Training Youth to be Role Models and Agents of Change as they address peer aggression in their lives.
Youth Ambassador Facilitator Manual

Creating a Safe School Through Peer Relationships
Preparing for the Program

What is the Youth Ambassadors Program? ............................................ 6
  Welcome ........................................................................................................... 7
  Program Options: ............................................................................................ 10

Creating a Successful Program ................................................................. 12
  Tips for Success ............................................................................................... 13

What do I need to know about Peer Aggression? ................................... 19
  Sharing Information vs. Gossip and Rumors .............................................. 20
  Supporting Friends vs. Alliance Building .................................................... 23
  Teasing vs. Taunting ...................................................................................... 26
  Good Popularity vs. Bad Popularity ............................................................. 29
  Friendship Groups vs. Cliques and Exclusion ............................................. 32
  Digital Citizenship vs. Cyberbullying .......................................................... 35

How do I get this program started? ............................................................ 37
  Sample Application Form .............................................................................. 38
  Sample Referral Form ................................................................................... 39
  Sample Ambassador Contract ....................................................................... 40
  Introductory Gathering: Welcome to Interested Ambassadors .................. 41
# Training Ambassadors

## Teaching Tools and Handouts

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Language of Peer Aggression</td>
<td>44</td>
</tr>
<tr>
<td>Crossing the Line: Continuums</td>
<td>51</td>
</tr>
<tr>
<td>Role Plays</td>
<td>53</td>
</tr>
<tr>
<td>Action Plans</td>
<td>58</td>
</tr>
<tr>
<td>Storytelling</td>
<td>61</td>
</tr>
<tr>
<td>Intervention Strategies</td>
<td>64</td>
</tr>
<tr>
<td>Closers – Inspirational Ways to Wrap Up</td>
<td>67</td>
</tr>
</tbody>
</table>

## PHASE 1: What do Ambassadors need to know about Peer Aggression?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing the Language of Peer Aggression</td>
<td>70</td>
</tr>
<tr>
<td>Processing Each Dynamic of Relational Aggression</td>
<td>71</td>
</tr>
</tbody>
</table>

## PHASE 2: What other skills do Ambassadors need?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicing Storytelling: Suggested Strategies</td>
<td>73</td>
</tr>
<tr>
<td>Introducing the Language of Peer Aggression: Suggested Strategies</td>
<td>74</td>
</tr>
<tr>
<td>Teaching Interventions: Suggested Strategies</td>
<td>75</td>
</tr>
<tr>
<td>Teaching Crossing the Line / Continuums: Suggested Strategies</td>
<td>76</td>
</tr>
<tr>
<td>Weaving Skills Together Suggested Strategies</td>
<td>77</td>
</tr>
</tbody>
</table>
Preparing Community Programs

PHASE 3: How do we Share What We Know with the Community? ..... 78

Introduction to Presentation Skills ................................................................. 79
Introducing the Ambassadors to the Community .............................................. 80
Introducing the Ambassadors to a Classroom of Younger Students .............. 81
Visiting Another School to Talk to Younger Students about Relational Aggression ............................................................................................................................. 82
Addressing the Whole School about Aggression ............................................. 83
Additional program ideas ................................................................................. 84
Working with Small Groups Activities and Lesson Plans ............................. 85

What other resources are there for my Ambassador Program? .............. 94

Ice Breakers and Mixers .................................................................................. 95
Group Games ..................................................................................................... 99
Ways to Start a Conversation .......................................................................... 102
Talking with Younger Students ..................................................................... 103
Guidelines for Discussions ............................................................................. 104
Being a Role Model Reflection ....................................................................... 105
Full Day Leadership Retreat Agenda .............................................................. 106
Glossary ........................................................................................................... 109
What is the Youth Ambassadors Program?

Understanding the Need for Youth Leaders and Agents of Change

You know that your school and community could use a change. You see people hurting each other; students hurting students; adults hurting youth; youth hurting adults. The Ophelia Project has found that an amazing catalyst for change in the social culture is energizing the youth and training them to become leaders. We have seen it happen and we have seen it be an amazing success. Best of all, we believe in it so much that we want you to continue to bring this change to a school near you.
Our longest running and most enduring work in The Ophelia Project has been working with groups of young people to develop their leadership skills and give them opportunities to serve our mission to create safer social climates. In Erie, PA, our hometown, we began by recruiting high school girls to speak to middle school girls about RA (relational aggression) with a program called “When Girls Hurt Each Other”. Later, in our CASS (Creating a Safe School) schools we have trained hundreds of boys and girls to act as role models and agents of change to help teachers deal with peer aggression on all levels. Our Sister Projects around the country took this basic idea and developed their own versions of our original Youth Ambassadors. A teacher from one CASS school developed a model for training middle school children to combat RA within their school called Team Lead. In all these programs the key components are:

1. Educating adolescents about peer aggression, particularly relational aggression
2. Training them to deliver a program to educate younger children and their community at large, and
3. Asking them to make changes in their own lives and the lives of their friends and classmates on an informal level. We know that you learn what you teach and we have seen more growth in our ambassadors than any other group of children.

Children want to help, to lead, to be a part of the solution. We need to take the time to nurture their passion and skills and give them something meaningful to do.
Charlie told us this story. He was part of a team of high school boys trained to be Youth Ambassadors giving lessons to the middle school boys. The fifth grade teachers recognized that these boys could help them in the 5th grade lunchroom where 4 of the boys ate alone. They met with the ambassadors and made a plan. It was Charlie's idea to sit with the loners and then invite other boys to join them. This worked because the ambassadors were heroes to the boys and everyone wanted to sit with them. They came once a week and each time the table with one boy filled up with others. The teachers reported that after one month of weekly visits there were no more loners. They were all included in other tables.

Sally joined a team of high school ambassadors when a teacher recommended her. She had been a target of aggression throughout her middle school years and entered the program with very low self esteem. She told us that during her training and interaction with the ambassadors and helping younger kids she came to understand what had happened to her and it saved her. She developed into a strong leader, using her pain to recognize and help others. At her graduation she sent a letter thanking us.

Olivia told this story at one of our facilitator trainings. In middle school she was a bully, particularly targeting one girl relentlessly over two years and only stopped when the parents threatened to sue her. She never admitted this during the first year of training, but in her second year she began to tell the story of her actions and accepted responsibility for her aggression. Sadly, she was too ashamed to face her target and make it right but she hoped her story would stop others from making her mistake.

These kinds of stories show why The Ophelia Project came to believe in the power of youth leadership.

1. Caring adults are mentoring young people, who in turn, mentor younger children.
2. The Ambassadors gain the insight, language and skills to change their own behaviors and beliefs.
3. Ambassadors gain confidence by doing service and confronting their own experiences with aggression. Their poise and communication skills dramatically increase by speaking, teaching and mentoring.
4. Ambassadors take what they learn and apply it to their own peer groups and families, creating a ripple effect of compassion, understanding and skills.
It can be used with any group of children 5-12th grade

Outside School
- Church groups
- Summer camps
- Scouts
- After school programs
- Even 1 mother bringing neighborhood children together

In Any School
- Train the oldest students in an elementary school to work with the younger classes
- Middle School students can go down to elementary schools
- High school students can go into a middle school
- College students can work with high school youth
- Any age Ambassadors can present to teachers and parents to raise awareness of how peer aggression works when they aren’t looking.
Program Options:

Elementary School Junior Ambassadors:
*Teachers in the top grade can use this program to offer to younger students in the school. It can be an extracurricular program or a class project. As the oldest students in the school they can be effective role models, changing how they interact in aggressive situations, sharing what they have learned with others.*

1. Read picture books about bullying and aggression to younger students in the elementary school.
2. Plan school-wide endeavors to promote a set of school norms through poster campaigns, online or social media initiatives, assembly programs, school plays, essay contests, video programs for YouTube, etc.
3. Meet occasionally with a school counselor or administrator to keep the adults updated on peer relationships and the social structure of the school. These students are the eyes and ears of the school for adults, but it is important not to make them look like “teacher’s pets” or “tattle tales” or they will become alienated from their peers.
4. If there is already an anti bullying program in the school they can be used as resources and trained to supplement the program.

Middle School Junior Ambassadors:
*A teacher, guidance counselor or parent can recruit junior ambassadors and form a club after school or provide time within school to train and support the ambassadors as they grow into agents of change.*

1. Help plan and implement programs to teach intervention skills.
2. If there is already an anti-bullying program in the school they can be active participants in their classroom meetings, generating role plays, and talking honestly about what is really happening around them.
3. Pair with new students, particularly those from out of town or a different school, to help them acclimate into the school culture.
4. Plan school-wide endeavors to promote school norms through poster campaigns, online or social media initiatives, assembly programs, school plays, essay contests, video programs for YouTube, etc.
5. Meet occasionally with a school counselor or administrator to keep the adults updated on peer relationships and the social structure of the school. These students are the eyes and ears of the school for adults. They will know what is happening below the radar screen of adults.
6. Visit the elementary school to perform role plays or presentations for the whole school or interact in classroom meetings.
7. Read picture books about bullying and aggression to students in the elementary school.
8. Form a book club to read Young Adult literature with themes of peer aggression and bullying.

High School Ambassadors:
1. Plan Ambassador Encounters in the middle school to assist and participate in classroom meetings. Their help may include:
   - Introductions and why they chose to be a Ambassador
   - Stories from when they were in middle school that inspire or illustrate a point.
   - Role plays that show targets how to stand up for themselves, bystanders how to effectively intervene, and aggressors how to make things right.
   - Community building exercises that focus on knowing each other and celebrating our differences.
   - A short program developed on a dynamic of peer aggression.
   - Teaching a continuum.

2. Address the needs in the high school, for example:
   - Present at a school assembly.
   - Perform a play that deals with aggression or bullying.
   - Work with coaches to address bullying in sports.

3. Act as role models within their peer groups. A primary goal of the Ambassadors program is to awaken the power to influence change on a day to day basis. This also shows up in the activities or sports that Ambassadors participate in. They identify areas and problems that need to be addressed and work with their adult leaders to solve problems.

4. Plan and prepare for community events to show adults how to recognize and intervene effectively with their children.

5. Work with Junior Ambassadors on strategies for dealing with aggression.

6. Meet occasionally with a school counselor or administrator to keep the adults updated on peer relationships and the social structure of the school. These students are the eyes and ears of the school for adults, and will share honestly if they trust the adults.

The ideas do not have to stop here. An effective Ambassadors program thrives on the passion of its facilitators. If there is an idea for Ambassadors to be active in the school, take it and run with it. If you would like to contact a former Ophelia trainer e-mail swellman@opheliaproject.org.
Creating a Successful Program

Making the most out of the Youth Ambassador Program with effective leadership.

The single most important ingredient in a successful Ambassador program is the facilitator. You will create a safe place for them to interact, to examine their lives, to prepare for leadership. Their inspiration will come from you. You will take the materials we have prepared and put them together in your own unique way. We thank you for doing this and we hope you will let us know how you succeed. You can contact us by swellman@opheliaproject.org.

Keep in mind, that this manual is designed for maximum impact. You do not need to follow the training and program suggestions to the letter. It is simply here for the, “If I had all of the time and resources to make the best program...” mindset. Feel free to expand or abbreviate the content to meet the scope of your group.
**Tips for Success**

Over the past 15 years we have watched facilitators train youth leaders. Here are the most successful methods we have observed.

The facilitator’s most important role is to create a safe social culture within their group. Many children never feel safe in school; they may not even know what that feels like. They need a place where they can be themselves without worrying about ridicule or how they are fitting in. They need a safe social arena where they can wrestle with the intense social issues they face every day; a time for learning, reflection and sharing. *It is your job to create this safety net* for them where they can look at their own values with your support and guidance. The facilitator, just by being there, and reflecting back the values of kindness, compassion, caring and personal strength, is the inspiration they need.

**How can we make our meetings a safe social place to congregate? Some suggestions:**

1. Engage them on a personal level. They will reflect your openness.
2. Talk about what it means to feel safe in a group.
3. Create group norms. Monitor them with your group. Your norms will be broken, right in the group, but by talking about it and starting again, they learn they are in a place where open discussions occur without repercussions.
4. Ask questions that allow children to think and wrestle with the ambiguities of peer aggression.
5. Tell stories that may touch their hearts with the values and norms you are embracing.
6. Be authentic. If you are upset, address it. If you see uncomfortable things happening, bring them forward so the children can use right what is happening now to practice these new skills and insights.
7. Teach and role model how to give each other positive feedback, not empty compliments, but real feedback.
8. Use the “Gratitude Circle” to create a strong group bond. At the end of a meeting, after they have spent time together as a group, arrange them in a circle and one at a time ask each person to tell the others one thing they appreciate about the other, one at a time.
9. Plan a special overnight or weekend retreat—camping, do a ropes course, or just hang out at someone’s house with special discussions or activities planned.
10. Regularly provide a way for participants to anonymously assess how safe they feel in the group. You might just ask them to write a short note and leave it with you. Later you can embed what you’ve learned into another lesson.
12. Have quick circle responses to questions that allow the kids to get to know each other better, like: your favorite class in school and why, one good thing that happened since we last met, your best friend in 1st grade.
13. Use any mistake you make as the perfect opportunity to role model non-defensiveness,
sincere reflection, an apology or standing up for yourself in a firm but non-violent way.

14. Avoid lectures and don’t allow some students to dominate the discussions and activities.

15. Use stories and your own inspiration to let them know how strongly you feel about their power to impact their lives and the lives of others.

16. Do a weekly “check in”. Everyone says how she/he is feeling that day. This allows them to practice being authentic. The point isn’t to talk about it—but just to acknowledge it.

17. Do a weekly “check out”. You might ask, is there anything today that touched you? Or bothered you? Or you would like to do again?

18. Be willing to switch gears—go where the group energy is heading—but also to do that without losing the basic structure of your meeting and agenda. Children need the structure of you being there, of starting and ending meetings on time and with certain rituals, but they also need to know that agendas can be altered by their needs.

Here are the ones we used. You can create your own:

1. Aggression is everyone’s problem.
2. We treat each other with respect and civility.
3. We are each accountable for our actions.
4. When we make a mistake we make it right.
5. Adults help us deal with aggression.
6. We protect each other.

To most adults these norms seem obvious. But many children have not adopted these norms in their daily life. They don’t think aggression is their problem if it’s not happening to them. They will treat others with disrespect and feel justified to do it. They don’t want to be held accountable for their actions; in fact, they often blame someone else even when they know they’ve been aggressive. They often don’t trust adults to help them. They may even believe that adults just make the problem worse. And protecting someone who is a target is very scary. They believe they will be the next target if they do. And that might well be true. So these norms need to be addressed often, in some doses, as they process their meaning and the application in their lives.
We discovered the power of using a common language early. In our CASS schools, with the systemic change model, all students learn to use the same words to describe peer aggression. In your first meeting you will introduce them to this language. When children discover there are concrete definitions for what they see happening they realize they are not alone and not crazy and they can communicate their experiences more powerfully. This is particularly true with covert aggression that happens below the radar screen of adults, but is rampant in their lives. The most essential vocabulary words are:

- Aggressor
- Target
- Bystander
- Upstanders
- The different types of aggression: physical, verbal, relational, and cyber
- Both covert and overt aggression
- The levels of aggression: violence, bullying, aggression and bummer

We hope they come to believe that peer aggression is never acceptable and they can do something about it. There is a glossary of terms at the end of this manual and you will choose the terms appropriate for the age and background of your students.

1. They will use the language as you meet and process together, and if they work with younger students one of their tasks will be to teach this language to them.
2. They need to gradually recognize how they play all the roles, over time.
3. They need to have strategies/skills to use when they encounter aggression and need time to practice these skills during role play sessions.

Before Ambassadors can become role models and agents of change they need to make changes in their own lives. Most of us play all the roles in aggression. We need to learn how to stand up for ourselves when we can, intervene to protect others and make it right when we are aggressive. As facilitators we need to help them understand each type of aggression and the roles they play. We do this by using a techniques called a “Crossing the Line Continuum”. In the background material that follows, Understanding the Dynamics of Peer Aggression, you will see how this works.

Children tend to be very quick to be hurt by aggression, but slower to recognize how they participate themselves. We see siblings trying to get their brothers/sisters in trouble, making fun of each other, saying hurtful things when they are mad. Girls are particularly prone to gossip and will spread a rumor with relish without knowing or sometimes even caring whether it is true or not. Kids use teasing to hurt others and if you call them on it they might say, “I was
only joking” and call their target a “crybaby”. Hurling putdowns and being two faced are both common, almost universal methods of aggression. After years of observing how relational aggression plays out in kids’ lives we realized that every form of aggression can be deceiving. What’s wrong with girls sharing all their stories of the day together? What’s really wrong with teasing? Boys can get physical with each other and it’s a form of companionship. How do you tell the difference between teasing and taunting, sharing information and gossiping, building alliances and ganging up on someone? Adults have the same problems. Is it OK to make fun of your wife and just call it “teasing”? Is it OK to say negative things about a teacher to your children? When is it OK to exclude someone we are mad at and to get our other friends to do the same?

So addressing peer aggression is tricky. It requires thoughtful discussion. It requires processing. The continuums help us all explore our behavior.

It would be easier and shorter to just present the information on aggression as a series of mini lectures, but it doesn’t work that way if you want them to be role models. What does processing mean and how does it work? Processing is when they think through their issues and struggle with the best way to proceed. It involves an attempt to understand more clearly what is happening around them and to explore their options to create change. In the “continuum” lessons you ask the children to explore when a benign action crosses a line into aggression. For example, when you explore cliques VS friendship groups they will learn the difference by talking about the characteristics of a clique. When a group of friends uses alliance building or exclusion to be aggressive they have crossed the line into a clique. They will talk about the cliques they see in their classrooms and the damage they can do. You will give them the time to figure this out for themselves, to leave your meeting and spend time more carefully observing the different cliques and friendship groups in their school and hopefully they choose to help their friends not cross the line into a clique.

Using role-plays is a staple of a successful training program. First you use them to process the dynamics of peer aggression. Then, as you introduce intervention strategies you try each out in the role-plays. Later, as you prepare programs for the Ambassadors to use in the community, role-plays are used to raise awareness and teach younger students how to intervene themselves. The key to effective role-plays is not only the actual role-play, but the processing afterwards. Whatever happens can be used as a teachable moment by the facilitator. You can stop a role-play and suggest another way to proceed. You can ask those watching what they think could be done or invite members of the audience to join the demonstration. Also note that children learn far more from engaging in a role play than a lecture or even a comment from a teacher. You will find a comprehensive approach to role playing later in the manual. You will find a detailed description on how to use role-plays later in this manual.
Preparing for the Program
Creating a Successful Program

The essential intervention skills we have developed through years of experimenting are: How to intervene as the bystander to become an *upstander*, to protect the target. How to protect yourself when you are a target. How to make it right when you make a mistake.

First, a student needs to see someone actually using the strategy in a role-play. Then he must get in the role-play himself and practice multiple times. So role plays and intervention strategies are intertwined. When presenting programs we did a role-play in two parts: How kids hurt each other and How kids help each other. We did the first part and asked the audience to tell us what happened. What kind of aggression did they see? What did each person in the role-play do to further the aggression? Then we did the role-play over, now with an intervention. We stop and again ask the audience what they saw. What was different? Do you think this would work? The discussion around role plays is a powerful way to engage the audience so they begin to think about their own lives.

Use stories. Real-life stories, are, of course the best. As facilitators we have observed and heard about aggression and it’s pain for years. Bring those stories to your sessions. Tell your personal stories, for sure. Stories touch our hearts, inspire our compassion, and encourage empathy. Invite them to share their stories. Later, when you begin to develop a program, you will help them transform their stories into one of the most powerful tools to inspire change in their audience.

Provide Journals for your students in their binders so they can record their reflections and actions while preparing to become Ambassadors. You’ve just spent your meeting exploring gossip and malicious gossip. Send them home with an assignment. Ask them to keep track of what they hear or read or do themselves.

Or use an action plan for them to take what they have learned and turn them into action. Until a student actually uses the intervention skills they aren’t really Ambassadors. To be role models and agents of change they *have to change.*
Encourage Your Students Often

There are certain words of encouragement children need to hear again and again as they develop into leaders and deal with aggression. They are spoken from the heart and address both our fears and our tendency to turn to aggression to solve our problems. They can be inserted as the need arises.

For example:
- You are not alone. This kind of thing happens to all of us, even if we can’t admit it.
- Sometimes it is all right to ignore aggression. Walk away. Think about it so you know what to do if it happens again.
- Sometimes you can’t stand up for yourself, but other times you can.
- Always remember you are a good person and don’t deserve aggression in any form. No one does.
- Do not seek revenge—it only turns us into aggressors. You can solve your problems without it.
- Hold true to your values and look for friends who hold the same ones.
- Being popular is only good if you are popular for being kind to others.
- You can help others who are targets of aggression. Become an upstander.
What do I need to know about Peer Aggression?

Learning the Dynamics of Relational Aggression

You see peer aggression every day. You have experienced it. You want to do something about it. But... how well do you really know peer aggression? Well enough to teach it to others? Relational aggression, due to its mostly covert nature, is a very complicated issue. The following is a guide written for facilitators as critical background information on relational aggression and should be studied carefully before starting the program.

Six Types of Relational Aggression
- Gossip and Rumors VS Sharing Information
- Alliance Building VS Supporting Friends
- Taunting VS Teasing
- Bad Popularity VS Good Popularity
- Cliques and Exclusion VS Friendship Groups
- Cyberbullying VS Healthy On-Line communication

To explore each type of Relational Aggression You Can:
- Look at the issue
- Read a true story
- Define terms.
- Ask questions.
- Discuss normative beliefs
- Role play interventions.
- Create a continuum showing an acceptable form of the behavior and its relationally aggressive opposite.
Sharing Information vs. Gossip and Rumors

Look at the issue:
Our world has become very attuned to the personal lives of others. Political candidates find their lives fine tooth combed during the election process. Magazines, television, and radio all feature stories about the lives of celebrities. Knowing whom people talk to, what they wear, where they go has become a cultural obsession. In schools, these look like: who likes whom, what happened at the party or on playground, who is in trouble, and who did something embarrassing. Girls often bond with their friends over this kind of information and it easily turns into malicious gossip. As youth learn to describe this kind of gossip they will see that malicious gossip is designed to make the other person look bad. It is one thing to talk about Jane’s new boyfriend, quite another to comment on what a dork he is. This topic also demands a careful look at “telling secrets.” Girls are particularly vulnerable as they share private information more readily than boys. Spreading rumors or someone’s personal secrets is a serious form of aggression. When you add the use of cell phones and social media as fuel on a burning fire, it becomes undeniable that gossip is a serious social issue for youth.

Read a true story: Youth Ambassador, Portland, Oregon
“I was in 9th grade when I first fell in love. But after 3 months, he broke up with me and I was devastated. I cried myself to sleep every night for 2 weeks. In the third week, I found out he was starting to date another girl in our high school. I was enraged. All I could think about was hurting them as much as they hurt me. So I decided to spread a really bad sexual rumor about them. In one day, it spread through the entire school and I was happy to see that it hurt their reputations. Then, in the summer, there was a day when I suddenly realized what I had done. I wasn’t raised to be that kind of person. So I went to them both and told them what I had done. I apologized and told them I would make sure everyone knew the truth when school started. And I tried. But no one listened to me. I realized that the rumor I spread was now accepted as a reality and there was nothing I could be to make it right. That’s why I want to be a mentor. I want to help others not make the same mistake I did.”

Define Terms:
- **Gossip**: a mean spirited, diminishing comment or untruthful statement told about another person
- **Rumors**: false information about a person spread to a number of other people

Ask Questions:
- What is gossip?
- Is it always malicious?
- How prevalent is it?
- Can we expect people to stop gossipping altogether?
- When does "sharing information" turn into gossip?
- How easy it is to ruin someone’s reputation with gossip?
Preparing for the Program
What do I need to know about Peer Aggression?

• How often do we practice aggression by putting others down behind their backs and pretending to be friends in person?
• How does technology help/hurt gossip and rumors?
• Can you ever truly make it right after hurting someone with gossip?
• What information about others can/should you share?

Discuss Normative Beliefs
For each statement ask: Do you agree? Have you ever experienced anything like this? How true is this statement in your peer group? If you disagree, why? How would you change this?

• Some current norms regarding gossip are:
  o Gossiping is fun.
  o I like having the latest scoop on other people.
  o The more gossip I know the more I fit in.
  o It is ok to tell my friends' secrets.
  o Everybody does it
  o Spreading rumors is a good way to get revenge on someone I am mad at.
  o I can spread gossip on the Internet without being caught.
  o One tool to gain popularity is to have information that others do not have. Gossip is often used to climb the social ladder.
  o Text messaging, social media, and the Internet have made gossip easily accessible and transmissible.
  o Once gossip is spread, it is very hard to take it back.
  o Children (and adults) can use gossip to hurt relationships and put other people down in order to make themselves look better.

Role Play Interventions
• You and a friend walk up to a group of people and find that they are telling lies about your friend.
• You receive a text message with an embarrassing picture of another student in the class.
• Two of your friends come up to you at separate times to complain about each other.
• One of your teachers openly complains about the principal to the class.
• Your parent tells you personal information about one of the teachers within the school.
### Sharing Information vs. Gossip Continuum

<table>
<thead>
<tr>
<th>Sharing</th>
<th>Gossiping</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The person whom the information is about</td>
<td>• The person whom the information is about</td>
</tr>
<tr>
<td>is comfortable with others knowing the</td>
<td>is not comfortable with others knowing the information</td>
</tr>
<tr>
<td>information</td>
<td></td>
</tr>
<tr>
<td>• The information is not used to hurt,</td>
<td>• The information is used to hurt, embarass, or exclude</td>
</tr>
<tr>
<td>embarass, or exclude others.</td>
<td>others.</td>
</tr>
<tr>
<td>• The information is truthful.</td>
<td>• The information may be exaggerated or simply untrue (a</td>
</tr>
<tr>
<td></td>
<td>rumor)</td>
</tr>
</tbody>
</table>

**How do you know if the information is safe to share or if it can be hurtful gossip?**
Supporting Friends vs. Alliance Building

Look at the issue:
It is always great to know that you have friends on your side who will stick with you through thick and thin. These friends will be Upstanders and help you when you are a target or be a shoulder to cry on when you are sad. However, friends should only be there for you when you need them for positive support. Using friends to build power and intimidation is alliance building, and can lead to negative behaviors. When youth are upset with someone, they want the support of their friends, and too often this means siding with them if there is an argument. They may enlist their friends to exclude, shame, or dislike the other. This often happens within friendship groups and ends up with one member suddenly being ousted, which is one of the most painful harm adolescents can inflict on another. It can happen outside friendship groups. Someone outside the group becomes a target of one person and the others join in. Alliance building is rarely discussed as a separate category of relational aggression and it is one of the most destructive forms of aggression, with a great potential for lasting harm.

Read a true story: Youth Ambassador, Millcreek, Pennsylvania
“When I was in middle school, I was part of a clique. One of my friends was furious with a girl who had been “flirting” with her boyfriend. (She was just talking to him, but we didn’t bother to get the facts.) We decided to make her pay for this and began taunting her in the halls, any place we could. It got so bad her parents contacted the school and I was questioned by the counselor. I just denied it and continued the taunting. I was called in again, was reprimanded, but I didn’t care and just waited awhile before I started again. We spread rumors about her too. We didn’t stop until her parents threatened to sue our parents, but by then we had done enough damage to ruin her life in middle school. It was only now, after becoming a mentor, that I realized what I had done. I am so ashamed. I still don’t know how to make it right.”

Define Terms:
- **Alliance**: a relationship between two or more people with an intention to exclude or act aggressively towards another person

Ask Questions:
- What is alliance building?
- Why would it be wrong to defend a friend by getting others mad at her enemy?
- How does it feel when alliances are built against you?
- How can you distinguish the difference between supporting a friend and building an alliance?
- What can you do when a friend asks you to be part of an alliance against someone?
Discuss Normative Beliefs

For each statement ask: Do you agree? Have you ever experienced anything like this? How true is this statement in your peer group? If you disagree, why? How would you change this?

- It has become a norm to get other friends mad at someone who has hurt them - to take comfort from ostracizing or punishing a target with the help of our friends.
- Excluding a member of one’s group by alliance building can be one of the most painful forms of RA.
- It is one thing to turn to your friends when you have been hurt or are angry with someone. It is another thing to get your friends angry with someone else or turn them against someone else.
- Sometimes the grievance is a misunderstanding, but the alliance building escalates the problem.
- Sometimes the grievance is a real conflict that needs to be worked out and a friendship group can listen to the conflict and be a stimulus for resolving the conflict, not escalating it.
- Sometimes the grievance is contrived to get friends mad at someone you do not like.
- Sometimes the "target" is really the aggressor manipulating their friends to do their bidding.

Role Play Interventions

- A friend comes up to you and asks for your help beating up another student at recess.
- A student in the class is upset at a teacher for giving him a detention. He tells everyone else in the class to misbehave in the afternoon to show her what getting out of hand can really look like.
- One girl in the class tells you to avoid another student because that student said something mean about her.
- Marcus tells you that if you play baseball with Antwan then he won’t be your friend anymore.
### Supporting Friends vs. Alliance Building Continuum:

<table>
<thead>
<tr>
<th>Supporting Friends</th>
<th>Alliance Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows support by sympathizing or empathizing.</td>
<td>Shows support by getting as many people as possible to share in anger or aggression.</td>
</tr>
<tr>
<td>Is not motivated by revenge.</td>
<td>Anticipates or expects revenge.</td>
</tr>
<tr>
<td>Wants to see the target feel better.</td>
<td>Wants to see an aggressor &quot;get what's coming to them.&quot;</td>
</tr>
<tr>
<td>A group collectively decides to include others and to help &quot;make it right&quot; when aggression occurs.</td>
<td>A group collectively decides to dislike someone or something.</td>
</tr>
<tr>
<td>Weighs both sides of a story and determines who is at fault</td>
<td>Assumes there is only one side of the story and the other party is to blame.</td>
</tr>
<tr>
<td>Bystanders act as Upstander.</td>
<td>Bystanders become aggressors.</td>
</tr>
<tr>
<td><strong>How can you tell the difference from helpful support and being aggressive with an alliance?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Preparing for the Program
What do I need to know about Peer Aggression?

Teasing vs. Taunting

Look at the issue:
Teasing can be a lot of fun, no matter your age, and in the right climate can show affection. Taunting, however, can look just like joking around, but is a way to put others down, to show disrespect, and to make the target feel uncomfortable. If someone tells the aggressor that his comments are hurtful, he has any easy out: “I was just kidding, can’t he take a joke?” “She’s such a baby - the smallest thing upsets her!” The same words can be used as a joke or a put-down with just a change in the tone or facial expression, which makes the line between teasing and taunting very blurred with online or written communication. It is very hard for targets to stand up for themselves and bystanders often make the mistake of laughing instead of protecting. It is a minefield for all ages. Certain kinds of teasing, no matter what the intent, should be off limits: sexual preference, size, weight, ethnicity to name a few. Another problem with teasing versus taunting is knowing where the line is. You can tease one person who thinks it is funny and say the same thing with the same intent and hurt someone else. Alternatively, the line can change because someone is having a bad day today. If you are having a bad and overreact to something I said, is it MY fault?

Read a true story: Ophelia Project Program Participant, Erie, PA
John was a middle school student and the quarterback for his 8th grade team. He was a good kid, did well in school, and had many friends. But Derrick was jealous of him and started calling him a fag to his face and spreading rumors that he was gay. The taunting continued unabated and ended up reducing his ability to study and play football. John never told anyone about it, thinking he just had to tough it out. In the beginning of 9th grade, Derrick was chosen to be the quarterback and John had lost all his friends. We heard this story from one of his friends who regretted he never did anything to help him.

Define Terms:
- Taunting: a hurtful, aggressive statement often implying the taunter has power over the taunted
- Teasing: a playful way of joking between peers

Ask Questions:
- What exactly is teasing?
- When does teasing turn into taunting?
- Is it OK to tease under some circumstances?
- If your teasing hurts someone, even though you were not intending to hurt them, do you still have to make it right?
- What should people do to let others know teasing hurts?
- What topics should always be off limits for teasing?
Discuss Normative Beliefs:
For each statement ask: Do you agree? Have you ever experienced anything like this? How true is this statement in your peer group? If you disagree, why? How would you change this?

- Teasing begins early in their childhood. It happens at home as well as school.
- Being funny and putting others down is often a status symbol among children.
- Children deflect adults from intervening by saying, "I was only kidding" or "Can't he take a joke?"
- Children need an alternative to taunting; to express their anger or have their needs met without hurting someone.
- Important note: Crossing the line with teasing is a tricky issue on many levels. You may think it is just teasing, but your target is still hurt. Some people are more sensitive than others are or they are having a bad day, or you inadvertently pushed one of their buttons. On different days, our sensitivity to teasing changes. Some teasing is truly just meant to be playful - the intention is pure. However, sometimes we pretend to be teasing, when we are really taunting. Children need to see that if our intent is to just kid around, then, we will immediately stop when we see it hurts and make it right. We apologize and do not do it again. However, if the hurtful teasing continues, then we know it really is taunting. Everyone is a target of hurtful teasing at some time so we all need to have ways to communicate when our feelings are being hurt. We cannot assume the other person is being mean until we ask them to stop and they do not. In a safe environment, children know that certain subjects are never acceptable for teasing; students can say stop and it STOPS.

Role Play Interventions:
- One student makes fun of your best friend, but always says, “Just kidding.”
- When you make a mistake on a group project, another student calls you stupid.
- A student trips in the hallway and everyone laughs and calls her clumsy.
- A student who always raises her hand in class is called “teacher’s pet” after school.
- A group of students always makes fun of a heavier student in the class.
### Teasing vs. Taunting Continuum

<table>
<thead>
<tr>
<th>Teasing</th>
<th>Taunting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fun and innocent</td>
<td>• Based on an imbalance of power and is one-sided; the aggressor taunts, the target is taunted</td>
</tr>
<tr>
<td>• Allows the teaser and person teased to swap roles with ease</td>
<td>• Intended to harm</td>
</tr>
<tr>
<td>• Not intended to hurt the other person</td>
<td>• Involves humiliating, cruel, demeaning, or bigoted comments thinly disguised as jokes</td>
</tr>
<tr>
<td>• Maintains the basic dignity of everyone involved</td>
<td>• Includes laughter directed at the target, not with the target</td>
</tr>
<tr>
<td>• Pokes fun in a lighthearted, clever, and benign way</td>
<td>• Includes fear of further taunting</td>
</tr>
<tr>
<td>• Meant to get both parties to laugh</td>
<td>• Sinister in motive</td>
</tr>
<tr>
<td>• Only a small part of the activities shared by friends who have something in common</td>
<td>• Continues especially when the target objects to the taunting</td>
</tr>
<tr>
<td>• Innocent in motive</td>
<td>• When does it go from fun and playful to hurtful and mean?</td>
</tr>
<tr>
<td>• Discontinued when person teased becomes upset or objects to the teasing</td>
<td></td>
</tr>
</tbody>
</table>
Good Popularity vs. Bad Popularity

Look at the issue:
Some kids will be mean to others just so they can fit in with the popular group, even when they know better. The issues with popularity reach a peak in middle school and tend to diminish in high school. Studies have confirmed that relational aggression has a link to popularity. However, it is not necessarily the stereotypical king and queen of a school social structure that have been found to be most aggressive. It is often the students who are trying to move up the social ladder and are just below the most popular group, but any group on any level of the social order is effected. Relational aggression is an important tool to move up in the social hierarchy of the school or group as you push others around you down.

Every child wants to be accepted and included and often easily makes the mistake of falling into the bad popular category in an attempt to be liked. Parents, too, want their children to be accepted without recognizing that we need to make a clear distinction between good and bad popular.

You can query any group of children and adults and ask this simple question: What is the difference between good and bad popular and the answers will look the same. The good popular kids are inclusive and kind, the bad popular aren’t. But in the day to day striving for social acceptance this basic knowledge is lost.

Read a true story: CASS School Parent, Erie, PA
This story was told to an Ophelia Project employee by a parent from a local CASS school. The parent actually recognized an employee who had presented at the CASS Community Night the month before and approached her in the grocery store to share this story! The parent’s daughter, an eighth grade student, had borrowed a sweatshirt from a football player on a cool fall morning. The popular group of girls noticed this and immediately approached her, showering her with compliments and telling her how they wanted her to be friends with them now that she had a boyfriend on the football team. They asked her to eat lunch with them, and even to come over to one girl’s house after school for manicures. When the girl explained at lunchtime that she borrowed his sweatshirt on the bus because she was cold, not dating him, the popular group called her a slut and a tease and walked away from the table.

Define Terms:
- **Popularity**: The quality of being well known and generally well liked.

Ask Questions:
- What is the difference between good popular and bad popular?
- Why is being popular so important to us?
- What is the effect of being unpopular?
What do I need to know about Peer Aggression?

• What is the best way to make friends?
• How are leadership and popularity similar?
• Is bad popular just a stereotype or an actual aggressive problem?

Discuss Normative Beliefs:
For each statement ask: Do you agree? Have you ever experienced anything like this? How true is this statement in your peer group? If you disagree, why? How would you change this?

• Social maneuvering is tied to popularity, which many children crave. Bad popular students can have higher social status - particularly in middle school.
• Most people like the good popular students. They are inclusive, act like friends to a wide number of peers, are respected for their talents, and are usually kind. As they grow older, they are often leaders in their school. They rarely describe themselves as "popular."
• Bad popular students can fall into this stereotype: they are better looking, have more friends, date more often, and wield the most social power.
• Being popular is good - if it is the good popular kind. If popularity were based on the good popular model, the most popular kids would work to make their school a better place for all kids.
• Research has shown that popularity and relational aggression are directly related, but it is not the students at the top of the social hierarchy who are the most aggressive. It is the students who are in the middle or close to the top and vying for more social status.

Role Play Interventions:
• You are invited to a party, but with the condition that you do not bring your brother who is way too much of a nerd to be seen with in public.
• Britney says you can be her friend if you do her math homework and have your mom drive Britney, Stephanie, and Rachel to the movies at least twice a month.
• You want to be Spring Queen so you spread rumors about all of your opponents so they do not get more votes.
• You were cut from the hockey team, but all of your friends made it. Now, they say you cannot hang out with them anymore because you are not good enough at hockey.
• In choosing teams for a game on the playground or in physical education class, people begin arguing about which team will have to take a player who is less skilled and is not friends with many people.
### Good Popular vs. Bad Popular

<table>
<thead>
<tr>
<th>Good Popular</th>
<th>Bad Popular</th>
</tr>
</thead>
<tbody>
<tr>
<td>• People know you and like you</td>
<td>• People may know your name but may dislike or fear you</td>
</tr>
<tr>
<td>• Mutual appreciation for others encourages status</td>
<td>• Intimidation and manipulation of others encourages status</td>
</tr>
<tr>
<td>• Kindness, altruism, or helping behaviors are shown to many people</td>
<td>• Disrespect, exclusion, or ignoring are shown to those who are not equally popular</td>
</tr>
<tr>
<td>• Inclusion in several friendship groups</td>
<td>• Excludes others from clique of popular friends</td>
</tr>
<tr>
<td>• Welcomes others into friendship groups</td>
<td>• Does not actively seek out additional friendships or connections</td>
</tr>
<tr>
<td>• Actively seeks out friendships and positive connections</td>
<td></td>
</tr>
</tbody>
</table>

**How can you be sure that your popularity is for positive or negative influence?**
Friendship Groups vs. Cliques and Exclusion

Look at the issue:
Children need to belong to a group and we hope that every child has at least one good friend. Groups form in school and out of school and change often. A student may have best friends to sit with at lunch, and many friends to play with at recess or work with in class. In CASS schools, we acknowledge that everyone deserves to be treated with respect and civility, even if they are not considered a close friend. If a teacher asks students to get into groups, cliques will often join together and not allow others in. On the playground, cliques will only play with their members and keep others out. Cliques will avoid being with anyone who is not deemed good enough for them whether in the hallways, on the bus, or during lunch. One of the social powers of cliques is not to let others in and they use this power to keep their group in line. “If you don’t back us, you’re out.” A harmful byproduct of clique behavior is exclusion. Forcing someone into the role of an outcast and refusing to allow them to be part of a social group is extremely harmful. Exclusion has dire effects on the target’s self-esteem and sense of personal power.

Children are confused about their “right” to pick their own friends. Why can’t they limit their lunchroom table to just their close friends? Why do they have to be “nice” to the kid in class who smells bad? Doesn’t it ruin their social status if they even talk to someone who is on a lower social status? Many of our schools made this distinction for their students. Outside of school, it is fine to stick to your friendship group exclusively. But in school we are inclusive. We don’t tell kids on the playground you can’t play with us. You are friendly to everyone. We welcome whoever is in a classroom group.

Read a true story: Ophelia Project Secretary, Erie, PA
Sometimes stories about peer aggression are remembered into adulthood, such as this story shared by an Ophelia Project employee. She was a part of the popular clique in middle school. In 8th grade, they made up a game where they picked out one of the unpopular girls and began to shower her with attention. By the end of the week, she thought she was a part of this popular clique and could hardly believe her good fortune. On Monday, they all totally ignored her. They would pass her in the hall without even looking at her and if she came up to them, they would just turn away. They thought this was hilarious because the girl was so embarrassed for being duped that she never told anyone. Later they would pick their next target. It worked every time.

Define Terms:
- **Clique**: an exclusive peer group
- **Friendship**: a relationship between peers who generally like each other
- **Exclusion**: a form of relational aggression where a person or group of people do not permit someone to be a part of a peer group; can be intentional or unintentional
- **Examples for common forms of exclusion**: ADD HERE
Preparing for the Program
What do I need to know about Peer Aggression?

Ask Questions:
- What does it feel like to be in a clique? What about when you are denied access to a clique?
- How does it feel to be in a friendship group?
- What is the effect of a clique on the social structure of a school?
- Why does exclusion hurt so badly when you cannot be part of a clique?

Discuss Normative Beliefs:
*For each statement ask: Do you agree? Have you ever experienced anything like this? How true is this statement in your peer group? If you disagree, why? How would you change this?*
- Children need friends and groups of friends. We do not like everybody and have every right to choose our own friends. However, we do not need to aggressively exclude others.
- The purpose of cliques is to exclude others because exclusion can increase the social status of the group. The more “selective” a group appears, the more desirable being a part of this group can become. Just as the social status of those within the group rises, the social status of those who are excluded falls.
- Friendship groups come together for the same basic needs, but are not exclusive. Friendship group members will speak to others in the halls, allow others to sit with them at lunch, include outsiders in the group. Their goal is to have a close group of friends, NOT to use exclusion to elevate their status.
- You can tell the difference just by observing a clique in class, in the hallways, or at the lunchroom. They decide who gets in and who does not. Surrounding them are the "wannabees" who are not quite sure if their inclusion is secure and will often do things they know are wrong just to be included.

Role Play Interventions:
- A new student walks in the door halfway through the school year. He does not know anyone.
- You do not play on the school’s basketball team, but you would still like to play basketball with the other children at recess. They tell you that you are not allowed because you are not on the team.
- You and a friend overhear a group of people making fun of someone and planning to exclude that person from eating lunch at their table.
- You witness a small group of students moving away from someone who is crying and clearly upset.
- A friend of yours makes “blond jokes” every time your other friend, Christa is around. Christa has very blond hair and the jokes make her uncomfortable but she is afraid to say anything.
- Two students cut in line in the cafeteria saying, “Important people go first.”
Friendship Groups vs. Cliques and Exclusion

**Friendship Groups**
- Use inclusion to encourage group membership
- Members mutually respect and value other members inside and outside of the group
- Members may belong to one or more groups
- May be based upon similar interests or viewpoints
- Dynamic and open to change within the group

**Cliques**
- Use exclusion to limit group membership
- Members may have an imbalance of power with one member leading the clique
- Members may not belong to other friendship groups
- Members use shared interests or viewpoints to control and exclude those outside of clique
- Not open to change within the clique

*When does a group become an exclusive clique? How can you tell you have crossed the line?*
Digital Citizenship vs. Cyberbullying

Look at the issue:
Cyberbullying is an ever-changing dynamic given the new and innovative ways the youth find to hurt each other with technology. Anonymity plays a huge part in cyberbullying because the target may never find out whom the aggressor is. Complete strangers known online as trolls harass people and taunt them for entertainment. Still, 84% of adolescent cyberbullies surveyed by Ybarra and Mitchell (2004) reported that they knew their targets. The Ophelia Project identifies two main contributors to the hurtful impact of cyberbullying:

1. **Empathetic Disconnect**: This describes the inability to sense the emotions and feelings associated with the receipt of a message. In traditional bullying, an aggressor immediately sees the hurt they have caused the target. The lack of immediate emotional feedback in cyberbullying allows an aggressor to often continue the hurtful behaviors unchecked. In addition, due to the ability to maintain anonymity on the Internet, an aggressor and target may never know each other or interact face-to-face.

2. **The Infinite Bystander Effect**: In a traditional bullying situation, the number of bystanders is limited to whoever is present at the time of the incident. With cyberbullying, the aggression remains present online and can be viewed by anyone with access to the web.

Read a true story: *Ophelia Project Education Specialist, Erie, PA*

“I had my first boyfriend when I was sixteen. What I did not realize was that I became his girlfriend while he was still dating another girl at a different high school. He ended up breaking up with her and staying with me. One day shortly after he broke up with her, I started getting nasty instant messages from her on the computer. At first, I just started firing back saying, “You’re just jealous he chose me and not you.” Then she got all of her friends to start messaging me too. I stopped signing on the computer because it wasn’t fun anymore. A month or so after this started, our high schools played each other at a football game. She stood with her friends right in front of where I was performing with the cheerleading squad holding signs with my picture and the word slut written all over it. It was horrible that someone I had never even met could harass me so much and it got even worse when it left the computer and the bullying was right in front of my face.”

Define Terms:
- **Cyberbullying**: willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices

Ask Questions:
- What is cyberbullying, and how does it happen?
- Why has it become one of the most prevalent forms of peer aggression?
- How is cyberbullying different from aggression in person?
- Are the effects of cyberbullying different from aggression in person?
Discuss Normative Beliefs:
*For each statement ask: Do you agree? Have you ever experienced anything like this? How true is this statement in your peer group? If you disagree, why? How would you change this?*

- Relational aggression has found a home on the Internet. For today’s youth, Internet technologies are allowing hurtful, relationally aggressive behaviors to become anonymous, and these incidents of cyberbullying are affecting the emotional and psychological health of our children.
- Today’s youth hardly know a world without cell phones, text messaging, social media and constant Internet access. Those who brush off the threat of cyberbullying and suggest restricting access to technology are taking a naïve approach. Cutting a student off from technology all together, in fact, separates a youth from their peer group and can create feelings of resentment and rebellion – and reduce chances of a youth discussing peer aggression online when it happens.
- Youth need specific discussion about privacy online – that it does not truly exist.
- Young people need to be educated in responsible Internet use. A strong, positive set of social norms related to online behavior need to be established and enforced by the youth themselves.
- Removing the mask of anonymity and telling personal stories about cyberbullying can help put a face to the pain of online bullying.
- Other issues that make cyberbullying a unique phenomenon compared to other types of peer aggression are:
  - Instant Gratification (adolescent impulsivity)
  - Disinhibition (I don’t see you as ‘real’)
  - Anonymity
  - Empowering the Disempowered (victims become aggressors)
  - Mass audience
  - Home isn’t ‘safe’ anymore
  - Exhibitionism – the desire to post our lives online and get validation from peers
  - Sharing private information is true sign of friendship (sharing passwords very common)
  - Infinite bystander effect - The idea that anyone online can be a bystander to a cyberbullying incident

Role Play Interventions
- Someone created a Twitter account dedicated to chronicling clumsy, awkward, or bizarre things that you do or say. The majority of the statements are not even true.
- On the event page for a friend’s party, a number of people have written that they hate the host and that her home is small and “looks poor.” A video of you being tripped by another student on the school bus has over 300 views in less than a week.
- You just received a sexually explicit picture of a female friend with the caption, “What a slut.”
How do I get this program started?

Getting ready for an Ambassador Program

Checklist for Getting Started:

- Study the sections:
  - What is my role as Ambassador Facilitator?
  - What do I need to know about Peer Aggression

- Recruit Ambassadors
  - Ask children you know to join you
  - If you are in a school, ask teachers for referrals
  - Go to classes and pitch the idea
  - Put up posters

- If needed use forms provided:
  - Application Form
  - Referral Form
  - Student Contract

- Plan the logistics
  - Meet in a place that is youth friendly and comfortable
  - Meet at a time most convenient for students
  - Meet on a regular schedule

- Create a binder of materials for each student:
  - Contact list with everyone’s information
  - Calendar
  - Simple notebook for a journal
  - A sample Action Plan
  - Copies of material you intend to teach

- Have the Introductory Gathering to introduce Ambassadors to each other and the program

- Develop plans for processing the types of Relational Aggression

- Teach students the Essential Skills for Youth Ambassadors

- Develop programs for Ambassadors to present in the community
Preparing for the Program
How do I get this program started?

Sample Application Form

Name: ____________________________________________
School: ___________________________ Grade: __________
Address: ________________________________________
E-mail: __________________________________________
Phone: __________________________________________
Other Extra Curricular Activities: ______________________

Why do you want to be a Youth Ambassador?

What are some of the personal qualities you possess that would make you an effective Ambassador?

What are some of the factors/obstacles that may interfere with your ability to be an Ambassador?

Why do you think being an Ambassador is important?

What advice do you have for younger students who are experiencing peer aggression?
What do you know now that you wish you knew then?

On the back of this sheet, write a short essay on how you can be a role model for younger students and help create a safe school.
Sample Referral Form

Candidates for the Youth Ambassador program must obtain referrals from three adults. These adults can be teachers, administrators, staff, coaches, community members, or religious leaders, with firsthand knowledge of the student’s capabilities as a potential Ambassador.

I endorse __________________________ as a candidate for the Youth Ambassador Program for the following reasons:

____________________________________
____________________________________
____________________________________

Signature: ____________________________
Relationship to applicant: ______________________

I endorse __________________________ as a candidate for the Youth Ambassador Program for the following reasons:

____________________________________
____________________________________
____________________________________

Signature: ____________________________
Relationship to applicant: ______________________

I endorse __________________________ as a candidate for the CASS Mentor Ambassador for the following reasons:

____________________________________
____________________________________
____________________________________

Signature: ____________________________
Relationship to applicant: ______________________
Sample Ambassador Contract

I, ______________________, acknowledge that as a Youth Ambassador:
I will learn and grow. I will develop leadership skills, become more knowledgeable
about relational aggression, become more articulate in describing the impact of
relational aggression, and better able to address relational aggression in my
school and friendship groups.

I will act as a positive role model in my daily actions and in my classroom
performance. I am agreeing to exercise good judgment and to actively pursue safe
and healthy choices. I am making a commitment to be a dedicated participant in
this program.

I understand that this responsibility includes maintaining my current GPA, as well
as making up all missed classes and/or homework that occur due to participation
in the Ambassador program.

As an Ambassador, I agree to commit to the following:
• **Team Building:** Work together as a group with your fellow Ambassadors and
  mentees. The emphasis is on the team, not on the individual.
• **Dependability:** Be present and on time for all meetings, training sessions, and
  other obligations.
• **Honesty and Integrity:** Set a standard for younger students in the ways I
  respect and treat others.
• **Decision Making:** Learn more about relational aggression and its impact on
  others, and model pro-social decision-making skills to other Ambassadors, to
  my friends and to the younger students.

Name: ____________________________

Date: _____________________________

Parent: ____________________________

Ambassador Facilitator: ____________________________
Preparing for the Program
How do I get this program started?

Introductory Gathering: Welcome to Interested Ambassadors

While the facilitator guides this meeting, it is important to let the Ambassadors feel that they are leading the conversation. When youth feel ownership of the program and truly embrace it, then Ambassadors are truly the most effective agents of change that they can be. After this initial meeting, it is normal for a few students to drop out of the program. Perhaps it was not what they were expecting or maybe they cannot make the full commitment. Regardless, this meeting welcomes members to the group and allows you to gage initial interest from students.

Objectives:
• Ambassadors will introduce themselves to the group.
• Ambassadors will identify reasons for becoming an Ambassador.
• Ambassadors will list types of peer aggression that they witness in their school or among friends.

Materials:
• Strips of colored paper (approximately 1-2 inches tall and 10 – 12 inches wide)
• Tape or stapler
• Chart paper
• Markers
• Journals

Agenda:
• As the Ambassadors enter, provide them with a strip of paper and a marker. Ask them to write on one side of the paper what they hope they can do for their school as an Ambassador. On the other side, ask them to write what they hope being an Ambassador will do for them, personally.
• Once everyone has entered, even if they are still working on their paper strip, welcome the group. Explain that this meeting is to help the group come together with a shared purpose and build community and friendship within the Ambassador team.
• When everyone has completed their strips, have the group sit in a circle. Have each Ambassador share their name, grade level, and what they have written. As they finish sharing, have them link their strips of paper in a chain, using tape or a stapler to secure their link.
• When your chain is completed, just put it aside to come back to later.
• Ask each member the group to share what peer aggression they see happening in and outside school. Write down every response – even repeats – on chart paper. You want the students to be aware that peer aggression is a problem, and it can take many forms. You do not need to go round robin through the group, but make sure that everyone contributes at least one item to the list.

Guiding questions to help elicit answers:
Preparing for the Program
How do I get this program started?

- What do you see in your school that bothers you?
- What do other students do that make you feel uncomfortable, hurt, or threatened?
- How do students in this school hurt each other?

• When the Ambassadors cannot contribute anything more to the list, hold the paper chain that they created. Then, tell the group:
  - You may feel like you are chained, tied up by aggression. Like you cannot move.
  - You have support; you are linked to each person in this room.
  - By being an Ambassador, you cannot fix every problem on this list, especially not right away.
  - Weak links allow for aggression to break each other, it drops our chain, and we are not as strong.
  - Working together, taking a stand, and knowing that you have support can help you slowly start to change your school.

• Provide a binder or folder with fasteners for Ambassadors to keep all of their papers. Initially in this binder should be the following papers:
  - CASS Ambassador Core Beliefs
  - Ambassador Contract
  - Ambassador Parent Permission Form
  - Calendar (create your own with important dates for Ambassadors including the retreat, meetings, community nights, and mentoring sessions)
  - Blank lined paper or a CASS Journal

• Ask Ambassadors to return their contracts and parent permission forms at the next meeting. Go over upcoming dates on the calendar.

• In a Journal or on the blank lined paper, tell the Ambassadors that this is their reflection space. After every session, whether it is training, a community night, or a classroom meeting that they are visiting, it is important for them to take a few minutes and just write down their reaction to this experience as an Ambassador. Consider one of the following prompts:
  - What do you look forward to the most as an Ambassador?
  - What do you hope to accomplish as an Ambassador?
  - Name three feelings you experienced during this session. Why did you feel this way?
  - Which core belief do you feel most connected to? Why?
Teaching Tools and Handouts

Tips, Tricks, and Strategies for Teaching Others about Peer Aggression

The following pages have a number of handouts, suggestions, and strategies. You can read these pages for your own knowledge, adapt them as necessary for your group, or photocopy them and distribute to the Ambassadors as they develop their knowledge. These tools pop up again and again as they are referred to from different skills.

Index of Teaching Tools:
- Language of Peer Aggression
- Continuums
- Role Plays
- Action Plans
- Storytelling
- Intervention Strategies
- Closers – Inspirational Ways to Wrap Up
The Language of Peer Aggression

The Roles in Aggression

- **Aggressor**
  - The person who chooses to hurt or damage a relationship
  - The aggressor starts the gears turning

- **Upstander**
  - An individual who recognizes the victimization of others and chooses to act on their behalf
  - The upstander stops the gears from turning

- **Target**
  - The person who is aggressed upon
  - The target is turned and twisted by the actions of the aggressor

- **Bystander**
  - Person who is present at an event but not involved
  - The bystander is spun along as a spectator

@2013. The Ophelia Project. All rights reserved. 
Youth Ambassador Program
Types of Aggression

**Relational Aggression:**
Harming others through purposeful manipulation and damage of their peer relationships.

**Verbal Aggression:**
A communication intended to hurt another person, or a communication perceived as having that intent; can be spoken, written, or drawn.

**Cyberbullying:**
The use of modern communication technologies to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them; bullying over the computer or cell phone.

**Physical Aggression:**
Harm and control through physical damage or by the threat of such damage.
Levels of Aggression and Bullying

**Violence, Abuse, or Extreme Bullying:**
*May include one or more of the following:*
1. Is a threat to the immediate safety (physical or emotional) of the target and/or others
2. Involves weapons
3. Target contemplates hurting self or others to end unwanted behaviors
4. Legal consequences can be enforced upon aggressor

These examples represent very intense and serious behaviors. They may be aggression or bullying, but all require immediate action.

**Bullying:**
*Includes ALL of the following:*
1. Aggressive behaviors that are unsolicited by the target
2. Aggression is repeated, often with increased intensity
3. Imbalanced power or strength over the aggressor over the target

Aggression tends to be isolated incidents where bullying describes a pattern of behaviors that repeatedly hurt a target.

**Aggression:**
*A behavior intended to hurt or harm others.*

Can be physical, verbal, relational, or cyber. Each situation involves a target, an aggressor, and may also have bystanders.

The big difference between aggression and a bummer is the intention to do harm.

**Bummer:**
*A situation that is not particularly desirable but is not aggressive in its nature.*

A person may feel like a target, but the perceived aggressor did not intentionally hurt
Examples of the Levels of Aggression and Bullying

Bummer:
- A friend is invited to go to someone else’s house after school and cannot hang out with you.
- Your older sibling gets to stay out later than you do.
- A friend forgets to call you one evening because she has a lot of homework to do.

Aggression:
- A friend is invited to go to someone else’s house after school and tells you that you cannot go because they do not like you or want you around.
- Your older sibling calls you a baby because you have to come home earlier in the evening.
- Your friend does not call you and lies saying she has too much homework to do but called another person instead and was gossiping about you.

Bullying:
- Everyday someone excludes you and refuses to let you join games, sit at a table in the cafeteria, and do things after school with a group of other friends.
- Your older sibling repeatedly taunts you, calls you names, and has started pushing and shoving you too.
- Someone at school has been spreading rumors about you and frequently writes nasty, anonymous messages about you on social networking sites.

Violence, Abuse, or Extreme Bullying
- Someone is physically hurting you to a great extent that requires medical treatment.
- You have begun to seek counseling to deal with the emotional pain of bullying or abuse.
- You are threatened with weapons or violence.
- You cut yourself or contemplate suicide because you are depressed as a result of bullying.
- The police have intervened because someone has been hurting you so badly.
**Sample Script: Learning Types, Roles, and Levels of Aggression**

*Role Play Setting: A high school hallway.*

A girl (TARGET) is standing alone at her locker.

AGGRESSOR, BYSTANDER, and UPSTANDER all walk by, apparently having a conversation with each other.

TARGET turns to start to say something, but the others have already passed on. TARGET looks sad.

![Stop]

**Explain bummer:** The target felt upset, but no one was intentionally making her feel left out or hurt – the others were in a conversation and did not notice the target. This is a *bummer:* a situation that is particularly desirable but is not aggressive in its nature. A person may feel like a target, but the perceived aggressor did not intentionally hurt anyone.

*Start role play again.*

A girl (TARGET) is standing alone at her locker.

AGGRESSOR, BYSTANDER, and UPSTANDER all walk by, apparently having a conversation with each other.

TARGET turns to start to say something but AGGRESSOR gives a nasty look and keeps walking.

AGGRESSOR says loudly, “LOSER!” BYSTANDER just walks along, saying and doing nothing. UPSTANDER turns and gives a sympathetic smile to TARGET.

![Stop]

**Explain types of aggression:** This is *aggression:* a behavior intended to hurt or harm others. In this situation, we have *verbal aggression* – using communication (words and/or images, spoken and/or written) to harm. Is there any other way that hurt or harm occurred? Because TARGET was embarrassed in front of others, this is *relational aggression:* hurting or harming others through manipulation or damage to their peer relationships. Others who are in the hallway are likely to see TARGET branded a loser and are less likely to have a friendship with her.
**Explain roles in aggression:** In this situation, who is perpetrating harm? (Point/name AGGRESSOR and possibly also BYSTANDER) This person is called an aggressor: the person who chooses to hurt or damage a relationship. In this situation, who was harmed? (Point/name TARGET) The person who is aggressed upon, hurt, or harmed is a target. What about the others in the role play? (Point to BYSTANDER and UPSTANDER) They are bystanders: the person or persons who are not aggressors or targets but are caught somewhere in between. (Do not introduce term UPSTANDER yet).

*Start role play again. Explain that this is the day after the previous role play.*

A girl (TARGET) is standing alone at her locker.

AGGRESSOR, BYSTANDER, and UPSTANDER all walk by and AGGRESSOR knocks into TARGET while walking by and yells, “Watch it, loser!” As AGGRESSOR walks away, she mutters loudly, “Stupid slut.”

Bystander just walks along, saying and doing nothing. UPSTANDER turns and gives a sympathetic smile to TARGET.

*Now it is the next day.*

A girl (TARGET) is standing alone at her locker. She grabs her books and starts to walk away as she sees AGGRESSOR, BYSTANDER, and UPSTANDER approach. AGGRESSOR runs up behind her and knocks her books out of her hands saying, “Ooops. Guess I didn’t notice you there loser.” As TARGET leans down to grab her books, AGGRESSOR tries to make it look like she is going to help, but instead completely knocks down TARGET, whips out her cell phone and snaps a photo. BYSTANDER follows along without doing or saying anything.

UPSTANDER stops and helps TARGET pick up her things before walking away. TARGET’s cell phone goes off with a message alert. She shows it to UPSTANDER saying, “Oh great. The picture of me on the ground has been uploaded to Facebook with the caption – Check out this loser making a mess of hallways. She should just stay home.”

**Review types of aggression and roles:** Identify TARGET, AGGRESSOR, and BYSTANDERS. Introduce new term: upstander: a person who comes to the aid of a target. Next, identify the types of aggression. The hurtful words as well as the Facebook caption are verbal aggression. There’s relational aggression in embarrassing and humiliating the target. Introduce to final types of aggression: cyber aggression: hurt or harm using modern technologies such as the Internet or cell phone and physical aggression: hurt or harm through injury to a person’s body or property.
Explain the difference between aggression and bullying: We now have seen 3 different situations in which the AGGRESSOR is hurting the TARGET. This moves from just aggression into *bullying*. Bullying has three specific criteria:

1. Unsolicited, unwanted, unprovoked aggression.
2. Repeated acts of aggression, often with increased frequency and intensity.
3. Imbalance of power which can be physical (aggressor is stronger), social (aggressor has more friends or higher social status), or situational (aggressor is a superior of target, there are more aggressors than targets)

This situation has moved from aggression to bullying. It is more serious, and the degree to which the target is being hurt has increased.

An incident can be a bummer (non-aggressive), aggressive (one-time deal), bullying (unsolicited, repeated, power), or at the highest level, there is bullying, violence, or extreme bullying where a person’s immediate safety and well-being is at danger, legal consequences can be applied, or someone is contemplating harm to themselves or others.
Crossing the Line: Continuums

Sometimes, youth truly do not understand the severity of their actions. When does sharing a story become gossip? When does teasing turn into taunting? There are often subtle differences between what can be acceptable and not acceptable; much depends upon who is involved, where it is happening, the relationships that already exist, and individual differences. We all need opportunities to draw distinctions between behaviors and practice an understanding of right and wrong. A continuum allows an opportunity to visually draw out the differences between acceptable and unacceptable behaviors and help determine the point that “crosses the line” from being fun and playful to being aggressive.

Continuum Template

• When does it go from a benign action to a harmful one?
Continuum Walk-Through

<table>
<thead>
<tr>
<th>Acceptable Behavior</th>
<th>Depends on context</th>
<th>Unacceptable Behavior</th>
</tr>
</thead>
</table>

- What does this behavior look like, sound like, feel like?
- What positive norms are supported by this behavior?
- What are the positive qualities of this behavior?
- What are examples of this acceptable behavior?

- When does it go from a benign action to hurtful and mean?
- Who would this be acceptable with?
- Who would this be unacceptable with?
- Define "crossing the line." This is the moment when something that was harmless has now become hurtful.
- How can you know when you've crossed the line?
- Is the line in the same place for everyone?
- What causes the line to shift?
- How can you let others know when they have crossed the line with you?

- What does this behavior look like, sound like, feel like?
- What norms/rules does this behavior violate?
- Why is this hurtful or wrong?
- What are examples of this unacceptable behavior?
Role Plays

After the initial hesitation and fear of looking foolish, children and adults alike quickly come to enjoy role playing. Even the shy ones get into it if they can start with the easy parts. The Ambassadors will teach using their own role plays, but also get their mentees involved in doing the role plays themselves, to practice new skills. But not all role plays are equal - train Ambassadors to use role plays in many different ways so that they can improvise in a variety of situations.

DEVELOPING EFFECTIVE ROLE PLAYS:

Step One: Prepare the Role Play
- Decide ahead of time the purpose or goals of the role play and keep the topic age appropriate.
- In order to develop empathy, research shows that it is more effective if a participant with a predominant role steps into the “shoes” of another role. (i.e. the aggressor assumes the role of the target in particular role plays)
- Avoid having participants role play aggression whenever possible. Instead, start the role play after the aggressive act has taken place or have the facilitator play the role of the aggressor.

Step Two: Prepare the Role Players
- Explain the purpose of role play and what the role players will be doing.
- Stress that the role play is a way to allow them to generate solutions to a problem or explore unfamiliar situations.
- Explain that the purpose it to be educational, experimental, fun, informative, intentional, and practical.
- Assign roles to participants (or ask for volunteers). Clearly state each person’s character and the role in aggression.

Step Three: Prepare the Audience
- Remind the audience to be attentive to behaviors. They will be asked to provide feedback. It may be helpful to assign specific audience members key elements to look for (aggressor, target, bystander, upstander, non-verbal communication, signs of aggression, body language, making it right, etc.) Choose elements that match the goals of the role play.
- If participants are not quite sure of what is expected the facilitator should provide guidance and demonstration.

Step Four: Present the Role Play
- Have participants perform the role play for the audience.
- Consider presenting multiple options based on the same premise.
**Processing the Role Play**

Processing a role play provides the participants the opportunity to discuss how it felt and what they were thinking while in the various roles. This is the time where youth draw meaning from the role play experience and make connections to their own lives.

Here are some suggested processing questions:

- When role playing aggressive acts: describe each role in aggression (target, aggressor, and bystander) and determine the roles of characters in the role play.
- Ask the following questions while participants answer “in character”:
  - Aggressor: How did you feel? (Powerful, popular, threatened, ashamed, etc.)
  - Target: How did you feel? (Sad, scared, excluded, confused, frustrated, helpless, etc.)
  - Bystanders: What was going on with you? How were you feeling? (embarrassed, stuck, scared, silent, frustrated, guilty, disappointed in myself, alone, etc.)
- Have audience members report their observations.
- Discuss alternate options or outcomes and how these could be achieved.
- Seek realistic solutions to the problem within the role play.
- Participants should try out a few of the suggestions followed by processing each idea. How did that feel? Is that a realistic solution? etc.
- Discuss the “moral” or lesson to be learned from presenting the role play. What is expected for the participants and audience to take away from this experience?
Role Play Starters / Situations

Teasing vs. Taunting
- One student makes fun of your best friend, but always says, “Just kidding” after every mean comment.
- When you make a mistake on a group project, another student calls you stupid.
- A student trips in the hallway and everyone laughs and calls her clumsy.
- A student who always raises her hand in class is called “teacher’s pet” after school.
- A group of students always makes fun of a heavier student in the class.
- One student makes fun of another student in front of the whole class. Everyone laughs.

Touching vs. Hitting
- Every time Joey does not get his way, he punches the person who upset him.
- The student sitting behind you pokes you repeatedly with her pencil during class.
- An older student in the cafeteria always pulls your friend’s long ponytail when he walks by your table.
- You witness a fist fight on the playground.
- Your friends always high five to celebrate victory in physical education class. Casey high fives so hard it hurts.

Friendship Groups vs. Clique}s and Good Popular vs. Bad Popular
- A new student walks in the door halfway through the school year. He does not know anyone.
- You do not play on the school’s basketball team, but you would still like to play basketball with the other children at recess. They tell you that you are not allowed because you are not on the team.
- In choosing teams for a game on the playground or in physical education class, people begin arguing about which team will have to take a player who is less skilled and is not friends with many people.
- You and a friend overhear a group of people making fun of someone and planning to exclude that person from eating lunch at their table.
- You witness a small group of students moving away from someone who is crying and clearly upset.
- A friend of yours makes “blond jokes” every time your other friend, Christa is around. Christa has very blond hair and the jokes make her uncomfortable but she is afraid to say anything.
- You over hear two people making fun of another student.
- Two students cut in line in the cafeteria saying, “Important people go first.”
Protecting Friends vs. Building Alliances

- A friend comes up to you and asks for your help beating up another student at recess.
- A student in the class is upset at a teacher for giving him a detention. He tells everyone else in the class to misbehave in the afternoon to show her what getting out of hand can really look like.
- One girl in the class tells you to avoid another student because that student said something mean about her.
- Marcus tells you that if you play baseball with Antwan then he will not be your friend anymore.

Sharing vs. Gossiping

- You and a friend walk up to a group of people and find that they are saying untrue things about your friend.
- You receive a text message with an embarrassing picture of another student in the class.
- Two of your friends come up to you at separate times to complain about each other.
- One of your teachers openly complains about the principal to the class.
- Your parent tells you personal information about one of the teachers within the school.
- Ashley tells you that she heard you were sleeping around.

Telling vs. Tattling

- You see a fight on the playground where Joey hit Bobby. You need to tell the teacher.
- Someone has written a rumor about you on a table in the cafeteria. You think it was Melanie who wrote it.
- Your brother broke your favorite toy.
- You witnessed Chelsea copying Mandy’s homework. Chelsea threatens to beat you up if you tattle on her.
- Brandon offered you drugs. You said no, but are uncomfortable and need to talk to someone about it.

Assertive vs. Aggressive

- You were shoved in the hallway. What do you say to the aggressor?
- You witness your best friend being teased by a group of older boys. What do you do?
- Your friends call you a baby because you cannot stay out past curfew. How do you handle this situation?
- You are angry because no one takes your bullying situation seriously. How can you insist that there is a problem?
- Your sister told everyone in your class that you wet the bed. What do you tell your sister and your classmates?
Accidents or Bummers vs. Aggression

- Your sister was invited to a party and you were not. How can you tell if it is exclusion or just a bummer?
- A student bumped into you in the hallway between classes. How can you tell if it is physical aggression or just an accident?
- Your friends laugh as you walk by. How can you tell if they are laughing at you, or at something else?
- The teacher did not call on you for three questions in a row. Is she purposefully not calling on you, or is this just a bummer that other students are being called on first?
- You took a long time working on your art project, so you did not have time for free play. Is this a bummer or is the teacher being mean to you?

Consequence vs. Punishment

- You did not do your homework. The teacher made you do it during recess.
- You hit your sister so your parents made you scrub the floor in the kitchen.
- Your classmate did not do her homework. The teacher gives the whole class an extra worksheet.
- You were aggressive towards another student. A teacher asks you to make it right and to serve an after school detention as is written in the class discipline policy.
- You were cyberbullying a classmate. Your parents take your computer and cell phone for a month as it was agreed upon in your Internet and Cell Phone Contract.

Healthy vs. Unhealthy Friendship

- Rachel tells you she will not be your friend unless you give her your dessert.
- Robert tells you he will not be your friend because you taunt him about being short.
- You and Shelley go everywhere together. Today, she chooses to go to the park with Carrie instead.
- Tyshawn and Dominique ask you to write mean messages anonymously on Kyra’s Formspring.
- You do not want to play the same game as Jared. You hit him and say you are the leader and he needs to listen to you.

Protecting Yourself/Others vs. Reactive Aggression/ Revenge

- You see someone teasing your little brother. How do you stand up for him?
- Every day you are tripped in the hallway by Brady. You have tried being assertive and it does not work. You want to try to trip Brady back one day.
- Someone has been posting mean things on your Facebook wall with a fake user account. You create a fake account to post on other classmate’s walls so that you are not the only one being cyberbullied.
- You are cornered by three boys who threaten to beat you up. You see a large stick on the ground behind you.
**Action Plans**

Action plans are a wonderful way to bridge the gap between skill practice and skill usage. The Ophelia Project has found that participants in our programs can be quite effective with skills and strategies in a controlled setting or role play, but choose not to use these skills in “real life.” Challenge members of your group to plan a way to use what they now know outside of the learning environment. It is extremely important to follow up and reflect upon any written action plans. Hold participants accountable by setting a date for follow up and then reflecting on the reasons for success (or lack of success) with the action plan.

**Action Plan Template**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic or Skill:</td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan Steps:**

1. 
2. 
3. 

**Intended goal / result:**

**Resources I need to achieve my goal:**

**People who can help or support me:**

**Date for follow up:**

Goal achieved? [ ] Yes [ ] No

Why do you think you were successful or unsuccessful?
## Action Plan Walk-Through

<table>
<thead>
<tr>
<th>Name: Students’ Names</th>
<th>Date: Today’s Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic or Skill:</strong> Choose a dynamic of aggression or Normative Belief</td>
<td></td>
</tr>
</tbody>
</table>

### Action Plan Steps:

1. Break the plan into manageable steps, ideally 3-5 no more than seven.

2. 

3. 

### Intended goal / result: What do you hope to accomplish? What do you want to do? (Sometimes it is a good idea to start here and then complete the rest of the plan.)

### Resources I need to achieve my goal: Are there any books or websites that can help you? What about materials such as art supplies?

### People who can help or support me: Ambassador facilitators, teachers, parents, administrators are great resource people. Or, this can be friends and fellow Ambassadors. The important to thing to stress is that there are people who can help you reach your goal and want to see you succeed.

### Date for follow up: Choose a reasonable amount of time to complete the goal.

<table>
<thead>
<tr>
<th>Goal achieved?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be completed at follow up – be honest!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Why do you think you were successful or unsuccessful? This is important to process! Celebrate your success and the reasons why you were able to be successful! If you were unsuccessful, revamp your plan and extend your follow-up date.
### Action Plan Example

<table>
<thead>
<tr>
<th>Name: Junior Ambassadors</th>
<th>Date: December 14, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic or Skill:</strong> Protecting Each Other</td>
<td></td>
</tr>
<tr>
<td><strong>Action Plan Steps:</strong></td>
<td></td>
</tr>
<tr>
<td>1. See an aggressive situation.</td>
<td></td>
</tr>
<tr>
<td>2. Choose a strategy for intervention.</td>
<td></td>
</tr>
<tr>
<td>3. Try intervention strategy to protect a target.</td>
<td></td>
</tr>
<tr>
<td><strong>Intended goal / result:</strong> Protect a target of peer aggression.</td>
<td></td>
</tr>
<tr>
<td><strong>Resources I need to achieve my goal:</strong> Courageous Kid Interventions Handout (to review strategies or practice)</td>
<td></td>
</tr>
<tr>
<td><strong>People who can help or support me:</strong> Ambassador Facilitator, fellow Ambassadors, my parents</td>
<td></td>
</tr>
<tr>
<td><strong>Date for follow up:</strong> January 13, 2012</td>
<td><strong>Goal achieved?</strong> Yes</td>
</tr>
<tr>
<td><strong>Why do you think you were successful or unsuccessful?</strong></td>
<td></td>
</tr>
<tr>
<td>• I did not witness any peer aggression.</td>
<td></td>
</tr>
<tr>
<td>• I was too afraid to intervene.</td>
<td></td>
</tr>
<tr>
<td><strong>Solutions:</strong> Role play more strategies to gain comfort with them and identify behaviors as aggressive / non-aggressive. Have a “buddy” to help you intervene if possible. Create a longer time for next follow up.</td>
<td></td>
</tr>
</tbody>
</table>
Storytelling

Storytelling is an art that all teachers and leaders learn to master. Ambassadors will practice their own stories with critical feedback from adult facilitators and other mentors. Develop a variety of stories available to your mentors covering all the types of aggression, all the roles, and examples from all age groups. They can use each other’s stories, saying “This is a story I heard from a friend.”

**Storytelling to Connect:** Tell a story about one of the prompts in the outer circle with the goal of accomplishing one the small circle objectives.
Storytelling to Teach

**Before telling your story to younger students, ask yourself:**
- What do you hope this story will achieve?
- Why would you tell this story?
- What do you want the students to learn?
- Is this content age appropriate for sharing?
- Would their parents approve of you sharing this story?
- Would you have benefited from this story at

**Follow up with questions and discussion.**
- Identify the roles in aggression.
- Identify the type of aggression.
- Discuss how the situation was resolved.
- Was there a good or bad outcome?
- What would you have done differently?
- What other options did the target / bystanders have?
- Did the aggressor make it right?
Sample Stories

1. This is a true story from a seventh grade girl. One day, she arrived at her lunch table and her friend, Gale, told her to find another table and could not sit there anymore. Gale gave no further explanation, just told the girl to leave. The girl was completely humiliated; she had no idea what she had done wrong. Plus, two of the girls from the table began to harass her in the hallways. They would make fun of her, call her names, and make a point to avoid her whenever she was around. She was devastated. She begged her parents to let her change schools. School had become a nightmare for her.

2. This is a true story from an eighth grade girl. One day, other students started barking at her in the halls. At first, she did not understand it, but as the barking continued, she figured out what was happening: they were calling her a dog in front of everyone. If she turned around to look at them, they would act as if nothing had happened. She remembers that as the worst time in her life. Even after the barking stopped, she always felt that no one liked her and that she did not fit in. She pretended that everything was fine but it never was. Two years later, she switched schools.

3. This is a true story from a woman named Jennifer when she was in seventh grade. She went to a private elementary school but begged her parents to let her go to the public middle school where all of her neighborhood friends went, especially her best friend of the past six years. What she did not know was that her best friend didn’t want her to come to her school. The best friend was very popular and did not want Jennifer competing with her. She pretended to be Jennifer’s friend, but behind her back, she was turning all the other girls against Jennifer. Because Jennifer did not what was happening behind the scenes, she thought everyone hated her. It became so bad that she would come home from school, lock herself in her room, crawl into bed, and cry. This happened every day until her parents let her go back to her private school.
## Intervention Strategies

### Interventions for Targets: Standing Up for Myself

<table>
<thead>
<tr>
<th>During the Aggressive Act</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deflect the situation.</td>
<td>Stand up to the aggressor.</td>
<td>Get help.</td>
</tr>
<tr>
<td>• Change the topic of conversation.</td>
<td>• Say you do not like the actions of the aggressor and ask him to stop.</td>
<td>• Yell for help.</td>
</tr>
<tr>
<td>• Walk away from the aggressor.</td>
<td>• Say, “That’s not funny.”</td>
<td>• Seek the help of an adult nearby.</td>
</tr>
<tr>
<td>• Use humor to diffuse the aggression. Try to “laugh it off.”</td>
<td>• Remind the aggressor of possible consequences.</td>
<td>• Ask a friend to support you.</td>
</tr>
<tr>
<td>• Remain cool.</td>
<td>• Yell for help.</td>
<td></td>
</tr>
<tr>
<td>• Yell for help.</td>
<td>• Seek the help of an adult nearby.</td>
<td></td>
</tr>
<tr>
<td>• Seek the help of an adult nearby.</td>
<td>• Ask a friend to support you.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After the Aggressive Act:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on the situation and plan positive solutions.</td>
<td>Talk to the aggressor after the incident.</td>
<td>Get help.</td>
</tr>
<tr>
<td>• Journal about what happened. Make an action plan on how you would like to handle the situation should it happen again.</td>
<td>• Say: “I really don’t like what you did there.”</td>
<td>• Talk to an adult.</td>
</tr>
<tr>
<td>• Brainstorm with a friend how you can stand up for yourself. Role-play some actions to gain confidence.</td>
<td>• Ask the aggressor why they behaved as they did.</td>
<td>• Anonymously report the incident to your school, community group, or even local law enforcement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask a friend for support.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Call a helpline.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Research positive interventions online or at the library.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• See if you school offers peer mediation.</td>
</tr>
</tbody>
</table>
Interventions for Upstanders: Protecting Others

<table>
<thead>
<tr>
<th>During the Aggressive Act</th>
<th>Get help.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support the target.</td>
<td>Stand up to the aggressor.</td>
</tr>
<tr>
<td>• Change the topic of conversation.</td>
<td>• Say you do not like the actions of the aggressor and ask the aggressor to stop.</td>
</tr>
<tr>
<td>• Say something nice about the target.</td>
<td>• Say, “That’s not funny.”</td>
</tr>
<tr>
<td>• Don’t laugh; leave!</td>
<td>• Remind the aggressor of possible consequences.</td>
</tr>
<tr>
<td>• Walk away from the aggressor with the target.</td>
<td>• Distract the aggressor from the target.</td>
</tr>
<tr>
<td>• Use humor to diffuse the situation.</td>
<td>• Yell for help.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After the Aggressive Act:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support the target after the incident.</td>
<td>Talk to the aggressor after the incident.</td>
</tr>
<tr>
<td>• Say: “I’m sorry that happened to you.”</td>
<td>• Say: “I really don’t like what you did there.”</td>
</tr>
<tr>
<td>• Walk beside the target.</td>
<td>• Ask the aggressor why they behaved as they did.</td>
</tr>
<tr>
<td>• Ask the target to discuss their feelings and empathize with the target.</td>
<td>• Ask the aggressor to “Make it Right.”</td>
</tr>
<tr>
<td>• Role play with the target to practice how you or he could handle the situation next time.</td>
<td></td>
</tr>
<tr>
<td>• Do not glorify or pass along details of the incident.</td>
<td></td>
</tr>
</tbody>
</table>
# Interventions for Aggressors: Making it Right

<table>
<thead>
<tr>
<th>Step for Making it Right</th>
<th>Why Do It</th>
<th>How to Do It</th>
</tr>
</thead>
</table>
| **1. Apologize with sincere words or actions.** | It is important to let the person know that you feel badly for hurting them. This also allows the aggressor to own her behavior and be accountable for it. | - Sincerely say, “I’m sorry,” “I feel bad about what I did,” or another phrase that acknowledges regret for the hurtful action.  
- Say what you are sorry for. This shows you realize what you did.  
- Look the person in the eye.  
- Use compassionate posture and tone of voice.  
- Fix or replace something you broke.  
- Return something you stole or used without permission. |
| **2. Accept any consequences without complaining.** | Simply put: Do the crime, serve the time. For some behaviors, a time out or loss of privileges may be necessary. For others, the consequence may be taking the time to explain what was done improperly. Other consequences can include a role play activity to act out a better solution to the situation that does not involve the mistake. Note that a consequence is not a punishment – it is the result of a mistake and lets the aggressor know the severity of his actions. | - Do not beg or bargain for a lesser consequence.  
- Do not cry or whine about the consequences.  
- Do not insist others serve consequences or share in blame.  
- Own your behavior, and own the consequences that go along with it. |
| **3. Let the target and bystanders know you will try to avoid this mistake again.** | Some children figure out that all they have to do is say “sorry” and can just keep doing the same thing repeatedly. This is not acceptable. | - Say, “I am going to try my best to not do this again.”  
- Ask for help in coming up with alternate ways for handling a situation.  
- Avoid people and places that encourage you to misbehave.  
- Charge someone to help you recognize the mistake as you are making it again. |
Closers – Inspirational Ways to Wrap Up

Closers are an important ingredient in any program. They are usually inserted at the end of a program, but can be used at the end of any part of the program as well.

Personal Stories as Calls to Action

1. At the end of a program: We’ve talked today about peer aggression, what it looks like, how it works and what we can do about it. If I knew you would remember just one thing we talked about I would hope it was the role of the upstander. Now that I am older I see how often I could have protected my friends and I regret standing by and watching them be bullied. Since I’ve become an Ambassador I don’t stand by anymore and I feel stronger for it. So, if you remember nothing else, please remember that YOU can help your friends. You can make a difference. You can make this a better world for others.

2. In the middle of a program: You’ve just finished a role play on teasing and taunting and demonstrated the target standing up for herself. You might close by saying this. It’s hard to stand up for yourself. Sometimes you can’t do it at the time of the taunting, but it is never too late to go back and tell the person who hurt you to stop. My brother used to tease me all the time about being clumsy or too emotional and the rest of my family would laugh about it. I felt like I was a baby for feeling hurt. But when I learned about standing up for myself I decided to tell the whole family that I didn’t like to be teased that way. Even though it took a while to completely stop the teasing, they tried and now I never hear it anymore. You can do this too.

Some core messages to consider:

1. You are not alone. You may be aware of it, but it’s happening to others all around you. Just remember this. YOU do not deserve being hurt. Get help.

2. Sometimes people hurt us without wanting to. Maybe she had a bad day. Maybe someone in her family hurt her and she’s bringing it into school. Maybe she doesn’t even realize it hurts you.

3. Sometimes you may want to just ignore a situation that was painful. Let it go. A teacher yells at you. Someone pushes you in the hall. A friend avoids you. It might be a one time incident, not worth getting upset about. You can choose to do this too.

4. You can be confident and stand up for yourself without being aggressive in return. Be assertive instead. With an even tone of voice you might say.... Give examples.

5. Whether you choose to ignore RA or address it immediately, keep your cool. Remind yourself that you are a strong person, in control of your emotions. You do not need to give in to rage or drama.

6. There are people who love you and will support you. Talk to others who can help you understand the situation. Do not build an alliance to seek revenge, but allow your friends to comfort you and problem-solve a solution.

7. Do not seek revenge. It only turns you into an aggressor and keeps the drama escalating.
8. Hold true to your values and look for friends who hold the same values. Think about whether it is better to have a few true friends than to belong to a group that hurts you or others.

9. If your aggressor is actually a friend of yours face him about what is happening. You may save a faltering friendship. Your friend may not be aware of the damage he is doing. Give him a chance to make it right.

10. Help others. Become an upstander. Encourage your friends to do the same. You can do so much good in the world around you.

Demonstrations

1. The toothpaste tube: An Ambassador asks a student to come up and squeeze toothpaste out of the tube onto a paper plate. Then as another student to come and put the toothpaste back in. The lesson: Once you start a rumor or used putdowns it is very hard to undo the harm.

2. The pencils: Ask someone to come up and break a pencil in half. Then put a pencil in the center of other pencils and ask someone to break the center one. The lesson: It is harder to hurt someone if kids in the middle are protecting him.

3. The crumbled picture: The Ambassadors stand in a line. The one at the end has a picture of her friend and tells her name and how nice she is. She passes it down the line and each person looks at the picture and says something negative. I don’t like her hair. I was in class with her once and she never said a word. With each negative the person folds or crumbles the picture. The last person in line tries to smooth out the picture and says, I know her and she is really fun to be with. Why are you putting her down? The others say oh, we didn’t know that. We’re sorry. Lesson: But the picture is still damaged. When you put people down it’s hard to undo the damage.

4. The nails in the fence: A mother finds out her daughter has spread a rumor on her phone. She tells her daughter that she was not raised to cause harm to others and spreading a rumor is very damaging. As a punishment she tells her to go out to the fence in the back yard and hammer a nail for everyone who might have received the message she sent. When the daughter finishes the mother has her take out each nail and tell her the name of someone who probably got the text. Then she shows the daughter that although the nail is removed, the fence is filled with holes. This is how rumors leave lasting damage.

5. Ambassadors stand in a line and finish this statement from their heart: “If I knew then what I know now…….”
PHASE 1: What do Ambassadors need to know about Peer Aggression?

How can I identify aggression in my own life?

This section helps you introduce Youth Ambassadors to the six dynamics of relational aggression. The key is to help students understand these dynamics and analyze their role in covert aggression in their own lives. If they want to teach others, Ambassadors must be able to role model the positive norms and alternatives to relational aggression that are covered in this section; otherwise, their programs and mission will be hollow and superficial.

This session format integrates information from:
- What do I need to Know About Peer Aggression?
- Role Plays
- Continuums
- Intervention strategies
- Action Planning worksheets
### Introducing the Language of Peer Aggression

This can and should be very simple. You will be setting a tone of safety while modeling all of the positive normative beliefs that guide Ambassadors. You can use whatever strategies you know to begin to create a bond with the group as early as possible. You may:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggested Strategies</th>
<th>Teaching Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>• Thank Ambassadors for choosing to return after the introductory meeting.</td>
<td>• You might choose to prepare a one page description of your program.</td>
</tr>
<tr>
<td></td>
<td>• Introduce yourself by telling a story that shows why you got involved with the Youth Ambassador Program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have Ambassadors reintroduce themselves.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Go around in a circle and ask each person to say why they decided to stay with the program after the introductory meeting</td>
<td></td>
</tr>
<tr>
<td>The Language of Peer Aggression</td>
<td>• Introduce this by explaining that in every program they will be teaching the language of peer aggression.</td>
<td>• Types of Aggression</td>
</tr>
<tr>
<td></td>
<td>• Walk through each of the three handouts. Use a story to help clarify each example you provide.</td>
<td>• Examples of Peer Aggression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Roles in Aggression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Levels of Aggression</td>
</tr>
<tr>
<td>Seeing Peer Aggression</td>
<td>• Ask students as a group to brainstorm where they see aggression. Classify their examples by type and level.</td>
<td></td>
</tr>
<tr>
<td>Share stories</td>
<td>• You might ask “Have any of you witnessed the harm that has been done by aggression”? Ask them to share stories about friends who have been hurt.</td>
<td></td>
</tr>
<tr>
<td>Meal / Snack</td>
<td>• Sharing a meal or snack is always a good idea. You can ask students or parents to provide food.</td>
<td></td>
</tr>
<tr>
<td>Student Binders</td>
<td>• Pass out binders and walk students through the contents.</td>
<td>• Student Binders</td>
</tr>
<tr>
<td>Expectations of Ambassadors</td>
<td>• Their responsibilities</td>
<td>• Ambassador Contract</td>
</tr>
<tr>
<td></td>
<td>• Attendance and punctuality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication – go over contact list and make sure all info is correct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Being role models</td>
<td></td>
</tr>
</tbody>
</table>
### Processing Each Dynamic of Relational Aggression

You will run through this format for each type of relational aggression, each at a separate meeting.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggested Strategies</th>
<th>Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Building Community</td>
<td>• An icebreaker.</td>
<td>• Icebreakers (in “Additional Resources Section”)</td>
</tr>
<tr>
<td>exercise of your choice</td>
<td>• A check-in like “Tell us one good thing that happened to you today”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If the last session included an action plan assignment, have each person give one good or bad outcome.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduce the type of aggression you will be looking at today</td>
<td></td>
</tr>
<tr>
<td>Read a True Story</td>
<td>• Use the true story from the information section, or one of your own for the type of aggression that you are focusing on, if someone in the group has a story that relates to this issue you may choose to share that.</td>
<td>• See Story Telling Tips for ideas on telling a powerful story</td>
</tr>
<tr>
<td>Define Terms and Ask Questions to Create a</td>
<td>• Name both the positive and negative label for the type of aggression, i.e. Taunting VS Teasing.</td>
<td>• Continuums (template and walk through)</td>
</tr>
<tr>
<td>Continuum</td>
<td>• Place the terms on a continuum and list positive and negative examples of the behaviors on the proper place on the continuum.</td>
<td></td>
</tr>
<tr>
<td>Role Play</td>
<td>• Choose a role play suggestion and break into small groups to present several different role plays to demonstrate both ends of the continuum.</td>
<td>• Role Play Suggestions and Story Starters</td>
</tr>
<tr>
<td></td>
<td>• Have them redo the role play adding an upstander who intervenes to help the target.</td>
<td>• Interventions for Upstanders, Targets, and/or Aggressors</td>
</tr>
<tr>
<td></td>
<td>• Process the role plays</td>
<td></td>
</tr>
<tr>
<td>Reflection and Call to Action</td>
<td>• Ask Ambassadors to write in the journals about a time when they witnessed this dynamic or how they felt when observing this dynamic in the role play.</td>
<td>• Action Plans (template, walk through, and example)</td>
</tr>
<tr>
<td></td>
<td>• Challenge Ambassadors to look carefully for this dynamic between now and the next meeting. Encourage them to set a goal to use the intervention technique before the next meeting.</td>
<td></td>
</tr>
</tbody>
</table>
PHASE 2: What other skills do Ambassadors need?

Guiding Ambassadors from Learners to Teachers

Understanding the dynamics of peer aggression was the critical, first phase, of training ambassadors. While you were processing each type of aggression they were exposed to storytelling, role playing, crossing-the-line continuums and intervention strategies. They were absorbing the language and adopting the beliefs that will motivate them to be role models. Now you are ready to prepare them to be effective presenters, public speakers and teachers. The second phase builds the essential skills in this section: Storytelling, Role-Playing, Teaching the Language, Using Crossing-the-Line Continuums, and Intervention Strategies. Finally, after practicing the skills, Ambassadors will be ready to weave them together for a variety of programs.

Suggested Strategies in this section include:

- Practicing Storytelling: Developing powerful stories of their own
- Introducing the Language of Peer Aggression: Using role plays to dissect a situation and determine roles, types, and levels of aggression
- Teaching Interventions: Using role plays to practice positive solutions to aggression
- Crossing the Line: Using continuums to determine if behaviors are benign or harmful
- Weaving Essential Skills Together: Using all of the above skills to create a presentation
Practicing Storytelling: Suggested Strategies

Ambassadors can tell their own stories or stories about their friends. A good story has several ingredients:

- It is personal, even if it is about someone else. You are telling this story because it means something to you
- It is short and concise, not rambling
- It is well constructed with a beginning, middle and end
- Every story has a message and it is often effective to share a moral at the end of the story.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggested Strategies</th>
<th>Teaching Tools</th>
</tr>
</thead>
</table>
| Recap and introduce Story Telling as a skill to master. | • Review and Discuss Action Plans from the last meeting  
• Do a check-in  
• Make a transition between Phase 1, processing the dynamics, to Phase 2, strengthening the skills they will need to be effective presenters. | • Action Plan from last meeting |
| Model a number of powerful stories | • Tell well-rehearsed stories that model the elements of good story telling.  
• Tell the same story two ways—one more effective than the other. | |
| Process the story | • Ask them to list what they think made this a good, or not so good, story | |
| Brainstorm s Story | • Divide into pairs and have them each brainstorm a list of stories they could tell | • Storytelling to Connect  
• Storytelling to Teach |
| Share stories | • Go around the room in a circle and ask students to share one of their story ideas with the group. Coach students on good posture, effective gestures, eye contact. Obvious things like not chewing gum might need to be noted. | |
| Taking Action | • Have Ambassadors create an action plan to practice sharing a story with either a friend or family member and get constructive feedback.  
• Have them come to the next meeting with stories ready for presentation. | • Action Plan |
| Follow up Ideas | • Your students will be practicing their stories and developing new ones over time. | |
# Introducing the Language of Peer Aggression: Suggested Strategies

At the beginning of every program, there is a need to introduce the roles, types, and levels of aggression. This is a quick way to run through this vocabulary in a presentation.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggested Strategies</th>
<th>Teaching Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap</td>
<td>• Review and Discuss Action Plans from the last meeting</td>
<td>• Action Plan from last meeting</td>
</tr>
<tr>
<td>Review the Language</td>
<td>• Review the roles, types, and levels of peer aggression. By this time, everyone should be using the terms consistently.</td>
<td>• Roles in Aggression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Types of Aggression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Levels of Aggression</td>
</tr>
</tbody>
</table>
| Role-Play Demonstration to introduce the language to an audience | • Choose one role-play they have done in previous lessons to repeat. Have everyone freeze at the end. The facilitator then goes to each person and identifies the role.  
• Repeat the role play, but show different types of aggression. | • Refer to the section on Using Role-Plays for tips on effective processing of role-plays.  
• Sample Script: Learning Types, Roles, and Levels of Aggression |
| Strengthen the role play with these tips. | • Pick role-plays and situations appropriate for the age of the audience  
• Speak loud enough to audience to hear easily  
• Get into the roles; exaggerate behaviors to make the situation very evident for easy identification of roles and types of aggression  
• Have everyone try out the role of facilitator  
Refer to the Role Play Guide for additional processing tips. | |
| Processing / Reflection                    | • Discuss the role plays and ask students how they felt in each of the roles. What did they wish they could have done? Was their role similar to “real life?”  
• Allow students to practice facilitating processing questions. | • See the “Processing the Role Play” page with the Role Playing Tips |
| Taking Action                              | • Have Ambassadors create an action plan to share the language of peer aggression with a peer or adult before the next meeting. | • Action Plan |
Teaching Interventions: Suggested Strategies

After aggression occurs, youth need specific training on what to do next. These behaviors can be helpful interventions or harmful interventions. How many times have you heard someone say, “You just need to punch the bully in the face and he’ll never hurt you again?” Resorting to reactive aggression is never an acceptable option. The Intervention Strategies included in the Teaching Tools are a starting point. Encourage Ambassadors to expand this list. The important thing is Ambassadors need to know what they can do to create safer places for themselves and each other.

It is often helpful to try multiple strategies for a single aggressive incident. A very shy, withdrawn student may need to practice assertive strategies in a number of ways before she feels comfortable speaking up and protecting someone else. Additionally, the first intervention may not always work, so encourage students to develop a “back up plan.” You will find many students first go to interventions that match their personality style. Challenge them to take risks and try interventions that may seem too hard. The more these are practice, the easier it will be for Ambassadors to actually call upon these skills when they deal with aggression in their own lives.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggested Strategies</th>
<th>Teaching Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap</td>
<td>Review and Discuss Action Plans from the last meeting</td>
<td>Action Plan from last meeting</td>
</tr>
<tr>
<td>Role Play</td>
<td>Choose a role play and develop a role play to demonstrate an aggressive situation.</td>
<td>Role Play / Story Starters</td>
</tr>
<tr>
<td>Strengthen Interventions with Multiple Scenarios</td>
<td>Challenge group members to come up with multiple interventions. Repeat the role play with several interventions that are appropriate. Try to have interventions from targets, upstanders, and aggressors. Try “failed” interventions and practice a backup or secondary strategy. Not everyone is successful on the first try in real life.</td>
<td>Intervention Strategies for Targets, Upstanders, and Aggressors</td>
</tr>
<tr>
<td>Processing / Reflection</td>
<td>Discuss the role plays and ask students how they might improve the role-play</td>
<td></td>
</tr>
<tr>
<td>Taking Action</td>
<td>Have Ambassadors create an action plan to practice an intervention before the next meeting. Have Ambassadors observe for peer aggression scenarios in their school that can serve as the basis for a role play</td>
<td>Action Plan</td>
</tr>
</tbody>
</table>
Teaching Crossing the Line / Continuums: Suggested Strategies

They have already done many continuums during the first phase of training. Now it is time for them to lead a continuum exercise and demonstrate that knowing right from wrong, aggressive from benign, can be a complex task that varies based on the situation or the people involved. You may want to break up into small groups, ask for volunteers to be facilitators and have them practice. Following is a simple script for a 5-10 minute lesson which may be used in future presentations.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggested Strategies</th>
<th>Teaching Tools</th>
</tr>
</thead>
</table>
| Introduce the topic.              | • Draw a continuum on a board and write the benign and harmful actions, like teasing/taunting.  
• Ask the audience: how many of you have been teased and hurt? | • Action Plan from last meeting        |
| Define the terms                  | Ask the audience to tell you:                                                         | • Continuums                           |
|                                   | • When can someone jokingly tease you in good fun? How do you know this harmless?      |                                       |
|                                   | • Define TEASING                                                                       |                                       |
|                                   | • When do you feel hurt by someone having a laugh at your expense? What topics are always hurtful and never funny?  
• Define TAUNTING                  |                                       |                                       |
| Explaining “Crossing the Line” to an Audience | • Define "crossing the line." This is the moment when something that was harmless has now become hurtful.  
• Tell the audience:              |                                       |
|                                   |   o The line is not in the same place for everyone.                                   |                                       |
|                                   |   o The line shifts based upon mood, perception, or your relationship with the other person.  
   o People often pretend to be on the benign side of the line but are, in fact, using covert aggression.  
   o Saying “Just kidding” does not take away from the hurt of crossing the line.  
   o Sometimes, crossing the line is accidental or unintentional.  
   We can let others know where the line stands with us to avoid these types of mistakes.  
• Wrap up                          | • Explain to the audience that avoiding crossing the line takes communication and understanding from all parties. |                                       |
Weaving Skills Together Suggested Strategies

Once Ambassadors have mastered the essential skills, they can start to see how to weave the essentials skills together around a single situation or topic. Use this template to help Ambassadors see how the essential skills can work together to truly create a powerful demonstration about aggression.

| Introduction to a program | • Have one ambassador tell the purpose of this program in a single, clear statement.  
  • Have each Ambassador introduce themselves with a few simple statements. For example:  
    o My name is  
    o I’m in the 10th grade at  
    o I decided to become an ambassador because...  
| --- | --- |
| Storytelling | • Have one or more ambassador tell a story that identifies why this program is important to them.  
  • You can then use this story for the role play and continuum and intervention lesson.  
| Introducing the Language of Peer Aggression | • Present a role play to teach the language. Follow the script developed in the role play section of this manual. Just use the part that shows the aggression and how each person responds. Use that one role play to teach some of the following:  
  o Roles in Aggression  
  o Types of Aggression  
  o Levels of Aggression (depending on length of program and age of audience)  
| Introduce and teach a continuum | • Develop a continuum to demonstrate crossing the line to the audience.  
| Introduce an intervention strategy | • Redo the original role-play, but insert an intervention strategy.  
  • Introduce the role of the upstander  
  • Demonstrate additional interventions if time permits  
  • Process the change with the audience.  
| Wrap Up | • Use a Closer or inspirational wrap up |
PHASE 3: How do we Share What We Know with the Community?

Creating Programs for Schools and Community Organizations

Ambassadors speak honestly from the heart to help others see the harmful effects of peer aggression and to empower others to take an active role in addressing aggression.

Scripting programs takes away from the sincerity and reliability of the Ambassadors’ message. Still, it can be daunting to just come up with an effective program without any guidance at all, so the following outlines have been provided to help facilitators begin to develop programs for Ambassador’s to deliver to several different audiences.

The sample program outlines include:

- Introducing the Ambassadors to the community.
- Introducing the Ambassadors to a classroom of younger students.
- Visiting another school to talk to younger students about relational aggression
- Addressing the whole school about aggression
- Working with Small Groups Activities and Lesson Plans
Introduction to Presentation Skills

The key piece of the Ambassador program is having Ambassadors put on programs for the community. During the continuum lessons the Ambassadors have already begun to practice the skills as learners. Now they are ready to become the teachers.

The presentation skills they need are:

- How to introduce themselves to an audience
- How to teach the language of peer aggression using a demonstration role play
- How to use stories to inspire and teach
- How to demonstrate a continuum to younger students
- How to teach through a powerful role-play
- How to use “closures” to end a presentation

You can use a meeting for each skill or integrate some or all the skills with repeated skill practice in each session.
Introducing the Ambassadors to the Community

**Length**: 30 – 45 minutes

**Audience**: Adults; Community night; Open house; New family orientation; New faculty orientation

**Objective**: This program will let adults in the community know that your school is addressing peer aggression and that youth play a vital role in that process. This program also introduces the language of peer aggression to the community.

**Program Outline**

Introduce presenters
- name, grade, reason for becoming an Ambassador

Introduce program
- Who are Ambassadors
- What do they do
- Why are they important

Tell Stories
- Have 2-4 Ambassadors tell short, effective stories about their experiences with aggression

Role Play
- Demonstrate the power of the bystander and how an Ambassador can intervene as a target, upstander, and aggressor.

Closing
- Choose a “Closer” or appropriate inspirational call to action.
- Thank the audience and encourage them to support the Ambassador program.
Introducing the Ambassadors to a Classroom of Younger Students

Length: 20 – 30 minutes

Audience: Elementary or Middle School Students

Objective: This program is used in a classroom where a teacher has invited the Ambassadors to introduce relational aggression and intervention strategies.

Program Outline

Introduce Ambassadors
• name, grade, reason for becoming an Ambassador

Tell Stories
• Have Ambassadors tell short, effective stories about how they have seen or been a part of aggression.

Role Play Demonstration
• Perform a role-play that addresses an issue that the teacher has mentioned as a problem with her students.
• Invite students to volunteer to join the role plays to practice intervention skills. It is important to talk to teachers ahead of time for an appropriate and relevant situation
• Process the role play

Closing
• Choose a “Closer” or appropriate inspirational call to action.
Visiting Another School to Talk to Younger Students about Relational Aggression

Length: 45-60 minutes

Audience: Elementary or Middle School Students; Note: This program is more effective with smaller groups, not as a whole school presentation.

Objective: This program is to introduce the types of aggression and roles in an aggressive situation. Students are encouraged to come up with intervention strategies as well.

Program Outline

Introduce Ambassadors
• name, grade, reason for becoming an Ambassador

Tell Stories
• Have 2-3 Ambassadors tell short, effective stories about how they have seen or been a part of aggression.

Presentation
• Short talk on the language of peer aggression
• Focus on types of aggression and roles in aggression
• Use a slideshow to help keep audience focus or
• Use a role play to teach the language

Role Play
• Do 4-5 role plays to show the different types of aggression (without any interventions). Ask questions and process with the audience.
• Introduce the idea of the power of the bystander and redo the role plays with someone intervening

Closing
• Call to action by Ambassadors to stand up for others and acknowledge that aggression is everyone’s problem.
Addressing the Whole School about Aggression

Length: 45 – 60 minutes

Audience: Elementary or Middle School Students

Objective: This program allows Ambassadors to address the whole school about aggression or problems that have been observed in the school and to ask others to help be a part of the solution, not the problem.

Program Outline

Introduce Ambassadors
• name, grade, reason for becoming an Ambassador

Tell Stories
• Have 2-3 Ambassadors tell short, effective stories about how they have seen or been a part of aggression.

Presentation
• Short talk about an issue the Ambassadors believe needs addressed within the school.
• Use a slideshow to help keep audience focus

Role Play
• Role play the problem discussed in the presentation.
• Call for volunteers to demonstrate positive, proactive solutions.
• Follow up with processing questions.

Closing
• Create a whole school action plan (with help from audience members) to solve the problem that was presented.
• Call to action by Ambassadors to stand up for others and acknowledge that aggression is everyone’s problem.
Additional program ideas

• A “talent show” where all of the talents are successful interventions in aggression. Use a number of role plays and skits to show the talents of Upstander and Ambassadors.
• A concert with songs about standing up to aggression, being a positive influence, making a change for the better, or having a positive outlook on life.
• Puppet shows for primary grade students that act out stories about aggression and intervention strategies.
• Story time using picture books about aggression.
• Parent programs with Ambassadors to help parents role play ways to talk to their children about aggression.
• Teacher in-service presentations to help teachers become more aware of the problems among students.
Working with Small Groups Activities and Lesson Plans

If Ambassadors will regularly visit the academic levels below them for Ambassador Encounters (this term is generally applied to any time an Ambassador works with a younger student), it is imperative to carefully plan and arrange for these visits prior to the start of the school year (or semester, depending on the program track). Ambassador Facilitators should obtain class lists prior to the faculty in-service and assign Ambassadors to cooperating teachers and mentees.

These Ambassadors will work with the teacher in a particular classroom, who will be called their cooperating teacher. The Ambassadors will meet their cooperating teachers at a faculty in-service or a faculty meeting prior to their Ambassador Encounters. Cooperating teachers should communicate or meet with their Ambassadors throughout the year to plan role plays or coordinate ways for Ambassadors to help when they come for class meetings.

Within the classroom, the students (mentees) will be divided evenly amongst the Ambassadors. Determine with the classroom teachers whether Ambassadors and mentees should be divided by gender or if mixed groups would work best. While we encourage that groups be as diverse as possible, we recognize that intermediate and middle school students may feel more comfortable in a single sex group. It is recommended that Ambassadors have no more than eight mentees, but a higher ratio may be necessary if there is a shortage of Ambassadors.

To get you started, here are four lessons to use for Ambassador Encounters.

- Meet Your Mentor (in CASS Lesson Plan Format)
- Where Do You Stand?
- How Do You Rate?
- Making it Right

The mentors can design their own sessions once they get the hang of it. Try the following this easy format or use the CASS Lesson Plan Format (introduction, interaction, reflection, action):

- Icebreaker: Choose one from the appendices or one of your own favorites
- Story or Role Play: A personal story or role play from the mentors that relates to the session topic
- Activity: Choose a fun, engaging activity to have students explore the topic
- Closure / Wrap-up: Recap important points; Journal or action plan when appropriate

For additional ideas, download the CASS: Classroom Meetings Manual. Each lesson has ideas for mentors to do in a classroom setting.
### Meet your Ambassador

#### Objectives
- Ambassadors will introduce themselves to their mentees.

#### Assessment
- Mentees will be able to identify their student mentors.

#### CASS Basic Skills
- Building Community

#### CASS Norms
- We treat everyone with respect and civility.

#### Materials
- None

#### Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

#### Introduction
1. Have mentors stand at the front of the classroom. Explain to the students that the mentors are there to share stories about peer aggression and help the students learn how to make the CASS Normative Beliefs part of their everyday lives.

#### Interaction
1. Break students into groups so that each group has a mentor. The mentors should have a prepared story to share with the mentees about an experience with CASS from last year, or the reason why they want to be a mentor.
2. Students should share with mentors their name and one thing about themselves that makes them special to build community with the mentor.

#### Reflection
1. Have students answer one of the following prompts in their CASS Journals:
   a. Draw a picture of you and your CASS Mentor.
   b. What do you hope to learn from your CASS Mentor this year?

#### Action
1. Ask students to think of one question they can ask their mentor during their next mentor lunch about peer aggression.
Where Do You Stand?

Materials:
- Three large sheets of paper labeled Agree, Disagree, Unsure, Need More Info

Icebreaker:
- Choose an icebreaker from the appendix

Story or Role Play:
- Have an Ambassador share a personal story about a time where he was unsure how to act.
- Perform a role play showing a difficult situation when the right choice was not an easy choice.

Activity:
- Before you begin, tape the three opinion cards to different corners of the room. Ask students to stand in the center of the room. Note the sheets of paper that are posted in the corners of the room labeled Agree, Disagree, Unsure, and Need More Info. As you describe several situations, students should move to the corner of the room that best describes how they feel when asked the following questions. The first few questions are warm ups.
  - Is (name of a current popular movie) the best movie ever made?
  - Does (name of a popular band) have the best music?
  - Is (school event like a game or dance) the best activity all year?
  - It is always best to keep a secret
  - There are times when you shouldn’t tell the truth
  - It is okay to break a promise
  - When I see aggression, it is none of my business so I shouldn’t get involved
  - My parents don’t understand cyberbullying
  - It’s ok for girls to gossip
  - Boys who are bullied need to man up
  - If I report bullying, it means I’ll be the next target
- After each question, ask someone in each response group to explain why they chose that response. Use the following guiding questions to elicit answers:
  - Why did you choose this response?
  - Would you always choose this response or does it depend on the situation?
  - Do you feel this is the best answer? Would you want to choose something else? Why?

Closure / Wrap Up:
- Bring everyone back to their seats and begin a discussion around the following points.
We are all sometimes influenced by our friends’ opinions. It is important to ask yourself how you feel about a situation before following the opinions of others. What we believe affects how we behave. If we think it is okay to spread rumors or share personal information about a friend with others, that is what we will do. If we believe that rumors and gossip are hurtful and damage our friendships, then we will not engage in this type of behavior. Recognizing how we feel and what we believe is the first step.

Ask the group to think about a time when they responded one way and wished they had responded in a different way. Sometimes we follow the crowd to a poor decision. Sometimes it is hard to do what we know is right. Following the CASS Norms can help us to decide where we stand.
How Do You Rate?

Materials:
- Four sheets of poster board
- Markers
- How Do You Rate? worksheet, one per student (p.34)

Icebreaker:
- Choose an icebreaker from the appendix

Story or Role Play:
- Have an Ambassador share a personal story about an unhealthy friendship.
- Perform a role play showing the difference between healthy and unhealthy friendships.

Activity:
- Divide students into four small groups with at least one mentor per group. In each group, lead a discussion about friendship by asking questions like the following:
  - On a scale of one to ten, how important are friendships? Why?
  - How important is it to have a best friend? Why or why not?
  - What does friendship mean to you?
- Give the groups about five minutes for this introductory discussion. Next, give each group a piece of poster board and one of the following lists of questions. Using these questions, they should create a master list on each poster.
  - **Group 1:**
    - In three minutes, list as many qualities you look for in a friend as possible.
    - Make a list of things you and your friends like to do.
    - List examples of times you felt pressured by your friends to say or do something.
  - **Group 2:**
    - List six responses to the question: Why do we need friends?
    - List the qualities you want or need in a friend.
    - Give examples of mistakes that are okay for your friend to make.
    - When your friends make mistakes, list three ways that they can make it right.
  - **Group 3:**
    - Make a list in response to this question: What do you need in a friend?
    - List qualities that are not acceptable in a friend.
    - Give three examples of how you could communicate your feelings to a friend.
  - **Group 4:**
    - Make a list in response to this question: How do you choose your friends?
    - List the reasons that friendships last.
    - List the reasons that friendships change.
    - List the feelings a person has when a friendship ends.
• Give the groups fifteen minutes for this task and bring them back together. Display the newsprint lists around the room and give each group two minutes to summarize their list.

Closure / Wrap Up:
• Summarize the responses by making sure the following points are made:
  o Friendships grow and change over time.
  o It is important to be able to be yourself with friends, to be honest and share how you feel.
  o Friends need to be able to trust each other. They are loyal and don’t talk about one another behind their backs.
  o Friends enjoy just being together. They accept each other.
  o Friends don’t care what you wear or how good you are at a sport or activity, they care about your qualities and how you value the friendship.
  o Unhealthy friendships are those based on:
    ▪ Fear, not trust
    ▪ Trying to fit in with someone else’s ideas or opinions
    ▪ Dishonesty, rather than sharing how you feel with a friend
    ▪ Conditions: “I will be your friend if you …”
    ▪ Rules: “To be my friend you have to …”

• Distribute copies of the How Do I Rate? worksheet. Have them complete the worksheet and then write a brief reflection in their CASS Journals.
### How do I rate?

**I am the kind of friend who...**

<table>
<thead>
<tr>
<th></th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects my friends’ ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is honest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is a good listener</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes people feel good about themselves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares common interests and values with my friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports decisions my friends make</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts you for who you are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let’s you be “yourself”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sticks by you in bad times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers to help you when you need it</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Making It Right

Materials:
- Making it Right Handout

Icebreaker:
- Choose an icebreaker from the appendix

Story or Role Play:
- Have an Ambassador share a personal story about making it right.
- Perform a role play showing the three elements of Making it Right.

Activity:
- Begin by asking students what they believe about apologies by asking questions like the following:
  o When do you apologize to a friend?
  o Are apologies always sincere? If not, why?
  o Are there times when you need to apologize because you hurt someone intentionally?
  o If your actions were not intentional, does that change your apology in any way?
- As you process the responses, be sure the following points are made:
  o If the norm is that we are accountable for our actions, then we need to make things right with a friend or classmate when we hurt or offend them.
  o Apologies are a lot more difficult if we hurt someone on purpose (e.g., by being relationally, physically or verbally aggressive).
- Divide the students into small groups with at least one Ambassador per group. Each Ambassador will tell a personal story about a time when s/he or someone s/he knew made a mistake and then “made it right.” As they tell their stories, students should decide:
  o Was the “mistake” intentional?
  o Did someone take responsibility for his/her actions?
  o Was there a sincere apology?
  o Did the offending person agree to act differently in the future?
- Next discuss the Making it Right Handout:
  o What does a sincere apology look like?
  o Why is it sometimes hard to make things right?
  o Why are steps 2 and 3 just as important?
  o How is Making it Right different from simply apologizing?
Closure / Wrap Up:

- Summarize the discussion by noting that sometimes you cannot make things right for someone; if you have hurt them many times over a period of time, they may not be ready to accept your apology.
- Ask students to write individual action plans to make it right with someone whom they have hurt in the past.
What other resources are there for my Ambassador Program?

More tips, tricks, and ideas

Additional resources include:
1. Ice Breakers and Group Games
2. Ways to Start a Conversation
3. Talking With Younger Students
4. Guidelines for Group Discussions
5. Being a Role Model Reflection
6. Full Day Training Retreat Agenda
7. Glossary
Ice Breakers and Mixers
The first day of any program is usually spent in part by getting acquainted and establishing goals. Icebreakers are techniques used to reduce tension and anxiety, and to immediately involve everyone in the group. An icebreaker should be used because you want the group to build rapport, comfort, and camaraderie, not as a time filler and definitely not just because teaching guides say one should be used. Listed below are several examples of icebreakers that have been used effectively by The Ophelia Project to build community.

Introducing Myself
Participants introduce themselves and tell why they are a member of the group. Variations: Participants tell where they first heard about the group, how they became interested in the subject, their occupations (or an occupation they wish to have one day), hometown, favorite television program, or the best book they have read in the last year.

Introducing Someone Else
Divide the group into pairs. Each person talks about himself to the other, sometimes with specific instructions to share a certain piece of information. For example, "The one thing I am particularly proud of is..." or, “Before I die, I hope to...” After five minutes, the participants introduce the other person to the rest of the class.

Character Descriptions
Have participants write down one or two adjectives describing themselves. Put these on a sticker (nametag size) or simply hold up a card with the adjectives on it. Have class members find someone with similar or perhaps opposite adjectives and talk for five minutes with the other person.

Find Someone
Each person writes on a blank index card one to three statements, such as favorite color, interest, hobby, or vacations. Collect and then pass out cards so everyone gets someone else's card. Have each person find the person their card describes and introduce herself.

Famous Person
Write a famous name (real or fictional) on a piece of paper and pin or tape it on someone else's back. Then, each person tries to guess what name is pinned on his/her by asking others around the room yes or no questions. Variation: Use famous place instead of famous person.
My Name
Everyone gives their name and a reason why that name was chosen. (My mother wanted to name me after her great aunt Helen who once climbed Pike's Peak in high heels; My mother named me after a soap opera character; My dad named me after himself which is why I’m a Junior, etc.). It could be the first, middle or nickname. If participants do not have a story behind their names, they can invent one!

First Day: How do you feel?
Ask students to write down words or phrases that describe their feelings on the first day of class. List the responses on the blackboard or chart paper. Then ask them to write down what they think you as the teacher are feeling this first day of class. List these responses on the blackboard in a second column and note the parallels. Briefly comment on your feelings and then discuss the joint student/teacher responsibilities for learning in the course.

Candy Mixer
Pass out “fun size” bags of small colored candies. Each color corresponds with a question below. The facilitator will go around the group and ask each person pull a piece out of their bags and to share the answer to their corresponding question:
- Red- Red is typically the stop/turn-off color. What is one thing that really turns you off or makes you stop in your tracks?
- Orange- Orange is a motivating color. What motivates you?
- Yellow- Yellow is the color of inspiration or creativity. Share one of the best ideas you have ever had.
- Green- Green is the color of money. Tell us how you want to make money or the dumbest thing you have ever done for money.
- Blue- The sky is the limit. What is the most daring thing you have ever done?
- Brown – Brown is the color of mud. What muddies up your days or makes you feel down?
- Purple - Purple is the color of royalty. If you ruled the universe for one day, what is the first thing that you would do?

Similarities and Differences
Divide participants into two groups: Group A and Group B. Have the people in Group A look over at the folks in Group B and then go over and pair off with the person they feel they have the most in common with. After chatting together for a few minutes have them present the person they chose to the group and explain why they selected that person, and what they discovered. Next, have the people in Group B look over at the folks in Group A and then select the person they feel is LEAST LIKE THEM. Now have the pairs go and chat for a few minutes and then tell why they selected that person and what they found out.
**Sweet Tooth**
This icebreaker helps large groups become acquainted. Have participants decide which of the following desserts they like best: vanilla ice cream, chocolate cake, fruit salad, apple pie. Break participants into groups based on their dessert choice (you can modify the desserts/number of choices/groups) by sending each dessert group into a specific corner or spot in the room. Hand each person in the group an interview card. (See following page). Have participants pair up within the group (three to a “pair” is fine if there is an odd number). Individuals interview their partners and fill out cards accordingly. Give a time limit on each interview (no more than 5 minutes per person). After the interviews are complete, go around the room from group to group and have individuals introduce their partners based on the interview questions.

**Sweet Tooth Interview Card**

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner's Name</td>
</tr>
<tr>
<td>Where were you born?</td>
</tr>
<tr>
<td>What is the farthest you have travelled, or where would you love to travel?</td>
</tr>
<tr>
<td>Besides your favorite dessert, what other foods do you like?</td>
</tr>
<tr>
<td>What do you do in your spare time?</td>
</tr>
<tr>
<td>Do you have any pets? What are their names?</td>
</tr>
</tbody>
</table>
Dyadic Encounter
This conversation is intended to help us get to know each other better and to get to know ourselves better. We benefit greatly when we are able to work together in an atmosphere in which we understand and appreciate one another for who we are and understand our strengths and areas of needed growth. With a partner, take turns where one partner reads the sentence starter and the other finishes it. Please do not look ahead and respond to each statement.
• Right now I am feeling
• Usually I am the kind of person who
• I like to do such things as
• I’m hoping that
• My favorite things are
• I prefer to work with people who
• I want to become the kind of person who
• The way that I have grown the most is
• If I had the chance to
• Other people think of me as
• My own personal goals and dreams are
• When things aren’t going well I
• I would like to
• I am imagining that you
• I am looking forward to
• My relationship with parents and friends is
• When I am approaching a deadline I
• You and I can
• This conversation
• The biggest thing that happened in my life this year
• The biggest thing that happened in the world this year
• Right now I am feeling
Group Games

Building community is the first of the CASS 10 Basic Skills. For Ambassadors to be effective, they need to build rapport with each other and the younger students that they work with. Sometimes, instead of having a specific agenda, a community building game day can be just as effective!

Look Down-Look Up

*Participants*: 8-10  
*Time*: 5-20 minutes  
*Materials*: none  
*Objective*: To be the last person in the circle

*To Play*: Assign someone to tell the groups to “look down” at their feet/floor, and then to “look up.” When looking up, the intention is to look up at another person, not the ceiling. If two people look up directly at one another, then they are out. Once you look up at someone, you cannot change your mind and look at someone else. Repeat this until there is one person left.

Counting Game

*Participants*: 6-10  
*Time*: 5-20 minutes  
*Materials*: none  
*Objective*: To have the group count, in order, the number of people in the group with their eyes closed; to practice listening to each other

*To Play*: The number of players will depend on the number that the group must count to. For example, if there are 10 people in the group then the group must count to 10 in sequential order. Have participants close their eyes. One person says the number “1.” All other participants must say a number aloud in order for the group to count sequentially. If two participants say a number at the same time, or a number is repeated or said out of order, then the group must start again.

Memory

*Participants*: 8+  
*Time*: 20-30 minutes  
*Materials*: An enlarged size of playing cards  
*Objective*: To flip over 13 playing cards in sequential order, Ace - King
To Play: Using 13 playing cards, place the cards face down in rows. If there are enough people to break up into teams this game can be played as a relay race. Have everyone get in a line behind a designated starting point. When instructed to start, have the first person run to the cards and flip over a card. If the card that is flipped over is an “ACE” then the card can stay face up. If it is any other card, it must be flipped back over. As soon as the first person flips the card back over, the next person in line can take their turn. These steps are repeated until every playing card is flipped over, in order, ACE to KING. Everyone can help one another out by telling one another where the cards are hidden. Play this game three times to see if teams talk about different strategies to remember the placement of the cards.

Facts on the Backs
Participants: 8+
Time: 20-30 minutes (creative arts activity)
Materials: Index cards, string, paper hole puncher, and markers
Objective: To introduce another participant to the group

To Play: Give everyone an index card that has one blank side and one lined side with a hole punched in the top left and right corners. Have everyone decorate the blank side of the note card with their name and anything that describes their personality. On the side with the lines, have everyone write 3-7 funny, miscellaneous, or unknown facts about themselves. When everyone is done coloring and decorating, place the piece of string through the holes so that the nametag can be worn around the neck. To start, instruct everyone to place the nametag on their backs with the facts facing out. Everyone must then walk around reading the facts on the backs of one another without speaking. To let a person know that you are reading their facts, tap them once on the shoulder. When you are done and they can move on, tap them once again on the shoulder. When enough time has gone by, instruct the participants to find someone that they found to be interesting. When everyone has found someone, they will then introduce their partner to the group based on the interesting fact. When a person has been introduced to the group, they can then flip their nametag to their front. When everyone has been introduced to the group, ask them “Why did we do this game without talking?”

Moving On
Participants: 10+
Time: 30-40 minutes
Materials: markers, crayons, and recycled art supplies: milk cartons, glass jars, cans, newspaper, cardboard tubes, etc.
Objective: To work within a small group towards a goal; to practice persuasive skills
To play: Break participants in small groups and seat them in various areas spread out through your space. Miscellaneous objects should be used in the exercise. Instruct the students in each group to construct a vehicle using only the materials on the table. After they have constructed their vehicles, instruct them to come up with a catchy sales pitch to sell their product to the members of the other groups. Go around and have a member from each group deliver their pitches.

Take it even further: After the sales pitches have been given, instruct the students to leave their vehicles behind and move to the next table. Instruct the students to improve upon the vehicle left behind by the other group and to come up with yet another sales pitch. Go around and have a member from the group who has not yet been the speaker deliver the pitch. Continue in this pattern until the students end up back at their original tables.
Ways to Start a Conversation

Teach Ambassadors how to use open-ended questioning techniques and lead a provoking and effective discussion.

1. One way I would like to change the world is...
2. Describe your ideal day.
3. Describe your ideal friend.
4. What is a subject that you would like to learn about that is not taught in school?
5. What do you think a person’s first impression of you is?
6. How do you handle a situation in which someone lies to you?
   a. Embarrasses you?
   b. Annoys you?
   c. Frustrates you?
   d. Teases you?
   e. Disagrees with you?
7. What is one thing you wish you could do?
8. What is one of the funniest/saddest things that have ever happened to you?
9. What are three characteristics that you look for in a friend?
10. What are three characteristics that make you a good friend?
11. What is the biggest mistake you have made in your life?
12. What famous person are you the most like?
13. What do you want to do in 10...15...20...years?
14. What is one thing about your cultural heritage that you are proud of?
15. If you had a holiday named after you, what would that holiday be celebrating?
16. What is something that most people do not know about you?
17. What is one thing that people do not understand about you?
18. What is your biggest accomplishment?
19. What is your biggest dream...how will you get there?
20. What is your most prized possession?
Talking with Younger Students

We want Ambassadors and mentees to get to know each other well and feel comfortable with each other. Keep up a conversation and “hang out” as you would with your friends. Once the group starts feeling comfortable with each other, then it would be fine to start using class meetings or other encounters as opportunities to discuss and mediate peer aggression.

Open ended questions to promote conversations:
- What types of peer aggression do you see around you?
- What do you do when you see peer aggression?
- What do you do when you are a target?
- When is adult intervention necessary?
- How do you control your feelings when you are an aggressor?
- Which CASS Norm do you have the hardest time following?
- Which CASS Norms are the easiest to follow?

Skills to practice:
- Upstander strategies
- Standing up for yourself strategies
- Identifying types of aggression

Demonstrations / Presentations:
- Sharing stories about aggression
- Role playing
- Watch a media clip and discuss
Guidelines for Discussions

As a participant in a face-to-face discussion, I will abide by the following guidelines:

1. I will speak only for myself using clear sentences. I will choose my words carefully to be sure that others can understand what I am trying to say.
2. I will avoid generalizations when presenting my opinion and acknowledge that my viewpoint is supported by myself. Others are free to agree or disagree with what I have to say, but I will not make those decisions for them.
3. I will avoid slang and inappropriate language, as I understand that these can lead to miscommunication and misunderstandings. This also violates guideline 1.
4. I will speak truthfully while at the same time respecting the viewpoints of others, even if those viewpoints run counter to mine.
5. If I agree with someone, I will explain my reasons for agreement or offer additional evidence to support this opinion.
6. If I disagree with someone, I will not insult, slander, or abuse that person. I am, however, entitled to respectfully explain my reasons for disagreement.
7. I will respect the privacy of others and use pseudonyms when sharing personal stories.
8. If I am ever in doubt as to whether or not to say something because it may violate these guidelines, I will not share that information.
Being a Role Model Reflection

"Example has more followers than reason."
-- John Christian Bovee
(1820-1904, American author and lawyer)

The quote and the picture of lemmings both are about the same thing:
We follow the examples we see – But do we ever question what we are following and why are we following it? Younger students and even your friends look at what you are doing all of the time, even when you do not realize it. Think about the things you do that are worth following – and the things you do that maybe others should not be following.

Fill in the chart below:

<table>
<thead>
<tr>
<th>My behaviors that should be followed:</th>
<th>My behaviors that shouldn’t be followed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What can you do to change one or more behaviors in the column on the right?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Full Day Leadership Retreat Agenda

Adjust the timing as you see fit and add breaks when necessary. The goals of the day are to build a sense of camaraderie among the Ambassadors as well as a sense of purpose.

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview 15 Minutes</td>
<td>Welcome and overview of the Youth Ambassador Program</td>
</tr>
<tr>
<td></td>
<td>• What are the goals of the program?</td>
</tr>
<tr>
<td></td>
<td>• What are the responsibilities?</td>
</tr>
<tr>
<td></td>
<td>• What will Ambassadors do?</td>
</tr>
</tbody>
</table>
| Community Building 30 minutes | 1. Introduce each other:  
  Name:  
  Grade:  
  Activities or sports that you are involved in:  
  Share something unique about yourself:  
  Choose an icebreaker from the appendix. |
| What we Believe 20 minutes | Choose your core values that your program will operate on. If you cannot identify core values, use The Ophelia Project’s. List what you will be |
|                      | Ophelia Project Core Values:                                           |
|                      |  Aggression is everyone’s problem                                       |
|                      |  We treat everyone with respect and civility                            |
|                      |  We are each accountable for our actions                               |
|                      |  After we make a mistake we make it right                               |
|                      |  We protect each other                                                 |
|                      |  Adults help us deal with aggression                                   |
| Language of Aggression 30 Minutes | 1. Use a role play to demonstrate the language of peer aggression. See “Sample Script: Learning Types, Roles, and Levels of Aggression” |
| Intervention strategies for the Upstander and Target 25 minutes | 1. Talk about the role of the upstander  
  a. Talk to students who were bystanders in the role play – did you want to do anything, did you see anything that really bothered you? How did you feel to watch that happen? How did it affect you?  
  b. Say there are many bystanders who hate what they see happening but just do not know how to intervene.  
  2. Ask for suggestion of interventions and redo the Role play with volunteers to be the upstander (2-3 role plays)  
  3. (8 minutes) Break into students and leaders create groups by letter of nametag  
  4. Each group uses the worksheet to make as long a list as possible on |
possible ways to use each intervention category. They keep this list for future use. The adult leaders will prompt them to make the list as long as possible.

<table>
<thead>
<tr>
<th>Making it Right</th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bring attention back to the whole group. Comment that this list is just the beginning. One of their tasks is to create a longer list of possible interventions as they continue to learn. This is something for them to think about during the summer. And they need to practice this in their own lives. Be on the lookout for aggression within their own lives and start being an upstander themselves. See what works.</td>
<td></td>
</tr>
<tr>
<td>2. Role play: Ashley goes up to Leigh Anne and gives a horrible apology as a segue to ....</td>
<td></td>
</tr>
<tr>
<td>Introduce the concept of Making it Right</td>
<td></td>
</tr>
<tr>
<td>- Apologize with sincere words or actions</td>
<td></td>
</tr>
<tr>
<td>- Serve any necessarily disciplinary consequences</td>
<td></td>
</tr>
<tr>
<td>- Reassure target and bystanders that you will try to not be aggressive again</td>
<td></td>
</tr>
<tr>
<td>3. Refer to the handout. Then break students into color group. Each group has the time it takes to walk around the pond to develop an argument as to why their element of making it right is the most important of the three.</td>
<td></td>
</tr>
<tr>
<td>4. Regroup and have a brief debate. The conclusion should be that ALL elements are necessary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunch and Team Building</th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
<td>Group game – choose a game from the appendix.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicing Role Plays</th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Break up into groups</td>
<td></td>
</tr>
<tr>
<td>2. Give them 12 minutes to choose a role play and come up with 3 different intervention strategies.</td>
<td></td>
</tr>
<tr>
<td>3. Bring the whole group together and demonstrate.</td>
<td></td>
</tr>
<tr>
<td>4. Process the role plays.</td>
<td></td>
</tr>
<tr>
<td>- Present the situation and pause (what is happening)</td>
<td></td>
</tr>
<tr>
<td>- Proceed with the intervention.</td>
<td></td>
</tr>
<tr>
<td>- What did you see happening?</td>
<td></td>
</tr>
<tr>
<td>- Can you think of another way of dealing with this?</td>
<td></td>
</tr>
<tr>
<td>- Give them feedback on how to strengthen the role play. Make suggestions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing personal stories</th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get everyone in a circle.</td>
<td></td>
</tr>
<tr>
<td>2. Introduce story telling as one of the most powerful tools we use to raise awareness and teach</td>
<td></td>
</tr>
<tr>
<td>3. Use the “Storytelling To Teach” and review the information on the handout</td>
<td></td>
</tr>
<tr>
<td>4. Give students time to brainstorm their own stories. Find a graphic organizer or story sheet that may help.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Time</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Sharing personal stories</td>
<td>1 hour</td>
</tr>
<tr>
<td>Inspirational Pep Talk</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Putting it all together</td>
<td>20 Minutes</td>
</tr>
</tbody>
</table>
**Glossary**

**Aggression**
Behaviors that are intended to hurt or harm others.

**Aggressor**
The person who chooses to hurt or damage a relationship. A bully.

**Bullying**
A real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful.

  According to Olweus (2008),
  - Bullying is aggressive behavior that involves unwanted, negative actions.
  - Bullying involves a pattern of behavior repeated over time.
  - Bullying involves an imbalance of power or strength.

**Bummer**
A situation that is not particularly desirable but is not aggressive in its nature.

**Bystander**
The person or persons who are not aggressors or targets but are caught somewhere in between.

**Civility**
Showing positive regard for others in accordance with the normative beliefs of a group.

**Consequence**
A disciplinary action following a behavior that violates normative beliefs.

**Cyberbullying**
The use of modern communication technologies to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them; bullying over the computer or cell phone.

**Emotional Literacy**
The ability to accurately use words to describe feelings and emotions.

**Empathy**
Defined in two ways: (1) the awareness of another person’s thoughts, feelings, and intentions and (2) the ability or tendency to be vicariously aroused by the affective state of another.
Forgiveness
The process of concluding resentment, indignation or anger as a result of a perceived offense, difference or mistake, and/or ceasing to demand punishment or restitution.

Leadership
The process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.

Making it Right
An apology or any restorative action to repair a relationship and reestablish civility between the aggressor and the target.
   Consists of three components:
   1. Apologize with sincere words or through a restorative action
   2. Serve any necessary disciplinary consequences
   3. Assure the target and bystanders that you will make an effort to not be aggressive again

Mentorship
A developmental relationship in which a more experienced person helps a less experienced person referred to as a protégé, apprentice, mentee, or (person) being mentored, develop in a specified capacity.

Normative Beliefs
Self-regulating beliefs about the appropriateness of social behavior.

Perspective Taking
The ability to view a situation from the mindset of another person.

Physical Aggression
Harm and control through physical damage or by the threat of such damage.

Proactive Aggression
Deliberate aggressive behavior that is controlled by external reinforcements.

Pro-Social Skills
The abilities necessary to be aware of thoughts and feelings of others, feeling concern and empathy for them, and acting in ways that benefit others.

Reactive Aggression
An angry, defensive response to frustration or provocation.

Relational Aggression
Harming others through purposeful manipulation and damage of their peer relationships.
Revenge
A response to an aggressive act in which a target assumes the role of aggressor and makes a former aggressor a target; role reversal in an aggressive act.

Rule
A principle or statement that governs behavior.

School Climate
The quality and character of student life.

Social Norms
The most widely shared beliefs or expectations in a social group about how people in general or members of the group ought to behave in various circumstances.

Target
The person who is aggressed upon or bullied. The object of bullying.

Upstander
A bystander who comes to the aid of a target and stops the aggression.

Verbal Aggression
A communication intended to cause psychological pain to another person, or a communication perceived as having that intent; also referred to as verbal/symbolic aggression.