

Goal: Equip Ambassadors to take action effectively and safely.

Prep: 5 Minutes in Advance:

1. Draw 4 concentric circles on a flip chart or white board. See below.
2. Make copies of With Whom Do You Start Worksheet
3. Gather supplies: beach ball or balloon, markers, and white board or flip chart.



Meeting Agenda:

Welcome and Opening Activity – 10 min.

- Begin by welcoming everyone and take attendance (can be taken during the game).
- Collect and discuss Action Logs completed since last meeting and provide to Program Advisor. If your Action Snapshot Campaign is still in progress, check-in with Ambassadors and ensure there are adequate Action Logs available, and Ambassadors continue to record their interventions.
- Initiate a game of Bloop, see directions attached.

Ambassador Skill Development – 15 min.

- Check-in with your Ambassadors: *“How have you been doing since our last meeting?”*
- **Skill Development:** With Whom Do You Start? See directions attached.
 - This is to help develop Balancing skills.

Closing - 2 min.

- To close the meeting, thank the ambassadors for their time, and reinforce that you are there to support them.

Bloop

Materials: A balloon or beach ball

Timing: 5-10 minutes

Preparation: Blow up the balloon or beach ball

Everyone holds hands 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 hands)
- 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 the challenge for themselves.

Debrief: Have a group discussion

- 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 you notice any leaders in the group?
- What was challenging about it?

With Whom Do You Start

Materials: White board or flip chart and markers, copies of the worksheet (next page) for each student

Timing: 20 minutes

Preparation: Draw 4 concentric circles on flipchart or white board and place in front of the room

Direct the Ambassadors attention to the four circles on the chart. Ask an Ambassador to come up to the chart, and through suggestions by other Ambassadors, fill in the name/group of people associated with each circle, (first circle is "Self," second circle is "Friends/Family," third circle is "Classmates" and fourth is "Anyone else"). Review each group and why Ambassadors start in the middle then work their way out.

Invite two new Ambassadors to come up and use a **red** marker to write in examples of mistreatment the Ambassadors have noticed in the past few weeks. The scribes will be writing these examples in the corresponding circles, for example if an Ambassador saw their mom yelling at their little sister, it would be put in the circle "Friends/Family." Encourage the group to come up with 8-10 examples involving various groups, i.e. self, friends/family, classmates, anyone else.

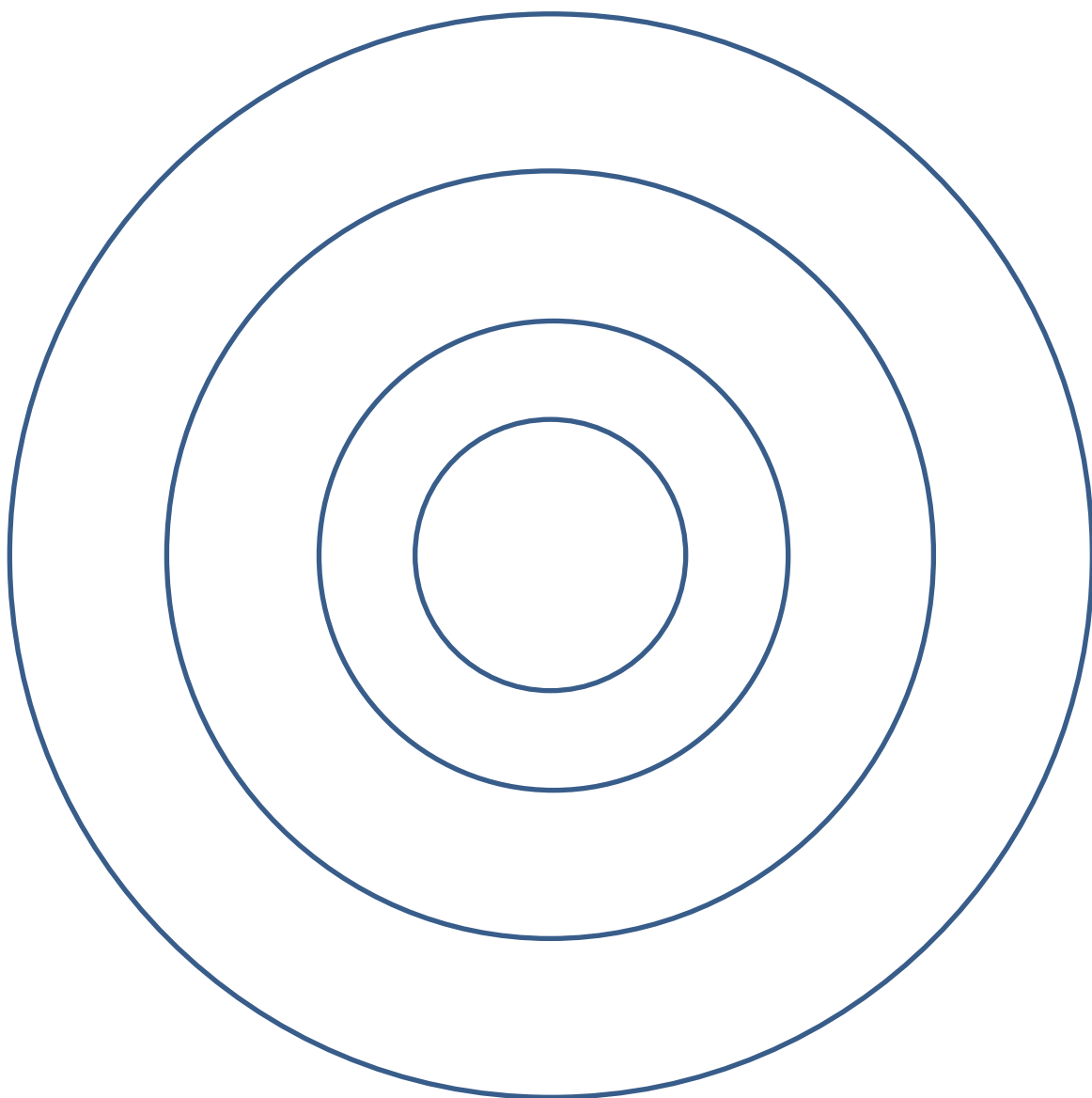
After Ambassadors have generated these examples, encourage two different Ambassadors to come to the chart. Using a **blue** marker, invite the new scribes to begin writing examples from the group of what could be said or done in the **red** situations to intervene.*

*It is important that the leader emphasize the subtle ways Ambassadors can intervene, that it doesn't have to be big, obvious, visible interventions that the whole school notices. Just saying hi to someone you notice is often a target, or inviting them to join you at lunch, can be the most powerful Ambassador Action.

Prompt the group to come up with multiple examples of Ambassador Actions for each situation in **red**, to encourage a deep understanding of all the different ways they can be Ambassadors.

Extension: Hand Ambassadors copies of the "With Whom Do You Start Worksheet". As they go through the week, they should mark an "X" in the appropriate ring as they intervene. They will mark an "O" if they saw something but did not intervene. At the next meeting, discuss what each person saw and the reasons that they may or may not have intervened.

With Whom Do You Start Worksheet



ELEMENTARY

Instructions:

1. From now until the next Family Group Meeting, mark an "X" in the circles of who you intervened with, i.e. self, friends and family, classmates, others. Mark an "O" for the times you noticed mistreatment but didn't intervene.
2. Use the back of this sheet or next to your "O" to write notes about mistreatment you didn't intervene on in order to brainstorm at your next Family Group meeting how you might be able to intervene in the future.