



Junior
Friendship
Circle

**Grades
4-5**

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
- 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

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 and 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: The Power of One

10 minutes

1. Ask: Have you ever done something that you were proud of? Aced a homework assignment? Pitched in on a family project? Let a worried friend talk your ear off? Made mud pies with your little brother? Or just dealt with crazy stuff?
2. Say: It takes strength, skill, know-how, patience, and all sorts of qualities to do something you can be proud of. Everyone, famous or ordinary, has a special blend of qualities. And you use these qualities all the time, even when just walking, talking, or thinking.
3. Now let's think about the following together:
 - a. What do you think about your powers and strengths?
 - b. Why are they important?
 - c. How do your powers or strengths reflect the values of the Girl Scout Law?
 - d. Which value of the Law means the most to you?

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. Start by writing 4-6 words to describe yourself. 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.
8. Tape yarn to the back of the Mandala with masking tape so it can be hung at home.

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. Create obstacle course. Weave yarn underneath table like a spider web. Place trash cans like cones for girls to weave through and put a few chairs for girls to crawl over.
3. Place example art projects out and set up supplies to have girls make their own.

Equipment/Supplies:

- Table
- Chairs
- Trash cans or buckets
- Yarn
- Rubber bands
- Plastic cups
- String
- Scissors
- Chart paper
- Markers
- Stickers

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: Rules for the Group

10 minutes

1. Bring the girls together and say: "every team has rules that they follow to help them work together."
2. Let's brainstorm some rules for our group. Write the girls rules on chart paper.
3. Then give each girl 5 stickers and tell them to place their 5 stickers next to their top 5 rules.
4. Review the rules that received the most votes and these will become the group's team rules.

Game: Trust Me!

25 minutes

1. Say: What makes a great team? (Great leaders! When each person takes a lead and does her part. When everyone on the team cares about meeting the goals.)
2. Talk with your friends about what's most important for a team. (Here's a start: Teams are made up of leaders. Teams of leaders don't hesitate to make a decision-to do something. They step up to the plate and take action. But team leaders don't do it all themselves. They reach out to more people. They talk. They listen. They grow and strengthen their team!)

3. Now, talk with your friends about what makes a bad team. Ask: How many bad qualities did you come up with?
4. Say: Every negative has an opposite, so try to find the positive!
5. Now let the girls know that it's time for a physical activity where they can work as a team. During this activity, girls will take turns wearing a blindfold and making their way through an obstacle as the rest of the team calls out directions to help them.
6. After the activity, have a discussion by asking:
 - a. Was it hard to complete the obstacle course blindfolded?
 - b. Did you trust your peers calling out directions?
 - c. Do you think you worked well as a team?
 - d. What could you have done differently to be more successful?

Activity: Stack'em Up

15 minutes

1. Girls will work in teams to create a tool using a string and a rubber band that could be used to stack a group of cups into a pyramid.
2. They will have two timed rounds to stack their cups, once without talking to each other and once with the ability to communicate.
3. Give each group a rubber band and 6 plastic cups and one piece of string for each team member.
4. Give the girls 10 minutes to make their tools and practice stacking the cups.
5. Then, tell the girls that they have two times to try their tool once without talking and once with communication.
6. Debrief the activity by asking:
 - a. How well did your team work together? Was there a difference when you could communicate?
 - b. At what point did you feel like everyone was working together?

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 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:

- Three squares for each girl:
 - a. 3 inch square
 - b. 4 inch square
 - c. 5 inch square
- Writing paper
- Markers
- Stereotype Tracker handout for each girl

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: Everybody is Unique

25 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.

Activity: Stereotype Tracker

25 minutes

1. Ask girls if they know what a stereotype is. If the girls don't come up with a sufficient definition on their own, you might say, "A stereotype is an overly simple view of someone or a group of people, such as saying 'short girls aren't good at basketball,' if you ever find yourself casting people in certain roles without thinking about them as individuals first, you might be using a stereotype. Movies, TV shows, and even advertisements might cause you to think in stereotypes. For instance, if all the dancers shown in movies, on TV, and in magazines all looked the same—all tall and thin, for example—some people might believe that only people who looked that way could be dancers. Stereotypes can prevent people from playing all the wonderful roles that life offers!"
2. Break girls into groups and pass out the Stereotype Tracker.
3. Tell each group to write down at least three stereotypes that they know of or have experienced, how they were made aware of the stereotype, what they could do to stop it, and what they do could make the world better.
4. Girls will select one stereotype scenario to act out as a skit.

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:

- Ball of yarn
- Scissors
- Yarn or black cord
- Pony beads
- Letter beads
- Charms
- Paper
- Markers
- 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.

Game: Web of Good Feelings

10 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 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.

Activity: Warm Fuzzies

25 minutes

1. Read this story to the girls:

Once upon a time there was a village. All of the people in the village got along very well. There was kindness, love, compassion, and justice. Every person in the village owned a special bag. It was given to them by their parents at the age of 3. Inside this bag were hundreds of warm fuzzies. Warm fuzzies were soft, cuddly, cottony little puffs. When you gave someone a warm fuzzy, they felt warm and fuzzy inside. People in the village gave each other warm fuzzies anytime they wanted to let someone know they were loved. When someone received a warm fuzzy, they put it in their bag.

One day, an evil sorceress came to town. She saw that everyone was giving out these warm fuzzies from their bags and she didn't like it. She went up to one villager and said, "Why do you keep giving away your warm fuzzies? Aren't you afraid you're going to run out? Here, take this bag of cold pricklies and give these to the people in your village instead, and keep all your warm fuzzies for yourself." The villager took the bag because he believed the sorceress' tale. The next time he ran into a friend, he handed him one of the cold pricklies from his new bag. A cold prickly made someone feel cold and prickly inside, like they were swallowing a pin cushion. Soon all the villagers went to the sorceress and asked for their own bag of cold pricklies since they didn't want to be the only people handing out warm fuzzies if everyone else was going to hand out cold pricklies. Once you had a cold prickly, you wanted to give it away to someone else as fast as possible.

The sorceress was pleased. Her plan was working perfectly. Now the village was in a state of fear and panic. Everyone started avoiding everyone else so they wouldn't be given a cold prickly. People hoarded their small supply of warm fuzzies and didn't give them out to anyone anymore. But no one was happy anymore either.

One day a prince arrived in town and almost immediately someone handed him a cold prickly from their bag. The prince, recognizing the cold prickly, refused to take it. The villager was surprised and tried again. The prince handed the person a warm fuzzy from his bag. The villager was surprised, and a little ashamed that he had tried to give this warm prince a cold prickly and instead received a warm fuzzy.

The prince addressed the crowd and said, “Why do you give each other cold pricklies?” One villager said, “Why should we give away all of our warm fuzzies? Shouldn’t we keep them for ourselves?” Other villagers agreed. But the prince said, “Every time you give away a warm fuzzy a new one is created in your own bag. Don’t you see? The more you give away, the more you will have.”

To demonstrate, the prince had everyone put down their bag of cold pricklies and retrieve their bag of warm fuzzies from their homes. He asked everyone to take out a warm fuzzy from their bag and hand it to a neighbor. This they did, but warily. Then the prince told them to notice that they all still had the same amount of warm fuzzies in their bags as before. People started giving away more warm fuzzies and noticed their bag was never empty. There were indeed enough warm fuzzies for everyone.

The sorceress was very upset and tried to interrupt the prince and get everyone to give out cold pricklies again. But the villagers didn’t want to listen anymore. They threw all their bags of cold pricklies into a wagon, set the sorceress inside it, and sent her out of town. The villagers realized they’d learned a valuable lesson.

When you give someone a warm fuzzy, they in turn will give it to someone else. Eventually, it will come back around to you.

2. Hand out a piece of paper and a marker to each girl.
3. Help the girls tape the paper to their backs.
4. Give the girls a set amount of time and have them write warm fuzzies on each other papers.
5. At the end of the activity, have them remove the papers and read their warm fuzzies.
 - a. How do they feel after seeing what other people think about them?

Friendship Bracelets

15 minutes

6. 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.
7. 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.
8. Then put the pony beads, letter beads, and charms out on the table and let the girls create their bracelets however they would like.
9. When they are finished, tie the other end in a knot.
10. 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.

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
- Tape
- Cardstock
- Scissors
- Magazines
- Glue
- Markers
- Crayons

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 as she was before? Talk about how hurtful words can leave lasting scars and painful memories.

Activities: I-Statements

20 minutes

1. Begin with a discussion by asking the following:
 - a. Does anyone have an example of a time when you decided to let a conflict go? How did that feel?
 - b. Have you ever tried talking through a conflict only to have your effort backfire?
 - c. Have you ever shifted your point of view on a conflict- really looked at it from the other person's point of view?
2. Then say: Choosing to resolve a conflict usually means we have to talk it through. Let's look at how "I-Statements" can be a powerful tool for describing how you are feeling and what you need when you have a conflict in a relationship.
3. Next say: We've all had experience where our feelings were hurt. Perhaps you had a strong opinion about something and blurted out some words in an angry way that didn't solve the problem but worsened it. Or maybe you kept your real feelings bottled up, just waiting to explode.
4. Give the girls examples of I-Statements:
 - a. I feel sad when you make fun of me.
 - b. I feel hurt when you act stupid.
5. Ask: Can you hear a difference in the two statements?
 - a. (Answer: In the first statement, there is a specific example of one behavior that causes hurt feelings. In the second, there is no specific example, and the person the comment is aimed at will probably feel attacked and get defensive, making the conflict worse.
6. Ask: What are examples of "feeling" words?
7. Then, break the girls into small groups and give them each a scenario:
 - a. Nearly every day, your friend mentions how expensive her outfit is and how her mom keeps buying her new clothes for the season. Your parents think it's silly to spend so much on clothes you'll grow out of in a year. You do, too, but you're still dying for some new designer jeans.
 - b. Your soccer buddy teases you in front of the team about missing a goal. When you try to defend yourself, she calls you a "wuss" for not being able to take a joke.

- c. You have a morning class with one friend and then meet up with everyone in your group for lunch. Lately, when you and your friend are together in class, she always agrees with what you say. But when you're in your full group, she says things to put you down. The rest of the group is oblivious since they're not with you in the morning.
8. Have them practice their own I-Statements with each other.
9. Wrap up the activity by debriefing. Ask: How are I-Statements different from other ways of responding? How did being assertive with these statements make you feel? Do you think you can implement this type of communication into your own life?

Art Project:

15 minutes

1. To bring the session to a close and give the girls a chance to express what they have learned about "working stuff out."
2. Give each girl a piece of cardstock paper and lay the other supplies out on the table.
3. Give them about 15 minutes to create a collage scrapbook page that they can share with their friends and family (They can include pictures, phrases, words, etc. from the activities they did throughout the session.)

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:

- Chart paper
- Markers
- Props 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.

Bullying Prevention Introduction

15 minutes

1. Have a discussion with the girls about bullying. Ask:
 - a. Do you know what bullying is? (Bullying is deliberately hurting someone physically or their feelings for power and is repeated over time.)
 - b. What are some examples of bullying? (put downs, gossip, eye-rolling, excluding someone, physically hurting someone)
 - c. How is it different from teasing? (teasing happens between two people of equal power, but it can turn into bullying if it's repeated over time and if a group of kids tease an individual)
 - d. There are a number of people involved in a bullying situation. How would you describe the following: bully, the target, allies, and bystanders? (Most people are bystanders because they do not want to get involved.)
 - e. What can you do if you are bullied?
 - f. What can you do if someone else is bullied?

Role Play: Bullying Prevention

25 minutes

1. Put girls in 3 groups with one leader to coach each group.
2. Girls come up with a simple bullying scenario to act out – something that could happen at school, in the cafeteria, bus, or playground
3. Ask girls to volunteer for the roles.
4. Once girls practice their skit, (but not before) pull out the Prop Bag and give each girl an accessory to wear in the skit.
5. Girls perform skits for the rest of the group, and leader asks them to reflect on how it felt to be the Bully, Target, Bystander, Allies
6. Audience suggests how the bullying could be stopped.
7. Girls perform new skit with the solution.

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. Cut butcher paper into 6 24inch x 24 inch squares, approximately.
3. Place example art projects out and set up supplies to have girls make their own.

Equipment/Supplies:

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

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: Creating Sisterhood

10 minutes

1. Brainstorm with the girls on a piece of chart paper: how girls can be sisters to each other even if they are not best friends.
2. On chart paper, write down messages girls receive from the media and popular culture. What do they see in magazines, on TV, etc. about girls being mean to each other instead of supportive?
3. On another chart paper, write down suggestion from girls about how girls and women in their lives support each other.

Art Project: Sisterhood Mural

25 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 6 groups and hang or lay out a large piece of butcher paper for each group and provide the girls with 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

10 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 and remind them that the next week is their last session.
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:

- Crayons
- Colored pencils
- Junior Cape Activity handout (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.
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: Cloak Activity

20 minutes

1. Let the girls know that confidence can be like a protective cloak that shelters them when someone says or does something that hurts them in some way. You might say something like: "With this cloak around you, it's easier to stay true to your own thoughts and feelings and not be influenced by pressures or unkind acts or words of others."
2. Then say: "Think about some of the pressures you might be experiencing at school, with friends, at home, or elsewhere in your life (such as pressure to fit in or not be different or to do something you don't want to do)."
3. Ask the girls to write their own personal pressures outside their cloak. Say: "Now, think about what keeps you feeling good and strong, no matter what you might be facing (things like talking about your feelings, learning about yourself, trying new activities, knowing everyone is different)."
4. Tell the girls to put all of these things on their cloak.
5. Once the girls have covered their cloaks, ask them to talk about what they put on and outside the cloaks. Acknowledge that everyone feels pressure but it's how we handle that pressure that keeps us strong.
6. Ask: Do others have something on their cloaks that might keep you strong, too? Add it to your cloak!

7. You might say: "The more we remember these feelings, qualities, and actions, the easier it is for our confidence to shine! Feel free to take this cloak home and hang it where it will most inspire you."

Discussion: Wrap Up

15 minutes

1. Ask the girls, "What did you learn from the Junior 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 capes.

Ceremony and Next Steps

25 minutes

1. Guests arrive at 5pm
2. Welcome families
3. Summarize what girls learned in Friendship Circle and about bullying prevention – how to be an advocate for herself and ally to others
4. Call each girl up separately to say what she learned from the Junior 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

Stereotype	Where I encountered it	What I could do to stop it	How what I could do would make the world better

