

Be Smart,
Don't Start!



Girl Scout Hornets Nest Council
Patch Program

Created by Troop 2740 Silver Team

INTRODUCTION

Girl Scouts Hornets Nest Council has developed a special patch program for Daisy to Ambassador Girl Scouts. Bullying is aggressive, repeated behavior towards someone. It can be physical, verbal, and cyber, and can sometimes lead to suicide. This is a real topic that needs light shed upon it. Try this patch to learn what bullying is, why it is a problem, and how to prevent it. After completion of the activities, visit our Council Store to purchase the patch.



Guidelines

Daisies, Brownies: 1) Review facts and definitions; 2) Choose one Discover activity and two Connect activities; 3) Choose one Take Action activity.

Juniors: 1) Review facts and definitions; 2) Choose two Discover activities and two Connect activities; 3) Choose one Take Action activity.

Cadettes: 1) Review facts and definitions; 2) Choose two Discover activities and two Connect activities; 3) Choose one Take Action activity.

Seniors, and Ambassadors: 1) Review facts and definitions; 2) Choose two Discover activities and three Connect activities; 3) Choose one Take Action activity.

*Feel free to do more!

**A listing of sources is available upon request.

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LEARNING OBJECTIVES

Daisies/Brownies

I will learn:

- What bullying is and the different types of bullying.
- What to do when I see bullying happening.
- How to be friendly and make those around me happy.
- To love and respect myself and others.
- To be confident in myself.
- To understand that I make the world a better place when I am kind to everyone.

Juniors

I will learn:

- What bullying is and the different types of bullying.
- To understand that small things lead to big actions.
- How to prevent bullying.
- How to be friendly to everyone and to appreciate everyone's differences.
- To love and respect myself and others.
- How to be friendly to everyone.
- How to be confident in myself and to stand strong for what I believe.
- To understand that I make the world a better place when I am kind to everyone.

Cadettes/Seniors/Ambassadors

I will learn:

- What bullying is and how to prevent it.
- To understand that small things lead to big actions.
- The different types of bullying and how to deal with each.
- To love and respect myself and others.
- How to be friendly to everyone, including myself.
- How to be confident in myself and to stand strong for what I believe.
- To understand that I make the world a better place when I am kind to everyone.
- To be a leader, not a follower, and to take action when I see something that is not right.

KEY DEFINITIONS

To begin, you will want to read over the following definitions and examples of bullying and relational aggression behaviors to familiarize yourself with the terms.

<p>Bullying is hurtful or harmful 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.</p> <p>Relational aggression is behavior that is intended to harm someone by damaging or manipulating her relationships with others. Girls as young as preschool age use relational aggression as a means of power or control over their peers.</p>	<p>Examples of bullying and relational aggressive behaviors:</p> <p>Exclusion</p> <ul style="list-style-type: none"> • Not inviting someone to a party/event and letting everyone else know • Forming groups (cliques) • Saving seats so others have to leave • Saying “You can’t play” <p>Alliance building</p> <ul style="list-style-type: none"> • 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 <p>Rumors and gossip</p> <ul style="list-style-type: none"> • Telling someone’s secrets • Talking about other girls’ problems • Making fun of how another girl is dressed, what she likes, etc. <p>Physical aggression</p> <ul style="list-style-type: none"> • Pushing someone • Knocking someone’s supplies onto the floor • Kicking something someone has dropped on the floor <p>Verbal aggression</p> <ul style="list-style-type: none"> • Calling someone hurtful names • Making fun of someone (hurtful teasing or taunting) • Laughing at someone
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INTERESTING FACTS

- There are five types of bullying: physical, verbal, cyber, relational, and damage to property. The most common type of bullying is verbal. Physical bullying happens less often. Cyberbullying happens the least frequently.
- Targets are those who are bullied. They are generally perceived as being different from their peers. Bystanders are those who watch bullying happen and fail to do anything.
- Nearly 30% of students are either bullies or victims of bullying. Only about 20 to 30% of students who are bullied notify adults about the bullying.
- 1 in 7 students in grades K – 12 are either a bully or have been a victim of bullying.
- Over 3.2 million students are victims of bullying each year.
- 160,000 children miss school every day due to fear of attack or intimidation by other students. One out of every 10 students who drop out of school does so because of repeated incidents of bullying.
- 70.6% of young people say they have seen bullying in their schools. 70.4% of school staff have seen bullying. When bystanders intervene, bullying stops within 10 seconds 57% of the time.
- According to one large study, the following percentages of students had experienced these various types of bullying: name calling (44.2%); teasing (43.3%); spreading rumors or lies (36.3%); pushing or shoving (32.4%); hitting, slapping, or kicking (29.2%); leaving out (28.5%); threatening (27.4%); stealing belongings (27.3%); sexual comments or gestures (23.7%); email or blogging (9.9%).
- According to one large study, the following percentages of students had experienced bullying in these various places at school: classroom (29.3%); hallway or lockers (29.0%); cafeteria (23.4%); gym or PE class (19.5%); bathroom (12.2%); playground or recess (6.2%).
- There is no federal anti-bullying law. Although 49 states have anti-bullying legislation, bullying is not illegal.
- 4 in 10 Lesbian, Gay, Bisexual, Transgender (LGBT) youth say the community in which they live is not accepting of LGBT people. 68% of LGBT youth say they hear NEGATIVE messages about being LGBT from elected leaders. 92% of LGBT youth say they hear negative messages about being LGBT.
- 55.2% of LGBT students experienced cyberbullying.
- Well over half of young people do not tell their parents when cyberbullying occurs.
- Girls are more likely than boys to be involved in cyberbullying. Girls bully in groups more than boys do.
- Cyberbullying victims are more likely to have low self esteem and to consider suicide.

DAISY, BROWNIE, AND JUNIOR REQUIREMENTS



Discover - to understand the different types of bullying and learn that bullying someone is not friendly, helpful, or a way to make the world a better place.

1. **Define** - Write your own definition of bullying and draw a picture to describe it.
2. **Create a poster** - Work individually or as a team to make an anti-bullying poster. Include three main types of bullying, pictures or drawings, and your solution to stop bullying. After the poster is completed, hang it up in your school, share with your troop, or another troop.
3. **Media** - Read at least one book, watch a television show or movie that includes bullying. Discuss the situation and how it could be changed. A recommended listing of titles can be found on page 17.
4. **Listen for Signs** - Read Ginger's Diary on pages 18-20 or Susie's Story on pages 21-24.

Connect

1. **Plant a Flower** - You can plant the flower in a pot with soil for your home or in a community garden. Flowers generally represent happiness, beauty, and love. Allow the flower to represent your heart. Show others around you that you are beautiful and happy!
Discussion Question - How are you and the flower the same, different?
Discussion Question - What do you think your flower represents?
2. **Building Block** - Print the blank cube template on page 25 or make your own. Draw, write, or color a symbol, picture, quote, or positive statement on how to stop or prevent bullying. There should be something on each side of the cube.
Discussion Question - How does your block help you feel more confident?
Discussion Question - What did you learn from this activity?

3. **Full Heart/Empty Heart** - Girls can make a visual and hands-on connection on what positive statements and actions can do for someone emotionally. On the other hand, they can also make a connection with how negative statements and actions can impact someone's well-being.

Materials: An old stuffed animal or large doll, paper to draw and color in a large heart, hole puncher, 1 strand of yarn, sticky notes, writing/color utensils.

Directions: Pre-meeting prep - draw a heart on paper of your choice (can cut them out if you like). Create an appropriate number of positive comments and kind actions on individual sticky notes. [For example, You're a great dancer. You sing well. I like your outfit. You can have lunch with me and my friends. You are invited to my party. You're smart in math.] On a separate sheet of paper, prepare negative statements. [For example, You can't sit with us at lunch time. I have enough friends. You are not smart enough to be in our group. Your clothes look old and dirty.]

- A. During the meeting, girls should spend time coloring/decorating the heart. While they are decorating, engage them in conversation about bullying and what they think it means. Once they are done, punch holes on either side of the heart and thread yarn through both holes. Tie a knot on both sides of the yarn after properly threading through the holes. Basically, your stuffed animal/doll will now have a heart 'necklace'. Hang the heart on the stuffed animal/doll. Read each kind example and allow girls to go up and place a sticker in the heart. (If you need more, let them come up with their own examples and place them in the heart as well.) Once done, let the fullness of the heart resonate with the girls. They should discuss how the animal/doll might feel (if they were living of course). They can discuss who normally should be planting those kind words and thoughts (parents, trusted guardians, friends, teachers). They can discuss if they feel empowered to be kind as well.
- B. Take a break/stretch with the girls. Play a quick game, sing a song.
- C. Regroup the girls from the break and settle back into the activity. Recap the positive/kind words and the impact they believe it has on the bear/doll. Now, begin reading the negative statements/deeds. For each negative statement, ask a girl to remove a positive sticky note. Once most or all of the positive sticky notes are gone, talk with the girls about how the bear/doll must feel now. What type of response could the bear/doll have to feeling empty? Talk problem solving. What should be done? Who should be told/informed about the hurtful behavior?
- D. Close on a positive note - connect the kind words and actions to the Girl Scout law/promise.

4. **Heart Tower** - The tower represents the heart of someone who has been bullied. When nice things are said or done, a person can find more confidence and be happier. The opposite occurs when mean things are experienced.

Materials: Mini marshmallows and toothpicks

Directions: Divide into small groups to create a tower using toothpicks and marshmallows. Build a foundation using 10 marshmallows and 10 toothpicks. As the scenarios on page 26 are read, add 2 additional toothpicks and 2 additional marshmallows to make the tower higher for every nice thing done. For every mean thing heard, take down a level of the tower.

Discussion Question - How does the toothpick tower represents your heart?

Discussion Question - What did you learn from this activity?

5. **Truth Trail Mix** - Provide a sandwich bag along with various trail mix components. Tie a positive trait to each ingredient. The girls will decide which trait applies to them and create their Truth Trail Mix. They will learn that you choose who you are and you are worth more than you think. For example,

Pretzels - kind

Raisins - friendly

M&Ms - helpful

Almonds - courageous

Cashews - strong

Cereal - caring

Discussion Question - What did you learn from this activity?

6. **Gossip & Rumors Relay** - Have the girls form a single file line. Their task is to pass a handful of fine glitter from one person to the next person all the way down the line. To complete this task, they must: finish in five minutes, not get glitter on the ground, and leave no trace of glitter on their friends. They may not wash their hands during this activity. If you have at least 8 girls, you can split them into teams and make this activity a competition. The girls will learn that gossip and rumors are forms of bullying and spread very quickly. Ultimately, each girl is responsible for what she says and does.

Discussion Question - What are some characteristics of glitter?

Discussion Question - How is the glitter similar to rumors and gossip?

Discussion Question - How are rumors and gossip related to bullying?

7. **Words!** - Sticks and stones may break my bones, but will words truly hurt me? Words can hurt someone's feelings or make someone feel good about themselves. This activity can be done individually or as a group exercise. Have the girls create a list of hurtful words and a list of encouraging words.

Discussion Question - How would you feel if your friend talked to you using those hurtful words? What is a good way to respond to that friend to let them know how you feel?

Discussion Question - How would you feel if your friend spoke to you using those positive words? What is a way to share your feelings with that friend?

Discussion Question - When is it necessary to share your feelings with others?

8. **Fruit Choices** - This activity will explore how it feels to be left out.

Materials: paper plates, coloring utensils, a ball (soft enough for tossing gently)

Directions: Determine three fruit choices for the girls to choose from. Instruct the girls to choose their favorite of the three fruits. Draw and color it on their paper plate. When done, ask “Why did you choose a certain fruit?” (Example answers: I like the flavor, I have allergies, I wanted what my friend had, etc.). Next, have the girls move around the room to sit with the rest of the girls that chose the same fruit ONLY.

Discussion Question - What if you could only sit with people that had the same fruit choice as you and no one else?

Discussion Question - What if your best friend chose a different fruit? Should you still be friends?

Discussion Question - Does having a different fruit make us different from others? Is being different a bad thing?

Discussion Question - Should we still treat everyone with kindness?

****As girls volunteer to answer the questions, she should hold the ball. She will gently toss the ball to the next person desiring to speak. End the activity by allowing everyone to sit where they want and complement another scout’s picture.**

9. **Power Play** - This activity explains the different roles that are played in a bullying drama and recognize there is a choice of what role is played.

Materials: Nametags found on page 28, signs found on page 29, 4 popsicle sticks

Directions: Cut out nametags and signs. Tape each sign to a popsicle stick. Explain the four roles of bullying, holding up signs.

- Bully – Gets pleasure from other people’s pain
- Bystander – Tries not to be involved
- Target – Person who gets bullied
- Defender – Helps stop the bullying

Now ask for 4 volunteers and each girl choose a character nametag. Tell the girls you’re going to read the scenarios on page 27 aloud and she should figure out which role her character is playing by holding up the corresponding sign in front of her.

Discussion Question - Why do you think your character was in that role?

Discussion Question - How does your character feel?

Discussion Question - Who has the power in this scenario?

Show the chart on page 40 and share this last statement with the group: “Who really has the power in a bullying drama? Facts – 6% of students bully, 9% are targeted, and 85% are bystanders. What would happen if 85% of us stood up when we saw bullying and said no?”

Take Action

1. **Kindness Rocks** - Paint kindness rocks to share with friends at school or in your neighborhood. You can draw pictures, write encouraging messages, etc.
2. **Warm Fuzzies** - Warm fuzzies are little balls of love that help people get through tough times when they feel they need a little extra love. Read the Warm Fuzzy story on page 30 and create these cute creatures to share with those you see being bullied.

Materials needed: assorted colored pom pom balls, googly eyes, felt or foam paper, pipe cleaners, thin cording, glue

Procedure: Make feet out of the foam paper or felt. Glue the pom pom ball onto the paper feet. Glue the googly eyes onto the pom pom ball. Add antlers with the cording. Allow them to dry.



3. **Prevention** - Share ways to prevent bullying with family and friends.
4. **Create your own** take action project from the information learned.

CADETTES, SENIORS, AND AMBASSADORS REQUIREMENTS



Discover - to understand the different types of bullying and learn that bullying someone is not friendly, helpful, or a way to make the world a better place.

1. **Define** - Define bullying and give an example of 4 choices of bullying relationships listed below. Once you have your definition, get small groups and come up with a skit to perform for your troop about a relationship chosen from the list below:
 - a. Parents-kid
 - b. Peer-peer
 - c. One group-another group
 - d. Athletes-non-athletes
 - e. Cyber bullying
 - f. Homophobic bullying
 - g. Verbal bullying
 - h. Physical bullying

Discussion Question - When people bully others they are hiding their insecurities and they want to feel powerful. After having the definition of bullying, why do you think people bully others? What do you think they gain from being bullied?

2. **Never Undone** - Provide the girls with a sheet of paper and have them crumple it up really good without tearing it. Then ask them to unfold it, smooth it out, and try to get it looking as crisp and fresh as it did before starting this exercise. Now have the girls apologize to the paper. Have the girls to recognize that even though they said sorry, the creases will not come out no matter how hard they try to undo the damage. Discuss the saying, "Think before you speak."
3. **Media** - Read a book, watch a TV show or movie that includes an instance of bullying. A recommended listing of titles can be found on page 17.

Discussion Question - How would you connect it to bullying in real life?

Discussion Question - If you were being bullied, would you do the same thing the or react differently? If different, what would you do?

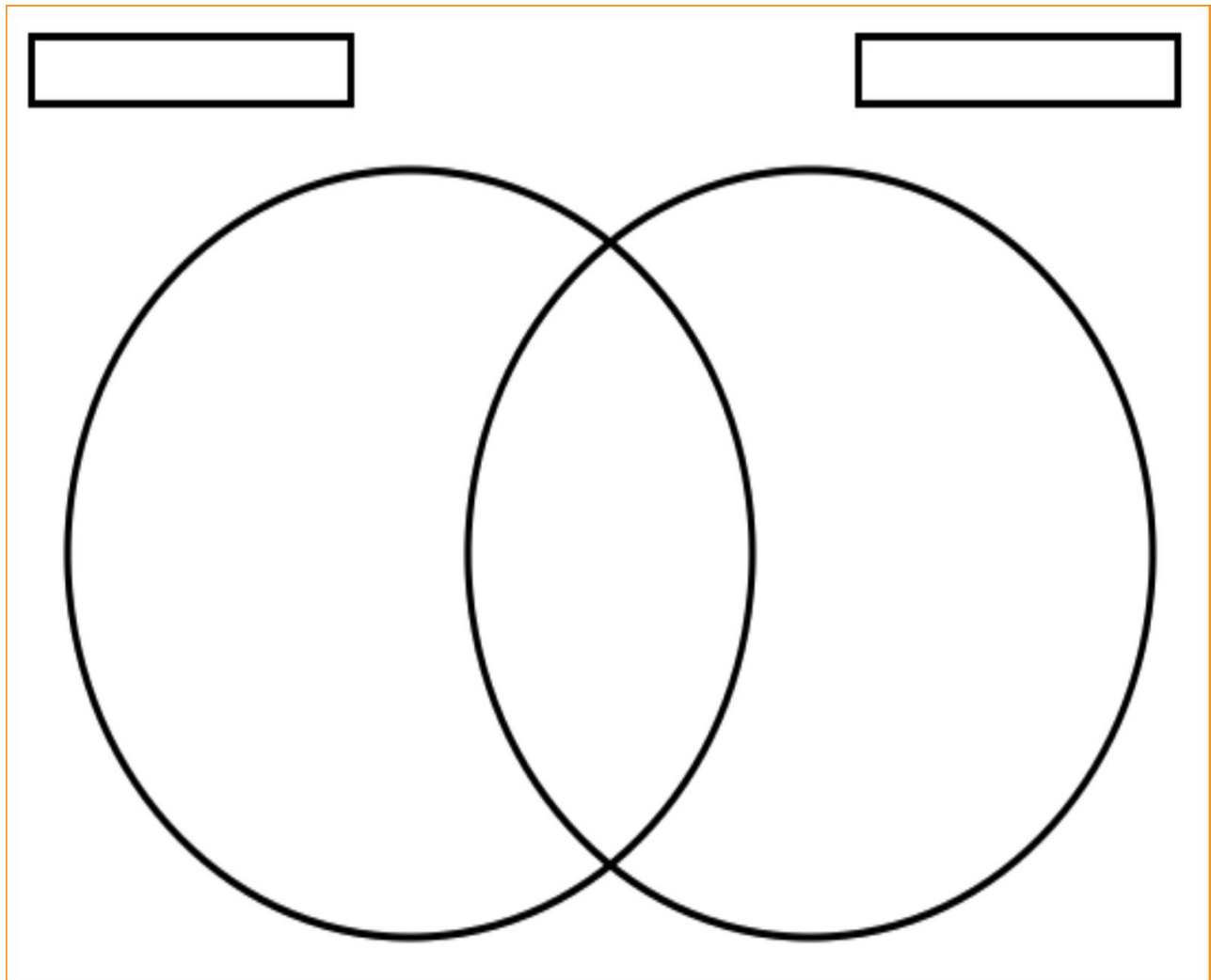
Discussion Question - The bully was mean. How do you think the bully got that way?

4. **Listen for Signs** - Read Ginger's Diary on pages 18-20 or Susie's Story on pages 21-24.

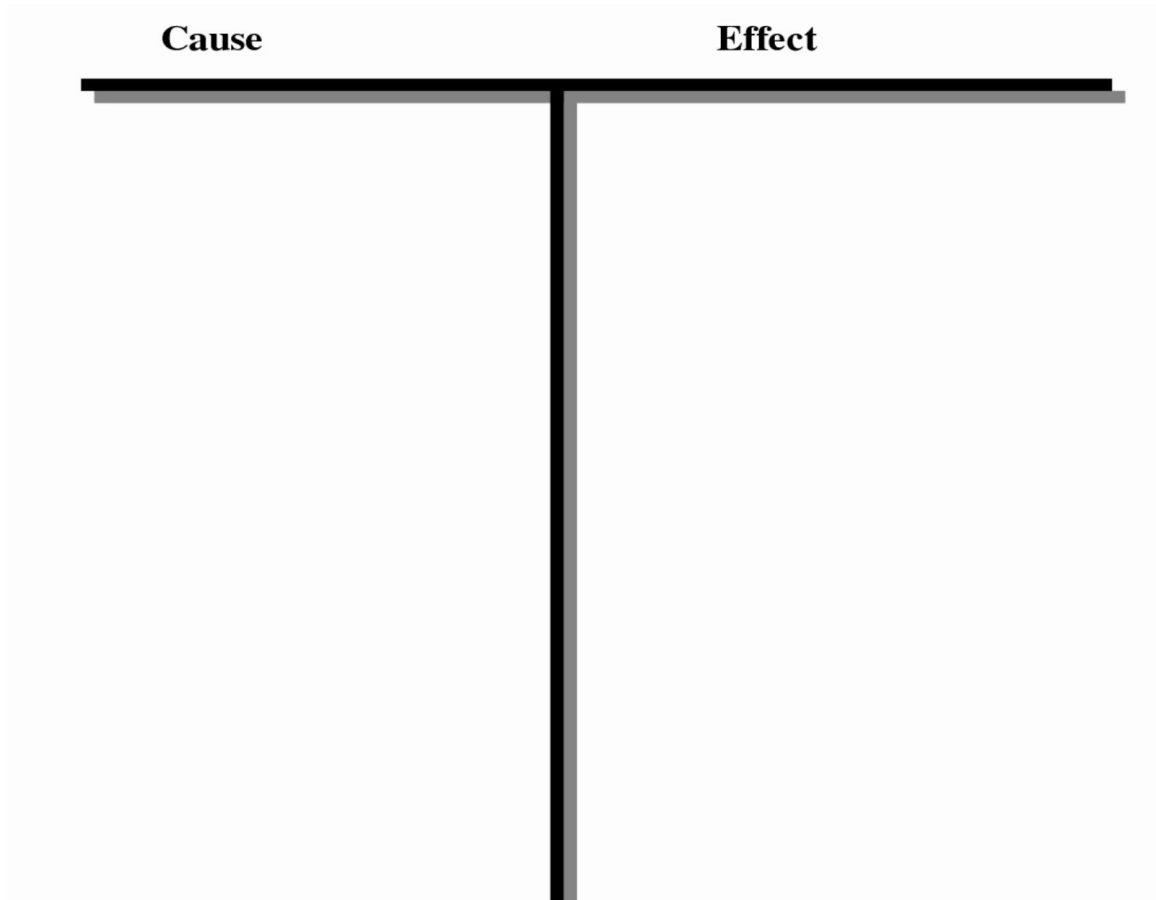
5. **Compare Them** - Make a venn diagram (template below) between two bullying types with at least 6 facts in each circle. Discuss the similarities and differences between your diagram and another scout's diagram. Ask each other if the two types of bullying have more similarities than differences or more differences than similarities.

- a. Cyber bullying
- b. Physical bullying

- c. Social bullying
- d. Verbal bullying



6. **Analyze It** - Create a T-chart (template on next page) listing at least 7 causes and effects of a type bullying. After making the chart, do you think any other type of bullying could become more prevalent than verbal bullying? Why?



Connect

1. **Non-profit Organizations** - Visit an organization focused on anti-bullying and share what you learned. A listing of suggested organizations can be found on page 31.
2. **Quizlet** - Create a quizlet on your choice of a specific type of bullying. Study it and then teach it to the rest of your troop. Give your troop a test and acknowledge those with highest scores. Check out <https://quizlet.com/subject/bully/> for examples.
3. **Let's Talk** - Have a controlled discussion on the different scenarios provided on page 32. Before having the discussion, go over the basic rules provided below:
 - Think before you speak.
 - Listen carefully to what others have to say.
 - Do not interrupt when someone else is speaking.
 - Make use of what others have to say when it is your turn to speak.
 - Only say what you truly believe.
 - Do not remain silent. Make sure to contribute to the discussion.
 - Let other people speak. Do not control the discussion. Once you are done speaking, let at least three other people talk before you speak again.
 - Support good ideas that other people have, even if they are different from your own.

4. **Conflict vs. Bullying** - Conflict is a normal part of growing up. Normal conflict may require some adult assistance in resolving issues, but typically teens learn how to work out their differences on their own. Bullying is different because it involves danger of someone being physically or emotionally hurt. This activity will encourage girls to talk about the differences in normal peer conflict and bullying.

Directions: Using a whiteboard, chalkboard or poster board create 2 columns. Label one column “Normal Conflict” and the other “Bullying”. Assign the items listed below to an appropriate column:

- | | |
|--|--|
| a. Repeated negative actions | i. Imbalance of power |
| b. Equal power or friends | j. Equal emotional reaction |
| c. Accidental | k. Purposeful |
| d. Happens occasionally | l. Not trying to get something |
| e. Not seeking power or attention | m. No remorse - blames victim |
| f. Remorse - will take responsibility | n. No effort to solve problem |
| g. Efforts to solve the problem | o. Attempt to gain material things or power |
| h. Strong emotional reaction from victim and little or no emotional reaction from bully. | p. Not serious |
| | q. Serious with threat of physical or emotional harm |
| | r. Seeking power, control or material things |

After several examples are on the board the girls should stop and share their thoughts, whether they agree or disagree, have any examples they can add or experiences they want to share. The answer key can be found page 33.

5. **Let's Debate** - Have a debate on the scenarios provided on page 32 outlining how to deal with bullying. One person or group should be for the action while the other person or group is against the action. If time permits, switch and provide different arguments than the first presented.
6. **It Can Happen to Anyone** - Find at least 3 family members/friends/trusted adults who have experienced bullying. Ask them to share their story and how they overcame the experience.

Discussion Question - What quality do you think a person has to have to overcome bullying?

Discussion Question - Do you think bullying is an easy thing to go through alone?

Discussion Question - Do you think you can still experience bullying as an adult? How? Why?

7. **Power Play** - This activity explains the different roles that are played in a bullying drama and recognize there is a choice of what role is played.

Materials: Nametags found on page 37, signs found on pages 38-39, and 6 popsicle sticks

Directions: Cut out nametags and signs. Tape each sign to a popsicle stick. Explain the six roles of bullying, holding up signs.

- Bully – Gets pleasure from other people’s pain
- Assistant – Joins in the bullying
- Reinforcer – Gives positive feedback to the bully
- Ignorer – Tries to be an outsider & pretend the bullying isn’t happening
- Target – Person who gets bullied
- Defender – Gets involved to help stop the bullying

Now ask for 6 volunteers and each girl choose a character nametag. Tell the girls you’re going to read the scenarios on pages 34-36 aloud and she should figure out which role her character is playing by holding up the corresponding sign in front of her. Begin with easy, straightforward scenarios where all the roles are present, then progress to more complicated scenarios with grey areas.

Discussion Question - Why do you think your character was in that role?

Discussion Question - How does your character feel?

Discussion Question - Who has the power in this scenario?

Wrap up this activity with the following reflection questions:

- Who really has the power in a bullying drama?
- Guess the percentage of people who are bullies, targets, or bystanders. Show the chart on page 40. According to research, 6% of students are bullies, 9% get targeted, and 85% are bystanders.
- Which of these roles is most likely to change?
- If you saw someone being bullied and didn’t do anything to stop it, whose side would the bully think you were on? Whose side would the target think you were on?
- Inform the girls that when they witness bullying they choose what role they are going to play. Who do we decide to defend? Do we typically defend targets that have power? Do we typically defend targets who are more like us?
- What role should we play if we’re not friends with the target?



Take Action

1. **Safe Space** - Create a safe space meeting at school. Talk to a teacher or school counselor to organize a meeting where students can come and talk about their experiences with bullying. If they already have a safe space at your school, volunteer to help out within the created space. Share your success with your family or your troop.
2. **Local Facts** - Look up 5 facts or statistics about bullying in your local area. Create five age appropriate scenarios and solutions to share with any lower level girl scout group.
3. **Encouraging Words** - What would you say to a person who has been bullied and you notice that their behavior has changed? They are sad and withdrawn. Write a letter to encourage them. What would you say to a friend who is being a bully? Write a letter to encourage them to change their behavior.
4. **Anti-Bullying Friendship Kits** - Place all underlined items in a ziploc bag with a printed copy of these nice reminders to deliver to classmates, friends, or troop members.
 - A tissue to dry tears.
 - A button to close your lips when you do not have anything nice to say.
 - A bandaid to heal hurt feelings.
 - A Hershey kiss to help make up with each other.
 - A piece of yarn to tie our friendship together.
 - A penny to bring our friendship good luck.
 - A pack of sugar to sweeten up bitterness.
 - A stick of gum to help us stick together.
 - A star sticker to remind us to shine.
 - A toothpick to remind us to pick out the good qualities in everyone.
 - A lifesaver to remind us that sometimes friends need our help.
5. **Create your own** take action project from the information learned.

RECOMMENDED LIST OF BOOKS, TV SHOWS, AND MOVIES

	Younger Girls	Older Girls
Books	Chrysanthemum The Recess Queen The Juice Box Bully The Bully Blockers Club Enemy Pie Stand Tall, Molly Lou Melon I Didn't Know I Was a Bully I Speak Bully Bully Beans Freda Stops a Bully Anger Tree Real Friends Blubber One	Thirteen Reasons Why Dear Bully Tease Side Effects May Vary Bystander The Swift Boys & Me Twerp Inside Out and Back Again The Bully Book The Misfits Hoot The Saturday Boy Wonder Stitches Stargirl
Television Shows	The Rugrats Popeye Tom & Jerry The Muppets	Bunk'd Jessie The Simpsons Hannah Montana iCarly
Movies	Freddy Frogface Chicken Little Hercules The Ant Bully Bridge to Terabithia Diary of a Wimpy Kid An American Girl: Chrissa Stands Strong Max Keeble's Big Move Toy Story 3 Meet the Robinsons Harriet the Spy How to Eat Fried Worms Bully Dance	A Girl Like Her Audrie & Daisy Sky High The Fat Boy Chronicles Bully Mean Girls Duff Cyberbully Queen Sized The Wiz Wonder Karate Kid Odd Girl Out Speak

GINGER'S DIARY by Martha A. Adler

Directions: Give each girl a picture of Ginger on page 20. As a leader reads her diary entries, tell the girls to rip a piece of Ginger off every time they think someone has hurt her feelings.

Tuesday, September 3 - Next week school starts. I can't wait! Since we moved into our new neighborhood, I haven't met any girls my age. Mommy says that I'll meet lots of new girls at school.

Monday, September 9 - Today was my first day at my new school. I was scared. Nobody talked to me and I didn't know anybody. The teacher told us to tell about our summer vacations. I didn't say anything and she got mad at me. She said that everyone had to share. I didn't want to tell them about the divorce. Mommy said I didn't have to tell anybody if I didn't want to. If mommy and daddy were still married, we would still be living in Texas. I wish I could go back to Texas. I hate my new school.

Wednesday, September 11 - I made a friend today. Her name is Marcie. She said I could sit next to her at lunch. The bus driver yelled at me today. He said that he wouldn't wait for me and that I should be on time for the bus. He said, "Doesn't your family teach you anything?" I also heard him say under his breath, "Those kids are all the same." Who are those kids? Did he mean me?

Monday, September 23 - I haven't written for a long time now. I made another friend. Her name is Lucille. But, Marcie got mad at me at recess and said that if I didn't play with just her she wasn't going to be my friend anymore. She said she doesn't play with kids like Lucille. She said that I was dumb and probably didn't move from Texas but that I probably was left back. She called me stupid. I think she's dumb. I don't ever want to talk to her again.

Wednesday, September 25 - I wanted to play football with the kids in the park yesterday, but my sitter said that I couldn't play with the other kids. She said that football was for boys and I was crazy if I wanted to play with them. She said that girls shouldn't play sports like football. Then she took me to the playground, but there were only babies there. I want to tell mommy, but she likes my sitter so much. She'll just get mad if I tell her.

Monday, October 7 - Mommy said that we would go shopping for some new gym shoes. The kids have been laughing at my old shoes. Everyone else has brand new high tops. I wish I had high tops, the kind with velcro. Why are they laughing at my shoes? I wish I didn't have to go to gym class.

(Ginger's Diary continued)

Tuesday, October 15 - Everyone is planning their outfits for Halloween. I want to be a bag of jelly beans. I saw the costume once. You get inside a big clear garbage bag and then fill it with different color balloons. It's really neat.

Wednesday, October 16 - I told Marcie about my idea for a costume. She said that it fit me--a big fat bag of jelly beans. She said that maybe I could just wear it all the time since it suited me so well. I told her that I wasn't fat and then she said that I should look in the mirror more often. Now, I don't know what to wear. Everyone will laugh at me if I go as a bag of jelly beans. Maybe I should just stay at home. Mommy says I shouldn't listen to those other girls. Mommy said she would help me make a good costume.

Monday, October 21 - Halloween is almost here. I think I finally got a good idea for a costume and mommy says that it would be easy to make and not cost a lot of money. I think I'm going to be a waitress. Like Brenda, the character I saw on that TV show that I like.

Wednesday, October 22 - Marcie said that a waitress costume suited me fine. What did she mean? I don't think she was complimenting me, but I don't know. Because I told her about getting the idea from the TV show, she didn't say anything else. What did she mean? Should I ask mommy? I think mommy's getting tired of my problems. Mommy is always so tired. I wish mommy could be with me all the time.

Friday, November 1 - We had our Halloween party at school. It was fun, but everyone kept teasing me today about taking their orders. They said that I could be their slave. I wish they hadn't said that. I got lots of candy last night. Mommy said I have to keep it in the refrigerator and only have one piece a day. The best part of Halloween was trick or treating.

Discussion Questions

1. What things in the diary cannot be changed? These represent factors in Ginger's life that may affect how she is as a person, but they are not directly within her control. (Example - divorce)
2. What things in the diary can be changed, influenced or modified? How could these things be changed? Who can help change them? What can you do to help?
3. What skills can Ginger develop so she is better able to deal with these challenges?
4. What might be causing Marcie's negative perspective? What is the personal cost to her of her attitudes and actions?
5. How can the Girl Scout experience contribute to improving Ginger's situation and outlook? Can it also help Marcie? What strategies would you use in each case.



Photo Credit: Rachel McAllister

SUSIE'S STORY by Beth Ranado

Directions: For dealing with cliques and the one girl that no one wants to spend time with. This exercise will "sensitize" them to the problem. First, give each girl a copy of a paper doll to color (template can be found on pages 23 or 24). As a leader reads the story, have the girls rip off a piece of the doll whenever instructed to RIP. Start with one elbow, then the next, then the knees, etc. In the second half of the story, you tape her back together again.

Let me introduce you to a girl named Susie. Susie is an ordinary girl, just like you. There are things she likes and doesn't like, just like you. There are things that she is good at doing and things that she's not so good at. She has friends and a family, just like you. When people are nice to Susie, she's happy, and when they're not, it hurts her feelings. There is one very special thing about Susie though, when you hurt her feelings, you can actually see that she's hurt. Let's listen to a story about one day in Susie's life.

Our story starts on a school day, when Susie's mother wakes her up for school. Well, Susie was kind of slow to get up that morning, and her mother said "Quit being lazy and get up. I wish you were more like your sister, she's never lazy in the morning." And that hurt Susie's feelings. RIP.

Well, Susie got up and got dressed, and went downstairs for breakfast. Her older sister was already eating breakfast, and she looked up when Susie came in. She made a face and said "Are you really going to wear that shirt with those pants? You look dorky in that." And that hurt Susie's feelings. RIP.

After Susie ate her breakfast, she went outside to wait for the school bus. When it came, she got on and started to sit down next to her friend Jane. But Jane said, "You can't sit here. I'm saving this seat for Polly." And that hurt Susie's feelings. RIP.

At school that morning, Susie couldn't find her homework to turn in. She looked in her bookbag and her desk, but she couldn't find it. Her teacher was standing by her desk, waiting for her to find it, and in front of the whole class, her teacher said, "You are so disorganized. I think you'd lose your head if it wasn't attached." RIP.

Finally, it was time for recess. Susie loved recess. On the playground, some of her friends were organizing a game of kickball. Susie wanted to play, but the captain of the first team said "I don't want you on my team. You run too slow." RIP. The captain of the other team said, "I don't want her either. She can't even kick." RIP. And another kid said, "Why don't you go play with somebody else?" RIP. And the other kids laughed. RIP.

(Susie's Story continued)

Well, Susie had had a rough day, so she just sat on the playground and cried. After a minute, the other kids noticed how hurt she was, and they said, "Oh, no! Look what we've done!" So they tried to make Susie feel better. "It's OK, Susie, you can be on my team," said the captain of the first team. And that made Susie feel a little bit better. TAPE.

"You can be on my team if you want," said the captain of the second team. TAPE. "We want you to play with us," said another kid. TAPE. "I'm sorry I laughed at you," said another. TAPE.

Back in the classroom that afternoon, Susie's teacher complimented her on her artwork for a project the class was working on. "You're so creative," she said. TAPE.

On the bus that afternoon, Jane and Polly asked Susie to sit with them. So she sat with both of her friends, and they talked and laughed all the way home. TAPE.

Later that afternoon, Susie's sister asked if Susie wanted to go to the mall with her. Of course, she said yes, and they had a great time trying on clothes and giggling with each other. TAPE.

And that night, when Susie went to bed, her mother gave her a hug and a kiss and said, "I'm sorry I was grouchy with you this morning. I really do love you!" TAPE. And so Susie went to bed.

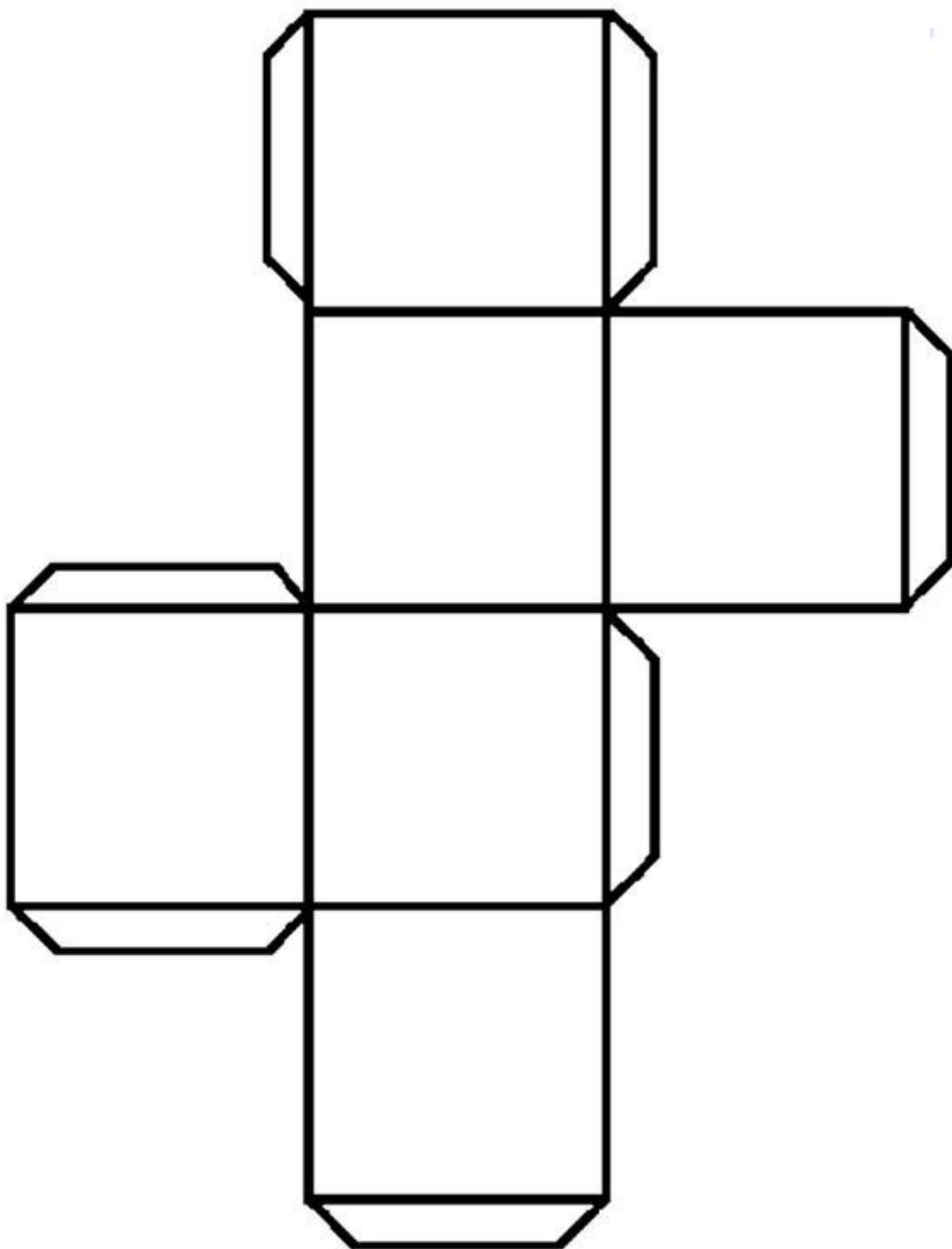
Discussion Questions

1. Does Susie look the same as this morning?
2. How do you think Susie feels now that she is back together again?
3. Does she feel the same as she did when she started the day?
4. What happened to change her feelings?
5. What do you think happened in the story that hurt Susie's feelings the most? Why?
6. What was the best thing that happened to her? Why?
7. Susie also has scars that people don't really see because they are on the inside. They are there because people hurt her feelings. Has anyone here ever had any "scars" like the kind that Susie has? What happened to get them?
8. Think about a time when you might have given a "scar" to someone that hurt them on the inside. What can you do so other people like Susie don't have so many scars at the end of the day? The lines are scars, they will fade over time, just like physical scars, but they may never go away. Remember, once you've said something, you can never take it back!





Building Block Template to accompany DBJ Connect Activity #2



Scenarios to accompany DBJ Connect Activity #4

1. Some friends are planning a sleepover, but Jada doesn't want to invite Nina because she has short hair and likes sports. In school Jada tells Nina, "You can't come to our sleepover."
2. Maya invited all her friends to a skating party. Ana doesn't know how to skate. Maya points at Ana and says, "Look at her!" Nina giggles. Then Jada says, "Stop, not everyone knows how to skate." Jada takes Ana's hand and teaches her how to skate.
3. Jada is a new girl at school. She has no one to sit with at lunch so she sits alone. Maya, Ana, Katie, and some other girls sit at a different table. Ana laughs at Jada for sitting alone. Katie tells Ana that's not nice and goes to sit with Jada.
4. Johnny is sitting with Megan in class. While they are working on a project, Johnny whispers in Megan's ear that her dress is ugly.
5. Amaya is on the playground by herself. Millie pushes her while she is swinging, and makes her fall. When Amaya cries, Beth, who was watching, helped Amaya up and plays with her.
6. Callie is at home playing her tablet. She gets a message that says she is ugly, and doesn't look like a princess. Callie becomes sad.
7. Katie just got a manicure. Anna, Callie, and Amaya make fun of her because she doesn't have fake nails.

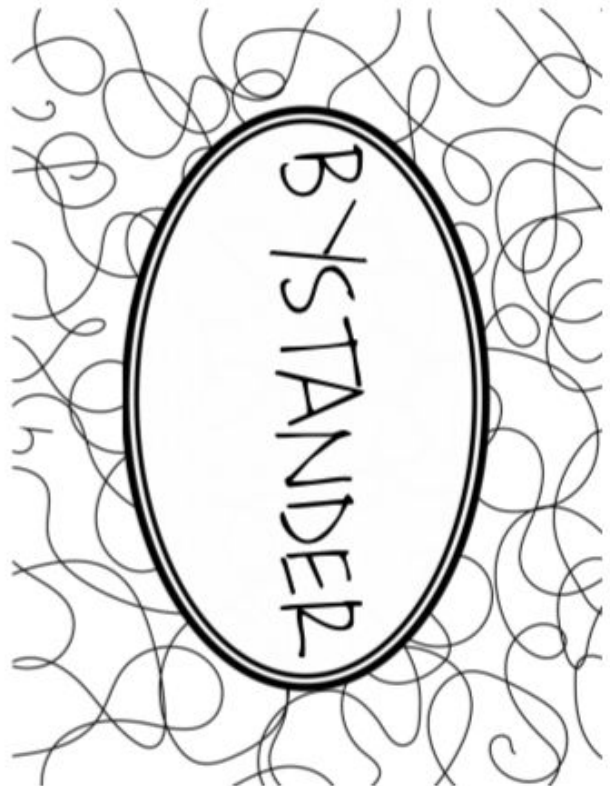
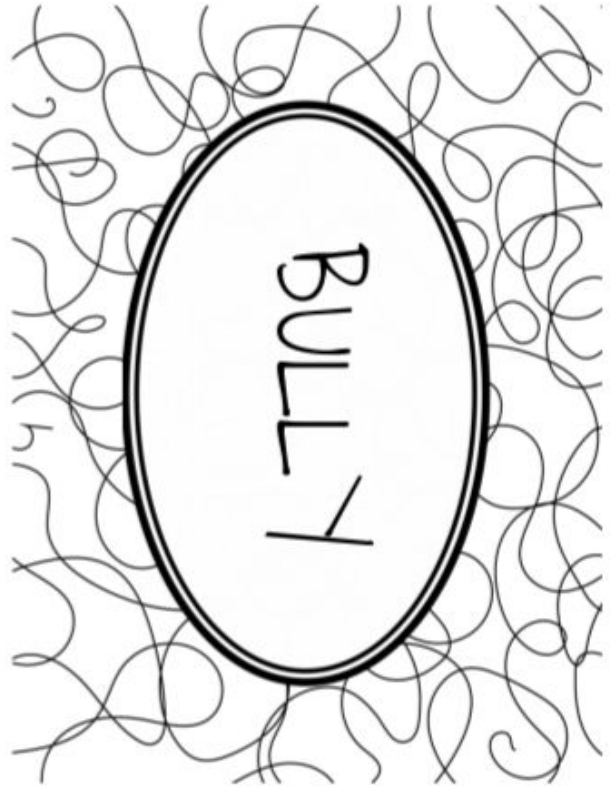
Scenarios to accompany DBJ Connect Activity #9

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

Angela Janelle

Kim Serena

Signs for DBJ Connect Activity #9



THE WARM FUZZY STORY adapted from Claude Steiner's original tale

Many years ago, at a Girl Scout camp, lived a bunch of happy Girl Scouts. They loved their friendly little camp with its beautiful trees, water, and flowers. The campers had a special tradition of trading warm fuzzies with each other. Warm fuzzies were like little balls of pure love that made everyone feel good all over. Campers would offer warm fuzzies freely, and if you needed one all you had to do was ask. Even campers you didn't know would reach into their pockets and pull out a warm fuzzy, and just give it to you! Every warm fuzzy was like a big hug from a friend. And there were always plenty of warm fuzzies to go around.

Everyone felt safe and loved and they all helped each other to feel safe and loved, but one day a grouchy, grumbly, mumbly child came to visit the camp. She didn't understand what everyone was doing, but was sure she didn't like it. She kept cold prickles in her pockets and warm fuzzies didn't make any sense to her. So she decided to lie to the Girl Scout campers so they would stop with all that warm fuzzy business. The grouchy girl told the campers that their warm fuzzies were the most precious things in the world. She told them that instead of sharing them, they should be keeping them. What if the world supply of warm fuzzies ran out? What would they do then?

All of a sudden the campers began worrying and acting selfishly, keeping their warm fuzzies to themselves. And a funny thing happened when campers stopped sharing their warm fuzzies, they also stopped receiving warm fuzzies. Instead of everyone feeling warm and fuzzy inside, they started to feel cold and prickly inside. This made everyone kind of sad, everyone except for that grouchy girl that is.

Thank goodness something nice happened next! You see, one of the campers came to camp late. She brought her warm fuzzies with her. When she arrived at camp, she started giving warm fuzzies to everyone she saw. The campers started to realize what they were missing and that they had made a mistake. Holding onto their warm fuzzies didn't make them happier, it made them miserable. They figured out that giving their warm fuzzies away not only made their friends happy, it made them happy too.

The good news is that we can be just like those campers! We can give warm fuzzies, like these cute little pom poms. But we can also give warm fuzzies that are sparkly, little, fluffy, imaginary balls of happy. You see, when we offer a kind word or help someone to feel better, that's the best kind of warm fuzzy there is.

Organizations Focused on Anti-Bullying

1. Charlotte-Mecklenburg Schools -
<http://www.cms.k12.nc.us/parents/Pages/BullyingPrevention.aspx>
2. Payton's Promise, Anti-Bullying & Suicide Prevention
525 N. Tryon Street
Suite 1600
Charlotte, NC 28202
(704) 838-6288
3. Respect Ability Foundation - <http://foundationforrespectability.org/>
PO Box 2546
Cornelius, NC 28031
(704) 993-6480
4. Peaceful Schools NC - <http://www.peacefulschoolsnc.org/home-2/our-mission/>
5. Anuvia Prevention and Recovery Center - Adolescent Center
100 Billingsley Road
Charlotte, NC 28211
(980) 321-537
6. Presbyterian Psychological Services
5203 Sharon Road
Charlotte, NC 28210
(704) 554-9900
7. Monarch Health Facility-Based Crisis Center for Children and Adolescents
1810 Back Creek Drive
Charlotte, NC 28213
(844) 263-0050
8. North Carolina Center for Excellence in Youth Violence Prevention
800 North Walnut Street
Lumberton, NC 28358
(910) 739-3064
9. Agapé Christian Counseling
2124 Crown Centre Drive
Suite 400
Charlotte, NC 28227
(704) 849-0144

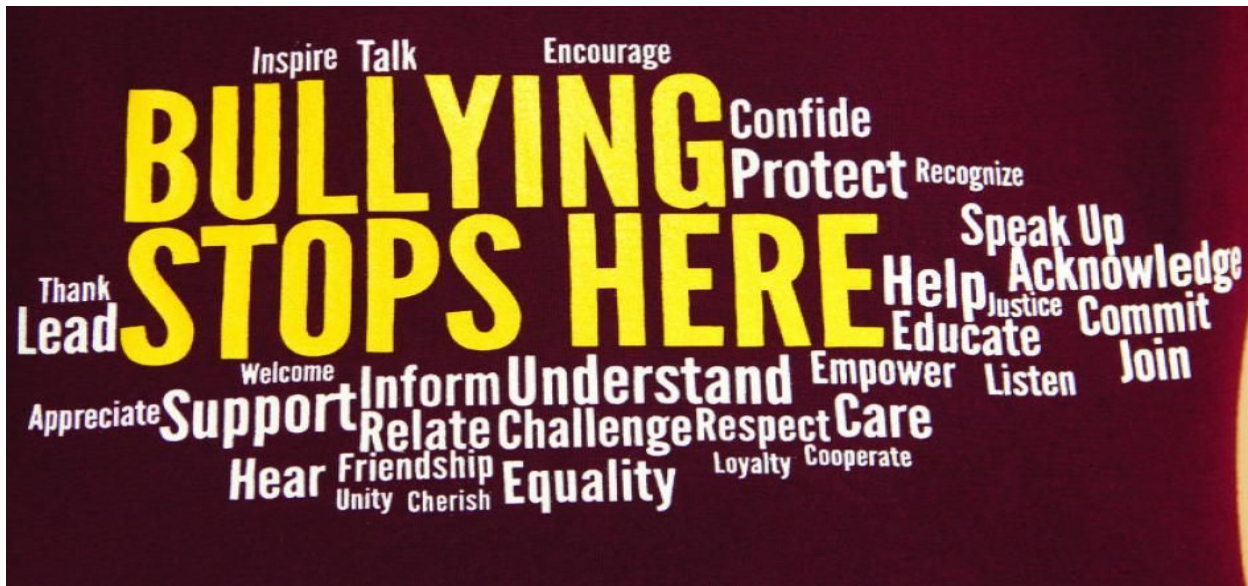
Scenarios to accompany CSA Connect Activity #3 and/or #5

1. Anna was getting bullied by the popular group of girls in school so she decided to start skipping school to avoid the girls. Do you think skipping school to avoid the group of girls was a good idea? If not, explain why and what you think she should have done.
2. Josh started to tease and push Marcus. Marcus decided he was going to fight Josh after school. Do you think Marcus made the right decision to fight him?
3. Taylor was getting cyberbullied by Kate. She blocked Kate on Instagram so Kate started saying nasty things about her behind her back to others. One day, Kate decided to knock books out of Taylor's hands. Taylor dropped her bookbag and pushed Kate into the locker. They got called into the Principal's office. Kate just got detention for her contribution to the situation, but Taylor got suspended for 3 days because she put her hands on Kate. Do you think Taylor's suspension is fair? Is it justified because she was just sticking up for herself?
4. A group of students walk down the hall toward their next class and witness Cathy, a popular student, push an Vicky who is not popular into the lockers. This resulted in books and papers falling all over the ground. Cathy gives a hearty laugh and walks off. What do you think the other students should do?
5. A mother is walking by her son Jonathan while he is on his iPhone and notices that he keeps hiding the screen and pretending that he isn't doing anything when she walks by or gets close to him. Upon further observation, the mother sees that Jonathan is sending out hateful tweets via what seems to be a Twitter account he has set up to impersonate someone else. What do you think Jon's mother should do about his actions?



Answer Key for CSA Connect Activity #4

NORMAL PEER CONFLICT	BULLYING
Equal power or friends	Imbalance of power, not friends
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Not serious	Serious with threat of physical or emotional harm
Equal emotional reaction	Strong emotional reaction from victim and little or no emotional reaction from bully
Not seeking power or attention	Seeking power, control or material things
Not trying to get something	Attempt to gain material things or power
Remorse - will take responsibility	No remorse - blames the victim
Efforts to solve the problem	No effort to solve the problem



Scenarios to accompany CSA Connect Activity #7

1. Sophia is everyone's favorite target. She's the smallest kid in class, wears glasses, and is good at reading and math. All the teachers love her, but the kids think she's a "dork." She's walking in the hallway when Nina trips her—Sophia falls down and drops her stuff everywhere. Maya kicks her book across the hall. Ana laughs. Jada rolls her eyes and walks away. Olivia picks up Sophia's books for her and walks her to her next class.
2. A new girl, Ana, walks up to a lunch table and asks if she can sit in an empty chair. Olivia doesn't look at her or answer her. Olivia crosses her legs on the chair, smirks at her friends and says, "Don't you think girls who wear ponytails look like babies?" Jada nods, "No one wears ponytails anymore!" Sophia giggles, but Maya just looks out the window. Later that day, Nina finds Ana in the bathroom crying. Nina tries to comfort Ana by saying, "What Olivia did at lunch was mean. Would you like me to walk home with you?"
3. Every time she sees Maya, Ana makes fun of her because she wears clothes that aren't "cool." Ana's best friend, Nina, joins in whenever she's there. Olivia pretends not to notice, but Jada can't stop giggling. Sophia sees that Maya is really upset. When Ana walks by Maya and says, "Did you get those clothes from a garage sale?" Sophia says, "That's not cool. Maya, I think your shirt is awesome."
4. A group of friends is having a sleepover and start gossiping about the girls at school. Everyone agrees that Ana is really stuck-up and flaunts her family's money all the time. Sophia says, "Yeah, Ana may have money now, but she's still just white trash." Everyone seems shocked at first, but then Nina bursts out laughing, and Jada says, "Yeah, they moved into that house out of a trailer!" Olivia looks uncomfortable but quiet. Maya looks at Sophia and Jada and says, "That's an awful thing to say!" Sophia says, "My dad says that all the time." Olivia says, "Ana may not be the nicest girl in school, but that has nothing to do with where she lives or how much money she has." Maya says, "I'd rather be friends with her than you if you're going to say horrible things like that!"
5. The girls on the softball team are planning a sleepover, but Sophia keeps telling them not to invite Olivia because she's new to the team and too quiet. In school, Sophia tells Olivia, "Too bad you weren't invited to our sleepover." Ana says, "Yeah, you'll miss out on all that pizza." Maya puts on a show, pretending to be sad. Jada acts like she doesn't hear the conversation. Nina says to Sophia and Ana, "If you aren't inviting Olivia, I'm not coming either." Jada says, "Yeah, that's mean. We're supposed to be a team." Sophia says, "Okay, fine. She can come." Nina and Jada walk over to Olivia and Jada says, "I really want you to come to the sleepover."

(scenarios continued)

6. Nina is picking basketball teams in gym class. She picks her best friend Olivia. Olivia whispers to Nina, and then loudly says, “I bet nobody picks Jada.” Nina picks Ana. Ana pretends like she doesn’t notice they are picking on Jada and walks straight past her. Olivia whispers to Nina “Don’t pick Jada again.” Nina picks Sophia. Sophia smiles as she walks past Jada. Maya sees everyone excluding Jada. When she is picked, she says, “Olivia, it’s not OK to pick teams like that. I’d rather be on the other team with Jada.”
7. Nina has been friends with a group of girls since kindergarten. This year, she notices her best friend, Olivia, has stopped passing notes to her. At lunch, Nina asks Olivia, “Why don’t you pass me notes anymore?” Olivia says, “I just have new friends now.” Sophia says, “Nina, you’re just not cool. You’ll never get it.” Ana laughs uncomfortably. Maya keeps eating. Jada looks at Sophia and Olivia and says, “That’s not okay. Come on, Nina. When you guys decide to be friends again, you know where to find us.” Jada and Nina go sit with another group of girls.
8. Jada, Olivia, Sophia, Nina, and Ana always get to the swings first during recess. One day, Jada won’t let a new girl, Maya, get on the swings. She says, “You’re not part of the super swing club.” Nina says, “Yeah, so there.” Olivia starts giggling. Sophia just keeps swinging. Maya tries to get on a swing, but Jada holds it out of her reach. Maya gets tears in her eyes. Ana says, “That’s silly, Jada. The swings are for everybody.” Ana gives Maya her swing.
9. Nina has invited all of her friends to a skating party. One girl, Jada, doesn’t know how to skate very well. Nina points at Jada and says, “Look at her!” Ana says, “Yea, check out the baby.” Sophia giggles at Jada. Olivia just keeps skating. Then Maya says to Nina, “Not everyone knows how to skate yet.” Maya takes Jada by the hand and they sit down for a snack.
10. Sophia is not popular. She lives in a very poor neighborhood, her family doesn’t have a washer or dryer and her clothes are often dirty. Ana’s parents have a big house, horses and a silver Hummer. At lunch, Ana sits at a table behind Sophia and loudly exclaims, “Something smells bad in here? Do you smell that? It smells like Sophia in here!” Maya screams “Ick!” and Nina nods, holding her nose and giggling. Olivia seems really busy eating. Jada, the gym teacher walks up and asks, “What’s all the laughing about?” Ana smiles sweetly and says, “It just smells so bad in here. Can’t you smell it?” Jada sniffs, tilts her head, and says, “Yeah, it does smell pretty bad.” The whole table bursts out laughing. Later that day, Nina calls Sophia to apologize for how she and the others behaved and asks Sophia if she would like to come to her house tomorrow after school.

(scenarios continued)

11. Nina is picked on a lot at school. In the hall, a group of girls starts to taunt her. Sophia calls out, "Hit her!" Maya slaps Nina across the face. Both girls look surprised, but Sophia quickly smiles. A larger group is now surrounding the two girls and Jada starts chanting "Fight, fight, fight." Sophia pretends there is nothing going on and keeps rummaging in her locker. Ana quickly runs to tell a teacher what is happening.
12. Maya is absent from dance class today. The girls start to talk about why she's missing. Nina goes to school with her, but didn't notice whether or not she was there. Nina says, "Well, she's one of those people. Her parents are probably too busy drinking Tequila to bring her." Sophia says "Yeah. I heard her dad won't let her leave the house because she's a girl." Jada, the dance teacher, looks annoyed, but keeps leading stretches. Ana walks away from the girls and goes to do her stretches with some other girls in the class. Olivia says, "That's not cool. We shouldn't be telling stories about her just because she's not here."
13. Maya, Nina, Sophia, Jada and Ana have been friends since pre-school. Ana went to a party with her cousin on Saturday that none of her friends were invited to. Although she promised to tell her friends all about it Sunday, she never called any of them (they never called her, either). Ana misses school on Monday. At lunch, Maya says, "Wow! That must have been some party on Saturday if Ana still can't get out of bed." Jada says, "No kidding. I know they were drinking. Her cousin's a lush!" Maya asks Sophia and Nina, "Do you think she got caught?" Sophia and Nina don't answer, so Jada says, "Totally! Her mom's really strict. I'll bet she's in rehab!" Within two hours, the school is buzzing with the rumor that Ana's missing school today because she's in rehab. That night, Sophia's mom, Olivia, has heard about Ana's "situation" and tells Sophia, "I don't want you spending time with Ana anymore. She's a bad influence." Tuesday, Ana comes to school after spending the day sick with food poisoning only to be asked, "How was rehab?" four times on the way to her locker in the morning. Nina joins Ana at her locker and says, "There are some nasty rumors going on about you. What happened this weekend?" Once Ana tells her the real story, Nina tells everyone she hears spreading the rumor what the truth really is and sits with Ana at lunch when no one else will.

Nametags for CSA Connect Activity #7

Ana

Jada

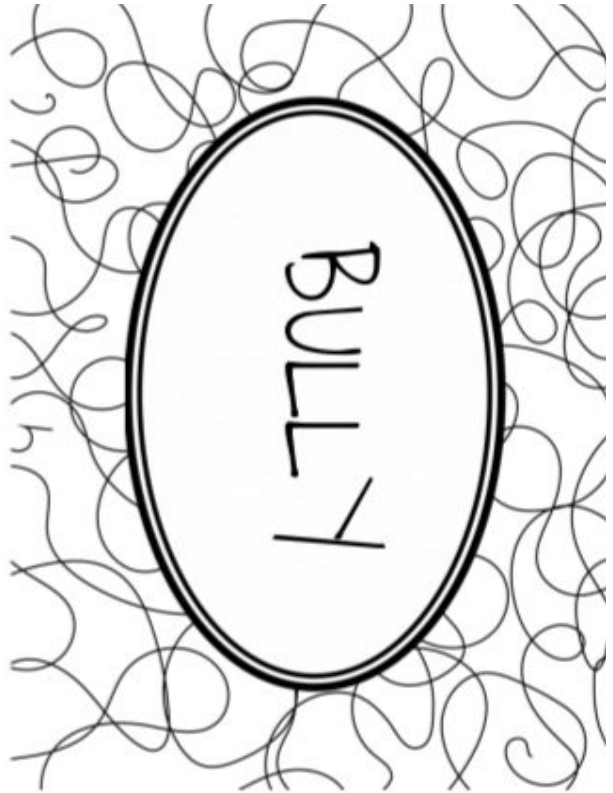
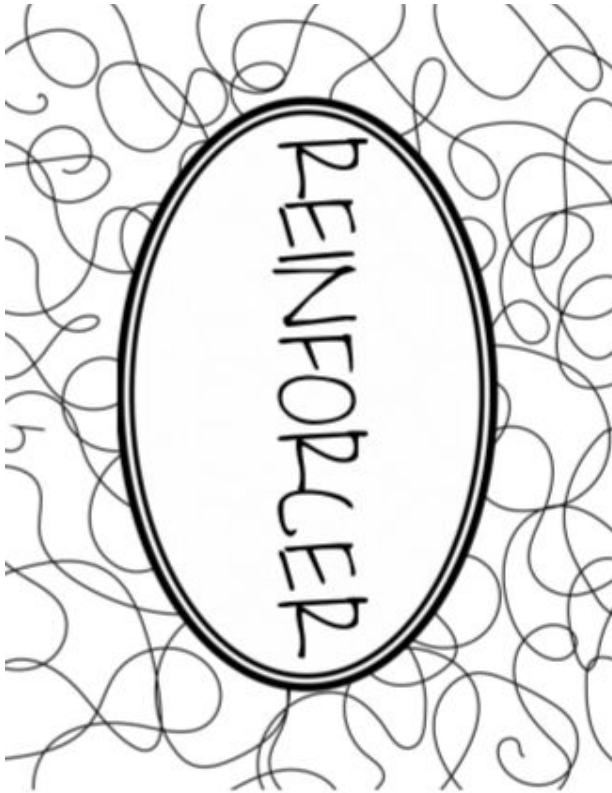
Maya

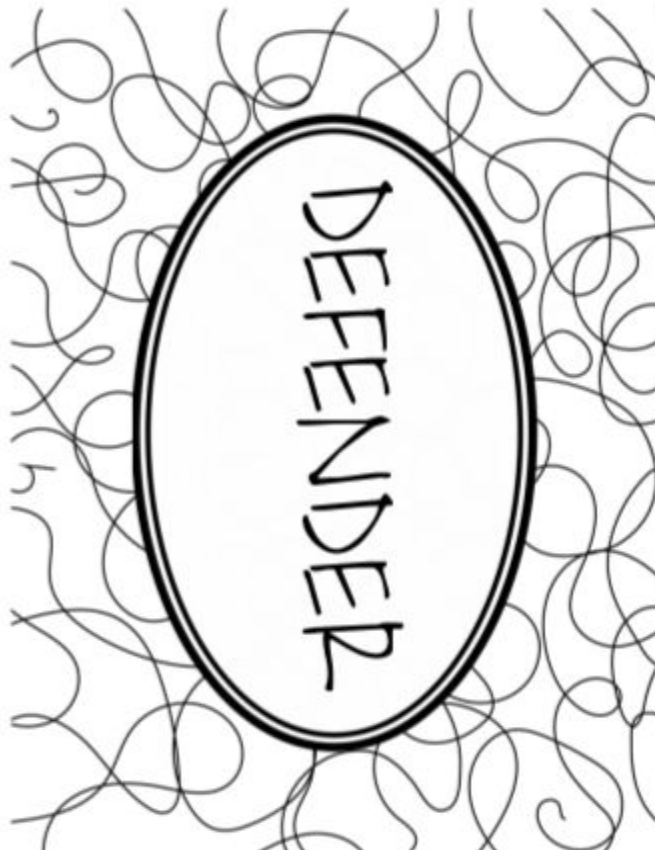
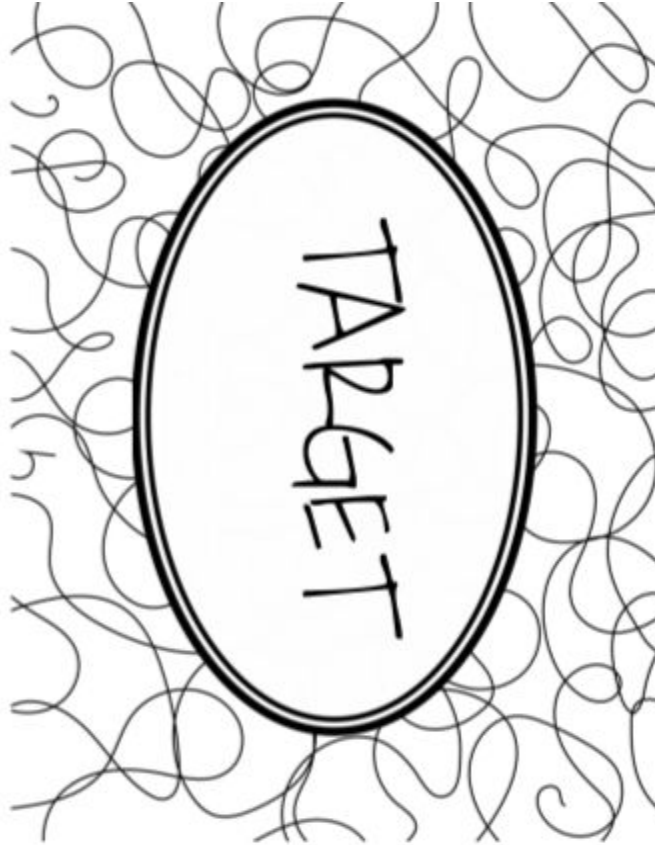
Nina

Olivia

Sophia

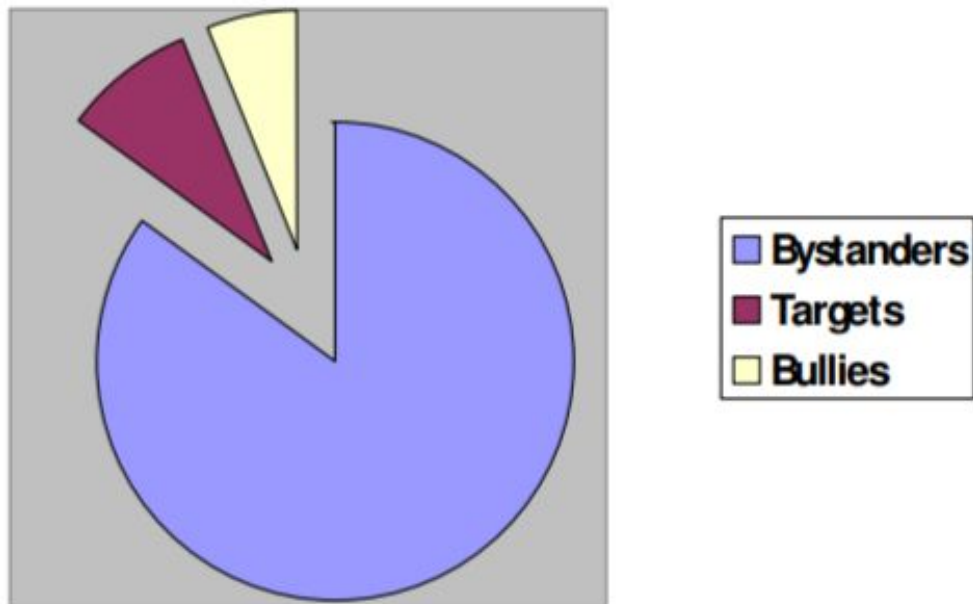
Signs for CSA Connect Activity #7





Power In Numbers

THE FACTS...



In a bullying drama...

6% of people bully

9% are targeted

85% are bystanders