
Goal: Wrap Up

Prep:

- Print out Ambassador Actions

Meeting Agenda:

Welcome and Opening Activity – 10 min.

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

Activity and Ambassador Skill Development – 15 min.

- Check in with your Ambassadors, “How is everything going?” “Any successes or challenges to share from the week?”
- Pass out the Ambassador Actions worksheet and have students work on filling it out.
- Once done, go around and have students popcorn read an answer.
 - You start by saying the #1 then popcorn to a student, they read their answer to #1, and then popcorn #2 to another student, etc.

Closing – 2 min.

- Bring the meeting to a close by thanking everyone and reminding them to use an Ambassador skill this week.

Back-to-Back

Materials: None

Timing: 5-10 minutes

Preparation: None

Prompt Ambassadors to find someone in the room that has a similar hair color to them (or similar shirt/shorts/pant color). Make sure everyone has a partner. Have partners link arms. With arms linked, the pair must find a way to stand up.

Once the pair has successfully stood up, encourage them to find a new partner and try this again. Then find a third person and try this one final time.

Debrief: Ask Ambassadors to share what worked and what didn't work during this activity. "Did you have to change your strategy with the difference people you worked with?" "How did you accomplish your goal?"

Guide your Ambassadors towards recalling the Action of Supporting, and ask them how this activity relates. Discuss how different people need support in different ways, and part of being an Ambassador is to *notice* when someone needs support and *act* in a way that best supports that person.

Ambassador Actions:

1. How could you support a person who just got called a bad name?

2. What does it mean to distract?

3a. When you are reasoning with someone, you are trying to _____.

3b. Please write an example of how you could use reasoning at your school:

4. To make your directing more effective, what can you say & do before you actually ask the person to stop or change what they're doing?

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5. If you begin to do an Action to help out, but the person you are trying to help gets upset with you, so you decide to exit, what would you . . .

Do:

Say:

6. Name one Ambassador Action that involves using the help that's available from people like counselors, teachers, or other adults whom you trust?

Give a brief example how you might use that Action at your school.

7. Why do you want to be an Ambassador?