



When Friends Are Not Friends...

Girl Scout Junior Leader's Guide

Helping Girls Gain Skills for Healthy Friendships

Dear Girl Scout Junior Leader,

As a Girl Scout leader and role model, you are in a great position to help girls gain self esteem as they build courage, confidence, and character. By creating a safe place for girls to talk and work through the activities in this guide you will be giving girls an opportunity to voice what is happening in their lives, at school, and with their friends while learning strategies to deal with bullying and relational aggression.

With bullying issues grabbing the headlines it should come as no surprise that bullying is a significant issue in schools throughout the United States. The National Youth Violence Prevention Resource Center recently reported that nearly 6 million American children are involved with bullying—whether as the bully or the victim. Anyone who has suffered the effects of bullying knows that enduring the teasing, exclusion by friends, and even physical abuse can take its toll on their self-esteem. Your understanding of how to identify and respond to bullying and potential bullying situations are important steps in guiding girls in your troop.

This *When Friends Are Not Friends* Leader's Guide may lead to an interesting discussion on what this title really means. As you help girls understand how to have healthy friendships they need to know that to have friends, you need to be a friend. Being a friend is about caring and sharing, so a strong buffer to not being a bully is being a good friend. As Girl Scout Leader's we need to nurture empathy in girls so they will be more willing to stand up and speak out when someone is treating another child unfairly.

We have included information on cyber-bullying. According to the *Cyber-bullying Research Center*, cyber-bullying is often more devastating than schoolyard bullying because targets often do not know who their bully is, nor do they know why they are being bullied. The cyberbully can hide his or her identity using anonymous screen names. The cell phone is the choice for bullying among elementary school children using an electronic tool. Children as young as five have reported being cyber-bullied via cell phone.

As a values-based organization, Girl Scouts finds its foundation in the Girl Scout Promise and Law. You can always rely on these principles to help girls make decisions or relate to one another. Resources on bullying can be found at the back of this Leader's Guide, and on our Web site at gswise.org, and in all four Service Centers.

Any questions? Contact the Adult Learning Staff at training@gswise.org



To begin you will want to read over the following definitions and examples of bullying and relational aggression behaviors to familiarize yourself with the terms.

Bullying is hurtful or harmful behaviors, actions or words that are intentional, have an imbalance of power and are often repeated. Targets of bullying often have a difficult time standing up for themselves. **Bullying is different than conflict** in that conflicts involve two people of *equal power*, each with a *different point of view*. Bullying can be **physical, verbal or relational**.

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

Cyber-bullying is willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices intended to harass and threaten others.



Examples of bullying and relational aggressive behaviors:

Exclusion

- Not inviting someone to a party/event and letting everyone else know
- Forming groups (cliques) with strict “membership” requirements
- Saving seats so others have to leave
- Saying “You can’t play”

Alliance building

- Saying “You can’t be my friend if you spend time with her”
- Spreading gossip to be accepted in a group
- Choosing sides in a fight
- Getting others to agree with you and be “against” another girl

Rumors and gossip

- Telling someone’s secrets
- Talking about other girls’ problems
- Making fun of how another girl is dressed, what she likes, etc.

Physical aggression

- Pushing someone
- Knocking someone’s supplies onto the floor
- Kicking something someone has dropped on the floor

Verbal aggression

- Calling someone hurtful names
- Making fun of someone (hurtful teasing or taunting)
- Laughing at someone

Cyber-bullying

- Sending hurtful or threatening text messages
- Posting negative photos or videos of someone online
- Creating a Web page to embarrass someone
- Creating an online profile of someone without his/her permission and/or knowledge

This Leader’s Guide includes two introductory activities to establish a common vocabulary, and gives girls examples of common bullying situations. After the introductory activities you may do any of the activities in any order. A participation patch is available for the When Friends Are Not Friends...anti bullying initiative. We recommend that a Girl Scout troop do the introduction activities and at least one more activity before receiving the patch. Patches can be purchased in all four Service Centers.



The following introduction activities are done first to help girls understand what bullying is, what the roles in bullying and relational aggression situations are, and practicing strategies to help stop bullying.

Introductory activity # 1 – Creating a no bullying place

Objective:

- Girls will understand the definition of bullying and the types of bullying
- Girls will learn about the role players in bullying incidents
- Girls will list and practice ways to help and support each other in bullying situations

Materials:

Construction paper cut into heart and square shapes (enough for 3 per girl of each shape); 1 paper bag; pencils/pens; small rocks (3 per girl); poster board; markers

Pre meeting preparation:

Write “hurtful” in large letters on one side of paper bag, write “helpful” on the other side, cut out the squares and hearts, making sure that the squares are large enough to wrap around the small rocks.

Activity directions:

1. Have the girls: Think about some of the actions, behaviors or words the girls and boys in their school use to intentionally hurt each other. When the girls have had time to think, hand each of them 3 of the square-shaped papers. Ask them to write an example of a hurtful behavior on each of the squares. *Please instruct them to list actions/behaviors ONLY... no names!*
2. Ask each girl to share what is written on their squares. *If some girls are hesitant to read what they have written, collect the squares then redistribute so that each girl has a random set of squares.* Ask these questions: “How often do these hurtful things happen?” and “How do you think it would feel to have these hurtful things happen to you?”
3. Hand out 3 rocks to each girl. Ask the girls to wrap each square with the hurtful behavior around a rock. When all the rocks are covered, the girls should drop them into the first paper bag, labeled “hurtful”. Lift the bag, comment on how heavy it is with all the hurtful behaviors inside it. Ask the girls, “Can you imagine what it would feel like to walk around with all these hurtful behaviors stored up inside you?” and “Would you feel heavy like this bag if your classmates called you names, spread rumors about you or left you out of their groups?”
4. Now ask the girls, “Think about all the hurtful behaviors in this bag. When someone tries to intentionally hurt someone else, what is that called?” Bullying is the answer you want from the girls. Tell the girls, “Bullying is when someone does something mean or hurtful to another person sometimes over and over again. This person means to be mean.”
5. Talk about the definitions of **bullying**, **relational aggression** and **cyber-bullying**, using some of the examples of hurtful behaviors they place in the bag. Stress that bullying thrives on **secrecy**. A girl who spreads rumors or posts mean things about someone online is counting on no one telling an adult or doing anything about it. Ask the girls, “Why do you think some girls and boys do these hurtful things to each other?” *Responses might include “for fun”, “jealousy”, etc.* Say, “I agree with all the reasons you have said, but I think it all comes down to one word and that word is POWER.”

Stress that Bullies try to take the power away from their Target to make them feel helpless. Again, lift the bag of hurtful behaviors, stressing how heavy it is. Ask the girls how easy they think it would be to stand up for themselves or anyone else when walking around with all this hurt and heaviness inside.

6. Introduce the idea that when any type of bullying happens there are different “role players”, or different people involved. Talk about what role each person – “Bully”, “Assistant Bully”, “Bystander”, “Defender” and “Target” -- plays. Most girls play the role of “Bystander”. They see it, they hear it, but they do not always do something to help. See **Role Players** p. 10.
7. Hand out the heart shapes (3 per girl). Ask each girl to write one idea of how she can help when bullying happens (one idea on each heart). Read the suggestions on hearts and then place them one at a time in the bag and take out a square with a rock. Lift the bag, showing how this is lighter. Say to the girls, “If each of you tries to help, if you try just one idea from the hearts in this this bag, look how ‘lighter’ the Target feels. You help take the hurt away, and help her feel like she has her power back.” See **Helping Strategies** p. 10.
8. Have a discussion with the girls about the troop setting and how to make sure it is a “no bullying” place. Have each girl write one of the helping strategies she will try on the large poster board. You can keep this poster board and refer back to it whenever needed.

Wrap-up:

Ask the girls to be watchful at their school until your next meeting. Ask them to see how they, and their classmates, react to any bullying incidents. Tell them that the next time the troop meets; you will talk about how each girl HELPED or what she can do next time bullying happens.

Activity #2 – Is it true? Is it kind? Is it necessary?

Objective:

- Girls will understand that words can be as hurtful as actions
- Girls will learn that gossiping and rumor spreading are examples of relational aggression
- Girls will learn a strategy to help determine if they are sharing information or gossiping

Materials:

3 signs each one saying: “Is it true?”, “Is it kind?” and “Is it necessary?”, blank paper, markers, glue, craft supplies

Pre meeting preparation:

This activity is based on the quote: “Before you speak, think, is it necessary? Is it true? Is it kind? Will it hurt anyone? Will it improve the silence?” by Sri Sathya Sai Baba.

Hang the 3 signs near where the girls sit for the troop meeting.



Activity directions:

1. Share a story about a time when someone close to you shared some news (good or bad). Make sure the story you tell is about news that was not hurtful, and could not be called “gossip”. Ask the girls, “Do you think this person was *gossiping* when she shared this news with me?” Give each girl an opportunity to respond.
2. Ask the girls, “Do you have some classmates who sometimes share news that seems hurtful? Or do even wonder if it is truthful? Sharing information that is not yours to share, or is untruthful is a type of bullying called relational aggression.” Gossiping and rumor spreading are examples of *relational aggression*.
3. Talk to the girls about how it is normal to want to share information with their friends, but they need to know when “sharing information” crosses a line and becomes “gossiping” or “rumor spreading”. The test for this is to ask, before you speak ... “Is it true?” “Is it kind?” “Is it necessary?” If the answer to any of these questions is “NO”, then what you are about to say is not sharing news, it is spreading gossip or rumors, and you should stop!
4. Read the statements listed below, after each statement, ask the girls to answer each question, “Is it true?” “Is it kind?” “Is it necessary?” If the answer is “NO” for any of the three questions, then this is not sharing information, it is gossiping or rumor spreading.

Sharing information or gossiping

- Did you hear that Sally got an F on the math test?
 - I think her parents had a big fight.
 - She stayed home from school today because she had a really bad headache.
 - I heard she is moving next year.
 - No one likes her because she thinks she is so smart.
 - Can you believe her mom won’t let her have a Facebook page?
 - I think she will be late for class because she had to stay and finish her art project.
 - Did you hear what she did to her best friend?
 - She won’t be at our Girl Scout troop meeting because she is visiting her grandma in the hospital.
 - I know why no one likes her.
5. Hand out paper and craft supplies. Each girl should write, “Is it true?” “Is it kind?” “Is it necessary?” on the paper and decorate it any way they wish.

Wrap-up:

Ask the girls to hang their paper somewhere to help remind them to ask the 3 questions every time they share information. Gossip and rumors are hurtful. Sharing information is fine if no one is hurt.

Activity #3 – BFF’s... “Forever” is a very long time!

Objective:

- Girls will examine their criteria for choosing and keeping friends
- Girls will discuss what to do when their friend is a Bully, Target, or Bystander

Materials:

6 different photos of girls (see the back of the Leader’s Guide for photos, pages 11–16). Two photos will have “Bully” written on the back; Two will have “Target”; Two will have “Bystander”. Sample job descriptions (“help wanted”) from online or a newspaper, paper, pens

Pre meeting preparation:

Hang the six photos around the room. Do not let the girls see the words “Bully”, “Bystander” and “Target” written on the back of the photos.

Activity directions:

1. If necessary, review the vocabulary learned from the two introductory activities (types of bullying, role players, helping strategies).
2. Ask the girls to walk around the room, looking at the 6 photos you have posted on the walls. Tell them to stand by the photo of the girl that most looks like someone each girl would choose as her best friend. Do not answer any questions about the photos yet.
3. After each girl has chosen a photo, give each an opportunity to state why she chose that photo. Discuss how everyone (even adults sometimes!) choose friends based on outward appearances, perceived things in common, etc. However, we learn quickly that what is inside is what matters the most.
4. Read the description on the back of each photo. After the girls know what each of their “friends” are like on the inside, tell the girls they may move to another photo if they’d like.
5. Ask each girl why she stayed with the friend, or why she moved to another friend. Lead a discussion about what we should do when we find out a friend of ours is a Bully. (Remind the girls of the helping strategies, if necessary). What should we do if our friend is a Target (how can we safely support our friends)? What should we do if our friend is a Bystander (how can we have safety in numbers and help end bullying together)? Tell the girls it is okay to take a break from a friend who has bullying behaviors, but be sure that friend knows why you are taking a break from that friendship.
6. Tell the girls that they are going to create a “Best Friend Job Description”. Talk about what qualities, personality traits, hobbies, interests, etc. are important to each of them. Show the girls examples of job description/help wanted ads. Each girl will create a job description/help wanted ad for her ideal best friend.

Wrap-up:

If time allows, the girls may decorate their “ads” with markers, etc. They may also share their ads with the large group.

Activity #4 – Staying true to you in cyberspace!

Objective:

- Girls will understand the difference of nonverbal communication and how online communication can be easily misinterpreted
- Girls will understand that their online and “real life” personas must be the same

Materials:

Paper plates, markers, craft items to make masks

Pre meeting preparation:

Troop Leaders take the **Cyberspace Literacy Quiz** on p. 19 to test your knowledge.

Some interesting statistics regarding youth using the internet:

- 17% of 6-11 year olds and 36% of 12-17 year olds reported that someone said threatening or embarrassing things about them through e-mail, instant messages, Web sites, chat rooms or text messages. (*Fight Crime: Invest in Kids, 2006*)
- Girls typically use the internet to **enhance** relationships. They use social networking sites more often than boys (70% to 50%); they post photos more often than boys (54% to 40%)
- Boys typically use the internet to **create** relationships, are more likely to go online to post videos than girls (19% to 10%)
- Typically, boys use the internet for gaming and entertainment, while girls typically use the internet for connecting with others.
- Youth use *emoticons* in place of nonverbal communication (facial expressions and body language), but online communication is easily misinterpreted.

continued on next page

Activity directions:

1. Ask the girls how many of them have been online and use the internet or a cell phone to communicate with friends. Tell the girls that at today's meeting you are going to talk about the differences between communication with each other online and in person. Divide the girls into pairs and ask them to stand up, facing their partner. Ask each girl to give her partner a compliment – a sincere compliment, i.e., one that she really means. Next, ask each girl to stand back to back and give the same compliment to each other. Finally, ask each girl to write down the compliment on a sheet of paper and give it to her partner.
 2. Discuss with the girls what they prefer: a face-to-face compliment, one where she heard the compliment, but did not see the face, or a written compliment? Ask the girls, "Why is it nicer to get compliments face to face?" Lead the girls in a discussion about communication, "Experts say that about only 93% of our communication with other people are the words we say. How else do we communicate?" *Facial expressions, body language, tone of voice.*
 3. Read the following sentences, each time putting emphasis on the word in **BOLD**.
Did you hear what she said?
Did **you** hear what she said?
Did you **hear** what she said?
Did you hear **what** she said?
Did you hear what **she** said?
Did you hear what she **said**?
- Ask, "How does the meaning of the sentence change when you put the emphasis on a different word?"
4. Now, ask the girls to read the same sentence as above, p. 18, but now read it as someone who is: Concerned. Bored. Angry. Happy.
 5. Discuss with the girls what happens when we change or remove facial expressions, or when we change the tone of our voice when we communicate with each other. Ask, "Now, what happens when we communicate online? What can happen when we cannot see the other person's face or hear their tone of voice?" Discuss with the girls how online conversations can be easily misinterpreted.
 6. Say to the girls, "Sometimes, when we are online, it might be easier to say hurtful words because cell phones and computers are almost like masks we can hide behind. We do not have to see someone's face if we hurt them. We can also hurt someone unintentionally because they can't see us and understand the true meaning of our words." Discuss the importance of understanding that our online "mask" is a reflection of who we are in real life, too. The face we present online must be the same as the one we present in real life to our friends and classmates.
 7. Give the girls paper plate "masks" to decorate. They should decorate their mask to reflect the good friend they are, *both in person and online*. Stress to the girls that who we are online has to be the same as who we are in real life.

Wrap-up:

Ask the girls to brainstorm rules for communicating online with their peers. You may want to turn these "rules" into an online etiquette pledge have each girl sign. Share your online etiquette pledge with parents.

Remind the girls:

- Do not give your phone number out to everyone
- Never share your passwords with anyone, except your parents
- Do not share your screen name with potential bullies
- Do not share your personal information online, including full name, address, phone number, or school name
- Do not respond to cyber-bullying messages
- Do not pass along or forward cyber-bullying messages
- Tell friends to stop cyber-bullying
- Save messages, e-mails, and photos as proof
- Report cyber-bullying to parent or other trusted adult



Activity #5 – Popularity means everything?

Objective:

- Girls will examine their criteria for defining who is and isn't "popular"
- Girls will create a new definition for "popular", based on the concept that it is cool to be kind to each other

Materials:

Copies of the Popularity Quiz (one for each girl) p. 19, pens/pencils, large sheet of paper, markers

Pre meeting preparation:

Gather as many "teen" magazines as you can. You will need many photos, words, and phrases the girls can use to create a collage of a new, positive definition of "popular"

Activity directions:

1. Have the girls fill out the Popularity Quiz (make sure they don't put their name on it) and hand in to the leaders when they are finished. Leaders tally each answer and at the end of the activities let the girls know how many marks were tallied for each answer.
2. Say to the girls, "Does your school have "popular" kids?" Most of the girls will say "yes!" Using a large sheet of paper, ask the girls to tell you what are the qualifications for being "popular" in their school. Write their answers on the left-side of the large sheet of paper. Please be sure that the girls list qualities, not names!
3. After the girls have brainstormed the list for popular, ask, "Can anyone be part of the popular group?" Lead the girls through a discussion of the "rules" for popularity at most schools. What would a girl have to wear if she is part of the popular group? How would she have to act? Could she be friends with anyone?
4. Ask the girls, "Who decides who gets to be 'popular' at your school?" Discuss this with the girls, making sure that they understand that they, along with their classmates, not only define who is popular, but also give power to the popular students. Say, "Together, we are going to create a new definition for "popularity"." Label the other side of the large sheet of paper "good popular". Help the girls brainstorm inner qualities that should define popularity. Consider "popular" as a group where anyone can belong because she/he is kind, thoughtful, funny, caring, etc.
5. After the group has created a new definition for "popular", have the girls create a collage using magazine photos, words and phrases. The collage should serve as a reminder to them that they are responsible for defining and giving power to the students who are popular in their school.

Wrap-up:

Repeat the answers the girls marked on the Popularity Quiz. Then ask the girls, "Would they change any of their answers after doing the activities?" You may want to have a discussion on some of the questions the girls would change answers on. The girls may share their collages with each other.



Activity #6 – What’s her story? Building empathy

Objective:

- Girls will understand the importance of *empathy* for the Target, the Bystander and the Bully
- Girls will think about the reasons some classmates bully each other

Materials:

Sticky notes (or small pieces of paper and tape), 3 boxes, pens/pencils

Activity directions:

1. Choose 3 girls to come to the front of the group. Have each girl stand by one of the three boxes. One box should read Bully, another box Target, and the other Bystander. Give each of the remaining girls a pen/pencil and 6 sticky notes.
2. Say to the girls, “Today we are going to think about how bullying makes everyone feel. In just a while I am going to ask our Bully, Target and Bystander to pose as their character while bullying is happening. While they are posing, I want the rest of you to take a close look at them.”
3. Ask the girls to strike a pose as their character of Bully, Target and Bystander.
4. Stand near the Bully. Ask the girls to write on one sticky note how the Bully *looks* when she is bullying. Have the girls consider facial expressions, body language, etc. The girls should “stick” their note to the **outside** of the Bully box. Do the same for the Target and the Bystander.
5. Read aloud the sticky notes on each of the boxes. Ask the girls if they are surprised at any of the responses, or if they want to add anything before you move on.
6. Explain to the girls that now, they are going to think about what is going on *inside* each of the characters when the bullying is happening. They should now consider the feelings or emotions of each.
7. Again, start with the Bully box. The girls will write how they think the Bully *feels* on one sticky note. This time, the girls will “stick” their note to the **inside** of the box. Do the same for the Target and the Bystander.
8. Tell the girls, “When I read the feelings/emotions on the sticky notes inside of the box, if you hear one repeated, let me know.” Read aloud the feelings/emotions on the sticky notes, placing any that are doubles near you. Typically, words like “sad” or “angry” are doubles. Ask the girls, “Do you think the Bully, the Target and the Bystander could all share the same feeling?”
9. Choose two feelings from the sticky notes and ask the girls to form small groups and discuss how each character might feel that emotion and **why**. (For example: The Bully might feel *angry* or *sad* because she’s having problems at home, or she might be jealous. Remind the girls that bullying is about power. The Target might feel *angry* or *sad* because she feels like she gets picked on because she is different. The Bystander might feel *angry* or *sad* because she does not feel good about the situation.

Tell the girls, “When you try to understand how someone else feels, like you just did in the last exercise, it’s called being empathetic.” Explain that “empathy” is the word that defines how we treat others, based on knowing how they feel.

10. Ask the girls, “Have you ever heard the expression: Walk a mile in my shoes? It’s all about being empathetic. What do you think the expression means?” You are looking for answers like:
 - This means to put yourself in someone’s situation.
 - If you could feel what a person is experiencing.
 - That you see someone else’s point of view.
11. Ask the girls the following questions: what they think this girl felt and why from the questions:
 - a. You helped a friend with her homework? How does she feel and why?
 - b. No one picked a girl to play on a team. How does she feel and why?
 - c. A girl calls someone hurtful names. How does that girl feel and why?

Wrap-up:

If we take the time to try to understand how someone feels although we may not know their story or know everything they feel inside, we can have “empathy”. That is the word that defines how we treat others, based on our understanding of how they feel. While we can have empathy for a bully it does not change the fact that bullying is unacceptable behavior. Empathy is an important virtue to have in building healthy friendships.

Girl Scout NO BULLIES pledge. See the pledge at the back of the book. Make enough copies for each girl to have one. Have the girls say the pledge together. Have each girl sign her pledge and take home.

Resources

Adult Books:

Deak, JoAnn and Teresa Barker. *Girls Will Be Girls: Raising Confident and Courageous Daughters*. New York: Hyperion, 2002.

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

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

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

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

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

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

Web sites:

bullying.org

eyesonbullying.org

netsmartz.org

stopbullying.org

stopbullying.hrsa.gov

teachingtolerance.org

cyberbullying.us

Role players

Bully:	the person who is being mean. They are doing it <i>intentionally</i> and to get more power
Assistant Bully:	stands near the Bully. May or may not like what is going on. May laugh at what the Bully does. This role player is still part of the problem.
Bystander:	these role players do not like what is going on; they feel badly for the person being bullied, but they will not do anything because either they are afraid to do something, or, they do not know what to do. They are still part of the problem, because the Bully feels more powerful when no one does anything to help.
Defender:	These role players are a part of the solution. They do not like it when anyone gets bullied and they will do something to help.
Target:	This is the person being bullied. They feel powerless and helpless.

Helping strategies

Bully:

- Stop
- Talk to an adult about what is really bothering you

Assistant Bully:

- Move away from the Bully
- Don't laugh
- Get the Bully away from the Target

Bystander:

- Tell a teacher or another caring adult what is going on
- Say something kind to the Target (*out loud, or privately later*)

Defender:

- Tell the Bully to STOP
- Get the Target out of there
- Say something kind to the Target; support the Target
- Tell a teacher or another caring adult

Target:

- Tell the Bully to stop; get away from the Bully
- Tell a teacher or another caring adult what is going on
- Stand by friends who will defend you
- Share your hurt with caring adults and friends, but NOT the Bully!



Bully: She is the typical “mean girl” of the grade.
She spreads rumors, gossips, and rules over the playground.
Anyone not in her group is left out and made fun of almost every day.

Bully: She is the typical “mean girl” of the grade.
She spreads rumors, gossips, and rules over the playground.
Anyone not in her group is left out and made fun of almost every day.



Bystander: She sees and hears bullying going on around her, she does not like it, but she will not get involved.

Bystander: She sees and hears bullying going on around her, she does not like it, but she will not get involved.



Target: She is bullied almost every day.
It has gotten so bad that she wants to switch schools.

Target: She is bullied almost every day.
It has gotten so bad that she wants to switch schools.

Cyber-space literacy quiz – How much do you know?

1. Translate: !+ \$ JU\$+ M3 N TH@ WQRD.
2. Translate: *!M NO+ RUD3 U JU\$+ H@V3 NO S3NS3 OF HUMQR*
3. How old must you be to set up a profile on Facebook?
 - a. 12
 - b. 16
 - c. 18
 - d. 13
4. The content of a child or teen's personal Web page or social networking site profile is private, and they have the right to keep it hidden from their parents or other adults because it's like a diary.
 True
 False
5. It is impossible to confirm that people are who they say they are online, especially on social networking sites or in chat rooms.
 True
 False
6. Given the chance, most kids would cyber-bully someone else to get revenge if they knew they could get away with it.
 True
 False
7. Because most schools ban cell phone and unsupervised internet use, cyber-bullying isn't really a problem in schools.
 True
 False
8. States are using pornography laws and identity theft laws to prosecute teens who misuse cell phones and computers.
 True
 False

Quiz answers:

1. It's just me in the world.
2. I'm not rude, you just have no sense of humor!
3. 13 years old. Keep in mind that although Facebook officials can remove a page for an underage user, they do not "police" the Web site. Younger children give a birth year that makes them 13 when registering for a Facebook profile. It is up to parents to closely monitor their children's online profile. Younger children are more likely to give their password to others, to share their phone numbers and other personal information.
4. False. Again, parents have a right and a responsibility to keep their children safe from cyberbullies and online predators. Children and teens should never post photos that reveal where they are; they should never list their phone numbers or addresses.
5. False. Every computer has an ISP address—it is like a fingerprint—it is unique to each and every computer. It is important that children understand that anything can be traced (whether it is a computer ISP address or cell phone), and that everything you put on the internet is permanent.
6. True. Sadly, many national studies of middle school youth show that children who would never bully someone face-to-face state that they would bully online because of what they perceive to be their total anonymity.
7. False. Children and teens still use their cell phones in school! And, with the use of smart phones, many children are connected to the internet 24/7.
8. True. The term is "sexting", it is becoming a growing problem among middle and high school youth.

Did you hear what she said?
Did **you** hear what she said?
Did you **hear** what she said?
Did you hear **what** she said?
Did you hear what **she** said?
Did you hear what she **said**?

Did you hear what she said?
Did **you** hear what she said?
Did you **hear** what she said?
Did you hear **what** she said?
Did you hear what **she** said?
Did you hear what she **said**?

Did you hear what she said?
Did **you** hear what she said?
Did you **hear** what she said?
Did you hear **what** she said?
Did you hear what **she** said?
Did you hear what she **said**?

Did you hear what she said?
Did **you** hear what she said?
Did you **hear** what she said?
Did you hear **what** she said?
Did you hear what **she** said?
Did you hear what she **said**?

Popularity quiz

You do not need to put your name on this quiz! Read each question and place a check in the box that matches your answer. This quiz is based on your opinion, there are no right or wrong answers.

Question	Yes	No	Not Sure
At my school, most of my classmates think being "popular" is very important			
Being "popular" is very important to me			
There are some students in my class who are "popular" and some students who are not "popular"			
Anyone can be "popular" at my school			
You must wear certain clothes or shoes to be considered "popular" at my school			
Anyone can be "popular" if she/he is nice to others and takes time to help others			
I am "popular" at my school			



Girl Scout Junior
No Bullies Troop Pledge

1. I will not bully others.
2. I will include girls who are left out.
3. I will report any bullying I see or hear.
4. I will work with my friends to stop bullying.

Girl Signature: _____

Date: _____ Troop #: _____



Girl Scout Junior
No Bullies Troop Pledge

1. I will not bully others.
2. I will include girls who are left out.
3. I will report any bullying I see or hear.
4. I will work with my friends to stop bullying.

Girl Signature: _____

Date: _____ Troop #: _____