

# Ambassadors for Respect Training Handbook





treat  
others with  
respect

smile

be  
kind

### We dedicate this to Colleen Timbers

Colleen was a Merrick, Inc. employee, now departed, under whose leadership and support, 4 self-advocates (individuals with disabilities) initiated the idea of an anti-bullying campaign. In 2013, the Ambassadors for Respect Program was born, and training was provided at 3 elementary schools in the White Bear Lake and North St. Paul-Maplewood-Oakdale school districts. We are grateful to Colleen and to the self-advocates for their commitment and vision, which we work to carry forward every day.

The MINNESOTA  
GOVERNOR'S COUNCIL  
on DEVELOPMENTAL  
DISABILITIES



PeaceMaker  
Minnesota

# Table of Contents

<b>2 Welcome!</b>	<b>A Appendix</b>
<b>3 Coaching Ambassadors</b>	A1 Recruitment Application: FAQs
4 The A4R Training Basics	A2 Sample Emails:
7 Suggested Program Timeline	A2 School's Principal or Other
9 Ambassador Expectations and Agreement	School Staff Member
10 Ambassador Roles	A3 4th Grade Teachers Before
13 Ambassador Credentialing	a Training
<b>14 Preparing the Training</b>	A4 Crushed Charlie Template
15 A4R Training Outline	A5 Handouts:
16 Rehearsal Script and PowerPoint Slides	A5 <i>Person First Language Guide</i>
31 Customizing your Training	A6 <i>Can You Use Person First Language?</i>
32 <i>Developing Ambassador Stories</i>	A7 Certificate of Completion
35 <i>Video Suggestions: Being an Advocate</i>	A8 Surveys and Evaluations:
36 <i>Tips for Presenting</i>	A8 <i>Teacher Evaluation Form</i>
<b>37 Training Day!</b>	A9 <i>Pre-Training Student Survey</i>
38 Training Day Supply Checklist	A10 <i>Post-Training Student Survey</i>
39 Check in at School	A11 <i>Ambassador Satisfaction Survey</i>
40 Taking Pictures During Trainings	
40 Teacher Resource Guide Information	
41 Ambassador Recognition	
41 Continuous Quality Improvement	
42 Intended Outcomes	



# WELCOME!

Thank you for choosing to participate in Ambassadors for Respect (A4R)! The purpose of the program is to strengthen self-advocacy for individuals with developmental disabilities, and also to strengthen bullying prevention efforts through trainings in fourth grade classrooms.

# Coaching Ambassadors

Your role, as an Ambassador Coach, is to teach the Ambassadors about the 3 objectives of being an Ambassador:

- Including others;
- Using Person First Language; and
- Being an advocate for oneself and others

You will also assist Ambassadors in preparing for and delivering trainings.

The goal is for Ambassadors to be involved in all aspects of the program from assembling supplies, to delivering trainings, to recording and analyzing survey data. Involvement in all aspects equips Ambassadors with important leadership development skills, such as working collaboratively in teams, thinking through problems, and taking ownership for the bullying prevention program. Although you may find it's more efficient to assemble the training materials yourself, Ambassadors tend to be more engaged and effective during trainings if they are encouraged to “own” all aspects of training preparation.

*Why do we call them trainings?*

**We use the term “training” because what Ambassadors bring to fourth grade classrooms is more than a presentation. It is an engaging, interactive, skill-building session. We don't want fourth graders to feel like they're being talked at. Our goal is for fourth graders to come away from an A4R training with new skills.**

## The A4R Training Basics

Here are the basics of the Ambassadors for Respect training, showing the skills we hope the fourth graders learn, as well as how to teach them these skills.

### TIP

Including each of the training components on page 5 helps to ensure a successful, positive training with fourth graders. Feel free to change one of the activities, but be sure to replace it with a similar activity, so training objectives are covered.

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**Participants** Fourth grade students

Additional participants include fourth grade teachers, and possibly other school staff, administrators, or parents

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**Participant Needs** **The fourth grade students need the training to be:**

- Enjoyable
  - Thought provoking
  - Affirming
  - Helpful
- 

**The teachers, school administrators, and parents want the training to be:**

- Educational
  - Kept within established time frame
  - Engaging for students
- 

**Objectives** **For students to indicate that they can:**

- List 3 things they can do to include others
  - Use Person First Language
  - List 3 things they can do to advocate for oneself or others
-

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**What the Training Will Cover and What Students Will Do To Meet Objectives**

**To List Three Things That They Can Do to Include Others:**

- The definition of inclusion (slide)
- Advocate stories about not being included or accepted
- Crushed Charlie activity

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**To Know How to Use Person First Language:**

- Language can hurt (slide of someone being bullied)
- Language shapes attitudes (slide)
- People With activity and placards
- Handout of Person First Examples
- Shredding hurtful words activity

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**To List Three Ways to Advocate for Oneself or for Others:**

- Advocating for oneself (slide and story of how someone or a group of people advocated for themselves)
- Advocating for others (slide and story of how someone or a group of people advocated for others for greater community change)
- Video that demonstrates advocacy for oneself or others for acceptance and inclusion
- Committing to an act of kindness, putting up stars activity



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**How We Know  
Participants  
Achieved  
Learning  
Objectives**

**To List Three Things That They Can Do To Include Others:**

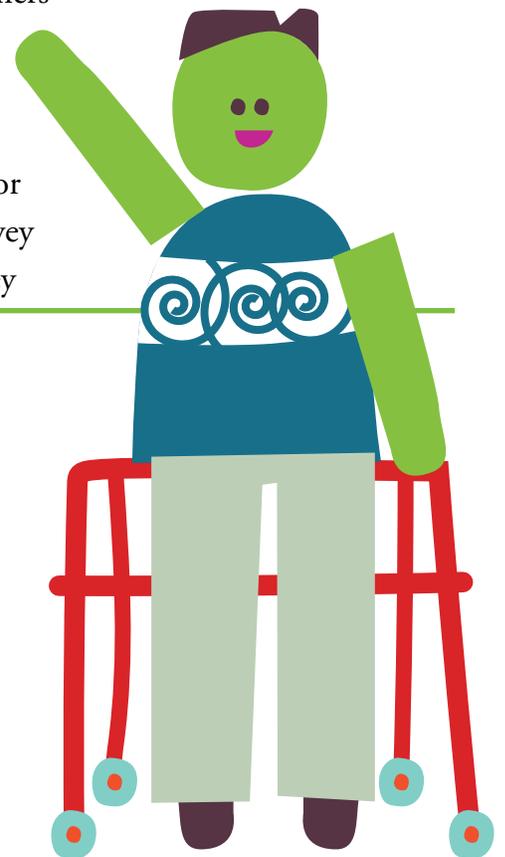
- What students say about ways Crushed Charlie could be included
  - Act of kindness statements about including others
  - Students recite the *Ambassadors for Respect promise*
  - More students indicate that they can list three things that they can do to include others on the post training evaluation survey compared to the pre-training survey
- 

**To Know How To Use Person First Language:**

- Students can think of an example of a hurtful word that they have been called or have used and shred it
  - Students participate in the Person With activity
  - Students recite the *Ambassadors for Respect promise*
  - More students indicate that they know how to use Person First Language on the post training evaluation survey compared to the pre-training survey
- 

**To List Three Ways To Advocate For Oneself or For Others:**

- Act of kindness statements that demonstrate being an advocate for oneself or others
  - Students recite the *Ambassadors for Respect pledge*
  - More students indicate that they know how to advocate for oneself or for others on the post-training survey compared to the pre-training survey
- 



## Suggested Program Timeline

This schedule is a suggestion, based on the timelines of other program partners.

### Phase 1: Program Orientation (1-3 weeks or 10 hours)

1.  Transition program staff familiarize themselves with the A4R training, and choose 1 to 2 staff people to be Ambassador Coaches
2.  Coaches recruit students to participate in the program; 3-10 Ambassadors is recommended. (*template on page A1 in appendix*)
3.  Coaches introduce students to the program (purpose, 3 parts to the program, main activities, etc)
4.  Coaches or Ambassadors contact local elementary schools to determine which schools are interested in scheduling an Ambassadors for Respect training (*email template on page A2 in appendix*)

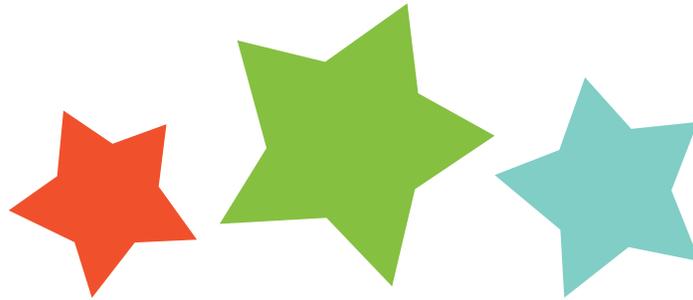
### Phase 2: Preparation (4 to 8 weeks or 16 class hours)

1.  Request baby picture or elementary school picture from participants
2.  Obtain signed photo release forms from Ambassadors who agree to have their photos or videos used for A4R promotional materials
3.  Identify schools interested in the program
4.  Develop Ambassador Stories (*guidance on pages 32-34*)
5.  Assign speaking parts, A, B, or C based on ability to learn the parts and attend rehearsals (*guidance on pages 17-28*)
6.  Begin rehearsing scene 1
7.  Schedule trainings with elementary schools. It is best to deliver the training in single classrooms, rather than multiple classes together; the bigger the group of fourth graders, the more helpful it is for your training to include Discussion Leaders

8.  Make props
  - a.  PowerPoint presentation slides (*guidance on page 17*)
  - b.  Person First Language signs
  - c.  Crushed Charlie (*template on page A4 in appendix*)
9.  Obtain supplies (*list on page 38*)
  - a.  Print teacher evaluations and student surveys (*templates on pages A8–A11 of the appendix*)
10.  Rehearse scene 2
11.  Rehearse scene 3
12.  Rehearse scene 4
13.  Rehearse scenes 1 – 4
14.  Ambassador Credentialing (*guidance on page 13*)
15.  Conduct a practice training for transition program students who are not participating in A4R
16.  Review areas that need improvement

### Phase 3: Implementation (1 to 20 weeks or 3 hours per training delivered)

1.  Email the classroom teacher 2 – 3 days before the training takes place (*template on page A3 in appendix*)
2.  Deliver classroom training
3.  Review evaluations, record survey data and comments, and practice the training, working on the areas that need improvement
4.  By the third week of delivering trainings, the goal is for Ambassadors to use their scripts minimally
5.  When appropriate, consider having Ambassadors change roles. Offer speaking roles to different students



## **Ambassadors for Respect** *Anti-Bullying Program*

### **Recruitment Application: Applicant Expectations Agreement**

I, \_\_\_\_\_ **agree to the following expectations:**

- I will arrive to A4R meetings or class at the scheduled time;
- I will submit my time sheets and Ambassador survey to my direct staff so that they can input the information in a timely manner;
- I will practice my speaking parts and project my voice to the best of my ability, so that the fourth graders in the classroom can hear me;
- I will arrive to class or work well-groomed on training days;
- I will be energetic, respectful, supportive and kind when interacting with the other Ambassadors, staff, A4R Coaches, and students, both in person and on social media;
- I will practice my training script or parts;
- Once I receive the schedule, I will not schedule doctor appointments, vacations, etc. on days that I am scheduled to give trainings or prepare for trainings;
- If I miss a training day for an unexcused reason, I will forfeit my opportunity and role as an *Ambassador for Respect*.

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

## Ambassador Roles

It's not just about speaking. There are multiple roles, creating lots of opportunity for your students to participate in the A4R training.

### TIP

To reduce training preparation time, program partners have found it helpful to segment their students into 2 groups, working simultaneously. One group of students prepares the handouts and material for each training, while the other group rehearses their speaking lines. Other program partners may have Ambassadors with more than one role, doing tasks from the "training preparation," "training delivery," and/or "post training" lists below.

*The following are "training preparation" Ambassador roles*

### Prop Makers (1-3 Ambassadors)

- Make a large, 3-foot high, Crushed Charlie poster (*template on page A4 of appendix*) for each classroom you will be visiting, or laminate the poster so that it can be used for all of the trainings you will lead
- Help set up the PowerPoint slides (*guidance on page 17*) by inserting names and pictures, determining backgrounds, or selecting the video to be used
- Create large poster cards with Person First vs. hurtful language: Ambassadors print a hurtful word they have been called on one side, and what a Person First alternative would be on the back
- Cut an 8-foot long piece of string
- Make sure there are enough give-a-ways (post-it note pads) for every student in the class
- Copy the teacher evaluation form. (*template on page A8 of appendix*)
- Make enough copies of the pre-training student survey and the post-training student survey that each fourth grade student can have one. It is recommended that they be copied back-to-back on the same piece of paper. (*templates on pages A9 and A10 of appendix.*)

- Make individual student packets for each student in each classroom:
  - Copy of Person First Language Guide (*template on page A5 of appendix*)  
On the back of this guide, include “Can You Use Person First Language?” worksheet (*template on page A6 of appendix*)
  - One post-it note
  - A note card
  - A star
  - A small binder or mini clothes pin to hold it all together and for the kids to use when clipping their star to the string

*The following are “training delivery” Ambassador roles:*

#### **Classroom Set-up Stage Hands (1-2 Ambassadors)**

- Put Crushed Charlie up on the wall
- Set-up and test PowerPoint slides
- Set up, plug in, and test the shredder
- Give the teacher evaluation form to the fourth grade teacher
- Give the pre-training and post-training surveys handouts to the students
- Give the students their packets

#### **Supporting Cast During The Training (1-8 Ambassadors)**

- Run the PowerPoint slides
- Be the time keeper to monitor if the training is running on time and to notify the main speakers if something needs to be cut out to make sure it ends on time
- Be a “behind the scenes Master of Ceremonies” to follow the training with the script so that if one of the speakers loses their place, you can help
- Take pictures during the training (*guidance on page 40*)
- Stand next to Crushed Charlie and help students put their post-it notes on it

- Stand next to the shredder and help students shred their note cards, if needed
- Hold the string that the stars hang from (2 people needed)
- Distribute the gift for students at the end of the training
- Distribute and collect the teacher evaluation form, the pre-training student survey, and the post-training student survey
- Be a Discussion Leader
  - Sit with 5 – 10 students and start engaging the students before the training begins by introducing yourself and asking each student in the small group to do the same
  - Facilitate an interactive discussion regarding how people could include Crushed Charlie, and of Person First Language
  - Help with classroom management and keeping the fourth grade students focused on the training
  - Position yourself so that you are facing the presenters and be sure to model active listening during the training
  - Bring all of the supplies needed for the students in your group to complete the activities and surveys and distribute them at the time when they are needed, rather than giving the students all of the material at once
  - Help the students complete each activity by explaining the directions, answering any questions, and observing who may need some extra help
  - Give the speaking Ambassadors a “thumbs up” at the end of each activity to let them know your group of students are ready for the next part of the training
  - Keep students engaged during lulls in activity by asking questions. For example: “What do you like to do in your free time?” or “What is your favorite movie?” or “What is your favorite animal?” or “What is your favorite class in school?”
  - Help explain the surveys

### Trainer (2-3 Ambassadors)

- Use the script to deliver one of the speaking roles
- Speak as loud and clear as you can from the front of the classroom
- Lead activities
- Call on students to answer questions

### Ambassador Story Speaker (2-3 Ambassadors)

- Deliver one of the ambassador stories

*The following are “post-training” Ambassador roles:*

### Post-Training Editors (1-2 Ambassadors)

- Lead a post-training discussion with the Ambassador team, ask everyone what worked well and what could be improved
- Lead review of teacher and student evaluations. Talk about what worked well and what could be improved. Talk about how improvements can be made
- Record all data and comments from the teacher and student surveys

## Ambassador Credentialing

When an ambassador, such as a diplomat, is assigned to a country, they present “credentials” to the leaders of the country they are visiting. Ambassadors who are ready for the A4R training can be similarly “credentialed” with a t-shirt or certificate, signifying that they are an Ambassador for Respect.

Before receiving their certification, the Ambassador should be able to answer these questions:

- What are the 3 things Ambassadors teach?
- What is an example of Person First Language?
- What does inclusion mean?
- What does being an advocate mean?

If the Ambassador has prepared a testimonial, they could be asked to share it.



be kind

respect

be a friend

smile

*Preparing  
the Training*

# Preparing the Training

The “A4R Training Basics” (on page 4) shows you the overall arc and purpose of the Ambassadors for Respect training. In this section, we provide more detail, including outlines, scripts, and visuals for how Ambassadors can construct and customize trainings.

## A4R Training Outline



# Rehearsal Script & PowerPoint Slides

## Speaking parts:

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Role A is shown in regular type. This would be a role for Ambassadors who are most comfortable speaking.

---

**Role B is shown in bold type, for those moderately comfortable with speaking.**

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*Role C is shown in italics; for the Ambassadors who have difficulty remembering a lot of lines or speaking loudly.*

---

The speaking parts are assigned to give people the same roles throughout the training. For example, script A facilitates student responses, script B gives activity instructions, and script C summarizes what an Ambassador for Respect is.

## SCENE 1: Introduction & Inclusion (approx. 15 min.)

### Slide 1: Introduction



A. We are Ambassadors for Respect from \_\_\_\_\_. My name is \_\_\_\_\_ and I'm here with \_\_\_\_\_ and \_\_\_\_\_. We are excited to be here today. We are Ambassadors for Respect.

B. This means we promise to:

- **include others,**
- **use Person First Language,**
- **and advocate for ourselves and others.**

C. *We hope you will all be Ambassadors for Respect, too.*



## Slide 2: The Game Plan and Training Outline



**WHAT'S TO COME?**

Today we're talking about...

1. Including others!
2. Using Person First Language!
3. Advocating for ourselves and others!

**AND** we will have some sweet activities to explain what these mean!

A. Why are we here? Does anyone know? [Wait for a few responses.] We are here to give you a recipe to stop bullying.

**B. Here are 3 ingredients to the recipe:**

- **include others,**
- **use Person First Language,**
- **advocate for oneself and others**

*C. Now we are all going to talk about the 3 ingredients to stop bullying.*

## Slide 3: Definition of Inclusion

**INCLUSION**

Definition:  
The act of being included and embraced by others!



A. The first ingredient is Inclusion. What does inclusion mean? [Wait for responses.] Inclusion is the act of being included—being accepted and embraced by others. It is about being accepted for who we are and what we are. We are all human beings.

**B. We may look different—walk different—but we all feel and we all want to be loved and valued for who we are.**

*C. Now we are going to tell you what it was like when we were not included.*

## Slides 4 & 5: Ambassadors' Stories

**My story:** [AMBASSADOR NAME]

[AMBASSADOR PHOTO HERE]

"I think everyone should be accepted for who they are. We should always be patient and kind to one another."

**[AMBASSADOR NAME]**

**"HEY DON'T BE SAD  
COME JOIN MY GROUP."**

[AMBASSADOR QUOTE]

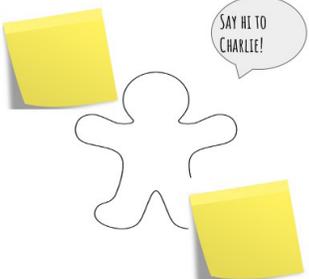
[AMBASSADOR PHOTO]

## Slide 6: Activity Crushed Charlie

CRUSHED "CHARLIE"

Meet our friend Charlie!

- 1) Write how Charlie feels when he is left out/excluded?
- 1) Come place their words on Charlie.
- 1) Brainstorm different ways to include Charlie.



A. Now I want to introduce you to our friend, Charlie. [Point to Charlie on the board.] He is a good kid, but a little different and he isn't accepted by others. What do you think he feels when he is left out?

**B. Take a look at the materials we gave you. Can everyone please pull out their post-it note? Now write on it how you think Charlie feels when he is left out.**

*C. Now group by group, you will each come up and place your note somewhere on Charlie. If you need any help, please let us know!*

A. [After everyone puts a post-it note on Charlie:] How do you think Charlie feels with all these negative, mean, bad feelings surrounding him? Now we would like you, in your groups, to come up with one way that we could include Charlie instead of leaving him out. [Once all groups are finished:] Does someone from your group want to come up, remove your post-it notes and crush them! Then tell us what you came up with for a way to include Charlie. [After group #1 has finished, ask group #2 to do the same, and then group #3].

## Slide 7: Wrap Up Ambassadors Include Others



- A. We do not want people to feel like Charlie does or like we have in the past. Can everyone think of three ways to include someone?
- B. We include people because we all matter. We are all important, no matter how different we are.**
- C. That is why Ambassadors for Respect include others!*

## SCENE 2: Power of Language & Person First Language (approx. 10 min.)

### Slide 8: Example of How Words Can Hurt



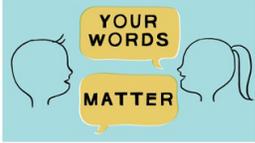
- A. Look at this picture. What do you see? [Wait for a few responses.] It is important to accept and not make fun of others. In the picture, people are making fun of somebody that has a physical challenge. They are calling the person hurtful names such as wheelchair bound, moron, and retarded.
- B. Actually, this person is wonderful! They are ... [describe the person.]**
- C. Nobody should ever feel like this person in the picture.*

## Slide 9: Introduction to Person First Language

LANGUAGE SHAPES ATTITUDE

Labels **belong** on:

- Jars
- Clothing
- Candy bars



Labels **do NOT belong** on:

- People!

A. Words are very powerful. We, people with disabilities, have been called many things over history. Ugly, hurtful words and these labels keep the negative attitudes going.

**B. Labels belong on jar—clothing, candy bars—not on people.**

A. Negative words have also been used to pity people. We are more alike than different. Our language needs to promote the Person First because people are what matter the most, not our disability.

**B. Here is an example of how to use Person First language: Instead of saying “disabled person” it is better to say “person with a disability” Or, instead of saying “ADHD kid,” say “person with ADHD.”**

*C. Or, just say the person’s name—and no label at all.*



Slide 10: **Activity Person With & Signs**



A. Please look at your handout called “Person First Language Examples.” You can see lots of examples of how to put people first and how not to use labels.

Now we will do an activity to show the impact of negative words and give you a suggestion for People First language.

A label that someone has called me is \_\_\_\_\_. [Ambassador A holds up a sign.]

Instead, it is better to say \_\_\_\_\_. [Ambassador A flips over his sign to the Person First word and says it]

We don't use what? [Flip over to the negative word, let the students say it and then rip it off of the sign.]

We use what? [Flip it over to the Person First word and have the students read it.]

**B. Another word not to say is \_\_\_\_\_. [Ambassador B holds up a sign.] Instead, it is better to say \_\_\_\_\_. [Ambassador B flips over his sign to the Person First word and says it.]**

**We don't use what? [Flip over to the negative word, let the students say it and then rip it off of the sign.] We use what? [Flip it over to the Person First word and have the students read it.]**

*C. Another word not to say is \_\_\_\_\_. [Ambassador C holds up a sign.] Instead it is better to say \_\_\_\_\_. [Ambassador C flips over his sign to the Person First word and says it.]*

*We don't use what? [Flip over to the negative word, let the students say it and then rip it off of the sign.] We use what? [Flip it over to the Person First word and have the students read it.]*

A. Please see your “Can You Use Person First Language?” worksheet, and see if you can figure out the answers—get help from others in your group if you need it! [Give students a few minutes to fill out their sheets.] Raise your hand if you have an answer for #1 [and #2, #3, #4.]

## Slide 11: Activity Shredding Hurtful Words

SHREDDING HURTFUL WORDS

KEEP THIS TO YOURSELF!

Think back to when mean + hurtful words were said to you, OR when you might've used those words towards someone else.

It is time to let these go, and promise to use **KIND** language going forward!



- A. This activity is about getting rid of hurtful words said to us or by us. Please find the index card that we gave you. Have you ever been called a mean or hurtful word? Or have you called someone else hurtful names?
- B. Please write down something you've been called, or called someone else. It will be kept private—this is just for you to think about by yourself.**
- C. When you are finished, please walk quietly to the shredder and shred the hurtful word.*
- A. [After everyone is done:] How did this make you feel shredding those mean and hurtful words? Let's have 5 examples.

## Slide 12: Wrap Up Ambassadors Use First Person Language

AMBASSADORS FOR RESPECT:

Use Person First, Language!



- A. Using Person First Language is the second ingredient to stop bullying.
- B. Language is powerful. We want to use it well. We don't want to hurt people.**
- C. As Ambassadors for Respect, we use Person First Language.*

## SCENE 3: Advocating for Oneself and Others (approx. 15 min.)

### Slide 13: Definition of an Advocate



- A. The third ingredient is being an advocate. What does being an advocate mean? [See if any students know.] Yes, an advocate is someone who stands up for something or someone.

### Slide 14: Example of Advocating for Oneself



- A. In 2004 and 2005, a lot of people with disabilities went down to the State Capital in St. Paul to advocate for themselves.

Guess what they did? Just like you did today, they shredded ugly, mean words that have been said to them. They wrote down those words on paper and then shredded them in large shredders at the Capital.

They did this to help lawmakers know how awful language used in laws can be.

- B. Now there is a march each year at the State Capital for disability advocacy called Disability Day. It's so lawmakers are always reminded that everyone belongs and has rights.**

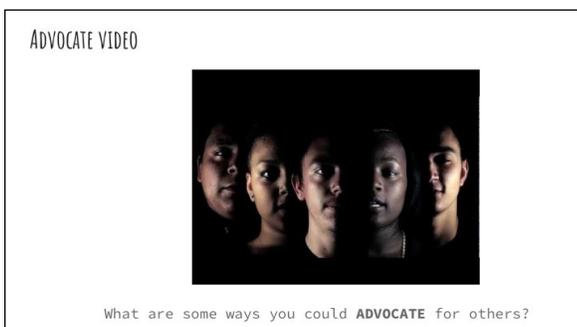
- C. They advocated for themselves and they helped to change the attitudes of others.*

## Slide 15: Example of Advocating for Others



- A. This is Katie. She also is an advocate who has helped a lot of other people.
- B. When Katie was in elementary school, she was picked on. She was called a lot of bad names and excluded. One time someone pushed her down a flight of steps, and she broke her arm.**
- C. *When Katie got older, she became an advocate to stop bullying.*
- A. Katie helped to start this Ambassadors for Respect program and was one of the first Ambassadors. With Katie's help, thousands of students like you are becoming Ambassadors for Respect.

## Slide 16: Video Advocating



- B. Now we are going to watch a short video about advocacy.**
- C. *Did you see what the person did that made them an advocate?*
- A. What are some things we can do to advocate for others? Let's hear three examples.

## Slide 17: Activity An Act of Kindness Commitment

ACTS OF KINDNESS

What are some ways you can show kindness to others?

*"Together we can change the world, one act of kindness at a time..."*  
- Ahmed

Think about:

- At school
- At home
- On the playground



A. One way we can advocate for others is by doing something nice for them. What are acts of kindness that we can do for others? Let's hear two examples.

**B. Now, take the star that we gave you earlier and write down an act of kindness that you will actually do for someone. It's really important that you write down something you will do!**

Please clip your star to the string that \_\_\_\_\_ and \_\_\_\_\_ are holding.

C. *Can I have some volunteers to tell us what your acts of kindness will be?*

A. This string and the stars will stay in the classroom to remind you of the commitment you made to doing acts of kindness.

## Slide 18: Wrap Up Ambassadors Advocate for Themselves and for Others

AMBASSADORS FOR RESPECT:

Advocate for Oneself & Others

We advocate for ourselves and others because...

WE ALL MATTER



**B. You can make a difference in your life and the life of someone else.**

C. *Ambassadors for Respect advocate for themselves and for others.*

## SCENE 4: Conclusion (approx. 10 min.)

### Slide 19: A4R Promise

AS AN AMBASSADOR FOR RESPECT...

I PROMISE TO:

- INCLUDE OTHERS!
- USE PERSON FIRST LANGUAGE!
- ADVOCATE FOR MYSELF AND OTHERS!



A. As Ambassadors for Respect, we promise to: [All Ambassadors say together.]

1. Include others
2. Use Person First Language
3. Advocate for myself and others

Please join us in being Ambassadors for Respect by saying the promise together with us. [All together everyone says:] I promise to:

1. Include others
2. Use Person First Language
3. Advocate for myself and others



## Slide 20: Thank You Gift, Surveys, and Final Remarks



A. Now we are at the end of our visit, and we brought something for you!

We have Ambassador for Respect post-it notes for each of you. Please use these to remind you that you are an Ambassador for Respect and to write kind notes to each other.

We also have a survey that we ask you to please complete. Your comments about what you thought about the program are important.

**B. At the top of the survey it asks if you thought the information—the recipe—we gave you is helpful. A “5” means it was very helpful. Please only give one number.**

*C. Remember the word “Advocate” means to stand up for someone or for what is right. [Walk around the room and collect the surveys when they are completed. Remind the teacher to complete the teacher evaluation form, too.]*

## Slide 21: Group Picture



*C. Everyone please come up here under the stars for a group picture*

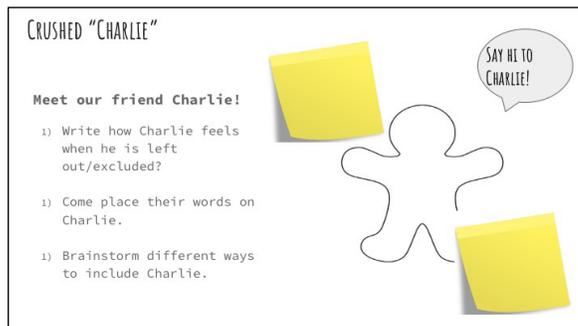
# Discussion Leader Script

Upon arrival, Discussion Leaders will begin by greeting their small groups. They can use their introduction script to break the ice with the students.

## Introduction

1. Hi! My name is \_\_\_\_\_.  
I am \_\_\_\_\_ years old, and go to school at \_\_\_\_\_.  
My favorite \_\_\_\_\_ (class, food, movie, etc.) is \_\_\_\_\_.
2. What is your name? And what is your favorite \_\_\_\_\_?
3. Thanks for having us today, I am excited to be here!

## During Crushed Charlie Activity



Pass out post-it notes to each member of your group!

1. On your post-it note, please write how you think Charlie feels when he is left out? Sad, scared, alone, shy, etc.
2. How do you think Charlie feels with all these negative, mean feelings surrounding him? Overwhelmed, depressed, lonely, stressed out, etc.
3. Now we need to come up with some ways that we could include Charlie instead of leaving him out! How do you all think we could include him? Invite him to sit with you at lunch, hold the door for him, smile or give him a high-five, etc.

## During Person With Activity (Slide 10)

Discussion Leaders follow the same script provided above for Slide 10. In their small groups they walk the fourth graders through the Person First Language Guide, the three examples of changing non-Person First Language to Person First, and the Can You Use Person First Language? worksheet.

## Thank You Gift (optional), Surveys, and Final Remarks (Slide 20)

After the Discussion Leaders distribute the survey to the fourth grade students, the Ambassadors thank the students saying: "Thank you all for working with me today. It was great to meet you and I hope you have a great rest of your day!"

# Customizing Your Training

Some parts of this training will need to be customized so that Ambassadors can speak genuinely of their own experiences and better connect with the students they train.

Areas that need to be customized include advocate stories, the slide and script that shows someone being bullied, and the advocacy video that is selected. The opening slide can be customized to your group of Ambassadors. You could also use different examples of someone or some group that advocated for themselves or for others.

## Developing Ambassador Stories

Ambassador Stories are at the beginning of the classroom training and are meant to reinforce the Ambassadors for Respect teaching objective of fostering inclusion.

By including childhood photos in the PowerPoint slides and sharing biographical information, Ambassadors aim to connect with students on a personal level at the start of the training.

Ambassador stories also help fourth graders think about how hurtful it can feel not to be accepted or included and to think of ways to include others.

One way for coaches to help Ambassadors write their Advocate story is to interview them. Write down all that the Ambassador says, and ask follow-up questions. Listen for different ways that they may have been excluded so that each Ambassador Story illustrates different examples of exclusion or inclusion. Here are some sample questions:

- Tell me some things about you, like what are you interested in? What did you like to do when you were a kid?
- What are some things that you do now (I drive, I vote, I play, etc.) or want to do (I want to go to college, I want to play the guitar, etc.)?
- In what ways are you different from others? (For example, I have difficulty learning, reading, doing math, etc.) Possibly share your diagnosis.
- Can you give an example of when you were not accepted or included (Where were you? What happened? What did people say? Why do you think you were excluded?)
- How did (or do you now) feel about it? Did anyone help to include you? What did they do?
- How did it end? What do you wish you or others had done to make it better?
- What advice would you give someone who is being excluded?
- What advice would you give someone who is excluding others?
- What would you like people to learn from your story?

## Help the Ambassador draft a 150–200 word Ambassador story with three parts:

1. **Self-introduction:** Including what the person was like as a child, and what are they like now? Mentioning the disability that they cope with can be very meaningful and inspiring to the fourth graders.
2. **Exclusion story:** How did they experience exclusion or inclusion, and how did they feel about it—provide some details, don't just say, "I was excluded".
3. **Conclusion:** Reiterate the main point that they would like fourth grade students to remember and the Ambassador's advice.

Use the Ambassador's own words as much as possible. Use the words "inclusion" and "exclusion" rather than "bullying" to keep the focus on the teaching objective.

Review the draft. If the coach wrote the draft, make sure the Ambassador reviews it not only to verify the accuracy of the information, but to ensure it reflects their own words.

**TIP**

It is helpful to use bullet points in the story draft, so it's easier for Ambassadors to read during trainings.

If the Ambassadors can't think of a specific time when they experienced exclusion, ask them if they ever changed schools or have been at a place where they didn't know anyone? Ask them if they remember making a friend or someone reaching out to include them? If so, encourage them to talk about that. Do they remember anyone who was excluded? Talk about that person and what they may have done to help. Talk about how they felt or how they think the other person felt.

*Here is an example of an Ambassador Story:*

### *My Ambassador Story*

#### **Self-Introduction:**

- My name is Noah and I'm 19 years old. I like playing video games, talking to kids, and hanging out with friends.
- I have arthritis and a learning disability. Having a learning disability and arthritis has made it difficult for me to make friends and concentrate in school.
- Like most other people, I enjoy playing games, being outside, jumping, singing, making others laugh, cars and spending time with others.

#### **Exclusion Story:**

- Throughout my life, I have been the victim of bullying many times. The story I am going to share today took place when I was in 4th grade. I was outside playing with a big giant snowball and I was trying to talk and play with the other kids. After a little while, a group of three girls came and said, I'll play with you. While we played, they kept whispering something to each other until they said let's play a game called let's run away from Noah! I thought they were joking until they ran really fast. I felt hurt and left out, then I cried and hid behind the big giant snowball.
- Having someone lie and trick me made me feel very sad and left out.
- I wish the girls would have actually played with me and let me help make a giant snowball instead of bullying me.

#### **Conclusion:**

- No matter what race or disability or even where you come from, you should be accepted just the way you are. Nobody in this world is perfect.
- If you see someone being bullied, stand up for them. Find someone that needs a friend and include them.
- If you are thinking about bullying or excluding someone—**don't!** Be honest; truth is much better than a lie.

## Video Suggestions: Being An Advocate

Feel free to use any age appropriate video that will help fourth graders understand advocacy. Here are some suggestions.

- **Lillian Schumacher Elementary Anti-Bullying Message** *Length: 4:40*  
[www.youtube.com/watch?v=vpoFXiHlZ7o](http://www.youtube.com/watch?v=vpoFXiHlZ7o)
- **Defining Self-Advocacy** *Length: 1:29*  
[www.youtube.com/watch?v=HJL3TLxXa9o](http://www.youtube.com/watch?v=HJL3TLxXa9o)
- **I'll Stand Up Length** *Length: 37 seconds*  
[www.youtube.com/watch?time\\_continue=8&v=9Mo91NqXQp0&feature=emb\\_logo](http://www.youtube.com/watch?time_continue=8&v=9Mo91NqXQp0&feature=emb_logo)
- **Anti-bullying Ad** *Length: 50 seconds*  
[www.youtube.com/watch?v=nWJut7KQhI4](http://www.youtube.com/watch?v=nWJut7KQhI4)



## Tips for Presenting

- 1. Know the Length of the Training:** Make sure you know how much time the fourth grade teacher has planned for the training. If the discussion looks like it is going to take more than the allotted time, you may want to skip some parts. Likewise, if you know before the program even begins that the training time needs to be reduced, you may want to skip the following items:

- The video
- The group picture
- The game plan or outline
- An Ambassador story
- The wrap-ups of Scene 1, Scene 2 and Scene 3 (Slides 7, 12, and 18)

Consider having an attention getting bell or chime to sound when it is necessary to bring the students back to attention, to keep the training on track.

- 2. Speaking Tips:**

- Try to speak loudly, slowly, and clearly so that students in the back can hear
- Look at the students as much as possible
- Repeat loudly and clearly what students say so that everyone in the classroom can hear what was said or asked by a fellow student
- Compliment and encourage student comments by saying for example “very good answer,” “thank you for sharing,” “I like that answer,” or “great idea.”
- Repeat instructions for activities multiple times. For example: walk around the room, and repeat instructions for Crushed Charlie — to write on their post-it note what Charlie feels when left out. Check in with students by asking, “Can someone tell me what we need to do right now?”
- Try to vary who is called on — remember to call on students in the back of the classroom.



be kind

respect

be a friend

smile

Training Day!

## Training Day Supply Checklist

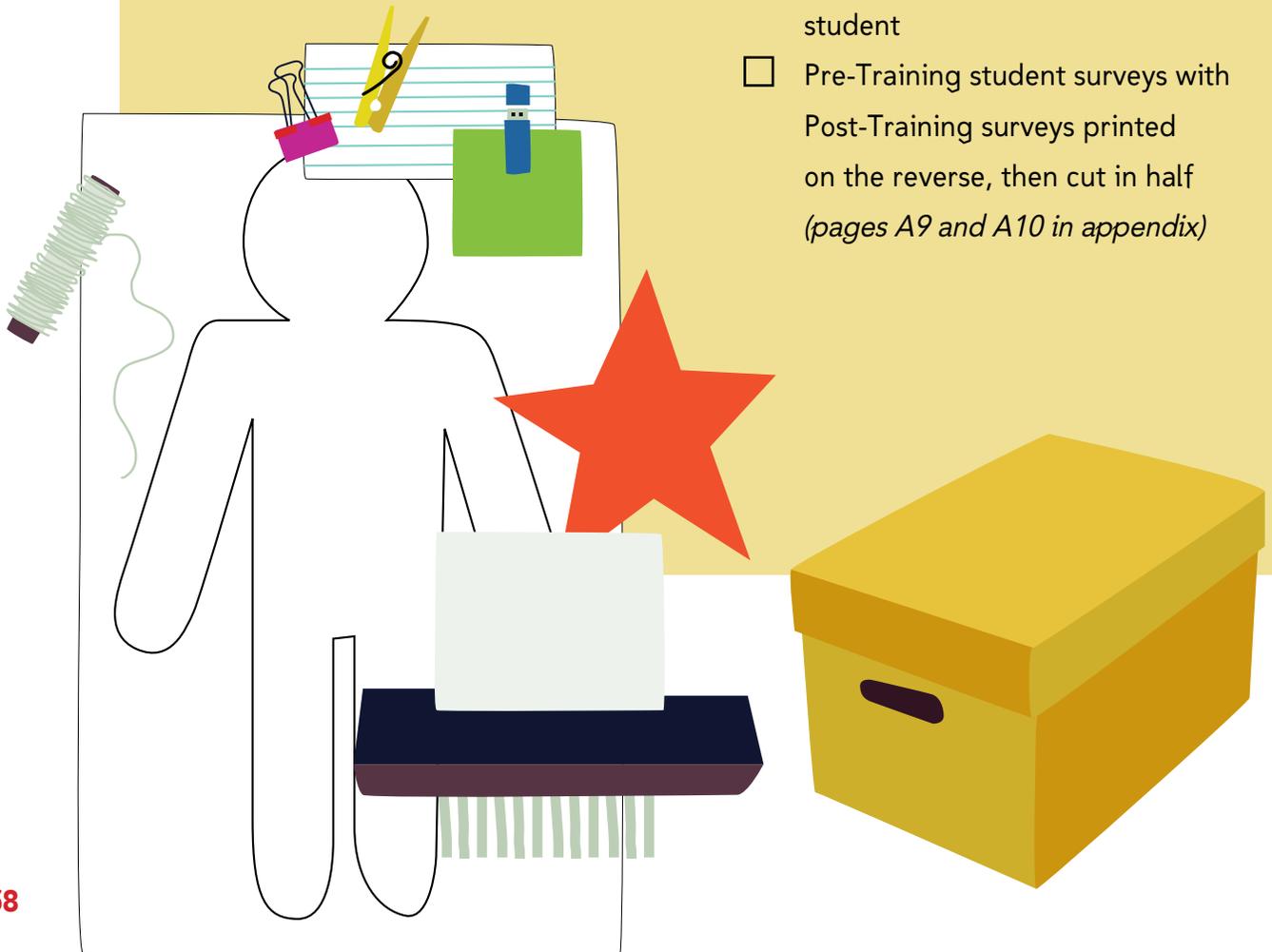
### Training materials:

- String (6 to 8 feet long)
- Paper shredder
- PowerPoint presentation on USB drive
- Scripts
- Crushed Charlie drawn on flip chart paper and double-sided tape
- Person First Language flip signs
- Teacher Evaluation Form (*page A8 in appendix*)
- Box to hold all training materials and student packets

Number of students: \_\_\_\_\_

### Student packet (one for each student):

- Index card with 1 post-it note attached
- Star shape cut-out (approx. 5-1/2" x 6-1/2")
- A small binder clip or mini clothespin (1-3/4" long)
- Person First Language Guide with Can You Use Person First Language on reverse (*pages A5 and A6 in appendix*)
- Post-it note pad gift for each student
- Pre-Training student surveys with Post-Training surveys printed on the reverse, then cut in half (*pages A9 and A10 in appendix*)



## Check in at the School

Once at the school, the Ambassador Coach should take only a support role, ensuring that the Ambassadors are on track and on time. Ambassadors and the Ambassador Coach will need to check in with school staff upon arrival being sure to follow school procedures — either checking in at the school office or with the staff member stationed at the school entrance. First-time Ambassadors might feel overwhelmed in this new situation, so school staff and the Ambassador Coach should be sure to help the Ambassadors feel welcomed and at ease in the school.

The Ambassador Coach will need to assist the Ambassadors in familiarizing themselves with the school. Ambassadors should know where the exits are, where the restrooms are, and where the classroom they will be presenting is in relation to these key locations. Inexperienced Ambassadors may need to be reminded to walk quietly in school hallways and observe all school rules.

The Ambassadors will need a few minutes to set up and take their positions in the classroom. Whenever possible, it is helpful to schedule presentations for the period following recess or lunch break to give the Ambassadors time to set up without disturbing students. Most classrooms today are outfitted with equipment that allows for PowerPoint presentations. The fourth grade teacher will need to be prepared to assist the Ambassadors as they set up the PowerPoint slides. The Ambassador Coach will need to ensure the classroom has necessary equipment in advance. If they don't, the Ambassador team will need to bring equipment to the classroom.



## Taking Pictures During Trainings

Photographs of the training can be helpful to give to Ambassadors, the classroom you provided training for, and also to promote the Ambassadors for Respect program (website, social media, print materials.) Here are some reminders about photos:

- If you plan to use photos for promotional purposes, you will need Ambassadors to sign a Release of Information for your school or program.
- With the exception of the group photo (Ambassadors and students), do not take photos that identify fourth grade students. Photos of students can be taken from the back or above, so that their faces are not showing.
- Use the “Certificate of Completion” (*template on page A7 of appendix*) with the class’ group picture to give to the class at a later date, as a reminder of what they learned
- Photos that are helpful to illustrate and promote the program:
  - Close-ups of students’ comments on the paper stars
  - Paper stars in a stack or on the string
  - Close-ups of students hands writing on a star or holding a star, so comments are visible
  - Close-ups of Crushed Charlie notes
  - Photos from the back of the classroom showing students engaged (hands raised, etc.)
  - Photos of students putting notes on Crushed Charlie or putting notes through the shredder
  - Photos of the Ambassador team preparing for the training
  - Photos of the Ambassador team in front of the elementary school where they will be training (having school signage visible is helpful)
  - Photos of A4R materials set up on a student’s desk

## Teacher Resource Guide Information

PeaceMaker Minnesota has put together a Teacher Resource Guide that can be emailed to or left with teachers who host Ambassadors For Respect trainings. The guide is a compilation of various books, videos, classroom activities and lessons that highlight the A4R objectives of Person First Language, inclusion, and advocacy.

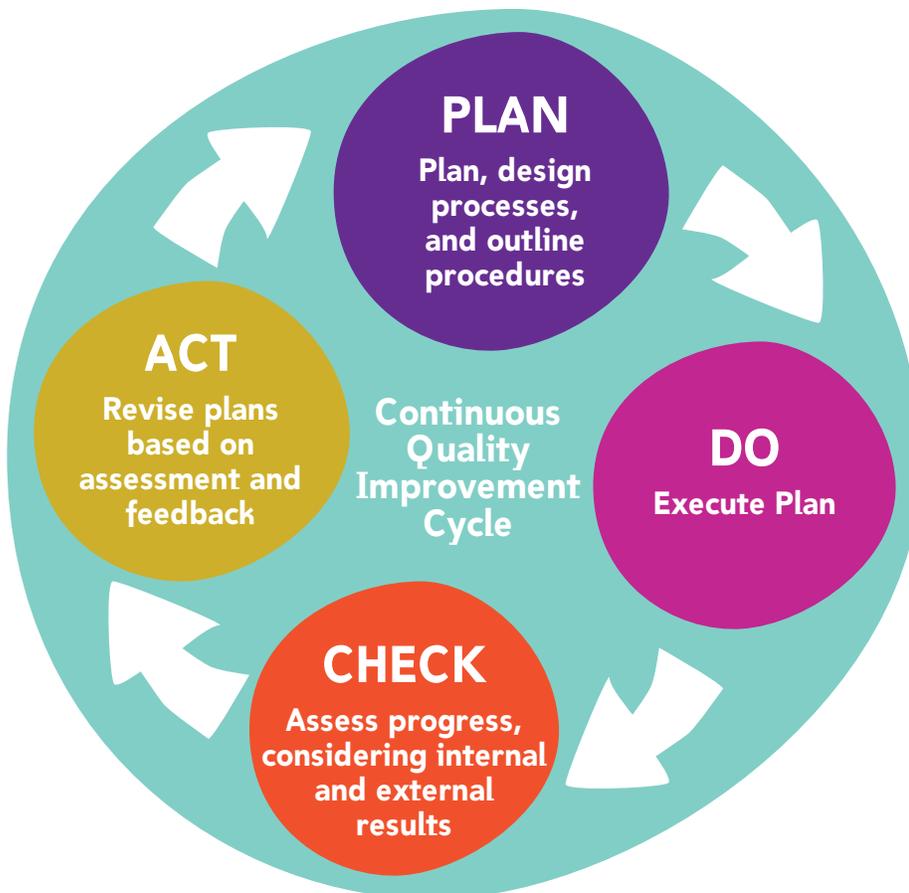
## Ambassador Recognition

Once Ambassadors have conducted their first few trainings, let's encourage pride in their accomplishments! Remember to recognize the amount of hard work that went into planning, the courage it takes to speak in front of others, and the strength that can come from being vulnerable and sharing personal stories. Celebrate with a party or certificate that can serve as a reminder of their courage.

## Continuous Quality Improvement

After all of that hard work, it can be challenging to review teacher evaluations and student surveys and see results or comments indicating improvement is needed. This challenge, however, provides Ambassadors with an opportunity to learn and grow.

Shewhart's four stage Plan-Do-Check-Act (PDCA) method for continuous improvement can be a helpful way to monitor program success. Once you have planned and "done" the training, it is important to "check" the results. The Check stage can involve Ambassadors discussing their own impressions of the training, following up with elementary schools, and analyzing teacher evaluation and student survey results.



If you conclude that improvements can be made to one or more of the training objectives, gather your Ambassador team and cycle forward to the Act stage. During the Act stage, Ambassadors have the opportunity to revise the training. This can be an empowering process, which develops a culture of continuous learning and innovation. As you evaluate the program's efficacy, remember the training's intended outcomes, for both the Ambassadors and the fourth grade students:

### **Intended Outcomes for Ambassadors**

- 75% or more of Ambassadors will report that since participating in A4R:
  - I have become more independent at work, home or school
  - I am more productive
  - My self-determination has increased
  - I have experienced more community integration and inclusion

### **Intended Outcomes for Fourth Grade Students:**

- 4.5 or higher will be the average response among students regarding whether or not the information from the training was useful to them (on a five point scale with five being the most positive)
- 4.5 or higher will be the average response among students regarding whether or not they learned something new (on a five point scale with 5 being the most positive)
- 4.5 or higher will be the average response among students regarding whether or not the trainings were done well (on a five point scale with five being the most positive)
- 80% indicate that after the training session, they:
  - can list three things that they can do to include others
  - know how to use Person First Language
  - can list three ways that they can advocate for oneself and others

### **Intended Responses from Fourth Grade Teachers:**

- 90% indicate that the Ambassadors were engaging
- 90% indicate that the training session achieved its three intended outcomes for students to:
  - know three ways to include people
  - learn how to use Person First Language
  - learn how to advocate for oneself or others
- 90% to indicate that they would like to see the Ambassadors for Respect come back next year

# Appendix

Recruitment Application: FAQs	A1
Sample Emails:	
<i>School's Principal or Other School Staff Member</i>	A2
<i>4th Grade Teachers Before a Training</i>	A3
Crushed Charlie Template	A4
Handouts:	
<i>Person First Language Guide</i>	A5
<i>Can You Use Person First Language?</i>	A6
Certificate of Completion	A7
Surveys and Evaluations:	
<i>Teacher Evaluation Form</i>	A8
<i>Pre-Training Student Survey</i>	A9
<i>Post-Survey Student Survey</i>	A10
<i>Ambassador Satisfaction Survey</i>	A11

# Recruitment Application: FAQs

## What is Ambassadors for Respect?

Ambassadors for Respect was created so that people with disabilities can take a leadership role in self-advocacy by presenting a bullying prevention program at their local elementary schools. Ambassadors lead trainings for fourth graders that:

- Teach students about including others
- Promote Person First Language
- Share personal stories about being bullied
- Teach students about advocacy

## Will I get paid?

Ambassadors will be paid \_\_\_\_\_

## Who can apply?

- We are looking for people served by \_\_\_\_\_ (Program Partner Organization name) who are passionate about respect and willing to take a leadership role in bullying prevention.
- You must attend the majority of training preparation meeting times, as well as scheduled trainings.
- You need to be available for the entire day on training days.

## Do I need experience?

- We are looking for people that have had one or more experiences of being bullied or excluded in school.
- You don't need to have public speaking experience. There are many different roles and ways to be involved! It is helpful to have reading and active listening skills and to demonstrate respect for others.

## How will I know what to do or say for the trainings?

The Ambassador Coach will help you prepare for the training by providing you with a script, practice time, supplies, and everything you will need to feel ready for a training.

## How do I apply?

Complete the *Recruitment Application: Application Expectations Agreement*.

## Email to a School's Principal or Other School Staff Member

**"The Ambassadors for Respect Program delivers such a powerful message!"**

—4th grade teacher

**TIP**

To get attention, include this quote at the top of your email.

Hello [Insert name],

Our Ambassador for Respect (A4R) team from [Insert name of transition program] would like to provide one or more of your 4th grade classes with a **FREE, interactive training that helps 4th graders to build community and learn skills** such as:

- Including others
- Using Person First Language
- Advocating for themselves and others

We hope that you would like to **schedule training with [Insert name of transition program or agency]** this year. Teachers that host an A4R training receive a **free Teacher Resource Guide** with suggested books, videos, and lesson plans to **help them continue anti-bullying lessons in their classrooms**.

A team of individuals who have a developmental disability — often 18 to 21-year-old Transition Program students — provide the 50 minute training. **They share their personal experiences with bullying** to engage fourth grade students. They **provide all training materials**, which means **little prep time for teachers**. Students **only need a pen or pencil** to participate.

Elementary school is the best time to change the trajectory of bullying. **A4R training can initiate or strengthen your school's efforts** by providing a recipe to **reduce bullying** through inclusion, Person First Language, and advocacy. A4R training **supports Social Emotional Learning** curriculum, too, by helping students **develop empathy**.

To **schedule this year's training**, we simply need the name, phone number, and email address of the person responsible for scheduling at your school. If you could kindly provide that to me, we can get a training scheduled.

Thanks so much. We look forward to working with your school!

[Insert your name]

[Insert your title]

[Insert your phone number]

## Sample Email to 4th Grade Teachers Before a Training

**“I was truly inspired to be kind and make a difference. So awesome!”**

—4th grader after attending a training

**TIP**

To get attention, include this quote at the top of your email.

Hello [Insert teacher’s name],

The [name of transition program or agency] Ambassadors for Respect team and Coach (adult staff member) are excited to provide training to your classroom:

**Date:** [Insert date. Example: Wednesday, February 4]

**Time:** [Insert time. Example: 10:00 a.m.] \*We will arrive 10 minutes prior to set up the room.

**Length of Training:** One classroom period (approximately 50 minutes)

### To Help Us Have a Fun, Successful Training, please:

- Ensure **all students have a pen or pencil**
- Introduce the Ambassadors for Respect as “students from the [Insert name of transition program or agency.] They are here to talk about 3 things we can do to stop bullying.”
- Monitor student behavior and **provide extra assistance to students** who may need it.
- **Complete the attached evaluation form** during the training. We’d like to collect the form before we leave your classroom.
- **Let us know if we can take a group photo** that can be shared publicly by our partner PeaceMaker Minnesota, and their primary funder, The Governor’s Council on Developmental Disabilities (We will also take photos of the Ambassadors and the back of 4th grade students participating in the training.)

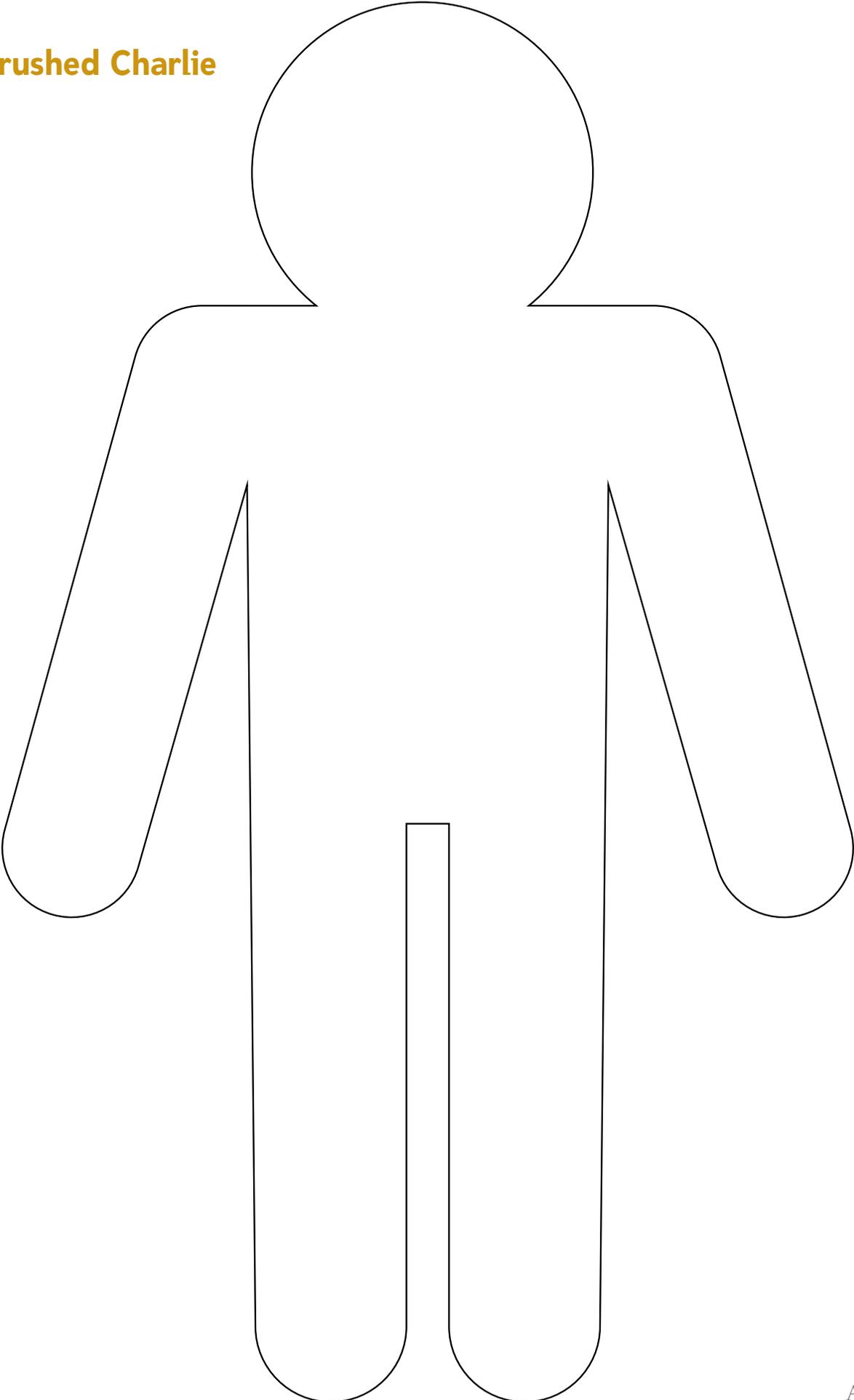
[Insert name of transition program] is providing the Ambassadors for Respect training in partnership with PeaceMaker Minnesota, a nonprofit that provides resources to help schools stop bullying and teach positive conflict resolution skills. By hosting an Ambassadors for Respect training, you are helping our students and/or clients develop advocacy, employment, and independent living skills such as leadership, communication, problem solving, and teamwork. Thank you!

We hope that the skills your students gain — how to include others, use Person First Language, and advocate — will be utilized in your classroom and throughout your school, building community and creating a safe, respectful learning environment for all students. We look forward to seeing you soon!

[Insert your name]

[Insert your phone number]

**Crushed Charlie**



# Person First Language Guide



**"Blind"**



**"Person who is blind"**

**"Disabled"**



**"Person with a disability"**

**"Autistic"**



**"Person with Autism"**

**"Handicapped"**



**"Person with a disability"**

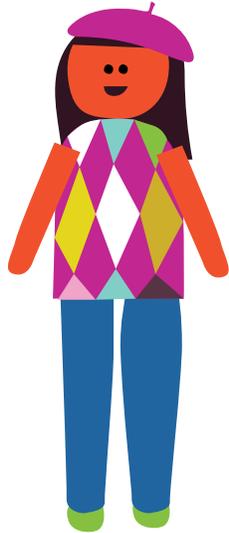
**"Learning disabled"**



**"Person with a learning disability"**

# Can You Use Person First Language?

Circle one! Is this person ...



- A. Autistic
- B. A person with Autism

How could we describe this boy?



He is a \_\_\_\_\_ who is blind.

Can you describe this person using Person First Language?

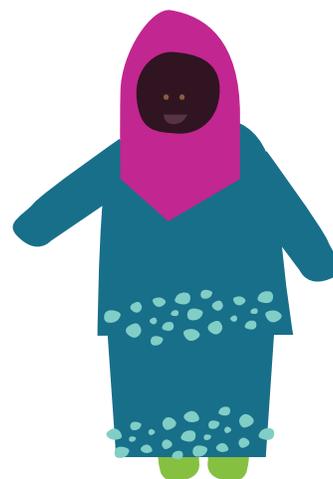


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This is Daynesha. She is a \_\_\_\_\_ with a disability, but there are a lot of other things that make her amazing. What else do you notice about her?



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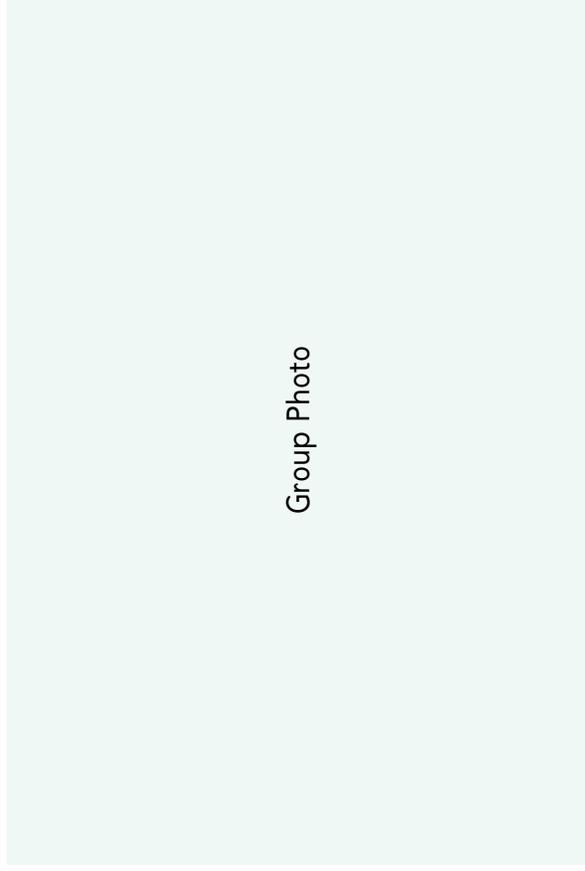
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# Ambassadors for Respect

## Bullying Prevention Program

### Certificate of Completion



Group Photo

This certificate is in recognition for participating in the Bullying Prevention Program and for becoming an Ambassador for Respect in your school.

Teacher Name

School

Date

Ambassador Names

# Ambassadors for Respect

## Teacher Evaluation Form

Name of School

---

Name of Teacher

---

Date of A4R Visit

City

---

Number of Students Participating

---

Number of Students with a Developmental Disability or IEP

---

- 
1. **The Ambassadors for Respect were able to engage students and help them to complete each activity:**
- | <i>Please circle one.</i> |          |    |
|---------------------------|----------|----|
| Yes                       | Somewhat | No |
- 

What did the Ambassadors do well?

---

What could the Ambassadors improve on?

---

- 
2. **The training was successful at achieving its three objectives—for students to know: 1) three ways to include people, 2) how to use Person First Language, and 3) three ways to advocate for themselves or others.**
- | <i>Please circle one.</i> |          |    |
|---------------------------|----------|----|
| Yes                       | Somewhat | No |
- 

What helped to achieve one or more of the objectives?

---

What more could be done to help achieve the objectives?

---

- 
3. **I would like the Ambassadors for Respect to visit my classroom next year.**
- | <i>Please circle one.</i> |          |    |
|---------------------------|----------|----|
| Yes                       | Somewhat | No |
- 

Why?

---

# Thank you!

## Ambassadors for Respect

### Pre-Training Student Survey

*(Complete before presentation)*

Please circle your answer.

<b>1. I can list three things that I can do to include others.</b>	<b>Yes</b>	<b>No</b>
<b>2. I know how to use Person First Language.</b>	<b>Yes</b>	<b>No</b>
<b>3. I can list three ways that I can advocate for myself or others.</b>	<b>Yes</b>	<b>No</b>

---

## Ambassadors for Respect

### Pre-Training Student Survey

*(Complete before presentation)*

Please circle your answer.

<b>1. I can list three things that I can do to include others.</b>	<b>Yes</b>	<b>No</b>
<b>2. I know how to use Person First Language.</b>	<b>Yes</b>	<b>No</b>
<b>3. I can list three ways that I can advocate for myself or others.</b>	<b>Yes</b>	<b>No</b>

## Post-Training Student Survey

**We want to hear from you!** Please circle your answer for each question.

1. Was the information useful/helpful to you?	Very				Not at all
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
2. Did you learn anything new?	A lot				None
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3. Was the information presented well?	Very				Not at all
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4. I can list three things that I can do to include others.				<b>Yes</b>	<b>No</b>
5. I know how to use Person First Language.				<b>Yes</b>	<b>No</b>
6. I can list three ways that I can advocate for myself or others.				<b>Yes</b>	<b>No</b>

**What did you learn or what will you do as a result of this training?**

---

**How could we have done better?**

---

---

## Post-Training Student Survey

**We want to hear from you!** Please circle your answer for each question.

1. Was the information useful/helpful to you?	Very				Not at all
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
2. Did you learn anything new?	A lot				None
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3. Was the information presented well?	Very				Not at all
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4. I can list three things that I can do to include others.				<b>Yes</b>	<b>No</b>
5. I know how to use Person First Language.				<b>Yes</b>	<b>No</b>
6. I can list three ways that I can advocate for myself or others.				<b>Yes</b>	<b>No</b>

**What did you learn or what will you do as a result of this training?**

---

**How could we have done better?**

---

# Ambassadors for Respect

## Ambassador Satisfaction Survey

Date \_\_\_\_\_

### A4R Classroom Presenters

**Race/Ethnicity** *Check all that apply.*

- White
- Black or African American
- American Indian or Alaska Native
- Hispanic or Latino
- Asian
- Native Hawaiian or Other Pacific Islander
- Race unknown

**Gender**

- Female
- Male
- Other

**Geographic Area**

- Urban
- Rural

**Disability** *Please review and complete the statement below.*

- I am an individual with a developmental disability. IFA 1.1

**Please answer these questions with a Yes (thumbs up) or No (thumbs down).**

**Are you satisfied with this project activity?** IFA 3



**Because of this project activity:**

I am increasing my advocacy. IFA 2.1



I am better able to say what I want, and what is important to me. IFA 2.3



I am now participating in advocacy activities. IFA 2.4



I am serving on a cross-disability coalition, policy board, advisory board, governing body and/or serving in a leadership position. IFA 2.5



*Continued on back.*

Continued from front.

## IPSII

Please help us to know your how your levels of independence, productivity, self-determination, integration and inclusion (IPSII\*) have increased as a result of participating in this Self Advocacy training session. Evaluate yourself on a scale of 1 (  lowest) to 5 (  highest) for each measure.

1. **Independence:** Since participating in this Self-Advocacy training session, I have become more independent\* at work, home or school:

Has not increased at all Has increased very much

  1  2  3  4  5 

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*\*Independence means the extent to which individuals exert control and choice over their own lives.*

2. **Productivity:** Since participating in this Self-Advocacy training session, I am more productive.\*

Has not increased at all Has increased very much

  1  2  3  4  5 

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*\*Productivity means starting employment or a positive change in one's employment situation (better wages, hours, benefits, improved status, or job advancement).*

3. **Self Determination:** Since participating in this Self-Advocacy training session, my self-determination\* has increased.

Has not increased at all Has increased very much

  1  2  3  4  5 

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*\*Self-determination means the freedom to choose where and with whom to live or taking personal responsibility for personal decisions about needed supports and services.*

4. **Integration and Inclusion:** Since participating in this Self-Advocacy training session, I have experienced more community integration and inclusion.\*

Has not increased at all Has increased very much

  1  2  3  4  5 

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*\*Integration and inclusion means using the same community resources that are available to other citizens or fully participating in community activities.*

If you have additional comments, please write them here. Thank you!

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## Notes



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