

Ambassador Training Materials – 6th and 7th Grade

These materials are a tool made for the staff member(s) responsible for working with 6th and 7th grade ambassadors who are leading Students Taking Action Together (STAT) lessons in their MOSAIC classrooms. It includes all materials necessary to hold bi-weekly skill-building training sessions with your 6th and 7th grade student Ambassadors in from November-February. Each meeting is outlined below to help guide you through your meetings and keep you on track so that ambassadors are prepared for their role in their MOSAIC classrooms. In March-May, it is suggested that you meet with student ambassadors individually and/or hold group check-in meetings to ensure that classrooms are conducting the STAT projects and preparing for the STAT showcase in June. If you have any further questions regarding this packet, please reach out to secdlab@gmail.com.

NOTES:

- There is a separate document detailing how to plan for the end-of-year STAT Showcase.
- The STAT Point Person Script will be indicated by *blue italic font*.
- All Ambassador training materials can also be found on the website www.secdlab.org Password: Mosaic2017.
- Ambassadors will need copies of the Handouts listed under the Meeting Title. You will need to print these materials ahead of time.
- In the materials below, there is mention made of a “class visitor.” This is a generic term for someone designated to hear the class’s ideas about the social action they are recommending based on their STAT discussions. The presenters of the ideas will usually be Ambassadors, but do not only have to be them. And the “visitor” can be someone the students arrange to go to see, not necessarily someone who comes to the classroom.
- It is presumed that Ambassador elections will be held annually. Given that this training manual is for 6th and 7th graders, it is possible that some older students will be serving as Ambassadors for the second time. Second-term

Ambassadors can be meaningful resources during meetings, sharing their past experiences with new Ambassadors.

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

- **Meeting 1 (November): Introduction to Ambassador Program and Signing Ambassador Contract**

- Ambassador Handout 1A: Contracts
- Ambassador Handout 1B: Pledge

- **Meeting 2 (November): Preparing for First STAT Lesson**

- Ambassador Handout 2A: List of Options
- Ambassador Handout 2B: Action Plan
- Ambassador Handout 2C: PLAN
- Ambassador Handout 2D: The Itsy Bitsy Spider

- **Meeting 3 (December): Reflect on First (November) STAT of the Year and Look Ahead**

- No handouts needed!

- **Meeting 4 (December): STAT Action Plan and Presentation**

- Ambassador Handout 4A: Bringing Action-Plan to Life
- Ambassador Handout 4B: Presentation Script

- **Meeting 5 (January): Practice Presenting**

- Ambassador Handout 5A: Presentation Script

- **Meeting 6 (January): Prepare to Lead Class in Revising Proposal**

- Ambassador Handout 6A: List of Options
- Ambassador Handout 6B: Action Plan

- **Meeting 7 (February): Revising the STAT Action Plan**

- Ambassador Handout 7A: Action Plan
- Ambassador Handout 7B: Bringing Action Plan to Life

- **Meeting 8 (February): Practice Presenting, Round 2**

- Ambassador Handout 8A: Presentation Script (Revised)

- Ambassador Handout 8B: BEST

●

Meeting 1 (November): Introduction to Ambassador Program and Signing Ambassador Contract

Objective: Explain the 6th and 7th grade Ambassador Role and Ambassador Contract

Materials:

- Ambassador Handout 1A: Contracts
- Ambassador Handout 1B: Pledge

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

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

- *“First I want to start by saying, ‘Thank you, Ambassadors!’ You have all decided that you want to be a part of making yourselves, your school, and your world better. That is really exciting!*
- *Being an Ambassador gives you the opportunity to lead important discussions in your class and propose solutions to issues you see in your school. It allows you to get feedback from school leaders about your ideas. This happens through the Students Taking Action Together (STAT) lessons during your MOSAIC class.*
- *Take 1 minute to turn to your neighbor and tell them one thing you are excited about now that you are an Ambassador.”*
- Find out if any students served as Ambassadors in previous years. If so, acknowledge their return, and encourage them to serve as role models, sharing their past experience with the rest of the group.

2. Ambassador Contract (4 minutes)

- Use Ambassador Handout: Contract (In “Handouts” section) or create your own school-specific contract.
- *“Being an Ambassador gives you opportunities to be a leader and to influence what happens in your classroom, school, and community. It*

also is a big responsibility, because no great things happen without work and commitment. So, we want to take some time to go over the expectations and responsibilities that go along with being a school leader. This is the Ambassador Contract (show contract and pass around); let's take a moment to review this."

- Go through contract out loud with Ambassadors (have each Ambassador take turns reading each line of the contract out loud).
- ***"Do any of you have any questions about the contract? If you feel that you can agree to abide by the code of ethics, expectations, roles and responsibilities we just read, then sign this contract and pass it up to me. If you are concerned with part of the contract or are not sure you can agree to this contract, then see me after training."***

3. Giving Ambassadors a Formal Charge: School/District Leader (Mr. Walker, Principal, other appropriate individual; if the individual is not able to attend in person, they could record a video to be shown as an alternative) (5 minutes)

- Use Ambassador Handout: Ambassador Pledge (in "Handouts" section)
- ***"As you can tell, you will have many responsibilities as an Ambassador, and along with those responsibilities is the chance to make a positive impact on your school both for yourself and your classmates."***
- ***"Jersey City is proud to charge you with this role. To "charge" means to trust you with special responsibilities. I am charging you on behalf of your school and our school district. You represent many."***
- ***"As [ROLE OF SPEAKER, i.e., Assistant Superintendent], I would like to lead you through the Ambassador Pledge, which explains the essence of what you will do as an Ambassador this year."***
- ***"We will now take the Ambassador Pledge, repeat each line after me:"***

- ***“As a MOSAIC Ambassador, I pledge
To uphold the Ambassador Contract,
To address issues facing my peers and my community,
To show resilience when overcoming obstacles,
To always lend a hand to someone in need,
To plan for a positive future for myself and my peers,
To ask for help when needed so that I can be successful,
And to use all my skills and good character for a positive purpose.”***

4. Q&A (2 minutes)

Ambassadors can ask any burning questions they have or share any strong reflections they are having. If they have additional questions or reflections, or if time is short, they can write them down and/or ask you after the meeting.

Meeting 2 (November) : Preparing for First STAT Lesson

Objective: Prepare Students for Co-Leading the First (November) STAT Lesson with their teachers and Build BEST Skill

Materials:

- Ambassador Handout 2A: List of Options
- Ambassador Handout 2B: Action Plan
- Ambassador Handout 2C: PLAN
- Ambassador Handout 2D: The Itsy Bitsy Spider

Tip: Review the November STAT lesson so that you are familiar with what is being expected of the Ambassadors in November Activity 3

1. Students Taking Action Together (STAT) (3 minutes)

- *“We will have many meetings this school year where we will talk about all your responsibilities as an Ambassador and help you become the best Ambassador you can be.”*
- *“Today, we are going to talk about one very important job you have as an Ambassador, which is co-leading discussions in your MOSAIC class about issues that matter to students in this school. That is going to happen very soon!”*
- *“You will be working with your classmates to decide on an issue you would like to discuss and brainstorming possible solutions to the problem as a group. Who remembers what these discussions are called?”*
- *“These discussions are called the Students Taking Action Together or STAT. Your teacher will help you lead these discussions, but soon you will be able to lead them mostly on your own.”*
- *“In November, you will:*
 - *Work with your teacher and your class to pick one specific problem within the topic for your grade: “challenges of transition*

to middle school” in 6th grade; “challenges of earning good grades” in 7th grade

- ***Ask your classmates for suggestions about the topic***
- ***Listen to your classmates’ answers***
- ***Take notes on your class discussion***
 - ***On MOSAIC Handout: November Activity 3, List of Options*** (show handout)
 - ***On MOSAIC Handout: November Activity 3, Action Plan*** (show handout)
- ***Hold on to your November Handouts (or give them to your teacher) to use in the December STAT.***
- ***In December, you will practice how to present this information to a class visitor selected by your teacher, who will provide feedback on your action plan so that you can revise or rewrite your STAT to , or***
- ***“It will be really hard to get all of these steps down at first, but since you will get to do this every month, you will get better and better at this! And if your class has another Ambassador, you will be able to work together to share some of the responsibilities.”***
- ***“Your teacher can also help you. And if your teacher doesn’t know the answer to your questions, you can always ask your questions here in this meeting, too!”***

2. BEST SKILL (8 minutes)

- ***“When you are talking to your classmates, you will have to get their attention and make sure they can hear you. This can be hard to do!”***
- ***“A skill that will help you do this is BEST. It’s a skill that you will learn, or may have learned already, in your MOSAIC lessons.***

- ***BEST is an acronym to help you remember how to communicate effectively. It stands for: Body posture; Eye contact; Speak Clearly; Tone of voice.***
- ***“I will read a passage out loud and I want you to tell me how my presentation can be improved with BEST.”*** (read the passage using bad posture, no eye contact, unclear speech and a soft tone of voice)
- (in Handout Section) The Itsy Bitsy Spider:

Itsy-Bitsy Spider

The itsy-bitsy spider

***Climbed up the water spout
Down came the rain
And washed the spider out
Out came the sun
And dried up all the rain
And the itsy-bitsy spider
Climbed up the spout again***

- Discuss BEST qualities to improve reading.
- Review BEST skills:
 - **B** Body Stand up tall – Body language has a huge effect on how people see you, so make sure you present yourself well.
 - **E** Eye contact- Look at the audience – It’s easy to stare at the paper. Look up!
 - **S** Speak clearly- Speak clearly and confidently, pronounce words – Make sure everyone can understand you!
 - **T** Tone of Voice- Use a loud and firm tone of voice – What you are saying is important, and you want to make sure everyone in the room hears it!
- ***“Now, can someone volunteer to read this passage with the BEST skills we have discussed?”***

- Optional: Have all students read the same passage not using the BEST skills and then have all students read the passage using BEST.
- Another option is to have some students do the reading and others watch and listen and then offer feedback, Noticing Successes and suggesting improvements.

3. Q&A (2 minutes)

Ambassadors can ask any burning questions they have or share any strong reflections they are having. If they have additional questions or reflections, or if time is short, they can write them down and/or ask you after the meeting.

Meeting 3 (December): Reflect on First (November) STAT of the Year and Look Ahead

Objective: Students reflect on what went well and what could go better during first STAT. Students look ahead to overview of the year. Students will practice the skill of summarizing

Materials:

- None needed!

1. Icebreaker: (2 minutes)

- *“Hello everyone! As we work together to lead our classes and school, we should also get to know each other better. I would like each of you to come up with a word starting with the first letter of your name that describes your Ambassador experience so far. If someone has a tricky letter, let’s help them out! For example, Amanda can say it’s been Awesome! Xavier can pick any letter in his name- like Anxiety-Provoking!”*

2. Lessons Learned from STAT (5 minutes)

- *“Last month, you led your first STAT in your MOSAIC class. Let’s take a moment to talk about how this process has been so far.”*
- Direct Ambassadors to, *“Please turn to your neighbor and share one success you noticed with the STAT lesson or lessons you led most recently.”*
- After a minute, direct the Ambassadors to, *“Please turn to your other neighbor now and share one area that you would like to go better.”*

- After another minute, allow for a large group discussion on the lessons learned. ***“Now let’s talk all together about the successes and areas for improvement that everyone has had while leading STATs. Please raise your hand to share your thoughts on STAT and feel free to provide helpful suggestions to issues your peers may be having.”***
- Provide feedback & troubleshooting as necessary during the whole-class discussion.

3. Overview for the Year (2 minutes)

- ***“Thank you for taking the time to discuss your experience leading STAT so far! Before we go on, let’s quickly go over what the rest of the year is going to look like for you as an Ambassador. You will continue leading STAT a few days each month in your MOSAIC classroom from now until February. Then there will be monthly check ins to see how your class’s STAT project is going. At the end of the year, you will have the opportunity to present your class’s project in a Showcase, and notice successes with others in your school and/or community. There is a lot to look forward to and get excited about!”***

4. Skill Building: Interview/Summarizing (8 minutes)

- The next Ambassador Skill we are going to work on is SUMMARIZING.
- Say the following directions:
 - ***“I will put you in pairs.***
 - ***The person who has a birthday coming up next will be the “Speaker.”***
 - ***The Speaker has to talk about why they decided to become an Ambassador and what they hope to gain/do as an Ambassador for 30 seconds and the interviewer must clearly listen to everything they are saying, taking notes if they would like to.***

- ***When 30 seconds are up, you will switch roles and start again for another 30 seconds.***
- ***When time is up, we will all circle up and everyone will SUMMARIZE what their partner said using BEST, which means with good body posture, good eye contact, spoken clearly, and strong tone of voice.”***
- When Ambassadors are sharing, provide feedback to the Ambassadors, remembering to praise Ambassadors for each of the B-E-S-T elements.
- Acknowledgement: ***“Thank you for sharing and practicing! We just exercised your communication and leadership muscles and we will continue to build them along with other skills throughout the year. “***
- Assignment: ***“In support of this goal, please take a moment to write down something you think you can work on to become a better listener as an Ambassador student leader. It can include making your BEST better.”***
- As time permits, discuss why listening and summarizing is important to leadership.

5. Q&A (2 minutes)

Ambassadors can ask any burning questions they have or share any strong reflections they are having. If they have additional questions or reflections, or if time is short, they can write them down and/or ask you after the meeting.

Meeting 4 (December): STAT Action Plan and Presentation

Objective: Prepare Students for Second (December) STAT Lesson

Materials:

- Ambassador Handout 4A: Bringing Action Plan to Life
- Ambassador Handout 4B: Presentation Script

1. Review STAT Handout: Bringing Action Plan to Life (6 minutes)

- *“For your upcoming December STAT, your class will be working on solidifying their action plan, and practicing presenting their action plan to a visitor who can listen and provide feedback about your class’s idea.*
- *Your teacher will make a plan for when this visitor will come to the class, and it will probably be you, the Ambassadors, who do the presentation. That is why you are getting extra practice in these meetings!*
- *Let’s review the Handout, “Bringing Action Plan to Life” and discuss how you might help lead your class in this activity.* (show handout)
 - NOTE: Ambassadors will need help keeping action plans and ideas on a small scale. The small scale is very important

2. Presentation Role-Play (10 minutes)

- Say, ***“Role-plays are a way of practicing for a situation so that when we are actually in that situation, we will be more comfortable and it’s likely that we will be more successful. So, let’s do a role-play.”***
- Put Ambassadors in pairs. Introduce the presentation topic: “metal detectors (why your school should or should not have metal detectors).”
- Give Ambassadors several minutes to brainstorm some ideas of what they would present.
- Assign roles for the first round- one Ambassador will role play the class and the other will role play the presenter. Allow presenters 2 minutes to present their idea.
- Partners give feedback to the Ambassador who was the presenter, constructively identifying what worked and didn’t work.
- Have Ambassadors switch roles, and give the new presenter 2 minutes to present their idea on the same topic (they can present the same or a different viewpoint).
- Partners give feedback to the Ambassador who was the presenter, constructively identifying what worked and didn’t work.

3. Planning for Next Meeting and Q&A (2 minutes)

- Ask Ambassadors to bring their class’ Presentation Script to the next meeting so that they can practice presenting in front of the group.

- Ambassadors can ask any burning questions they have or share any strong reflections they are having. If they have additional questions or reflections, or if time is short, they can write them down and/or ask you after the meeting.

Meeting 5 (January): Practice Presenting

Objective: Prepare Students to Present Class Action Plan to Class Visitor (administrator, partner class, or other entity who will listen and provide feedback)

Materials:

- Ambassador Handout 5A: Presentation Script
- Stopwatch

1. Review STAT Handout: Presentation Script (5 minutes)

- Ask Ambassadors to take out the Presentation Script they worked on with their class during the previous STAT lesson.
- Say, *“As we discussed at our last meeting, today we will take turns practicing our presentation that we will make on behalf of our class.”*
- If any Ambassador does not have their script, give them a blank copy of the Presentation Script Handout from the Handouts section
- If Ambassadors need more time to complete their scripts, provide Ambassadors time to work independently on their script (script should outline their class’s selected problem and proposed action plan).

2. Practice Presenting in Front of Group (10-20 minutes)

- Remind Ambassadors that their teachers will be arranging an opportunity for them to present their class's selected issue and proposed solution to a class visitor (administrator, partner class, or other entity who will listen and provide feedback).
- Say, ***“Each Ambassador will get 2 minutes to present their class’s selected issue and proposed solution. Then, we will take two comments from the audience- one about a specific thing the speaker did well and one offering a suggestion for improvement. Remember, practicing presentations help to make them go better during the real meeting. Even presidents have to practice their speeches! We are here to support each other as we work to build our presenting skills! Who volunteers to go first?”***
- Have all Ambassadors take turns presenting, reminding of the instructions if necessary.
- NOTE: If you have a large group of Ambassadors (>10), Ambassadors may need to practice in small groups (of 4-5). If you have a small group of Ambassadors (<4), you can take more comments from the audience.

3. Q&A (2 minutes)

- Ambassadors can ask any burning questions they have or share any strong reflections they are having. If they have additional questions or reflections, or if time is short, they can write them down and/or ask you after the meeting.

Meeting 6 (January): Prepare to Lead Class in Revising Proposal

Objective: Prepare Students for Third (January) STAT Lesson

Materials:

- Ambassador Handout 6A: List of Options
- Ambassador Handout 6B: Action Plan

1. Notice Successes: Debrief on Presentations and Feedback Received (5 minutes)

- Say, *“Let’s notice successes! Who can share one thing that went well when you presented your class’ idea to the class visitor?”*
- Next, ask Ambassadors, *“What is one piece of feedback you received from the audience member(s) when you presented?”*
- Explain, *“In your next STAT lesson (January), you will share the feedback you received with your class (if they were not there during the presentation), and you will help your class to respond to this feedback and revise your plan accordingly.”*

2. Review Ambassador Handouts: “List of Options” and “Action Plan” (10 minutes)

- Say, *“After your class reviews the feedback received during the presentation, your class will have to consider whether their original suggestion and action plan can be improved. Depending on your class’s original proposal and the feedback you received, you may have small, large, or no revisions. Your class may also decide to address a new problem all together. This is all part of the*

action-process, and it is your job to help guide and support your class through it.”

- ***“You will use the “List of Options” Handout to help your class brainstorm ideas. (Show handout).”***
- Say, ***“After brainstorming and evaluation of your options, you will lead your class in revising your Action Plan, based on the feedback you received. You will use the “Action Plan” Handout again this month to help your class solidify their ideas. (Show handout).”***

3. Q&A and Preparing for Next Meeting (2 minutes)

- ____ Tell Ambassadors that they will be working with their class to revise their presentation script in February, and that they will have the change to practice their scripts in the next Ambassador Meeting. Ambassadors can ask any burning questions they have or share any strong reflections they are having. If they have additional questions or reflections, or if time is short, they can write them down and/or ask you after the meeting.

Meeting 7 (February): Revising the STAT Action Plan

Objective: Prepare Students to work with their classmates to revise STAT action plan

Materials:

- Ambassador Handout 7A: Action Plan
- Ambassador Handout 7B: Bringing Action Plan to Life

1. Review Ambassador Handout “Bringing Action Plan to Life” (5 minutes)

- Say, *“Now that your class has gotten feedback and made a decision about revising your idea or starting a new project, it is time to make an action plan to present to your class visitor.”*
- Explain that, *“To do this, you will work with your MOSAIC class using the “Action Plan” and “Bringing Action Plan to Life” handouts. These handouts are similar to the ones you used in December, but they help your class to incorporate the feedback you received into your new plan.”*
- *“Let’s look at the first handout, “Bringing Action Plan to Life” (show handout). This handout helps you guide your class in thinking through the steps needed to bring your plan to life. Let’s have volunteers read the four prompts in STEP 4.”*
- *“Does anyone have any ideas or questions about how they will facilitate a discussion with their classmates to answer these questions?”*

2. Review Ambassador Handout “Action Plan” (10 minutes)

- ***“Now let’s look at the second handout, “Action Plan” (show handout). The first questions ask your class to think about what worked in your original proposal. Asking our classmates to rank the quotes on the bottom part of the page will help them reflect on the concept of learning from mistakes and failure. Let’s do this activity as a group now.”***
- Help to guide students through this activity of ranking the five quotes in priority.

3. Review Ambassador Handout “BEST” (5 minutes)

- Say, ***“During this upcoming STAT lesson, you will be helping your MOSAIC classmates to develop their presentation skills. These skills are outlined in the handout “BEST” (show handout).***
- NOTE: If time, you could show Ambassadors a demonstration of an “Elevator Pitch” (Definition: “Imagine that you are in an elevator with an authority figure in our school and you need to explain our idea to them in one minute before you get to the third floor.”) that their teacher may choose to show the class during STAT this month. Here are two options:
 - <http://abcnews.go.com/GMA/video/shark-tank-tips-perfect-elevator-business-pitch-26100482> (2:52 min)
 - <https://www.youtube.com/watch?v=uyxfERV5ttY> (2:10 min)

4. Review Ambassador Handout “Presentation Script” (5 minutes)

- ***“Just like in December, you will work with your class to make a revised presentation script to present your class’ idea to a class visitor. We will have time in the next Ambassador meeting to practice these presentations.”***

5. Q&A (2 minutes)

- Ambassadors can ask any burning questions they have or share any strong reflections they are having. If they have additional questions or reflections, or if time is short, they can write them down and/or ask you after the meeting.

Meeting 8 (February): Practice Presenting, Round 2

Objective: Prepare Students to Present Revised Action Plan to Class Visitor (administrator, partner class, or other entity who will listen and provide feedback)

Materials:

- Ambassador Handout 8A: Presentation Script (Revised)
- Ambassador Handout 8B: BEST
- Stopwatch

2. Review STAT Handout: Presentation Script (5 minutes)

- Ask Ambassadors to take out the revised Presentation Script they worked on with their class during the previous STAT lesson.
- Say, *“As we discussed at our last meeting, today we will take turns practicing the presentation that you will make on behalf of your classes.”*
- If any Ambassador does not have their script, give them a blank copy of the Presentation Script Handout from the Handouts section
- If Ambassadors need more time to complete their scripts, provide Ambassadors time to work independently on their script (script should outline their class’s selected problem and proposed action plan).

2. Practice Presenting in Front of Group (10-20 minutes)

- Remind Ambassadors that their teachers will be arranging an opportunity for them to present their class’s revised issue and solution to a class

visitor (administrator, partner class, or other entity who will listen and provide feedback).

- Say, “***Just like our last practice presentation meeting, each Ambassador will get 2 minutes to present their class’s selected issue and proposed solution. Then we will take two comments from the audience- one about a specific area that the speaker has improved on and one offering a suggestion for an area they could still work on. Remember, practicing presentations help to make them go better during the real meeting. We have already seen so much growth in your presentation skills so far this year! We are here to support each other as we work to build our presenting skills! Who volunteers to go first?***”
- Have all Ambassadors take turns presenting, reminding of the instructions if necessary.
- NOTE: If you have a large group of Ambassadors (>10), Ambassadors may need to practice in small groups (of 4-5). If you have a small group of Ambassadors (<4), you can take more comments from the audience.

3. Explain Plan for STAT Action Phase, March-June

- Review the Checklist for March-June (below) and explain to Ambassadors your plan for check-ins and meetings for the rest of the year.
- Ambassadors can ask any burning questions they have or share any strong reflections they are having. If they have additional questions or reflections, or if time is short, they can write them down and/or ask you after the meeting.

Ambassador Checklist for March-June (Ambassador Meetings as Needed)

NOTE: By March, the STAT Point Person and their supporting team of staff members should be meeting regularly to begin working on the June STAT Showcase. These meetings and preparation for the showcase will be guided by the STAT Showcase Manual. The checklist below denotes the student Ambassador action steps from March-June.

March/April:

- Ambassadors help their classes to carry out their STAT action plan.
- Teachers prepare Ambassadors to conduct monthly check-in lesson about STAT action plan progress during MOSAIC lessons.

May:

- Ambassadors and their classes prepare for STAT showcase
- Teachers prepare Ambassadors to conduct monthly check-in lesson during MOSAIC lessons.

June:

- Ambassadors present at STAT Showcase- Demonstrate and celebrate success!

**Ambassador Handouts
for
STAT Training Meetings**

(Ambassador Handout 1A)

MOSAIC Ambassador Contract



DATE: _____

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

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

MOSAIC Ambassador Code of Ethics

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

Expectations for the Character of MOSAIC Ambassadors

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

Roles and Responsibilities of the MOSAIC Ambassadors

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

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

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

Student Signature _____

Date _____

(Ambassador Handout 1B)

MOSAIC Ambassador Pledge

Ambassador Pledge

As a MOSAIC Ambassador, I pledge

To uphold the Ambassador Contract,

To address issues facing my peers and my community,

To show resilience when overcoming obstacles,

To always lend a hand to someone in need,

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

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

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

November Activity 3

Students Taking Action Together: List of Options

STEP 1. Review Topic discussed on Day 12

- Challenges of: transition to middle school (6th grade); earning good grades (7th grade), transitioning to high school (8th grade)

STEP 2. Problem Description

- Say to class, ***“We need to work as a group to write one sentence that describes the problem (or topic) and the goal of discussing this issue.”*** Write problem description below.

STEP 3. List of Options (L): Ready-Set-Brainstorm!

- Put students into groups of three (one student is note-taker).
- Say ***“In your groups, you will think of different ways to address the problem or issue discussed over the past two MOSAIC lessons. You will have two minutes to brainstorm as many ideas as you can—no idea is a bad idea!”***

STEP 4. List of Options: Share Ideas

- Ask the small groups to share their ideas
- Take notes on the board or chart paper
- All options should be listed (repeated options receive one or more stars or checks)
- Write the top 3 ideas that the class agrees upon on the Ambassador Handout: STAT Action Plan.

(Ambassador Handout 2B)

November Activity 3

Students Taking Action Together: Action Plan

**** REMINDER: Keep this sheet in a safe place because it will help to guide STAT discussion in December.**

STEP 1. Choose Top 3 options

- Review the options list from the last class meeting and vote on the top three. Write top three options below.

STEP 2. Discuss Pros & Cons

- Go through each option and ask students for good (pro) and bad (con) things about each one.

Option 1. _____

PROS: (+)

CONS: (-)

Option 2. _____

PROS: (+)

CONS: (-)

Option 3. _____

PROS: (+)

CONS: (-)

STEP 3. Action Plan (A): Vote on 1 Top Idea

- Hold a class-wide vote on the three options to pick the idea your class will work on by saying, **“We have had some great ideas and discussions. At this point, it is important to take a vote in order to create our action plan. Who votes for option 1? Option 2? Option 3?”**

- **Our idea:**

STEP 4. Notice successes and plan for next month

- Notice success by saying, **“Great job with our first PLAN activity. We described the problem, listed options and created an action plan. The last letter of PLAN is “N”. Who remembers what that stands for?... Notice Success-correct!”**
- Help the class to understand what the next steps will be by saying, **“During our STAT in December, we will revisit our idea(s) and reflect. Once we are sure about our idea(s), we will get ready to put our ideas into action. We will think about times that we helped solve challenging problems or created positive change and how we did it. And then, we will practice how to go from an idea to an action.”**

(Ambassador Handout 2C)

PLAN

P roblem Description

L ist of Options

A ction Plan

N otice Successes!

(Ambassador Handout 2D)

The Itsy Bitsy Spider

The Itsy Bitsy Spider

***The itsy-bitsy spider
Climbed up the water spout
Down came the rain
And washed the spider out
Out came the sun
And dried up all the rain
And the itsy-bitsy spider
Climbed up the spout again***

Remember, do your BEST!

Body posture

Eye contact

Speak clearly

Tone of voice



(Ambassador Handout 4A)

December Activity 3

STAT: Bringing Action-Plan to Life

STEP 1. Read your class's idea from November Ambassador Handout: STAT: Action-Plan.

STEP 2. Say, **“As we are about to commit to this idea for our first STAT, it is important to review why this matters to us. Can anyone remember why we chose this idea?”**

STEP 3. Say, **“When introducing an idea to someone outside of our class, we want to both (1) explain our idea and action plan and (2) request their feedback and be open to their suggestions. First, we need to elaborate on our action plan, so that we are confident in what we are presenting.”**

STEP 4. Bringing Action Plan to life:

- **What materials will we need:**
- **When and where will we work on this:**
- **Who will we need to help us:**

- ***How will we see if it's working:***

(Ambassador Handout 4B/5A)

December Activity 3

STAT: Presentation Script

“Hello, Mr./Ms./Dr. _____. My name is _____, and I am from Mr./Ms. _____’s MOSAIC class. For our STAT Action Plan, we decided to address the issue in our class/school of

–’

Our solution is to _____

One way we think our project will be successful is _____

FEEDBACK (use this space to note feedback received from audience):

(MOSAIC Handout 6A)

January Activity 3

STAT: List of Options

STEP 1. Review Topic (discussed on Day 10)

- Same topic from November-December
- New topic

STEP 2. Problem Description

- Say to class, ***“We need to work as a group to write one sentence that describes the problem (or topic) and the goal of discussing this issue.”*** Write problem description below.

STEP 3. List of Options (L): Ready-Set-Brainstorm!

- Put students into groups of three (one student is note-taker).
- Say ***“In your groups, you will think of different ways to address the problem or issue discussed over the past 2 MOSAIC lessons. You will have two minutes to brainstorm as many ideas as you can—no idea is a bad idea!”***

STEP 4. List of Options: Share Ideas

- Ask the small groups to share their ideas
- Take notes on the board or chart paper
- All options should be listed (repeated options receive one or more stars or checks)

- Write the top 3 ideas that the class agrees upon on the MOSAIC Handout: STAT Action Plan.

January Activity 3

STAT: Action Plan

**** REMINDER: Keep this worksheet in a safe place because it will help to guide STAT discussion in February.**

STEP 1. Choose Top 3 options

- Review the options list from the last class meeting and vote on the top three. Write top three options below.

STEP 2. Discuss Pros & Cons

- Go through each option and ask students for good (pro) and bad (con) things about each one.

Option 1. _____

PROS: (+)

CONS: (-)

Option 2. _____

PROS: (+)

CONS: (-)

Option 3. _____

PROS: (+)

CONS: (-)

STEP 3. Action Plan (A): Vote on 1 Top Idea

- Hold a class-wide vote on the three options to pick the idea your class will work on by saying, ***“We have had some great ideas and discussions. At this point, it is important to take a vote in order to create our action plan. Who votes for option 1? Option 2? Option 3?”***

- **Our idea:**

STEP 4. Notice successes and plan for next month

- Notice success by saying, ***“Great job with our second STAT this year. We described the problem, listed options and created an action plan. The last letter of PLAN is “N”. Who remembers what that stands for?... Notice Success-correct!”***
- Help the class to understand what the next steps will be by saying, ***“During our STAT in February, we will revisit our idea(s) and reflect. Once we are sure about our idea(s), we will get ready to put our ideas into action. We will think about times that we helped solve challenging problems or created positive change and how we did it. And then, we will practice how to go from an idea to an action.”***

(Ambassador Handout 7A)

February Activity 3 Day 11 STAT: Action Plan

Our idea is: _____

Thinking about December's STAT, we learned:

What worked:

Have the students review this quotes on the worksheet and prioritize them from 1 to 5 (1- I believe this most strongly; 5- I believe this least strongly).

**Mistakes have the power to turn you _____
into something better than you were before.**

**If you can learn from the worst times of your life, you'll _____
be ready to create the best times of your life.**

**Failure is the opportunity to begin again, _____
only this time more wisely.**

In every mistake, there is a potential for growth. _____

**Mistakes are a part of life. If you don't make them, you'll _____
never learn. If you never learn, you'll never improve.**

(Ambassador Handout 7B)

February Activity 3

STAT: Bringing Action Plan to Life

STEP 1. Read your class's idea from January Ambassador Handout: STAT: Action Plan.

STEP 2. Say, "*As we are about to commit to this idea, it is important to review why this matters to us. Can anyone remember why we chose this idea?*"

STEP 3. Say, "*When introducing an idea to someone outside of our class, we want to both (1) explain our idea and action plan and (2) request their feedback and be open to their suggestions. First, we need to elaborate on our action plan, so that we are confident in what we are presenting.*"

STEP 4. Bringing Action Plan to life:

- *What materials will we need:*
- *When and where will we work on this:*
- *Who will we need to help us:*
- *How will we see if it's working:*

(Ambassador Handout)

February Activity 3

STAT: Presentation Script

“Hello, Mr./Ms./Dr. _____ . My name is _____, and I am from Mr./Ms. _____’s MOSAIC class. For our STAT Action Plan, we decided to address the issue in our class/school of _____

_____”

Our solution is to _____

_____”

One way we think our project will be successful is _____

_____”

FEEDBACK (use this space to note feedback received from audience):

(Ambassador Handout 8B)

February Activity 3 Day 12

STAT: BEST Selves

Use your BEST Public Speaking skills:

B ody language

- *Stand up tall:* Body language has a huge effect on how people see you, so make sure you present yourself well.

E ye contact

- *Look at the authority figure:* It's easy to stare at the paper. Look up!

S peak clearly

- *Speak clearly, pronounce words:* Make sure he/she can understand you!

T one of Voice

- *Use a loud and confident tone of voice:* What you are saying is important, and you want to make sure he/she hears it!