

# “No Prob-Llama”

Conflict Resolution Guide for  
Girl Scout Cadette, Senior, and  
Ambassador Leaders



girl scouts   
of montana  
and wyoming

A very special thank you to the **Girl Scouts of Northeast Ohio**  
for sharing their design for this resource.

## **Dear Girl Scout Cadette, Senior, or Ambassador 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.

If you need additional support related to bullying and conflict in your troop, please contact your MEM (Membership Experience Manager).







## **Girl Code of Conduct Agreement**

***As a Girl Scout member, I agree that the following statements are true and I will follow them. They 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 Family Promise***

*On my honor, I will try:*

*To support my Girl Scout and her troop,  
To help girls lead at all times,  
And to always keep it fun!*

### ***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.

Show kindness to others.

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 Group Agreements:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**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

## Introductory Activity - Peacemaker Kit

### Materials:

- Small boxes (1 for each girl)
- Glue
- Markers
- Scissors
- Bits of tissue paper
- Stickers

### Activity directions:

1. Pass out a small box to each girl. Explain to her that this is going to be her Peacemaker Kit. Have her decorate the box as she wants.
2. While on her Girl Scout journey, she will collect tips and tools to use to create peace. Think of them as scrapbooks in which each girl saves the ideas she finds most meaningful.
3. Throughout the following activities, refer back to this kit and have the girls contribute to it.

## Activity #1 – Navigating First Impressions and Relationships

### Objective:

Girls explore relationship obstacles and the impact first impressions have on relationships.

### Materials:

- Inflatable beach ball marked with “Beneath the Surface” questions
- Candy

### Sample “Beneath the Surface” Questions:

Feel free to create your own questions to help girls travel “Beneath the Surface” of what they may already know about each other.

- What is your favorite subject in school?
- What is your best quality?
- If you could excel at any sport, what would it be?
- What is your favorite animal and what noise does it make?
- What’s your favorite food and why?
- If you could choose a song to describe your personality on a sunny day, what would it be?

### Activity directions:

1. Start with the Girl Scout Promise and the Law. If they have not reviewed the Girl Code of Conduct, have them complete it.
2. Ask the girls: What do we need to promise each other so that we can have a really positive experience relating to others along this Journey?
3. Have the girls stand in a circle and let them know that Girl Scouts is a safe environment in which we can share without fear of judgment. Let’s do our best to keep it a safe space.
4. Explain: When the ball is passed to you, answer the question that is closest to your left thumb. After answering, toss the ball to a girl who has not had a turn and is not directly next to you.”

5. Then give the ball a chance to move around the circle, and once every girl has answered a question, start a conversation about first impressions (give them a piece of candy if they share an answer).

- Have you ever thought you knew something about someone else but found out you were wrong? Explain.
- How do first impressions impact teams?
- What happens when we act as if everyone is exactly the way we first perceived them? Talk about how this can include or exclude others.
- When you walk into a room and realize you don't know anyone else there, what do you usually do to feel comfortable with others?
- What do you base your first impression on?
- How accurate do you think your first impressions are when meeting people for the first time?
- When have you had a completely wrong first impression of someone, and what changed your mind?
- Can you think of situations when people had the wrong first impression of someone, and what changed their mind?
- Can you think of situations when people had a wrong first impression of you? What did you do to give an accurate impression of yourself?
- What could you do so that first impressions allow you to see people for who they really are, rather than who you think they are?

6. Start by sharing: Sometimes it seems we're just supposed to know what a good friend is without really thinking about what it means. Let's take a moment to think about the definition of a good friend. Here are some scenarios to get you thinking:

You and your BFF are having a friend's night in! You have the snacks, the music, and your favorite movies packed. They call you to share they've invited their cousin (who just moved to town). You're kind of bummed because you wanted some solo time with your BFF. You:

- A. Keep silent about your feelings, but unenthusiastically still agree to come over.
- B. Think of a lame excuse and cancel—you don't want to be bothered with new people.
- C. Let your BFF know you're kind of disappointed but are still excited to meet their cousin and have a good time together.

Your family just moved, so you're the new girl in school. You feel so out of place. As you struggle to get into your locker, the girl from your homeroom, who dresses uniquely, sees that you need help and decides to come over. What do you do:

- A. Look her up and down and tell her no thanks.
- B. Look around to see if any of the cool kids are watching before you give her an answer.
- C. Accept her offer immediately—it's nice to have someone else to talk to. She seems really nice and made a funny comment in homeroom.

You have plans with friends for the weekend and are really looking forward to it. Then some girls in the more popular crowd invite you to hang with them. What's your plan:

- A. Decide that it would be easier to not do anything with anybody.
- B. Brag to your friends how the popular girls want you to hang with them and how excited you are.
- C. Tell the popular girls that you appreciate the invite, but you already have plans with your friends and hope to hang with them another time.

7. Give the girls some time to talk about the scenarios and ask if they've ever dealt with anything similar. Open the floor to discussion and give them an opportunity to share examples.
  - You can confront obstacles, try shortcuts, and take chances as you try to find the right way in your relationships.
  - When we bring more confidence and skill to our relationships, we can create better relationships that may actually improve the world around us.
  - While in the Friendship circle, have each girl silently think about some relationship issues that most affect them and which issue she wants to solve for herself.
  - Ask the girls to share the issues that they want to work on during this program.
8. End with Friendship Circle.

## **Activity #2 – Stereotypes and Your Circle of Friends**

### **Objective:**

Girls understand how stereotypes impact relationships and can identify personal qualities they seek in, and bring to, healthy relationships.

### **Materials:**

- Large sheets of paper
- Blank paper
- Pencils

### **Activity directions:**

1. Start with the Girl Scout Promise and the Law and review Girl Code of Conduct.
2. Ask the girls to define stereotype:
  - What does it mean to stereotype someone?
  - How do stereotypes influence who we choose to interact with and how we interact with them?
  - Who is hurt by stereotypes?
  - Do you think it's wrong for television shows and movies to use them?
  - Continue the discussion by inviting girls to identify examples of stereotypes that are used in portraying a character on a television show.
3. Have the girls draw a circle in the middle of a piece of paper with smaller circles connected to and extending out from it. Then,
  - Have the girls write their name in the center circle. In each of the smaller circles, have them write something that makes them the person they are, such as: female, athletic, bilingual, vegetarian, or religious.
  - Think of a stereotype associated with any of the groups that they identify with that isn't consistent with who they are, and write them down.
  - Have the girls write the following phrase on the bottom of the piece of paper: I'm \_\_\_\_\_ and I'm \_\_\_\_\_
  - Ask the girls to share what they wrote down, and ask:
    - How does it feel to hear about how stereotypes have hurt you?
    - How do these stereotypes get carried forward and passed on?



- What are some examples of things you might change and ask other people to change to stop some of the stereotyping you have heard from each other?
- Have you ever closed the door on a friendship because of stereotypes? What could you do instead?

4. Ask the girls: What are the qualities you look for in friends? Create a list of qualities.

**Here's a list of qualities to help girls get started:** loyal, dependable, assertive, makes others feel good about themselves, honest, understanding, confident, nice, kind, powerful, good listener, good mediator, sense of humor, popular, easy going, fun-loving, patient, good communicator, flexible, shares similar interests, helpful, accepts people for who they are, independent, can keep a secret, spontaneous, respectful, athletic, thoughtful, supportive, open-minded, good leader, cool, creative, courageous...etc.

5. Draw a large circle on the 2nd piece of paper. The circle represents their circle of friends. Around the circle have them name the qualities that describe what they bring to friendships. Ask the girls:

- Are there any words missing from our lists? What might we want to add?
- Are there words on the list that describe friendships but also sound negative? Are there qualities you feel you bring to your friendships that your friends don't reciprocate or vice versa?
- How can you be the kind of friend that you want to have?
- Why are healthy relationships so important to us?
- Do we always make choices based on these positive qualities or do other things sometimes influence us (clothes, money, who someone's friends are)? Why?

6. Have the girls clean up all the materials, share and recap what they learned, then close with a Friendship Circle. Have them share one thing they plan to share with their friends.



## Activity #3 – Ask the Expert

### Objective:

Girls will be able to help solve friendship dilemmas by giving and receiving relationship advice.

### Materials:

- Paper
- Writing utensils

### Activity directions:

1. Start with the Girl Scout Promise and the Law and review the Girl Code of Conduct.
2. Ask the girls to form small groups and pass out paper to each group. Explain to the girls that they will take turns playing the host of the talk show “Ask the Expert” – This week’s topic is about friendship, and we have several guests who have friendship dilemmas. Ask the girls to volunteer as guests (who have a friendship issue that they want advice on) and hosts (who give the advice).
3. Share the sample scenarios provided below to get the girls started and then invite them to make up their own.
4. Each guest gets a turn being “onstage” with a host to present her dilemma. The host can ask for audience assistance to get the best solution for each question.
5. Bring the group back together and ask:
  - How realistic is the advice that each guest was offered? Would you follow this advice?
  - In your life, who can you count on to give good advice about friendship issues?
  - In what ways do people rely on leaders to serve as advice columnist when certain decisions or choices need to be made?
6. Ask the girls to jot down skills or tips they thought about today that they can use in their lives and pass on to others.
7. Clean up any supplies. Ask the girls to share something they learned today and how they can apply it to their daily life. End with Friendship Circle recapping what they learned.

### Sample Scenarios:

1. My best friend Alicia, moved away and I’m super lonely. I know that I need to make new friends, but I just don’t feel like it. Am I supposed to explain what I want in a friend? What are you supposed to look for in a friendship? Help!
2. I sit next to this guy Kerry in science. He’s hilarious and I think we would be good friends outside of school. I was going to ask him if he wanted to hang out, but I’m not sure if he’d rather just be friends in science class . How should I approach him?
3. I’m so confused! I have two friends that I’m really close to, but I can’t decide who I’m closest to. Like, who is my BFF?! I like Shae the best, because I know I can be serious with her and she helps me sort out any problems I have. Then there’s Liz, she makes me laugh hard, and when we get together we have ALWAYS have a good time. How can I know who my BFF really is?

## Activity #4 - Under (Peer) Pressure

### Objective:

Girls learn about peer pressure and to stand up for their values.

### Materials:

- Large sheet of paper (newsprint)
- Markers
- Masking tape

### Activity directions:

1. Start with the Girl Scout Promise and the Law and review the Girl Code of Conduct.
2. Start the Discussion:
  - We all have experiences that test our values. Do you ever trade in what you believe just so you can belong? How do you feel after doing that?
  - We also have times that we can pressure others. Why? Can that sometimes be “for their own good?”
  - “Sometimes the pressure to do something that you don’t want to do can be silent. Can you think of examples of silent pressure?”
  - “Have you ever done something you didn’t think you would be able to do, but were able to accomplish because of someone else’s influence?”
3. Use masking tape to place a line across the room, with one side being a 1 and the other side being a 10, with 5 in the middle. Read the scenarios below and have the girls move to the following numbers on a scale based on how they feel about the scenario:
  - 1 – It is okay
  - 5 – Unsure if it is okay
  - 10 – It is not okay
4. Discussion:
  - How does this activity help you think about the effects of peer pressure and how you use your values to make decisions?
  - How do you want others to view your response to peer pressure?
  - Does standing up for a value make you feel like a leader? Why or Why not?

### Sample Scenarios:

1. It’s good to tell a friend she should study harder and try to get better grades.
2. It’s okay to attend a party at your BFF’s house without adult supervision.
3. Smoking with friends isn’t a problem, if you don’t do it all the time.
4. I’d cancel plans with my friends if my crush asked me to go somewhere last minute.
5. If you’re jealous of someone, it’s okay to be mean to them, as long as you aren’t physically violent.
6. If a friend is hurting themselves through behavior you find scary, you should keep the secret, no matter what.
7. You can watch a movie at a friend’s house that your parents would never let you watch at home.
8. Sometimes you should skip the fun to get your work done.
9. It’s cool to disrespect your parents or other adults.
10. It’s good for your image to drink and smoke at parties, even if you don’t want to.
11. You need to try out for a team sport because everybody else does.



## Activity #5 – Making it “Clique” with I-Statements

### Objective:

Girls learn about cliques, how to use “I” statements, and foster an inclusive Circle of Belonging.

### Materials:

- Newsprint (large paper)
- Markers

### Activity directions:

1. Ask who wants to volunteer to be the scribe.
2. Have the girls shout out words related to “clique behavior” (eg. Left out, you don’t belong, exclusive, varsity, popular.)
  - What is a Clique? - Have you ever been part of a group where you felt judged and controlled? Have you been part of a group that morphs from a supportive crowd into one that restricts your social landscape and requires you to be someone you’re not? When that happens, you’ve landed in a clique. Cliques have lots of rules, and they often deliberately include or exclude members. Most of the time, they create a hostile environment for everyone around. Think about Frenemies...you can liken them to a clique.
  - Who belongs to a Clique? - Have you ever been part of a clique? If you’re not sure, answer these questions:

#### Sample Questions:

When’s the last time someone new came into your circle?

Take a look around...are you all the ‘same’?

Do one or a few girls frequently make all the decisions?

Do some girls follow others, no matter what?

Do you ever feel caught between your values and your attachments to the group?

Does the group keep you in just to pick on you—or just for access to something you have?

Are you truly accepted as part of the group, or are you just watching from the sidelines?

What is an Inclusive Circle of Belonging?—(eg. where you don’t have rules, you include everyone)

Who belongs to your Inclusive Circle of Belonging?

3. Then have the girls to brainstorm words, phrases or feelings that come to mind when they think about the Inclusive Circle of Belonging.
4. Once the lists are created, invite the girls to discuss them. You can ask the questions:

#### Sample Questions:

Based on the lists that you made, are there times when you and some of your friends act like a clique?

What are the experiences have you have had that feel more like what we described on our “Circle of Belonging” list? How could you create more of that?

How do cliques get started?

What could you change, if anything, about how you and your friends interact with others?

What do girls gain from being part of cliques?

How can cliques hurt those that are not in them?



5. Ask: “Does anyone have an example of a time when you decided to let a conflict go? How did that feel?” Have you ever tried talking through a conflict only to have your effort backfire?” “Have you ever shifted your point of view on a conflict- really looked at it from the other person’s point of view?”
6. Choosing to resolve a conflict usually means we have to talk it through. Let’s look at how “I” statements can be a powerful tool for describing how you are feeling and what you need when you have a conflict in a relationship.
  - We’ve all had experiences where our feelings were hurt. Maybe you had a strong opinion about something, blurted out how you felt in an angry way, and in turn didn’t solve the problem, but worsened it. Or maybe you kept your real feelings about a situation bottled up, just waiting to explode. Let’s take some time to practice using I-statements. Remember, it’s always important to put yourself in the other person’s shoes and think about where they are coming from. See below for good and bad I-statement examples.
7. Recap discussion on Cliques, Conflicts, Circles of Belonging, and how to use “I” statements. Have the girls share what they’ve learned from the session and what one thing they plan to take and use in their day-to-day lives.

A **good** “I” statement focuses on a specific behavior and how it affects you:

“When you make fun of how I dress, I feel discouraged because your opinion is important to me.”

“When you rush me off the phone when I have problems, I feel hurt and unsupported. When can you make time for me?”

“When you talk about how expensive your clothes are, I feel put down because I only have non-designer clothes.”

Some **bad** “I” statement examples:

“When you act like a jerk, I feel hurt.”

“You are so selfish. You are not the only one who’s busy and who has a lot going on! You know I have a dance competition coming up and have been practicing three hours a day with my group to get the routines right!”

“Why do you constantly brag about your clothes? You are not better or smarter because you wear cool designer clothes every day!”



## Activity #6: Flip the Script - Taking Back the Power

### Materials:

- None

### Objective:

By the end of this course the participants will be able to identify and address bullying behavior and gain greater understanding of their roles as witnesses.

### Activity directions:

1. Start with the Girl Scout Promise and the Law and review the Girl Code of Conduct. Make adjustments if necessary.
2. Today's discussion is about bullying behavior. Ask the girls what bullying means to them.
  - Bullying - the intentional, repetitive or persistent hurting of one person by another, where the relationship involves a perceived imbalance of power.

Ask: "Why do people bully?" "Why do some kids get teased and others don't?"

Answer: The bully gets pleasure - an "emotional payoff" - from the target's response. Kids who become upset are the ones that become targets; those who shrug off bullying behavior are left alone. When someone bullies you, your first instinct is to defend yourself- after all, you're being attacked in some way. But research shows that one effective defense, in the moment the bullying is happening, is to show that their insults don't affect you.

3. Read the examples below:
  - Responding Defensively

Nicole: I heard you have a crush on our gym teacher and that you bring them lunch every day.  
Sophie: That's not true!  
Nicole: That's what everyone is saying though.  
Sophie: They're all big liars! Tell me who started it!  
Nicole: I don't know who started it. But everyone knows it's true.  
Sophie: It's not true! And you better stop saying it!

*Notice how this conversation can go on and on with Sophie protesting against the rumor. Nicole can continue to aggravate Sophie, and so she holds the power.*

- Response to Disarm

Nicole: I heard you have a crush on our gym teacher and that you bring them lunch every day.  
Sophie: Do you believe it?  
Nicole: No.  
Sophie: Good.  
*Notice there is nothing else Nicole can say about the rumor because Sophie hasn't given any indication that it upsets her.*

- Alternate Response

Nicole: I heard you have a crush on our gym teacher and that you bring them lunch every day.  
Sophie: Do you believe it?  
Nicole: Yes.  
Sophie: You can believe it if you'd like.  
*Once again, Nicole is stuck. Sophie is basically asking "are you really that gullible?" This makes Nicole's "yes" seem ridiculous and shifts the power dynamic back to Sophie.*

4. Break the girls up into teams of 3-4 and assign each one a bullying scenario (use the examples below or create your own). Decide who will be the bully, bystander, and target. Use the ideas you have been discussing related to taking back the power to “flip the script.” We want to make sure bullies are held accountable for negative behaviors. Try to do your performance in the way you think it would work in real life. Even though this is serious stuff, you can still get dramatic and have fun!

### **Sample Scenarios:**

1. Just as Tara enters the locker room to get ready for soccer practice, she overhears a group of girls talking about how badly she played in the last soccer game. They agree to not pass her the ball at all, and one of them even says she’s going to block Tara any chance she gets, just to teach her a lesson.
  2. Izzie, Lysha, and Jasmine are yearbook editors. Izzie, the photo editor, is trying to narrow down two final pages for today’s photo deadline. The pages are filled with pictures she thinks are inappropriate, and all have one thing in common: Lysha, the yearbook’s editor in chief is in almost all of them! When Izzie points out to Lysha that it’s inappropriate to have the editor in chief in so many photos, Lysha becomes annoyed. She says photos also contain advertisements for some of the yearbook’s largest sponsors. Jasmine, who’s the editor of the clubs section, where these photos will appear, is torn between just including the photos to avoid irritating Lysha or doing what’s best for the yearbook.
  3. Cassie is leaning against some lockers in the hallway while talking with Eric, making it impossible for Aida to get to her locker, which is between Cassie and Eric. Cassie knows that Aida wants to get to her locker but doesn’t bother to get out of the way. Aida has had to deal with this same situation in the past. All Cassie does is roll her eyes and move so that now she and Eric are both leaning on Aida’s locker. Shara is observing from three lockers down.
- 
5. Share with the girls this statistic: “Bystanders play a very important role in bullying situations. Bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene!”
  6. End with a discussion: How can bullies become roadblocks in the maze of life? What can you do to get around that road block? How can you rewind the scene to prevent relationship meltdowns when you’re facing a real-life situation where bullying is taking place? How does bullying behavior impact team work? How could you shift bullying behavior on a team so that everyone can work together successfully?



## Activity #7 - What's up?

### Objective:

Girls will apply the Girl Scout Law to the context of social media.

### Materials:

- Newsprint
- Post-its
- Markers

### Pre-meeting Prep:

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

### Activity directions:

1. What apps do you use?
  - What's the weirdest thing you have seen online?
  - What's the funniest thing you have seen online?
  - What's your favorite thing to do online?
  - If you could use only one app for the rest of your life, what would it be and why?
2. Ask the girls to think about all the topics they have discussed while at Girl Scouts. Have one girl volunteer to write the topics down. Imagine all these relationship topics are taking place on social media.
3. Divide the girls into groups of 3-4. Give each group a sheet of paper and ask them to choose one relationship topic and brainstorm how it "looks, feels, and sounds" online. Cliques may "look" like girls direct messaging some girls but excluding others from their conversations and plans.
4. The Girl Scout Law provides a vision and a set of values related to how we ideally want to act in the world. Hang up several sheets of newsprint poster board on the wall. Have the girls review the Girl Scout Law and write one or two lines on several sheets of newsprint.
5. Have the girls use sticky notes to create a post, positive or negative, that relates to the Girl

Questions: Is it hard to stay committed to the Girl Scout Law? Why? Why does online communication make it easy to forget the Girl Scout Law? How can you use the Girl Scout Law to "increase the peace" in your world?

6. Clean up any supplies. Share and recap the day's discussion and how they plan to implement what they've learned in their daily life.. End with Friendship Circle.





## Activity #8 - The Mask You Live In

### Objective:

Girls will reflect on their self-image and learn tools to protect it.

### Materials:

- Mask cutouts (located in back of packet)
- Markers
- Crayons
- Stickers
- Bits of tissue paper



### Activity directions:

1. Have the girls cut out a mask from a sheet of paper, then have them decorate the mask. One side - the outside - represents what they think people see/know/believe about them. The other side - the inside - represents what each girl feels about herself. Encourage them to use words, pictures, color patterns, and be creative!
2. Go around the room and ask each girl to describe both sides of their mask.
3. Next, go around the room and ask the girls to share what they “see” in each other. Girls may ask to redo their masks after getting compliments from their sisters - this should be encouraged!
4. Facilitate a discussion about how everyone has a “side” that nobody else sees, which is important to remember. Ask the girls what tools they can use to protect their “inside mask.”
  - What do they enjoy doing for fun?
  - What makes them feel good about themselves?



## **Resources**

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

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

1. How old must you be to set up a profile on social media?
  - 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



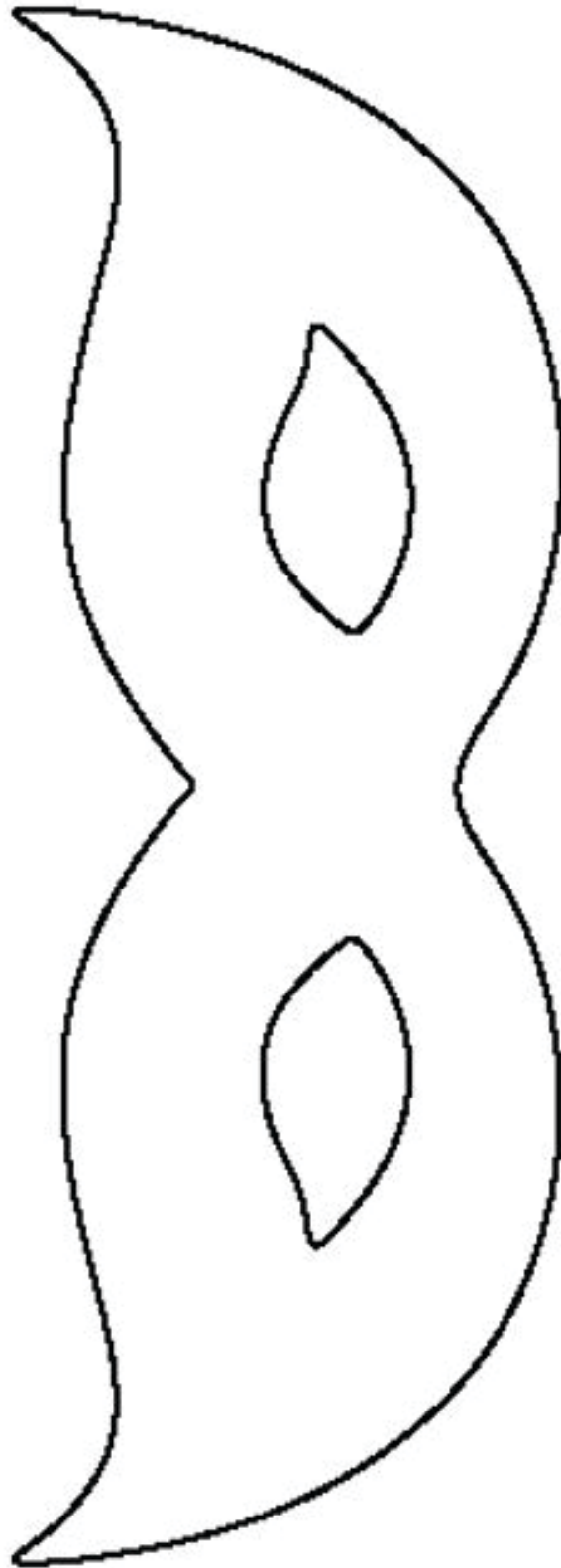
### **Quiz Answers:**

1. 13 years old. Keep in mind that although Facebook 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 cyber-bullies 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 #8**

## **The Mask You Live In**



### **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 GSMW is here to support you. You can contact your Membership Experience Manager for assistance, and we have a Volunteer Relations team in place to handle tough situations.

A very special thank you to the **Girl Scouts of Northeast Ohio**  
for sharing their design for this resource.