

**SSA Family Group Agenda**  
**Length: 22 minutes**

Meeting #10

**Prep:**

- Construction paper and tape.

**Meeting Agenda:**

**Welcome and Opening Activity – 5 min.**

- Begin by welcoming everyone and take attendance (can be taken during the game).
- **Facilitate** game of Back-to-Back
  - In partners, Ambassadors attempt to stand up while sitting back-to-back with arms linked. This activity is useful for demonstrating the importance of trust and cooperation in group problem solving.
  - Ambassadors are a team working together to make school a better place. Ask: “Are trust and cooperation important for us as Ambassadors in solving problems?”

**Activity and Ambassador Skill Development – 15 min.**

- Check-in with your Ambassadors
- Facilitate Paper Person Activity. This activity helps students recognize Put Downs.

**Closing – 2 min.**

- Bring meeting to a close by asking Ambassadors what they will take away from this meeting, what did they find meaningful?

## Paper Person

### Materials:

Construction paper  
Tape

### Timing:

15 minutes

### Preparation:

Using construction paper, cut out a silhouette of a person.

**Directions:** Introduce the Ambassadors to their new “group member” (aka Greenie or Bluey). Explain that new students often have difficulty fitting in because they are entering a situation where groups of students have already formed bonds of friendship. Point out that some people will automatically put-up barriers to a new student, deciding quickly- without even trying to get to know them- that they dislike the new student.

Ask students to imagine that Greenie (for example) has just come into a classroom where friendship groups have already formed, and Greenie is unwelcome. Give several examples of possible mean words Greenie may hear, such as “We don’t want you here Greenie,” or “We don’t like people who are different than us,” or “your hair is a mess Greenie.”

Each time a mean thing is said to Greenie, rip off a chunk of their body. After you have said several mean words to Greenie, it’s time to start taping them back together again. Invite each Ambassador to tape pieces of Greenie back into its proper place. As each piece is reconnected, the student can should say something positive to Greenie.

When the body is fully repaired, Greenie will still not look the same as when the students met them for the first time. Ask questions (e.g., does Greenie look different than when we started? Why? Can we ever make them look the same again?) leading students to the understanding that although some of the damage has been repaired, Greenie will never be exactly the same. Their feelings were hurt, and the scars remain. Chances are those scars will never go away. Hang Greenie on the wall as a reminder of the power words have to both hurt and heal.

Finally, Ask Ambassadors to be “detectives” and look for any PUT DOWNS between now and the next meeting.

*The previous lesson was adapted from the lesson “Those Tear-Me-Apart, Put-Me-Back Together, Never-Be-The-Same-Again Blues” posted on Education World.*