

Prep:

- Have the excluding scenarios from the last meeting available.
- Whiteboard or flip chart ready.

Meeting Agenda:

Welcome and Opening Activity – 5 min.

- Begin by welcoming everyone and take attendance (can be taken during the game).
- **Facilitate** game of Count 1-10.

Activity and Ambassador Skill Development – 15 min.

- Check-in with your Ambassadors
- There are several types of mistreatments. Last meeting, the Ambassadors focused on noticing *Exclusion*. There are also several different *Actions* that may be useful in addressing the different types of mistreatment. This meeting will focus on the action of *Supporting*.
- Read a couple of examples of someone being excluded 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 excluded (the target) felt.
- “What is it called when you do or say something to make the target feel better?” (Supporting). Record examples of what one would say or do on flipchart paper with the heading: “Supporting Sounds and Looks Like...”
- NOTE: If Ambassadors mention what they would say to the Aggressor (rather than the target), acknowledge this as a perfectly acceptable Action (could be Balancing, Reasoning, or Directing) and explain that you will be covering that Action in more depth another time.
- Divide your family group into groups of 4-5 ambassadors. Give an example of exclusion to each group. Have each group roleplay the mistreatment and what an Ambassador could do to support the target. Ask the other group (that is watching) what else they could do in this situation.

ELEMENTARY

Closing – 5 min.

- Bring the meeting to a close by talking about setting a goal for using “Supporting” over the next week. Have Ambassadors write their goal down.
 - Ask: How many times do you think you can notice exclusion and/or use supporting with your friends and family and maybe even your classmates? When might you not want to use supporting with exclusion? (When you don’t know the person very well or don’t feel comfortable with them.)
- If you notice students not wanting to talk, have them write their answers and then collect them.
- Encourage them to set realistic goals. We recommend a goal of 1 Action a day for a week.

Count 1-10

Materials:

None

Timing:

5 minutes

Preparation:

Group stands in a large circle.

Summary: This is a focusing activity that supports a group in dropping in together and re-gaining focus.

Directions: With students standing in a circle, prompt participants to try to count aloud from 1 to 10 as a group one person at a time. If two people say the same number at the same time, the whole group must start over.

Do not allow students to indicate who will speak next or speak in any order.

Eventually, participants will be tuning into each other very closely to try to perceive if someone is about to speak. If the group is masterful at this, encourage them to close their eyes and try again.