
Goal: Review core components of Safe School Ambassador Program

Prep: 15 Minutes in Advance:

Get the “Jeopardy” board from the tool kit website and get familiar with the PowerPoint.

- Or, you can write up “Jeopardy” board (see directions and example attached)
 - Suggestion: Ask a few students to help

Meeting Agenda:

Welcome and Opening Activity – 5 min.

- Begin by welcoming everyone and taking attendance (can be taken during the game).
- Initiate a game of Pass the Pulse, see directions attached.

Activity and Ambassador Skill Development – 20 min.

Play a round of Ambassador “Jeopardy”, see directions attached.

- Prebuilt power point deck:
- <https://tools.community-matters.org/wp-content/uploads/sites/4/2023/03/FGFAmbassador-Jeopardy.pptx>

Suggestion: Have students lead this activity

Point out that this version of “Jeopardy” is Ambassador “Jeopardy”!

Closing - 2 min.

- Bring meeting to a close by inviting students to share an Ambassador Action they did in the last week.
 - If any student is struggling to recall an Action, encourage them to record an incident of mistreatment they witnessed even if they didn’t intervene.
*Remember, noticing is the first step of being an Ambassador!
 - If time allows, encourage the group to brainstorm on ways the Ambassador could intervene in that situation next time.

Pass the Pulse

Materials: A stopwatch (optional)

Timing: 5-10 minutes

Preparation:

Participants stand in a circle, choose a leader, a starter, and a timekeeper

Instruct the students to stand in a circle and hold hands. With one person chosen to be the starter, explain that they will gently squeeze the hand of the person on their left (or right). Once that person feels the squeeze, they then “pass the pulse” around the circle, until the pulse is felt by the starter and they say “STOP!” Continue playing with a new starter and incorporate the following variations as time allows.

If there is a student who would like to be the timekeeper, invite them to hold the stopwatch and time the group. Then encourage the group to try to beat their own time.

Variations include:

- Invite the group to close their eyes.
- Invite the group to send the pulse in one direction, and then when it arrives back at the starter, they must send it back the other direction. Time these rounds and see if they can beat their own time.
- Break the group up into two separate circles and have them see which group can pass the pulse the quickest.

Debrief:

- How was that? What made you successful?
- How does this relate to being an Ambassador?
 - Ideas might include: Starting with self, spreading kindness and knowing it will come back to you, working together as Ambassadors to make the school a happier and safer place, building connection and friendship among the Ambassadors.

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 name of 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, and Bystanders	Mistreatment and Cruelty	Ambassador Job	PREMO (acronym for “checking out” 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”

Targets, Aggressors, and Bystanders	Mistreatment and Cruelty	Ambassador Job	PREMO (acronym for “checking out” the situation)	Getting Help
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 toolkit website

MIDDLE / HIGH