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**Safe School Ambassadors ® Family Group Meeting**  
**Elementary School Agendas**  
(Grade 4-6)

**Unit 1: BEING AN AMBASSADOR**

1. Getting to Know Your Family Group .....	23
2. Starting with Self (then Friends, then Classmates) .....	25
3. Assessment (All Actions) – Action Snapshot Campaign .....	27
4. Ambassador Video .....	29
5. The Difference Between Getting Help and Tattling .....	30

**Unit 2: EXCLUSION**

6. Noticing Exclusion .....	32
7. What to Do About Exclusion (Action: Supporting) .....	34
8. Exclusion Assessment (Action: Supporting) .....	36
9. Mid-Year/ Holiday Celebration (add) .....	38

**Unit 3: PUT DOWNS**

10. Noticing Put Downs .....	40
11. What to Do About Put Downs (Action: Balancing) .....	42
12. Put Down Assessment (Action: Balancing) .....	43

**Unit 4: INTIMIDATION**

13. Noticing Intimidation .....	45
14. What to Do About Intimidation (Action: Reasoning) .....	47
15. Intimidation Assessment (Action: Reasoning) .....	49

**Unit 5: PUTTING IT ALL TOGETHER**

16. Review “What You Can Do” (All Actions) .....	51
17. Assessment (All Actions) – Action Snapshot Campaign .....	53
18. End of Year Celebration .....	55

**Prep:**

- Gather materials: flipchart and markers for discussion and beach ball or other object for game.

**Meeting Agenda:**

**Welcome and Opening Activity – 10 min.**

- Begin by welcoming everyone and take attendance (can be taken during the game).
- **Facilitate** game of No-Hands-Pass

**Activity and Ambassador Skill Development – 10 min.**

- Check-in with your Ambassadors:
  - Ask how they have been doing since the training and facilitate a brief discussion around their answers.
- As a group, revisit the Working Agreements from the training:
  - **What:** a list of behaviors agreed upon by a group to help its members work together
  - **Why:**
    - Help everyone feel comfortable taking part because they will understand what is expected of them.
    - Help everyone feel respected and free to express their ideas and thoughts
    - Help prevent problems later, by specifying what behaviors are and are not acceptable
  - **How:** Ask each Ambassadors which agreement resonates the most with them and why, or what agreement they would like to add and why.
  - Post the Working Agreements at each meeting. You may even want to have all Ambassadors sign the Working Agreements list, or sign with a thumbprint using an ink pad. Congratulate your group on completing their first activity together!

**TIP:** If problems arise in future meetings, revisit the working agreements and change or add to them. Make sure to post at each meeting. You may even want to have the group determine the consequences for when the agreements are broken.

**Closing – 2 min.**

- Bring the meeting to a close by asking the group “Are you ready to make one commitment as an Ambassador? If yes, what is it?” This helps foster relationships and inspire the ambassadors.

# No Hands Pass

**Materials:** A beach ball, a tennis ball, or other object; stopwatch (optional)

**Timing:** 5-10 minutes

**Preparation:**

Participants stand in a circle. Choose a Starter, and a Timekeeper.

**Summary:** Players learn sensitivity, communication, and team skills as they pass an object around the circle as quickly as possible without using their hands.

**Directions:** The object is to pass the object around the circle as quickly as possible without using hands. Players can use elbows, shoulders, knees, or feet (they have to remain standing).

- When the leader gives the signal, the starter begins passing object around the circle to their left without touching it with their hands.
- When the object returns to the starter, he or she says “stop!”
- You may want to start with a large ball and then a medium second round and then pull out a tennis ball for the last round, challenging the group to match or exceed their speed in the last round.
- To increase the challenge as players gain skill, you can eliminate the use of other parts of the body, for example, “No feet, no elbows, “ etc.

**Prep:**

- Gather drawing paper, marker/art materials and Student Guidebooks.
- Make a flip chart or poster with the Ambassador Job information (see example).

**Meeting Agenda:**

**Welcome and Opening Activity – 10 min.**

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

**Activity and Ambassador Skill Development – 10 min.**

- Check-in with your Ambassadors
  - Ask how they have been doing since the training and facilitate a brief discussion around their answers.
- On the Flip Chart write out and Discuss the Ambassador's Job:
  - Notice Think, and Act.
  - Direct the Ambassadors attention to "With Whom Do I Start?" in their guidebook.
    - Review WHO Ambassadors start with and WHY.
  - This may also be a good time to relate the section "starting with themselves" to the Code of Conduct.
- **Facilitate** the Ambassador Quilt activity if time allows.

**Closing – 2 min.**

- As they go through the week, Ambassadors should try to notice each time that they are about to treat someone badly (or not be a good friend) and STOP. Give them a visual reminder like a string that they tie around their wrist or a friendship pin.

**Ambassador Job Description**

**NOTICE**

- Exclusion
- Put-downs
- Intimidation
- Unwanted physical contact

**THINK**

- How well do I know the people involved?
- Who is around?
- Could I leave if I had to?
- Can I handle this on my own or do I need adult help?

**ACT**

- Supporting
- Balancing
- Distracting
- Reasoning
- Getting Help

# Telephone

## Materials:

None

## Timing:

5-10 minutes

## Preparation:

Arrange chairs in a circle, one per participant

Someone volunteers to be the Starter and whispers a full sentence to the person sitting to their right.

That person then passes the message on by whispering it in the ear of the person to the right.

Each person then whispers what he or she heard into the ear of the person sitting to the right until the message ends up back at the Starter.

The last person says the (usually much distorted) message out loud and then the Starter reveals the original message.

## **Example Phrases:**

- If I could go back in time, I would yell at Troy, "It's a trap!"
- Minions would look really different with contacts.
- I recently retired from the applesauce factory.

## **Debrief Questions:**

Why do rumors get started? Why do they spread so easily?

- Have you ever been the subject of gossip? How did that feel?
- Have you ever spread gossip about someone else? How did you feel about it?
- What actions can Ambassadors use to stop the spread of gossip?

# Ambassadors' Quilt

## Materials:

Drawing paper markers/ art materials

## Timing:

10 minutes

## Preparation:

**Directions:** Tell Ambassadors that you are going to make an Ambassador quilt (combine with other family groups). Explain that groups of people often worked together to make a quilt with a common theme. The theme of your quilt is friendship.

Give each student a small piece of paper. Brainstorm a list of advice that they would give their classmates (or themselves) on how to be a good friend. (e.g., Don't Fight or Use Kind Words). Have them choose one statement to write on their paper and illustrate a picture to go with it.

Give the pictures to your Program Advisor who can assemble them together to form a quilt. This quilt can then be displayed in a common hallway or outside the front office.

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**Prep:**

- Review the Action Snapshot Campaign instructions found in the back of your Family Group Facilitator Guide. If you have questions, please call or email Community Matters.  
Email: [data@community-matters.org](mailto:data@community-matters.org)  
Call: (707) 823-6159

**Meeting Agenda:**

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

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

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

- Check-in with your Ambassadors
- Ask 2-3 of the following questions and discuss:
  - What have you liked about being an Ambassador?
  - Do you notice people being kinder to each other?
  - Is our school safer and kinder since the start of the Ambassadors program?
  - What has been hard for you about being an Ambassador?
  - What was your proudest moment as an Ambassador?
- **Facilitate** the Action Snapshot Campaign

**Closing – 2 min.**

- Bring meeting to a close by thanking the Ambassadors for their hard work and initiating a round of applause.

# Circle the Circle

## Materials:

Hula Hoop, rope, bungee cord loop or likewise object

## Timing:

5 minutes

## Preparation:

Everyone stands in a circle

**Summary:** Ambassadors pass a hula hoop around a circle without letting go of hands (or wrists, or fist bumps). This activity is useful for demonstrating the importance of trust and cooperation in group problem solving.

**Directions:** Stand in a circle holding hands. A hula-hoop is placed between two participants so their hands link through the middle of the hula-hoop. Object is to pass the hula-hoop around the circle without breaking hands. Time permitting, start another hoop in the opposite direction so that the hoops must cross paths.

**Debrief:** Ask: In what ways did the group help each other accomplish this activity? What communication styles emerged? How did we encourage or discourage one another?

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**Prep:**

- Get video supplies.
  - Can use a camera (or phone if you don't have access to a camera)

**Meeting Agenda:**

**Welcome and Opening Activity – 1 min.**

- Begin by welcoming everyone and take attendance.

**Activity and Ambassador Skill Development – 20 min.**

- Check-in with your Ambassadors
- **Facilitate** the Ambassador video – 2 minutes max.
  - Have students come up with a script showing what they are learning and how to be a good ambassador.
    - It can be a scenario, a play, a conversation, etc. – Make it Fun!
  - EX: the group can create and act out the example of mistreatment and what that they think they could do or say to make it better.
    - Validate that there are many possibilities (and Actions) for each situation and that they will need to experiment with what works best.
  - Video the script – 2 minutes max!
    - Send to CM when finished.
    - [data@community-matters.org](mailto:data@community-matters.org)

**Closing – 1 min.**

- Bring the meeting to a close by thanking the ambassadors.



**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?”

ELEMENTARY

## 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.

**Prep:**

- Set up flipchart paper or whiteboard. Have music ready to play.

**Meeting Agenda:**

**Welcome and Opening Activity – 10 min.**

- Begin by welcoming everyone and take attendance (can be taken during the game).
- **Facilitate** game of “Talking Behind Your Back”.

**Activity and Ambassador Skill Development – 10 min.**

- Check-in with your Ambassadors
- Sometimes Ambassadors say, “I’m not seeing anything. Nobody’s fighting,” and need to be reminded that physical violence is only one kind of mistreatment and students get left out, put down and teased every day at school. Remind Ambassadors that the “smaller stuff” can lead to escalation and more physical violence at school. As Ambassadors, they have the power to change or interrupt the mistreatment before it escalates.
- **Exclusion Game Instructions:**
  - “As I play this music, walk anywhere around the room. I will stop the music without warning and call out a number. Stop and grab hands (or sleeves) with enough people to make a group of that number. Don’t let any extras break into your group. Hold hands to maintain your group until you hear the music start again.”
  - Start the music as Ambassadors move around the room. Stop the music and call out “Form groups of three!” As they stop and grab hands (or sleeves) to form groups of three, others will be left out (excluded). Tell those students to sit down. If there are any groups of more or less than three, also have them sit down.
  - Repeat calling out a different number. In the next round, call out a number that is more than half the size of the group. End the activity and begin a discussion.
- Write answers on a flipchart or whiteboard.
- Possible Questions:
  - “How did it feel to be left out? How did you feel about the way you were treated during the activity?”
  - “Do people at school ever treat others this way?”
  - Save the scenarios for the next meeting.

**Closing – 2 min.**

- Bring the meeting to a close by asking Ambassadors to be “detectives” and look for any EXCLUSION between now and the next meeting and plan to discuss at the next meeting.

## Talking Behind Your Back

### Materials:

Index Cards

Pens

Tape

### Timing:

10 minutes

### Preparation:

None

**Directions:** Distribute an index card and pen to each person.

Instruct each person to write his/her name on one side then help one another tape the index card on each person's back (NAME NOT SHOWING).

The group has 5 minutes for each person to quickly go around the room and write something POSITIVE (funny is OK too) about each person on the index card that is placed on their back.

The Family Group Facilitator then removes all index cards and lays them out for everyone to view the comments. How well do you think you know yourself or what others think about you? What would other people say behind YOUR back?

After reading them, participants may predict which one they think may have been on their back. Then, everyone can turn them over and find their own index card, and keep it, feeling great about what others had to say about them “behind their back”.

**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.

## 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.

- Encourage them to set realistic goals. We recommend a goal of 1 Action a day for a week.

**Prep:**

- “Support Looks Like” flip chart.

**Meeting Agenda:**

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

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

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

- Check in with your Ambassadors.
- **Success Round:** Ask each Ambassador to think about the previous three days and share a time that they said or did something to support someone who was being excluded that worked well. Go around the room giving each person a chance to say something. Encourage appreciation of each other and keep it moving. Take note of 1-2 success stories to share with your staff team.
- **Challenge Round:** Ask everyone to think of something that didn't go as well as they would have liked. Ask for a volunteer who is willing to get some feedback from the group to share their experience. Have them describe the situation and what they did or said. Validate them if they noticed mistreatment, even if they did not act. Awareness is the first step towards taking action. Give them a chance to talk about what they could have said or done differently.
- Ask the group to discuss what they think could have been said or done to address that situation. Add these ideas to “Supporting Looks and Sounds Like” chart from previous lesson if the Action used is Supporting. Remind them that although they are focusing on Supporting this week, there might be other Actions that they could have used.
- **Assess Goals:** Did Ambassadors meet their Supporting goal? Was it a realistic goal? What is their goal for the next week? Encourage them to write their goal down. Recording goals is good practice for the guided recollection activity which will be repeated at the end of the year.

**Closing – 2 min.**

- Bring meeting to a close by celebrating the achievement of the ambassadors meeting their goals! Hip, hip, hooray!

# Human Knot

## Materials:

None

## Timing:

5 minutes

## Preparation:

Everyone stands shoulder to shoulder in a circle

**Summary:** Ambassadors create a human knot by holding hands and working together to untangle themselves. This activity is useful for demonstrating the importance of trust and cooperation in group problem solving.

**Directions:** Everyone reaches both hands into the circle and grasps the hands of TWO other people who are not directly next to them. The challenge is for the group to untie the knot (i.e., form a circle again, holding hands) without letting go of hands.

**Variation:** Students can hold ribbon, rope, or fabric strips at each end instead of holding hands.

**Debrief:** Talk about what was helpful and what wasn't helpful, communication that worked or didn't work, and leaders that arose, etc. in accomplishing the task.



**Prep:**

- Get materials: masking tape (for opener), festive colored construction paper cut into strips, and stapler.

**Meeting Agenda:**

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

- Begin by welcoming everyone and take attendance (can be taken during the game).
- **Facilitate** game of I Like People Who. (Maybe make it a holiday theme to celebrate the upcoming holiday season)

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

- Check in with your ambassadors.
- Get all the Ambassadors together in a circle to do the **Winter Hope Circle** activity.
  - TIP: for the three questions, put them on the board or on paper so that Ambassadors can see them when their turn comes.
  - Model the activity first, step into the center of the circle and choose a strip of paper to begin the chain. While in the center briefly share a sentence responding to each prompt and staple the paper together to begin the chain. You can either go in a circle or have students step forward to answer and add to the paper chain.

**Closing – 2 min.**

- Bring meeting to a close by reflecting on their courage as individuals and Ambassadors and re-affirm staying “linked” over the holidays.
  - Ask each Ambassador to say one word to describe how they are feeling.
- Thank the ambassadors and expressing how proud you are of them.

## I Like People Who...

### Materials:

Masking tape for each student

### Timing:

5 minutes

### Preparation:

Everyone stands shoulder to shoulder in a circle. Put down masking tape at their feet.

**Summary:** Ambassadors create a circle to learn what others like and to share their own thoughts and likes.

**Directions:** One person stands in the center of the circle and makes a statement that is true for them. Everyone else for whom the statement is also true must move to a new place in the circle. Whoever is left inside the circle without moving to a new placeholder becomes the next leader, choosing their own new statement.

**Debrief:** Discuss what was learned about their classmates and if they learned anything new

## Winter Hope Circle

### Materials:

Colored construction paper, cut into strips, and a stapler.

### Timing:

15 minutes

### Preparation:

Everyone gets into circle, can be standing or seated, around a "fire pit"

**Summary:** Ambassadors create a paper chain, showing how we are all connected together.

**Directions:** The winter season is traditionally a time for internal reflection about our lives and ourselves, providing a space for setting goal for ourselves in the future. Ask everyone to close their eyes and reflect on the following three statements: 1) a challenge they faced this year, 2) something they accomplished or are proud of, and 3) a hope/goal for next year.

**Debrief:** Discuss what was learned about their classmates and if they learned anything new

**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.*

**Prep:**

- Prepare examples of Put Downs (some ideas can be found in the Guidebook)
- Have flip chart or whiteboard available.

**Meeting Agenda:**

**Welcome and Opening Activity – 2 min.**

- Begin by welcoming everyone and taking attendance.
- Check-in with your Ambassadors to see how they are doing.

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

- **What To Do about Put Downs:** Role Plays
  - Directions: Read a couple of examples of someone being put down 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 put down (the target) felt.
  - Ask: What could you say to the Aggressor(s) to Balance the put down? Get examples and list on a flip chart called “Balancing Sounds Like”. Explain that these words are called “Balancing.”
  - Note: If Ambassadors mention what they would say to the Target (rather than the Aggressor), acknowledge this as a perfectly acceptable Action and remind them that since it is addressed to the Target, it is called Supporting.
  - Divide your family group into groups of 4-5. Give a situation (in which someone is being put down) to each group. Have each group role play the mistreatment and what an Ambassador could do to PUT UP the put down. Ask the other groups (that are watching) what else they could say or do in this situation. Is there a time when it would not be helpful to Put Up a Put Down?

**Closing – 5 min.**

- Bring meeting to a close by talking about setting a goal for using “Balancing” over the next week.
  - Ask: How many times do you think you can notice Put Downs and use Balancing with your friends and family and maybe even your classmates? Have Ambassadors write down their goal.
- Encourage them to set realistic goals.
  - We recommend a goal of 1 Action a day for a week.

**Prep:**

- Gather materials for the game and activity.

**Meeting Agenda:**

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

- Begin by welcoming everyone and take attendance (can be taken during the game).
- **Facilitate** game of Who's the Leader?

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

- Check-in with your Ambassadors
- **Success Round:** Ask each Ambassador to share a time that they said or did something to put up a put down, since the last meeting, that worked well. Go around the room giving each person a chance to say something. Encourage appreciation of each other and keep it moving. Record 1-2 success stories on the Assessment Form.
- **Challenge Round:** Ask everyone to think of something that didn't go as well as he or she would have liked since the last meeting. Have a volunteer share their experience. Have them describe the situation and what they did or said. Validate them if they noticed mistreatment, even if they did not act. Awareness is the first step towards taking action. Give them a chance to talk about what they could have said or done differently.
- Ask the group to discuss what they think could have been said or done to address that situation. Add these ideas to "Balancing Sounds Like" chart from previous lesson. Remind them that although they are focusing on Balancing this week, there might be other Actions that they could have used.
- Assess goals: Ask Ambassadors to think back over the week. Did they meet their Balancing goal? Was it a realistic goal? What is their goal for the next week? Encourage them to write down their goal. (Ambassadors should continue to look for put downs and practice Balancing).

**Closing – 2 min.**

- Bring meeting to a close by celebrating the Ambassadors' achievements.

# Who's the Leader

## Materials:

None

## Timing:

5 minutes

## Preparation:

None

**Summary:** One person tries to guess who is leading the group (i.e. changing the "movement" - like winking or clapping - that all are doing). Sharpens observation skills.

**Directions:** The object of the game is for one player – The Guesser – to leave the room while the rest of the group decides on a Secret Leader. The Guesser comes back in and tries to find out who is leading the group.

- Ask for a volunteer to be the Guesser who then leaves the room.
- When a Secret Leader has been chosen, the group stands in a circle.
- The Secret Leader initiates a movement like clapping, jumping, moving hips, shrugging shoulders, winking, etc. The rest of the group members imitate the Secret Leader, while trying not to reveal who it is (e.g., without staring at the Secret Leader).
- The Guesser is called back in and stands in the middle of the circle while the rest of the group follows the Secret Leader as s/he changes to a new movement. All the players who stayed in the room try not to reveal whom they are following and the leader tries not to reveal that he or she is leading.
- The Guesser tries to name the Secret Leader within three guesses. If they can guess who it is, then he or she chooses another player to leave the room.

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**Prep:**

- Review true/false statements or create your own.

**Meeting Agenda:**

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

- Begin by welcoming everyone and take attendance (can be taken during the game).
- **Facilitate** game of Change 3 Things.

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

- Check-in with your Ambassadors
- Ask Ambassadors to define intimidation (“when the target feels afraid”). How is it different than Exclusion or Put Downs?
- Hand out a list (or read it aloud) of True/False Questions (see below). Go over each question and answer one by one. Have students guess the correct answer (individually or as a group). After they come up with their guess, go over the correct answers one by one.
- Ask, does the answer surprise you? Why or why not? Do you think that it is true at our school? Ask if they can think of any examples of intimidation that they have seen at their school. (If not give them some examples). Have they ever been bullied or bullied others? How did it make them feel?

**Closing – 2 min.**

- Bring meeting to a close by asking Ambassadors to be “detectives” and look for any intimidation between now and the next meeting.



## Change 3 Things

**Materials:**  
None

**Timing:**  
5 minutes

**Preparation:**  
None

**Summary:** Two volunteers change three things about themselves, and the group attempts to identify what the changes are, giving Ambassadors an opportunity to practice their noticing skills.

**Directions:**

- Ask for two volunteers who will be the Changers.
- The Changers stand in front of the group and get studied for one minute.
- The Changers leave the room and once outside change three things about their appearance. For example, they can untie their shoe, put rings on different fingers, change their hairstyle, untuck their shirt, etc.
- Once they have made the changes they come back to stand in front of the group. The other players have three minutes to identify the changes.
- If time allows, the Changers can pick two people to take their place for another round.

**Variation:** This can be done with partners: The Observer studies the Changer for a minute, and then turns away & closes eyes. The Changer changes 3 things about her appearance and, when ready, calls to the Observer to turn around and face her. The Observer tries to identify the changes made by the Changer. They then switch roles.

### True/False Questions

1. 160,000 children stay home from school every day because they fear what is going to happen to them at school or going to and from school.

(TRUE: National Association of School Psychologists)

2. It is not intimidation if the Target and Aggressor are friends.

(FALSE-Intimidation is when a person feels afraid of what will happen (physical or emotional). This can occur among friends.)

3. Bullies are never targets.

(FALSE- About one third of bullies are themselves targets of intimidation, and these children have a higher risk of depression and suicidal thoughts than other children: R. Kaltiala-Heino et al., "Intimidation, Depression and Suicidal Ideation in Finnish Adolescents: School Survey," British Medical Journal 319 (1999): 349-351)

4. Children who are picked on over and over are more likely to be depressed, feel bad about themselves, and stop doing things with others. Some may even end up killing themselves.

(TRUE)

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**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?

**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?

**Prep:**

- Balloon or beach ball.
- Assessment form
- “Reasoning Sounds Like” flip chart

**Meeting Agenda:**

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

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

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

- Check-in with your Ambassadors
- **Success Round:** Ask each ambassador to share a time that they successfully used reasoning since the last meeting. Encourage appreciation of each other. Record 1-2 success stories on the Assessment Form.
- **Challenge Round:** Ask each ambassador to think of something that didn’t go well. Have a volunteer share their experience. Validate them if they noticed mistreatment, even if they did not act.
- Have the group discuss what they think could have been said or done using the Reasoning action. Add these ideas to the “Reasoning Sounds Like” flip chart.
- **Assess Goals:** Have ambassadors think back over the past week. Did they meet their Reasoning goal? Was it a realistic goal? What is their goal for next week? Encourage them to write down their goal.

**Closing – 2 min.**

- Bring meeting to a close by celebrating the Ambassadors’ achievements. Group high five!

# Bloop

Materials: A balloon

Timing: 5 minutes

Preparation: Need room to move around in a cleared space as a group. Players stand in a circle close enough that they can hold hands comfortably.

## Directions:

- Everyone holds hands (or sleeves, if uncomfortable) and must keep holding them until the end of the game.
- The goal is to keep the balloon in the air using one or more of the following directions. These are called out by the leader at the start, and can be changed during the game.
  - Heads and Shoulders
  - Heads Only
  - Hands (while still holding the people on either side)
  - Knees and feet
- The challenge can be given to keep the balloon up for 21 consecutive hits or another number of your choosing. Or the group can set a challenge for themselves.

## Debrief:

- What was the mood of your group during this activity?
- It is possible to have fun and accomplish something?
- How well did you work together? Did anyone try to dominate?
- What was challenging about it?

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**Prep:**

- Prepare examples of mistreatments on campus (from post-its, previous examples, or student input)

**Meeting Agenda:**

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

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

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

- Check-in with your Ambassadors
- Divide the group into groups of 4-5. Give each group an example of mistreatment. Ambassadors will have to identify what type of mistreatment the example is portraying and what an appropriate action would be, refer to Student Guidebook for help.
- Take turns doing role plays. Family Group leaders and other Ambassadors offer feedback.

**Closing – 2 min.**

- Bring meeting to a close by asking ambassadors “what did you learn, value, or appreciate in our meeting?”

# Pass the Mask

## Materials:

None

## Timing:

5 minutes

## Preparation:

Students stand in a circle

The starting player turns to the person on their left, looks right into his or her eyes, and makes the silliest funny face they can muster.

The second player attempts to copy the same face and pass it along to the player on their left and so on around the circle.

At the same time the first player turns to the person on their right and makes a different funny-face (mask) and that face is passed in the other direction.

Continue until both masks have reached the first player. Or until laughter has stopped the game!

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**Prep:**

- Review the Action Snapshot Campaign instructions found in the back of your Family Group Facilitator Guide. If you have questions, please call or email Community Matters.  
Email: [data@community-matters.org](mailto:data@community-matters.org)  
Call: (707) 823-6159

**Meeting Agenda:**

**Welcome and Opening Activity – 10 min.**

- Begin by welcoming everyone and take attendance (can be taken during the game).
- **Facilitate** game of I like People Who.

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

- Check-in with your Ambassadors
- Discuss:
  - What have you liked about being an Ambassador?
  - Do you notice people being kinder to each other?
  - Is our school safer and kinder since the start of the Ambassadors program?
  - What has been hard for you about being an Ambassador?
  - What was your proudest moment as an Ambassador?
- **Facilitate** the Action Snapshot Campaign

**Closing – 1 min.**

- Bring the meeting to a close by thanking the Ambassadors for their hard work and initiating a round of applause.



# I like People Who

## Materials:

None

## Timing:

10 minutes

## Preparation:

Everyone stands in a circle

**Directions:** Choose 1 student to be the starter. The starter stands in the middle of the circle and says “I like people who :\_\_\_\_\_” and fills in the blank with something that’s true about them.

For example: “I like people who play basketball, or hate green vegetables, or had a rumor started about them, or put up a put down.”

If it’s true about anyone in the circle they will have to move to a new spot in the circle. The last player to find a spot is the new starter.

(It’s sometimes beneficial to have the group leader choose who the next starter will be).

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**Prep: 15 Minutes in Advance:**

Download the “JeoParody” board from the program tools website and familiarize yourself with the PowerPoint.

- <https://tools.community-matters.org/wp-content/uploads/sites/4/2023/03/FGF-Ambassador-Jeopardy.pptx>
- Or, you can create a “Jeopardy” board (see directions and example attached)
  - Suggestion: Ask a few students to help

**Meeting Agenda:**

**Welcome and Opening Activity – 1 min.**

- Begin by welcoming everyone and taking attendance (can be taken during the game).

**Activity and Ambassador Skill Development – 25 min.**

- As a wrap up for the year: Play a round of Ambassador “JeoParody”, see directions attached.
  - Prebuilt power point deck (auto download) :
    - <https://tools.community-matters.org/wp-content/uploads/sites/4/2023/03/FGF-Ambassador-Jeopardy.pptx>
  - Suggestion: Have students lead this activity

**Closing - 2 min.**

- Bring meeting to a close by inviting students to share one word they have taken away from this year’s lessons and a feeling that wraps up the

## Ambassador “Jeopardy”

**Materials:** White board, marker, list of questions (see below)

**Timing:** 20 minutes

**Preparation:** Set up the white board with five columns (categories) and five rows. Put the name of each category at the top of each row. In each column starting in the first box, write 100. In the next box down, write 200, etc. up to 500.

You will need a list of questions (see below) for each category with the questions becoming increasingly more difficult as the point value increases. You will need a total of 25 questions (5 from each category).

Sample Board:

Targets, Aggressors, & Bystanders	Mistreatment and Cruelty	Ambassador Job	PREMO Thinking about the situation)	Getting Help
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Divide your Ambassadors into three teams. Have the team determine the order in which they will answer questions (e.g., Susie, then Bobby, then...).

Pick a spot in the room for the “contestants” to stand and then have the first students from each team stand together. Choose one team to start. That person chooses the category and amount. Read the question for that box. Contestants raise their hands if they know the answer. Choose the contestant that raised their hand first. If they get it right, their group gets the points listed in the square, if they get it wrong, their group gets negative points. Then call up the next three contestants. The winning group gets to pick the next category and amount. Continue until you have covered all of the boxes.

### Debrief:

You can ask the group who the winner is, and eventually the group or you will share that the true winner is the school, receiving the benefit of the Ambassadors’ knowledge and dedication.

## Ambassador “Jeopardy”

<b>Targets, Aggressors, and Bystanders</b>	<b>Mistreatment and Cruelty</b>	<b>Ambassador Job</b>	<b>PREMO (Thinking about the situation)</b>	<b>Getting Help</b>
What do you call the person who gets hurt? <i>(target)</i>	With what type of mistreatment does the target feel left out? <i>(exclusion)</i>	As an Ambassador, you must first ____ acts of mistreatment. <i>(notice)</i>	What does the “P” in PREMO stand for? <i>(What is the Problem?)</i>	Name 1 situation where you should get help from an adult.
What do you call the person who does the hurting? <i>(aggressor)</i>	With what type of mistreatment does the target get their feelings hurt? <i>(put downs)</i>	After you notice something and before you act, you must stop and _____. <i>(think)</i>	What does the “R” in PREMO stand for? <i>(What is my Relationship to the people involved?)</i>	Name 1 (a different) situation where you should get help from an adult.
What do you call the people who watch the hurting? <i>(bystanders)</i>	When intimidation happens, the target feels...? <i>(afraid)</i>	After you act, you should _____. <i>(follow through)</i>	What does the “E” in PREMO stand for? <i>(Environment – Who’s Around?)</i>	Name 1 reason why it might be hard to come forward.
When using the Action of Supporting, who do you usually talk to (target, aggressor or bystander?) <i>(target)</i>	Acts against campus affect who? <i>(everyone)</i>	With whom do you start doing your job first? <i>(self)</i>	What does the “M” in PREMO stand for? <i>(What’s my Mood?)</i>	Name 1 reason why it is a good idea to get help.
When using the action of Reasoning, who do you talk to? <i>(aggressor)</i>	Physical mistreatment or violence involves unwanted what? <i>(contact)</i>	Why is it risky to start with people that you hardly know at all? <i>(they might not listen, get mad, etc.)</i>	What does the “O” in PREMO stand for? <i>(What are my Options?)</i>	Name 1 adult that you could go to for help.

\*Preloaded slides on Program Tools website