



Cadette: Be A Friend First
Based on aMAZE! Journey

Grades 6-8

Introduction to Leaders

The focus of the leader guides is to guide adults through the Cadette Be A Friend First program based on the aMAZE! Journey. The purpose of the program is to give girls valuable skills and tools for figuring out relationships while also focusing on confidence and skills they need to prevent bullying behavior. The focus of the program is on healthy relationships as a solution to bullying.

There are 8 1-hour sessions in this series and activities in each session are designed to be hands-on and fun. It is the fun that keeps the girls coming back to Girl Scouting! An important part of Girl Scouting is girl planning. Whenever possible, encourage girls to get involved in planning. This will give them ownership of their Girl Scout group, influence in directing of their Girl Scout program, and experience in planning and decision making.

Each session fulfills national leadership outcomes from the Girl Scout Leadership Experience, where girls Discover, Connect, and Take Action. Girls achieve these outcomes through the three Girl Scout processes: Girl Led, Learning by Doing, and Cooperative Learning. Throughout the series sessions, the outcomes met through the activities are noted. Another important piece of the activities is the reflection that you do with the girls at the end. Doing reflection in an enjoyable way helps girls process and retain what they have learned through their Girl Scout experience. One easy way to do reflection is to ask the girls: What? So What?, and Now What?

Meeting One: “First Impressions”

Outcome: *Girls develop a strong sense of self.*

Group Leader Preparation (at home):

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.
3. Highlight the things you want to remember.
4. Make some example nametags.

Group Leader Preparation (at the meeting place):

1. Place supplies on table.
2. Place example nametags out and set up supplies to have girls make their own nametags.

Equipment/Supplies:

- Girl Scout Promise and Law handout
- Hole punches – 1 per group
- Large white index card – one side without lines – 1 per girl
- Colored yarn – long enough to go around the neck
- Markers – including black ones
- Chart Paper
- Beach Ball
- Masking Tape
- Permanent Marker

Start Up Activity: Name Tags

5 minutes

1. Make and decorate the index card with your first name only.
2. You can decorate your name to represent who you are – bright colors, favorite colors, favorite things to draw, things you like, etc.
3. Make sure that the letters are big and dark enough for people to be able to read it.
4. Make sure that design does not get in the way of people being able to read it.
5. When name tag is done, punch a hole in the top left and right corners, and put yarn through it with a knot so that it can go over a girls head.

Promise & Law and Quiet Sign: Gather the girls in a circle.

5 minutes

1. Welcome the girls to the Girl Scout Meeting.
2. Introduce yourself and your assistants.
3. Talk to the girls about the activities they will be doing from now until the end of the program. Talk about a few of the upcoming activities.
4. Go over the Girl Scout Promise and Law.
5. Discuss the Quiet Sign— Show girls how to form the Girl Scout sign with their right hand. Hold all your fingers up, and then make your thumb hug your pinky over your palm, like this (demonstrate).
6. Tell the girls what you want them to do after you dismiss the circle (go to the table; sit on the floor, etc.)
7. Dismiss the circle.

Icebreaker: Adjective Name Game

10 minutes

1. Gather the group in a circle, and choose one person to go first. That person must choose an adjective that begins with her first initial, and then says her name. For example, a girl named Olivia might say "Optimistic Olivia."
2. The next player must then recite "Optimistic Olivia" before saying her own adjective and name, such as "Friendly Felicity." The last player must recite each group member's adjective and name combination before reciting her own. After the last player finishes, give the first player a chance to recite the entire group's name.
3. It may be helpful if you take notes so you remember everyone in case girls need help.

Activity: Setting Ground Rules

10 minutes

1. **Say:** In this program, we'll be talking, sharing, playing games, and doing things that will lead you all to healthier friendships. You'll also learn how to have confidence to stand up to bullies and understand what bully behavior is all about. At the end, you'll create a project to share with others what you've learned.
2. **Ask:** Are there some ground rules we want to set up so that everyone has a positive experience?
3. Write the girls rules on chart paper and have them all sign it as a promise to each other. If they need help getting started, offer the following:
 - a. We will watch our body language when we talk and listen (no eye rolling)
 - b. If we have a conflict with someone in the group, we can....
 - c. If we have a different opinion, we can...
 - d. Gossip would be hurtful because...

Activity: Beneath the Surface

20 minutes

1. Have the girls stand in a circle. Explain that when the ball is passed to them, they should remove one piece of tape and answer the question underneath. After answering, toss the ball to another girl who has not yet had a turn.
2. After each girl has had a chance to catch the ball and respond to a question, use the following questions to guide a discussion:
3. Have you ever thought you knew something about someone else but found out you were wrong? Explain.
4. How do first impressions impact people?
5. What happens when we act as if everyone is exactly the way we first perceived them? Talk about how this can include or exclude others.
6. What do you base your first impression on?
7. How accurate do you think your first impressions are when meeting people for the first time?
8. When have you had a completely wrong first impression of someone, and what changed your mind?
9. Can you think of situations when people had a wrong first impression of you? What did you do to give an accurate impression of yourself?
10. What does it mean to: Be a friend first? And go beneath the surface?

Clean Up: Make sure the girls help.

1. Return all the supplies to the right places.
2. Make sure that all girls have their artwork.

Closing:

5 minutes

1. Gather the girls in a circle.
2. Review the day and collect nametags.
3. Create a friendship circle, right hand over left.
4. Pass the friendship squeeze around the circle.
5. Before dismissing the circle remind the girls of any upcoming events.
6. Dismiss the circle and give the girls their artwork.

Sample “Beneath the Surface” Questions

- Something obvious about me...
- Only a few other people know that I...
- My biggest fear is...
- A time when my impression of someone was very wrong was...
- The nicest thing someone has ever done for me is...
- Two words people use to describe me are...
- Before people get to know me, they assume I...
- The funniest thing that ever happened to me was...
- A song that always makes me happy is...
- If I could have only one artistic talent, it would be...
- If I could excel at only one sport, it would be...
- My family made me proud when...
- The first thing I notice about someone new is...
- The first thing I hope other notice about me when we meet is...
- Three qualities a leader should have are...

Meeting Two: “We are in This Together”

Outcome: *Girls develop positive values & promote cooperation and teambuilding*

Group Leader Preparation (at home):

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.
3. Highlight the things you want to remember.

Group Leader Preparation (at the meeting place):

1. Place activity materials on table.

Equipment/Supplies:

- Paper
- Pencils
- Chart Paper
- Markers
- Small Ball or Stuffed Animal
- Colored Pencils or Markers

Promise and Law: Gather the girls in a circle.

5 minutes

1. Welcome the girls to the Girl Scout Meeting.
2. Reintroduce yourself and your assistants.
3. Hand out the nametags
4. Talk to the girls about the activities they will be doing today.
5. Say the Girl Scout Promise and Law
6. Tell the girls what you want them to do after you dismiss the circle (go to the table; sit on the floor, etc.)
7. Dismiss the circle.

Icebreaker: Walk In My Shoes

10 minutes

1. **Say:** Never judge someone else until you've walked a mile in their shoes. Let's figure out what that old proverb means!
2. Ask the girls to trace their shoes on a piece of paper. Ask each to define themselves on the paper by using the qualities of friendship they believe best describes them.
3. Next, ask girls to pair up and invite them to share their characteristics by switching papers and standing in the other girl's shoes.
4. **Ask:**
 - a. What did you learn about your partner that you didn't know before?
 - b. What do you share in common?
 - c. What do you think it means to walk a mile in someone else's shoes?
 - d. How do you think it helps to see things from another person's perspective?

Activity: Circle of Friends

20 minutes

1. Pass out paper and markers to each girl.
2. **Ask:** What are the qualities you look for in your friends? Create a list of qualities.
3. Ask the girls to draw a circle. Explain that the circle represents their circle of friends.
4. Ask the girls to write the words in the middle of their circle that describe the qualities they look for in friends.
5. Next, around the outside of the circle, ask them to write words that they feel describe the qualities they bring to friendships. After doing so, have them draw an even bigger circle around the outside to encompass all the qualities.
6. When the girls have finished their circles, invite them to share what they wrote.
7. Wrap up with a discussion by **asking** questions like:
 - a. Are there any words missing from our lists? What might we want to add?
 - b. Are there words on the list that describe friendships but also sound negative?
 - c. Are there qualities you feel you bring to your friendships that your friends don't reciprocate or vice versa?
 - d. How can you be the kind of friend that you want to have?
 - e. Why are healthy friendships so important to us?
 - f. Do we always make choices based on these positive qualities or do other things sometimes influence us (clothes, money, etc.)?

Discussion: Price of Belonging

10 minutes

1. **Say:** Everyone wants that powerful feeling of belonging. Being connected to others confirms that we matter. And that's a human need! Sometimes we want that belonging so badly that we think it won't matter if we trade our values for popularity. For example, lying to your parents about where you went after school or posting an unattractive picture of the new girl online because someone dared you to. But small trade-offs add up, chipping away at our sense of who we are and what is right. When those things become blurry, you may find yourself caving in to peer pressure more and more.
2. **Ask:** Can you share a time when you wanted to belong to a group?
 - a. Have you ever traded off any values to belong to a group? If so, which ones?
 - b. What do you think contributes to giving in to pressure to belong?
 - c. What does being self-confident mean to you?
 - d. What common values do we share as a BFF group?

Activity: Cliquish

10 minutes

1. **Say:** Sometimes when we are feeling pressured to do something we really don't want to, it might be related to being in a clique. Can anyone think of an example?
2. Next, invite the girls to brainstorm two lists: "Clique" and "Circle of Belonging" (Ask one of the girls to play scribe and write the responses on chart paper.)
3. Start with Clique and invite girls to shout out words, phrases, songs, movies, or feelings related to clique behavior (examples: left out, don't belong, popular). It might be fun to add energy to the brainstorm by tossing around a ball or stuffed animal while talking.
4. Then ask the girls to brainstorm words, phrases, or feelings that come to mind when they think about an inclusive circle of belonging.
5. Once the lists are created, have a discussion using the following questions:
 - a. Are there times when you and some of your friends act like a clique?
 - b. What experiences have you had that feel more like what we described on our "circle of belonging" list?
 - c. What could you change about how you and your friends interact with others?
 - d. What do girls get from cliques?

Clean Up: Make sure the girls help.

3. Return all the supplies to the right places.
4. Make sure that all girls have their artwork.

Closing:

5 minutes

7. Gather the girls in a circle.
8. Review the day and collect nametags.
9. Create a friendship circle, right hand over left.
10. Pass the friendship squeeze around the circle.
11. Before dismissing the circle remind the girls of any upcoming events.
12. Dismiss the circle and give the girls their artwork.

Meeting Three: “Breaking Down Stereotypes”

Outcome: *Girls advance diversity in a multicultural world.*

Group Leader Preparation (at home):

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.
3. Highlight the things you want to remember.

Group Leader Preparation (at the meeting place):

1. Place activity materials on table.
2. Set up supplies for the art project.

Equipment/Supplies:

- 1 box per girl
- Markers/colored pencils
- Scissors
- Glue
- Poster board
- Construction paper
- Magazines
- Stickers
- Paper
- Pencils

Promise and Law: Gather the girls in a circle.

5 minutes

1. Welcome the girls to the Girl Scout Meeting.
2. Hand out the nametags.
3. Talk to the girls about the activities they will be doing today.
4. Say the Girl Scout Promise and Law.
5. Tell the girls what you want them to do after you dismiss the circle (go to the table; sit on the floor, etc.)
6. Dismiss the circle.

Art Project: Peacemaker Kit

20 minutes

1. **Say:** Today we're going to decorate our Peacemaker Kit boxes. In each session, you'll put something in it. It might be a piece of paper with a quote or poem, a drawing, an image from a magazine, a paper flower-anything that reminds you of the friendship skills you're learning.
2. Pass out a blank box to each girl. Tell the girls to use the decoration tools provided to make the box reflect their own personalities.
3. While the girls are working and as they finish, ask the following discussion/reflection questions:
 - a. What kinds of word of encouragement do we like to hear from others?
 - b. Why do people say hurtful words?
 - c. Do we find it easier to say hurtful things online than in person?
 - d. How can we as a group try and get people to say more positive words?

Activity: Stereotypes & You

15 minutes

1. **Say:** Today we're looking at how stereotypes can negatively influence first impressions, which is an important part of making friends.
2. For this activity, girls will use page 23 of their book. Give each girl a piece of paper and ask her to draw a circle in the middle, with smaller circles connected to and extending from it.
3. **Say:** Write your name in the center circle. In each of the smaller circles, write something that makes you the person you are, such as: female, athletic, only child, etc. Then think of and write down a stereotype associated with any of the groups you identify with that isn't consistent with who you are.
4. Then ask girls to move around and trade their stories of how a stereotype had impacted them.
5. Wrap up the activity by **asking:**
 - a. Was there a time you were especially proud to be identified with one of the characteristics you listed?

- b. Was there a time when you were embarrassed, afraid, or felt hurt to be identified with one of the characteristics, impressions, or stereotypes others had of you?
- c. What examples of stereotypes do you see on television and in the media? What effects do these stereotypes have on girls your age?

Art Project: Masking Feelings

15 minutes

1. Explain that in this activity, girls will compare their “outer” selves with their “inner” selves.
2. Each girl should cut an oversized face shape from poster board. Girls will then decorate the mask. One side-the outside-represents what they feel people see/know/believe about them. The other side represents what each girl feels about herself.
3. When they are finished decorating, ask the girls to share with the group what each side of their mask represents.

Clean Up: Make sure the girls help.

5. Return all the supplies to the right places.
6. Make sure that all girls have their artwork.

Closing:

5 minutes

13. Gather the girls in a circle.
14. Review the day and collect nametags.
15. Create a friendship circle, right hand over left.
16. Pass the friendship squeeze around the circle.
17. Before dismissing the circle remind the girls of any upcoming events.
18. Dismiss the circle and give the girls their artwork.

Meeting Four: “Friendship Matters”

Outcome: *Girls develop healthy relationships.*

Group Leader Preparation (at home):

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.
3. Highlight the things you want to remember.

Group Leader Preparation (at the meeting place):

1. Place activity materials on table.

Equipment/Supplies:

- Masking tape
- Paper
- Markers

Promise and Law: Gather the girls in a circle.

5 minutes

1. Welcome the girls to the Girl Scout Meeting.
2. Hand out the nametags.
3. Talk to the girls about the activities they will be doing today.
4. Say the Girl Scout Promise and Law.
5. Tell the girls what you want them to do after you dismiss the circle (go to the table; sit on the floor, etc.)
6. Dismiss the circle.

Activity: Where Do You Stand?

15 minutes

1. Start by asking the girls to think about times when they have been pressured or pressured others to do things that go against their values. Use some of the points below to help:
 - a. We all have experiences that test our values. Do we ever trade in what we believe just so we can belong? How do we feel after doing that?

- b. Sometimes the pressure to do something you don't want to can be silent. Can you think of examples of silent pressure?
 - c. Have you ever accomplished something you didn't think you'd be able to do, but were able to because of someone else's influence?
2. **Say:** Now we are going to do an activity to push one another to explore what it feels like to stand up for our values. We really have to trust one another and uphold our team agreement for this to be meaningful.
3. With masking tape, mark a line down the center of the room. On one end, put a piece of paper on the floor with number 10. On the other end, put a 1. In the middle, mark 5.
4. Tell the girls that you are going to read aloud a scenario and if they think it's OK, they go to number 10. If they feel it's not OK, they go to number 1. If they're "on the fence," they go to number 5.
5. Wrap up the activity by **asking:**
 - a. Which scenarios really made an impression on you?
 - b. How does this activity help you think about bullying behavior?
 - c. When thinking about whether something was or wasn't okay for you, did you realize that you had behaved this way in the past?
 - d. Does understanding bully behavior help you become a better witness and protector?

Game: Friendship Games

20 minutes

1. The first game the girls will play is Back-to-Back. Break the girls into pairs. The pairs should lock arms with their backs to each other. Each pair slowly lowers to the floor, kicks their legs out straight, and then raises up again. Once each set of partners is standing up, pairs of girls should become quartets and the sequence is repeated. Quartets can join other quartets, repeating until the entire group has locked arms.
2. The second game is Shoe Factory. The whole group should be standing in a circle, shoulder to shoulder. Everyone removes their shoes and puts them in the center of the circle. Once the pile of shoes is made, each girl chooses two different shoes other than her own and puts them on. Each girl needs to find the mate to her shoes and put her foot up against it. By the time the final pair is matched, the group will be a tangled mess.

Activity: I-Statements

15 minutes

1. **Say:** Conflicts are potential relationship obstacles. I-statements can be helpful when it comes to resolving conflicts, especially when you are faced with bully behavior.
2. Share this general statement with girls about how to make an "I-statement": When you (describe a specific action that hurts you) I feel (say your feeling) because (why the action connects to your feeling).
3. Now, have the girls use page 67 of their book to choose a scenario to role-play with a friend.

4. After each group has performed their role-play, **ask:**
 - a. What kind of messaging works best for communicating feelings and resolving conflicts?
5. Wrap up by practicing with a few more scenarios. Ask the girls to respond to each scenario with an I-statement:
 - a. When you're alone together your friend is nice, but when you're with a group, she becomes bossy and dismissive of you.
 - b. One of your soccer teammates always teases you in front of the team and says you're weak for not being able to take a joke.
 - c. A classmate passed a rumor that you cheated on a test.

Clean Up: Make sure the girls help.

1. Return all the supplies to the right places.

Closing:

5 minutes

1. Gather the girls in a circle.
2. Review the day and collect nametags.
3. Create a friendship circle, right hand over left.
4. Pass the friendship squeeze around the circle.
5. Before dismissing the circle remind the girls of any upcoming events.
6. Dismiss the circle and give the girls their artwork.

“Where Do You Stand” Scenarios

- It's good to tell a friend she should study harder and try to get better grades.
- If your friend really wants you to attend her piano recital because she needs a confidence boost, you should go—even though it sounds like a lot of clanging to you.
- It's OK to attend a party at your best friend's house even if her parents aren't there the entire night.
- I'd cancel plans with my friend if my crush asked me out at the last minute.
- If you're jealous of someone, it's OK to be mean to her, as long as you aren't physically violent.
- If a friend is really hurting herself through behavior that you find scary, you should keep it a secret, no matter what.
- You can watch a movie at a friend's house that your parents would never let you watch at home.
- It's OK to tell your parents that party is “girls-only,” even though there will be boys and you hope to meet up with a special one there.
- Sometimes you have to skip the fun to get some homework done.
- Sometimes you just have to stop hanging out with some girls because others don't think they're cool.
- It's cool to disrespect your parents in front of friends.
- You need to try out for a team sport or cheerleading, because everyone does.
- It's important to act like you have more money than you really have.

Meeting Five: “No Bullies Allowed”

Outcome: *Girls resolve conflicts.*

Group Leader Preparation (at home):

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.

Group Leader Preparation (at the meeting place):

1. Place activity materials on table.

Equipment/Supplies:

- White board or Chart paper
- Markers
- Paper
- Pencils

Promise and Law: Gather the girls in a circle.

5 minutes

1. Welcome the girls to the Girl Scout Meeting.
2. Hand out the nametags.
3. Talk to the girls about the activities they will be doing today.
4. Say the Girl Scout Promise and Law.
5. Tell the girls what you want them to do after you dismiss the circle (go to the table; sit on the floor, etc.)
6. Dismiss the circle.

Activity: Bullying Can Be....

10 minutes

1. Write on a white board or chart paper: Bullying can be....
2. Have girls think about all the ways bullying can happen. It might be physical, verbal, or online. Ask them to imagine situations and places where bully behavior happens.

3. Invite girls to write down answers on the white board or chart paper.
4. **Say:** Let's take a look at all things bullying can be.
 - a. Physical: hitting, kicking, damaging property
 - b. Verbal: threats, teasing, taunting, name-calling, offensive remarks
 - c. Indirect: gossip, spreading negative rumors or stories about someone, lying
 - d. Virtual: sending negative messages, texts, or pictures via email, instant messages, cell phones, or websites.
5. **Ask:** Can you think of a time when you've witnessed any one of these bully behaviors? Which one do you think is most prevalent in your world?

Art Project: What Do Bullies Look Like?

10 minutes

1. **Say:** Before you can figure out what a healthy and fun friendship is, you have to think about what makes a relationship unhealthy—even hurtful. When we think of the opposite of a good friend, we might think of a 'bully'.
2. Ask the girls to close their eyes to picture what a bully looks like. **Say:** Imagine a bully from movies or TV shows you've watched.
3. Have girls take out blank paper and pencils and draw a bully! Let them know that artistic talent isn't necessary and that there is no "right" way to draw a bully.
4. **Ask:**
 - a. What do you think a bully looks like?
 - b. What characteristics do you think he/she might have?
 - c. How do you know?
 - d. How old is your bully?
 - e. Is your bully smart? Popular?
5. Once girls have finished their drawings, collect and save them to the last session to see whether their ideas have changed.

Activity: Flip the Script

20 minutes

1. **Say:** There are many ways you might respond to a bully. For instance, you might try to reason with her, act like it doesn't affect you, cry, or yell back. Let's find out how people respond to bullies and what might be most effective.
2. Invite the girls to break into teams of three and assign each team one of the bullying scenarios found on pages 85-87 of the Girl book.

3. Share with the girls this powerful statistic from the Anti-Bullying Alliance: Witnesses play a very important role in bullying situations. Bullying will stop in less than 10 seconds nearly 60 percent of the time when peers intervene!
4. Explain the activity:
 - a. Decide who will be the bully, witness, and target.
 - b. Use the ideas we have been discussing related to witnesses and taking back the power to “flip the script” so that the bully does not get away with her behavior.
5. Once the teams have had a chance to figure out and practice, “flipping the script,” invite them to take turns performing for each other.
6. Wrap up with a discussion by **asking**:
 - a. How can bullies become a roadblock in the maze of life? What can you do to get around this roadblock?
 - b. How can you “rewind the scene” to prevent relationship meltdowns when you’re facing a real-life situation where bullying is taking place?
 - c. How does bullying behavior impact team work?

Activity: Surfing through Cyber Relationship

20 minutes

1. **Say:** Did you know that...
 - a. 68 percent of girls have had a negative experience on a social networking site, such as having someone gossip about them or being bullied.
 - b. Almost half (46 percent) think that social networking creates jealousy among friends.
 - c. 40 percent admit to losing respect for a friend because of something she posted on a social network.
2. Transition into a discussion about life online by **asking**:
 - a. What’s the funniest mass email you ever saw?
 - b. Which do you like the most: IMing, texting, or e-mailing? Why?
 - c. If you could visit only one Web site for the rest of your life, what would it be and why?
3. Ask girls to share all of the topics they’ve learned about so far. Ask for a volunteer to write these on a piece of paper for the group to look at. Here are the main topics:
 - a. Strengthening friendships
 - b. First impressions and stereotypes
 - c. Peer pressure
 - d. Cliques
 - e. “I-statements”
4. Divide the girls into small teams and give each team a sheet of paper. Ask them to choose one of the topics and brainstorm how it “looks, feels, and sounds” online.
5. Then ask the small team to show and discuss what they wrote.
6. Wrap up by **asking**: What are some ways you can promote better friendships online?

Clean Up: Make sure the girls help.

1. Return all the supplies to the right places.

Closing:

5 minutes

1. Gather the girls in a circle.
2. Review the day and collect nametags.
3. Create a friendship circle, right hand over left.
4. Pass the friendship squeeze around the circle.
5. Before dismissing the circle remind the girls of any upcoming events.
6. Dismiss the circle and give the girls their artwork.

Meeting Six: “Working Stuff Out”

Outcome: *Girls advocate for themselves and others.*

Group Leader Preparation (at home):

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.
3. Highlight the things you want to remember.

Group Leader Preparation (at the meeting place):

1. Place activity materials on table.

Equipment/Supplies:

- Paper
- Pencils
- Chart paper
- Markers

Promise and Law: Gather the girls in a circle.

5 minutes

1. Welcome the girls to the Girl Scout Meeting.
2. Hand out the nametags.
3. Talk to the girls about the activities they will be doing today.
4. Say the Girl Scout Promise and Law.
5. Tell the girls what you want them to do after you dismiss the circle (go to the table; sit on the floor, etc.)
6. Dismiss the circle.

Activity: Who is a Real Leader?

10 minutes

1. Ask the girls to form small groups and make three lists showing a leader’s top three personal qualities, skills, and accomplishments.
2. Then ask all the groups to come together so each small group can share its lists. **Ask:**

- a. What do the lists have in common? How do they differ?
3. Create a “master” team definition of a leader’s qualities, skills, and accomplishments.
4. Then, ask if anyone knows the Girl Scout definition of leadership? Share with girls the “Discover, Connect, Take Action” definition.
5. Ask them to consider how the Girl Scout definition compares to the definition they came up with.

Activity: Take Action on Relationships

20 minutes

1. **Say:** You have the chance to demonstrate your leadership through a Take Action Project that will enable you to advance peace in the world.
2. Hang a big piece of paper on the wall and create three columns: Issue Area, Possible Solution 1, and Possible Solution 2.
3. Start the discussion by **asking:**
 - a. What topics have we been navigating that we could take out of our group and spread to other girls, our schools, Girl Scouting, or other places?
 - b. What issues matter most to you?
4. Once girls have a general issue area, encourage them to add an extra layer by thinking: what will they do about their issue area that can make a difference in the world around them?

Activity: Reaching a Decision

10 minutes

1. **Say:** Now that you’ve brainstormed your list of issue ideas, it’s time to reach a decision about which one might make a good Take Action project.
2. Invite the girls to decide on an issue that means most to them.
3. **Ask:** Now that you have your issue, what can you do that will make a difference in the world around you? What kind of Take Action project can you do with your issue?

Clean Up: Make sure the girls help.

1. Return all the supplies to the right places.

Closing:

5 minutes

1. Gather the girls in a circle.
2. Review the day and collect nametags.
3. Create a friendship circle, right hand over left.
4. Pass the friendship squeeze around the circle.
5. Before dismissing the circle remind the girls of any upcoming events.
6. Dismiss the circle and give the girls their artwork.

Meeting Seven: “Sisters to Every Girl Scout”

Outcome: *Girls develop positive values.*

Group Leader Preparation (at home):

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.
3. Highlight the things you want to remember.

Group Leader Preparation (at the meeting place):

1. Place activity materials on table.

Equipment/Supplies:

- Take Action project supplies

Promise and Law: Gather the girls in a circle.

5 minutes

1. Welcome the girls to the Girl Scout Meeting.
2. Hand out the nametags.
3. Talk to the girls about the activities they will be doing today.
4. Say the Girl Scout Promise and Law.
5. Tell the girls what you want them to do after you dismiss the circle (go to the table; sit on the floor, etc.)
6. Dismiss the circle.

Activity: Planning the Take Action Project

15 minutes

1. **Say:** Now that you know what you want to do for your Take Action project, you can jump right in and start planning.
2. Guide girls to the tips and tools on pages 122-128 of their girl book. These will help them figure out how to break down the steps they need to take.
3. **Ask:** Who is going to take on which role?
 - a. Where do you want to do your project? (Is it online? At school?)

- b. How will you get the word out about what you're doing?
- c. How much time do you have to complete your project?
- d. Do you need to take time out of school or use time in school?
- e. Who will you thank? How will you thank them?

Activity: Creating or Doing

35 minutes

1. During this time, girls should create materials (skits, posters, workshops, PSAs, etc.) to share with others.
2. While the girls are working ask questions to guide them to think about sustainability:
 - a. What might they add to their efforts to encourage people to "pass" forward what they learn as a result of the girls' workshop or campaign?
 - b. Can a school, youth center, or other organization continue some aspect of the project after girls finish?
 - c. Perhaps make it an annual or quarterly event?

Clean Up: Make sure the girls help.

1. Return all the supplies to the right places.

Closing:

5 minutes

1. Gather the girls in a circle.
2. Review the day and collect nametags.
3. Create a friendship circle, right hand over left.
4. Pass the friendship squeeze around the circle.
5. Before dismissing the circle remind the girls of any upcoming events.
6. Dismiss the circle and give the girls their artwork.

Meeting Eight: “Sweet Endings”

Outcome: *Girls develop a strong sense of self & positive values.*

Group Leader Preparation (at home):

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.
3. Highlight the things you want to remember.

Group Leader Preparation (at the meeting place):

1. Place activity materials on table.

Equipment/Supplies:

- Paper
- Pencils
- Bully Drawings
- BFF bracelet or blue ribbon
- Refreshments
- Snacks
- Paper products

Promise and Law: Gather the girls in a circle.

5 minutes

1. Welcome the girls to the Girl Scout Meeting.
2. Hand out the nametags.
3. Talk to the girls about the activities they will be doing today.
4. Say the Girl Scout Promise and Law.
5. Tell the girls what you want them to do after you dismiss the circle (go to the table; sit on the floor, etc.)
6. Dismiss the circle.

Activity: Wrapping Up the Take Action Project

20 minutes

1. If girls have finished their project, kick off a discussion about what girls learned and accomplished.
2. If girls have not yet completed their project, **ask**:
 - a. What changes do you hope will happen because of what you think you're going to do?
 - b. How do you hope your project will be passed forward?
 - c. How did you work together as a team?
 - d. Have you gotten any ideas about Take Action projects you'd want to do in the future?

Art Project: Now Draw A Bully

10 minutes

1. **Say**: Think again about what a bully looks like. The idea is to see if your concept of bullies has changed from when we first met.
2. Give girls blank paper and ask them to draw a bully again. When they're done, pass out their bully drawings from the earlier session.
3. **Ask**: What are the differences between your drawings now and those you created during our first session?
 - a. Do you see the idea of "bullies" differently now?
 - b. Do you think a bully might refer more to behavior than actual physical characteristics?
 - c. Do you think bullies look one way?
 - d. Can bullies be stereotypes too? How so?

Discussion: Wrap Up

10 minutes

1. Invite girls to sit in a circle and share one thing surprising or memorable about BFF that they learned. Then give the girls a BFF bracelet or blue ribbon to tie around their wrists.
2. **Say**: Whenever you wear this, you let other girls know you stand for Be a Friend First. During various wars, women and men in the United States have worn flag pins to demonstrate their patriotism. People wear pink ribbons to symbolize their support for people with breast cancer. What will this mean to our group? Could other girls look to you for support and advice, or to stand up for them against bully behavior?

Clean Up: Make sure the girls help.

10 minutes

1. Return all the supplies to the right places.
2. Make sure that all girls have their artwork from the previous sessions.

Closing:

5 minutes

1. Gather the girls in a circle.
2. Create a friendship circle, right hand over left.
3. Pass the friendship squeeze around the circle.
4. Dismiss the circle.

Refreshments

10 minutes

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.

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