

Stand Up to Bullies - Instructions to Earn Your Patch

You will earn your patch after you complete this paper and return it to your Troop Leader. Use the back of this page for more space.

I performed at least three of the tasks on the Bully Upstander pledge. The tasks I completed are:

1. _____
2. _____
3. _____

I interviewed someone else at home or school who has been a bully, target, bystander, or upstander.

Name of person: _____ Role (circle one): bully, target, bystander, or upstander

Description of what happened: _____

The lesson I learned from this person is: _____

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Description of what happened: _____

The lesson I learned from this person is: _____

Stand Up to Bullies for Troop Meetings

Designed for Brownies and Juniors

Note to Leaders: If girls in your Troop are dealing with bullying, try this program to help them explore ways they can be more considerate and caring to girls they come into contact with and stand up to bullying when they see it happen. The activities in this program are a guide – please change them if you feel different variations will work better for your Troop.

Keep in mind that each activity is meant to run quickly in order to best keep the girls' attention. **Try to keep the amount of talking you and other leaders do to a minimum, and let the girls do the rest.**

You will need at least 3-4 adults to help for a group of 20. Add or subtract adult volunteers based on the size of your group.

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Program Logistics

Date:

Location:

Names and phone numbers of adult helpers

Adult volunteer name	Cell phone number

Set-up – Arrange 4-6 long tables with at least a few feet of space between each table.

Prepare ahead of time

1. Get the help of an older girl Troop if possible. Ask them to create skits about bullying that they can perform during your meeting (See Activity III).
2. Print out Good Friends and Bad Friends signs and place one on each table.
3. Print out one Bully Upstander Certificate for each girl and place them on the tables.
4. Place one box of crayons on each table.

Materials

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Attendance list 2. Building use permit 3. Bully Upstander Pledge/Certificate 4. Patches 5. Patch Completion Instructions 6. Pens 7. Lined paper 8. 5 pieces of poster board 9. Crayons 10. Markers | <ol style="list-style-type: none"> 11. 4 copies of Girl Scout Law and Promise 12. Good Friends/Bad Friends signs and tape – used to split girls into different groups. 13. Small pieces of paper in 4 different colors (1 paper for each girl. These will be used to split them into different groups). |
|--|--|

Registration and Focus Activity (15 minutes)

1. Assign one volunteer to check off girls' names as they arrive and give each one a colored piece of paper (to be used later).
2. Assign 3 other volunteers to seat girls at tables to complete the Bully Upstander Certificate. Ask the girls to:
 - a. Write their names and check off the tasks already written on the pledge that they will do.
 - b. Write down 3 things they can change about themselves to be a better friend, then draw a picture in crayon of one of those 3 things on the back of the pledge card.

Introduction (5 minutes)

1. Welcome to our Stand Up to Bullies Event! We're going to have a lot of fun and learn a lot today, including how to know if someone is a good or bad friend, what to do if you see someone being a bad friend, and how you can be a better friend.
2. Before we get started, we're going to say the Girl Scout Promise and Law. Who would like to volunteer to lead this for us? **While we're saying the GS Promise and Law, think about what characteristics of Girl Scouts are also characteristics of good friends.**
3. Discussion Question – Raise your hand if you heard a characteristic in the Promise that is also a characteristic of a good friend? You're going to have a chance now to talk about that in small groups.

The 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.

The 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.

Activity I – Good and Bad Friends (20 minutes)

1. We're going to split you into different groups. Some groups will think about good friends and some will think about bad friends. Then each group will report back on some of the things they came up with. You may not be in the same group as some of your friends. That's OK – you'll get to see them later and this will be a good opportunity to introduce yourself to someone new.
2. Please look at the colored paper that you received at the beginning of the program. Go to the table I tell you to (Ex – Red go to Table 1, Green go to Table 2, etc.).
3. Assign one volunteer to lead each group.

Sample Script for Group Leaders

Please note you'll have about 10-15 minutes to work with the girls on this task:

- a. Welcome to our group!
- b. Today we're going to talk about qualities of _____ (*good or bad*) friends.
- c. Imagine that I'm an alien and I have never heard of the word "friend." How would you describe what a (*good or bad*) friend is to me? (*Take a few responses then say something like the following.*)
- d. **Those are great ideas! We're going to make a list of all the ideas that you come up with.** After you say your idea, write it in big letters on the poster board. (*Don't force girls to speak in front of the group if they don't feel comfortable yet. Give them time to get used to everyone. Girls should write their answers large enough that other groups will be able to see it later, but small enough so there will be room for everyone's ideas.*)
- e. If girls have trouble coming up with ideas about characteristics of (*good or bad*) friends, try some of the following questions to help prompt them:
 - i. What are some of the qualities you heard in the GS Law and Promise that describe good friends (if your group is describing bad friends say – What are some of the qualities you heard in the GS Promise and Law that are the OPPOSITE of bad friends?)
 - ii. What are some things that (*good or bad*) friends do for each other?
 - iii. What would a (*good or bad*) friend do if she saw you at lunch and you didn't have anyone to eat with?
 - iv. What do (*good or bad*) friends do when you play games? Do they try to boss you around? Do they play games you want to play?
 - v. How does a (*good or bad*) friend act when you have a problem?
 - vi. Think about your (*favorite or least favorite*) friend. Don't say her name, but tell us some of the things you like to do with her.
- f. Now that we're done, we're going to tape our posters up on the wall and talk about our ideas with the other groups.

Activity I – Good and Bad Friends, Continued

4. As one large group together - Now we're going to see what each of the Good and Bad friends groups came up with. (If time allows, let groups go to each other's posters and add their own thoughts)
 - a. Good Friends – go over some of the characteristics that each group had. **Make special note of some of the characteristics that were repeated across groups.** (Ex. – Listen to each other, stand up for each other, keep each other company, etc.)
 - b. Bad Friends – go over some of the characteristics that each group had. **Make special note of some of the characteristics that were repeated across groups.** (Ex. – Tell each other what to do, call each other names, etc.)
 - c. Now that you've thought of things good and bad friends do, I want you to look at the pledge you received at the beginning of this program. For those of you who already wrote something, see if you need to change anything. Is there anything on the bad friends list that you do a little or a lot of and would like to change.

Activity II – Bullying Interview (20 minutes)

Note to Leaders – It is easy to let the talking part of this activity (steps 1-3) take up a lot of time. Girls may want to share their experiences. Try your best to move this quickly. Tell them to save their experiences for the interview.

1. What is the definition of bullying? (Bullying is mean behavior that is repeated more than once and is done to hurt someone on purpose.)
2. Raise your hand if you have seen someone be mean to another person on purpose. Keep your hand up if you have seen this happen between the same people more than once. **If your hand is still up, then you've seen bullying.**
3. There are 4 different kinds of bullying. What do you think they are?
 - a. Physical bullying – hitting, kicking, punching, etc.
 - b. Verbal bullying – name-calling, teasing, making jokes, etc.
 - c. Relational bullying – using relationships as the weapon (“I won’t be your friend if you don’t do what I tell you to do”)
 - d. Cyber bullying – can include all of the above online.
4. You’re going to get back into your small groups in a minute. The adult leaders of those groups are going to split you into pairs. Each person in the pair will interview the other one about a bullying experience she has had or heard about.

Sample Discussion Guide for Group Leaders

- a. I’m going to break you off into pairs by counting off. (1, 2, 3, etc.)
- b. In your pairs, decide who is going to interview first. What questions do you think you should ask? (If girls have trouble coming up with ideas, give them the following samples)
 - i. Who was being bullied? (Don’t use real names, just discuss in general - a student in my class, someone on my sports team, someone in Girl Scouts, etc.)
 - ii. How were they being bullied? (physical, verbal, relational, or cyber bullying)
 - iii. What happened in the end?
 - iv. How did witnessing or hearing about this make you feel?
- c. After girls have finished their interviews, gather the pairs together again in small groups and ask the following discussion questions:
 - i. What is the most common type of bullying that happens in our group?
 - ii. Where does most bullying happen? Is it usually in a classroom, at lunch, recess, on a bus, etc?
 - iii. Why do you think that people who are bullies act the way that they do?
 - iv. How was the bullying stopped? Did someone like a teacher or friend step in? What did they say or do to make the bullying stop? *(Below are several techniques to make bullying stop. If girls mention any of these, highlight them. If they don’t mention these techniques, tell the girls about them.)*
 1. Tell a teacher or another trusted adult. If that person isn’t able to stop the bullying, keep telling more people until someone does.
 2. Be a friend to someone who is being bullied. Try telling the bully to stop or maybe even better, invite the girl who is bullied to play with you, sit next to you at lunch, etc.

Activity III – Active Role Play Audience (10 minutes)

If you are able to find a Cadette, Senior, or Ambassador Troop in your Association to help

1. Now that you've explored different ways to stand up to bullying, we're going to watch a few skits about bullying. **When you watch these skits, see if you can pick out any of the ways of standing up to bullies that you talked about.** There will be some discussion questions at the end.
2. Troop (Number ___) will lead 2-4 short bullying skits and lead a few discussion questions.

Activity IV – Designing and Performing Role Plays (30 minutes)

1. Now that you've seen examples of good skits about bullying, you're going to design your own! In your small groups, you are going to design and perform a skit about bullying. Each skit should include someone who is a bully, a target, an adult, bystanders who do nothing, bystanders who join in on the bullying, and bystanders who stand up to the bully.
2. You have about 15 minutes to decide who is going to take on which roles, what the problem in your skit will be, and how you are going to solve it.

Sample Guide for Group Leaders

- a. What type of bullying do you think we should act out (verbal, physical, relational, etc.)
- b. What should the scene be (classroom, Girl Scouts, sports team, etc.)
- c. Who do you think the characters should be? (Bully, Target, Bystander, Upstander, etc.) Which role would you like to play?
- d. What do you think the end should be? (Is the bullying resolved? If so, what did they do to stand up to the bully? If not, what problem got in the way?)

3. After about 15 minutes, have the groups perform their bullying skits for everyone else. After each group performs, ask everyone else the following questions:
 - a. What type of bullying did you see (physical, verbal, relational, cyber)?
 - b. How was the bullying stopped?

Closing (5 minutes)

1. Everyone did such a great job learning about bullying today!
2. What are some ways of being a better friend that you learned about today?
3. Because of your participation today, you are receiving these certificates. If you'd like to earn a patch for your work today, there are a few extra steps you need to do. Your Leaders will have Patch Completion Sheets along with the actual patches. **You have to complete the following steps, fill in the form, and return it to your Leader to receive the patch.**
 - a. Interview someone at home or at school about their bullying experiences.
 - b. Try at least 3 of the actions on your Stand Up to Bullies Certificate and write about them.

Stand Up to Bullies for Large Girl Scout Gatherings

Designed for Brownies and Juniors (groups of 50 or more)

Note to Leaders: If girls in your Troop are dealing with bullying, try this program to help them explore ways they can be more considerate and caring to girls they come into contact with and stand up to bullying when they see it happen. The activities in this program are a guide – please change them if you feel different variations will work better for your Troop.

Keep in mind that each activity is meant to run quickly in order to best keep the girls' attention. **Try to keep the amount of talking you and other leaders do to a minimum, and let the girls do the rest.**

You will need at least 8 adults to help for a group of 50. Add or subtract adult volunteers based on the size of your group.

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Program Logistics

Date:

Location:

Names and phone numbers of adult helpers

Adult volunteer name	Cell phone number

Set-up – Arrange 9 long tables with at least a few feet of space between each table.

Prepare ahead of time

1. Get the help of an older girl Troop if possible. Ask them to create skits about bullying that they can perform during your meeting.
2. Make plastic bags for each Troop with patches for each girl. Write the Troop number and leader’s name in permanent marker on the front of the bag. Attach the Patch Completion Sheets by paper clip or staple.
3. Print out Good Friends and Bad Friends signs and place one on each table.
4. Print out one Bully Upstander Certificate for each girl and place them on the tables.
5. Place one box of crayons on each table.

Materials

- | | |
|---|--|
| 1. Attendance list | be used to split them into different groups). |
| 2. Building use permit | |
| 3. Bully Upstander Pledge/Certificate | 8. Good Friends/Bad Friends signs in 8 |
| 4. Patch packets (see above – patches are available from the GSNC shop) | different colors (that match the above colors) and tape. |
| 5. Crayons for Stand Up to Bullies Certificate | 9. Markers for Good Friends/Bad Friends activity |
| 6. 4 copies of Girl Scout Law and Promise | 10. 8 pieces of poster board for Good Friends/Bad Friends activity |
| 7. Small pieces of paper in 8 different colors (1 paper for each girl. These will | 11. Pens for bullying interviews |
| | 12. Lined paper for bullying interviews |

Registration and Focus Activity (15 minutes)

1. Assign 3 volunteers to check that girls have registered for the event as they arrive. Give each one a colored piece of paper (to be used later to split them into different groups).
2. Assign 5 other volunteers to seat girls at tables to complete the Bully Upstander Certificate. Ask the girls to:
 - a. Write their names and check off the tasks already written on the pledge that they will do.
 - b. Write down 3 things they can change about themselves to be a better friend, then draw a picture in crayon of one of those 3 things on the back of the pledge card.

Introduction (15 minutes)

1. Welcome to our Stand Up to Bullies Event! We're going to have a lot of fun and learn a lot today, including how to know if someone is a good or bad friend, what to do if you see someone being a bad friend, and how you can be a better friend.
2. For your information, bathrooms are located at _____ and exits are located at _____. If you need to use the restroom, tell your Leader first and take a buddy with you.
3. Before we get started, we're going to say the Girl Scout Promise and Law. Who would like to volunteer to lead this for us? **While we're saying the GS Promise and Law, think about what characteristics of Girl Scouts are also characteristics of good friends.**
4. Discussion Question – Raise your hand if you heard a characteristic in the Promise that is also a characteristic of a good friend? You're going to talk about that in small groups.

The 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.

The 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.

Activity I - Good Friends/Bad Friends

1. We're going to split you into different groups. Some groups will think about good friends and some will think about bad friends. Then each group will report back on some of the things they came up with. You may not be in the same group as some of your friends. That's OK – you'll get to see them later and this will be a good opportunity to introduce yourself to someone new.
2. Please look at the colored paper that you received at the beginning of the program. Go to the table I tell you to. (Ex – Red go to Table 1, Green go to Table 2, etc.)
3. Assign one volunteer to lead each group.

Sample Script for Group Leaders

Please note you'll have about 10-15 minutes to work with the girls on this task

- a. Welcome to our group!
- b. Today we're going to talk about qualities of _____ (*good or bad*) friends.
- c. Imagine that I'm an alien and I have never heard of the word "friend." How would you describe what a (*good or bad*) friend is to me? (*Take a few responses then say something like the following.*)
- d. Those are great ideas! We're going to make a list of all the ideas that you come up with. After you say your idea, write it in big letters on the poster board. (*Don't force girls to speak in front of the group if they don't feel comfortable yet. Give them time to get used to everyone. Girls should write their answers large enough that other groups will be able to see it later, but small enough so there will be room for everyone's ideas.*)
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 - i. What are some of the qualities you heard in the GS Law and Promise that describe good friends (if your group is describing bad friends say – What are some of the qualities you heard in the GS Promise and Law that are the OPPOSITE of bad friends?)
 - ii. What are some things that (*good or bad*) friends do for each other?
 - iii. What would a (*good or bad*) friend do if she saw you at lunch and you didn't have anyone to eat with?
 - iv. What do (*good or bad*) friends do when you play games? Do they try to boss you around? Do they play games you want to play?
 - v. How does a (*good or bad*) friend act when you have a problem?
 - vi. Think about your (*favorite or least favorite*) friend. Don't say her name, but tell us some of the things you like to do with her.

Now that we're done, we'll to tape our posters up on the wall and talk about our ideas with other groups.

Activity I – Good/Bad Friends, Continued

4. As one large group together - Now we're going to see what each of the Good and Bad friends groups came up with. (If time allows, let the groups go to each other's posters and add their own thoughts)
 - a. Good Friends – go over some of the characteristics that each group had. **Make special note of some of the characteristics that were repeated across groups.** (Ex. – Listen to each other, stand up for each other, keep each other company, etc.)
 - b. Bad Friends – go over some of the characteristics that each group had. **Make special note of some of the characteristics that were repeated across groups.** (Ex. – Tell each other what to do, call each other names, etc.)
 - c. Now that you've thought of things good and bad friends do, I want you to look at the pledge you received at the beginning of this program. For those of you who already wrote something, see if you need to change anything. Is there anything on the bad friends list that you do a little or a lot of and would like to change.

Activity II – Bullying Interview (20 minutes)

Note to Leaders – It is easy to let the talking part of this activity (steps 1-3) take up a lot of time. Girls may want to share their experiences. Try your best to move this quickly. Tell them to save their experiences for the interview.

1. What is the definition of bullying? (Mean behavior that is repeated more than once and is done to hurt someone on purpose.)
2. Raise your hand if you have seen someone be mean to another person on purpose? Keep your hand up if you have seen this happen between the same people more than once. **If your hand is still up, then you've seen bullying.**
3. There are 4 different kinds of bullying. What do you think they are?
 - a. Physical bullying – hitting, kicking, punching, etc.
 - b. Verbal bullying – name-calling, teasing, making jokes, etc.
 - c. Relational bullying – using relationships as the weapon (“I won’t be your friend if you don’t do what I tell you to do”)
 - d. Cyber bullying – can include all of the above online.
4. You’re going to get back into your small groups in a minute. The adult Leaders of those groups are going to split you into pairs. Each person in the pair will interview the other one about a bullying experience she has had or heard about.

Sample Discussion Guide for Group Leaders

- a. I’m going to break you off into pairs by counting off. (1, 2, 3, etc.)
- b. In your pairs, decide who is going to be the interviewer first. What questions do you think you should ask? (If girls have trouble coming up with ideas, give these samples)
 - i. Who was being bullied? (Don’t use real names, just discuss in general – a student in my class, someone on my sports team, someone in Girl Scouts, etc.)
 - ii. How were they being bullied? (physical, verbal, relational, or cyber bullying)
 - iii. What happened in the end?
 - iv. How did witnessing or hearing about this make you feel?
- c. After girls have finished the interviews, gather the pairs together in one group and ask these questions:
 - i. What is the most common type of bullying that happens in our group?
 - ii. Where does most bullying happen? Is it usually in a classroom, at lunch, recess, on a bus, etc?
 - iii. Why do you think that people who are bullies act the way that they do?
 - iv. How was the bullying stopped? Did someone such as a teacher or friend step in? What did they say or do to make it stop? (Below are several techniques to stop bullying. **If girls mention any of these, highlight them.** If they don’t mention any, tell the girls about them.)
 1. Tell a teacher or another trusted adult. If that person doesn’t stop the bullying, keep telling more until someone can.
 2. Be a friend to someone who is being bullied. Try telling the bully to stop or even better, invite the girl who is bullied to play with you, sit next to you at lunch, etc.

Activity III – Active Role Play Audience (10 minutes)

If you are able to find a Cadette, Senior, or Ambassador Troop in your Association to help

1. Now that you've explored different ways to stand up to bullying, we're going to watch a few skits about bullying. **When you watch these skits, see if you can pick out any of the ways of standing up to bullies that you talked about.** There will be some discussion questions at the end.
2. Troop (Number ____) will lead 2-4 short bullying skits and lead a few discussion questions.

Activity IV – Designing and Performing Role Plays (30 minutes)

1. Now that you've seen an example of good skits about bullying, you're going to design your own! In your small groups, you are going to design and perform a skit about bullying. Each skit should include someone who is a bully, a target, an adult, bystanders who do nothing, bystanders who join in on the bullying, and bystanders who stand up to the bully.
2. You have about 15 minutes to decide who is going to take on which roles, what the problem in your skit will be, and how you are going to solve it.

Sample Guide for Group Leaders

- a. What type of bullying do you think we should act out (verbal, physical, relational, etc.)
- b. What should the scene be (classroom, Girl Scouts, sports team, etc.)
- c. Who do you think the characters should be? (Bully, Target, Bystander, Upstander, etc.) Which role would you like to play?
- d. What do you think the end should be? (Is the bullying resolved? If so, what did they do to stand up to the bully? If not, what problem got in the way?)

3. After about 15 minutes, have the groups perform their bullying skits for everyone else. After each group performs, ask everyone else the following questions:
 - a. What type of bullying did you see (physical, verbal, relational, cyber)?
 - b. How was the bullying stopped?

Closing (5 minutes)

1. Everyone did such a great job learning about bullying today!
2. What are some ways of being a better friend that you learned about today?
3. Because of your participation today, you are receiving these certificates. If you'd like to earn a patch for your work today, there are a few extra steps you need to do. Your Leaders will have Patch Completion Sheets along with the actual patches. **You have to complete the following steps, fill in the form, and return it to your Leader to receive the patch.**
 - a. Interview someone at home or at school about their bullying experiences.
 - b. Try at least 3 of the actions on your Stand Up to Bullies Certificate and write about them.



Bully Upstander

I _____ completed the *Girl Scout Bully Upstander Program* on _____.
(Name) (Date)

I pledge to make the world a better place and be a sister to every Girl Scout by:

- _____ Looking for girls who look lonely at lunch, recess or during class, and asking them to join me.
- _____ Standing up for others who are being bullied by telling a teacher, telling the bully to stop, or helping them get away from the bully.
- _____ Trying to be a better friend. 3 things I can do to be a better friend are:
 1. _____
 2. _____
 3. _____

