

When Words Hurt...

Girl Scout Daisy Leader's Guide

Dear Girl Scout Daisy Leader,

As a Girl Scout Leader and role model you are in a great position to help girls learn how to have healthy relationships. This is a good time for Girl Scout Daisies to practice being respectful and kind. This skill will impact a girl for the rest of her life. As a values-based organization, Girl Scouts finds its foundation in the Girl Scout Promise and Law. You can always rely on the principles found 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 potential bullying situations are important steps in helping girls in your troop understand how to create healthy friendships.

We are not expecting you to be an expert on bullying. What we are expecting you to do is to gain awareness and an understanding of what bullying is and respond in a positive way when you are aware of a bullying situation. The activities provided will help you teach girls the importance of interacting with each other in a respectful and kind way. Girls need to know that it is okay not to like everyone, although we still treat others with respect.

See the Resources, on p. 11, of this guide to find materials and resources on bullying and creating healthy friendships.



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.

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 is different than conflict** in that conflicts involve two people of *equal power*, each with a *different point of view*. Bullying can be **physical, verbal or relational**.

Relational aggression/bullying

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

Examples of bullying and relational aggressive behaviors:

Exclusion

- Not inviting someone to a party/event and letting everyone else know
- Forming groups (cliques) with strict “membership” requirement
- Saving seats so others 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



This Leader's Guide includes two introductory activities to establish a common vocabulary and give girls examples of common bullying situations. After the introductory activities you may do any of the activities in any order.

A participant patch is available for the *When Words Hurt...* anti bullying initiative. We are recommending a Girl Scout troop does the introduction activities first and at least one more activity before receiving the patch. Patches can be purchased at the GSCV Retail Shop.



The following two introduction activities are done first to help girls understand behaviors that "cross the line" and the different role players in bullying or relational aggression situations.

Introduction activity #1 – What crosses the line?

Objective:

Girls will recognize appropriate and inappropriate behaviors.

Materials:

Jump rope, one sign that reads **kind/respectful**, one sign that reads **mean/hurtful**

Pre meeting preparation:

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

Activity directions:

1. Discuss the meaning of when someone "crosses the line". Be sure the girls understand that this means when someone does or says something in a way that makes another person feel badly. Remind girls that some people's feelings are hurt more easily than others, so some of us may think something "crosses the line" while others do not.
2. Place the jump rope on the floor. Ask the girls to line up, side-by-side, with their toes about six inches from the rope. On one side put the sign **kind/respectful** and on the other side of the jump rope put the **mean/hurtful** sign. Discuss with the girls what these words mean.
3. Explain that you will read some ways people in their troop or class might behave. If they think the behavior is "wrong" (mean/hurtful), meaning it "crosses the line", ask each girl to step over the rope. Be sure to repeat that each girl gets to make her own choice of what she thinks crosses the line. Have the girls go back to their original positions before you read the next example.
4. Make notes of what the girls believe "crosses the line" for discussion.





Sample questions:

“Will you play with us?”

“You can’t come to my birthday party because you don’t have long hair.”

“I’m sorry that I can’t invite you to my party – we only have room for four people. Can you come over to my house to play tomorrow?”

“There’s room at our table. Sit here.”

“You can’t sit here!”

“Your shirt is pretty.”

“Why did you wear that weird shirt today?”

“Only my friends can play this game with us.”

“Sure, everyone can play.”

“I don’t like you anymore.”

Invite all the children in your class to play a game at recess.

Making fun of someone who trips and falls.

Helping someone pick up something he or she has dropped.

Whispering about one of your friends.

Telling the teacher that someone called your friend a mean name.

Telling the teacher that someone called you a mean name.

Saying “hello” to a classmate you do not know very well.

Laughing at the losing team at recess.

Laughing at a funny joke a classmate tells.

Discussion:

- Have the girls return to their seats and ask what they noticed about the behaviors where all or most of the girls stepped over the line.
- Ask the girls if they have heard of the word “bullying”.
- Ask for their definition of “bullying”. Explain that bullying is when the same person or people “cross the line” even after they know they have hurt someone. Bullying is on purpose.
- Explain the different types of bullying (hitting/pushing; name-calling/teasing; leaving someone out/saying “you can’t play”).

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

Introduction activity #2 - Power play

Objective:

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

Materials:

- Two sets of three signs, each of the three signs reading: Bully; Bystander; Target; pp. 12-14

Activity Directions:

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

(Alternate activity: Split the girls into two groups. Give each girl a sign. Read the scene and have the girls plan a skit that focuses on the role represented on their sign.)

- Discuss how their character behaved in the scene and why. Some sample questions to help guide your discussion after each scene are:
 - Why do you think your character was the ...(target, bully, bystander)?
 - How does your character feel?
 - What could the bystander do differently?
 - How could you do the scene differently so each character was kind/respectful?



Scenes

1

Angela makes fun of the clothes Janelle wears almost every day. Kim hears her but pretends not to notice. When Angela says something mean to Janelle about her outfit today, Kim just stands there and does not say anything.

2

Janelle invites all the girls in her class to her sleepover except Serena. She lets the girls know that Serena is not included. Angela just shrugs her shoulders and does not seem to care that Serena is left out. Serena hears that she is not invited and feels bad.

3

Kim has invited all of her friends to a skating party. Angela doesn't know how to skate. Kim points at Angela and says, "Look at her! She is so weird!" Janelle hears what Kim said about Angela but does not say anything.

4

At recess, Angela and Janelle run very fast to get to the swings first. Kim tries to get on the swings, too. Angela says, "Kim, you can't swing with us." Janelle continues swinging. Kim keeps trying to get on the swings, but Angela holds the swing out of her reach.

5

The teacher asks Janelle to pick her kickball team. She chooses Kim right away, but doesn't pick Serena. When Kim asks her, "Why didn't you pick Serena?", Janelle replies, "I don't want her on our team. She doesn't kick the ball far enough."

Activity # 3 – Heart prints

Objective:

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

Materials:

- A paper heart for each girl
- Crayons or markers
- Heart Template, p. 15

Pre Meeting Preparation:

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



Activity Directions:

- Have each girl color their heart.
- Ask the girls, “What kinds of things do others say and do that hurt your feelings?” Tell the girls that each time something is said that is hurtful or mean, they are to make a fold on their paper heart.
- List of hurtful words and actions to get the discussion started:
 - Saying – You can’t sit here.
 - Doing – Pushing someone out of line.
 - Saying – You’re not my friend.
 - Doing – Knocking books out of someone’s hands.
 - Saying – I don’t want to play with you.
 - Saying – You can’t be on our team.
 - Doing – Tripping someone as they walk out the door.
 - Saying – You can’t play the game with us.
 - Saying – Your clothes are weird.
- Ask the girls, “What kinds of things do others say and do to help you feel better?” Tell the girls that each time something is said that is kind, they are to unfold one of the folds in their hearts. List kind words and actions until everyone has unfolded their whole heart.
 - Saying – Would you like to sit by me during lunch?
 - Doing – Take someone by the hand and invite them to stand next to you in line.
 - Saying – I would really like it if you were my friend.
 - Doing – Helping someone pick up their books that have been knocked onto the floor.
 - Saying – Will you play with me at recess?
 - Saying – Would you like to join our team?
 - Doing – Helping someone up off the ground that has just been tripped.
 - Saying – Please play the game with us.
 - Saying – You look really nice today.
- Have the girls smooth out their hearts as much as possible. Ask them what they still see. They should observe that even though the heart isn’t all folded up, the marks from the folds are still there.
- Explain that even though the hurtful things that happened didn’t last forever, and some nice things even happened to help them feel better, whenever something hurtful is done or said to someone that bad feeling sticks around for a longer time and is still remembered inside. We can never completely undo a hurtful action or word, so the best thing is to keep it from happening in the first place.

Activity #4 – Band aids

Objective:

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

Materials:

- 1 - Life-size outline of a girl
- Band aid cutouts, p. 16 or use real band aids
- Crayons
- Tape
- Glue sticks

Pre meeting preparation:

Make a life size outline of a girl, cut it out, and tape to the wall; cut out enough band aids so each girl in your troop has two.

Activity directions:

- Introduce the activity by sharing with the girls a brief story of a time someone hurt your feelings. Focus on the “what” and “how”, not the “who”. Ask the girls if they have ever had someone hurt their feelings. Here is a sample story you could use:

Once my family moved to a new place, and I was the new person in my class. When we went to the art room, I went to sit next to someone I was hoping to be friends with. Another person quickly ran past me and quickly sat in the chair. She said, “All the seats at this table are only for my friends, I guess you’ll have to sit somewhere else.”
- Ask the girls to share very short stories of what happened that hurt their feelings. Be sure to tell the girls to only tell about the situation without using anyone’s names.
- While girls are telling their stories, write a short phrase on the life-size girl outline that represents what each girl shared (left out, name calling, you can’t play, etc.)
- Ask the girls how they can tell when someone’s feelings have been hurt. (Ask questions like: “What is the look on the person’s face?”; “How does she stand?”; “What other movements does the person who has been hurt make?”)
- Have the girls stand up and show the body language and facial expressions of someone who has been hurt. Ask the girls, “What is a person called who tries to hurt someone else on purpose again and again?” Explain that the answer is “a bully”, and introduce the idea that we need to help protect each other from bullies.
- Give each girl one or two of the band aids. Help the girls come up with ideas on how they could help a friend who has been the target of a bully.
Ideas:
 - *Encourage the target to tell an adult.*
 - *Tell an adult for the target.*
 - *Tell the bully to stop.*
 - *Ask the target to play with you.*
- Use the glue or tape to stick the band aids over the hurtful words/actions on the life-size girl outline. Save this girl outline for future reference if the girls need a reminder of how we all should stand up for each other.
- Read the insert “Tell Someone” from the *Bullying: Is Anyone* Listening book by Sharp Literacy, Inc. Help the girls to brainstorm a list of adults that they could go to for help in a bullying situation.

“Tell Someone”

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

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

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

Activity #5 - Everyone belongs here bracelet

Objective:

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

Materials:

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

Bead colors and meanings:

Blue – is good at listening

Yellow – is good at sharing

Purple – is friendly and nice to everyone

Orange – is a good helper and offers to assist others

Pre meeting preparation:

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

Activity directions:

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

Girl Scout Daisy NO BULLIES Troop Pledge. See the pledge on p. 17. Make enough copies for each girl to have one. Have the girls say the pledge together. Have each girl sign her pledge and take home.



Bullying: Is Anyone Listening, by Sharp Literacy, Inc.

As mentioned, this book served as an inspiration to develop this resource for you as a Girl Scout leader. Addressing this issue by being observant and proactive, you can help the girls in your troop take action toward preventing and stopping the hurtful words and actions of bullying.

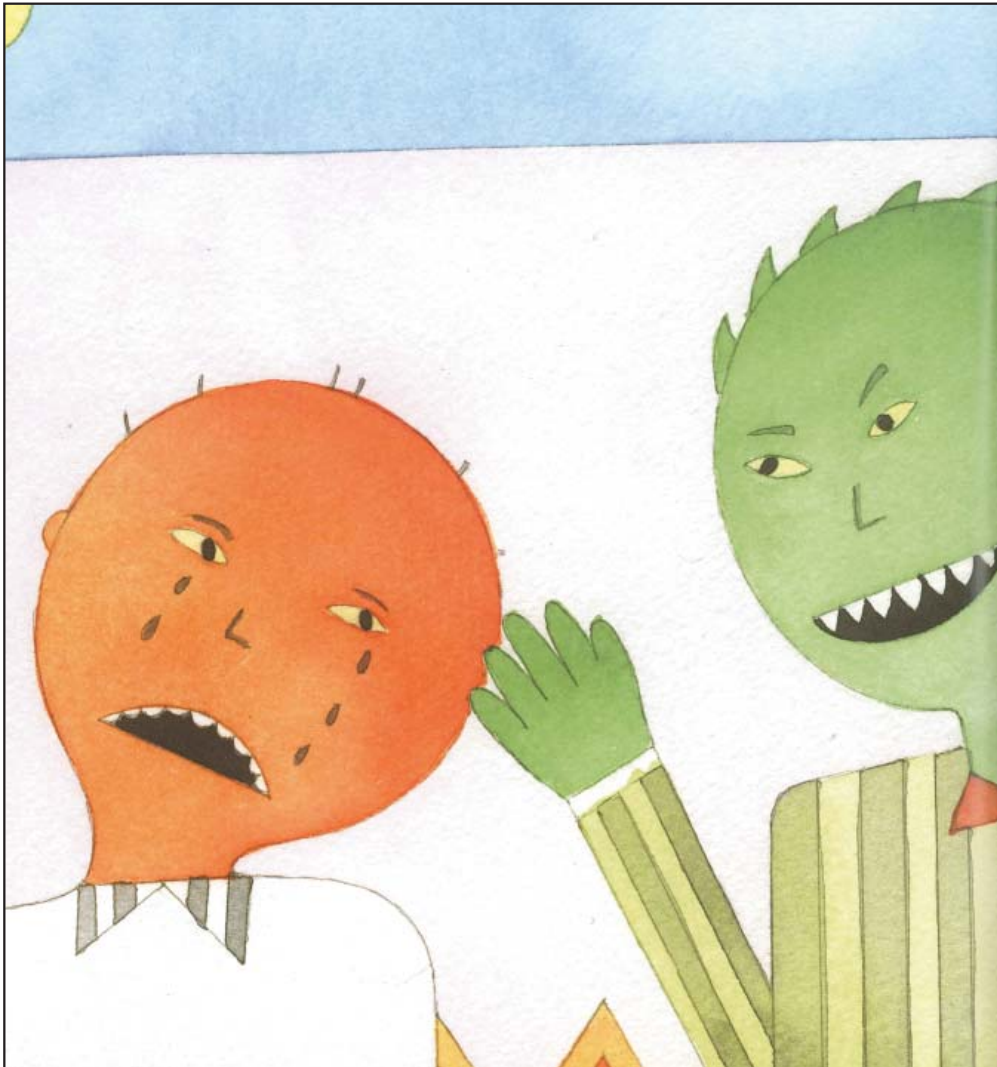
Below are two excerpts and illustrations to give you a glimpse of its powerful content. Hopefully the feelings shared by children will encourage you to read more, and most importantly do all you can to stop these types of hurtful occurrences.

“Anxiety” from p. 39

When bullying occurs, I am usually the bystander of it. I am the person who watches the event happen. I have watched the bully push books out of the person’s hands. I have watched the bully trip the person in the hallways. I have watched the bully call the helpless people names. I admit that I was one of those laughing bystanders who didn’t do anything but stand there.

Thinking back on all of those times when I just stood there and watched the event take place, makes my stomach do somersaults over and over and over. It felt like a giant had punched me in the stomach.

Bullying in my opinion is terrifying for kids. It happens all the time. I feel bad for all the people I’ve seen that have been picked on. I regret not having done something about it. Bullying can be like robbing a bank because you rob the victims of their happiness in life.



From p. 63 of
Bullying: Is Anyone Listening

Bullies are mean people. Did

U know they just do it because they want to

Look tough. Others do it because they need

Love from their parents or friends. But sometimes they need help from people like

You.



Resources

Childrens Books:

Cosby, Bill. *The Meanest Thing to Say*. New York: Scholastic Inc., 1997.

DePino, Catherine. *Blue Cheese Breath and Stinky Feet*. Washington D.C.: Magination Press, 2004

Estes, Eleanor. *The Hundred Dresses*. New York: Scholastic, 1973.

Ludwig, Trudy. *My Secret Bully*. California: Tricycle Press, 2005

McCain, Becky. *Nobody Knew What To Do: A Story About Bullying*. Florida: Magnetix Corporation, 2002.

Moss, Peggy. *Say Something*. Maine: Tilbury House, 2004.

Adult Books:

Deak, JoAnn and Teresa Barker. *Girls Will Be Girls: Raising Confident and Courageous Daughters*.

Coloroso, Barbara. *The Bully, the Bullied and the Bystander: From Preschool to High School, Parents and Teachers Can Help Break the Cycle of Violence*. New York: Harpercollins, 2004.

Dellasega, Cheryl and Charisse Nixon. *Girl Wars: 12 Strategies That Will End Female Bullying*. New York: Fireside, Simon & Schuster, Inc., 2003.

Freedman, Judy S. *Easing the Teasing: Helping Your Child Cope with Name Calling, Ridicule, and Verbal Bullying*. New York: Contemporary Books, McGraw-Hill, 2002.

Simmons, Rachel. *Odd Girl Out: The Hidden Culture of Aggression in Girls*. San Diego: Harcourt Books, 2002.

Simmons, Rachel. *Odd Girl Speaks Out: Girls Write About Bullies, Cliques, Popularity, and Jealousy*. San Diego: Harcourt Books, 2004.

Wiseman, Rosalind. *Queen Bees & Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and Other Realities of Adolescence*. New York: Three Rivers Press, 2002.



Websites:

bullying.org

eyesonbullying.org

netsmartz.org

stopbullying.org

stopbullying.hrsa.gov

teachingtolerance.org

People & places to contact

- School counselor or school administrator
- Pediatrician or nurse
- Children's Hospital and Health System
 - Child Abuse Prevention Fund: capfund.org
- Psychologist
- Mental health professionals through your local health department



Power Play Signs - Girl Scout Daisy

Bully; Bystander; Target

Bully/Aggressor
(the person who is being mean)



Bully/Aggressor
(the person who is being mean)



Power Play Signs - Girl Scout Daisy

Bully; Bystander; Target

Bystander

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



Bystander

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



Power Play Signs - Girl Scout Daisy

Bully; Bystander; Target

Target
(is hurt by the Bully)



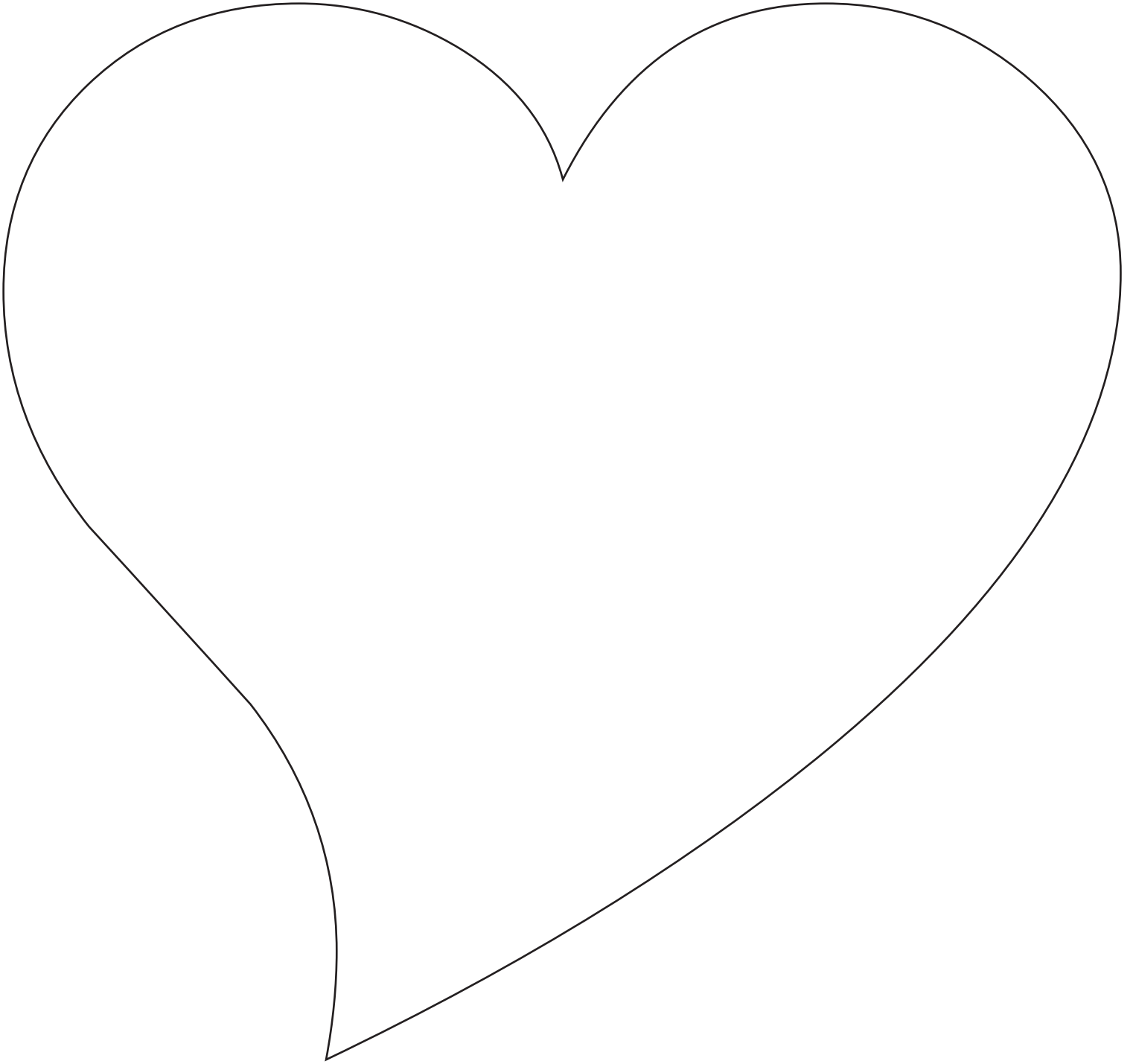
Target
(is hurt by the Bully)



Activity #3, p. 7

Heart Template

Copy this page as needed



Band Aid Templates

Two band aids per girl • Copy this page as needed





Girl Scout Daisy

No Bullies Troop Pledge

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

Girl Signature: _____

Date: _____ Troop #: _____



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