



Brownie

Friendship

Circle



Grades  
2-3

# **Meeting One: “Getting to Know Me”**

**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 name tags.
5. Make an example Mandala.

## **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
- Colored markers
- Crayons
- Scissors
- Pencils (one for each girl)
- Writing paper

- 1 cardboard disc for each girls (prepared in advance), approximately 9 inches in diameter
- 1 piece of paper
- Construction paper
- Stickers
- Wrapping paper scraps
- Cut out words and pictures from magazines (pre cut in advance)
- Glue stick – 1 per girl
- Scotch tape
- Masking tape
- 1 piece of yarn to tape on the back and use as a hanger

## **Start Up Activity: Name Tags**

*10 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 girl's head.

## **Promise and Law and Quiet Sign: Gather the Girls in a Circle**

*10 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.

## **Game: Name Game**

*10 minutes*

1. Have each person describe herself by using the first letter of her name. For example:  
My name is Susie and I like Spaghetti, my favorite candy is Sugarbabies and my favorite animal is a Snake.

## **Discussion: Your Strengths and Talents**

*5 minutes*

1. Gather girls in a circle and pass out a piece of paper and pencil to each girl. Ask them if they can give you an example of a strength, and an example of a talent. If the girls have a hard time coming up with examples, share some of your strengths and talents to give them ideas.
2. Once the girls have given examples, ask them to write down 4-6 of their own strengths and talents. Let the girls know that they will be thinking about and using these strengths and talents in the next activity.

## **Art Project: Mandala**

*20 minutes*

1. What is a symbol? Brainstorm... Peace sign, STOP sign.
2. Personal symbols? Hair style, T-shirt message, etc.
3. You are going to create a symbol of yourself using a Mandala.
4. A Mandala is a word in Sanskrit that means "circle." The circle has been used as a symbol for thousands of years in many different cultures, such as Native American, Aborigines in Australia, and Buddhism. The only rule is to create a circular design.
5. Look at the 4-6 words you chose to describe your strengths and talents. Then decorate your Mandala using any of the art materials.
6. Give the girls 15 minutes to work and be sure to give them a 5 minute warning before clean up.
7. Then each girl stands up and shows the group her Mandala, and explains what it says about her.

### **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, collect the name tags.
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 Two: “We’re in this together”**

**Outcome:** Girls develop positive values & Girls 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.
4. Make an example art project.

### **Group Leader Preparation (at the meeting place):**

1. Place activity materials on table.
2. Place example art projects out and set up supplies to have girls make their own.

### **Equipment/Supplies:**

- Hula hoop
- A ball
- Chart paper
- Markers
- 1 large white poster board
- 2 pieces of Flip chart paper taped to wall
- Construction paper – light colors only
- Pencils – one for each girl
- Medium tip black, dark blue or purple markers – one for each girl
- Masking tape
- Scotch tape
- Scissors – one for each girl
- Small glue sticks – one for every girl

## **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.

## **Activity: Teambuilding Games**

*30 minutes*

1. Have a brief discussion with the girls about what a team is. (A team is a group of people joined together; they work together for common purpose, sports teams, etc.)
2. Ask the girls if any of them are part of a team or know anyone who is part of a team.
3. Then tell the girls they are going to play some “team-building” games.
  - a. Loop the Hoop
    - i. The girls stand in a circle, holding hands.
    - ii. Hang a hula hoop over one player.
    - iii. While holding hands, players pass the hula hoop completely around the circle without letting it touch the ground.
  - b. Pass the Ball, Please
    - i. Have the girls sit on the floor in a line with their legs straight out.
    - ii. The ball is placed between the ankles of the first girl, who, without touching it, passes it to the next girl.
    - iii. If the ball touches the ground, the team must begin again.
  - c. Human Knot
    - i. The girls form a circle.
    - ii. Each person holds out their right hand and grasps another hand as if shaking hands. All then extend left hands and grab another left hand.



They should not have both hands of the same person or hands of the people on either side of them.

- iii. The goal is to then untangle themselves into a single circle without releasing hands.
4. Bring the girls back together after the games and reflect on the games. Ask questions like:
    - a. What are some of the things you did to help each other?
    - b. Did you need to trust each other? Why? Was that hard or easy?
    - c. What happens on a team if someone makes a mistake? Do we want that person to feel bad? What can we do?
    - d. What makes being on a team together fun?

### **Discussion: Team Agreement**

*5 minutes*

1. Gather the girls in a circle and say, “Now that we know all about teams and how to help each other to have a strong team, we can create our Brownie Team Agreement. Strong teams have team agreements—or promises—about how team members cooperate together. We can use some of the examples we just shared about trust and how to make a team fun to write a team agreement for the time we’ll spend together in our Brownie Friendship Circle.”
2. Ask the girls, “What do you think it is important for everyone to do on this team so we can work together, feel safe, and have fun?” Have one of the facilitators write down the girls’ answers. If the girls need prompting, ask what they did to pass the hula hoop and ball to each other (examples could be listen, talk kindly, let go of mistakes, help each other). Be sure to ask the girls if they all agree that something should be part of the Team Agreement before writing it down.
3. Once the girls have created a full list, you might say “Now that we have created a Team Agreement, we all have to do our very best to stick to it!”

## Art Project: Ally Flower Poster

*15 minutes*

1. Write on the first flip chart paper – “ An Ally is”
2. Explain to girls that an ally is someone who:
  - Will stand up for a girl who is being treated meanly
  - Will speak out to protect others
  - Will watch out for another girl (watch her back)
3. Write on the second flip chart paper- “An Ally Must be”
4. Then brainstorm with the girls about what qualities an ally must have.
5. Write down as many of their answers as possible – clearly so that girls can copy them, if necessary (suggestions: a friend, brave, strong, honest, caring, helpful, confident...etc).
6. Give each girl a piece of construction paper and have her trace one hand and cut it out.
7. Then she should write her name and below it one quality that makes her an ally to other girls.
8. Tape the poster board on the wall at a level that girls can reach.
9. Next, one at a time, each girl takes her hand up to the poster board, tells the group what makes her an ally, and then uses a glue stick or scotch tape to attach the hand to the poster board. Position the hands to form the petals of a flower, fingers pointing outward.
10. When all of the hands are taped onto the poster, the leader writes: ALLIES in the center, explain that the girls in the room have shown that they have many qualities that will make them Allies to other girls.
11. Put the poster up each week to remind the girls to practice being Allies. You could ask follow up questions during subsequent sessions:
  - What might get in the way of a girl acting as an ally to another girl?
  - How could she overcome this so she can become a true ally?
  - How can you practice being allies to others who are not your close friends?

### **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, collect the name tags.
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 Three: “First Impressions”**

**Outcome:** Girls develop positive

### **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. Cut three squares for each girl from white paper for the “Everybody is Unique” art project. One of each:
  - a. 3 inch square
  - b. 4 inch square
  - c. 5 inch square
5. Cut out shapes for the Triangles Are Not Bad activity.

### **Group Leader Preparation (at the meeting place):**

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

### **Equipment/Supplies:**

- Triangles Are Not Bad set of shapes
- Three squares for each girl:
  - a. 3 inch square
  - b. 4 inch square
  - c. 5 inch square
- Writing 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.

## **Icebreaker: Triangles are Not Bad**

*10 minutes*

1. Hand out the shapes (circles, triangles, rectangles, and squares) and divide the groups into four based on the shapes they have been given.
2. Then read the "script" below and ask the groups to act it out as you read.

Here are the Squares. They live all by themselves in Square Town. Here are the Circles. They live all by themselves in Circle Town. Here are the triangles. They live all by themselves in Triangle Town. Here are the Rectangles. They live all by themselves in Rectangle Town.

The Squares do not like the Circles. The Circles do not like the Triangles. The Triangles do not like the Rectangles. The Rectangles do not like the Squares. They do not like anyone but themselves. They think the others are stupid, lazy, and mean, and bad! Bad! Bad!

The Squares say this: "If you want to be smart and beautiful, and good, you must have four sides exactly the same. If you don't have four sides exactly the same, then you are stupid, and ugly and bad! Bad! Bad!

The Circles say this: "If you want to be smart and beautiful, and good, you must be perfectly round, and if you're not perfectly round, then you are stupid, and ugly and bad! Bad! Bad!

The Triangles say this: "If you want to be smart and beautiful, and good, you must have three sides. If you don't have three sides, then you are stupid, and ugly and bad! Bad! Bad!"

The Rectangles say this: "If you want to be smart and beautiful, and good, you must have two short sides exactly the same, and you must have two long sides exactly the same. If you do not have two short sides and two long sides, then you are stupid, and ugly and bad! Bad! Bad!"

One beautiful summer day the little Squares, and the little Circles, and the little Triangles, and the little Rectangles went out to play. But not together. While they were playing, a terrible thing happened. The little Circles were playing on top of a hill. Some of them slipped and went rolling down the hill. Faster and faster, they rolled to the very bottom of the hill where the little Rectangles were playing.

The Rectangles were very angry. They thought the Circles were very bad to roll into the Rectangles' very own playground. They called the Circles bad names and threw rocks at them. The Circles were frightened. The Squares and Triangles heard the yelling and crying. They ran as fast as they could to see what was happening and they started yelling and throwing stones. There was more and more yelling and more and more crying. IT was terrible!

At last one of the Rectangles became so angry that he leaped into the air and came down right on top of the Circles. Oh, Wonder of Wonder! Everyone was absolutely quiet. No one said a word! They just looked and looked and looked. The Rectangles and the Circles has made a wagon!

A lovely beautiful wagon!

And then everyone became excited. They all wanted to make something. The Squares and Circles made a train. A Rectangle made the smokestack. Some Circles made smoke. The Triangles and Rectangles made trees. They all worked together and made a lovely house. They made things that were pretty (e.g., sun, boat, Jack-in-the-box, houses, and flowers). They made things that were fun. Everyone had a wonderful marvelous, beautiful time. When it was

time to go home, they all sang a little song! "We are glad, glad, glad! Being different isn't bad!" and they sang it over and over, all the way home.

The End

3. Wrap up the activity by asking:
  - a. What is the definition of Stereotype?
  - b. Who was the smartest in the play?
  - c. Who was the most beautiful in the play?
  - d. Are you a square, circle, rectangle or triangle?
  - e. Is it ok to be different from someone else?

### **Art Project: Everybody is Unique**

*20 minutes*

1. Write the word UNIQUE on the board or a piece of paper you hold up. Ask: What does this word mean and what makes them unique among the other girls.
2. Draw a simple outline of a person, head with neck, torso (shoulders to waist), and leg area (from the waist down). Draw lines dividing the three parts.
3. Talk about one section at a time. For the head: eye color, ear size, curly or straight hair, skin color, freckles, glasses, hat, etc. For the torso: skinny or heavy, muscular or frail, different clothing, etc. For the lower body: skinny or stubby legs, pants or dress, shoes, etc.
4. Now give each girl a 3-inch square. Have them write their names on one side and on the other draw a unique person's head and neck considering all the things that were discussed earlier.
5. Next give the girls a 4-inch and 5-inch square and ask them to write their name on one side and on the other draw the torso using the 5-inch square and the lower body using the 4-inch square.
6. Collect all the squares from the girls, separating them by body part.
7. Then have each girl, pick a head, torso, and lower body from the pile and tape them together to create a totally new and unique friend.

8. Say: Everybody is different, or UNIQUE. What a person looks like on the outside has nothing to do with what is on the inside. Every person has special qualities, and talents, that make them special.

## **Me and My Girl Worlds**

*20 minutes*

1. Divide the girls into groups and give each girl a piece of paper and some markers for the group to share. Have the girls draw a big circle that takes up most of the paper. Tell them to fold the paper in quarters (in half, then in half again) and unfold. The circle stands for your world.
2. You might tell them, "Everyone's world is made up of different groups of people. Think about your world and the women and girls that are part of it. In each quarter of the circle, draw one of the groups of girls or women that are part of your world." Possible groups could include: Brownie Friendship Circle, girls and women from school, girls and women in her family, girls from a dance class or soccer team, girls and women from church.
3. Once the girls have all drawn their groups, have each group share their worlds. This should take about 5 minutes.
4. Have a group discussion about the worlds.
  - a. What were some of the differences between your worlds?
  - b. What were some of the similarities between your worlds?
  - c. How do your worlds make you feel?
5. Be sure to highlight the fact that even though everyone has different groups that make up their worlds, many of the groups make the girls feel similarly (happy, active, excited, etc.).



### **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, collect the name tags.
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 Four: “Friendship Matters”**

**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.
4. Make a friendship bracelet to show the girls.

### **Group Leader Preparation (at the meeting place):**

1. Place activity materials on table.
2. Place example art projects out and set up supplies to have girls make their own.

### **Equipment/Supplies:**

- Yarn or black cord
- Pony beads
- Letter beads
- Charms
- Getting to Know Your Friendship Game Worksheet
- 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.

## **Icebreaker: Speed Introductions**

*10-15 minutes*

1. Gather the girls into two circles with one circle in the middle of the other.
2. Explain that during this activity the girls are going to do speed introductions to introduce themselves to everyone around the circle. The outside circle will stay still and the girls in the inside circle will rotate one person to their right when told to move.
3. Each time they are with a new person, the girls should share their name, favorite animal, and their favorite thing to do. Give the girls an example by saying: "Hi, my name is Erin and I like elephants and my favorite thing to do is play outside."

## **Game: Getting to Know You Friendship Game**

*20 minutes*

1. Explain to the girls that they are going to continue to get to know each other by doing friendship interviews.
2. Give each girl a Getting to Know You Friendship Game worksheet and a pencil. Have the girls pair up with someone they don't know very well. If you have an uneven number of girls, you can put 3 girls together in a group.
3. Give the girls about 10 minutes to talk and get to know each other and make sure that they write the answers on the sheet.

4. Then give each pair the chance to come up front and introduce each other to the group.

### **Friendship Bracelets**

*15 minutes*

1. Tell the girls that now they are going to create friendship bracelets, one for themselves and two to share with their new friends in the group.
2. Give each girl 3 pieces of yarn or black cord long enough to tie around her wrist. Tie one end in a knot so the beads do not fall off.
3. Then put the pony beads, letter beads, and charms out on the table and let the girls create their bracelets however they would like.
4. When they are finished, tie the other end in a knot.
5. Bring the girls together into a Friendship Circle and let each girl present her bracelets to her two new friends. Be sure that you also make bracelets so you can present to any girls who may not get one.

### **Clean-Up: Make Sure the Girls Help**

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

### **Closing**

*5 minutes*

1. Gather the girls in a circle.
2. Review the day, collect the name tags.
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.

## Getting to Know You Friendship Game

1. Name or Nickname:

2. Favorite hobby:

3. Do you have any sisters or brothers? If yes, how many?

4. Do you have a pet? If yes, what kind of animal is it and what is its name?

5. What is something that you're proud of about yourself?

## Getting to Know You Friendship Game

1. Name or Nickname:

2. Favorite hobby:

3. Do you have any sisters or brothers? If yes, how many?

4. Do you have a pet? If yes, what kind of animal is it and what is its name?

5. What is something that you're proud of about yourself?

## **Meeting Five: “Working Stuff Out”**

**Outcome:** Girls gain practical life skills

### **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. Cut a large life sized silhouette of a person from butcher paper.
4. Highlight the things you want to remember.

### **Group Leader Preparation (at the meeting place):**

1. Place activity materials on table.
2. Place example art projects out and set up supplies to have girls make their own.

### **Equipment/Supplies:**

- Butcher paper cut into a life sized silhouette of a person
- Chart paper
- Markers
- Masking Tape

## **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.

## **Icebreaker: Never be the Same Again Blues**

*15 minutes*

1. Gather the girls and introduce them to the “new” girl (made of butcher paper) whose name is Greenie.
2. Explain that sometimes it’s hard for new girls to enter a new situation, because people have formed groups and bonds of friendship. Some people decide to automatically put up barriers to a new girl, before they even get to know them.
3. Let’s imagine that Greenie just came to the GS Friendship Circle today and we are all very unwelcoming people.
4. Invite the girls; one at a time, to say something mean to Greenie, they will really need their imaginations because Greenie has no characteristics we know of to pick on. You might start it off by saying: We don’t want you here Greenie.
5. Each time a mean thing is said to Greenie, you will tear off a piece of her and hand it to the girl who made the comment. After everyone has had a chance to say something, have them come back up and tape Greenie back together as they say an apology for their comment.
6. Reflect on the activity by saying: “Even though Greenie has been put back together, will she ever be the same?”
7. Talk about how hurtful words are and can leave scars and painful memories.

## **Role play: Working Things Out: Conflict Resolution**

*25 minutes*

1. Have a discussion with girls about how they resolve conflicts. On a piece of chart paper write down their ideas. What steps do they take to resolve a problem?
2. What type of statements can they use when they are working out a problem? Have them give some examples of appropriate statements and statements that would make the situation worse.
3. Put girls into groups of three with a leader to coach each group. Give each group a skit about one of the following scenarios.
  - a. You and your best friend auditioned for the same part in your class play, and she got the part!
  - b. You find out your best friend has been talking about you behind your back. What would you say to her?
  - c. During recess your friend cuts in front of someone in line and they get into a huge fight. What can you say or do?
4. Give girls time to perform their skits.
5. Then reflect on the role-plays by asking:
  - a. How did you problem solve? What skills did you use?

## **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, collect the name tags.
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: “No Bullies Allowed”**

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.
4. Make a sample art project to show the girls.

### **Group Leader Preparation (at the meeting place):**

1. Place activity materials on table.
2. Place example art projects out and set up supplies to have girls make their own.

### **Equipment/Supplies:**

- Yarn
- Scissors
- Chart paper
- Markers
- Prop bag for role play (beads, leis, sunglasses, etc.)

## **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.

## **Icebreaker: Web of Good Feelings**

*15 minutes*

1. Have everyone sit in a circle.
2. Have them think of a mean thing they have heard someone say to someone else. Don't share them.
3. Now you start by saying, I will show you how to give a compliment, because it's important to know and practice. Wrap some yarn around your wrist (still attached to the ball)
4. Say the person's name and as you throw the ball of yarn to that person, give them a compliment.
5. Everyone continues until all have received the ball of yarn and a compliment.
6. Make sure they wrap the yarn around their wrist before they throw it.
7. Wrap up the activity by asking:
  - a. How does it feel to hear someone say something nice about you?
  - b. Was it hard to think of nice things to say and make compliments?
8. Now take the scissors and cut the girls strings, make sure they all have some strands to remind them of the good things that were said about them.

## Role Play: Bullying

25 minutes

1. Ask girls if they know what bullying is
  - a. Someone who is bigger, older or stronger who hurts someone's feelings, or hurts them by hitting, scratching, pushing, and does it many times.
2. Ask girls what they can do if they are being bullied or see someone else being bullied
  - a. Tell the person to stop
  - b. Tell an adult you trust—parent, family member or teacher—get girls' suggestions of adults they trust
3. Explain that in a bullying situation there are 4 roles: Bully, Target, Bystander, Allies
4. Explain each role
  - a. Bystanders are the people who watch but don't do anything to help the Target or stop the Bully. Why not? (They don't want the bully to pick on them, too. They think that the bully is funny. Etc.)
  - b. Allies are brave enough to support the Target or tell the Bully to stop. What could Allies do to help the target? (Walk over and say, "come play with us." This takes away the bully's power because now the target is not alone.)
5. Put girls into three groups with one leader to coach each group.
6. Ask girls to volunteer for the roles and have them come up with a skit about one of the following scenarios. Each group should have a different scenario.
  - a. A new girl moved into town, and some kids make fun of her because they think she dresses funny. At recess, you see her sitting alone. What can you do?
  - b. There is a boy in your class who keeps tickling your friend, even when she tells him to stop. What can you say or do to help your friend?
  - c. You are on the school bus and your best friend kicks the seat of the first grader in front of her. The girl gets really upset and your friend laughs. What can you say or do?
  - d. Your classmate Isabella asks a lot of questions in school and always needs extra help. Your friend says, "Isabella's a baby." What can you do?
7. Once girls practice their skit, (but not before) pull out the Prop Bag and give each girl an accessory to wear in the skit.
8. Give girls time to perform their skits.
9. Ask girls to reflect on how it felt to be the Bully, Target, Bystander, or Allies

### **Discussion: If Someone Bullies me, I can \_\_\_\_\_.**

*10 minutes*

1. Bring the girls together into a circle and have a discussion about what they learned today. Give the girls the following prompt: "If someone bullies me I can \_\_\_\_\_.
2. You can go around the circle and let each girl answer or just let the girls say their thoughts aloud to the group as they think of them.
3. Encourage the girls to ask questions if they are unsure what someone means or they just need clarification.
4. To help the girls remember all the solutions they came up with, you can write their group solutions on chart paper and title it: If someone bullies us, we can....

### **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, collect the name tags.
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: “We are all Sisters”**

**Outcome:** Girls promote cooperation and team building

### **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 a sample invitation to show the girls.

### **Group Leader Preparation (at the meeting place):**

1. Place activity materials on table.
2. Place example art projects out and set up supplies to have girls make their own.

### **Equipment/Supplies:**

- Butcher paper
- Crayons
- Markers
- Colored pencils
- Masking tape or glue
- Pre-printed invitations
- Stickers

## **Promise and Law: Gather the Girls in a Circle**

*5 minutes*

1. Welcome the girls to the Girl Scout Meeting.
2. Hand out the name tags.
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: Share Sisterhood**

*35 minutes*

1. Tell the girls that during this activity they are going to create a mural showing how they can be sisters to each other as well as other girls.
2. Break the girls into small groups and hang or lay out a large piece of butcher paper for each group and provide the girls crayons, markers, and colored pencils to create their mural.
3. Give them some ideas to get started such as: writing their names, tracing their handprints, and writing a brief phrase about how they practice the Girl Scout Law as well as anything else they can think of.
4. After each group has finished their mural, let them share with the other groups. Then piece all the murals together into one large collage which can be displayed during the final celebration to share with their families.

## **Art Project: Decorate Invitations**

*15 minutes*

1. Pass out a folded invitation that has been preprinted with the details. Explain that this is for the party celebrating the end of Friendship Circle.
2. The cover will have room on it for the girls to decorate with markers, crayons, stickers, etc. They are to take this home and give it to their parents.

### **Clean-Up: Make Sure the Girls Help**

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

### **Closing**

*5 minutes*

1. Gather the girls in a circle.
2. Review the day, collect the name tags.
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 and 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.
4. Make a sample art project to show the girls.

### **Group Leader Preparation (at the meeting place):**

1. Place activity materials on table.
2. Place example art projects out and set up supplies to have girls make their own.

### **Equipment/Supplies:**

- Pencils (one per girl)
- Crayons
- Colored pencils
- Brownie Globe activity sheet (one per girl)
- Refreshments
  - Paper plates
  - Napkins
  - Cups
  - Forks
  - Cake
  - Knife & Server



## **Promise and Law: Gather the Girls in a Circle**

*5 minutes*

1. Welcome the girls to the Girl Scout Meeting and remind them that this is their last meeting. How does this make them feel?
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: Brownie Globe**

*30 minutes*

1. Let the girls know that confidence can be like an imaginary little globe they can hold in their hand that will always keep them strong and feeling great about themselves. You might say something like: *“Imagine that when you hold this tiny globe in your hand, it’s easier to believe in yourself and your ability to do extraordinary things! Your globe is a special symbol of the wide world of girls to which you belong!” Make sure every girl has her name on her globe.*
2. Then ask:
  - a. Do you ever think, “I just can’t do it” or “Maybe I shouldn’t even try”? We all think these things sometimes, but this little globe in your hand can be a reminder of all the strength and skills you have inside you!
  - b. Think about the strengths and talents of the other girls in your group. Go around the room and draw or write what makes that person special.
3. Once the girls have filled each other’s globes, ask them to share what others said about them.
4. You might say: *“Take this globe home and hang it in a special place. Whenever you look at it, remember all the strengths and all the skills you have inside you. With these strengths and skills, you can always do extraordinary things—even without a tiny globe in your hand!”*

## **Discussion: Wrap Up**

*15 minutes*

1. Ask the girls, "What did you learn from the Brownie Friendship Circle?"
2. Each girl should practice one thought to share at the ceremony.
  - a. I learned how to be a good friend, how to be kind, to ask an adult for help if I or someone else is being bullied etc.

## **Clean-up and Evaluations**

*10 minutes*

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

## **Ceremony and Next Steps**

*20 minutes*

1. Welcome families
2. Summarize what girls learned in Friendship Circle and about bullying prevention – how to be an advocate for herself and an ally to others.
3. Call each girl up separately to say what she learned from the Brownie Friendship Circle.

## **Closing**

*5 minutes*

1. Gather everyone 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

