

SAY SOMETHING

WARNING SIGNS UNIT WORKBOOK

GRADES 6-8



HELLO

MY NAME IS:

SAY SOMETHING™

WARNING SIGNS TO REMEMBER

- Being obsessed with weapons or school shootings**
- Talking about hurting other people**
- Talking or posting about an upcoming attack**
- Bringing a weapon to school**
- Feeling like things will never get better**
- Talking about wanting to die**
- Talking about a plan to die**
- Cutting or burning themselves**
- Big changes in personality or appearance**
- Withdrawal from friends and activities**
- Refusing to go to school**
- Being physically or verbally abused**
- Animal Cruelty**
- Being bullied or bullying others based on real or perceived differences including an of the following**
 - Race
 - Religion
 - Gender
 - Disability
 - Sexual Orientation
 - Body Type



SAFETY NET CARDS

Journal Time



What step of the *Say Something* Program is being displayed in this painting?

SAFETY NET CARDS

Circle Up Check-In

Our topic today is about (circle all that apply):

UPSTANDERS

SCHOOL SAFETY

TRUSTED ADULTS

EMPATHY

IDENTITY

DIFFICULT
CONVERSATIONS

WARNING SIGNS

Some thoughts I have about our Circle Up discussion:

After our circle discussion today I feel:



HAPPY



FRUSTRATED





UNSURE OR CONFUSED

Briefly explain why you are feeling this way:

Something I wanted to add to the discussion, but didn't get a chance:

EQUITY CHECK

As a group, rate the criteria from 1 to 3 stars. Read the criteria aloud and use the Know the Signs Community Agreement to ensure everyone's voices are heard and feels they can add value to the conversation. Once you've rated criteria, identify one area on the EQUITY Check that your group feels they can work on and improve upon. Then, create one action that your group members can do to improve on that area.

	Criteria	 Very Poor  Room to Grow  Excellent	What's an action we can do to improve?
E	Empathy for Everyone We're making sure everyone feels like they belong.		
Q	Questions We're comfortable asking questions to learn about different identities.		
U	Upstander actions We move from being Bystanders to Upstanders when anyone bullies others because of their gender, race, sexual orientation, ethnicity, language, ability, religion, or other characteristic.		
I	Includes We notice when someone is feeling left out or excluded. We make sure we include classmates of all identities in activities. We understand and appreciate uniqueness and differences		
T	Treat We treat each other with kindness and respect.		
Y	Yourself You give yourself recognition, space, and grace for being the wonderful human being that you are.		

WEIGHING THE WARNING SIGNS

Safe Space Inventory

Looking around the classroom, I feel:



One thing that will help me learn best today is:



Something that I notice in the classroom that gives me comfort is:



After I leave this class and go about my day, I know I can...

Go to this space to get support or help:



One thing I can do to create safe personal space at my desk/table area is:



Talk to this Trusted Adult to get support or help:



WEIGHING THE WARNING SIGNS

Step 1: What are warning signs again?

- Significant changes in mood or behavior
- Bullies and seeking revenge
- Feeling isolated and/or rejected
- Making a direct or specific threat
- Informing someone of their plan to harm themselves or others
- Withdrawal from people and activities
- Sense of hopelessness
- Animal cruelty

Step 2: Analyzing a Case Study

Case Study #1

Josh, Cindy, and Jane were inseparable friends in 8th grade. They all had the same classes, sat at lunch together, and participated in the same after-school activities, such as a community service club and the track and field team. The three friends had big plans for high school, they were going to get lockers next to each other, go to football games as a group, and try out for the high school track team in the spring. When the three friends got their class schedules in the summer, they were immediately disappointed that they had no classes in common, but at least they had the same lunch wave.

When school starts, things get hectic! The lockers are near each other, but the friends' schedules are so different. Josh joins the cross-country team, Cindy takes an extra honors-level science class, and Jane misses a couple of days of school within the first month. One day, Cindy walks into the library and sees Jane sitting by herself with earbuds plugged in. She runs up to hug her, but Jane just waves and keeps listening to her music. Later in the week, Josh approaches Cindy in the hallway before homeroom and asks: "What's up with Jane lately? I've invited her to sit with me at lunch and she said she's not eating lunch in the cafeteria anymore. We haven't hung out in so long and I feel like she might be mad at me." Cindy replies, "Wow, I'm worried about her. She ignored me in the library the other day and she's dressing so differently now, did you notice that she's wearing long-sleeved sweatshirts, baggy jeans, and covering her face with her hoodie?" The friends continue to share their concerns and decide to go to see Jane in her homeroom, but when they get there, she isn't in the classroom and the teacher says she rarely shows up. Josh and Cindy need to get to their classes and agree to go to the football game together.

WEIGHING THE WARNING SIGNS

Later that day while at the game, Cindy pulls out her phone to text Jane about joining her at the game. An alert on Instagram pops up and it's a post from Jane that states, "No one would care if I was gone." Cindy shows Josh the post with a look of fear and confusion.

Case Study #2

Mariana and Bri are best friends and have just started eighth grade. A few weeks into the start of school, Mariana excitedly tells Bri that her neighbor Carter, a tenth grader, asked her out, and Mariana went on a wonderful first date. Bri expresses her excitement for her friend and asks what Carter is like. Mariana describes him as mature and very attentive. He just started driving, and he made sure to open the car doors for her; he even let her pick the music. Although he isn't technically allowed to drive her just yet, he was very careful. Bri is a little worried that he drove Mariana against the rules, but since everything turned out fine, she doesn't think much of it.

As the weeks go on, Mariana goes on several more dates. Carter takes her out to ice cream, the movies, on his favorite hiking trail, and a couple of long drives where they talk and get to know each other. Mariana grows closer and closer to him, but she makes sure not to forget about her friendship with Bri. After each of her dates, she Facetimes Bri and shares everything that happens. Bri tells her about how her rehearsal for the school play is going. However, one day, Mariana is absent from school and doesn't respond to Bri's text asking if she is okay. The next day, she tells Bri that she "just didn't really feel like coming." She misses another two days the following week and shrugs off Bri's concerns saying she's fine, just been busy with Carter. Their texting becomes more and more sporadic, and they don't video call even once that week. Bri wonders if everything is alright with Mariana and Carter, and when she asks, Mariana says that Carter doesn't like for her to be on her phone all the time, which is why she hasn't been texting or calling as much.

The following day, Bri finds Mariana crying in a bathroom stall in the middle of class. Bri hugs Mariana and asks what's wrong. Mariana tells Bri that Carter is starting to scare her. "He keeps getting mad and saying that I don't care about him. We ran into Ollie from my math class while we were at the gas station, and I wanted to go say hi, but he grabbed my arm and yelled at me. It's all really overwhelming, and I just want everything to stop." Bri asks what Mariana means by everything, and Mariana responds that she doesn't know, but life has been so hard lately, and she kind of just wants it to end. Bri realizes that it might be time to reach out to a Trusted Adult.

WEIGHING THE WARNING SIGNS

Case Study # 3

The second semester of seventh grade is coming up, and with every new semester on the rise, Codey's middle school's dance group is holding auditions. Although he didn't make it last time, Codey has been working hard with his dance teacher outside of school and is really excited to try again. When auditions roll around, Codey puts on his favorite dance outfit and joins the others in the studio. He sees two girls from his homeroom class laughing and gesturing in his direction as he walks in and feels suddenly self-conscious. His dance teacher has told him he needs to lose weight, and he usually wears baggy clothes to hide it but now he thinks too much of his body is visible. He considers going back and changing but decides against it and instead ignores the girls. He is confident that he will make the team, and after an impressive second audition, he does.

Being on the team has been great for the first few days, except for a few girls who whisper to each other and roll their eyes when he asks questions, but the coach makes sure that he feels included and lets him stay late sometimes to practice extra to keep up with the rest of them. Although Codey loves the dance team, Hunter, who has the locker next to him for PE, makes fun of him relentlessly. Though Codey knows he should ignore him, lately his comments have been bothering Codey more and more. Hunter directs homophobic slurs at Codey, and imitates dancing while laughing in a high-pitched voice. A few of the others have started to join in, too, although most ignore him. Codey has asked them to stop multiple times, and even brought it up with his PE coach, who issued Hunter and his friends a warning, but that only made matters worse. Codey feels constantly agitated and one day, when Hunter laughingly asks if Codey will show off his dance moves, Codey shoves him against the lockers.

Codey is tired of the bullying and doesn't want to come across as weak. Jay, whose locker is on the other side of Codey's, has tried comforting Codey a few times, telling him to ignore the other boys, and even coming to his defense when the other boys call dancing a stupid hobby, but Codey seems to only grow angrier. On Friday that week, Jay notices as Codey is putting his phone away in his backpack before going out to PE that Codey has a Google search of "where to get guns" pulled up on his phone. This worries Jay, and wonders if it's time to involve someone with more authority.

WEIGHING THE WARNING SIGNS

Step 3: Case Study Checklist

Directions: Once you finish reading, review this checklist by circling yes, no, or unsure for the warning signs that you read about in the case study.

Yes	No	Unsure	This warning sign shows a significant change in mood or behavior.
Yes	No	Unsure	This warning sign shows someone who is being bullied and seeking revenge.
Yes	No	Unsure	This warning sign indicates the student is feeling isolated or rejected.
Yes	No	Unsure	This is a direct threat, not just a sign.
Yes	No	Unsure	This warning sign informs others of their plan to harm themselves.
Yes	No	Unsure	This warning sign informs others of their plan to harm others.
Yes	No	Unsure	This warning sign shows a student who is withdrawing from people and activities.
Yes	No	Unsure	This warning sign indicated the student feels hopeless.

Step 4: Action plan

Directions: Create an action plan by brainstorming what you would have done if you were in Josh's and Cindy's shoes and noticed the warning signs. Be prepared to share out your action plan with the class.

These are the identified warning sign(s) and threat(s):

Here's what I'm going to do to act immediately:

Tell or Report to:

WARNING SIGNS ONLINE

Directions: Read the scenarios. Then, practice sending a text to your Trusted Adult by using the chat bubbles on the right about the warning signs or threats you saw on social media in the scenarios listed below.

Case Study #1

It's Thursday night and you were watching a movie with your friends. When the movie got out, you checked your phone and saw that Bethany had sent a Snapchat about an hour ago to a group chat. Once you open up the image, you see that she took a picture of four firearms and a caption that read "See you at school tomorrow".

Trusted Adult

Hey, _____! What's up?

You

Trusted Adult

Thanks so much for coming to me with something like this. I will take care of it!

WARNING SIGNS ONLINE

Case Study #2

You get a friend request on Instagram from a handle that reads “charlie_sux.” As you check out their page, you notice they have only three posts. All three of these posts are images of Charlie, who is in your 4th-period math class. One of the captions reads “Too short to make the team (laughing emoji).” You remember Charlie telling a classmate last week that he was so excited to try out for the basketball team and conclude that this is what they are talking about. Then, you begin to read the comments on one post and see that there is a conversation between Charlie’s actual account and the one running this page. Charlie responds, “Stop it, Devin. You make me want to end it all.”

Trusted Adult

Hey, _____! What’s up?

You

Trusted Adult

Thanks so much for coming to me with something like this. I will take care of it!

WARNING SIGN: RECOGNIZING SOCIAL ISOLATION

Circle Up Check-In

Our topic today is about (circle all that apply):

UPSTANDERS

SCHOOL SAFETY

TRUSTED ADULTS

EMPATHY

IDENTITY

DIFFICULT
CONVERSATIONS

WARNING SIGNS

Some thoughts I have about our Circle Up discussion:

After our circle discussion today I feel:



HAPPY



FRUSTRATED



UNSURE OR CONFUSED

Briefly explain why you are feeling this way:

Something I wanted to add to the discussion, but didn't get a chance:

WARNING SIGN: RECOGNIZING SOCIAL ISOLATION

Directions: Create a list of the top five ways you could connect to a socially isolated peer. Describe each method.

1.

2.

3.

4.

5.

WHAT THEY LEFT BEHIND

Directions: Circle which part of the video you will be watching. As a group, watch the video and respond to the questions below in complete sentences. Be prepared to share out your responses in a Circle Up discussion.

Part 1 – Start at 00:00-12:20

Part 2 – 12:25 – 22:04

Part 3 – 22:07 – 32:44

1. Provide a summary of the video. Who was involved? Where did this take place? What happened? And why?

2. What warning signs were mentioned in the video?

3. What could have been done to prevent this situation from occurring?

WHAT THEY LEFT BEHIND

4. How did the shooting affect those involved?

5. If you were in this situation, what would you have done to keep others safe?

6. What did these individuals leave behind?

WHAT THEY LEFT BEHIND

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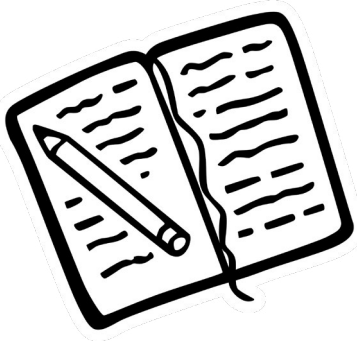
UNSURE OR CONFUSED

Briefly explain why you are feeling this way:

Something I wanted to add to the discussion, but didn't get a chance:

WHAT THEY LEFT BEHIND

Journal Time



Notice how you feel. How do you feel in your body? How do you feel outside of your body?

I feel...

UNPACKING A PSA - EVAN

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UNPACKING A PSA - EVAN

Small Group Scenarios

Directions: In groups of 4, take 3 minutes to analyze and discuss each scenario. Be prepared to share-out what your group discovered and uncovered as you discussed the scenarios.

1. If you walked into the library and noticed a student looking up guns on the internet, what would you do?	Notes:
2. Your English class is currently reading a novel that you just aren't interested in. You tend to daydream or get distracted by what's happening outside. One day, however, you notice a student that sits next to you is drawing multiple pictures of guns in her journal, what could you do?	Notes:
3. You have a routine at lunch. After you pick-up your food, you head to the same table and sit with a small group of friends each day. You notice a boy who sits alone at lunch every day with his headphones on. You have an 'Aha' moment in which one day you realize you have never seen this boy interact with anyone before. What would you do?	Notes:
4. Unable to fall asleep after studying for an upcoming Algebra test, you start scrolling through Instagram. You pass by an image of someone from your school pointing a gun at the camera. At first, you keep on scrolling to check-out the next post of your friend's selfie in front of your favorite fast food restaurant. But you hesitate for a moment and have a feeling of uneasiness. You scroll back to the picture of the student with a gun. What should you do?	Notes:

UNPACKING A PSA - EVAN

<p>5. You're not a morning person and tend to keep to yourself as you hustle to beat the bell to your home-room. Occasionally, you see a group of Seniors bothering a boy at his locker. Once you witnessed the group of guys swiping the boy's headphones off his head. On another occasion, the guys purposely bumped into the boy so that he would drop the books he was carrying. What should you do?</p>	<p>Notes:</p>
<p>6. The History teacher isn't everyone's favorite. But one day, you see a boy who sits in the back of the classroom make a gun with his hand, point it at the teacher, and pretend to shoot it. What should you do?</p>	<p>Notes:</p>

UNPACKING A PSA - POINT OF VIEW

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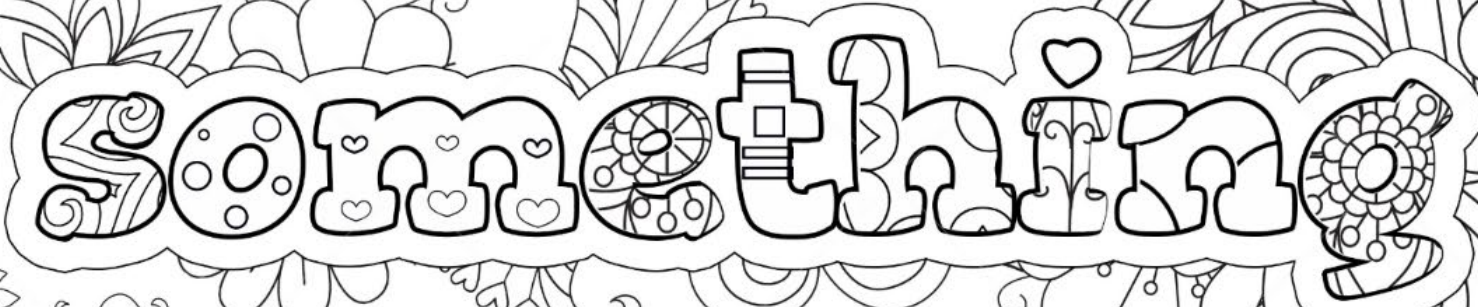
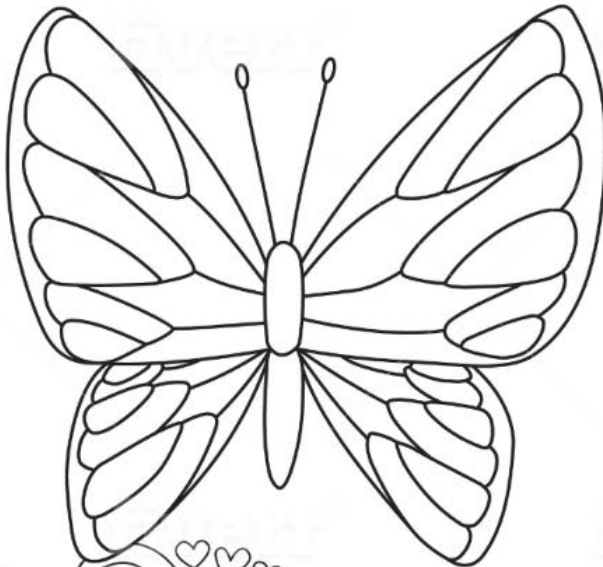
UNSURE OR CONFUSED

Briefly explain why you are feeling this way:

Something I wanted to add to the discussion, but didn't get a chance:



Say



Something



SELF-CARE



Show kindness to yourself