

“No Prob-Llama”

Conflict Resolution Guide for Girl Scout Brownie Leaders



girl scouts 
of the green and
white mountains

Curriculum provided by Girl Scouts of North East Ohio

Dear Girl Scout Brownie Leader,

As a Girl Scout Troop Leader and role model, you are in a great position to help girls learn how to have healthy relationships. This is a good time for Girl Scout Brownies to practice being respectful and kind. This skill will impact a girl for the rest of her life. As a values-based organization, Girl Scouts finds its foundation and principles in the Girl Scout Promise and Law to help girls make decisions or relate to one another.

According to the National Education Association, every day in the United States, more than 160,000 children miss school for fear of being tormented by their peers. The American Medical Association has identified bullying as a “public health issue.” Your understanding of how to identify and respond to bullying and conflict at the troop level are important steps in helping girls understand how to develop and navigate healthy friendships.

You are not expected to become an expert on bullying or conflict; however, you should understand how these situations affect girls, be able to identify bullying and conflict, and use the activities in this resource to educate girls in your troop. Activities in this packet may be selected and customized based on the needs of your individual troop.

A Girl Code of Conduct Agreement and the No Bullies Troop Pledge are included in this resource. Have the girls and parent/caregiver sign them and revisit them at the beginning of each Girl Scout membership year.

Additional resources can be found on gsLearn. If you need additional support related to bullying and conflict in your troop, please contact your VSS (Volunteer Support Specialist).



Girl Scout Code of Conduct Agreement

As a Girl Scout member of troop _____, I agree that the following statements will be in effect every time I participate in a Girl Scout activity.

Girl Scout Promise

On my honor, I will try:
To serve God* and my country,
To help people at all times,
And to live by the Girl Scout Law.

**Members may substitute for the word God in accordance with their own spiritual beliefs.*



Girl Scout Law

I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
responsible for what I say and do,
and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

These are some examples of how you can live by the Girl Scout Promise and Law every day, everywhere:

- Always tell the truth.
- Be nice to others and help when asked or when someone is in need.
- Stand up for what is right, and tell a trusted grownup when you see someone being hurt or bullied.
- If you say you will (or will not) do something, keep your promise!
- Do not put yourself down or make fun of others.
- Listen and do as you are asked by trusted grownups, such as your leaders, parents, or caregivers.
- Only take what is needed and do not waste supplies.
- Follow the rules and show respect for the meeting or event facility.
- Show your sister Girl Scouts respect, be inclusive, and have fun with every Girl Scout you meet!

Additional agreements decided on as a troop:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Recommended consequences for failure to follow our Code of Conduct:

First Offense: Review of the Girl Scout Promise/Law and apology, if needed.

Second Offense: Above items, plus parent/caregiver will be notified.

Third Offense: Above items, plus discussion between troop leaders and parent/caregiver about required supervision at future meetings/events.

Fourth Offense: Discussion between troop leaders and parent/caregiver regarding potential transition to another participation option, such as Juliettes.

Note to troop leaders: Please contact your council support staff and/or file an Incident/Accident Report Form if there are any actions or behaviors that would potentially warrant more severe consequences.

I understand that if I choose not to honor this agreement, it may impact my ability to participate in Girl Scout activities.

Girl Scout Signature

Date

I will support my girl by helping her to honor this agreement, and by following the guidelines in the Parent/Caregiver Support Agreement.

Parent/Caregiver Signature

Date

I will support girls in the troop by holding them accountable for honoring this agreement.

Troop/Group Leader Signature

Date

Before you begin using the activities in this resource, be sure you have a good understanding of bullying, conflict, and relational aggression.

Bullying is harmful or hurtful behaviors, actions, or words that are intentional, have an imbalance of power, and are often repeated. Targets of bullying often have a difficult time standing up for themselves. Bullying can be physical, verbal, or *relational.

Conflict involves two people of equal power, each with a different point of view.

Remember Bullying is different than Conflict

*Relational aggression/bullying (also called covert aggression, social aggression, and emotional bullying) is a form of bullying that includes such behaviors as exclusion, social isolation, rumor spreading, malicious gossiping, ignoring, creating “clubs” to leave others out, cyber-bullying, etc. Relational aggression is behavior that is intended to harm someone by damaging or manipulating his/her relationships with others. Girls as young as preschool age use relational aggression as a means of power or control over their peers.

Examples of bullying and relational aggression behaviors:

Exclusion

- Not inviting someone to a party/event and letting everyone else know
- Forming groups (cliques) with strict “membership” requirements
- Saving seats so others have to leave
- Saying: “You can’t play”

Alliance building

- Saying: “You can’t be my friend if you spend time with her”
- Spreading gossip to be accepted in a group
- Choosing sides in a fight
- Getting others to agree with you and be “against” another girl

Rumors and gossip

- Telling someone’s secrets
- Talking about other girls’ problems
- Making fun of how another girl is dressed, what she likes, etc.

Physical aggression

- Pushing someone
- Knocking someone’s supplies onto the floor
- Kicking something someone has dropped on the floor

Verbal aggression

- Calling someone hurtful names
- Making fun of someone (hurtful teasing or taunting)
- Laughing at someone



The first two activities should be completed in order to establish a common vocabulary for girls and to give examples of common bullying situations. The other activities may be done, if desired, in any order.



Activity #1—What Crosses the Line?

Objective:

Girls will recognize appropriate and inappropriate behaviors.

Materials:

- Jump rope
- One sign that reads kind/respectful (located in back of packet)
- One sign that reads mean/hurtful (located in back of packet)
- An additional leader or parent/caregiver to take notes for you. Make notes of what the girls believe “crosses the line” for later discussion

Pre-meeting preparation:

Review directions and concepts to prepare to present them to the group.

Activity directions:

1. Discuss the meaning of when something “crosses the line.” Be sure the girls understand that this means any inappropriate behaviors, words, tone of voice, or actions. Reinforce that it is also subjective—we all have different opinions on what “crosses the line.”
2. Place the jump rope on the floor. Ask the girls to line up, side-by-side, with their toes about six inches from the rope. Place the jump rope on the floor. Ask the girls to line up, side-by-side, with their toes about six inches from the rope. On one side put the sign kind/respectful and on the other side of the jump rope put the mean/hurtful sign. Discuss with the girls what these words mean. Ask the girls to give you examples of what these words mean to them.
3. Explain that you will read examples of behaviors that the girls might see or hear their peers or friends doing during the school day or at a troop meeting. If they think the behavior “crosses the line,” ask each girl to step over the rope. Be sure to repeat that each girl gets to make her own choice of what she thinks crosses the line. Have the girls go back to their original positions before you read the next example.





Sample questions:

1. "I don't want you to come to my birthday party."
2. "Sorry, my mom said I can only invite 6 people to my birthday party, but maybe you can come over to my house after school one day."
3. "There's room at our table. Sit here."
4. "Sorry, this seat is saved and it's not for you!"
5. "I really like the shirt you are wearing."
6. "Wow. Did you really mean to wear that ugly shirt with those awful pants?"
7. "Only my friends can play this game with us."
8. "Sure, everyone can play. You just need to wait your turn."
9. Promising your best friend that you won't be friends with another girl or boy.
10. Including everyone in your game at recess.
11. Passing a note about a girl or boy in your class.
12. Helping someone pick up something he or she has dropped.
13. Whispering about one of your classmates in the hall.
14. Telling an adult that someone called another student mean names.
15. Telling an adult that someone called you mean names.
16. Saying "hello" to a classmate you do not know very well.
17. Laughing at the losing team at recess.
18. Laughing at a funny joke a classmate tells.

Discussion:

- Have the girls return to their seats and ask what they noticed about the behaviors where all or most of the girls stepped over the line.
- Ask the girls if they have heard of the word "bullying."
- Ask for their definition of "bullying." Explain that bullying is when the same person or people "cross the line" even after they know they have hurt someone. Bullying is repeated and on purpose.
- Explain the different types of bullying (hitting/pushing; name-calling/teasing; leaving someone out/saying "you can't play").
- If time allows, ask the girls for a few examples of bullying behaviors they see/hear at school. Be sure to tell them NO NAMES, just behaviors.

Mention that children might be rude to each other when having a bad day or when angry with someone, but this is not necessarily bullying. Bullying is repeated and on purpose!

Activity #2 - Power Play

Objective:

Girls will understand the different roles we each play in a bullying situation and recognize we have a choice as to which role we play.

Materials:

- Two sets of the five signs (located in back of packet): Bully; Assistant Bully; Bystander; Target; Upstander
- Scenarios on following page
- 100 pennies (you could also use M&Ms or jelly beans)

Pre-meeting preparation:

Read through the scenes and concepts to become familiar with them.

Activity directions:

1. Explain the five roles of bullying, holding up each of the signs:

Bully – Person who is hurting someone on purpose.
Assistant Bully – Stands next to the Bully and/or laughs along and agrees with the bully.
Bystander – Tries not to be involved.
Target — Person who gets bullied.
Upstander — Helps stop the bullying.

2. Ask for five girls to volunteer.
3. Each volunteer is given a sign.
4. Tell the girls you're going to read the scenes aloud. After the scene is read, ask each girl which person in the scene fits the description of the card they're holding (for example, who was the bully in the story?). Progress through the scenes from easy to challenging to complicated.
 - *Alternate activity:* Split the girls into two groups. Give each girl a sign. Let them read the scene and plan a skit that focuses on the role represented on their sign.
5. Discuss how their character behaved in the scene and why. Some sample questions to help guide your discussion:
 - Why do you think your character was the ... (bully, assistant bully, bystander, target, upstander)?
 - How does your character feel?
 - Who has the power in this scene?
6. Ask the girls, "Who really has the power in a bullying drama?" Present the statistics using 100 pennies, and explain that the 100 pennies represent 100% of people. Show the girls that out of every 100 people, or 100% of people:
 - 6, or 6%, bully someone
 - 9, or 9%, are targeted by bullies
 - 85, or 85%, are bystanders, assistant bullies, or upstanders
7. Talk about how much larger the group of 85 bystanders, assistant bullies, or upstanders is than either the group of six that bully and the group of nine that are targeted, or even of both of those two groups combined. Ask the girls, "What would happen if 85% of us stood up when we saw bullying and said 'No'?"

Scenarios

Easy: Angela won't stop making fun of Janelle because she wears clothes that aren't "cool." Angela's friend Tammy says, "Yeah, Janelle, your clothes are so weird." Kim hears her but pretends not to notice. Serena sees that Janelle is really sad. When Angela walks by Janelle and says, "Did you get those clothes from a garage sale?" Serena says, "That's mean, Janelle. I think your shirt is pretty."

Answer: Bully - Angela; Assistant Bully - Tammy; Bystander - Kim; Target - Janelle; Upstander - Serena

Easy: The girls on the soccer team are planning a sleepover, but Janelle doesn't want to invite Serena because she's new to the team and too quiet. In school, Janelle tells Serena, "Too bad you weren't invited to our sleepover." Pam says she agrees that Serena shouldn't be invited because she is so weird. Angela acts as if she does not hear her. Kim tells Janelle, "If you don't invite Serena, I'm not coming either. We're supposed to be a team."

Answer: Bully - Janelle; Assistant Bully - Pam; Bystander - Angela; Target - Serena; Upstander - Kim

Challenging: Kim has invited all of her friends to a skating party. Angela doesn't know how to skate. Kim points at Angela and says, "Look at her!" Sandra says, "How can you not know how to skate?" Serena giggles. Then Janelle says to Kim, "Not everyone knows how to skate yet." Janelle takes Angela by the hand and they sit down for a snack.

Answer: Bully - Kim; Assistant Bully - Sandra; Bystander - Serena; Target - Angela; Upstander - Janelle

Challenging: Angela, Janelle, and Serena always get to the swings first during recess. One day, Serena won't let a new girl, Kim, get on the swings. Serena says, "You're not part of Serena's super club." Marissa says, "Yeah. Why don't you go find something else to do?" Janelle just keeps swinging. Kim tries to get on the swings but Serena holds the swing out of her reach. Kim gets tears in her eyes. Angela says, "That's silly, Serena. The swings are for everybody." Angela gives Kim her swing.

Answer: Bully - Serena; Assistant Bully - Marissa; Bystander - Janelle; Target - Kim; Upstander - Angela

Complicated: Janelle is given the role of team captain and is asked to pick her baseball team. She chooses Kim, Cherese, and Angela right away, but doesn't pick Serena. Cherese whispers and smiles with Janelle and laughs. When Kim asks her, "Why didn't you pick Serena?" Janelle replies, "I don't want her on our team. She always strikes out!"

Answer: Bully - Janelle; Assistant Bully - Cherese; Bystander - Angela; Target - Serena; Upstander - Kim

Activity # 3—Heart Prints

Objective:

To help girls realize that hurtful, mean things said and done can stay with a person for a long time.

Materials:

- A paper heart for each girl (located in back of packet)
- Crayons or markers

Pre-meeting preparation:

Cut out enough hearts so that each girl in your troop has her own.



Activity directions:

1. Have each girl color her heart and decorate it with words and pictures that are important to them.
2. Ask the girls, “What kinds of things do others say and do that hurt your feelings?” Tell the girls that each time something is said that is hurtful or mean, they are to make a fold on their paper heart.
3. List of hurtful words and actions to get the discussion started:

Saying— “You can’t sit here.”

Doing— Pushing someone out of line.

Saying— “You’re not my friend.”

Doing— Knocking books out of someone’s hands.

Saying— “I don’t want to play with you.”

Saying— “You can’t be on our team.”

Doing— Tripping someone as they walk out the door.

Saying— “You can’t play the game with us.”

Saying— “Your clothes aren’t cool.”

4. Ask the girls, “What kinds of things do others say and do to help you feel better?” Tell the girls that each time something is said that is kind, they are to unfold one of the folds in their hearts. List kind words and actions until everyone has unfolded their whole heart.

Saying— “Would you like to sit by me during lunch?”

Doing— Take someone by the hand and invite them to stand next to you in line.

Saying— “I would really like it if you were my friend.”

Doing— Helping someone pick up their books that have been knocked onto the floor.

Saying— “Will you play with me at recess?”

Saying— “Would you like to join our team?”

Doing— Helping someone up off the ground that has just been tripped.

Saying— “Please play the game with us.”

Saying— “You look really nice today.”

5. Have the girls smooth out their hearts as much as possible. Ask them what they still see. They should observe that even though the heart isn’t all folded up, the marks from the folds are still there.

Explain that even though the hurtful things that happened didn’t last forever, and some nice things happened to help them feel better, whenever something hurtful is done or said to someone, that bad feeling sticks around for a longer time and is still remembered inside. We can never completely undo a hurtful action or word, even when we apologize, so the best thing is to keep it from happening in the first place.

Remind girls that sometimes children might treat someone badly when having a bad day or when they are angry with someone, and this is not necessarily bullying. Bullying is repeated and on purpose.

Activity # 4 - Friendship Recipe

Objective:

Girls understand the qualities that make them a good friend to others and the qualities to look for in a friend.

Materials:

- Pictures (2 cards with each of the following picture and word on them; located in back of packet):

Ear—Good listener

Hand—Helpful

Hug—Caring

Smiling face—Friendly

Handshake—Accepting

One hand passing item to other hand—Sharing

Confetti—Fun (Or, mix in an actual bag of confetti)

- Blank cards for girls to draw their own pictures for examples they think of themselves
- Markers
- Large bowl or kettle
- Large stirring spoon
- Cut out paper doll template (located in back of packet) that are all connected to represent Friends Together or a poster/picture that shows friends together.

Pre-meeting preparation:

Place still folded Friends Together paper dolls/poster/picture in pot ahead of time so girls are not able to see it. Set pot or bowl and spoon in the center of a large table. Scatter all the items and cards on the table around the pot or bowl and spoon.

Activity directions:

1. Tell girls that you need their help mixing up a recipe for good friendships.
2. Show the girls all the ingredients already noted on the cards and items that are scattered on the table, taking time to talk about each one.
3. Ask the girls to think of any other characteristics and have them draw a picture to represent that characteristic.
4. Have the girls help put the ingredients into the bowl or pot.
5. Ask each girl to take a turn stirring in order to mix up all the ingredients.
6. Once everyone has taken their mixing turn, reach in and pull out the Friends Together paper dolls/poster/picture.
7. Carefully unfold it and show it to the girls.
8. Find a good spot that the paper dolls/poster/picture can be hung up at every meeting to serve as a reminder of the ingredients for good friendships.



Activity #5 - Web of Kindness

Objective:

To demonstrate behaviors girls can practice extending kindness to the Target being bullied.

Materials:

- Large paper or poster board
- Markers
- Masking tape
- Large ball of untangled yarn

Pre-meeting preparation:

Write the following Bullying/Relational Aggression “helping” strategies on a large sheet of paper or poster board.

- The Target can stand up for herself or tell an adult.
- The Bully can stop and apologize to the Target.
- The Assistant Bully can move away from the Bully or stop laughing.
- The Bystanders can stand next to the Target or tell an adult.
- The Upstanders can tell the Bully to stop, support the Target, tell an adult or change the subject.

Activity directions:

1. Have the girls stand in a circle. Ask an adult volunteer to stand outside the circle and act as the Bully. You (adult volunteer) 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 you cannot play with her at recess. All the girls in the circle represent the Bystander. 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 an Upstander. (Tell an adult; tell the Bully “stop;” or say something nice to the Target). After each girl states her helping strategy, hand her the yarn.
4. Make sure the girls know to keep holding onto the yarn.
5. 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.
6. Once each girl has had her turn, ask the girls what the yarn (with you “caught” in the center) looks like. They will say “spider web,” “star,” etc. Tell them that before, you were feeling very sad and lonely, but now, they have “caught” you in their “Web of Kindness.” Every time rude behavior or bullying happens, they can make a huge difference for the Target.
7. Also ask the girls what you could have done to defend yourself.



Resources

**Use the following pages for the activities.
You may make copies as needed.**

Activity #1

What Crosses the Line? Signs

Kind/Respectful

Mean/Hurtful

Activity #2

Power Play Signs - Girl Scout Brownie Bully; Assistant Bully; Bystander; Target; Upstander

Bully
(the person who is being mean)



Bully
(the person who is being mean)



Activity #2

Power Play Signs - Girl Scout Brownie Bully; Assistant Bully; Bystander; Target; Upstander

Assistant Bully
(stands next to the Bully and/
or laughs along)



Assistant Bully
(stands next to the Bully and/
or laughs along)



Activity #2

Power Play Signs - Girl Scout Brownie Bully; Assistant Bully; Bystander; Target; Upstander

Bystander

(does not like what the Bully is
doing but doesn't know what to
do or is afraid to help)



Bystander

(does not like what the Bully is
doing but doesn't know what to
do or is afraid to help)



Activity #2

Power Play Signs - Girl Scout Brownie Bully; Assistant Bully; Bystander; Target; Upstander

Target
(is hurt by the Bully)



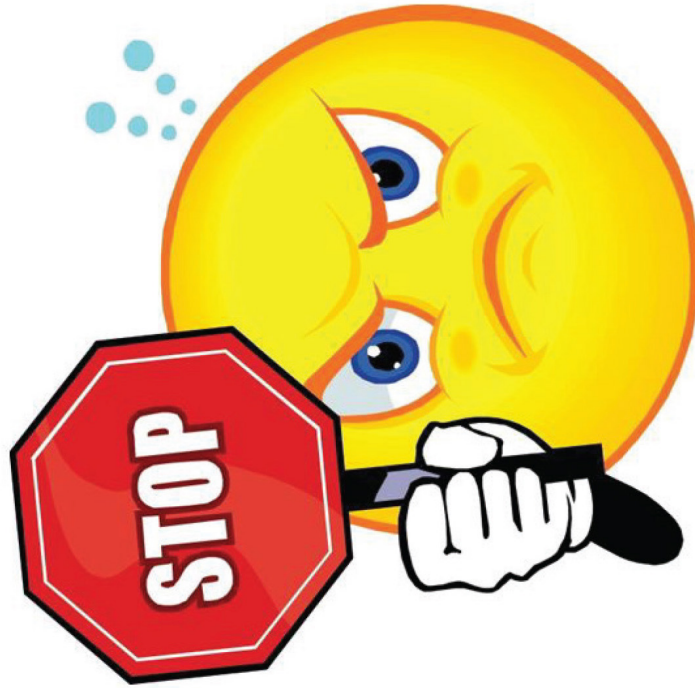
Target
(is hurt by the Bully)



Activity #2

Power Play Signs - Girl Scout Brownie Bully; Assistant Bully; Bystander; Target; Upstander

Upstander
(helps the Target)



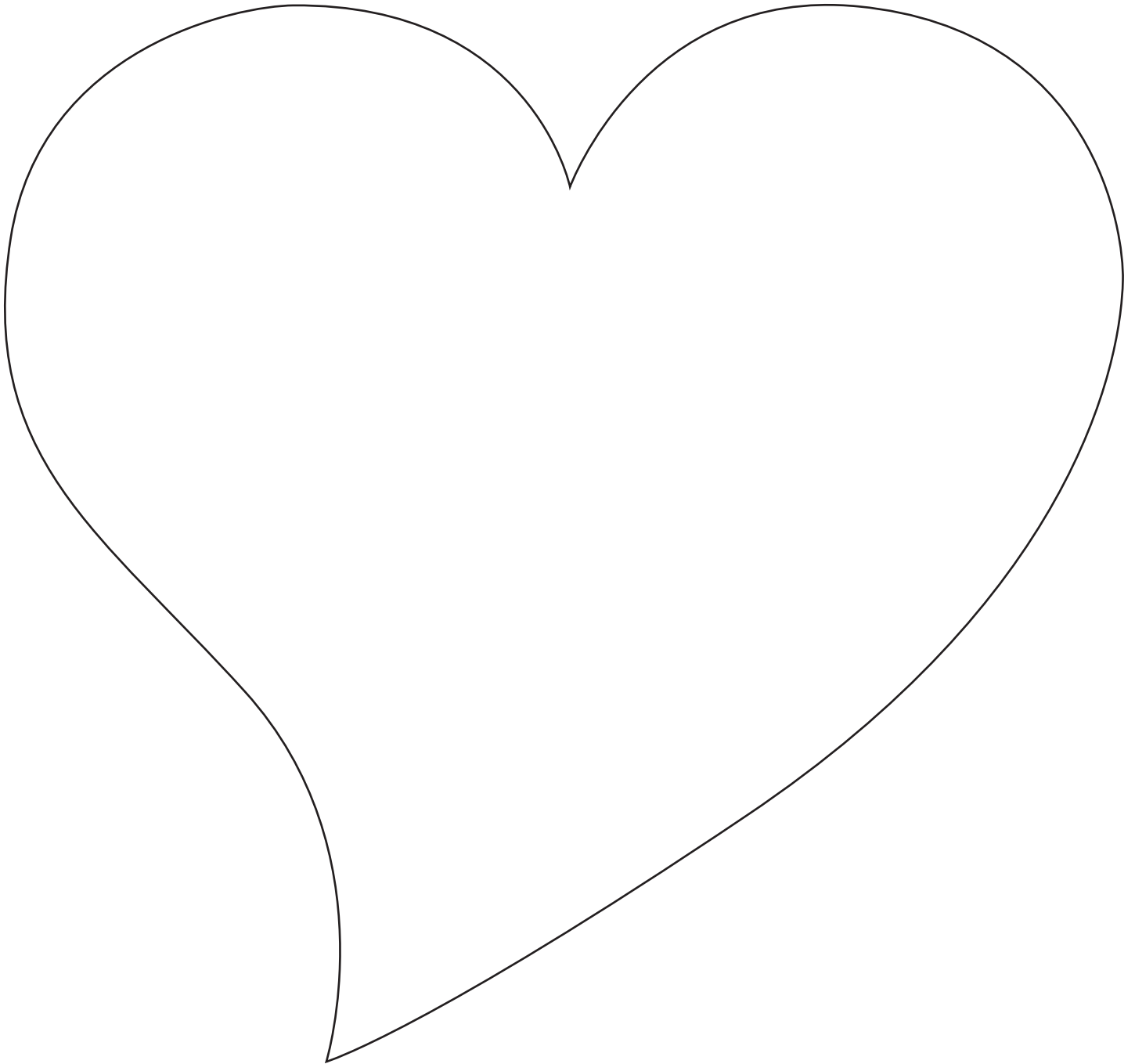
Upstander
(helps the Target)



Activity #3

Heart Template

Copy this page as needed



Activity #4

Friendship Recipe Cards

Copy this page as needed



Friendly



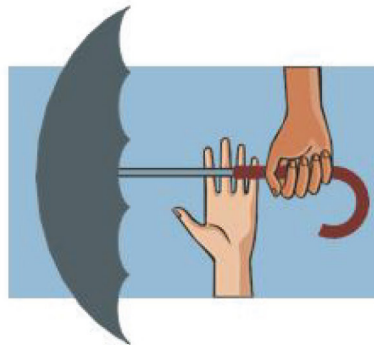
Caring



Fun



Helpful



Sharing



Good Listener

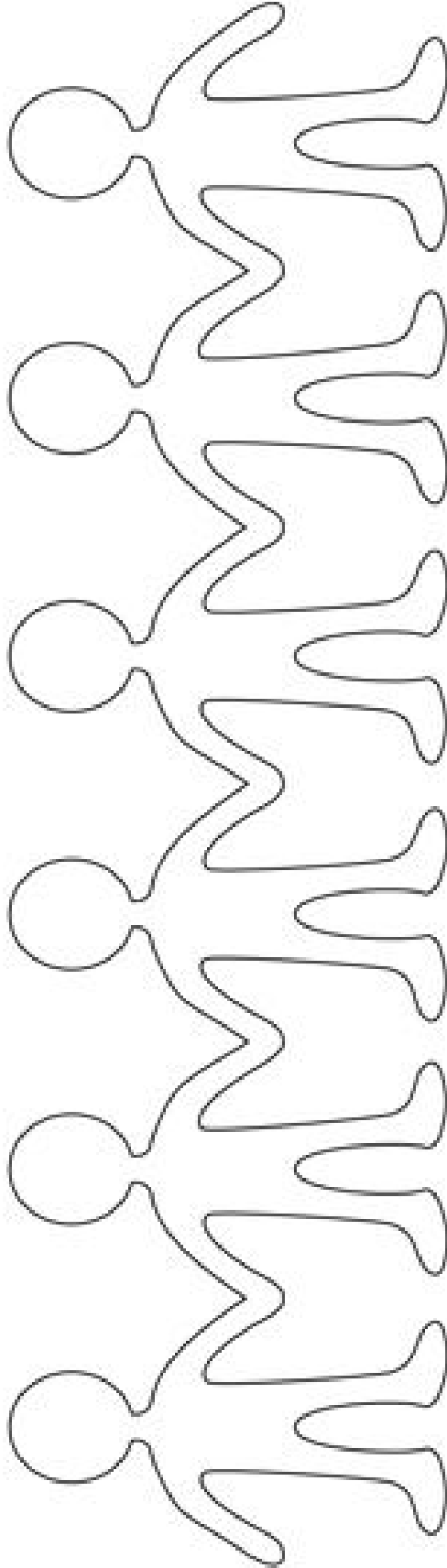


Accepting

Activity #4

Paper Doll Template

Copy this page as needed



Girl Scout Brownie No Bullies Troop Pledge

1. We will be kind to each other
2. We will include girls who are left out
3. We will report any bullying we see or hear

Girl Signature:_____

Date:_____

Troop #:_____

.....

Girl Scout Brownie No Bullies Troop Pledge

1. We will be kind to each other
2. We will include girls who are left out
3. We will report any bullying we see or hear

Girl Signature:_____

Date:_____

Troop #:_____

GSUSA Raising Awesome Girls

Raising girls to be happy, healthy, and successful is simpler than ever with help from Girl Scouts. As the largest leadership development organization for girls in the United States, we're proud to be a thought leader for all parents raising up the next generation of girls and young women.

<https://www.girlscouts.org/en/raising-girls/happy-and-healthy/Bullying.html>

We hope that you have found this resource to be helpful, and that it provides you with useful tools to prevent and counteract bullying in your troop. If you find that you are still having trouble with a bullying situation after trying some of these activities, remember that GSGWM is here to support you. You can contact your Volunteer Support Specialist for assistance. our Volunteer support team is here to help you handle tough situations.

NO PROB-LLAMA
Conflict Resolution Patch Program

*Troop Age Level(s): **Daisy**__**Brownie**__**Junior**__**Cadette**__**Senior**__**Ambassador**__

*Please write the number of girls per level

Troop Leader: _____

Street: _____ City: _____ State: _____ Zip Code: _____

Day Phone #: _____ Night Phone: _____ Cell: _____

1. Which activities did your troop enjoy the most?

2. In what ways did the girls give service in relation to this patch?

3. What activities did your troop complete?

4. Did you change or adapt any activities? In what way?

5. Would you suggest any changes?

6. Comments:

NO PROB-LLAMA
Conflict Resolution Patch Program

Please return your No Prob-llama patch order form AND evaluation forms together!

Troop Age Level(s): Daisy _____ Brownie _____ Junior _____
 Cadette _____ Senior _____ Ambassador _____

Troop Leader: _____

Street: _____ City: _____ State: _____ Zip Code: _____

Day Phone #: _____ Night Phone: _____ Cell: _____

_____ # of patches @ **\$4.00 each:** \$ _____

*Shipping/handling: \$ _____

Total enclosed: \$ _____

VISA and MasterCard are also accepted.

Please charge my (circle one): **VISA** or **MasterCard**

Card #: _____ Expiration Date: _____ / _____ CVC _____

Signature: _____
(A signature is required on all Credit Card orders)

*For shipping and handling rates, please go to www.girlscoutsgwm.org/shop.

If you have any questions, please contact Customer Care at 1-888-474-9686. You may also email Customer Care at customercare@girlscoutsgwm.org.

Please mail this order form **AND** your evaluation to:

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Bedford, NH 03110