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**Girl Scouts®**

Where Girls Grow Strong<sup>SM</sup>

***Don't Laugh At Me***

*Patch program for **Brownie** Girl Scouts*



*2338 – R 3/2006/Reviewed 3/2006*

# Don't Laugh At Me – Brownie Girl Scout

The Goal of Don't Laugh at Me is to support you in creating a caring, compassionate, and cooperative Girl Scout troop and environment. Since girls learn by doing, this guide focuses on giving girls the experience of learning in a caring community – a group characterized by:

- A healthy expression of feelings
- Caring, compassion, and cooperation
- The creative resolution of conflicts
- An appreciation of differences

Through the “Don't Laugh at Me,” song, CD, and video, the project harnesses the power of music and art to transform, inspire, and build skills in girls. The activities in this guide are designed to raise awareness, explore feelings, connect girls to their inner selves and to one another, and provide important tools for you as a leader.

This curriculum is designed for girls in grades 1-3 or the Brownie Girl Scout program level. The program requires seven skill building sessions and then an eighth session where you “Take it to the community.” The sessions build on each other so it is important to do the sessions in order. The eight sessions consist of two activities from the four thematic units:

- Being You, Being Me, Being Us (Theme: Expressing Feelings)
- I Care, You Care, We Care (Theme: Caring, Compassion, and Cooperation)
- Words That Hurt, Words That Heal (Theme: Resolving Conflict Resolution)
- Together We Can (Theme: Celebrating Diversity)

## **Theme: Expressing Feelings**

**Session 1: The Torn Heart:** A 50-minute session that develops empathy in the girls. It creates a common language around put-downs, put-ups, and thumbs-down, thumbs-up behaviors.

**Session 2: How would you feel if:** A 55- minute session that sensitizes the girls to the effects of ridicule, exclusion and other unkind behaviors. Helps girls to identify and get in touch with feelings in their self and others.

## **Theme: Caring, Compassion, Cooperation**

**Session 3: The Caring Being:** A 40 minute session that raises the girls' awareness of positive and negative behaviors and explores creating agreements around behaviors.

**Session 4: The Ridicule Free Zone: Constitution of Caring:** A 50-minute session that teaches the process for making group agreements.

## **Theme: Resolving Conflict Resolution**

**Session 5: Walking in Another's Shoes:** A 50-minute session that explores points of view in conflict, the effects of teasing and develops agreements around teasing.

**Session 6: Conflict Escalates:** A 50-minute session to help girls understand that conflict can escalate and recognize conflict triggers.

## **Theme: Celebrating Diversity**

**Session 7: Family Ties and Fabric Tales:** A 60-minute session that celebrates differences and exposes girls to different cultures and different families.

**Session 8: Take it to the Community: Creating a Community Action Project:** In this session the girls design and implement a community action project.

## Don't Laugh At Me for Girls Ages 6-8 (Brownie Girl Scouts)

### Session 1: The Torn Heart

#### Opening

Have the girls gather together.

In a go-round, ask each girl to assign a number value to how she feels today, from -5 (today is the worst day of my life) to +5 (today I'm feeling the best I could ever imagine). Ask for a show of hands for girls whose response range is -5 to -2, then -1 to 1 and last +2 to +5?

Record the girl's responses in these ranges on the board.

Ask each girl to share a word that describes how each one is feeling. Acknowledge the broad array of feelings expressed by the girls.

Introduce the idea that you will be exploring issues of how to treat one another with caring and compassion through the "Don't Laugh at Me" project and video. Explain that in the project you'll be thinking about ways we hurt one another's feelings and how we can make sure everyone feels safe and cared for and is not laughed at or treated disrespectfully.

#### Tell a Story: "The Torn Heart"

Ask for volunteers to explain what a put-down is and share a few examples. (Put downs are ways that we make someone feel bad about themselves – either with words- name-calling and teasing – or with actions, like excluding someone.) *Do not* write these examples of putdowns on the board as that might reinforce them.

Tape the large paper heart to your chest and ask the girls to respond to the following story, "The Torn Heart." Each time they hear a put-down they are to give a thumbs-down. For each thumbs-down you will dramatically rip a piece off the heart on your chest and drop it to the ground. The story is included in this packet.

After reading the story:

*Ask: How do you think Janine is feeling right now? Why is she feeling that way? What might be the effect on her of being treated this way after day?*

*Ask the girls to volunteer some put-ups for Janine. (What are some things you could say to her, or do for her, to make her feel better?) Ask the girls to give the put-ups a thumbs-up!*

*Ask: How do you think Janine would feel now, after hearing all of these put-ups?*

#### Listen to the song, Don't Laugh at Me.

Have the girls sit close to create a sense of intimacy in the group. Have the girls close their eyes and listen while Peter Yarrow sings the song.

After the song ask the girls: *What is the song about? What thoughts or feelings did you have listening to it?* Summarize the girl's thoughts.

Now rewind the tape to first track on the video of Peter, Paul and Mary singing "Don't Laugh at Me" Talk to them about this group.

Watch the video.

Facilitate a group discussion, allowing as many girls to share as wish to. (Establish some rights to create a sense of safety for this discussion: everyone should have the chance to speak, and the girls must feel everything shared will not leave the room)

*Ask the girls:*

*1) What did you see in the video?*

#### Materials Needed:

Large paper heart with the words "I am important" written on it

Tape

Torn heart story

VCR

"Don't Laugh at Me" video

"Don't Laugh at Me" CD



- 2) *How did the video make you feel?*
- 3) *Can you think of a time you wanted to say, “Don’t laugh at me” or “don’t laugh at her?” What happened?*
- 4) *What’s the one thing you want to remember from this activity if you forget everything else?*

Summarize what the girls say.

**Closing:**

Sing the song, “Don’t Laugh At Me” along with the video. Follow the song by playing Peter’s video message to the children.  
Last, go around the group having each child say one kind thing they can commit to doing that day for someone they care about. Stress that it must be something that they know they can do that very day. Give the girls an example of what you will do today.

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**Session 2: How would you feel if:**

**Opening:**

Start with the girls gathered in a circle with you. Begin by completing the sentence, “I feel sad when...” and toss the ball to another person. The girl who receives the ball then repeats what the person before her said and completes the sentence, as well. The ball is tossed in this way until everyone has had a turn.

Introduce the lesson: Today we are continuing to explore feelings and learning how what we say or do can influence the way another person might feel.

**Watch the “Don’t Laugh at Me” video.**

Explain that while children watch they should raise their right hands when the images in the video make them feel happy, their left hands when the images in the video make them feel sad, and both hands when they feel both happy and sad at the same time. Encourage the girls not to be influenced by what other girls are doing.

After the video, discuss:

*What were some of the moments in the video that made you sad? What were some of the moments that made you happy? When did you feel both sad and happy? Why?*

**Play the “How would you feel if...” game.**

Have the girls sit in a circle.

Hand out 10 index cards and one marker to each girl. For the first half of this activity the girls will write down a word or draw a picture to represent their feelings on an index card for how they would feel if, for each of the scenarios below.

Challenge the girls to come up with a different word for each scenario. After each scenario:

- 1) Have everyone hold up their feeling card and look around the circle at everyone else’s cards.
- 2) Point out that each girl has a different feeling for the same scenario and that all feelings are valid since each of us all experience situations differently.
- 3) Discuss a few of the different feelings offered and build a feelings vocabulary by offering definitions for new words.

**Program Links To Session 1  
Brownie Try-its:**

All in the Family  
Requirement #3,  
Coupon Collection

Caring and Sharing  
Requirement #1, I Care

Manners  
Requirement #1,  
Respect for Others

**Materials Needed:**

- Index cards (10 per girl)
- Markers
- Crayons
- Markers
- Colored pencils
- Soft ball, something to throw
- “Don’t Laugh at Me” Video



Scenarios:

How would you feel if...

- Someone made fun of you because of the way you looked
- You won a prize or a competition
- You were picked last when choosing sides for a game
- You were told you were good at doing something
- Someone called you a bad name
- Someone helped you solve a problem
- No one wanted to play with you
- Someone invited you to join their game
- You had no food and had to beg on the street
- Someone held your hand or gave you a hug when you were alone or scar

### Make a Feelings Rainbow

Now ask the girls to choose one feeling card from their stacks. Have the girls decorate their cards with colors and images that they feel best represent that feeling.

The girls should then line up in alphabetical order according to the first letter of their feeling without speaking.

Have the girls make an arc, so they can see each other's cards. Give everyone a moment to look at the "Feelings Rainbow" they've created. Ask a few of the girls to describe their cards and tell why they chose the images or colors they included.

*Ask: If there are any words which they do not understand?*

*Are there any emotions included in our rainbow that are harder for you to express than others?*

Choose five feelings words from the cards. As you say each word, the girls will raise their right hands if they find that feeling difficult to express, their left hands if they find that feeling easy to express, or both hands if they find the feeling both easy and hard to express.

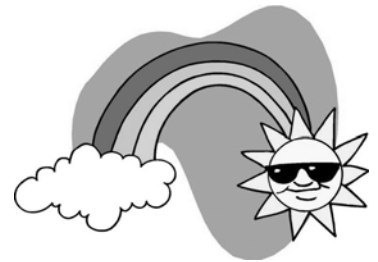
Comment on the rich and beautiful rainbow of feelings that color our days and our lives. Point out that part of what makes feelings so rich is that they may be experienced differently by different children. Each girl has the right to feel her feelings exactly the way she feels them.

### Closing:

Pair girls to share one minute with their partners for each question:

1. Can you think of a way you could help someone feel better after she has been teased or called a name, or excluded from a game?
2. Can you think of a time you stood up for someone being teased or excluded?
3. Would you stand up for her now, even if you didn't do it then? How?

Go around the room and have the girls complete the statement, I feel \_\_\_\_ right now because\_\_\_\_\_.



### Program Links for Session 2 Brownie Try-its:

Caring and Sharing,  
Requirement # 3, What if?

Manners,  
Requirement #1,  
Respect for Others

People Are Talking,  
Requirement #3,  
Getting the Feel of Things

Citizens Near and Far  
Requirement #2,  
Getting Along

### Session 3: The Caring Being

#### Opening: Play Mirrors

Start by breaking the girls into pairs facing one another for a game of mirroring. Person B reflects all the movements initiated by Person A, including facial expressions. After a short time, call “change” so that the positions are reversed.

Ask: *Was it difficult to mirror someone? What did it feel like?*

#### Explore Caring: The Caring Being

Group the girls together.

Ask: *What behaviors or actions of people in this troop have made you or someone you know feel angry, sad, or hurt?*

Give the girls time to think, then write or draw about the incident. Then ask for a volunteer to share their ideas, drawings, or writings (without sharing names.)

Ask: *What behaviors in this troop have made you or someone you know feel good?*

Allow the girls to write or draw about the incident. Then ask for a few volunteers to share in this case they can feel free to use names.

#### Make the Caring Being

Have a volunteer lie down on a large sheet of paper. Have a few girls trace the outline of her body. This outline becomes the “Caring Being”.

Gather everyone around the Caring Being and ask them to think about what actions, ways to treat one another, and attitudes would make your troop the best possible place to be (thumbs-up behaviors). After they have had a minute or two to think, have each girl who wants to contribute take a marker and write these positive things inside the outline of the Caring Being. (Some possible things are sharing, listening, and waiting my turn, giving put-ups.) Feel free to include your own suggestions after the girls have had a chance to share.

Ask the group to think of some actions, ways of treating one another, or attitudes that they do not want as part of your troop (thumb-down behaviors) because of their negative consequences. Have each girl who wants to contribute write these words on the outside of the Caring Being. Add your ideas.

Have each girl say what she meant by the words offered. Even if the words were the same as someone else’s, the meaning may be slightly or greatly different.

Hang up your troop’s Caring Being where everyone can see it. If the troop wants to, name your Caring Being.

Have the girls as a group choose three thumbs-down behaviors each from the Caring Being that they feel they would most like to see stopped. Help move the group to consensus. Then, together in pairs, ask them to create signs to remind one another to stop those behaviors (all on the same color of paper).

Similarly, ask them to choose three thumbs-up behaviors that they would most like to see encouraged. Create signs to encourage each behavior (all three thumbs-up signs should be on a second color of paper). Post the colorful signs around your meeting place as a reminder to the girls.

#### Closing:

Do a go-round: Have each girl compete this statement “If the Caring Being could talk, she would tell us.....”

#### Materials Needed:

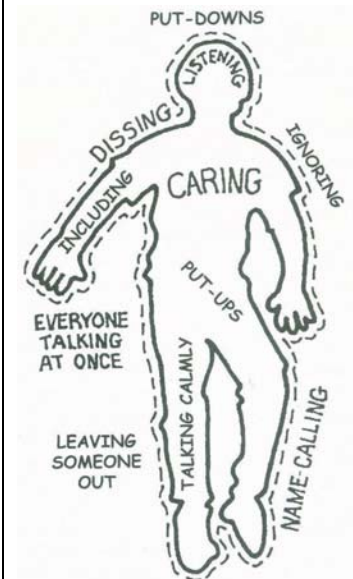
Large sheet of paper, big enough for a girl’s outline

Markers

Two colors of paper

Poster board

“Don’t Laugh at Me” video



## Session 4: The Ridicule Free Zone, Constitution of Caring

### Opening: Play Rainstorm

The goal of this activity is to work together cooperatively to simulate the sound of a rainstorm. Have the girls sit in a circle around you. Begin by rubbing your hands together in front of one person in the circle; that person then imitates your motion. Continue around the circle until everyone is rubbing hands at the same time. The second time around the circle, snap your fingers in front of each girl to indicate she should switch from rubbing her hands to snapping her fingers. Everyone else will remain rubbing hands together until you pass them snapping your fingers, indicating they are to begin to snap. The third time around, make a loud pattering sound by slapping your thighs, indicating, as you go around the circle, for girls to join you. This is the height of the rainstorm. Direct the subsiding of the storm, going around and changing the pattering to snapping to hand rubbing to complete silence. Pause for a moment of silence.

Explain that the next activity will explore ways in which everyone can work together to make your troop a caring, compassionate environment.

Optional: Sing “Weave Me the Sunshine” with the song CD. Ask a girl to summarize what they think the song is about. Announce that you are now going to “weave some of your own sunshine” by making group agreements!

### Make Group Agreements: Your Constitution of Caring

#### **Include Nonnegotiable Rights**

**Everyone has a right to privacy**, if you don’t want to share if something is too personal.

**Everyone has a right to confidentiality**; anything said in the meeting will not go out of it.

**Everyone has the right to be respected**, Put-downs and other displays of disrespect will not be tolerated.

Create a set of guidelines for behavior in your classroom from the Caring Being, which will be called your Ridicule-Free Zone Constitution of Caring. Ask for volunteers to summarize the thumbs-down behaviors that are on your Caring Being (outside the outline.)

What kind of agreements can we make to work toward the goal of ensuring that these behaviors never happen in our meeting? Brainstorm a list of possible agreements with the girls. Put each girl’s contribution on chart paper. Remind the girls that in brainstorming we simply generate as many ideas as possible, without saying whether or not the idea is a good one.

*Ask: What were some thumbs-up behaviors from the Caring Being? Are there any agreements we can make to reinforce those? Record these ideas as well.*

After everyone who wants to contribute, ask if there are agreements that can be combined because they are similar (many children might say the same thing in different words, so this step is important). Make sure that girls understand you are grouping similar ideas, not changing their words. Draw a circle with the same colored marker around similar ideas.

### Materials Needed:

Index cards, several per girl  
Waste can, optionally decorated to represent a fire  
Caring Being  
Chart paper and markers  
Don’t Laugh at Me CD



### **Guidelines to Succeed in Don’t Laugh At Me**

Each girl is encouraged to feel her feelings, whether they be anger, sadness, resentment, jealousy, fear, joy, excitement, etc.

Everyone in the troop will work together to help girl find constructive (not destructive) ways to express their feelings and needs.

Forgiveness and compassion for one another are key elements to making progress in the program.

Individual and group successes and breakthroughs with new skills are to be shared with the classes and celebrated.

Once each suggestion has been refined into an agreement, ask the girls if they can agree to the guideline. (You are working toward consensus, not holding a vote.) Read each agreement in its entirety: "We agree not to call each other names..." Make this fun for children. Ask them to create a cheer to go along with the Yes, of the agreement. For each guideline, children can stand and cheer YES! Or do a fun handshake with a partner, etc. Later at your Ceremony you will have the girls recommit to your Constitution by having them sign their names on it.

Brainstorm: What can we do when we or someone else forgets to adhere to the Ridicule-Free Zone Constitution? (List the girls' ideas and any of the following: make the person an apology picture, do something else nice for that person, apologize and tell that person something you like about her, etc).

Agree to check in periodically on how the Ridicule-Free Zone constitution is going.

Now create one large Ridicule-Free Zone sign modeled on this page to post.

**Closing:**

Handout index cards and ask the girls to reflect for a moment on the thumb-down behaviors they feel most committed to eliminating from their lives. The girls should write down one thumbs-down behavior per index card. Allow as many index cards as the girls need.

Have the girls make a circle around the waste can (the symbolic fire) while playing the "Don't Laugh at Me" song quietly, have each girl bring their thumbs-down behavior signs to be thrown into the waste can or symbolically burned in the "fire." As each girl approaches the wastebasket, she should say out loud to everyone the thumbs-down behavior she promises to work toward eliminating from her life.

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**Session 5: Walk in Another's Shoes**

**Opening**

Start with the girls in a circle. Ask them:

*How many of you have ever worked on a project of any kind in a group? (raise your hand)*

*Of those of you with your hand up, how many of you remember there being conflict or a problem in your group?*

Have those who had a conflict go to one place and those who didn't have any conflict go to another place.

Ask: *Which group is bigger?* The larger group should be the one who has experienced conflict. Now mention that conflict is a fact of life, but it needn't be a negative thing. In fact, conflict is a growth opportunity and can even improve your relationships- depending on how it's handled. Tell the children a short story from own life about a conflict that, once resolved, improved your relationship with someone.

Now explain that you'll be learning one of many tools you need to resolve conflicts creatively and productively: taking the perspective of another person or seeing their point of view.

**Tell the Maligned Wolf story included in this packet.**

After the story answer the following questions and discuss as a group:

*What fairy tale is this?* Ask for a volunteer to give a summary of the original story of "Little Red Riding Hood"



**Materials Needed:**

- Chart paper
- Markers
- Trouble with Teasing Script
- Trouble with Teasing Role-Play Cards for each pair of girls
- "Maligned Wolf" story

What makes “The Maligned Wolf” different from the “Little Red Riding Hood” that you are familiar with?

### **Concentric Circle Game**

Discuss in concentric circles: Create two rings of girls- the inner ring faces out and the outer ring faces in, so that the two rows are facing one another. A person from the inner ring is paired with a person from the outer ring for one question. After each question you'll have the outer ring rotate one person to their left, so that everyone has a new partner. Both outer- and inner-ring girls will answer each question. Ask for a few volunteers after each question to share:

*What are your feelings toward Little Red Riding Hood in the original story?*

*What are your feelings towards the wolf in the original story?*

*Why do you think you feel that way about the wolf in the original story?*

*In the story told today, why did the wolf decide to teach the girl a lesson?*

*What does the wolf do when he can't control his anger any longer?*

*Do you believe the wolf?*

*If your feelings toward the wolf have changed since you first heard the original story, why?*

*What would our feelings be toward the wolf if we only heard his side of the story?*

*Share a time when you had a different point of view about something from your mother or father or another important adult in your life.*

*What is something you and a friend have different points of view about?*

*Can you think of an example in your own life or one that you've heard about when an enemy became a friend? How did it happen?*

### **Discuss the concept of point of view**

According to the wolf, he was merely trying to teach her a lesson. Explain that in a conflict each of the people involved has her own point of view. Often we assume that one side (usually our side) has all the truth and goodness and that the other side is all wrong and bad. But it's not usually that simple. Before deciding who's right and who's wrong, it's important to understand both sides of a conflict.

### **“Trouble with Teasing”- Perform a Skit**

Ask two girls to act out the “Trouble with Teasing” script or, for younger girls, act it out with puppets. The script is included in this packet.

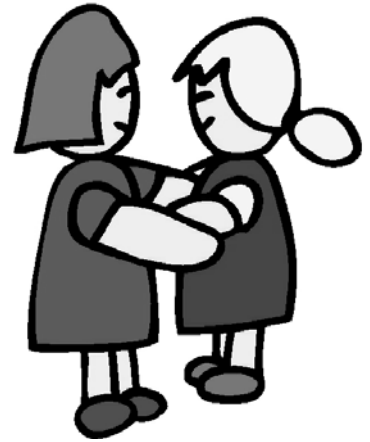
Afterwards discuss: *How do you think each child is feeling right now? Why do you think Child 2 is angry? Why is Child 1 angry? Do you think that Child 1 knew that Child 2 didn't like to be called Miss Piggy?*

### **Do A Role Play: Walk in Another's Shoes**

The Role Play cards are included in this packet to use to perform this activity. However you may chose to perform the following role-play for the entire troop with puppets, following up with processing questions as listed.

Divide the girls into pairs and have them each face and cut out two pairs of shoes on chart paper and label them Child 1 and Child 2 - alternatively the girls can draw the outlines of shoes in the dirt, if you are outdoors. The two pairs of shoes should face one another.

One girl will step into the role of Child 1 and another in the role of Child 2. Give the children their respective role-play cards and have them silently read them. Have the girls step into the outlined feet. Explain how these feet have magic powers to make the person standing in them understand one child's point of view about the conflict. Have each girl take a turn at being Child 1 and Child 2. Child 1 first explains her perspective while Child 2 listens. Child 2 then explains her perspective. The girls then switch their



positions.

When it looks like all the pairs have shared both Child 1's and Child 2's perspectives, ask: *What's something Child 1 would like to say to Child 2 now that you have better understanding of how Child 1 was feeling?* Some possible options include: I'm sorry, I didn't realize how you felt, I didn't mean to hurt you, I won't call you Miss Piggy again

Briefly brainstorm with the girls the components of a good apology. Give everyone a chance to apologize.

Now ask: *What is something Child 2 would like to say to Child 1?* (I'm sorry I didn't tell you sooner it bothered me to be called that name) Brainstorm with the girls some other ways that Child 2 could make amends to Child 1.

Bring the girls back together.

Ask them: *Is it ever okay to tease someone?*

The girls will usually say they know whether someone is just good-naturedly joking or not. But, as this activity points out, sometimes it's difficult to know if your joking or well-intended kidding around is received as funny or as a put-down. When something hurts another person, then it's not very funny. What would the girls do to make sure that their jokes aren't hurting someone?

Optional : If you have time, have the girls pair up to discuss the following:

*What are some conflicts you've had or seen that were caused by different points of view?*

*What happened? What were the two different points of view?*

*How could a better understanding of the other person's point of view have helped solve these conflicts?*

### Closing

Celebrate your accomplishments thus far in the program. Sing "Don't Laugh at Me" or "Day is Done" together holding hands. End the program with 30 seconds of silence and a soft group "yes".

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## Session 6: Conflict Escalates

### Opening

Lay out an array of colored paper, no black or white, on a table or the floor. Ask the girls to choose a color of paper that represents conflict to them. Say "If conflict were a color, it would be..." and have the girls pick out a piece of paper. Give the girls a minute or two to share in pairs what color they chose and why. Ask for a few volunteers to share with the larger group.

### Conflict Escalates

Ask the girls to describe an escalator. If they are unfamiliar with escalators, explain that an escalator is a set of stairs that moves either up or down. Draw an escalator on the board or a piece of chart paper.

Explain that when a conflict gets worse we say that it escalates. Put the definition of escalate on the board and mark at the bottom of your escalator "You're just a little upset" and at the top of the escalator mark "You're very Angry".

Give the following mini-lecture: "Usually a conflict gets worse step by step. A conflict might begin when someone says or does something that makes you a little upset. And then you might say something back (now that you're upset) that makes the other person



### Materials Needed:

The Back pack conflict, one copy per pair of girls  
Chart paper  
Markers  
Paste  
Scissors  
Crayons  
Brightly colored paper, no black or white, origami paper is great!

even more upset. Before you know it, both of you are very angry. Sometimes being in a conflict can feel like taking a ride on an escalator – once it starts, you’re on your way to the top. Fortunately, understanding better what makes conflict escalate can help you stop the escalator- before both of you are very angry.”

### **Perform a Skit: The Backpack Conflict**

Read the following story or have two girls volunteer to act out the script (included in this packet).

Afterwards, divide the girls into cooperative groups of two or three and give each group a copy of the activity sheet, “The Backpack Conflict”, a piece of chart paper, some paste, scissors, and crayons. Have them cut “The Backpack Conflict” items into strips.

Have the girls draw an escalator with four steps on the chart paper. As you read the story one more time, have the girls place the appropriate statements from the handout on the chart paper, identifying each step where the conflict escalated. Or if materials are not enough, do this activity as one group.

When the girls have finished, discuss how the conflict escalated:

- 1) *What was the first thing that happened in this conflict?*
- 2) *What did you place at the top of your escalator?*
- 3) *What things did the girls do that made this conflict worse?*

Once you have detailed the actions in this situation, help the girls to generalize and identify types of behaviors that escalate a conflict. Record these answers on a sheet of chart paper or on the board entitled “Some Conflict Escalators”

*Ask:* 1) *What could Georgia and Danielle have done differently, so that the conflict would not have escalated?* 2) *How do you imagine they solved their problem?*

*Discuss:* 1) *Have you ever had a conflict like this?* 2) *How did it escalate?* 3) *How did it de-escalate?* 4) *How might you have handled it differently?*

### **Hold a Ridicule-Free Zone Check-In**

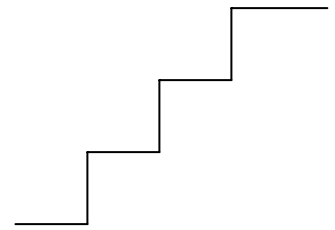
Review the Ridicule-Free Zone Constitution of Caring in its entirety.

In pairs, have the girls share how they think the RFZ is going. What’s working? What’s not working?

Come back as one large group and discuss. Have the girls share their perspective with the larger group. Ask the girls if there’s anything they would like to add or to refine in their Constitution of Caring. The whole group must agree.

### **Closing**

Have the girls stand in a circle and pantomime with their body: “I am conflict escalating…” and “I am conflict de-escalating…” Encourage the girls to look around the circle at the various ways everyone is depicting conflict with their bodies.



### **Program Links to Session 6 Brownie Try-it:**

Working it Out  
Requirement #1, Picture This  
Requirement #2,  
Clearing the Air  
Requirement#3,  
Problem Solving  
Requirement #4, Act it Out  
Requirement #5, Negotiate

## Session 7: Family Ties and Fabric Tales

### Opening

Distribute hula hoops in the room randomly.

Explain the game: The game is a variation on musical chairs. Only our goal is the opposite of the usual game of musical chairs – instead of leaving someone out, we'll need to make sure that everyone is included by the time the music stops. When the music begins, children will hop on their hula hoops and find someone with whom they have a difference. When they find someone with whom they have a difference, they'll invite her to join them inside their hula hoop or rope circle. When the music stops all girls inside the hoops will need to invite in the girls who are not yet in a hula hoop by finding a difference between them.

Play the song, "Don't Laugh at Me" and begin.

### Core Activity

Write the word culture on the board and ask the girls what the word means to them. (For younger girls you could use the word family) What words or phrases come to mind when they hear the word? Write their contributions on the board or on chart paper in the form of a web diagram, connecting related ideas with lines to the word "culture" to other related words. Use the girls' words to help the troop create a definition of culture which includes the particular values, beliefs, customs, and ways of life of groups of people.

Introduce the Activity: Families are an important part of culture. There is great variety in the kinds of families people live in today. In this activity we're going to celebrate many of the differences in the families in our troop. Explain that families are not only comprised of people who are blood related. Discuss what makes someone part of your "family."

To start the girls thinking about the different family arrangements and cultures represented in the troop, ask some of the following questions:

*With whom do you live?*

*Who else do you consider part of your family?*

*What are some of the things you like to do with members of your family?*

*What are special foods in your family?*

*What holidays do you celebrate?*

Distribute art supplies and a copy of the nine-square patch to each girl. Ask the girls to decorate the squares in the following way:

Middle Square- Write the names of their families, or drawings of all the members.

Remaining squares- Have the girls describe with words and/or images things that are important to their families, could be pets, foods, special memories.

Have the girls share with the group when everyone is finished.

Optional: Make a troop quilt. Glue all the pages onto one large sheet of paper to hang in your meeting place.

### Closing

In a go-round ask each girl to talk about something she liked about someone else's quilt.

### Materials Needed:

"Don't Laugh at Me" CD

Hula hoops or rope circles

Chart Paper

Nine-inch square for each girl



### Program Links to Session 7 Brownie Try-its:

All in the Family  
Requirement #1,  
Where Are You From?  
Requirement #2, Say Cheese

Caring and Sharing  
Requirement #2, Favorites  
Requirement #4,  
Differences Are OK

Around the World  
Requirement #5,  
Troop Recipe Book

## Session 8: Take it to the Community: Creating a Community Action Project

### Opening Explore your Community

Go around the room and have each girl contribute a word, phrase, or association with the word “community”

*Ask: What are all the physical things that comprise our community?*

Encourage the girls to be as specific as possible. You can limit this to the area you want the girls to initiate a project within. For example, if you want the girls to complete a community project for the school your troop meets at, then their community can be the school.

Ask the girls to close their eyes and “imagine that a very friendly creature takes you on a spaceship. The creature takes you back to your community only its five years later. *Is it the same? Can they imagine changes they would like to see?* Have the girls open their eyes and tell you what changes they imagined.

Optional: Let the girls draw what they imagine their community to be like in five years.

### Identify the Problems and Brainstorm Solutions

Ask the girls to think about what problems they saw in their community that are keeping it from being perfect. Brainstorm problems for as long as the girls are interested in contributing. Then have the girls select five problems from the list that they consider most important to address.

Write the five most important issues the girls have selected on the top of five sheets of chart paper and post them around your room. Have the girls mill around the room writing ideas on the sheets of paper for projects to solve each problem. For example, under “fighting over swing sets” they might write, create a signup sheet and time limit for using the swings. When these lists are completed, read them aloud to the whole group. Discuss some of the ideas.

### Choose a project and plan it

Narrow down the project ideas to the top few that students think are best (the most effective, most meaningful and doable).

Finally, come to consensus on one troop project for the community in the coming weeks.

Create a plan and timeline for doing the project. Each girl should help to organize the project and have a designated role in the project.

Complete the project.

### Closing

Have a graduation or celebration for the girls for completing the “Don’t Laugh at Me” program. Look in the “Don’t Laugh at Me” Teacher’s Guide for celebration ideas.

### Materials Needed:

Chart paper  
Markers



### Program Links to Session 8 Brownie Try-its:

Caring and Sharing  
Requirement #6,  
Be a Good Neighbor

Her Story  
Requirement #5,  
Help In Your Community

Citizens Near and Far  
Requirement #5,  
Calling All Helpers  
Requirement #6,  
Reaching Out

## **Don't Laugh At Me Program Links**

### **Brownie Girl Scout Handbook:**

1. What Does a Brownie Girl Scout Do?
2. The Brownie Story
3. Chapter 3: Family and Friends
4. Sharing and Caring
5. Chapter 5: People Near and Far

### **Girl Scout programs:**

1. Talking with TJ
2. Girls are Great, Brownie level
3. Connections, Brownie level

### **Councils Own Programs:**

1. We Are Family
2. Walk a mile in my shoes
3. Zink the Zebra

### **Brownie Try-its:**

1. Friends are Fun
2. People of the World

## The Torn Heart

It was Tuesday morning before school. Janine was still getting her books in her book bag when her sister yelled at her, “Come on. You’ll be late for school again.” Janine replied, “I’m coming April. Will you wait for me?”

“Grow up and don’t be such a baby,” April said impatiently. “You are always so slow! Just hurry and get ready. I’m ready to go.”

“OK” Janine called back. “Here I come?”

“Why do I always have to wait for you? You are so slow.”

When both girls were ready, they started out the door to catch the school bus. April turned to Janine and said, “I’m meeting my friends at the corner to catch the bus. You stay apart from us because we don’t want punky kid sisters hanging out with us.”

They walked to the bus stop. April’s friends saw Janine coming to catch the bus and yelled, “Hey Janine, you have the ugliest shirt on!” They laughed.

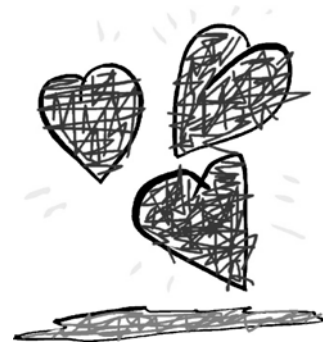
When the bus came, April and her friends boarded the bus with Janine behind them. While Janine walked down the aisle of the bus looking for a seat she tripped over her shoelaces. She fell down dropping her books and the other kids on the bus laughed. “HAHA!” one of the boys on the bus said. “What a klutz you are!”

After school Janine had her Girl Scout meeting. Although Janine liked Girl Scouts, she dreaded this month since they were working on a sports badge. Janine did not like or do well in sports. The leaders asked the girls to divide themselves into two teams, the Lions and the Tigers. Within a few minutes all the girls had been picked for the teams except Janine.

The captain of the Lion’s team said, “We don’t want Janine- she’s no good!”

“Well she’s no tiger, more like a scaredy-cat,” said the captain of the Tigers. All the girls laughed.

Later, Janine offered to help the leader straighten up the meeting room. Two girls in the troop saw her sweeping the room and started teasing her. “Hey Cinderella, you’re always cleaning up!” They went down the hall laughing.



## The Maligned Wolf

The forest was my home. I lived there and I cared about it. I tried to keep it neat and clean. Then one day, while I was cleaning up some garbage someone had left behind, I heard some footsteps. I leaped behind a tree and saw a little girl coming down the trail carrying a basket. I was suspicious of her right away because she as dressed strangely- all in red and with her head covered up so it seemed as if she didn't want people to know who she was. Naturally, I stopped to check her out. I asked who she was, where she was going, where she had come from and all that. She turned up her nose and told me in a snooty way that she was going to her grandmother's house. As she walked on down the path, she took a candy bar out of her basket and started to eat it, throwing the wrapper on the ground. Imagine that! It was bad enough that she had come into my forest without permission and had been rude to me. Now she was littering my home. I decided to teach her a lesson.

I ran ahead to her grandmother's house. When I saw the old woman, I realized that I knew her. Years before, I had helped her get rid of some rats in her house. When I explained what had happened, she agreed to help me teach her granddaughter a lesson. She agreed to hide under the bed until I called her.

When the girl arrived, I invited her into the bedroom where I was in the bed, dressed like her grandmother. The girl came in and the first thing she did was to say something nasty about my big ears. I've been insulted before so I made the best of it by suggesting that my big ears would help me to hear her better. Then she made another nasty remark, this time about my bulging eyes. Since I always try to stay cool, I ignored her insult and told her my big eyes help me see better. Bur her next insult really got to me. She said something about my big teeth. At that point, I lost it. I know I should have been able to handle the situation, but I just couldn't control my anger any longer. I jumped up from the bed and growled at her, "My teeth will help me eat you better."

No wolf would ever eat a little girl. I certainly didn't intend to eat her. (She probably would have tasted bad anyway.) All I wanted to do was scare her a bit. But the crazy kid started running around the house screaming. I started chasing her, thinking that if I could catch her I might be able to calm her down.

All of a sudden the door came crashing open and a big lumberjack was standing there with an ax. I knew I was in trouble so I jumped out the window and got out of there as fast as I could. And that's not the end of it. The grandmother never did tell my side of the story. Before long, word got around that I was mean and nasty. Now everyone avoids me. Maybe the little girl lived happily ever after, but I haven't.

The End

## **“Trouble with Teasing” Conflict Skit Script**

**Child 1:** (in the cafeteria in front of a long table of friends)  
WE'RE OVER HERE (waving) MISS PIGGY. COME AND SIT WITH US!

**Child 2:** (pretending not to hear)

**Child 1:** MISS PIIIIIGGGGGY! (Laughing) C'MON, WE'RE OVER HERE!

**Child 2:** I'M SITTING WITH SOMEONE ELSE!

**Child 1:** C'MON, WE SAVED YOU A SEAT. IT'S A PIG SEAT. (Friends laughing)

**Child 2:** I DON'T WANT TO SIT WITH YOU, YOU'RE A BIG JERK!

**Child 1:** LOOK WHO'S BEING THE JERK, I SAVED YOU A SEAT, BUT FORGET IT, WE DON'T WANT YOU TO SIT HERE.....

# Trouble with Teasing

## Role Play Cards

### **Role- Play Card: Child 1**

The conflict: Child 1 and Child 2 are good friends. Child 1 calls Child 2 a name in a friendly teasing kind of way, but Child 2 is insulted and the conflict starts to get worse.

Child 1's point of view: You think it's cute and funny that Child 2's nose curls up at the end and you jokingly tease her about it by calling her "Miss Piggy" You're not best friends, but you're good enough friends that you're sure she knows you're kidding. You've been calling her that name for a long time. And it always makes all your other friends laugh. You don't know why she's acting so touchy about it all of a sudden and you think she might just be putting on a big show to get the teacher's attention.

### **Role- Play Card: Child 2**

The conflict: Child 1 and Child 2 are good friends. Child 1 calls Child 2 a name in a friendly teasing kind of way, but Child 2 is insulted and the conflict starts to get worse.

Child 2's Point of View: You've always hated it when Child 1 called you Miss Piggy, but you played along with it because you didn't want her to know it bothered you. But now you've noticed that other friends are starting to call you Miss Piggy, too. And you can't help but feel like everyone is making fun of you. You can't believe how horrible Child 1 is being and now you're angry and going to tell on her to the teacher.

## The Backpack Conflict Script

Danielle: reaches to get her snack out of the coat closet, her backpack accidentally falls and clunks Georgia on the head.

Georgia rubs her head. "OW! You should be careful, stupid."

Danielle feels bad about hitting Georgia, but she doesn't like being called stupid.

Danielle says: "It was an accident! "Don't be such a baby. You shouldn't get in the way," She tries to pick up her bag.

Georgia feels herself getting really angry. As Danielle bends over to pick up her backpack, Georgia kicks it into the classroom.

Mr. Avazian, their teacher, comes back to the coat closet. "What's all this shouting about?" he asks.

Danielle and Georgia point at each other. "She started it!" they both say.

**To be cut out and placed on the escalator:**

Georgia kicked Danielle's backpack.

The teacher said, "What's all the shouting?"

Georgia said, "Aw, You should be careful, stupid!"

Danielle said, "Don't be a baby."

Danielle's backpack fell and it hit Georgia's head.

# Family Ties and Fabric Tales


**PROGRAM LIFESAVERS EVALUATION**

*(Must be completed by adult responsible for implementing the Program Lifesaver.)*

Name: \_\_\_\_\_

Day phone: (\_\_\_\_) \_\_\_\_\_ Evening phone: (\_\_\_\_) \_\_\_\_\_

Email address: \_\_\_\_\_

Name of group: \_\_\_\_\_ Troop/Group number: \_\_\_\_\_ Service unit: \_\_\_\_\_

Dates used: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_ Place used: \_\_\_\_\_

Name of Program Lifesaver used: \_\_\_\_\_

Number of participants by program level:

\_\_\_\_\_ Daisy \_\_\_\_\_ Brownie \_\_\_\_\_ Junior \_\_\_\_\_ Cadette \_\_\_\_\_ Senior \_\_\_\_\_ Adult

Was this Program Lifesaver easy to use? \_\_\_\_\_ Yes \_\_\_\_\_ No Explain:

Was it appropriate for your group's age level? \_\_\_\_\_ Yes \_\_\_\_\_ No Explain:

Did the activity sessions take the amount of time indicated? \_\_\_\_\_ Yes \_\_\_\_\_ No Explain:

Would you recommend this Program Lifesaver to others? \_\_\_\_\_ Yes \_\_\_\_\_ No Explain:

What activities did the girls like best?

Girl comments about the program:

Adult comments about the program:

***Please complete & return this form to:***

*Girl Scouts of Virginia Skyline Council, 3663 Peters Creek Road, NW, Roanoke, VA 24019*