

PHS AMBASSADORS

Week 1

Goal of the Week: Building a sense of community. Freshmen and their Ambassadors will complete activities that allow them to get to know one another. Freshmen will also begin to get familiar with student clubs, groups and extra-curricular activities.

Time: 79 Minutes

Freshman Seminar Teacher Preparation: Each teacher will divide students into their pre-determined groups based on the number of Ambassadors assigned to their class. Please account for gender, ethnicity, socialization skills and behavioral tendencies. These groups should be labeled (numerically or with a unique name) for ease in identification.

Schedule of Events:

ACTIVITY	LARGE OR SMALL GROUP	TIME
Introduction to Ambassadors	Large Group	10 Minutes
Review Names/Group Norms	Small Group	10 Minutes
Check-In	Small Group	10 Minutes
Mystery Maze Walk	Large Group/Small Group	30 Minutes
Beach Ball Questions	Small Group	15 Minutes
Wrap-Up and Upcoming Events	Large Group	4 Minutes

Supplies:

- Ambassadors Binder
- Beach Balls (each Ambassador should have 1 Beach Ball)
- Blindfolds (one for each student in the class)
- Beach Ball Questions
- Upcoming Events List
- Blank piece of paper for writing down Group Norms

Squad Captains should pick up supplies from the Leadership Room or designate someone in their Squad to do so. If the Leadership Room is locked – find Mr. Bain in 214 to unlock it.

Introduction to the Program (10 Minutes):

While standing at the front of the room, introduce yourself and remind students of your name. Then one person should give a short overview of what Ambassadors is about. Here is an example:

(Say in your own words!) We are here to help you and help you to get to know Poudre. From this point forward you are more than just a Poudre student, you are an Impala and that means something. At Poudre we have a saying called Ubuntu. What that means is “I am Who I am Because of Who We Are” and that we are all in this together, we take care of each other and we learn from each other. During the

year Ambassadors will come in to this class every other week. We will talk about a lot of different things but our number one goal is to get to know you and support you. We are going to break into small groups that your teacher has already set up and get started.

Split the students into their groups and have them quickly arrange their desks into circles. Everyone must be in the circle and everyone **MUST** be on the same level (all in desks, on the floor, standing). Introduce yourself using your name again and explain that you will be their Ambassador this semester. Be yourself (you are awesome!) and remember that the Freshmen are way more nervous than you are and will be taking verbal and non-verbal cues from you – lead the way!

Review Names and Group Norms (10 Minutes):

It is essential that you learn each student's name. Name games are corny but they are effective in helping you remember names. Decide which game you want to play and then sell it with enthusiasm! They will be as into it as you are!

Animal Name Game: Barracuda Bain or Panda Ponce

Action/Adjective Name Game: Brainy Bain or Prancing Ponce

Food Name Game: Bagel Bain or Popcorn Ponce

In order for Freshmen to feel secure in the group, we all need to agree on some Group Norms. Ask:

Can someone tell the group what a "norm" is? Explain that a norm is going to be the "normal" for your group meaning that it is what people can expect every time you are in a group.

What norms or rules has your teacher already established for this Freshman Seminar Class?

What norms might be important for this group? Allow students to share ideas but be sure to cover these four:

1. Confidentiality: Vegas Rules - explain that what is shared in this group should stay in this group but also remind students that you cannot guarantee that. Also tell students that if you are concerned about their safety, you will have to tell an adult.
2. Respect for other's opinions: There are no right or wrong answers and everyone can have their own opinion. Respect also means that we avoid hurtful or hateful language and don't use words like "gay" or "retarded".
3. Listen to what is being said: Only one person talks at a time and everyone's attention should be on that person.
4. Everyone participates: Explain that their participation is part of their grade for Freshman Seminar and that the expectation is that everyone participates in everything, every time.

Check-In (10 Minutes):

You will do Check-In with your group every single time you are in their class. This is where a lot of the relationship building will take place. Typically, Check-Ins start surface but get deeper as the year goes on. You should always have Check-In questions prepared before class and should not use the same Check-In questions each time. Good Check-In questions are open ended and focused on the positive. Be

prepared to ask follow-up questions too! Always watch your time. Squad Captains – give the group a signal when it is time to wrap up so that you don't miss out on other activities.

Possible Check-In questions:

- Highs/Lows from the week or "Tell me about your happy and your crappy."
- Number 1-10 or 1-100 and why. "What made you an 88? What would it take to get you to a 90?"
- What is one interest of yours that others in this group might not know about?
- What do you like best about _____ (school, weekends, vacation, the current season, etc.)

Two More Ideas:

1. _____

2. _____

Mystery Maze Walk (30 Minutes);

Explain to your Freshmen that they will be doing a fun activity that requires some maturity. This is a great chance to establish your role as the leader of the group so operate with confidence and work together as a team. Tell students that they will be completing a maze that you have set up for them and... they will be doing it blindfolded! There are four rules and they need to be made very clear.

1. This is a silent game. You will be completing the entire activity in silence. Once you complete the maze you should remain quiet until everyone is done.
2. Removing your blindfold or cheating will result in immediate disqualification.
3. Once you make contact with the rope you must remain in contact with it the entire time. You may switch hands but one hand has to stay on the rope at all times.
4. If you need help at any time, just raise your hand."

Get verbal buy in by asking, "Is everyone in for following those rules?" If any breaks a rule, you will be asked to leave the maze. In silence, take the students to the hallway by Room 237. Have them line up single file by the lockers. Hand each student a blindfold and have them put it on. Then, each student should put their hand on the shoulder of the person in front of them. Lead students outside to the maze and then space them out along the rope. Once everyone is on the rope, say the rules again and then tell students to begin to find their way out of the maze. Tell them that when they have found their way out of the maze, they will know because you will remove their blindfold.

*Remember that safety is always a priority. Be on the lookout for students as they leave the building blindfolded and watch for obstacles like trees, rocks or even the rope itself.

What else is important to remember about this activity?

When a student raises their hand, gently lead them away from the maze, ask them to lift their blindfold and then remind them to remain quiet. It is extremely important that students remain quiet. When there are 3-4 students left on the maze, end the activity and move into small groups for processing. If the weather is nice, this processing can happen outside. Otherwise, return to the classroom.

Remind students of the Group Norms that you established earlier including that only one person talks at a time.

Possible Processing Questions:

- Why did we do this activity?
- Why is it important to ask for help?
- What did it feel like when you learned that others had completed the maze and you were still stuck?
- How does the previous question relate to your life?
- When have you asked for help in your life? What was the outcome?
- Think of a time that you wish you would of or could have asked for help. How would that have changed things?
- How have you asked for help in school before? How or who could you ask for help at Poudre?

Two More Ideas:

- _____

- _____

Beach Ball Questions and Answers (15 Minutes):

Explain that you will be playing a question and answer game. Remind students that beach balls should not be batted around but just gently tossed. If the ball gets tossed to you, you must catch it. Without moving your hands, share the number under or closest too, your right thumb. That number will correspond with a question. After answering the question, toss the ball to someone who hasn't yet answered a question. Provide an example for the group and model what it means to give a thorough answer. Remember to ask follow up questions to continue the conversation.

What else is important to remember about this activity?

Wrap-Up and Upcoming Events (4 Minutes):

As a large group, tell your Freshmen how much you are looking forward to the year and getting to know them. Remind them to say hello in the hallway and let you know if they need anything. Then share about any upcoming events from the Upcoming Events List.

PHS **AMBASSADORS**

Squad and Personal Reflection

DUE to Poncelow on Tuesday, September 18th

NAME:	SQUAD #:
One thing that our Squad did really well and one thing that I did really well:	
One thing that our Squad could improve for our next presentation and one way that I want to improve for next time:	
Looking back on this last month as an Ambassador, what has been a highlight or a memory that sticks out?	
Looking forward a month (mid-October) what is a goal you have for your role as an Ambassador?	

Week 1 Lesson Feedback

We want to know what worked, what didn't, and what we are missing!

-Intro to program (10 Minutes—Large Group):

Comments:

Went well

Went ok

Needs revamped

-Review Names/Group Norms/Check-In (20 Minutes – Small Groups):

Comments:

Went well

Went ok

Needs revamped

-Mystery Maze Walk (30 Minutes—Large Group):

Comments:

Went well

Went ok

Needs revamped

-Beach Ball Questions (15 minutes—Small Group):

Comments:

Went well

Went ok

Needs revamped

* Access to all lessons can be found at: tinyurl.com/PHSAmbassadors *

Please contact us with any questions:

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Beach Ball Questions

1. Who is your hero?
2. If you could live anywhere, where would it be?
3. What is your favorite family vacation?
4. What is your favorite book to read?
5. What makes you laugh the most?
6. What was the last movie you went to? What did you think?
7. What did you want to be when you were growing up?
8. If you could choose to do anything for a day, what would it be?
9. What is your favorite game or sport to watch and play?
10. Would you rather ride a bike, ride a horse, or drive a car?
11. What two radio stations do you listen to in the car the most?
12. If you could only eat one meal for the rest of your life, what would it be and why?
13. Who is your favorite author?
14. Have you ever had a nickname? What is it?
15. Do you like or dislike surprises? Why or why not?
16. In the evening, would you rather play a game, visit a relative, watch a movie, or read?
17. Would you rather vacation in Hawaii or Alaska, and why?
18. Would you rather win the lottery or work at the perfect job? And why?
19. Who would you want to be stranded with on a deserted island?
20. If money was no object, what would you do all day?
21. If you could go back in time, what year would you travel to?
22. How would your friends describe you?
23. What do you like to do in your free time?
24. What is the best gift you have been given?
25. What is the worst gift you have received?
26. Aside from necessities, what one thing could you not go a day without?
27. What's your biggest pet peeve?
28. Where do you see yourself in five years?
29. If you were a super-hero, what powers would you have?
30. What would you do if you won the lottery?
31. What form of public transportation do you prefer? (air, boat, train, bus, car, etc.)
32. What's your favorite zoo animal?
33. If you could go back in time to change one thing, what would it be?
34. If you could share a meal with any 4 individuals, living or dead, who would they be?
35. What's the longest you've gone without sleep (and why)?
36. What's the tallest building you've been to the top in?

37. Would you rather trade intelligence for looks or looks for intelligence?
38. What's your favorite holiday?
39. What's the most daring thing you've ever done?
40. What was the last thing you watched on TV?
41. What was the last book you read?
42. What's your favorite type of foreign food?
43. Are you a clean or messy person?
44. Who would you want to play you in a movie of your life?
45. How long does it take you to get ready in the morning?
46. What's your favorite fast food chain?
47. Do you love or hate rollercoasters?
48. What's your favorite family tradition?
49. What is your favorite childhood memory?
50. What's your favorite movie?
51. How old were you when you learned Santa wasn't real? How did you find out?
52. What three items would you take with you on a deserted island?
53. What is your favorite subject in school?
54. What's the most unusual thing you've ever eaten?
55. Do you collect anything?
56. Are you an introvert or an extrovert?
57. If you were ruler of your own country what would be the first law you would introduce?
58. Who was your favorite teacher in school and why?
59. What song would you say best sums you up?
60. What celebrity would you like to meet at Starbucks for a cup of coffee?
61. Where do you see yourself in 10 years?
62. What is your favorite family holiday tradition?
63. Who is the most intelligent person you know?
64. If you had to describe yourself as an animal, which one would it be?
65. What is one thing you will never do again?
66. Who knows you the best?
67. What's your favorite dessert?
68. What is one thing you would like to own?
69. Which one question would you ask a psychic about the future?
70. What are the most important qualities in friends?
71. What's the most significant lesson you've learned in life so far?
72. If you were to do volunteer work, what kind would you choose?
73. What's the nicest thing you've ever done for someone?
74. What was your most favorite year in school?
75. Which three words would you use to describe yourself?

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Week 2

Goal of the Week: Gaining self-awareness. Freshmen and their Ambassadors will complete activities that allow them to get to know one another and facilitate personal reflection as well as empathy towards each other.

Time: 79 Minutes

Freshman Seminar Teacher Preparation: If you feel comfortable, it would be great if you could participate in the 'Cross the Line' activity with the students. You willing to be vulnerable can really encourage your freshmen to also be vulnerable.

There will be some questions during this activity that are personal. Can you please make sure to not allow any silliness/goofing around during this activity, please ask students to simply step outside the classroom if they cannot handle the activity.

Also, please have the following video pulled up on your computer for the Ambassadors to share:

tinyurl.com/ambweek2

Schedule of Events:

ACTIVITY	LARGE OR SMALL GROUP	TIME
Review Names/Check-In/Review Norms	Small Group	10 Minutes
House Metaphor	Small Group	25 Minutes
Walk the Line-activity	Large Group	25 Minutes
Walk the Line-debrief	Small Group	5 Minutes
Over the Mountain (if time)	Large Group	10 Minutes
Wrap-Up and Upcoming Events	Large Group	4 Minutes

Supplies:

- Ambassadors Binder/Group Norms that you talked about last time
- Upcoming Events List
- House Metaphor Sheets
- Markers/Colored Pencils
- Tape/Rope

Squad Captains should pick up supplies from the Leadership Room or designate someone in their Squad to do so. If the Leadership Room is locked – find Mr. Bain in 214 to unlock it.

Review Names/Check-In/Review Norms (10 Minutes): Small Group

Split the students into their groups and have them quickly arrange their desks into circles. Everyone must be in the circle and everyone MUST be on the same level (all in desks, on the floor, standing). Introduce yourself using your name again and do your best to start to remember your student's names too. It's better to ask if you forgot than to not bother to learn it. Go over the norms that your group established last time and then proceed with a Check-In question. Squad Captains – give the group a signal when it is time to wrap up so that you don't miss out on other activities.

Two Ideas for the best Check-In Questions:

1. _____

2. _____

House Metaphor (25 Minutes): Small Group

This activity is to be done in your small groups. Explain to everyone that they will be doing an activity that requires them to think about their life a little bit. Tell them that they can be personal as they want, but let them know that they will be sharing these with their group. The activity is meant to be fun but also to be taken seriously. Make markers available and participate in the activity along with your students. Remember that you are the model – the level of depth is shaped by your own participation.

Begin by handing out a drawing to each person. Instruct them to write their answers to the questions you are about to read, in the space of the drawing the question pertains to. ***Please ask the following questions in your own words.***

1. Who are your supports? Who in your life do you consider to be your “foundation”?
2. Who are the important people that you let into your life? Who are your best friends?
3. What does “HOME” mean to you? Are there certain traditions that are unique to your family? Are there certain smells, foods, music, etc., that are unique to your family?
4. When you look out the “window”, where do you see yourself immediately after graduating? How about 10 years from now, when you are 25?
5. What makes you angry? What “sends you to the roof”?
6. How do you “blow off steam”?
7. What are things that bring you down? What are the “rain clouds” over your life?
8. What “brightens your day”? What makes you happy?
9. What do you “hide behind”? What are some masks that you/other people wear to get through life?
10. What do you hope to “bloom into” one day? What is your ultimate goal?
11. How do you get there? What steps are necessary to see that you bloom completely?
12. What are the thorns in your side? What are the roadblocks holding you back from your goal?
13. Where would you swim, if you could swim anywhere in the world? (Think Vacation!!!)

After completing this project ask for people to share. Use your facilitation skills here and remember; SILENCE is okay! Continue to practice asking follow up questions! Go in order, begin with number 1, and ask questions like, *“Someone share who their supports are and what they do that supports you?”* Try to ask a few people per question and dig a little deeper if you can.

Examples of Follow-Up Questions:

1. _____

2. _____

Once you have completed the entire facilitation tell the students they get to hold onto these houses as a reminder of all that makes them who they are. Time to get into the large group.

What else is important to remember about this activity?

Walk the Line (25 Minutes): Large Group

This activity is designed to take that self-awareness from the house metaphor and help create a sense of community and togetherness as well as empathy towards each other.

Directions/video: Have one Ambassador make sure the video is pulled up and another start by describing the significance of this activity. 'We all carry a story with us every day to school.' Discuss the card activity from the retreat and how powerful it was to hear the difficult experiences your peers all have experienced and carry with them on the daily. Then explain that they will be watching a short 2 minute video about the stories we all carry followed by a class activity that will help us understand each other's journeys.

tinyurl.com/ambweek2

Say: *This activity is fairly simple. Please gather on one side of the room and face towards its center.*

(someone needs to place a piece of tape across the room about 10-15 feet away from everyone or if you would like to go outside and use a rope)

I will call out specific categories/labels/descriptions/statements, and ask that all of you who this applies, walk to the other side of the line and then turn and face your peers. For example, I might request that anyone with glasses please cross the room. If this describes you and you feel comfortable acknowledging it, you would walk to this side of the line. Once there, turn and face the crowd you just left. It is important to get in touch with your feelings and think about the people on both sides, then return to the side you started from. After a few seconds, I will continue with a new question. Remember, there is no pressure to cross the line if you don't feel comfortable doing so. You will need to make that decision. At the conclusion of the activity, we will discuss what we felt and what we learned. There may be times when this activity makes you feel slightly uncomfortable. I would urge you to lean into that discomfort since it may mean that you are about to gain an important learning or insight.

A Few Ground Rules:

There are three important ground rules to this activity.

- 1) The first involves listening. Let's have silence throughout the exercise. "No talking, snickering, giggling, nonverbal messages."*
- 2) Remember that just because some does not cross the line does not mean the statement didn't apply to them.*
- 3) It is imperative that we respect the dignity of each person who is here. All that is shared should remain confidential. Nothing that is offered should leave this room. (Vegas Rules) However, if after the class you really need/want to talk to a particular person, be sure to ask their permission.*

Start the Activity:

Refer to the Questions for Cross the Line handout.

What else is important to remember about this activity?

Over the Mountain (10 Minutes):

This activity is only if you have time, we would prefer your small group conversations to go longer and then just regroup for the upcoming events.

You need to have each student sit in a chair, in a circle, facing the center. (Ambassadors should be in a chair as well and the teacher if they want) One player stands in the center to start the game, usually an Ambassador as they explain it. Make sure there is one less chair than people playing.

Whoever is in the center makes a statement that applies to him or her and follows the format "Over the mountain if you have ever/never _____." For instance, I might say "Over the mountain if you have ever peed in a pool." Anyone around the circle who can identify with the statement (anyone who has also peed in a pool) gets up and moves to a new chair. The last one left standing makes the next statement.

This game can reveal some interesting information. Some kids might need to be encouraged to keep it appropriate.

There is no clear end. When time gets short, let everyone know when one round is left.

Wrap-Up and Upcoming Events (4 Minutes):

Share the Upcoming Events! Remind them to say hello in the hallway!

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Squad and Personal Reflection

DUE on Tuesday, October 2nd

NAME:	SQUAD #:
What has been the hardest part about leading in Freshmen Seminar? How are you addressing this challenge?	
What is one part of this week's lesson that we can improve upon for next year? What isn't working?	
Who in your Squad is rocking it and why? Write it down... and then make sure you tell them too!	
You have been an Ambassador for a little over a month... what is the most significant thing that you have learned so far and why?	

Questions for Cross the Line

Say-“Since I am reading these questions, I will not be crossing the line, however, I still want to participate. You will see you me raising my hand if the statement applies to me.”

“Cross the line if...”

Once they have crossed the line, say:

“stop where you are at, take a moment and silently look at each other across the room. You may now return.”

- You have visited another country
- Your parents are divorced
- You have some faith/belief in a higher power
- You have never been on an airplane
- You have been hurt by someone you love
- You will have to pay for your own car
- You are a non-white
- You feel that you know very little about your cultural heritage
- You are an only child
- You are the oldest in the family
- You are the youngest in the family
- You sometimes have low self confidence
- You were adopted
- You have had one or more of your parents pass away
- You have had a sibling pass away
- You have had any family member pass away (parents, siblings, grandparents, aunts/uncles, cousins etc.)
- You have had a friend pass away
- You have a family member or friend who is gay, lesbian, bisexual or transgender
- You have experienced the effects of alcoholism or drug addiction in your family

- You have had a friend or relative who has attempted to commit suicide
- You have had a friend or relative commit suicide
- You know someone who has been sexually assaulted or abused
- You have not yet crossed the line
 - *We are about half way through these questions, please remember a couple things, just because someone is not crossing the line, does not mean the statement doesn't apply to them. Also, please do not feel pressure to cross the line, just because everyone else is, be true to yourself and the class.*
- You are/will be a part of sports/band/drama/clubs in high school
- You will be the first person in your family to graduate high school
- You will be the first person in your family to go to college
- You have grandparents that were born outside of the United States
- You know someone close to you with an eating disorder/problem
- You know someone close to you with a learning challenge
- You have a step parent
- You have had to stay the night in a hospital for medical reasons
- You have caught yourself judging someone before you even met them
- You have dated someone outside of your race
- You have raised, grown, or killed food for your own consumption
- You have been followed around a store when you shopped
- You have been the target of a racist comment or have been judged, targeted or teased because the color of your skin
- You have had someone you care about judged, targeted or teased because of the color of their skin
- You have someone close to you who has been or is in jail
- You have experience or have a friend or family member that was abused as a child
- You have ever been teased, called a bad name, made fun of, or picked on

- You have ever been told that you shouldn't like or do something because you are a girl
- You have ever been told that you shouldn't like or do something because you are a boy
- You have ever been made fun of for wearing glasses, braces, hearing aid, or for the clothes you wear, your height, your weight, your complexion or the size or shape of your body
- You have ever stood by or watched while someone was being put down, bullied or hurt and you said or did nothing because you were too afraid
- You have ever felt alone, unwelcome or afraid

Say: "Thank you for being willing to participate. Let's get into our small groups and process this."

Processing Questions

- What kind of feelings did you have throughout this activity?
- How did you feel when there were very few of you on one side of the room?
- Did you find yourself making judgments of others?
- How did the movement of others influence you?
- What did you learn through this activity that can make our environment more welcoming?
- What did you learn through this activity that will make you a better person?
- How do you think this quote from *To Kill a Mocking Bird* ties into our activity?
"You never really know a man until you understand things from his point of view, until you climb into his skin and walk around in it."
- How will this activity change the way you interact with people?



Week 3

Goal of the Week: Learning about awareness and acceptance. Freshmen and their Ambassadors will complete activities that focus on bullying and challenge one another to reflect on how we can make Poudre a safe and inclusive environment for everyone.

Time: 79 Minutes

Freshman Seminar Teacher Preparation: It is **EXTREMELY** important to be sure that students are being respectful regardless of their opinion on this topic. Please be extra cognizant of students who are being rude or are making jokes as this behavior is absolutely unacceptable. Please have the following links open and ready on your computer:

tinyurl.com/AmWeek3-1

tinyurl.com/AmWeek3-2

tinyurl.com/AmWeek3-3

Schedule of Events:

ACTIVITY	LARGE OR SMALL GROUP	TIME
Review Names/Check-In	Small Group	10 Minutes
String Activity	Small Group	10 Minutes
Discussion – Tolerance vs. Acceptance	Small Group	5 Minutes
Bullying into Hate Crimes	Large Group	5 Minutes
Burger King Video/Discussion	Large Group	10 Minutes
Are You Ready To Be an Ally?	Small Group	15 Minutes
Equal Distance with Drawing	Large Group	20 Minutes
Upcoming Events	Large Group	4 Minutes

Supplies:

- Ambassadors Binder/Group Norms that you talked about last time
- Markers
- Paper
- Handouts: Are You Ready to Be an Ally?
- Yarn

Squad Captains should pick up supplies from the Leadership Room or designate someone in their Squad to do so. If the Leadership Room is locked – find Mr. Bain in 214 to unlock it.

Review Names/Check-In (10 Minutes): Small Groups

Split the students into their groups and have them quickly arrange their desks into circles. Everyone must be in the circle and everyone **MUST** be on the same level (all in desks, on the floor, standing). Introduce yourself using your name again and do your best to start to remember your student's names too. It's better to ask if you forgot than to not bother to learn it. Squad Captains – give the group a signal when it is time to wrap up so that you don't miss out on other activities.

Two Ideas #fueg Check-In Questions:

1. _____

2. _____

Awareness and Acceptance (small groups)-

Discuss the impact of the last lesson (crossing the line). We began to be more aware of many of the different experiences we all carry. This week we will continue to become more aware of those around us and challenge all of us with what it means to truly accept someone for who they are.

String Activity (10 minutes)-small group

Tell your small group that you will be doing a short activity to visualize this. Get out the ball of yarn and explain the following directions:

- 1-I am going to start with the yarn, I am going to hold a piece of this string, and tell everyone one thing about me, that makes me unique and plays a large part of who I am.
- 2-Then I will say someone else's name and that I am excited to hear from. This person cannot be standing directly next to you. I will hold my piece of string and toss the ball to the person I wanted to hear from.
- 3-They will share their unique piece and then hold a piece of the string (make sure it is tight), and then ask to hear from someone else and toss them the ball.
- 4-We will do this until everyone has had a chance to share, it is important to hold onto your piece of the string and keep it tight.
- 5-Any questions?

Once the last person has shared, take a moment and have the kids look at the shape you made. Discuss with them some of the following questions:

- What do you notice about the shape we created?
- Look around the room, do you think it is exactly the same as any other groups?
- Why is it not the same?
- What makes our group unique?
- What would happen if just one of us wasn't here?
- Tell the kids to keep holding their string and then you let go of yours.*
- What happened to our shape?
- Have another kid across the group let go.*
- What is happening to our shape and why?
- How does being uniquely you, matter to the group as a whole?

Discussion: Tolerance vs. Acceptance (5 Minutes): Small Groups

Collect the yarn and have the kids sit down in their small group. Tell them we are going to transition into a discussion about tolerance vs. acceptance.

Ask, what is the difference between tolerance and acceptance? What is an example of tolerance? What is an example of acceptance?

Tolerance: the ability or willingness to tolerate something, in particular the existence of opinions or behavior that one does not necessarily agree with.

Acceptance: the action or process of being received as adequate or suitable, typically to be admitted into a group.

After reading these definitions to your group, ask them how tolerating each other is different than accepting each other? How can we move more towards acceptance?

Once all the same groups are ready, gather as a large group.

Bullying into Hate Crime (5 min) Large Group:

“What do you know about Matthew Shepard?” Matthew Shepard was a college student at the University of Wyoming who was beaten, tortured and left to die near Laramie, Wyoming in 1998. Matthew was transported to Poudre Valley Hospital and died 20 years ago on October 12th. His death led to The Matthew Shepard Act which made it a federal hate crime to discriminate based off gender or sexuality. We are going to watch a short 2-minute trailer to a movie about him. This is to help put a visual to what we are talking about:

tinyurl.com/AmWeek3-1

Next, ask the class: **“What is a hate crime?”** (A crime motivated by racial, sexual, or other prejudice, typically one involving violence. When a perpetrator targets a victim because of his or her perceived membership in a certain social group, whether that be racial, religious, sexual orientation, ethnicity, or gender identity. Hate crimes MUST involve an imbalance of power).

Then ask: **“What small acts of intolerance might lead to something like a hate crime?”**

Take some responses. If needed, lead the class to these ideas:

- Bullying
- Racist comments or derogatory terms or jokes
- Verbal or physical harassment

Move the conversation to this topic: **“What can we do to stop basic intolerance?”**

- Discuss bullying, ask the class to define bullying and eventually share with them the state’s definition:
 - Any written or verbal expression, or physical or electronic act or gesture, or a pattern there of, that is intended to coerce, intimidate, or cause any physical, mental or emotional harm to any student.
 - Bullying is an imbalance of power, which differentiates it from normal conflict.

Reiterate that bullying is not a rite of passage but an issue of human rights. Bullies victimize their targets and often times dehumanize them; they put a label on their target that is other than human, and do not see the person beyond this label. This does not happen in all bullying situations. But dehumanization is how perpetrators of hate crimes justify their actions. They don’t seem to feel any compassion for their victims or any guilt for their actions. They might dismiss all of their actions with one phrase: “Yeah, but he was gay.”

Point out that in most bully situations, there is a bully, a target, and a lot of people watching it happen.

Burger King Video (10 Minutes): Large Group

Say: *As we continue our discussion on tolerance versus acceptance, we are going to look a little closer at bullying. We know that bullying happens for a wide range of reasons and according the US Government almost 30% of 6-12 graders have been bullied and over 70% of students have reported seeing bullying in their schools. These stats also show that when a bystander intervenes within 10 seconds, the bullying stops almost 2/3 of the time. We are going to start our conversation first with a video made by Burger King. As this video is playing, think about the idea that ‘what we tolerate we encourage’. Meaning, by allowing people to act a certain way, we are actually encouraging that behavior.*

tinyurl.com/AmWeek3-2

After watching this short video discuss:

What are your first reactions?

Why do you think so many people didn't intervene?

We will now switch into our small groups to talk more about how we can all help.

Be an Ally (15 Minutes): Small Groups

Shift to small groups and use the Be An Ally handout to facilitate this discussion. **Read the header of the handout aloud**, then pass the handout around your small group and ask each person to read one of the sections, and then have a short conversation about what was just read. Try to leave the conversation with a sense of *hope*. A great stat to actually end this discussion on is also from the US Government. Through their research they have seen that even though there is a lot more information about bullying being presented, we have actually seen a small decrease over the last five years with bullying instances! This is your peer group that is helping these numbers to go down!

Equal Distance Activity (20 minutes): Large Group

Regroup as a large group and get in a circle. Tell the class they will be doing one last activity for today, they need to circle up. (Be conscious of what would be a good space for this)

Tell them the rules of this game are simple:

- Your goal is to always try and stay equal distance away from two people, without them knowing you are trying to. (give an example here with two Ambassadors and yourself or invite the teacher, have one of them move and you maintain equal distance)

-Do not talk, but take a moment to look around and find two people who are of equal distance away from you. (they cannot be the people right next to you)

Make sure everyone understands the rules. Make sure everyone has their two-people picked out.

Tell the class that you will now pick one student to move, if that student is one of the people you have picked, you will have to also move in order to maintain equal distance.

Now, pick one student and have them take 7 steps forward. This should create a ripple effect and everyone in the classroom should be moving around. If no one does, just tell another student to move until the entire class is moving.

Call the game after about 1-2 minutes. Tell them to circle up and pick two new people. Tell them to really try and stay equal distance away this time. Do it again.

Have students either all sit down where they are or get back into their seats to debrief:

-What was the purpose of the activity?

-How does this tie into our conversation with bullying?

-Hopefully students are making connections that each person is important and affects all of us.

-When one of us is being mean, hurtful etc. to someone else, it effects the entire room.

-When one of us is hurt by someone else, it affects all of us.

-When one of us is stepping forward and being kind, it affects all of us.

Explain that now we will be watching a short 3.5 minute video discussing what we can do moving forward to support each other.

tinyurl.com/AmWeek3-3

After the video, tell the students we are going to **ask the them to write their reaction and response** to the videos they have seen, the discussions and the activities we have participated in.

Show them the sheet of paper you are going to give them and then write this prompt on the board to help guide their writing.

Head, Heart, Feet... What did the video make you think about (head)

What did it make you feel (heart)

How will you take a stand now that you have seen it, (feet).

Tell them **NOT** to put their names on it and that their papers will be anonymously read by their classmates.

Pass out the paper to the students and tell them they have about 5 minutes to write down their thoughts. Walk around and help any stuck students. Remind the class this should be a silent activity.

Collect the responses and mix them up. Next, pass the pieces of paper out randomly to the class and ask students to *silently* read the response they were given. Ask if anyone would be willing to share their *own personal reflection on the video*. If conversation is hard to come by, ask for volunteers to read the written response they were given. Do not allow others to share their opinion on these responses and DO NOT allow others to argue with the stance that was taken in the writing assignment. After several have been read ask the class to engage in a dialogue about what has been said. *Does anyone have any other thoughts they would like to share?*

Let's get back into our small groups to wrap up this period.

Small Group Wrap-Up and Upcoming Events (4 Minutes): Small Group

Ask the kids to share out about their thoughts from today.

Do any students have personal stories they would like to share?

-Be sure to direct this conversation towards successes we have seen!

-Remember we want to move from sad, shock trauma towards **Hope, Health and Strength!**

Share the Upcoming Events! Remind them to say hello in the hallway!

PHS

AMBASSADORS



Squad and Personal Reflection

DUE to Poncelow/Bain on Tuesday, October 16th

NAME:	SQUAD #:
What was the hardest part of this lesson? What challenged you and how did you overcome it?	
What is one thing you personally learned or have reflected on from this lesson?	
What Ambassador do you wish you knew better? Why? And what move are you going to make this month to get to know them better?	
Bain and Ponce need feedback too! What's one thing that is working in Ambassadors and what is one thing we need to look at doing differently?	

PHS AMBASSADORS

Week 4

Goal of the Week: Setting goals helps give us long-term vision and short-term motivation. By setting clearly defined goals you can measure and take pride in your achievement. This results in confidence and grit. Even when we do not meet our goals, AND have the determination to keep trying no matter what, we are demonstrating a mindset that speaks to “not yet”. The things we want to achieve don’t have to be immediate, but they must be things that we are willing to work towards no matter what.

Time: 79 Minutes

Freshman Seminar Teacher Preparation: You will need to pull up the following link for a video: tinyurl.com/AmbWeek4

The Ambassadors may ask to go to a larger space to do a couple of these activities, they will communicate with you if that is the case. Please be looking for an email in the next few weeks inviting you to come in person and share your feedback with the Ambassadors. You may want to jot down a few notes about each of the Ambassadors so you have something specific to say about each of them.

Schedule of Events: CHECK THE TIMING!

ACTIVITY	LARGE OR SMALL GROUP	TIME
Review Names/Check-In	Small Group	10 Minutes
Saturn’s Ring	Large Group (2 Groups)	23 Minutes
Grit Video	Large Group	7 Minutes
Goal Setting	Small Group	15 Minutes
Tent Poles – Working Together Towards a Goal	Large Group	15 Minutes
Tent Poles Discussion	Large Group (2 Groups)	5 Minutes
Upcoming Events	Large Group	4 Minutes

Supplies:

- Ambassadors Binder
- Blank Lined Paper/cut in half
- * Upcoming Events List
- * Ropes to form circle
- * Tent Poles (2 Per Class)
- * SMARTT Goals Sheets

Squad Captains should pick up supplies from the Leadership Room or designate someone in their Squad to do so. If the Leadership Room is locked – find Mr. Bain in 214 to unlock it.

Review Names/Check-In (10 Minutes – Small Groups):

Get on their level! ***Now is the time to remember kid’s names.*** There is forgiveness today but there might not be next time so ASK, NOW. PLEASE. THANK YOU.

Two Ideas Check-In Questions that are #powerfulPoncelit:

1. _____

2. _____

Saturn's Rings- Goal Setting Activity (23 Minutes – 2 Large Groups):

Saturn's Ring is a team builder designed to get students to set a goal and then work together to achieve it. It is supposed to appear nearly impossible and without teamwork it is impossible. This activity requires the facilitators to utilize a lot of discipline by staying quiet once clear instructions have been given. *The less the facilitator says during this type of initiative, the more the participants must figure out on their own, enhancing their experience.*

Directions:

- *Explain to students that today's activities will focus on Goal Setting. On one piece of paper, instruct each student to write down a goal that he or she has for him or herself.*
- *Once everyone is finished ask each student to stand up and make a circle, standing tightly together.*
- *Each student will hold the rope and eventually set it down at their feet, forming a rope circle on the ground.*
- *Have students lay down on their back, with their heels touching the rope and head outside of rope.*
- *Students crumple up their paper and set it on the floor, on "top of their head".*
- *After everyone's goal is successfully placed on the floor, have students stand inside the circle.*
- *Explain to them that they now CANNOT step outside of the circle, in fact they cannot even touch the floor outside of the circle or they will "lose the body part" that touches the floor.*
- *Each student must use the others to retrieve his or her individual goal, without using any object (hat, pencil, lasso, etc.).*
- *Once everyone has retrieved his or her own goal, ask students to sit down in a circle to process what they have just done.*

Processing Questions:

- What was challenging about that activity?
- What were your initial impressions of the activity?
- How were people able to be successful?
- What happens if people were unwilling to use support of others?
- Why did we do this activity?
- How does this activity pertain to high school?
- Who is willing to read his or her goal? How can we help him/her achieve that goal?
- In order to achieve our goals sometimes we must rely on each other for support!
- At first, it may seem impossible to reach our goals but with dedication and determination anything is possible!

What else is important to remember about this discussion?

**Grit Video – (7 minutes -- Large Group): (need more of a set up here, why are we watching this?)
Maybe a different video?**

tinyurl.com/AmbWeek4

-After the video is over-someone needs to say "now lets get into our small groups and discuss this video and importance of goal setting."

Goal Setting – (15 Minutes – Small Groups): (maybe do this large group and actually move kids to visualize the stats?)

Harvard Business School Study

- In 1979 a group of Harvard Business School students were part of a study in which they were asked, "**Have you set clear, written goals for your future and made plans to accomplish them?**"
- Only 3% of the graduates had written goals and plans; 13% had goals, but they were not in writing; and a whopping 84% had no specific goals at all.
- Ten years later, the members of the class were interviewed again, and the findings, while somewhat predictable, were nonetheless astonishing.
- **The 13% of the class who had goals were earning, on average, twice as much as the 84% who had no goals at all.**
- The 3% who had clear, written goals were earning, on average, **ten times as much as the other 97% put together.**

Process Questions:

- *Why do you think this is so?*
- *Who does it look like when you set goals?*
- *When was the last time you set a goal and what was it?*

Four reasons people don't set goals:

- **They don't realize about the importance of goals.** If the people with whom you spend the most time, family, friends, colleagues, and so forth are not clear and committed to goals, there is a chance that you will not be, either.
- **They don't know how to set goals.** Some set goals that are too general. These are, in reality, fantasies common to everyone. Goals, on the other hand, are clear, written, specific, and measurable.
- **They fear failure.** Failure hurts, but it is often necessary to experience failure in order to achieve the greatest success. Do not unconsciously sabotage yourself by not setting any goals in which you might fail.
- **They fear rejection.** People are often afraid that if they are unsuccessful at achieving a goal, others will be critical of them. This is remedied by keeping your goals to yourself at the outset; let others see your results and achievements once you've accomplished your goals.

SMARTT Goal Worksheet (Small Group)-can we do a tangible reminder?-sticker?

Say: Often times the goals we set are unrealistic and therefore not attainable. Today we are going to work on setting goals that are SMARTT, (Specific, Measurable, Attainable, Realistic, Timetable, Teammates)!

Within your small groups ask the students to come up with at least one goal that pertains to school and can be achieved within this semester. Before they start working, tell them you will be collecting these goals after the activity and checking in with them in November and December to see how they have been working towards the goals. You need to have your goal ready to go, as a model for the students. Tell them yours and then give them time to fill out the SMARTT Worksheet. After all students finish, go over them in your small groups. Collect the goals (maybe take a picture of them) and keep them safe.

Talk, as a group, about each of these and figure out how we can help each other.

What else is important to remember about this activity?

Tent Poles (15 Minutes – 2 Large Groups): Make sure they end successful!

Sometimes things can get in the way of us working together towards a goal. This activity will remind us again about the importance of working together to reach our goals. Divide the class into two equally sized groups and have each group line up in two lines facing one another with their index fingers extended at hip height. Explain to the group that you are going to lay the tent pole on their extended index fingers and that the only thing that can touch the pole is the top of their index fingers and they must remain in contact with the pole at all times! Instruct the group that the goal is to lower the pole to the ground. Demonstrate ‘proper form’ by showing that index fingers should stay straight (no bending or curling). Tell the students that they must be **completely silent** during this activity...NO talking!

As the students begin to struggle, give them 1-2 minutes of silence, then you can interrupt and tell them they can now talk to each other.

Tent Poles Discussion (5 Minutes – 2 Large Groups):

- What was the goal of this activity and how were you able to accomplish it?
- What was it like when it was a silent activity
- How did your group communicate during the silent portion of the activity?
- How did it change as you were able to talk?
- What was frustrating during this activity?
- What would you do differently if you were to do it again?
- What do you want to remember about this experience?
- Why did the pole seem to float higher when the objective was to lower it to the ground?
- One of the things that is really important in this activity is ‘focus’. What made it hard to focus? What made it easier to focus?
- When you think about your own goals, how important is focus? What makes it hard to focus on your goals and what helps you to stay focused?

*Hopefully the conversation moves towards staying focused (even when it seems like the opposite of your goal is happening) and working together, asking for help etc.

What else is important to remember about this activity?

Wrap-Up and Upcoming Events (4 Minutes):

Share the Upcoming Events! Remind students that there are lots of ways to get involved at PHS and challenge them to find a club, sport or activity they can be a part of!

PHS

AMBASSADORS



Squad and Personal Reflection

DUE to Poncelow on Tuesday, October 30th

NAME:	SQUAD #:
What is a goal that you want to achieve this year that is related to your Ambassadors experience?	
What is a goal that you have set and achieved so far as an Ambassador?	
Per your experience in learning more about goal setting these last two weeks, what is one BIG takeaway and how does it apply to a PERSONAL goal that you have?	
What are we missing? How can we change this lesson to make it more IMPACTFUL?	

PHS AMBASSADORS

Week 4

Goal of the Week: Setting goals helps give us long-term vision and short-term motivation. By setting clearly defined goals you can measure and take pride in your achievement. This results in confidence and grit. Even when we do not meet our goals, AND have the determination to keep trying no matter what, we are demonstrating a mindset that speaks to “not yet”. The things we want to achieve don’t have to be immediate, but they have to be things that we are willing to work towards no matter what.

Time: 79 Minutes

Freshman Seminar Teacher Preparation: There is nothing major this week for you to prepare for with this lesson. The Ambassadors may ask to go to a larger space to do a couple of these activities, they will communicate with you if that is the case. Please be looking for an email soon inviting you to come in person and share your feedback with the Ambassadors. You may want to jot down a few notes about each of the Ambassadors so you have something specific to say about each of them.

Schedule of Events:

ACTIVITY	LARGE OR SMALL GROUP	TIME
Review Names/Check-In	Small Group	10 Minutes
Saturn’s Ring	Large Group (2 Groups)	25 Minutes
Goal Setting	Small Group	20 Minutes
Tent Poles – Working Together Towards a Goal	Large Group	15 Minutes
Tent Poles Discussion	Large Group (2 Groups)	5 Minutes
Upcoming Events	Large Group	4 Minutes

Supplies:

- Ambassadors Binder/Group Norms that you talked about last time
- Upcoming Events List
- Blank Lined Paper/cut in half
- Tent Poles (2 Per Class)
- Ropes to form circle
- SMARTT Goals Sheets

Squad Captains should pick up supplies from the Leadership Room or designate someone in their Squad to do so. If the Leadership Room is locked – find Mr. Bain in 214 to unlock it.

Review Names/Check-In (10 Minutes – Small Groups):

Split the students into their groups and have them quickly arrange their desks into circles. Everyone must be in the circle and everyone MUST be on the same level (all in desks, on the floor, standing). Squad Captains – give the group a signal when it is time to wrap up so that you don’t miss out on other activities. Now is the time to remember kid’s names. There is forgiveness today but there might not be next time so ASK, NOW. PLEASE. THANK YOU.

Two Ideas Check-In Questions that are #powerfulPoncelit:

1. _____

2. _____

Saturn’s Rings- Goal Setting Activity (25 Minutes – 2 Large Groups):

Saturn’s Ring is a team builder designed to get students to set a goal and then work together to achieve it. It is supposed to appear nearly impossible and without teamwork it is impossible. This activity requires the facilitators to utilize a lot of discipline by staying quiet once clear instructions have been given. The less the facilitator says during this type of initiative, the more the participants have to figure out on their own, enhancing their experience.

Process:

- *Explain to students that today’s activities will focus on Goal Setting. On one piece of paper, instruct each student to write down a goal that he or she has for him or herself.*
- *Once everyone is finished ask each student to stand up and make a circle, standing tightly together.*
- *Each student will hold the rope and eventually set it down at their feet, forming a rope circle on the ground.*
- *Have students lay down on their back, with their heels touching the rope.*
- *Students crumple up their paper and set it on the floor, on “top of their head”.*
- *After everyone’s goal is successfully placed on the floor, have students stand inside the circle.*
- *Explain to them that they now CANNOT step outside of the circle, in fact they cannot even touch the floor outside of the circle or they will “lose the body part” that touches the floor.*
- *Each student must use the others to retrieve his or her individual goal, without using any object (hat, pencil, lasso, etc.).*
- *Once everyone has retrieved his or her own goal, ask students to sit down in a circle to process what they have just done.*

Processing Questions:

- What was challenging about that activity?
- What were your initial impressions of the activity?
- How were people able to be successful?
- What happens if people were unwilling to use support of others?
- Why did we do this activity?
- How does this activity pertain to high school?
- Who is willing to read his or her goal?
- In order to achieve our goals sometimes we must rely on each other for support!
- At first, it may seem impossible to reach our goals but with dedication and determination anything is possible!

What else is important to remember about this discussion?

Goal Setting – (20 Minutes – Small Groups):

Harvard Business School Study

- In 1979 a group of Harvard Business School students were part of a study in which they were asked, "**Have you set clear, written goals for your future and made plans to accomplish them?**"
- Only 3% of the graduates had written goals and plans; 13% had goals, but they were not in writing; and a whopping 84% had no specific goals at all.
- Ten years later, the members of the class were interviewed again, and the findings, while somewhat predictable, were nonetheless astonishing.
- **The 13% of the class who had goals were earning, on average, twice as much as the 84% who had no goals at all.**
- The 3% who had clear, written goals were earning, on average, **ten times as much as the other 97% put together.**
-

Process Questions:

- *Why do you think this is so?*
- *Who does it look like when you set goals?*
- *When was the last time you set a goal and what was it?*

Four reasons people don't set goals:

- **They don't realize about the importance of goals.** If the people with whom you spend the most time, family, friends, colleagues, and so forth are not clear and committed to goals, there is a chance that you will not be, either.
- **They don't know how to set goals.** Some set goals that are too general. These are, in reality, fantasies common to everyone. Goals, on the other hand, are clear, written, specific, and measurable.
- **They fear failure.** Failure hurts, but it is often necessary to experience failure in order to achieve the greatest success. Do not unconsciously sabotage yourself by not setting any goals in which you might fail.
- **They fear rejection.** People are often afraid that if they are unsuccessful at achieving a goal, others will be critical of them. This is remedied by keeping your goals to yourself at the outset; let others see your results and achievements once you've accomplished your goals.

SMARTT Goal Worksheet

Say: Often times the goals we set are unrealistic and therefore not attainable. Today we are going to work on setting goals that are SMARTT, (Specific, Measurable, Attainable, Realistic, Timetable, Teammates)!

Within your small groups ask the students to come up with at least one goal that pertains to school, and fill out the SMARTT Worksheet. After all students finish, go over them in your small groups.

Talk, as a group, about each of these and figure out why students in your group don't set goals.

What else is important to remember about this activity?

Tent Poles (15 Minutes – 2 Large Groups):

Sometimes things can get in the way of us working together towards a goal. This activity will remind us again about the importance of working together to reach our goals. Divide the class into two equally sized groups and have each group line up in two lines facing one another with their index fingers extended at hip height. Explain to the group that you are going to lay the tent pole on their extended index fingers and that the only thing that can touch the pole is the top of their index fingers and they must remain in contact with the pole at all times! Instruct the group that the goal is to lower the pole to the ground. Demonstrate 'proper form' by showing that index fingers should stay straight (no bending or curling).

Tent Poles Discussion (5 Minutes – 2 Large Groups):

- What was the goal of this activity and how were you able to accomplish it?
- How did your group communicate during this activity?
- What was frustrating during this activity?
- What would you do differently if you were to do it again?
- What do you want to remember about this experience?
- Why did the pole seem to float higher when the objective was to lower it to the ground?
- One of the things that is really important in this activity is 'focus'. What made it hard to focus? What made it easier to focus?
- When you think about your own goals, how important is focus? What makes it hard to focus on your goals and what helps you to stay focused?

What else is important to remember about this activity?

Wrap-Up and Upcoming Events (4 Minutes):

Share the Upcoming Events! Remind students that there are lots of ways to get involved at PHS and challenge them to find a club, sport or activity they can be a part of!

PHS

AMBASSADORS



Squad and Personal Reflection

DUE to Poncelow on Tuesday, October 24th

NAME:	SQUAD #:
What is a goal that you want to achieve this year that is related to your Ambassadors experience?	
What is a goal that you have set and achieved so far as an Ambassador?	
Per your experience in learning more about goal setting these last two weeks, what is one BIG takeaway and how does it apply to a PERSONAL goal that you have?	
What are we missing? How can we change this lesson to make it more IMPACTFUL?	



Squad and Personal Reflection

DUE to Poncelow or Bain on Tuesday, November 20th

NAME:

SQUAD #:

What went well for you personally during your Week 5 SART Presentations? What is one thing you need to work on?

What went well for your Squad during Week 5 SART Presentations? What is one thing that you need to work on?

We have learned a lot about Sexual Assault in the last couple of weeks. What is the **BIGGEST** takeaway you have gleaned and what are you going to do with it?

In light of the upcoming Thanksgiving holiday, imagine that you could fill a cornucopia with all of the best things about Ambassadors. What would you put in it?



PHS AMBASSADORS

Week 12

Goal of the Week: Identifying our core values helps us to know who we are and can drive where we are headed. Today we will work together to help students identify their core values and talk about the importance that our values have in our lives.

Time: 79 Minutes

Freshman Seminar Teacher Preparation: None

Schedule of Events:

ACTIVITY	LARGE OR SMALL GROUP	TIME
Impulse	Large Group	20 Minutes
Review Names/Check-In	Small Group	10 Minutes
What are values? Where do they come from and why do they matter?	Small Group	10 Minutes
Values Activity	Small Group	35 Minutes
Upcoming Events	Large Group	4 Minutes

Supplies:

- Ambassadors Binder/Group Norms
- Values Worksheets
- Values Lists
- Rubber Chicken
- Quarter

Squad Captains should pick up supplies from the Leadership Room or designate someone in their Squad to do so. If the Leadership Room is locked – find Mr. Bain in 214 to unlock it.

Impulse (20 Minutes – Large Group):

Thank your classes for their efforts to participate and pay attention throughout the year. Remind them that your role as Ambassadors is to talk with them about some very serious topics. And, your role as an Ambassador is to laugh and have fun with them too. Coming back from Spring Break, this game is a chance to do that.

Form two teams of equal length. It is important to have one or two Ambassadors helping facilitate the game but the others can get in on the action. This is way more fun than just watching! The teams should sit on the ground in a line, ideally directly behind one another. With one hand, they will reach back and grab the hand of the person behind them so that the whole chain is connected. At the back of the rows, place the rubber chicken an equal distance between the two last people. At the front, one Ambassador should have a quarter. In this game, the Ambassador will flip the quarter and show it to just the first person in each row. Everyone else should have their eyes closed. If the quarter is showing heads, the first person should squeeze the hand of the person behind them, passing along the “impulse”. If it is tails, they should do nothing. When the “impulse” reaches the last person, they should grab the chicken. The first person to grab the chicken wins and rotates to the front of the line. The goal for each team is to get their original leader to the front (you likely won’t have time for this). Remind students that their eyes have to stay closed and to be quiet. If appropriate, feel free to find a space to do this outside of the classroom, like a hallway, outside, or the Leadership Room.

Review Names/Check-In (10 Minutes – Small Groups):

Split the students into their groups and have them quickly arrange their desks into circles. Everyone must be in the circle and everyone MUST be on the same level (all in desks, on the floor, standing). Squad Captains – give the group a signal when it is time to wrap up so that you don't miss out on other activities. Pick a new question and challenge yourself to make this time more conversational.

Two Ideas Check-In Questions that are #killerkailit:

1. _____

2. _____

What are values? Where do they come from and why do they matter? (10 Minutes – Small Group):

We are now going to transition into our lesson today. We will be focusing on values. It is easy to want to check out and not pay attention, however, if you stay engaged today, you will learn how much your values influence your everyday decisions.

-Encourage students to respond-as responses come in be sure the conversation moves towards the following points:

- Values=beliefs we possess that help us make decisions (right/wrong, good/bad etc)
- Every time we interact with others our values are expressed. (rich discussions or significant conflict)
- Where do we get values?-family, friends, school, mentors, media
- As groups/teams form-each individual brings unique values (benefit discussions and/or conflict)
- Understanding values helps team building!
- As you know your values = clarity and focus which = consistent decisions and committed action
- Knowing your values helps to improve results in areas of life that are most important to you.

Values are priorities that tell you how to spend your time, right here, right now. There are two reasons that priorities are important for our lives.

- First**-Time is limited-once it is spent, it is gone forever.
- A day wasted where we don't produce results we want-gone forever
- We can make more money, workout, study, fix relationships, but not redo yesterday.
- If time was not limited, we would not need values/priorities-time is not limited-invest now.

- Second**-As humans, we tend to be fairly inconsistent in how we invest our time/energy
- Distraction is easy! Live in different priorities everyday
- Work out one day, not the next-productive school work one day, lazy the next etc
- If we don't consciously use our priorities-we will drift off course
- Like an airplane going wherever the wind takes it...that would be stressful/uncertain

What else is important to remember about this discussion?

Values Worksheet – (35 Minutes – Small Groups):

Hand out a Values Worksheet to each student and a few lists of values to every small group. Explain to the students that for the purpose of this activity, they are only allowed to live by 10 values. Have them pretend that once they select their values they cannot change them so to be sure they have selected the right ones. On the worksheet, they are to write 10 values, define them, and then give an example of a supportive behavior for each particular value. *(This should take a while).*

Process Questions:

- *What was that like for people?*
- *What was challenging about that activity?*
- *Was it hard to limit yourself to just ten values?*
- *Did anyone discover that you didn't really know what your values are?*
- *Often times, our values come from our parents. Does anyone want to share a personal value that their parents don't value?*

After a brief conversation, tell students that they have to cross off one value, and for the rest of their life they will have to live without that particular value. Get a few people to talk about whether that was hard or not, and why.

Now inform students that each one of them must cross off two values from their list. Continue this way, having students cross 1, 2, or 3 values off at a time (depending on time left in class), until they have narrowed their list to two values.

What else is important to remember about this activity?

Wrap-Up and Upcoming Events (4 Minutes – Large Group):

Share the Upcoming Events! Remind students that there are lots of ways to get involved at PHS and challenge them to find a club, sport or activity they can be a part of!

PHS

AMBASSADORS



Squad and Personal Reflection

DUE to Poncelew or Bain on Tuesday, April 9th

NAME:	SQUAD #:
So... what was your number one value? How is it evident in your life that this is your most important value?	
How do you think your values have changed since you were a Freshman? What has stayed the same?	
Tell us about one of your Freshmen who stands out. What are you drawn to about them and what is one "hope" that you have for them as this year winds down?	
We are starting to enter a season that can be a bit more crazy and sometimes stressful. Ponce and Bain care about you, big time! How are you doing on a scale of 1-10 (1 being lamesauce and 10 being phenomenal) and why? How can we/our #family support you right now?	

Week 12 Lesson Feedback

We want to know what worked, what didn't, and what we are missing!

-Impulse-chicken game (20 Minutes—Large Group):

Comments:

- Went well
- Went ok
- Needs revamped

-Review Names/Check-In (10 Minutes – Small Groups):

Comments:

- Went well
- Went ok
- Needs revamped

-What are values-discussion (10 Minutes – Small Group):

Comments:

- Went well
- Went ok
- Needs revamped

-Values worksheet activity (35 Minutes – Small Group):

Comments:

- Went well
- Went ok
- Needs revamped

-Check-Out– (4 Minutes – Large Group):

Comments:

- Went well
- Went ok
- Needs revamped



VALUES

- Leading and influencing people/policies
- Financial security
- Life of great adventure
- Athletic excellence
- Deep religious/spiritual beliefs
- Being liked and appreciated by others
- Freedom to travel
- Satisfying relationship with partner
- Creativity
- Freedom of lifestyle/personal independence
- Right to bear arms
- Freedom of speech
- Genius intelligence
- Great personal attractiveness
- Long and healthy life
- Time with nature
- A great sense of humor
- Service to others
- A capacity to give and receive love
- The pursuit of knowledge, truth, and understanding
- Satisfying and complete education
- Close and loyal friends
- A life of leisure
- Power and authority
- Worry free life
- Life of personal recognition, fame, and fortune
- Unlimited access to music, art, theatre, literature
- Social status
- Justice and equality in the world
- Contributing to the betterment of the world
- Moral responsibility and fulfillment
- Self-understanding
- Personal achievement
- Satisfying family life with children
- Living according to my beliefs
- Job satisfaction
- Connectedness to ones community
- Openness and honesty among people

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VALUES

Acceptance

Alertness

Awareness

Beauty

Belonging

Bravery

Care

Carefulness

Clarity

Commitment

Compassion

Confidence

Cooperation

Courage

Creativity

Daring

Dependability

Determination

Discipline

Drive

Effectiveness

Empathy

Enthusiasm

Fairness

Flexibility

Forgiveness

Humor

Generosity

Gratitude

Helpfulness

Heroism

Honesty

Imagination

Individuality

Integrity

Inventiveness

Kindness

Love

Open-mindedness

Passion

Perseverance

Power

Pride

Reliability

Respect

Responsibility

Self-control

Selflessness

Sharing

Simplicity

Strength

Trust

Understanding

Freedom

PHS

AMBASSADORS



Squad and Personal Reflection

DUE to Poncelow or Bain on Tuesday, December 4th

NAME:	SQUAD #:
How did the execution of your <u>own</u> lesson go? What went well and not so well?	
Who are two Ambassadors that deserve a shout out and why?	
Tell us about one of your Freshmen who stands out. What are your drawn to about them and what is one "hope" that you have for them for this year?	
We are starting to enter a season that can be a bit more crazy and sometimes stressful. Ponce and Bain care about you, big time! How are you doing on a scale of 1-10 (1 being lamesauce and 10 being phenomenal) and why? How can we/our #family support you right now?	

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Week 6

Goal of the Week:

Time: 79 Minutes

Freshman Seminar Teacher Preparation:

Schedule of Events:

ACTIVITY	LARGE OR SMALL GROUP	TIME
Review Names/Check-In/Review Norms	Small	10 Minutes
Upcoming Events	Large	4 Minutes

Supplies:

-
-

Squad Captains should pick up supplies from the Leadership Room or designate someone in their Squad to do so. If the Leadership Room is locked – find Mr. Bain in 214 to unlock it.

Review Names/Check-In (10 Minutes – Small Groups):

Split the students into their groups and have them quickly arrange their desks into circles. Everyone must be in the circle and everyone **MUST** be on the same level (all in desks, on the floor, standing). Because the topic of diversity is a more serious one, consider having a more serious check-in question that will set the tone for today.

Two Ideas for Check-In Questions that are more serious are:

1. _____

2. _____

For your own understanding and expertise (#knowyourshoe)- why do we focus on _____?

First, a quick definition of: (10 Minutes – Small Group):

Activity? (10 Minutes – Small Group):

What else is important to remember about this discussion?

Another activity? – (25 Minutes – Large Group):

PROCESS QUESTIONS:

What else is important to remember about this activity?

Activity? (20 Minutes – Small Groups):

Wrap-Up and Upcoming Events (4 Minutes – Large Group):

Share the Upcoming Events! Remind students that there are lots of ways to get involved at PHS and challenge them to find a club, sport or activity they can be a part of!

Other thoughts/Ideas?!?!

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Week 7

Goal of the Week: Mental Health and Suicide Prevention are crucial topics to be talked about for all Poudre High School students. Your freshmen will learn about mental illness, suicide warning signs and how to listen, ask and take action.

Time: 79 Minutes

Freshman Seminar Teacher Preparation: Please let your Freshmen know the week before that Ambassadors will be coming in and will be talking about Mental Health and Suicide Prevention. Remind them of the expectations for this type of presentation including no cell phones, attentive listening and engagement. If you have students who express anxiety about this presentation or the material, please encourage them to talk to their counselor and follow up with the counselors regarding any student concerns. Please have the PowerPoint pulled up BEFORE class starts.

Schedule of Events:

ACTIVITY	LARGE OR SMALL GROUP	TIME
Introductions	Large	5 Minutes
Mental Health Affects Everyone Starburst Activity	Large	10 Minutes
Mental Health and Suicide Presentation	Large	25 Minutes
Processing/Debrief	Small	10 Minutes
Practice Scenarios Conversation	Small	10 Minutes
Rainstorm Circle	Large	15 Minutes
Resource Cards/Upcoming Events	Large	4 Minutes

Supplies:

- Ambassadors Binder/Group Norms
- 3x5 Notecards (one for each student)
- Poudre Resource Cards (one for each student)
- Practice Scenarios Envelope (one for each Ambassador)
- Starbursts (4 for each student)
- Goals

Squad Captains should pick up supplies from the Leadership Room or designate someone in their Squad to do so. If the Leadership Room is locked – find Mr. Bain in 214 to unlock it.

Introductions (5 Minutes – Large Group):

- Tell your Freshman Seminar class that today you will be talking about Mental Health and Suicide Prevention.
- Have one member share a short story about why they think this topic is important.
- Remind the class of the ground rules, emphasizing the seriousness of this topic.
- Remind students of the resources that are available letting them know that if at any point they need to take a break, they can do that but that an Ambassador or Counselor will follow them into the hallway.
- Introduce the counselor who is in the room and write their name on the board.

Mental Health Affects Everyone Starburst Activity (10 Minutes – Large Group):

Get all students into a large circle. It is important that every person has a space in the circle so consider the setup of our room. Give each student four starbursts. Ask them not to eat them but to just hold them for now. Once everyone is in the circle, have the students close their eyes. Say: we are going to read some statements regarding mental health and suicide. If this statement is true for you. Please GENTLY toss a starburst into the circle. Please remember to keep your eyes closed.

1. I, or someone that I know, has felt depressed.
2. I, or someone that I know, has thought about suicide
3. I, or someone that I know, has attempted suicide.
4. Someone that I know has died from suicide.

Say: Please open your eyes and look at all of the Starbursts. What do these Starburst represent for this class?

Say: Depression and suicide has impacted all of us. It is important to learn about mental health and suicide presentation and what we can do to take care of ourselves and help others.

For now, have an ambassador grab the Starbursts and place on desk in front of room for kids to see.

Mental Health and Suicide Prevention Presentation (25 Minutes – Large Groups):

Pass out a 3x5 card to each student and ask them get out something to write with. Tell the students that we are now going to learn more about mental health and suicide prevention. Explain to them that during the presentation they should write down three things that stick out to them – it could be a statistic, a story, a fact or something that they learned. Tell them that you will be going over what they wrote down, but they do not need to write their names on the cards

Sit among your students during the presentation. Be alert to students who might be struggling with the material. After the presentation, explain that we will be getting into small groups to debrief

Processing/Debrief (10 Minutes – Small Group):

1. Does anyone want to share something that they wrote down on their notecard that stuck out to them during the Mental Health and Suicide Prevention Presentation?
2. This information can feel really heavy or be hard to deal with. What is one way that you take care of yourself or of your own mental health?
3. What’s one way you can apply what you learned today or one way you will share this information with someone else?
4. Does anyone want to share their sources of strength?

Two more ideas for Processing Questions:

1. _____ ?
2. _____ ?

What else is important to remember about this discussion?

Practice Scenarios Conversations – (10 Minutes – Small Groups):

Pass out the practice scenarios to students who are willing to read them aloud. Once one has been read, work as a group to talk through ways that you could handle the situation remembering the model of *listen, ask and take action*. Remind students of resources at Poudre HS and in our community that support Mental Health and Suicide Prevention.

What else is important to remember about this activity?

Invite students to go get their Starbursts if they feel like they know how to get help for themselves or someone who is thinking about suicide. Please ask them to just take as many Starbursts as they put in.

Rainstorm Circle (15 Minutes – Large Group)

Say: We know that these conversations, though important, can be heavy. We'd like to do an activity with you that we have done in our Ambassadors class that helps remind us to breathe, take care of ourselves and connect with each other. This is a simple, yet important practice, to stop and breathe!

Have all students sit in a circle and explain that we are going to create a Rainstorm as a class. Remind everyone to close their eyes and explain that they will need to listen to the person to their right and mimic the sound they are making. Have one Ambassador start the Rainstorm. The sequence is:

Rub hands together/snap fingers/clap hands/slap thighs/clap hands/snap fingers/rub hands

Resource Cards and Upcoming Events (4 Minutes – Small (or large) Group):

-Check in with goals!

Pass out a PHS Resource Card to each student. Encourage them to keep this card somewhere safe. Also, invite them to add the name and phone number of 1-3 people (friends, family, mentor) that they could reach out to if they were ever feeling suicidal.

Share the Upcoming Events!

PHS

AMBASSADORS



Squad and Personal Reflection

DUE to Poncelow on Tuesday, December 18th

NAME:

SQUAD #:

Reflecting on the presentations you just participated in on Mental Health and Suicide Prevention, what was your biggest “takeaway” and what will you do with it?

What is one way that you think, saw or heard that Freshmen were IMPACTED by this presentation?

As we look to revise this presentation for next year, what do we need to do differently? What should we keep doing?

Draw a picture of, or describe, the perfect winter break.

Latosha is a 15-year-old girl who lives in Fort Collins. Her parents have recently divorced, which forced her to move to a new high school where she doesn't have many friends and is having a hard time making new ones. Latosha is having trouble sleeping, her grades are falling, and she is crying almost every day. She has tried to tell her dad and new stepmom that she is feeling terrible, but they say that things will get better if she will just give it some time. You don't know Latosha well but sit next to her in Freshman Seminar class. You've noticed that she seems increasingly sad and withdrawn, what do you do?

Tyler is a Junior at Poudre High School. He is on the Robotics team and has always done well in his classes. This year, he has noticed that he is not as motivated as he has been in the past. He has been missing class and is failing math, which has always been his favorite subject. He is starting to feel more and more overwhelmed and hopeless. His friends haven't been able to help him because he pushes them away whenever they try to talk to him but they are getting increasingly worried. What should they do?

Ruben is a sophomore at PHS who loves video games and computers. He has always been pretty quiet and withdrawn. Lately you have noticed that he has been posting some things online about feeling depressed and sad. Last night he wrote on his Facebook and said "I'm just so ready to be gone." What do you think you should do?

Sue is a senior at Poudre who is very involved. She plays two sports and is part of National Honor Society and a leader for the Spanish Club. She really wants to go to college in California and has been studying like crazy to try to raise her SAT score. Her parents are always asking her about her grades and she feels a lot of pressure to do well and be successful. At school she puts on a mask of having it all together but at home she is falling apart. She calls you late one night and is crying so hard you can hardly understand her. What do you do?

It has been a really hard time for your mom lately. One of her coworkers quit and she has had to work extra hours to cover for her. She keeps talking about being overwhelmed by her job and the responsibilities she has in caring for you and your siblings. She hardly eats and doesn't seem to enjoy things that she used to like going to the movies or playing games as a family. Last night she got a phone call from your Grandma who just found out that she has cancer. You can tell that she is worried and sad. What could you do?



MENTAL HEALTH AND
SUICIDE PREVENTION

MENTAL HEALTH AFFECTS ALL OF US AND
MOST OF US WILL BE AFFECTED BY A
SUICIDE AT SOME POINT IN OUR LIVES

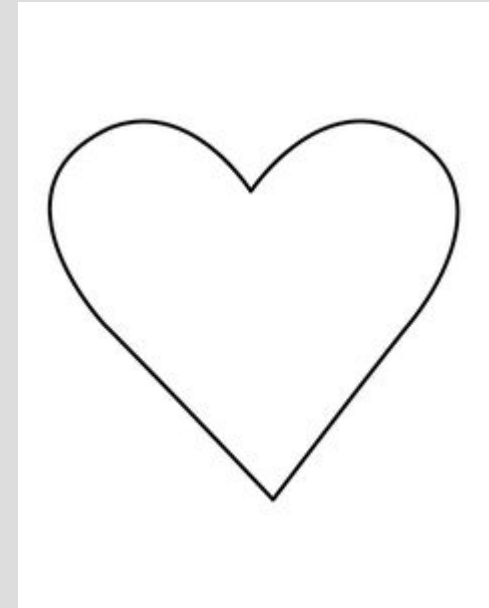


Mental Health is defined as a person's condition with regards to their psychological and emotional well-being.

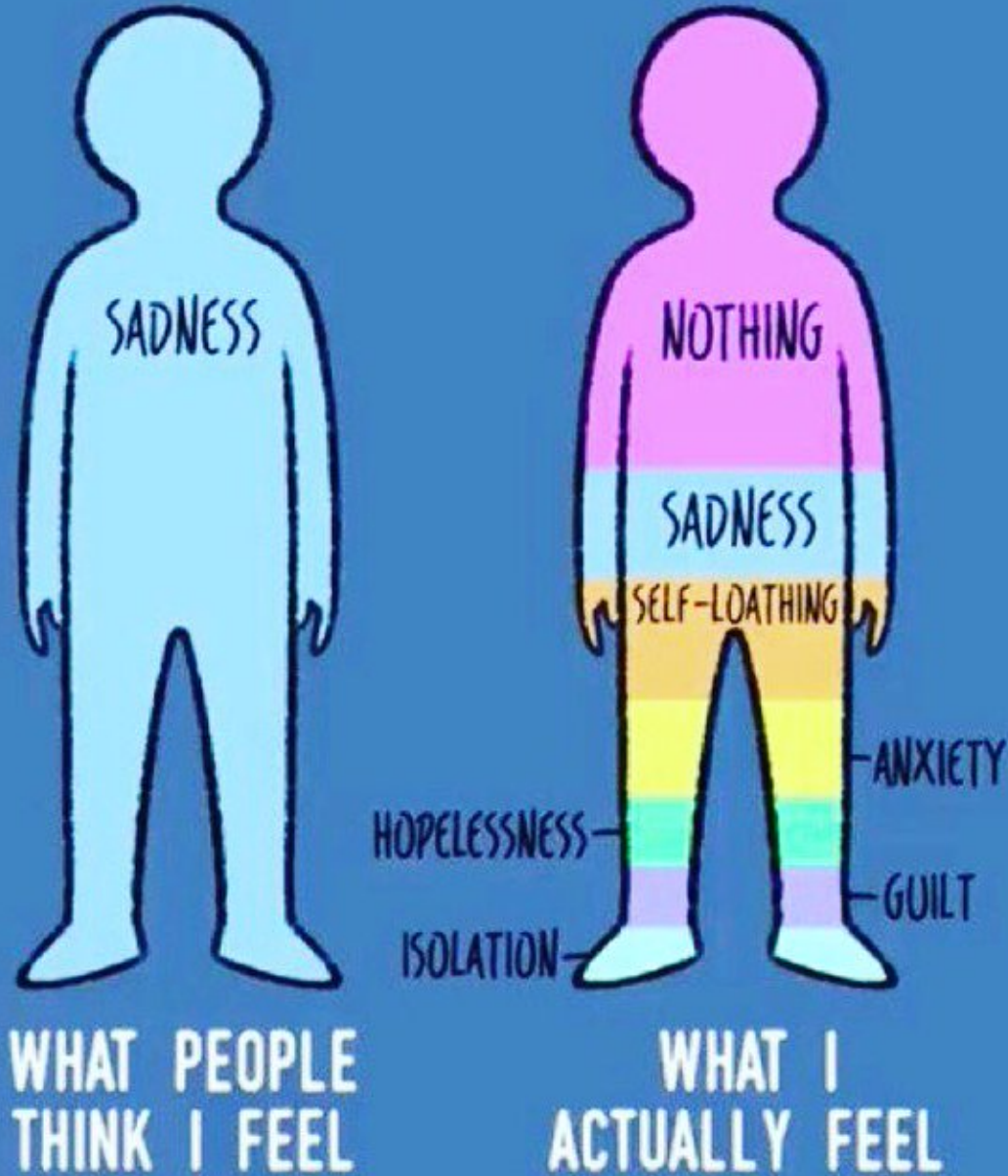
MENTAL HEALTH LOOKS DIFFERENT FOR EVERYONE

Despite a diagnosis, mental illness may vary from person to person.

If you are concerned for yourself or someone else,
avoid self diagnosis and seek external help.



DEPRESSION



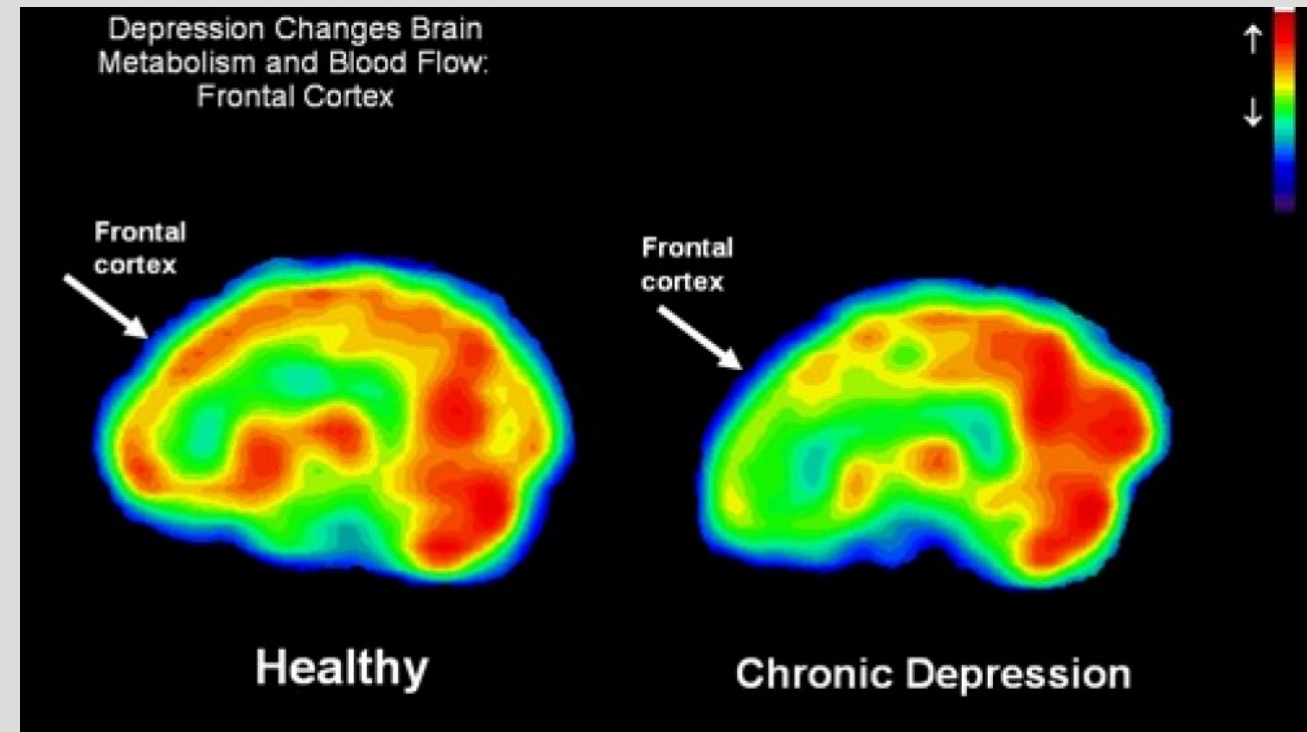
WHAT IS DEPRESSION?

- Depression** is a common **mental disorder** that causes people to experience **depressed** mood.
- Depression** is different from feeling **down or sad**.
- Depression looks very different case to case. After a traumatic event or stressful situation, it is normal to experience sadness and disinterest and this does not necessarily mean you are depressed. Everyone deals with hard experiences in different ways.

WHAT IS DEPRESSION (IT IS MORE THAN JUST A FEELING)

- **Biological differences.** People with depression appear to have physical changes in their brains.

- **Brain chemistry.** Recent research indicates that changes in the function and effect of neurotransmitters and how they interact with neurocircuits involved in maintaining mood stability may play a significant role in depression and its treatment.



MENTAL ILLNESS IS
MORE THAN
JUST DEPRESSION

mental illness by the numbers

12-month prevalence for
illnesses in U.S. adults

1.1%

ABOUT 2.6 MILLION
AMERICAN ADULTS LIVE
WITH **schizophrenia**.

6.7%

**Major depressive
disorder** AFFECTS
ABOUT 15.7 MILLION
AMERICAN ADULTS.

26.2%

AN ESTIMATED 61.2 MILLION
AMERICAN ADULTS ARE
AFFECTED BY **a mental
disorder**.

2.6%

Bipolar disorder
AFFECTS 6.1 MILLION
AMERICAN ADULTS PER
YEAR.

4.1%

AN ESTIMATED 9.6 MILLION
AMERICAN ADULTS HAVE
**Attention Deficit
Hyperactivity Disorder**

DEPRESSION IS MANAGEABLE SUICIDE IS PREVENTABLE

- Suicide is a permanent solution to a temporary problem.
- Close to 20% of people our age will experience depression before they reach adulthood.
- Suicide is the **SECOND** leading cause of death for people our age in our nation and **LEADING** cause of death for teens in Colorado.
- Four out of five teens who attempt suicide have given clear warning signs.



WHY TALK ABOUT IT?



- Tools to identify and help ourselves, as well as others.
- Leave today:
 - Hope towards the future
 - Healthy ways of dealing with life
 - Identify Strengths we already have

CHOOSE TO STAY



WHAT SUPPORTS DO YOU SEE?

WHAT MIGHT LEAD TO SOMEONE THINKING ABOUT SUICIDE?

- Relationship Issues (friends, family, partner)
- Grades/School/Future Plans
- Bullying/Social Media
- Disappointments in sports, school or activities
- Financial issues or trouble with the law
- Death of a close friend/family



ANYTHING COULD LEAD SOMEONE TO CONSIDER SUICIDE. EVEN IF IT ISN'T A BIG DEAL TO YOU, IT COULD BE TO SOMEONE ELSE.

“PEOPLE WHO ATTEMPT SUICIDE AND DO NOT COMPLETE SUICIDE ARE JUST TRYING TO GET ATTENTION AND ARE NOT REALLY SERIOUS.”

False:

-In many cases individuals who attempt suicide are attempting to receive help from others and view suicide as the only option.

-A suicide attempt, is an attempt to seek help.

-Any attempt, means the individual needs help.



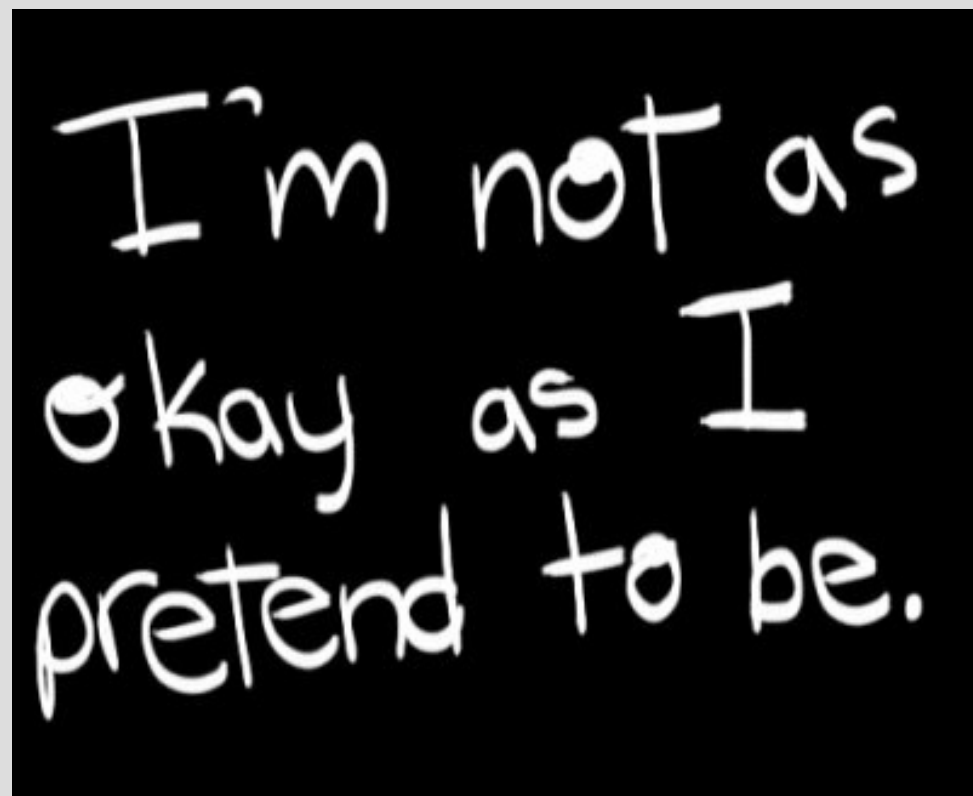
SIGNS OF SUICIDE

- Physical

- Loss of interest in favorite activities
- Lack of physical energy
- Lack of sleep
- Change or loss of appetite or weight

- Behavior

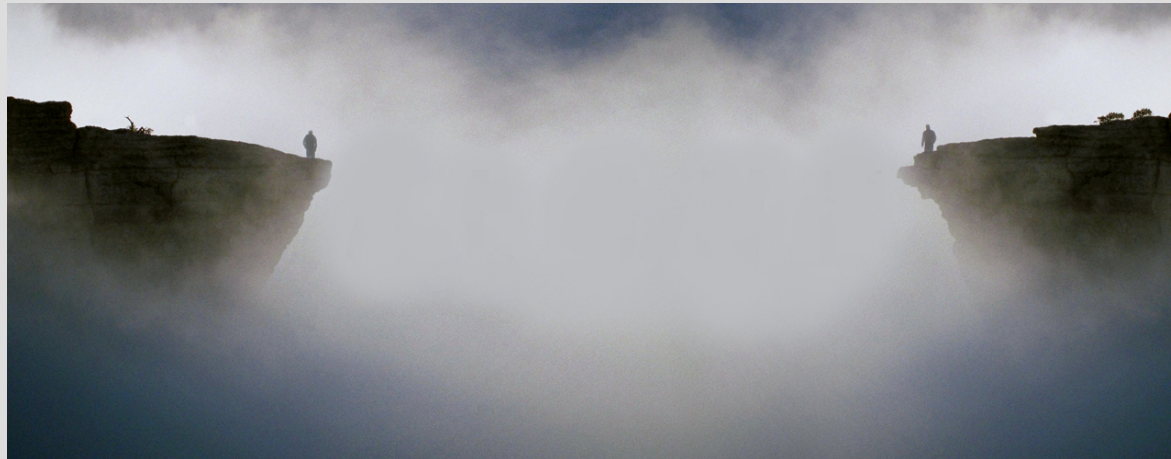
- Drug and alcohol misuse
- Self-harming behaviors
- Recklessness, fighting
- Withdrawal or isolation



I'm not as
okay as I
pretend to be.

SIGNS OF SUICIDE

- Thoughts and Feelings
 - Escape or feeling like there is 'no future'
 - Alone or disconnected
 - Helpless, angry or sad
 - Talk of suicide or death or planning for suicide



OTHER WARNING SIGNS

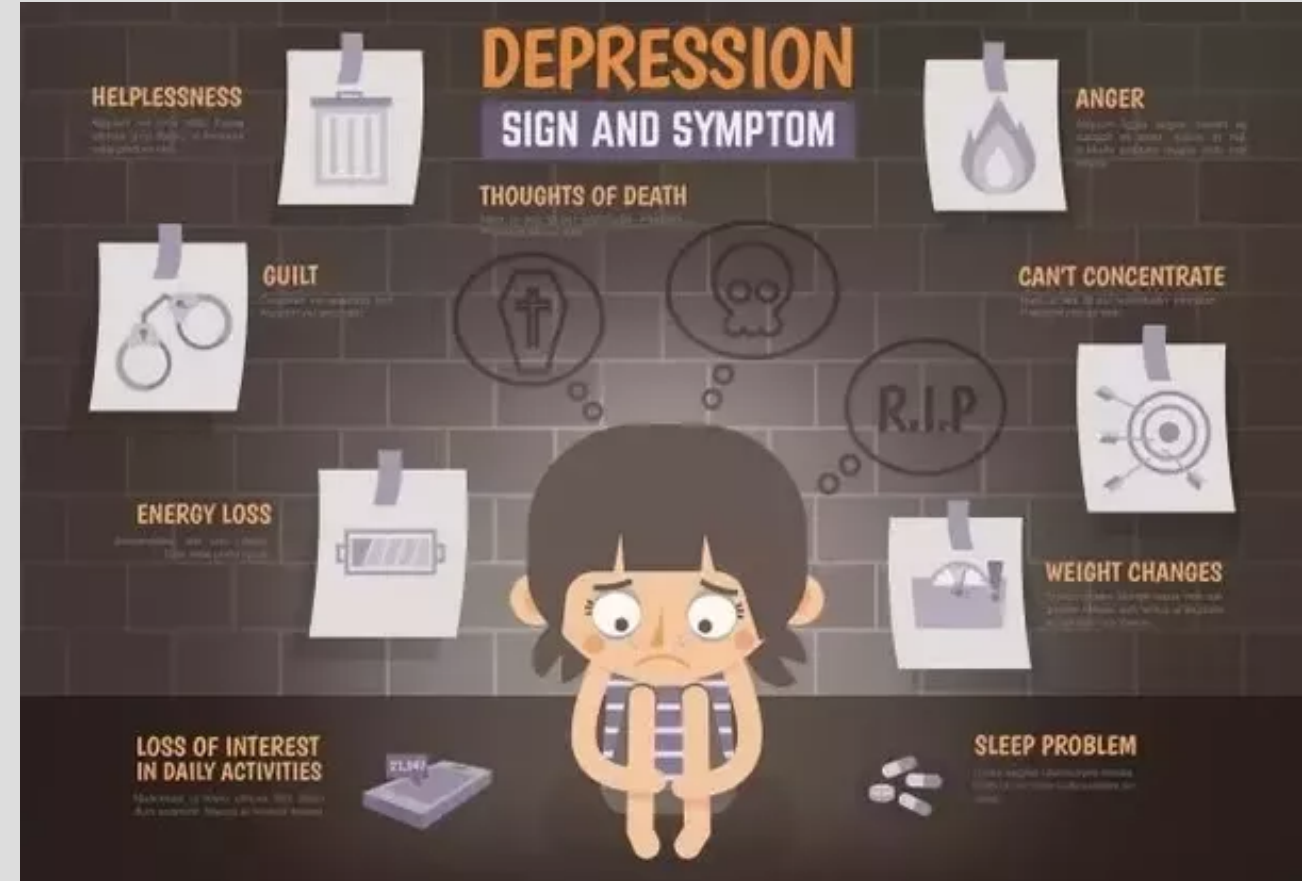
- Giving away possessions
- Taking dangerous risks
- Writing about death or dying
- Social network statuses or messages
- Having a suicide plan or gathering supplies to kill oneself
- Sudden unexplained mood improvement



SIGNS OF SUICIDE

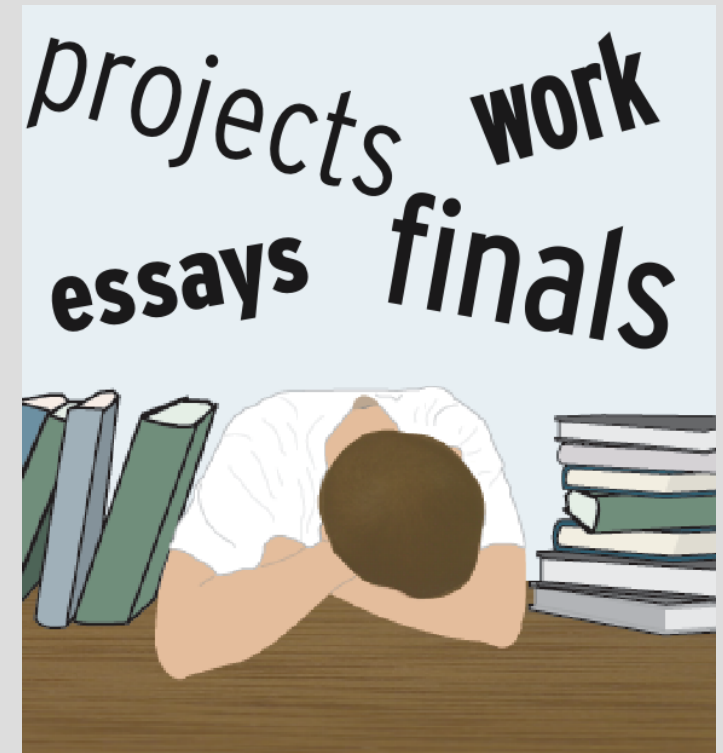
Although these signs can be indicators of depression or suicidal thoughts:

- It is important to consider that someone can have any of these characteristics and not be suicidal.
- Sadness comes and goes throughout a lifetime, and mood fluctuations are a normal part of life.
- If you are worried about someone then be aware, but don't assume that this means they are suicidal...seek help.



TALKING ABOUT SUICIDE

- Sadly, we have all been walking down the hallway and heard someone say, “I wish I were dead”, or “I want to kill myself.”
 - Suicide has been normalized in our society.
 - It is crucial to notice the difference between these types of comments and serious acknowledgments of wanting to commit suicide
 - These can normally be differentiated through recognizing if someone has a distinct plan, rather than just exclaiming a vague comment.
 - If you know someone who has disclosed a clear plan to you then tell a trusted adult immediately.



“IF A PERSON IS DETERMINED TO KILL THEMSELVES,
NOTHING IS GOING TO STOP THEM.”



- False:** Even the most severely depressed person has mixed feelings about death.
- Most suicidal people do not want to die; they want the pain to stop.
 - The impulse to end their life, however overpowering, does not last forever, even if it seems like it will.

OTHER WARNING SIGNS: VERBAL CUES

Direct

- I am thinking about hurting/killing myself
- I am going to die
- I want to go to sleep and never wake up
- I have a plan for how I am going to kill myself



Indirect

- Pretty soon you won't have to worry about me
- I just want to be done
- I wish I were dead
- The world is better off without me
- I am tired of life
- No one would notice if I am gone

“PEOPLE WHO TALK ABOUT SUICIDE
WON’T REALLY DO IT.”

False: Almost everyone who attempts or completes suicide has given warning signs through their words or behaviors.

-Do not ignore any suicide threats. Any disclosure of wanting to kill themselves should be taken seriously.

YOU MATTER



HOW TO SUPPORT A FRIEND

LISTEN – ASK – TAKE ACTION

Listen:

- Let the person talk
- Take suicide threats seriously
- Show that you care
 - Never present doubt or disbelief
- Validate what they say

Ask:

- Do not be afraid to ask directly:
“Are you thinking about killing yourself?” or
“Are you having suicidal thoughts?”



HOW TO SUPPORT A FRIEND

LISTEN – ASK – TAKE ACTION

Take Action:

- Let the person know that help is available. Do not leave it up to them to get help and tell an adult.
- Do not be sworn to secrecy. You can say, “You are too important to me. I can’t keep this a secret.”
- If the person is in crisis, call 911. Do not leave them alone and do not put yourself in danger.
- Specific Resources coming up soon.



“TALKING ABOUT SUICIDE MAY GIVE SOMEONE THE IDEA.”



False: You do not give a person ideas about suicide by talking about it. The opposite is true.

- Discussing their feelings openly and allowing them to express how they feel is one of the most helpful things you can do.
- Even if they have had suicidal thoughts, giving them permission to express those thoughts can relieve some of the anxiety and provide hope.

according to a 2017 article in Psychology Today, they state “One common myth suggests that talking about suicide actually encourages people to think about it. Research has shown the opposite. Even high school students who felt suicidal and ashamed were relieved to express their feelings. Many times their desire to blend in prevented them from seeking help.”

WHERE TO GET HELP

1. Safe2tell www.safe2tell.org 877-542-7233

Allows anonymous report of any harmful or threatening behavior

2. Larimer County Health Department

970-498-6767 or text 66746- Anonymous

3. National Suicide Prevention Lifeline

1-800-273-8255

suicidepreventionlifeline.org (Online Chat)



4. UHC Emergency Department

Lemay campus, Crisis Assessment Center

24-hour helpline: 495-7000

5. The Trevor Project (suicide prevention LGBTQ youth)

www.trevorproject.org 1-866-488-738; text, chat

6. To Write Love on Her Arms

www.twloha.com

7. Alliance for Suicide Prevention:

www.alliancesuicideprevention.org

WHERE TO GET HELP



HOPE,
HEALTH,
STRENGTH!

TOP TWO ON
YOUR
NOTECARD

WHERE DO YOU SEE
SOURCES OF STRENGTH IN THIS VIDEO?





PHS AMBASSADORS

Week 8

Goal of the Week: Many problems and misunderstandings arise because of confusion between facts and opinions or what can also be described as our perceptions of things. Understanding our own perceptions and the ways that others might perceive things can help us communicate and work better with others.

Time: 79 Minutes

Freshman Seminar Teacher Preparation: Have video and Kahoot pulled up. Also, if you have new freshmen or have lost any freshmen (or Ambassadors) please have the new grouping ready.

tinyurl.com/Ambweek8

Schedule of Events:

ACTIVITY	LARGE OR SMALL GROUP	TIME
Introductions	Large	5 Minutes
Kahoot	Large	10 Minutes
Review Names/Check in	Small	10 Minutes
Goal Review	Small	5 Minutes
Perception Video	Small	5 Minutes
Understanding Perceptions	Small	5 Minutes
Connect the Dots	Small	10 Minutes
First Impressions	Small	10 Minutes
Proverbs	Large	15 Minutes
Upcoming Events	Large	4 Minutes

Supplies:

- Ambassadors Binder/Group Norms
- Connect the Dots Handouts
- Envelopes with Proverbs
- First Impressions Handouts
- Illusions Handouts
- Prizes
- Poudre stickers

Squad Captains should pick up supplies from the Leadership Room or designate someone in their Squad to do so. If the Leadership Room is locked – find Mr. Bain in 214 to unlock it.

Introductions (5 Minutes – Large Group):

There is a chance that you will have new Ambassadors in your Squad or maybe even new students in your class so please take a couple of minutes to introduce yourselves again. Remind students of your names, share a little about yourself or maybe a funny story from your Winter Break.

1st Semester Kahoot Review (10 Minutes – Large Group):

Explain that we will be playing a review game over first semester, tell students they will need a laptop or phone to play. Show students that you have an awesome prize for the winner. For their names they need to put their first name but spelled backwards. After the game is over, reward the winner and then split up into small groups.

Review Names/Check-In (10 Minutes – Small Groups):

Split the students into their groups and have them quickly arrange their desks into circles. Everyone must be in the circle and everyone MUST be on the same level (all in desks, on the floor, standing). Feel free to ask about Winter Break but be sensitive to the fact that not everyone celebrates Christmas. Also, breaks are not always awesome for everyone and steer clear of questions that might be about gifts so that students don't feel embarrassed about a lack of gifts or money.

Two Ideas for Check-In Questions that are #killingit:

1. _____

2. _____

Goal Check-In (5 Minutes—Small Group):

Have students get out goals from 1st Semester, get out your goals. Review the students goals and see if they are still applicable for this semester, if they need to be changed, or if they need new ones.

Perception Video (5 minutes—Large Group): tinyurl.com/Ambweek8

Explain to the students that today we will be discussing perception. Many problems and misunderstandings arise because of confusion between facts and opinions or what can also be described as our perceptions of things. Understanding our own perceptions and the ways that others might perceive things can help us communicate and work better with others. So often problems/issues are simply a result of different perceptions. Today we will be watching a video to explain this, then doing different activities to show our different perceptions, finally we will be wrapping up with tools to better understand our perceptions, as well as others, and how we can help bridge any gaps. After the video say "we will discuss this in our small groups"

Understanding Perceptions (5 Minutes – Small Group):

Ask the kids to share their thoughts on the video. *Do you think this happens at school? What are examples? Does anyone have any experiences of this? How is it connected to perception?*

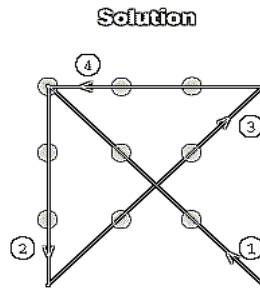
As human beings, we all have our own world-view, our own way of seeing things. Perception is how we make sense of the world around us. Two people may look at the exact same object and perceive an entirely different image. Everything we see, hear, taste, touch, smell, etc. is perceived in vastly different ways depending on our prior experience, knowledge, and exposure.

Explain to students that you will be doing several activities that measure their perception of things. Mention to them that some of them may have done these activities before and ask that they not reveal the secret for others.

Connect the Dots (10 Minutes – Small Group):

Begin the activity by telling students that you'd like to challenge their thinking. Pass out copies of the "Connect the Dots" handout. Ask them to try to complete the puzzle while following these basic instructions: *Try and connect all the dots by drawing **FOUR STRAIGHT** lines **WITHOUT** lifting your pencil.* Ask participants who already know the solution, or figure out the solution before time is called to please turn over their paper and allow the others to figure out the solution themselves. Give participants 3-5 minutes to work on the problem. (If they are struggling, feel free to say *Think outside the box or think outside the dots*)

At the end of time, have participants put down their pencils. Ask if anyone has found the solution. If so, ask that person to explain to the rest of the group how he or she solved it. If no one figured it out, draw the correct solution for the group.



Discussion:

Why is it that most of us didn't think of going outside the boundaries to solve the problem?

To solve the problem, we had to get outside of our usual way of thinking — outside of the box we put ourselves in. We had to literally draw outside the lines. This is what is required of us when we interact with people who are different from us. We have to look at other ways of "thinking about thinking". Our perceptions must change to succeed.

Drawing outside of the lines is very difficult because we are so used to our own way of thinking and our own point of view that it is hard to see other points of view. To successfully interact with people from different backgrounds and different cultures, we must learn to look at the world from many points of view, often times from viewpoints we can't even understand.

- Ask students to share examples of situations when finding a good solution required thinking "outside of the box".
- Social norms and societal structures restrict our way of thinking and prevent us from **perceiving** outside of the box solutions. Our **perception** of this image tells us that we must stay in the lines but nowhere in the directions were there any such restrictions.
- How can our perceptions lead to unhealthy stereotypes?

What else is important to remember about this discussion?

First Impressions – (10 Minutes – Small Groups):

Pass out copies of “The Herman Grid.” Allow students time to stare at the image. Ask students to share their *first impressions*. Ask if they see gray dots in the white spaces.

Discussion:

Are the grey dots really there? This is an example of how we sometimes see things that do not exist. Sometimes this happens when we see people, too. Ask students to think about the following questions:

- Have you ever had a wrong first impression of someone who had a different background or came from another culture?
- Has someone from a different background or another culture ever had the wrong first impression of you?
- Let’s talk about being a teenager. It is very common for people to misperceive teenagers. What are some common misperceptions of teens? Do you fit the stereotype?

Ask students to share and discuss their examples. This is where you should focus the conversation in each illusion activity below. You don’t need to beat a dead horse but keep coming back to how our perceptions influence our thoughts and behaviors.

Pass out each image, **one at a time**, and allow time for students to wrap their brain around the illusion.

Get in the habit of asking for information rather than giving information. Say, “What do you see?”

Instead of explaining what they should see. It is okay for students to get a little noisy during this time, and remember, **THE MORE FUN YOU MAKE IT THE MORE FUN THEY WILL HAVE!** Please try to go in order so that you are on track with the other groups.

Perception Activities:

1. Do the dots disappear and reappear?
 2. Are the lines straight or crooked?
 3. Do you see a DUCK or a RABBIT?
 4. Jazz Musician or a Ladies Face?
 5. Three faces in one... Old lady, young lady, little girl... What do you see?
- What did you see? How was that image different from what others saw?
 - Is what you saw the correct image? Is it the only way?
 - Are you able to see through someone else’s glasses?
 - Did anyone help you see their perspective? How?
 - How does this activity relate to real life?
 - How does this activity relate to life at PHS?
 - What will you take away from this activity?
 - Each time you see another perspective it becomes harder and harder to *NOT* see it, eventually it becomes impossible to see through your old lenses.
 - Discuss perceptions of PHS prior to coming this year. Were they true?
 - Discuss perceptions of teenagers in Fort Collins. Are they all true?

What else is important to remember about this activity?

Proverbs (15 Minutes – Large Group):

Students will discover that, in many ways, people from different backgrounds, and cultures hold similar values and beliefs.

Explain that proverbs have been used to teach lessons since the beginning of time. Give an example of what a proverb is (students WON'T know), "A penny saved is a penny earned."

Count the number of students in the group and select enough cards to equal that number. If there are an uneven number of students, you should participate in the activity. Make sure that the cards are selected in matching pairs (one proverb from the U.S. and a matching proverb from another country).

Mix up the cards and pass out one card to each student. When all cards have been distributed, ask participants to read their card and attempt to make sense of it. They will next have to move around the room and find the person who has a card with a similar proverb, but from a different country. Ask partners to stand together when they have found each other. For each set of partners, one person should have a proverb from the U.S. and the other person should have a proverb from another country.

After most people have found their partner, ask those who have not found their partner to raise their hands. Ask those with raised hands to search among themselves for partners. When everyone has found their partner, ask each pair to read their proverbs out loud to the group. Ask the person with the proverb from the other country to read first, followed by the person with the proverb from the United States. After the foreign country has been read, ask students if they have ever heard of that before, (very few will have heard of it or will understand its meaning). Next ask their partner to read the proverb from the U.S. Ask again, "Now who has heard of that?" Ask students what it means. Do this several times (3-4 depending on time) and then wrap it up.

Discussion:

This activity shows that although we have many differences when we compare ourselves to other kinds of people, we also have many similarities. We may have different ways of talking and different behavior patterns, but many of our most basic needs and interests are similar. It doesn't matter where we come from, what color our skin, where our mother was born, what language we speak, whom we chose to love, or to what God we pray. We all have the same basic human needs. We want you to all leave with this understanding: *We are better together, it does not matter the differences, the ways we perceive and MISperceive each other. Let's challenge each other to look past that and realize we help make each other better versions of our selves. I am who I am because of who you are. We are Poudre. We are giving you this sticker to put somewhere to realize two things, first of all YOU MATTER, second of all, lets help stop the misperceptions of each other and start caring for each other.*

Anything else?:

Wrap-Up and Upcoming Events (4 Minutes – Large Group):

Share the Upcoming Events! Remind students that there are lots of ways to get involved at PHS and challenge them to find a club, sport or activity they can be a part of!

PHS

AMBASSADORS



Squad and Personal Reflection

DUE to Bain/Poncelow on Tuesday, January 29th

NAME:

SQUAD #:

Reflect on your own experience with perception. What is a time that you have incorrectly been perceived or have incorrectly perceived someone else? What have you learned from this experience?

When you think about first impressions, how do you think you are initially perceived? What first impression would you want people to have of you?

As the semester goes on it is easy to check-out and not put the same energy towards Ambassadors that you did before. How are you going to make sure this doesn't happen? What goals do you have?

How is it being back? How was the start of the semester? What's awesome and what is not-so-hot?

Week 8 Lesson Feedback

We want to know what worked, what didn't and what we are missing!

-Introductions (5 Minutes – Large Group):

Comments:

___ Went well

___ Went ok

___ Needs revamped

-1st Semester Kahoot Review (10 Minutes – Large Group):

Comments:

___ Went well

___ Went ok

___ Needs revamped

-Review Names/Check-In (10 Minutes – Small Groups):

Comments:

___ Went well

___ Went ok

___ Needs revamped

-Goal Check-In (10 Minutes—Small Group):

Comments:

___ Went well

___ Went ok

___ Needs revamped

-Perception Video (5 minutes—Large Group):

Comments:

___ Went well

___ Went ok

___ Needs revamped

-Understanding Perceptions (5 Minutes – Small Group):

Comments:

___ Went well

___ Went ok

___ Needs revamped

-Connect the Dots (15 Minutes – Small Group):

Comments:

___ Went well

___ Went ok

___ Needs revamped

-First Impressions Perception Activities– (15 Minutes – Small Groups):

Comments:

___ Went well

___ Went ok

___ Needs revamped

-Proverbs (20 Minutes – Large Group):

Comments:

___ Went well

___ Went ok

___ Needs revamped

-Discussion: Stickers

Comments:

___ Went well

___ Went ok

___ Needs revamped

-Wrap-Up and Upcoming Events (4 Minutes – Large Group):

Comments:

___ Went well

___ Went ok

___ Needs revamped



Squad and Personal Reflection

DUE to Poncelow or Bain on Tuesday, February 12th

NAME:

SQUAD #:

Is there someone specific you know (no names) who needs to hear this information? How can you plan on helping them?

What group of people outside of Freshmen Seminar needs to hear this information? How can we expand our audience?

We have learned a lot about Teen Dating Violence in the last couple of weeks. What is the BIGGEST takeaway you have gleaned and what are you going to do with it?

In the spirit of St. Valentine, what makes your heart sing during this season of love?



Week 9 Lesson Feedback

We want to know what worked, what didn't and what we are missing!

What are THREE things that went really well with this lesson (they need to keep doing)?

What are THREE things they should change about this lesson AND what would work better?



Week 10

Goal of the Week: Building on past lessons around awareness and acceptance as well as perception, the concept of diversity is a critical one and essential to what makes Poudre High School great. It means understanding and respecting what makes individuals unique, and recognizing our individual differences. We want to move beyond tolerance to embracing and celebrating what makes us different from one another. It is important to remember that hate based on cultural differences is learned behavior.

America is not like a blanket—one piece of unbroken cloth. America is more like a quilt— many patches, many pieces, many colors, and many sizes, all woven together by a common thread.

Time: 79 Minutes

Freshman Seminar Teacher Preparation: Have Youtube link pulled up:

tinyurl.com/Ambweek10

Schedule of Events:

ACTIVITY	LARGE OR SMALL GROUP	TIME
Review Names/Check-In/Review Norms	Small	10 Minutes
Why is diversity important?	Small	5 Minutes
Diversity Dots	Large	20 Minutes
Diversity Necklace	Small	25 Minutes
Global Village	Small	10 Minutes
Global Village Video	Large	5 Minutes
Upcoming Events	Large	4 Minutes

Supplies:

- Ambassadors Binder/Group Norms
- Diversity Necklace Supplies – Beads/String/Scissors/Laminated Sheets with Colors Key
- Blank Paper
- Diversity Dots
- The Global Village

Squad Captains should pick up supplies from the Leadership Room or designate someone in their Squad to do so. If the Leadership Room is locked – find Mr. Bain in 214 to unlock it.

Review Names/Check-In (10 Minutes – Small Groups):

Split the students into their groups and have them quickly arrange their desks into circles. Everyone must be in the circle and everyone **MUST** be on the same level (all in desks, on the floor, standing). Because the topic of diversity is a more serious one, consider having a more serious check-in question that will set the tone for today.

Two Ideas for Check-In Questions that are more serious are:

1. _____

2. _____

For your own understanding and expertise (#knowyourshoe)- why do we focus on cultural diversity as part of Ambassadors?

First, a quick definition of culture:

Whenever people form a group of any size, they develop, share, and teach social norms that help them carry on together. Most of these norms are unconscious “rules” that impact every level of each person’s life. While it can be a contributor, culture DOES NOT refer to one’s race or skin color. Culture will encompass:

- Beliefs
- Values
- Attitudes
- Perceptions
- Behaviors

Our cultural training starts the moment we are born and continues throughout our life. For instance, pink and blue clothes on newborns cues everyone who interacts with the baby to treat the child as either a boy, or a girl, according to cultural norms.



Like an *iceberg*, most of the social programming is under the surface. Our perceptions, attitudes, values, and beliefs lie below the surface, or “below the water.” Only our behaviors, including our spoken thoughts, are evident to others, or “above the water.”

Many people, teens and adults alike, look only through the lens of their own cultural influences. They also believe that their culture is “the only one” or “the right one.” Tension arises whenever people hold rigidly to this notion. Reducing this tension can increase positive school culture and climate, stop prejudice, help avoid violence in schools, and reduce bullying.

- Studying cultural diversity helps teens learn more about themselves as individuals, their family norms, and the cultures of their peers. This knowledge supports each student’s psychological and social growth. It also opens the conversations that break down cultural barriers, and:
 - o Contributes to classroom, school, and community harmony
 - o Eliminates prejudice
 - o Stops potential hate and peer violence
 - o Reduces bullying
- The cognitive effort required for breaking through stereotypes and narrow attitudes enhances complex thinking and development of values, ethics, and character.
- Studying cultural diversity is an opportunity for teachers and students to work together in instructional conversations. It also connects curriculum to kids’ experiences, home, and community and can provide a link to other curricular areas.
- Lastly, studying cultural diversity can be intellectually satisfying and fun.

Say: “We are now going to group up as a class and do a fun activity, be sure to listen carefully to the directions, never look at your card and never talk during the activity.”

Diversity Dots – (20 Minutes – Large Group):

Pass out a Diversity Dot Card to each student (*Tell them **NO talking**) making sure that it is face down and that they **do not look at it**. Once all the students have a Diversity Dot Card, have them raise it to put it in front of their forehead, still being sure not to look at it. Instruct students to work together to form groups based on their dots. Once they are all in a group, have the students discuss why they chose the groups they did. Then, tell them that they are not quite right (even though we know there is no correct answer). Have the students re-think the idea and form new groups using the dots to decide who goes where. Some students will become frustrated with this activity so good facilitation will be important! Once the students have finished the second time, discuss as a group why they chose the groups that they did. Eventually you will inform them that there was no right and no wrong answer. Use the questions below to help guide your reflection on this activity.

The students will have a lot of questions about how to form groups but you are to provide no further instruction (beyond, “form groups solely based on the dots on your cards”).

PROCESS QUESTIONS:

- *What did we just do? Someone explain exactly what was asked of you.*
- *Who decided how you were going to form your group?*
- *How did you form your groups?*
- *Was this activity hard? Easy? Confusing?*
- *What was hard about it? Confusing? Etc.*
- *How did you feel during the forming of groups?*
- *Did anyone get put into a group without being allowed to give their own input?*
- *Does anyone feel like they wound up in the wrong group?*
- *Who didn't have a group?*
- *What groups are we placed into in our day-to-day lives? Are we ever placed into a group without our input? Are those group labels ever incorrect?*
- *Has anyone ever been placed in a group that wasn't entirely accurate? Talk about that...*
- *How does this activity relate to high school?*
- *What can we take from this activity that will make our school a better place?*

This activity is supposed to mimic the stereotyping and the inappropriate grouping of people into groups that fit the American model of assimilation and the idea of a melting pot.

What else is important to remember about this activity?

Why is Diversity Important? (5 Minutes – Small Group):

Start with something like:

**“Do you remember we have talked about tolerance vs. acceptance? Who can remind us the difference between those two?”*

**“We also have recently talked about perceptions and misperceptions, what were some take aways from that lesson?”*

**“Great, now this week we are going to touch back on those two lessons and dive into diversity and the importance of it in our lives.”*

The reality of the United States is that it has changed and will continue to diversify over our lifetime. Poudre is the most diverse high school in Fort Collins, which adds to the richness of each student's experience. With that richness, however, comes a greater opportunity for conflict and discrimination. It is through education and exposure that situations that once produced animosity can eventually lead to friendships and growth. A growing number of neighborhoods and communities contain a complex mix of races, cultures, languages, and religious affiliations. At the same time, the widening gap between the rich and the poor is creating greater social class diversity. In addition, the U.S. population includes 45 million people with physical and mental challenges, about 15% of the U.S. population.

Why should we be concerned about diversity? There are many, but here are 3 simple reasons:

1. The Global Market

Ask the following questions:

- We have all heard the expression that our world is shrinking. What exactly does that mean?
- What is "the global market" and where can it be found?

4 out of every 5 new jobs created are the result of foreign trade so to a large extent the strength of our economy depends largely on our ability to do business with other parts of the world. It is increasingly important that we learn not to just get along, but to understand and appreciate people from other cultures.

2. Changing Demographics

*Just a few short decades ago 3 out of every 4 Americans were whites. Today, almost 40% of the U.S. population are people who identify non-white.

*By 2050 Caucasian Americans will be a minority. As of July 1, 2015, there are more non-white babies born in the United States than white ones.

*According to a 2017 survey, immigrants and their US born children are about 27% of our population.

*It was estimated that between 1998 and 2008 70% of new workers entering the workforce were women or minorities. For these reasons, today's teenagers and adults are more likely to face the prospect of interacting and working with people different from themselves. The ability to relate well to all types of people in the workplace is a leadership skill that is becoming more and more important.

- Who is someone that you know or who have seen that works well with a wide range of people?

3. Changing Concept of America

MELTING POT VS SALAD BOWL

As Americans, we have long thought of and referred to ourselves as a "melting pot", suggesting the "melting together" of all people, into a harmonious whole with a common culture. It is most commonly used to describe the assimilation of immigrants to the USA, (*assimilate means to become similar to one's environment*). More recently however, proponents of multiculturalism assert that cultural differences within a society are valuable and should be preserved; where different cultures mix, but remain distinct. This more closely mirrors a "Salad Bowl", where the carrots, lettuce, cucumbers, green peppers, and tomatoes maintain their individual shapes, color, and taste.

How does this notion of a "salad bowl" relate to people?"

What else is important to remember about this discussion?

Diversity Necklace (25 Minutes – Small Groups):

Refer to the Diversity Necklace Instructions for this activity.

The Global Village (15 Minutes – Small Groups):

Take out the handout titled “If the World Were A Village of 100 People”. Start by reading the scenario at the top then check for understanding,

“If we could reduce the world’s population to a village of precisely 100 people, with all existing human ratios remaining the same, the demographics would look something like this.”

Then, go in a circle and have students take turns reading one stat each. Invite students to guess as to what they think the correct statistics might be. Then have them fill in the correct answers as you provide them. After all statements have been read, lead a discussion on people’s reactions using the following questions as guidance. This is not a time to argue the validity of the statistics; this should simply be used as a vehicle for creating discussion.

- *What shocked you about the stats?*
- *Which of these statistics do you find least surprising?*
- *Which of these statistics are hard for Americans to even comprehend?*
- *What are the implications of these stats on our society?*
- *Are there any stats that you have a hard time believing?*
- *Do these facts change the way you view the world? Why/Why not?*

The Global Village Video (10 Minutes—Large Group): *Not necessary, only if time allows*

Tell the students that they will be watching a short video explaining the same topic, but with a little more information. Have them write down any new statistics they haven’t already discussed.

tinyurl.com/Ambweek10

As a class ask students to share out anything they wrote down that was new information.

The last question in the video can be discussed, “with this information, what can we do?”

Wrap-Up and Upcoming Events (4 Minutes – Large Group):

Share the Upcoming Events! Remind students that there are lots of ways to get involved at PHS and challenge them to find a club, sport or activity they can be a part of!

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AMBASSADORS



Squad and Personal Reflection

DUE to Poncelow or Bain on Tuesday March, 5th

NAME:

SQUAD #:

What are some ways you have grown through interactions with people who have different cultures than you?

With just a couple of months left working with your Freshmen, what do you want to improve both personally and as a Squad before the end of the school year?

Obviously diversity is "hot topic" currently in our world. As you reflect on it amidst current events, what scares you and what gives you hope?

Two weeks until Spring Break! Yahoo! How are you taking care of yourself for these next two weeks and what are you planning for the break?

Week 10 Lesson Feedback

We want to know what worked, what didn't, and what we are missing!

-Review Names/Check-In (10 Minutes – Small Groups):

Comments:

Went well

Went ok

Needs revamped

-Diversity Dots (20 Minutes—Large Group):

Comments:

Went well

Went ok

Needs revamped

-Why is Diversity Important? (5 minutes—Small Group):

Comments:

Went well

Went ok

Needs revamped

-Diversity Necklace (25 Minutes – Small Group):

Comments:

Went well

Went ok

Needs revamped

-The Global Village Handout (10 Minutes – Small Group):

Comments:

Went well

Went ok

Needs revamped

-The Global Village Video– (10 Minutes – Large Group):

Comments:

Went well

Went ok

Needs revamped

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IF THE WORLD WERE A VILLAGE OF 100 PEOPLE...

If we could reduce the world's population to a village of precisely 100 people, with all existing human ratios remaining the same, the demographics would look something like this:

The village would have 61 Asians, 13 Africans, 12 Europeans, 8 Latin Americans, 5 from the USA and Canada, and 1 from the South Pacific.

50 would be male, 50 would be female

70 would be non-white; 30 white

67 would be non-Christian; 33 would be Christian

91 would speak languages other than English

11 would be homosexual, 89 would be heterosexual

80 would live in substandard housing

12 would be unable to read

70 would be suffering from malnutrition or be undernourished; 1 would be dying of starvation

20 would have no access to clean, safe water to drink

43 would lack access to sanitation

32 would be breathing polluted air

8 people would have access to the Internet

1 would have a college education

12 would own a computer

1 would have HIV

12 would be disabled

6 would control 59% of the entire world's wealth, and all of them are from the US

20 would be receiving – and attempting to live on – only 2% of the income of the village

If you woke up this morning with more health than sickness, you are luckier than the more than one million people who will die this week from a lack of health care.

If you are able to go to church, mosque, or synagogue without fear of harassment, arrest, torture, or death, you are luckier than over 3 billion people in this world.

If you keep food in your refrigerator, your clothes in a closet, have a bed to sleep in and a roof over your head than you are richer than 75% of the world.

Sources: 2016 - Fritz Erickson, Provost and Vice President for Academic Affairs, Ferris State University (Formerly Dean of Professional and Graduate Studies, University of Wisconsin - Green Bay) and John A. Vonk, University of Northern Colorado, 2006; Returning Peace Corps Volunteers of Madison Wisconsin, *Unheard Voices: Celebrating Cultures from the Developing World*, 1992; Donella H. Meadows, *The Global Citizen*, May 31, 1990.

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IF THE WORLD WERE A VILLAGE OF 100 PEOPLE...

If we could reduce the world's population to a village of precisely 100 people, with all existing human ratios remaining the same, the demographics would look something like this:

- would be male, would be female
- would be 15 or older
- Asians, Africans, Europeans, Latin Americans, from North America.
- would be non-Christian; would be Christian
- would be non-white; white
- would speak languages other than English
- would be unable to read
- % of males would not be able to read, % of females would not be able to read
- would have a college degree
- would live in substandard housing
- would have no access to clean, safe water to drink

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- % of males would not be able to read, % of females would not be able to read
- would have a college degree
- would live in substandard housing
- would have no access to clean, safe water to drink

- ___ would be suffering from being undernourished
- ___ would have HIV/AIDS
- ___ would be living on less than \$1.90 USD per day
- ___ would NOT have electricity
- ___ would be cell phone users
- ___ would have NO toilets

*If you woke up this morning with more health than sickness, you are luckier than the more than one million people who will die this week from a lack of health care.

*If you are able to go to church, mosque, or synagogue or any place of worship without fear of harassment, arrest, torture, or death, you are luckier than over 3 billion people in this world.

*If you keep food in your refrigerator, your clothes in a closet, have a bed to sleep in and a roof over your head than you are wealthier than 75% of the world.

Sources: 2016 - Fritz Erickson, Provost and Vice President for Academic Affairs, Ferris State University (Formerly Dean of Professional and Graduate Studies, University of Wisconsin - Green Bay) and John A. Vonk, University of Northern Colorado, 2006; Returning Peace Corps Volunteers of Madison Wisconsin, *Unheard Voices: Celebrating Cultures from the Developing World*, 1992; Donella H. Meadows, *The Global Citizen*, May 31, 1990.

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DIVERSITY NECKLACE:

- _____ Mentor
- _____ Doctor
- _____ Athlete
- _____ Coach
- _____ Teacher
- _____ Best friend
- _____ Movie Star
- _____ Yourself
- _____ Family friend
- _____ Neighbor
- _____ Smartest kid you know
- _____ One person from history
- _____ Last person not in your family to babysit you
- _____ Last musician you listened to
- _____ Last crush or bf/gf (initials, or a fake name is okay)

KEY

White/Caucasian.....Blue
 Latino/Hispanic.....Red
 African American/Black.....Yellow
 Asian/Pacific Islander.....Green
 Middle Eastern/Arabic.....White
 American Indian/Native American...Black

Race relates to a person's appearance - chiefly the color of their skin. It is determined biologically, with genetic traits such as skin color, eye color, hair color, bone/jaw structure etc.

Ethnicity, on the other hand, relates to cultural factors such as nationality, culture, ancestry, language and beliefs.

For example, a person from Russia is Caucasian but their Ethnicity is Russian.

*****This is the Ambassador copy** and should not be shared with the students prior to completing the activity. Ask students to take out a blank sheet of paper and number it from 1-15. Inform the students that we will be doing an activity that requires them to write the first person's name that comes to their mind after you read each statement. One at a time, read each line and allow time for students to write a name. Here is where it gets difficult... Please say in your own words or read the following, ****(Get out the Laminated Sheets with Colors Key now)****

"For the purpose of this exercise, we have identified 7 Ethnicities but by no means is this a exhaustive list, there are MANY other Ethnic groups that people identify with. We are essentially going to ask you to stereotype the people in the list you created, based on what you think, our culture would

perceive the persons race to be. For example, if someone were to ask what Barack Obama's race is, most would say African American, although we know he is multi-racial." After identifying and writing down each person's race, next, take one corresponding colored bead for each individual. Be sure students know that the color of the bead does not correspond to the race, i.e. Caucasian/White gets a blue bead. Each student should end up with 15 beads on their necklace at the end.

This necklace represents of each student's circle of influence. Whether your necklace is all one color or multi-colored, it is neither good nor bad, nor is it right or wrong; it just simple is what it is. This activity is designed to help you see who you spend the most time with, who has the greatest influence on your life, and/or who you most identify with.

PROCESS QUESTIONS:

- What do you notice about your necklace? (Allow for several people in your group to respond)
- What, if anything, surprised you about this activity?
- What patterns do you see in your necklace?
- Why does this activity matter? Why are we doing this activity? Why should we learn more about our **Circle of Influence**?
- Does anyone wish to change their **Circle of Influence**?
- How would one go about changing their **Circle of Influence**?
- What have you learned today that may influence how you "show up" at Poudre? (How you contribute to an accepting, non-judgmental atmosphere at Poudre)?
- What will you take away from this activity?

With regard to DIVERSITY, often times, conflict stems from a lack of understanding. This is not necessarily anyone's fault, however. When we look around the room at ours, and other student's **Circle of Influence**, they tend to be largely homogenous, (similar to our own race).

WHAT ARE SOME WAYS WE CAN INCREASE OUR MULTICULTURAL IQ?

- Learn factual info about other cultures and groups with different backgrounds.
- Read an article or book about a culture and compare your views with the author's.
- See a movie about other cultural lifestyles and compare your life to the lives of those on film.
- Attend a cultural event, celebration, or holiday program of a different culture that you have never experienced before. For example: Pow Wow, MLK march, Cinco De Mayo celebration, Take Back The Night March, etc.
- Learn a new language
- Eat at an authentic ethnic food restaurant (not Panda Express for example).
- Interview a person from a different culture.
- Explore your own family history and background. Trace your ancestry.

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Week 11

Goal of the Week: Stress is a reality in all of our lives. It isn't always bad as it can also motivate us. However, learning how to manage your stress is an important skill that you will use the entirety of your life. This week we will learn about stress, how it affects us, as well as ways to both manage and use it.

Time: 79 Minutes

Freshman Seminar Teacher Preparation: Please have the link for the video pulled up on your computer. tinyurl.com/Ambweek11

Schedule of Events:

ACTIVITY	LARGE OR SMALL GROUP	TIME
Review Names/Check-In/Review Norms	Small	10 Minutes
What is stress?	Small	5 Minutes
How Stress Affects You	Small	15 Minutes
Managing Stress BBC Video	Large	5 Minutes
Ways to Manage Stress	Small	10 Minutes
Learning to Breathe	Small	5 Minutes
Equal Breathing and Mindfulness of Thoughts Exercise	Large	15 Minutes
Check-Out	Small	10 Minutes
Upcoming Events	Large	4 Minutes

Supplies:

- How Stress Affects You Worksheet
- Defining Stress (laminated copies)
- 101 Ways to Manage Stress (laminated copies)
- Mindfulness of Thoughts Script
- Markers
- 3x5 cards

Squad Captains should pick up supplies from the Leadership Room or designate someone in their Squad to do so. If the Leadership Room is locked – find Mr. Bain in 214 to unlock it.

Review Names/Check-In (10 Minutes – Small Groups):

Split the students into their groups and have them quickly arrange their desks into circles. Everyone must be in the circle and everyone MUST be on the same level (all in desks, on the floor, standing)..

Two Ideas for Check-In Questions that #onpoint are:

1. _____

2. _____

What is stress? (5 Minutes – Small Group):

Stress is defined as a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances. Stress looks and feels different to everyone. Some people thrive in stressful situations, and others shut down. Take a minute to think about how stress looks and feels to you. Use the laminated **Defining Stress** handouts to help identify how stress feels to you, emotionally, physically, and mentally. Encourage students to think about what else should be included on the handout.

How Stress Affects You – (15 Minutes – Small Group):

Fill out the **How Stress Affects You** worksheet. Encourage students to use color, and to put thought and hard genuine effort into completing this. Ask for some students to share their experiences if comfortable.

Often times we think stress is just emotional or mental. When stress completely compromises our system, we can get sick. Can you remember a time when you were stressed out, maybe not getting enough sleep, exercising, or eating right and then landed a cold? Stress affects us all differently; some people lean on food and tend to overeat, while others just aren't hungry. Some people just need to sleep and can't even get out of bed, while others can't sleep at all. When we are not regulating our bodies, i.e. eating and sleeping regularly, we cannot regulate our emotions, there is a direct correlation. When our emotions are in dysregulation everything suffers, from our relationships with other people, to our ability to handle stress, to our quality of work. These are just some of the examples of how stress can turn into serious issues like obesity, heart diseases, headaches, depression, anxiety, etc.

- *What examples do you have?*

While students are coloring or drawing, share a little about the difference between Good Stress and Bad Stress. Say, *“Many of you may think of stress as solely a negative thing, but there are times when stress actually helps you! For example, someone might be an athlete for Poudre and tend to get really nervous before a game. This adrenaline increases and can help you perform better. If you go beyond that perfect point, the balance tips; the stress gets too great. It begins to decrease your ability to do well and starts to hurt you.*

Process questions:

- *What areas did students' notice stress show up the most in their lives? Mentally, Emotionally, Physically?*
- *Tell about a time when stress helped you perform better or increased your motivation.*
- *Can you think of a time when you passed that perfect point of stress so that it actually began to hurt you? Describe what happened.*
- *Out of these three, which is the most challenging to manage?*
- *What affect do these three areas have on one another, if any? Is it possible to just be stressed in one area and not others?*
- *Summarize common themes: Ex: “Sounds like a lot of people feel stress in their bodies; shoulders,” “Everyone has mentioned worrying about doing well in school” or “Everyone has reported feeling overwhelmed is connected to stress.”*

What else is important to remember about this discussion?

Managing Stress BBC Video (5 Minutes – Large Group)

Say: We are going to watch a quick two minute video about stress. While we are watching it, look for ways that stress is managed or “coping techniques”. We will be sharing these ideas out in small group.

Watch the Video: *Managing Stress* -BBC: tinyurl.com/Ambweek11

Ways to Manage Stress (10 Minutes – Small Group)

Instruct one person to take out a piece a paper and compile, as a group, as many ways to manage stress as possible. Call on specific students to get ideas. Refer to the 101 handout for more ideas. Encourage students to be creative and think about what really works for them or an idea they may have but haven’t tried yet.

As we go through these next couple of months, think about this time of the year. At the end of the semester all of your projects and assignments are due. Finals come and go, and grades get recorded forever! Additionally, the holidays are such a great time of the year but for many of you and your parents, this can be a very stressful time.

Poudre High School offers a lot of ways and resources for students to combat stress! Remember your Ambassadors, peers, teachers, counselors, social worker, etc. they are here to help! Check out all the cool sports and clubs that are offered, get involved and stay active!

Spring sports: Baseball, Girls’ Tennis, Boys’ Lacrosse. Track & Field, Girls’ Soccer, Boys’ Swimming and Girls’ Golf.

Clubs: Spectrum, Environmental Club, Poudre Liners (Indoor Soccer), Yearbook, Service Club, Science Olympiad, Science Bowl, Robotics Team, National Honor Society, Mock Trial Team, Math Club, Knowledge Bowl, HYPE (Hispanic Youth Promoting Excellence), FCCLA, FF, FBLA (Future Business Leaders of America), Drama Club/Thespians, DECA (Distributive Education Clubs of America) and Ambassadors.

- *What other clubs or sports do you play that weren’t on this list?*

What else is important to remember about this activity?

Learning to Breathe (5 Minutes – Small Group)

Mindful breathing is one of the best ways to alleviate the stress response in the brain. It seems simple and a little silly but practicing mindful breath regularly, especially at times when you’re not experiencing stress can help you to remember to breath when you are stressed. Remember when you are breathing that your belly is your base.

Let’s all breathe normally but put one hand on your belly. When you take big breaths, you can feel your belly rise and fall. When we are breathing correctly, our belly expands as we inhale.

Now we are going to practice some other breaths.

- Bumblebee Breath: Inhale through your nose; exhale with lips together to make a humming sound. Good for keeping your sinuses healthy!

- Snake Breath: Inhale through your nose; exhale hisssss with teeth together. Good for anger management and cooling down.
- Lion's Breath: Inhale through your nose; exhale through your mouth with tongue out. Also good for anger management and calming down.
- Bear Breath: Inhale through your nose (3 count) and exhale through your nose (5 counts). This helps to balance us as when you are stressed, your inhale is usually longer than your exhale, so it's important to practice bringing these back into balance.
- Bunny Breath: Inhale with 3 sniffs through your nose and exhale through your nose with one long breath out. This is cleansing and stimulating.
- Finger Breath: Align finger tips of both hands so they are touching. Inhale fingers expand; exhale fingers contract close together. Eyes open the first couple of times and then closed. This is a calming breath.

Equal Breathing and Mindfulness of Thoughts Practice (15 Minutes – Large Group)

This will challenge a lot of students. **It may also be a challenge to get the students to be silent, (which is necessary).** Be sure to spread around the room and model participation.

Earlier we practiced some funny but hopefully relaxing ways of breathing. Now we are going to practice "Equal Breathing" before we do a short meditation.

Equal Breathing works like this: Balance can do a body good, beginning with the breath. To start, inhale for a count of four, then exhale for a count of four — all through the nose, which adds a natural resistance to the breath. We will do this for one full minute. More advanced people can aim for six to eight counts per breath with the same goal in mind: calm the nervous system, increase focus, and reduce stress.

This exercise works best anytime and anyplace — but it's especially effective as your lying in bed trying to sleep. Instead of counting endless sheep, try deep breathing instead, this will hopefully help take your mind off of your overactive brain, or whatever else might be keeping you from getting your zzzzz's."

One Ambassador should read the Mindfulness of Thoughts script. Remember to read it slowly and clearly, it's okay to take your time on this.

Check-Out (10 Minutes – Small Group):

Gather back with your small group and discuss:

- *What is one thing that you learned about stress today that you didn't know before?*
- *What is one thing that you are currently stressed about or think that you might be stressed about soon?*
- *What is one way that you are going to deal with that stress – either a technique that we learned today or something else that you might want to try?*

Give each student a 3x5 notebook card and have them write down one stress management skill they want to remember next time they need to destress. Encourage them to decorate the card and stick it somewhere that they will see it often – on their mirror or in the front of their binder. Let them know that you will check in about this next time you see them too.

Wrap-Up and Upcoming Events (4 Minutes – Large Group):

Share the Upcoming Events! Remind students that there are lots of ways to get involved at PHS and challenge them to find a club, sport or activity they can be a part of!

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Squad and Personal Reflection

DUE to Poncelow or Bain on Tuesday, March 26th

NAME:

SQUAD #:

What is are some examples of good and bad stress in your life right now?

How do you manage stress? What works well for you and what is a way that you could better manage stress?

Checking in – on a scale of 1-100, how are you? What’s going well and what is less than hot?

Time is of the essence... you have just two classes left with each of your freshmen. What do hope to leave them with as the year ends?

Week 11 Lesson Feedback

We want to know what worked, what didn't, and what we are missing!

-Review Names/Check-In (10 Minutes – Small Groups):

Comments:

- Went well
- Went ok
- Needs revamped

-What is stress/How stress affects you (20 Minutes—Small Group):

Comments:

- Went well
- Went ok
- Needs revamped

-Managing Stress video (5 Minutes – Large Group):

Comments:

- Went well
- Went ok
- Needs revamped

-Ways to Manage Stress (10 Minutes – Small Group):

Comments:

- Went well
- Went ok
- Needs revamped

-Learning to Breathe– (5 Minutes – Small Group):

Comments:

- Went well
- Went ok
- Needs revamped

-Equal Breathing and Mindfulness of Thoughts Practice– (15 Minutes – Large Group):

Comments:

- Went well
- Went ok
- Needs revamped

-Check-Out– (10 Minutes – Large Group):

Comments:

- Went well
- Went ok
- Needs revamped

Body Scan Script-

We will begin by making yourself comfortable. You may lie down or sit in a chair and allow your back to be straight, but not stiff, with your feet on the ground. Your hands could be resting gently in your lap or at your side. Allow your eyes to close, or to remain open with a soft gaze.

Take several long, slow, deep breaths. Breathe in through your nose and out through your nose or mouth. Breathing in fully and exhaling slowly. Feel your stomach expand on an inhale and relax and let go as you exhale. Begin to let go of noises around you. Begin to shift your attention from outside to inside yourself. If you are distracted by sounds in the room, simply notice this and bring your focus back to your breathing.

Breathe in, and while doing so mentally speak to yourself, 'Breathing in, I calm the feelings I am experiencing now.' Breathe out, saying, 'Breathing out, I calm the feelings I am experiencing now.' I will repeat this: 'Breathing in, I calm the feelings I am experiencing now.' Breathing out, I calm the feelings I am experiencing now.'

Allow yourself to feel the feelings; let them be there. Open your awareness to the breath going in, and the breath going out; only focus on this: breath in, breath out... Let the breath take its course, don't control it in any way; just notice it.

Let your in-breath and your out-breath fill your mind... that is being mindful of your breath... Keep noticing your in-breath, your out-breath...feel the breath soothing you... comforting you... nurturing you. Feel the peace this brings.

Now surrender an issue that is concerning you to this inner peace, to your mindfulness: let the problem go.

Now slowly bring your attention down to your feet. Begin observing sensations in your feet. You might want to wiggle your toes a little, feeling your toes against your socks or shoes. Just notice, without judgment. You might imagine sending your breath down to your feet, as if the breath is traveling through the nose to the lungs and through the abdomen all the way down to your feet.

And then back up again out through your nose and lungs. Perhaps you don't feel anything at all. That is fine, too. Just allow yourself to feel the sensation of not feeling anything. When you are ready, allow your feet to dissolve in your mind's eye and move your attention up to your ankles, calves, knees and thighs. Observe the sensations you are experiencing throughout your legs. Breathe into and breathe out of the legs.

If your mind begins to wander during this exercise, gently notice this without judgment and bring your mind back to noticing the sensations in your legs. If you notice any discomfort, pain or stiffness, don't judge this. Just simply notice it. Observe how all sensations rise and fall, shift and change moment to moment. Notice how no sensation is permanent. Just

observe and allow the sensations to be in the moment, just as they are. Breathe into and out from the legs.

Then on the next out breath, allow the legs to dissolve in your mind. And move to the sensations in your lower back. Softening and releasing as you breathe in and out. Slowly move your attention up to your mid back and upper back. Become curious about the sensations here. You may become aware of sensations in the muscle, temperature or points of contact with furniture or the floor. With each outbreath, you may let go of tension you are carrying.

And now very gently shift your focus to your stomach and all the internal organs here. Perhaps you notice the feeling of clothing, the process of digestion or the belly rising or falling with each breath. If you notice opinions arising about these areas, gently let these go and return to noticing sensations. As you continue to breathe, bring your awareness to the chest and heart region and just notice your heartbeat. Observe how the chest rises during the inhale and how the chest falls during the exhale. Let go of any judgments that may arise.

On the next outbreath, shift the focus to your hands and fingertips. See if you can channel your breathing into and out of this area as if you are breathing into and out from your hands. If your mind wanders, gently bring it back to the sensations in your hands. And now, on the next outbreath, shift the focus and bring your awareness up into your arms.

Observe the sensations or lack of sensations that may be occurring there. You might notice some difference between the left arm and the right arm – no need to judge this. As you exhale, you may experience the arm soften and release tensions. Continue to breathe and shift focus to the neck, shoulder and throat region. This is an area where we often have tension. Be with the sensations here. It could be tightness, rigidity or holding. You may notice the shoulders moving along with the breath. Let go of any thoughts or stories you are telling about this area. As you breathe, you may feel tension rolling off your shoulders. On the next outbreath, shift your focus and direct your attention to the scalp, head and face. Observe all of the sensations occurring there. Notice the movement of the air as you breathe into or out of the nostrils or mouth. As you exhale, you might notice the softening of any tension you may be holding.

And now, let your attention to expand out to include the entire body as a whole. Bring into your awareness the top of your head down to the bottom of your toes. Feel the gentle rhythm of the breath as it moves through the body. As you come to the end of this practice, take a full, deep breath, taking in all the energy of this practice. Exhale fully. And when you are ready, open your eyes and return your attention to the present moment. As you become fully alert and awake, consider setting the intention that this practice of building awareness will benefit everyone you come in contact with today.

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Squad and Personal Reflection

DUE to Poncelew or Bain on Tuesday, April 9th

NAME:	SQUAD #:
So... what was your number one value? How is it evident in your life that this is your most important value?	
How do you think your values have changed since you were a Freshman? What has stayed the same?	
Tell us about one of your Freshmen who stands out. What are you drawn to about them and what is one "hope" that you have for them as this year winds down?	
We are starting to enter a season that can be a bit more crazy and sometimes stressful. Ponce and Bain care about you, big time! How are you doing on a scale of 1-10 (1 being lamesauce and 10 being phenomenal) and why? How can we/our #family support you right now?	

Week 12 Lesson Feedback

We want to know what worked, what didn't, and what we are missing!

-Impulse-chicken game (20 Minutes—Large Group):

Comments:

- Went well
- Went ok
- Needs revamped

-Review Names/Check-In (10 Minutes – Small Groups):

Comments:

- Went well
- Went ok
- Needs revamped

-What are values-discussion (10 Minutes – Small Group):

Comments:

- Went well
- Went ok
- Needs revamped

-Values worksheet activity (35 Minutes – Small Group):

Comments:

- Went well
- Went ok
- Needs revamped

-Check-Out– (4 Minutes – Large Group):

Comments:

- Went well
- Went ok
- Needs revamped

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Week 13

Goal of the Week:

Time: 79 Minutes

Freshman Seminar Teacher Preparation:

Schedule of Events:

ACTIVITY	LARGE OR SMALL GROUP	TIME
Review Names/Check-In/Review Norms	Small	10 Minutes
Upcoming Events	Large	4 Minutes

Supplies:

-
-

Squad Captains should pick up supplies from the Leadership Room or designate someone in their Squad to do so. If the Leadership Room is locked – find Mr. Bain in 214 to unlock it.

Review Names/Check-In (10 Minutes – Small Groups):

Split the students into their groups and have them quickly arrange their desks into circles. Everyone must be in the circle and everyone **MUST** be on the same level (all in desks, on the floor, standing). Because the topic of diversity is a more serious one, consider having a more serious check-in question that will set the tone for today.

Two Ideas for Check-In Questions that are more serious are:

1. _____

2. _____

For your own understanding and expertise (#knowyourshoe)- why do we focus on _____?

First, a quick definition of: (10 Minutes – Small Group):

Activity? (10 Minutes – Small Group):

What else is important to remember about this discussion?

Another activity? – (25 Minutes – Large Group):

PROCESS QUESTIONS:

What else is important to remember about this activity?

Activity? (20 Minutes – Small Groups):

Wrap-Up and Upcoming Events (4 Minutes – Large Group):

Share the Upcoming Events! Remind students that there are lots of ways to get involved at PHS and challenge them to find a club, sport or activity they can be a part of!

Other thoughts/Ideas?!?!