

Prep:

- Print and cut out sentence strips or create your own scenarios.

Meeting Agenda:

Welcome and Opening Activity – 5 min.

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

Activity and Ambassador Skill Development – 15 min.

- Keeping the group in pairs, ask Ambassadors what they think the difference is between tattling and the action “getting help” from an adult.
 - Is “getting help” tattling? Explain (if they do not come up with it on their own) that when a person tattles, his or her goal is to get someone in trouble. When an Ambassador chooses to “get help” his or her goal is to get someone out of trouble or prevent them from getting hurt.
- **Facilitate** the Sentence Strip activity.

Closing – 2 min.

- Bring meeting to a close by asking the group “What Ambassador Actions do you feel most prepared to use?”

Buddies

Materials: None

Timing: 2-3 minutes

Preparation: None

This is a quick activity with the objective of forming pairs of students who might not initially pair up. Tell the students to mingle through the room and when you either blow a whistle or say a word to quickly find a partner. Explain that this is your “high five buddy” and everyone should high five and then mingle again. Repeat the mingle/buddy/activity 2-3 times each time finding a new partner and doing the action affiliated with the buddy title. Have the Ambassadors stay in pairs either with their final buddy pair or call out one of the previous titles.

Buddy Examples:

- High five buddy
- Fist bump buddy
- Secret handshake or foot-shake buddy
- Rock – paper - scissor buddy
- “What’s Up?” buddy (head nod)

Sentence Strips

Materials: Sentence Strips (See samples)

Timing: 10 minutes

Preparation: Create sentences and cut into strips

Divide the group into pairs and give each pair a sentence strip (or two) with situations that Ambassadors might encounter (use samples below or make up your own). Have them discuss whether they would be tattling or getting help if they told an adult. After 5 minutes have each pair read their sentence strip to the group and tell what they decided an Ambassador should do in that situation.

Finish up by discussing some of the different options for getting help. Options might include:

- 1) Walking over to a teacher or the yard duty person, speaking with him or her alone, and quietly letting him or her know what you saw/heard, who was involved, and where it was happening.
- 2) Leaving a note on the desk of your teacher, principal, or counselor.
- 3) Other?

Sample Sentence Strips:

Denny is in first grade. Josh and David are in fourth grade. At recess, they often talk about all the bad things they are going to do to Denny if they see him after school.

Miguel has been bothering Alex for the last two months. At first it was just teasing, but lately he has been walking on the backs of Alex's shoes and knocking books out of his arms.

Susan is always going over to Yvonne's desk and touching her things. Yvonne even caught Susan looking inside her desk one day.

Jenny sees Sam showing some other students a knife that he has brought to school.

Cindy and Jenna like to tease Michael. They follow him around during recess, and if he turns around, they just giggle or pretend they weren't looking at him.

Sarah is having a birthday party. She invited all the girls in her class except Angela. Sarah and her friends are always talking about how fun her party will be in front of Angela.