

Girl Scouts of Western Ohio

Be a Friend First Curriculum

Address Bullying while Building Academic Skills

The **Be a Friend First** experience involves middle school girls in helping to solve the problem of bullying. In the program, girls learn how to resolve conflicts peacefully, make decisions that avoid forming cliques and understand how to stand up for themselves. The curriculum provides these skills via the Girl Scout core program processes: Girl-Led, Learning by Doing and Cooperative Learning. Not only are these sessions informative and fun, but they also align with Common Core Standards. Below are samples of the Core Standards BFF addresses.

Sixth Grade Language Arts Core Standards

- Determine a central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments. (CCSS.ELA-Literacy.RI.6.2)
- Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes). (CCSS.ELA-Literacy.RI.6.3)
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. (CCSS.ELA-Literacy.CCRA.R.4)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. (CCSS.ELA-Literacy.W.6.2)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly. (CCSS.ELA-Literacy.SL.6.1)
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS.ELA-Literacy.CCRA.L.3)

Seventh Grade Language Arts Core Standards

- Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS.ELA-Literacy.RI.7.3)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. (CCSS.ELA-Literacy.W.7.2)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly. (CCSS.ELA-Literacy.SL.7.1)
- Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS.ELA-Literacy.SL.7.1d)

Eighth Grade Language Arts Core Standards

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS.ELA-Literacy.RI.8.4)
- Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. (CCSS.ELA-Literacy.CCRA.R.4)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly. (CCSS.ELA-Literacy.SL.8.1)
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-Literacy.CCRA.SL.1)

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