

**SSA Family Group Agenda**  
**Length: 25 minutes**

Meeting #5

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**Goal: Review the types of mistreatment**

**Prep:**

1. Gather the flipcharts with post-it examples of mistreatment that were saved from the SSA training.
2. If flipcharts weren't saved, recreate a flipchart with the 5 types of mistreatment (see example below) and gather extra blank post-it notes.

**Meeting Agenda:**

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

- Begin by welcoming everyone and take attendance (can be taken during the game).
- If not done in previous meeting, collect and discuss completed Action Logs and provide to Program Advisor.
- **Initiate** a game of Word Association, see directions attached.

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

- Check-in with your Ambassadors around the With Whom Do You Start Worksheet from meeting #4: *"How was that? What did you notice about mistreatment you saw? Did you feel prepared to intervene? If so, which 'ring' or group of people did you feel most prepared to intervene with? What were some examples of what you said? What could you have said?"*
- **Skill Development**: Noticing Types of Mistreatment. See directions attached.
  - This skill is used to help develop students supporting.

**Closing – 7 min.**

- Bring meeting to a close by engaging students in a round of My Future Self, see directions attached.

## Word Association

Materials: None

Timing: 5 minutes

Preparation: None

Bring all your Ambassadors into a circle. A student or adult leader can start this icebreaker activity by saying any noun; the name of a person, place, or thing.

Everyone then goes around taking turns saying associated words.

For example:

Leader: "hotel"

Ambassador 1: "bed"

Ambassador 2: "room"

Ambassador 3: "service"

Ambassador 4: "food"

Ambassador 5: "pizza"

## My Future Self

Materials: None

Timing: 5 minutes

Preparation: None

This activity is to help students see past the immediate.

In a closing circle, instruct students to complete the sentence "Something my future self would tell me now is..."

MIDDLE / HIGH

## Noticing Types of Mistreatment

**Materials:** Post-it flip chart from training (if saved) and additional post-its.

**Timing:** 15 minutes

**Preparation:** If needed, re-create a flipchart with the 5 Types of Mistreatment

If saved from the training, bring out the flip charts with the post-it note examples of mistreatment that have been witnessed on your campus. If this was not saved from the training, encourage students to recreate a flipchart (see below) with post-it examples of mistreatment they have seen in the past month at school, categorized into the 5 different types of mistreatment.

### 5 Types of Mistreatment

Put-downs
Exclusion
Intimidation
Unwanted physical contact
Acts against campus

If using the flipcharts from the training, encourage each Ambassador to add 2-3 post-its of mistreatment that they have noticed since the training. Ask your group which type is most common on your campus.

Engage the group in a short discussion on this question: Why do people act this way? This part can be done:

- popcorn style (anyone speaks when they have something to say).
- pairs brainstorm & list, then report out & discuss as large group.

Consider:

- The role of media: what passes for humor on TV?
- What's "cool" in pop culture? Why is it cool to act this way (mean/cruel)?
- How do pop culture figures influence us? Name some/give examples.
- Family patterns: what Dad does to Mom, what your parents' parents did to them, older brother to younger brother, etc.
- Hurt people hurt people; we often don't know how someone else might be feeling or going through unless we ask them, and truly listen.

**Extension:** Listen to a song, read a story, or show a movie in which some characters mistreat others. Ask Ambassadors to NOTICE types of mistreatment and discuss afterward.