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**Goal: Practice “Reasoning”**

**Prep:**

For Screaming Toes, have a large area where it is ok to scream loudly.

**Meeting Agenda:**

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

- Begin by welcoming everyone and take attendance (can be taken during the game).
- **Initiate** an opening activity of Proud Whip, directions attached.

**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?”
- Initiate a Reasoning Skill Development activity of Elevator Pitch, see directions attached.

**Closing – 2 min.**

- Bring meeting to a close by a high energy game of Screaming Toes, see directions attached.

## Proud Whip

Materials: None

Timing: 5-10 minutes

Preparation: None

In a circle, each person in succession quickly states, "I am proud that I \_\_\_\_\_." and fills in the blank with regard to being an Ambassador, i.e., I am proud that I stopped my friends from spreading a bad rumor about someone online). Then the next person speaks.

By doing several rounds, the group members can examine and disclose their thoughts to varying degrees. The third round might include something from any part of their lives.

**Extension:** After several rounds, it can be powerful to ask each person to address one other person in the group and tell that person something about them that you are proud of. Use the First Person and speak directly to the person (i.e., "Maria, I am proud of you for telling the truth about your feelings when you confronted your friends") rather than speaking about the person as if she was not there (e.g., "I'm proud of Maria because she told them \_\_\_\_\_").

## Screaming Toes

Materials: None

Timing: 2 minutes

Preparation: None

Invite all students to stand in a tight circle, with their heads down looking at their shoes.

Choose one person to be outside the circle in the roll of caller. When this person yells, "Heads Up!", everyone looks up and stares at someone else in the circle.

If that person is staring right back at you, then you both scream very loudly and step out of the circle. If the person you're looking at is not looking at you, put your head back down and wait for the next round.

Keep going until there are two players remaining.

## Elevator Pitch

Materials: None

Timing: 15 minutes

Preparation: None

In this activity, Ambassadors will work with partners to practice critical thinking, fast processing, and quick verbalizing as it pertains to talking someone out of doing something bad.

In the time it takes to ride an elevator, (30-60 seconds), students are to deliver a response to their partner's statement of intent to mistreat or harm someone.

Invite students to find a partner in the room and choose who will be "A" and who will be "B." The "A" will start first, by saying one of the following statements to their "B" partner:

- I'm going to take that freshman's clothes from the locker room
- Her phone is just sitting there, let's grab it and freak her out
- I'm going to take his backpack and see how long he looks for it
- If that teacher calls me out again, I'm going to throw my desk at him

Encourage students to imagine they are in an elevator and only have 30-60 seconds to convince this person to change their mind. "What would motivate this person to not do the thing they are planning on doing?" "What's important to them?" "Remember, you only have a max of 60 seconds to change their mind, so be compelling!"

After 60 seconds, tell students to switch and practice with the "B's" sharing what they are going to do and the "A's" giving the Elevator Pitch.

**Debrief:** How did it go? Did your partner convince you? How or how not? Do you feel like you could use this Ambassador Action with your friends? Why or why not?