



Finding Common Ground Badge Day

Get to know someone different than you and uncover strategies for bringing people together. Girls complete all badge requirements.

Program Grade Level: Girl Scout Cadette

School Grade(s): 6–8

Program Essentials Focus Area: Global Citizenship + Girl Scout Sisterhood

Program Duration: 2 hours

Optimal Setting: Open space for group activities; areas/classrooms for breakout sessions for larger groups

Optimal Group Size: 30–90 girls

Program Portfolio Links: Global Citizenship

Award Requirements Met: Finding Common Ground Legacy Badge

Outcome Indicators:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Girls develop strong sense of self
<input type="checkbox"/> Girls seek challenges in world
<input checked="" type="checkbox"/> Girls promote cooperation and team building
<input type="checkbox"/> Girls identify community needs | <input checked="" type="checkbox"/> Girls gain practical life skills
<input checked="" type="checkbox"/> Girls develop healthy relationships
<input checked="" type="checkbox"/> Girls can resolve conflicts
<input checked="" type="checkbox"/> Girls are empowered to make a difference |
|---|--|

Program Overview

Time Allotment for Activity	Activity	Materials Needed
5 minutes	Welcome and Introductions	
10 minutes	Activity #1: Large Group Icebreaker <ul style="list-style-type: none"> • Psychic Handshake 	
15 minutes	Activity #2: Small Group Get To Know You <ul style="list-style-type: none"> • Snowball Fight 	Scratch paper (1/4 sheet per girl), writing utensils
25 minutes	Activity #3 Personality Quiz	Copies of personality quiz, "10 Qualities of Effective Mediators" handout
60 minutes	Activity #4: School Board Blues <ul style="list-style-type: none"> • Girls will role play a situation where they will learn how to work with others, listen to other opinions, and work together to make a compromise. 	Copies of role play handout
5 minutes	Closing	

Activity #1: Psychic Handshake

Time Allotment: 10 minutes

Steps:

1. Each person gets into the proper, silent, meditative frame of mind, and decides on a number—one, two, or three—that feels right at that moment. No conferring with neighbors; just reflect a minute and decide which of the numbers fits best.
2. Now begins the quest for their numerical soul mates. Without breaking the mood, girls should mingle and start shaking hands with one another. If their number is one, they will shake someone's hand just once; if their number is two, they shake twice; and shake three times if it's three.
3. If girls try to shake hands and have different numbers, there is an unmistakable moment of tension as one will try to stop the shake while the other continues. Those with the same number stick together and continue the search for others of like persuasion.
4. After they play you can have them talk about how it relates to building consensus in a group—how it felt when they could tell they weren't 'in sync' and when they could tell they were, what people can do to deal with the tension, etc.

Activity #2: Snow Ball Fight

Time Allotment: 15 minutes

Prep Needed:

- Gather materials and supplies

Materials Needed:

- Paper
- Writing utensils

Steps:

1. Gather the girls together in a circle.
2. Hand out a piece of paper to each girl and ask her to write one interesting fact about herself on one side. Do not put names on the paper!
3. Go around the circle and ask girls to share their name and their one interesting fact with the rest of the group. Remind girls to pay attention to what every girl shares.
4. Collect the papers and redistribute them at random.
5. Tell girls to ball up the papers as soon as they receive them, and then throw them across the room like snow balls when you say so.
6. Upon your instruction, each girl should go pick up a random "snowball" and open it.
7. The object of the activity is to find the author of each set of three interesting facts by mingling, asking questions, and sharing information

Activity #3: Discover Your Personality

Time Allotment: 25 minutes

Prep Needed:

- Make copies of "Discover Your Personality" quiz (1 per girl) and "Discover Your Personality" key (1 per girl)

Materials Needed:

- Discover Your Personality quiz
- Discover Your Personality key
- Writing utensils

Steps:

1. Pass out the “Discover Your Personality” quiz and writing utensils.
2. Walk through this sheet with the girls and demonstrate how they will find their animal personality type. They should circle the words on the page that sound the most like them. Remind girls that they should only circle the words that represent their true personality, not what they wish they were or what other people think they are.
3. Once girls have circled the appropriate words, have them count up the words in each section and see which section has the highest number. Girls may have more than one animal type that scores highly—this just means they have two personality types that work together to make them the person they are.
4. Pass out the “Discover Your Personality” keys to each girl as they finish the quiz.
5. Give the girls some time to read through the characteristics of their animal type—lion, beaver, otter, or golden retriever.
6. Once girls have had some time to read through their section, pass out the “10 Qualities of an Effective Mediators” sheet. Talk about what a mediator is and why these 10 qualities are important in mediating.
 - A mediator is a person who helps reconcile differences between two or more parties in a conflict or dispute.
7. Go through the “10 Qualities” handout and ask the girls:
 - Do you see any of your skills or skills you would like to develop? Which ones?
8. End the conversation by connecting how individual personalities differ in any situation and how knowing more about each other can help solve a problem.

Activity #4: School Board Blues

Time Allotment: 45 minutes

Prep Needed:

- Make copies of role-play handout

Materials Needed:

- Copies of role play handout
- Scratch paper
- Writing utensils
- Character role descriptions

Steps:

Explain to the girls that they will each be playing a part in a role-play about learning how to work together, discuss an issue, understand another point of view, and come to a compromise or agreement.

Introduce the situation:

SCHOOL BOARD MEETING

Consent Agenda Description: District Student Policy Changes for Grades 6-12

Policy Change Description: The River Valleys School District intends to make the following policies mandatory for grades 6-12:

- a) school uniforms to be worn on a daily basis*
- b) drug testing for students who want to participate in extracurricular activities including school clubs, theatre and the arts, and sports*
- c) removal of high-sugar drinks such as soda from school vending machines*

The River Valleys School District, under recommendation from the middle and high school student councils, faculty members, and concerned community members, intend to implement the above policies beginning the following school year. It is believed that it will increase the overall health and safety of all students.

Action: The School Board approves/denies the described student policy changes.

1. Divide the girls into four groups: the school board, school staff and faculty, students, mediators, and other community members, giving each person a role to play (it may be easiest to have the roles designated prior to the event or have girls draw at random). For larger groups, you may need to do two role-plays in separate areas so every girl gets to participate.
2. Give the groups copies of the handouts to see their positions on the proposed policy changes. Tell them that they have 8 minutes to develop their characters to portray. Instruct each group to talk about their position and to think of questions or statements to use in the role play. Girls may use paper to write down their ideas and notes.
3. Facilitator will serve as moderator and lead the school board meeting. After the girls have had time to prepare, begin the meeting by saying:

“Welcome to the River Valleys School District board meeting on (Date/Time). Today the school board members will open up the meeting to hear from school staff and faculty, students, and community members concerning district wide student policy changes for grades 6-12. The policy changes proposed are:

 - *school uniforms to be worn on a daily basis*
 - *drug testing for students who want to participate in extracurricular activities including school clubs, theatre and the arts, and sports*
 - *removal of high-sugar drinks such as soda from school vending machines*

I will first direct to the district employees, would the faculty like to share their perspective of the proposed policy changes?”
4. This will lead into asking the rest of the staff and student council to share their findings or concerns for the policy changes: teachers, administrators, student council members. Moderator (facilitator) will need to stay aware of the time and keep conversations moving along.
5. After staff and student council members have had a chance to speak, the moderator will turn it over those in opposition followed by those in support.
6. The school board will then ask further questions, concerns, or ideas for the policy changes.
7. After everyone has had their time to share, have the mediators to ask the following questions to the school board members:
 - How do those in support of the changes feel? Those in opposition?
 - How can you come to a compromise? What are the options?
8. Moderator will instruct the school board members to come to an agreement to pass some, all, or none of the policy changes.

Character Role Descriptions

Important notes:

- *There should be an odd number of school board member characters for voting purposes. Minimum of three people, five people would be ideal.*
- *For each character role type, there should be at least one person in opposition of the changes and one person in support of the changes in order to encourage debate/conflict with the exception of the mediators.*
- *Before breaking into groups, review the various character roles they could play and briefly brainstorm with girls what those characters could see as pros and cons of the proposed changes.*
- *Encourage girls to create their character's opinion but also be able to come up with their character's solution to the changes if they do not agree with one or all of them.*

School Board Members review new propositions, ideas, and issues related to the school district. They study the positive and negative effects of an issue or proposition; then, make recommendations on what and how the school district will be affected by imposing new standards, rules, or programs.

Faculty and Staff work for the school district and see what goes on in schools on a daily basis. School district employees implement items approved and imposed by the school board. There has been concern from several staff members that the amount of bullying has grown immensely and feels that school uniforms should be implemented to aid in stopping it. There is also concern about the amount of sugar-filled beverages and foods in the vending machines causing extreme disruptions in class by several students high on sugar.

- Teachers (math, science, foreign language, English, business, art, music, physical education, health, history, technology, etc.)
- Lunch servers, custodial staff, maintenance workers
- Teacher's aides, substitute teachers, administrative assistants or school office workers
- School nurse, school police officer or security
- Athletic director, athletic coaches, other extra-curricular advisors (band, cheer team, color guard, chess club, art club, etc.)
- Principal, vice-principal, other administrators

Student Council Members represent the student body and bring concerns and major propositions to the school board for approval. Majority of the student council previously voted to implement student dress code changes as well as drug-testing for extra-curricular activities in order to keep the school a safer, healthier place for all students.

Students have varying opinions on the proposed changes. Some students are very upset and think the changes go against their individual freedoms, make them feel like they don't have the ability to make their own choices, and restricting their rights as students. Others completely support the changes and say that this will reduce the amount of bullying and depression as well as ensure healthier and safer lives.

Parents and Community Members also have varying opinions on the matters proposed. Some believe that this will raise taxes or costs to the school district, invades student and family privacy, and undermines parental choices for their children. Supporters feel that this will only help kids by giving them healthy options to consume and instill healthy values to stay clean if they want to participate in sports. They also feel that uniforms will help save money on annual school clothes shopping and that kids can still express their individuality through how they present themselves otherwise. Some believe that these changes can reduce juvenile crime and raise test scores.

Mediators are objective in the situation, have a clear mind and are open to hear both sides. They help both sides come to a compromise or solution.

Discover Your Personality

Instructions: Circle the words that BEST describe your personality. If you feel a word does not describe you at all, or just kind of describes you, skip it.

- It's not a scientific test, but it will give you an idea of what kind of personality you have.
- Do not pick what you **want** to be. Pick things that best describe who are truly are.
- Do not over think it. Move quickly. Don't ask for advice or input from others.
- There is no right or wrong answer.
- Some girls will have really high numbers in one area, so will have two areas that are equal. Just pick what is right for you.

Lion		Beaver	
Likes authority Confident Firm Enjoys challenges Problem solver Bold Goal-driven Strong willed Self-reliant Persistent	Takes charge Determined Enterprising Competitive Productive Purposeful Adventurous Independent Controlling Action-oriented	Enjoys instructions Consistent Reserved Practical Factual Perfectionist Detailed Inquisitive Persistent Sensitive	Accurate Controlled Predictable Orderly Conscientious Discerning Analytical Precise Scheduled Deliberate
Number of lion words circled: ____		Number of beaver words circled: ____	
Otter		Golden Retriever	
Enthusiastic Visionary Energetic Promoter Mixes easily Fun-loving Spontaneous Creative Optimistic Infectious laughter	Takes Risks Motivator Very verbal Friendly Enjoys popularity Likes variety Enjoys change Group-oriented Initiator Inspirational	Sensitive feelings Calm Non-demanding Avoids confrontation Enjoys routine Warm and relational Adaptable Thoughtful Patient Good listener	Loyal Even keeled Gives in Indecisive Dislikes change Dry humor Sympathetic Nurturing Tolerant Peace maker
Number of otter words circled: ____		Number of retriever words circled: ____	

Discover Your Personality

If you are a **Lion**... your motto is "Let's do it now!"

You like to lead and be charge. You are a good decision maker and are goal-oriented. You enjoy challenges, difficult assignments, and the opportunity to learn, grow and solve problems.



Strengths: Goal-oriented, confident, practical, productive, strong-willed, independent, decisive, leader

LION

Irritated by: Wasted time, being unprepared, arguing

Environment: Lots of projects and activity going on, awards on the wall, large calendar

To Grow: Be less critical, respect people's personal worth, for conflict, pace themselves. Be softer and include others in making decisions. Recognize that directness can hurt others.

Examples: Lucy (Charlie Brown), Nancy Drew, Mulan, Rachel Berry (Glee)

Weaknesses— Cold, domineering, unemotional, unforgiving, sarcastic, cruel

If you are an **Otter**...your motto is "Trust Me! It'll work out!"

You are very social—the life of the party. You love people, enjoy being popular and motivating others. You are energized by being around a lot of people.



Strengths: Ability to get others to achieve goals, positive attitude, outgoing, friendly, talkative, enthusiastic, compassionate

OTTER

Irritated by: Too many facts, boring tasks, routine, being alone, being ignored

Environment: Cluttered, awards and slogans on the wall, personal pictures

To Grow: Remember commitments, use a logical approach and follow through, get better organized, concentrate on the task at hand, think before you speak and consider consequences before acting or making a decision

Examples: Tigger, Ariel (Little Mermaid), Luna Lovegood (Harry Potter), Brittany (Glee)

Weaknesses— Undisciplined, unproductive, exaggerates, self-centered, unstable, sometimes hurt others if they do not like them

If you are a **Golden Retriever**...your motto is "Let's keep things the way they are."

RETRIEVER

You are great at making friends and very loyal. You do not like big changes and can be sensitive. You love to care for others and be cared for.



Strengths: Calm, easy-going, dependable, quiet, objective, diplomatic, humorous, accommodating, affirming, compassionate, good listener

Irritated by: Pushy and aggressive behavior, insincerity, being put on the spot

Environment: Family pictures, slogans on the wall, personal items, friendly decorations

To Grow: Take risks, delegate to others, confront, develop confidence in others, learn to change and adapt. Practice saying no and making firm decisions.

Weaknesses— Selfish, procrastinator, unmotivated, indecisive, fearful, worrier

Examples: Pooh, Charlie Brown, Snow White, Ginny Weasley (Harry Potter)

If you are a **Beaver**...your motto is "How was it done in the past?"

You are very organized and think there is a right way to do everything, and you want to do it exactly that way. You like to solve everything and take the time to do it right.



BEAVER

Strengths: Analytical, self-disciplined, organized, hard-working, detailed, accurate, focused on quality.

Irritated by: People who do not know what they are talking about, lack of attention to detail, surprises

Environment: Structured and organized, charts and graphs, functional decorations

To Grow: Make faster decisions, tolerate conflict, learn to compromise, adjust to change. See the optimistic side of things. Learn to relax and don't expect others to do things just like you do.

Weaknesses— Moody, self-centered, touchy, negative, unsociable, critical

Examples: Eeyore, Linus, Cinderella, Hermione Granger (Harry Potter)

Teamwork and Friendship

Dealing with a Lion: Avoid attacking her character, telling her what to do, presenting win-lose scenarios. Provide her with options and the ability to decide. If you disagree – argue facts, not personal feelings. Try not to waste her time.

Dealing with a Beaver: Avoid criticizing, blunt personal questions, incomplete or inaccurate information. Provide them with evidence that what you say is true and accurate. Give frequent updates. Don't rush decision making.

Dealing with an Otter: Avoid negativism, rejection, arguing. Be interested in them. Support their dreams, feelings, and opinions. Do not hurry the discussion – give them a chance to talk.

Dealing with a Golden Retriever: Avoid conflict, sudden changes, overloading or confusing concepts. Give assistance, when needed. Be non-threatening and sincere. Show interest in her feelings.

Discover Your Personality activities are based on *The Treasure Tree* by Dr. Gary Smalley and John Trent; and by Eric Brown's personality types blog.^{1,2}

10 Qualities of Effective Mediators

1. Are sensitive to each party's strongly held values
2. Are aware of cultural, economic, social, and gender differences
3. Listen carefully and well
4. Communicate clearly
5. Come up with helpful questions
6. Maintain and demonstrate neutrality toward all parties
7. Control their own biases, prejudices, and emotions
8. Command the respect of all parties involved
9. Are creative in imagining solutions
10. Are patient and determined

10 Qualities of Effective Mediators

1. Are sensitive to each party's strongly held values
2. Are aware of cultural, economic, social, and gender differences
3. Listen carefully and well
4. Communicate clearly
5. Come up with helpful questions
6. Maintain and demonstrate neutrality toward all parties
7. Control their own biases, prejudices, and emotions
8. Command the respect of all parties involved
9. Are creative in imagining solutions
10. Are patient and determined

10 Qualities of Effective Mediators

1. Are sensitive to each party's strongly held values
2. Are aware of cultural, economic, social, and gender differences
3. Listen carefully and well
4. Communicate clearly
5. Come up with helpful questions
6. Maintain and demonstrate neutrality toward all parties
7. Control their own biases, prejudices, and emotions
8. Command the respect of all parties involved
9. Are creative in imagining solutions
10. Are patient and determined