

# Stand up, Stand Together



# INTRODUCTION

Girls in every grade are developing skills and behaviors that they will carry on throughout their lives. They are creating friendships and gaining first-hand experiences on how to treat others with kindness and respect. When girls interact with their peers they will witness varying levels of conduct—it is important that they know how to detect unwanted behaviors and how to respond properly.

This program helps girls identify bullying behavior, understand the impact bullying can have, and develop the skills to properly intervene when they see bullying happen. Our goal is to teach girls that when you see something wrong, being a bystander is not an option.

As a Girl Scout volunteer, you are in a unique position to help girls build courage, confidence, and character. By creating a safe space for girls to try the activities in this patch program, you will be giving them the opportunity to share what is happening in their lives while learning strategies to deal with conflict and bullying behavior.

The patch program is divided into four sections: **Courage, Confidence, Character, and Making the World a Better Place**. Girls can complete as many sections of the patch as they choose:

- **COURAGE**– Girls learn to differentiate normal conflict from bullying behavior, and how to go from being a bystander to being a defender.
- **CONFIDENCE**– Girls identify their talents and build self-esteem so they have the confidence they need to stand up for others.
- **CHARACTER**– Girls learn to appreciate and embrace the differences in others, as well as how to handle conflict in a healthy and respectful way.
- **MAKE THE WORLD A BETTER PLACE**– Girls complete a service or Take Action project to share the positive messaging and lessons they have learned.

Each section contains activities that last estimated up to two hours. Your troop may choose to complete a section during a daytime event, or spread out a section's activities over several meetings.

As you help girls understand how to maintain healthy friendships, they need to know that having a friend means being a friend. Revert back to the values of the Girl Scout Law and Girl Scout Promise to help girls develop empathy so they will be willing to stand up and speak out when someone is treating another person unfairly.

# INTRODUCTION

## WORDS TO KNOW

Familiarize yourself with the following definitions and examples of bullying behaviors:

- **BULLYING** can be physical, verbal, or relational. It is an intentional behavior that is hurtful. It has an imbalance of power and is often repeated. Targets of bullying often have a hard time standing up for themselves.
- **RELATIONAL AGGRESSION** (also called social aggression, girl bullying, and emotional bullying) includes behaviors like exclusion, social isolation, spreading rumors, gossip, and other related manners. It's behavior that is intended to harm someone by damaging or manipulating her relationship with others. Using relational aggression as a means of power often begins as early as preschool.
- **CYBERBULLYING** is intentional harassment and threats inflicted through use of computers, cell phones, gaming systems, and other electronic devices.

### *Examples of Bullying Behaviors*

- **PHYSICAL BULLYING:** Purposefully invading someone's personal space. Pushing, biting, kicking, hitting, pulling hair, knocking someone's supplies to the floor, kicking items someone has dropped, and physical intimidation.
- **VERBAL BULLYING:** Calling someone names, and making fun of or laughing at someone.
  - Note: There is a difference between teasing and taunting. Teasing is playful and involves everyone in the joke. Taunting is cruel and excludes someone as the target of the joke.
- **CYBERBULLYING:** Sending hurtful or threatening text messages, posting negative photos or videos of someone online, creating a web page to embarrass someone, and creating an online profile of someone without their permission or knowledge.

### *Examples of Relational Bullying*

- **EXCLUSION:** Intentionally leaving someone out, forming groups (cliques) that require hard work to gain acceptance, saving seats so others have to leave, and not allowing someone to participate in group activities.
- **ALLIANCE BUILDING:** Spreading gossip to be accepted in a group, choosing sides in a fight, convincing others to form negative opinions of another friend, and threatening to retract a friendship if a friend wants to spend time with someone else.
- **RUMORS AND GOSSIP:** Sharing someone else's secrets, encouraging discussion of someone behind their back, and sharing misguided information about someone.

# **INTRODUCTION**

## **CREATING A SAFE SPACE**

Trust and a sense of security are keys to success in this program. Encourage girls to work together to create an open and relaxed atmosphere. Let the girls know what they have to say is important—everyone needs to feel free to speak out in order to create a real impact.

### **Building a Group Agreement**

In your first session, have the girls collectively build a group agreement. The agreement works best if the guidelines are created by the girls and everyone agrees to uphold them.

#### *Items you will need*

- Markers
- Three pieces of cardstock

### **Activity**

In Girl Scouts, we are honest and fair, courageous and strong, and responsible for what we say and do. In this activity, girls decide how they are going to create a safe environment that is open to discussion of all topics.

Choose three girls who want to write. For younger girls, ask a few adults to write the girls' suggestions. Assign each girl one of the following phrases and ask them to write it on the top of their piece of cardstock:

- “In Girl Scouts, we are honest and fair, which means ...”
- “In Girl Scouts, we are courageous and strong, which means ...”
- “In Girl Scouts, we are responsible for what we say and do, which means ...”

When a girl shares a guideline they would like to include in the group agreement, ask which phrase it belongs under and why they think it belongs there. Have the assigned writer add the guideline on the corresponding piece of cardstock.

### **Tips to Help Create Your Group Agreement**

- Get as specific as possible.  
For example, if a girl suggests, “being nice,” as a guideline, ask her what being nice looks like.
- Avoid including negative terms such as “don’t” and “can’t”. Motivate the girls to frame their guidelines in a positive way.
- It’s common to want a confidentiality guideline. Introduce the concept of being “bubblicious”. When your group comes together, all conversations occur in the group bubble. Create a guideline that nothing negative will be said outside the group that will pop the bubble or hurt the relationships that have developed—agree to become “bubblicious”.

## Staying True to the Group Agreement

If there are issues with respecting the agreement, they need to be addressed as a group. Here are some suggestions on how to approach the subject:

- Initiate regular updates—ask how everyone is doing with the group agreement.
- Ask girls to individually name one of the guidelines that will be her strength and one that will be her challenge.
- Let the girls know it's okay to make mistakes. As a group, they'll be supporting each other to learn and communicate in ways to promote respect.
- Let each girl share how she's doing with the guideline in question. Letting the girls disclose on their own will often evoke candid answers and eliminate the pressure on an adult to point out a girl's specific behavior.
- If the group as a whole does not want to adhere to a guideline, ask them to discuss why they originally decided to include it in the agreement and if they'd like to change it. Giving them the option to change it is empowering.
- The group can develop hand signals or assign small props to use when they notice guidelines aren't being followed. Decide as a group how this will be implemented. Be sure to explain this isn't to shame each other, but to serve as a gentle reminder of the group agreement.
- Make an area available in your meeting space for girls to go if they need to step out of an activity and take a break. Girls should feel they are choosing to take part in activities, not forced to participate. Monitor the space and make sure anyone using it is supported by an adult if they need it.

## Comfort and Privacy

Throughout the program, girls are asked to share their stories. While some girls are comfortable with this, others may be reluctant to speak up. No one should be forced to comment—any girl is welcome to pass on sharing if she chooses.

When sharing, girls should respect these four basic ground rules:

- Respect the privacy of others by keeping a no names policy.
  - This policy ensures that girls do not use actual names when sharing their experiences.
- Pass if you do not wish to speak.
- Give others a chance to speak.
- Let others speak without interruption.

It's helpful to explain the confidential nature of the activities to parents/caregivers. When asked what the girls are talking about, provide a general description of topics and activities without revealing any specific information.

## Dealing with Sensitive Issues

During group discussions, sensitive topics will come up. You'll have honest discussions that may shift in amazing directions you didn't expect.

At times, activities may result in discussions that cause embarrassment, discomfort, or concern for a volunteer. Often, it may be best to let the girls vent and express themselves—your role is to listen and be supportive. If several girls have a similar issue, you may want to invite an expert to facilitate a discussion with the group: a counselor, school nurse, family doctor, or someone from a local health agency can be a great resource.

It's important that participants are of the appropriate maturity level to engage in these types of conversations. Have parents/caregivers complete a sensitive issues permission form before beginning the program. The sensitive issues permission form can be found on page 63.

# **INTRODUCTION**

## **Leave Every Meeting Feeling Empowered**

This program provides girls with a safe space to explore sensitive topics. It's an opportunity for them to find their voice and feel empowered to take a stand against unfair behavior. Make sure every girl feels comfortable participating in the activities by following these guidelines:

- Volunteers should facilitate discussion; avoid lecturing.
- Let the girls reach their own answers instead of giving them the answers.
- The focus should be on honest discussion, not right or wrong answers.
- It's important the girls understand what is said during the program stays confidential so everyone feels free to talk openly and honestly without worry or reprisal.
- Silence is OK! This gives girls time to process and reflect on the discussion.
- Issues raised by girls should be addressed. While you want to complete the activities you have outlined, if the girls are focused on a particular topic, it needs to be resolved before moving on.
- While it's important to discuss times when someone's feelings were hurt, the focus should be on how they can change their own behavior, not who hurt who.
- Give the girls time to role play or practice appropriate responses to various situations so they feel prepared when faced with similar real-life situations.
- When choosing scenes to role play, be conscientious about the particular situation that each of your girls and fellow volunteers are coming from. Avoid deliberately pointing someone out.
- If you feel there is a particular situation to role play that would be helpful to the girls because of someone's experience, privately ask the person involved if she would be comfortable with the group dealing with that issue. Let her know it's OK if she changes her mind.
- Habits take time to change. It's important to continually reinforce the ideas learned through Peace It Together.
- Narratives and role play ideas are provided in this guide, but girls are welcome to create their own scenarios. Do not use names from your group in a scenario—use the names provided or invite the girls to come up with names more relevant to their group.
- Sharing your experiences can help the girls get to know you better and break down barriers! Keep discussions appropriate for the age of girls you're working with. Be careful not to overshare when revealing any personal information. Before sharing your experiences, ask yourself these questions:
  - Is the purpose of sharing the information self-serving, or will it really help the girls?
  - How will this information benefit the girls?
- Tell the girls what they are doing well, instead of focusing on what they are doing wrong.
- Always reinforce good behavior and name what is going well.
- When behavior becomes disruptive and problematic, look for hidden strengths in the girls and help them focus their energy on that strength. For example, a girl who talks out of turn could be showing strength of involvement, interest, or passion.



## CLIQUE-PROOFING

When announcing that girls need to find a buddy, usually best friends will immediately stick together. Next time you need to form groups, try using one of these clique-proofing techniques:

### Handshake Game

The handshake game is a fun way for girls to go around the room and greet a buddy in a silly way. Girls will be given a series of cues to move around the room and meet a new buddy by performing a different action with each person they meet.

- Find a new buddy and say hello in a foreign language—this is your foreign language buddy.
- Find a new buddy and greet her with a fist bump—this is your fist bump buddy.
- Find a new buddy and create a secret handshake—this is your secret handshake buddy.
- Find a new buddy and greet her like a long-lost friend—this is your long-lost friend buddy.
- Find a new buddy and create a fun dance move—this is your dance buddy.
- Find a new buddy and greet her with a chin tilt—this is your cool buddy.

Get innovative with new fun pairings to create even more buddy combinations! It's helpful to have another adult write down the pairings as you go, so at future gatherings you can direct girls to pair up with a specific buddy.

### Birthday Buddies

Have the girls group by birthday month, or multiple birthday months depending on the number of girls. For older girls, you can ask them to find group members who were born in the same season.

### Peanut Butter and Jelly

Ask girls to group in pairs of two. Each pair must decide which person is going to be the peanut butter and which is the jelly. Have peanut butter girls go to one side of the room and jelly girls to the other. For groups of three, have girls decide which is the peanut butter, jelly, and bread. For groups of four try peanut butter, jelly, bread, and milk. For groups of five, add in a cookie.

### Line Up

Ask girls to line up based on commonalities. Girls can line up by hair color, shirt color, height, etc. Once they find their line, have them sit in a circle with their group.

### Sticker Picker

Choose a set of matching stickers, a different set for every group you will be forming. Place the matching stickers on cards and distribute the cards randomly. Girls will form a group by finding others with the same sticker.

### Find Your Partner

Make up name tags with one half of a famous pair. Distribute the names and have girls mingle until they find their match. For a different variation, place the name tags on the girls' backs. Girls will go around asking "yes" or "no" questions to guess their character and find their match.

### **Collaboration Cards**

Use a standard deck of playing cards. Sort the cards ahead of time to help build the size of groups you need. Girls draw a card and find their group based on any of the three possible groupings:

- Grouping by red and black cards creates two groups.
- Grouping by clubs, diamonds, hearts, and spades creates four groups.
- Grouping by numbers creates up to nine groups of four.

### **Ice Cream Flavors**

Have girls silently choose chocolate or strawberry ice cream as their flavor—they are not to tell anyone which flavor they chose. Everyone closes their eyes and calls out the flavor they selected. Girls continue to call out while seeking others with the same flavor to join hands with them. The game ends when everyone has found their group. Sizes of groups may need to be adjusted.

### **Matchy-Match**

Put sets of matching objects in a bag. Girls pull out an object and form a group with others that have the same item.

### **In the Bag**

Put multicolor paper squares in a bag. Girls pull out a square and form a group with others that have the same color square.

**TIP:** It's helpful to change up the grouping activity. Changing the activity keeps things interesting and prevents girls from finding ways around the rules to ensure they end up with their best friend.



# **COURAGE**

**Courage** is the mental or moral strength to venture and persevere. In this section, girls will build upon their strengths and develop multiple skills, learning how to identify bullying and how to handle it:

- Differentiate between normal conflict and bullying as well as tattling versus telling
- Know when to tell a secret
- Explain why gossip, rumors, and words can hurt
- Identify the roles involved in a bullying scenario
- Be a defender instead of a bystander

Help your Girl Scouts complete these activities and complete the Courage section:

- The Good, the Bad, and the Ugly (page 10)
- In or Out? (page 13)
- Power Play (page 14)
- How to Help (page 17)

Dive deeper into these topics and customize your experience with these optional activities:

- Secrets (page 11)
- Gossip & Rumors (page 12)
- Defender Drills (page 18)
- What Crosses the Line? (page 19)
- Heart Prints (page 20)
- The Dot Game (page 21)
- Cyberbullying (page 22)
- Online Safety (page 23)
- Power Shift (page 26)
- Web of Kindness (page 27)

## The Good, the Bad, and the Ugly *(from Power Up, developed by Girl Scouts of Colorado)*

*Items you will need:*

- Sticky notes
- Pencils
- Three sheets of paper
- Wall-safe tape

### **Setup:**

Write “Good,” “Bad,” and “Ugly” on three separate pieces of paper. Use the wall-safe tape to hang the three signs in three different areas of your meeting space.

### **Activity:**

1. Give each girl two sticky notes and a pencil. On one sticky note, girls will write the best thing about being friends with girls. On the other, they will write the most challenging thing about being friends with girls.
2. Ask the girls to put their sticky notes under “Good,” “Bad,” or “Ugly”.
3. While the girls are posting their sticky notes, take a look at what they’ve written. If there are similar answers, stack them on top of each other.
4. When every girl has placed their sticky notes, and all similar answers have been combined, ask them where they want to start the discussion.
5. Read a sticky note from the chosen sign and ask the girl who placed it why she chose to put it there.
  - Take your conversation through the continuum—ask if it could fall under the other two categories. For example, one common note on the ‘Good’ sign will be having things in common. Ask the girl who placed that note why it’s good to have things in common with their friends. Then ask, is there ever a time when it’s bad to have something in common with a friend? Does having something in common with a friend ever become an ugly thing?
6. Once you’ve discussed every sticky note, reflect with the group:
  - “Good” is the way we wish friendships could be all the time, but everyone is different. We have different ideas and want different things, which leads to conflict.
  - Conflict is “Bad”, but it’s a normal part of relationships. If you handle conflict honestly and with respect, things can go back to good. If conflict isn’t handled well, things can turn ugly.
  - Intentionally hurting people is “Ugly”. Behavior like bullying can cause people to feel pain and sadness.
7. Discuss what the girls think bullying behavior is and provide examples.
8. Finally, share reasons why bullying happens:
  - People believe being different is bad.
  - People think they are better than others and deserve things other people don’t.
  - People think it’s okay to be mean to people they don’t like, or who annoy them.
    - o Does this mean you have to be friends with everyone? Why is it important to show everyone respect, even if you don’t get along with them?

### **Variation**

If your group isn’t ready to write down their own thoughts and ideas, skip steps one through four listed above. Begin the activity by asking the group to share things that are fun about friendship. Take that thought through the “Good,” “Bad,” and “Ugly” continuum. Next, discuss things that are not so fun about friendship. Take that thought through the same continuum. End your discussion by completing steps seven and eight.

### **Discussion Tip:**

- The goal of this activity is to teach the girls how to think, not what to think. Focus on the continuum so girls can begin to discern when actions go from good to ugly.
- Talk about the differences between teasing and taunting. Taunting is different than teasing – with teasing, both parties laugh and are in on the joke. With taunting, laughter is at the other person, not with the other person. Teasing is lighthearted and doesn’t intend to hurt others. Taunting is intended to harm and is bullying behavior.

## Secrets

### Activity:

1. Start the conversation with a show of hands. Ask girls to raise their hands if they have ever:
  - Told a secret to a friend.
  - Had a friend tell them a secret.
  - Had a friend tell them a secret and they told the secret to someone else.
2. Is telling secrets good, bad, or ugly? Have the girls discuss their thoughts.
3. What's the difference between good secrets and bad secrets:
  - Good secrets are OK to keep quiet.
  - When you keep a good secret safe, you are being trustworthy.
  - Bad secrets hurt people and they need to be shared with an adult.
  - Bad secrets can turn into rumors or gossip.
4. Read the statements below. Ask the group to stand up if the secret is good and sit down if the secret is a bad:
  - Sophia plans a surprise party for Jaime.
  - Nina breaks her grandma's vase.
  - Ana is getting a new puppy.
  - Jada sees Maria take something that doesn't belong to her.
  - Ruby is receiving a special prize at the fair.
  - Maya's father hits her when he's really mad.
  - Serena finds a wallet in the park.
  - Olivia is getting a new baby brother.
5. What makes a secret good or bad? Talk about the differences and ask girls to provide you with some examples of each.

## Gossip and Rumors

*Items you will need:*

- Fine glitter

### **Activity:**

1. Girls form a single file line.
2. Their mission is to pass glitter from one person to the next, all the way down the line.

To succeed they must

- Complete the mission in five minutes.
- Not let one speck of glitter fall on the ground.
- Leave no trace of glitter in their hands—they cannot rinse their hands during this activity.

*If you have more than six girls in your group, split them into teams. Let the teams race each other to see who can finish first.*

3. What are some attributes of glitter? How are they similar to gossip?
  - It sticks with you, it's hard to get off even if you really want it gone.
  - It's hard to contain.
  - It's easy for it to travel where you didn't intend.
  - It can put the spotlight on someone who doesn't want attention.
  - It can seem really fun, but it turns into a big mess.
4. Reflect on the activity and review the term relational bullying.
  - Gossip and rumors are forms of relational bullying.
  - They both harm someone's relationship or social status.

## In or Out *(adapted from The Ophelia Project)*

Items you will need:

- String
- Index cards

### Setup:

Write out each of the following scenarios on an index card:

- Sophia asked you to sit with her at lunch.
- Nina spread a rumor about you.
- Jaime shared her colored pencils with you.
- Maya did not invite you to her birthday party.
- Olivia played with you at recess.
- Maria laughed at your dress.
- Ana asked you to come over to hang out after school.
- Serena tripped you in the hall.
- Jada helped you with your homework.
- Ruby took your favorite pencil.
- Sophia gave you a birthday present.
- Nina whispered about you on the bus.
- Jaime rode her bike with you.
- Maya will not talk to you.
- Olivia likes to sing with you.
- Maria will not let you jump rope with her.
- Ana taught you a new dance.
- Serena called you names.
- Jada splashed you with water.
- Ruby told you she is your friend.

### Activity:

1. Create a large circle on the floor with string. The circle represents a circle of friends. Inside the circle is a space where friends have fun, trust each other, and are valued. Friends within this circle are neither bullies nor targets—they are all equals with each other. This feeling is called inclusion. When we are included, we are a part of a group.
2. Outside of the circle is exclusion. Exclusion contains feelings of uneasiness, insecurity, and aggression. Some people outside of the circle are bullies and others are targets. Friendship bullying pushes people outside of the circle and into this uncomfortable area.
3. Provide the girls with a scenario card. Each girl will read her card aloud and decide whether it is an example of inclusion or exclusion. Girls with inclusion cards will stand inside the circle and girls with exclusion cards will stand outside the circle.
4. Reflect with these questions:
  - How does it feel to be included?
  - How does it feel to be excluded?
  - If you are outside the circle, can you be friends with people inside of the circle? Why or why not?
  - Would you ever want to put someone out of the circle?
  - Would you ever want to bring someone into the circle?
5. Girls inside the circle will now be taking on the role of peer leader. Leaders take control of a situation and change it.
  - Their goal will be making everyone in the group feel included and welcomed into the circle.
6. Each girl outside of the circle will read her card again.
7. Someone from inside the circle must share a positive message that will include the person into the circle. Examples could be:
  - Tell the person to ignore the bully.
  - Tell the person you are their friend.
  - Compliment the person.
8. Once every girl is inside the circle, reflect with these questions:
  - How did it feel to move from exclusion to inclusion?
  - How did it feel to help someone be included?
  - How can including everyone be difficult?
  - How can including be easy?
  - In this activity, we practiced being a leader who makes people feel included. Do some leaders make people feel excluded?
  - Ruby told you she is your friend.
  - Should you include everyone?

## Power Play (adapted from Power Up, developed by Girl Scouts of Colorado)

Items you will need:

- Six pieces of paper
- Six name tags
- Yarn
- Scissors
- 100 craft sticks

### Setup:

Write each role on separate pieces of paper:

- *Bully*: Happy because someone is sad
- *Target*: Person who gets bullied
- *Defender*: Stops the bully and helps the target
- *Ignorer*: Pretends the bullying isn't happening
- *Assistant*: Joins in on the bullying
- *Reinforcer*: Gives positive feedback to the bully

Write each character name on separate nametags:

- Maya
- Jada
- Ana
- Nina
- Sophia
- Olivia

### Activity:

1. Hold up the four main roles and ask the group what they think it means:
  - Bully
  - Target
  - Defender
  - Ignorer
2. Four girls will choose a nametag to wear and play that character in each scenario on page 15.
3. Read each scenario out loud. When a girl thinks she knows what role she is playing, she will pick up the corresponding sign and stand at the front.
4. Discuss each character:
  - Why do you think your character was in that role?
  - How does your character feel?
  - Who has the power in this scenario?
5. If Girl Scout Brownies do well with the four main roles, try the second set of scenarios on page 16 that include all six roles—add in nametags for Sophia and Olivia.
6. If time allows, split girls into groups and let them make up their own scenarios to act out.
7. Wrap up this activity with the following reflection questions:
  - Who really has the power in a bullying drama?
  - Guess the percentage of people who are bullies, targets, or bystanders.
    - According to research, 6% of students are bullies, 9% get targeted, and 85% are bystanders.
    - For a visual, drop six craft sticks in one stack, nine in another, and 85 in another.
  - Which of these roles is most likely to change?
  - If you saw someone being bullied and didn't do anything to stop it, whose side would the bully think you were on? Whose side would the target think you were on?
    - Inform the girls that when they witness bullying they choose what role they are going to play.
  - Who do we decide to defend? Do we typically defend targets that have power? Do we typically defend targets who are more like us?
  - What role should we play if we're not friends with the target?

### Scenarios (four roles)

- Ana won't stop making fun of Jada, because she wears clothes that aren't "cool." Ana's friend Maya hears her, but pretends not to notice. Nina sees that Jada is really sad. When Ana walks by Jada and says, "Did you get those clothes from a garage sale?" Nina says, "Hey, that's mean. Jada, I think your shirt is pretty."
- The girls on the soccer team are planning a sleepover, but Jada doesn't want to invite Nina because she's new to the team and too quiet. In school, Jada tells Nina, "Too bad you weren't invited to our sleepover." Ana acts like she does not hear her. Maya tells Jada, "If you don't invite Nina, I'm not coming either. We're supposed to be a team."
- Maya invited all her friends to a skating party. Ana doesn't know how to skate. Maya points at Ana and says, "Look at her!" Nina giggles. Then Jada says to Maya, "Not everyone knows how to skate yet." Jada takes Ana by the hand, and they sit down for a snack.
- Ana, Jada, and Nina always get to the swings first during recess. One day, Nina won't let a new girl, Maya, get on the swings. Nina says, "You're not part of my super swing club!" Jada just keeps swinging. Maya tries to get on the swings, but Nina holds the swing out of her reach. Maya gets tears in her eyes. Ana says, "That's silly, Nina. The swings are for everybody." Ana gives Maya her swing.
- Ana is everyone's favorite target. She's the smallest kid in class, wears glasses, and is good at reading and math. She's walking in the hallway when Nina trips her—Ana falls down and drops her stuff everywhere. Jada rolls her eyes and walks away. Maya picks up Ana's books for her and walks her to her next class.
- A new girl, Jada, walks up to a lunch table and asks if she can sit in an empty chair. Ana doesn't look at her or answer her. Ana crosses her legs on the chair, smirks at her friends and says, "Don't you think girls who wear ponytails look like babies?" Maya giggles. Later that day, Nina finds Jada in the bathroom crying. Nina tries to comfort Jada by saying, "What Ana did at lunch was really mean. Would you like me to walk home with you?"



### Scenarios (six roles)

- Sophia is everyone's favorite target. She's the smallest kid in class, wears glasses, and is good at reading and math. All the teachers love her, but the kids think she's a "dork." She's walking in the hallway when Nina trips her—Sophia falls down and drops her stuff everywhere. Maya kicks her book across the hall. Ana laughs. Jada rolls her eyes and walks away. Olivia picks up Sophia's books for her and walks her to her next class.
- A new girl, Ana, walks up to a lunch table and asks if she can sit in an empty chair. Olivia doesn't look at her or answer her. Olivia crosses her legs on the chair, smirks at her friends and says, "Don't you think girls who wear ponytails look like babies?" Jada nods, "No one wears ponytails anymore!" Sophia giggles, but Maya just looks out the window. Later that day, Nina finds Ana in the bathroom crying. Nina tries to comfort Ana by saying, "What Olivia did at lunch was mean. Would you like me to walk home with you?"
- Every time she sees Maya, Ana makes fun of her because she wears clothes that aren't "cool." Ana's best friend, Nina, joins in whenever she's there. Olivia pretends not to notice, but Jada can't stop giggling. Sophia sees that Maya is really upset. When Ana walks by Maya and says, "Did you get those clothes from a garage sale?" Sophia says, "That's not cool. Maya, I think your shirt is awesome."
- The girls on the soccer team are planning a sleepover, but Sophia keeps telling them not to invite Olivia because she's new to the team and too quiet. In school, Sophia tells Olivia, "Too bad you weren't invited to our sleepover." Ana says, "Yeah, you'll miss out on all that pizza." Maya puts on a show, pretending to be sad. Jada acts like she doesn't hear the conversation. Nina says to Sophia and Ana, "If you aren't inviting Olivia, I'm not coming either." Jada says, "Yeah, that's mean. We're supposed to be a team." Sophia says, "Okay, fine. She can come." Nina and Jada walk over to Olivia and Jada says, "I really want you to come to the sleepover."
- Nina is picking basketball teams in gym class. She picks her best friend Olivia. Olivia whispers to Nina, and then loudly says, "I bet nobody picks Jada." Nina picks Ana. Ana pretends like she doesn't notice they are picking on Jada and walks straight past her. Olivia whispers to Nina "Don't pick Jada again." Nina picks Sophia. Sophia smiles as she walks past Jada. Maya sees everyone excluding Jada. When she is picked, she says, "Olivia, it's not OK to pick teams like that. I'd rather be on the other team with Jada."
- Nina has been friends with a group of girls since kindergarten. This year, she notices her best friend, Olivia, has stopped passing notes to her. At lunch, Nina asks Olivia, "Why don't you pass me notes anymore?" Olivia says, "I just have new friends now." Sophia says, "Nina, you're just not cool. You'll never get it." Ana laughs uncomfortably. Maya keeps eating. Jada looks at Sophia and Olivia and says, "That's not okay. Come on, Nina. When you guys decide to be friends again, you know where to find us." Jada and Nina go sit with another group of girls.
- Jada, Olivia, Sophia, Nina, and Ana always get to the swings first during recess. One day, Jada won't let a new girl, Maya, get on the swings. She says, "You're not part of the super swing club." Nina says, "Yeah, so there." Olivia starts giggling. Sophia just keeps swinging. Maya tries to get on a swing, but Jada holds it out of her reach. Maya gets tears in her eyes. Ana says, "That's silly, Jada. The swings are for everybody." Ana gives Maya her swing.

## How to Help

*Items you will need:*

- Life-size outline of a girl
- Bandage cutouts
- Markers
- Wall-safe tape
- Glue sticks

### **Setup:**

Make a life-size outline of a girl, cut it out, and tape it to the wall. Cut out enough bandages so each girl in your group has two.

### **Activity:**

1. Share a brief story of a time someone hurt your feelings. Focus on the “what” and “how,” not the “who.” Ask the girls if they have ever had someone hurt their feelings. Here is a sample story:
  - Once my family moved to a new place, and I was the new person in my class. When we went to the art room, I went to sit next to someone I was hoping to be friends with. Another person quickly ran past me and sat in the chair. She said, “All the seats at this table are for my friends only—I guess you’ll have to sit somewhere else.”
2. Invite girls to share an example of a time their feelings were hurt—be sure to tell them not to share names in the story.
3. While each girl shares an example, write a phrase on the girl outline that reflects what they shared.
4. Discuss behaviors that indicate when someone’s feelings have been hurt.
  - Have girls stand up to show body language and facial expressions of someone who just had their feelings hurt.
5. Give each girl two bandages to write how they could help a friend who has been a target of bullying. Some examples include:
  - Encourage the target to tell an adult.
  - Tell an adult for the target.
  - Tell the bully to stop.
  - Ask the target to play with you.
6. Reinforce the following steps as the girls come up with ideas:
  - Doing nothing is not an option. If you do nothing, you’re ignoring the situation, which makes it seem like you’re on the bully’s side.
  - Whatever action you decide to take, make sure everyone stays safe and keeps their dignity.
  - Don’t bully back.
7. Stick the bandages over the hurtful words and actions on the girl outline.

## Defender Drills *(adapted from Power Up, developed by Girl Scouts of Colorado)*

Items you will need:

- Paper
- Markers

### Setup:

Make three signs:

- Bully
- Target
- Defender

Create cue cards with the following insults:

- |                          |                                 |                                 |
|--------------------------|---------------------------------|---------------------------------|
| • You dress funny.       | • You're so gross.              | • Guess what I heard about you? |
| • You're a dork.         | • I hate you.                   | • You're a loser.               |
| • You can't sit with us. | • Your shoes stink.             | • You have bad breath.          |
| • Go away.               | • You're dumb.                  | • Why are you talking to me?    |
| • You're stupid.         | • You can't play with us.       | • You smell weird.              |
| • You're fat.            | • No one would talk to you.     | • What is with that outfit?     |
| • You're ugly.           | • Go home to your mommy.        | • You're lame.                  |
| • Your head is too big.  | • What did you do to your hair? | • You're really wearing that?   |
|                          |                                 | • You'd kiss anyone.            |

### Activity:

1. The girls are going to put their defense into action. Separate girls into three lines to practice defender drills.
2. Place the Bully, Target, and Defender signs at the feet of the girl in the front of each line.
  - If there's time, give every group a chance to play all three roles.
3. Explain each role and what they mean:
  - Anyone can be a target. It's never their fault. Targets can do things to help themselves, but it's a lot easier for some one who is not being hurt to stand up for another.
  - Anyone can be a bully. Allowing yourself to be mean and get pleasure from hurting someone else is not a nice thing you do. It's never too late to change your behavior and take on another role.
  - Anyone can be a defender—it's the hardest job. A defender stands up to bullies, without bullying back, and protects the target. Stand tall, take a deep breath, and speak your truth. With a few words, you can make things better and change someone's day or even her life.
4. Review the tips from the How to Help activity on page 17. It's time to put those tips and a few others into practice:
  - Keep your defense statement to 10 words or less – the longer you talk, the more likely the bully will stop listening.
  - Avoid asking questions. That returns the power to the bully and gives them a chance to continue to poke fun at their target.
5. Once a girl has finished playing a role, she can move on to the next line.

### Tips

- As the lead facilitator, stand next to the first girl in the bully line. You may need to help them read their cards.
- Stop frequently to process defenses. If the defender gets stuck, ask the group to help with ideas or suggestions.
- Let the girls say the insults on the cue cards the way a bully would really say them. Remind the girls to say only what's provided on the cards and not to improvise. Sticking to the cue cards will help prevent girls from taking the insults personally.
- Have an adult volunteer keep an eye on the target's face to ensure they aren't taking the bully's words personally.
- Throughout the activity, girls might say "That's mean" and "You're mean." Help the girls gain an understanding of the distinction between the two statements.
  - o One is judging an action, which is objective and fair. The other is judging a person, which defines that person and puts her in a box.

## What Crosses the Line?

*Items you will need:*

- Masking tape
- Two pieces of paper

### **Setup:**

On a piece of paper, write kind/respectful and on the other piece write mean/hurtful.

### **Activity:**

1. What does it mean to cross the line? Have girls share what they think that might mean.
2. Make a line across the floor using masking tape.
3. On one side of the line put the kind/respectful sign and on the other side place the mean/hurtful sign. Talk with the girls about what those words mean.
4. Girls will line up on the kind/respectful side, with their toes about six inches from the line.
5. Read examples of being mean/hurtful and kind/respectful. Girls will decide which side of the line they think it belongs and step to that side.
  - Girls should return to the original spot after the example is read.
  - Announce that each girl should make her own decision. You may even want to ask the girls to close their eyes to prevent them from seeing what the other girls are choosing.
6. When finished, have the girls return to their seats. Discuss what they noticed about the examples that caused most of the group to cross the line.
7. How do bullies cross the line even after they know they have hurt someone? Have girls share their thoughts.
  - Remind them that bullying is repetitive and purposeful. People might treat someone badly when having a bad day or when angry, but their actions are not intentionally meant to hurt someone.

### **Examples of being Mean/Hurtful or Kind/Respectful:**

- “Will you play with us?”
- “You can’t come to my birthday party because you don’t have long hair.”
- “I’m sorry that I can’t invite you to my party—we only have room for four people.”
- “Can you come over to my house to play tomorrow?”
- “There’s room at our table. Sit here.”
- “You can’t sit here!”
- “Your shirt is pretty.”
- “Why did you wear that weird shirt today?”
- “Only my friends can play this game with us.”
- “Sure, everyone can play.”
- “I don’t like you anymore.”
- Laughing at someone who trips and falls.
- Helping someone pick up something she has dropped.
- Whispering about one of your friends.
- Telling the teacher that someone called your friend a mean name.
- Telling the teacher that someone called you a mean name.
- Saying “hello” to a classmate you don’t know very well.
- Laughing at the losing team at recess.
- Laughing at a funny joke a classmate tells.

## Heart Prints

*Items you will need:*

- Paper hearts

### **Setup:**

Cut out one paper heart for each girl. You could also have the girls color and cut out their own hearts as a pre-meeting activity.

### **Activity:**

1. Discuss things people do that hurt other people's feelings. Each time something is said that is hurtful or mean, each girl is to make a fold on their paper heart.
  - Here's a list of hurtful comments and actions to get the discussion started:
    - o Pushing someone out of line.
    - o "You're not my friend."
    - o Knocking books out of someone's hands.
    - o "I don't want to play with you."
    - o "You can't be on our team."
    - o Tripping someone as they walk out the door.
    - o "You can't play the game with us."
    - o "Your clothes are weird."
2. Discuss things people say and do to help others feel better. Each time something is said that is kind, each girl can unfold one of the folds on the heart. Keep going until everyone has unfolded their heart.
  - Here's a list of kind comments and actions:
    - o "Would you like to sit by me at lunch?"
    - o Taking someone by the hand and inviting them to stand next to you in line.
    - o "I want to be your friend."
    - o Helping someone pick up their books that have been knocked onto the floor.
    - o "Will you play with me at recess?"
    - o "Would you like to join our team?"
    - o Helping someone up off the ground that has just been tripped.
    - o "You look really nice today."
3. Make sure every heart is smoothed out as much as possible. Discuss what the girls notice about the appearance of the heart compared to what it looked like when they started.
  - Direct them to the fold marks on the heart.
4. Like the folds in the heart, hurtful actions can leave a mark. Talk about what kind of an impact hurtful actions can have on someone:
  - Whenever someone is hurt, that bad feeling sticks around for a longer time.
  - We can never completely undo hurtful behavior, so the best thing to do is prevent it from happening.

## The Dot Game

*Items you will need:*

- Three sets of colored dot stickers (one of your colors should only have two stickers)

### **Setup:**

Cover all mirrors and reflective surfaces in the room.

### **Activity:**

1. There is no talking during this game. Silence is key!
2. Girls will line up and close their eyes. Go through the line and place a dot sticker on each girl's forehead.
  - There will be one group that will only be made up of two girls.
3. Once all the girls have stickers on their foreheads, ask them to open their eyes.
4. Direct the girls to organize themselves in complete silence. Do not tell them to organize by sticker color—the challenge is to figure out what kind of order they must be in and come up with other ways to communicate.
5. Once they've organized themselves, everyone can sit down as a group.
6. Reflect with these questions:
  - How are you organized?
  - What happened when you tried to join other groups during this activity?
  - How did you communicate in order to organize yourselves?
  - Why did you organize groups by color?
  - Describe times during your day when you organize in the easiest ways?
    - Example: seating at lunch or on the bus
  - When we organize in the easiest ways, are there people who get treated like the two girls in the small group?
7. If time allows, try the game again. Encourage the girls to be more creative with how they organize.

# Cyberbullying *(adapted from Common Sense Education)*

## Activity

1. How often do you go online? Have girls share how much time they spend on the web and what they like to do.
2. What is cyberbullying? People can be mean to each other online – this is called cyberbullying. Cyberbullies usually bully repeatedly, and they want to cause you to have hurt feelings. Examples:
  - Sending a mean email or instant message
  - Posting mean things about someone on a website
  - Making fun of someone in an online chat
  - Doing mean things to someone's character in an online world like Club Penguin™ or WebKinz™
3. Discuss what kind of hurtful actions the girls have seen online.
4. Read the below scenario out loud:  
*Olivia's parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Jaime has played with her in the past and knows her user name and password. One day Olivia goes to the website to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.*
5. Discuss the scenario:
  - What do you think happened?
  - How do you think this made Olivia feel?
  - How will you know when someone is cyberbullying you?
  - What's the best way to deal with a cyberbully?
6. When dealing with a cyberbully, the best thing to do is S-T-O-P:
  - Stop using the computer until it is safe.
  - Tell an adult you trust.
  - Go Online only when a trusted adult says it's OK.
  - Play online only with children who are nice.
7. Revisit the scenario above, and have the girls apply the S-T-O-P approach to Olivia's situation:
8. Reflect with these questions:
  - Why do you think it's important to stop using the computer when someone starts cyberbullying you?
  - If someone makes you feel angry, sad, or scared online, which grown-ups can you tell and ask for help?
  - Why is it important to go online only with an adult, or when an adult says it's OK?
  - How do you decide whether you should play or chat with someone online?



## Online Safety *(adapted from Common Sense Education and The Ophelia Project)* Items you will need:

- Six sheets
- Three boxes
- Three desks
- Several copies of the skit (page 24)
- Paper
- Pencils

### Setup:

Place three tables in a semi-circle. Cover the front of each table with a sheet, making sure it will cover the legs and feet of people who stand behind it. Place a box atop each table. Three girls will play the role of the characters and three will play the role of their screen voice. Each character is seated at a table with a sheet over their head. Their screen voice will be standing behind them.

### Activity:

1. Show girls the video Follow the Digital Trail by Common Sense Media on YouTube (<https://youtu.be/uwY6KsipuJQ>).
  - If you aren't able to show the video, explain the term digital footprint – the information about you on the Internet. Every time you go online, you are leaving a trail of digital footprints.
2. Ask what kind of information is safe to share online – emphasize the difference between private information and personal information:
  - Private information includes things like your full name, address, phone number, age, birthday, and the name of your school.
  - Personal information includes things like your hobbies and your favorite things.
  - It's OK to share personal information online, but they should never share private information online.
3. Remind girls to be careful about their digital footprints.
  - The Internet is a public space where people they don't know will likely see their information, and this information is very hard to remove.
  - Emphasize the importance of asking their parents for permission before sharing information about themselves online.
4. Present the skit and reflect with these questions:
  - Could something like this ever happen? Why or why not?
  - Is everything that you see on the Internet true?
  - What mistakes did the girls make?
  - What did the girls do that was unsafe?
5. Encourage them to think about this acronym every time they use the Internet:
  - C: Careful all the time
  - H: Hold on to private information
  - A: Arranging meetings is dangerous
  - T: Tell a friend or adult if something makes you uncomfortable

## THE SKIT

### Characters

- Narrator – adult
- Serena – girl
- Serena’s screen voice – girl (Girl #1)
- Ruby – girl
- Ruby’s screen voice – girl (Girl #2)
- Maria – adult
- Maria’s screen voice – girl (Girl #3)

**Narrator:** I am going to introduce you to three characters: Serena, Ruby, and Maria. School just ended and they are each sitting in their bedrooms at the computer. They are all signed on to the same chat room. So that you know what they are typing, I have three girls who will read their screens:

(Girl #1) will read Serena’s screen,  
(Girl #2) will read Ruby’s screen, and  
(Girl #3) will read Maria’s screen

Today, Serena is very sad because her best friend Sophia moved away and she is lonely and upset. And so she begins to type ...

**Serena’s screen:** Anyone in this chat room?

**Ruby’s screen:** I am here ... who are you?

**Serena’s screen:** Serena ... who are you?

**Ruby’s screen:** Ruby.

**Maria’s screen:** I am here too ... I am Maria.

**Serena’s screen:** Hi Ruby and Maria. I am a little sad today. I had a bad day.

**Maria’s screen:** A bad day? That is too bad. What happened?

**Serena’s screen:** My best friend just moved out of town. She left this morning before school. Now I am all alone at home. She used to come over and keep me company until my parents got home from work.

Ruby's screen: That is too bad. It is lonely and boring in the afternoon after school without a friend. What school do you go to?

Serena's screen: West Elementary School.

Maria's screen: Wow, I go to West, too! That is neat.

Ruby's screen: Wow, me too. Maybe we live near each other. Where do you guys live?

Serena's screen: I live on Maple.

Maria's screen: Wow, you know what, I live on Elm! That is the street right next to yours.

Ruby's screen: I live on Main Street, but not too far from you guys.

Maria's screen: What time do your parents get home from work?

Serena's screen: Mine get home at 5:30, how about yours?

Ruby's screen: I live with my mom. She gets home at 6:00.

Maria's screen: Mine don't get home until 5:30. I am pretty lonely. How about we get together? I can bring some snacks. I think my mom just bought some nachos.

Serena's screen: That would be cool.

Ruby's screen: I am up for it too.

Maria's screen: Why don't we all meet at Serena's house? Where do you live on Maple?

Serena's screen: 4567 Maple. It's the gray house with white shutters.

Ruby's screen: I'll be there in about five minutes.

Maria's Screen: See you both in a few!

Narrator: This is great. Wow, they really cheered Serena up. What a great way to use the Internet – to make friends! Now none of them have to be alone in the afternoon waiting for parents to get home. That is really cool that they all go to the same school!

Well, now that they are meeting at Serena's house, we can finally see what they look like. Let's introduce our characters: (take the sheet off all three characters)

## Power Shift *(adapted from The Ophelia Project)* Items you will need:

- Two jump ropes

### Activity:

1. Tie two jump ropes together in the middle so that there are four approximately equal lengths of rope attached in the middle. Select two girls and ask them to hold opposite ends of one jump rope.
2. One girl will be the target and the other will be the bully. Have the bully gently tug on the rope to indicate they have the power in the situation.
3. Select two more girls who will represent two other people on the playground. Have one girl stand by the target and have the other girl stand by the bully.
4. The bully and the assistant now pull on the rope. They are still powerful enough to affect both the target and the defender.
5. Have the target and defender tug back while the bully and assistant are tugging. This should even out the dynamic.
6. Have the assistant move toward the target and the defender, making it three against one. Tell the girls to hold firm while the bully tries as hard as she can to pull them toward her.
7. Discuss the position of a bystander.
  - Bystanders have options:
    - o They can join the bullies in hurting a target.
    - o They can do nothing.
    - o They can be defenders and do something to help a target.
8. Reflect with these questions:
  - How did adding in two other people change the situation between the bully and the target?
  - How did having a bully and an assistant make the pull of aggression on the target harder?
  - How did having more people stand near the target make it easier for her to stand firm and not feel as much pressure from the bully?

## Web of Kindness

*Items you will need:*

Large sheet of paper  
Markers  
Wall-safe tape  
Large ball of untangled yarn

### **Setup:**

On the paper, write the following helping strategies:

The target can stand up for herself or tell an adult.  
The bully can stop and apologize to the target.  
The assistant can move away from the bully or stop laughing.  
The ignorers can stand next to the target or tell an adult.  
The defenders can tell the bully to stop, support the target, or tell an adult.

### **Activity:**

1. Have the girls stand in a circle. Ask an adult volunteer to stand outside the circle and act as the bully. You will stand inside the circle and act as the target.
2. Explain that you have just been bullied. For the second day in a row, the bully has said that you can't play on the swings at recess.  
All the girls in the circle represent bystanders. Ask each girl to take a minute and think about what she could do to help you.
3. One by one, ask each girl to state what she will do to become a defender. After each girl states her helping strategy, hand her the yarn. Make sure the girls know to keep holding onto the yarn.
4. Zigzag back and forth across the circle, asking each girl what she would do to help and giving each the yarn to hold onto. The yarn should begin to look like a spider web, with you caught in the center of it.
5. Reflect on the activity:  
Ask the girls what you could have done to defend yourself.  
Ask them what the yarn looks like.  
Indicate that what they made was a web of kindness. You were alone, but they caught you in their web and made a huge difference.

# CONFIDENCE

**Confidence** is a feeling of self-assurance. In this section, girls will use healthy motivation to take control of their self-confidence:

- Identify their own hidden talents and strengths
- Build self-esteem so they have the confidence needed to stand up for others
- Understand the difference between being bossy and being a leader
- Learn to help others feel good about themselves

To complete the CONFIDENCE section of the program, help your Girl Scouts complete these activities:

- Everyone Belongs Here (page 31)
- Put Ups and Put Downs (page 32)
- Emotional Roller Coaster (page 34)
- What I Like About You (page 38)

Dive deeper into these topics and customize your experience with these optional activities:

- Fabulous Me (page 29)
- Puzzling Leadership (page 36)
- Warm Fuzzies (page 37)
- Mirror, Mirror (page 39)
- Internal and External Strengths (page 40)
- Mandalas (page 41)
- Feeling Great Treasure Hunt (page 42)

## **Fabulous Me** *(adapted from The Ophelia Project)*

*Items you will need:*

- Paper
- Pencils
- Markers
- “Fabulous Patricia” poem (page 30)

### **Activity:**

1. Read the poem, Fabulous Patricia and focus on the last three stanzas.
2. The poem ends with a list of the things Patricia, the narrator, and other kids do well which make them able to stand up to the bullies. Have each girl draw a picture of herself and a feature/talent that makes her special.
3. Ask each girl to share her picture with the group and respect the privacy of any girl who is not comfortable sharing her picture.
4. Tell girls that their talents and skills make them unique and these things should be celebrated, not used to fuel jealousy and aggression.
  - Sometimes bullies may make us feel bad or embarrassed because we can do something well, but we should think like the narrator and feel good about our talents. Showing a target that you support her is one important way to be a defender against bullying behavior.



**“Fabulous Patricia” by Andrea Wilson**  
(bullypoems.wordpress.com)

My friend Patricia’s a fabulous girl.  
Her hair is gold with a bit of a curl.  
She smiles like an angel and sings like a bird.  
The likes of Patricia have never been heard.

She has such a talent for singing a song.  
Her voice is so clear, and so sweet, and so strong.  
There isn’t a doubt; she is terribly gifted.  
When listening to her I feel so uplifted.

That’s why it’s so sad,  
The things that they say.  
Those kids on the playground,  
I heard them today.

Because they are jealous of what they have heard,  
They tease her,  
They taunt her,  
They call her a nerd.

Patricia’s gold curls have started to wilt  
Her lyrical voice is losing its lilt.  
That radiant smile is gone from her face.  
Of the old Patricia, there isn’t a trace.  
It’s a terrible loss and it must not be.  
Someone must fix this,  
I guess it is me.

The next time those kids,  
Are being unkind  
I’ll say to them “Stop!”  
And perhaps they may find ...

The fact that she’s pretty,  
The fact she can sing,  
Is not for one moment.  
A terrible thing.

I can speak French.  
He can run laps.  
You can score goals.  
And maybe, perhaps ...

I’ll be your fan.  
You can be mine.  
So, sing on, Patricia,  
And let yourself shine.

## Everyone Belongs Here

*Items you will need:*

- Star shaped beads
- Elastic cord
- Scissors
- Plastic cups
- Labels for each color bead

Plastic beads in these colors:

- For Girl Scout Daisies
  - Blue – good at listening
  - Yellow – good at sharing
  - Purple – friendly and nice to everyone
  - Orange – good helper and offers to assist others
- For Girl Scout Brownies
  - Blue – good at science
  - Yellow – good at math
  - Pink – good at reading
  - Purple – good at art
  - Green – good at games
  - Orange – good at sports

### **Setup:**

Sort beads by color into cups and label cups with meaning of each color bead. Cut cord to a size appropriate to fit on girls' wrists. Make a knot on one end to keep beads from slipping off. Slip one star bead on each cord and slide down to the knot.

### **Activity:**

1. Hand out the elastic cord with the star bead on it. Have each girl say one of her skills.
  - Explain that no matter what skills each of them have, they are all stars that shine brightly when they use their personal talents—and, with all of their skills combined, the troop is a strong combination of many talents that can come together to accomplish many things.
2. Talk about what each bead color represents.
3. Ask them to think about which two characteristics represented by the different color beads best describes them.
4. Have the girls take several beads of the colors they used to describe themselves and add them to their string.
5. Tie the string ends together to make a bracelet.
6. Lead a discussion about the differences and the similarities in the bracelets and how this reflects the differences and similarities in the girls.
  - Everyone belongs here, and everyone is a valuable member of the troop.

## Put Ups and Put Downs *(adapted from The Ophelia Project)*

Items you will need:

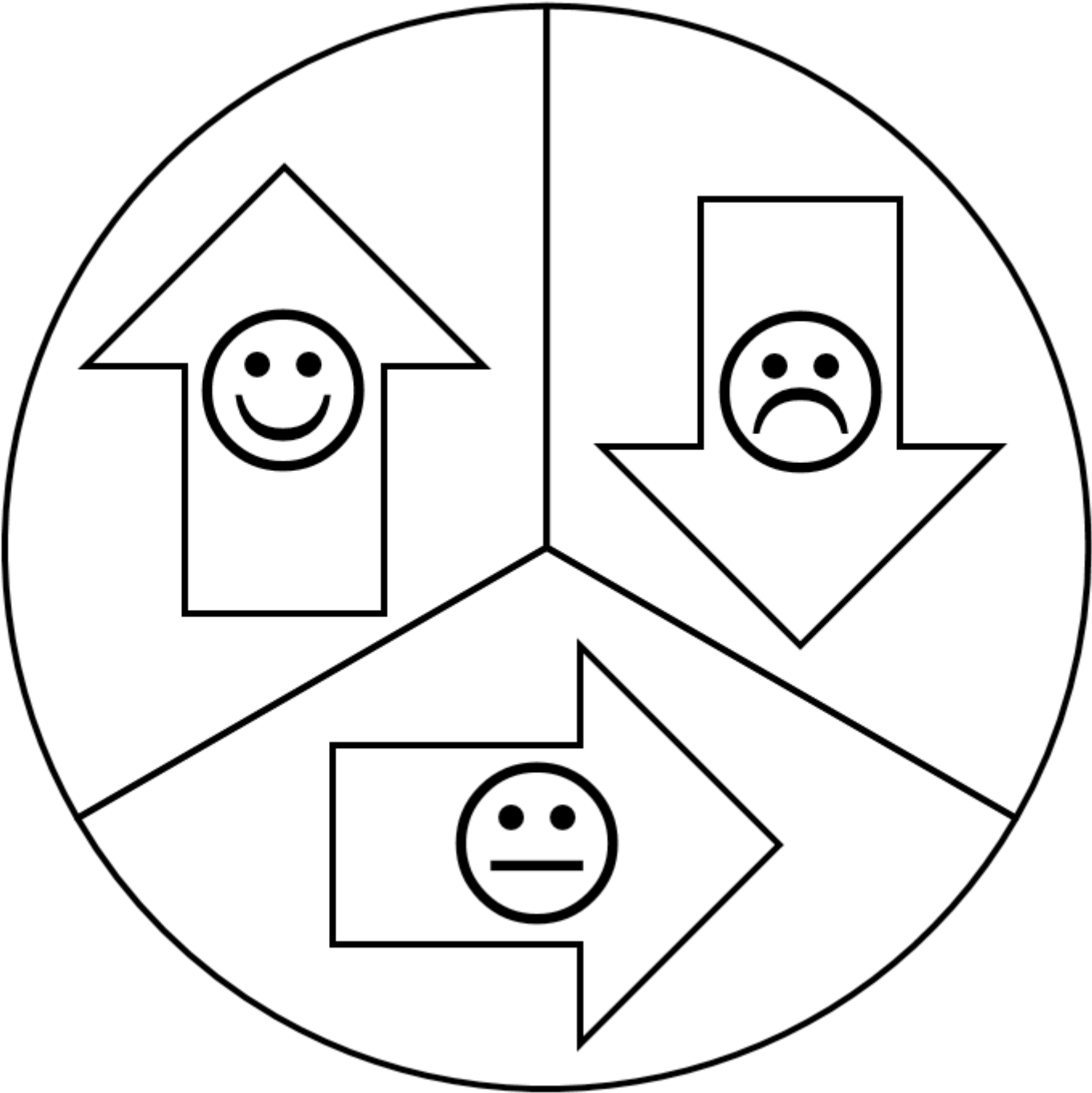
- Put Ups and Put Downs Arrows sheet (page 33)
- Markers
- Small tokens (buttons, pennies, or bingo chips)

### Activity:

1. Describe the emotions happy, sad, confused and the general feelings associated with each of these emotions.
  - Model a facial expression and tone of voice to go with each emotion.
2. Ask the group for some examples of things that people say to you when you do something well.
3. Define the positive messages they received as put ups. These are statements that make us feel good about ourselves. They encourage us to keep trying, and make us feel like we are smart and valuable.
4. Give girls the Put Ups and Put Downs Arrows sheet and some markers. Ask them to point to the face that has just heard a put up (the smile). Each girl will color the arrow behind the smiley face using a color that makes them happy.
5. Ask the girls how they feel when they receive negative messages.
6. Define the negative messages as put downs. These are statements that make us feel bad about ourselves. They discourage us from trying new things, make us want to quit, or make us afraid of failure.
7. Ask the girls to point to the face that has just heard a put down (the frown). Each girl will color the arrow behind the frowning face using a color they don't like or that makes them feel sad.
8. Explain that sometimes we are confused by the messages we receive, and that is OK. Being confused is an emotion too. Girls will color the arrow behind the final face using any color they prefer, but be sure it's a different color than the other two arrows.
9. Give each girl a small token. Read a put up or put down from the list below and have them place a token on the arrow that shows how that phrase makes them feel:

• Way to go	• Super	• That's too
• Terrible	• Try again	bad
• Almost	• Hooray	• Wow
there	• I'm sorry	• Oh no
• I think so	• You got it	• Great job
• Awesome	• Fantastic	• I want to cry
• Uh oh	• I'm not	• Awful
• Well	sure	• Amazing
maybe		
10. After you have gone through all the put ups or put downs, lead a discussion using these questions:
  - Can the things people say to us change the way we feel?
  - Can the words we use toward other people change the way they feel?
  - What would you rather hear, put ups or put downs?
  - What can you do if something someone says to you is confusing?

**Put Ups and Put Downs Arrows**



## Emotional Roller Coaster *(adapted from The Ophelia Project)*

*Items you will need:*

- Emotional Roller Coaster Story (page 35)
- Put Ups and Put Downs Arrows sheet (page 33)
- Small tokens
- Large piece of paper
- Marker

### **Activity:**

1. Read the Emotional Roller Coaster story. At the designated stopping points, ask the girls how they would feel if they were in the story.
  - They can continue to use the chips on their Put Ups and Put Downs Arrows sheet. If they are feeling happy, draw a line on the large paper moving upwards. If they are feeling sad, draw a line going downwards. Their lines will move up and down, depicting the feelings of an emotional rollercoaster.
2. At the end of the story, lead a discussion with these questions:
  - Did Sophia have a good time at the fair?
  - When you see a friend being mean to another friend, how do you think you should act?
  - Is Olivia a good friend? Why or why not?
  - Sometimes the situations we are in make us feel a certain way. What situations made Sophia feel happy? What made her feel sad?
  - Look at all the changes in Sophia's emotions during the story. She really was on an emotional roller coaster. Do your emotions go up and down throughout the day?
3. Have the girls pretend that they are Sophia and Jada at the fair. You, as the adult facilitator, should play Olivia.
  - Have Sophia come up with a positive way to tell Olivia that they should not ride the Ferris wheel. Have Jada come up with a positive way to tell Olivia that she should not order peanuts at the snack stand.
4. Debrief with these questions:
  - Why can it be difficult to tell someone how you are feeling?
  - Why is it good to be able to name our feelings?
  - How can you try to understand what other people are feeling?
  - What clues do other people give you to show their feelings?
5. Explain that knowing emotions in ourselves and in others can help us. We should be comfortable in knowing our feelings, and also knowing how our friends are feeling. Knowing when someone is hurt gives us an opportunity to be a defender and help them feel better.

## EMOTIONAL ROLLER COASTER STORY

*Every time you see the ⊗ symbol, stop the story and ask the girls to show what emotion Sophia is feeling on their Put Ups and Put Downs Arrows sheet.*

Sophia was getting ready to go to the local fair with her friends Olivia and Jada. ⊗

Sophia's mom said, "Sophia, you can't go to the fair until you pick up the toys that are all over your bedroom. You have enough time to do this before Olivia's mom gets here. Go upstairs and please clean up." ⊗

Sophia cleaned up her room just as Olivia's mom pulled up to the house. Sophia's mom gave her \$5 to spend at the fair. While they were in the car, Sophia, Olivia, and Jada began to talk about all of the fun things they were going to do at the fair. ⊗

Once the girls got to the fair, they began to walk around with Olivia's mom. They went to the duck pond first. Olivia won a pink necklace, Jada won a piece of candy, and Sophia won a small toy airplane. ⊗

After the duck pond, Olivia suggested they ride the kid's Ferris wheel. Jada is afraid of heights, and said she would rather not ride. Olivia said, "Well, Sophia and I will ride it. We're not babies who are scared of rides at the fair." ⊗

Sophia wanted to say something to make Jada feel better, but she also wanted to ride the Ferris wheel with Olivia. Sophia and Olivia went on the Ferris wheel while Jada stood with Olivia's mom. After riding the Ferris wheel, Jada said she was hungry. Sophia and Olivia were too, so they stood in line at the snack stand. Sophia and Jada got cotton candy, and Olivia said she wanted roasted peanuts. Sophia asked Olivia not to get peanuts because she has a bad peanut allergy. ⊗

Olivia got them anyway and made Sophia sit way at the other end of a long table by herself. ⊗

The girls spent the rest of their money playing games and riding a few other rides. At 8 p.m., Olivia's mom dropped Sophia off at her house. Sophia's mom asked, "How was the fair today?" Sophia told her mom about the fun rides, games, and delicious cotton candy. ⊗

Then, she told her mom how Olivia acted about the Ferris wheel and the peanuts. ⊗

With all of the things that the girls did that day, Sophia was a little bothered that her friend Olivia could be mean to her friends when they did not want the same things she wanted. ⊗

## Puzzling Leadership *(adapted from The Ophelia Project)*

*Items you will need:*

- A puzzle with enough pieces for each girl in the group

### **Activity:**

1. Pass out pieces of the puzzle. Be sure each girl within the group has at least one piece.
2. Their task is to assemble the puzzle, but they must follow these rules:
  - No one can touch anyone else's piece.
  - Only one person may talk at a time.
3. Observe their progress and any strategies they develop. It may be necessary to make some suggestions for piece placement to get the girls started.
  - Be sure to pay attention to which girls are assuming a leadership role and which girls are following directions well.
  - If conflict arises, encourage the girls to politely settle their disagreement.
4. Once the puzzle is completed, reflect with these questions:
  - How did you get the puzzle together?
  - Did anyone help you figure out where to put your piece?
  - How did it feel to have someone give you directions?
  - To anyone who was giving directions: How did you feel when you were directing others?
5. Introduce the word leadership. Explain that leadership is the ability to lead others.
  - Among the many qualities of leadership, two very important ones are directing others in a respectful way and including all members of the group.
6. Reflect with these questions:
  - How does it feel to be the leader?
  - How does it feel to be a member of a group and take directions from the leader?
  - What did you find most challenging about putting the puzzle together?
  - How did having a leader help?
  - Why do you think leaders are important?
  - What is the difference between being a leader and being bossy?
  - How does having a bossy leader make you feel?
  - How can you ask a bossy leader to be more supportive?



## Warm Fuzzies

*Items you will need:*

- Pom poms (assorted sizes and colors)
- Warm Fuzzies story

### **Activity:**

1. Read the Warm Fuzzies story with the girls.
2. After reading the story, give each girl a few Warm Fuzzies of her own to keep.

### **WARM FUZZIES**

Once upon a time there was a place called the Land of Warm Fuzzies. It was a magical land where everyone was kind, loving, and enjoyed sharing warm fuzzies with each other.

Warm fuzzies are little balls of pure love that fill everyone with happiness. Back in the day, all you had to do was ask for a warm fuzzy—people would reach into their pocket and pull out a handful to share. Everyone was generous and there was never a shortage of warm fuzzy feelings to go around.

The people from the Land of Warm Fuzzies were happy to live in a place full of sharing and love—little did they know, things were about to change. A wicked elf showed up in the Land of Warm Fuzzies and snarled at every kind gesture he saw. People tried to make him feel welcomed and presented him with warm fuzzies, but he did not like them. For he kept something different in his pocket. They were mean, evil, and they were called cold pricklies.

The wicked elf disliked warm fuzzies so much, he told people that there was a huge shortage and everyone should keep as many as they could for themselves. Suddenly, everyone stopped carrying them around in their pockets to share and started hiding them.

The entire land was full of anger. People started saying hateful things to one another. There was bullying, yelling, and everyone was so sad they hid in their houses and did not come out. The land that they loved was not the same and soon it became the Land of Cold Pricklies.

Time passed. Warm fuzzy feelings weren't felt by anyone for years. Until one day, a little boy began looking around his attic for something to play with. He stumbled upon a dusty box that had been tucked away for no one to find. He opened it up and instantly felt the warm glow of happiness and love—it was a box of warm fuzzies!

The next day, the little boy took the box to school and shared warm fuzzies with everyone. People were smiling and laughing again—the warm fuzzies were back! Children took their warm fuzzies home and gave them to their families. The feeling of joy reminded people of their own box they hid in their attic. One by one, parents and grandparents found their box of warm fuzzies and filled their home with love and warmth. People began to share, happiness was everywhere, and the Land of Cold Pricklies was no more!

The Land of Warm Fuzzies had returned and everyone lived happily ever after.

## What I Like About You

*Items you will need:*

- Music and speakers
- Chairs (one less than the number of girls participating)
- Paper (optional)
- Pencils (optional)
- Copy of ***Have You Filled a Bucket Today?*** by Carol McCloud (optional)

### Activity:

1. Read ***Have You Filled a Bucket Today?*** by Carol McCloud out loud.
  - If you can't find a copy of the book at your local library, discuss what your "bucket" is:
    - Your mental and emotional self. When your bucket is full, you feel confident, secure, calm, and friendly. When your bucket is empty, it contains few positive thoughts or feelings—you easily become sad, nervous, angry, or worrisome. Bucket fillers are actions or words that show you care about someone.
2. Discuss bucket filling:
  - How can you fill someone's bucket?
    - Examples include being kind to others, giving compliments, standing up for someone, or sitting with someone at lunch.
  - How can you empty someone's bucket?
    - Examples include bullying someone, being mean, fighting, or spreading rumors.
  - Do you think there's a way you could put a "lid" on your bucket to keep someone from trying to dip into your bucket?
    - Examples include walking away, ignoring the person until you can get help, tell an adult you trust, or tell the person that you don't like the way they are treating you.
3. Explain to the girls that you're all going to be real-life bucket-fillers by giving compliments to each other. Discuss what it means to give a compliment about the actual person and what it means to give a quality compliment, which is about something someone just walking by wouldn't notice about the person.
  - Examples of quality compliments include the ways a person is a good friend, a skill or a talent the person has, or how the person makes you feel.
4. Have the girls line up around the chairs for Musical Cheers, as they would for musical chairs. Explain that in Musical Cheers, the girl who is still standing gets to hear all the other girls shout out what they think are her special qualities.
5. Ask girls to think of the good things they like about other people.
  - We all know that unfortunately some girls are not as "likeable" as others. If this is the case with any girls in your group, prepare yourself in advance with a list of positive things to say about her to avoid an awkward silence when her turn comes up.
  - Some girls may try to be funny by calling out things like "stinks" or "is gross." Steer girls away from these suggestions and back to the positive.
6. As in musical chairs, have the girls walk around the chairs as you play music.
  - Stop the music in an unexpected spot and give the girls time to sit down on all the chairs. Identify the girl still standing and ask, "What are the special things about \_\_\_\_ (name of the child who is still standing)?" Have the girls say their compliments out loud.
  - Optional – have an adult write down the name of each girl on a separate piece of paper and write down the qualities the group mentions.
7. Continue playing until each girl has had a chance to hear her good qualities!
8. Reflect on the game with these questions:
  - Was it easy to give someone a compliment?
  - Do you think it is possible to practice giving compliments on your own?
  - How did it feel when you had a compliment given to you?
  - How many compliments do you think you could give each day?

## Mirror, Mirror

*Items you will need:*

- Mirror
- Paper
- Pen

*Activity:*

1. Gaze into the magic mirror and recite this rhyme: “Mirror, mirror on the wall – show me how I am the best of all.”
  - The mirror acts as a helping tool for you to recognize your special strengths.
  - Begin by naming one of your personal strengths to the girls.
2. Each girl will look in to the magic mirror, recite the rhyme, and name her own special strength.
3. Using a pen and paper, work together with the group to compile a list of common strengths.
4. Explain there are two types of strengths: visible and invisible.
  - Discuss the difference between the two types of strengths.
  - Ask the group to share examples of both types.
5. Return to your common strengths list. As a group, label each strength on the list as visible (V) or invisible.
  - Discuss why each strength would fall under the assigned type.
6. Keep the magic going. Explain that each strength listed is a positive affirmation. Just like magic, when repeated enough they become true. If possible, share these two videos on positive affirmation:
  - Dad and Daughter Morning Affirmations: <https://youtu.be/zNtPVgblzWY>
  - Jessica’s Daily Affirmation: <https://youtu.be/qR3rK0kZFkg>
7. As a group, decide on five to seven positive affirmations to say in the mirror every morning.

## Internal and External Strengths *(adapted from The Ophelia Project)*

*Items you will need:*

- Paper
- Pencils
- Card stock
- Construction paper
- Scissors
- Stapler and staples
- Markers

### **Setup:**

- Pre-cut the card stock into thick strips to serve as the headband of a crown—one per girl.
- Pre-cut the construction paper into 1" x 11" strips—six per girl.

### **Activity:**

1. Gather girls in a circle and supply everyone with a piece of paper and a pencil.
2. Ask the group to share an example of a strength and a talent.
  - If the girls have a hard time coming up with examples, share some of your strengths and talents to give them ideas.
3. Once examples have been shared, have each girl write five of their own strengths and talents on their sheet of paper.
4. Ask the girls, "Which person is always able to see the invisible qualities?" Try to get the girls to respond, "Me!" Explain that, "You are usually the only one who is aware of your own invisible qualities, but we want others to see them as well." Let the girls know that to help others see these invisible strengths, they will make a caring crown.
5. Give each girl a card stock headband and six strips of construction paper.
6. Have girls write "Caring Crown" on the headband and record several of their invisible strengths on the strips. If time allows, the girls may want to decorate the headband.
7. Staple the headband to fit each girl's head. Attach each construction paper strip to the headband, with the side where the invisible strengths are written facing inward, toward the girl's head. The strips are attached on both ends to the headband, intersecting in the middle to form a dome.
8. When all the crowns are completed, explain that invisible strengths are the ones that will be most valuable. These invisible strengths are the ones that make you a good friend and a caring person. We want others to see these strengths. To make them visible, watch what I do...
9. Take a pair of scissors and cut the strips at the very center, where they all intersect. Watch as all the strengths pop out!
10. Let the girls wear their crowns as a way to showcase their invisible strengths. Explain to the girls that these strengths are like magic words that become true, but only if repeated often enough. If you can, share these two videos:
  - Dad and Daughter Morning Affirmations: <https://youtu.be/zNtPVgblzWY>
  - Jessica's Daily Affirmation: <https://youtu.be/qR3rK0kZFkg>
11. As a group, decide on five to seven affirmations that you'll all use every day!



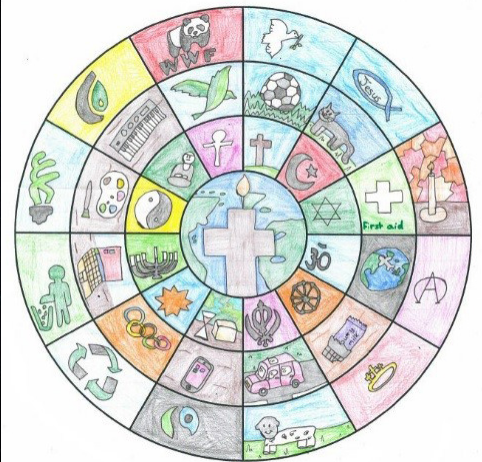
# Mandala

*Items you will need:*

- Paper
- Pencils
- Markers

### Activity:

1. What is a symbol?
  - Have girls share examples of symbols they've seen.
2. What are personal symbols?
  - Examples might include a hair style, a T-shirt message, etc.
3. The girls are going to create a symbol of themselves using a mandala. A mandala is a word in Sanskrit that means "circle." The circle has been used as a symbol for thousands of years in many different cultures, such as Native American, Aborigines in Australia, and Buddhism.
  - The only rule is to create a circular design.
4. Have the girls look at the four to six words they chose to describe their strengths and talents, as well as the invisible strengths they wrote on their crowns. Then decorate their mandala using the markers.
5. Ask each girl to stand up and show the group her mandala, and explain what it says about her.



## Feeling Great – Treasure Hunt *(adapted from Free Being Me)*

*Items you will need:*

- Paper
- Pencils
- Index cards
- Feeling Great messages (see below)

### **Setup:**

Choose eight to 10 of the Feeling Great messages and write one message on each index card. Hide each one in a different part of your meeting place.

### **Activity:**

1. Girls will break-off into small groups, with an adult accompanying each group.
2. Explain that hidden around the meeting place are secret thoughts from girls like them. It's their job to find as many as they can and, each time, to think of something to say that will help them understand that there's no such thing as one way to be beautiful.
3. Tell everyone the total number of hidden messages, so they will know when they've found them all.
4. Each group hunts for messages. When a group finds a message, one girl reads it out loud.
5. The group thinks of a positive reply to share out loud.
6. Adults write down the positive messages they hear. The group puts the message back for another group to find.
7. Once the groups have replied to all the messages, it's time for the girls to experience how positive messages can change how they feel.
8. Ask the girls to imagine they are feeling sad because they are worrying about their appearance, like the girls who left those messages.
  - Have the girls use body language to show how they are feeling.
9. Read out loud each of the positive replies the group created during the treasure hunt.
  - Have the girls change their body language to show how it changed their feelings.
10. Reflect with these questions:
  - Are there times when you've worried about things, the way the girls in those messages did?
  - What message do you think will help you not to worry in the future?
  - What was your favorite message from the ones your group came up with in this activity?

### **FEELING GREAT MESSAGES**

- I don't want to go swimming anymore because my knees look knobby.
- My hair is really frizzy, everyone else has straight hair. I should straighten mine.
- My clothes are babyish; I'm going to get teased.
- My friends won't like me if I'm not pretty.
- I'm shorter than my friends! I don't think I'm ever going to grow tall.
- If I'm not popular, I'll never have any friends.
- My shoes are really ugly. People will laugh at me.
- I should try wearing make-up to look older.
- Everyone in this TV show is tall and skinny. I feel really ugly when I compare myself to them.
- My sister said that skirt looks silly on me.
- My tummy sticks out. I better wear a baggy T-shirt.
- If I don't like pink, I'm not a normal girl.

# **CHARACTER**

**Character** is a set of qualities that shape a person. In this section, girls will discover their personal character and will learn how to:

- Appreciate and embrace the differences in others
- Identify and burst stereotypes
- Discover the qualities of a good friend
- Handle conflict in a healthy way

To complete the CHARACTER section of the program, help your Girl Scouts complete these activities:

- Friendship Collage (page 46)
- Friends Forever? (page 50)
- Defender Poster (page 52)
- The Sneetches (page 56)

Dive deeper into these topics and customize your experience with these optional activities:

- Circle of Friends (page 44)
- I Like Me Wheel (page 45)
- Triangles are Not Bad (page 47)
- Stereotypes (page 49)
- Getting to Know You (page 53)
- Friendship Chain (page 54)
- Everybody is Unique (page 55)
- Color Your World (page 58)
- Qualities of a Good Friend (page 59)

## Circle of Friends

### Activity:

1. Girls form a circle. This circle is their Circle of Friendship.
2. Call out a word or phrase that describes a person. If they believe that the word or phrase applies to them, the girls should go to the middle of the circle.
3. Repeat the activity using the following traits and qualities:
  - Hair colors
  - Having a sibling
  - Likes sports
  - Always shares
  - Has good manners
  - Is a good friend
  - Add qualities and adjust the suggestions to suit your group.
4. Reflect on the game with these questions:
  - How does it feel to see people who you share traits and qualities with?
  - Can you still be friends with someone who has different qualities than you?
  - Is it fun to be friends with someone who likes the same things you like?
5. Remind girls that everyone is different, but there are also many things that you share with others. Shared interests are a way to create and build friendships.



## I Like Me Color Wheel

*Items you will need:*

- Paper plates
- Markers
- Mirrors

### **Activity:**

1. Invite each girl to look in a mirror. Ask them what they see and how many different colors they see in their reflection.
2. Give each girl a paper plate. Ask girls to divide it into six wedges.
3. Girls will color each section according to the colors they just saw in the mirror.
4. Have the girls look at the color wheels they have just created and compare them to the other girls' wheels.
  - Point out that there are no two wheels that are exactly alike.
5. Stress how people are all very different and that making decisions about someone according to color, shape of eyes, height, weight, etc. isn't OK. Talk about how those things about each of us makes us special. What we have in common connects us – for example, being in Girl Scouts, being human, caring about others, etc.

## Friendship Collages *(adapted from The Ophelia Project)*

Items you will need:

- Magazines
- Scissors
- Glue
- Envelopes
- Markers
- Paper

### Activity:

1. Explain that the activity will help the girls learn about the positive qualities of others.
  - The more we get to know other people, the more we find out interests or abilities that we have in common. Through learning our shared interests, we may discover new reasons to become friends.
2. Ask the girls to close their eyes and think for a minute about what makes them special:
  - Something they're good at
  - Something they could show someone else how to do
  - A special place they've visited
  - Something special they did over the weekend or on vacation
3. Ask them to open their eyes. Distribute the magazines and scissors and ask the girls to look for pictures that describe what makes them special.
  - They may also draw their own pictures. They should try to find at least ten pictures. Ask them to put all of their pictures in their envelopes.
4. Divide the girls into five groups and give each group a piece of construction paper, glue sticks, and markers. Explain that the group is going to begin to create a poster by gluing two of each girl's pictures onto the paper.
  - As each girl adds her pictures or drawings, she should write her name under the picture and explain why she chose that picture to the group.
5. Have the groups rotate and move to the next poster, taking their picture envelopes with them. (The posters and glue sticks should stay in one location while the groups rotate around them.)
6. Rotating groups will add two more pictures to the other group's existing poster, and the rotation continues until every one has added at least two of their pictures to each of the posters.
7. End the activity by displaying the finished posters.
8. Reflect on the activity with these questions:
  - Which types of pictures do you see the most often? Sports? Vacations?
  - Are there things that you see here that you did not expect to see? (Encourage girls to give examples.)
  - Did you learn something new about people in the group?

## Triangles Are Not Bad

*Items you will need:*

- Paper cut into shapes
- The Triangles Are Not Bad script (page 48)

### **Setup:**

Cut paper into the following shapes: circles, triangles, rectangles, squares.

### **Activity:**

1. Hand out the shapes and divide girls into groups of four based on the shapes they have been given.
2. Read the script below, and ask the groups to act it out as you read.
3. Reflect on the story by asking:
  - What is a stereotype?
  - Who was the smartest in the story?
  - Who was the most beautiful in the story?
  - Are you a square, a circle, a rectangle, or a triangle?
  - Is it OK to be different from someone else?

## TRIANGLES ARE NOT BAD

Here are the Squares. They live all by themselves in Square Town. Here are the Circles. They live all by themselves in Circle Town. Here are the Triangles. They live all by themselves in Triangle Town. Here are the Rectangles. They live all by themselves in Rectangle Town.

The Squares do not like the Circles. The Circles do not like the Triangles. The Triangles do not like the Rectangles. The Rectangles do not like the Squares. They do not like anyone but themselves. They think the others are stupid, lazy, mean, and bad, bad, bad!

The Squares say, "If you want to be smart and beautiful and good, you must have four sides exactly the same. If you don't have four sides exactly the same, then you are stupid and ugly and bad, bad, bad!"

The Circles say, "If you want to be smart and beautiful and good, you must be perfectly round. If you aren't perfectly round, then you are stupid and ugly and bad, bad, bad!"

The Triangles say, "If you want to be smart and beautiful and good, you must have three sides. If you don't have three sides, then you are stupid and ugly and bad, bad, bad!"

The Rectangles say, "If you want to be smart and beautiful and good, you must have two short sides exactly the same, and you must have two long sides exactly the same. If you do not have two short sides and two long sides, then you are stupid and ugly and bad, bad, bad!" One beautiful summer day the little Squares, the little Circles, the little Triangles, and the little Rectangles went out to play. But not together. While they were playing, a terrible thing happened. The little Circles were playing on top of a hill. Some of them slipped and went rolling down the hill. Faster and faster, they rolled to the very bottom of the hill where the little Rectangles were playing.

The Rectangles were very angry. They thought the Circles were very bad to roll into the Rectangles' very own playground. They called the Circles bad names and threw rocks at them. The Circles were frightened. The Squares and Triangles heard the yelling and crying. They ran as fast as they could to see what was happening and they started yelling and throwing stones. There was more and more yelling and more and more crying. It was terrible!

At last one of the Rectangles became so angry that she leaped into the air and came down right on top of the Circles. Oh, wonder of wonder! Everyone was absolutely quiet. No one said a word! They just looked and looked and looked. The Rectangles and the Circles had made a wagon!

A lovely, beautiful wagon!

Everyone became excited. They all wanted to make something. The Squares and the Circles made a train. A Rectangle made the smokestack. Some Circles made smoke. The Triangles and Rectangles made trees. They all worked together and made a lovely house. They made things that were pretty (like the sun, a Jack-in-the-Box, and flowers). They made things that were fun. Everyone had a wonderful, marvelous, beautiful time. When it was time to go home, they all sang a little song! "We are glad, glad, glad! Being different isn't bad!" and they sang it over and over, all the way home.

## CHARACTER

## Stereotypes

*Items you will need:*

- Several non-transparent containers
- Labels or index cards
- Paper
- Pencil
- Balloons
- Thumbtack or push pin

### Setup:

Inflate about two dozen small balloons. Hide the balloons in a trash bag.

### Activity:

1. Place out the containers. Ask the girls to guess what is in each container and put a label on it.
  - Stress the importance that the label needs to be correct.
2. When girls realize they can't tell you what is inside without seeing it, explain to them that is exactly what they are doing when they stereotype others, judging them without knowing what is on the inside.
3. Reflect by asking:
  - Are stereotypes true?
  - How do stereotypes hurt those who believe them?
  - How do stereotypes hurt those at whom they are directed?
4. Ask the girls to come up with stereotypes they may have heard or thought about. Write down their suggestions on the paper. Some stereotypes they might have thought of could include:
  - Young kids are noisy.
  - People who wear glasses are smart.
  - Poor people are lazy.
  - Women are better cooks than men.
  - Girls are not as athletic as boys.
  - All tall people are good at basketball.
5. Grab the bag of balloons. Call one girl at a time to the front of the room.
6. Help each girl read out loud one of the stereotype statements on the paper. Hold up a balloon as the girl calls on other girls to refute the stereotype.
  - Once satisfied that the stereotype has been blasted, pop the balloon with the thumbtack or pin.
7. Reflect with these questions:
8. How do you feel about busting stereotypes?
9. What did they learn?
10. Were there times they felt angry or sad?

## Friends Forever?

*Items you will need:*

- Large paper
- Marker (or chalk/dry erase marker)
- Wall-safe tape

### Setup:

On the large paper write “Friendship Busters” and stick the paper to a wall.

### Activity:

1. Ask girls to share a time when they haven't gotten into a fight with a friend.
2. Revisit the gingerbread person from the previous activity and remind girls of the qualities we look for in a friend.
3. Discuss what kinds of things can hurt a friendship? Write their ideas on the large paper under the heading “Friendship Busters.” Here are some examples:

#### GOOD FRIENDS ...

Laugh with you  
Share stories with you  
Listen to what you have to say  
Help you when you feel down  
Accept you for who you are  
Are happy when you succeed

#### NOT-SO-GOOD FRIENDS ...

Laugh at you  
Share stories about you  
Only care about what they have to say  
Don't want to be around when you're feeling down  
Pressure you to be different  
Are not happy at your success

4. Discuss the meaning of conflict.
5. Explain the benefits of settling conflicts quickly and fairly.
  - When conflict is settled in a way that isn't fair, how do people feel?
  - When you and your friend both want to play with the same toy, how can you solve this conflict fairly?
  - Write down their ideas and discuss the fairness of each. Then discuss the following methods:
    - o Chance: To solve a conflict, you can flip a coin or play the “Rock, Paper, Scissors” game.
    - o Taking Turns: To solve a conflict, your friend can play with the toy first and then you could play with it. A timer can be used to be fair.
    - o Apologizing: If you accidentally bump into someone else or do something that hurts someone, but not on purpose, you can solve this kind of conflict by saying, “I'm sorry.”
    - o Sharing: Explain what sharing is and have the girls give examples of times a conflict could be solved by sharing.
6. Talk about “I Statements”:
  - By telling the person how you feel, it helps them better understand your request. Everyone has felt mad, scared frustrated, etc. and can relate to those feelings.
  - Be specific when telling the person what they did. Do not say, “When you do that,” because they might not know what upset you.
  - Ask for something reasonable at the end, “I want you to stop/to give it back/to include me,” etc.
  - An I Statement is a respectful way of asking someone to stop doing something that you don't like.
  - We all have a right to ask someone to stop.
  - Use good eye contact, confident body language, and a serious tone of voice. (Model this behavior for the girls)
  - Receiving an I Statement doesn't mean the person no longer likes you or you aren't friends anymore.
  - Respond to an I Statement by saying, “OK, I'll stop,” or “I'm sorry,” but only apologize if you are truly sorry.
  - If the person doesn't stop, you may need to get an adult to help.

7. Here is the I Statement process:
  - When using an I Statement, start with the word “I” and then clearly state how you feel. Example: I feel left out ...
  - Next, add what the other person did or is doing that makes you feel that way. Example: I feel left out when you don’t let me sit at the lunch table.
  - Clearly and simply say why you feel this way. Example: I feel left out when you don’t let me sit at the lunch table, because we are friends and I want to sit with you.
  - Finally, say what you want or need the other person to do. Example: I feel excluded when you don’t let me sit at the lunch table, because we are friends. I need you to stop telling me where I can or cannot sit at lunch.
8. As time allows, let the girls practice using I Statements by role playing the following scenarios. Read the scenario out loud to the group, and help pairs of girls try using an I Statement to solve the conflict.
9. Explain to the girls that sometimes you may even have to go a step further with not-so-good friends. Review these three tips to deal with not-so-good friends:
  - Tell them how you feel – maybe they will change their ways.
  - Spend less time with them and more time with your good friends.
  - Make new friends.

### **SCENARIOS**

- Your sister took the last cookie from the cookie jar. She always does that.
- Someone calls you a nickname that you don’t like.
- The person behind you in line always steps on your shoes.
- Your friend comes over and only wants to play with your dog, not you.
- A classmate always talks to you to try to get you in trouble.
- A classmate takes your favorite pencil and won’t give it back.
- Someone took your puzzle piece from you and now you can’t finish your puzzle.
- Someone promised to play with you at the next recess, then they played with someone else.
- Someone is trying to take your food at lunch.
- Someone stuck their tongue out at you.
- Someone keeps poking you in the back while you are trying to listen to the teacher.
- Someone is saying bad things about a friend of yours.
- Someone laughed when you fell down.
- Someone cut in front of you in line to get a drink of water.
- Someone called you a mean name.
- You keep asking a friend to play with you, but they ignore you.
- Someone was teasing you about your new haircut.

## Defender Poster

*Items you will need:*

- Large paper
- Marker
- Poster board
- Wall-safe tape
- Construction paper
- Pencils
- Scissors
- Glue stick or tape

### **Activity:**

1. On one sheet of large paper write, “A defender is ...”
2. Explain to the girls that a defender is someone who:
  - Will stand up for someone who is being treated meanly
  - Will speak out to protect others
  - Will watch out for another person (watch his or her back)
3. On a second piece of large paper write, “A defender must be ...”
4. Brainstorm with the girls about the qualities a defender must have.
5. Write down as many of their answers as possible.
6. Give each girl a piece of construction paper and have her trace one hand and cut it out.
7. Girls should write their name on the hand.
8. Tape poster board on the wall at a level the girls can reach.
9. One at a time, each girl takes her hand up to the poster board, tells the group what makes her a defender, and uses a glue stick or tape to attach the hand to the poster board. Position the hands to form the petals of a flower, fingers pointing outward. Write each girl’s response on her paper hand.
10. When all the hands have been taped onto the poster, explain that the girls in the room have many qualities that will make them allies to other girls.
11. Put the poster up each time you meet to remind girls to practice being allies. You could ask follow up questions during future sessions:
  - What might get in the way of a girl acting as a defender to another person?
  - How could she overcome this so she can become a true defender?
  - How can you practice being allies to others who are not your close friends?



## Getting to Know You

### Activity:

1. Explain to the girls that getting to know someone is a skill. You need to be interested in another person. You may think you have something in common with another person only to discover that you may have many common interests.
2. Randomly ask girls to pair up. Each pair has five minutes to discover three things they have in common – challenge them to find things they didn't know about each other before today.

## Friendship Chain *(adapted from The Ophelia Project)*

*Items you will need:*

- Strips of colored paper
- Markers
- Tape

### **Activity:**

1. Give each girl five strips of colored paper and a marker. Have girls write one quality they admire in friends on each of the strips.
2. Give each girl five pieces of tape. Have girls loop four of their strips together. You may want to create five strips and model making the chain first. Use the fifth strip to connect to another girl's chain so that the group has one very long chain of friendship qualities.
  - Girls should sit in a circle with the chain across their laps.
3. Go around the circle having girls read the qualities they have added onto the friendship chain—repeated qualities are OK.
4. Reflect on the words included in the chain with these questions:
  - Which words appear the most often? Why do you think these words show up more often?
  - Are there words missing that you had expected? Why?
  - What happens to a friendship if you take one of these qualities away? Does a break in the chain represent a possible problem in a friendship?
5. Hang the friendship chain around the room.

## Everybody is Unique

*Items you will need:*

- Large paper
- Markers
- Pre-made squares of paper
- Tape

### **Setup:**

- On the large paper, draw a simple outline of a person: head with neck, torso (shoulders to waist), and leg area (from the waist down). Draw lines dividing the three parts.
- Pre-cut plain paper into 3", 4", and 5" squares, one of each size square per girl in your group.

### **Activity:**

1. What does the word "unique" mean? What makes you unique among other girls?
2. Post the large paper drawing of a person. Talk about one section at a time:
  - For the head, talk about eye color, ear size, curly or straight hair, skin color, freckles, glasses, etc.
  - For the torso, talk about skinny or heavy, muscular or frail, different clothing, etc.
  - For the lower body, talk about skinny or stubby legs, pants or dress, shoes, etc.
3. Give each girl a 3" square. Have them write their names on one side and on the other draw a unique person's head and neck considering all the things that were discussed.
4. Give the girls a 4" and 5" square and ask them to write their name on one side and on the other draw the torso using the 5" square and the lower body using the 4" square.
5. Collect all the squares from the girls, separating them by body part.
6. Each girl picks a head, torso, and lower body from the pile and tapes them together to create a totally new and unique friend.
7. Remind the girls that everybody is different, or unique. What a person looks like on the outside has nothing to do with what is on the inside. Every person has special qualities and talents that make them special.

## The Sneetches *(from Power Up, developed by Girl Scouts of Colorado)*

*Items you will need:*

- A copy of The Sneetches by Dr. Seuss
- Scripts from The Sneetches (for Sylvester McMonkey McBean, the Star-Belly Sneetches, and the Plain-Belly Sneetches)
- Materials to create the Star On-and-Off Machine (streamers, hula hoops, or other things the girls can be creative with)
- Play money
- Star cut-outs for each girl

### **Activity:**

1. Split the girls into three groups.
  - If a girl likes to talk a lot and is a good reader, she is in Group 1.
  - If a girl is on the quiet side, she is in Group 2.
  - If a girl likes to be creative, she is in Group 3.
2. Group 3 will create the Star On-and-Off Machine, using themselves and materials you brought. The machine has to collect money and put stars on people and remove them.
  - The most important thing is that everyone must be safe going through the machine. Give Group 3 the stars and supplies for the Star On-and-Off Machine.
3. Group 1, choose a girl to play Sylvester McMonkey McBean. (If the girls are really young, you may choose to have an adult read the Sylvester McMonkey McBean part.) Give her the script with her lines highlighted to practice her part. The rest of Group 1 are the Star-Bellied Sneetches. Give them a script, one star each, and play money. Have the girls choose which lines they will read.
4. Group 2 are the Plain-Bellies Sneetches. Give them play money and a script and tell them to practice looking sad. They will read their line together.
5. Regroup and read The Sneetches aloud. The girls act their parts as you read.
6. Reflect with these questions:
  - What happened in this story?
  - Why didn't the Plain-Bellied Sneetches just have their own parties?
  - What are the stars in our world? What makes people feel like they are better than others?
  - Since we do not have a Star On-Off Machine, what can we do to get rid of our stars?
  - How can we tell what others' stars are? Are they always able to be seen?
  - What happens if we didn't see someone's star at first, but saw it later? What do we do about people's hidden stars? Why do people hide their stars?

## SYLVESTER MCMONKEY MCBEAN'S SCRIPT

1	My friends!
2	My name is Sylvester McMonkey McBean. And I've heard of your troubles. I've heard you're unhappy. But I can fix that. I'm the Fix-it-Up Chappie. I've come here to help you. I have what you need. And my prices are low. And I work at great speed. And my work is one hundred per cent guaranteed!
3	You want stars like a Star-Belly Sneetch ...? My friends, you can have them for three dollars each! Just pay me your money and hop right aboard!
4	Things are not quite as bad as you think. So you don't know who's who. That is perfectly true. But come with me friends. Do you know what I'll do? I'll make you again, the best Sneetches on beaches. And all it will cost you is ten dollars eaches. Belly stars are no longer in style.
5	What you need is a trip through my Star-Off Machine. This wondrous contraption will take off your stars so you won't look like Sneetches who have them on thars.
6	They never will learn. No. You can't teach a Sneetch!

## STAR-BELLY SNEETCH SCRIPT

1	We're the best kind of Sneetch on the beaches.
2	We'll have nothing to do with the Plain-Belly sort!
3	Good grief!
4	We're still the best Sneetches and they are the worst. But, now, how in the world will we know
5	If which kind is what, or the other way round?
6	We know who is who! Now there isn't a doubt. The best kind of Sneetches are Sneetches without!

## PLAIN-BELLY SNEETCH SCRIPT

1	We're exactly like you! You can't tell us apart. We're all just the same, now, you snooty old smarties! And now we can go to your frankfurter parties!
---	--

## Color Your World

*Items you will need:*

- Paper and crayons (one different color crayon per girl)

### Activity:

1. Share that your group is like a big box of crayons. Everyone is different colors, different heights, and different names.
  - Do you ever expect a person to be a certain way just because of the way they look?
  - What does the saying, “Don’t judge a book by its cover” mean?
  - How can we apply that to our lives?
2. Give each girl a piece of paper and one crayon. Girls may draw or doodle anything they would like!
3. After a few minutes of drawing, continue with the following:
  - Ask girls to hold up their drawings. How is each one different?
  - You all had the same materials but you all did something different. Why is that?
  - What would happen if we didn’t share all the colors on the table and we each had only one color to draw?
4. By combining colors or talents and sharing with each other it is much more interesting. Read the following poem out loud to the girls:

#### A BOX OF CRAYONS

While walking in a toy store  
The day before today,  
I overheard a crayon box  
With many things to say.

“I don’t like red!” said yellow.  
And green said, “Nor do I!  
And no one here likes orange,  
But no one knows quite why.”

“We are a box of crayons  
That really doesn’t get along,”  
Said blue to all the others  
“something here is wrong!”

Well, I bought that box of  
crayons And took it home  
with me  
And laid out all the crayons  
So the crayons could all see.

They watched me as I colored  
With red and blue and green  
And black and white and  
orange And every color in  
between.

They watched as green  
Became the grass  
And blue became the sky  
The yellow sun was shining bright  
On white clouds drifting by.

Colors changing as they touched,  
Becoming something new.  
They watched me as I colored.  
They watched till I was through.

And when I’d finally finished,  
I began to walk away.  
And as I did the crayon box  
Had something more to say ...

“I do like red!” said the yellow  
And green said, “So do I!”  
“And blue you are terrific so high up in the  
sky.”

“We are a box of crayons  
Each of us unique,  
But when we get together  
The picture is complete.”

## Qualities of a Good Friend

*Items you will need:*

- Paper
- Markers
- Large paper cut-out of a gingerbread person
- Wall-safe tape

### **Setup:**

Create a large paper cut-out of a gingerbread person.

### **Activity:**

1. Give each girl a sheet of paper and ask them to draw a picture of them and a friend having fun together.
2. When the drawings are complete, ask girls why they have so much fun with their friends and why they like spending time together.
  - Girls should be specific about what they like about their friends.
3. Mount the gingerbread person on the wall and ask what qualities everyone likes to see in a friend. Write the qualities on the gingerbread person, including both visible and invisible strengths.
4. Remove the gingerbread person from the wall. Ask girls to take turns holding the gingerbread person and share what they have learned about being a good friend.

# **To make the world a better place, girls can take what they have learned and spread the positive messaging as far as they can, beyond the girls who had the chance to enjoy the patch program!**

Explain the four main steps to making change happen:

- See the Change: Understand the difference we're trying to make, and what it can mean for other people.
- Plan the Change: Decide on what to say to make a difference, and plan what to do to give people the message.
- Make the Change: Put the plan into action!
- Share the Change: Think about what to do to keep the message going, and share what we're doing with others.

## **SEE THE CHANGE**

This is the girls' chance to think big. Ask these questions to get the girls thinking:

- How do you think each person would feel if they understood that everyone is important?
- What would it mean to our whole community if everyone got that message?

## **PLAN THE CHANGE**

- Lead the girls in a brainstorming session to come up with the main things they've discovered from this program that they want to share with other people.
- Explain to the girls that one way to help remember the lessons they have learned is to teach and express them to others. Ask the girls to identify people of influence in their school or community. Who would they invite to a presentation about what they've learned?
- Ask girls what they think is important to share with others. List their ideas. Split into groups of girls who want to help with specific topics. If no one wants to present on a particular topic, give the group a choice. If it's not important after all, they can skip it. If it is important, how will they make sure it happens? Project examples could include songs, skits, jingles, stories, poems, posters, articles for the newspaper, etc.
- Ask girls to brainstorm ways to help people become aware of how to be a friend and how to help a friend. Remind them of what they have learned so far. What do they think everyone should know? Allow the girls to develop some friendship themes or slogans.
- Brainstorm ways to share their messages with their target audience. Allow girls to select and plan out their projects. Be a facilitator and offer advice and support, but allow the girls' creativity to direct them. Help the girls plan and organize their projects. Asking for help from other adults and older Girl Scouts may be a good idea.
- Plan to build awareness in the community by presenting the projects at an open house, parent's night, or other event. Invite family members, members of the media, community members, or even the entire school to see what the girls have learned about friendship.
- When developing the project plan:
  - o Let the girls take the lead, and make their project their own. If small groups want to work on their own projects, this is where they can start planning. If you're planning a whole group project, small groups can come up with different ideas then hold a vote to decide the final project.
  - o If you have small groups working separately, take the time to go through their plans and check they have the support they need. Ask them to share their plans with the other groups before you finish the session.
  - o If your whole group is working together, encourage all the girls to practice their leadership skills by taking responsibility for different parts of the project.



## MAKE THE CHANGE

- Put your plan into action!
- Before you begin, discuss with the girls:
  - o How will you know your project has been a success?
  - o What are you most excited about?
  - o Do you have any worries? (Work together to solve the worries before you begin.)

## SHARE THE CHANGE

Once the project is complete, celebrate the accomplishment! How can the girls keep sharing their messages?

## PROJECT PLANNER

PROJECT STAGE	IDEAS	NOTES
What do we want to tell people?	Use the ideas you came up with as a whole group of what you all learned from this program.	
Who do we want to share our messages with?	Peers, friends, family, other youth groups, people in the community.	
How can we encourage people to take part?	Use your friendship messages in some way – could you put the message on an invitation or a flier?	
What will our project look like?	Stage a show, have a sleepover, run a special Girl Scout event, hold a community event, or take over a school assembly.	
Where will our project happen?	Your meeting space, school, community space, outdoors, etc.	
Who will do what?	Give each person a job and make sure everyone is included.	
Do we need any help?	Think about who you might need help or permission from.	
What resources do we need?	Pens, paper, food, drink, chairs, tables, music, etc.	

## **Closing Ceremony: Wish for the World** *(from Power Up, developed by Girl Scouts of Colorado)* *Items you will need:*

- One craft stick per girl (plus one extra)
- Tape
- Pencils

### **Activity:**

1. Give each girl a craft stick and a pencil. Ask each girl to write her wish for the world on her stick. Wishes do not have to relate to bullying!
2. Have the girls stand in a circle and ask each girl to read her wish for the world to the group. (If your group has a strong sense of safety, try the variation below.)
3. Have all the girls bring their sticks and line up at the front of the room. On the count of three, have them all throw their sticks as far as they can across the room. Mark where the farthest stick goes.
4. Have the girls retrieve their sticks and hand them to you. Rubber band or tape them all together as one.
5. Now have a girl throw the bundle of sticks across the room. Explain, “When we all come together, look how far we can go!”

### **REFLECTION**

Stand where the first round of craft sticks landed. Say, “We all have our own wishes for changes we want to see in the world. If we work hard to achieve our wishes by ourselves, we can accomplish a lot.” Indicate where you are standing, then back up to where the bundled sticks landed as you say, “But, if we work together toward the wishes we all have in com-mon, look how much further we can go!”

### **VARIATION**

1. Before this session, pick two volunteers whom you know to be confident, kind, and strong enough to play a bully and target. Bring them together, away from the group, after the previous session. Tell them you need two people to play a bully and target so the group can practice what they learned. Tell them exactly what the activity will look like so they are prepared both to act in front of an audience and deal with emotions that will come up.
2. Let the girls choose who will play each role. Tell the target she can try to defend herself, but mostly she should be sad and ineffectual. The bully needs to keep going in for the kill, even after one defense, until defenders really do something that will stop her and rescue the target.
3. Everyone will read their wish for the world to the group. The girl playing the bully will tell the target that her wish is stupid and try to break her craft stick.
4. See if anyone defends the target. Once the bullying stops, reflect.

### **REFLECTION (FOR VARIATION)**

- Ask defenders, “What did you do? Why did you choose to act?”
- Ask the target, “How did it feel to be targeted in front of all these people? What did people do that hurt? What did people do that helped?”
- Ask the bully, “How did it feel when people were reinforcing or ignoring your behavior? How did it change when people started to defend the target?”
- Ask the girls who didn’t step in, “What did you do? Why?” They may say, “We didn’t know we could do something. You didn’t tell us we were supposed to.” Talk about the role adults or authority figures play in bullying dramas. For example, “You saw a fellow Girl Scout getting hurt. When it happens in the hall at school, no one’s going to tell you that you should help or what to do.”
- “If you didn’t act, if you reinforced or ignored, don’t beat yourself up – learn from it. What will you do next time? What will you do when it’s for real?”



# Sensitive Issues Permission Form

Troop # \_\_\_\_\_ is planning or participating in an activity which has been defined by Girl Scouts of the USA as being of a sensitive or controversial nature. These are subjects or topics which are highly personal and are generally rooted in people's values and belief systems. As such, parental support and permission is essential in assuring a positive experience for your Girl Scout. Below is listed the time and place of this activity, the sensitive issue being addressed, and a description of the specific activities/ discussions that will take place. Please review this information.

In order for your Girl Scout to participate, please sign and return the lower portion of this permission form to your Girl Scout's Troop Leader by \_\_\_\_\_.

If this activity is outside of the normal Troop/Group meeting setting, you may be asked to provide an additional activity permission form to your daughter's leader.

Activity Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

This activity involves the following sensitive issue(s):

Personal beliefs and bully behavior

Description of activities: Girls will play games and do activities that ask them to consider their personal beliefs and attitudes about themselves and others, and how those beliefs/ attitudes relate to bully behavior. Some discussions may result in discomfort or embarrassment as girls explore these topics. Girls and adults should be prepared with skills to manage these emotions.

If you have questions regarding this activity, please contact:

Name/Position: \_\_\_\_\_ Phone: \_\_\_\_\_

My Girl Scout, \_\_\_\_\_, has my permission to participate in the activities involving the following sensitive issue(s): \_\_\_\_\_

I understand that the leader has consulted the Council and Girl Scout Resources on these issues and, where needed, has recruited a qualified consultant to conduct the activities.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Telephone: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_

## APPENDIX

### Girl Scout Leadership Experience Links

If your troop enjoyed Peace It Together activities, continue the fun by exploring these badges and awards:

#### GIRL SCOUT DAISIES

- *Between Earth and Sky* Journey - The Blue Bucket Award encourages girls to become aware of their feelings and the feelings of those around them. It also helps girls learn to resolve conflicts.
- *Sunny's Story: A Warm Welcome for Suzy* and the Friendly and Helpful petal reminds girls to always be as friendly and helpful as they can be.
- *Tula's Story: Standing Up for Darla* and the Courageous and Strong petal reminds girls to always be courageous and strong.
- *Vi's Story: Friends Around the World* and the Be a Sister to Every Girl Scout petal reminds girls to appreciate the differences in each other.

#### GIRL SCOUT BROWNIES

- The My Best Self badge helps girls learn to pay attention to what their bodies need to keep themselves healthy and happy.
- The Making Friends badge helps girls learn how to make new friends, keep old friends, and be the best friend they can be.

#### GIRL SCOUT JUNIORS

- The *aMUSE* Journey helps girls discover how stereotypes could hold themselves and others back from trying on roles, and they create a Take Action project to help stop stereotypes.
- The Social Butterfly badge helps girls practice social style and good manners.

#### GIRL SCOUT CADETTEs

- The *aMAZE!: The Twists and Turns of Getting Along* Journey takes girls through all the twists and turns of relationships to discover how true friendships are made.
- The Finding Common Ground badge lets girls investigate strategies to bring people together including understanding compromise and trying mediation.
- The Science of Happiness badge helps girls learn how to make themselves happier and build confidence.
- The Netiquette badge helps girls know how to make positive online choices to help make the online world a positive place.

#### GIRL SCOUT SENIORS

- The *GIRLtopia* Journey gives girls a chance to imagine a perfect world for girls and then work to make that vision a reality. Perhaps that vision includes a bully-free world?
- The *MISSION: SISTERHOOD!* Journey is all about making connections between girls and women to ignite the energy of sisterhood to create real change in the world.
- The Women's Health badge encourages girls to identify health topics facing women and raising awareness to spread good health, including a focus on techniques to help girls stay emotionally healthy.

#### GIRL SCOUT AMBASSADORS

- The *Your Voice, Your World: The Power of Advocacy* Journey helps girls learn to create a butterfly effect to lift their voices as a positive force for change in the world.

## Resources

### FICTION

#### GRADES K-3

*A Bad Case of Tattle Tongue* by Julia Cook

Josh the Tattler doesn't have any friends. He tattles on his classmates, on his brother, and even on his dog! He tattles so much that he wakes up one night to find that his tongue is yellow, unusually long, and covered in bright purple spots! Will a bad case of Tattle Tongue teach him a lesson?

*Blue Cheese Breath and Stinky Feet* by Catherine DePino

Gus is the school bully, and Steve is his latest victim. When Steve finally tells his parents about the problem, they help him formulate and practice a plan for discouraging Gus.

*The Bully Blockers Club* by Teresa Bateman

Lotty Raccoon is excited about her first day of school, until she has to sit next to Grant Grizzly who kicks her desk, steals her lunch, and calls her names. She tries to ignore him and befriend him, but nothing works until Lotty and her classmates, who have also been picked on by Grant, work together to form the Bully Blockers Club.

*Enemy Pie* by Derek Munson

When our narrator asks for his father's advice on how to deal with his #1 enemy, his father helps him come up with a creative solution.

*Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids* by Carol McCloud

This heartwarming book encourages positive behavior by using the concept of an invisible bucket to show children how easy and rewarding it is to express kindness, appreciation and love by "filling buckets."

*One* by Kathryn Otoshi

Blue is a quiet color. Red's a hothead who likes to pick on Blue. Yellow, Orange, Green, and Purple don't like what they see, but what can they do? When no one speaks up, things get out of hand – until One comes along and shows all the colors how to stand up, stand together, and count.

*The Recess Queen* by Alexis O'Neill and Laura Huliska-Beith

Mean Jean was the recess queen and nobody questioned her authority until Katie changes everything. When Katie Sue befriends Jean, recess time changes for everyone!

#### GRADES 2-5

*Chrissa and Chrissa Stands Strong* by Mary Casanova

Chrissa Maxwell moves to a new school in the middle of the year, and the girls in her fourth-grade class are decidedly unfriendly. On the advice of her grandmother, Chrissa tries first to be nice, and then to ignore the mean girls. But they just won't quit, and when the teasing turns into serious bullying, Chrissa must find the courage to stand strong and speak out.

*Confessions of a Former Bully* by Trudy Ludwig

After Katie gets caught teasing a schoolmate, she's told to meet with Mrs. Petrowski, the school counselor, so she can make right her wrong and learn to be a better friend. Bothered at first, it doesn't take long before Katie realizes that bullying has hurt not only the people around her, but her, too.

*Just Kidding* by Trudy Ludwig

D.J. is tired of Vince's mean-spirited comments at school. Vince knows which buttons to push, using the "I was just kidding!" defense when he goes too far. With a helpful suggestion from his dad and support from a teacher, D.J. learns a few strategies to help him deal with putdowns.

## APPENDIX

*My Secret Bully* by Trudy Ludwig

When out of the blue Katie starts bullying her former friend Monica by whispering and pointing, name calling, and excluding her, Monica's mother suggests that she stand up to Katie.

*Say Something* by Peggy Moss

Our narrator has witnessed bullying all year, but she just remains silent. When she is finally targeted, she becomes a defender.

*Trouble Talk* by Trudy Ludwig

Maya's friend Bailey loves to talk about everything and everyone. At first, Maya thinks Bailey is funny. But when Bailey's talk leads to harmful rumors and hurt feelings, Maya begins to think twice about her friendship.

*The Weird! Series (Weird! Dare! and Tough!)* by Erin Frankel

These three books tell the story of an ongoing case of bullying from three third graders' perspectives. Luisa describes being targeted by bullying in *Weird!* Jayla shares her experience as a bystander to bullying in *Dare!* And in *Tough!* Sam speaks from the point of view of someone initiating bullying.

## **GRADES 4-6**

*Best Friends and Drama Queens (Allie Finkle's Rules for Girls #3)* by Meg Cabot

Allie looks forward to starting school again after winter vacation, but the arrival of a new girl, Cheyenne, changes everything. Within days, Cheyenne gathers a clique, starts a chase-and-kiss game at recess, and bullies most of her classmates into pairing off and "going with" each other, even though they're not sure exactly what that means.

*Blubber* by Judy Blume

"Blubber is a good name for her," the note from Caroline said about Linda. Jill crumpled it up and left it on the corner of her school desk. Robby grabbed the note and before Linda stopped talking it had gone halfway around the room. There was something about Linda that made a lot of kids in her fifth-grade class want to see how far they could go – but nobody, Jill least of all, expected the fun to end where it did.

*Invisible Lissa* by Natalie Honeycutt

In this traditional vision of relational aggression, Lissa goes from being a bit unpopular to being the pariah of her school. The alpha-girl creates new opportunities to exclude Lissa until even her best friend joins in the club.

*The New Girl (Allie Finkle's Rules for Girls #2)* by Meg Cabot

Allie Finkle's starting her first day of school at Pine Heights Elementary! But being the New Girl is turning out to be scary, too, especially since one of the girls in Allie's new class doesn't like her. In fact, this girl says she's going to beat Allie up after school.

*Three Rotten Eggs* by Gregory Maguire

An offbeat vision of how a bully can enter a classroom and completely change the culture of caring, and how a positive culture can be reclaimed.

*Wonder* by R.J. Palacio

August Pullman is an ordinary 10-year-old boy except for his jarring facial anomalies. Homeschooled all his life, August heads to public school for fifth grade and he is not the only one changed by the experience - something we learn about first-hand through the narratives of those who orbit his world.



## **GRADES 7-9**

*Drowning Anna* by Sue Mayfield

After being befriended by the most popular girl in her new school, brainy and shy Anna is puzzled when their warm friendship descends into cruelty.

*Inventing Elliot* by Graham Gardner

Elliot, a target of bullying, invents a calmer, cooler self when he changes schools. He soon attracts the wrong kind of attention from the guardians who maintain order at the new school.

*The Misfits* by James Howe

Excellent depiction of the effects of verbal bullying, the strength of allies, and how kids really can change their school's culture.

*Stargirl* by Jerry Spinelli

From the day she arrives at Mica High in a burst of color and sound, Stargirl captures Leo Borlock's heart with just one smile. She sparks a school-spirit revolution with just one cheer. The students of Mica High are enchanted. Then they turn on her. Stargirl is suddenly shunned for everything that makes her different, and Leo urges her to become the very thing that can destroy her: normal.

## **GRADES 9-12**

*The Beckoners* by Carrie Mac

At a new school, Zoe is quickly ensnared by a vicious, popular clique. She witnesses a date rape without intervening and tries to redeem herself by befriending everyone's favorite target. Very mature content.

*Big Mouth and Ugly Girl* by Joyce Carol Oates

Big Ursula has deflected bullying by being a stellar athlete and embracing her alter-ego "Ugly Girl." When Matt is falsely accused of plotting a school massacre, Ursula is the only one who comes to his defense.

*Stitches* by Glen Hustler

Travis excels at sewing clothes for his puppets, helping his aunt take care of the trailer and his cousins, and avoiding bullies like his uncles and schoolmates.

*Thirteen Reasons Why* by Jay Asher

Clay Jensen returns home from school to find a strange package with his name on it lying on his porch. Inside he discovers several cassette tapes recorded by Hannah Baker – his classmate and crush – who committed suicide two weeks earlier. Hannah's voice tells him that there are thirteen reasons why she decided to end her life. Clay is one of them. If he listens, he'll find out why.

## NONFICTION

*The Bully, the Bullied, and the Bystander* by Barbara Coloroso

This compassionate and practical guide has become the groundbreaking reference on the subject of bullying. It's a great primer for bullying basics and the basis of many of the activities in this patch program.

*Girls Will Be Girls: Raising Confident and Courageous Daughters* by JoAnn Deak and Teresa Barker

Deak looks past the “scare” stories to those that enlighten parents and enable them to empower girls. She draws from the latest brain research on girls to illustrate the exciting new ways in which we can help our daughters learn and thrive. Most telling of all, she gives us the voices of girls themselves as they struggle with body image, self-esteem, intellectual growth, peer pressure, and media messages.

*Odd Girl Out: The Hidden Culture of Aggression in Girls* by Rachel Simmons

Dirty looks and taunting notes are just a few examples of girl bullying that girls and women have long suffered through silently and painfully. This book has shown millions of people how to deal with this devastating problem.

*Ophelia Speaks: Adolescent Girls Write about Their Search for Self* by Sara Shandler

A poignant collection of original pieces, *Ophelia Speaks* culls writings from the hearts of girls nationwide, of various races, religions, and socioeconomic backgrounds. Ranging in age from twelve to eighteen, the voices offer a piercingly real view on issues public and private, from body image to boys, politics to parents, school to sex.

*Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boys, and the New Realities of Girl World* by Rosalind Wiseman

In this candid, insightful book, Rosalind Wiseman takes you inside the secret world of girls' friendships. She dissects each role in a clique, discusses girls' power plays, and analyzes teasing, gossip, and reputations.

*Reviving Ophelia: Saving the Selves of Adolescent Girls* by Mary Pipher

Uses case studies to focus on the psychology of and self-esteem of teenage girls and illuminate family relationships.

*Stand Up for Yourself and Your Friends: Dealing with Bullies and Bossiness and Finding a Better Way*

by Patty Kelley Criswell

Teaches girls to spot bullying and how to stand up and speak out against it. Quizzes, quotes from other girls, and “what do you do?” scenarios present advice in an age-appropriate, digestible way. The message in this book is that there is no one right way to deal with bullying. Instead, there are lots of options for girls to try, from ignoring a bully and trying a few clever comebacks to reporting bullying to a trusted adult.

## FILMS

*Chrissa Stands Strong* (G)

The Mean Bees really know how to sting: they bully Chrissa in class, on the bus, online, and even at swim club. Chrissa can't seem to make any new friends; not even with the girl who seems to need a friend the most. Will she find a way to stand strong and stop the bullying?

*Cyberbully* (PG-13)

Cyberbully follows Taylor Hillridge, a teenage girl who falls victim to online bullying, and the cost it takes on her as well as her friends and family.

*Odd Girl Out* (PG-13)

A disturbingly real portrayal of how easily a girl can go from popular to target in a culture where bullying is accepted.

## PEOPLE & PLACES TO CONTACT

- School counselor or administrator
- Pediatrician or nurse
- Children's hospital
- Psychologist
- Mental health professionals
- Local health department

## APPENDIX