

# “No Prob-Llama”

## Conflict Resolution Guide for Girl Scout Daisy Leaders



**girl scouts**   
of the green and  
white mountains

*Curriculum provided by Girl Scouts of North East Ohio*



## **Dear Girl Scout Daisy 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 Daisies 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 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” requirement
- Saving seats so others must 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

### **Pre-meeting preparation:**

Review directions and concepts to prepare yourself for presenting the activities to the troop.

### **Activity directions:**

1. Discuss the meaning of when someone “crosses the line.” Be sure the girls understand that this means someone is doing something or saying something in a way that makes another person feel badly. Remind girls that some people’s feelings are hurt more easily than others, so some of us may think something “crosses the line,” while others do not.
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. 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 some ways people in their troop or class might behave. If they think the behavior is “wrong” (mean/ hurtful), meaning it “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.
4. Make notes of what the girls believe “crosses the line” for discussion.







### Sample questions:

1. “Will you play with us?”
2. “You can’t come to my birthday party because you don’t have long hair.”
3. “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?”
4. “There is room at our table, sit here.”
5. “You can’t sit here!”
6. “Your shirt is pretty.”
7. “Why did you wear that weird shirt today?”
8. “Only my friends can play this game with us.”
9. “Sure, everyone can play.”
10. “I don’t like you anymore.”
11. Making fun of someone who trips and falls.
12. Helping someone pick up something he or she has dropped.
13. Whispering about someone you call a friend.
14. Saying “hello” to a classmate you do not know very well.
15. Laughing at the losing team at recess.
16. 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:

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

### Materials:

- A set of all three signs, for each girl (located in back of packet)
- Signs reading: Bully, Bystander, Target

### Activity Directions:

1. Explain the three roles of bullying, holding up each of the signs:
  - Bully—Person who is hurting someone on purpose.
  - Bystander—Tries not to be involved.
  - Target—Person who gets bullied.
2. Each girl is given all three signs.
3. Tell the girls you're going to read the scenes aloud. After the scene is read, ask each girl what person in the scene fits the description of the card they're holding (for example, identify the bully in the story, etc.).

## Scenes

1. Angela makes fun of the clothes Janelle wears almost every day. Kim hears her but pretends not to notice. When Angela says something mean to Janelle about her outfit today, Kim just stands there and does not say anything. (Answer: Bully-Angela; Bystander-Kim; Target-Janelle)
2. Janelle invites all the girls in her class to her sleepover except Serena. She lets the girls know that Serena is not included. Angela just shrugs her shoulders and does not seem to care that Serena is left out. Serena hears that she is not invited and feels bad. (Answer: Bully-Janelle; Bystander-Angela; Target-Serena)
3. 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! She is so weird!" Janelle hears what Kim said about Angela but does not say anything. (Answer: Bully-Kim; Bystander-Janelle; Target-Angela)
4. At recess, Angela and Janelle run very fast to get to the swings first. Kim tries to get on the swings, too. Angela says, "Kim, you can't swing with us." Janelle continues swinging. Kim keeps trying to get on the swings, but Angela holds the swing out of her reach. (Answer: Bully-Angela; Bystander-Janelle; Target-Kim)
5. The teacher asks Janelle to pick her kickball team. She chooses Kim right away but doesn't pick Serena. When Kim asks her, "Why didn't you pick Serena?" Janelle replies, "I don't want her on our team. She doesn't kick the ball far enough." (Answer: Bully-Janelle; Bystander-Kim; Target-Serena)

### Discussion:

Discuss how their character behaved in the scene and why. Some sample questions to help guide your discussion after each scene are:

- Why do you think your character was the ...(bully, bystander, target)?
- How does your character feel?
- What could the bystander do differently?
- How could you do the scene differently so each character was kind/respectful?



### 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.
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.

#### 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 are weird.”

3. 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.”

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, 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—Band Aids

### Objective:

To help girls understand ways they can help one another when bullying occurs.

### Materials:

- Life-size outline of a girl on large poster board
- Bandage cutouts (located in back of packet), or use real bandages
- Crayons
- Tape
- Glue sticks

### **“Tell Someone” from the book “Bullying: Is Anyone Listening?” by SHARP Literacy, Inc.**

If you hear a bully talking, tell an adult or a friend. When I was in 3rd grade I had a bully pushing me and talking to me, and it made me feel bad all the time. He said terrible things about me that were not true. I was getting angry with myself.

I couldn't take it anymore, so I talked with my mom and dad about it. They told me that I had to forget it, so I tried not to think about it for a while. I listened to them, but I couldn't forget it because he was always there treating me like I was a “nobody.”

My parents said that every day I had to come home and talk to them about my day and that helped me to figure out what to do and how to handle my problems. So, if you have a bully hurting you, talk to an adult or to a good friend.

### Pre-meeting preparation:

Make a life-size outline of a girl, cut it out, and tape it to the wall. Cut out two bandages per girl in the troop.

### Activity directions:

1. Introduce the activity by sharing with the girls 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 you could use:
2. *“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 quickly sat in the chair. She said, ‘All the seats at this table are only for my friends, I guess you’ll have to sit somewhere else.’”*
3. Ask the girls to share very short stories of what happened that hurt their feelings. Be sure to tell the girls to only tell about the situation without using anyone’s names.
4. While girls are telling their stories, write a short phrase on the life-size girl outline that represents what each girl shared (left out, name calling, you can’t play, etc.)
5. Ask the girls how they can tell when someone’s feelings have been hurt. (Ask questions like: “What is the look on the person’s face?”; “How does she/he stand?”; “What other movements does the person who has been hurt make?”)
6. Have the girls stand up and show the body language and facial expressions of someone who has been hurt. Ask the girls, “What is a person called who tries to hurt someone else on purpose again and again?” Explain that the answer is “a bully,” and introduce the idea that we need to help protect each other from bullies.
7. Give each girl one or two of the bandages. Help the girls come up with ideas on how they could help a friend who has been the target of a bully. Ideas:
  - 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.
8. Use the glue or tape to stick the bandages over the hurtful words/actions on the life-size girl outline. Save this girl outline for future reference if the girls need a reminder of how we all should stand up for each other.
9. Read the excerpt in the blue box aloud. Help the girls to brainstorm a list of adults that they could go to for help in a bullying situation.



## Activity #5 - Everyone Belongs Here Bracelet

### Objective:

Girls will understand that everyone in the troop belongs and that we all benefit from one another's differences.

### Materials:

- Pony beads in colors as noted below
- Star beads (one per girl)
- Elastic cord
- Scissors
- Plastic or paper cups or bowls
- Labels for each color bead

### Bead colors and meanings:

- Blue—is good at listening
- Yellow—is good at sharing
- Purple—is friendly and nice to everyone
- Orange—is a good helper and offers to assist others

### Pre-meeting preparation:

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

### Activity directions:

1. Hand out the elastic cord with the star bead on it. Have each girl say one thing she is good at. Example: coloring, playing games, sports, cooking, writing, etc. The troop can help a girl think of something, if she is struggling.
2. Explain that no matter what each of them is good at, they are all "stars" that shine brightly when they use their personal talents.
3. Show girls the different colors of beads and talk about what each color represents.
4. Explain that each of them is good at different things. And, with all of them and their skills combined, the troop is a great, strong combination of many talents that can come together to accomplish many things.
5. Ask them to think about which of the 2 characteristics represented by the different color beads best describe themselves.
6. Have the girls take several of each of their 2 colors that describe them and add them to their string.
7. Tie the string ends together to make a bracelet.
8. Have the girls compare the colors of their bracelets. Lead a discussion about the differences and the similarities in the bracelets and how this reflects the differences and similarities in the girls. Make the statement: "Everyone belongs here, and everyone is a valuable member of the troop."
9. The positive meanings of the beads are great ways to create and have healthy friendships.

### Girl Scout Daisy NO BULLIES Troop Pledge

See the pledge in the back of this resource. Make enough copies for each girl to have one. Have the girls say the pledge together. Have each girl sign her pledge and take it home.



## **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 Daisy Bully; Bystander; Target

**Bully**  
(the person who is being mean)



**Bully**  
(the person who is being mean)





## Activity #2

# Power Play Signs - Girl Scout Daisy Bully; Bystander; Target

### **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 Daisy Bully; Bystander; Target

**Target**  
(is hurt by the Bully)

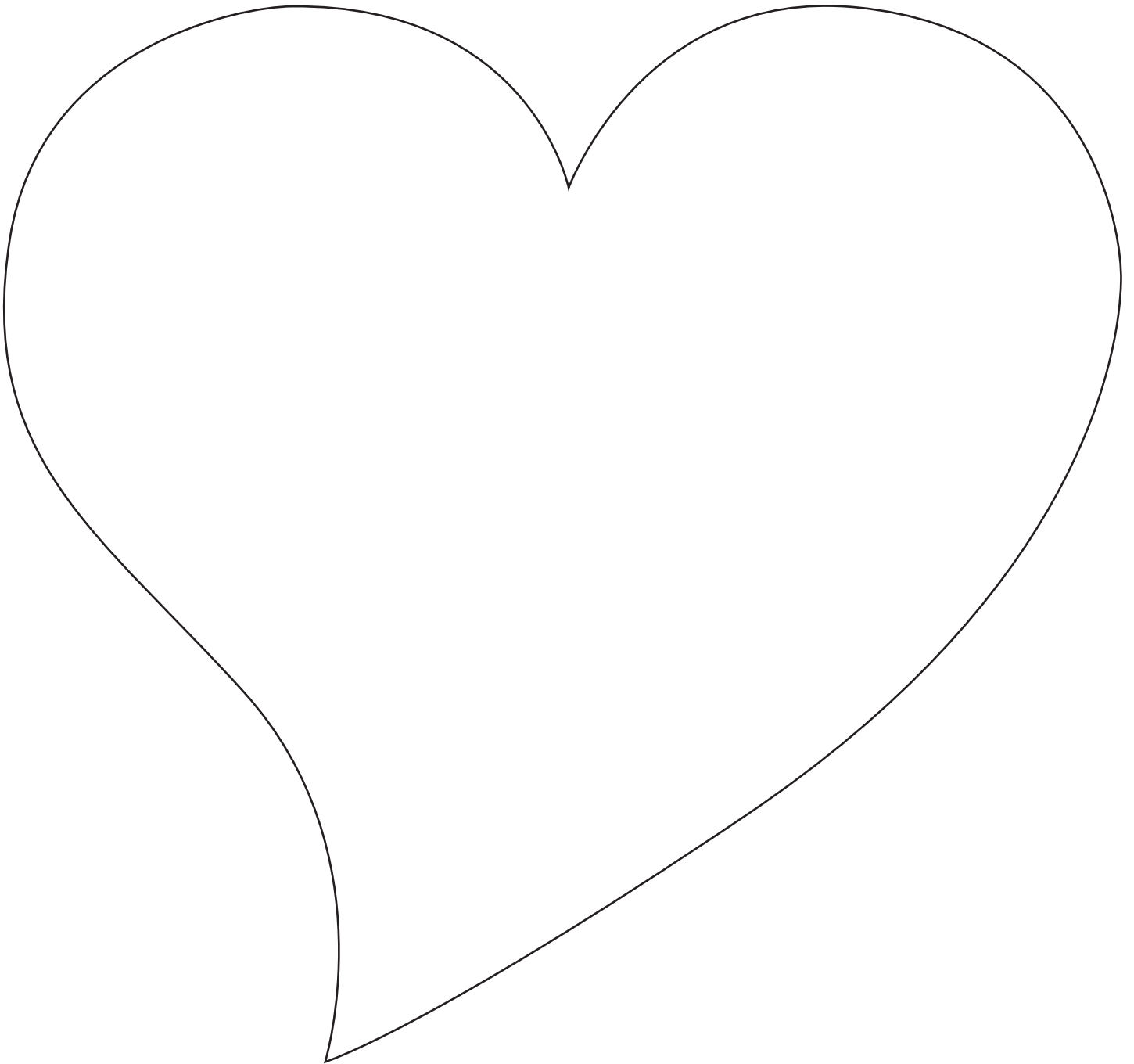


**Target**  
(is hurt by the Bully)



**Activity #3**

**Heart Template**  
**Copy this page as needed**

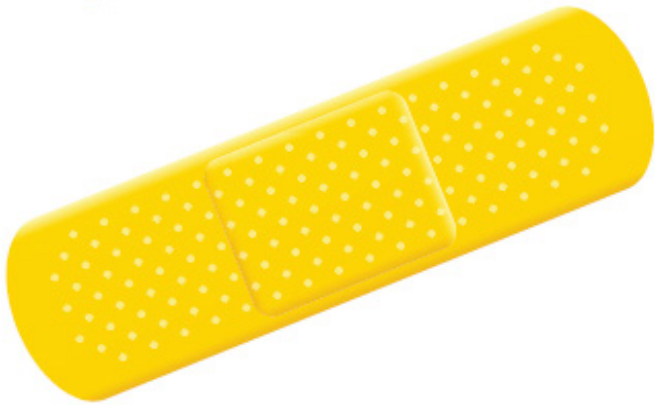
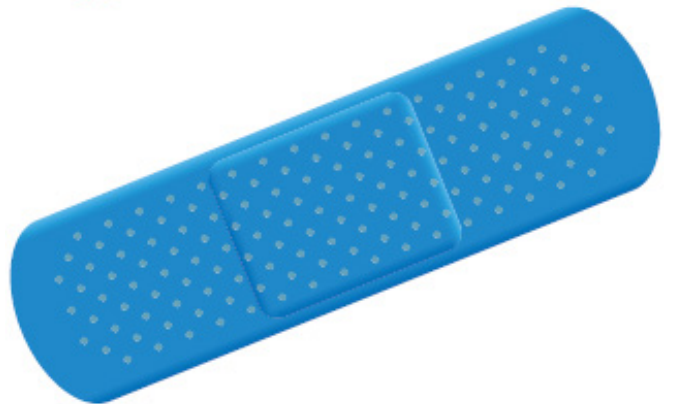




## Activity #4

# Bandage Templates

**Two bandages per girl | Copy this page as needed**



# **Girl Scout Daisy 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 Daisy 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](http://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](mailto:customercare@girlscoutsgwm.org).

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

**The Mountain Top Shop**  
**Girl Scouts of the Green and White Mountains**  
**1 Commerce Drive**  
**Bedford, NH 03110**