

R.A.N.T.

REVOLT AGAINST NEGATIVE TALK™



DISCLAIMER: This program is designed for **girls ages 12-years-old and up**, however, some of the content may not be suitable for all girls in this age group. Please review these activities before you present it to your troop

REVISED 12/2011

Girl Scouts San Diego

R.A.N.T.

REVOLT AGAINST NEGATIVE TALK™

Introduction

Girls bring their outside 'queen bee' roles into the Girl Scout organization just as they do in other settings, forming cliques and teasing or excluding other girls. Girls using words and behaviors to hurt other girls is known as relational aggression, a type of bullying that has historically been a fact of life.

Over the past decade we've learned about the enormous impact bullying has, not only on victims, but bullies and bystanders, as well.

Consider the following statistics:

- An estimated 160,000 students miss school every day due to fear of attack or intimidation by other students (National Education Association)
- Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning. (National Education Association)
- Recent survey data show that American children eight to 15 years of age rate bullying as a greater problem than racism or pressure to have sex or drug and alcohol use. (Kaiser Family Foundation, Children Now)
- More than 40 percent of girls aren't raising their hands in class because they're afraid of being labeled smart – and being bullied for that. (Girl Scouts of the USA)

The Girl Scout R.A.N.T. program will provide opportunities for girls to take an indepth look at the problem of bullying. Not only will girls learn about the roles of bullies, victims, and bystanders, they will also examine various forms of bullying including: verbal, physical and emotional bullying, as well as gossip and cyberbullying. Through engaging exercises, games, role plays, and surveys, girls will be inspired and empowered to "revolt against negative talk" and instead, build positive relationships.

Activities that build confidence and teach life skills and leadership – the core of Girl Scouting – will never lack relevance.

Additional Tips

- Many of the activities in R.A.N.T. involve group discussions. These discussions are intended to be candid and thought-provoking. Keep in mind that girls will be more likely to participate if they know they will not be judged by their answers. In order to hold an honest dialogue and to promote self-reflection on the issues at hand, girls will need to feel that they can safely share their opinions and ideas. Of course, you will always want to guide them towards positive behaviors, so be sure to do so in a nuanced and gentle way.
- Before running any of the activities, let girls know that they can say whatever they want, as long as it isn't disrespectful. Ask girls to come up with a list of ground rules to follow, such as not interrupting each other, tolerating different opinions, and avoiding personal attacks. (See Session One)

Surveys

Please send completed pre- and post surveys to:
Girl Scouts San Diego
R.A.N.T.
1231 Upas Street
San Diego, CA 92103

Resources

It may be helpful for you to get some background information. The following websites offer information and insight on various bullying topics covered in R.A.N.T.

The Ophelia Project

www.opheliaproject.org

Children Who Bully

www.stopbullying.gov

Bullying in Schools

www.bullyonline.org/schoolbully

National Crime Prevention Council

www.ncpc.org/topics

Rumors and Gossip: Social Weapons and Psychological Warfare

www.teenadvice.about.com/library/weekly/aa101600b.htm

Relational Aggression: Helping the Young Victims of Emotional Bullying

www.childrentoday.com/resources/articles/emotionalbullying.htm

National Bullying Prevention Center

www.pacer.org/bullying/resources

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SESSION ONE

Groups Rule

Objective: Girls will understand confidentiality and group rules. They will understand what relational aggression is and why it is emotionally damaging. Girls will learn about positive self-talk.

Preparation:

- ✓ Make copies of the Pre-Survey for each girl.
- ✓ Make a poster of the R.A.N.T. Group Rules. (Leave space at bottom for more rules and autographs)
- ✓ Make copies of the “Declarations of Me” cards and put them into a container.

Materials Needed:

- ✓ Pens, markers, glitter sticks, stickers for decorating journals
- ✓ Small spiral-bound notebooks with ruled lines for each girl.

DO: Handout the R.A.N.T. Pre-Group Survey and let the girls fill it out, then collect them.

SAY: Welcome to the Girl Scout's R.A.N.T. program! I'm so glad you're here and I look forward to getting to know each and every one of you. R.A.N.T. stands for Revolt Against Negative Talk. Today as a group, we're going to talk about negative talk and share our experiences with "relational aggression." Does anyone know what that is?

Relational aggression refers to any act that actively excludes a person from making or maintaining friendships or being integrated into a peer group. It's also called bullying.

SAY: Can anyone give me some examples of relational aggression?

Spreading rumors; exclusion; social isolation; gossiping, eye-rolling; purposefully pitting friends against one another; using sarcasm at another's expense; revealing secrets of friends; insults

DO: Handout copies of the R.A.N.T. Group rules and also display the Group Rules poster.

SAY: We have rules to follow in every aspect of our lives. This group will be no different. Except YOU, all of us, will be in charge of the rules and we can add more rules at any time.

DO: Have a different girl read each rule outloud.

SAY: Does anyone have any questions or concerns? (*pause, give them time to think about it*) Now I'd like to ask each one of you to come up and sign/autograph our Group Rules.

Have each girl sign the poster before you proceed.

SESSION ONE continued

SAY: Now we have our rules and you have all approved them and signed your names to them. I just want to remind you again, that “what is said in this group, stays in this group.” Confidentiality is very important as we share our personal experiences and stories. Please know that there will be consequences for breaking confidentiality.

If they ask, What are the consequences? simply tell them: “As a group, you will decide how you want to handle it. And hopefully we won’t ever have to worry about it.”

DO: **Handout the notebooks and allow girls to decorate them.**

SAY: I’m going to give each of you a notebook that will become your journal for this group. Please decorate it with your personal style.

Allow some time for them to get started with their decorating.

I hope you’ll take some time to write your thoughts or discoveries in your journal each week. Please bring it back with you to all of our R.A.N.T. meetings.

I’d like to throw out some questions while you’re decorating:

How are girls mean to each other?

Why are girls mean to each other?

What happens when girls are mean to each other?

Is girl bullying different from guy bullying?

Are girls suppose to be nice to each other?

What do girls do when they get angry?

Should girls get angry?

DO: **After you’ve given them enough time to decorate their journals and the discussion has ended, introduce the container with the “Declarations of Me” cards inside.**

SAY: This is the “Declarations of Me” container. Each card has a positive affirmation on it. At the end of every R.A.N.T. session, you can draw a new card. I’d like to suggest you tape it to your bedroom mirror or locker, or keep in your backpack so you can see it and repeat it to yourself over and over everyday all week. These cards should remind you of how special and important you are.

I’m so glad you’re here. And I hope you come back again to the next R.A.N.T. session.



End the session with each girl picking her
“Declaration of Me” card to take home.

Pre-Survey

What is your age? _____ Troop # _____

1. How many kids in your school do you think bully other kids at one point or another?
 - 100%
 - 75 - 99%
 - 50 - 74%
 - 25 - 49%
 - Under 25%

2. What do you think is the most common form of bullying?
 - Verbal Bullying
 - Emotional Bullying
 - Physical Bullying
 - Cyberbullying

3. What do you think is the main reason why kids bully each other?
 - For power
 - For recreation
 - For revenge
 - To fit in

4. Who do you think bullies more often?
 - Boys
 - Girls
 - It depends on which kind of bullying you are talking about.

5. Would you take action if you saw another person being bullied?
 - Yes
 - NoWhy or why not? _____

6. What do you think is the most common reason why bystanders don't help victims of bullying?
 - They don't want to become a target of the bully as well.
 - They want to fit in with the rest of the crowd who seems to be going along with it.
 - They believe that it's none of their business.
 - They assume that the target probably deserves it.

7. Telling an adult that someone was threatened by a bully is . . .
 - Snitching/tattling
 - Responsible
 - None of my business

8. Do you think telling an adult that someone is being bullied will make a difference in the situation?

Yes

No

9. Do you think kids would still be bullies if others made it clear that it isn't acceptable?

Yes

No

10. How often have you been bullied?

More than once a week

Once a week

Once a month

Once a year

Less than once a year

Never

11. How were you bullied?

Verbally

Physically

Other (please explain) _____

12. Have you ever skipped a class or activity because of bullying?

Yes

No

13. Did you tell anyone you were being bullied?

Yes Who?(no names, just "friend," "teacher," "parent" etc.) _____

No

14. I know at least one adult I can talk to about a problem with bullying.

Yes

No

15. Have you ever witnessed someone physically bullying another person?

Yes Where? _____

No

16. Have you ever physically bullied another person?

Yes

No

17. Have you ever verbally bullied another person?

Yes

No

18. If you saw someone being bullied, would you try to help them?

Yes

No

Thank you
for taking this
survey.

SESSION ONE

Groups Rule

- **Listen carefully and treat each girl with respect.**
- **What is said in the room – STAYS IN THE ROOM.**
- **Allow everybody to speak without interruption.**
- **Speak for yourself – not your “friends.”**
- **If you are hurt or offended by what someone says, tell them, but tell them why it bothers you.**
- **Don’t use specific names of people who are not present.**

R.A.N.T.

Declaration of Me

***I can dream about
whatever I want!***

R.A.N.T.

Declaration of Me

***I will choose to be
happy today!***

R.A.N.T.

Declaration of Me

***I will live my life how I
choose everyday!***

R.A.N.T.

Declaration of Me

***I can achieve anything
I set my mind to!***

R.A.N.T.

Declaration of Me

I respect myself

R.A.N.T.

Declaration of Me

I trust myself

R.A.N.T.

Declaration of Me

I know my abilities!

R.A.N.T.

Declaration of Me

I love myself!

R.A.N.T.

Declaration of Me

I am smart!

R.A.N.T.

Declaration of Me

I am independent!

R.A.N.T.

Declaration of Me

***I am achieving
my goals!***

R.A.N.T.

Declaration of Me

***I have high standards
for myself!***

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Declaration of Me

***I can do anything
I put my mind to!***

R.A.N.T.

Declaration of Me

***I will never let a boy
break my spirit!***

R.A.N.T.

Declaration of Me

I believe in myself!

R.A.N.T.

Declaration of Me

***I am worth any and
everything!***

R.A.N.T.

Declaration of Me

***I use my strengths
to be the best person
I can be!***

R.A.N.T.

Declaration of Me

***I aim high to reach
my goals!***

R.A.N.T.

Declaration of Me

***I have everything
that I need!***

R.A.N.T.

Declaration of Me

***I know how to ask my
friends for help if
I need it!***

R.A.N.T.

Declaration of Me

I always have a choice!

R.A.N.T.

Declaration of Me

***I totally believe
in myself!***

R.A.N.T.

Declaration of Me

***I refuse to give into
peer pressure!***

R.A.N.T.

Declaration of Me

***I am capable of making
my dreams come true!***

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R.A.N.T.

Declaration of Me

I follow my heart!

R.A.N.T.

Declaration of Me

***I have a lot
of self-worth!***

R.A.N.T.

Declaration of Me

I listen to my body!

R.A.N.T.

Declaration of Me

***I am a bold,
courageous girl!***

R.A.N.T.

Declaration of Me

***I am an awesome role
model to other girls!***

R.A.N.T.

Declaration of Me

***I know that I am
a miracle!***

R.A.N.T.

Declaration of Me

***I am going to be a
successful adult!***

R.A.N.T.

Declaration of Me

***I am strong willed!
I am unique!***

R.A.N.T.

Declaration of Me

I love myself!

R.A.N.T.

Declaration of Me

***I am a super
important person!***

R.A.N.T.

Declaration of Me

I am an honest person!

R.A.N.T.

Declaration of Me

***I live my life to the
fullest everyday!***

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R.A.N.T.

Declaration of Me

I trust my friends!

R.A.N.T.

Declaration of Me

I have a fabulous sense of humor!

R.A.N.T.

Declaration of Me

I make wise decisions!

R.A.N.T.

Declaration of Me

People want to be around me!

R.A.N.T.

Declaration of Me

I am full of energy and use it positively everyday!

R.A.N.T.

Declaration of Me

I share my stuff with my friends!

R.A.N.T.

Declaration of Me

I accept people for who they are, not what they look like!

R.A.N.T.

Declaration of Me

I am cheerful!

R.A.N.T.

Declaration of Me

I am a generous person!

R.A.N.T.

Declaration of Me

I have a great personality!

R.A.N.T.

Declaration of Me

I am special!

R.A.N.T.

Declaration of Me

I am a kind person!

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R.A.N.T.

Declaration of Me

***I have a fabulous smile
and spread sunshine
everywhere I go!***

R.A.N.T.

Declaration of Me

***I stand by what I
believe is right!***

R.A.N.T.

Declaration of Me

***I love my friends
and my family!***

R.A.N.T.

Declaration of Me

I don't judge anyone!

R.A.N.T.

Declaration of Me

***I am there for my
friends when they
need me!***

R.A.N.T.

Declaration of Me

***I don't care what other
people think about me!***

R.A.N.T.

Declaration of Me

***I don't spread rumors
about anyone!***

R.A.N.T.

Declaration of Me

***I accept myself
all the time!***

R.A.N.T.

Declaration of Me

***People can trust me
all the time!***

R.A.N.T.

Declaration of Me

***I have a great group
of friends who love me
no matter what!***

R.A.N.T.

Declaration of Me

***I am kind to people
I don't know!***

R.A.N.T.

Declaration of Me

***I have a great
sense of humor!***

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R.A.N.T.

Declaration of Me

I learn from my mistakes!

R.A.N.T.

Declaration of Me

I try to see the good side of everyone!

R.A.N.T.

Declaration of Me

I allow my friends to make mistakes!

R.A.N.T.

Declaration of Me

I don't let my friends dictate what I do!

R.A.N.T.

Declaration of Me

I am never mean spirited!

R.A.N.T.

Declaration of Me

I allow myself to make mistakes!

R.A.N.T.

Declaration of Me

I am nice to myself!

R.A.N.T.

Declaration of Me

I am compassionate!

R.A.N.T.

Declaration of Me

I am fun to hang out with!

R.A.N.T.

Declaration of Me

I am beautiful!

R.A.N.T.

Declaration of Me

I listen to my instincts!

R.A.N.T.

Declaration of Me

I am realistic!

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R.A.N.T.

Declaration of Me

***I am the best woman
I can be!***

R.A.N.T.

Declaration of Me

R.A.N.T.

Declaration of Me

I control my thoughts!

R.A.N.T.

Declaration of Me

R.A.N.T.

Declaration of Me

R.A.N.T.

Declaration of Me

R.A.N.T.

Declaration of Me

R.A.N.T.

Declaration of Me

R.A.N.T.

Declaration of Me

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Declaration of Me

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Declaration of Me

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Declaration of Me

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SESSION TWO

Can You Relate?

Objective: Girls will self-disclose. They will reflect and discuss important aspects of their lives. They will discover and understand similarities between them. They will practice empathy.

Preparation:

- ✓ Make copies of the “Ties That Bind Us” questions and put them into a container.
- ✓ Make copies of the “Declarations of Me” cards and put them into a container.
- ✓ Make copies of “Day in the Life” and “Good Friend” surveys.

DO: Prior to each session, review the Group Rules (from Session One) and ask any girls who have not autographed the rules, to do so. Remind the group of the importance of following the rules and the importance of confidentiality. Ask them if they would like to add anything to the rules. Also, you can ask if any girls would like to share any of their journal entries.

ACTIVITY: Good Friend Survey

Ask the girls to fill out the survey and calculate their own scores.

SAY: How did everyone do? Were any of you surprised by your score? You don't have to share this with anyone. This was a way for you to start thinking about what kind of friend you are and to get us all thinking about “**empathy**.”

DO: Ask the girls to sit in a circle.

SAY: Does anyone know what empathy is? (pause, give them time to think about it)

Empathy is understanding what another person is thinking and feeling; and caring about that person's experience.

DO: Handout copies of the R.A.N.T. Group rules and also display the Group Rules poster.

SAY: I have a basket of questions. They are questions that will help us get to know one another better and also help us practice listening skills, empathy, and to self disclose. Does anyone know what I mean by “self-disclose?”
(pause, give them time to think about it)

To self-disclose means to share information with others that they wouldn't normally know or discover. By sharing information, we become more intimate with other people and our interpersonal relationship is strengthened.

SESSION TWO continued

SAY: Who would like to pick the first question? Please read the question outloud and then answer it. Know that you always have the right to pass.

*Continue with this exercise until every girl has had the opportunity to participate at least once. Please **do not allow the group to discuss or react** to the girls' answers during this process; just "listen."*

DISCUSSION: Ask the girls the following questions:

- How did it feel being put on the spot?
- How did you feel answering the questions?
- What did you think the other girls were thinking?
- How did you feel listening to other girl's questions?

ACTIVITY: (Optional) Day in the Life Survey and Discussion Groups
See "Optional Activity" for instructions



End the session with each girl picking her
"Declaration of Me" card to take home.
(refer to Session One for these instructions)

Am I a Good Friend? Survey

1. **Do you feel you cannot be totally honest with your friends?**
 never sometimes usually always
2. **Do you get bored with your friends if you are not gossiping about someone else?**
 never sometimes usually always
3. **Do you talk about your friends behind their back? Even if it is just something minor?**
 never sometimes usually always
4. **Do you have trouble remembering your friends' birthdays and what religious beliefs they have?**
 never sometimes usually always
5. **Do you ever purposefully leave your friends out of your group – like if you all go to the movies, to dinner, or in the cafeteria at lunch?**
 never sometimes usually always
6. **Do you start your sentences off with “don't tell anyone I told you this . . . but?”**
 never sometimes usually always
7. **Do you make all of the decisions about where to hang out or what to do on the weekends or after-school?**
 never sometimes usually always
8. **If you have plans to go to the mall with your friends, then something better comes along, do you cancel?**
 never sometimes usually always
9. **Do you lie to your friends? For example, your friend asks if you like her shoes and you really don't – do you tell her you do?**
 never sometimes usually always
10. **Do you feel like your friendships are one-sided? for example, do you do all of the calling and e-mailing or do you rely on someone else?**
 never sometimes usually always
11. **Do you ever make fun of other people and hurt their feelings – even by accident?**
 never sometimes usually always
12. **Do you wait for other people to apologize to you if you are in a fight?**
 never sometimes usually always

13. **If a new girl moves to town, and your friend hangs out with her, do you get jealous?**
 never sometimes usually always
14. **If your friend does not call you back when you called her and it was really important, do you get angry?**
 never sometimes usually always
15. **Do you ever think your friends are annoying?**
 never sometimes usually always
16. **If you went on vacation with your friends for two weeks would you be fighting after a few days?**
 never sometimes usually always
17. **Do you ditch your friends when you like a guy?**
 never sometimes usually always
18. **Have you ever gossiped online about your friend and denied it?**
 never sometimes usually always
19. **If your friend was having trouble in math and had to stay after school for tutoring – but you two had plans to hang out, would you get mad?**
 never sometimes usually always
20. **Do you ever think “why do I like her” about any of your friends?**
 never sometimes usually always

Scoring:

- Give yourself **three points** for every “never”
- Give yourself **two points** for every “sometimes”
- Give yourself **one point** for every “usually”
- Give yourself **no points** for every “always”

If you scored . . .

- 45-60:** You are an awesome friend! You trust your friends and can confide in them. you help them when they need it, and are so comfortable around them that you don't worry that they will stab you in the back! You rock!
- 20-44:** Your friendships are rocky. If you go back and look at the answers, perhaps you can work on ways to improve your friendships. Your answers may reveal ways that you can help your friendships by being more open and honest.
- 20 or less:** Sister, you are having major friend issues! You need to do some serious evaluation of yourself, your friends, and what you want out of these friendships. Look deep inside yourself – not on the surface of your friends.

Day In The Life Survey

1. When do you wake up? _____ Does anyone wake you up? _____
2. What do you have for breakfast? _____
3. How do you get to school? _____
4. Do you go to school with anyone else? If so, whom? _____
5. How do you feel about going to school in the morning? _____
6. Do you have friends that you look forward to seeing at school? _____
7. How do other students treat you throughout the day? at lunch? at recess? _____

8. How do your teachers treat you? _____
9. What subjects do you like? _____
10. What subjects don't you like? _____
11. Are you afraid of anything or anyone while you are at school? _____
12. How do you get home from school? _____
13. Who is at home when you arrive? _____
14. What do you like to do after school? _____
15. Do you play? If so, with whom? _____
16. Do you have homework? Do you do it? _____
17. What is dinner like for you at your house? _____

18. Do you have any favorite evening activities? Shows? Games? Music? _____

19. When do you go to sleep? _____

Day in the Life

DIRECTIONS

1. Give each girl a copy of the Day in the Life survey and have them complete it individually.
2. Have the group count off in groups of three. If possible, separate close friends into different groups.
3. Allow these small group members to share their answers with each other.
4. Conduct a full group discussion using the questions below.

Day in the Life

DISCUSSION

- Have you ever thought about your classmates' days and what they do?
- What surprised you?
- What things do you and other members of your group have in common? What things are different?
- What do you understand now about your group that you did not know previously?

What would your social life be like if you didn't have school?

How do you feel when you hear a juicy piece of gossip about someone else?

If you could go shopping with anyone in the world, who would you go with?

How do you feel when you hear gossip about yourself that is totally not true?

What was the most embarrassing thing that ever happened to you?

If you could change one thing about yourself, would you?

What is your biggest fear?

Do you dress in clothes you like or in clothes your friends like?

Do you think reality shows are real?

What is something that is not perfect about your family?

What is the best reality TV show? Why?

If you had one wish, anything, what would it be?

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What is one thing that nobody really knows about you?

Do guys have it easier than girls?

Is it hard for you to admit when you are wrong?
Why or why not?

Talk about one time that you felt totally fake.

When someone says something mean to you, then says "Just kidding"—do you think they are? How do you feel?

Is there something you like to do, but don't because you are afraid that someone will think it is not cool?

Do you fight fair, or talk behind people's back?
Give an example of each.

What is the most misunderstood think about you?

What is the meanest thing you have ever done to a friend?

How would your best friend describe your personality?

What is your favorite thing about yourself?

What is the best thing about you?

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Have you ever made anyone cry?

What is peer pressure?

Who is the coolest person in your school? Why are they so cool?

What is gossip?

What is one thing that your parent(s) or guardian just DON't understand?

Is all gossip bad?

Do boys have it easy?

What would the world be like without gossip?

What is the best thing about being a girl?

Have you ever spread an untrue rumor?
If yes, why?

What is the worst thing about being a girl?

If you had to choose between no IMs or no phone for a year, which would you choose?

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What is the best thing
about your friends?

Do girls bully
more than boys?

Do girls forgive
more than boys?

What is the number one
thing that girls fight
about?

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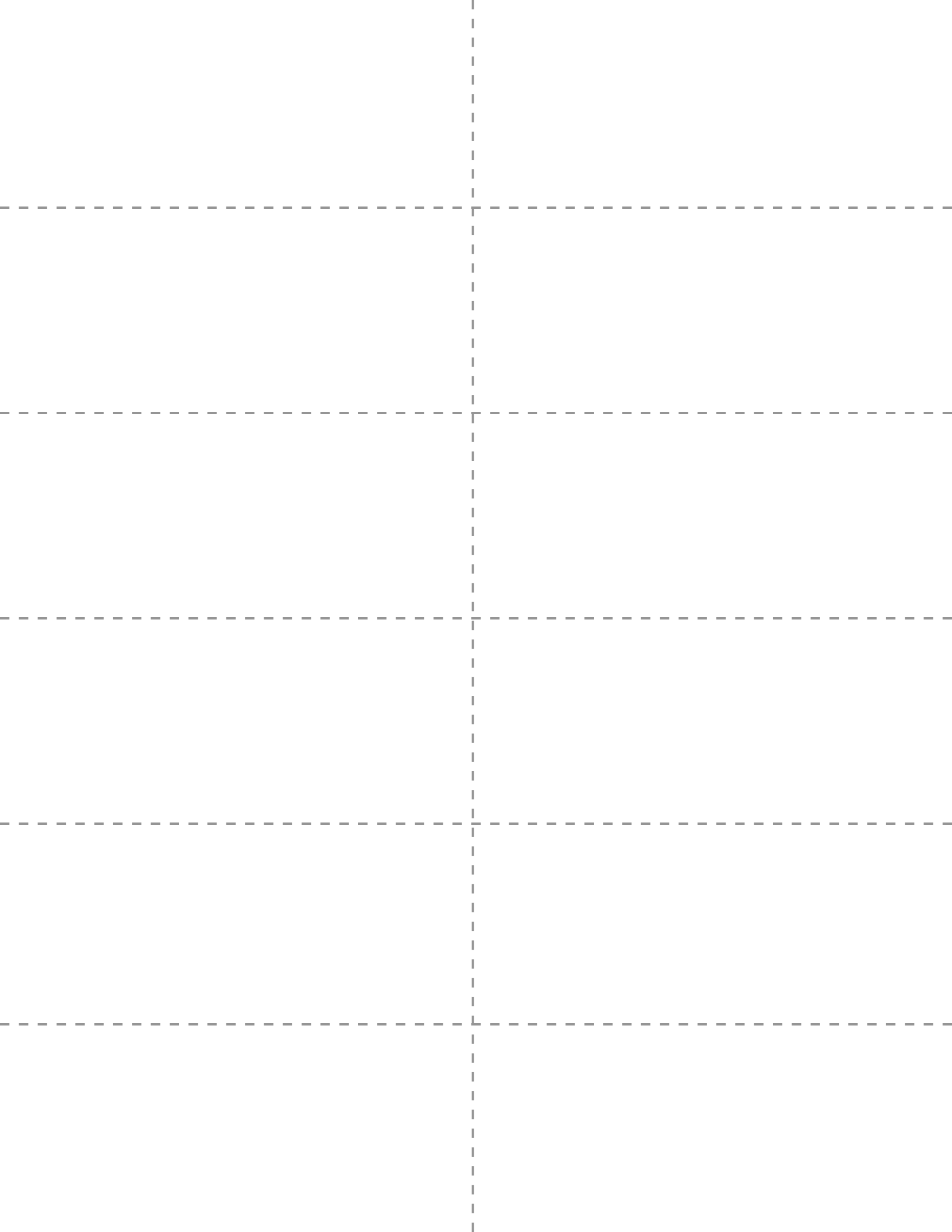
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SESSION THREE

How Should I Take That?

Objective: Girls will learn how their words may affect others. They will share how they have been negatively affected by comments. They will explore positive solutions to confronting their tormentors.

Preparation/Materials:

- ✓ Make copies of the “Role Plays” and put them into a container (there are 6 of them).
- ✓ Make copies of the “Constructive vs. Destructive Criticism” activity or write them on a poster/easel
- ✓ Tube(s) of toothpaste (you can use just one or two or enough for everyone)
- ✓ Paper plate(s) (you will need the same number of plates as you have tubes of toothpaste)

DO: Prior to each session, review the Group Rules (from Session One) and ask any girls who have not autographed the rules, to do so. Remind the group of the importance of following the rules and the importance of confidentiality. Ask them if they would like to add anything to the rules.

Also, you can ask if any girls would like to share any of their journal entries.

SAY: Who knows what sarcasm means?
Sarcasm is witty language used to convey insults or scorn.

SAY: Some comments we make can put people down – even if we don't mean what we say. Sometimes people are not aware of how sarcasm hurts other people's feelings. Often people will say “just kidding” or “I didn't REALLY mean it” or “stop being so sensitive!” In this container, there are some typical scenarios that could cause major friend problems. Who would like to pick one out and read it to the group?

DO: Ask someone to pick one of the cards out of the Role Play container and read it outloud.

DISCUSSION TIPS:

- How does the situation put another girl down?
- Why do girls do this to each other?
- What could have been done differently?

SESSION THREE continued

ACTIVITY: Constructive vs. Destructive Criticism

SAY: Your friend is wearing a new outfit and you don't think it looks good on her. She asks you "do you like this on me?" How would you respond? Would you tell her you love it and lie? Would you tell her you don't care for it? Being honest is difficult sometimes. In this next activity, we will determine if the criticism is "constructive" or "destructive." And maybe we can come up with a constructive sentence for the destructive ones.

DO: Handout "Constructive vs. Destructive Criticism" activity or write them on a white board or easel.

ACTIVITY: Toothpaste Demonstration

Ask for a few volunteers (as many volunteers as you have tubes of toothpaste). Give each girl a tube of toothpaste and a paper plate. Have her squeeze some of the toothpaste onto the plate. Now, tell her to put the toothpaste back into the tube. After they try to accomplish this nearly impossible task, explain that once our words leave our mouths, we can never take them back.



End the session with each girl picking her
"Declaration of Me" card to take home.

(refer to Session One for these instructions)

R.A.N.T.

REVOLT AGAINST NEGATIVE TALK...

SESSION THREE: ROLE PLAY

You are wearing your new outfit to school and your best friend tells your other friend that it's ugly. When you confront her, she says "I was just kidding, can't you take a joke?"
Would you confront her? If so, what would you say?

R.A.N.T.

REVOLT AGAINST NEGATIVE TALK...

SESSION THREE: ROLE PLAY

Your friend tells everyone that you made out with the boy you like after school and you totally didn't. She tells you that she heard you did and what's the big deal if she told people, she thought she was helping your popularity. How would you react? Would you retaliate?

R.A.N.T.

REVOLT AGAINST NEGATIVE TALK...

SESSION THREE: ROLE PLAY

You like a boy in class that is not very popular. When you confess to your friend she exclaims "he is SUCH a dork—why do you like him—I SO cannot talk to you if you two are going out." When you get upset, she says "I wasn't being serious, get a grip." Would you still like him? Would you get mad at your friend?

R.A.N.T.

REVOLT AGAINST NEGATIVE TALK...

SESSION THREE: ROLE PLAY

You have nothing to do on a Saturday night and overhear two friends talking about going to the mall and having a sleepover. When you ask if you can come, one girl says “sure, only if you promise not to talk, SIKE.” They are mean to you for the rest of the day. Would you still go? Would you ask another friend to talk to her and see what’s going on?

R.A.N.T.

REVOLT AGAINST NEGATIVE TALK...

SESSION THREE: ROLE PLAY

Your friends are ignoring you and you don’t know what you did. When you confront them and ask what is wrong they say “nothing.” You KNOW something is up. You have been getting the silent treatment for days now and it is making you CRAZY! What would you do?

R.A.N.T.

REVOLT AGAINST NEGATIVE TALK...

SESSION THREE: ROLE PLAY

You want to go out with a friend to see a movie but don’t want your other friend to come because you spend so much time with her. When she finds out she starts spreading rumors about you. What would you tell her?

Constructive vs. Destructive Criticism

1. **Those shoes are so last year! Let's go shopping for new ones so you don't look like a dork.**
constructive destructive
2. **You would look a lot better if you didn't have those zits on your face.**
constructive destructive
3. **I think you could do a lot better, but if you want to go out with him that's cool.**
constructive destructive
4. **Are you dense? I told you I have a huge project due tomorrow – I can't go to the mall.**
constructive destructive
5. **I wish you wouldn't call me so late; my parents go to bed early and wake up yelling at me.**
constructive destructive
6. **That skirt is so totally short, how are you going to sit down?**
constructive destructive
7. **That haircut isn't the greatest, but it will grow out.**
constructive destructive
8. **Do you have an iron at your house?**
constructive destructive
9. **When was the last time you looked in a mirror?**
constructive destructive

SESSION FOUR

Did You Hear About...?

Objective: Assist girls in recognizing how rumors are spread and how these rumors affect their lives and the lives of others. Help girls become aware of how much they participate in gossip.

Preparation/Materials:

- ✓ A large bowl filled with water.
- ✓ A rock or pebble.
- ✓ Make copies of the Handout “Break the Chain of Gossip and Rumors”
- ✓ Make copies of the “Declarations of Me” cards and put them into a container.

DO: Prior to each session, review the Group Rules (from Session One) and ask any girls who have not autographed the rules, to do so. Remind the group of the importance of following the rules and the importance of confidentiality. Ask them if they would like to add anything to the rules.

Also, you can ask if any girls would like to share any of their journal entries.

SAY: Think about this scenario . . . You just heard a juicy tidbit from a friend, who heard it from another friend, who heard it from a person in the hall, who read it on a note passed in math class, which was written by somebody who probably just made it up. Chances are, rumors and gossip are always floating around your school or community. That’s totally normal. After all, everyone gossips...even parents, celebrities, and politicians. It’s part of how we communicate and stay connected with other people’s lives. Sometimes, this is harmless, but at other times it can be very hurtful to individuals, friendships, and whole groups of people.

Did you know that spreading rumors and gossiping about someone is a form of bullying?

DO: **ACTIVITY: Pebble in water**

Have one girl drop the rock/pebble into the water. The rock will produce a ripple effect. Have a discussion as to how this relates to rumors and gossip.

SAY: What is a rumor?

A rumor is a piece of information or a story that has not been verified, meaning that the person telling it doesn’t know if it’s true or false.

Rumors spread from person to person, or can spread from one person to a whole bunch of people at once. Rumors can change slightly each time they’re told, so they get more exaggerated over time.

Most people who spread rumors don’t care if the story is true or not, and don’t bother to check it out.

A rumor might be true, it might be partially true and partially made up, or it might be totally made up. Unless somebody can definitely say that a story is real or fake, it will stay a rumor.

SAY: Can anyone define gossiping?

Gossip is talk that is somehow “juicy,” meaning it deals with subjects that are shocking or personal.

Gossip is usually about things like love and relationships, or private things that people don’t talk about openly. Gossip about a person is usually spread behind that person’s back.

Gossip can be true, false, or a rumor. When a piece of gossip is known to be false, it’s a lie, plain and simple. Someone who spreads a lot of gossip can be called “a gossip.” If a piece of gossip about somebody is true, it can still be very hurtful because that information may be private and personal.

SAY: Why do people spread rumors and gossip?

- To feel superior
- To feel like part of the group
- Out of jealousy or a need for revenge
- For control or power
- Out of boredom
- For attention

DISCUSSION TIPS:

SAY: What would life be like without gossip?

SAY: Can gossip be avoided?

SAY: Is there a difference between positive and negative gossip?

SAY: How have you been hurt by gossip?

SAY: When you hear some really good, juicy gossip about somebody, do you add more to the story before telling somebody else?

SAY: Do boys gossip?

SAY: How does gossip hurt others?

SAY: What if the gossip is true? Can it still be hurtful?

SAY: Can you be trusted with a secret?

DO: ACTIVITY: Play the Telephone Game:

Break up into two groups, with each group sitting in a circle. Select one person to whisper a “secret” into the ear of a player in each circle. The secret needs to be no longer than a sentence and can be about anything, such as what you ate for breakfast, a person’s favorite quote, or how you get to school every day. Once the secret is shared with a lead person in each circle, that person then whispers it to the person to her right. The secret is then passed on around the circle as it is whispered from person to person until it reaches the last girl who would be sitting to the left of the lead person.

When both groups are finished, have the last girl from each group share what she heard.

Compare what the initial message was to what the final girl heard, then discuss how stories evolve as they are passed on from person to person. Talk about how as people gossip, small stories can turn into tall tales that are quite far off from what really happened.

(Repeat this activity at least one more time. Select a different person to begin the “secret.”)



Handout: “Break the Chain of Gossip and Rumors”



End the session with each girl picking her “Declaration of Me” card to take home. (refer to Session One for these instructions)

“Break the Chain of Rumors and Gossips”

Face it: people gossip. They always have, and they always will. You can't change that, but you can change what happens when a rumor comes your way.

Decide whether it's hurtful or harmless.

When you hear something about someone you know and have the urge to pass it on, don't think about whether it's true or not. Instead, ask yourself these questions:

- Why do I want to pass this on?
 - Would I want people to know this kind of information about me?
 - How will this person feel if he or she knew this rumor was being spread?
 - Will this rumor reduce this person's status or make him or her excluded from the group?
- Your answers will help you figure out the right thing to do.

Make the rumor stop with you.

If you decide that the rumor is hurtful in some way, make a stand. Decide that you don't want to take part in spreading it. Others may continue to circulate the gossip, but you've made a personal choice to stay out of it. Chances are that the rumor will die out much more quickly than if you had joined the buzz.

Don't be an audience.

When someone comes to you with a rumor, try not to be an audience. This person may want to hurt somebody, or may be after attention or power. It can be hard to resist hearing some juicy dish, especially if you're bored, but make an effort to say, "I'm not interested in hearing mean gossip, thanks."

Just like with physical bullying, there are no "innocent bystanders" with hurtful rumors. Hearing and reacting to the rumor, and letting it continue, makes you almost as responsible for its damage as the person who started it. Instead, don't provide another pair of ears for the rumor-starter. If she isn't getting the reaction or attention she's seeking, she'll be less likely to do it in the future.

Be a peacemaker.

If one of your friends wants to hurt someone else by spreading lies or rumors, speak up. Let your friend know that this isn't the right thing to do. If you need to, find another friend who feels the same way and talk to the others together. If rumors are getting out of control and someone is being made a real victim, get a counselor or teacher or your troop leader involved.

Respect others' privacy.

If you don't want other people talking about the personal things in your life, don't do it to others. When you hear personal information about a classmate or friend, try to keep it to yourself, and don't worry about whether it's true or not. If you respect people's privacy, they'll be more likely to do the same for you.

Get the facts.

Most of the time, you should try to ignore gossip and rumors. But if you hear a rumor about something important, and it doesn't sound too crazy or farfetched, ask a teacher, guardian, or parent what they think. If it's a modern legend that you find interesting, you can try searching on the internet to see if it's been proven fake or not. But remember not to believe everything you read, even on the internet!

Food for thought . . .

The gossip grapevine has it that the new girl in school is snobby, so you avoid her.

Years later, you and the girl become friends, and you learn that she's not a snob at all! You missed spending a lot of time with a cool person because you judged her based on a rumor

SESSION FIVE

Stop the Bully!

Objective: Girls will gain understanding of the enormous impact bullying has, not only on victims, but on bullies and bystanders as well. This session will provide useful tools and strategies to help combat bullying.

Preparation:

- ✓ Make copies of the “After R.A.N.T. Survey” for each girl
NOTE: this survey can be done with Session Five or after Session Six -- your choice)
- ✓ Make copies of the “Bullying” scenarios and cut them out.
- ✓ Create two signs: one that says “Stepping Up” and one that says “Tattling”
- ✓ Make copies of “Tips to Stop Bullying”
- ✓ Make copies of the “Declarations of Me” cards and put them into a container.

Materials Needed:

- ✓ Pens, markers
- ✓ Flip chart or poster board

DO: Prior to each session, review the Group Rules (from Session One) and ask any girls who have not autographed the rules, to do so. Remind the group of the importance of following the rules and the importance of confidentiality. Ask them if they would like to add anything to the rules. Also, you can ask if any girls would like to share any of their journal entries.

Say: Who can describe what a bully is?
Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time.

SAY: There are many ways to bully. Can anyone give me an example of how people bully?

- *physical bullying – hitting or punching*
- *verbal bullying – teasing or name-calling*
- *emotional bullying – intimidation through gestures or social exclusion*
- *cyberbullying – sending insulting messages by e-mail or text messaging*
- *gossiping – talking behind someone’s back about something shocking or personal*
- *hazing – any activity expected of someone joining a group that humiliates, degrades or risks emotional and/or physical harm*

SAY: Sometimes it’s just too dangerous to stand up to a bully. In these cases, the best move is to talk to an adult. You may worry about being a tattletale, but when someone may hurt themselves or someone else, going to an adult is stepping up – not tattling. You’re helping people who are in real danger.

Say: Let's play a game. I'd like everyone to stand in a line in the middle of the room.

DO: Place the **Stepping Up** sign on one side of the room and the **Tattling** sign on the other side of the room

SAY: I'm going to read off some scenarios and after each one, move to one side of the room or the other – depending on whether you believe telling an adult about what's going on in the scenario is tattling or stepping up.

Here's the first SCENARIO:

1. Someone cuts in front of you on the lunch line at school.

If you tell an adult about it, would that be tattling or stepping up?

Read the scenario, then wait for the girls to move to one side of the room before reading the next one.

If there is a significant split on a particular scenario, debate why.

2. A younger student is being pushed around by older boys.

If you tell an adult about it, would that be tattling or stepping up?

3. Girls are writing nasty rumors about another girl on the walls in the bathroom.

If you tell an adult about it, would that be tattling or stepping up?

4. A student is upset because he or she didn't get the lead in the school play and feels slighted.

If you tell an adult about it, would that be tattling or stepping up?

5. A girls' locker has notes with racist comments placed in it everyday by a group of kids who don't like her because of her ethnic background.

If you tell an adult about it, would that be tattling or stepping up?

6. A group of kids keep sending explicit (obscene) text messages to a girl in your class.

You know who they are and talk to them about it, but they warn you not to say anything.

If you tell an adult about it, would that be tattling or stepping up?

7. A girl's notebook disappears and she's convinced that someone must have stolen it.

If you tell an adult about it, would that be tattling or stepping up?

SAY: It's not easy coping with a bully. Even though you're going to learn some strategies today for responding to bullying, sometimes it's hard to remember them in the heat of the moment. As silly as it may sound, it helps to practice!

DO: **DO:** Hand-out "Tips to Stop Bullying" then start the "bullying scenarios activity."

SAY: On each of these pieces of paper is a story about a victim of bullying, or a bystander, or a bully. Who would like to pick one first? Please read the scenario and then as a group let's try to decide on a strategy to respond to the situation. Use your "Tips" sheet to help with ideas.

DO: **ACTIVITY:** "Bullying" scenarios
Divide into two smaller groups for this game if you have a large group.
Set a time limit!

Helpful Tips for Discussion:

- Write down solutions/strategies on a large poster or flip chart during this activity.
- Identify what kind of bullying it is: verbal? emotional? physical? cyber?
- Is there a bystander? who's the victim? who's the bully?
Can you use your W.I.T.S.? to Walk away, Ignore the person, Talk it out if you can, or Seek help.

SAY: Bullying hurts everyone. . . the victim, the bystanders, and even the bully. As we're discovering today, there are many ways to stop it from happening and everyone can play a part.

Bystanders have the power to stop **bullying**, but many times we don't realize we have the power to make a difference. I hope you'll think about your role as a bystander the next time you witness someone being bullied.

If you're the **victim** of bullying, find someone to talk to and if possible, hangout with a group of trusted friends. Most importantly, take care of yourself. Join a sports team or a club and get busy. Change can begin with you!

As a way to wrap up today's session, I invite you to recite with me The Girl Scout Law. I know that may seem like a strange thing to do right now, but let's just do it and see how it goes.

"I will do my best to be honest and fair,
friendly and helpful, considerate and caring,
courageous and strong, and responsible for what I say and do,
and to respect myself and others, respect authority,
use resources wisely, make the world a better place, and
be a sister to every Girl Scout."

Think about what the Girl Scout Law is saying. . . It says that you will be helpful and caring, courageous and strong, and that you will think about what you say and do, and that you will respect others. This is a pretty good mantra to take with you always. I hope it gives you strength to **REVOLT AGAINST NEGATIVE TALK!**

Does anyone have any questions or comments?

DO: Hand-out the Bully Survey and let the girls fill it out, then collect them.

Mail or drop-off the surveys to:

**Girl Scouts San Diego
Attn: Program Dept.
1231 Upas Street
San Diego, CA 92103**



End the session with each girl picking her
"Declaration of Me" card to take home.
(refer to Session One for these instructions)

R.A.N.T. SESSION FIVE: "BULLYING" SCENARIOS

Christine and Maria's parents have been good friends since they were little, but the two girls never really got along. Now that they're older, Christine and Maria aren't on speaking terms. One day, Maria walks into the girl's room and overhears Christine telling a bunch of other girls embarrassing stories about her from when she was little. What should Maria do?

R.A.N.T. SESSION FIVE: "BULLYING" SCENARIOS

Karen is walking down the hallway as Maggie is pulling her books out of her locker. Karen purposely bumps into Maggie so she drops all of her books. When Maggie turns around, she sees Karen and her friends laughing. What should Maggie do?

R.A.N.T. SESSION FIVE: "BULLYING" SCENARIOS

Every time Brittany, a senior, sees Shania, a freshman, she makes her sing a line from a Shania Twain song. Shania has to walk past Brittany's house on her way home everyday and dreads that she's going to run into her. What can Shania do?

R.A.N.T. SESSION FIVE: "BULLYING" SCENARIOS

Ellen hates her history class. Actually, she doesn't really hate the class itself, just her teacher. Mr. Johnson keeps making fun of her when she answers a question wrong. Other kids in the class tell her they can't believe Mr. Johnson can be such a jerk, but they don't know how they can make him stop. What can Ellen do?

R.A.N.T. SESSION FIVE: "BULLYING" SCENARIOS

Gina is planning on having a party on Friday night while her parents are away. David, her twin brother, hears that practically the whole school knows about it and is worried it's going to get out of hand. He tells Gina that she should cancel the party otherwise he's going to tell his parents. Gina tells him that she's going to do what she wants and if he says anything to Mom and Dad, she will tell his girlfriend he's cheating on her – even though he's not. What should David do?

R.A.N.T. SESSION FIVE: "BULLYING" SCENARIOS

Jenny isn't the most graceful girl in the world – but she knows it. During gym class, she trips as she's running down the basketball court and goes flying across the floor. Corinne starts laughing at her and looks over to a bunch of other kids and says, "She's such a clutz...what a loser!" Corinne then starts to imitate Jenny. What should Jenny do?

R.A.N.T. SESSION FIVE: "BULLYING" SCENARIOS

In the library you hear a bunch of girls calling Liz a weirdo. She's an artist who designs her own clothes. This clique of catty girls loudly whisper that she's probably so poor that she can't afford to buy clothes so she has to make them herself. You think to yourself that the girls are out of hand, but just put your iPod on and look away so you don't have to get involved.

R.A.N.T. SESSION FIVE: "BULLYING" SCENARIOS

As you walk down the hallway at school, you see Greg sticking his foot out to make Keenan trip and fall. You're late for class and hop over Keenan before he has a chance to get up.

R.A.N.T. SESSION FIVE: "BULLYING" SCENARIOS

In the locker room before gym class, you overhear Denise and Laura making comments about how heavy Debbie is. As they walk past her, they say, "Hey fatty, I can't get past you - get out of the way." Debbie moves out of their way, then starts to cry after Denise and Laura walk out of the locker room. You tell her that Denise forgot to lock her locker and you both steal her clothes to get back at her.

R.A.N.T. SESSION FIVE: "BULLYING" SCENARIOS

One night you're online and come across a website making fun of an obnoxious cheerleader at your school who never gives you the time of day. You e-mail the link to all your friends with the subject line: "What goes around comes around!"

R.A.N.T. SESSION FIVE: "BULLYING" SCENARIOS

Ishmael recently moved to the United States as a refugee escaping from a brutal civil war in his home country. New to the school and still struggling with the horrific memories of war, he is quiet and doesn't speak English that well. He studies hard and is always in the library. You are in the same history class as Ishmael, along with a girl named Melanie. Melanie is always rude to Ishmael and keeps making fun of how he speaks. One day, the teacher is late for class and Melanie gets up and starts to imitate Ishmael. A lot of kids start to laugh and then Melanie walks over to Ishmael's desk, leans over and says, "Go back to your own country." A couple of other students join in, saying stuff like, "You don't belong here!" and "Go back to the jungle, desert or wherever you came from!"

After R.A.N.T. Survey

What is your age? _____

Troop # _____

1. How many kids in your school do you think bully other kids at one point or another?
 100%
 75 - 99%
 50 - 74%
 25 - 49%
 Under 25%
2. What do you think is the most common form of bullying?
 Verbal Bullying
 Emotional Bullying
 Physical Bullying
 Cyberbullying
3. What do you think is the main reason why kids bully each other?
 For power
 For recreation
 For revenge
 To fit in
4. Who do you think bullies more often?
 Boys
 Girls
 It depends on which kind of bullying you are talking about.
5. Would you take action if you saw another person being bullied?
 Yes
 No
Why or why not? _____

6. What do you think is the most common reason why bystanders don't help victims of bullying?
 They don't want to become a target of the bully as well.
 They want to fit in with the rest of the crowd who seems to be going along with it.
 They believe that it's none of their business.
 They assume that the target probably deserves it.
7. Telling an adult that someone was threatened by a bully is . . .
 Snitching/tattling
 Responsible
 None of my business
8. Do you think telling an adult that someone is being bullied will make a difference in the situation?
 Yes
 No

9. Do you think kids would still be bullies if others made it clear that it isn't acceptable?
 Yes
 No
10. How often have you been bullied?
 More than once a week
 Once a week
 Once a month
 Once a year
 Less than once a year
 Never
11. How were you bullied?
 Verbally
 Physically
 Other (please explain) _____

12. Have you ever skipped a class or activity because of bullying?
 Yes
 No
13. Did you tell anyone you were being bullied?
 Yes Who?(no names, just "friend," "teacher," "parent" etc.) _____
 No
14. I know at least one adult I can talk to about a problem with bullying.
 Yes
 No
15. Have you ever witnessed someone physically bullying another person?
 Yes Where? _____
 No
16. Have you ever physically bullied another person?
 Yes
 No
17. Have you ever verbally bullied another person?
 Yes
 No
18. If you saw someone being bullied, would you try to help them?
 Yes
 No
19. What did you like about the R.A.N.T. program? _____
20. Was there anything you didn't like about the R.A.N.T. program or would like to change?

Thank you for taking this survey.

Tips To Stop Bullying

Use your **W.I.T.S.**

Walk away, **I**gnore the person, **T**alk it out if you can, or **S**eek help.

What can you do?

For younger kids, the best way to solve a bullying problem is to tell a trusted adult. For teens, though, the tell-an-adult approach depends on the bullying situation.

One situation in which it is vital to report bullying is if it threatens to lead to physical danger and harm. Numerous high school students have died when stalking, threats, and attacks went unreported and the silence gave the bully license to become more and more violent.

Sometimes the victim of repeated bullying cannot control the need for revenge and the situation becomes dangerous for everyone.

Adults in positions of authority — parents, teachers, troop leaders, or coaches — can often find ways to resolve dangerous bullying problems without the bully ever learning how they found out about it.

If you're in a bullying situation that you think may escalate into physical violence, try to avoid being alone (and if you have a friend in this situation, spend as much time as you can together). Try to remain part of a group by walking home at the same time as other people or by sticking close to friends or classmates during the times that the bullying takes place.

What if you're the bully?

All of us have to deal with a lot of difficult situations and emotions. For some people, when they're feeling stressed, angry, or frustrated, picking on someone else can be a quick escape — it takes the attention away from them and their problems. Some bullies learn from first-hand experience. Perhaps name-calling, putdowns, or physical force are the norms in their families. Whatever the reason, though, it's no excuse for being the bully.

If you find it hard to resist the temptation to bully, you might want to talk with someone you look up to. Try to think about how others feel when you tease or hurt them. If you have trouble figuring this out (many people who bully do), you might ask someone else to help you think of the other person's side.

Bullying behavior backfires and makes everyone feel miserable — even the bullies. People might feel intimidated by bullies, but they don't respect them. If you would rather that people see your strength and character — even look up to you as a leader — find a way to use your power for something positive rather than to put others down.

Do you really want people to think of you as unkind, abusive, and mean? It's never too late to change, although changing a pattern of bullying might seem difficult at first. Ask an adult you respect for some mentoring or coaching on how you could change.

Here are some things you can do to combat psychological and verbal bullying. These are also good tips to share with a friend as a way to show your support.

Use your **W.I.T.S.**

Walk away, **I**gnore the person, **T**alk it out if you can, or **S**eek help.

Ignore the bully and walk away.

It's definitely not a coward's response — sometimes it can be harder than losing your temper. Bullies thrive on the reaction they get, and if you walk away, or ignore hurtful emails or instant messages, you're telling the bully that you just don't care. Sooner or later the bully will probably get bored with trying to bother you. Walk tall and hold your head high. Using this type of body language sends a message that you're not vulnerable.

Hold the anger.

Who doesn't want to get really upset with a bully? But that's exactly the response he or she is trying to get. Bullies want to know they have control over your emotions. If you're in a situation where you have to deal with a bully and you can't walk away with poise, use humor — it can throw the bully off guard. Work out your anger in another way, such as through exercise or writing it down (make sure you tear up any letters or notes you write in anger).

Don't get physical.

However you choose to deal with a bully, don't use physical force (like kicking, hitting, or pushing). Not only are you showing your anger, you can never be sure what the bully will do in response. You are more likely to be hurt and get in to trouble if you use violence against a bully. You can stand up for yourself in other ways, such as gaining control of the situation by walking away or by being assertive in your actions. Some adults believe that bullying is a part of growing up (even that it is character building) and that hitting back is the only way to tackle the problem. But that's not the case. Aggressive responses tend to lead to more violence and more bullying for the victims.

Practice confidence.

Practice ways to respond to the bully verbally or through your behavior. Practice feeling good about yourself (even if you have to fake it at first).

Take charge of your life.

You can't control other people's actions, but you can stay true to yourself. Think about ways to feel your best — and your strongest — so that other kids may give up the teasing. Exercise is one way to feel strong and powerful. (It's a great mood lifter, too!) Learn a martial art or take a class like yoga. Another way to gain confidence is to hone your skills in something like chess, art, music, computers, or writing. Joining a class, club, or gym is a great way to make new friends and feel great about yourself. The confidence you gain will help you ignore the mean kids.

Talk about it.

may help to talk to a guidance counselor, teacher, or troop leader — anyone who can give you the support you need. Talking can be a good outlet for the fears and frustrations that can build when you're being bullied.

Find your friends.

If you've been bullied with rumors or gossip, all of the above tips (especially ignoring and not reacting) can apply. But take it one step further to help ease feelings of hurt and isolation. Find one or two true friends and confide how the gossip has hurt your feelings. Set the record straight by telling your friends quietly and confidently what's true and not true about you. Hearing a friend say, "I know the rumor's not true. I didn't pay attention to it," can help you realize that most of the time people see gossip for what it is — petty, rude, and immature.

SESSION SIX

Friendship First Aid

Objective: Girls will become aware of the qualities they seek in a friend. Girls will learn what other people look for in a friend. Girls will learn strategies to effectively solve their friendship problems.

Preparation:

- ✓ Make copies of the “True Friend Survey” for each girl.
 - ✓ Make copies of the “Agreement to Disagree Contract” for each girl
 - ✓ Make copies of the “Declarations of Me” cards and put them into a container.
 - ✓ Make copies of the “After R.A.N.T. Survey” for each girl (unless you already did this)
- NOTE: this survey can be done with Session Five or after Session Six -- your choice)

Materials Needed:

- ✓ Flip chart or poster board
- ✓ Pens, markers, glue, glitter, scissors, art materials for creating first aid kits
- ✓ Shoe boxes, brown lunch bags, cardboard boxes
- ✓ Ingredients for the first aid kits (See instructions) plus ingredients written on pieces of paper

DO: Prior to each session, review the **Group Rules (from Session One)** and ask any girls who have not autographed the rules, to do so. Remind the group of the importance of following the rules and the importance of confidentiality. Ask them if they would like to add anything to the rules. Also, you can ask if any girls would like to share any of their journal entries.

SAY: Sometimes it's important for us to reflect upon what we really look for in a friend. Some of these things you may already know, but some could totally shock you.

DO: Handout the “True Friend Survey” to each girl.

SAY: What I'm handing out is a “True Friend Survey.”
I'd like you to rank these friend qualities in order from 1 to 15.
One is the “absolute most important quality” and 15 is the “doesn't matter to me” quality.
Does everyone understand? Any questions?
Give the girls a few minutes to complete the survey.

SAY: Now I'd like you to read over what you ranked and write down one thing you learned about yourself. Is there something that surprised you? You can write it on that line on the bottom of the page.

SAY: **For more discussion you could ask...**(but don't pressure anyone to reveal their answers)
Is there anything else that you feel is important to a friendship that was not listed on the survey?
Would anyone like to share your answers or any thoughts?

SAY: Raise your hand if you have ever disagreed with a friend. It's OK if you don't always agree. Nobody is alike and we all have different opinions. When you don't agree with your friends, what are some things you can say to them (instead of "you are so wrong.")

DO: Write their responses on a flip chart . . . also, if they've been keeping journals, suggest they write these in their journals. Here's some responses in case you need them:

- Now I understand where you're coming from.
- I admire your passion.
- I appreciate your point of view.
- There's a fresh perspective!
- I can see you have really thought about this.
- I appreciate your insight.
- Wow, what a cool point!

SAY: If you're still disagreeing with your friend and can't see eye-to-eye, it might be time to "Agree to Disagree."

DO: Handout copies of the contract "Agree to Disagree"

SAY: These contracts are for you to keep. Use them whenever you need them. If you need more, just make copies.

SAY: Now we're going to create a Friendship First Aid Kit.

DO: Handout art materials and have the girls decorate a box or bag.

SAY: Think of things that remind you of your friends or of what friendship means to you. Or decorate it with your personal style or with words or drawings. When you're done, we'll all fill our kits together with friendship first aid items. You may need to set a time limit. When everyone is ready, place all the ingredients in front of each girl so that together, they can say the words of this ritual while they place each item into their kit. It's a good idea for you to say each line, then have them repeat after you.

SAY: Tissues to dry our tears.
Band-aids to heal our hurt feelings.
Hershey hugs and kisses to help us make-up with each other.
An eraser to remind us that it's OK to make mistakes.
A piece of yarn to tie our friendship together.
A penny to bring our friendship good luck.
A pack of sugar to sweeten up bitterness.
Gum to help us stick together.
Paper to write down our feelings.
A star sticker to remind us to shine.
A toothpick to remind us to pick our battles.
A lifesaver to remind us that we will always be there for each other.

Try to provide one of each of these ingredients for each girl:
Kleenex
Band-aid
Hershey kiss
Eraser
A piece of yarn
Penny
Pack of sugar
Gum
Piece of paper
Star sticker
Toothpick
Lifesaver

DO: You could type these ingredients on little pieces of paper for girls to include in their kit.

DO: Handout AfterRANT Survey if you did not do this after Session 5.



End the session with each girl picking her "Declaration of Me" card to take home.

(refer to Session One for these instructions)

True Friend Survey

1 = Absolute most important quality

15 = Doesn't matter to me

- _____ How smart they are
 - _____ What kind of home they live in
 - _____ The brand of clothes they wear
 - _____ How honest they are
 - _____ What their hair looks like
 - _____ How much they listen to you when you have a problem
 - _____ If they like the same movies/TV shows as you
 - _____ What kind of car their parents drive
 - _____ How much fun you have with them
 - _____ How popular they are
 - _____ What religion they are
 - _____ How much you can trust them
 - _____ How much they gossip about other people
 - _____ What size they are
 - _____ How dependable they are
-

Agree to Disagree CONTRACT

I, _____, agree to disagree
with _____. We both have excellent
opinions and neither one of us is wrong. We refuse to fight about this, or bring our
other friends in on it because we are both entitled to our own thoughts. Enough said.

Signature _____ Date _____

Signature _____ Date _____

Agree to Disagree CONTRACT

I, _____, agree to disagree
with _____. We both have excellent
opinions and neither one of us is wrong. We refuse to fight about this, or bring our
other friends in on it because we are both entitled to our own thoughts. Enough said.

Signature _____ Date _____

Signature _____ Date _____

EXTRAS

Optional Activities

ACTIVITY: EMOTION CHARADES *(We suggest you use this with Session 5)*

Play a game of emotion charades to identify how emotions can be expressed without words.

Instructions:

- Write several different emotions on pieces of paper.
- Place them into a container.
- One at a time, have the girls take turns drawing one of the pieces of paper out of the container and begin acting out the emotion using their body language, but no words. The other girls have to guess what emotion she is performing.

Examples of emotions to write on the pieces of paper:

anger, happiness, depression, jealousy, fear, love, pride, frustration, sadness, excitement, confused, paranoid, shy, tired, anxious, embarrassed, guilty, ashamed, calm, relaxed, surprised, safe, fidgety, lonely

Move on to charades involving emotional bullying situations using two or three more girls to portray things like exclusion at a lunch table, teasing or gossiping. You can assign emotions and situations or let girls select their own, but only body language can be used.

ACTIVITY: CONFLICT RESOLUTION *(We suggest you use this with Session 6)*

Create a “conflict resolution” file box of cards with ten different alternatives girls can use when they are having a conflict with another girl.

Instructions:

- Have girls do some research on conflict resolution — in books, on the computer or by asking other girls to identify one thing they did to resolve a conflict positively.
- Write ten different positive (i.e., non-hurtful) alternatives on separate index cards and put in a colorful file box.

NOTES

Girl Scouts San Diego

R.A.N.T.
REVOLT AGAINST NEGATIVE TALK™



www.sdgirlscouts.org

Balboa Service Center: (toll free) 800-643-4798
Escondido Service Center: (toll free) 888-873-4798
Imperial Valley Service Center: (760)353-2840
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