
n=20 male

Table 11 Post-test depressive symptoms ranges

Min	Mean	Max	Gender
11	29	54	F
10	24	48	M

n = 62

Figure 1. Distribution of attributional style

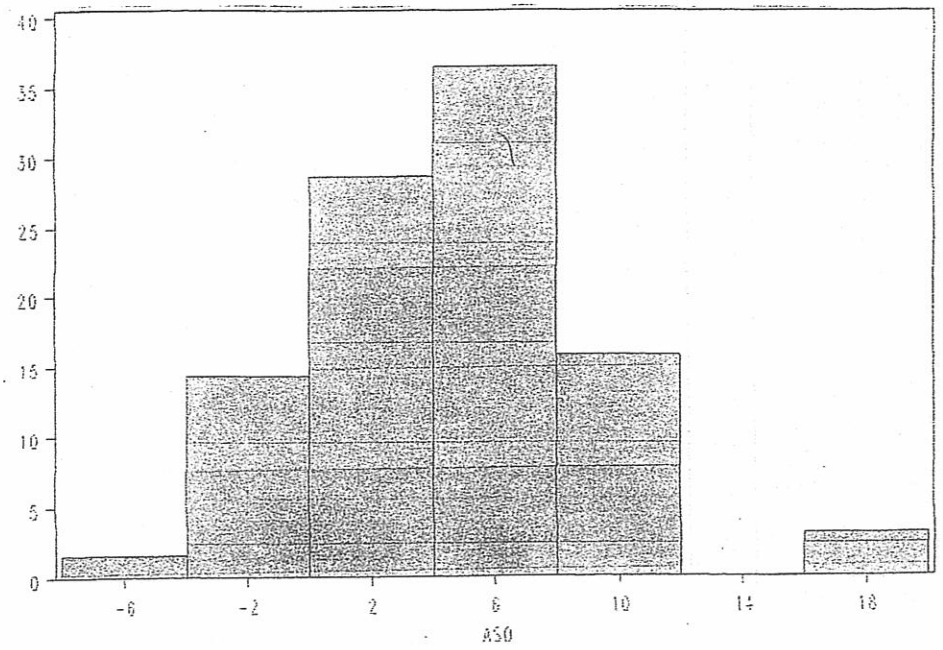
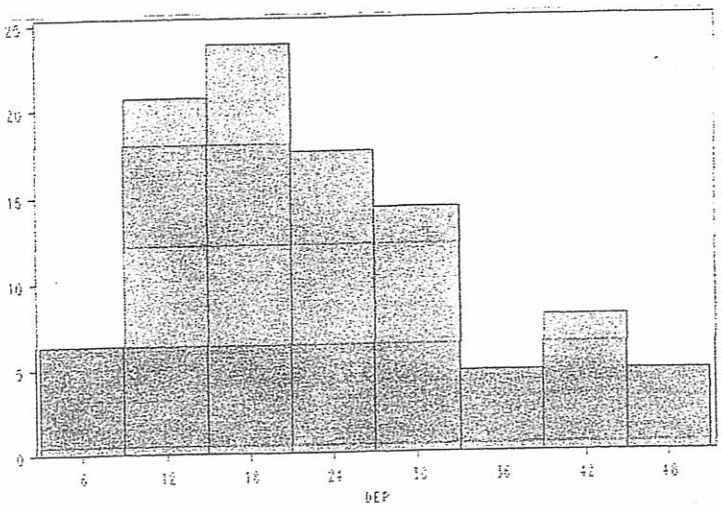


Figure 2. Distribution of depressive symptoms



4.2. Inferential statistics

4.2.1 The effectiveness of the intervention programme

The research hypothesis anticipated that the intervention programme would significantly reduce the levels of depressive symptoms among adolescents. Four types of statistical analyses were conducted to ascertain (i) changes in attributional style from positive to negative and (ii) if the levels of depressive symptoms were reduced.

Firstly, the chi-square test (x^2) was utilised to test the observed frequency of the male and female participants' attributional style and depressive symptoms corresponded to the expected frequency in the pre-test and post-test analysis of the data. It was based on a comparison between observed frequencies and expected frequency to assess whether the facts support the theoretical considerations of the research (Bless & Kathuria, 1998).

A Chi-square pre-test was utilised for both male and female participants to test for the association of attributional style and depressive symptoms. In both the male and female tests of association between attributional style and depressive symptoms there was no significant difference found and therefore failed to reject the hypothesis as the observed values.

Table 12 Pre-test Chi results

	Males	Females
Sample size	20	43
Chi-square	$x^2= 1.82$; $p= 0.18$	$x^2= 1.06$; $p= 0.30$
Significant	N S	N S

n=63

In the post testing the intent was to test all the participants from the pre-test however this was not possible as one of the female participants dropped out due to personal problems and her whereabouts where unknown to the school.

The pre-test Chi-square test was conducted to discover if there was an association between attributional style and depressive symptoms before and after the intervention for male and female participants. No significant difference was determined for both genders in the pre-test. These results however should be interpreted with caution due to the small sample size.

In the Chi-square post-test conducted for attributional style for male and female participants, no significance was found. The Chi-square post-test conducted for depressive symptoms for both males and females seemed to have increased however it was not significant. It is worth noting that the intervention programme's results may have been have waylaid by the participants receiving their academic reports shortly before completing the post intervention questionnaires.

Table 13 Post-test Chi results

	Males	Females
Sample size	20	42
Chi-square	x^2= 0.18; p= 0.67	x^2 = 0.32; p= 0.57
Significant	Not significant	Not significant

n= 62

4.4.2. Mann-Whitney U test

Secondly, the Mann-Whitney U independent test was chosen to test the distribution of difference in scores for attributional style and depressive symptoms (Howell, 1999). Due to the non-parametric nature (skewed data) of the study, the Mann-Whitney U matched-pairs signed test was the appropriate test. The Mann-Whitney U matched-pairs signed rank test was undertaken to ascertain if there was a significant change before and after the intervention for attributional style for male and female participants. The signed rank score was found to be not significant (p = 0.74). The Mann-Whitney U matched-pairs signed rank test was also undertaken to ascertain whether there was a significant change in depressive symptoms before and after the intervention for both genders and the singed rank score found no significance (p = 0.06).

4.2.3. Spearman's rho test

Thirdly, as there were no significant differences observed the non-parametric tests Spearman's rho test was run to see if there was any significant relationship between (i) changes in attributional style from positive to negative and (ii) if the levels of depression were reduced. The research best fits in with the use of Spearman's rank order since the data has been re-categorised. Spearman's rho test was utilised as a descriptive statistic which measured the relationship between ranked or ordered data. The data fits best with Spearman's rank order as an asymmetric

measure of association for two ranked variables. This involved rank data, or orderable discrete measures, in which each observation was assigned a number which reflected its standing relative to the other observations (Bohrnstedt & Knoke, 1988). Also utilising Spearman's rho would detect any association between attributional style and depression with attributional style being the independent variable and depression the dependent variable (Bless & Kathuria, 1998).

The two sets of rankings of the same observations on the two variables were compared by: (1) taking the difference of ranks, (2) squaring the difference in ranks, and (3) adding up these squared differences. Then this value was placed in the Spearman rho formula (Howell,1999). Thereby the analysis of associations and significant differences was obtained.

For the overall post-test data the Spearman Correlation was utilised to establish if there was an association between attributional style and depressive symptoms. No association was found between the two variables ($r = -0.069$; $p = 0.59$).

According to statistical post-test data obtained from the Spearman Correlation for attributional style and depressive symptoms for both male and female participants no correlation was found (male $r = 0.23$; $p = 0.33$) and (female r -0.19; $p = 0.21$).

Table 12 Overall scores between attributional style and depression

Variable	Mean	SD	Min	Max
Depression	22.54	11.22	5	47
Attribution	4.17	4.51	-7	19

n= 63

Table 13 Scores for males between attributional style and depression

Variable	Mean	SD	Min	Max
Depression	19.05	10.94	5	45
Attribution	4.15	4.72	-3	19

n= 20

Table 13 Scores for females between attributional style and depression

Variable	Mean	SD	Min	Max
Depression	24.16	11.10	7	47
Attribution	4.19	4.47	-7	16

n= 43

4.2.4. T-test Wilcoxon matched pairs

Lastly, Wilcoxon's related sample T-test was run on pre- and post-test scores for both the genders. The pre- and post-test scores in the male sample showed no significant difference ($T = -2.04$; $p = 0.06$). However, the pre- and post-test scores between the female sample showed a significant difference ($T = -2.08$; $p = 0.04$).

Table 14 T-tests for attributional style and depressive symptoms (pre-test)

	Gender	Min	Max	Mean	Standard deviation	Significant/not significant
Attributional style	Males (1)	-3	19	4	5	N S
	Females (2)	-7	16	4	4	
Depressive symptoms	Males (1)	5	45	19	5	N S
	Females (2)	7	47	24	11	

n= 63

Table 15 T-tests for attributional style and depressive symptoms (post-test)

	Gender	Min	Max	Mean	Standard deviation	Significant/not significant
Attributional style	Males (1)	-4	9	2	3	N S
	Females (2)	-4	10	4	4	
Depressive symptoms	Males (1)	10	48	24	12	N S
	Females (2)	11	52	29	10	

n= 62

Chapter Five
Discussion

This study investigated whether the attributional styles of the adolescents changed from positive to negative by the intervention programme and whether this change subsequently lowered levels of depressive symptoms. The subjects selected for this study in the pre-testing stage were found to have maladaptive attributional styles and high levels of self-reported depressive symptoms.

English proficiency determined by the SDRT Blue level revealed approximately half the participants would struggle with the intervention. Therefore the researcher was required explicate concepts such as 'optimism and pessimism' in greater detail with numerous examples to assist participants understanding. This meant that sometimes less time was spent on the activities. Another possible explanation is that the intervention programme did not suit this particular sample. The programme was designed mostly around spoken or written input. Even though an English proficiency test was administered the participants' level of English in the intervention was still found to be too high for the group. Words such as 'optimistic', 'pessimistic', 'catastrophe' and 'adversity' had to be carefully explained. Although every effort was made to simplify the language it still may have created a barrier to intended learning.

In relation to the CASQ no significant difference was observed overall for attributional style or between genders as well as for genders. This was inconsistent with the findings by Seligman (1995). Since the link between learned helplessness and depressive symptoms was elucidated in the literature reviewed, it could be argued that if the programme had effectively altered attributional style there would have been a corresponding effect on the depressive symptoms. The results revealed no overall improvement in the level of depressive symptoms paradoxically, depressive symptoms increased. These results do not support those of Nolen-Hoeksema, Seligman & Girgus (1991) and Nolen-Hoeksema, Girgus & Seligman (1992) who found that both learned helplessness and depressive symptoms of the sample were significantly reduced after the intervention programme. This confirms the null hypothesis for depressive symptoms of the participants. The results however may have been waylaid by the participants receiving their academic reports the week of the post-testing. The impact of the programme remains unclear

due to research design and no control group being used. In order to clarify the effectiveness of intervention programme, further research would need to include a control group to eliminate the Hawthorn effects.

It is important to note that depressive symptom scores revealed female participants became more depressed in the post-test analysis. This was consistent with the findings of Hyde, Mezulis & Abramson (2008) The authors found that negative cognitive styles coupled with stressors are likely to lead to depression while females are somewhat more likely to be exposed to negative life events particularly in adolescence and therefore more prone to depression. This finding contradicted the findings of Valås (2001) who found that boys were more depressed than girls. Post-test data revealed no significant differences although both male and female participants' attributional style scores revealed an increase in the very depressed category which was contrary to Seligman's (1995) findings.

This movement toward moderate or severe depressive symptoms could be explained due to extraneous variables that could have impacted on the post test data. A possible variable could have been due to participants receiving their quarterly report a week prior to post testing. TIt is also consistent with previous literature reviewed on parent and child attributions (Seligman et al., (1984) & Khodayarifard, Brinthaupt & Anshel (2010).

Overall the findings of this study demonstrated that there was no statistically significant change in the attributional style of the participants on post-testing. These findings are consistent with Thompson's (2002) findings. Findings of no impact on the attributional style of the participants are contradictory to those by Seligman (1995) on which the present study is based. Conversely, statistical significant change in the self-reported depressive symptoms for female participants was found.

The attributional style of the participants was found not have been affected by the intervention programme thereby confirming the null hypothesis for attributional style. Inferences can be made that the intervention programme is appropriate for White middle class adolescents but not for Black South African adolescents from a lower income bracket (Mayer, 1999). Although it

could be implied that attributional style cannot be altered, the literature reviewed previously presented evidence to the contrary showing that attributional style can be altered through cognitive intervention programmes. To determine this assertion however the programme used for this study would need to be utilised with a different sample.

Chapter Six
Conclusion

This study was undertaken in order to determine if there was a significant relationship between changes in attributional style from positive to negative and if the levels of depressive symptoms were reduced after conducting a 12 week intervention programme.

Although no significant difference was found for attributional style there was a significant difference found in female participant's depressive symptoms increasing from pre- to post-testing. This could be linked to previous literature reviewed consistent with the finding that female participants are more prone to depression perhaps due to being more likely to be exposed to negative life events particularly in adolescence.

In addition, the study endeavoured to assess whether Seligman's findings and intervention has cross-cultural transferability in a multicultural South African context. Nonetheless, Seligman's findings and intervention did not appear to have been successfully transferred to the South African context. Inferences could be made that the intervention programme was appropriate for White middle class adolescents from the United States however not for Black South African adolescents from a lower economic bracket.

However, the research remains important as the study explored an area of concern especially given the prevalence of depressive symptoms that were reported with the somewhat ignored population group of adolescents.

6.1. Limitations of the study

Firstly, language may perhaps have impacted on the study as many of the participants were not familiar with the grammar utilised in the programme. This was countered by the participants utilising dictionaries as well as synonyms for words such as "optimism" and "pessimism".

Secondly, the sample was not robust enough and there were drop outs due to leaving the school. In addition, the size of the instruction groups may also have been too large (n=63) although

divided into two groups for each participant to receive adequate attention during the intervention programme.

Thirdly, the duration of the sessions may have been too short to explicate the intervention concepts in greater detail and thereby taking language proficiency into account.

Fourthly, the programme may have been too short to see any significant differences as the original study was done over two years and this study was conducted over 12 weeks. Possibly the incremental changes in cognitive attributional style in children may take a longer period of time.

Additionally, the intervention programme being administered during school hours may have at times impacted on the participant's attitude toward the programme.

Also, the researcher was unable to control confounding variables which impacted on the research. It is worth noting that the intervention results may have been have waylaid by a number of factors such as the participants receiving their academic reports shortly before completing the post intervention questionnaires.

Another challenge for the researcher was integrating the intervention programme with the GED high school timetable. The seven day timetable changed from week to week and was unpredictable at times. Initially the teacher's strike in 2007 delayed the intervention which was then implemented in 2008. This also resulted in logistical difficulties for the researcher.

6.2. Recommendations

Although the results of this study are not statistically significant or conclusive rather they point to further areas that need to be explored.

Firstly, the sample size should have been much larger as to provide more robust and significant data. In addition, to ensure no skewing of data the ratio of male to female participants should be equal.

Secondly, extraneous variables such as absenteeism, the participants receiving the quarterly academic report one week prior to the post testing and the teacher strike should be taken into account.

Thirdly, as the intervention programme was completed over 12 weeks future studies should be conducted over a longer period of time which is consistent with the original study by Seligman (1995). In addition, longer duration of the sessions may have benefitted participants understanding immensely.

Lastly, the intervention programme should perhaps be more culturally appropriate in terms of vocabulary as to be more appropriate for the academic and cultural level of South African learners from a lower socio-economic bracket.

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Appendix A

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Division of the Deputy Registrar (Research)

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49/1 Eduardo

CLEARANCE CERTIFICATE	PROTOCOL NUMBER H070413
PROJECT	An Attributional Style Intervention Programme for Adolescents
INVESTIGATORS	Miss T Eduardo
DEPARTMENT	Human and Community Development/Psychology
DATE CONSIDERED	07.04.13
DECISION OF THE COMMITTEE*	Approved unconditionally

NOTE:

This ethical clearance is valid for 2 years and may be renewed upon application

DATE 07.11.14 CHAIRPERSON .....
(Professor M Vorster)

cc: Supervisor : Ms M Nduna
Psychology

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University.

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. I agree to a completion of a yearly progress report.

Signature

This ethical clearance is valid for two years from date of approval.

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES

Appendix B

School of Human &
Community Development
Department of Psychology
School of Human and Community Development
University of the Witwatersrand
Tel: +27-11-717-4168

PARTICIPATION INFORMATION SHEET

Hello,
My name is Theresa Eduardo and I am currently completing my Masters degree in Educational Psychology at the University of the Witwatersrand. I am inviting you to participate in a research study and intervention programme that I will be doing so that I can learn more about our attributional experiences – whether you view setbacks positively or negatively - and how it may influence whether you will try to do something about it or whether you feel like there is no point as it will change nothing.

The information that you give me will help people who work with adolescents how to better understand how them. All information will be held in the strictest confidence. Please note participation is voluntary. There will be no negative consequences should learners choose not to participate in this study. You may also withdraw from the study at any time if they feel they do not wish to continue. If you agree to participate, I will administer three questionnaires to you in your register classes. The questionnaires will take approximately two and a half hours. Learners are then selected to participate in a 12-week intervention programme, approximately an hour and a half each session. Lastly, another two short questionnaires are to be completed.

For the intervention programme's effectiveness to be assessed participants are required to attend a minimum of 8 sessions. Confidentiality will be maintained at all times. Your names will not be used when reporting the findings of the study and any information that you share with me will remain private and confidential.

If for any reason, you experience emotions that are difficult to cope with you will be referred to a care counsellor or a psychologist at the nearest clinic.

Thank you

Theresa Eduardo (Researcher) Mzikazi Nduna (Research Supervisor)

CONSENT FORM – Participant

I have read and understood what the above research project is about. I agree to participate voluntarily in the study and I know that I may withdraw at any time without it being held against me in any way. I may also decline to answer any questions if I so wish. I understand that the information will remain confidential.

Name: _____
Signature: _____ Date: _____

Appendix C

CHILDRENS' ATTRIBUTIONAL STYLE QUESTIONNAIRE

Code: _____ Grade: _____

Age: _____ Male / Female: _____

These questions ask about the way you think. Your answers will be used for research. Each question is a short story, and for each story, there are two ways you might react. Choose the answer that's closes to the way you'd really feel if that particular thing happened to you. Answer every question. Only choose one of the two possible answers. There are no wrong answers!

1. You get an A in a test PVG
A. I am smart.
B. I am good in the subject that the test was in.

2. You play a game with some friends and you win PSG
A. The people that I played with did not play the game well.
B. I play that game well.

3. You spend the night at a friend's house and you have a good time PVG
A. My friend was in a friendly mood that night.
B. Everyone in my friend's family was in a friendly mood that night.

4. You go on holiday with a group of people and you have fun PSG
A. I was in a good mood.
B. The people I was with were in good moods.

5. All of your friends catch a cold except you PMG
A. I have been healthy lately.
B. I am a healthy person.

6. Your pet gets run over by a car PSB
A. I don't take good care of my pets.
B. Drivers are not careful enough.

7. Some kids you know say that they don't like you PSB
A. Once in a while people are mean to me.
B. Once in a while I am mean to other people.

8. You get very good marks at school PSG
A. Schoolwork is easy.
B. I am a hard worker.

9. You meet a friend and your friend tells you that you look nice PMG
A. My friend felt like praising the way people look that day.
B. Usually my friend praises the way I look.

10. A good friend tells you that he hates you PSB
A. My friend was in a bad mood that day.
B. I wasn't nice to my friend that day.

11. You tell a joke and no one laughs PSB
A. I don't tell jokes well.
B. The joke is so well known that it is no longer funny.

12. Your teacher gives a lesson and you do not understand it PVB
A. I didn't pay attention that day.
B. I didn't pay attention when my teacher was talking.

13. **You fail a test** PMB
    A. My teacher makes hard tests.
    B. The past few weeks, my teacher has made hard tests.

14. **You gain a lot of weight and start to look fat** PSB
    A. The food I have to eat is fattening.
    B. I like fattening food.

15. **A person steals money from you** PVB
    A. That person is dishonest.
    B. People are dishonest.

16. **Your parents praise something that you make** PSG
    A. I am good at making some things.
    B. My parents like some things I make.

17. **You play a game and win money** PVG
    A. I am a lucky person.
    B. I am lucky when I play games.

18. **You almost drown when swimming in a river** PMB
    A. I am not a very careful person.
    B. Some days I am not a very careful person.

19. **You are invited to a lot of parties.** PSG
    A. A lot of people have been acting friendly towards me lately.
    B. I have been acting friendly towards a lot of people lately.

20. **A grown-up shouts at you** PVB
    A. That person shouted at the first person he saw.
    B. That person shouted at a lot of people he saw that day.

21. **You do a project with a group of kids and it turns out badly** PVB
    A. I don't work well with the people in the group.
    B. I never work well with a group.

22. **You make a new friend** PSG
    A. I am a nice person.
    B. The people that I meet are nice.

23. **You have been getting along well with your family** PMG
    A. I am easy to get along with when I am with my family.
    B. Once in a while I am easy to get along with when I am with my family.

24. **You try to sell some sweets, but no one will buy any** PMB
    A. Lately a lot of children are selling things, so people don't buy anything else from children.
    B. People don't like to buy things from children.

25. **You play a game and you win** PVG
    A. Sometimes I try as hard as I can at games.
    B. Sometimes I try as hard as I can.

PSB

26. You get a bad mark in a subject at school
A. I am stupid.
B. Teachers don't mark fairly.

PVB

27. You walk into a door and get a bloody nose
A. I wasn't looking where I was going.
B. I have been careless lately.

PMB

28. You miss the ball and your team loses the game
A. I didn't try hard while playing that day.
B. I usually do not try hard when I am playing ball.

PSB

29. You twist your ankle during P.E. (physical education)
A. The past few weeks, the sports we played during P.E. have been dangerous.
B. The past few weeks I have been clumsy during P.E.

PVG

30. Your parents take you to the zoo and you have a good time
A. Everything at the zoo was nice that day.
B. The food we ate at the zoo was nice that day.

PMB

31. You take a taxi which arrives so late that you miss a movie
A. The past few days there have been problems with the taxis being on time.
B. The taxis are almost never on time.

PVG

32. Your mother makes your favourite dinner
A. There are a few things my mother will do to please me.
B. My mother likes to please me.

PMB

33. A team that you are on loses the game
A. The team members don't play well together.
B. That day the team members did not play well together.

PVG

34. You finish your homework quickly
A. Lately I have been doing everything quickly.
B. Lately I have been doing schoolwork quickly.

PMB

35. Your teacher asks you a question and you give the wrong answer
A. I get nervous when I have to answer questions.
B. That day I got nervous when I had to answer questions.

PMB

36. You get on the wrong bus and you get lost
A. That day I wasn't paying attention to what was going on.
B. I usually don't pay attention to what's going on.

PVG

37. You go to Gold Reef City and have a good time
A. I usually enjoy myself at Gold Reef City.
B. I usually enjoy myself.

PSB

38. An older kid slaps you in the face
A. I teased his younger brother.
B. His younger brother told him I had teased him.

PMG

39. You get all the things you want on your birthday
A. People always guess right as to what things to buy me for my birthday.
B. This birthday people guessed right as to what things I wanted.

40. **You go on a school outing to the country and you have a wonderful time** PMG
    A. The country is a beautiful place to be.
    B. The time of the year we went was beautiful.

41. **Your neighbours ask you over for dinner** PMG
    A. Sometimes people are in kind moods.
    B. People are kind.

42. **You have a substitute teacher and she likes you** PMG
    A. I was well behaved in class that day.
    B. I am almost always well behaved during class.

43. **You make your friends happy** PMG
    A. I am a fun person to be with.
    B. Sometimes I am a fun person to be with.

44. **You get a free ice cream cone** PSG
    A. I was friendly to the ice cream man that day.
    B. The ice cream man was feeling friendly that day.

45. **At a school show the main performer asks you to come on stage to help him out** PSG
    A. It was just luck that I got picked.
    B. I looked really interested in what was going on.

46. **You try to convince a kid to go to the movies with you but he won't go** PVB
    A. That day he did not feel like doing anything.
    B. That day he did not feel like going to the movies.

47. **Your parents get a divorce** PVB
    A. It is hard for people to get along well when they are married.
    B. It is hard for my parents to get along well when they are married.

48. **You have been trying to get into a soccer/netball team and you don't get in** PVB
    A. I don't get along well with other people.
    B. I can't get along well with the people involved in soccer/netball.

FOR OFFICE USE ONLY

PMB	_____	PMG	_____
PVB	_____	PVG	_____
HoB	_____		
PSB	_____	PSG	_____
Total B	_____	Total G	_____
	G - B	_____	

Appendix D

The changes made by Thompson (2002) to the Children's Attributional Style Questionnaire (CASQ) consisted of the following:

Item 4 – "You go on vacation with a group of people and you have fun".

A. I was in a good mood.

B. The people I was with were in good moods.

Changed to:

Item 4 – *You go on holiday with a group of people and you have fun.*

A. I was in a good mood.

B. The people I was with were in good moods.

Item 8 – *You get very good grades at school.*

A. Schoolwork is easy.

B. I am a hard worker.

Changed to:

Item 8 – *You get a bad mark in a subject at school*

A. Schoolwork is easy.

B. I am a hard worker.

Item 29 – *You twist your ankle in gym class.*

A. The past few weeks, the sports we played in gym class have been dangerous.

B. The past few weeks I have been clumsy in gym class.

Changed to:

Item 29 – *You twist your ankle during P.E. (physical education).*

A. The past few weeks, the sports we played in gym class have been dangerous.

B. The past few weeks I have been clumsy in gym class.

Item 30 – *Your parents take you to the beach and you have a good time.*

A. Everything at the beach was nice that day.

B. The food we ate at the beach was nice that day.

Changed to:

Item 30 – *Your parents take you to the zoo and you have a good time.*

A. Everything at the beach was nice that day.

B. The food we ate at the beach was nice that day.

Item 31 – *You take a train which arrives so late that you miss a movie.*

A. The past few days there have been problems with the trains being on time.

B. The trains are almost never on time.

Changed to:

Item 31 – *You take a taxi which arrives so late that you miss a movie.*

A. The past few days there have been problems with the trains being on time.

B. The trains are almost never on time.

Item 37 – *You go to an amusement park and have a good time.*

A. I usually enjoy myself at amusement parks.

B. I usually enjoy myself.

Changed to:

Item 37 – *You go to Gold Reef City and have a good time.*

A. I usually enjoy myself at amusement parks.

B. I usually enjoy myself.

Item 39 – *You get all the toys you want on your birthday.*

A. People always guess right as to what toys to buy me for my birthday.

B. This birthday people guessed right as to what I wanted.

Changed to:

Item 39 – *You get all the things you want on your birthday.*

A. People always guess right as to what toys to buy me for my birthday.

B. This birthday people guessed right as to what I wanted.

Item 40 – *You take a vacation in the country and you have a wonderful time.*

A. The country is a beautiful place to be.

B. The time of the year we went was beautiful.

Changed to:

Item 40 – *You go on a school outing to the country and you have a wonderful time.*

A. The country is a beautiful place to be.

B. The time of the year we went was beautiful.

Item 45 – *At your friend's party the magician asks you to help him out.*

A. It was luck that I got picked.

B. I looked really interested in what was going on.

Changed to:

Item 45 – *At a school show the main performer asks you to come on stage to help him out.*

A. It was luck that I got picked.

B. I looked really interested in what was going on.

Item 48 – *You have been trying to get into a club and you don't get in.*

A. I don't get along well with other people.

B. I can't get along well with the people involved in soccer/netball.

Changed to:

Item 48 – *You have been trying to get into a soccer/netball team and you don't get in.*

A. I don't get along well with other people.

B. I can't get along well with the people involved in soccer/netball.

Appendix E

CENTRE FOR EPIDEMILOGICAL STUDIES – DEPRESSION CHILD TEST (CES-DC)

DURING THE PAST WEEK...

1. **I was bothered by things that don't usually bother me**
   Not at all _____ A little _____ Some _____ A lot _____
2. **I did not feel like eating; I wasn't very hungry**
   Not at all _____ A little _____ Some _____ A lot _____
3. **I wasn't able to feel happy, even when my family or friends tried to help me feel better**
   Not at all _____ A little _____ Some _____ A lot _____
4. **I feel that I was not as good as other kids**
   Not at all _____ A little _____ Some _____ A lot _____
5. **I felt like I couldn't pay attention to what I was doing**
   Not at all _____ A little _____ Some _____ A lot _____
6. **I felt down**
   Not at all _____ A little _____ Some _____ A lot _____
7. **I felt like I was too tired to do things**
   Not at all _____ A little _____ Some _____ A lot _____
8. **I felt like something bad was going to happen**
   Not at all _____ A little _____ Some _____ A lot _____
9. **I felt like things I did before didn't work out**
   Not at all _____ A little _____ Some _____ A lot _____
10. **I felt scared**
    Not at all _____ A little _____ Some _____ A lot _____
11. **I didn't sleep as well as I usually sleep**
    Not at all _____ A little _____ Some _____ A lot _____
12. **I was unhappy**
    Not at all _____ A little _____ Some _____ A lot _____
13. **I was more quiet than usual**
    Not at all _____ A little _____ Some _____ A lot _____
14. **I felt lonely, like I didn't have any friends**
    Not at all _____ A little _____ Some _____ A lot _____
15. **I felt like kids I know were not friendly or that they didn't want to be with me**
    Not at all _____ A little _____ Some _____ A lot _____
16. **I didn't have a good time**
    Not at all _____ A little _____ Some _____ A lot _____
17. **I felt like crying**
    Not at all _____ A little _____ Some _____ A lot _____
18. **I felt sad**
    Not at all _____ A little _____ Some _____ A lot _____
19. **I felt people didn't like me**
    Not at all _____ A little _____ Some _____ A lot _____
20. **It was hard to get started doing things**
    Not at all _____ A little _____ Some _____ A lot _____

Appendix F

BIOGRAPHICAL INFORMATION

Please tick √ the right box

(For office use)

1. Name: _____ Code: _____

2. Gender

Male	Female

3. Date of birth

Year	Month	Day

4. Home Language

Afrikaans	English	Xhosa	Zulu	Tswana	Sotho	Tsonga	Ndebele	Swati	Venda	Pedi	Other

5. If you have answered 'other' please elaborate

_____

_____

_____

Appendix G

EST 1: Reading Comprehension

RECTIONS

ad each passage. Then read each question out the passage. When you have found the t answer to each question, fill in the space on ir answer folder that has the same letter as answer you have chosen.

ie following information is on the side of a box Walnut 'O' Crunch cereal:

Valnut 'O' Crunch is a delicious and nutritious cereal. For a ell-balanced breakfast, it should be served with a glass of ice or a piece of fruit, toast with butter or margarine, and a lass of milk. One-half cup of milk should also be added to ie cereal.

NUTRITIONAL INFORMATION PER SERVING

Serving Size: 1 oz (28.4 g)
Servings Per Box: 12

	Cereal Alone	With $\frac{1}{2}$ Cup Whole Milk
alories	108	188
rotein	3 g	7 g
arbohydrate	24 g	30 g
at	0 g	4 g

INGREDIENTS (Listed in order by amount): Wheat, Sugar, Barley, ats, Rice, Rye, Malt Flavoring, Walnuts, Salt. Fortified with eight amins and iron.

How many people can this box of cereal serve?

a 4
b 7
c 12
d 24

What is the main ingredient of this cereal?

a Rye
b Sugar
c Barley

3 From this cereal's name, one would expect it to contain—

a rice
b nuts
c oats
d fruit

4 What has been added to the ingredients?

e Food coloring
f Preservatives
g Artificial flavoring
h Vitamins

5 How many calories are in one serving of this cereal after milk has been added?

a 30
b 108
c 188
d 284

6 The makers of this cereal think that, among other foods, a good breakfast should include—

e fruit
f eggs
g pancakes
h hot chocolate

7 People who eat this cereal would probably describe it as—

a crispy
b mushy
c gooey

TEST 1: Reading Comprehension

Tinajones (pronounced teena - HONE - ess) are huge pottery jars that were used by the Spanish during colonial times for catching and cooling rainwater to drink. Each jar weighs a ton when empty and has been known to take a potter up to eight years to complete. While the secret of making *tinajones* has been lost, many of these giant jars can still be found. In the United States, for example, some *tinajones* are presently on display in a public garden in Key West, Florida. They were transported from Cuba in 1950 by oxcart, train, two ships, and several trucks.

8 Water in *tinajones* was used for—

e washing clothes
f bathing
g watering plants
h drinking

9 According to the paragraph, some *tinajones* that can be seen today came from—

a Cuba
b Florida
c Spain
d Mexico

10 The outstanding feature of the *tinajones* is their—

e delicacy
f beauty
g color
h size

11 Which word best describes someone who made *tinajones*?

a Cautious
b Patient
c Smart
d Quick

12 According to the passage, *tinajones* are no longer made because—

e there is no need for them
f clay reserves are low
g nobody knows how
h they are too expensive to make

13 *Tinajones* were designed to—

a carry water
b store water
c serve water
d heat water

TEST 1: Reading Comprehension

Drive all night and surprise the folks for breakfast. They're not expecting you until late afternoon. It had seemed like such a good idea when I left Vermont with a full moon shining. But now, at dawn, very weary and still 100 miles from home, I no longer thought the idea held any romance. I was sure of it when the snow began to fall. Soon I was driving on an ice-skating rink in the middle of a blizzard. Before I could pull off the road, the car started to slide to the right. I turned the wheel in the direction of the skid. The car straightened out, but before I could breathe a sigh of relief, it began to skid to the left. When I saw that pole, I panicked and slammed on the brakes, even though I knew it was the wrong thing to do. The car hit the pole broadside and then slid very gently into a ditch. Once I realized that I was safe, I vowed never to consider an all-night trip again. The tow truck operator nodded as if he had heard many a driver say the very same thing.

14 The accident occurred at about—

e sunset
f noon
g midnight
h daybreak

15 The driver decided never again to—

a drive in bad weather
b go long distances at night
c drive while tired
d panic when faced with danger

16 At the very beginning of the trip, the weather was—

e foggy
f rainy
g clear
h snowy

17 The accident occurred as a result of—

a icy road conditions
b blinding snow
c poor highway lighting
d bad brakes

18 This story was told by the—

e tow truck operator
f police
g driver
h driver's parents

19 Which phrase best describes the writer?

a Likes to keep busy
b Has a good sense of humor
c Has a lot of good ideas
d Likes to do the unexpected

TEST 1: Reading Comprehension



NOTICE
ART CLUB MEETING

TIME: Jan. 6, 3:30 P.M. (Snow date: Jan. 12)
PLACE: Cafeteria

Elections for the Art Club will be held at the above time and place. Everyone is welcome, but only members can vote. The nominating committee, chosen by our new advisor, Mr. Pulaski, has proposed the following candidates:

OFFICERS

President—Patricia Kelly
Vice-President—Steven Kaminsky
Secretary—Larry Fox
Treasurer—Denise Guzzo

COMMITTEE LEADERS

Exhibits—Antonio Villa
Fund-Raising—Alex Howe

Nominations in both of the above categories will also be accepted from the floor, provided the candidates agree to serve if elected.

Following the election, there will be a discussion to decide on a new meeting place and to plan a few of the term's activities. The matter of changing the club's name will be taken up.

Refreshments will be served at the end of the meeting, thanks to Doug Petrie, our past president.

June Chu, President

P.S.—Please bring your dues ($1.50)

20 The meeting will *not* be held on January 5 if—

- e the weather is bad
- f interest is lacking
- g there are too few candidates
- h the advisor can't attend

21 The members apparently want to change the—

- a voting rules
- b name of the club
- c meeting time
- d fund-raising policy

22 For which office is Larry Fox running?

- e President
- f Vice-President
- g Secretary
- h Treasurer

23 When will the meeting take place?

- a Before school starts
- b At lunch time
- c In midafternoon
- d In the evening

24 If Melissa Keston wants to run for president, what should she do?

- e Talk to Mr. Pulaski
- f Add her name to the list of candidates
- g Wait until next term's elections
- h Have someone nominate her from the floor

TEST 1: Reading Comprehension

When Ernest Hemingway began his apprenticeship on the *Kansas City Star* on October 1, 1917, the eighteen-year-old cub reporter was handed a style sheet with four basic rules: "Use short sentences. Use short first paragraphs. Use vigorous English. Be positive, not negative." The newspaper stories Hemingway wrote showed his early talent for turning routine assignments into lively, colorful vignettes. The faith of his editors in Hemingway's boundless energy and enthusiasm was indicated by an assignment sheet dated January 3, 1918. It showed that Hemingway had seven assignments that day, while the other reporters averaged three or four.

Years later, in 1940, after he had achieved fame as one of the most vigorous and concise writers in the English languge, Hemingway, during an interview, referred to his early style sheet and said: "Those were the best rules I ever learned for the business of writing. I've never forgotten them. No man with any talent who feels and writes truly about the thing he is trying to say, can fail to write well if he abides by them."

25 Ernest Hemingway was born about—

a 1925
b 1915
c 1900
d 1940

26 According to this passage, Ernest Hemingway gave much credit for his success as an author to —

e the newspaper style sheet
f his college training
g his first editor
h his own hard work

27 Because of his energy and enthusiasm, Hemingway's editors gave him—

a about twice as many assignments as other reporters
b a large raise
c shorter hours
d only the assignments he liked

28 One rule *not* given to Hemingway was—

e Use short sentences.
f Be vigilant.
g Use short first paragraphs.
h Be positive.

29 To a cub reporter, a style sheet is probably a—

a foreign assignment
b fashion magazine
c list of rules
d copy of the newspaper

30 Apparently, throughout his career, Hemingway was a—

e dedicated writer
f newspaperman
g novelist
h dreamer

TEST 1: Reading Comprehension

"To the Wayfarer"—A Poem Fastened to Trees in the Portuguese Forests

Ye who pass by and would raise your hand against me, harken ere you harm me.

I am the heat of your hearth on the cold winter nights, the friendly shade screening you from summer sun, and my fruits are refreshing draughts, quenching your thirst as you journey on.

I am the beam that holds your house, the board of your table, the bed on which you lie, the timber that builds your boat.

I am the handle of your hoe, the door of your homestead, the wood of your cradle, and the bell of your coffin.

I am the bread of kindness and the flower of beauty. Ye who pass by, listen to my prayer: harm me not.

Author Unknown

31 The poem is addressed to—

- a carpenters
- b woodcutters
- c travelers
- d farmers

32 How does the poet want the reader to feel about trees?

- e Anxious
- f Appreciative
- g Curious
- h Sad

33 This poem is *most* like a—

- a greeting
- b plea
- c complaint
- d confession

34 The tree claims to quench one's thirst by providing—

- e melting snow from its branches
- f water from its roots
- g delicious sap
- h fresh fruit

35 The tree presents itself as our—

- a friend
- b teacher
- c pet
- d leader

36 The poet looks upon trees with—

- e fear
- f envy
- g respect
- h pity

37 Where did the poet place this poem?

- a On a table
- b In a boat
- c In the woods
- d On someone's coffin



DOUBLE VALUE COUPONS!

OFFER GOOD THURS. THRU SAT.



Example	
One 7-oz can of Ocean Delight Tuna	$1.10
Less Mfrs. Coupon	30¢
Less B & J Discount	30¢
YOU PAY	50¢

It's got to be the best food deal in town! Every manufacturer's "Cents Off" coupon is worth double...double its value at the **B & J Food Market.** Ten cents becomes twenty cents! Twenty cents becomes forty cents! Fifty cents becomes one whole dollar! You can't beat it anywhere. It turns every manufacturer's coupon into a Double-Value Super Special for you.

Double Value applies only to "Cents Off" coupons (maximum $1)—not "free" coupons, other stores' food coupons, or where the total would be greater than the value of the item. Offer does not apply to bakery goods. Coffee is limited to one container per family. Coupons for additional coffee purchases redeemed at face value.

Limit, one coupon per item per household—while supplies last.

38 If you *don't* have a coupon for a 7-oz can of Ocean Delight Tuna, how much will you pay for it?

e $2.20
f $1.10
g $1.00
h 80¢

39 This offer is good for how many days?

a 2
b 3
c 4
d 5

40 You *cannot* use this coupon to buy—

e soap
f coffee
g cake
h pet food

41 What happens if the store runs out of something for which you have a manufacturer's "Cents Off" coupon?

a You will not be able to get it at the special price.
b You will be able to get it at the special price when the store has a new supply.
c You will be given the value of the coupon in cash.
d You will be able to substitute another manufacturer's product.

TEST 1: Reading Comprehension

42 In the example, the 50¢ represents the—

- e manufacturer's discount
- f regular price
- g store's discount
- h price after the discount

43 This offer does *not* apply to coupons that say—

- a 50¢ off
- b 75¢ off
- c 90¢ off
- d $1.10 off

44 On which of the following days will your coupon be worth double?

- e Sunday
- f Tuesday
- g Wednesday
- h Friday

45 If, during the offer period, you present B & J with a "Half Off" coupon from another store, you will—

- a get two items for the price of one
- b have to pay the regular price
- c have to exchange it for a B & J coupon
- d pay half the price of the item



Many people look upon the Wright brothers as the founding fathers of modern aviation. However, long before Wilbur and Orville made their historic flight at Kitty Hawk, North Carolina, people had soared above the earth in hot-air balloons. It all began in Paris in 1783. Two brothers, Joseph and Etienne Montgolfier, made a balloon of paper and cloth and successfully launched their craft by building a fire under it. This balloon carried no passengers, but the two brothers sent their next one up with a duck, a rooster, and a sheep. Since the animals returned to earth unharmed, it was decided that a human being should go up next. Originally, the King of France wanted a jailed convict to be the first passenger, since a convict would not be missed. However, others felt that the first person to make a flight should not be a common criminal. Thus, on November 21, 1783, the Marquis d'Arlandes and a French doctor, Pilâtre de Rozier, took off in another hot-air balloon, or Montgolfier. A crowd of more than 400,000 people, including the King and Queen of France, watched as the two men floated slowly upward over Paris and landed safely about thirty minutes later. That same year, another French citizen successfully launched the first gas-filled balloon. It contained hydrogen, which is lighter than air, and therefore more efficient.

46 The first passengers of the hot-air balloon were—

e three farm animals
f two brothers
g two jailed convicts
h a marquis and a doctor

47 Where did the first balloon flight with people aboard take place?

a London
b Kitty Hawk
c New York City
d Paris

48 The hot-air balloons were named for the—

e King of France
f men who invented them
g first passengers
h city where the first flight took place

49 Pilâtre de Rozier and his partner may best be described as—

a persistent
b inventive
c foresighted
d brave

50 Hot-air balloons were replaced by balloons that were—

e less expensive to make
f easier to make
g lighter
h quieter

51 The first balloon flight with people aboard lasted about—

a 3 minutes
b half an hour
c 40 minutes
d one hour

52 The writer suggests that the founders of modern aviation were—

e the Marquis d'Arlandes and Pilâtre de Rozier
f Wilbur and Orville Wright
g Joseph and Etienne Montgolfier
h the King and Queen of France

53 The King of France had little regard for—

a animals
b criminals
c inventors
d doctors

TEST 1: Reading Comprehension

The sun had run about a third of its course, sending its warm and invigorating rays full on the rocks, which seemed almost insensible to their warmth. The monotonous and continuous chirp of thousands of grasshoppers invisible in the heath could be heard; the leaves of the myrtles and olive trees waved and shook in the wind, sending forth an almost metallic sound. With every step Edmond took on the warm granite, he sent scurrying away numerous lizards bright as emeralds. In the distance, wild goats were to be seen jumping from crag to crag. In a word, the island was inhabited and very much alive. Yet Edmond felt an indescribable sensation akin to fear—a distrust of daylight which, even in the desert, gives us the feeling that inquisitive eyes are following us. The feeling was so strong in him that no sooner had he commenced his task than he stopped, laid down his pickax, picked up his gun and, climbing to the top of the highest rock, gazed all around him. But he could see neither man nor ship.

54 Metallic sounds appeared to come from the—

e leaves
f pickax
g animals
h gun

55 What sent the lizards scurrying?

a The grasshoppers
b The sun's hot rays
c The goats
d Edmond's footsteps

56 Why did Edmond put down the pickax?

e He had finished his task.
f He wanted to rest.
g He felt he was being watched.
h He saw something in the distance.

57 Which word best describes how Edmond felt?

a Afraid
b Sad
c Angry
d Embarrassed

58 Why was Edmond suspicious of the daylight?

e The streets would be crowded.
f The heat would be intense.
g He would not be able to hide.
h The animals would be active.

59 What did Edmond see in the distance?

a Scurrying lizards
b Leaping grasshoppers
c Jumping goats
d A sailing ship

60 Where was Edmond?

e On a mountaintop
f On a ship
g In a desert
h On an island

DIRECTIONS

Choose the word that best completes each sentence. On your answer folder, fill in the space that has the same letter as the word you have chosen.

SAMPLE

If you do something little by little, you do it—

a secretly
b gradually
c needlessly
d poorly

1 A comment is a—

a speech
b note
c topic
d remark

2 To examine carefully is to—

e preserve
f inspect
g reform
h control

3 One who is named to fill a position is—

a adopted
b confirmed
c appointed
d beckoned

4 Something is free of germs when it has been—

e anesthetized
f desensitized
g germinated
h sterilized

5 The person in charge of an organization's funds is the—

a cashier
b treasurer
c teller
d broker

6 Someone with a flamboyant personality is—

e boring
f frightening
g dashing
h reassuring

7 One's residence is one's—

a job
b home
c family
d religion

8 To drip a liquid over meat at intervals while it roasts is to—

e braise
f baste
g blanch
h broil

9 To act like other members of a group is to—

a conform
b elect
c accept
d enroll

10 A toxic substance is—

e sticky
f fattening
g poisonous
h spicy

11 A person not pledged to any political party is—

a judicial
b patronized
c indoctrinated
d nonpartisan

12 A body chemical that activates certain processes within the body is a—

e protein
f vitamin
g hormone
h mineral

13 When something flourishes, it—

a grows
b clings
c bursts
d fades

14 Working together toward a common end is—

e consideration
f concentration
g confidence
h cooperation

TEST 2: Vocabulary

15 An estimate of the value of something is—

a a compensation
b a waiver
c an appraisal
d an endorsement

16 If you jeopardize your career, you—

e further it
f change it
g enhance it
h endanger it

17 A grimace usually shows—

a hesitation
b remorse
c disgust
d confidence

18 The story of someone's life is called—

e an essay
f a narrative
g a tribute
h a biography

19 The auditory sense is the sense of—

a sight
b hearing
c touch
d taste

20 To comprehend is to—

e understand
f study
g repeat
h inquire

21 To collide is to—

a bounce
b overturn
c crash
d fall

22 Material that is used to prevent the transfer of heat is—

e solder
f solvent
g insulation
h binding

23 If a thing has credibility, it can be—

a believed
b sold
c used
d maneuvered

24 To put money in a bank for safekeeping is to—

e discount it
f earn it
g coin it
h deposit it

25 Dimension refers to—

a force
b size
c color
d texture

26 To mock is to—

e make fun of
f tell off
g get even with
h give in to

27 Appreciation for a gift or favor is—

a modesty
b courage
c aptitude
d gratitude

28 Cosmic laws pertain to the—

e emotions
f oceans
g occult
h universe

29 A door that is slightly open is—

a abroad
b astray
c ajar
d aside

30 A severe and heavy snowstorm is—

e a hurricane
f a blizzard
g a cyclone
h an eclipse

Appendix H

Attributional style intervention programme

12 weeks

SESSION ONE

AIM

Introduction to programme, and of group members to one another. Setting the scene. Awareness of internal thoughts. Thought catching. Establishing the link between thoughts and feelings.

OUTLINE

1. Introductions and icebreaker activity

2. Outline of nature and purpose of the programme
   - workshop type of programme involving discussions, acting, writing and drawing
   - duration – 12 weeks – will meet every week at the same time with this group for 1½ hours.
   - everyone is able to participate equally and fully
   - programme aims to look at the link between how we think and how we feel. It aims to change the way they think about bad things that happen so that we can understand and see these things more accurately. It also aims to teach social skills such as problem solving, assertiveness and negotiation.
   - Rules of the group – confidentiality and respect

3. *We will learn to be detectives – catching thoughts and finding evidence to substantiate thoughts – detectives are naturally curious – be curious about your thoughts and feelings – find out what you are thinking and feeling as often as you can. In this session we will learn to become detectives of our own thoughts and feelings and I hope to give you some homework that no one will even know you are doing but which will be the most useful homework you can do this week and always.*

4. Read story to illustrate link between thoughts and feelings. In the story two characters had the same thing happen to them, but thought and felt differently about it.

I want you to answer this question at the end of the story: Why did Hope feel okay at the end but Gugu felt sad, angry and upset?

Story: Hope and Gugu and the camping disaster.

It was the time of year they had all been waiting for. The school tour. Hope and Gugu were best friends and were very excited about going to the Magaliesberg with their classmates. No parents!

The first day was a lot of fun. They went to the Ostrich farm, the Lion Park and then on to the campsite where they were allocated bungalows to sleep in. Gugu and Hope were together with their friends Felicia and Dora. All was going well. Then it happened…

It was time for dinner and everyone had been told that they should be in the hall at 6 pm sharp or they would miss dinner. Hope and Gugu had taken their time in the bath and were rushing to the hall a little late, but very hungry when… Hope slipped and slid down the grassy bank pulling Gugu accidentally with her. The two ended up in a heap at the bottom of the bank in a small pool of mud. They were filthy! Wet and muddy! Their clean clothes had mud all down one side. Hope's shoe even had mud in it.

"Oh no!" thought Gugu. "I can't go to dinner looking like this! Everyone will laugh at me and tease me and that will be terrible! I am so cross that Gugu did this to me. Now I am going to have to miss dinner and go hungry. This is a disaster! This tour is going to be really horrible. I wish I was at home. I hate tours!"

" Oh, no!" thought Hope. "Look at the mess we are! Oh well, I guess it's not too bad. We can wash after dinner and we do have other clothes to wear. I am sure some of the kids will laugh when they see us but that's okay – this could happen to anyone. Anyway, I am sure they will ignore us once they start eating! This is all part of the adventure of tours – you never know what will happen next!

How do you think Gugu felt? How do you think Hope felt?
Why do you think they felt so differently when the same thing had happened to them both?
Discuss the link between thoughts and feelings.
Link the story and discussion to their own experience. *Has there ever been a time when the same thing happened to you and someone else but you responded in a different way to the other person?* Discussion.

5. Thought catching exercises

Aims: Awareness of internal world and thoughts. Normalising internal thoughts.
Activities may include: 1) standing tip toes together with another partner for one minute without laughing – ask what thoughts they were thinking during the exercise, how they felt 2) children sit with eyes closed for one minute and try to become aware of everything that goes through their minds, everything they are thinking. Discuss the activities in the group 3) children each quietly and draw a picture of themselves and try to be aware of what they are thinking and saying to themselves while they are drawing.

6. Introduce concept of internal dialogue for when <u>bad</u> things happen to us.

When bad things happen, like getting into a fight with a friend or getting punished at home, we all talk to ourselves about what just happened. We think about it inside our head and since it is inside our head,, no one else can hear the things we say to ourselves. Everybody does this, kids and adults, and it is totally normal. A lot of the time we may not even notice what we are thinking when a problem happens. It's just like the voice inside our heads turns on automatically. Imagine your teacher blamed you for something you didn't actually do. You might say to yourself, "Why is she picking on me? She's always blaming me for things I didn't do. She must really hate me."

Let's think of some of the things you might be thinking in your head in certain situations:

Sibu is looking in the mirror after coming home from the barber. He is thinking to himself...

Sibu: Man, I can't believe the haircut I just got. He made me into a cheeskop! How can I go to school like this? Everyone's going to laugh at me and it's going to take months for my hair to grow again. I look terrible.

Thandi is sitting on the edge of the field during P.E. She is thinking to herself...

Thandi: I can't believe Lerato didn't pick me to be on her team. When I'm captain I always pick her first. She picked Tammy, and Tammy isn't her best friend. I'm supposed to be her best friend. She obviously doesn't like me anymore.

Wandile finds out he didn't get invited to John's party. He is thinking to himself...

Wandile: Why didn't John invite me to his party? I often sit next to him and we have fun together. He must be cross with me because he invited all the other boys. They're all talking about the party and I'm going to have to tell them I was not invited. I'll be so embarrassed. They'll think I'm no good. I guess they're probably right.

Nthabiseng is changing after P.E. and finds her new jersey is missing. She is thinking to herself...

Nthabiseng: I can't believe someone took my jacket. Someone must have stolen it. What am I going to tell my mom? She's going to kill me! She warned me not to loose it because it was so expensive. She's really going to kill me. I'm sure she won't but me a new one and now I'll have to wear my old one with holes in. Everyone will notice. This is the worst thing that could happen!

7. Real-life situations and associated thoughts and feelings

Talk about real-life situations the children have been in when they remember what happened and what they were thinking in their heads and how they felt.

Give homework. *This week I want you to catch your thoughts as often as you can especially when something "bad " or not so good happens to you. Remember what you say to yourself in that situation, and possibly how you feel, and bring it to the next*

session. Everyone must have at least one event and a memory of their thoughts in that event. Be detectives and catch your thoughts when you can.

8. Feedback / reflection – summarise what was learned this session.

SESSION TWO

AIM
To introduce the ABC Model. To reinforce awareness of internal thoughts.

OUTLINE

1. Revision of concepts from last week: *1) everyone has a thinking voice in their heads of which they are not always aware, 2) we need to be more aware of our automatic thoughts especially when bad things happen – we need to be like detectives in our own minds.*

2. Talk about homework. Every child gets a chance to share their event and their thoughts at the time. Ground rules of respect and confidentiality need to be in place for children to feel safe to share freely. *Were your thoughts like Hope or like Gugu?*

3. Revision of concept of internal thoughts.

Discuss these situations with the group.

Imagine that each situation is happening to you. Talk out loud the things you might say to yourself.

- *You are walking to school and you notice a group of kids whispering and pointing in your direction. You think to yourself...*

- *Your teacher calls on you in class and you realise that you have no idea what she asked you because you've been daydreaming. You think to yourself...*
- *You and your best friend planned to go to see a movie you've been dying to see. A half an hour before you're supposed to leave for the movies, he calls to say that he can't go because he's going to play Play Station at another friend's house. You think to yourself...*
- *Your sister has a bunch of her friends over, and no matter what you do, they make fun of you. You think to yourself...*

4. Recall the story of Hope and Gugu. Discuss how each of these characters would respond in the above situations? They respond differently because of how they are thinking.

5. Introduce ABC model. Key idea: How you feel does not just happen, it happens because of the way you think. *I am going to teach you a new ABC. One that other children do not know:*

A stands for Adversity

B stands for Beliefs

C stands for Consequences

6. Use cartoon pictures to illustrate the ABC's. Worksheets 1, 2, 3, 4 and 5

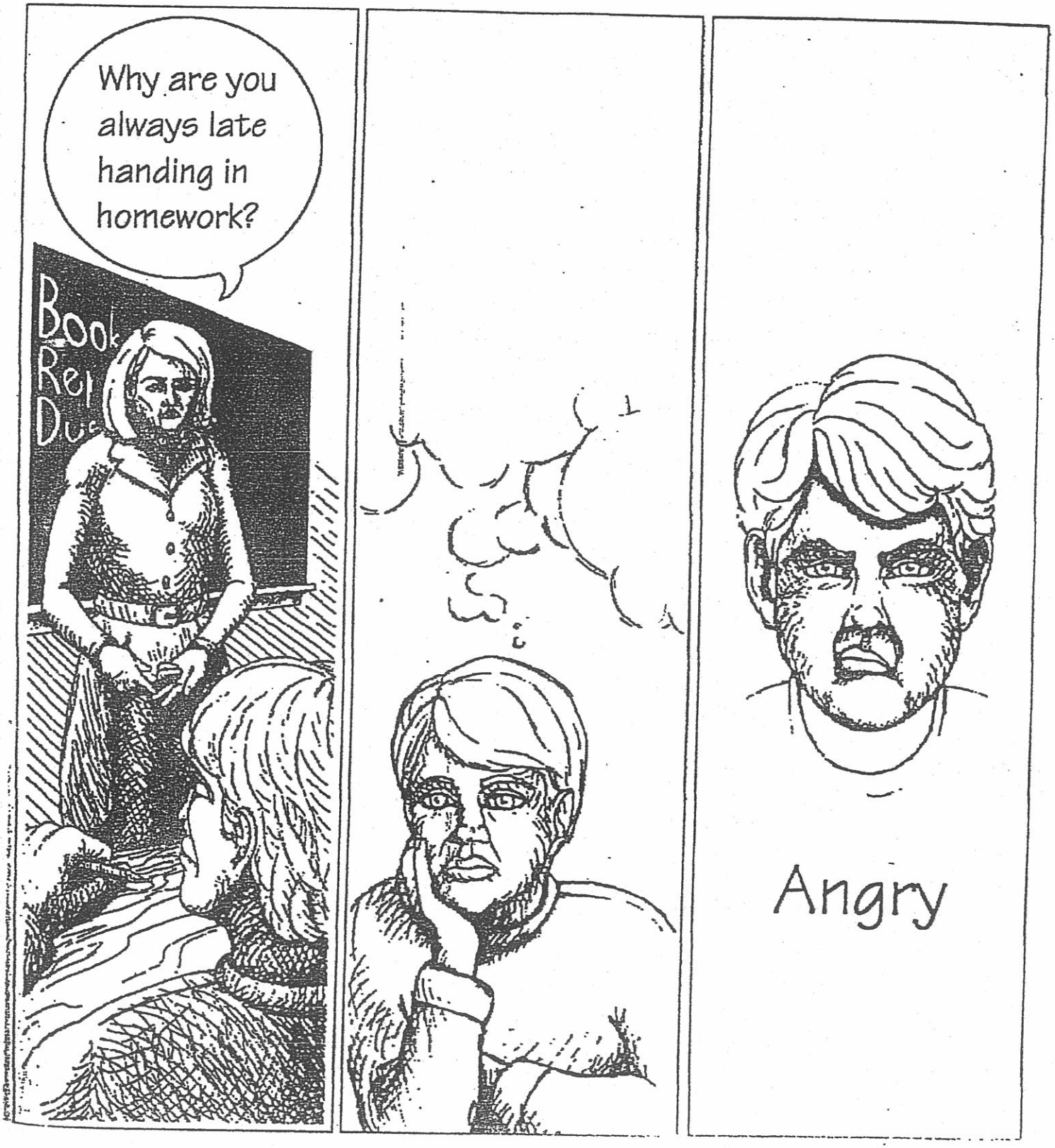
Do each cartoon with the children. Ask them to describe what is happening in the first frame and how the character ends up feeling in the last frame. In the middle frame the character is drawn with a thought bubble over their head. Discuss how when something bad happens, it is the middle frame that is the most important step because the things the person says to himself or herself determine how he or she feels. Do the first two cartoons together and then get the children to write in their own ideas for the others

NB idea is that the thoughts rather than the adversity cause the feelings.

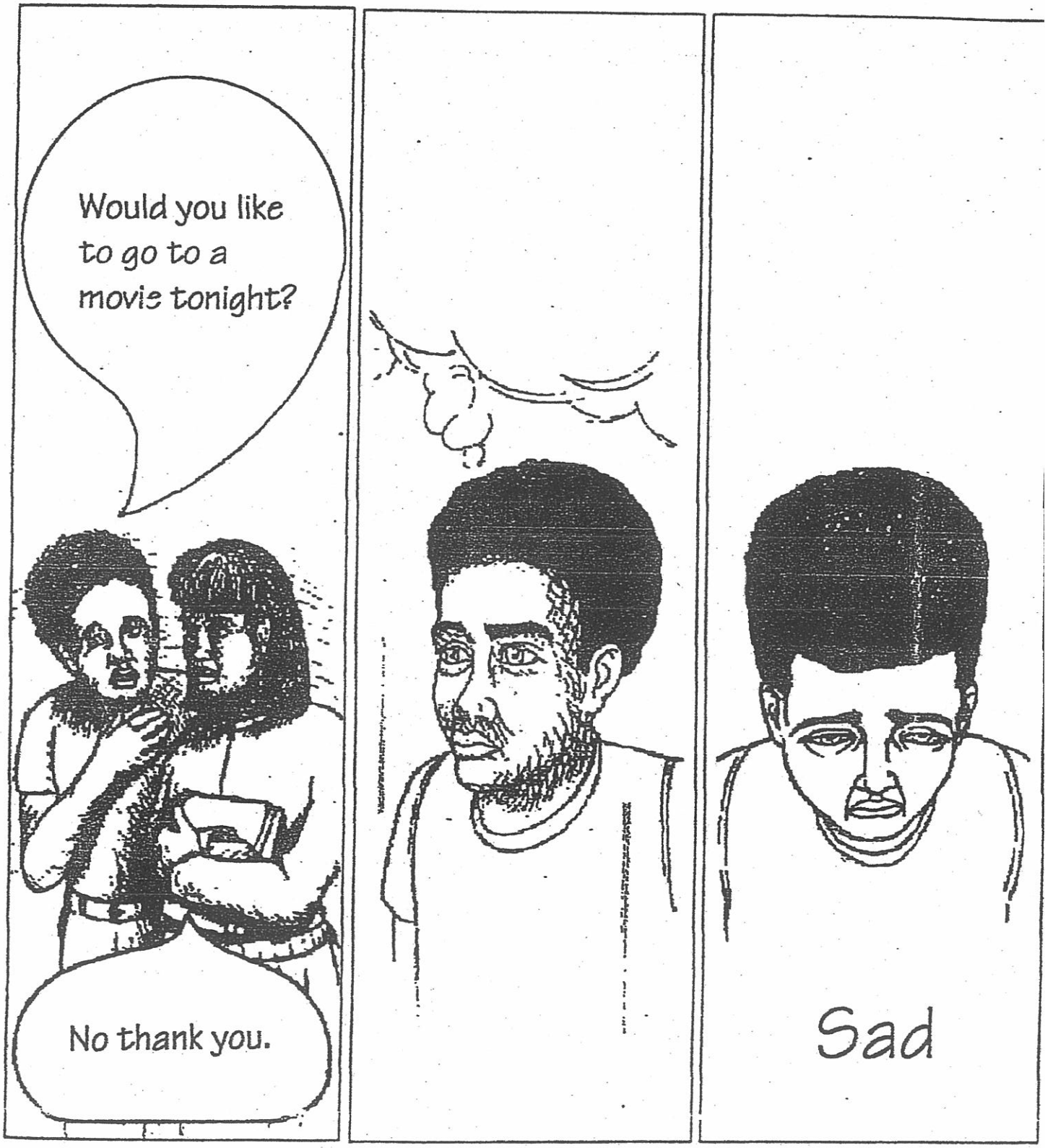
5. Homework: *Be aware through the week of some of the "bad" things that may happen. Remember them. Try to think of how you feel. Then go back to why you were feeling like that. What were the thoughts that went through your head that made you feel like that? Were they thoughts like Gugu or like Hope?*

6. Feedback / Reflection– summarise what was learned this session.

WORKSHEET 1


Why are you always late handing in homework?
Book Rep Due
Angry

WORKSHEET 2



WORKSHEET 3



SESSION THREE

AIM

ABC model – consolidating the link between thoughts and feelings – being able to work through real-life examples

OUTLINE

1. Revise the link between thoughts and feelings discussed last session.

2. Discuss their week and the homework of thinking about how they felt and why they felt that way in certain situations during the week. Draw them on the board in ABC format. Emphasise the fact that thoughts cause feelings, not events themselves.

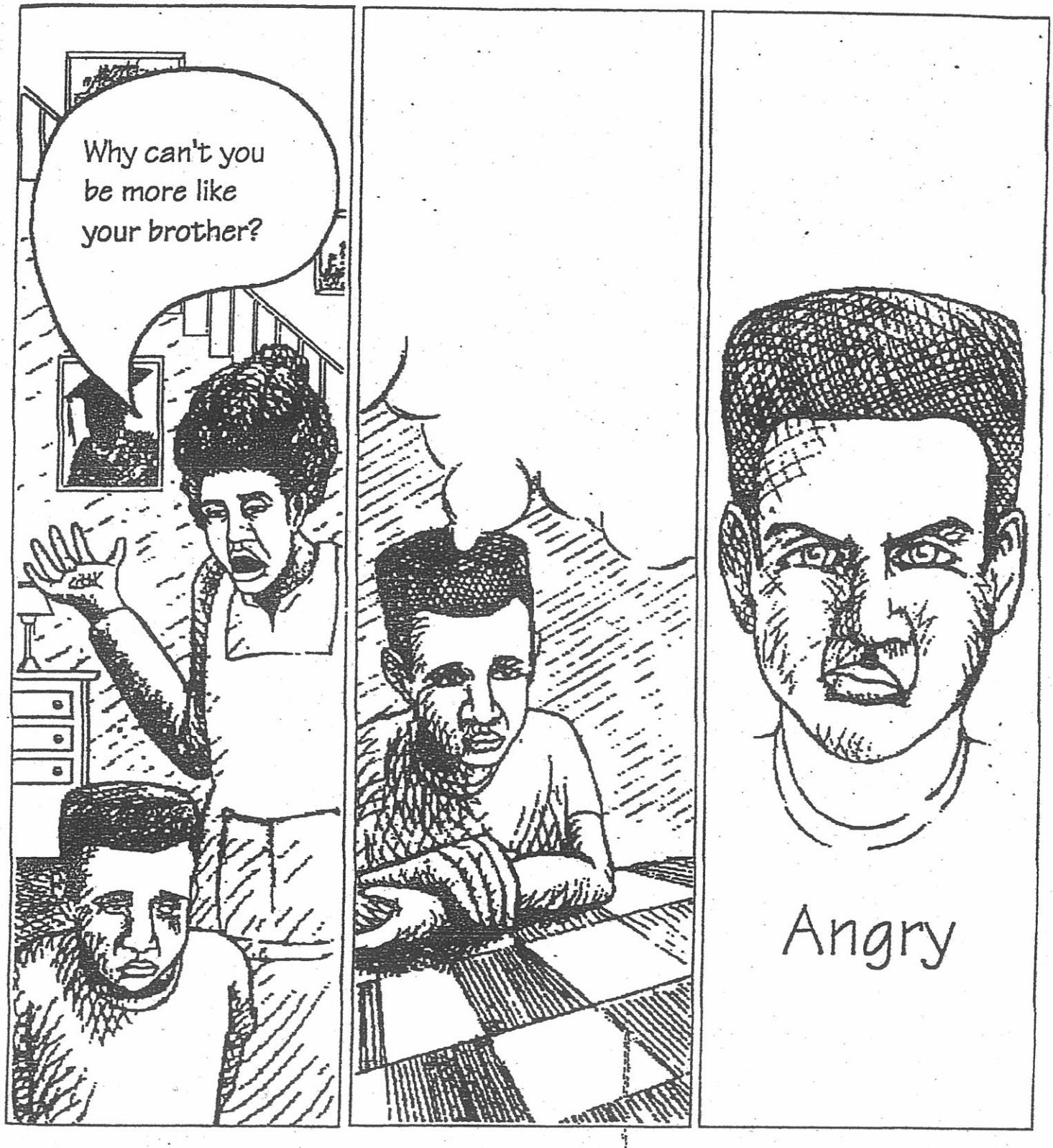
Real life examples:

- If a teacher shouts at two children, one may feel sad and the other okay. Why?
- If you give R1 to a beggar, one may be very happy and grateful, the other angry. Why?

3. Worksheet 6 – matching thoughts to feelings

If you get into a fight with a friend you could have different thoughts about the fight. Each thought would make you feel a different way. I want you to imagine that you really did get into a fight and that you were thinking each of these thoughts. Then draw a line from each thought to how it would make you feel. Children work through the examples on their own and then group discusses their choices. (Worksheet 6)

WORKSHEET 4



WORKSHEET 6

What thoughts would lead to these feelings?

Join the thoughts to the feelings:

1. You get into a fight with your best friend.

Thoughts	*Feelings*
Now I don't have any friends.	Mad
My friend was being mean to me on purpose	Okay
We'll make up and be friends again	Sad

2. You get a low mark on your spelling test.

Thoughts	*Feelings*
I'm going to get into trouble at home	Okay
I've been messing around instead of studying	Scared
I can work hard and do better on the next test.	Guilty

2. Your older brother is allowed to stay up late to watch a movie and you aren't.

Thoughts	*Feelings*
I'm never allowed to do anything fun.	Mad
They love him more than me.	Okay
They took me to the amusement park and not him.	Sad

4. ABC Verbal examples.

Read through the examples and ensure that the children see the link between beliefs and feelings.

Adversity: Today was my birthday and I had a party for a lot of the kids in my class. Right after we ate the cake, a bunch of my friends started whispering and they wouldn't' tell me what they were saying.

Beliefs: They're such jerks. It's my party and they're telling secrets about me. I wish I had never invited them.

Consequences: I got really mad at them and asked my mom if I could tell them to leave.

Why did the boy feel mad?

Why did he want the kids to leave his party?

If he thought the boys were whispering because they had a birthday surprise for him, how do you think the boy would have felt?

Would he have wanted them to leave?

Adversity: My favourite teacher, Mrs. Mabena, left to have a baby, and I don't like our new teacher, Mr. Watts. Yesterday he asked me to come to the front of the class and solve a fraction problem. I got it wrong and he said, right in front of the whole class, that I needed to spend more time on my studies and less time daydreaming.

Beliefs: Mr. Watts has it in for me. He's going to pick on me all year now and everybody thinks I'm stupid.

Consequences: I felt really stupid. I wanted to get up and leave and never come back. My face turned all red and I couldn't stop it.

Why did he want to leave and never come back?

Why did his face turn red?

Did he want to leave because he got the sum wrong?

Why did he feel stupid?

How do you think he would have felt if he believed the other kids in the class thought it mean of Mr. Watts to scold him in front of the whole class?

Adversity: Most of my friends are really skinny. Especially Tumi and Fikile. All the boys like them. No matter how little I eat, I can't get skinny. I even tried to eat just carrots and stuff for a week, but by nighttime I'd be so hungry that I'd end up eating dinner like I always do.

Beliefs: I'm such a pig. I don't have the willpower. I'm never going to have a boyfriend. I just better face it. No guy is ever going to want to go out with me. Fat pigs aren't popular.

Consequences: I felt so bad. Really, really bad. I would have started crying, but I was still at school and I didn't want anyone to see me cry. When I got home, I just ran up to my room and then started to cry. My mom wanted to talk to me, but I told her to leave me alone. I didn't even want to look in the mirror anymore.

Why did this girl feel so bad?

Was it because her friends were skinny and she wasn't?

If you believed that no one would ever want to go out with you, how would you feel?

What might another person say in her situation?

How do you think this would make her feel?

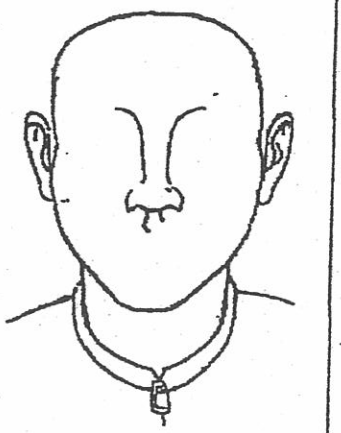
5. Real-life ABC's worksheet

Take the last example above and fill in Worksheet 7 together, thinking of different things that the girl could have thought and the feelings she would have as a result of her thinking. Then get the children to do their own real-life situation or problem on a new copy of Worksheet 7. Remember, it does not have to be an event, it could be just a problem, like "My mom always shouts at me no matter what I do at home". Basically, any time in which s/he felt sad, or mad, or embarrassed, or afraid and acted in a way s/he didn't like – was nasty to a friend, or gave up easily – even if s/he didn't feel like this for very long.

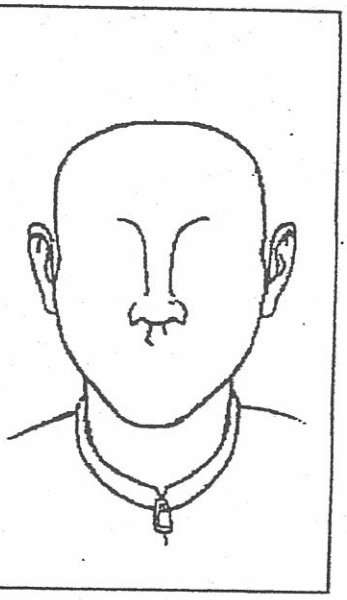
WORKSHEET 7

Problem:

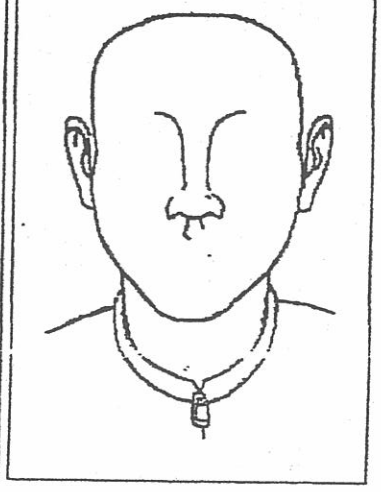
Thought



Thought



Thought



6. Feedback / Reflection– summarise what was learned this session

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SESSION FOUR

AIM

To teach the concepts of optimism, pessimism, and explanatory style.

To teach the concept of permanence

OUTLINE

1. Introduce the concepts of optimism and pessimism. Write them on the board and try to define them – getting the children's idea of how they think, how they might look, or act.

2. Introduce the idea that just as people have a particular style of dressing, they also have a style of thinking. If someone tends to always see the downside and this makes them feel bad, they can learn to see the upside of situations as well. Emphasise that we are not trying to think optimistically without reason – we are trying to be **more accurate** in our thinking, that is, not to overlook the positive options or alternatives that exist. Discuss this. Empty optimism = looking in the mirror every day and saying "every day in every way I am getting better and better" when reality does not indicate this to be true. Positive thinking does not last if it is not real.

3. Ask the children if they can recall a time when they felt pessimistic and what the consequences were and could have been if they were more optimistic.

4. Role play.

Three children read the dialogues to the class. Discuss them: *What did you notice about Gloomy Gugu and Hopeful Hope? What would it feel like to be Gugu and Hope. What effect did Gugu have on Sibu? Who would they rather have for a friend? Who was more accurate?*

Gloomy Gugu and the art competition

Sibu: [*looking at a poster on the wall*] Hey Gugu! Have you seen this? Cheezo's are having a competition and all you have to do is draw a picture of yourself doing your favourite thing!

Gugu: Yeh, I've seen that. But it's no use me entering. I never win art competitions.

Sibu: But it says here that every entry will get a large bag of Cheezo's free!

Gugu: That's rubbish. They just say that to get you to draw a picture. How can they give us all free chips?

Sibu: But they're coming to the school to collect the entries and you'll get free Cheezo's if you draw a picture.

Gugu: Naaa. My luck, they'll run out of Cheezo's just as I hand in my picture. Besides, I tried drawing a picture of a person in English the other day and Mrs. Orman said it looked like a dead twig. Everyone always thinks my drawings are terrible. I'm useless at drawing.

Sibu: Maybe you're right. Maybe it is a waste of time.

[*Gugu slouches off and Sibu looks sadly at the poster. Along comes Hope.*]

Hope: Hi Sibu, what's happening?

Sibu: Ahh, nothing much. I was just thinking of entering this competition but Gugu says it's a waste of time.

Hope : That doesn't sound right. Let me see. [*She reads the poster and starts to get excited*]. Hey, free Cheezo's! And all you have to do is draw a picture! Cool! I'm not so good at drawing but I think I can do this!

Sibu: But you might not win.

Hope: That's cool. I can ask my brother to help me- he's good at drawing stuff. And I can make it look pretty good if I try a bit. My friend always likes my art when I put lots of patterns and stuff on it – so, who knows maybe I can come somewhere?

Sibu: You sound so excited, maybe it is worth a try.

Hope: Sure! What have you got to lose? And you'll get free Cheezo's!

Sibu: Maybe we can ask Mr. Damon if we can start in Art tomorrow?

Hope: Cool! You have great ideas, Sibu.

5. Role plays. Children work in pairs to act out situation they think up, in which one of them acts as the pessimist, and the other acts as the optimist. Plays are performed for the group and the audience has to identify who were the optimist and pessimist in each play.

6. Introduce the concept of **permanence.**

When something bad happens we always try to think of what the consequences will be to us in the future. For example, Gugu thought that because Mrs. Orman said her drawing looked like a dead twig that she could not draw and never will be able to draw well. Sometimes we may believe that the problem is going to last forever and that we can't do anything to make it better. We believe that the bad thing is permanent. Permanent thoughts make us feel down and ready to give up without even trying. In contrast, if we believe the situation is temporary and changeable, then we will feel energised and try to change it. For example, Hope knew she could not draw fantastically, but she thought about getting her brother to teach her how to draw better, and felt good about her chances in the competition. She felt energised – very different to Gugu.

Talk about permanent thoughts - give examples.

7. *Look back at the dialogue. Circle all of Gugu's permanent thoughts, for example:*

"I never win art competitions."

"Everyone always thinks my drawings are terrible. I'm useless at drawing."

8. Gloomy Greg and Hopeful Helen dialogues.

The children read the dialogues and identify the permanent or temporary thoughts.

Gloomy Greg at the school disco.

Greg: Hey, Tumi, do you want to dance?

Tumi: No thanks, I'm tired.

Greg [*thinks to himself*]: Oh there we go! I'm such a loser! Why did I even bother to ask her to dance? I never have any fun at these things. I should have known she'd say no. She's popular and I'm a geek. No one's ever going to dance with me. I always get shot down. I'm never going to be cool enough. I don't know why I even bothered coming to the dance. They're always really boring.

[*Greg sits down and looks very sad*].

Hopeful Helen at the school disco.

Helen: Do you want to dance?

Thabiso: No thanks.

Helen [*thinks to herself*]: Ugh! That was embarrassing. I hate it when that happens. I guess Thabiso just isn't into dancing tonight. I'll try to ask someone else. [*Speaks to Sam*] Hey, Sam, how about a dance?

Sam: No thanks, Helen.

Helen [*thinks to herself*]: Oh, man. Another no. I'm not getting very far. Maybe I wasn't friendly enough. Okay, I'll give it another shot, but this time I'll smile nice and big and be real friendly. [*Speaks to Andile*] Hi, Andile. Are you having a good time?

Andile: Yeah. I can't believe how cool the hall looks.

Helen: Yeah. I heard that Mr. Mabusa and Mrs. Khumalo spent all week getting it to look like this. Hey, I really like your shirt. Is it new?

Andile: This one? Oh, yeah, thanks. I just got it on the weekend. I went to the new shop in the mall.

Helen: Oh, yeah, I haven't been there yet. Hey, I really like this song. Do you want to dance?

Andile: Cool.

[*They head off for the dance floor and have a really cool time*]

Greg's permanent thoughts:

"I *never* have any fun at these things" "No one's *ever* going to dance with me" "I *always* get shot down" "I'm *never* going to be cool enough" "They're *always* really boring"

"I'm such a loser" "I'm a geek"

Greg feels sad, he decides not to ask anyone else to dance, spends the rest of the night on a chair by himself feeling bored and having an even worse time.

When somebody believes that that nothing's going to get better, then it makes sense to give up and stop trying. But the problem is there are often actions that one can take to make things better. So if your thoughts are causing you to give up, it's much harder to make things better for yourself.

Helen's temporary/changeable thoughts:

"I hate it when that happens" "I guess Thabiso just isn't into dancing tonight" "I'm not getting very far" "I wasn't friendly enough"

Thabiso may not be in the mood to dance but other boys might.
If she believes she wasn't friendly enough, she can change that and be friendlier.
She keeps trying.

NB Question: Why do you think Helen found someone to dance with and Greg didn't?

[Make sure their answer is not attributing it to facts "Greg must be really ugly", but to his thoughts. If they attribute his failure to facts, go back to the ABC connection.

Don't dismiss the facts, but stress that it is how a person thinks about things that contributes more to lack of success].

6. Feedback/Reflection – summarize what was learned in this session

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SESSION FIVE

AIM

To reinforce the concept of permanent thoughts

To introduce the concept of personalisation

OUTLINE

1. Revise concept of permanence – "poison words" are 'always' and 'never'. Permanent thoughts lead one to giving up, not trying, feeling hopeless, sad, i.e. not doing anything when something could in fact be done to change the situation.

2. Cartoons: Worksheets 8, 9 and 10

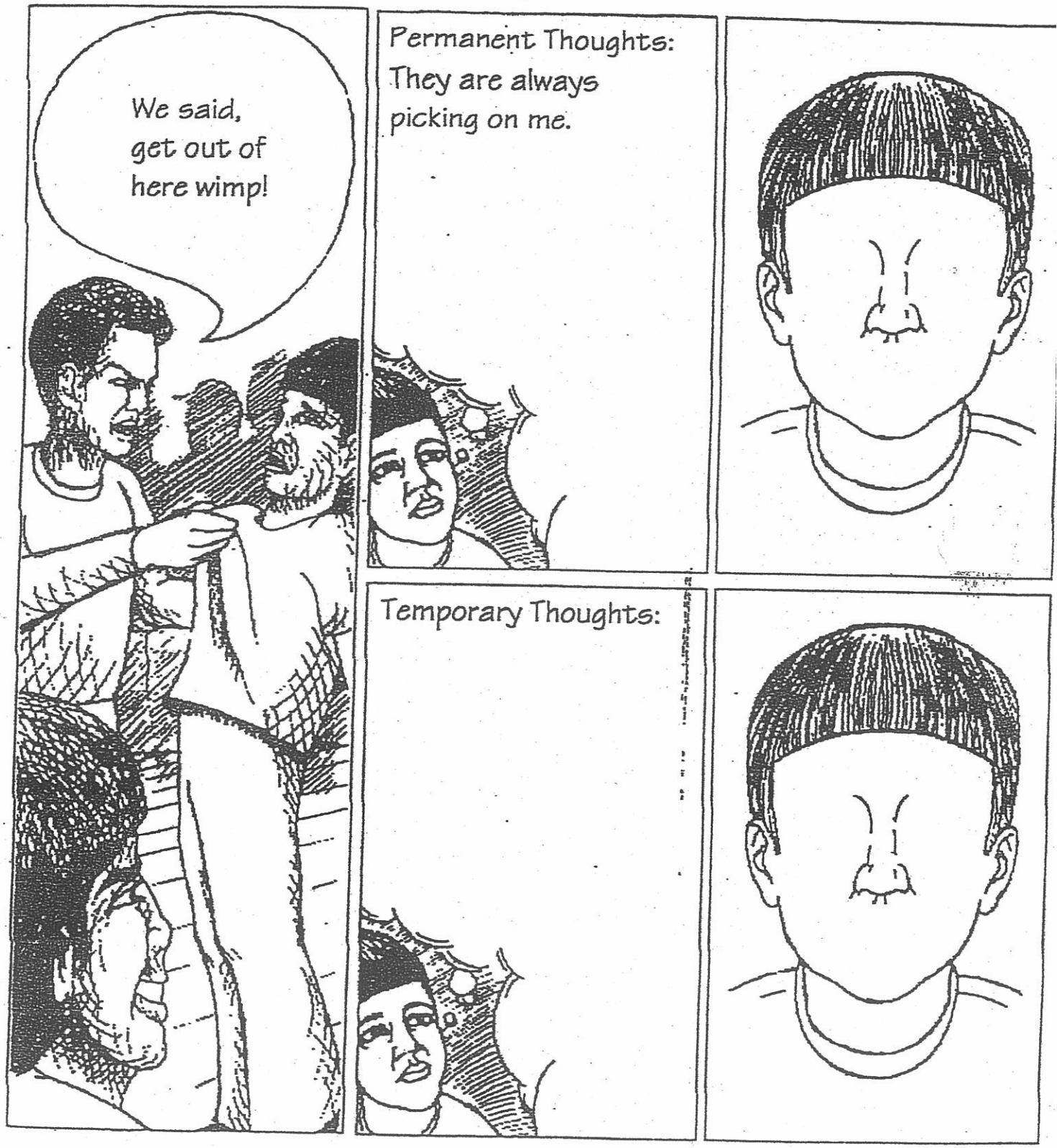
   Frame one: An adverse event

   Frame two: Think of another permanent thought that might explain why the boy is being excluded e.g. "I never have any friends" "No one likes me" "I never fit in"

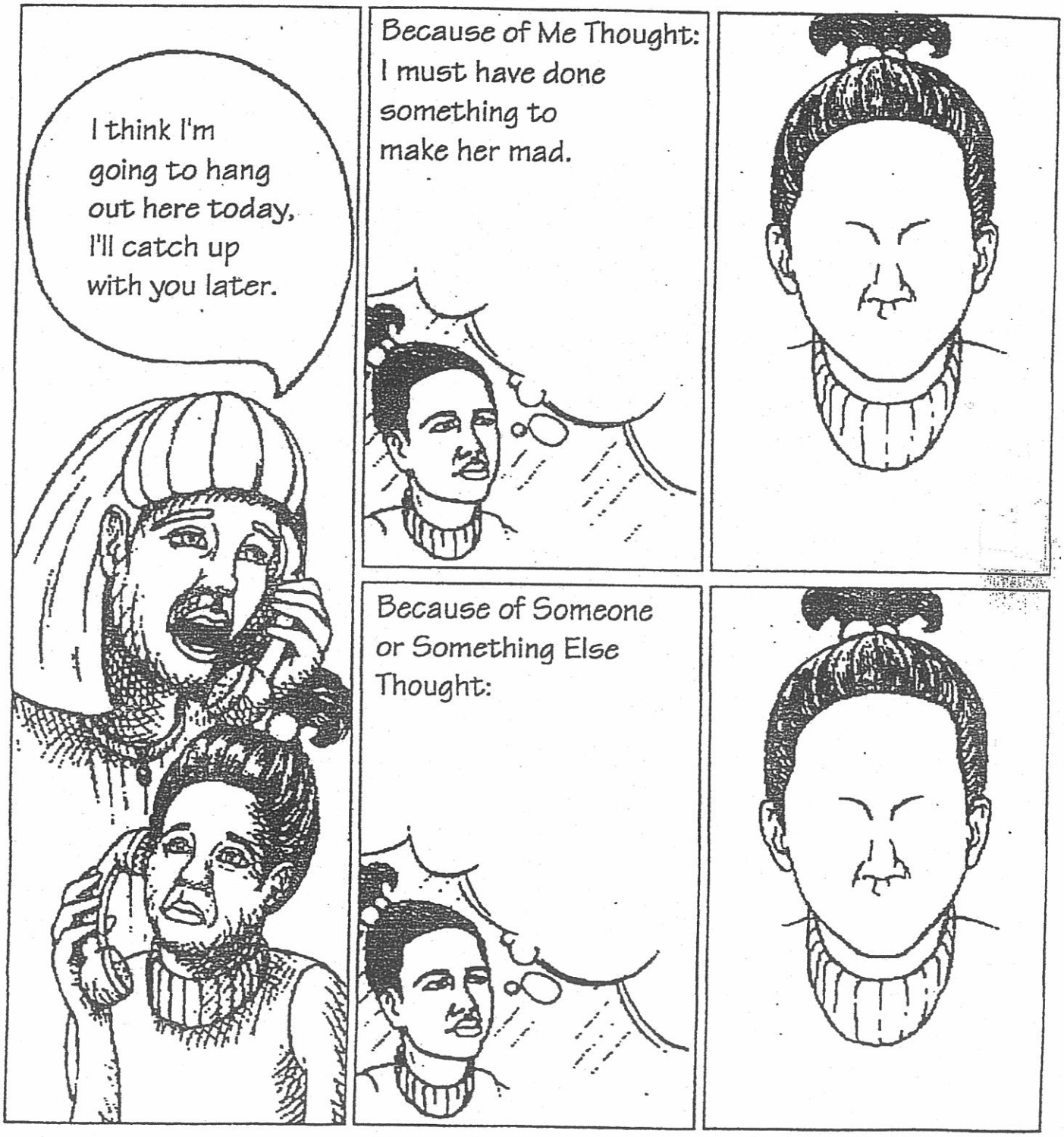
   Think of some temporary thoughts e.g. "They're being mean to me" "They're mad at me" "I've been nasty a lot lately".

   Frame three: Complete the face to show how each type of thought would make the boy feel.

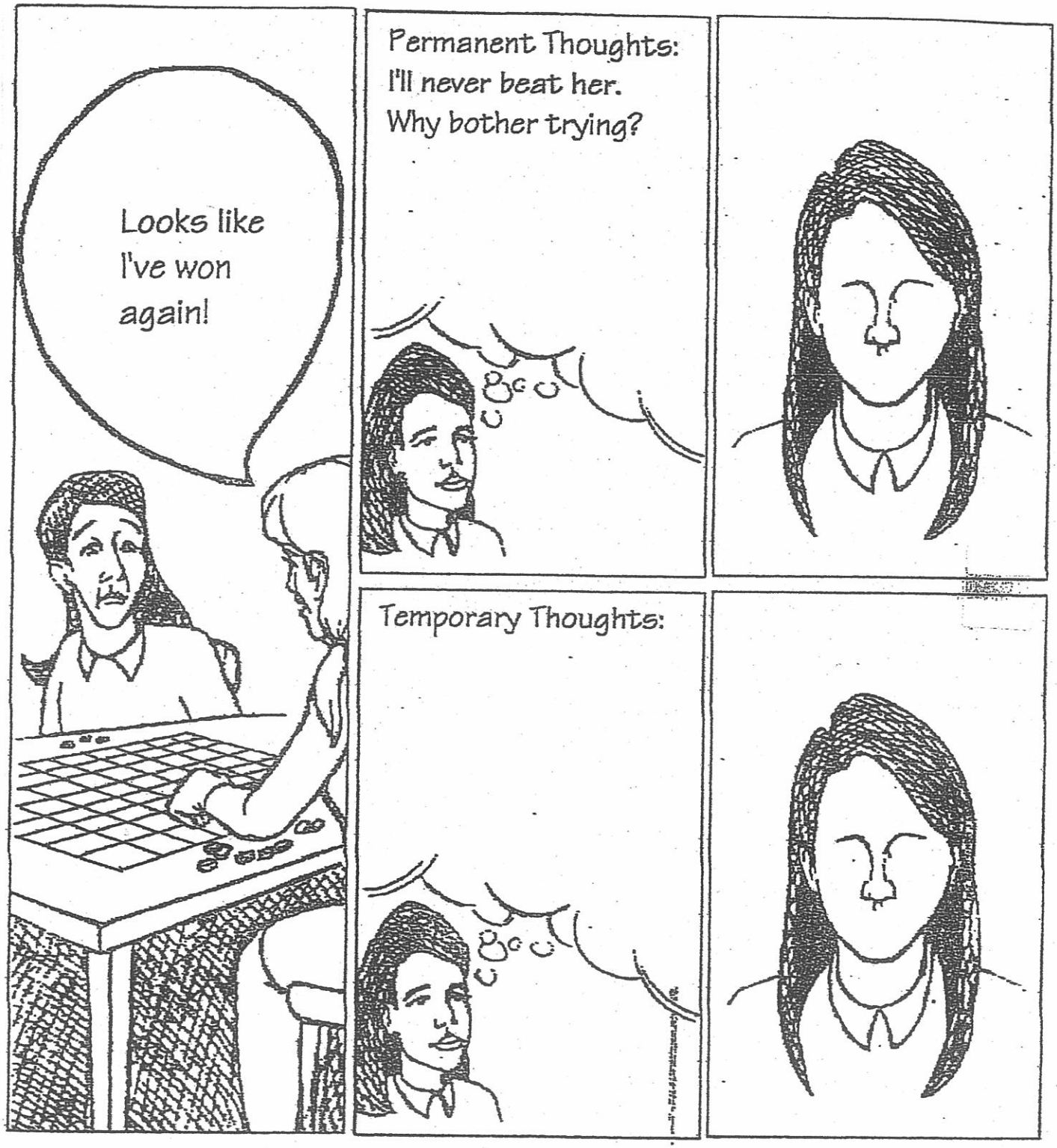
WORKSHEET 8


We said, get out of here wimp!
Permanent Thoughts: They are always picking on me.
Temporary Thoughts:

WORKSHEET 9


I think I'm going to hang out here today, I'll catch up with you later.
Because of Me Thought: I must have done something to make her mad.
Because of Someone or Something Else Thought:

WORKSHEET 10



3. Introduce the concept of **personalisation**

When things go wrong, we can think either we caused the bad thing to happen, or we may think it was caused by someone or something else. When we think about how we caused it to happen we can either think it is because we are dreadful, useless, stupid, etc., or it is because of something we did at that time that was silly, stupid, etc. In other words, we can blame who we are as a person, or blame what we did in that moment, or we can blame someone/something else altogether.



I'm a terrible person **I did a horrible thing then** **It's all their fault**

BECAUSE OF ME BECAUSE OF THEM

This is where we really need to be very careful detectives to find out how much part we played in the bad event, and how much has got nothing to do with us. The important thing is to see things realistically and accurately.

4. Feedback / reflection – summarise what was learned this session.

SESSION SIX

AIM

To consolidate the concepts of permanence and personalization

To introduce disputation as a concept

OUTLINE

1. Revision of the concept of permanence and personalisation. Permanent and personal thoughts generally lead to feeling hopeless and unhappy.

Read the dialogues of Gloomy Greg, Hopeful Helen and Angry Adam to illustrate the three ways of thinking, viz. "because of me" thoughts, "because of them" thoughts, and realistic evaluation of the situation. Ask the children to identify the "because of me" thoughts:

Gloomy Greg misses the ball

Greg's soccer team loses their match.
At supper that night, his father asks about the game.

Dad: So, mom tells me you have a tough loss today. Sorry to hear it kiddo.
Greg: Yeah, we got thrashed. We could've won too. I blew it.
Dad: What do you mean? What happened?
Greg; Dumisani passed the ball to me and nobody was around and I missed it. It went right out. And I could have scored if I had just got it. But, no, I missed it. And we would have won, too.
Dad: That's too bad. But that can't have been the only reason why you lost, though. What was the score?
Greg: It was four-one. We would have won if it wasn't for me. I messed it up every time I got the ball. I'm really pathetic at soccer. I'm never going to be any good. I'm going to quit. Maybe then we'd win a game.

Greg's "because of me" thoughts:
I blew it. We would have won if it wasn't for me. I messed it up every time I got the ball. I'm really pathetic at soccer. I'm never going to be any good.

Do you think Greg's beliefs about why the team lost were accurate?

When a tem loses what might some of the other reasons be?
Did Greg want to quit because the team lost? Or for some other reason?
Does Greg think he can do anything to improve his skill? Why not?

When someone takes all the blame for bad things, this can make them feel very bad about themselves and they may decide to give up.

Hopeful Helen drops the ball

Helen's netball team loses their final game of the season. After dinner that night, her father asks about the game.

Dad: So, Mom tells me you had a tough loss today. Sorry to hear it, kiddo.
Helen: Year, we got thrashed. We could've won, too. We really were terrible today.
Dad: What do you mean? What happened?
Helen: Well, this girl passed to me and I dropped it. I couldn't believe it. It was right in my hands and I blew it. I was so embarrassed.
Dad: That's too bad. That couldn't have been the only reason you lost though. What was the score?
Helen: It was ten-four, I think. We all played pretty bad. Mrs. Peel wasn't too happy. Dineo dropped the ball a couple of times. Precious kept getting blown for running with the ball, and Khumo couldn't get her throws in to score. And they have this really big girl on their team and she kept getting the ball. Their Goal Shooter was really good, too. Mrs. Peel says we need to concentrate more in the field.

Helen is more accurate in her assessment of the loss. She takes responsibility for her mistakes, (I dropped it) but she is also able to see the mistakes of the rest of the team.

Helen's "because of them" thoughts:

We all played pretty bad. Dineo dropped the ball a couple of times. Precious kept getting blown for running with the ball. They have this really big girl on their team. Their Goal Shooter was really good.

Which person enjoys their game more, Greg or Helen?
Which person are you more like?

Children who are like Hopeful Helen are able to say "this part was my fault, these parts weren't my fault". They can feel good about themselves and work hard to figure out how to make sure they don't contribute to the problem again.

Children who are like Gloomy Greg say "it's all my fault". They feel bad about themselves and usually decide to give up without even trying to correct the problem.

Adam misses the shot

Adam's soccer team loses to the Tigers. At dinner that night, his father asks about the game.

Dad: So, Mom tells me you had a tough loss today. Sorry to hear it, kiddo.
Adam: Year, we got thrashed. We could've won, too. Sibu really blew it.
Dad: What do you mean? What happened?
Adam: Sibu really can't play goalie. He let four shots go by. He didn't even stop the ones he went for.
Dad: that's too bad. That couldn't have been the only reason you lost, though. What was the score?
Adam: Five-four. We would have won if it wasn't for Christopher. He missed the penalty shot. He's such a spaz. I told him to let me take it but the coach said it was his turn. I took a penalty shot earlier – but I missed it because Thabiso kept telling me what to do and I couldn't concentrate. I'm on the worst team ever.

Adam does not take any responsibility for his team's loss. He blames everyone else.

Do you think he enjoys soccer?
Does he see things accurately or realistically?

2. Talk about real-life examples of an incident when a personal explanation was used.

Children think, talk and then write about their experience using the following structure:

What happened was...
I thought...
I felt...

3. Cartoons – Worksheets 11, 12 and 13. Real-life ABC's with cartoons.

4. The Pie Game

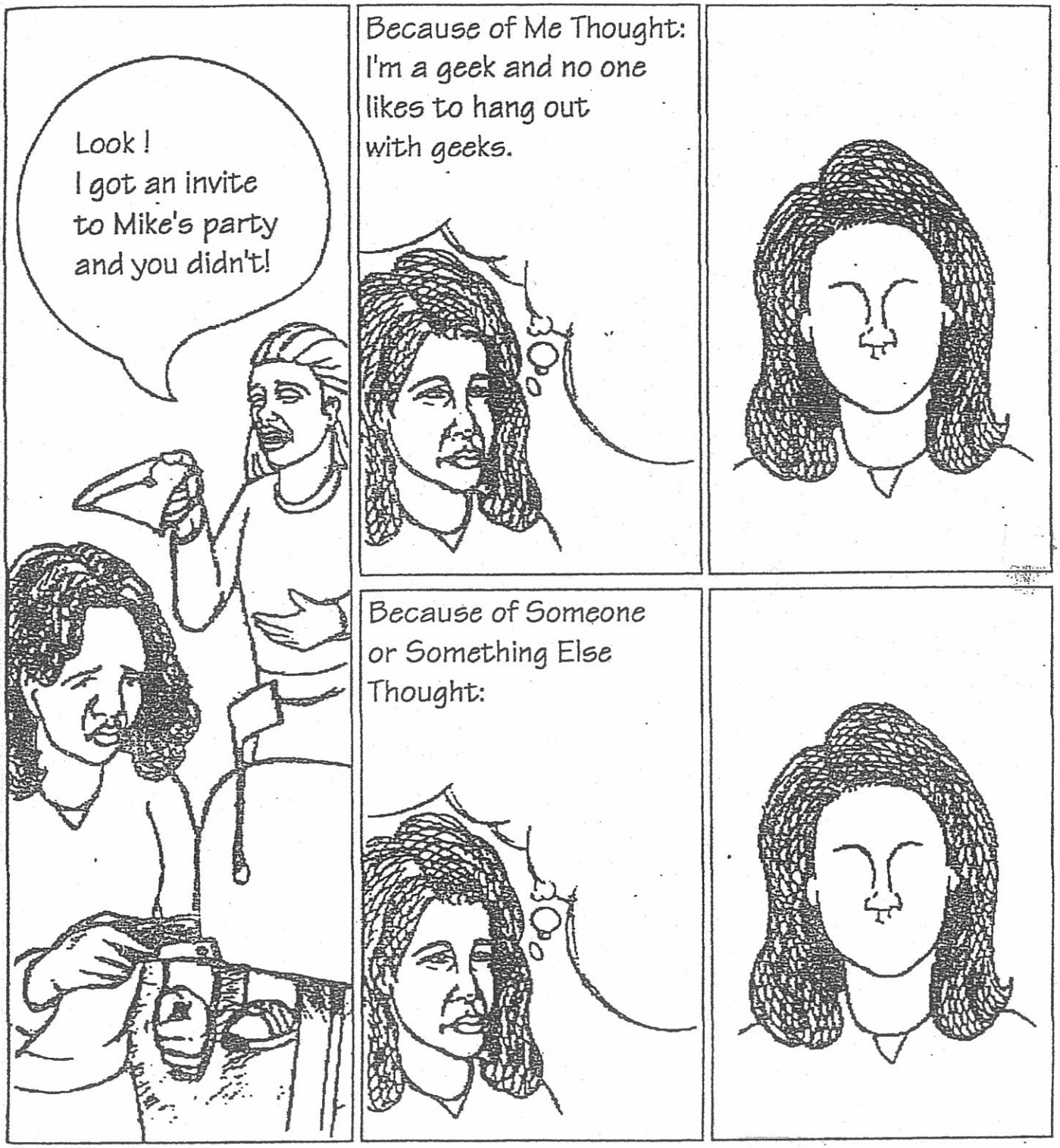
a. Take a real-life example of an incident from someone in the group in which that person felt bad e.g. her friends were giving her the silent treatment.

b. Draw a big pie on the board and try to think of as many reasons why the friends are behaving like that. Guide the thoughts with questions like...

Did anything happen before they started behaving like this?
Were you in a fight?
Do they act like this all the time?

c. Explain that thinking of other explanations makes it possible to think differently (and therefore feel differently) about the situation and to solve the problem. *For example, if an explanation was that you had been unkind to one of your friends, you can apologise.*

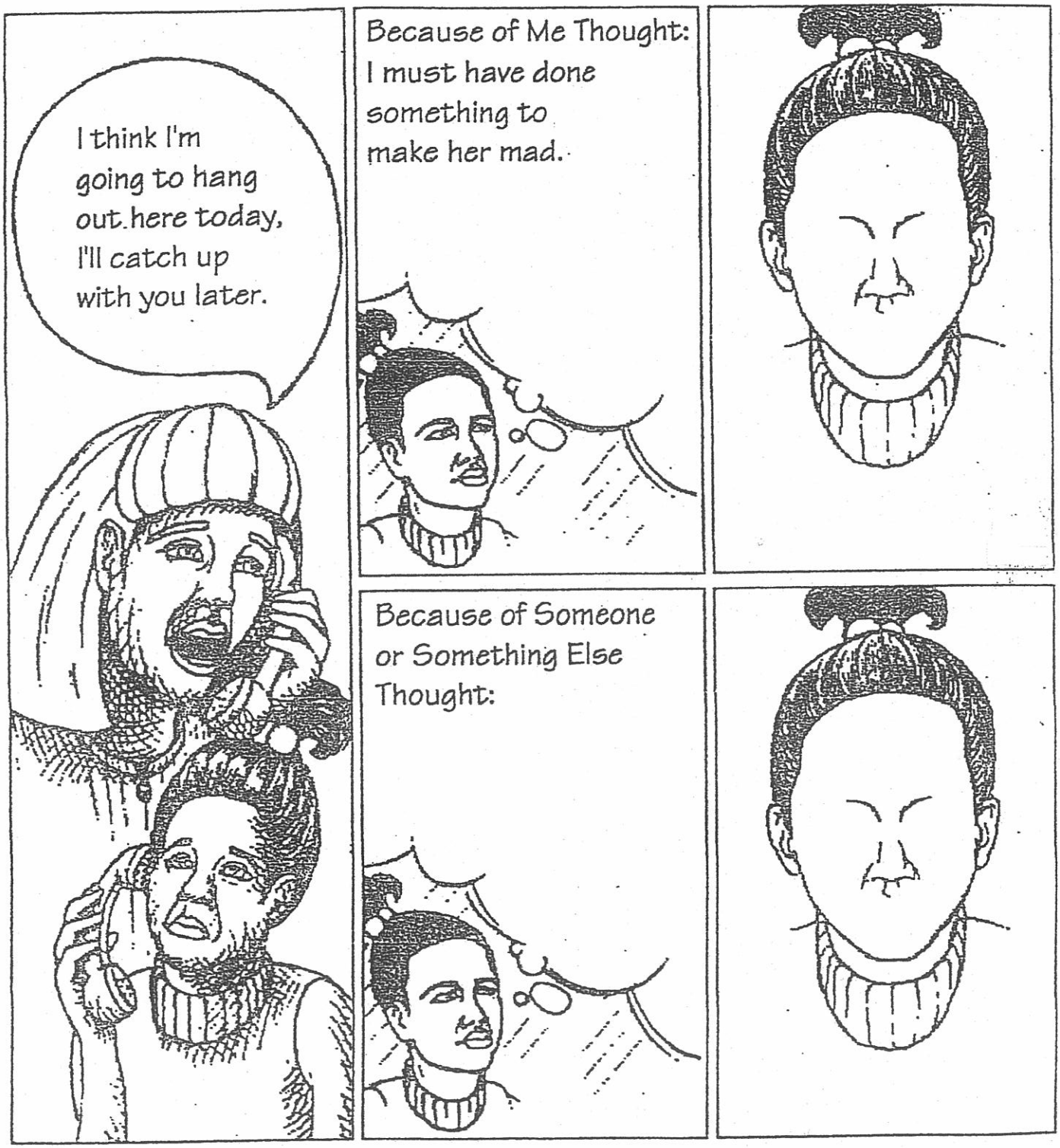
WORKSHEET 11



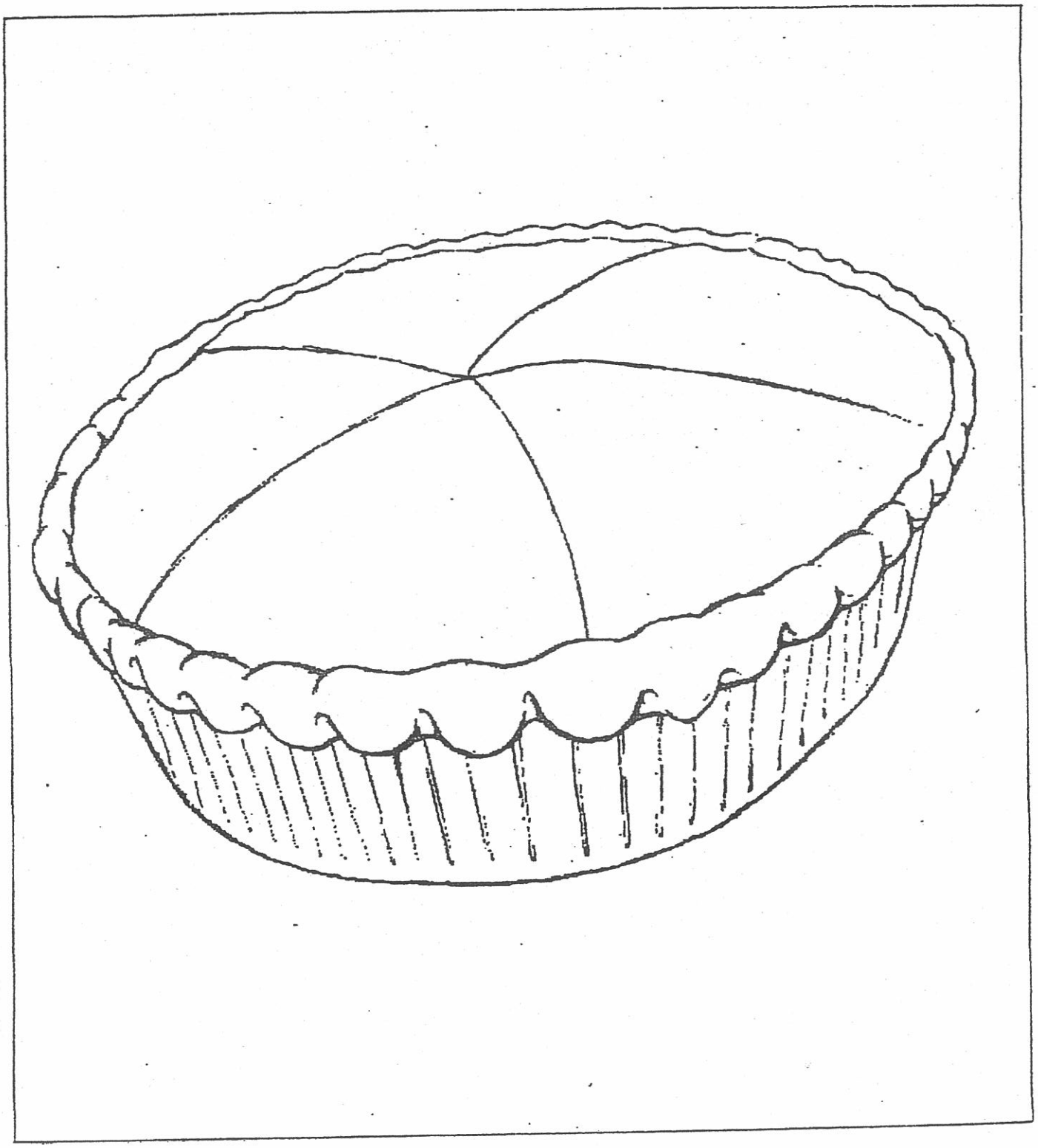
WORKSHEET 12



WORKSHEET 13



WORKSHEET 14



5. Pie worksheets – Worksheet14

Children use real-life examples and fill the pie with as many realistic alternative explanations as possible. Go back and decide if each thought was permanent ("P") or temporary ("T"), because of me ("Me") or because of someone else ("Not Me"). Do at least two examples in class. Do one for homework. Notice if a child has too many "P" and "Me" explanations – point it out to them.

6. Feedback/Reflection – summarize what was learned in this session

When something bad happens take note of what you are thinking to yourself. Evaluate what you are thinking, look for other explanations – consider every possible alternative explanation – don't just go with the first one that pops into your head.

SESSION SEVEN

AIM

To teach the importance of disputing thoughts

To teach the skills of disputation

To apply these skills to real-life examples

OUTLINE

1. *When something bad happens, we tend to believe the first thought that pops into our heads. Then we act as if what we are thinking is absolutely true. This doesn't make sense. So this is where the real detective work starts.*

2. *Here is a story of two detectives. At the end I want you to tell me which one you think is the better of the two.*

The great tale of Sherlock Holmes and S'dumo Holmes

Once upon a time, in a neighbourhood much like this, a ten-year-old girl rode her brand new shiny red bicycle to school. She locked it to the bike rack and skipped merrily of to class. When the final bell rang, the girl excitedly ran for her bike. She couldn't wait to do wheelies and pedal as fast as she could all the way home. But wait! What is this? When she got to the spot where she had left her bike, she found it was gone.

"Oh, my brand new shiny bicycle!" she cried. She was very, very upset. "I am very, very upset." Just then, a very strange looking man in a grey cloak appeared by her side. She had never seen such a man.

"Please don't be afraid, small child. I am the famous Detective S'dumo Holmes. At your service."

"I have never heard of you. Don't you mean Sherlock Holmes?"

"No, I am S'dumo Holmes. And I know who stole your bicycle. It was that dreadful Dangerous Dan!"

"Wow!" cried the girl. "That was fast. How did you figure out who stole my bike so quickly?"

"Oh, no big deal. His was the first name that popped into my head, so it must be him!" And with that, S'dumo Holmes disappeared into the afternoon sun.
But our story is not over, because just then onto the scene appeared the famous detective Sherlock Holmes. He tossed back his cloak and said, "I don't agree with that silly S'dumo Holmes. What kind of a detective is he? Real detectives do not believe the first name that pops into their heads. A good detective makes a list of suspects and then looks for evidence to catch the thief. I am off to search for clues and evidence, and, when I return I will tell you who stole your bike." And with that he charged off down the road.

"That's a strange man," thought the girl, "but he seems to take his job seriously."

Later that day, while the girl was playing outside her house, she heard a strange noise. She turned around, and there standing before her was none other than Sherlock Holmes.

"Hello there, missy. I have figured out who stole your bike. First I thought it was Dangerous Dan. But when I searched for evidence I realised that Dan was being kept in school late for not doing his maths homework. Then I thought perhaps it was Slippery Fingers Steve. But when I searched for evidence I found that Steve was spending his whole allowance at the Internet Café. It couldn't have been him. Then I decided to check Bad Betty. When I searched for evidence I found a couple of telling clues. First, I found a pencil with her name on near the bike rack. Then I went to her home and her mom said Betty was riding a brand new bike, a shiny red

one, which she had won at school for being the best behaved. Then, I searched the neighbourhood and found Bad Betty. Sure enough there she was scaring the little kids on your bicycle."

"Oh, Sherlock Holmes, " cried the girl, "you're wonderful! Please can I have my brand new, shiny red bicycle now?"

Sherlock Holmes looked down at his feet and began to stammer. "Uh, well, um, um, I didn't exactly get your bike. That Betty is awfully big and, well, pretty scary. I think you had better get your parents to get your bike for you." And with that, the famous Sherlock Holmes tossed back his cloak and disappeared into the sunset.

The End.

3. Discuss the story.

What did Sherlock do that S'dumo didn't do to help him solve the crime?

1) *He made a list of suspects.*
2) *He looked for evidence.*

We all act like S'dumo from time to time. When something bad happens, we often believe the first thought that pops into our head, without taking the time to figure out if it is true or not.

Now we are going to learn to be a bit like Sherlock Holmes.

When problems happen we have to look for evidence so that we can figure out whether our beliefs about the problem are accurate. Remember that not only do pessimistic beliefs make you feel bad and cause you to give up easily, but also they often are not even accurate!

You need to think about the problem from different angles - like seeing all the slices of the pie. Don't just believe the first thought that comes into your mind.

Jabu and Mom

Jabu: Hey, Mom, a bunch of kids from school are going to the Magaliesberg for the weekend. It's going to be great fun. Can I go?

Mom: Well, Jabu, I don't know. I have to think about it. Who's going and who's driving?

Jabu: Rob Reckless is going and his dad, Mr Reckless, is driving.

Mom: Who else is going with you? I don't want you hanging out with that Mabaso girl. She's a bad influence.

Jabu: Mom, stay cool. Lisa's not that bad. She just got into trouble that one time. Other kids will be there too.

Mom: Is there a telephone number where I can reach you?

Jabu: Sheez, Mom, relax. I'm not a little kid anymore. I can take care of myself. I doubt there's a phone. The place we are staying is way up in the mountains. And anyway, none of the other kids' parents are making such a big deal about this. Why are you always on at me?!

Mom: I don't like the sound of this. I'll tell you what: Dad and I will take you to the Magaliesberg next weekend.

Jabu: Oh, hey, great. Won't that be fun. Me and my parents hanging out in the mountains. I can hardly wait! Why not ground me instead?

Mom: Jabu I have made up my mind. You're not going. That's that.

[*Jabu goes to his room*]

Jabu [*thinking to himself*] [WRITE THESE ON THE BOARD under 'B']: I really hate her. She's such a witch. She always does this to me. She never lets me do anything fun. She makes me look like such a loser in front of my friends.

Wait a minute. I'm acting like S'dumo. I can't let myself get upset over the first thought that pop into my head. Let's look for evidence... Let's see... Does my mom ever let me do fun things? Well, last week she did let me go to

4. Use a real-life example and get the children to give alternative explanations for the event. Evaluate the thoughts given and decide if they are realistic or not. Every child gets to think of an alternative explanation apart from the first thought. Children are given a slice of real pie cut off for them, as a reward for being able to find an alternative explanation.

5. Feedback / reflection – summarise what was learned this session.

SESSION EIGHT

AIM

To teach the skills of disputation

To apply these skills to real-life examples

To teach the importance of decatastophizing.

To teach the skills of decatastophizing.

OUTLINE

1. Revise the ABCDE's:

   A = Adversity

   B = Beliefs

   C = Consequences

   D = Disputing thoughts; like Detective work

   E = Energy and emotion

2. Read the dialogue of **Jabu and Mom** to show how generating different alternatives and looking for evidence works. Write up a summary of the story under the headings A, B, C, D, and E.

Gold Reef City with Steven and she lets me go to movies by myself all the time[evidence]. And, oh yeah, she usually lets me invite friends over to play Play Station [evidence]. I guess she does let me do some fun stuff. Maybe she's just worried about Mr. Reckless [alternative]. He does have a bad driving record. And maybe she doesn't really like me to be around Lisa [alternative]. After all, she does get into a lot of trouble at school, and for stealing. Maybe she's worried about there not being a phone because she likes to be able to get in touch with me since my gran is very sick, anything could happen [alternative].

I'm still mad that I can't go. But I guess I don't hate Mom. I feel a bit better knowing that at least she had some good reasons for saying no. Maybe she'll let me bring Thabo with us next weekend. I think I'll ask..

What was Jabu's first explanation about why his mom wouldn't let him go to the Magaliesberg?

If Jabu was like S'dumo, what would he have done?

How would he have felt? What would he have done?

How did he act more like Sherlock?

What evidence did he find?

Did Jabu come up with any other ways of understanding why his mother said no?

How did he feel after he looked for evidence and thought of other reasons why his mom wouldn't let him go?

What do you think he does next?

3. Give each child a turn to respond to the following situations. They must dispute and find evidence to challenge the pessimistic first thoughts.

- You go to the movies with your friends and one of them pulls out some alcohol stolen from home. Everyone has some but you don't want to. Your friends tease you and call you a baby. You feel stupid and embarrassed and sad and you just want to cry.

- You go with your brother to the shops. He's little and acts loud and silly sometimes. Just as you are picking up some fruit he has bumped over, some really cool boys from school walk past and laugh at you. You feel ashamed and angry with your brother for being so clumsy. You are angry with yourself for not being cool at that moment.
- Your best friend starts to act really strange and false whenever there are boys around. She takes no interest in you whenever boys are near. You feel hurt and rejected, and unimportant.
- Your parents decide to get divorced. Your mom won't talk to you about why. You feel very sad and afraid that your parent's divorce is because of you.
- Walking to assembly, you whisper to a friend in front of you that you have just heard you have been chosen for the soccer team's final match this season. The principal shouts at you and says you are a disgrace to your class. You feel ashamed and angry with her for always picking on you.
- You have to find a partner to work with in class and your best friend chooses someone else. You feel really hurt and think you are so stupid that she would not want to work with you.
- You have to say an oral in front of the class about what you want to be when you leave school. Everyone laughs at you when you say you dream of being a champion wrestler. You feel very ashamed and hurt. You think they are mocking something very important to you. You want to hit the boys who laughed at you, after school.
- You leave a chocolate in the fridge at home to eat later. When you come to eat it you find someone has taken it. You think everybody always only cares about themselves. You think nobody cares about you in this family. You feel angry and unimportant.
- You go to a party and have taken a lot of trouble with what you are wearing. When you get there a girl laughs at what you are wearing and teases you about it. You feel a mixture of anger and embarrassment and hurt. You just want to leave the party right away.
- You are in a fight with your little sister. Your dad comes in and shouts at only you. Your little sister teases you and runs away. You think your dad doesn't like you. He's always picking on you and shouting at you even when

2. *So far we have been looking at alternative thoughts about why a problem happened. E.g. If you fail a test at school, you might think, "I didn't study enough", or "It was a hard test" or "I'm stupid".*

There's another thought that people have when bad things happen; "What will happen next?" If you failed a test, you might think "My mom will kill me" or "Now I'm going to be grounded" or "Now I'm going to fail the year." These thoughts are about how the problem is going to affect your future.

But, your thoughts about the future may be totally unrealistic. And remember that the way you think affects the way you feel. Let's look at an example of Gloomy Greg and his "what will happen next" thoughts:

Gloomy Greg and the C+

Henri: Hi Greg! How's it going?

Greg: Horrible. I just got my Maths test back and I got a C+ on it.

Henri: Well, that's not great, but it's not so bad. You'll do better on the next one.

Greg: Are you mad? What do you mean it's not so bad? C+! Don't you know what that means?

Henri: No. What?

Greg: It means I'll never get a good mark in Maths. If I don't get at least a B my mom is going to kill me. She will think I am useless. Besides if I don't do well in Maths it means I can't take it at high school which means I can't take Science either and then I won't be able to go to university to study computers.... I'll never get a good job. I'm finished!

Henri: What are you talking about? It's one C+. You do well in Science and you can do better in Maths if you just do your homework more often. Why are you even thinking about university now – you're only eleven!

Greg: Aagh. You don't understand. I'm finished. There goes my future.

it's not your fault. You feel cross with your dad and very upset that he can't be kinder to you.

- Your mom promises to get you and your brother something from the shops. When she gets home you see she has got something for your brother but not for you. You feel really hurt and unhappy. You think she doesn't really like you, she prefers your brother.
- You are with your friends in a gang. They all squash onto a bench to watch the boys playing soccer. There is no space for you on the bench so you have to stand next to them. They start to leave you out of the conversation. You feel rejected and alone, like nobody notices you or cares to include you.
- It is your birthday and nobody in your family remembers. You think they don't really care about you enough to remember and make your day special. You feel really miserable and unimportant, like you're not really special or valued as a person.

4. Feedback / reflection – summarise what was learned this session.

SESSION NINE

AIM

To teach the skills of de-catastrophising

OUTLINE

1. Discuss what a "catastrophe" is. Link it to how some people respond when anything bad happens.

Greg was catastrophising. He was immediately thinking of the absolute worst thing that might happen as a result.
How did Greg turn a C+ into a catastrophe? Do you think the horrible things Greg imagines are really going to happen?

People do this all the time without realising it. They act a bit like Detective S'dumo Holmes. They think the absolute worst thing will happen and then believe that thought. Usually, these things are very unlikely to happen. This way of thinking makes something bad into an utter catastrophe.

Hopeful Hope and the C+

Helen: Hi Hope! How's it going?
Hope: Horrible. I just got my Maths test back and I got a C+ on it.
Helen: Well, that's not great, but it's not so bad. You'll do better on the next one.
Hope: Are you mad? What do you mean it's not so bad? C+! Don't you know what that means?
Helen: No. What?
Hope: It means I'll never get a good mark in Maths. If I don't get at least a B my mom is going to kill me. She will think I am useless. Besides if I don't do well in Maths it means I can't take it at high school which means I can't take Science either and then I won't be able to go to university to study computers.... I'll never get a good job. I'm finished!
Helen: What are you talking about? It's one C+. You do well in Science and you can do better in Maths if you just do your homework more often. Why are you even thinking about university now – you're only eleven!
Hope: Yeah, I guess you're right. I was overreacting a little, huh? I guess one C+ doesn't mean that the rest of my life is ruined. Maybe I've been exaggerating a bit. But it's going to be hard to do better in maths. I'll have to work a lot harder and find somebody to really explain this stuff to me. Perhaps if I did every homework assignment it would help, too. I am still doing okay in Science. If I keep working I should be okay. Thanks Helen.

Hope caught herself catastrophizing and she slowed down. She was able to look at more realistic outcomes and develop a plan of action.

What was her plan of action?

Who do you think is more likely to give up and not work hard in Maths? What do you think this will do to his marks?

When we make problems into catastrophes, it leads us to feel dejected and often we decide there's no point in trying, so we give up.

3. *So what can we do?* Four steps.

Explain the four steps and work through the following example:

Situation: Kelly is my best friend and she lent me this really cool jacket she has. I think it is suede or something really expensive looking. Anyway, I wore it to this party and everyone said I looked really cool. But somehow, I don't know how, I got food all down the one sleeve. It was bad. Like really mushed into the suede. I couldn't brush it off or anything. My mom says I should just dress in plastic because I'm always spilling things on my clothes. Anyways, I was really scared about telling Kelly. I knew she would be mad.

What's the worst thing that could happen: The very worst is that Kelly will get so mad that she'll tell me she doesn't want to be friends with me anymore. She'll tell Lauren and Tumi and they'll be mad at me too.

What is one thing you can do to help stop the worst thing from happening? I can offer to get the jacket dry-cleaned and hope the marks come out.

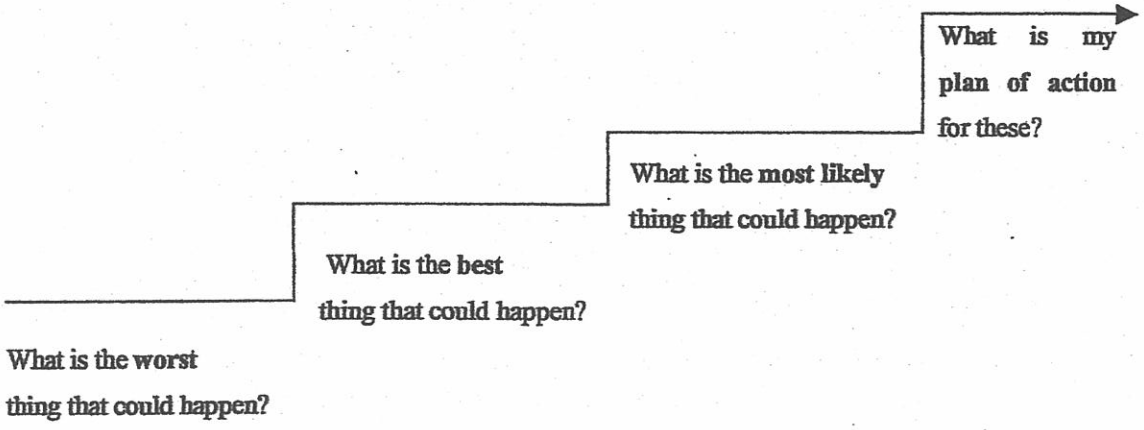
What is the best thing that might happen? She'll tell me she isn't mad at all.

What is one thing you can do to help make the best thing happen? I can say I'm really sorry. And I can give her one of my favourite sweaters if the dry cleaning

doesn't work.

What is the most likely thing that will happen? I think she'll be kind of mad at me and won't talk to me for a bit.

What can you do to handle the most likely thing if it happens? I can tell her I'm sorry. I can play with Lisa more and wait till Kelly feels like talking to me again.



5. Children work through the following example using the above steps to guide their thinking.

Situation: Jabu is twelve and he likes a girl named Gloria. His friends convince him to ask her to go to movies with him. He manages to get the courage and when he asks her, she says no.

Ask the following questions to guide their thoughts:

What is the worst thing that might happen?

What is one thing you can do to stop the worst thing from happening?

What is the best thing that might happen?

What is one thing you can do to help make the best thing happen?

What is the most likely thing that will happen?

What can you do to handle the most likely thing if it happens?

The decatastrophizing thoughts are discussed in the group as a whole and then the children give their own real-life examples, which are also discussed in the group using the above questions as a guide to their thinking about the situation.

6. Feedback / reflection – summarise what was learned this session.

SESSION TEN

AIM

To teach the skills of rapid fire disputation

To consolidate problem-solving skills

OUTLINE

1. Introduce the session as a practical one in which the children learn to challenge the thoughts they might have in situations. Read the following examples of Mabel and Carl to show how these children are able to challenge their first thoughts and think differently about situations.

Mabel challenges her thoughts

Adversity: Mabel is in the fifth grade. She likes her school a lot, but recently Debbie, a girl in the sixth grade, has started picking on her. One day, after school, Mabel is walking home with some of her friends when Debbie and some of her friends start making fun of her. They stand in her path and say, "Hey, look at Fatso here. You're so fat you look like a cow. You don't just look like a cow, you are a cow! Moooo! Moooo!" Mabel blushes. She's ashamed of how she looks. She tries to ignore them but she can't. She bursts into tears and runs away.

Mabel's brain: I'm such a baby. I can't even stick up for myself. They're right. I'm a fat cow. Nobody's ever going to want to hang out with me.
Disputation: I am heavier than some of the other girls, and I wish I were skinny like Sarah, but I'm not a fat cow. I exercise and dress well. I look pretty good. And I have lots of friends. Sarah and Jessica and Dana like me a lot and we have fun together.

Carl challenges his thoughts

Adversity: Carl has just moved to Gauteng. He likes his new house but he misses his old friends a lot and he's nervous about staring the fifth grade in his new school. The first day of school is very hard for him. He doesn't know anyone. He sits by himself at break and no one plays with him.
Carl's brain: Already everybody hates me. I'm going to hate it here. I'm going to spend the rest of the year sitting alone at lunch. I'll never fit in.
Disputation: All right. So I didn't exactly make a million friends today. It was my first day. No one knows me yet. That doesn't mean I'll never have any friends. I had lots of friends at Birchwood Primary. Mom said it would take time. She's right. Maybe tomorrow I'll say hello to the boy who sits next to me in maths. He looked nice.

3. Discuss the concept of challenging one's first thoughts, and finding evidence to back up you challenge. Work through the following examples giving everyone a chance to verbalise what their first thoughts might be and the way they would try to challenge their own thoughts.

Examples:

- You're supposed to take care of your neighbour's plants while they are away, but you lose the key to their house and the plants die. What are your thoughts? How can you dispute them?
- Your mother has been shouting at you a lot lately. What are your thoughts? How can you dispute them?

- Someone copies your English homework and the teacher accuses you of cheating. What are your thoughts? How can you dispute them?
- You tease your brother all day and he starts to cry and screams "You're the worst brother [or sister] in the world. I hate you!" What are your thoughts? How can you dispute them?
- It's the first week of grade six and you don't feel like anybody likes you. What are your thoughts? How can you dispute them?
- You keep getting picked on by your teachers. What are your thoughts? How can you dispute them?

3. Real life examples of disputing – role-play. Children work in pairs to practice skills of disputing. One person tries to tease or upset the other, and the partner has to dispute or challenge the attack. Emphasise it is role-play and not to take things too seriously!

3. Problem-solving.

Outline the essential steps in problem solving:

Step 1: Slow down. Stop and think. Use 'cool' thoughts not 'hot' thoughts.

Explain that hot thoughts are thoughts that come to mind the moment the problem happens. They are "people are out to get me" thoughts. The problem with these thoughts is that they lead one to react without first understanding what happened or how best to handle the situation. Actions taken based on hot thoughts are often regretted later. Cool thoughts are those that help one figure out more about what happened so that all the available information can be considered before deciding how to respond. Cool thoughts help one slow down and think rather than speed up and act.

Play the 'hot seat' game: Create a 'hot seat' in the centre of the circle. One child is to sit in this seat while the example (from below) is read out. The child has to decide if they want to stay in the hot seat, or move back to their 'cold seat'. To be able to move, the child has to provide a 'cool thought', that is a thought that allows him/her to think more carefully and not jump to conclusions so quickly.

Examples:

- You are walking around the field and someone throws a ball and hits you right in the face. You think: He did that on purpose! I'm going to get him! He's going to be sorry!
- You leave three messages for your friend to call you back as soon as she gets in. Your friend doesn't call all night. You think: She's being horrible. She's just acting as if she doesn't know I called.
- You are supposed to meet your friend at the mall at 3:30. You wait for half an hour, but your friend doesn't show up. You think: That figures. George is such a creep. He's supposed to be my best friend but he's always messing me around like this. I'm not going to take this any more!
- You are waiting to be served at the counter in the shop. The cashier serves the man standing behind you. You think: She hates kids. I won't be polite to her!
- You arrive at the corner where you are supposed to meet your friends to walk to the park. None of them are there. You wait five minutes, but still they don't come. You think: They've ditched me. They met each other at another place and have gone off without me!
- You want to join the soccer team. When you go to the first practice, you hear all the other kids laughing. You think: They're making fun of me.
- You go to the tap to drink water and, as you start drinking, you get pushed from behind and your face gets all wet. You think: someone did that on purpose!

Step 2: Take the other person's perspective. Stand in another person's shoes.
Read the following example and discuss how the other person may be thinking:
Example:
Kelly is just about to start school. She and her friend, Khumo, decide to get new hairstyles. Just as they walk out of the hairdressers, they meet their friend, Eric. Eric tells Jody that he likes her haircut but all he says to Kelly is: "How are you?" Kelly is annoyed and doesn't say anything back to Eric. Khumo tells Kelly that she thinks her haircut looks great, but Kelly doesn't say a word the whole walk home. Khumo is supposed to call Kelly later that night, but she doesn't.

Discuss other real-life examples that are suggested by the children.

Step 3: Go for the goal

First decide what your goal is in a problem situation. For example, if you have an ugly fight with your friend and your goal is to stay friends, you might apologise and do something special for him/her, or change something that is annoying him/her. Before you can work out how to solve a problem, you first have to decide on what your goal is.

Work through these examples to give the children the opportunity to decide what their goal might be and how they would them respond:

- Bill, Karen and Pumla are playing a game. Bill won the game but Karen started shouting and told Bill that he had cheated.

If Bill thinks Karen is angry and doesn't mean what she's saying, his goal might be to … and he could then….

If Bill thinks Karen is a liar and she is trying to make him look bad, his goal might be to … and he could then…

- Jabu is standing in line and is knocked off his feet by John behind him.

If Jabu thinks John did this on purpose, his goal might be… and he would then…

If Jabu thinks John did it by accident, his goal might be… and he would then…

Step 4: Choosing a plan of action: What are the pluses and minuses of each plan? Discuss the pros and cons of the different actions in the situations above. Be sure the children think about the immediate consequences as well as the future possible effects.

Step 5: How did it go? If one solution doesn't work, try another. Encourage the children to evaluate their plan of action and if it doesn't work, to try another one. Use a real-life example of a situation where the second or third attempt worked, and the person did not give up.

3. Work on problem solving using the steps outlined. Do an example together, then arrange the children to work in pairs to problem-solve. Use some of the examples below:

- Gloria's mother comes into her room one night and tells her: "Your dad wants you and your brother to spend holidays with him. But I think you should both stay here. I told him no, but he really wants you, so we decided that your brother will stay here and you will go to your dad. I just wanted to tell you what we had decided."
- Some kids from Lara's class pick on her on the way to school. One day they grab her maths book and run away with it, laughing. Lara is afraid to tell the teacher because the kids might hear about it and pick on her even more. During class the teacher shouts at Lara for not having her maths book with her. She says she will have to give her detention.
- Katrina is walking home from school when she sees two really cool kids smoking cigarettes in the alley. She says hello, but is not sure what to do. She wants them to like her, but she doesn't think it is good to smoke. They say: " Hi, Katrina. Want a puff? I like your new jacket? Where did you get it?"

4. Feedback / reflection – summarise what was learned this session.

SESSION ELEVEN

AIM
To teach assertiveness skills

OUTLINE

1. Revise previous session – **problem-solving** steps
   - Stop – be cool – slow down
   - Understand
   - Plan
   - Don't give up

2. Introduce **assertiveness** as a concept using the following dialogues. In each dialogue, the situation is the same but the children handle the situation in different ways. Ask different pairs of children to read the dialogues to the rest of the group. Discuss the three dialogues.

Bully Brenda - aggressiveness

Situation: Bully Brenda had plans to go to the mall after school with her friend, Jabu. Many times before when they have made plans, Jabu has changed his mind at the last minute.

Brenda: So, are you going to catch the bus to the mall?
Jabu: Oh, I'm so sorry, but Tony called me a couple of days ago and I made plans to go over to his house. We're going to play Nintendo. Sorry, but I have to go.
Brenda: Sure you did. You always do this to me. I can't count on you for anything. See if I ask you top go next time. Next time, I'll make plans with someone who can keep them! You're a lousy person and a lousy friend. You can't get away with this. I'll get you back sometime, you'll see.
Jabu: Go ahead. See if I care.

What do you think about the way Brenda handled her disappointment.
Do you think this will make the situation better or worse?

Pushover Puso - passivity

Same situation: Pushover Puso had plans to go to the mall after school with his friend Jabu. Many times before when they have had plans, Jabu has changed his mind at the last minute.

Puso: So, are you ready to catch the bus to the mall?
Jabu: Oh, I'm sorry, but Tony called me a couple of days ago and I made plans to go over to his house. We're going to play Nintendo. Sorry, but I have to run.
Puso: Oh.
Jabu: Have fun at the mall!
Puso: Yeah... okay.

What do you think about this skit?
What did pushover Puso do when Jabu told him he had other plans?
Do you think just saying okay will make the situation better?
What do you think will happen the next time they make plans?

Say-It-Straight-Samantha - assertiveness

Same situation: Samantha had plans to go to the mall after school with her friend Jabu. Many times before when they have had plans, Jabu has changed his mind at the last minute.

Samantha: So, are you ready to catch the bus to the mall?
Jabu: Oh, I'm sorry, but Tony called me a couple of days ago and I made plans to go over to his house. We're going to play Nintendo. Sorry, but I have to run.
Samantha: Jabu, I'm really frustrated. You've been changing your plans a lot lately. It hurts my feelings because I think it means that you don't want to spend time with me.
Jabu: Sorry, I guess I didn't think about it.
Samantha: Next time, it would make me feel a lot better if you could stick to our plans.

Jabu: Okay, I'll try not to let it happen again. How about going to the mall this weekend instead?

Samantha: Sounds good.

What do you think of the way Say-It–Straight-Samantha approached the situation?
What did Samantha do when Jabu told her he had other plans?
Who do you think will feel the best, Brenda, Puso or Samantha?
Which child do you think handled the situation in the best way?

3. Discuss the four steps Samantha took to handle the situation:
    1. Describe the situation: just the facts.
    2. Say how you feel. Don't blame the other person for your feelings.
    3. Ask for a specific and small change.
    4. Say how this change will make you feel.

4. Role- play. The children role-play the above situation in pairs. The children then role- play a different situation, from the list below.

- Your dad sometimes calls you "nitwit' and other nicknames in front of your friends and it bothers you.
- Your mom has been shouting at you a lot lately for little things you've done wrong. You feel sad when she shouts at you and you wish she could tell you what was wrong without shouting at you.
- You are about to do a maths test and one of the kids in your class asks to copy form your test. You don't want her to copy your test. You've studied hard and are afraid the teacher will think you've copied.
- Your teacher gave you a 'D' on a test. You think the test was unfair because it covered things that your teacher said would not be in the test. You want to tell her how you feel.
- There's a kid at school who teases you everyday at break. You want to stop him teasing you.

5. Introduce the concept of negotiation

What if the other person doesn't like your ideas? What if the other person has a different goal in mind? What if you want to go to the movies and your friend wants to play video games? Sometimes you have to compromise. The process of compromising is called negotiation.

6. Read the dialogue below to illustrate how two people reach a compromise:

Jay's curfew

Jay: Mom, Dave just called and he wants to know if I can go to his house and watch videos. Can I go?

Mom: Sure, just make sure you call me by eight so I can pick you up. We have to meet Gran tomorrow morning for breakfast, so it'll have to be an early night.

Jay: Eight o' clock! Nobody my age has to be home by eight! We wont be able to watch both movies by eight, and Dave's going to think I'm the biggest baby! Gosh, Mom… you never let me have any fun.

[Jay runs off to his room.]

Mom [looking frustrated, slowly goes to Jay's room and knocks on the door]: Jay! I think we should talk about this.

Jay: There's nothing to talk about. You're the meanest mother in the whole world!

Mom: Jay! If that's the attitude you want to take, then fine. You can sit here all night and miss out on both movies. Or you can open the door and we can work this out… we can negotiate.

[Jay opens his door.]

Mom: Now…How long do you think it will take to watch the movies?

Jay: Well, each movie is probably two hours long, and then if we want popcorn, it will take until at least midnight.

Mom: Midnight! You've got to be kidding. If you say out that late you'll be grumpy with Gran tomorrow and you won't have a good time at breakfast. That's not fair to Gran or me, now is it? What about ten? And if you don't finish the movies, you can go over to Dave's house tomorrow and finish them.

Jay: I guess that would be okay. Dave never gets to stay up until midnight anyway.

7. Discuss the key points of negotiation linking them to the dialogue just read:

   1. Figure out what you want that is within reach.
   2. Ask for it.
   3. Listen to what the other person wants.
   4. Be wise: compromise. Make an offer.
   5. Continue to look for a fair deal so that both people feel good about the compromise.

8. Role-play. Children choose a situation from the list below and role-play trying to reach a compromise.

- Bill and Kim are going out. Bill wants to go to a party tonight where some of his friends will be. Kim doesn't want to go because she doesn't know anyone there and she doesn't want to hang out with a group of guys.
- Sibongile starts watching the movie on M-Net. Her older sister brings a friend home and explains that they have rented a movie and want to watch it now.
- Scott's parents want him to baby-sit his little sister tonight because they are going out for dinner. Scott was invited to spend the night at his friend's house.
- Dudu's mother takes her shopping for clothes. Dudu finds an outfit she really likes. Her mom says she won't buy it for her because the skirt is too short.
- It's Friday night and Fikile and John have plans to see a movie. John wants to see a movie Fikile has already seen, and he usually gets his way by saying he won't go unless she does what he wants.

9. Feedback / reflection – summarise what was learned this session.

Sherlock Holmes looked down at his feet and began to stammer. "Uh, well, um, um, I didn't exactl get your bike. That Betty is awfully big and, well, pretty scary. I think you had better get you parents to get your bike for you." And with that, the famous Sherlock Holmes tossed back his cloa and disappeared into the sunset.

The End.

3. Discuss the story
    - What did Sherlock do that Sibu didn't do to help him solve the crime?
        - He made a list of suspects and looked for evidence.

"We all act like Sibu from time to time. When something bad happens, we often believe the first thought that comes into our head, without thinking about whether it is true or not. We are now going to learn to be like detectives.

Therefore when negative things happen to us we have to look for evidence so that we can figure out whether our beliefs about the problem are realistic and accurate. It is important to remember that not only do pessimistic beliefs make you feel bad and cause you to give up easily, on trying to do something about it instead. So it is important that these thoughts and beliefs are accurate and realistic.

You need to think about the problem from different perspectives, not just believing the first thought that comes into your mind, question whether it is accurate."

5. Real-life examples are used and group members will give alternative explanations for the incident. Evaluate the thoughts given and decide whether they are realistic or not.

    - Everyone must think of an alternative explanation apart from the first thought. Group members are given a slice of real pie as a reward for being able to find an alternative explanation.

6. Feedback and reflection, as well as a summarisation of what was learnt in the session.

Session 8

Aim

- To teach the skills of disputation.
- To apply these skills to real-life examples.
- To teach the importance of decatastrophising.
- To teach the skills of decatastrophising.

Outline

1. Recap the ABCDE's

    - A – Adversity

- B – Beliefs
- C – Consequences
- D – Disputing thoughts; like detective work
- E – Energy and emotion

2. Read the dialogue of Jabu and mom to demonstrate how coming up with different and looking for evidence works. Write up a summary of the story under the headings A, B, C, D and E.

John and Mom

John: Hey, Mom, a bunch of kids from school are going to the Magaliesberg for the weekend. It's going to be great fun. Can I go?

Mom: Well, John, I don't know. I have to think about it. Who's going and who's driving?

John: Rob Reckless is going and his dad, Mr Reckless, is driving.

Mom: Who else is going with you? I don't want you hanging out with that Mabaso girl. She's a bad influence.

John: Mom, stay cool. Lisa's not that bad. She just got into trouble that one time. Other kids will be there too.

Mom: Is there a telephone number where I can reach you?

John: Sheez, Mom, relax. I'm not a little kid anymore. I can take care of myself. I doubt there's a phone. The place we are staying at is way up in the mountains. And anyway, none of the other kids' parents are making such a big deal about this. Why are you always on at me?!

Mom: I don't like the sound of this. I'll tell you what: Dad and I will take you to the Magaliesberg next weekend.

John: Oh, hey, great. Won't that be fun. Me and my parents hanging out in the mountains. I can hardly wait! Why not ground me instead?

Mom: John I have made up my mind. You're not going. That's that.

[*John goes to his room*]

John [*thinking to himself*] [WRITE THESE ON THE BOARD under 'B']: I really hate her. She's such a witch. She always does this to me. She never lets me do anything fun. She makes me look like such a loser in front of my friends.

Wait a minute. I'm acting like Sibu. I can't let myself get upset over the first thought that pop into my head. Let's look for evidence… Let's see… Does my mom ever let me do fun things? Well, last week she did let me go to Gold Reef City with Steven and she lets me go to movies by myself all the time [evidence]. And, oh yeah, she usually lets me invite friends over to play Play Station [evidence]. I guess she does let me do some fun stuff. Maybe she's just worried about Mr. Reckless [alternative]. He does have a bad driving record. And maybe she doesn't really like me to be around Lisa [alternative]. After all, she does get into a lot of trouble at school, and for stealing. Maybe she's

worried about there not being a phone because she likes to be able to get in touch with me since my gran is very sick, anything could happen [alternative].

I'm still mad that I can't go. But I guess I don't hate Mom. I feel a bit better knowing that at least she had some good reasons for saying no. Maybe she'll let me bring Thabo with us next weekend. I think I'll ask.

- What was John's first explanation about why his mom wouldn't let him go to the Magaliesberg?
- If John was like Sibu, what would he have done?
- How would he have felt? What would he have done?
- How did he act more like Sherlock?
- What evidence did he find?
- Did John come up with any other ways of understanding why his mother said no?
- How did he feel after he looked for evidence and thought of other reasons why his mom wouldn't let him go?
- What do you think he does next?

3. Each group member is given an opportunity to respond to the following situations. They must dispute and find evidence to challenge pessimistic thoughts.

- You go to the movies with your friends and one of them pulls out some alcohol stolen from home. Everyone has some but you don't want to. Your friends tease you and call you a baby. You feel stupid and embarrassed and sad and you just want to cry.
- You go with your brother to the shops. He's little and acts loud and silly sometimes. Just as you are picking up some fruit he has bumped over, some really cool boys from school walk past and laugh at you. You feel ashamed and angry with your brother for being so clumsy. You are angry with yourself for not being cool at that moment.
- Your best friend starts to act really strange and false whenever there are boys around. She takes no interest in you whenever boys are near. You feel hurt and rejected, and unimportant.
- Your parents decide to get divorced. Your mom won't talk to you about why. You feel very sad and afraid that your parent's divorce is because of you.
- Walking to assembly, you whisper to a friend in front of you that you have just heard you have been chosen for the soccer team's final match this season. The principal shouts at you and says you are a disgrace to your class. You feel ashamed and angry with her for always picking on you.
- You have to find a partner to work with in class and your best friend chooses someone else. You feel really hurt and think you are so stupid that she would not want to work with you.
- You have to say an oral in front of the class about what you want to be when you leave school. Everyone laughs at you when you say you dream of being a champion wrestler. You feel very ashamed and hurt. You think they are mocking something very important to you. You want to hit the boys who laughed at you, after school.
- You leave a chocolate in the fridge at home to eat later. When you come to eat it you find someone has taken it. You think everybody always only cares about themselves. You think nobody cares about you in this family. You feel angry and unimportant.

- You go to a party and have taken a lot of trouble with what you are wearing. When you get there a girl laughs at what you are wearing and teases you about it. You feel a mixture of anger and embarrassment and hurt. You just want to leave the party right away.
- You are in a fight with your little sister. Your dad comes in and shouts at only you. Your little sister teases you and runs away. You think your dad doesn't like you. He's always picking on you and shouting at you even when it's not your fault. You feel cross with your dad and very upset that he can't be kinder to you.
- Your mom promises to get you and your brother something from the shops. When she gets home you see she has got something for your brother but not for you. You feel really hurt and unhappy. You think she doesn't really like you, she prefers your brother.
- You are with your friends in a gang. They all squash onto a bench to watch the boys playing soccer. There is no space for you on the bench so you have to stand next to them. They start to leave you out of the conversation. You feel rejected and alone, like nobody notices you or cares to include you.
- It is your birthday and nobody in your family remembers. You think they don't really care about you enough to remember and make your day special. You feel really miserable and unimportant, like you're not really special or valued as a person.

4. Feedback and reflection, as well as a summarisation of what was learnt in the session.

Session 9

Aim

- To teach the skills of decatastrophising.

Outline

1. Discuss what a 'catastrophe' is. Link it to how some people respond when something bad happens.

2. So far we have been looking at alternative thoughts about why a problem has happened. For example if you fail a test you might think that it is because you didn't study enough or because the test was hard or that you're stupid.

   Another thought that people have when bad things happen is what will happen next. Perhaps your dad will be angry, or you could be grounded, might even worry about failing the year. These thoughts are about how the problem is going to affect our future, what the consequences will be. But your thoughts about the future may not be completely realistic. It is important to remember that the way you think affects the way you feel.

Gloomy Greg and the C+

Henri: Hi Greg! How's it going?

Greg: Horrible. I just got my Maths test back and I got a C+ on it.

Henri: Well, that's not great, but it's not so bad. You'll do better on the next one.

Greg: Are you mad? What do you mean it's not so bad? C+! Don't you know what that means?

Henri: No. What?

Greg: It means I'll never get a good mark in Maths. If I don't get at least a B my mom is going to kill me. She will think I am useless. Besides if I don't do well in Maths it means I can't take it at high school which means I can't take Science either and then I won't be able to go to university to study computers.... I'll never get a good job. I'm finished!

Henri: What are you talking about? It's one C+. You do well in Science and you can do better in Maths if you just do your homework more often. Why are you even thinking about university now – you're only eleven!

Greg: Aagh. You don't understand. I'm finished. There goes my future.

"Greg was catastrophising. He was immediately thinking of the absolute worst thing that might happen as a result.

How did Greg turn a C+ into a catastrophe? Do you think the horrible things Greg imagines are really going to happen?

People do this all the time without realising it. They act a bit like Detective Sibu Holmes. They think the absolute worst thing will happen and then believe that thought. Usually, these things are very unlikely to happen. This way of thinking makes something bad into an utter catastrophe".

Hopeful Hope and the C+

Helen: Hi Hope! How's it going?

Hope: Horrible. I just got my Maths test back and I got a C+ on it.

Helen: Well, that's not great, but it's not so bad. You'll do better on the next one.

Hope: Are you mad? What do you mean it's not so bad? C+! Don't you know what that means?

Helen: No. What?

Hope: It means I'll never get a good mark in Maths. If I don't get at least a B my mom is going to kill me. She will think I am useless. Besides if I don't do well in Maths it means I can't take it at high school which means I can't take Science either and then I won't be able to go to university to study computers…. I'll never get a good job. I'm finished!

Helen: What are you talking about? It's one C+. You do well in Science and you can do better in Maths if you just do your homework more often. Why are you even thinking about university now – you're only eleven!

Hope: Yeah, I guess you're right. I was overreacting a little, huh? I guess one C+ doesn't mean that the rest of my life is ruined. Maybe I've been exaggerating a bit. But it's going to be hard to do better in maths. I'll have to work a lot harder and find somebody to really explain this stuff to me. Perhaps if I did every homework assignment it would help, too. I am still doing okay in Science. If I keep working I should be okay. Thanks Helen.

Hope caught herself catastrophizing and she **slowed down**. She was able to look at **more realistic** outcomes and develop a **plan of action.**

- What was her plan of action?
- Who do you think is more likely to give up and not work hard in Maths? What do you think this will do to his marks?

When we make problems into catastrophes, it leads us to feel dejected and often we decide there's no point in trying, so we give up.

3. What can we do? We follow the following four steps, each is explained as we go along

Situation: Kelly is my best friend and she lent me this really cool jacket she has. I think it is suede or something really expensive looking. Anyway, I wore it to this party and everyone said I looked really cool. But somehow, I don't know how, I got food all down the one sleeve. It was bad. Like really mushed into the suede. I couldn't brush it off or anything. My mom says I should just dress in plastic because I'm always spilling things on my clothes. Anyways, I was really scared about telling Kelly. I knew she would be mad.

What's the worst thing that could happen: The very worst is that Kelly will get so mad that she'll tell me she doesn't want to be friends with me anymore. She'll tell Lauren and Tumi and they'll be mad at me too.

What is one thing you can do to help stop the worst thing from happening? I can offer to get the jacket dry-cleaned and hope the marks come out.

What is the best thing that might happen? She'll tell me she isn't mad at all.

What is one thing you can do to help make the best thing happen? I can say I'm really sorry. And I can give her one of my favourite sweaters if the dry cleaning doesn't work.

What is the most likely thing that will happen? I think she'll be kind of mad at me and won't talk to me for a bit.

What can you do to handle the most likely thing if it happens? I can tell her I'm sorry. I can play with Lisa more and wait till Kelly feels like talking to me again.

What is my plan of action for these?

What is the most likely thing that could happen?

What is the best thing that could happen?

What is the worst thing that could happen?

4. Group members work through the following example using the above steps to guide their thinking.

Situation: Jabu is twelve and he likes a girl named Gloria. His friends convince him to ask her to go to movies with him. He manages to get the courage and when he asks her, she says no.

Ask the following questions to guide their thoughts:

1. What is the worst thing that might happen?
2. What is one thing you can do to stop the worst thing from happening?
3. What is the best thing that might happen?
5. What is one thing you can do to help make the best thing happen?
6. What is the most likely thing that will happen?
7. What can you do to handle the most likely thing if it happens?

The decatasrophising thoughts are discussed in the group and group members are encouraged to give their own real-life examples, using the above questions to guide their thinking about the situation.

5. Feedback and reflection, as well as a summarisation of what was learnt in the session.

Session 10

Aim

- To teach the skills of rapid fire disputation.
- To integrate problem-solving skills.

Outline

1. The session is introduced as a practical one in which group members learn to challenge their thoughts in different situations. The following examples of Mabel and Carl will be used to illustrate how one can challenge their initial thoughts and think differently about things.

Mabel challenges her thoughts

Adversity: Mabel is in the fifth grade. She likes her school a lot, but recently Debbie, a girl in the sixth grade, has started picking on her. One day, after school, Mabel is walking home with some of her friends when Debbie and some of her friends start making fun of her. They stand in her path and say, "Hey, look at Fatso here. You're so fat you look like a cow. You don't just look like a cow, you are a cow! Moooo! Moooo!" Mabel blushes. She's ashamed of how she looks. She tries to ignore them but she can't. She bursts into tears and runs away.

Mabel's brain: I'm such a baby. I can't even stick up for myself. They're right. I'm a fat cow. Nobody's ever going to want to hang out with me.

Disputation: I am heavier than some of the other girls, and I wish I were skinny like Sarah, but I'm not a fat cow. I exercise and dress well. I look pretty good. And I have lots of friends. Sarah and Jessica and Dana like me a lot and we have fun together.

Carl challenges his thoughts

Adversity: Carl has just moved to Gauteng. He likes his new house but he misses his old friends a lot and he's nervous about staring the fifth grade in his new school. The first day of school is very hard for him. He doesn't know anyone. He sits by himself at break and no one plays with him.

Carl's brain: Already everybody hates me. I'm going to hate it here. I'm going to spend the rest of the year sitting alone at lunch. I'll never fit in.

Disputation: All right. So I didn't exactly make a million friends today. It was my first day. No one knows me yet. That doesn't mean I'll never have any friends. I had lots of friends at Birchwood Primary. Mom said it would take time. She's right. Maybe tomorrow I'll say hello to the boy who sits next to me in maths. He looked nice.

2. Discuss the concept of challenging one's first thoughts, and finding evidence to back up you challenge. Work through the following examples giving everyone a chance to verbalise what their first thoughts might be and the way they would try to challenge their own thoughts.

Examples:

- You're supposed to take care of your neighbour's plants while they are away, but you lose the key to their house and the plants die. What are your thoughts? How can you dispute them?
- Your mother has been shouting at you a lot lately. What are your thoughts? How can you dispute them?
- Someone copies your English homework and the teacher accuses you of cheating. What are your thoughts? How can you dispute them?
- You tease your brother all day and he starts to cry and screams "You're the worst brother [or sister] in the world. I hate you!" What are your thoughts? How can you dispute them?
- It's the first week of grade six and you don't feel like anybody likes you. What are your thoughts? How can you dispute them?
- You keep getting picked on by your teachers. What are your thoughts? How can you dispute them?

3. Real life examples of disputing – role-play. Children work in pairs to practice skills of disputing. One person tries to tease or upset the other, and the partner has to dispute or challenge the attack. Emphasis is on role-play and not to take things too seriously!

4. Problem-solving.

Outline the essential steps in problem solving:

Step 1: Slow down. Stop and think. Use 'cool' thoughts not 'hot' thoughts.

Explain that hot thoughts are thoughts that come to mind the moment the problem happens. They are "people are out to get me" thoughts. The problem with these thoughts is that they lead one to react without first understanding what happened or how best to handle the situation. Actions taken based on hot thoughts are often regretted later. Cool thoughts are those that help one figure out more about what happened so that all the available information can be considered before deciding how to respond. Cool thoughts help one slow down and think rather than speed up and act.

Play the 'hot seat' game: Create a 'hot seat' in the centre of the circle. One child is to sit in this seat while the example (from below) is read out. The child has to decide if they want to stay in the hot seat, or move back to their 'cold seat'. To be able to move, the child has to provide a 'cool thought', that is a thought that allows him/her to think more carefully and not jump to conclusions so quickly.

Examples:

- You are walking around the field and someone throws a ball and hits you right in the face. You think: He did that on purpose! I'm going to get him! He's going to be sorry!
- You leave three messages for your friend to call you back as soon as she gets in. Your friend doesn't call all night. You think: She's being horrible. She's just acting as if she doesn't know I called.
- You are supposed to meet your friend at the mall at 3:30. You wait for half an hour, but your friend doesn't show up. You think: That figures. George is such a creep. He's supposed to be my best friend but he's always messing me around like this. I'm not going to take this any more!
- You are waiting to be served at the counter in the shop. The cashier serves the man standing behind you. You think: She hates kids. I won't be polite to her!
- You arrive at the corner where you are supposed to meet your friends to walk to the park. None of them are there. You wait five minutes, but still they don't come. You

think: They've ditched me. They met each other at another place and have gone off without me!

- You want to join the soccer team. When you go to the first practice, you hear all the other kids laughing. You think: They're making fun of me.
- You go to the tap to drink water and, as you start drinking, you get pushed from behind and your face gets all wet. You think: someone did that on purpose!

Step 2: Take the other person's perspective. Stand in another person's shoes.

Read the following example and discuss how the other person may be thinking:

Example:

Kelly is just about to start school. She and her friend, Khumo, decide to get new hairstyles. Just as they walk out of the hairdressers, they meet their friend, Eric. Eric tells Jody that he likes her haircut but all he says to Kelly is: "How are you?" Kelly is annoyed and doesn't say anything back to Eric. Khumo tells Kelly that she thinks her haircut looks great, but Kelly doesn't say a word the whole walk home. Khumo is supposed to call Kelly later that night, but she doesn't.

Discuss other real-life examples that are suggested by the children.

Step 3: Go for the goal

First decide what your goal is in a problem situation. For example, if you have an ugly fight with your friend and your goal is to stay friends, you might apologise and do something special for him/her, or change something that is annoying him/her.

Before you can work out how to solve a problem, you first have to decide on what your goal is.

Work through these examples to give the children the opportunity to decide what their goal might be and how they would them respond:

- Bill, Karen and Pumla are playing a game. Bill won the game but Karen started shouting and told Bill that he had cheated.
- If Bill thinks Karen is angry and doesn't mean what she's saying, his goal might be to … and he could then….
- If Bill thinks Karen is a liar and she is trying to make him look bad, his goal might be to … and he could then…
- Jabu is standing in line and is knocked off his feet by John behind him.
- If Jabu thinks John did this on purpose, his goal might be… and he would then…
- If Jabu thinks John did it by accident, his goal might be… and he would then…

Step 4: Choosing a plan of action: What are the pluses and minuses of each plan?

Discuss the pros and cons of the different actions in the situations above. Be sure the children think about the immediate consequences as well as the future possible effects.

Step 5: How did it go? If one solution doesn't work, try another. Encourage the children to evaluate their plan of action and if it doesn't work, to try another one. Use a real-life example of a situation where the second or third attempt worked, and the person did not give up.

- Work on problem solving using the steps outlined. Do an example together, then arrange the children to work in pairs to problem-solve. Use some of the examples below:

  - Gloria's mother comes into her room one night and tells her: "Your dad wants you and your brother to spend holidays with him. But I think you should both stay here. I told him no, but he really wants you, so we decided that your brother will stay here and you will go to your dad. I just wanted to tell you what we had decided."

  - Some kids from Lara's class pick on her on the way to school. One day they grab her maths book and run away with it, laughing. Lara is afraid to tell the teacher because the kids might hear about it and pick on her even more. During class the teacher shouts at Lara for not having her maths book with her. She says she will have to give her detention.

  - Katrina is walking home from school when she sees two really cool kids smoking cigarettes in the alley. She says hello, but is not sure what to do. She wants them to like her, but she doesn't think it is good to smoke. They say: "Hi, Katrina. Want a puff? I like your new jacket? Where did you get it?"

5. Feedback and reflection, as well as a summarisation of what was learnt in the session.

Session 11

Aim

- To teach assertiveness skills.

Outline

1. Recap the previous session – problem solving steps outlined in session 10.

2. Introduce assertiveness as a concept using dialogues. Each situation is the same but different people handle the situation in different ways. Group members will be paired off and the three dialogues are read by volunteers in the group.

Bully Brenda - aggressiveness

Situation: Bully Brenda had plans to go to the mall after school with her friend, Jabu. Many times before when they have made plans, Jabu has changed his mind at the last minute.

Brenda: So, are you going to catch the bus to the mall?

Jabu: Oh, I'm so sorry, but Tony called me a couple of days ago and I made plans to go over to his house. We're going to play Nintendo. Sorry, but I have to go.

Brenda: Sure you did. You always do this to me. I can't count on you for anything. See if I ask you top go next time. Next time, I'll make plans with someone who can keep them! You're a lousy person and a lousy friend. You can't get away with this. I'll get

you back sometime, you'll see.

Jabu: Go ahead. See if I care.

- What do you think about the way Brenda handled her disappointment.
- Do you think this will make the situation better or worse?

Pushover Puso - passivity

Same situation: Pushover Puso had plans to go to the mall after school with his friend Jabu. Many times before when they have had plans, Jabu has changed his mind at the last minute.

Puso: So, are you ready to catch the bus to the mall?

Jabu: Oh, I'm sorry, but Tony called me a couple of days ago and I made plans to go over to his house. We're going to play Nintendo. Sorry, but I have to run.

Puso: Oh.

Jabu: Have fun at the mall!

Puso: Yeah… okay.

- What do you think about this skit?
- What did pushover Puso do when Jabu told him he had other plans?
- Do you think just saying okay will make the situation better?
- What do you think will happen the next time they make plans?

Say-It-Straight-Samantha - assertiveness

Same situation: Samantha had plans to go to the mall after school with her friend Jabu. Many times before when they have had plans, Jabu has changed his mind at the last minute.

Samantha: So, are you ready to catch the bus to the mall?

Jabu: Oh, I'm sorry, but Tony called me a couple of days ago and I made plans to go over to his house. We're going to play Nintendo. Sorry, but I have to run.

Samantha: Jabu, I'm really frustrated. You've been changing your plans a lot lately. It hurts my feelings because I think it means that you don't want to spend time with me.

Jabu: Sorry, I guess I didn't think about it.

Samantha: Next time, it would make me feel a lot better if you could stick to our plans.

Jabu: Okay, I'll try not to let it happen again. How about going to the mall this weekend instead?

Samantha: Sounds good.

- What do you think of the way Say-It–Straight-Samantha approached the situation? What did Samantha do when Jabu told her he had other plans?
- Who do you think will feel the best, Brenda, Puso or Samantha?
- Which child do you think handled the situation in the best way?

3. Discuss the four steps employed by Samantha to handle the situation;

    1. Describing the situation – facts only.
    2. Talk about how you feel.
    3. Question whether a specific or small change is possible.
    4. Discuss how this change will make you feel.4. Role play is conducted in pairs using the above points as guidelines. Next we will do the same for the situations listed below:

- Your dad sometimes calls you "nitwit' and other nicknames in front of your friends and it bothers you.
- Your mom has been shouting at you a lot lately for little things you've done wrong. You feel sad when she shouts at you and you wish she could tell you what was wrong without shouting at you.
- You are about to do a maths test and one of the kids in your class asks to copy form your test. You don't want her to copy your test. You've studied hard and are afraid the teacher will think you've copied.
- Your teacher gave you a 'D' on a test. You think the test was unfair because it covered things that your teacher said would not be in the test. You want to tell her how you feel.
- There's a kid at school who teases you everyday at break. You want to stop him teasing you.

4. Introduction of the concept of negotiation

> **"What if your friend does not like your idea? What if your friend has something else in mind? What if you want to go to the movies and your friend wants to play games at home? That is why we have to compromise sometimes. The process whereby we compromise is negotiation."**

- The following dialogue illustrates how we can reach a compromise.

Jay's curfew

Jay: Mom, Dave just called and he wants to know if I can go to his house and watch videos. Can I go?

Mom: Sure, just make sure you call me by eight so I can pick you up. We have to meet Gran tomorrow morning for breakfast, so it'll have to be an early night.

Jay: Eight o' clock! Nobody my age has to be home by eight! We won't be able to watch both movies by eight, and Dave's going to think I'm the biggest baby! Gosh, Mom… you never let me have any fun.

[Jay runs off to his room.]

Mom [looking frustrated, slowly goes to Jay's room and knocks on the door]: Jay! I think we should talk about this.

Jay: There's nothing to talk about. You're the meanest mother in the whole world!

Mom: Jay! If that's the attitude you want to take, then fine. You can sit here all night and miss out on both movies. Or you can open the door and we can work this out… we can negotiate.

[Jay opens his door.]

Mom: Now…How long do you think it will take to watch the movies?

Jay: Well, each movie is probably two hours long, and then if we want popcorn, it will take until at least midnight.

Mom: Midnight! You've got to be kidding. If you say out that late you'll be grumpy with Gran tomorrow and you won't have a good time at breakfast. That's not fair to Gran or me, now is it? What about ten? And if you don't finish the movies, you can go over to Dave's house tomorrow and finish them.

Jay: I guess that would be okay. Dave never gets to stay up until midnight anyway.

- Discussion around negotiation and linking the concept to the dialogue above;

  i. Figure out what you want that is within reach.
  ii. Ask for it.
  iii. Listen to what the other person wants.
  iv. Be wise: compromise. Make an offer.
  v. Continue to look for a fair deal so that both people feel good about the compromise.

- Role-play. The group members choose from the list below a situation which they will role-play in an attempt to reach a compromise.

  - Bill and Kim are going out. Bill wants to go to a party tonight where some of his friends will be. Kim doesn't want to go because she doesn't know anyone there and she doesn't want to hang out with a group of guys.
  - Sibongile starts watching the movie on M-Net. Her older sister brings a friend home and explains that they have rented a movie and want to watch it now.
  - Scott's parents want him to baby-sit his little sister tonight because they are going out for dinner. Scott was invited to spend the night at his friend's house.
  - Dudu's mother takes her shopping for clothes. Dudu finds an outfit she really likes. Her mom says she won't buy it for her because the skirt is too short.
  - It's Friday night and Fikile and John have plans to see a movie. John wants to see a movie Fikile has already seen, and he usually gets his way by saying he won't go unless she does what he wants.

9. Feedback and reflection, as well as a summarisation of what was learnt in the session.

Session 12

Aim

- To integrate what has been learned in the programme.
- To end off the programme.

Outline

1. Each group member is given the opportunity to express what they have found to be most useful about the programme.

2. Summary of the main ideas is discussed.

3. Closing off and ending.