

When Words Hurt



When Words Hurt

Dear Girl Scout Daisy Leader,

As a Girl Scout leader and role model, you are in a great position to help Girl Scouts learn how to have healthy relationships. This is a good time for Girl Scout Daisies to practice being respectful and kind. This skill will impact a Girl Scout for the rest of her life. As a values-based organization, Girl Scouts finds its foundation in the Girl Scout Promise and Law. You can always rely on the principles found in the Girl Scout Promise and Law to help Girl Scouts make decisions or relate to one another.

According to the National Education Association, every day in the United States, more than 160,000 children miss school for fear of being tormented by their peers. The American Medical Association has identified bullying as a public health issue. Your understanding of how to identify and respond to bullying and potential bullying situations is important in helping Girl Scouts in your troop understand how to create healthy friendships. We are not expecting you to be an expert on bullying, but what we are expecting you to do is to gain awareness and an understanding of what bullying is and respond in a positive way when you are aware of a bullying situation. The activities provided will help you teach Girl Scouts the importance of interacting with each other in a respectful and kind way. Girl Scouts need to know that it is okay to not like everyone, although we still need to treat others with respect.

See the Resources section at the end of this guide to find materials and resources on bullying and creating healthy friendships.

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 harmful or hurtful 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, etc. Relational aggression is behavior that is intended to harm someone by damaging or manipulating their relationships with others. Children as young as preschool age use relational aggression as a means of power or control over their peers. Examples of bullying and relational aggressive behaviors may include:

Exclusion

- Not inviting someone to a party/event and letting everyone else know
- Forming groups (cliques) with strict “membership” requirement
- 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 them”
- Spreading gossip to be accepted in a group
- Choosing sides in a fight
- Getting others to agree with you and be “against” another person

Rumors and gossip

- Telling someone’s secrets
- Talking about others’ problems
- Making fun of how another person is dressed, what they like, 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

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Level: Daisy
Time: 2 hours

Materials not included:

- Jump rope
- Tape
- Coloring supplies
- Scissors
- Glue

Activity 1: What crosses the line

- Jump rope
- Sign that says kind/respectful and mean/hurtful (located at the end of packet)
- Tape

Activity 2: Bully vs bystander

- None

Activity 3: Kindness words to tell yourself

- Coloring supplies
- Mirror coloring page (located at the end of the packet)
- Positive affirmation handout (located at the end of the packet)

Activity 4: We belong together bracelets

- Bracelet template (located at the end of the packet)
- Star template (located at the end of the packet)
- Coloring supplies in the following colors (pink, blue, yellow, green, orange, red)
- Scissors
- Color meaning sheet (located at the end of the packet)
- Glue or tape

Activity 1: What crosses the line

Time: 20 minutes

Objective: Allows Girl Scouts to learn what is appropriate and what is not appropriate behavior.

Say: Does anyone know what “crossing the line means?” (Allow time for responses.)

Possible answer: Being mean to a friend, talking badly about a friend, pulling a prank on a friend.

Say: When we cross the line in a friendship it can hurt our friends’ feelings. This can affect a friend for a long time because words and actions can hurt. Today, we are going to go over some scenarios and see if you think they are kind/respectful or if they are mean/hurtful.

Directions:

1. Lay the jump rope in the middle of the room. On one side of the jump rope hang up the kind/respectful sign and on the other side hang up the mean/hurtful sign.
2. Have the Girl Scouts start on the kind/respectful side.
3. Read the scenarios to the group and have them pick if the scenario is kind/respectful or mean/hurtful and move to that side of the rope.

4. Once all the scenarios are completed, have the Girl Scouts talk about what they learned about the two sides. See how they felt when they went to the kind/respectful side and how they felt going to the mean/hurtful side.
5. Talk about what a bully is and how the mean/hurtful things that were read off are considered bullying because they hurt someone’s feelings.

Scenarios:

- Asking someone to sit with you.
- Making fun of someone who trips and falls.
- Checking in on a friend that is hurt.
- Calling someone a mean name.
- Making fun of someone’s clothes.
- Inviting someone to come and play with you.
- Telling a friend you don’t like them anymore because others don’t like them.
- Laughing at a classmate.
- Laughing at a funny joke a classmate made.

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Activity 2: Bully vs Bystander

Time: 30 minutes

Objective: Girl Scouts learn about the role we each play in bullying and what we can do.

Say: There are many roles when a person is being bullied. There is the bully, the person being bullied, and the bystander (people who observe bullying). We will read through some scenarios and talk about what happened in each scenario and how different people in each one could have handled the situation.

When someone is being bullied, they should always report it to an adult and ask the bully to stop. If you are a bystander and witness someone being bullied you should report it to an adult, tell the bully to stop, and check in on the person who was bullied.

Directions:

1. Read through the scenarios below with Girl Scouts and ask the given questions per scenario.

Scenario 1:

Say: Julie is making fun of Mary's clothes. Eliza hears Julie say these mean things and does not say anything to Mary or Julie. This was not the first time Eliza had heard Julie say these things to Mary.

Ask: What could have Eliza and Mary done in this situation?

Possible answers: Eliza could have told Julie to stop and say that is not nice and check in on Mary. Mary could have asked Julie to stop and let an adult know.

Scenario 2:

Say: It is Margo's first day at a new school, and she is looking for a group to play with. She sees a group of classmates playing tag and asks to join. Christine, who is the tagger, says Margo is not allowed to play with them and then whispers something to her friend and they both laugh. Eliza noticed this and told Margo they can play together on the swings.

Ask: What else could have been done in this situation to let Christine know what she did was not nice?

Possible answers: Margo could tell Christine it was not nice to not include her. Eliza did the right thing and invited Margo to play elsewhere with her but she could also tell Christine that everyone is always welcome to play.

Scenario 3:

Say: Eliza is having a sleepover at her house and has invited all the girls in her class. Heather tells Eliza that she should not have invited Juniper because "she is weird" and Heather said she will tell all the other girls not to come if Juniper comes to the party.

Ask: What should Eliza do in this situation?

Possible answer: Eliza could tell Heather everyone is invited to the sleepover no matter what. Eliza could also stand up for Juniper and let Heather know that she likes Juniper and once Heather gets to know her better, she will like her also.

Scenario 4:

Say: Alex was invited to Margo's birthday party, and she is super excited to go. Alex knows her family does not have a lot of money to spend on a gift so her mom and her make Margo a card and decorate a picture frame. When Alex gives Margo her gift at the party, Bri makes fun of the gift and says, "that is all you got her". Alex is upset because she spent a lot of time on her gift.

Ask: What could Margo do to make Alex feel better? Could Alex have said something to Bri?

Possible answer: Margo should thank Alex for the gift. Margo could also ask for a picture of her and Alex to be taken so she can add it to the frame. Alex could let Bri know that she spent a lot of time on the gift and that it hurt her feelings when Bri called her out on her gift.



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Activity 3: Kindness words to tell yourself

Time: 40 minutes

Objective: Teach Girl Scouts to say positive affirmations to themselves.

Say: When you are feeling sad, how do you cheer yourself up? (Allow time for responses.)

Say: When you are sad, how do others help cheer you up? (Allow time for responses.)

Say: These are all great ways to help us feel better. Another way we can make ourselves feel better after someone hurts our feelings or does something hurtful towards us is by saying positive things about ourselves. This is called positive affirmations. We are going to learn a few positive affirmations and then make our own sheet to take home to remind ourselves of how amazing we are.

Directions:

1. Give each Girl Scout coloring supplies, a mirror coloring sheet, and at each workstation have a positive affirmation handout.
2. Have the Girl Scouts repeat the following affirmations after you:
 - I am kind
 - I am smart
 - I am positive
 - I am loved
 - I am powerful.
3. Ask them how they felt after saying these things. Did they feel better about themselves? Did they feel calmer? (Allow time for responses.)
4. Have the Girl Scouts look at the positive affirmation sheet and write or draw pictures on the mirror coloring sheet about affirmations that they feel describes them.
5. Once everyone is done, have them share one thing they wrote or drew on their sheet.

Say: Now that you have your positive affirmation sheet you can use this when you are feeling sad or when someone did or said something that hurt you. You can remind yourself that you are an amazing person.



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Activity 4: We belong together bracelets

Time: 30 minutes

Prep work: Cut apart the stars and bracelet templates.

Objective: To show that everyone belongs, and we benefit from everyone's differences.

Say: All of you are stars in different ways. We are all great at things and being great at these things make you, you! We are going to go around and say one thing we are great at. (Give each Girl Scout the opportunity to say what they are great at).

Say: Now that we have said one thing that we are great at we are going to create a "you belong" bracelet for your partner. (To make sure no one is left out it is best to preselect the Girl Scouts partners.)

Say: We have sheets that will tell us what certain color markers mean. You are going to color 4 stars in colors that you feel represent them. On the fifth star you are going to write your partner's name.

Examples of what the colors mean:

- Pink - Creative
- Blue - Kind
- Green - Caring
- Yellow - Shares
- Orange - Great listener
- Red - Great helper

Directions:

1. Have each Girl Scout sit with their partner. Give each Girl Scout five stars and a bracelet template. Make sure each workspace has coloring supplies, glue, color meaning handouts, and scissors.
2. Have each Girl Scout pair color in four stars in colors that they feel represent their partner. Have them also write the name of their partner in the fifth star. They can also color the bracelet band if they would like to.
3. Once they are done coloring, they can glue or tape the stars onto the bracelet template.
4. They can give the bracelet to their partner and help them either glue or tape the bracelet onto their wrist.

Say: Now that everyone has a "We Belong Together Bracelet" we can wear these to our meetings to remind us that we benefit from all our differences.

Congratulations, you have earned your When Words Hurt fun patch!

Please remember to always think before you say something to someone because our words matter and people's feelings matter. We learned how to treat others with kindness and that we all belong!



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Resources:

Children's books:

Cosby, Bill. *The Meanest Thing to Say*. New York: Scholastic Inc., 1997.
DePino, Catherine. *Blue Cheese Breath and Stinky Feet*. Washington D.C.: Magination Press, 2004
Estes, Eleanor. *The Hundred Dresses*. New York: Scholastic, 1973.
Ludwig, Trudy. *My Secret Bully*. California: Tricycle Press, 2005
McCain, Becky. *Nobody Knew What To Do: A Story About Bullying*. Florida: Magnetix Corporation, 2002.
Moss, Peggy. *Say Something*. Maine: Tilbury House, 2004.

Resources:

Adult books:

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

Websites:

bullying.org
eyesonbullying.org
netsmartz.org
stopbullying.org
stopbullying.hrsa.gov
teachingtolerance.org

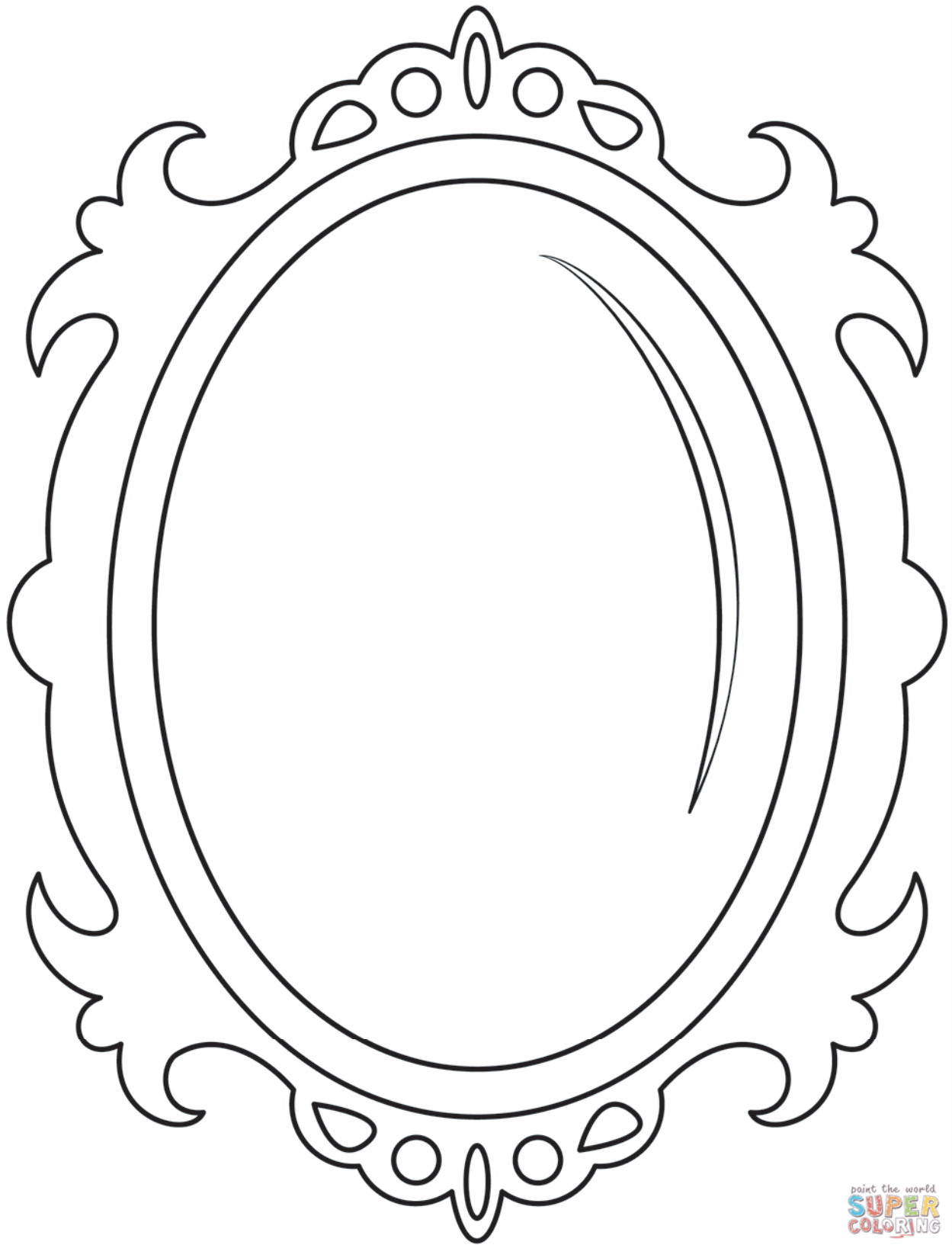
People & places to contact

- School counselor or school administrator
- Pediatrician or nurse
- Children's Hospital and Health System
- Child Abuse Prevention Fund: capfund.org
- Psychologist
- Mental health professionals through your local

Kindness/Respectful

Mean/Hurtful

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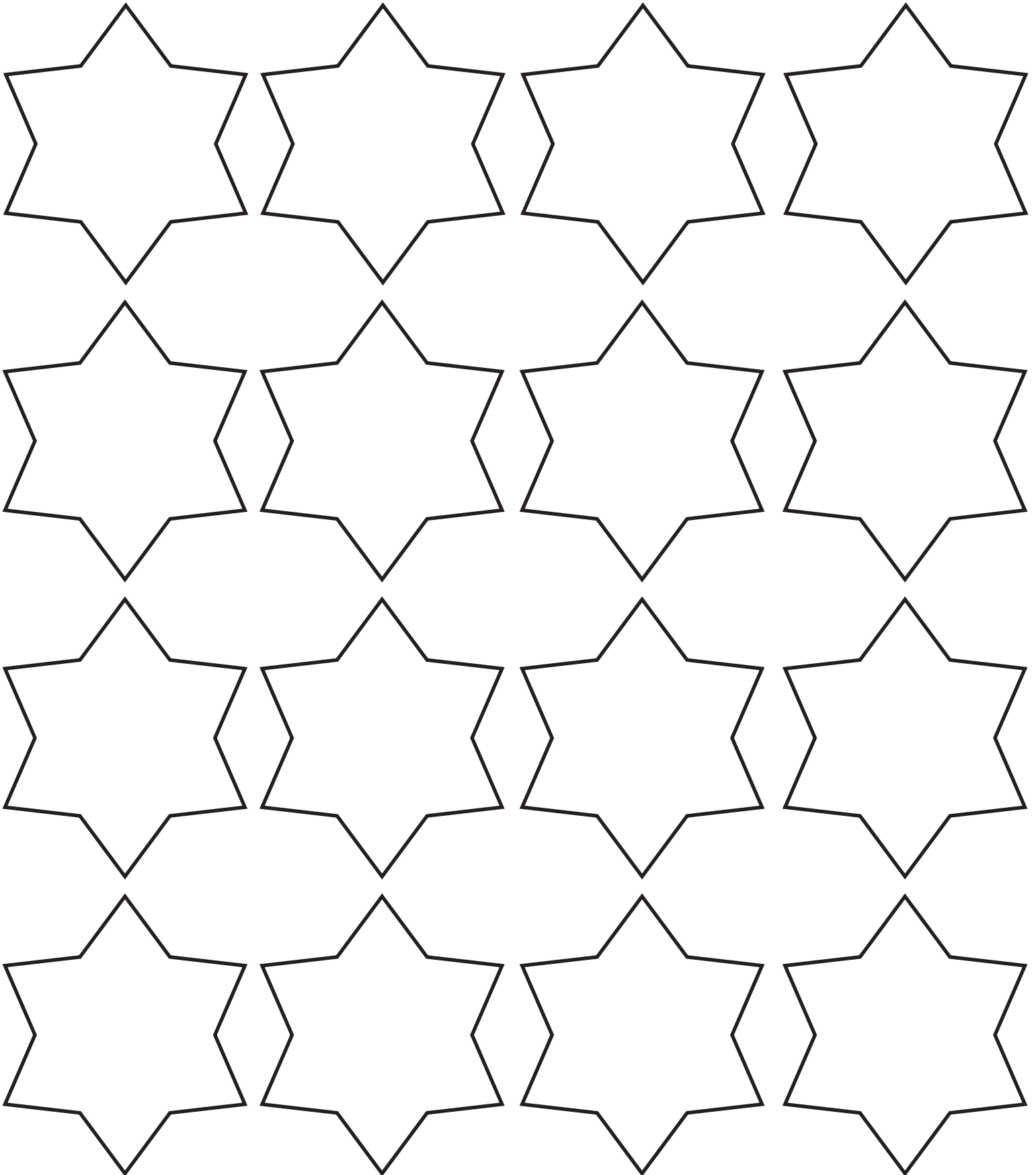
Positive Thoughts and Affirmations

1. There is no one better to be than myself.
2. I am enough.
3. I get better every single day.
4. I am an amazing person.
5. All of my problems have solutions.
6. Today I am a leader.
7. I forgive myself for my mistakes.
8. My challenges help me grow.
9. I am perfect just the way I am.
10. My mistakes help me learn and grow.
11. Today is going to be a great day.
12. I have courage and confidence.
13. I can control my own happiness.
14. I have people who love and respect me.
15. I stand up for what I believe in.
16. I believe in my goals and dreams.
17. It's okay not to know everything.
18. Today I choose to think positive.
19. I can get through anything.
20. I can do anything I put my mind to.
21. I give myself permission to make choices.
22. I can do better next time.
23. I have everything I need right now.
24. I am capable of so much.
25. Everything will be okay.
26. I believe in myself.
27. I am proud of myself.
28. I deserve to be happy.
29. I am free to make my own choices.
30. I deserve to be loved.
31. I can make a difference.
32. Today I choose to be confident.
33. I am in charge of my life.
34. I have the power to make my dreams true.
35. I believe in myself and my abilities.
36. Good things are going to come to me.
37. I matter.
38. My confidence grows when I step outside of my comfort zone.
39. My positive thoughts create positive feelings.
40. Today I will walk through my fears.
41. I am open and ready to learn.
42. Every day is a fresh start.
43. If I fall, I will get back up again.
44. I am whole.
45. I only compare myself to myself.
46. I can do anything.
47. It is enough to do my best.
48. I can be anything I want to be.
49. I accept who I am.
50. Today is going to be an awesome day.

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