

Ambassador Training Materials – 8th Grade

These materials are a tool made for the staff member(s) responsible for working with students on the Positive Purpose Project (PPP). It includes all materials necessary to hold bi-weekly training sessions with your 8th grade student Ambassadors starting in November. Each meeting is outlined below to help guide you through your meetings and keep you on track for showcasing the success of the Ambassadors at the end of the school year. If you have any further questions regarding this packet, please reach out to secdlab@gmail.com.

NOTES:

- There is a separate document detailing how to plan for the end-of-year Positive Purpose Project Showcase.
- The Positive Purpose Project Point Person Script will be indicated by ***blue italic font***.
- All Ambassador training materials can also be found on the website www.secdlab.org Password: Mosaic2017
- Ambassadors will need copies of the Handouts listed under the Meeting Title. You will need to print these materials ahead of time.
- It is presumed that Ambassador elections will be held annually. Given that this training manual is for 8th graders, it is possible that some students will be serving as Ambassadors for the second time. Second-term Ambassadors can be meaningful resources during meetings, sharing their past experiences with new Ambassadors.

Meeting Topics and Handouts Needed (NOTE: All Handouts are in Handout Section at End of Document)

- **Meeting 1 (November): Introduction to Ambassador Program, the Positive Purpose Project (PPP), and Signing Ambassador Contract**
 - Ambassador Handout 1A: Contracts
 - Ambassador Handout 1B: Pledge

- **Meeting 2 (November): Skill Building for STAT and PPP**
 - No handouts needed!

- **Meeting 3 (December): Begin Brainstorming Ideas for PPP**
 - Ambassador Handout 3A: Positive Purpose Project Example
 - Ambassador Handout 3B: Positive Purpose Project Worksheet
 - Ambassador Handout 3C/4A: PLAN (create your own or see example in Handouts section)

- **Meeting 4 (December): Select Idea for PPP**
 - Ambassador Handout 3C/4A: PLAN

- **Meeting 5 (January): Create PPP Proposal and Practice Presenting**
 - Ambassador Handout 5A: Positive Purpose Presentation
 - Ambassador Handout 5B: BEST Handout
 - Ambassador Handout 5C: i-Messages Handout

- **Meeting 6 (January): Conflict Management Skill Building**
 - None needed!

- **Meetings 7 and 8 (February): PPP Action Planning**
 - Ambassador Handout 7/8A: Action Plan Worksheet

Meeting 1 (November): Introduction to Ambassador Program, the Positive Purpose Project (PPP), and Signing Ambassador Contract

Objective: Explain the 8th grade Ambassador Role and Ambassador Contract

Materials:

- Ambassador Handout: Contracts
- Ambassador Handout: Pledge
- Showcase Video

NOTE: To make the Ambassador role official, it is recommended to include a leader either in the school or in the district to charge the Ambassadors.

1. Express Enthusiasm for being an Ambassador (2 minutes)

- *“First I want to start by saying, ‘Thank you, Ambassadors!’ You have all decided that you want to be a part of making yourselves, your school and your world better. That is really exciting!*
- *Being an Ambassador gives you the opportunity to lead important discussions in your class and propose solutions to issues you see in your school. It allows you to get feedback from administrators about your ideas. This happens through the Students Taking Action Together (STAT) during your MOSAIC class and through the Positive Purpose Project, which we will work on during Ambassador Team Meetings, and present at a showcase in June.*
- *Take 1 minute to turn to your neighbor and tell them one thing you are excited about now that you are an Ambassador.”*

2. Ambassador Video (4 minutes)

- Show your school's Ambassador video from last year's June Showcase (or watch the overall video on the MOSAIC website www.secdlab.org). Explain that students will start working on their Positive Purpose Project in December.

3. Ambassador Contract (4 minutes)

- Use Ambassador Handout: Contract (In "Handouts" section) or create your own school-specific contract.
- ***"As you all just saw, being an Ambassador gives you opportunities to be a leader and to influence what happens in your classroom, school, and community. It also is a big responsibility, because no great things happen without work and commitment. So we want to take some time to go over the expectations and responsibilities that go along with being a school leader. This is the Ambassador Contract (show contract and pass around); let's take a moment to review this."***
- Go through contract out loud with Ambassadors (have each Ambassador take turns reading each line of the contract out loud).
- ***"If you feel that you can agree to abide by the code of ethics, expectations, roles and responsibilities we just read, then sign this contract and pass it up to me. If you are concerned with part of the contract or are not sure you can agree to this contract, then see me after training."***

4. Giving Ambassadors a Formal Charge: School/District Leader (Mr. Walker, Principal, other appropriate individual; video from Mr. Walker) (5 minutes)

- Use Ambassador Handout: Ambassador Pledge (in “Handouts” section)
- ***“As you can tell, you will have many responsibilities as an Ambassador, and along with those responsibilities is the chance to make a positive impact on your school both for yourself and your classmates.”***
- ***“Jersey City is proud to charge you with this role. To “charge” means to trust you with special responsibilities. I am charging you on behalf of your school and our school district. You represent many.”***
- ***“As [ROLE OF SPEAKER, i.e., Assistant Superintendent], I would like to lead you through the Ambassador Pledge, which explains the essence of what you will do as an Ambassador this year.”***
- ***“We will now take the Ambassador Pledge, repeat each line after me:”***
- ***“As a MOSAIC Ambassador, I pledge
To uphold the Ambassador Contract,
To address issues facing my peers and my community,
To show resilience when overcoming obstacles,
To always lend a hand to someone in need,
To plan for a positive future for myself and my peers,
To ask for help when needed so that I can be successful,
And to use all my skills and good character for a positive purpose.”***

5. Q&A (2 minutes)

Ambassadors can ask any burning questions they have or share any strong reflections they are having. If they have additional questions or

reflections, or if time is short, they can write them down and/or ask you after the meeting.

Meeting 2 (November): Skill Building for STAT and PPP

Objective: Ambassadors will gain skills in ethical problem solving and group decision making that will be helpful in participating in STAT lessons in MOSAIC and completing the PPP.

Materials:

- Paper, Pencils

1. Skill Building: Ethical Problem Solving and STAT Reflection (10 minutes)

- ***“Being an Ambassador and co-leading STAT discussions means sometimes you have to make difficult decisions. When you are leading a group of friends and peers, you often need to decide the right thing to do - especially when there is no clear answer. Let’s take a moment to consider some of the dilemmas you may face and how you would react to them. Consider how other people in the classroom may be feeling when answering these questions.”***
- Designate a space in the room for students to congregate when they agree with either A, B, or C scenarios. Read the Scenario aloud, let students move to the area they feel best fits them, and ask them to briefly discuss why they chose each. As you notice trends, you may want to point them out to the group and ask a few people to share why they ended up in that group. Try to limit each question to one minute.

1) “You are trying to decide on a specific problem to address with the STAT lesson of that month. Would you:

- A. Choose the topic your friends want to discuss.***
- B. Choose the topic that you want to discuss.***
- C. Choose the topic that the majority of the class wants to discuss.***

2) You are working on an STAT and one student is not participating. Would you:

- A. Let the teacher deal with it. It's not your problem.**
- B. Ask that student for their opinion during the discussion.**
- C. Yell at that student for not participating.**

3) You realized too late that you forgot to hand in your STAT Handout. Would you:

- A. Hand it in as soon as possible and apologize for handing it in late.**
- B. Don't hand it in; maybe they won't notice.**
- C. Hand it in later, whenever you get around to it.**

4) One student keeps making fun of another student's ideas during STAT. Would you:

- A. Not say anything**
- B. Talk to the teacher and ask them to speak to the student**
- C. Ask that student to stop negatively talking about other's ideas."**

- **"Now that we have taken some time to think about the hard decisions we have to make as leaders, we know how important it is to notice how people are feeling and make decisions that are best for everyone in the group. Every time we make a decision we should be acting with empathy and helpful generosity towards others."**
- **"Thank you for sharing your experiences and ideas! We notice how you are feeling about your role as leaders, and we want to use this information to make STAT easier for you to lead. "**

- As time permits, ask students to think about how they would make a decision when they are faced with these or related dilemmas. The goal is to move them away from quickly making decisions and toward actively using a problem solving method to consider the best course of action. [do we want to ask teachers at some point to invoke PLAN or any other problem solving framework their school might be using?]

2. Skill Building: Group decision-making (14 minutes)

- Activity: Consensus Rule or Majority Rule
- PART ONE: Majority Rule (2 minutes)
 - ***“Today, we are going to be talking about making decisions as a group. There are going to be many times where you will need to work with your other Ambassadors as a team to make important decisions. There are many different ways that a group can come together to make a decision. One way to make decisions in a group is by majority rule. Majority rule is when each member of a group gets a vote for or against a particular issue or for one choice among several. Whatever the majority decides, the entire group must follow. Let’s test this out.”***
 - Introduce the scenario Ambassadors will be deciding on. ***“You will be voting on this scenario: As a group, Ambassadors have to determine whether the best way to stop school bullying is by making posters to hang up around school or by having a school assembly about it.”***
 - Take a vote with the whole group and tally the votes on the board. Announce the winner to the class and explain that following majority rule means that you

must go along with the winner regardless of how you voted.

- Debrief: How did this decision making process go? How did Ambassadors in the minority vote feel about the final outcome?
- PART TWO: Consensus Rule (3 minutes)
 - Introduce the second decision-making method:
“Another way to make decisions in a group is by consensus rule. Using consensus rule means that everyone in the group gets to express their opinion. In the end, everyone must agree to the same decision or course of action. Let’s give this type of decision-making a try.”
 - Break Ambassadors into groups of four or five and introduce the next activity. ***“Using the same scenario we used before, discuss together in your groups until you come up with a choice everyone can agree on.”***
 - Give groups a minute to discuss and when they are done, ask two follow up questions to the whole class. Listen to a couple of responses for each question.
 - ***“How was this different from majority rule decision-making?”***
 - ***“Which type of decision-making do you think this is a good way of making a group decision? Why or Why not?”***
- PART THREE: When to use each (2 minutes)
 - ***“Majority rule allows you to make quick decisions. However, Majority rule doesn’t always mean everyone in the group will agree with a decision. Consensus rule will allow for everyone to agree on a decision, but it may take more time***

to make a decision. Both types of decision-making can be useful in different circumstances. Let's consider when would be a good time to use each type of decision making."

- Read the following scenarios and let Ambassadors raise their hands to answer which type of decision-making would be best.

1. "Your group is choosing the color of a banner for the hallway. You don't have much time to make this decision and have only three colors to choose from. What is the most effective way to make this decision?"

2. "Your group is deciding on the topic of a service project your team will work on. If everyone doesn't agree on this choice, it may affect their enthusiasm about the project and their willingness to help. What is the most effective way to make this decision?"

4. Closing Q & A

- Ambassadors can ask any burning questions they have. If they have additional questions they can write them down and/or ask you after the orientation.

Meeting 3 (December): Begin Brainstorming Ideas for PPP

Objective: Discuss Positive Purpose Projects and build Teamwork

Materials:

- Ambassador Handout: Positive Purpose Project Example
- Ambassador Handout: Positive Purpose Project Worksheet
- PLAN poster or Handout (create your own or see example in Handouts section)

1. Introduce Ambassador Teams (1 minute)

- ***“Thinking back to our first meeting this year, and the video we watched of last year’s Ambassadors, does anyone remember what the second big role of Ambassadors outside of the STAT/MOSAIC class leader role is?”***
- ***This second big role is working on the Ambassador Team on a Positive Purpose Project. This project will aim to create positive change in your school or community.”***
- Anticipate questions on how often/when Ambassadors will meet, when project work will begin, and other logistics...plan to incorporate this into the introduction if information is known.

2. Introduce Positive Purpose Projects (5 minute)

- Use the Ambassador Handout: Positive Purpose Project Example (in “Handouts” section)
- ***“There are two criteria you need to think about when brainstorming ideas for Positive Purpose Projects:***

- ***The project needs to be focused on making your school a better place. Note that this can mean making the school a resource and source of pride to the community.***
 - ***NOTE: Community can be interpreted broadly, for example, one PPP involved showing appreciation for First Responders by holding an assembly in their honor at the school.***
- ***The project needs to be achievable within the time frame. It needs to be something you can realistically complete by the end of the school year.”***
- ***“Also, remember that you will be presenting these projects at the end of the year in front of a large audience that might include other students and/or members of the community or family. The projects you choose should be ideas that you are excited about and would be excited to share at the end of the year!”***
- Introduce a few short examples of Positive Purpose Projects:
 - Anti-Bullying Campaign: Ambassadors who see bullying happening around school might launch an anti-bullying initiative by creating posters to hang up around the school and presenting on bullying during an assembly.
 - A Friendly, Caring School: Ambassadors who see students who are new, alone, rejected, bullied take steps to reach out and include them. This may also include ideas for how to be more welcoming and friendly, such as greeting people, opening doors for others, helping people carry heavy or many things, finding other ways to provide help to students where needed.

- Beautify the School Campaign: Ambassadors who see students leaving garbage on the floors, in hallways and classrooms might choose to work on a school beautification project. This may include presentations about recycling and keeping the hallways clean, or hosting a hallway-decorating event where students can come to decorate bulletin boards.
- Ambassador Team Tutoring: Ambassadors notice that some of the 6th graders struggle with math, but don't have anyone they can go to. These Ambassadors recruit 8th graders who are good at math and start a weekly tutoring day where 6th graders can get help from 8th graders after school.
- School Newspaper: Ambassadors start a school newspaper to share good things that are happening in the school, both within the school and outside the school.
- Multicultural Awareness: A lot of students see a need for students and teachers to learn about and appreciate cultures that are different from their own. This can be done through videos, posters, game nights, creating a bazaar, assemblies, etc.

3. Skill Building: Teamwork and Brainstorming (7 minutes)

- Use the Ambassador Handout: Positive Purpose Project Worksheet (In "Handouts" section)
- ***"As a member of an Ambassador Team, you will likely spend a lot of time brainstorming as a group, making decisions as a group, and working together towards common goals. Today we are going to focus on team***

brainstorming for your positive purpose project. Today you are going to test your creative thinking skills and see how thinking creatively can help when working as a team to improve your school.”

- NOTE: If you have more than 15-20 Ambassadors, it may make sense to break into teams and conduct multiple PPPs.
- Small Group Brainstorming:
 - Break Ambassadors into small groups.
 - Provide Positive Purpose Project Worksheet.
 - Have groups fill out worksheet together using the PLAN problem solving framework to describe their idea
 - Review PLAN if necessary.
 - P- problem description
 - L- list of options
 - A- Action plan
 - N- Notice Successes

If groups did the “decision-making” exercise (majority rule v. consensus rule), then refer to those skills as groups work together.

- Also, remind them that they should be trying to incorporate the ideas of everyone in the group, not just one person.
- Whole Group Share: After time is up, each group should briefly share their idea. After sharing, launch into the discussion questions below as a group:

- ***“How did your group work together when thinking creatively? Was it easy or hard to get everyone thinking creatively?”***
- ***Was it easy or hard to brainstorm ideas for improving your school? Why do you think that is?***
- ***What things that you talked about are you excited about? (Try to get emotions and enthusiasm from the students)”***

4. Ambassador Homework (2 minutes)

- ***“Between now and our next meeting, keep thinking about ideas for our school’s Positive Purpose Project.”***
- Provide resources and examples of school needs/issues and possible projects so that Ambassadors have some direction.
- Let Ambassadors know that there is a time set aside every month when they will be called upon to give progress reports to their classes about the PPP and will have a chance to ask their classmates for ideas. But they are not restricted in when they do this, and can ask teachers for other times to discuss PPP issues with their classmates.

5. Closing Reminders (1 minute)

- Remember to thank Ambassadors for their hard work and give them the opportunity to ask any last-minute questions.
- Also, make sure to stress the importance of everyone completing their assigned tasks before the next meeting (let them know when this will be, if you know).

- Can also address questions about STAT if they come up.

Meeting 4 (December): Select Idea for PPP

Meeting Objective: Positive Purpose Brainstorming and Idea Selection
Stage: Preparation

Materials:

- Paper, Pencils
- PLAN Handout/Poster

1. Review Positive Purpose Projects (1 minute)

- *“Welcome, Ambassadors! Today, we are going to talk more about our Positive Purpose Projects.”*
- *“Who remembers our ideas we came up with last meeting?”*

2. Activity: PPP Idea Discussion (8 minutes)

- Review the ideas Ambassadors have for the Positive Purpose Project from the previous Positive Purpose Project meeting. Ask if any new ideas have come up.
- Review PLAN and note that you are using steps of PLAN. [Show PLAN poster]
 - P- problem description
 - L- list of options
 - A- Action plan
 - N- Notice Successes
- Select 3 top ideas (list of options)
- Point out that you are using “Consensus Rule” as a way to make a decision on the top 3 ideas.

- Review that there are different ways of making group decisions and one way is to decide by consensus.
- Note that selecting 3 top ideas is a STAT step
- Discuss Pro/Cons of each idea (note that you are also modeling a STAT technique by doing the pros and cons)
- Help Ambassadors come to a decision about the top 3 projects they would like to do by using the Majority Rule (PLAN Step A- selecting an action plan)
 - *Majority Rule: casting a vote in order to make a decision*
 - *Consensus Rule: discussing and deciding as a group what the best decision(s) would be*

NOTE: You can also have Ambassadors select their top idea by Consensus Rule if they would prefer that. As time permits, it can be helpful to lead a discussion about the pros and cons of different kinds of group decision-making.

3. Casting Vote If Selected Method (5 minutes)

- ***“To have a fair vote, take out a piece of paper and write down the idea you would like to be our project and fold the piece of paper up. After you have done that pass it up to me.”*** [NOTE: meetings may or may not be in classrooms, so you will need to plan for having paper and pencils available for a vote]

- After all students have cast their vote, tally up the votes on a board in front of the class.
- ***“Fantastic! We have now chosen our idea! Keep this idea in mind as we begin planning and be ready to discuss it in our next meeting!”***
- Note that Ambassadors will likely need permission from certain relevant people in the school to move forward with their ideas.

4. Q & A (2 minutes)

- Be sure to wrap up by noticing successes! Ask Ambassadors to also notice what went well during today’s meeting.
- Ambassadors can take this opportunity to ask any questions they may have about PPP or STAT.

Meeting 5 (January): Create PPP Proposal and Practice Presenting

Objective: Ambassadors practice presenting to administration

Materials:

- Ambassador Handout: Positive Purpose Presentation Script
- Ambassador Handout: BEST
- Ambassador Handout: i-Messages

1. Prepare for presenting idea to administration.

- ***“For our idea, what do you think we should say to administrators in our school? Are there parts of our idea we want to tell them about? Are there parts of our idea that we need their permission for? Are there ways that we need their support?”***
- Use the Ambassador Handout: Positive Purpose Presentation Script (in “Handouts” section) and fill out the sheet as a class.
- ***“Is there anyone who wants practice presenting with the outline we have created in front of the team? The team will help anywhere you get stuck!”***
- Select a student to present: intervene as necessary with tips and suggestions.
- Have another Ambassador play the role of an administrator!
- Be sure to remind students of BEST and notice and label successful use of BEST and i-Messages! Use the Ambassador Handout: BEST (in “Handouts” section)
- BEST- Body posture, Eye contact, Speak clearly, Tone of voice
- I-Messages- “I (or we) feel XXX and would like to do YYY” (instead of “You need to let us do YYY”) (see “Handouts” section)

*****NOTE: Ambassadors must have the opportunity to present their idea to an administrator before Meeting #7 in February*****

Meeting 6 (January): Conflict Management Skill Building

Meeting Objective: Students gain skill in conflict management to help them both in their STAT MOSAIC classes as well as in managing conflict that arises while working on their PPP

Materials Needed:

Paper and pen/pencil

Common Ground Activity: Skill Building in Conflict Management (15 minutes)

1. Common Ground Activity (7 minutes)

- *“Today we are going to be doing an activity together that helps you find common ground in a group of people. This will help you to be able to work together and make decisions you can all agree on. First, find one partner who is wearing the same color shoes as you.”*
- *“Next, with your partner find another pair of Ambassadors who are also wearing the same color shoes. Together, you should make a group of four.”*
- *“Now, try to come up with as many things you all have in common as you can. Your goal is to use Constructive Creativity to come up with 5 things you all have in common. Once you reach that goal, try to come up with more. At the end of the activity, we will see which group was able to come up with the most things they had in common” (3-5 minutes)*
- *“Let’s see how you did. Are there any teams that found more than 10 things they had in common? How about 15? (Continue this chain of questions until you’ve gotten to the highest number of commonalities found.) Wow you all did a great job!”*

2. Debrief (8 minutes)

- ***“As you can see sometimes, it can be difficult to find things in common and sometimes, it can be quite easy. What makes it difficult to find things in common?”***
 - Larger group
 - Different cultural backgrounds
 - Not knowing each other well
 - Not being creative in asking about possible similarities
- ***“Let’s share some of the things you found in common within your group and see if we can find something in common for our entire Ambassador team”*** (3-5 minutes)
- ***“Great! We have found a unifying common ground for our Ambassador team! What skills and virtues did we have to use to find common ground?”***
 - Empathy (see other points of view)
 - Communication (to listen to others and talk about yourself)
 - Emotion Regulation (patience)
 - Problem Solving (to figure out how we would organize our conversations and keep track of our ideas)
 - Constructive Creativity (to look at many different kinds of possible similarities)
- ***“How can this help you when you co-lead your class’s Students Taking Action Together (STAT) lessons?”***
 - There may be disagreements that arise as you work through your STAT discussions and decisions, but if you try to find ‘common ground,’ you will be able to lead your classmates through these conflicts.
- ***“Even people who seem to disagree might have things in common! It’s important to keep this in mind as we work***

together as a team and get assistance from your classmates as your project progresses.”

Meetings 7 and 8 (February): PPP Action Planning

Meeting Objective: Finalize the idea selected and identify what is needed to carry out the idea and who will do the relevant tasks

Materials Needed:

- Ambassador Handout: Action Plan Worksheet

1. Discuss Feedback from Administration

- By now, the proposal for the PPP should have been submitted to administration with feedback given to you to communicate to the ambassadors. If not, please reach out to administration prior to this meeting to have updates for the students and have them revise their proposal as necessary through discussion and teamwork. These revisions may take the entirety of the meeting. If not, please use the remaining time to execute the teambuilding activity below.
- ***“Welcome Ambassadors! Today we are going to talk about the first step in planning for your Positive Purpose Project. Because it’s a big project and we have a deadline so that we can present it to others, it will require you all to work productively and effectively in teams. This means that all of the responsibilities must be divided; they can’t all fall on one person. Each and every one of you plays an important role in the planning and carrying out of this project. And if any of you does not meet your responsibilities, the whole project can be in trouble.”***
- ***“Now that we have an idea selected, the first thing to do is brainstorm what is needed in order to carry out the project. Those of you who have been involved in the PPP last time, or in other group projects, what are some of the***

things you need to be successful in order to create a plan and project that will work and work in a time frame?”

2. Action Planning

- *“Now we are going to break into groups and make a list of things we’ll need in order to carry out the project!”*
- Use the Ambassador Handout: Action Plan Worksheet (6 pages): (in “Handouts” section)
- **Activity:** Break the Ambassadors into small groups and hand each group an Action Plan Worksheet. Have them make a list of things they will need to do for their Positive Purpose Project. You may encourage Ambassadors to also begin assigning tasks to one-another in each group.
- Re-convene. Each group will share what tasks they came up with and if they’ve assigned those tasks.
- If there is an overlap with tasks, you can suggest breaking Ambassadors into Committees.
 - For example, if, during sharing, you learn that two groups have Ambassadors that are assigned to a fundraising or advertisement task, these Ambassadors might work together under the Fundraising and/or Advertisement Committee.

3. PPP: Introducing Committees (1 minute)

- *“It looks like we have a lot to do in order to carry out this project! In order to handle different tasks that need to be completed for the project, it will help you to break into small committees where you will focus on one thing, e.g., fundraising.”*
- You may want to mention to Ambassadors that if they want/need help from their classmates, they can ask for it. The Positive Purpose Project is their project too!

4. Q & A (1 minute)

- Ambassadors can take this opportunity to ask any questions they may have. If time runs out, Ambassadors may write their questions down for you or talk to you after training.

*****Optional Activity If Time: Sneak-a-peek Teambuilding Activity (8 minutes)**

- Activity Goal: This game will teach Ambassador how to problem solve in a group and communicate effectively.
- Set Up:
 1. Print out Sneak a Peek Image (any basic image from ClipArt or other search engines, preferably one with multiple components that will present a challenge).
 2. Place it in a folder in the center of the room.
 3. Make sure you have scrap paper available for the game.
- Instructions:
 4. Break Ambassadors up into groups of 3-4.
 5. Each group should be equal distance from the folder with the image.
 6. Each group is given one piece of paper and a pen/pencil.
 7. One member from each team can come up at the same time to look at the image for ten seconds and try to memorize it before returning to their team.
 8. After they return to their teams, they have twenty seconds to instruct their teams about how to recreate the exact image in the folder. Then they must be silent while the team tries to recreate the drawing.
 9. After one minute of trying to recreate the drawing, another member from each team can come up for a “sneak a peek.”
 10. The game should be continued in this pattern until one of the team’s successfully duplicates the original image (or until time runs out).

Ambassador PPP Point Person Checklist

March-June

The following checklist is to assist the PPP Point Person in working with Ambassadors to finish the Positive Purpose Project(s) and prepare Ambassadors for the Showcase. By March, the Positive Purpose Project Point Person and their supporting team should be meeting regularly to begin working on the June PPP Showcase.

March– Action Plan

- **PPP Meeting 9:** Preparation and Action
 - **Agenda: Start action plan**
 - Plan fundraiser, assembly, video, or posters needed for PPP
 - If ready, execute actions for PPP
 - Closing Step: Assign tasks for everyone to complete before the next meeting

- **PPP Meeting 10:** Action
 - **Agenda: Finalize action plan & start the action phase**
 - Execute fundraiser, assembly, video, poster needed for PPP
 - Closing Step: complete action plan and have a task for everyone to complete before the next meeting

April – Action Phase (NOTE: PARCC or related academic/standards testing may interfere with scheduling, so we suggest working with your school and administration to aim to complete the action phase before starting testing**)**

- **PPP Meeting 11:** Action
 - **Agenda: Carry out PPP**
 - Closing Step: assign tasks for everyone to complete before the next meeting
- **PPP Meeting 12:** Action
 - **Agenda: Carry out PPP**
 - Closing Step: **project should be complete before the next meeting.**

May – Reflection

- **PPP Meeting 13:** Reflection & Preparation for Demonstration

- Opening Activity: reflecting on positive purpose project
- **Agenda: Brainstorm ideas for Showcase demonstration**
- Closing Step: assign tasks for completing the demonstration
- **PPP Meeting 14:** Create Demonstration for Ambassador Showcase
 - Opening Activity: reflect on ambassador experience
 - **Agenda: Continue work on demonstration**
 - Closing Step: ***visual elements of the demonstration for the showcase should be complete for showcase.***

June - Demonstration

- **PPP Meeting 15:** Finish Demonstration for Ambassador Showcase
 - Opening Activity: noticing success
 - **Agenda: Practice presentation**
 - Closing Step: Ambassadors have practiced and feel prepared to present at the showcase.
- **Ambassador Showcase:**
 - Demonstrate and celebrate success!

**Ambassador Handouts
for
Positive Purpose Project Meetings**

MOSAIC Ambassador Contract

DATE: _____

Why Should You Be a MOSAIC Ambassador: MOSAIC Ambassador Mission Statement

*Being a MOSAIC Ambassador offers students the opportunity for leadership within their MOSAIC Advisory and the chance to make important, positive changes within their school for a term of **one year**. The Ambassadors are a team of student leaders that are supported and guided by the adults in their school.*

MOSAIC Ambassador Code of Ethics

- ✓ I will uphold the ideals and values in the Ambassador Pledge.
- ✓ I will appropriately follow the rules and requirements of being an Ambassador and address disagreements constructively and respectfully.
- ✓ I, as an Ambassador, recognize the importance of my position and its effect on my school.
- ✓ I will make decisions and take actions that will positively affect **all students, my school, and myself**.
- ✓ I understand that all my actions have consequences for myself and for others.
- ✓ I agree that I will follow all school rules.
- ✓ I will maintain a respectful manner at all times, both in and out of school.
- ✓ I will practice being an Upstander by acting as a role model to my peers.
- ✓ I understand that I represent my classroom and my school, here and in the community.
- ✓ I will listen to the concerns of my MOSAIC classmates.

Expectations for the Character of MOSAIC Ambassadors

- ✓ I will maintain academic standing holding a C average or above.
- ✓ I will maintain a high standard of behavior in and out of school.
- ✓ I will be in uniform every day (as required).
- ✓ I understand and will uphold the Ambassador roles and responsibilities.

Roles and Responsibilities of the MOSAIC Ambassadors

- ✓ I will act as a Student Ambassador representative by making the needs and concerns of my MOSAIC Advisory/class heard.

- ✓ I will work together with my MOSAIC teacher and any co-Ambassadors to fulfill my responsibilities to lead MOSAIC discussions of important school issues as contained in the MOSAIC curriculum, and to create a positive atmosphere in my MOSAIC class.
- ✓ I will attend and participate in all Ambassador meetings and trainings, and I will seek to be excused from any meetings for which I have a conflict.
- ✓ I will join and contribute to an Ambassador Team to make positive change in our school, where the opportunity is provided to me. If this is not available, I will seek out an additional leadership opportunity in addition to that which is required of me as an Ambassador.

I, (printed name) _____, do hereby agree to all responsibilities and expectations of being an Ambassador in this _____ school year. If I do not follow these guidelines, I know I am letting down my classmates, my school, and myself, and I could be asked to step down from being an Ambassador.

Student Signature _____

Date _____

(Ambassador Handout 1B)

MOSAIC Ambassador Pledge

Ambassador Pledge

As a MOSAIC Ambassador, I pledge

To uphold the Ambassador Contract,

To address issues facing my peers and my community,

To show resilience when overcoming obstacles,

To always lend a hand to someone in need,

To plan for a positive future for myself and my peers,

To ask for help when needed so that I can be successful,

And to use all my skills and good character for a positive purpose.

Positive Purpose Project Example

1. What's the issue?

What is an issue in your school that you'd like to fix?

Our hallways are always full of litter.

2. What's the problem?

Define the Problem. What exactly is the problem your school is having?

Students throw their garbage on the floor instead of in the trash bin.

3. What are possible solutions?

Brainstorm solutions to the problem.

- Have an assembly about littering
- Give out awards to students who don't litter
- Create posters to hang up all around school about recycling
- Have an event where students clean the hallways after school
- Talk to new students about keeping the hallways clean

4. What can I do to solve this problem?

Create a realistic plan for a project that you could do to solve the problem you identified.

Our team is going to start a hallway beautification project. We are going to make presentations to 6th graders about keeping the hallways clean and recycling and we are going to have an event where students can come and help clean and decorate the hallway, so it looks nicer.

5. How can I make this plan better?

Notice Success. Seek Feedback. Share your ideas with peers and staff who may be able to help you.

Staff and peers suggested we also make announcements over the loudspeaker in the morning to spread our message through multiple channels.

Positive Purpose Project Worksheet

1. What's the issue?

What is an issue in your school that you'd like to fix?

2. What's the problem? ("P" in PLAN)

Define the Problem. What exactly is the problem your school is having?

3. What are possible solutions? ("L" in PLAN)

Brainstorm and List solutions to the problem.

4. What can I do to solve this problem? ("A" in PLAN)

Create a realistic Action plan for a project that you could do to solve the problem you identified.

5. How can I make this plan better? ("N" in PLAN)

Notice Success. Seek Feedback. Share your ideas with peers and staff who may be able to help you.

PLAN

P roblem Description

L ist of Options

A ction Plan

N otice Successes!

(Ambassador Handout 5A)

Positive Purpose Presentation Script

“Good morning, Mr./Mrs./Dr. _____. My name is _____. For our Positive Purpose Project, we decided to address the issue of: _____ in our school/community.

Our solution is to plan a _____.

One way we think our project will be successful is _____.

BEST

Do your BEST!

- B**ody posture
- E**ye contact
- S**peak clearly
- T**one of voice



BEST COMMUNICATION CHART

DESCRIBE WHAT A PRESENTER SHOULD AND SHOULD NOT DO FOR EACH CATEGORY OF BEST

YOUR NAME: _____

	WHAT TO DO	WHAT NOT TO DO
B ody posture		
E ye contact		
S peak clearly		
T one of voice		



Don't forget to fill out the Ambassador Handouts so you can keep track of all the great ideas!



i-Messages

i-Messages: Start with “I” or “We”
(Instead of “You”)

EXAMPLES:

- We feel XXXX when XXXX happens in our school.
- I think our team should do XXX to address the problem of XXXX.

(Ambassador Handout 7/8A)

Positive Purpose Project Action Plan Master Worksheet (6 pgs.)

Project: _____

Part I: Develop Task List

As a team, brainstorm a list of tasks that need to be completed in order to get to the action stage of your project. Write down all of these tasks in the blank space on the next page. When you are brainstorming tasks, keep these questions in mind:

- What materials will you need?
- How will you get these materials?
- If you need to fundraise for your project, how will you do it?
- What space in the school will you use for your project?
- When and for how long will you need this space?
- Which parts of your project will require help from adults?
Which adults (teachers, principal, parents, custodians)?
- How will you advertise your project?
- How will you get other students involved?
- What else do you need to accomplish before you can start your project?

Task List Brainstorm Space

Part II: Create Task Timeline

Start Preparation Stage of Project: Today: _____



Before our 2nd Meeting, we will:



At our 2nd Meeting, we will:



Before our 3rd Meeting:



Start Action Stage of Project: At our 3rd meeting!!!

Part III: Assign tasks to team members

From the question list you just brainstormed, assign tasks for each team member. By the next time you meet, team members should be able to answer the questions they were assigned.

Teammate Name: _____

Task: _____

Teammate Name: _____

Task: _____

Teammate Name: _____

Task: _____

Teammate Name: _____

Task: _____

Teammate Name: _____

Task: _____

Teammate Name: _____

Task: _____

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Teammate Name: _____

Task: _____

Teammate Name: _____

Task: _____

Teammate Name: _____

Task: _____

Teammate Name: _____

Task: _____

Teammate Name: _____

Task: _____

Before The Next Meeting:

Before the next meeting, you should have completed the task you were assigned today. It is important to your team's success that you complete your task on time! Your task could involve looking things up online, talking to teachers, or other staff members. Plan your time accordingly.