



Use your **aMAZE!** Journey Adult Guide with this BFF booklet to help middle school girls prevent bullying and lead with friendship.

A bully-
prevention
experience
based on the
Girl Scout
leadership
curriculum
aMAZE!



WHAT'S INSIDE

- p 4** *Welcome to Volunteers*
- p 5** *How to Use This Booklet*
- p 6-9** **BFF Essentials:** Support tools for topics and how to include Girl Scout processes
- p 10** *You May Be Wondering...*
- p 12** **Session 1:** First Impressions in the Maze
- p 14** **Session 2:** Navigating Friendships
- p 16** **Session 3:** Cliques and Conflicts
- p 18** **Session 4:** Caution: Bullies Straight Ahead
- p 20** **Session 5:** Let Peace Begin with You
- p 22** **Session 6:** Improving Relationships in the World
- p 24** **Session 7:** Toward Peace: Take Action!
- p 26** **Session 8:** Pass It Forward



BFF

(Be a Friend First)

Welcome to BFF (Be a Friend First), which is designed to work with the *aMAZE!* Journey, Girl Scouts' highly acclaimed leadership curriculum. The *aMAZE!* Journey gives middle school girls valuable skills and tools for figuring out relationships. BFF takes girls a step deeper. How? By focusing on the confidence and skills they need to prevent all-too-prevalent bully behavior.

Middle school is a time of transition and adjustment for girls, and also a time when bully behavior peaks. Girls tell us that they want to feel safe and protected, and want to help others feel the same.

How can we get them there? By showing them how to build meaningful relationships and resolve conflicts peacefully and constructively. And by empowering them to educate others and create more peace...in their schools, communities, and who knows where else?

We've drawn on our many years of girl expertise, best practices, and research—all delivered right here in BFF and through our *aMAZE!* Journey.

Healthy relationships are the solution to bully prevention. BFF inspires girls to lead one another—with friendship!

aMAZE! to BFF (Be a Friend First)

Dear Volunteers,
Congratulations! Because of you—and a network of volunteers like you across the country—middle school girls (in Girl Scouting, we call them Cadettes) are about to learn how to deal with bully prevention and make a difference in the world.

Bully behavior tends to peak in middle school, making these years the most important time to promote positive social and leadership skills.

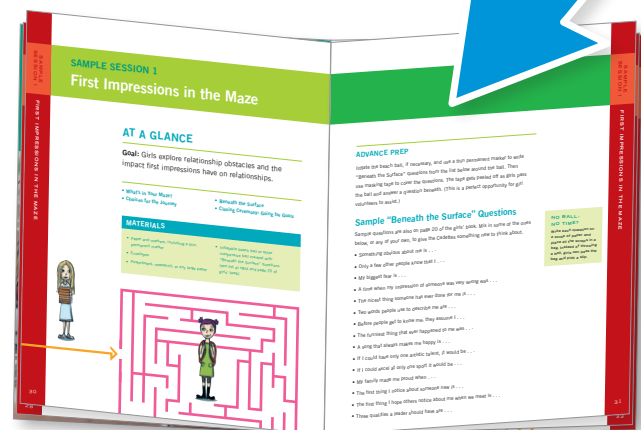
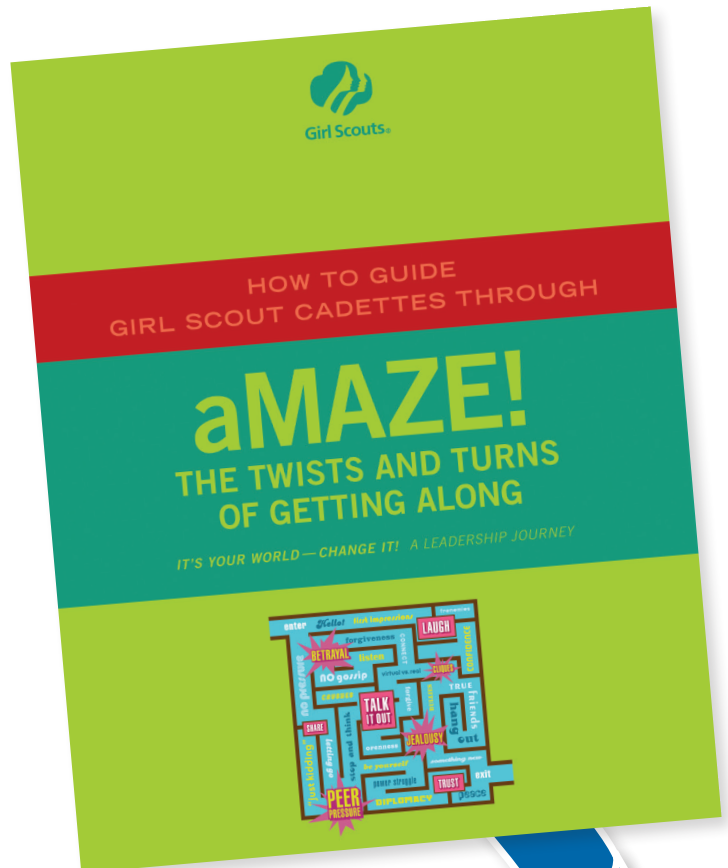
The good news? It can be done! Through BFF, which was developed to work alongside the aMAZE! Journey leadership curriculum, you will help girls change their behavior and develop friendship skills, which ultimately will change their relationships—and their future!

Think about it—not only will these skills help girls thrive in middle school, they'll also help girls succeed throughout their lives. No matter what jobs girls have or where life takes them, they'll need to solve conflicts, build teams, rely on their confidence, and influence others with smart ideas.

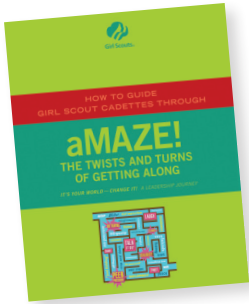
Can you imagine it? Thousands of middle school girls leading with friendship all across the country!

Before You Begin

Read your aMAZE! Adult Guide (begin on page 30) to see how things are laid out and what activities make sense for you. Do the same with your BFF booklet to see how they match up and to help you plan. Of course, you don't have to follow the guide or booklet word for word—once you get a topic started, listen for where girls want to take it!



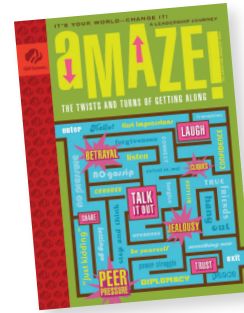
Getting Started: What You'll Use



aMAZE! Adult Guide: Use this to guide Girl Scout Cadettes through aMAZE!

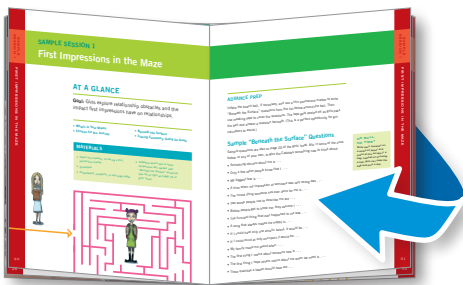


BFF Booklet: Use this with your aMAZE! Adult Guide for bully-prevention tips, discussion questions, and additional activities.

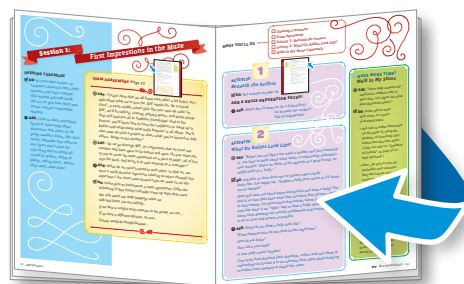


aMAZE! Girl Book: Each girl should have her own aMAZE! girl book. From time to time during this experience, you'll refer to activities in this book.

Here's How to Use This Booklet

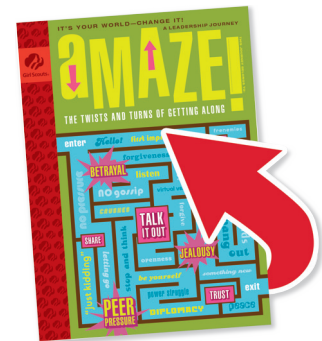


1. Open your aMAZE! Adult Guide to page 30. This is the first of eight sample sessions.



2. Next, turn to page 12 of this BFF booklet. In each session, you'll be prompted to do one or all of the following to **add a bully-prevention focus** to the girls' experience:

- ✓ **DO:** Follow these instructions for the opening ceremony or activity
- ★ **SAY:** Share the talking points provided
- ❓ **ASK:** Get a discussion going with these questions for girls



3. Most activities in BFF link to the ones in your aMAZE! Adult Guide or the aMAZE! Girl Book. But when they don't, simply follow the prompts as instructed.

» **TIMING CONSIDERATION!**

During your sessions, you might be limited for time, so at the beginning of each session, we created a planner called "What You'll Do," indicating which activities are optional. You still might not have time for everything, and that's okay! Try to engage girls in at least one activity from each session.



BFF is designed to work with aMAZE!, the Girl Scout leadership development curriculum for middle school, which has ties to educational standards across the country.

For more information, go to <http://www.girlscouts.org/program/journeys/curriculum>.

» **SHARE SUCCESS!**

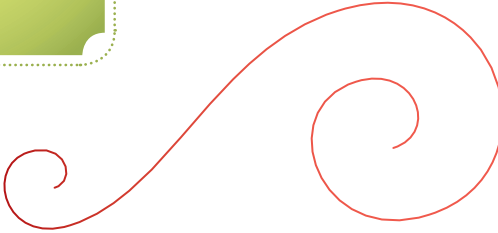
Girls have opportunities to share their results with other girls by posting online.

Map It! An interactive map lets girls show how they changed the world and earned awards. Go to <http://forgirls.girlscouts.org/map-it-girls-changing-the-world>.

Girl Scouts Speak Out! Girls make public-service announcements that inspire someone to create change. Go to <http://speakout.girlscouts.org>.

» **OPENING CEREMONY: A GIRL SCOUT TRADITION**

Each BFF session includes an opening ceremony, which is an important way to develop trust and camaraderie with the girls, and set the theme and tone for each session.



Girl Scout Connection

If you and some of the girls are new to Girl Scouting, you'll want to explain what it means for girls in middle school and high school to be Girl Scouts. Simply stated:

- They've just become part of the largest organization for girls in the world!
- They are part of a leadership movement that builds girls' courage, confidence, and character.
- They don't have to be in a troop to be a Girl Scout. There are opportunities for them to be involved in something they care about, just like this BFF experience!
- They have an opportunity to be a role model for younger girls who will look to them for guidance as they follow in their footsteps.
- They are guided by the helpful principles of the Promise and Law (see the inside front cover of your aMAZE! Adult Guide or direct girls to the inside front cover of their girl book).

Staying Connected!

When they complete BFF with the aMAZE! leadership curriculum, let Girl Scouts know there are many ways to continue their experience. They might want to:

- Participate in cookie sales to learn about how to run a business. Plus, they can earn money to use for other adventures in Girl Scouting, maybe even a trip!
- Go to summer camp to learn outdoor skills and make new friends.
- Continue to earn awards, such as Forever Green, Bronze, Silver, and Gold awards.

Do another leadership Journey: **It's Your Planet—Love It!: Breathe** and **It's Your Story—Tell It!: MEdia**—two more Journey curriculums aimed at middle school girls. (Older teen girls can look to Senior and Ambassador Journeys developed just for them!)

Travel the world! To find out more, see destinations on our Girl Scouts website: <http://www.girlscouts.org/forgirls/travel/destinations>.

Invite girls to go to the "For Girls" section on www.girlscouts.org to see what other Girl Scouts are up to. Check out council websites and calendars for events. And speak to your designated council contact for more ideas about how to keep teen girls involved in Girl Scouts!

» HELP GIRLS EARN AWARDS!

Girls love earning recognition—like making captain of their soccer team or winning a spelling bee. In the *aMAZE! Journey and BFF*, Cadettes get to earn three national Girl Scouts leadership awards in the form of badges—an iconic part of Girl Scouting! All award steps are built into your *aMAZE! Adult Guide* (pages 8–9) and are also highlighted here with a **bully-prevention focus**. Let girls know that there will be different opportunities to earn one, two, or all three awards—then let them decide!

INTERACT AWARD

A diamond-shaped badge with a black and white geometric pattern. The word "Interact" is written in white, slanted text across the center.

To earn it, girls must complete three of the nine challenges on pages 12–15 of their girl book.

Add a bully-prevention focus by telling girls:

"Interacting is a great way to be a friend first, which is what BFF is about! Try small—and positive—ways of interacting in your daily lives. Talk to someone at school, Girl Scouts, or in your place of worship you don't usually talk to. Or ask a new friend to join in on an activity!"

DIPLOMAT AWARD

A diamond-shaped badge with a blue and white geometric pattern. The word "Diplomat" is written in white, slanted text across the center.

In BFF, girls can earn this award after completing a Take Action project to create awareness and help bully prevention. Girls will have the time and space to work on their Take Action project in sessions 5–8. Invite them to look at the seven steps toward Taking Action on page 114 of their girl book. Let girls know that earning a Diplomat Award makes them part of the big network of girls changing the world right now—through better relationships!

PEACEMAKER AWARD

A diamond-shaped badge with a yellow and black geometric pattern. The word "Peacemaker" is written in black, slanted text across the center.

Girls collect relationship "tools" (this might be a poem, a drawing, something symbolizing peace or friendship) to add to a container or "Peacemaker Kit" they create. They earn the Peacemaker Award at the end of BFF by reviewing the tools they collected, and making a commitment to use them throughout their lives.

A decorative red swirl graphic consisting of two elegant, flowing loops.

Take Action for BFF

Girls Take Action to bring about change in their school, neighborhood, or larger community using what they learned in BFF. Time is built into sessions 5–8 for girls to team up and develop a meaningful Take Action project that creates healthy relationships and peace while developing a solution to bullying that is specific to their community needs. Page 69 of your *aMAZE! Adult Guide* has some Take Action ideas suited for BFF. Here are more to help inspire girls:

Netiquette: Girls collaborate on an online code of ethics that explains how people should treat one another online. (Suggest that they present it to their school administrators or create a poster with the 10 ways for positive online usage and get permission to post on campus.)

BFF Art Installation: Girls use washable chalk to write anti-bullying or friendship-boosting slogans on a public sidewalk to promote peace and friendship.

Global Action Pen Pals: Create a network of global pen pals to help spread bully-prevention awareness. Girls can reach out to other girls around the world.

Peacemaker Poetry Jam: Girls write, rehearse, and perform their poems dealing with stereotypes, peer pressure, or bullying.

Faculty/Parent Night: Girls share what they've learned about bully behavior with adults. They might do it as a role-play skit. Or perhaps girls can sit on a panel where they discuss and answer questions about bully behavior.

BFF Story Club: Girls select and discuss a movie or book that shows girls' relationships and bully behavior.

BFF Media List: Girls compile a "Be a Friend First" media list: books, movies, TV shows, video games, music, and websites where girls' friendships are depicted as healthy relationships.

TIPS ABOUT BULLYING

Background information to help you feel more comfortable dealing with bullying and related topics with the girls. Refer to this throughout your sessions whenever questions are asked or issues arise.

What Is Bullying?

Bullying can be:

Physical (kicking, hitting, spitting, taking and/or damaging property or belongings)

Verbal (threats, teasing, taunting, name-calling, offensive or derogatory remarks)

Indirect (gossip, spreading negative rumors or stories about someone, lying, excluding people from social groups)

Virtual (cyberbullying is the term given to sending negative or threatening messages, texts, or pictures via email, instant messages, cell phones, chat rooms, or websites)

How Girls Bully

Girls are more likely to use “relational aggression”—emotionally hurtful behavior that includes gossip, exclusion, and teasing. “Cyberbullying”—spreading malicious rumors or private photos via texts and tweets, or on social media sites—is another form of relational aggression.

Bully Behavior: Use This Term

Whenever possible, use terms that describe the “bully behavior” rather than the “bully,” so the emphasis is on a girl’s actions—not her whole person.

For example, you might say: “*Have you ever engaged in any type of bully behavior?*” Instead of saying: “*Have you ever been a bully?*”

Or you might say: “*It seems that she might have taken the teasing a little too far.*” Instead of saying: “*It seems like she is a bully.*”

Why People Bully

Girls might ask: “Why do people bully?”

⊛ **SAY:** “People who engage in bully behavior frequently get pleasure—an emotional payoff—from the target’s response. So kids who get upset become targets; those who shrug off bully behavior are left alone.”

Girls might ask: “How do I defend myself against a bully?”

⊛ **SAY:** “Your first instinct is to defend yourself—after all, you’re being attacked in some way. But research shows that one effective defense, in the moment when bullying is happening, is to show that insults don’t affect you.”

Help for Bully Victims

If a girl lets you know she’s experiencing emotional or physical violence, you will need to report it to a school or organization official and the contact person from your local Girl Scout Council. Even if something was shared in confidence, you are responsible for passing on information if a girl’s safety is in question. School or organization officials along with your council contact will address the issue according to their safety protocols.

» ONLINE RESOURCES

We offer additional relationship and bully-prevention activities for girls online. They can go to **Forgirls.girlscouts.org/BFF** for games, quizzes, stories from girls, and more!

There are other great resources for adults and girls, such as **<http://www.stopbullying.gov>**, a federal website managed by the U.S. Department of Health and Human Services.



HOW TO GUIDE GIRLS

Ways to create a safe environment where girls are confident to share openly, explore their feelings, and practice new skills.

Team Spirit

Encourage girls to create an atmosphere of respect and collaboration during the opening sessions. In Session 1, they will draw up a Team Agreement. Take time at the end of sessions for girls to check in on how they're functioning as a team, and to revisit the Team Agreement to adapt, if needed. For more, see "Cooperative Learning" on page 17 of your *aMAZE!* Adult Guide.

Keep It "Girl Led"

Let girls play an active part in figuring out the what, where, when, how, and why of their activities and Take Action projects. Trust that they know best where their schools and communities can use help with bully prevention. Coach the girls to lead the planning, decision-making, learning, and fun as much as possible. For more, see "Girl Led" on page 16 of your *aMAZE!* Adult Guide.

Okay to "Pass"

When sharing ideas and feelings, let girls know that it's okay to "pass" or just offer a brief thought or two. And let girls know that it's fine to share general ideas without getting personal or into specifics. Girls will be likelier to share when they're in an environment where honest, open, and kind dialogue and confidentiality is respected.

Safe to Share

Talk of boys or jealousy may get uncomfortable for the girls, but it gives you the chance to explain that these issues arise all the time, and that the best way to work through them is openly and with people you trust. Remind girls that when such topics arise in BFF, they stay here, too!

Sensitive Topics

When an issue is raised that you feel you need help with, go to your designated council and school or organization contacts for support. It's okay to tell girls, "*I'm not sure how to answer that.*" Let them know you'll follow up with them about it later.

Friendship Talk

Girls might not know exactly what it means to be a good friend, but through BFF, you can help lead them to characteristics to look for in healthy relationships. (Point to the list of "Qualities of Friends," on page 32 of their *aMAZE!* girl book.) Create an environment where girls can open up about what they need from their friends, what they bring to their friendships, and how to make and keep true friends.

Engaging Eighth-Grade Girls

If you're guiding a mixed-age group, our research shows that eighth-grade girls have different interests, needs, and abilities than sixth- or seventh-graders. For eighth-graders, you might:

Let them lead an activity or discussion.

Encourage them to share how they felt (and dealt) with bullying when they were new to middle school and what they learned.

Invite them to serve as team captains when developing Take Action projects.

About BFF:

You May Be Wondering...

Can I use the BFF (Be a Friend First) booklet on its own?

No, this booklet is designed to work alongside the *aMAZE!* Adult Guide. While *aMAZE!* gives girls valuable skills and tools for navigating relationships, BFF takes girls a step deeper. How? By focusing on the confidence and skills they need to prevent all-too-prevalent bully behavior. In BFF, we **add a bully-prevention focus** through additional activities, bully information, and tips.

Do girls get BFF booklets too?

BFF booklets are designed for volunteers and facilitators, but each girl should have her own *aMAZE!* girl book. You will refer to their girl book for certain activities throughout BFF. The *aMAZE!* girl book is interactive with quizzes, ways to reflect, and journal space. Inspire girls to leave the BFF sessions and dig into their *aMAZE!* books in their free time!

How can girls earn awards in BFF?

Follow the steps outlined in your *aMAZE!* Adult Guide (pages 8–9). Then refer to page 7 of this BFF booklet under “Help Girls Earn Awards!” to see how to **add a bully-prevention focus** to their leadership awards. (Let girls know that there is an award description on page 9 of their girl book.)

What are my main goals for BFF?

To help girls develop skills for healthy relationships and prevent bullying in their own relationships, which they can use immediately and throughout their lives.

To guide girls to Take Action (and earn their Diplomat Award!) to create change in their school, neighborhood, or larger community using what they’ve learned. (Time is built into sessions 5–8 for girls to team up and develop a meaningful Take Action project that creates healthy relationships and peace while developing a solution to bullying that is specific to their community needs.)

How do I help girls Take Action for BFF?

Coach girls to create meaningful action to impact a change—within the time they have. Meaningful does not mean long and complex, but encourage girls to look at solutions for bully-prevention issues they care about.

Look on page 20 of this BFF booklet and page 69 of your *aMAZE!* Adult Guide for some Take Action ideas suited for BFF.

Do not plan the project for girls. Instead, use these ideas to help ask thoughtful questions, provide inspiration, and keep the girls on track.

Remind girls that their Take Action project will help them earn a Diplomat Award.

Help girls focus on what is feasible and attainable, while being their biggest cheerleader!

Guide girls to feel confident, accomplished, and know that they have made a difference!

What if a Take Action project costs money?

The Girl Scout Cookie Program is great way for girls to learn to run a business and fund their Girl Scout goals and plans! Talk to your designated Girl Scout contact about the timing of the Cookie Program in your community. Booth sales can offer girls a venue to tell others what they’re learning about and what they’re doing to better their schools and communities in the process.

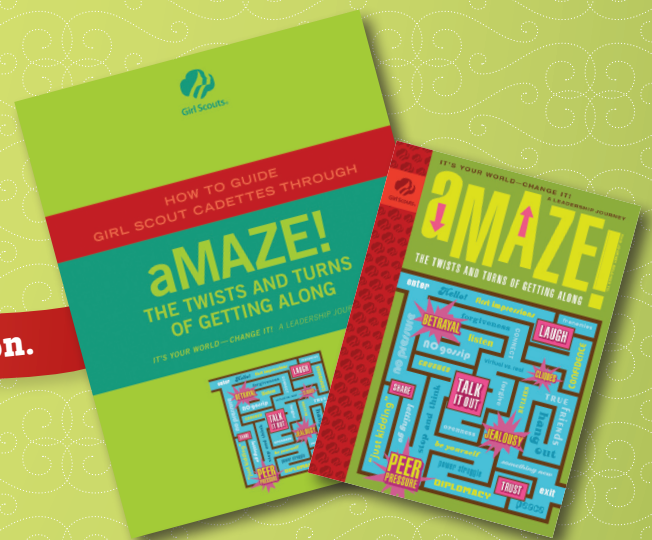
Also encourage girls to think of Take Action projects that don’t cost money. For example, suggest that girls use their school auditorium to hold a poetry jam that will educate and inspire others in a fun, creative way.

What if we don’t have time to do all eight sessions of BFF?

Depending on the girls’ schedules and how frequently you meet, BFF can easily be adapted to four or six sessions if they are condensed. How? Consider doing at least one activity from each session in the BFF booklet to maintain the progression. Each session opens with a planner of activities, showing which ones are optional.

Be a Friend First

Add a bully-prevention focus to each session.



Session 1:

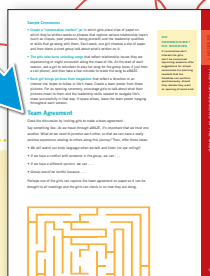
First Impressions in the Maze

OPENING CEREMONY

✓ DO: It's your first session, so everyone's bound to feel a little nervous, and that's normal. This activity will help break the ice, let girls hear their own voices, and get comfortable sharing.

? ASK: *Girls to share something funny or interesting about themselves that others in the group wouldn't know, like: Pet's name? Vegetable they refuse to eat? Sport they're best at? One thing they're afraid of? (could be spiders, riding on planes, taking tests). Where their name came from?*

TEAM AGREEMENT Page 35



*** SAY:** "Great! Now that we all know each other a bit better, let's talk about what we're here for. BFF stands for 'Be a Friend First'—a name middle school girls like you came up with! In BFF, we'll be talking, sharing, playing games, and doing things that will lead you all to healthier friendships! And in the process, you'll learn how to have the confidence to stand up to bullies and understand what bully behavior is all about. You'll also come up with a project to share what you've learned to help others. Ready to get started?"

*** SAY:** "As we go through BFF, it's important that we trust one another and have space to be honest and open. Do you want one of you to write the team agreement on a piece of paper, all of you sign the back, and bring it to each meeting as a reminder?"

? ASK: What do we need to promise each other, so that we can have a really positive experience relating to others through this experience? Are there some ground rules we want to set up?

✓ DO: Invite girls to brainstorm a team agreement. Offer the following if they haven't already come up with their own:

We will watch our body language when we talk and listen (no eye rolling).

If we have a conflict with someone in the group, we can...

If we have a different opinion, we can...

Gossip would be hurtful because...

WHAT YOU'LL DO

- ☐ Opening Ceremony
- ☐ Team Agreement
- ☐ Activity 1: Beneath the Surface
- ☐ Activity 2: What Do Bullies Look Like?
- ☐ Walk In My Shoes (optional)

1

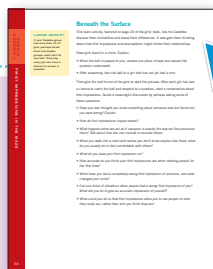
ACTIVITY

Beneath the Surface

☒ **DO:** The activity on page 36.

ADD A BULLY-PREVENTION FOCUS!

ASK: What does it mean to: Be a friend first?
Go beneath the surface?
Not be judgmental?



2

ACTIVITY

What Do Bullies Look Like?

SAY: “Before you can figure out what a healthy and fun friendship is, you have to think about what makes a relationship unhealthy—even hurtful. When we think of the opposite of a good friend, we might think of a ‘bully.’ ”

☒ **DO:** Ask girls to close their eyes to picture what a bully looks like. You might say, “Imagine a bully from movies or TV shows you’ve watched.”

Have girls take out blank paper and pencils and draw a bully! The goal is to have girls draw what they see when they picture a bully in their minds. Let them know that artistic talent isn’t necessary and that there is no “right” way to draw a bully. Make sure they know their drawings are strictly confidential and encourage them to be as clear and honest as possible.

ASK: What do you think a bully looks like?

What characteristics do you think he/she might have?

How do you know?

How old is your bully?

Is your bully smart? Popular?

Once girls have finished their drawings, collect and save them to redistribute in Session 8 to see whether their ideas about bullying or bullies have changed or stayed the same.

HAVE MORE TIME? Walk In My Shoes

SAY: “Never judge someone else until you’ve walked a mile in their shoes. Let’s figure out what that old proverb means!”

☒ **DO:** Invite girls to trace their shoes on a piece of drawing paper.

- Ask each to define themselves on the paper by using the qualities of friendship they believe best describes them. (Girls can refer to “Qualities of Friends” on page 32 of their girl book.)

- After, ask girls to pair up, preferably with someone they don’t know well, and invite them to share their characteristics by switching papers and standing in the other girl’s shoe drawing.

ASK: What did you learn about your partner that you didn’t know before?

What do you share in common?

What do you think it means to walk a mile in someone else’s shoes?

How do you think it helps to see things from another person’s perspective?

Session 2:

Navigating Friendships

1

OPENING CEREMONY

*** SAY:** “Quality friendship doesn’t mean having a ton of friends on Facebook. It takes skills to be a good friend and inspire trust and loyalty in another person.”

✓ DO: Invite girls to think about a good friend they have and identify the steps that friend took to form their friendship. For example, did she:

Make the first move by finding out your name?

Say a friendly “hi” whenever you ran into each other?

Find a subject you were both interested in to talk about?

Genuinely listen to what you had to say?

Act like herself and not act “fake”?

? ASK: Do you have friends in your life who like to do what you like to do?
Do you have friends who share your values?
Are your friends trustworthy? Would you confide in them?

What are two things you think make a friendship last? (Sample answers could be: trust, being available for your friend.)

ACTIVITY

Create a Peacemaker Kit

*** SAY:** “Today we’re going to decorate our Peacemaker Kit containers. In each session, you’ll put something in it. It might be a piece of paper with a quote or poem, a drawing, an image from a magazine, a paper flower—anything that reminds you of the friendship skills you’re learning.”

ADD A BULLY-PREVENTION FOCUS!

? ASK: Do you want a symbol of your commitment to BFF and peace?

Something you might hang on a wall somewhere in school?

✓ DO: Invite girls to come up with their own ideas or offer the following, if they are stuck:

Sew anti-bullying messages on fabric squares, then sew them into a quilt to add to their Peacemaker Kits.

Create a collage using messages on recycled paper bags.

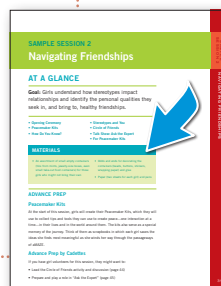
Ask school officials if they can create a mural around the symbol to hang prominently at the school.



Remind girls that they can earn the Peacemaker Award at the end of BFF by reviewing the items they collected, and making a commitment to using them throughout their lives. If you haven’t explained all three leadership awards to them yet, now would be a good time. Look on page 7 of this booklet for details.

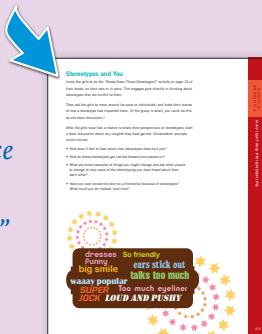
- ☐ Opening Ceremony
- ☐ Activity 1: Create a Peacemaker Kit
- ☐ Activity 2: Stereotypes and You
- ☐ My Kind of Friend (optional)

For this session, look at “Materials” on page 39 for what you need to bring for the Peacemaker Kit.



2

★ SAY: “Today we’re looking at how stereotypes can negatively influence first impressions, which is an important part of making friends.”



✓ DO: The activity on page 43 of your Adult Guide.

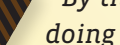
ASK: Was there a time you were especially proud to be identified with one of the characteristics you listed?

Was there a time when you were embarrassed, afraid, or felt hurt to be identified with one of the characteristics, impressions, or stereotypes others had of you?

What examples of stereotypes do you see on television and in the media? What effects do these stereotypes have on girls your age?



END THE SESSION BY SAYING:

 “By the end of BFF, you can earn an Interact Award by doing three of the nine challenges on pages 12–15 of your girl book. These challenges include reaching out to an old friend, or to someone (at school or place of worship) you don’t usually talk with much—which is what BFF is all about! Does anyone want to do an Interact Challenge between now and the next time we gather and report back? This skill is something you can add to your Peacemaker Kits!”

» HAVE MORE TIME?
My Kind of Friend

*** SAY:** “We all know what we look for in a friend, but sometimes what we think we want and what we actually seek out are two very different things.”

 **DO:** Have girls complete the “My Kind of Friend...What Really Matters” checklist on page 31 of their girl book. Then, **add a bully-prevention focus** by listing the checklist’s qualities on a white board. Ask girls to place their ranking next to each. When they’re done, add up the rankings to see how the group measured each quality.

ADD A BULLY-PREVENTION FOCUS!

ASK: What was the quality most important to the group? The least?

Did any of the group's rankings surprise you?

How different were the group results from your individual checklist?

How do you think a bully would rank these things?

What do you think a bully looks for when making friends?

Session 3:

Cliques and Conflicts

OPENING CEREMONY

SAY: “Does anyone know what it’s called when a group of people excludes others? It’s called a clique.”

ASK: When is the last time someone new came into your circle of friends?

Have you ever been part of a group that wants you to hang out with only them?

Do you ever feel the need to do something you don’t feel right about in order to remain in your group?

What’s the opposite of a clique?

What is your definition of a clique?

Has it changed from the beginning of this discussion?

ACTIVITY

Where Do You Stand?

DO: The activity on pages 52–53.

This activity gives girls a chance to take a stance on peer pressure, clarifying their own values in the process. Remind girls that peer pressure is a form of bullying or relational aggression.

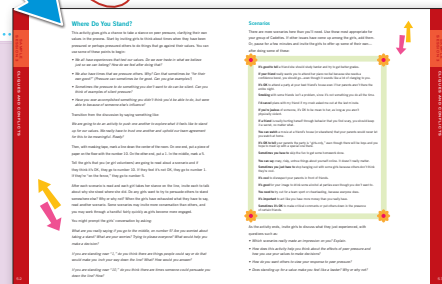
ADD A BULLY-PREVENTION FOCUS!

ASK: Which scenarios really made an impression on you?

How does this activity help you think about bully behavior?

When thinking about whether something was or wasn’t okay for you, did you realize that you had behaved this way in the past?

Does understanding bully behavior help you become a better witness and protector?



TEAM AGREEMENT CHECK-IN

Check in to see that girls are feeling good about how the group is working together. Are the girls comfortable talking and sharing with one another? Do they want to change or add to their Team Agreement?

SAY: “Let’s revisit what our team agreement says: Conversations are confidential. It stays among us. We won’t allow blaming. We care about one another.”

ASK: Is there anything you want to change or add?

WHAT YOU'LL DO

- ☐ Opening Ceremony
- ☐ Activity 1: Where Do You Stand?
- ☐ Activity 2: "I-Statements": The Key to Resolving Conflicts
- ☐ Team Agreement Check-In (optional)
- ☐ Price of Belonging (optional)

2

ACTIVITY

"I-Statements": The Key to Resolving Conflicts

⊛ **SAY:** "Conflicts are potential relationship obstacle. I-statements can be helpful when it comes to resolving conflicts, especially when you are faced with bully behavior."

☑ **DO:** Share this general formula with girls about how to make an "I-Statement": When you (describe a specific action that hurts you) I feel (say your feeling) because (why the action connects to your feeling).

Then have girls do the scenario role-play activity on pages 66–67 of their girl book.

ADD A BULLY-PREVENTION FOCUS!

☑ **DO:** Have girls use an I-Statement to respond to these scenarios:

When you're alone together your friend is nice, but when you're with a group, she becomes bossy and dismissive of you.

One of your soccer teammates always teases you in front of the team and says you're weak for not being able to take a joke.

A classmate passed a rumor that you cheated on a test.

A group of your friends refuses to invite your cousin to a party because she's not popular.

▶ HAVE MORE TIME? Price of Belonging

⊛ **SAY:** "Everyone wants that powerful feeling of belonging. Being connected to others confirms that we matter. And that's a human need! Sometimes we want that belonging so badly that we think it won't matter if we trade our values for popularity. For example: lying to your parents about where you went after school or posting an unattractive picture of the new girl online becomes someone dared you to. But small trade-offs add up, chipping away at our sense of who you are and what is right. When those things become blurry, you may find yourself caving in to peer pressure more and more."

❓ **ASK:** Can you share about a time you wanted to belong to a group?

Have you ever traded off any values to belong to a group? If so, which ones?

What do you think contributes to giving in to pressure to belong? (Answer: lack of self-confidence)

What does being self-confident mean to you?

What common values do we share as a BFF group?

Session 4:

Caution: Bullies Straight Ahead

OPENING CEREMONY

☑ **DO:** Write on a white board: Bullying Can Be ____.

Have girls think about all the ways bullying can happen. It might be physical, verbal, or online. Ask them to imagine situations and places where bully behavior happens.

Invite girls to write down answers on the white board.

☉ **SAY:** “Let’s take a look at all things bullying can be.

Physical: hitting, kicking, damaging property

Verbal: threats, teasing, taunting, name-calling, offensive remarks

Indirect: gossip, spreading negative rumors or stories about someone, lying, excluding people from social groups

Virtual: sending negative messages, texts, or pictures via email, instant messages, cell phones, or websites”

❓ **ASK:** Can you think of a time when you’ve witnessed any one of these bully behaviors?

Which one do you think is most prevalent in your world?

Some people define bullying as an imbalance of power. How would you define it?

☑ **DO:** Continue the discussion by engaging girls in a discussion about why people bully. Answers might include:

Because others do it.

Because it’s what you have to do if you want to hang out in certain crowds.

Because it makes them feel stronger, smarter, or better than the person being bullied.

1

ACTIVITY

Flip the Script

☉ **SAY:** “There are many ways you might respond to a bully. For instance, you might try to reason with her, act like it doesn’t affect you, cry, or yell back. Let’s find out how people respond to bullies and what might be most effective.”

ADD A BULLY-PREVENTION FOCUS!

☑ **DO:** Activity on pages 62–63:

Flip the Script (instructions begin on page 63, scenarios are on page 62).

After girls have finished acting out...

SCENARIO 1: RESPONDING DEFENSIVELY:

❓ **ASK:** What do you notice about this conversation? (Answer: That it can go on and on this way with Sophie protesting against the rumor.)

Can Nicole continue to needle Sophie? (Answer: yes!)

Who holds the power? (Answer: Nicole)

AFTER SCENARIO 2:

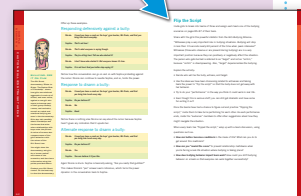
RESPONSE TO DISARM A BULLY:

❓ **ASK:** What do you think happened in this scenario? (Answer: There is nothing else Nicole can say because Sophie hasn’t given any indication that it upsets her.)

AFTER SCENARIO 3:

ALTERNATE RESPONSE TO DISARM A BULLY:

❓ **ASK:** What happened in this scenario? (Answer: Again, Nicole is stuck. Sophie is basically saying, “Are you that gullible?” This makes Nicole’s “yes” answer seem ridiculous, which turns the power dynamic in the conversation back to Sophie.)



WHAT YOU'LL DO

- ☐ Opening Ceremony
- ☐ Activity 1: Flip the Script
- ☐ Activity 2: Surfing Through Cyber Relationships
- ☐ Bully Bystanders (optional)

2

ACTIVITY

Surfing Through Cyber Relationships

★ SAY: “Did you know that...”

- 68 percent of girls have had a negative experience on a social networking site, such as having someone gossip about them or being bullied.
- Almost half (46 percent) think that social networking creates jealousy among friends.
- 40 percent admit to losing respect for a friend because of something she/he posted on a social network.”



✓ DO: Activity on page 64.

ADD A BULLY-PREVENTION FOCUS!

? ASK: What are some ways you can promote better friendships online? (Example: not passing on false rumors or saying something negative about anyone)

▶ HAVE MORE TIME? Bully Bystanders

★ SAY: “Being a friend first can mean being an active witness to a bully situation. Ever see a friend of yours being teased or picked on? The natural feeling is to do nothing at all because you don’t want to become the target, right? But the fact is that witnesses have power! Did you know that bullying will likely stop in less than 10 seconds nearly 60 percent of the time when someone—a witness!—steps in or speaks up?”

✓ DO: Have girls read out loud “Types of Witnesses” on page 84 of their girl book.



? ASK: What type of witness do you think more people should be?

Which type of witness were you the last time you were in the presence of bully behavior?



Find out if the girls have been doing the Interact Challenges and want to talk about it. Do they have results to share? Or anything they want to add to the Peacemaker Kits?

Session 5:

Let Peace Begin with You

1

OPENING CEREMONY

- DO:** Read aloud the Maya Angelou quote on page 72 of your Adult Guide.



ADD A BULLY-PREVENTION FOCUS!

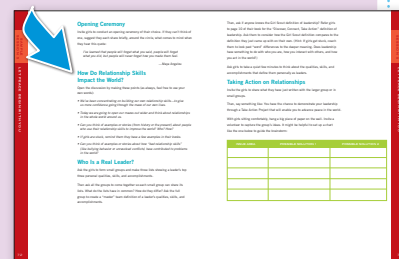
- ASK:** How does this quote relate to what we are learning about being a friend first?
- Is it easier to forget when someone has made us feel good, or when someone has made us feel bad? Why?*

ACTIVITY

Taking Action on Bully Prevention

- SAY:** “In this session, you’ll begin to plan your Take Action project by thinking about issues associated with bully prevention and being a friend first.”

- DO:** Activities on pages 72–73: “How Do Relationship Skills Impact the World?” “Who Is a Real Leader?” and “Taking Action on Relationships.” Create a chart.



ADD A BULLY-PREVENTION FOCUS!

- ASK:** Which issues on your chart relate to BFF (Be a Friend First) or bully prevention?
- Are there ways you can add even more of a bully-prevention focus to your issues?*
- Which of the BFF bully-prevention issues are you most passionate about?*

TIPS FOR TAKING ACTION

Coach girls to create meaningful action to impact a change—within the time they have. Meaningful does not mean long and complex, but encourage girls to look at solutions for bully-prevention issues they care about.

See Activity 1 above and page 69 of your aMAZE! Adult Guide for some Take Action ideas suited for BFF.

Do not plan the project for girls. Instead, use these ideas to help ask thoughtful questions, provide inspiration, and keep the girls on track.

Remind girls that their Take Action project will help them earn a Diplomat Award.

Help girls focus on what is feasible and attainable, while being their biggest cheerleader!

WHAT YOU'LL DO

- ☐ Opening Ceremony
- ☐ Activity 1: Taking Action on Bully Prevention
- ☐ Activity 2: Reaching a Decision

2

ACTIVITY

Reaching a Decision

★ SAY: *“Now that you’ve brainstormed your list of issue ideas, it’s time to reach a decision about which one might make a good Take Action project.”*

✓ DO: Invite girls to decide on an issue that means most to them. Remember that girls will make the decision, but guide them by having them think through the scale and scope of their projects, and to make a realistic decision based on their time and resources. Look at the “Taking Action on Bully Prevention” and “Tips for Taking Action” boxes on opposite page for project ideas.

❓ ASK: *Now that you have your issue, what can you do that will make a difference in the world around you? (For example, for cyberbullying, their solution possibilities might include: teaching their peers about safe social networking or creating a cyberbullying awareness campaign). What kind of Take Action project can you do with your issue?*

Girls could come to a decision about a Take Action project by the end of this session, but if they need more time, suggest they talk in between sessions or pick up the discussion at the next session.



Let girls know that by doing a Take Action Project, they'll be able to earn the Diplomat Award! Tell them to look at page 114 of their girl book for more information. You can find out more about the Diplomat Award on page 9 of your Adult Guide and on page 7 of this BFF booklet.

Session 6:

Improving Relationships in the World

1

OPENING CEREMONY

⊛ **SAY:** “Has anyone had any thoughts about the Take Action project you chose?” They might want to revisit the discussion they had the previous session and maybe even change their project. Your role here is to continue to guide them as you did before to come to a decision.

☑ **DO:** Girls may have tons of ideas about how they want to get their Take Action project started. If they’re bubbling over with ideas, ask one girl to capture the ideas on a board or in a notebook for the group.

ACTIVITY

Planning the Take Action Project

⊛ **SAY:** “Now that you know what you want to do for your Take Action project, you can jump right in and start planning.”

☑ **DO:** Guide girls to the tips and tools on pages 122–128 of their girl book. These will help them figure out how to break down the steps they need to take: how long it will take, what kind of money they might need.

⊛ **ASK:** Who is going to take on which role?

Where do you want to do your project?

(Is it online? Somewhere at this or another school or a community center?)

How will you get the word out about what you’re doing?

(Through an email blast or flyer?)

How much time do you have to complete your project?

Do you need to take time out of school or use time in school?

If so, put a plan together of who and where.

Who will you thank? How will you thank them?

WHAT YOU'LL DO

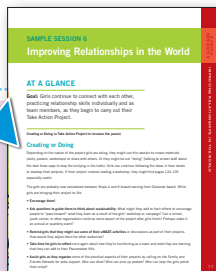
- ☐ Opening Ceremony
- ☐ Activity 1: Planning the Take Action Project
- ☐ Activity 2: Creating or Doing
- ☐ Has This Ever Happened to You?
(optional)

2

ACTIVITY Creating or Doing

☒ **DO:** Activity on page 77.

ASK: Is your message tailored for your audience?
For example, is your poster being developed for girls or adults?
How would your message differ from one you might create for parents?



TIP If girls are suggesting things that you know will take too much time or cost money you don't have, refer to this booklet for help:

"Taking Action on Bully Prevention" on page 20

"You May Be Wondering: What if a Take Action Project Costs Money?" on page 10

▶ HAVE MORE TIME? Has This Ever Happened to You?

SAY: "Have you ever felt hurt by something someone says, only to have them follow up by saying, 'Just joking!' That is mean and a form of bully behavior. Here are ways to tell whether someone is really joking, teasing, or bullying:

JOKING. Both of you are on the same level and are comfortable, laughing, or giggling together.

TEASING. Your friend treats you as if you're not on the same level. You become uncomfortable and wish the teasing would stop. You are both laughing, but your laughter may be forced. (Or you may have treated a friend this way.)

BULLYING. You are very uncomfortable and desperately wish she would stop. Laughter, name-calling, and rude language are directed at you. Maybe you are also getting shoved or pushed, or experiencing other physical force. (Or maybe you are doing the bullying.)"

ASK: How do you know when someone is really joking or is instead teasing or even bullying?

Can you think of examples of each of these three things?

Session 7:

Toward Peace: Take Action!

1

OPENING CEREMONY

DO: Invite girls to sit in a circle and share one thing surprising or memorable about BFF that they learned. Then give girls their BFF bracelet or tie a blue ribbon around their wrists.

SAY: “Whenever you wear this [bracelet or blue ribbon], you let other girls know you stand for Be a Friend First. During various wars, women and men in the United States have worn flag pins to demonstrate their patriotism. People wear pink ribbons to symbolize their support for people with breast cancer. What will this mean to our group? Could other girls look to you for support and advice, or to stand up for them against bully behavior? Wear it when you want your BFF sisters to know you’re there for them.”

ASK: What would you think if you saw someone wearing a [bracelet or blue ribbon]?
What if other girls knew that you had done BFF because you were wearing it?
How do you think they’d react? What would they think of you?
Would it be important to you to continue wearing the [bracelet or blue ribbon] after BFF is over? Why or why not?

ACTIVITY

Wrapping Up the Take Action Project

DO: If girls have finished their project, kick off a discussion about what girls learned and accomplished, using the questions on page 80 of your Adult Guide. If girls have not yet completed their project...

ASK: What changes do you hope will happen because of what you think you’re going to do?
How do you hope your project will be passed forward?
How did you work together as a team?
Have you gotten any ideas about Take Action projects you’d want to do in the future?

Beneath the Surface
The color blue is often associated with trust, loyalty, wisdom, confidence, intelligence, faith, and truth. A blue ribbon tied around the girls’ wrists is a powerful symbol of Be a Friend First! Let girls know that the color blue is often associated with trust, loyalty, wisdom, confidence, intelligence, faith, and truth.

TIP Ask your designated council contact if there is a special giveaway for BFF, like a BFF bracelet. If not, don’t worry. A blue ribbon tied around the girls’ wrists is a powerful symbol of Be a Friend First! Let girls know that the color blue is often associated with trust, loyalty, wisdom, confidence, intelligence, faith, and truth.

WHAT YOU'LL DO

- ☐ Opening Ceremony
- ☐ Activity 1: Wrapping Up the Take Action Project
- ☐ Activity 2: Planning for the Closing Ceremony and Celebration
- ☐ Awards Review

2

ACTIVITY

Planning for the Closing Ceremony and Celebration

DO: The activity on page 81.

ADD A BULLY-PREVENTION FOCUS!

ASK: How would you like to symbolize what you learned in BFF? Perhaps a commitment statement, poem, or song?

How will you take what you've learned in BFF to use today, tomorrow, and the near future?



AWARDS REVIEW

DO: Invite girls to look at the tools in their Peacemaker Kits and make a commitment to use them throughout their lives. By doing this, girls earn their Peacemaker Award!

ASK: If all girls were involved in peaceful relationships, how would the world be different?

What were the most important tools in your Peacemaker Kit?

How will you commit to using those tools?

How will using these tools help you (and possibly others) Be a Friend First?

DO: Make sure girls have decided on how they would like to receive the awards they earned in their next (and final) session. Remember: If girls completed their Take Action project, they earned the Diplomat Award! If girls completed the Interact Challenges, they earned the Interact Award!

SAY: "You've earned leadership award(s), which you'll receive in the next session. Earning awards is a tremendous accomplishment in Girl Scouting!"



SHARE SUCCESS!

SAY: "The GSUSA website offers two exciting ways you can share or pass forward your Take Action project or be involved in issues you care about:

Map It! This is an interactive map where you can post the story of your project.

Go to <http://forgirls.girlscouts.org/map-it-girls-changing-the-world>.

Girl Scouts Speak Out! You can create a public-service announcement that inspires someone to create change.

Go to <http://speakout.girlscouts.org>."

Session 8:

Pass It Forward

1

OPENING CEREMONY

- ⊛ **SAY:** “This is our time to celebrate! Bullying is a huge problem in our society, and you’ve done something, right here in your school and community, to make an important change! Think of the ripple effect that’s happening right now. Other middle school girls all across the country are part of this BFF experience, and together, you’re making a difference...not just for today, but for the future!”

ACTIVITY

Now Draw a Bully!

- ⊛ **SAY:** “Think again about what a bully looks like. The idea is to see if your concept of bullies has changed from when we first met.”
- ☑ **DO:** Give girls blank paper and ask them to draw a bully again. When they’re done, pass out their bully drawings from Session 1.
- ❓ **ASK:** What are the differences between your drawings now than those you created during our first session? How so?
- Do you see the idea of “bullies” differently now?
- Do you think a bully might refer more to behavior than actual physical characteristics?
- Do you think bullies look one way?
- Can bullies be stereotyped too? How so?

HELP GSUSA TELL THE BFF STORY!

Consider sharing how BFF has impacted the girls in your group by taking pictures of the girls’ Session 1 and Session 8 drawings with a mobile device and send them to **BFF@girlscouts.org**. Let the girls know that you will be sharing the pictures anonymously. Encourage them to go online and see how other girls’ conceptualized bullies and bullying, before and after their BFF experiences.

WHAT YOU'LL DO

- ☐ Opening Ceremony
- ☐ Activity 1: Now Draw a Bully!
- ☐ Activity 2: Closing Ceremony
- ☐ Have an Awards Ceremony
- ☐ Girl Scouting Continues!

2

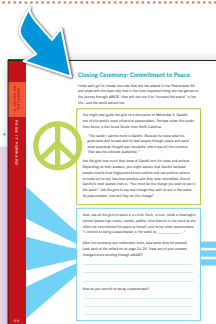
ACTIVITY Closing Ceremony

DO: The activity on page 86.

ADD A BULLY-PREVENTION FOCUS!

ASK: What does it mean to be a friend first when you consider “friends” you haven’t even met yet? Friends from vastly different backgrounds and regions around the world?

How can you imagine yourself in the future using your BFF skills?



TIP For more ways to inspire girls to continue with the Girl Scouts, see “Staying Connected!” on page 6 of this booklet.

HAVE AN AWARDS CEREMONY



If girls have earned any of the awards, now is the time to give them out. If the girls haven’t decided how they want to present awards, suggest that they take turns presenting the awards to each other. Ask each girl to say something special about another’s contribution to the group and project.

» GIRL SCOUTING CONTINUES!

SAY: “If you loved this experience, there are so many ways you can enjoy Girl Scouts! Remember, it’s not about troops and uniforms, it’s about how you can make a difference in the world. All these things you’ve done with BFF and your Take Action project? You can continue doing more like this for others. You might raise bully awareness for girls in another country. Or continue to meet with your BFF group to educate and inspire more people about this issue. Or perhaps there is another issue you’re passionate about? Girl Scouts is the place to make a difference about the things you care about. And now that you’ve earned awards, you might want to go further and earn a Silver Award and then a Gold Award! In BFF, you learned how to lead with friendship. Now continue to be the leader that you are!”



Spreading the Peace:

You Did It!

Congratulations!

You've guided middle school girls through some challenging issues during a critical time in their lives. Take some time to rewind and reflect:

What new insights do you have about bullying and relational aggression, and its impact on girls and your community?

By being part of the girls' Peacemaking efforts and Take Action project, what impact do you think you've made?

What BFF lessons will you practice in your own life, if any?