



# Leader Guide

## Introduction to the Leader Guide

The focus of the Leader Guide is to guide adults through the Cadette “Be A Friend First” (BFF) program, based on the aMAZE! Journey. The purpose of the program is to give girls valuable skills and tools for figuring out relationships while also focusing on confidence and skills they need to prevent bully behavior. The focus of the program is on healthy relationships as a solution to bullying.

There are six sessions in this series and activities in each session are designed to be hands-on and fun – it is the fun that keeps girls coming back to Girl Scouting! Throughout the sessions, girls will explore issues such as peer pressure, stereotyping, gossip, and cliques, through role-playing, creative writing, games, and discussion exercises.

An important part of Girl Scouting is girl planning and leading. Whenever possible, encourage girls to get involved in these processes. This will give them ownership of their Girl Scout group, influence in directing of their Girl Scout program, and experience in planning and decision making.

Each session fulfills national leadership outcomes from the Girl Scout Leadership Experience, where girls Discover, Connect, and Take Action. Girls achieve these outcomes through the three Girl Scout processes: Girl Led, Learning by Doing, and Cooperative Learning. Throughout the series sessions, the outcomes met through the activities are noted.

Another important piece of the activities is the reflection that you do with the girls at the end. Reflecting in an enjoyable way helps girls process and retain what they have learned through their Girl Scout experience. One easy way to do reflection is to ask the girls: What?, So What?, and Now What?

When girls stand up for one another, the bullying stops almost immediately. BFF gives her the tools to feel safe at school, online, and everywhere in between. Upon completing the program, girls will have the knowledge & skills to develop healthy relationships, prevent bullying behavior, and become peacemakers in their communities and schools. It’s time to be the change.

## Activities

In this packet you will find an outline for the six one-hour sessions to help you guide girls through learning skills to positively handle bully behavior and cultivate strong relationships.

Each session has a general topic and outcome, and each activity a suggested time and supply list. If six sessions are too many or not enough for your troop, don’t worry! Adjust to what your troop needs by combining sessions, skipping certain activities, or only doing a couple activities each session to lengthen it into more sessions.

# BFF FAQs

## **What are my main goals for BFF?**

To help girls develop skills for healthy relationships and prevent bullying in their own relationships, which they can use immediately and throughout their lives. To guide girls to Take Action (and earn their Diplomat Award!) to create change in their school, neighborhood, or larger community using what they've learned. (Time is built into sessions 5–6 for girls to team up and develop a meaningful Take Action project that creates healthy relationships and peace while developing a solution to bullying that is specific to their community needs.)

## **What if we don't have time to do all six sessions of BFF?**

Depending on the girls' schedules and how frequently you meet, BFF can easily be adapted to more or less sessions if they are condensed. How? Consider doing at least one activity from each session in the BFF booklet to maintain the progression.

## **Why is it important to Be a Friend First?**

- Every day 160,000 students miss school out of fear of being bullied
- 38% of girls worry about their emotional safety when spending time with peers
- 6 out of 10 teens witness bullying at least once a day
- 85% of the time, when girls get bullied, no one intervenes
- 57% of the time, when peers intervene, the bullying stops within 10 seconds

# Tips About Bullying

Background information to help you feel more comfortable dealing with bullying and related topics with the girls. Refer to this throughout your sessions whenever questions are asked, or issues arise.

## Bully Behavior: Use This Term

Whenever possible, use terms that describe the “bully behavior” rather than the “bully,” so the emphasis is on a girl’s actions—not her whole person. For example, you might say: “Have you ever engaged in any type of bully behavior?” Instead of saying: “Have you ever been a bully?” Or you might say: “It seems that she might have taken the teasing a little too far.” Instead of saying: “It seems like she is a bully.”

## How Girls Bully

Girls are more likely to use “relational aggression”—emotionally hurtful behavior that includes gossip, exclusion, and teasing. “Cyberbullying”—spreading malicious rumors or private photos via texts and tweets, or on social media sites—is another form of relational aggression.

## What Is Bullying?

Bullying can be:

Physical (kicking, hitting, spitting, taking and/or damaging property or belongings)

Verbal (threats, teasing, taunting, name-calling, offensive or derogatory remarks)

Indirect (gossip, spreading negative rumors or stories about someone, lying, excluding people from social groups)

Virtual (cyberbullying is the term given to sending negative or threatening messages, texts, or pictures via email, instant messages, cell phones, chat rooms, or websites)

## Why People Bully

Girls might ask: “Why do people bully?” Say: “People who engage in bully behavior frequently get pleasure—an emotional payoff—from the target’s response. So, kids who get upset become targets; those who shrug off bully behavior are left alone.”

Girls might ask: “How do I defend myself against a bully?” Say: “Your first instinct is to defend yourself—after all, you’re being attacked in some way. But research shows that one effective defense, in the moment when bullying is happening, is to show that insults don’t affect you.”

## Help for Bully Victims

If a girl lets you know she’s experiencing emotional or physical violence, you will need to report it to a school or organization official and the contact person from your local Girl Scout Council. Even if something was shared in confidence, you are responsible for passing on information if a girl’s safety is in question. School or organization officials along with your council contact will address the issue according to their safety protocol.

# How to Guide Girls

**Ways to create a safe environment where girls are confident to share openly, explore their feelings, and practice new skills.**

## Okay to “Pass”

When sharing ideas and feelings, let girls know that it’s okay to “pass” or just offer a brief thought or two. And let girls know that it’s fine to share general ideas without getting personal or into specifics. Girls will be likelier to share when they’re in an environment where honest, open, and kind dialogue and confidentiality is respected.

## Team Spirit

Encourage girls to create an atmosphere of respect and collaboration during the opening sessions. In Session 1, they will draw up a Team Agreement. Take time at the end of sessions for girls to check in on how they’re functioning as a team, and to revisit the Team Agreement to adapt, if needed.

## Friendship Talk

Girls might not know exactly what it means to be a good friend, but through BFF, you can help lead them to characteristics to look for in healthy relationships. Create an environment where girls can open up about what they need from their friends, what they bring to their friendships, and how to make and keep true friends.

## Safe to Share

Talk of crushes or jealousy may get uncomfortable for the girls, but it gives you the chance to explain that these issues arise all the time, and that the best way to work through them is openly and with people you trust. Remind girls that when such topics arise in BFF, they stay here, too!

## Sensitive Topics

When an issue is raised that you feel you need help with, go to your designated council and school or organization contacts for support. It’s okay to tell girls, “I’m not sure how to answer that.” Let them know you’ll follow up with them about it later.

## Keep It Girl-Led

Let girls play an active part in figuring out the what, where, when, how, and why of their activities and Take Action projects. Trust that they know best where their schools and communities can use help with bully prevention. Coach the girls to lead the planning, decision-making, learning, and fun as much as possible.

## Engaging Eighth-Grade Girls

If you’re guiding a mixed-age group, our research shows that eighth-grade girls have different interests, needs, and abilities than sixth- or seventh-graders. For eighth-graders, you might: Let them lead an activity or discussion. Encourage them to share how they felt (and dealt) with bullying when they were new to middle school and what they learned. Invite them to serve as team captains when developing Take Action projects.

## Meeting One: “First Impressions”

**Outcome:** Girls develop a strong sense of self.

**Discussion:** Introduction & Setting Ground Rules -- 10 minutes

**Supplies:** Chart paper, markers

1. Say: Girl Scouts from all over the country went to New York City to the headquarters of Girl Scouts to share what they think about bullying in their schools and what we can do about it. This program was created by girls for girls – they even got to choose the name, BFF (Be a Friend First).

Girls said they wanted:

- A place where they can openly share their feelings
- Social and leadership skills necessary to prevent bullying in the first place.

BFF helps girls “lead with friendship.”

2. Say: In this program, we’ll be talking, sharing, playing games, and doing things that will lead you all to healthier friendships. You’ll also learn how to have confidence to stand up to bully behavior and understand what it is all about.

3. Ask: Are there some ground rules we want to set up so that everyone has a positive experience?

4. Write the girls rules (or have them write) on chart paper and have them all sign it as a promise to each other. If they need help getting started, offer the following:

- We will watch our body language when we talk and listen (no eye rolling)
- If we have a conflict with someone in the group, we can....
- If we have a different opinion, we can...
- Gossip would be hurtful because...

## Activity: Teambuilding Tower -- 20 minutes

**Supplies:** for balloon tower: 10 balloons per group, masking tape, ruler/  
yard stick

for marshmallow tower: mini marshmallows, toothpicks, ruler

1. Have girls split into groups of about four.

2. Say: Each group will work together to try to build the tallest free-standing tower. This means the tower must stand on its own, it cannot lean on anyone or anything. You may not get extra supplies once the clock has started – you will have 10 minutes to build.

3. Pass out supplies and then give a countdown & start the clock. Give 5-minute, 1-minute, and 30-second warnings. When the clock stops, groups step away from their towers.

4. Go around to each tower and measure to see which is tallest.

5. Reflect together as a group:

- What was the process and the outcome?
- What roles did everyone in the group take?
- How did each person contribute?
- Did you take risks? Experience failures? How did your team learn/grow from those failures?
- Is there anything you held off from doing? Why?
- What did you learn about yourself and your behavior? About other people and their behavior?

### **Discussion: Bullying Can Be.... -- 10 minutes**

**Supplies:** Chart paper, markers, sticky notes, pencils

1. Write on a white board or chart paper: Bullying can be....

2. Have girls think about all the ways bullying can happen. It might be physical, verbal, or online. Ask them to imagine situations and places where bully behavior happens.

3. Invite girls to write down answers on sticky notes & place them on the white board or chart paper.

4. Say: Let's look at all the things bullying can be.

- *Physical*: hitting, kicking, damaging property
- *Verbal*: threats, teasing, taunting, name-calling, offensive remarks
- *Indirect*: gossip, spreading negative rumors or stories about someone, lying
- *Virtual*: sending negative messages, texts, or pictures via email, instant messages, cell phones, or websites.

5. Ask: Can you think of a time when you've witnessed any one of these bully behaviors? Which one do you think is most prevalent in your world?

### **Activity: Beneath the Surface -- 20 minutes**

**Supplies:** Beach ball with questions/prompts on it (or a ball & list of questions/prompts)

1. Have the girls stand in a circle. Explain that when the ball is passed to them, they should choose the question closest to either of their thumbs (or choose a question from the list). After answering, toss the ball to another girl who has not yet had a turn.

2. After each girl has had a turn, use the following questions to guide a discussion:

- Have you ever thought you knew something about someone else but found out you were wrong? Explain.
- How do first impressions impact people?

- What happens when we act as if everyone is exactly the way we first perceived them? Talk about how this can include or exclude others.
- What do you base your first impression on?
- How accurate do you think your first impressions are when meeting people for the first time?
- When have you had a completely wrong first impression of someone, and what changed your mind?
- Can you think of situations when people had a wrong first impression of you? What did you do to give an accurate impression of yourself?
- What does it mean to: Be a friend first? And go beneath the surface?



### Sample “Beneath the Surface” Questions

- Something obvious about me...
- Only a few other people know that I...
- My biggest fear is...
- A time when my impression of someone was very wrong was...
- The nicest thing someone has ever done for me is...
- Two words people use to describe me are...
- Before people get to know me, they assume I...
- The funniest thing that ever happened to me was...
- A song that always makes me happy is...
- If I could have only one artistic talent, it would be...
- If I could excel at only one sport, it would be...
- My family made me proud when...
- The first thing I notice about someone new is...
- The first thing I hope other notice about me when we meet is...
- Three qualities a leader should have are...

## Meeting Two: “We are in this Together”

**Outcome:** Girls develop positive values & promote cooperation and teambuilding.

**Activity:** Walk In My Shoes -- 10 minutes

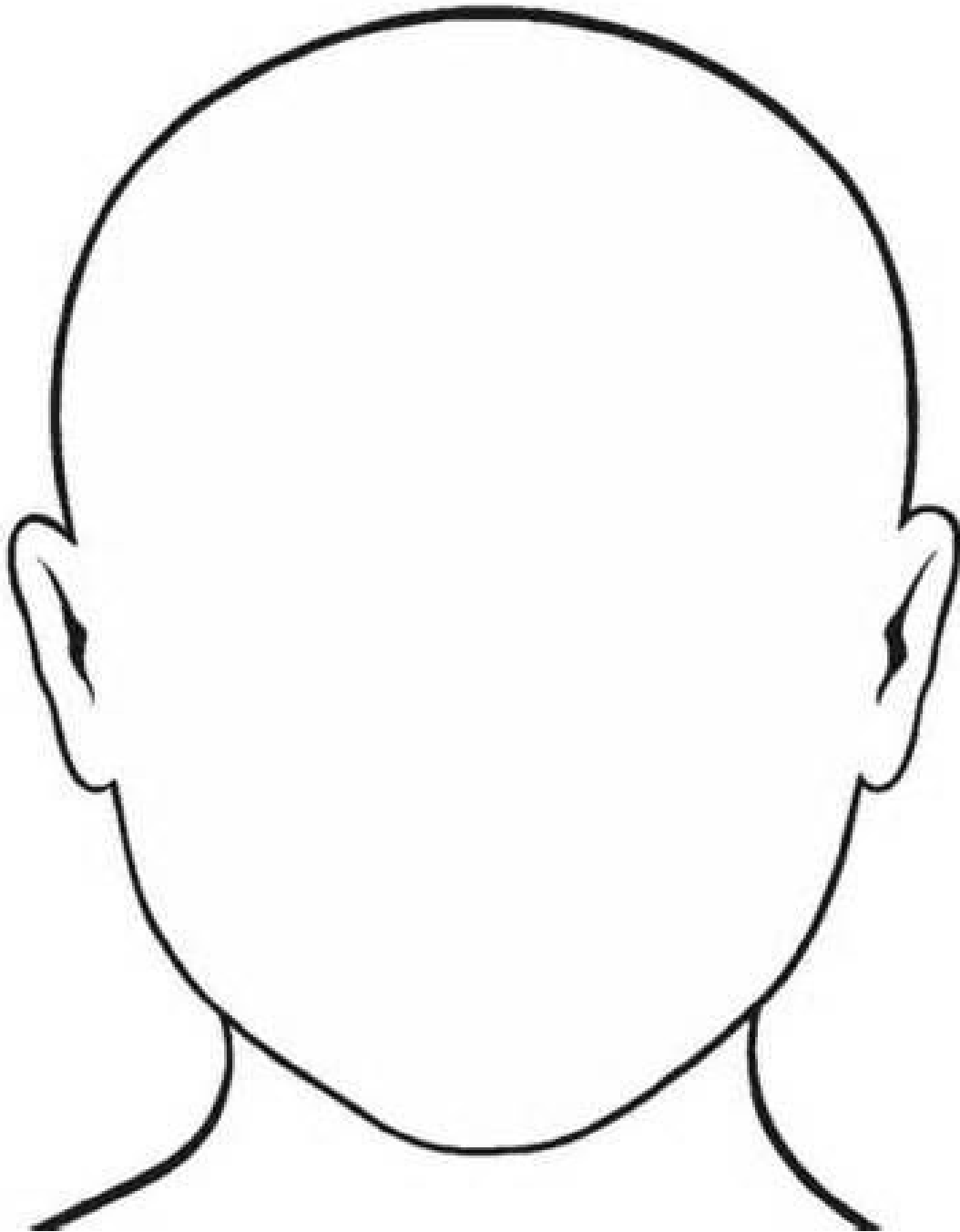
**Supplies:** Paper, pencils

1. Say: Never judge someone else until you’ve walked a mile in their shoes. Let’s figure out what that old proverb means!
2. Have the girls trace their shoes on a piece of paper. Ask each to define themselves on the paper by using the qualities of friendship they believe best describes them.
3. Next, ask girls to pair up and invite them to share their characteristics by switching papers and standing in the other girl’s shoes.
4. Lead a discussion about what they learned. Ask:
  - What did you learn about your partner that you didn’t know before?
  - What do you share in common?
  - What do you think it means to walk a mile in someone else’s shoes?
  - How do you think it helps to see things from another person’s perspective?

**Activity:** Self Esteem Portrait -- 20 minutes

**Supplies:** Blank portraits, pencils, markers

1. Lead a short discussion about self-esteem. Ask: What does self-esteem mean to you? How can self-esteem positively or negatively affect one’s attitude? What are some ways we can create or build upon a positive self-esteem?
2. Pass out blank portraits, pencils, and markers to each girl. Have them write and/or draw different things that make them unique and that they love about themselves.
3. When everyone is finished, allow girls to share some of the things they wrote/drew.



## **Discussion:** Price of Belonging -- 10 minutes

**Supplies:** N/A

1. Say: Everyone wants that powerful feeling of belonging. Being connected to others confirms that we matter. And that's a human need! Sometimes we want that belonging so badly that we think it won't matter if we trade our values for popularity. For example, lying to your parents about where you went after school or posting an unattractive picture of the new girl online because someone dared you to. But small trade-offs add up, chipping away at our sense of who we are and what is right. When those things become blurry, you may find yourself caving into peer pressure more and more.

2. Ask: Can you share a time when you wanted to belong to a group?

- Have you ever traded off any values to belong to a group? If so, which ones?
- What do you think contributes to giving into pressure to belong?
- What does being self-confident mean to you?
- What common values do we share as a BFF group?

## **Activity:** I've Got Your Back -- 20 minutes

**Supplies:** Blank white paper, markers

1. Say: Think of a time when someone gave you a compliment. How did it make you feel? Now think of a time when you gave someone else a compliment. How did that make you feel?

2. Ask: Have you ever been in a down mood but felt a little better after having a positive interaction with someone? Maybe a smile/wave hello, a hug, or someone giving a compliment.

3. Say: One way we can build positive relationships and show people we care about them is by giving compliments & encouragement – this usually helps us feel better too!

4. Pass out a blank piece of paper and marker to each girl and explain that we are going to practice giving compliments & encouragement to each other. Have everyone write their name on their paper and leave it at their spot. Once everyone has their name down, girls can start walking around to different papers to write nice words or phrases.

5. When everyone has had a chance to write on each girl's paper, have them return to their own paper and quietly read what others wrote. Let girls share a couple things on their paper that made them feel good, if they want.

6. Ask: How did it feel to give everyone compliments and encouragements? How did you feel when you read everything on your own paper? What are some ways we can do this at home/school/with our troop/in our community?

## Meeting Three: “Breaking Down Stereotypes”

**Outcome:** Girls advance diversity in a multicultural world

**Activity:** Stereotypes & You -- 15 minutes

**Supplies:** Blank paper, pencils

1. Say: Today we’re looking at how stereotypes can negatively influence first impressions, which is an important part of making friends.
2. Give each girl a piece of paper and ask her to draw a circle in the middle, with smaller circles connected to and extending from it.
3. Say: Write your name in the center circle. In each of the smaller circles, write something that makes you the person you are, such as: female, athletic, only child, etc. Then think of and write down a stereotype associated with any of the groups you identify with that isn’t consistent with who you are.
4. Then ask girls to move around and trade their stories of how a stereotype had impacted them.
5. Wrap up the activity by asking:
  - Was there a time you were especially proud to be identified with one of the characteristics you listed?
  - Was there a time when you were embarrassed, afraid, or felt hurt to be identified with one of the characteristics, impressions, or stereotypes others had of you?
  - What examples of stereotypes do you see on television and in the media? What effects do these stereotypes have on girls your age?

**Discussion:** Make Peace List -- 10 minutes

**Supplies:** Paper, pencils

1. Say: Imagine you are going to outer space for a very long time and you will not be able to see or contact anyone on Earth. Think of three people you can make peace with before you go.
2. Tell girls it can be anyone – a family member, friend, neighbor, teacher, etc. Encourage them to think/write about what they would say to make peace, and why. If they are having a hard time, ask if there is anyone they are on bad terms with, anyone they wish they could have said sorry or goodbye to, etc.
3. Allow girls to share what they wrote if they would like to. Ask: Why is it important to make peace with people? How can making peace affect us? How can holding grudges affect us?

**Art Project:** Masking Feelings -- 20 minutes

**Supplies:** Blank paper or poster board, scissors, pencils, markers

1. Explain that in this activity, girls will compare their “outer” selves with their “inner” selves.
2. Each girl should cut an oversized face shape from poster board. Girls will then decorate the mask. One side-the outside-represents what they feel people see/know/believe about them. The other side represents what each girl feels about herself.
3. When they are finished decorating, ask the girls to share with the group what each side of their mask represents.

**Activity:** G.I.R.L. Quiz -- 15 minutes

**Supplies:** G.I.R.L. quizzes, pencils

1. Discuss what it means to be a G.I.R.L. (Go-getter, Innovator, Risk-taker, Leader)
2. Pass out quizzes and have girls share what their results are.
3. Ask: Were you surprised by your result? Do others see you this way too? Knowing our results, how can we use our strengths to build positive relationships and reject stereotypes?

## Meeting Four: “Friendship Matters”

Outcome: Girls develop healthy relationships.

### Activity: Where Do You Stand? -- 25 minutes

Supplies: Agree/Disagree/Neutral Signs, Sample Questions, optional talking object

1. Start by asking the girls to think about times when they have been pressured or pressured others to do things that go against their values. Use some of the points below to help:

- We all have experiences that test our values. Do we ever trade in what we believe just so we can belong? How do we feel after doing that?
- Sometimes the pressure to do something you don’t want to can be silent. Can you think of examples of silent pressure?
- Have you ever accomplished something you didn’t think you’d be able to do, but were able to because of someone else’s influence?

2. Say: Now we are going to do an activity to push one another to explore what it feels like to stand up for our values. We really have to trust one another and uphold our team agreement for this to be meaningful.

3. Place the Agree, Disagree, and Neutral signs around the room.

4. Tell the girls that we are going to take turns reading aloud different scenarios and if they think it’s OK, they go to Agree. If they feel it’s not OK, they go to the Disagree. If they’re “on the fence,” they go to Neutral.

5. Run through different scenarios & allow at least one person from each group to share their thoughts. Encourage different girls to share each time. If need-be, continue reminding girls to show respect by listening to each other’s opinions, and remind them that it is okay (& good!) for us to have different opinions.

6. Wrap up the activity by asking:

- Which scenarios really made an impression on you?
- How does this activity help you think about bullying behavior?
- When thinking about whether something was or wasn’t okay for you, did you realize that you had behaved this way in the past?
- Does understanding bully behavior help you become a better witness and protector?
- Did listening to other girls’ opinions help you see from different perspectives?
- Did you ever change your opinion after hearing someone else’s thoughts?

## **“Where Do You Stand” Scenarios**

- It's good to tell a friend she should study harder and try to get better grades.
- If your friend really wants you to attend her piano recital because she needs a confidence boost, you should go—even though it sounds like a lot of clanging to you.
- It's OK to attend a party at your best friend's house even if her parents aren't there the entire night.
- I'd cancel plans with my friend if my crush asked me out at the last minute.
- If you're jealous of someone, it's OK to be mean to her, as long as you aren't physically violent.
- If a friend is really hurting herself through behavior that you find scary, you should keep it a secret, no matter what.
- You can watch a movie at a friend's house that your parents would never let you watch at home.
- It's OK to tell your parents that party is “girls-only,” even though there will be boys and you hope to meet up with a special one there.
- Sometimes you have to skip the fun to get some homework done.
- Sometimes you just have to stop hanging out with some girls because others don't think they're cool.
- It's cool to disrespect your parents in front of friends.
- You need to try out for a team sport or cheerleading, because everyone does.
- It's important to act like you have more money than you really have.



Agree

# Disagree

# Neutral

**Game:** Friendship Games -- 20 minutes

**Supplies:** Bandanas

1. The first game the girls will play is Human Knot. Girls will break up into groups of five, form a circle, and grab hands with two people in the circle that are not standing next to them. Each group must untangle their arms until they are holding hands normally in a circle. They must hold hands the entire time. Combine groups until the entire troop does it as one group.

Challenges: No one may speak; only one person may speak; half are blindfolded; all but one are blindfolded; etc.

2. The second game is Bandana. Place one bandana on the ground in an open space. Have everyone come up & stand around it. Explain that, one by one, each girl will put one foot on the bandana. They may put their foot on top of someone else's (if they ask them first). Once everyone has one foot on, everyone picks up their other foot. Encourage girls to work together & use each other + their own mental focus to keep one foot on the bandana and one foot in the air.

Challenges: Fold the bandana into a smaller square; every other person closes their eyes; all but one person closes their eyes; only one person may speak; etc.

**Activity:** I-Statements -- 15 minutes

**Supplies:** Role-play scenarios

1. Say: Conflicts are potential relationship obstacles. I-statements can be helpful when it comes to resolving conflicts, especially when you are faced with bully behavior.

2. Share this general statement with girls about how to make an "I-statement": When you (describe a specific action that hurts you) I feel (say your feeling) because (why the action connects to your feeling).

3. Now, have the girls choose a random scenario to role-play with a friend.

4. After each group has performed their role-play, ask: What kind of messaging works best for communicating feelings and resolving conflicts?

5. Wrap up by practicing with a few more scenarios. Ask the girls to respond to each scenario with an I-statement:

- a. When you're alone together your friend is nice, but when you're with a group, she becomes bossy and dismissive of you.
- b. One of your soccer teammates always teases you in front of the team and says you're weak for not being able to take a joke.
- c. A classmate passed a rumor that you cheated on a test.

### **I-Statement Scenarios:**

- You make plans with a friend, but they bail on you last-minute saying they have a family emergency. Later that day you see your friend hanging out with another group of friends.
- Over the past month your friend has been distant. You know they are busy with school and their part-time job, but every time you're on the phone they just talk about their problems, and as soon as you talk about your day, they rush off the phone.
- One of your friends is nice and agrees with you when you're alone, but when you're in a larger group, they are rude and put you down.
- Your friend keeps bragging about all of the new clothes their parents keep buying them. You know it's silly, but you can't help but think about the new clothes you want too, even though your parents won't buy them for you.
- You hear your best friend ask your boyfriend to do homework together on Friday, even though you and your boyfriend do homework together every Friday.
- Your teammate teases you for missing the goal and when you try to defend yourself, they say you're lame for not being able to take a joke.
- A classmate makes fun of you for getting a bad grade on your last test. They don't know that you've been dealing with a lot of personal things outside of school and haven't had time to study.
- You hear your friend tell a classmate that you probably cheated on the last test because you got the highest grade. The truth is you just studied a lot.

## Meeting Five: “Working Stuff Out”

**Outcome:** Girls resolve conflicts and advocate for themselves and others.

**Activity:** Flip the Script -- 20 minutes

**Supplies:** Skit scenarios

1. Say: There are many ways you might respond to a bully. For instance, you might try to reason with them, act like it doesn’t affect you, cry, or yell back. Let’s find out how people respond to bullies and what might be most effective.
2. Invite the girls to break into teams of three and assign each team a bullying scenario.
3. Share with the girls this powerful statistic from the Anti-Bullying Alliance: Witnesses play a very important role in bullying situations. Bullying will stop in less than 10 seconds nearly 60 percent of the time when peers intervene!
4. Explain the activity:
  - Decide who will be the bully, witness, and target.
  - Use the ideas we have been discussing related to witnesses and taking back the power to “flip the script” so that the bully does not get away with her behavior.
5. Once the teams have had a chance to figure out and practice “flipping the script,” invite them to take turns performing for each other.
6. Wrap up with a discussion by asking:
  - How can bullies become a roadblock in the maze of life? What can you do to get around this roadblock?
  - How can you “rewind the scene” to prevent relationship meltdowns when you’re facing a real-life situation where bullying is taking place?
  - How does bully behavior impact teamwork?

## Skit Scenarios:

1. Just as Tara enters the locker room to get ready for soccer practice, she overhears a group of girls talking about how poorly she played in the last game. They agree to not pass her the ball at all, and one of them, Billie, even says she is going to block Tara every chance she gets just to teach her a lesson. The truth is that Billie played the worst of everyone in the last game, but no one stands up to her because she is the team's most aggressive player. Tara turns toward her locker, making eye contact with Wendy, who has also overheard the entire conversation.
2. Izzie, Lana, and Jeannie are all yearbook editors. Izzie, the photo editor, is trying to narrow down two final pages for today's photo deadline. The pages are filled with pictures she thinks are inappropriate, and all have one thing in common: Lana, the yearbook's editor-in-chief. When Izzie points out to Lana that it's inappropriate to have the editor-in-chief in so many photos, Lana is annoyed. She says the photos contain advertisements for some of the yearbook's largest sponsors. But Izzie can see that Lana is the focus of each photo and only a blurred background contains the sponsor's logo. Jeannie, who is editor of the clubs section, where the photos are going to appear, is torn between just including the photos to avoid irritating Lana and doing what's best for the yearbook.
3. Cassie is leaning against some hall lockers talking with Enrique, making it impossible for Amy to get to her locker, which is in between Cassie and Enrique. Cassie knows that Amy wants to get to her locker but doesn't bother to get out of the way. Amy has had to deal with this same situation in the past. All Cassie does is roll her eyes and move so that now she and Enrique are both leaning on Amy's locker. Shara is observing from three lockers down.
4. Maya, Amber, and Lynn spent last weekend studying together for a geometry test. Maya knew the material least well of the three, but she got the highest grade on her test. She claims she's just naturally gifted when it comes to geometry, but Lynn knows that Amber is far better at math. Lynn asks Maya who she sat next to during the test. Maya gets angry because she understands Lynn is trying to say that she cheated off the person sitting next to her. Maya yells at Lynn to keep her mouth shut and mind her own business. Maya grabs Amber's arm and storms off. For the next week, Maya ignores Lynn, and Amber says hello to Lynn only when Maya isn't around.
5. A new animated film was out that sounded really cool, and Sandra was looking forward to seeing it with Lyla and Zemi over the weekend. They'd been talking about going to a movie all week. But Sandra didn't know that Lyla had been texting Zemi all morning about wanting to see the latest romantic comedy instead. Then, in biology class, Sandra was sitting with Zemi and saw the message that arrived from Lyla: "Don't let Sandra choose the movie. She always wants to see stupid animated films – they're 4 babies. I was soooo :l last time." Zemi just shrugged her shoulders even though Sandra seemed hurt. Zemi rushed away as soon as class ended. Later, at lunch in the school cafeteria, Sandra tried to talk to Lyla. "I thought we all agreed to go see the new animated film." Lyla glared at Zemi and then quickly turned to Sandra. "Oh, just deal," she said. "You're such a baby. We're going to the chick flick. You'd better be there, and tell your mom she's driving." Zemi heard the conversation but couldn't think of anything to say, so she made a big deal about having to get to her next class early.

**Activity:** Who is a Real Leader? -- 10 minutes

**Supplies:** Paper, pencils

1. Ask the girls to form small groups and make three lists showing a leader's top three personal qualities, skills, and accomplishments.
2. Then ask all the groups to come together so each small group can share its lists. Ask: What do the lists have in common? How do they differ?
3. Create a "master" team definition of a leader's qualities, skills, and accomplishments.
4. Then, ask if anyone knows the Girl Scout definition of leadership? Share with girls the "Discover, Connect, Take Action" definition.
5. Ask them to consider how the Girl Scout definition compares to the definition they came up with.

**Activity:** Mediate a Cookie Conflict -- 15 minutes

**Supplies:** Paper, pencils

1. Discuss mediation & how a Mediator can help solve a conflict. Ask: What/who is a mediator? What are examples of when a Mediator could be useful? (Government, International conflicts, conflicts with family/friends, etc.)
2. Explain that we are going to practice mediating. Have girls get into groups of 3 – 1 Mediator & 2 people debating a conflict. Pass out the instructions of the conflict: there are 9 cookies in a variety of flavors/differing numbers that need to be split fairly between 2 people.
3. Before they begin, each side should decide how they think the cookies should be split + 3 reasons why. The Mediator helps by asking questions & offering possible solutions.
4. Steps of Mediation:
  1. Opening remarks to review the conflict
  2. Let those disagreeing state their position
  3. Ask questions about the conflict to get to the heart of the disagreement
  4. Summarize what you've heard
  5. Help brainstorm solutions
  6. Reach an agreement
5. If time allows, switch roles.
6. Ask how the Mediators did. Ask: Did each team come to an agreement? (If not, why? What could they have done differently to reach an agreement?) What strategies worked to help reach common ground? Was it easy or hard being the Mediator? What was your favorite part? How could we use this strategy in school/home/our troop/our community?



**Activity:** Crumpled Paper Lesson -- 15 minutes

**Supplies:** Blank colored paper, pencils

1. Hand out a piece of paper to each student.
2. Ask: What are some observations you can make about your piece of paper? (green, flat, blank, no lines, rectangular, etc.)
3. Have girls write their name in the middle of their paper & explain that we are going to use this piece of paper to represent ourselves.
4. Say: In a minute I want you to call out different examples of being hurtful toward someone. Each time we hear a new example, we will crumple our paper just a little bit.
5. Girls call out different examples. Encourage them to share examples from each type of bully behavior (physical, verbal, indirect, virtual). Once everyone's paper is crumpled into a ball, stop.
6. Say: Now I want you to give examples of building each other up – each time we hear a new example, we will uncrumple our paper just a little bit.
7. Once girls have given several examples & their papers are completely unfolded, have them try to flatten their paper so it looks like it did when you started.
8. Ask: Does your paper look like it did in the beginning? Why not?
9. Say: Now I want you to think of kind words/phrases or actions you could do to help yourself or someone else feel better if they have been hurt. Write these words/phrases along the big creases on your paper.
10. Encourage girls to share some of the things they wrote. Ask: Does your paper look like it did in the beginning after writing kind words?
11. Say: Even though you thought of wonderful ways to help yourself or a friend, sometimes we can still be affected by hurtful words/actions, and sometimes that hurt stays with us on the inside for a long time. Therefore, preventing hurtful behavior is just as important (if not more important) as being kind & helping others feel better after they've been hurt.
12. Ask: What are some things we can do to prevent hurtful behavior? How can we practice choosing our words wisely? What are some ways we can build each other up instead of tearing each other down?

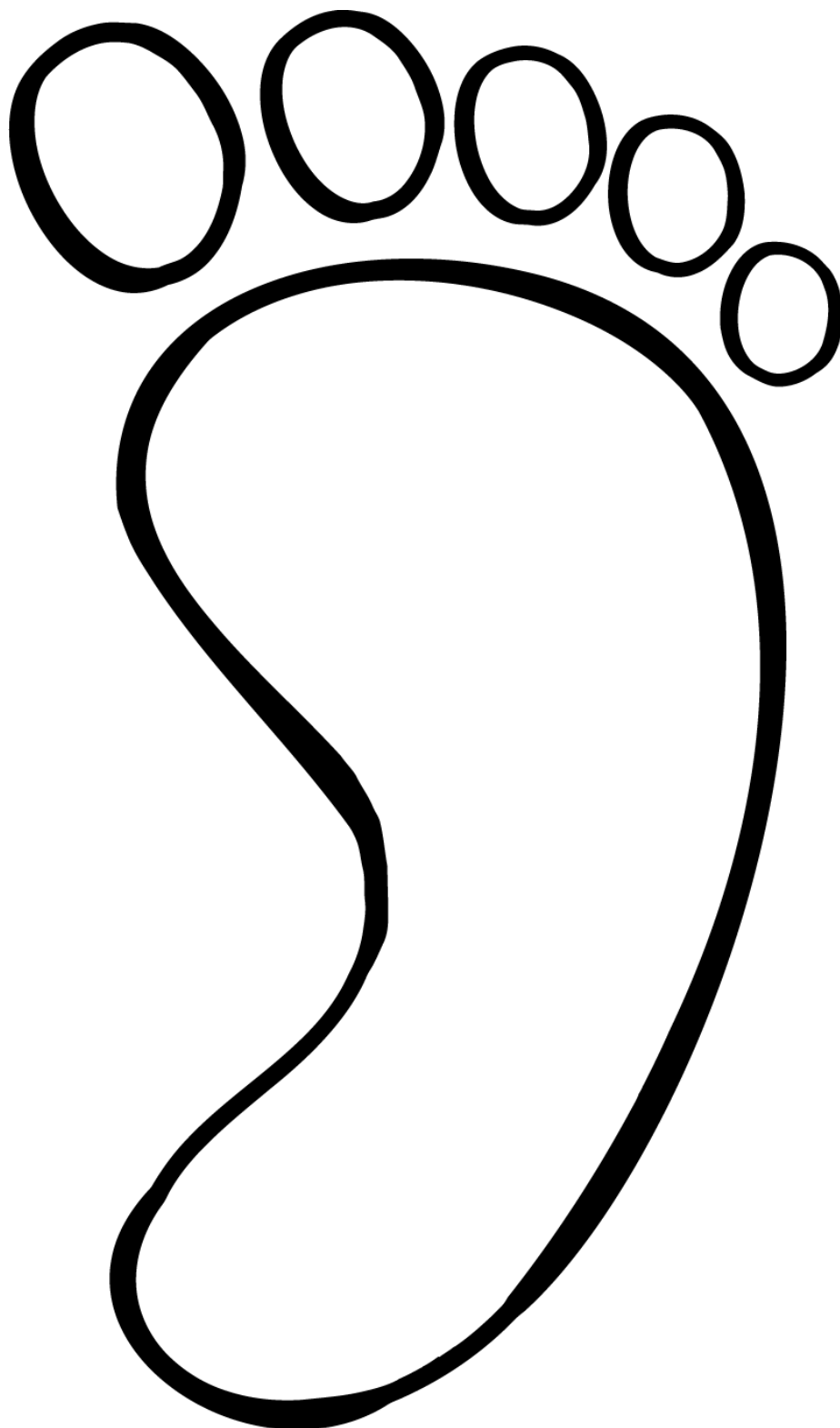
## **Meeting Six: “Sisters to Every Girl Scout”**

**Outcome:** Girls develop a strong sense of self & positive values, especially connected to life online.

**Activity:** Digital Footprint -- 15 minutes

**Supplies:** Blank footprints, pencils, markers

1. Discuss what girls think a digital footprint is. Say: What happens when you walk across sand? You leave a trail of footprints behind you. The same thing happens when you are on the internet/social media. We all leave trails behind of everything we view, watch, and search.
2. Ask if things online can be deleted & discuss the importance of choosing our words wisely.
3. Pass out blank footprints, pencils, and markers to each girl. Explain that they are going to write/draw what their digital footprint looks like.
4. Girls who choose to may share at the end.



**Discussion:** Oops/Wow Moments -- 15 minutes

**Supplies:** Paper, pencils

1. Ask: Have you ever had a moment when you felt good about something you saw or posted on social media? (a comment, post, photo, video, etc.) What about the opposite, a time when you saw or posted something that made you feel bad, or that you later regretted posting?
2. Say: We have all experienced these moments at some point. The important part is knowing how to prevent &/or react positively to these kinds of situations.
3. Have girls think about their different situations & write them down.
4. Ask: What was it about the positive posts that made you feel good? What about the negative posts would you have liked to change? Can we do anything to prevent ourselves & others from posting something negative? How can we react positively if we do see something negative? What are some ways we can do this on a regular basis at home/school/in our community?

**Activity:** Character Profiles -- 20 minutes

**Supplies:** Blank paper, pencils, markers

1. Review the importance of first impressions.
2. Ask: How can we control the impressions we give? How might first impressions be different online vs. in-person?
3. Have girls think of their favorite character from a book/movie/game. Explain that they will create a social profile for this character. Vote as a class which platform everyone will use (Instagram, Tik Tok, Youtube, etc.).
4. Girls who choose to may share.
5. Ask: What did you include in your profile & why? How did that help give a positive first impression for your character? Do you think your personal social media profiles give a positive first impression of yourself? If not, what could you add or change to do so?

**Discussion:** Wrap Up -- 10 minutes

**Supplies:** Bracelets

1. Invite girls to sit in a circle and share one thing surprising or memorable about BFF that they learned. Then give the girls a friendship bracelet or blue ribbon to tie around their wrists.
2. Say: Whenever you wear this, you let other girls know you stand for Be a Friend First. During various wars, women and men in the United States have worn flag pins to demonstrate their patriotism. People wear pink ribbons to symbolize their support for people with breast cancer. What will this mean to our group? Could other girls look to you for support and advice, or to stand up for them against bully behavior?