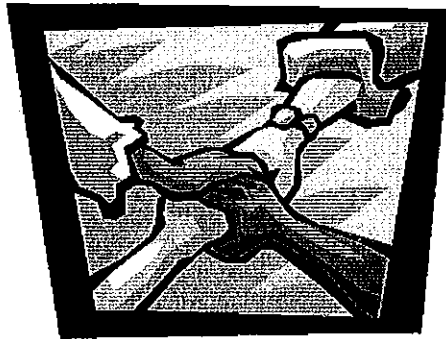
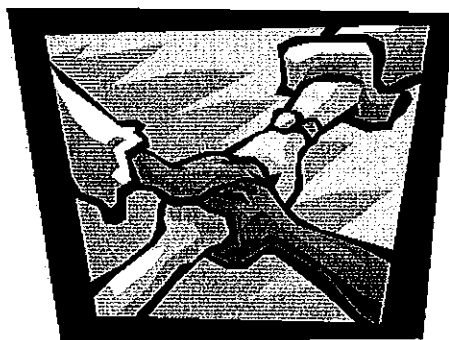


# RESPECTING MYSELF AND OTHERS (DAISY LEVEL)



WORKING IT OUT:  
VIOLENCE PREVENTION



## WORKING IT OUT: VIOLENCE PREVENTION

"Working It Out" is a set of program activity tubs designed by the Girl Scout Council of the Nation's Capital. The goal of this program is to help our girls to stay safe from violence, as well as to help them avoid becoming the perpetrators of violence.

The main themes of the tubs are conflict resolution, cooperation, self-esteem, communication skills, and anger and stress management.

The tubs are in an easy-to-use format, with no training required for their use. For younger girls, tubs are tied to "Learning Petal," Try-It, or Badge activities. For teen girls, the tubs are linked to IPPs, but focus more on issues.

## Respecting Myself and Others Activity Tub

### Contents:

- Beanbag whale
- 6 "Expression" balls
- Inflatable microphone
- Contents check-off sheet
- Activity Evaluation

Please make sure that all components are returned to the tub and they are returned in clean, usable condition.



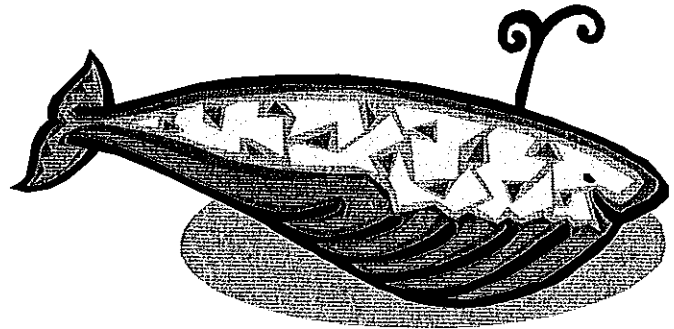
All girls who participate in activities from this tub can receive the Working It Out patch. The patch is available for purchase from the Girl Scout shop.

To earn the *Respecting Myself and Others* Learning Petal, girls must complete these four activities.

### **Activity #1: Wally the Talking Whale**

Materials:

Enclosed bean bag whale



Purpose:

Use of a toy for moderating group discussions helps the girls learn to respect when others are talking, learn patience, and be more active listeners.

To do:

Show the girls the bean bag whale. Explain to them that the group will be using the bean bag to make sure that everyone gets a chance to talk, and that everyone isn't talking at the same time.

Invite the girls to name the whale ("Wally" is just for descriptive purposes). Then invite them to come up with rules for using Wally. Here are some examples:

1. Only the person holding Wally can talk.
2. If someone else wants to talk, she must raise her hand, and the person holding Wally passes it to her.
3. Treat Wally gently!
4. Possibly have a time limit on how long one person can hold Wally.

Use Wally at every meeting for every group discussion. See how the girls react and change their behaviors.

Processing questions:

Do like using Wally?

Why or why not?

Did you ever want to talk when someone else had Wally? What did you do?

### **Activity #2: Expressions**

Materials:

Balls with various expressions (included)

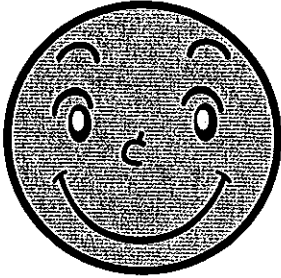
Purpose:

Have girls learn to express themselves in a comfortable environment

To do:

Girls can really have fun with these balls. Here are some ways to use them:

- Hold them up in front of the group. Ask what face the ball is making (e.g., sad, happy, scared, etc). There are no right or wrong answers.
- Ask the girls to make the same face (this is especially fun if you have a mirror).
- What might you feel happy? Sad? Angry? Scared? (whatever faces the girls have identified on the balls)



- What might you say or do if you felt happy?
- What might you say or do if you felt angry?

Discuss what the girls might do if they felt angry--talk to their mom or dad, punch a pillow, dance, jump rope--anything to let out the energy without hurting someone else. You might segue into Activity #3.

Processing:

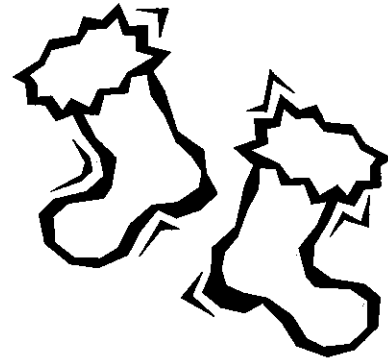
This activity is an opportunity for the girls to know that it is OK to feel angry or sad. They just need to make sure that they don't hurt other people when they feel that way.

**Activity #3: Stomp It Out!**

Materials: Inflatable microphone

Purpose:

Let the girls express themselves and channel energy, anger or frustration.



To do:

The group should sit in a circle (preferably) and each girl gets a chance to say one thing that can make her mad (it might be something that happened that week, or in general). You can pass around the inflatable microphone because it can make it easier for them to communicate. Also, if you start with something they can relate to (for example, I don't like it when people cut in front of me in line!), it will get them going.

Once everyone has had a chance, tell them you're going to "stomp out" the mad feelings. Have the girls stand up and at the count of three, let them all stomp to their hearts' content. Have them shake their arms and legs. They might even yell "Angry feelings go away!"

Processing:

Do they feel better?

Could they stomp when they get mad?

## **Activity #4: Cooperation, Teamwork, and Sharing Games**

Materials: See individual games

Purpose:

Girls have fun playing games while learning to listen to each other, sharing, and cooperating.

To do:

Play any or all of these games.

### **Cooperative Musical Chairs**

Just like musical chairs, except that when the music stops and one chair is removed, the remaining players all have to sit or touch the remaining chairs.

### **Down the Hole**

You will need an old sheet or bedspread and a ball (or use Wally). Cut a small hole, just big enough for the ball, in the center of the bedspread or sheet. Children hold the edges of the sheet and try to get the ball to go through the hole.

### **Use That Body**

Together the children make numbers--shapes--letters--with their bodies. Everyone in the group must be included.

### **A Chance to be Nice**

Players line up facing one another. Taking turns each player skips down the line while the others say something nice about that person. This is a good opportunity to talk to the girls about how learning to respect others means treating them the way you would like to be treated!

### **Clothes Switch**

One player wears a very large old shirt. Partners hold hands. The aim is to get the shirt onto the second partner without letting go of the hands.

### **Back to Back**

Two children sit back to back and attempt to get up without using their hands. If this is too difficult, suggest they link elbows.

Processing:

- Were these activities hard?
- What made them hard?
- What made them (or could make them) easier?
- Did you get frustrated at all? What did you do?

Links:

Here are some links to other Girl Scout program/earned awards that can continue the lessons learned about with this program.

Daisy Girl Scout Learning Petals:

Responsible for what I say and do

Brownie Girl Scout Try-Its:

Caring and Sharing

People are Talking

Working It Out

Junior Girl Scout Badges:

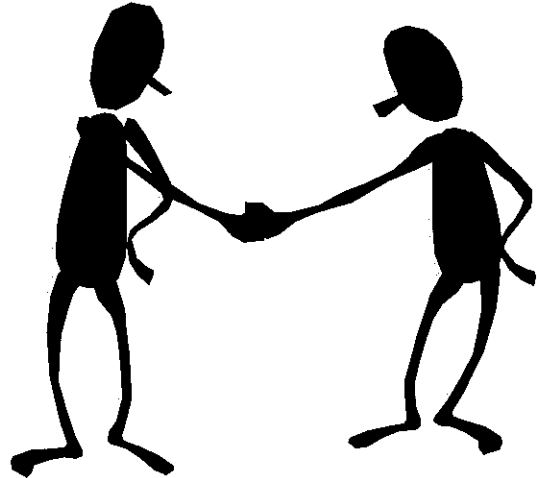
Communication

Healthy Relationships

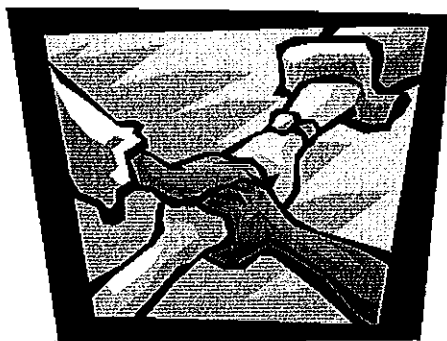
Cadette and Senior Girl Scout Interest Project Patches:

Conflict Resolution

Understanding Yourself and Others



GSCNC "Increase the Peace" Patch Program



Working It Out:  
Violence Prevention

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