

“No Prob-Llama”

Conflict Resolution Guide for Girl Scout Junior Leaders



girl scouts 
of the green and
white mountains

Dear Girl Scout Junior 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 Juniors 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.

We have included information on cyber-bullying. According to the Cyber-bullying Research Center, cyber-bullying is often more devastating than schoolyard bullying because targets often do not know who their bully is, nor do they know why they are being bullied. The cyberbully can hide his or her identity using anonymous screen names. The cell phone is the choice for bullying among school-age children using an electronic tool.

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.

Cyber-bullying is willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices intended to harass and threaten others.

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

Cyber-bullying

- Sending hurtful or threatening text messages
- Posting negative photos or videos of someone online
- Creating a web page to embarrass someone
- Creating an online profile of someone without his/her permission and/or knowledge

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

Activity # 1 – Creating a No Bullying Place

Objective:

Girls will understand the definition of bullying and the types of bullying. Girls will learn about the role players in bullying incidents. Girls will list and practice ways to help and support each other in bullying situations

Materials:

- Construction paper cut into heart and square shapes (enough for 3 per girl of each shape)
- 1 paper bag
- Pencils/pens
- Small rocks (3 per girl)
- Poster board
- Markers

Pre-meeting preparation:

Write “hurtful” in large letters on one side of paper bag, write “helpful” on the other side, cut out the squares and hearts, making sure that the squares are large enough to wrap around the small rocks.

Activity directions:

1. Have the girls think about some of the actions, behaviors or words the girls and boys in their school use to intentionally hurt each other. When the girls have had time to think, hand each of them 3 of the square-shaped papers. Ask them to write an example of a hurtful behavior on each of the squares. Instruct them to list actions/behaviors ONLY... no names!
2. Ask each girl to share what is written on her square. If some girls are hesitant to read what they have written, collect the squares then redistribute so that each girl has a random set of squares. Ask these questions: “How often do these hurtful things happen?” and “How do you think it would feel to have these hurtful things happen to you?”
3. Hand out 3 rocks to each girl. Ask the girls to wrap each square with the hurtful behavior around a rock. When all the rocks are covered, the girls should drop them into the first paper bag, labeled “hurtful”. Lift the bag, comment on how heavy it is with all the hurtful behaviors inside it. Ask the girls, “Can you imagine what it would feel like to walk around with all these hurtful behaviors stored up inside you?” and “Would you feel heavy like this bag if your classmates called you names, spread rumors about you or left you out of their groups?”
4. Now ask the girls, “Think about all the hurtful behaviors in this bag. When someone tries to intentionally hurt someone else, what is that called?” Bullying is the answer you want from the girls. Explain, “Bullying is when someone does something mean or hurtful to another person over and over again. This person means to be mean.”
5. Talk about the definitions of bullying, relational aggression and cyber-bullying, using some of the examples of hurtful behaviors they placed in the bag. Stress that bullying thrives on secrecy. A girl who spreads rumors or posts mean things about someone online is counting on no one telling an adult or doing anything about it. Ask the girls, “Why do you think some girls and boys do these hurtful things to each other?” Responses might include “for fun”, “jealousy”, etc. Say, “I agree with all the reasons you have said, but I think it all comes down to one word and that word is POWER.” Stress that bullies try to take the power away from their target to make them feel helpless. Again, lift the bag of hurtful behaviors, stressing how heavy it is.
6. Ask the girls how easy they think it would be to stand up for themselves or anyone else when walking around with all this hurt and heaviness inside.

6. Introduce the idea that when any type of bullying happens there are different “role players”, or different people involved. Talk about what role each person — “Bully”, “Assistant Bully”, “Bystander”, “Upstander” and “Target” — plays. Most girls play the role of “Bystander”. They see it, they hear it, but they do not always do something to help. See Role Players below.
7. Hand out the heart shapes (3 per girl). Ask each girl to write one idea on each heart of how she can help when bullying happens. Read the suggestions on hearts and then place them one at a time in the bag and take out a square with a rock. Lift the bag, showing how this is lighter. Say to the girls, “If each of you tries to help, if you try just one idea from the hearts in this bag, look how much ‘lighter’ the target feels. You help take the hurt away and help her feel like she has her power back.” See Helping Strategies below.
8. Have a discussion with the girls about the troop setting and how to make sure it is a “no bullying” place. Have each girl write one of the helping strategies she will try on the large poster board. You can keep this poster board and refer back to it whenever needed.

Wrap-up:

Ask the girls to observe behaviors at school until your next meeting. Ask them to think how they, and their classmates, react to any bullying incidents. Tell them that the next time the troop meets, you will talk about how each girl may have HELPED or what she can do next time bullying happens.

Role players

Bully: the person who is being mean. They are doing it intentionally and to get more power.

Assistant Bully: stands near the bully. May or may not like what is going on. May laugh at what the bully does. This role player is still part of the problem.

Bystander: these role players do not like what is going on; they feel badly for the person being bullied, but they will not do anything because either they are afraid to do something or they do not know what to do. They are still part of the problem because the bully feels more powerful when no one does anything to help.

Upstander: These role players are a part of the solution. They do not like it when anyone gets bullied and they will do something to help.

Target: This is the person being bullied. They feel powerless and helpless.

Helping strategies

Bully:

- Stop
- Talk to an adult about what is really bothering you

Assistant Bully:

- Move away from the bully
- Don't laugh
- Get the bully away from the target

Bystander:

- Tell a teacher or another caring adult what is going on
- Say something kind to the target (out loud, or privately later)

Upstander:

- Tell the bully to STOP
- Get the target out of there
- Say something kind to the target; support the target
- Tell a teacher or another caring adult

Target:

- Tell the bully to stop; get away from the bully
- Tell a teacher or another caring adult what is going on
- Stand by friends who will defend you
- Share your hurt with caring adults and friends, but NOT the bully!

Activity # 2 – Power Play

Objective:

Understand the potential roles in a socially dramatic setting and realize the role they choose has a lasting impact on themselves and others.

Materials:

- Two sets of the Five Role Playing Cards (located in the back of the packet): Bully, Assistant Bully, Bystander, Upstander and Target
- Scenario Cards (also located at the back of the packet)
- 100 small items (Pennies, M&Ms, Jelly Beans, marbles, etc.)

Pre-meeting preparation:

Read through the scenes and concepts to become familiar with them. Determine how many smaller groups of 5+ girls you will need to make in your troop activity and increase the materials as needed.

Activity directions:

1. Ask for 5 girls to volunteer.
2. Provide each girl with one of the role playing cards (only one of each role)
3. Each girl reads the role she has on her card to the larger group.
4. Review the Helpful Strategies (provided in Activity #1 for each role).
5. Discuss the roles that can be played and answer any questions before you continue.
6. Each smaller group of 5+ takes their role playing cards, and the group selects one scenario card, without reading the scenario ahead of time.
7. Each smaller group then spends 15-20 minutes preparing a skit to perform in front of the group, playing out their roles and the scenario drawn.
8. One group performs their skit.
9. Reflect on the scenario and discuss:
 - How did your character behave and why?
 - Why do you think your character was the _____ (insert role)?
 - How does your character feel?
 - Who has the power in this scenario?
 - How did your character make other role players in the scenario feel?
10. Repeat as needed to enable all groups to act out their scenario and/or until all scenario cards have been taken.
11. When the skits are complete, ask the entire group “Who really has the power in a bullying drama?”
 - Present the statistics using the 100 small items.
 - Explain that 100 small items stands for 100% of the people.
 - Show the girls that out of every 100 people, or 100% of the people:
 - 6, or 6% of people bully
 - 9, or 9% of people are targeted
 - 85, or 85% of people are assistant bullies, bystanders or upstanders
 - Discuss what the impact would be if a larger group within the 100 would act collectively as Upstanders who actively say NO to bullying?

Scenarios:

1. Cassie makes fun of Jennifer daily because her clothes aren't from the "in" or popular places to shop in the mall. Cassie's friend Billie says, "Yeah, Jennifer, you have no sense of style!" Grace hears her but pretends not to notice. Sara sees that Jennifer is really sad. When Cassie walks by Jennifer and says, "Did you get those clothes from a garage sale?" Sara says, "That's mean Cassie, I think your shirt is pretty Jennifer!"

Answers: Bully- Cassie, Assistant Bully- Billie, Bystander- Grace, Upstander- Sara, Target- Jennifer

2. The girls on the volleyball team are planning a sleepover, but Jill doesn't want to invite Mariah because she is new to the team and really loud. In school, Jill tells Mariah, "Too bad you weren't invited to our sleepover." Karly says she agrees that Mariah shouldn't be invited because she plays her weird music too loud. Brienne acts as if she doesn't hear her. Abby tells Jill, "If you don't invite Mariah, I'm not coming either. We're supposed to be a team."

Answers: Bully- Jill, Assistant Bully- Karly, Bystander- Brienne, Upstander- Abby, Target- Mariah

3. Grace has invited all her friends to an ice skating party. Blaire doesn't know how to ice skate. Grace points at Blaire and says, "Look at her!" The girls burst into fits of laughter. Ally shouts, "How can you not know how to ice skate?" Dana snickers. Shayne takes Blaire by the hand, says "Not everyone knows how to ice skate Grace", and takes Blaire to sit down for hot cocoa.

Answers: Bully- Grace, Assistant Bully- Ally, Bystander- Dana, Upstander- Shayne, Target- Blaire

4. Cheyenne, Haley, Olivia and Lily always get to the game systems in the library first during study hall. They won't let the new girl, Sierra, use one of the games. Lily says, "Our group uses these during study hall, and you aren't part of our group." Haley adds, "You should go find something else to do." Olivia just keeps playing and ignores what's going on. Sierra tries to pick up an extra controller from the desk and Lily holds it out of her reach. Sierra gets tears in her eyes. Cheyenne stands up and says, "That is silly, Lily, the game systems are for everyone to use." Cheyenne hands her controller to Sierra to play.

Answers: Bully- Lily, Assistant Bully- Haley, Bystander- Olivia, Upstander- Cheyenne, Target- Sierra

5. Delaney is given the role of team captain for dodgeball in gym class and is told to pick her team. She chooses Amaya, Angela and Cherie right away, but not Serena. Cherie whispers and smiles with Angela and laughs loudly. When Amaya asks Delaney, "Why didn't you pick Serena?" Delaney replies, "I don't want her on our team. She is slow and always gets out."

Answers: Bully- Delaney, Assistant Bully- Cherie, Bystander- Angela, Upstander- Amaya, Target- Serena

6. Janelle is the captain of the cheer squad. She never hangs out with girls that aren't in the popular crowd. Janelle lives next door to Ali and knows that she is really good at math. Janelle asks Ali for help after school. In school, as they pass in the hallway, Janelle routinely ignores Ali. Ali says, "Hi Janelle, and waves." Janelle just rolls her eyes and waves back. One day Janelle's friend Piper says, "Why do you even try to talk to her, she doesn't fit in with our group of girls." Another cheerleader, Morgan adds, "Yeah she's really beneath you as cheer captain!" Ali's friend Nicole responds to the cheerleaders, "Well then, she could learn a thing or two about how to be nice to others, especially those who tutor her outside of school."

Answers: Bully- Piper, Assistant Bully- Morgan, Bystander- Janelle, Upstander- Nicole, Target- Ali

(Note: girls may determine that there are multiple "bullies" in this scenario- have a discussion and **9** allow for them to interpret the scenarios as they see fit!)

Activity #3 – Is it True? Is it Kind? Is it Necessary?

Objective:

Girls will understand that words can be as hurtful as actions. They will learn that gossiping and rumor spreading are examples of relational aggression. Girls will learn a strategy to help determine if they are sharing information or gossiping.

Materials:

- 3 signs, each one saying: “Is it true?”, “Is it kind?” and “Is it necessary?” (located in back of packet)
- Blank paper
- Markers
- Glue
- Craft supplies

Pre-meeting preparation:

This activity is based on the quote: “Before you speak, think: Is it necessary? Is it true? Is it kind? Will it hurt anyone? Will it improve the silence?” by Sri Sathya Sai Baba. Hang the 3 signs near where the girls sit for the troop meeting.

Activity directions:

1. Share a story about a time when someone close to you shared some news (good or bad). Make sure the story you tell is about news that was not hurtful, and could not be called “gossip”. Ask the girls, “Do you think this person was gossiping when she shared this news with me?” Give each girl an opportunity to respond.
2. Ask the girls, “Do you have some classmates who sometimes share news that seems hurtful? Or do even wonder if it is true? Sharing information that is not yours to share, or is untruthful is a type of bullying called relational aggression.” Gossiping and rumor spreading are examples of relational aggression.
3. Talk to the girls about how it is normal to want to share information with their friends, but they need to know when “sharing information” crosses a line and becomes “gossiping” or “rumor spreading.” The test for this is to ask, before you speak ...“Is it true?” “Is it kind?” “Is it necessary?” If the answer to any of these questions is “NO”, then what you are about to say is not sharing news, it is spreading gossip or rumors, and you should stop!
4. Read the statements listed below, after each statement, ask the girls to answer each question, “Is it true?” “Is it kind?” “Is it necessary?”

Sharing information or gossiping

“Did you hear that Sally got an F on the math test?”

“I think her parents had a big fight.”

“She stayed home from school today because she had a really bad headache.”

“I heard she is moving next year.”

“No one likes her because she thinks she is so smart.”

“Can you believe her mom won’t let her have a Facebook page?”

“I think she will be late for class because she had to stay and finish her art project.”

“Did you hear what she did to her best friend?”

“She won’t be at our Girl Scout troop meeting because she is visiting her grandma in the hospital.”

“I know why no one likes her.”

5. Hand out paper and craft supplies. Each girl should write, “Is it true?” “Is it kind?” “Is it necessary?” on the paper and decorate it any way they wish.

Wrap-up: Ask the girls to hang their paper somewhere to help remind them to ask the 3 questions every time they share information. Gossip and rumors are hurtful. Sharing information is fine if no one is hurt.

Activity #4 – BFF’s... “Forever” is a Very Long Time!

Objective:

Girls will examine their criteria for choosing and keeping friends. They will discuss what to do when their friend is a Bully, Target, or Bystander.

Materials:

- 6 different photos of girls (located in back of packet) - two photos will have “Bully” written on the back; two will have “Target”; two will have “Bystander”
- Sample job descriptions (“help wanted”) from online or a newspaper
- Paper
- Pens

Pre-meeting preparation:

Hang the six photos around the room. Do not let the girls see the words “Bully”, “Bystander” and “Target” written on the back of the photos.

Activity directions:

1. If necessary, review the vocabulary learned from the two introductory activities (types of bullying, role players, helping strategies).
2. Ask the girls to walk around the room, looking at the 6 photos you have posted on the walls. Tell them to stand by the photo of the girl that most looks like someone each girl would choose as her best friend. Do not answer any questions about the photos yet.
3. After each girl has chosen a photo, give each an opportunity to state why she chose that photo. Discuss how everyone (even adults sometimes!) choose friends based on outward appearances, perceived things in common, etc. However, we learn quickly that what is inside is what matters the most.
4. Read the description on the back of each photo. After the girls know what each of their “friends” are like on the inside, tell the girls they may move to another photo if they’d like.
5. Ask each girl why she stayed with the friend, or why she moved to another friend. Lead a discussion about what we should do when we find out a friend of ours is a Bully. (Remind the girls of the helping strategies, if necessary). What should we do if our friend is a Target (how can we safely support our friends)? What should we do if our friend is a Bystander (how can we have safety in numbers and help end bullying together)? Tell the girls it is okay to take a break from a friend who has bullying behaviors, but be sure that friend knows why you are taking a break from the friendship.
6. Tell the girls that they are going to create a “Best Friend Job Description”. Talk about what qualities, personality traits, hobbies, interests, etc. are important to each of them. Show the girls examples of job a description or help wanted ads. Each girl will create a job description/help wanted ad for her ideal best friend.

Wrap-up:

If time allows, the girls may decorate their ads with markers, etc. They may also share their ads with the large group.

Activity #5 – Staying True to You in Cyberspace!

Objective:

Girls will understand the difference of nonverbal communication and how online communication can be easily misinterpreted. They will understand that their online and “real life” personas must be the same.

Materials:

- Paper plates
- Markers
- Craft items to make masks
- “Did you hear what she said?” (located in back of packet)
- Mask handout (located in back of packet)

Pre-meeting preparation:

Troop Leaders take the Cyberspace Literacy Quiz (located in back of packet) to test your knowledge.

Some interesting statics regarding youth using the Internet:

- 17% of 6-11 year olds and 36% of 12-17 year olds reported that someone said threatening or embarrassing things about them through e-mail, instant messages, Web sites, chat rooms or text messages. (Fight Crime: Invest in Kids, 2006).
- Girls typically use the Internet to enhance relationships. They use social networking sites more often than boys (70% to 50%); they post photos more often than boys (54% to 40%).
- Boys typically use the Internet to create relationships, are more likely to go online to post videos than girls (19% to 10%).
- Typically, boys use the Internet for gaming and entertainment, while girls typically use the Internet for connecting with others.
- Youth use emojis in place of nonverbal communication (facial expressions and body language), but online communication is easily misinterpreted.

Activity directions:

1. Ask the girls how many of them have been online and use the Internet or a cell phone to communicate with friends. Tell the girls that at today’s meeting you are going to talk about the differences between communication with each other online and in person. Divide the girls into pairs and ask them to stand up, facing their partner. Ask each girl to give her partner a compliment – a sincere compliment, i.e., one that she really means. Next, ask each girl to stand back to back and give the same compliment to each other. Finally, ask each girl to write down the compliment on a sheet of paper and give it to her partner.
2. Discuss with the girls what they prefer: a face-to-face compliment, one where she heard the compliment, but did not see the face, or a written compliment? Ask the girls, “Why is it nicer to get compliments face to face?” Lead the girls in a discussion about communication, “Experts say that only about 93% of our communication with other people are the words we say. How else do we communicate?” For example: facial expressions, body language, tone of voice.
3. Read the following sentences, each time putting emphasis on the word in **BOLD**.

Did you hear what she said? Did **you** hear what she said?
Did you **hear** what she said? Did you hear **what** she said?
Did you hear what **she** said? Did you hear what she **said**?

Ask, “How does the meaning of the sentence change when you put the emphasis on a different word?”

4. Now, ask the girls to read the same sentence as above, but this time read it as someone who is: Concerned. Bored. Angry. Happy.
5. Discuss with the girls what happens when we change or remove facial expressions, or when we change the tone of our voice when we communicate with each other. Ask, “Now, what happens when we communicate online? What can happen when we cannot see the other person’s face or hear their tone of voice?” Discuss with the girls how online conversations can be easily misinterpreted.
6. Say to the girls, “Sometimes, when we are online, it might be easier to say hurtful words because cell phones and computers are almost like masks we can hide behind. We do not have to see someone’s face if we hurt them. We can also hurt someone unintentionally because they can’t see us and understand the true meaning of our words.” Discuss the importance of understanding that our online “mask” is a reflection of who we are in real life, too. The face we present online must be the same as the one we present in real life to our friends and classmates.
7. Give the girls paper plate “masks” to decorate. They should decorate their mask to reflect the good friend they are, both in person and online. Stress to the girls that who we are online has to be the same as who we are in real life.

Wrap-up:

Ask the girls to brainstorm rules for communicating online with their peers. You may want to turn these “rules” into an online etiquette pledge have each girl sign. Share your online etiquette pledge with parents.

Remind the girls:

- Do not give your phone number out to everyone
- Never share your passwords with anyone, except your parents
- Do not share your screen name with potential bullies
- Do not share your personal information online, including full name, address, phone number, or school name
- Do not respond to cyber-bullying messages
- Do not pass along or forward cyber-bullying messages
- Tell friends to stop cyber-bullying
- Save messages, e-mails, and photos as proof
- Report cyber-bullying to parent or other trusted adult

Activity #6 – Popularity Means Everything?

Objective:

Girls will examine their criteria for defining who is and isn't "popular." They will create a new definition for "popular", based on the concept that it is cool to be kind to each other.

Materials:

- Copies of the Popularity Quiz (one for each girl located in back of packet)
- Pens/pencils
- Large sheet of paper
- Teen magazines
- Markers

Pre-meeting preparation:

Gather as many "teen" magazines as you can. You will need many photos, words, and phrases the girls can use to create a collage of a new, positive definition of "popular."

Activity directions:

1. Have the girls fill out the Popularity Quiz (make sure they don't put their name on it) and hand in to the leaders when they are finished. Leaders tally each answer and at the end of the activities let the girls know how many marks were tallied for each answer.
2. Say to the girls, "Does your school have 'popular' kids?" Most of the girls will say "yes!" Using a large sheet of paper, ask the girls to tell you what are the qualifications for being "popular" in their school. Write their answers on the left-side of the large sheet of paper. Please be sure that the girls list qualities, not names!
3. After the girls have brainstormed the list for being popular, ask, "Can anyone be part of the popular group?" Lead the girls through a discussion of the "rules" for popularity at most schools. What would a girl have to wear if she is part of the popular group? How would she have to act? Could she be friends with anyone?
4. Ask the girls, "Who decides who gets to be 'popular' at your school?" Discuss this with the girls, making sure that they understand that they, along with their classmates, not only define who is popular, but also give power to the popular students. Say, "Together, we are going to create a new definition for 'popularity'." Label the other side of the large sheet of paper "good popular." Help the girls brainstorm inner qualities that should define popularity. Consider "popular" as a group where anyone can belong because she/he is kind, thoughtful, funny, caring, etc.
5. After the group has created a new definition for "popular," have the girls create a collage using magazine photos, words and phrases. The collage should serve as a reminder to them that they are responsible for defining and giving power to the students who are popular in their school.

Wrap-up:

Repeat the answers the girls marked on the Popularity Quiz. Then ask the girls, "Would they change any of their answers after doing the activities?" You may want to have a discussion on some of the questions the girls would change answers on. The girls may share their collages with each other.

Activity #7 – What’s Her Story? Building Empathy

Objective:

Girls will understand the importance of empathy for the Target, the Bystander and the Bully. They will think about the reasons some classmates bully each other.

Materials:

- Sticky notes (or small pieces of paper and tape)
- 3 boxes
- Pens/pencils

Activity directions:

1. Choose 3 girls to come to the front of the group. Have each girl stand by one of the three boxes. One box should read Bully, another box Target, and the other Bystander. Give each of the remaining girls a pen/pencil and 6 sticky notes.
2. Say to the girls, “Today we are going to think about how bullying makes everyone feel. In just a while I am going to ask our Bully, Target and Bystander to pose as their character while bullying is happening. While they are posing, I want the rest of you to take a close look at them.”
3. Ask the girls to strike a pose as their character of Bully, Target and Bystander.
4. Stand near the Bully. Ask the girls to write on one sticky note how the Bully looks when she is bullying. Have the girls consider facial expressions, body language, etc. The girls should “stick” their note to the outside of the Bully box. Do the same for the Target and the Bystander.
5. Read aloud the sticky notes on each of the boxes. Ask the girls if they are surprised at any of the responses, or if they want to add anything before you move on.
6. Explain to the girls that now, they are going to think about what is going on inside each of the characters when the bullying is happening. They should now consider the feelings or emotions of each.
7. Again, start with the Bully box. The girls will write how they think the Bully feels on one sticky note. This time, the girls will “stick” their note to the inside of the box. Do the same for the Target and the Bystander.
8. Tell the girls, “When I read the feelings/emotions on the sticky notes inside of the box, if you hear one repeated, let me know.” Read aloud the feelings/emotions on the sticky notes, placing any that are doubles near you. Typically, words like “sad” or “angry” are doubles. Ask the girls, “Do you think the Bully, the Target and the Bystander could all share the same feeling?”
9. Choose two feelings from the sticky notes and ask the girls to form small groups and discuss how each character might feel that emotion and why. (For example: The Bully might feel angry or sad because she’s having problems at home, or she might be jealous. Remind the girls that bullying is about power. The Target might feel angry or sad because she feels like she gets picked on because she is different. The Bystander might feel angry or sad because she does not feel good about the situation. Ask the girls, “Have you ever heard the expression: Walk a mile in my shoes? It’s all about being empathetic. What do you think the expression means?”

You are looking for answers like: “This means to put yourself in someone’s situation,” “If you could feel what a person is experiencing,” “That you see someone else’s point of view.”

Tell the girls, “When you try to understand how someone else feels, like you just did in the last exercise, it’s called being empathetic.” Explain that “empathy” is the word that defines how we treat others, based on knowing how they feel

10. Ask the girls the following questions, what they think this girl felt, and why:

- You helped a friend with her homework. How does she feel and why?
- No one picked a girl to play on a team. How does she feel and why?
- A girl calls someone hurtful names. How does that girl feel and why?

Wrap-up:

If we take the time to try to understand how someone feels although we may not know their story or know everything they feel inside, we can have “empathy.” That is the word that defines how we treat others, based on our understanding of how they feel. While we can have empathy for a bully it does not change the fact that bullying is unacceptable behavior. Empathy is an important virtue to have in building healthy friendships.

See the Girl Scout NO BULLIES pledge at the back of the book. Make enough copies for each girl to have one. Have the girls say the pledge together. Have each girl sign her pledge and take home.

Resources

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

Activity #2

Power Play - Scenarios

Cassie makes fun of Jennifer daily because her clothes aren't from the "in" or popular places to shop in the mall. Cassie's friend Billie says, "Yeah, Jennifer, you have no sense of style!" Grace hears her but pretends not to notice. Sara sees that Jennifer is really sad. When Cassie walks by Jennifer and says, "Did you get those clothes from a garage sale?" Sara says, "That's mean Cassie, I think your shirt is pretty Jennifer!"

The girls on the volleyball team are planning a sleepover, but Jill doesn't want to invite Mariah because she is new to the team and really loud. In school, Jill tells Mariah, "Too bad you weren't invited to our sleepover." Karly says she agrees that Mariah shouldn't be invited because she plays her weird music too loud. Brienne acts as if she doesn't hear her. Abby tells Jill, "If you don't invite Mariah, I'm not coming either. We're supposed to be a team."

Answers: Bully- Cassie, Assistant Bully- Billie, Bystander- Grace,
Upstander- Sara, Target- Jennifer

Answers: Bully- Jill, Assistant Bully- Karly, Bystander- Brienne,
Upstander- Abby, Target- Mariah

Activity #2

Power Play - Scenarios

Grace has invited all her friends to an ice skating party. Blaire doesn't know how to ice skate. Grace points at Blaire and says, "Look at her!" The girls burst into fits of laughter. Ally shouts, "How can you not know how to ice skate?" Dana snickers. Shayne takes Blaire by the hand, says "Not everyone knows how to ice skate Grace", and takes Blaire to sit down for hot cocoa.

Cheyenne, Haley, Olivia and Lily always get to the game systems in the library first during study hall. They won't let the new girl, Sierra, use one of the games. Lily says, "Our group uses these during study hall, and you aren't part of our group." Haley adds, "You should go find something else to do." Olivia just keeps playing and ignores what's going on. Sierra tries to pick up an extra controller from the desk and Lily holds it out of her reach. Sierra gets tears in her eyes. Cheyenne stands up and says, "That is silly, Lily, the game systems are for everyone to use." Cheyenne hands her controller to Sierra to play.

Answers: Bully- Grace, Assistant Bully- Ally, Bystander- Dana,
Upstander- Shayne, Target- Blaire

Answers: Bully- Lily, Assistant Bully- Haley , Bystander- Olivia,
Upstander- Cheyenne, Target- Sierra

Activity #2

Power Play - Scenarios

Delaney is given the role of team captain for dodgeball in gym class and is told to pick her team. She chooses Amaya, Angela and Cherie right away, but not Serena. Cherie whispers and smiles with Angela and laughs loudly. When Amaya asks Delaney, “Why didn’t you pick Serena?” Delaney replies, “I don’t want her on our team. She is slow and always gets out.”

Janelle is the captain of the cheer squad. She never hangs out with girls that aren’t in the popular crowd. Janelle lives next door to Ali and knows that she is really good at math. Janelle asks Ali for help after school. In school, as they pass in the hallway, Janelle routinely ignores Ali. Ali says, “Hi Janelle, and waves.” Janelle just rolls her eyes and waves back. One day Janelle’s friend Piper says, “Why do you even try to talk to her, she doesn’t fit in with our group of girls.” Another cheerleader, Morgan adds, “Yeah she’s really beneath you as cheer captain!” Ali’s friend Nicole responds to the cheerleaders, “Well then, she could learn a thing or two about how to be nice to others, especially those who tutor her outside of school.”

Answers: Bully- Delaney, Assistant Bully- Cherie, Bystander- Angela, Upstander- Amaya, Target- Serena

Answers: Bully- Piper, Assistant Bully- Morgan, Bystander- Janelle, Upstander- Nicole, Target- Ali (Note: girls may determine that there are multiple “bullies” in this scenario- have a discussion and allow for them to interpret the scenarios as they see fit!)

Activity #2 and #4

Role Playing Cards



Bully: She is the typical “mean girl” of the grade. She spreads rumors, gossips, and rules over the playground. Anyone not in her group is left out and made fun of almost every day.

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Activity #2 and #4

Role Playing Cards



Bystander: She sees and hears bullying going on around her, she does not like it, but she will not get involved.

Bystander: She sees and hears bullying going on around her, she does not like it, but she will not get involved.

Activity #2 and #4

Role Playing Cards



Target: She is bullied almost every day. It has gotten so bad that she wants to switch schools.

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Activity #2 and #4

Role Playing Cards



Assistant Bully: She is typically the BFF or in the bully's inner circle of friends. She may not like what the bully does, but doesn't speak up to stop it and remains a passive part of the problem.

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Activity #2 and #4

Role Playing Cards



Upstander: She is an active part of the solution. When she sees bullying in action, she will intervene and use helping strategies to make it stop.

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Activity #3

Is it True? Is it Kind? Is it Necessary?

Is it true?

Is it kind?

Is it necessary?

Activity #5

Staying True to You in Cyberspace!

Cyber-Space Literacy Quiz – How much do you know?

1. How old must you be to set up a profile on Facebook?
 - 12
 - 16
 - 18
 - 13
2. The content of a child or teen's personal Web page or social networking site profile is private, and they have the right to keep it hidden from their parents or other adults because its like a diary.
 - True or False
3. It is impossible to confirm that people are who they say they are online, especially on social networking sites or in chat rooms.
 - True or False
4. Given the chance, most kids would cyber-bully someone else to get revenge if they knew they could get away with it.
 - True or False
5. Because most schools ban cell phone and unsupervised Internet use, cyber-bullying isn't really a problem in schools.
 - True or False
6. States are using pornography laws and identity theft laws to prosecute teens who misuse cell phones and computers.
 - True or False



Quiz Answers:

1. 13 years old. Keep in mind that although social media officials can remove a page for an underage user, they do not “police” the Web site. Younger children give a birth year that makes them 13 when registering for a Facebook profile. It is up to parents to closely monitor their children’s online profile. Younger children are more likely to give their password to others, to share their phone numbers and other personal information.
2. False. Again, parents have a right and a responsibility to keep their children safe from cyberbullies and online predators. Children and teens should never post photos that reveal where they are; they should never list their phone numbers or addresses.
3. False. Every computer has an ISP address—it is like a fingerprint—it is unique to each and every computer. It is important that children understand that anything can be traced (whether it is a computer ISP address or cell phone), and that everything you put on the Internet is permanent.
4. True. Sadly, many national studies of middle school youth show that children who would never bully someone face-to-face state that they would bully online because of what they perceive to be their total anonymity.
5. False. Children and teens still use their cell phones in school! And, with the use of smart phones, many children are connected to the Internet 24/7.
6. True. The term is “sexting”, it is becoming a growing problem among middle and high school youth.

Activity #5

Staying True to You in Cyberspace!

Did you hear what she said?

Did **you** hear what she said?

Did you **hear** what she said?

Did you hear **what** she said?

Did you hear what **she** said?

Did you hear what she **said**?

Did you hear what she said?

Did **you** hear what she said?

Did you **hear** what she said?

Did you hear **what** she said?

Did you hear what **she** said?

Did you hear what she **said**?

Did you hear what she said?

Did **you** hear what she said?

Did you **hear** what she said?

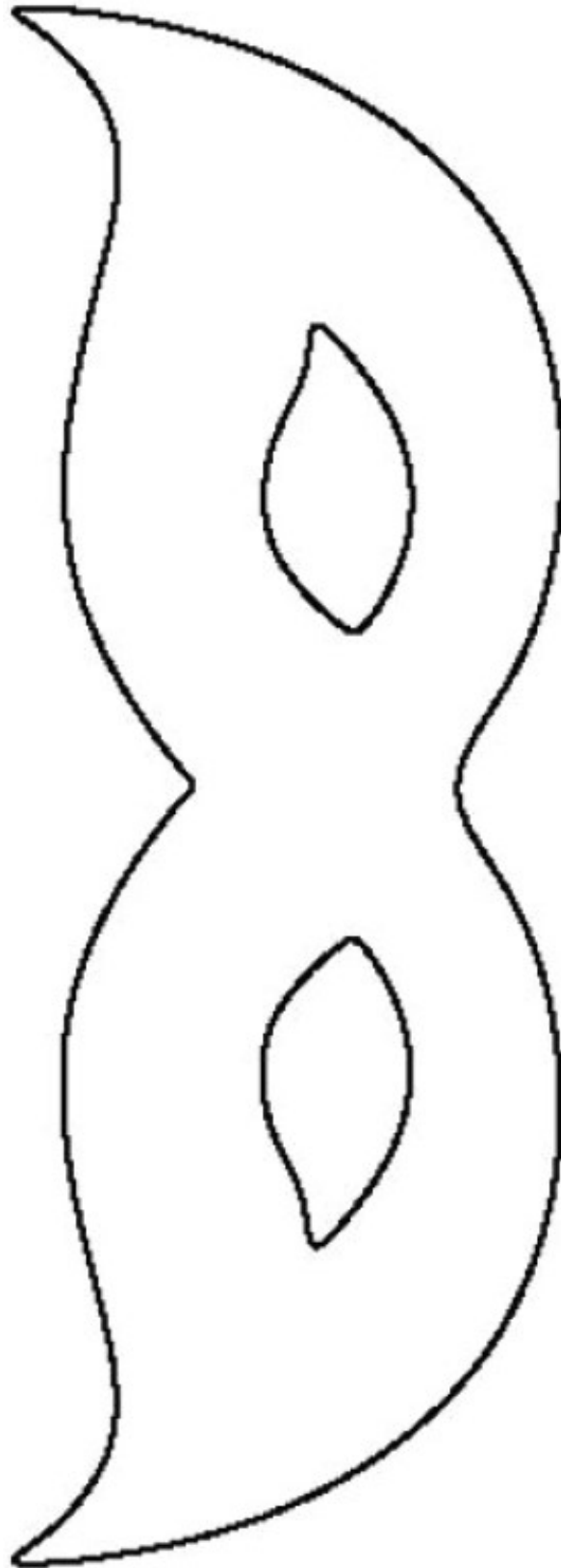
Did you hear **what** she said?

Did you hear what **she** said?

Did you hear what she **said**?

Activity #5

Staying True to You in Cyberspace!



Activity #6

Popularity Quiz

Question	Yes	No	Not Sure
At my school, most of my classmates think being “popular” is very important.			
Being “popular” is very important to me.			
There are some students in my class who are “popular” and some students who are not “popular”			
Anyone can be “popular” at my school			
You must wear certain clothes or shoes to be considered “popular” at my school			
Anyone can be “popular” if she/he is nice to others and takes time to help others			
I am “popular” at my school			

Girl Scout Junior 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 #: _____



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Girl Signature: _____

Date: _____

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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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Girl Scouts of the Green and White Mountains
1 Commerce Drive
Bedford, NH 03110