

A stylized rainbow with three bands of color: red, yellow, and blue, arching over the word 'Rainbows'.

# Rainbows

## Activity Pack

### Say No to Bullying!

#### Activities in this Section:

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## Help Sally the Alien



**Aim:** Rainbows can create their own comic strip drawing to tell a story about bullying.

**Materials:** Black and coloured pens, paper, pencils, markers and crayons. Other craft materials optional e.g. glitter, sequins.

**Activity:** Tell the girls the following scenario.

'Sally's just moved here from a distant planet. Everyone makes fun of her antennae, and calls her six eyes—she only has four. She wants them to stop. What can she do?'

The Rainbows must come up with the answer in one drawing. After the Rainbows have drawn this, hold a Rainbow Chat to discuss what they think Sally should do.



## Say NO! to Bullying Obstacle Course



**Aim:** To practise saying NO!

**Materials:** Templates overleaf (one copy per team).

**Activity:** Divide the girls into teams. Set up an obstacle course using tables and chairs (safely) or whatever else you have in your meeting place. Place the templates overleaf at the end of the course.

Run the obstacle course in relay fashion - when one girl from the team completes her run, another one starts. As the girls start the course ask them to shout NO! as they head off.

Then get them to run through the course, each in turn, e.g. under/over hurdles etc., each collecting a word on a piece of paper at the end. The words should make up the sentence 'Don't be a bully, be my friend'. Don't tell them what the sentence is, see if they can use their memory or work it out themselves. The Rainbows must assemble the words and the first team to shout out the sentence wins.

# DOUBT

# be a bully,





# be my friend



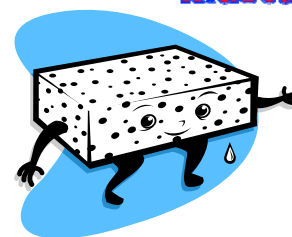
Girlguiding UK:  
Changing the world

Say No to Bullying 5/17

## Little Miss Spongy



**Aim:** To help Rainbows remember to let mean words bounce right off—and not to react. This will drive a bully CRAZY.



**Materials:** Large sponge e.g. car wash sponge, bowl of water and paints for demonstration, smaller sponges for decoration - one per Rainbow, crafts to decorate the smaller sponges e.g. paint, coloured paper, goggle eyes.

**Activity:** You can demonstrate the aim by painting a face (Miss Spongy) on a large sponge and talking with the Rainbows about how things will bounce off a dry sponge (the spongy kind), while a wet sponge will soak things up easily. Just as a girl with the right attitude will allow taunts or bad names to bounce off her, which is better than allowing them to sink in, or to believe them. Explain to the rainbows that if we let taunts get to us and soak in, it will upset us. Show this by dunking the painted sponge in water and squeezing it so that the paint runs - Miss Spongy is crying!

The Rainbows can then make their own Miss Spongy which they can keep dry.

## Puppet Power!



**Aim:** To show the girls it is good to talk about how they are feeling by using puppets.

**Activity:** Explain to the girls that when you are being bullied you need to talk to someone about this but it is not always easy. Have the girls ever seen anyone being bullied? Have they ever been bullied themselves? Talk about this in general in a Rainbow Chat.

Make puppets to help and encourage the girls to talk. (Do not push them into talking in the group if they are not happy to do so - you can talk privately later). Choose from the different types of puppet overleaf. Let the girls know that they can come and talk to you in private if they have any concerns about someone being bullied or are being bullied themselves. You can find this information in the Guidance notes or on the Kidscape website.

### *These are two suggested ways to make puppets*

**Tip:** they could act out role plays with the situations in the 'How to beat the bully' activity if they are not comfortable discussing their own experiences. They could assign puppets to particular roles e.g. bully, friend, teacher etc. If you choose to act out role play situations, you could make Super Sock for yourself. Super Sock would talk on your behalf, and would be someone else the girls could talk to.

### *Socks Talks*

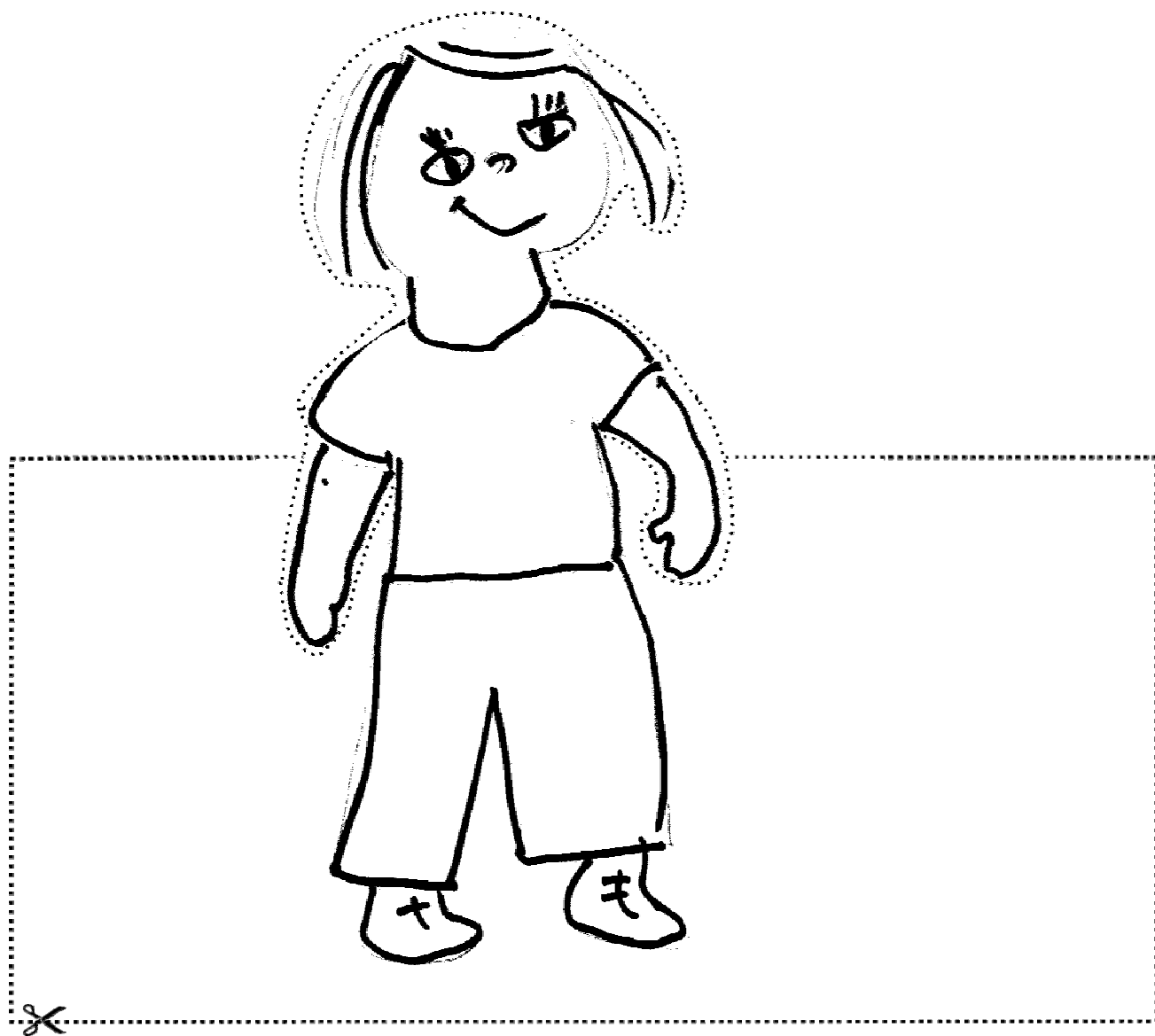
**Materials:** Ask each girl to bring in an old sock. Have ready scraps of fabric and buttons, wool yarn, ribbon, fabric glue or, preferably, big blunt needles and lengths of yarn or thread.

Each girl decorates a sock to resemble a person, herself or others. (Thumb in the heel, fingers in the toe will let the sock talk). If you do not want to use socks, you can use paper bags, with the fold-over part as the mouth.

### *Cardboard Roll Puppets*

**Materials:** An empty cardboard roll, e.g. kitchen roll (ask each girl to bring one from home), an unsharpened pencil or craft stick for each girls, crayons, markers, paint, glue and ribbon. Print out enough copies of the template overleaf.

**Activity:** Each girl can cut out and colour the templates. She may want to make the girl figure into a self portrait. Short pieces of ribbon will do as hair. Apply glue to the roll and carefully stick the figure to the roll. Attach the stick or pencil to the roll. Now they are ready for scenes. Girls can hide behind the tables and operate the figure from there.



## Relaxation Exercises

If things go badly for a child, they're likely to feel angry, frustrated and sad. Learning from an early age to relax when you have a problem is vital. Children who have a difficult time at school need to come home to a safe place and take the time to find their quiet centres. These exercises can be done with relaxing music in the background. There is a story on the next page you could read to the Rainbows while they relax.

### *Fallen Leaf*

**Position:** Lie on your backs on the floor, legs slightly apart, with arms lying limply at your sides.

Do every action very slowly. Take a big breath and hold it, then let it out slowly. Pull your toes towards you, then point them away from your body; hold, and relax. Pull your tummies in, hold, and relax. Pull your bottom together, hold, and relax.

Make tight fists with your hands, hold for a count of twenty, and relax. Now shrug your shoulders, hold, and relax. Smile while turning your head from side to side. Now frown, and do the same thing. Lie quietly for a bit, then, get up sloooooowly, when you are ready.



### *Snail*

**Position:** Kneel on the floor, with your knees together.

Lower your body till you are sitting on your legs, then lower your head to the floor and place your hands at your side, on the floor and pointing backward. Take two or three deep breaths and blow it out. Relax. Repeat.

### *You're Spaghetti*

**Position:** Lie flat on your back.

Slowly clench and release every muscle in your body. Breathe quietly and deeply. It can be helpful if a leader tells the girls, "First, clench your fist. Now re-l-ea-s-e...."

At the end, stay lying flat for a minute or two.

### *Relaxation/Visualisation story*

Read this script in a slow calm voice, perhaps with calming relaxation music in the background.

Relax on your seat.

Make yourself really comfortable and close your eyes.

Tense all the muscles in your body and then relax.

Imagine that you are lying in the sea, it is deep blue and the sky is the same deep blue overhead.

You hear the water and the waves sweeping against the sand. The water is warm and you are floating. You are totally relaxed.

The sea washes you onto the sand and it is warm and you feel yourself being hugged by the warm sand.

You get up and walk across the beach, feeling the sand between your toes.

You walk into a green wood and it is cool and shady. The grass is wet between your toes and there is a breeze.

Imagine now that you are being carried along by this breeze and it is lifting you off your feet. You are floating in the air on a large purple velvet carpet.

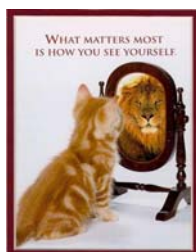
It is carrying you to the place where you are most happy. See that place and how you are smiling and feeling warm inside.

This is a very important place and when you are having a bad time you can go to this place in your mind. See yourself safe, calm and happy.

Finally have a large yawn, wiggle your toes and fingers and gradually open your eyes.

Do this for five minutes every night for a week and see how you feel.

## I Look in the Mirror and See Myself



**Aim:** To learn that the way we think about ourselves is important.

**Materials:** Download images of lion and mirror - 1 per Rainbow.

**Activity:** Give each girl a lion picture and a mirror picture. Lead the discussion: What is the kitten thinking? What does this picture mean? (You may hear several interpretations and that's good). For instance, the kitten may look like a little frail thing, but in his mind, he is powerful and someone to be reckoned with. Discuss how our internal thoughts about ourselves are important. Self confidence comes from within. This little kitten, though he is small and young, feels like a brave lion, so that is how he sees himself in the mirror.

Encourage the girls to keep this picture as inspiration.



Now they can make their own image using the mirror picture. There are several ways to use it.

Have each girl draw herself on the left, as she is everyday. Ask her to draw a picture of herself in the mirror, as she sees herself at her best - or as an animal, superhero or imaginary being. This drawing is of how they'd like to be seen.

You can then talk about what each girl thinks will make her feel strong.

WHAT MATTERS MOST  
IS HOW YOU SEE YOURSELF.

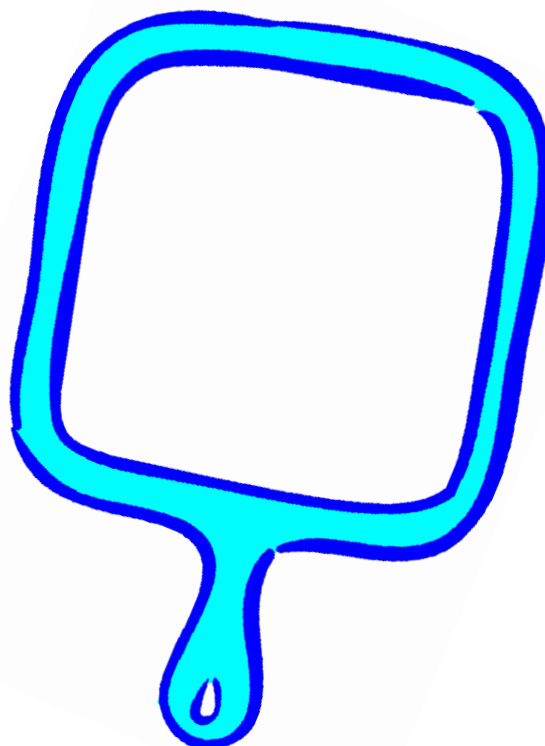
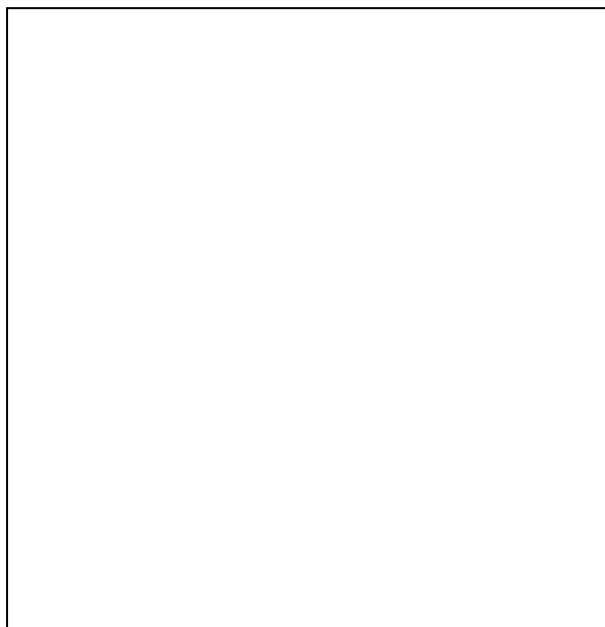


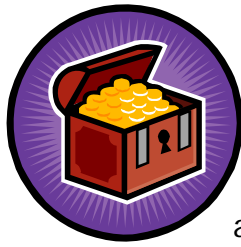
## What matters most is how you see yourself

Now you can make your own using the mirror picture.

Draw yourself on the left, as you are everyday.

Then draw a picture of yourself in the mirror, as you see yourself at your best - or as an animal, superhero or imaginary being. This drawing is of how you'd like to be seen.





## My Treasure Chest



**Aim:** To recognise the girls' individuality and positive qualities. To underline that everyone is different, but all are valuable. It is a chance to reinforce their self-esteem.

**Materials:** As many copies of the treasure chest and gold coins as you need (see overleaf), markers, crayons, paint, card or cardboard.

**Activity:** Give each girl a chest and five gold coins. Begin by talking about how we often don't recognise what we're good at and proud of. A girl needs to remember all her special attributes and talents. This doesn't mean a girl needs to be an X-Factor winner or a maths genius. All kinds of characteristics are valuable. Ask the girls to think of what makes them happy, what they're proud of and what they're good at.

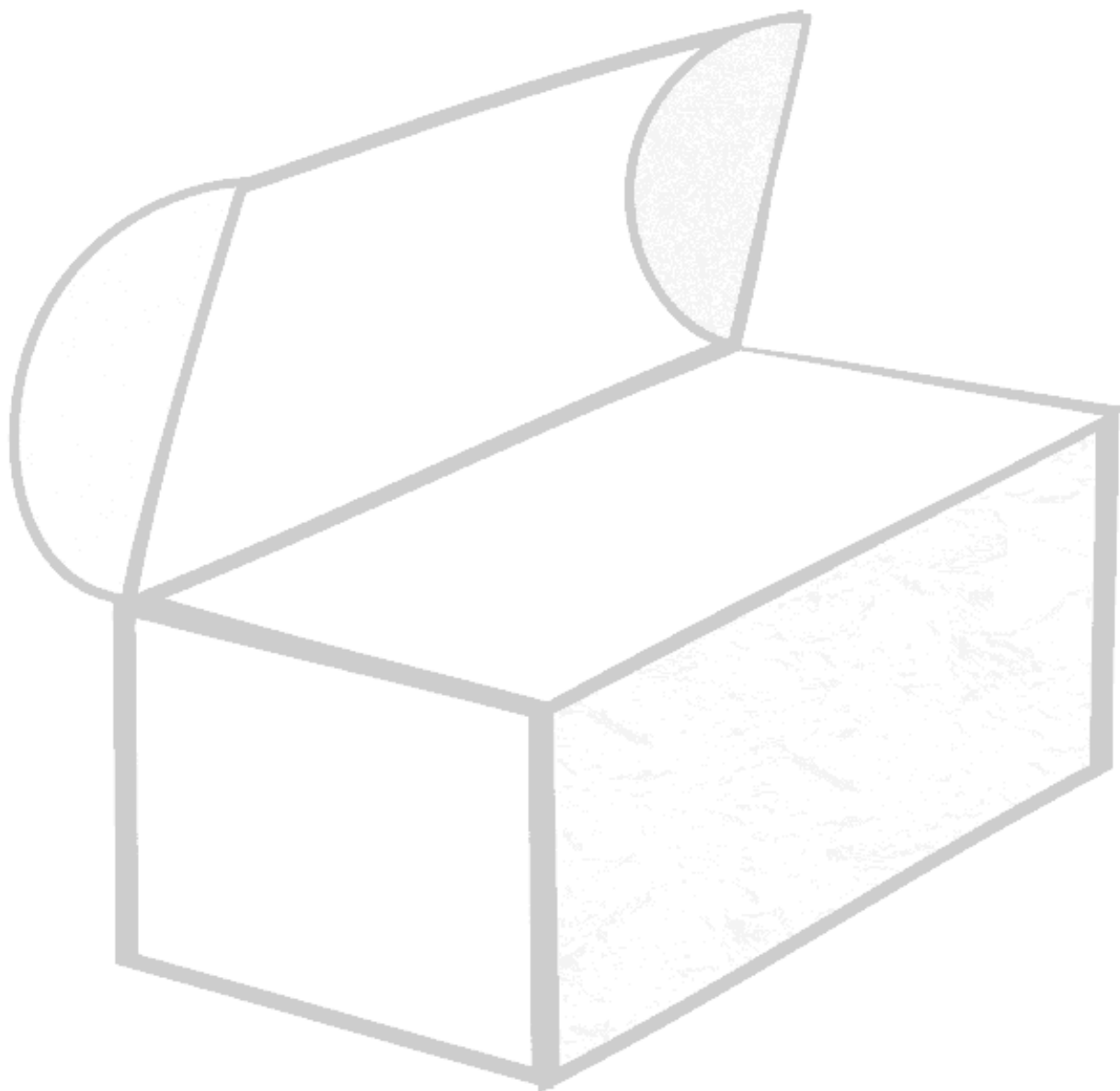
Each girl writes one of her "good things" on a gold coin, and glues it onto the treasure chest. Suggest the girls take their chests home to look at when they need a boost.

OR

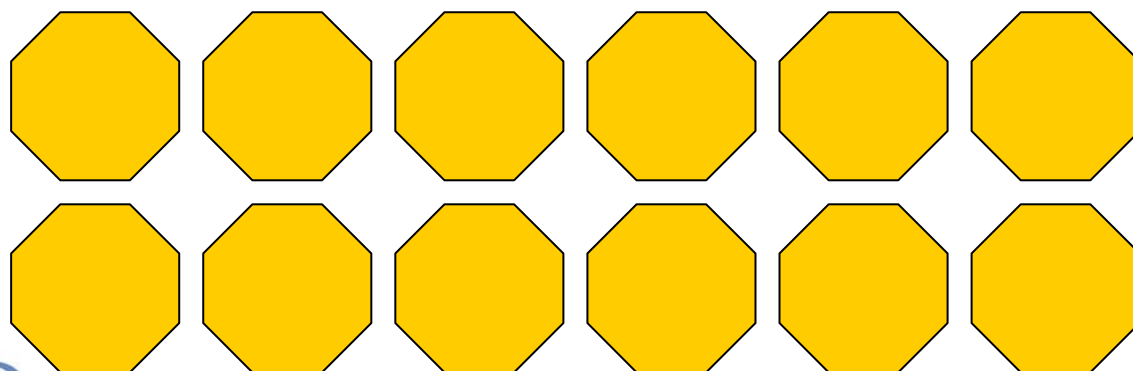
A more ambitious treasure chest can be constructed from an old shoe box.

Download the page below which contains the treasure chest. Stick the chest on the side of an old shoe box with glue. Colour the chest in and draw straps on it if you wish and colour them brown and gold. Download and cut out the gold coins. Glue them to a piece of card or cardboard for more substantial coins. You can put a coin in the box when you do a good or friendly deed.

## A Treasure Chest for Your Special Attributes



### Gold Coins





## BLOOM!

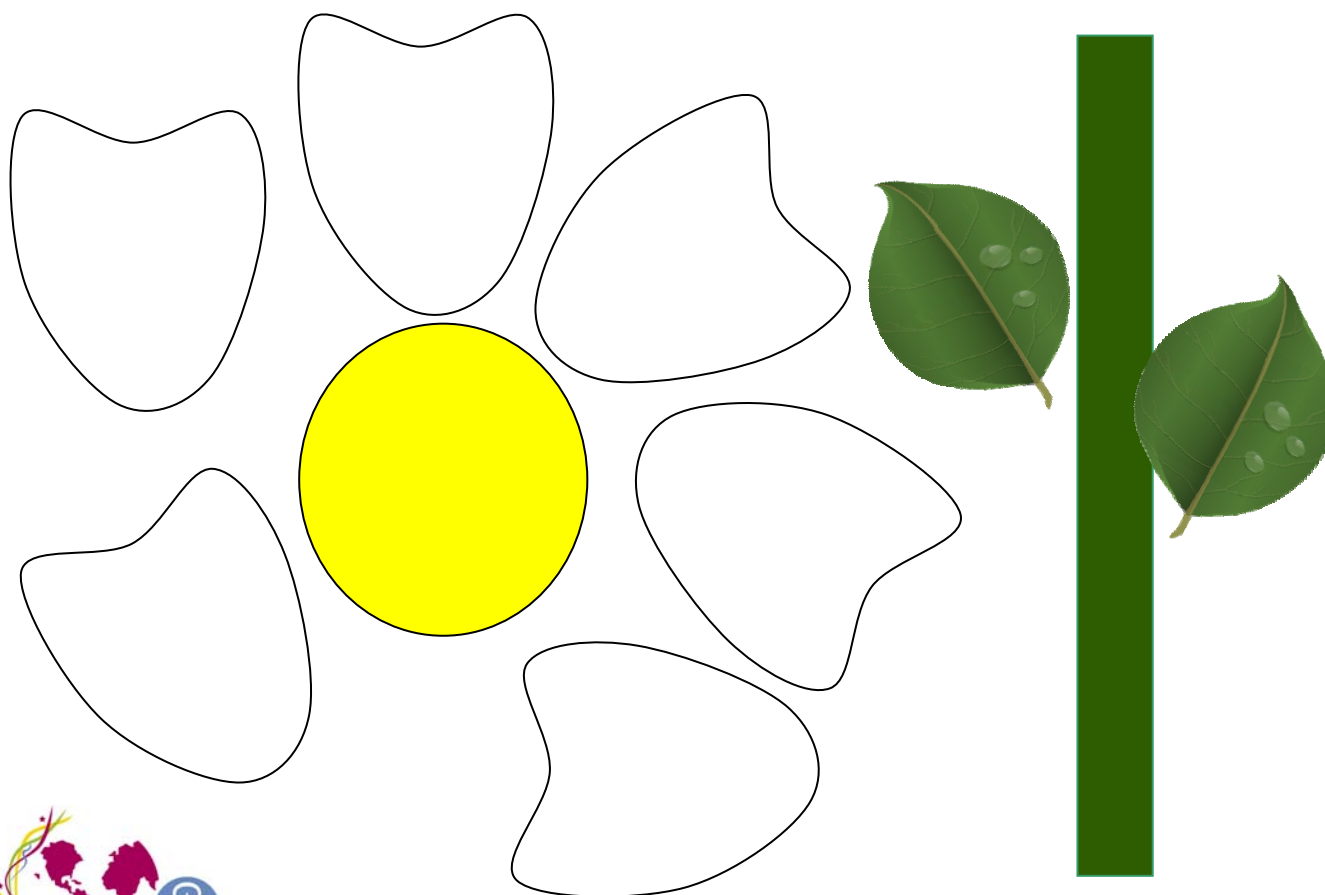
**Aim:** To increase the girls' positive feelings about themselves. Girls with low self-esteem (and girls are especially prone to this) are vulnerable to bullying.

**Materials:** For each girl, cut a circle from a sheet of yellow paper or card for the centre of the flower. Cut stems and leaves from green paper or card. Cut enough paper/card petal shapes for each girl in the unit (i.e. six girls in the unit, so each girl will have six petals). (You can cut out the templates below and glue them to card). Markers, glue or stapler.

**Activity:** Talk with the girls about how we often don't know how much others value us, and sometimes we may underestimate ourselves. Knowing what others appreciate can be a real boost.

Give each girl one stem and centre, and the petals. Ask each to write her own name on the circle which is the centre of her flower. Write the names of the other girls, one on each petal. On the front of the petal, write something she enjoys, loves, and shares with the other girls. You might get ideas like: cheerful, enthusiastic, good ideas, good listener, and kind. Give each girl all the petals with her name on. She can attach them to the flower's centre.

Each girl takes her flower home. It will help her bloom!





## Yell, Run, Tell!

**Aim:** For the Rainbows to understand the notion of Yell, Run, Tell by playing a fun game.

**Materials:** Information on Yell, Run, Tell - this can be found in Guidance notes.

**Activity:** Explain to the Rainbows what Yell, Run, Tell means. This game requires listening and running. Divide the unit into three groups and assign each group a word to listen for in this story: "Yell", "Run" or "Tell." When a group hears its word, they must all get up and run round the circle back to their place. Listen carefully - some of the words are part of bigger words... (Please read this so that they can tell)!

"Why do you always **yell**?" asked Mrs. William **Tell**. Her little girl Tilly sat eating her egg with a frown. "Don't you hate it when the yolks **run**?" Tilly said loudly. "It makes my plate all **yell**-ow. "It's hard to **tell** from here," said her mother calmly. "Especially when your plate has a picture of little **yell**-ow ducklings **run**-ning across the grass. **Tell** me what is really bothering you," said her mum. "You sound grumpy today." Tilly frowned and dropped her spoon. "Sometimes I want to **run** away to the moon," she said. "It is very difficult being my age." "I know" said Mrs. **Tell**. "Sometimes it's difficult being *my* age. Is something wrong at school? **Tell** me, but don't **yell**."

Tilly looked at her mother. "Please don't **tell** anyone," she said. Her mother nodded. "I saw two big boys bullying two little girls from year 1. They would **yell** nasty things at them and **run** away and hide. The girls would cry." "Didn't they **tell** anyone?" asked her mum. "No, and I think they were too frightened to **yell**" said Tilly. "These were very big boys, and they **run** the playground. We are all a bit afraid of them." "That's not fair," said her mum. "What do you think you could do to help them? **Run** for help?"

"Maybe I could. Or I could take my two best friends and go over and stand up for them. Or I could find a private time to take them to the head teacher and we could ask for help. Or I could just **yell** NOOOOOOO and that would attract attention. Bullies like to be sneaky." "Those are all good ideas," said her mum. "Now let's **run** to the beach. Someone with all those good ideas about how to **run**, **yell** and **tell** needs a treat."