

Prep:

- Prepare examples of intimidation and other forms of mistreatment.
- One piece of construction paper.

Meeting Agenda:

Welcome and Opening Activity – 5 min.

- Begin by welcoming everyone and take attendance (can be taken during the game).
- **Facilitate** game of Paper Drop.

Activity and Ambassador Skill Development – 15 min.

- Check-in with your Ambassadors
- Read a couple of examples of someone being bullied from student observations (see previous lesson), ask for a volunteer to share an observation, or make up your own. Discuss how they think the person being bullied (the target) felt.
- Define Reasoning (Talking a person out of doing something hurtful by helping them think about choices and consequences). Ask: What could you say to REASON with the Aggressor? Get examples and write down on the flip chart “Reasoning Sounds Like...” When might you not want to reason with the Aggressor? Remind Ambassadors that Reasoning is just one Action that can be used with intimidation.
- Divide your family group into groups of 4-5. Give a situation (in which someone is being bullied) to each group. Have each group role play the mistreatment and what an Ambassador could do to reason with the Aggressor. Ask the other group (that is watching) what else they could do in this situation. Could they use Supporting or Balancing?

ELEMENTARY

Closing – 2 min.

- Bring meeting to a close by talking about setting a goal for using “Reasoning” over the next week (Point out that Reasoning does not just have to be used in reaction to intimidation. They can also try to use reasoning with Exclusion or Put Downs). Ask: How many times do you think you can use Reasoning with your friends and family and maybe even your classmates?
- Encourage them to set realistic goals. We recommend a goal of 1 Action a day for a week.

Paper Drop

Materials:

1 piece of construction paper

Timing:

5 minutes

Preparation:

none

Directions: Holding up a piece of paper, ask the group who thinks they will hear the paper when it hits the floor with their eyes closed.

Encourage students to silently raise their hands when they hear it drop. Slowly, one tear at a time, make the paper smaller and smaller until they are so quiet, so tuned in, they are listening for a small quarter-sized piece of paper.

Then see if they can direct their attention to various places around the room, to their neighbor, to their own breath, to outside the room, to inside the room, can they hear both inside the room and outside the room at the same time?