

SAY SOMETHING

ELEMENTARY ANIMATED SERIES

EDUCATOR GUIDE: GRADES 4-5



ABOUT SANDY HOOK PROMISE



Sandy Hook **P R O M I S E**

Sandy Hook Promise (SHP) envisions a future where all children are free from school shootings and other acts of violence. As a national nonprofit organization, SHP's mission is to educate and empower youth and adults to prevent violence in schools, homes, and communities. Creators of the life-saving, evidence-informed "Know the Signs" prevention programs, SHP teaches the warning signs of someone who may be in crisis, socially isolated, or at-risk of hurting themselves or others and how to get help. SHP is led by several family members whose loved ones were killed in the tragic mass shooting at Sandy Hook Elementary School on December 14, 2012.

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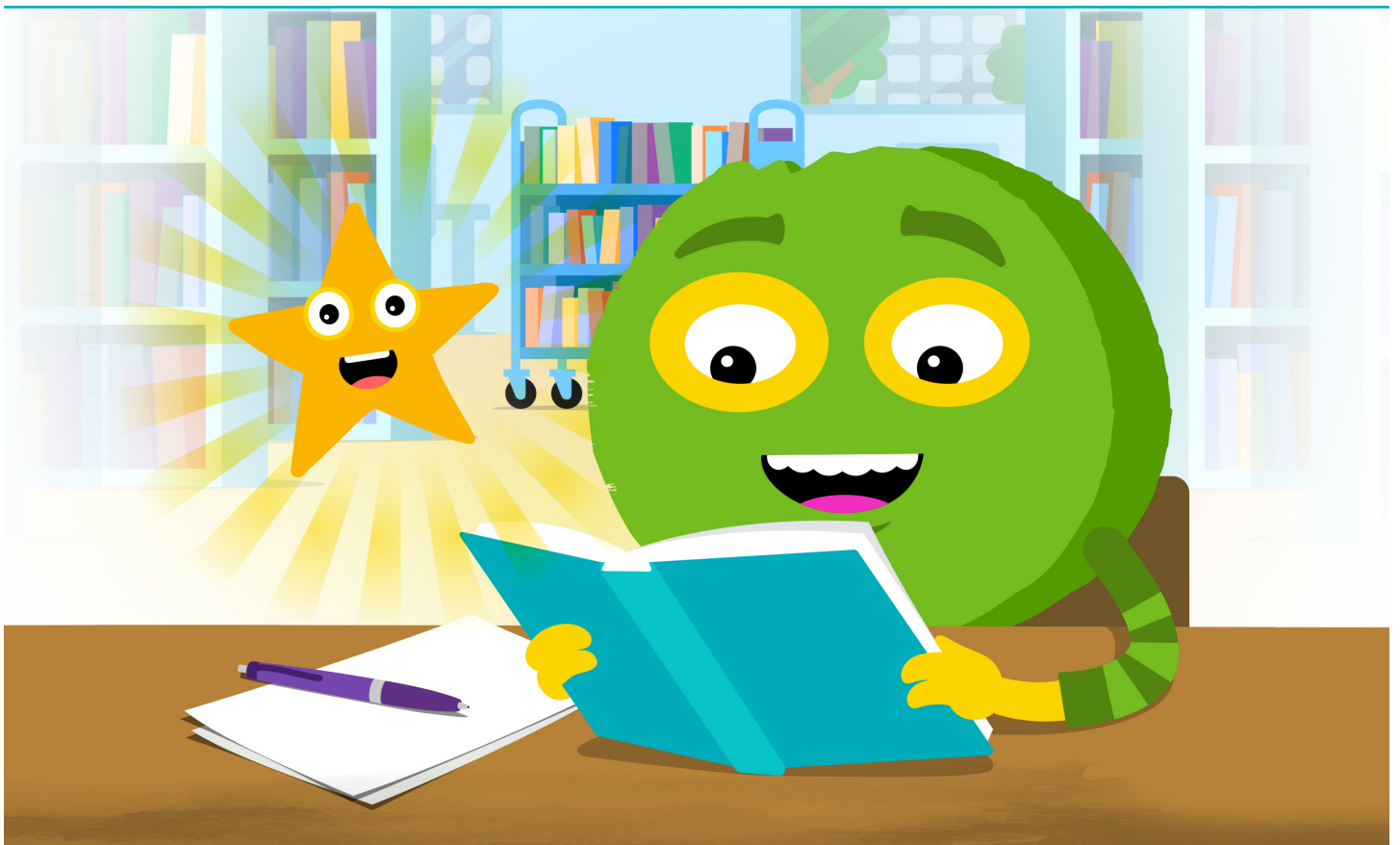


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PROGRAM OVERVIEW

What is the *Say Something*: Elementary Animated Series program?

A flexible, blended learning program for grades K-5 that teaches students Sandy Hook Promise's *Say Something* program framework using a slideshow, interactive storybook, videos, lessons, and activities. The *Say Something* program empowers students to be Upstanders and say something to a Trusted Adult when they recognize warning signs and threats as well as offers ways students can grow a community of Upstanders.

The program is designed around three **goals** that are accomplished using the **program's framework** and reinforced through the **program cycle**.

Goals

Students learn the three goals of the *Say Something* program:

- Recognize warning signs and threats of someone who may be at-risk of hurting themselves or others
- Say something to a Trusted Adult to get help
- Grow a community of Upstanders who look out for one another

Program Framework

The goals are accomplished using our three-step program framework:

- 1. Look for Warning Signs and Threats:** learn what warning signs and threats are and where they are likely to be found.
- 2. Act Immediately; Take it Seriously:** learn why it's important to act immediately when warning signs and threats are observed.
- 3. Say Something:** learn when to tell a Trusted Adult when warning signs and threats are observed.

THE SAY SOMETHING PROGRAM CYCLE

YOUR GUIDE FOR IMPLEMENTATION:

To sustain the *Say Something* program in your school or youth organization, we recommend engaging in the program cycle every year so that students and educators are regularly engaging with message and the materials. This helps ensure *Say Something* becomes part of your school's or youth organization's culture.

Resources are available in the [Sandy Hook Promise Learning Center](#) for each stage of the program cycle.



Program Cycle

The goals and the framework are continually reinforced using our five-stage program cycle:

PLAN: Use the program planning documents to prepare for each stage of the cycle.

TRAIN: Train students by presenting the *Say Something* slideshow and reading one of the Interactive Storybooks: *Slide Into Say Something* (grades K – 3) or *Stand up and Say Something* (grades 4 – 5). Use the provided lessons and activities.

ENGAGE: Engage students in interactive lessons, activities, and strategies that will deepen their understanding of the *Say Something* program.

CELEBRATE: Celebrate the *Say Something* message! Celebrations include formal participation in the *Say Something* Call-to-Action Week and informal celebrations of Upstander actions at the classroom level. After completing the activities and lessons, it is recommended that you celebrate [Say Something Week](#) in March or plan your own *Say Something* Spirit Week using this [graphic organizer](#).

The annual [Say Something Awards](#) include videos of elementary schools celebrating the *Say Something* message.

GROW: Once you've established a classroom culture steeped in the *Say Something* steps, gather students and educators to reflect on how to increase the reach and impact of the *Say Something* program in the next academic year.

SOCIAL-EMOTIONAL LEARNING

DOES THE SAY SOMETHING: ELEMENTARY ANIMATED SERIES PROGRAM ALIGN WITH SOCIAL-EMOTIONAL LEARNING (SEL) COMPETENCIES?

Yes, the *Say Something* program aligns with all five of the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) competencies](#). A description of how the program aligns with the competencies and standards is listed below.



The *Say Something* Program and The CASEL 5

SELF-AWARENESS: The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.

Specifically, in the *Say Something* program, students will learn to:

- Recognize their strengths as Upstanders and how they have agency and influence over school safety
- Understand when they need to be brave or courageous and take action when warning signs or threats are encountered
- Analyze personal values about “snitching” and how telling a Trusted Adult about warning signs or threats is helping, not hurting or “snitching”

SELF-MANAGEMENT: The ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

After engaging in the *Say Something* program, students will be able to:

- Show courage by taking the initiative to reach out to classmates and report warning signs and threats
- Demonstrate personal and collective agency by activating empathy and prosocial Upstander actions when it’s time to say something to prevent a classmate from harming themselves or others
- Take initiative to act immediately when a warning sign is encountered

SOCIAL AWARENESS: The ability to empathize and understand the perspectives of others, including those from diverse backgrounds, cultures, and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and support.

In the *Say Something* program, students will learn to:

- Demonstrate empathy and compassion by recognizing warning signs, such as social isolation and bullying
- Identify family, school, and community resources and support, especially Trusted Adults and anonymous reporting systems
- Understand that simply because someone looks or acts differently, this does not signal a warning sign

RELATIONSHIP SKILLS: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacity to communicate clearly, listen actively, work collaboratively to problem solve, negotiate conflict constructively, and navigate settings with differing social and cultural demands. Also, relationship skills include the ability to provide leadership and seek or offer help when needed.

After engaging in the *Say Something Elementary* program, students will be able to:

- Establish positive relationships with Trusted Adults
- Communicate effectively with Trusted Adults in their own *Say Something* style
- Seek or offer support and help when needed
- Stand up for the rights of others

RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

After engaging in the *Say Something Elementary* program, students will be able to:

- Evaluate the benefits and consequences of various actions for personal, social, and collective well-being and safety

What are the primary themes taught in the *Say Something: Elementary* program?

- Being an Upstander
- Developing a *Say Something* style
- Connecting to Trusted Adults
- Activating empathy

What is the recommended way to teach this to my students?

It is recommended that this program be taught as a unit in morning meeting, homeroom, advisory, or SEL class time.

Sandy Hook Promise has created three sample plans for teaching this program to your students:

- If you have a one-week window and 90 minutes of instruction time
- If you have a one-month window and three hours of instruction time
- If you have a two-month or more window and more than five hours of instruction time

If your schedule does not allow for a full unit plan, students can still be taught the important *Say Something* framework on your own timeline using the slideshow, interactive storybook, and video discussion cards.

What are the activities in *Say Something: Elementary Animated Series*?

An introductory slideshow to teach students the *Say Something* program framework that includes educator talking points

An interactive storybook – Stand Up and Say Something – that engages students in the program framework

Video – Will Jasmine find a Trusted Adult?

- Jasmine encounters a dilemma while hanging out at home playing video games with Zoe. Jasmine is concerned about some of Elliot’s remarks about bringing a knife to school, but is it a warning sign or a joke? As a good friend, Zoe convinces Jasmine to tell a Trusted Adult immediately. Each video ends with a question to help guide a class discussion
- **In this video, students will answer the question:** *What are some other ways you can say something to your Trusted Adult?*

Video – Is Naomi a Snitch?

- Malik encourages Naomi to apply the three *Say Something* steps when Naomi tells Malik about some violent drawings found in the library. Naomi sees the warning signs, and with Malik’s encouragement, tells the librarian immediately
- **In this video, students will answer the question:** *Have you ever heard or seen something that just wasn’t quite right? What did you do?*

A Coloring Book

Flexible lessons and activities to supplement the storybook and videos

How can I make the *Say Something* program a regular part of my classroom routine and culture?

Implementing the five-stage program cycle: 1. Plan, 2. Train 3. Engage, 4. Celebrate, 5. Grow, will help you build *Say Something* into your classroom and school culture.

Also, consider creating a highly visible space in the classroom where you can post student classwork and important vocabulary related to the *Say Something* program.

A few suggestions include:

- A *Say Something* Word Wall in the classroom
- A Trusted Adult Hall of Fame in a hallway or corridor
- An Upstander Nomination corner or ballot box
- A “Caught Activating Empathy” Celebration bulletin board or Google Jamboard
- A *Say Something* Treehouse where students place compliments, affirmations, and reminders about where they can find support when needed

How are the lessons structured?

- 1 **Objectives**
- 2 **Resources**
- 3 **CASEL Competency Alignment**
- 4 **Initiation**
- 5 **Activity:** Circle Up, Whole Class Instruction, Class Brainstorm, Group Work, Partner Up, and/or Independent Work
 - Tips for facilitating a basic Circle Up discussion are provided in this guide
- 6 **Optimistic Closure and Promise Challenge**
- 7 **An optional lesson extension**

What are Promise Challenges?

Promise Challenges get their name from Sandy Hook Promise. A Promise Challenge is a prosocial action that students and/or Trusted Adults can take to help make a kind, connected, and safe classroom and school environment. A Promise Challenge is an opportunity for students to test their new knowledge and skills in real-life situations. It is also the chance to apply what’s learned in out-of-school time situations. It’s usually an action that students and/or Trusted Adults can take to help make a kind, connected, and safe classroom and school environment.

A few examples include:

- Teaching the *Say Something* steps to a family member or friend who missed in class
- Selecting your Trusted Adult and tell them that you’ve chosen them
- Writing a note of appreciation or draw a picture for an Upstander in our community



THIS WEEK I PROMISE TO...

- 1 Ask 1 new person to play a game with me at recess.
- 2 Learn something a new student or a student I don't know very well.
- 3 Eat lunch with someone different.
- 4 Ask someone how they're feeling if they look down or upset.

A FEW NOTES ABOUT OUR ANIMATED CLASSMATES

Empathy and Sammi the Star

Empathy is a recurring theme throughout Sandy Hook Promise's *Start With Hello* and *Say Something* programs. Our friend Sammi the Star appears as a visual representation of empathy. Sammi's role may not always be a main one, but the timing of Sammi's appearance is intentional. **When Sammi appears with a red flag, it is a visual cue for students to pay attention to a warning sign.**

Encourage and prompt students to look for Sammi's appearance and weave in the topic of empathy throughout the lesson activities and discussions.



Trusted Adults

Students will also get introduced to different types of Trusted Adults they can go to when warning signs are encountered. Several lessons and the [Trusted Adult Bio Cards](#) will help teachers engage in discussions about safe and trustworthy adults that students can go to in the school and broader community.



The Classmates

The diverse set of colorful, charismatic animated classmates are highlighted in the [Friends Bio Cards](#). Students will get to know eachclassmate's interests and personality as they read the storybook and watch the videos. It is recommended that teachers post a picture of the classmates and Trusted Adults in theclassroom to reference as you move through the unit.



PRE-POST STUDENT SURVEYS

Deliver one of the following surveys to your students to check for understanding, knowledge, and skill development one-week before and immediately after students engage in the *Say Something*; Elementary Animated Series program.

Options for survey delivery:

- A paper and pencil survey
- Electronic survey instruments
- Read aloud and gather student responses orally or with thumbs-up/thumbs-down/thumbs-sideways



Quick Check for Understanding Survey

I know what *Say Something* is. YES MAYBE NO

I know what warning signs are. YES MAYBE NO

I know what an Upstander is. YES MAYBE NO

I know how to be an Upstander. YES MAYBE NO

This is who I talk to when I see warning signs:

a) no one b) a Trusted Adult c) anyone

CASEL 5- Aligned Survey (ALL OF THESE ARE YES - MAYBE - NO options for responses)

Self-Awareness

I know what an Upstander is.	YES	MAYBE	NO
I can think of a time that I was an Upstander.	YES	MAYBE	NO
When I'm an Upstander, I feel brave.	YES	MAYBE	NO
I know what empathy is.	YES	MAYBE	NO
I know how to put my empathy power to work.	YES	MAYBE	NO

Self-Management

I know how to use my courage to help classmates who need help.	YES	MAYBE	NO
I know how to reach-out to my Trusted Adult.	YES	MAYBE	NO
I Know how to report warning signs to my Trusted Adult.	YES	MAYBE	NO
I understand situations when I need to show empathy.	YES	MAYBE	NO
I understand how to be an Upstander.	YES	MAYBE	NO
I understand when to be an Upstander.	YES	MAYBE	NO

Social Awareness

I know where I might find warning signs.	YES	MAYBE	NO
I can tell when a student is showing warning signs.	YES	MAYBE	NO
It's a warning sign when a student is being bullied.	YES	MAYBE	NO
It's a warning sign when a student is having big mood changes.	YES	MAYBE	NO
It's a warning sign when a student is spending too much time alone.	YES	MAYBE	NO
It's a warning sign when a student is being made fun of for being different.	YES	MAYBE	NO
It's a warning sign when a student brags about having a gun.	YES	MAYBE	NO
I know how to get help for a student who is showing warning signs.	YES	MAYBE	NO
I can tell when one of my classmates is being an Upstander.	YES	MAYBE	NO
I know who a Trusted Adult is.	YES	MAYBE	NO

Relationship Skills

I have my own <i>Say Something</i> style.	YES	MAYBE	NO
I have told my in-school school Trusted Adult that they are my Trusted Adult.	YES	MAYBE	NO
I can find a Trusted Adult when I need one.	YES	MAYBE	NO
I know how to talk to a Trusted Adult.	YES	MAYBE	NO
I know how to be an Upstander to help classmates.	YES	MAYBE	NO

Responsible Decision-Making

I know when to use the three <i>Say Something</i> steps.	YES	MAYBE	NO
I know how to act immediately when I come across a warning sign.	YES	MAYBE	NO
I know when to tell my Trusted Adult about a problem or issue.	YES	MAYBE	NO

PLAN YOUR SAY SOMETHING PROGRAM IMPLEMENTATION

SAMPLE UNIT PLANS

IF YOU HAVE A ONE-WEEK WINDOW:

ACTIVITY	TIME DURATION	ACTIVITY DESCRIPTION
Slideshow: Introduce students to the <i>Say Something</i> program using the slideshow with talking points.	20 minutes	The educator teaches the <i>Say Something</i> program framework to students using the slideshow with built-in talking points.
Interactive Storybook: Stand Up and Say Something	45 minutes	Students read independently or the teacher reads as a class activity.
Video: Select one of the following videos to show and discuss with students: <ul style="list-style-type: none"> • <i>Is Naomi a Snitch?</i> • <i>Will Jasmine find a Trusted Adult?</i> 	10 - 40 minutes	Teach Lesson #7 or #8 or a Video Discussion Card to view and facilitate a dialogue with your students about Trusted Adults and snitching.
Optional follow-up activity: Select another video	10 minutes	At the end of the week, show another video to reinforce the <i>Say Something</i> framework.

IF YOU HAVE A ONE-MONTH WINDOW:

WEEK	ACTIVITY	INSTRUCTIONAL TIME	LESSON/ASSIGNMENT/CLASSWORK
Week 1	Slideshow: Introduce students to the <i>Say Something</i> program using the slideshow with talking points.	20 minutes	The educator presents the <i>Say Something</i> program framework to students using the slideshow with built-in talking points.
Week 2	Stand Up and Say Something Storybook Part 1: Pages 1 – 12.	30 minutes	Lesson 3: Recess, Lunch, and Lockers: Where else might you find warning signs?
Week 3	Stand Up and Storybook Parts 2 and 3: Pages Pages 13 - 27	60 minutes	Lesson 6: A Bestseller Series: Trusted Adult Chronicles!
Week 4	Video with Lesson: Show and discuss: <i>Will Jasmine Find a Trusted Adult?</i>	30 minutes	Lesson 7: A <i>Say Something</i> Safety Zone
Week 5	Video with Lesson: Show and discuss: <i>Is Naomi a Snitch?</i>	30 minutes	Lesson 8: Trusted Adult Anchors

IF YOU HAVE A TWO-TO-THREE-MONTH WINDOW:

WEEK	ACTIVITY	INSTRUCTIONAL TIME	LESSON/ASSIGNMENT/CLASSWORK
Week 1	Distribute student survey and teach lesson: Say “Hello” to Your Classmates	30 minutes	Give students one of the surveys to gather baseline data of students’ <i>Say Something</i> content knowledge and skills. Lesson 1: Say “Hello” to Your Classmates Students will get to know one another and the new animated classmates from the <i>Say Something</i> program.
Week 1	Slideshow: Introduce students to the <i>Say Something</i> program using the slideshow with talking points.	30 minutes	The educator presents the <i>Say Something</i> program framework to students using the slideshow with built-in talking points. Lesson 2: Stepping to <i>Say Something</i>
Week 2	Stand Up and Say Something Storybook Part 1: Pages 1 – 12	30 minutes	Lesson 3: Recess, Lunch, and Lockers: Where else might you find warning signs?
Week 3	Stand Up and Say Something Storybook Part 2:	30 minutes	Lesson 4: Don’t Procrastinate, <i>Say Something!</i> Lesson 5: Activate Empathy like a Superstar!
Week 4	Stand Up and Say Something Storybook Part 3:	30 minutes	Lesson 6: A Bestseller Series: Trusted Adult Chronicles!
Week 5	Video: Show and discuss: <i>Is Naomi a Snitch?</i>	30 minutes	Lesson 7: A Saying Something Safety Zone
Week 6	Video: Show and discuss: <i>Will Jasmine Find a Trusted Adult?</i>	30 minutes	Lesson 8: Trusted Adult Anchors
Week 7	What’s your Say Something style?	30 minutes	Lesson 9: Your Personal Say Something Style
Week 9, 8	Project-Based Learning Activity and Student Survey	120 minutes	Give students the same survey to assess gains in knowledge and skills. Introduce a new Project-Based Learning group activity using Lesson 10: Project-Based Learning: Upstander and Trusted Adult Feature Stories!
Weeks 10+	Optional follow-up activity: Celebrate with a <i>Say Something</i> spirit week.		Lesson 11: Upstander and Trusted Adult Wall of Fame Participate in Say Something Week – Sandy Hook Promise

HOW TO FACILITATE A CIRCLE UP

BASIC CIRCLE UP DISCUSSION TIPS

A Circle Up discussion helps create an environment where students engage in dialogue, actively listen, and learn from each other's stories, feelings, and viewpoints.

The basic Circle Up guidelines are as follows:

- 1. Sit in a circle formation** to demonstrate connectivity and equality. No one has any more power than anyone else in your circle. If teachers or SAVE Promise Club Advisors join the circle discussion, ask them to sit with everyone in circle so that every person is at the same level and in harmony and community.
- 2. Set up a centerpiece.** As a class, create an object that can serve as your Circle Up centerpiece and becomes a central item that students gather around. It should symbolize the creation of a safe, comfortable space to share. The centerpiece should also be transportable so that it can be brought to different locations (outside, the gym, etc.)
- 3. Use a talking piece** to pass from person to person so each student speaks one-at-a-time. The individual holding the talking piece is the only one in the circle who speaks. A talking piece is a significant hand-held object to your students.
- 4. Actively listen and be present.** Look at the speaker if possible. Create a safe space showing empathy and compassion. Provide interpreters as needed.
- 5. Speak and listen without judgment and with an open heart.** Brainstorm and outline some tips on what it means to listen with an open heart. For example, express empathy and show appreciation to classmates for sharing.
- 6. Create and refer to a set of Circle Up norms** to review at the start of each discussion. Circle Up norms are a set of guidelines to help create a safe space for speaking and listening in a circle discussion. Ideally, norms are created and agreed upon by students. The teacher can model and facilitate best practices in Circle Up discussions. Ultimately, students gain complete ownership over the norms and process.
- 7. Establish a system for conducting circle rounds.** A complete circle round involves giving each student a turn to share-out. Example share-outs could be expressing an opinion or feeling, showing a picture, giving a thumbs-up/thumbs-down/sideways thumb, or providing a signal or symbol that cues the group that the student wants to "pass." Circle rounds can start with a student who volunteers and then selects whether the talking piece is passed from student-to-student clockwise or counter-clockwise.



LESSON 1: SAY "HELLO" TO YOUR CLASSMATES

OBJECTIVES

Before learning about the *Say Something* program, students will be introduced to the animated classmates and:

- Select a *Say Something* classmate as an avatar
- Create a personal avatar identity name tent featuring unique and special characteristics

RESOURCES

- **Handout #1:** Classmates Bio Card
- **Handout #2:** Unique Me Name Tent or blank construction paper and crayons/markers

CASEL COMPETENCIES

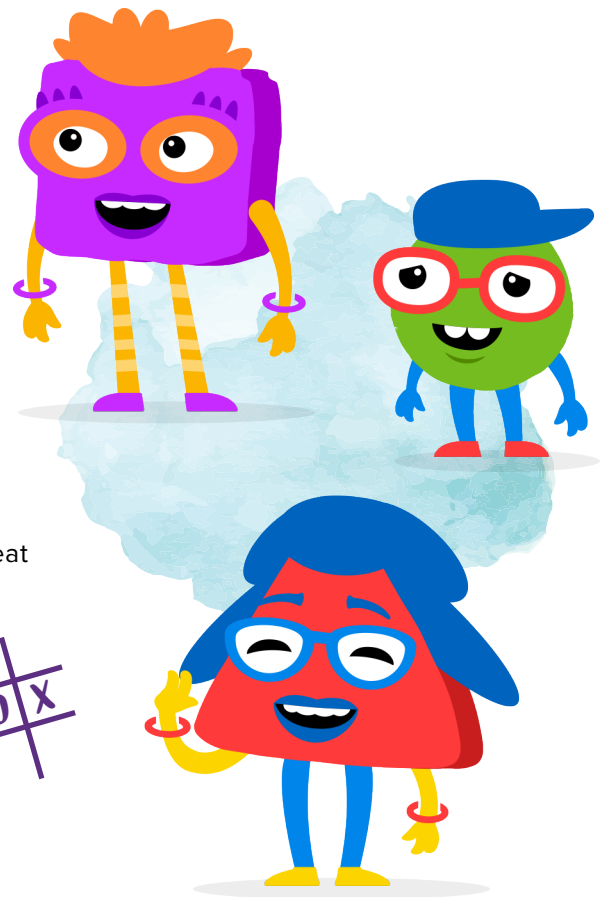
- Self-Awareness
- Social Awareness

INITIATION

STUDENT CONNECTOR: Ask students to change their assigned seat for today's lesson and sit next to a classmate they don't know well.

Give students the following instructions:

- Draw one Tic-Tac-Toe grid and play a game
- For each X or O placed on your grid, share one special quality, skill, or characteristic that you like about yourself with your Tic-Tac-Toe partner



ACTIVITY

Display or distribute **Handout #1: Classmates Bio Cards** of the animated classmates. Ask students to read the classmate bios and select one that will become their avatar for the *Say Something* program unit.

Next, instruct students to use the provided **Handout #2 Unique Me Name Tent** template or ask students to create their own name tent to display on desks or tables during partner or group work throughout the unit.

Write down or project instructions for the two-fold name tent:

- **Side one:** Your name and a drawing of your avatar
- **Side two:** What makes me colorful, what makes me a good classmate, and my special skills and interests

Ask students to think about why they chose their avatar.

- What did you like about that classmate?
- Why did you select that classmate out of all the others?

Next, introduce students to the term “identity.” Start the introduction by informing students that by understanding someone’s identity and all the wonderful qualities that makes up a human being, it can help us build awareness, empathy, and compassion for one another in the classroom community.

identity (noun): the qualities, characteristics or beliefs that make a person who they are. ([Learning for Justice](#))

MIX-AND-MINGLE: TELL STUDENTS THAT THEY WILL SPEND THE NEXT FIVE MINUTES DOING A MIX-AND-MINGLE ACTIVITY.

Project or write down the following activity instructions:

- Buddy up and sit or stand next to your buddy with your name tent
- Spend one minute getting to know your buddy by sharing info on your name tent
- Partner #1 spends 30 seconds sharing at least one interesting thing written on the name tent. When 30 seconds are over, Partner #2 shares while Partner #1 listens
- After each minute, I will call “rotate” and you’ll need to find and share with a new buddy

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Express appreciation to the class for participating in the activity and sharing unique qualities, skills, and interests with classmates. Explain to the class that over the next [week/couple of weeks/month], they will get to know all the animated classmates on the Bio Cards more. These animated classmates will be teaching the class about the *Say Something* program from Sandy Hook Promise.

PROMISE CHALLENGE: Find a book in the classroom or library that celebrates or teaches about identity.

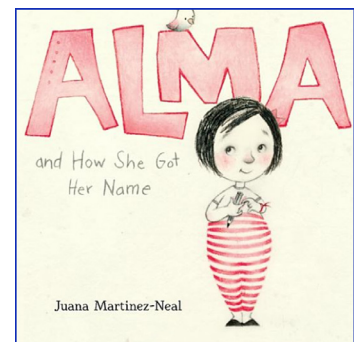
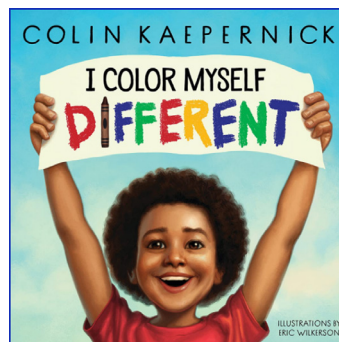
LESSON EXTENSION

As a class, continue to explore identity by reading or listening to the books

[“Color Me Different” by Colin Kaepernick](#)

and [“Alma and How She Got Her Name”](#)

[by Juana Martinez-Neal](#)



LESSON 2: STEPPING TO SAY SOMETHING

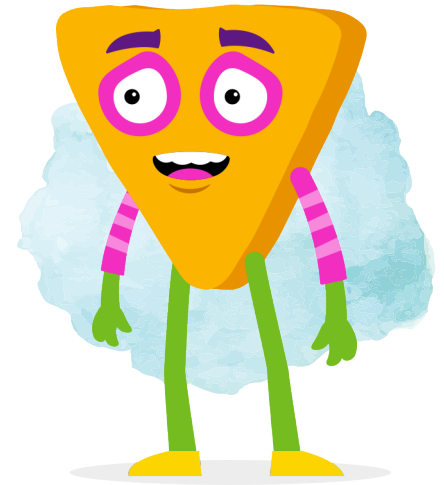
OBJECTIVES

Students will be able to:

- Explain the three *Say Something* steps to a partner
- Create a comic strip showing their avatar applying the three steps

RESOURCES

- *Say Something* Elementary slideshow
- **Handout #3:** My Avatar in Action! or blank paper and crayons/pencils
- Crayons, markers, colored pencils



CASEL COMPETENCIES

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Problem-Solving

INITIATION

MINDFUL MINUTE: Guide students to sit in a comfortable position and inform them that you'll be taking them through a mindfulness exercise.

Instruct the class to stay quiet and as still as possible during this mindful moment. Recite the following script to students slowly:

- Sometimes we may see, hear, or sense something that makes us anxious or scared. When this happens, we can take some relaxing, soothing breaths to calm us a bit. Let's practice by thinking of your favorite place to be. Now, let's pretend to be there right now. Sit down somewhere in your favorite place
- Take three mindful breaths. Breathe in through your nose, and gently out through your mouth
- Say quietly to yourself, *May I be safe and healthy*

ACTIVITY

WHOLE GROUP INSTRUCTION: Ask students to take out their avatar name tents. Introduce students to the new program they'll be learning about: *Say Something* by Sandy Hook Promise.

Using the slideshow and talking points, teach students about the *Say Something* framework which is comprised of three steps:

1. Look for warning signs and threats
2. Act immediately, take it seriously
3. Tell a Trusted Adult

If your school has a SAVE Promise Club or another student leadership or kindness club, invite student leaders from a club into your class to teach the steps and framework.

PARTNER UP: Ask students to partner up and create a song, rap, poem, jingle, step, or game that helps them remember the three *Say Something* steps. Invite students to get creative and incorporate a single or double stomp and step routine (seated or standing) to remember the steps using this [video](#) as inspiration.

INDEPENDENT WORK: When finished, ask students to take out **Handout #3 My Avatar in Action!** or a blank piece of paper (draw six boxes or quadrants on the blank paper). Inform students that they'll create a *Say Something* comic strip that teaches others the *Say Something* framework (the three *Say Something* steps).

Provide the following instructions:

- In the bottom boxes, write down each of the three steps in order
- In the top boxes, draw your avatar classmate acting on each step. For example, for step one, the avatar may be looking at something alarming they see online

Ask student volunteers to share their avatar comic strips with the class.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Give gratitude to your students for learning this important information on how to be Upstanders. Explain that students will learn a new definition for the term “Upstander” during the next lesson. Build enthusiasm about the animated storybook, videos, and projects they'll be exploring over the next few (days/weeks/months) throughout this new unit.

FOR A PROMISE CHALLENGE: invite students to teach a friend, family member, or a mentor about the Say Something framework/steps using their comic strip or new song/rap/poem/jingle/step routine.

LESSON EXTENSION

Get students excited to learn more about the *Say Something* program by showing the class videos about the program created by schools and student leaders from across the country. The award-winning videos show students and educators celebrating the *Say Something* messages during the annual *Say Something* Week in March.

[Say Something Week Award Winners 2022](#)

[Congratulations to Say Something Week 2021 Award Winners!](#)

LESSON 3: RECESS, LUNCH, AND LOCKERS: WHERE ELSE MIGHT YOU FIND WARNING SIGNS?

(Storybook Part I, pages 1-12)

OBJECTIVES

Students will learn how to:

- Identify specific warning signs and threats they may see, hear, or experience in the school, community, or online
- Be an Upstander when they come across warning signs and threats

RESOURCES

- Part one of the Storybook: *Stand Up and Say Something* (pages 1 – 12)
 - Cue up the storybook for the class or ensure students have access to individual devices
- Copies of **Handout #4: See, Hear, Wonder**



CASEL COMPETENCIES

- Social Awareness
- Relationship Skills
- Responsible Problem-Solving

INITIATION

STUDENT CONNECTOR: Introduce students to the new phrase “Hello Style.” In the storybook, the animated classmates introduced themselves with waves, fist bumps, and different ways of saying “hello.” Each animated classmate used a unique “Hello Style.” Model some additional examples: the formation of a heart with your hands, a large fan “wave,” or say “hello” in your language.

Ask students to think about how they greet others, select their own “hello style”, and then facilitate a mix-and-mingle.

Project, write, or ask students to think about and do the following:

- What would you like your own unique “Hello Style” to be? Think for a minute
- What’s a “Hello Style” that represents your unique self and personality?
- Now, use the next five minutes to mix-and-mingle and test out your new “Hello Style” with as many students as possible

Hint: Use the [Dope Educator’s Hello Styles](#) and [Mrs. Sprouse’s Hello Style and Mood Check-In](#) as inspiration.

LESSON EXTENSION: Gather paper plates, popsicle sticks, and construction paper, marker, and paint. Guide your students in an art project and have them create their own “Hello” hands. See this wonderful example [#StartWithHelloWeek project](#) from an elementary classroom in Miami.

ACTIVITY

WHOLE CLASS INSTRUCTION AND GROUP WORK:

Dot explained the difference between warning signs and threats in part one of the storybook. Remind students that step one of the *Say Something* program is to “Look for Warning Signs and Threats.”

Quickly review the five warning signs Dot explained on page six of the storybook.

- Hurting oneself or others
- Bullying or Being Bullied
- Big Mood Changes
- Spending a lot of time alone
- Having access to a gun

When a student recognizes warning signs and threats and acts immediately to get help, that student becomes an Upstander. What is an Upstander?

Review the definition with the class and post the definition in a highly visible place in the classroom like a Word Wall.

- An **Upstander** is someone who speaks up and takes action to help someone else. An Upstander takes action to keep people safe and make everyone feel like they belong. They use their voice to say something when they see or hear something that feels wrong, scary, mean, or could hurt someone

Next, briefly review and discuss the scenarios presented in part one of the storybook involving Zoe and Elliott. In the storybook, we learned that Zoe wasn’t showing a warning sign because she was enjoying some healthy alone time at recess. However, Elliott did show a warning sign by having easy access to a gun.

Ask students:

What should you do if you see a warning sign like the one described in the scenario with Elliott?

Remind students to tell a Trusted Adult immediately.

Next, introduce the group activity. Instruct students to get into groups of three or four. Assign a notetaker, timekeeper, and reporter. Give each group **Handout #4: See, Hear, Wonder**.

Inform students that they’ll work with their group members to brainstorm warning signs that they see, hear, and come across. Next, the groups will brainstorm ways they can prevent these types of warning signs. Only the notetaker needs to write down the group’s ideas. The reporter should be prepared to share-out some ideas.



Depending on the amount of time you have available, inform timekeepers that groups have between 10 and 15 minutes to brainstorm and discuss warning signs. Once time is up, ask groups to Circle Up.

CIRCLE UP: Invite students to circle up and **ask the reporter from each group to share one See, one Hear, and one Wonder.** Next, complete a circle round and ask each student to answer the question: *How will you be an Upstander when you see, hear, or come across a warning sign or threat?*

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

In the storybook, Dot asks students if they're feeling confident with step one of the *Say Something* program. Ask the class to repeat step one together: "Look for warning signs or threats." Next, using a Fist-to-Five method, ask students to hold up a hand to check for understanding on the following closing questions:

How confident do you feel about recognizing warning signs and threats?

- Fist = Zero = Not confident at all
- Three = Pretty confident, I could do some reviewing
- Five = Absolutely confident, I've got this!

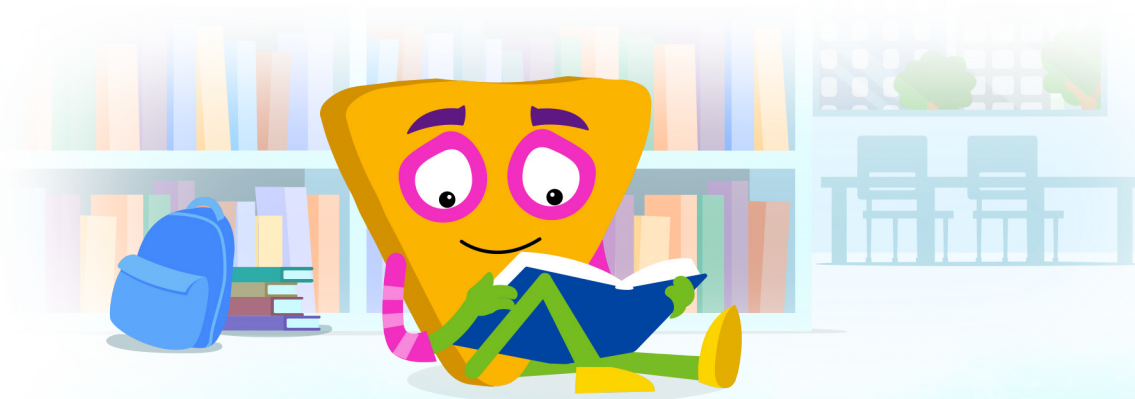
How confident do you feel about being an Upstander?

- Fist = Zero = Not confident at all
- Three = Pretty confident, I could do some reviewing
- Five = Absolutely confident, I've got this!

As a Promise Challenge, use your "hello style" in the cafeteria, in the gym, or on the playground with a student you don't know very well and would like to meet.

LESSON EXTENSION

On the following day, ask students to get back into the same groups of three or four. Assign students the task of creating a pamphlet, brochure, or poster that prevents or calls attention to a certain warning sign. Ask groups to present their product to the class. For an authentic learning experience, invite administration or a student leadership club to the presentations.



LESSON 4: DON'T PROCRASTINATE, SAY SOMETHING!

(Storybook Part 2, pages 13-20)

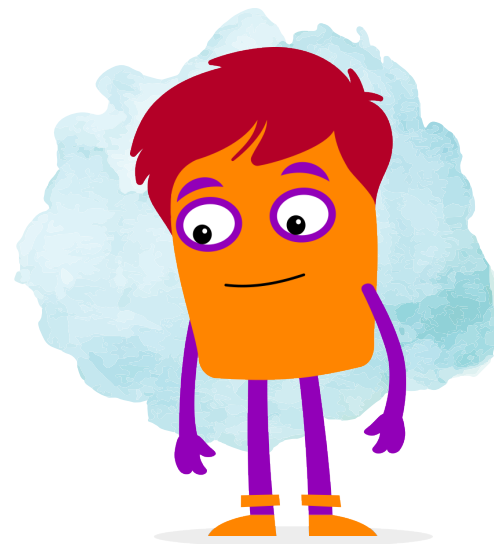
OBJECTIVES

Students will:

- Build awareness about personal reasons for delaying or avoiding action
- Identify strategies to help avoid procrastinating when they come across warning signs

RESOURCES

- Part one of the, Storybook: Stand Up and Say Something (pages 13 – 20)
- Board space or chart paper for a class brainstorm



CASEL COMPETENCIES

- Self-Awareness Self-Management Social Awareness Relationship Skills

INITIATION

STUDENT CONNECTOR: Instruct students to buddy up with a classmate and spend one minute each talking about:

- **A rose or a highlight:** their favorite part of the school day
- **A thorn or a lowlight:** their least favorite part of the school day

Encourage students to explain why they selected certain roses/highlights or thorns/lowlights.

ACTIVITY

CIRCLE UP: Review the warning signs and threats that the class learned about during the previous lesson. Next, inform students that they'll be participating in a Circle Up. Remind students about the [Circle Up guidelines](#). Hold the talking piece up as a reminder to students that Circle Ups are times to practice speaking and listening skills.

CIRCLE ROUND #1: Start the Circle Up discussion about the importance of acting immediately.

Ask students:

1. Sometimes we know we should act fast, do something right away and not wait, but we still don't do it. Can anyone share a time when they should've acted quickly and didn't?
2. Why don't we act quickly sometimes? What are we thinking about? What is happening to our bodies?

Take the opportunity to explain that when we get into more serious situations, it may get harder to act fast because we're thinking things like the animated classmates shared:

- What if I don't do the right thing?
- Somebody else probably acted immediately about this and took care of it already
- How am I going to get help, I don't know where to start?

Also, students may feel scared or nervous to say something or act. Our bodies may give us signals that make it hard to act immediately:

- Your heart starts beating faster
- You feel nervous and your hands or legs get shaky
- You start breathing harder

Inform students that these thoughts and feelings are natural. It's important to be aware that they're happening. It's also important to continue to act immediately, especially when we come across a warning sign or threat.

Explain that **procrastinating** is **putting things off and leaving something you're supposed to do now, for later**. Give common examples, such as procrastinating on homework, chores, or buying a birthday gift for someone. Emphasize that it's not ok to procrastinate when students come across warning signs or threats. By learning about the *Say Something* program, students will be building a muscle or creating an internal alarm clock that tells them it's not time to procrastinate, but time to say something and act immediately when a warning sign is encountered.

To wrap-up the circle round, ask students to brainstorm some answers and ideas for the question below. Write down the strategies the class comes up with on the board or a piece of chart paper:

- *Think of some strategies or ways you can jumpstart into action when you might feel like procrastinating or putting something off. As an example, "If I do my chores immediately afterschool, instead of waiting until nighttime when I'm tired, I can get 15 more minutes of basketball court time with my friends."*

CIRCLE ROUND #2: Continue the Circle Up discussion by asking students the following questions:

1. Think about the storybook and how Dot explained snitching. How would you describe snitching? Are there any other words that you can use that also describes being a "snitch?"
2. Can you think of a time when you did some snitching?
3. Dot also explained what it means to say something. In your own words and based on your own experiences, what's the difference between "snitching" and "saying something?"

Remind students that they may feel afraid, nervous, uncertain, or confused when a warning sign is encountered. When a student has these feelings, tell a Trusted Adult immediately, don't procrastinate. Most of the time, by talking to a Trusted Adult, it will feel like a weight is lifted off their shoulders.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Thank students for sharing during the Circle Up discussion and for understanding that it's not ok to procrastinate when they come across warning signs or threats and there's a community of supportive Trusted Adults available to help.

For a Promise Challenge, ask students to use one of the strategies brainstormed in class today to help them jumpstart a task/activity/something on their to-do list when they really want to procrastinate and do it later.

LESSON 5: ACTIVATE EMPATHY LIKE A SUPERSTAR!

(Storybook Part 3, pages 19-20)

OBJECTIVES

After this lesson, students will be able to:

- Define empathy
- Identify ways Upstanders activate empathy

RESOURCES

- Part three of the Storybook: Stand Up and *Say Something* (pages 19 – 20)
- Copies of **Handout #5: Five Ways to Activate Empathy** or a blank piece of paper
- Bulletin board space for the creation of an Empathy Bulletin Board

CASEL COMPETENCIES

- Self-Awareness Self-Management Social Awareness Relationship Skills

INITIATION

STUDENT CONNECTOR: Introduce the connector by telling students to buddy up with a classmate and that they're going to play: Phone a friend! Students will role play dialing-up a classmate using an old-fashioned telephone. Tell students that they will call up their buddy and ask three questions, starting with the provided stem questions below. Inform students that this is an excellent way to practice good conversation and listening skills.

Write or display the stems for the class to see:

- How are you feeling about ...?
- What is it like for you to ...?
- What is a quality about yourself that you like?
- If I put myself in your shoes today, what would it be like?

ACTIVITY

CIRCLE UP: Review Dot's definition of empathy with the class. If possible, write and add the term and definition to a Word Wall or highly visible space in the classroom with Upstander.

Empathy is understanding and caring about what someone is experiencing and how someone else is feeling – and to reflect that understanding.



In the storybook, the class witnessed Sammi the Empathy Star appear in different situations. Ask the class the following questions and pass the talking piece to the students who volunteer to share their responses:

- Think back to the storybook. Why do you think Sammi appeared at special times?
- Did you notice any times that Sammi expressed certain feelings, like being afraid, concerned, sad, nervous, or happy? Explain

Inform the class that Sammi appears when one of the classmates shows care or concern about another classmate. Sammi appears in situations where someone is expressing empathy. Review the definition of empathy one more time aloud as a class.

Facilitate circle rounds using the questions below. If time permits, ask students to respond to a question of their choice in a journal entry.

- The word “activate” means to switch on, start up, turn on. What are some things that you’ve activated? (Teacher gives examples: activate a password to look at a new app; activate your memory when you forget something, like where you left your car keys; activate the GPS on my phone so I can see or hear directions for where I’m going)
- How do you think today’s Phone-a-Friend student connector could start activating empathy?
- How might activating our empathy powers help us be better Upstanders?
- What’s one way you and your classmates can activate more empathy?
- Why do you think activating empathy is like being a superstar?
- How does having empathy help us create a kind classroom?

PARTNER UP: Guide students into the next activity by asking them to partner up. Explain again that students will see some appearances by Sammi the Empathy Star throughout the storybook and in videos. Sammi appears when one of the animated classmates activates empathy. Use **Handout #5: Five Ways to Activate Empathy** or instruct students to draw their own star.

On the star, ask students to:

- Write down five specific ways you and your partner can activate empathy this week. If time allows, ask students to return to the circle and share out a few empathy-activating ideas and strategies

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Close the class by conducting another review and check for understanding about the complex term: empathy.

Ask the class the following question and allow time for a couple of students to share ideas:

- If I asked you to teach a student, neighbor, or family member in Kindergarten or First Grade about “empathy,” how would you teach them? How would you show-and-tell empathy to that younger student?
- As a Promise Challenge, ask students to teach a younger student about empathy in school this week

LESSON EXTENSION

Explain to students that developing empathy is an ongoing process. Someone can grow their empathy “powers” over time with practice and awareness. There’s a path that students can take to become more and more empathetic. As a class, create an **emPATHy** bulletin board. Cover the bulletin board in construction paper and ask students to draw a winding road, path, or hiking trail. Ask students to write different ways they can practice and activate empathy in the school community so that they continue to grow their empathy powers.

Hint: The *Start With Hello* Digital Elementary program offers a complimentary lesson to reinforce empathy entitled “Jasmine’s Shoes.”



LESSON 6: A BESTSELLER SERIES: TRUSTED ADULT CHRONICLES!

OBJECTIVES

(Storybook Part 3, pages 21-27)

Students will be able to:

- Define the meaning of Trusted Adult
- Celebrate Trusted Adults in the school community

RESOURCES

- Part three of the Storybook: *Stand Up and Say Something*, pages 21 - 27
- Copies of **Handout #6: Say Something Suite of Trusted Adults** and **Handout #7: Trusted Adult Chronicles Book Cover** or blank pieces of paper
- **Optional:** Poster size paper and markers/crayons for the book cover design

CASEL COMPETENCIES

- Relationship Skills
- Responsible Problem-Solving

INITIATION

MINDFUL MINUTE: Who is your anchor? Explain that an anchor is something very heavy that prevents an object like a boat from drifting away. It keeps a boat secured, floating in place in the sea or a lake. Next, tell students that you are going to guide them in a mindfulness exercise. Slowly and with pauses, ask students to:

Visualize someone in your life who is like your very own anchor, someone who:

- Keeps you safe
- Is there for you when there's a storm or rough, windy, unpredictable weather
- Keeps you grounded
- Prevents you from drifting in the wrong direction
- Is stable, solid, strong, secure, and/or sturdy

Think of this person as your "anchor" as you take one large breath in through your nose, and gently exhale out through your mouth. Think of your anchor when you feel uneasy, stressed, or unsure about what to do.

ACTIVITY

WHOLE CLASS INSTRUCTION: Review the definition of a Trusted Adult with students. Add the term and definition to a Word Wall or post in a highly visible area of the classroom:

- A **Trusted Adult** is someone who students view as a reliable and caring source of support who listens and responds appropriately to expressed concerns, warning signs, and threats of someone who may be at risk of harming themselves or others



In the storybook, students learned some different types of Trusted Adults in the school community and chose a Trusted Adult. Reiterate that a Trusted Adult is someone who will listen and help students when needed. Teachers, school counselors, custodians, librarians, coaches, and front office staff members are all examples of possible Trusted Adults in our school community.

Display and/or distribute **Handout #6: Say Something Suite of Trusted Adults**. Emphasize the different roles and jobs the Trusted Adults have in the school community. Ask students which Trusted Adults on the handout they noticed helped a classmate in the storybook.

GROUP WORK: Ask students to sit in groups of three or four. Inform students that they'll work in groups to design a book cover for a new series of books that celebrates Trusted Adults. Groups can use **Handout #7: Trusted Adult Chronicles Book Cover** or some large print or poster paper. Together, this new series of books will become the classroom "Trusted Adult Chronicles!" This new series will celebrate and highlight the many Trusted Adults that are a part of the school community. The books will tell stories about the Trusted Adults who play such an important role in the school.

Write the following instructions on the board or display on screen: *For the next 30 minutes, you'll work together to:*

1. Assign group roles: timekeeper, notetaker, reporter, and artist.
2. Identify a Trusted Adult or group of Trusted Adults that you'd like to celebrate.
3. Create a catchy book title that would draw in an audience.
4. Design a book cover for your new book about Trusted Adults. You can use the Trusted Adult animated characters as inspiration.
5. Present your book title and cover to the class.

After 30 minutes, ask students to Circle Up. Instruct the reporter from each group to present their book title and cover to the class.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Remind students that Trusted Adults feel honored when they're identified by students as a source of support when needed. Congratulate the class for working together to produce creative book titles and covers.

As a Promise Challenge, encourage students to connect with their chosen Trusted Adult this week.

LESSON EXTENSION

Continue this project by instructing groups to write a short story or biography that goes with the book title and cover. For a project-based learning (PBL) experience, assign students the task of interviewing the Trusted Adult(s) featured on the book cover.

Write a biography about them using these guiding questions:

- Why did you select the job/career that you have?
- What qualities do you have that make you a reliable Trusted Adult?
- How do you feel you best support students in our school community?
- How do you and the other Trusted Adults help one another?
- Do you have a special quote or motto that helps guide you as a Trusted Adult?

LESSON 7: A SAYING SOMETHING SAFETY ZONE

VIDEO: IS NAOMI A SNITCH?

OBJECTIVES

After watching the video: *Is Naomi a Snitch?* students will be able to:

- Explain the difference between snitching and saying something.
- Identify three good reasons why they should say something.
- Locate different Trusted Adults in the school community to whom they can say something.

RESOURCES

- A projector or individual devices for viewing: *Is Naomi a Snitch?*
- Copies of **Handout #8: Trusted Adult Map** or blank paper and crayons

CASEL COMPETENCIES

- Self-Awareness
- Social Awareness



INITIATION

MINDFUL MINUTE: Introduce students to the concept of heartfulness. Inform the class that heartfulness is a way that we can fill our hearts with kindness for ourselves and others. Guide students in a mindful moment using this prompt:

- *Think about a way that you can practice Heartfulness with yourself today. Place a hand gently on your heart. Think of one way you can treat yourself kindly. Take a deep breath in and fill your lungs and belly with air, like you're filling up a balloon. Exhale gently.*

ACTIVITY

Play the video: *Is Naomi a Snitch?* Pause at the end and ask students to reflect on the question posed by Dot: **Have you ever heard or seen something that just wasn't quite right?**

CIRCLE UP: Facilitate one or two circle rounds using the questions and activities listed below. Start with #1 and #2 and then select any questions or prompts from #3 - #10.

1. *Dot explains the difference between being a snitch or "saying something." Turn to a partner and explain the difference between snitching and "saying something" in your own words. If possible, give a specific example.*

2. Let's brainstorm all the reasons why it's good to say something. [Teacher or student leader writes down the list of reasons]. Now, as a class, let's select the top three good reasons for saying something to a Trusted Adult [Teacher or student leader circles the top three reasons].
3. Who was an Upstander in this scenario? Why?
4. Let's review our definition of Upstander. Can you think of a time in school when you witnessed someone being an Upstander?
5. Naomi selects Ms. Rivera, the school librarian, as a Trusted Adult to say something about the violent drawings. Who could you go to as a Trusted Adult in the school community? Let's make a class list.
6. Explain how Naomi applied the three *Say Something* steps.
7. How was Malik being a good classmate to Naomi? What was Malik saying that showed Upstander behaviors/actions?
8. How does Naomi show courage? Tell us about a time you showed courage.
9. The video ends with Dot asking us the question: "Have you ever seen or heard something that didn't seem right? What did you do?"

PARTNER UP: In this situation, Naomi turns to a Trusted Adult in the Library, Ms. Rivera. Once again, reinforce the importance of knowing an in-school Trusted Adult and ask students to think about the Trusted Adults and anchors they have available to them in the school community.

Provide the following instructions:

- Which Trusted Adults could you go to in our school community? Take five minutes to work with your partner and list as many Trusted Adults available to you and your classmates on Handout #8: **Trusted Adult Map**, or, create your own original map of Trusted Adults

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Encourage the class to think about what they learned from the situation that Naomi encountered. Reinforce and reiterate that it's always a good idea to find a Trusted Adult when you come across something that isn't quite right or is worrisome. Remind students that the classroom is a safe, say something zone where everyone can feel free to say something anytime they see or hear something that is unsettling or concerning. By doing this, collectively, we're creating a community of care for one another.

As a Promise Challenge, encourage students to think of new ways they can work together to create a community of care in the classroom. Ask students to write their ideas on post-it notes and place on the board or another area of the classroom where all students can read about the creative ideas.

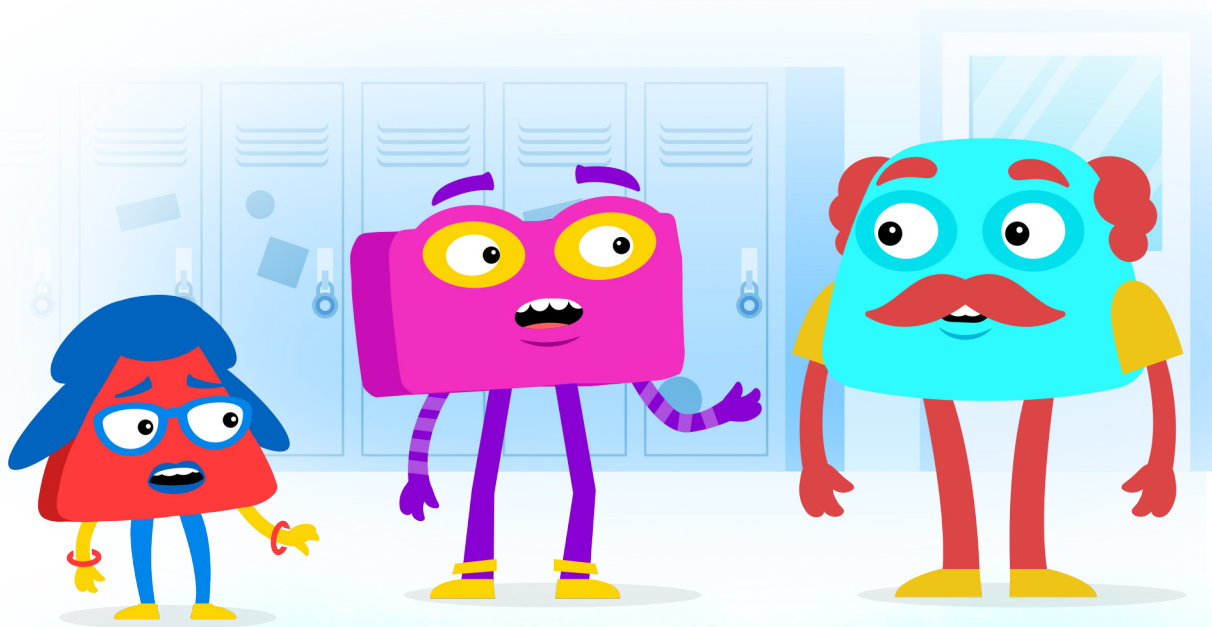


LESSON EXTENSION

Ask students to work in groups to create a skit with the same title as the video: *Is [Select an Animated Classmate from the Bio Card] a Snitch?* Instruct groups to write a skit that shows another animated classmate from the bio cards seeing warning signs and telling a Trusted Adult. Next, inform students that they'll act out their new skits in front of the class.

Write a biography about them using these guiding questions:

- Who is being an Upstander in the skit?
- How are the character(s) being Upstander(s)?
- What did the characters do well in this skit?
- What could one or all the characters have done differently in this skit?



LESSON 8: TRUSTED ADULT ANCHORS

VIDEO: WILL JASMINE FIND A TRUSTED ADULT?

OBJECTIVES

After watching the video: *Will Jasmine Find a Trusted Adult?* Students will be able to:

- Identify an in-school Trusted Adult who will listen to reported warning signs and threats
- Explain five qualities that make someone a reliable Trusted Adult



RESOURCES

- Horizontal strips of paper, one horizontal strip for each student. Three strips of paper can be cut from one piece of construction or recycled paper
- A projector or individual devices for viewing: *Will Jasmine Find a Trusted Adult?*
- **Handout #9: Trusted Adult Handprints and Anchors** or have blank paper available

CASEL COMPETENCIES

- Self-Management
- Relationship Skills
- Responsible Problem-Solving

INITIATION

STUDENT CONNECTOR: Give each student a strip of paper. Ask each student to write down three qualities they seek in a friend on the strip of paper. Once completed, instruct students to form a circle and link their strips of paper together to form a friendship circle. To fasten the links, help them staple the links together or give each student a piece of tape. Once everyone is linked together, complete a circle round by asking each student to share the three qualities they seek in a friend. In closing, ask students to hang up their Friendship Link somewhere in the classroom. Tell them to keep thinking about all the ways they can actively be good friends to classmates.

ACTIVITY

Play the video: *Will Jasmine Find a Trusted Adult?* Pause at the end and ask students to reflect on the question posed by Dot: **What are some other ways you can say something to your Trusted Adult?**

CIRCLE UP: Stay in a circle and complete a circle round using one or two of the questions below:

1. How was Zoe being a good friend in this situation?

2. *Is it hard sometimes to tell when someone is joking or being serious? What should classmates never joke about?*
3. *What are warning signs that should always be reported to a Trusted Adult immediately? What warning sign was Jasmine worried about?*
4. *How was Zoe being an Upstander? Is there anything else that Zoe could have done?*
5. *Jasmine did the right thing by calling Dad at work immediately. What if Jasmine's Dad was busy or didn't pick up the phone, what could Jasmine do next?*
6. *Explain how you would have handled similar situations. Would you do anything differently now that you know about the Say Something steps?*

Summarize the discussion and emphasize the point that Jasmine called Dad, a reliable Trusted Adult.

However, it's important that each student find an in-school Trusted Adult in that is trustworthy, reliable, and ready to help when needed.

INDEPENDENT WORK: Distribute copies of **Handout #9: Trusted Adult Handprints and Anchors** to each student or ask them to draw a large adult handprint and another small, personal handprint or a large and small anchor on a piece of paper. Give students the choice of whether they'd like to fill-out handprints or anchors.

Display the following instructions on screen or the board:

- **On the large handprint:** Write the name of your Trusted Adult in the palm and five reasons why this person is a Trusted Adult on each finger
- **On the small handprint:** Write your name in the palm and five things for which you will go to your Trusted Adult
- **On the large anchor:** Write the name of your Trusted Adult in the eye (small circle at the top of the anchor) and five reasons why this person is a Trusted Adult inside or surrounding the anchor
- **On the small anchor:** Write five things you will go to your Trusted Adult for inside or surrounding the anchor

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Give gratitude to students for their willingness and openness to identifying a Trusted Adult in the school community. This Trusted Adult is like an “anchor” as discussed previously. An in-school Trusted Adult or “anchor” adult will be the person to go to if any problems arise.

As a Promise Challenge, show your handprints or anchors to your Trusted Adult.

LESSON EXTENSION

Ask students to notify their Trusted Adults by simply stating or writing a short note that states something like, “Mr. Callaway, I just wanted to let you know that I selected you as my Trusted Adult.”

LESSON 9: YOUR PERSONAL SAY SOMETHING STYLE

OBJECTIVES

After re-watching the videos and reviewing the end of the storybook, students will:

- Create and use their own comfortable *Say Something* style

RESOURCES

- A projector or individual devices for viewing videos: *Is Naomi a Snitch?* and *Will Jasmine Find a Trusted Adult?*
- Copies of Handout #10: **Say Something Style Card**

CASEL COMPETENCIES

- Self-Awareness
- Relationship Skills

INITIATION

STUDENT CONNECTOR: Say Something Positive! Inform students that for the first three minutes of class, they'll be giving three different compliments to three different classmates.

Provide the following instructions to the class:

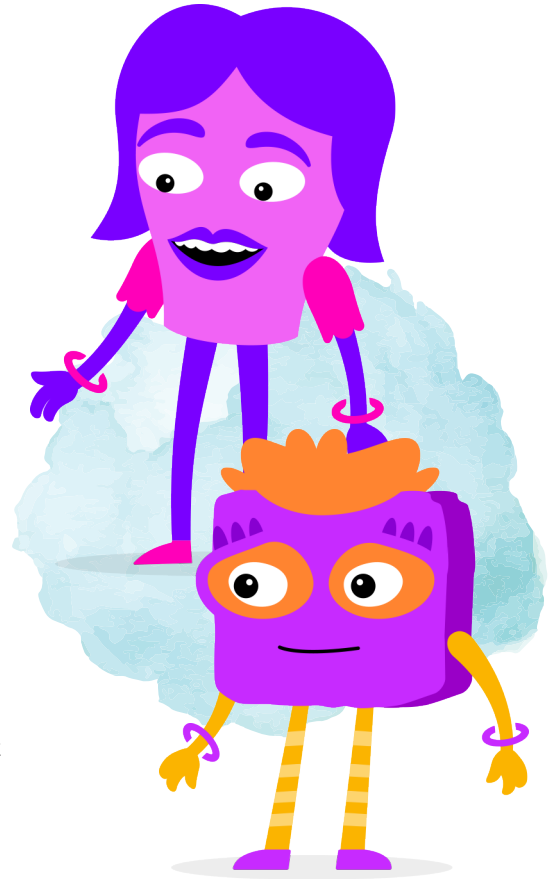
- Take three minutes to give three classmates a compliment
- Compliments can be verbal or written down
- Compliments should focus on qualities that your classmates have that make them a special individual. For example, instead of saying, "I like your sweatshirt," say something like, "You always share really good ideas in class" or "You have really good taste in music"

ACTIVITY

If significant time has passed since students viewed the videos, show each video once again as a refresher.

PARTNER UP: Give each student a copy of Handout #10: *Say Something Style Card* or ask students to fold a piece of blank paper twice to create four quadrants to create their own cards.

Tell students to partner up. The video *Will Jasmine Find a Trusted Adult?* ends with the question: What are some other ways you can say something to your Trusted Adult? In today's activity, students will think about these other ways and select a personalized *Say Something* style.



Provide the following instructions to the class:

- You'll have 15 minutes to work with your partner
- First, brainstorm at least three ways that you can say something to a Trusted Adult. You can use one of the ideas from the videos or storybook, or use your own
- Then, select your personal favorite *Say Something* style
- Fill-out your own *Say Something* style card

After 15 minutes, ask pairs to practice their favorite *Say Something* styles with each other, pretending that one of the partners is a Trusted Adult.

Review the different styles with your class and provide some sentence starters that will help students start the conversation with their Trusted Adult. As students learned in the storybook, they can tell a Trusted Adult face-to-face, with a note or by sending an email. However, when a warning sign is encountered, it should always be immediately reported directly to a Trusted Adult.

In the storybook, students learned how to have a conversation with their Trusted Adult using this sentence starter: **I'm concerned about.....because.....I need your help.**

Instruct students to write this sentence starter down on their *Say Something* style card so that they always have a guide or model. Sometimes when students feel stressed or worried, it can be easy to forget what to do or say.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Summarize the different ways students can use a *Say Something* style to notify their Trusted Adults when a warning sign or threat is encountered. Remind students that when an emergency arises, to call 9-1-1. Also, if students prefer writing a note, it needs to be handed to the Trusted Adult, not left on a desk or in a mailbox.

As a Promise Challenge, place or post the Say Something style card in a place where it can be accessed easily and quickly. A special journal, a place in your backpack, in a phone case, or posted in the cover of a favorite binder or notebook are all ideas.

LESSON EXTENSION

Building on the previous lesson, ask students to notify their school-based Trusted Adults about their preferred *Say Something* style.



LESSON 10: UPSTANDER AND TRUSTED ADULT FEATURE STORIES!

OBJECTIVES

As a culminating project for the *Say Something: Elementary Animated Series* program, students will:

- Identify Upstanders and Trusted Adults who positively impact the school community daily
- Produce a news segment, newspaper article, or biography on the selected Upstander(s) or Trusted Adult(s)

NOTE TO EDUCATOR: This culminating project is intended to be flexible. It is recommended students have at least four class periods to work on the project, but this project can easily be extended to run the course of a month or marking period.

Class 1: Project explanation, group selection, and Upstander/Trusted Adult selection.

Class 2: Upstander/Trusted Adult outreach (email, letter, phone call) and Upstander/Trusted Adult research.

Class 3: Create the product: video, news article, picture book biography, or other.

Class 4: Present the product to the class.

RESOURCES

- Copies of **Handout #11: Trusted Adult/Upstander Brainstorm Board**
- Copies of **Handout #12: Trusted Adult/Upstander Nomination Letter**
- Copies of **Handout #13: Trusted Adult and Upstander Research and Interview Questions**
- Copies of **Handout #14: Trusted Adults and Upstanders Project Rubric**
- Copies of **Handouts #15 and #16: Trusted Adult and Upstander Awards**

CASEL COMPETENCIES

- Social Awareness
- Relationship Skills
- Responsible Problem-Solving

INITIATION

MINDFUL MINUTE: Guide students through a mindfulness breathing exercise using the prompts below.

- *Think about having a large, colorful beach ball in between your hands. Take a breath in. Pretend to throw or hit the beach ball. As you do this, breathe out*
- *Repeat this inhale, exhale beach ball activity, but this time do a new movement with your arms. Maybe you're playing a beach volleyball game? Perhaps you're on the playground with a friend, passing the ball back and forth*

Instruct students to stand in an open space in the classroom and tell them they have one minute to play a silent beach volleyball game as a group. This activity should be energizing and light.

ACTIVITY

GROUP WORK: Launch the new Project-Based Learning (PBL) activity by informing students that they'll be working for the next [number of days/weeks] on a real-world group project. They will be selecting a Trusted Adult or Upstander (or group of Trusted Adults, such as School Counselors) to conduct research on and acknowledge.

Display or write down the following project guidelines:

1. Get into groups of three or four.
2. Groups will reflect on what they learned in the *Say Something* program about Upstanders and Trusted Adults.
3. Groups will brainstorm different Upstanders and Trusted Adults in the school and larger community using the brainstorm card.
4. Groups will decide upon the Upstander(s) or Trusted Adult(s) they'd like to research, interview, and complete a project.
5. Groups will select one of the following projects to highlight the Upstander/Trusted Adult:
 - A two-minute video news segment
 - A newspaper article
 - A short picture book biography
 - Group choice: _____
6. Groups will present their final product to the class. If possible, invite community stakeholders to the presentation, virtually or in-person.

Provide students with the necessary project handouts: Handouts #11, #12, #13, #14, #15, and #16. Instruct groups to select roles: **Timekeeper, Notetaker, Presenter, and Project Manager**. Inform groups that they will need to gain your permission and sign-off prior to reaching-out to the selected Trusted Adult or Upstander.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Ask groups to share out their selected Upstander/Trusted Adult, the individual's profession/job/role, and one sentence about why they selected the individual or group of Trusted Adults/Upstanders. Write down the names on the board or a piece of flip-chart paper to reference throughout the project.

As a Promise Challenge, encourage students to thank some of the Trusted Adults and Upstanders the group listed in the brainstorm with a quick note of appreciation.

LESSON EXTENSION

Ask the PTA/PTSO or a local community-based organization to help your class organize an Upstander and Trusted Adult Appreciation Breakfast for students to share their gratitude for the Trusted Adults and Upstanders that were recognized in their projects.

Continue with the Trusted Adult and Upstander acknowledgment and appreciation by creating a Wall of Fame using the next lesson.

LESSON 11: UPSTANDER AND TRUSTED ADULT WALL OF FAME

OBJECTIVES

Students will:

- Identify and celebrate Upstanders and Trusted Adults in their school community

RESOURCES

- An empty bulletin board space in the classroom or hallway
- Copies of Handouts #15 and #16: Upstander and Trusted Adult Awards
- Colorful cardstock or construction paper, markers, crayons, stapler, scissors, and other items for a bulletin board

CASEL COMPETENCIES

- Social Awareness
- Relationship Skills

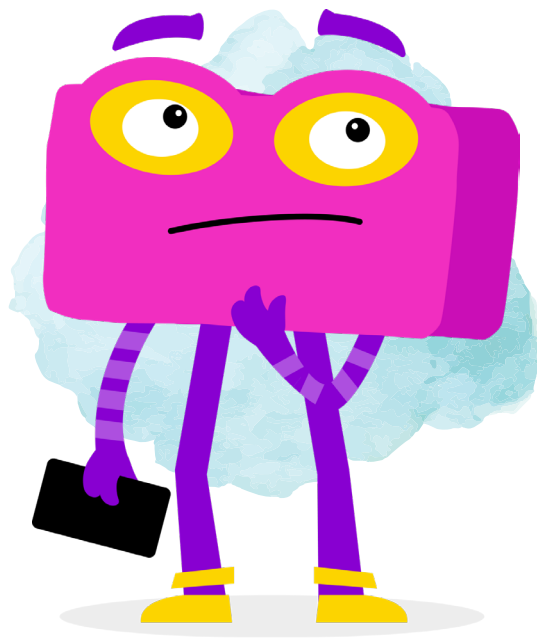
INITIATION

STUDENT CONNECTOR: Set up a *mix-and-mingle* activity. Tell students that they will rotate every 20 seconds and buddy up with a new partner. Each time they buddy up, they are charged with the task of telling their buddy something new or interesting they learned in the *Say Something* program. Challenge students to think of a new thing each time they rotate buddies.

ACTIVITY

This lesson is the culminating event for the *Say Something: Elementary Animated Series* unit. Inform students that this final activity is to celebrate all the new knowledge and skills that the class learned in the *Say Something* program. If it applies, tell students that this year, and hopefully every year, their classroom and school will celebrate national *Say Something* Week in March.

GROUP WORK AND INDEPENDENT WORK: Each student will contribute to a classroom Upstander and Trusted Adult Wall of Fame.



There are two options for participation in the activity:

1. Students can work independently to honor and pay tribute to their Trusted Adult or a selected Upstander by creating an award using **Handouts #15 and #16** or by drawing their own.
2. Students can work with their group members to create and present a Trusted Adult or Upstander award to the individual they completed the news article/news segment/picture book/video in the PBL lesson using Handouts #15 and #16.

Give students 30 minutes to create a Trusted Adult or Upstander award. If students finish early, they can create another one.

WHOLE CLASS PRESENTATION: One by one, ask students to share their award with the class. If time permits, spend time as a class creating a Wall of Fame bulletin board together. Add stars, hearts, and hands to call out all the wonderful people highlighted on the Wall of Fame.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Ask the class to take a moment to soak in the beautiful bulletin board display together. The display highlights that they belong to a community of care where everyday people do kind and powerful things to help others. Encourage students to add to the Wall of Fame and nominate new Upstanders and Trusted Adults throughout the year. Also, motivate students to continue to do kind, small, positive actions. Everyone can be Upstanders and small, positive actions can make a huge impact in a school community.

As a Promise Challenge, ask students to inform their Upstanders and/or Trusted Adults that they've been included on your Wall of Fame.



HANDOUT #1: ANIMATED CLASSMATES & TRUSTED ADULT BIO CARDS



MEET DOT

Dot loves to build with blocks and never passes up an ice cream cone!

Dot is a great friend and is always looking for ways to reach out and help others. You'll often find Dot with sidekick Sammi the Star.

Dot inspires us all to be Upstanders and say something to a Trusted Adult when we see warning signs or threats. Dot also encourages us to act with empathy and use our Hello Styles to include others.

If you ever have a question about *Start With Hello* or *Say Something*, Dot is sure to have the answer!

MEET CARLOS

Carlos's his favorite classes are gym and math, and he's part of the Robotics team.

In his free time, Carlos enjoys climbing on the jungle gym and playing baseball.

Carlos can be competitive, but he's also loyal and you'll often find him standing up for his friends when they're in need. Unfortunately, Carlos has experienced some bullying. These experiences can actually cause Carlos to be a bully sometimes, too.



MEET ELLIOT

Elliot is a shy student who enjoys spending healthy alone time reading books in the library. He's also very creative and loves art class.

Elliot's great at giving compliments, loves birthday parties with friends, enjoys the slide on the playground, and always includes others when playing basketball at recess.

Because Elliot is shy, he sometimes feels like he gets left out. He joined the afterschool SAVE Promise Club to meet new friends.



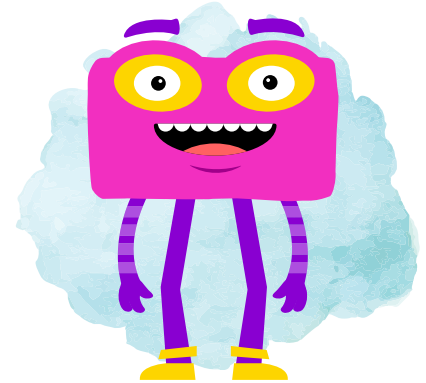
HANDOUT #1: ANIMATED CLASSMATES & TRUSTED ADULT BIO CARDS

MEET IZZY

Izzy is a brave, energetic student who cares deeply about her friends. Izzy is very organized, so she sometimes gets upset when things don't go as planned, but typically you'll find her laughing with friends at recess.

On the playground, Izzy loves swinging on the swings at recess. On rainy days inside, she enjoys reading comics and graphic novels.

Izzy also knows how important it is to say something to her Trusted Adult when she sees a warning sign or threat.



MEET JASMINE

Jasmine is a new student at school. Since she doesn't know a lot of classmates yet, she can sometimes be shy.

Jasmine likes to spend her quiet free time writing stories, and she loves play video games with her best friend Zoe. Jasmine also has a skateboard and enjoys going to the skatepark.

You'll often find Jasmine listening to music and sharing playlists with friends.

MEET NAOMI

Naomi's favorite class is science, but she also likes to write. You'll often find Naomi on the playground organizing games of foursquare and playing basketball. Naomi also likes fashion. She has a great sneaker collection and loves graphic tees.

Naomi's best friend at school is Malik, and she likes to spend time with Elliot at the SAVE Promise Club after school.

Naomi knows how important it is to be an Upstander and get others help when they need it.



HANDOUT #1: ANIMATED CLASSMATES & TRUSTED ADULT BIO CARDS



MEET ZOE

Zoe is a laid back and fun friend. She loves playing video games and is great at encouraging her friends to be Upstanders.

Zoe enjoys playing video games and watching funny animal videos. Zoe also really loves spending time outdoors and heads to the park whenever she can.

She's very curious and always asking her Trusted Adult a lot of great questions. She also knows how important it is to talk to her Trusted Adult if she ever comes across a warning sign or threat.

MEET MALIK

Malik has a curious, creative, and gentle personality. It's important to Malik that others feel included. When he sees a warning sign that someone could get hurt, his Say Something style is to write a note to the teacher.

Malik loves to read and especially enjoys doing arts and crafts at school.

Malik is a little quiet, but opens up once when he is invited in. You can often find Malik hanging out with his friend Izzy.



HANDOUT #1: ANIMATED CLASSMATES & TRUSTED ADULT BIO CARDS

MEET MS. RIVERA

Ms. Rivera is the school librarian. When asked for a book recommendation, she always knows the perfect fit for her students. She's also very tech savvy and enjoys teaching students how to use the internet while staying safe. You'll often find Ms. Rivera having a cup of team with Mr. Solanki.

Ms. Rivera is a Trusted Adult and always encourages students to come talk to her if they ever want to say something.



MEET COACH NGYUEN

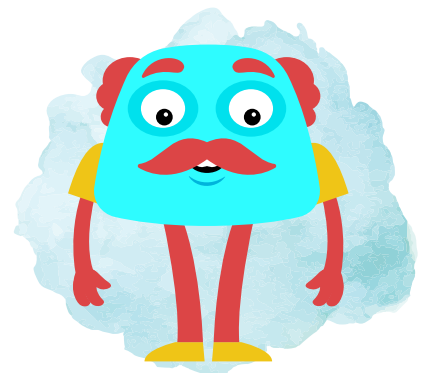
Coach Ngyuen is the ultimate P.E. teacher, athlete, and referee. He likes to play basketball, baseball, and soccer. He also is the advisor for the SAVE Promise Club. He enjoys working in a team environment and friendly competition.

Coach Ngyuen is also a great Trusted Adult. He won't blow the whistle on students if they come to him to say something.

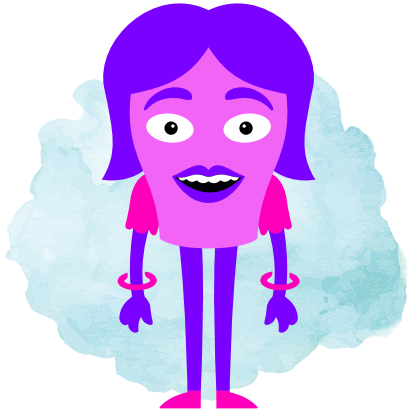
MEET MR. SOLANKI

Mr. Solanki is the school's counselor. He is passionate about not only making sure students are set up for success but that they are healthy, safe, and happy.

Mr. Solanki is a Trusted Adult. He always makes time to listen to students whether it's about their grades or if they've come across a warning sign or threat.



HANDOUT #1: ANIMATED CLASSMATES & TRUSTED ADULT BIO CARDS



MEET DR. WEST

Dr. West is the school's principal. She is passionate about education and often likes to visit classes to see what the students are learning. In her free time, Dr. West likes to work in her garden, where she grows vegetables and fruit. She's also a big football fan and likes to play pool with friends when she's not at school.

Dr. West is a Trusted Adult and her office is always open for students who want to say something.

MEET MR. GRANT

Energetic and enthusiastic, Mr. Grant is the school's music teacher. He can play almost any music instrument, but his favorite instruments to play are the piano and drums.

Mr. Grant is a Trusted Adult. Student don't need to worry about hitting the right notes when it comes to saying something to him. Mr. Grant is open to any *Say Something* style and is always ready to listen.



MEET MRS. RIVERS

Mrs. Rivers is the school's art teacher. She has a creative imagination and thinks students learn best with their hand while making messes! Her favorite types of art are watercolors, modeling clay, and any unique drawings from her students.

Mrs. Rivers is a Trusted Adult. As a SAVE Promise Club advisor, she helped students create an Upstander Wall of Fame.

She encourages students to use their unique voice to say something when they think another student might be in harm's way.

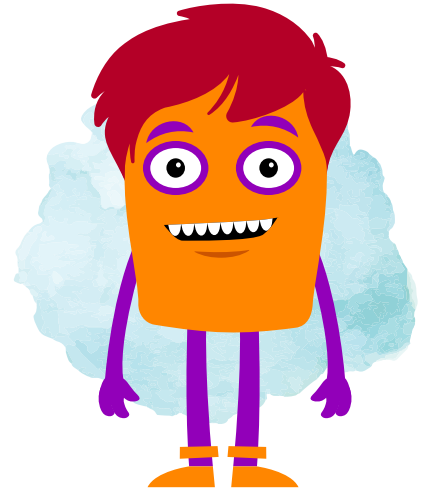


HANDOUT #1: ANIMATED CLASSMATES & TRUSTED ADULT BIO CARDS

MEET MX. DAVIS

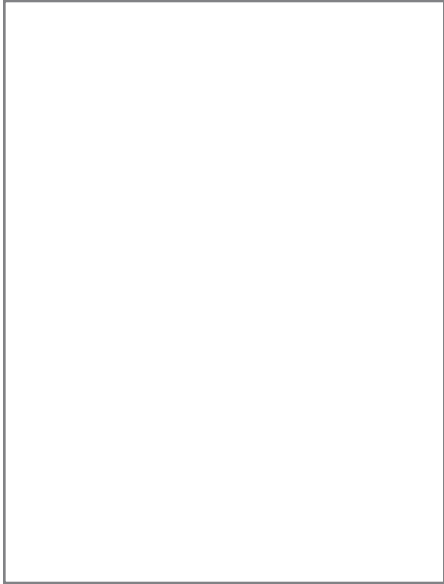
Mx. Davis is the school Custodian. Their favorite part about their job is creating an environment that is safe, clean, and welcoming for the students.

Mx. Davis is a Trusted Adult. They are always willing to talk and value students' safety above everything else. You will see Mx. Davis greeting students with a huge smiles and friendly "hello" at the school entrance each morning.



HANDOUT #2: UNIQUE ME NAME TENT

Create a name tent for your desk or group table. On one side, write your name and draw your avatar. On the other side, write what makes you colorful, a good classmate, and your special skills and interests.

BACK	_____	
	AVATAR:	
FOLD	_____	NAME:
FRONT	What makes me colorful: _____	

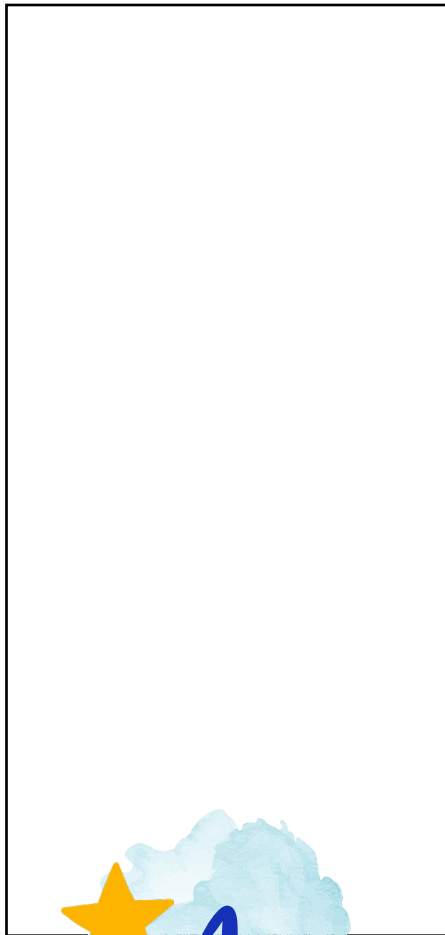
	What makes me a good classmate: _____	

	My special skills and interests: _____	

HANDOUT #3: MY AVATAR IN ACTION!

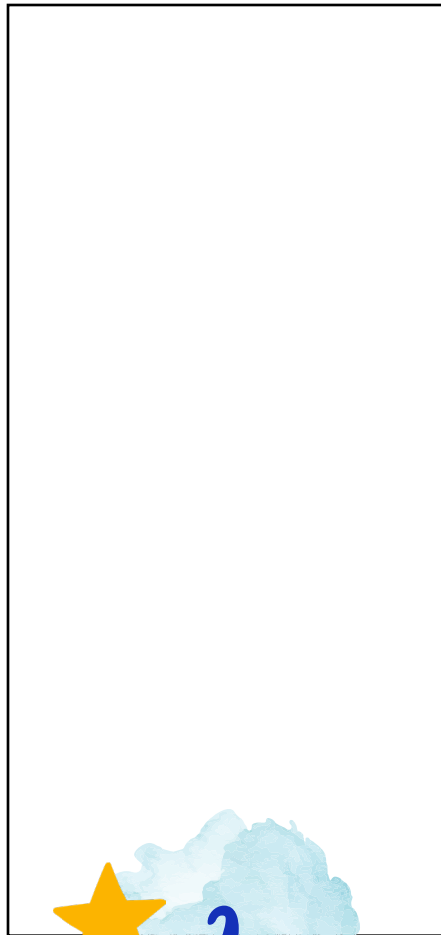
Write the three *Say Something* steps in order, below each box. Next, draw your avatar acting on each step to create a *Say Something* comic strip!

Avatar
Step 1



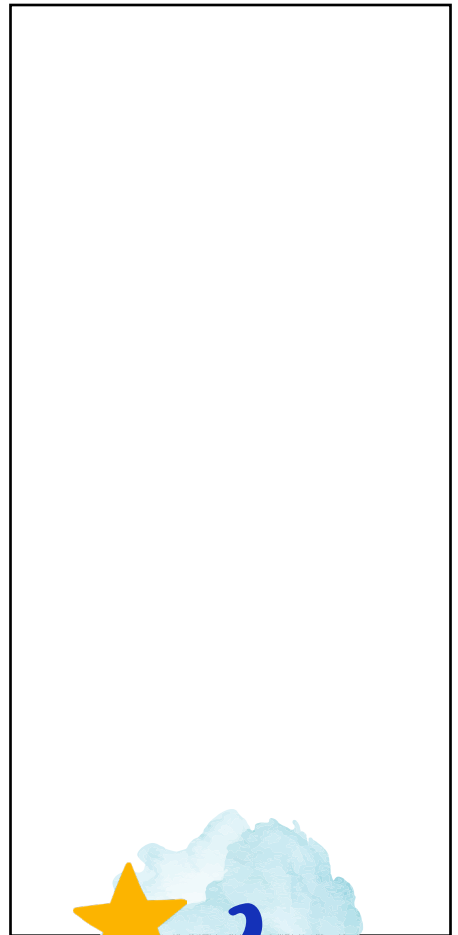
STEP 1

Avatar
Step 2



STEP 2

Avatar
Step 3



STEP 3

HANDOUT #4: SEE, HEAR, WONDER

Work with your group members to brainstorm warning signs that you see, hear, and come across. Once the notetaker writes down the warning signs. Discuss the ways you can prevent these types of warning signs and be Upstanders. The reporter should be prepared to share-out some ideas.

SEE: WARNING SIGNS I SEE OR READ ABOUT

HEAR: WARNING SIGNS I HEAR OR HEAR ABOUT

WONDER: I WONDER WHAT WE CAN DO TO PREVENT THESE WARNING SIGNS? I WONDER HOW WE CAN BE UPSTANDERS?

HANDOUT #5: FIVE WAYS TO ACTIVATE EMPATHY

Write down five ways you and your classmate can activate empathy this week.







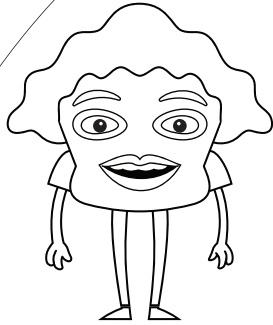




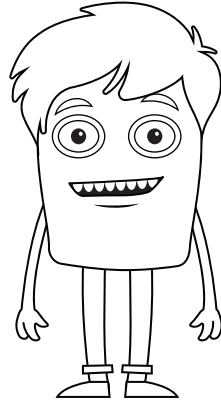


HANDOUT #6: SAY SOMETHING SUITE OF TRUSTED ADULTS

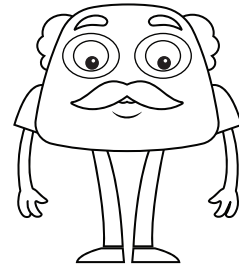
Circle which Trusted Adults helped a classmate in the storybook. If you have time, color in the Trusted Adults.



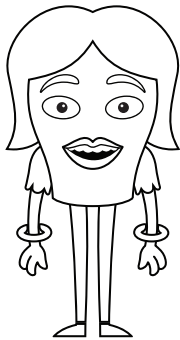
TEACHER



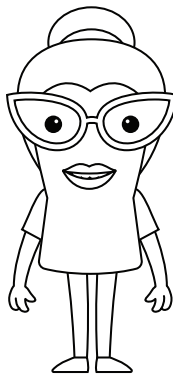
CUSTODIAN



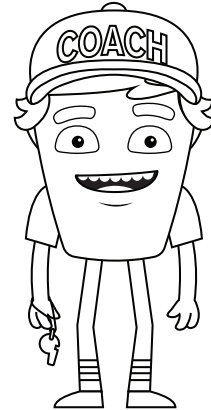
COUNSELOR



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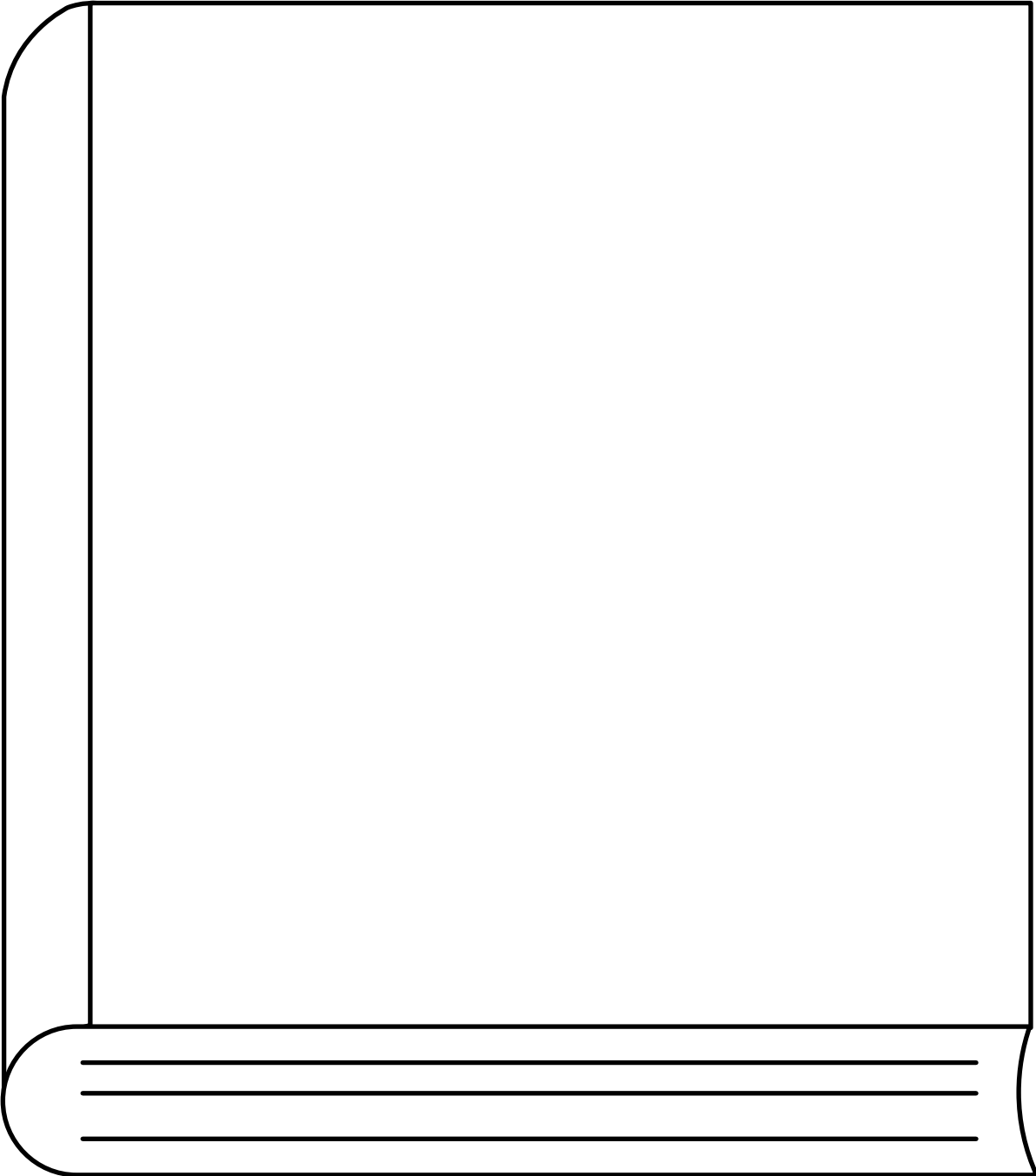
LIBRARIAN



COACH

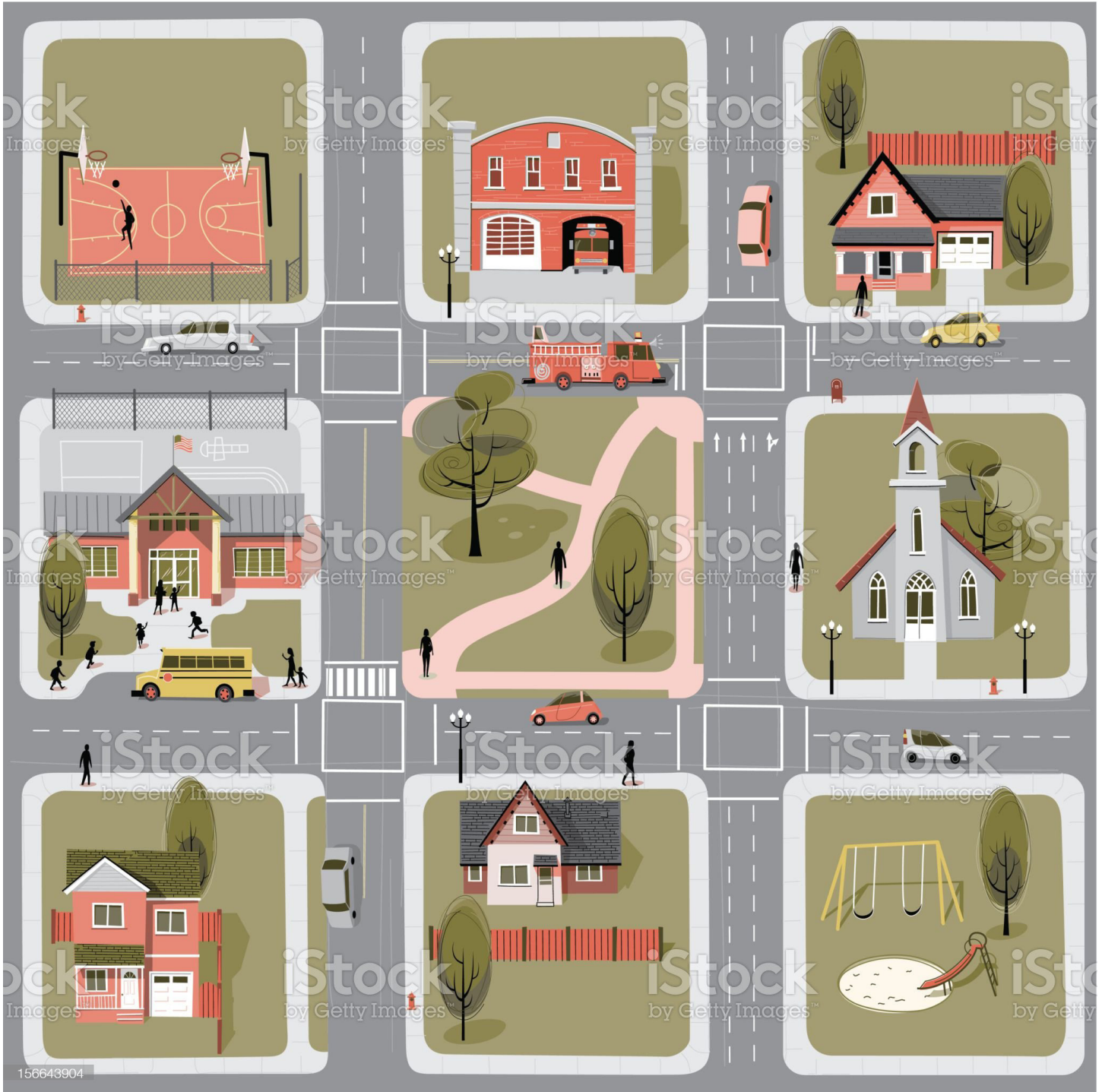
HANDOUT #7: TRUSTED ADULT CHRONICLES BOOK COVER

Work with your group to create a book that celebrates Trusted Adults! Think of a catchy title and design a book cover for the class set of Trusted Adult Chronicles!



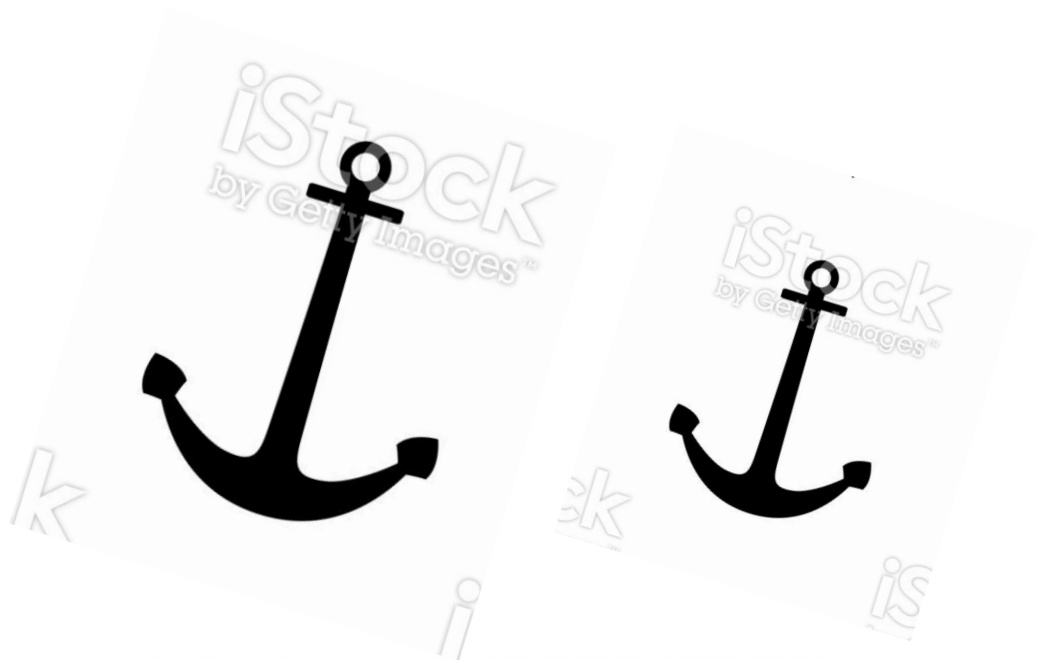
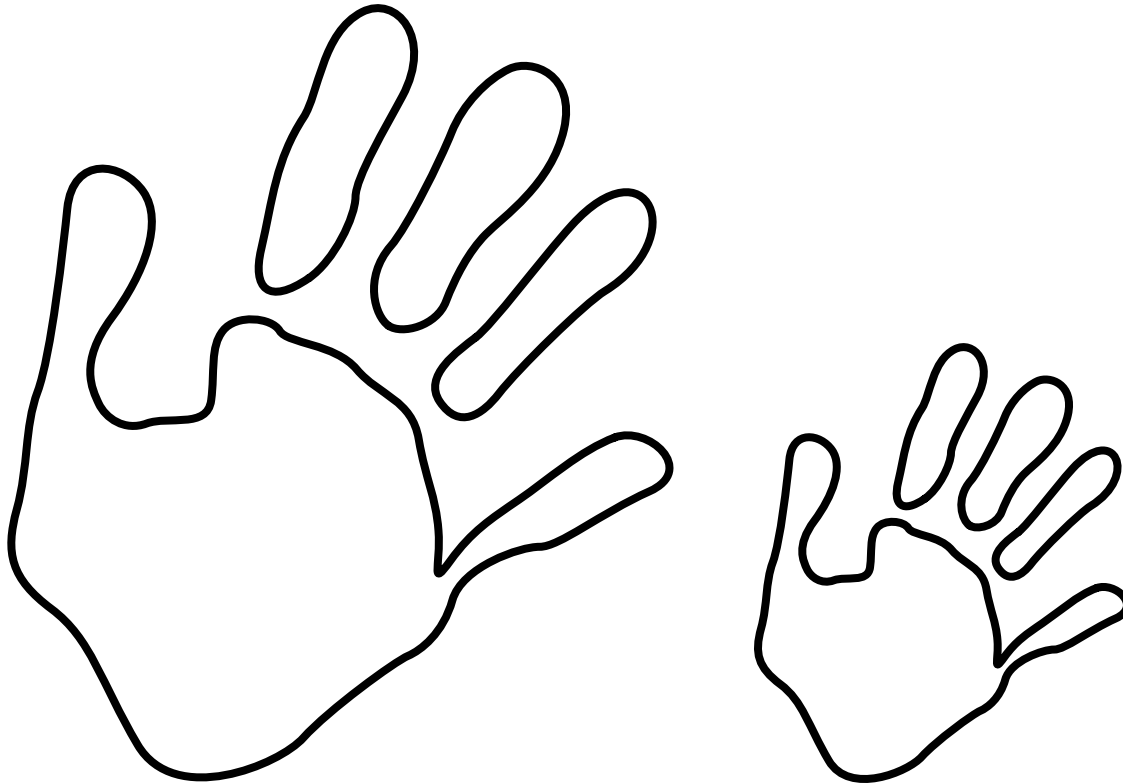
HANDOUT #8: TRUSTED ADULT MAP

Brainstorm all the different Trusted Adults you can go to around the school campus and community. Write down the names of the Trusted Adults on the map.



HANDOUT #9: TRUSTED ADULT ANCHORS AND HANDPRINTS

Write the name of your Trusted Adult on the large handprint or anchor. Write your name on the small handprint or anchor. Write the reasons why this person is a Trusted Adult on the large handprint or anchor and the things that you'll go to your Trusted Adult for on the small handprint or anchor.



HANDOUT #10: SAY SOMETHING STYLE CARD

First, fill-out your *Say Something* Style Safety Cards and make sure you include the name of your in-school Trusted Adult. Next, fold this paper twice to create a small card that can be placed in a journal, binder, phone case, or another safe space that you can find quickly.

CHECKLIST CARD

- I saw something concerning online.
- I heard something concerning.
- I saw something concerning.
- I found something concerning.

Other: _____

MY TRUSTED ADULT

Name: _____

Room or Office #: _____

Contact Info: _____

Phone Number: _____

Email: _____

Sentence starters I can use to talk to my Trusted Adult:

EMERGENCY CONTACTS

Name: _____

Phone Number: _____

Name: _____

Phone Number: _____

HANDOUT #11: TRUSTED ADULT/UPSTANDER BRAINSTORM BOARD

Write down as many Upstanders and Trusted Adults that you can think of in our school community.

The image shows a large rectangular area intended for a brainstorming activity. It is bounded by a thick teal outer border and a thinner grey inner border. The interior is white. In the top-left corner, there is a simple line drawing of a pushpin. In the bottom-right corner, there is another simple line drawing of a pushpin. The rest of the board is empty, ready for students to write down names of trusted adults and upstanders.

HANDOUT #12: TRUSTED ADULT/UPSTANDER NOMINATION LETTER

Write your group's selected Trusted Adult/Upstander a letter using the example below.

<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	Dear _____
<input type="radio"/>	My class has been learning about the <i>Say Something</i> program and we are doing a project about Trusted Adults and Upstanders in our school community. We are happy to inform you that my group selected you as a [Trusted Adult/Upstander] who helps keep our school safe and makes it a kind and welcoming place.
<input type="radio"/>	
<input type="radio"/>	Our group will be creating a [news segment/news article/picture book] about you to honor you as an important Trusted Adult/Upstander.
<input type="radio"/>	Would you be willing to meet with us for an interview on [Date/Time] to answer questions for our project? You can email our teacher at: [email address] to let us know about your availability.
<input type="radio"/>	
<input type="radio"/>	Thank you so much for being a Trusted Adult/Upstander who is making a positive difference in our community!
<input type="radio"/>	
<input type="radio"/>	With Appreciation,
<input type="radio"/>	_____
<input type="radio"/>	_____
<input type="radio"/>	_____
<input type="radio"/>	_____
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	

HANDOUT #13: TRUSTED ADULT AND UPSTANDER RESEARCH AND INTERVIEW QUESTIONS

TRUSTED ADULT

1. How did you select your profession? Why did you choose this job?
2. What do you like about working in a school?
3. What qualities do you have that you feel make you a valued Trusted Adult?
4. From your perspective, what makes a school safe, kind, and inclusive place where all students feel a sense of belonging?
5. Who do you lean on for support when you need it? Do you have any Trusted Adults that you look to for advice and support?
6. What would you like students to know about you in your role as a Trusted Adult?

UPSTANDER

1. What's your definition or understanding of a person who is an Upstander?
2. What types of actions do you take that you feel make you an Upstander?
3. Do you have any role models who are Upstanders? Who are they?
4. From your perspective, what makes a school safe, kind, and inclusive place where all students feel a sense of belonging?

HANDOUT #14: TRUSTED ADULTS AND UPSTANDERS PROJECT RUBRIC

Use this rubric to guide your Trusted Adult/Upstander project and help keep your group on task.

GROUP WORK	POSSIBLE POINTS	POINTS
<input type="checkbox"/> Listen to one another <input type="checkbox"/> Work collaboratively and respect each other's viewpoints <input type="checkbox"/> Divide tasks		
BRAINSTORM BOARD	POSSIBLE POINTS	POINTS
<input type="checkbox"/> Identified multiple Trusted Adults and Upstanders		
INTERVIEW	POSSIBLE POINTS	POINTS
<input type="checkbox"/> Identified multiple Trusted Adults and Upstanders		
FINAL PRODUCT	POSSIBLE POINTS	POINTS
<input type="checkbox"/> Produced a news segment, news article, picture book, or group choice <input type="checkbox"/> Informs audience about the Trusted Adult or Upstander and explains why the individual(s) was selected for this project		
PRESENTATION	POSSIBLE POINTS	POINTS
<input type="checkbox"/> Prepares assigned materials and class presentation		
TOTAL		

HANDOUT #15: NOMINATIONS

Create a Trusted Adult Award or use the award template below. Add it to the Trusted Adult Wall of Fame or give it to the Trusted Adult you'd like to thank.

★ CONGRATULATIONS! ★

★ You've Been Nominated for the UPSTANDER Wall of Fame! ★

Name: _____ Date: _____



★ CONGRATULATIONS! ★

★ You've Been Nominated for the TRUSTED ADULT Wall of Fame! ★

Name: _____ Date: _____



VOCABULARY CARDS

BELONGING

A sense of fitting in or feeling like you are an important member of a group

BULLYING

When someone does or says something, again and again, to hurt someone else

- **Physical:** Hitting, shoving
- **Verbal:** Name-calling, making fun of someone because they're different
- **Social:** Rumor spreading, excluding someone else

CYBER BULLYING

When someone uses digital devices, like a phone, computer, or tablet, to bully other people

EMPATHY

Understanding and caring about how someone else is feeling

EXCLUDED

To prevent someone from taking part in an activity, to leave them out of a game or activity

TRUSTED ADULT: SCHOOL

A Trusted Adult who will listen and help in your school

Examples:

- Teacher
- Custodian
- School Counselor
- Principal
- Librarian
- Another Adult at School

ACTIVITY CONTINUED ON NEXT PAGE

HANDOUT #14: VOCABULARY CARDS

THREAT

When a student shares that, they DO have plans to hurt themselves or someone else

TRUSTED ADULTS: COMMUNITY

A Trusted Adult who will listen and help at home or in your community

Examples:

- Parent
- Uncle or Aunt
- Neighbor
- Tutor

UPSTANDER

Someone who speaks up and takes action to keep people safe and make everyone feel like they belong

They use their voice to say something when they see or hear something that feels wrong, scary, mean, or could hurt someone

WARNING SIGN

When a student says or does something that shows they MAY be planning to hurt themselves or someone else