

SAY SOMETHING

ELEMENTARY ANIMATED SERIES

EDUCATOR GUIDE: GRADES K-3



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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A SPECIAL THANKS TO Our Volunteer Contributor

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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 – Slide Into *Say Something* – that engages students in the program framework.

Video – *What’s Malik’s Say Something Style?*

- While Malik is enjoying time on the swing set at recess, he notices Izzy displaying some aggressive behavior. Students will see how Malik uses his own, unique voice to say something about the warning sign displayed by Izzy. Students will get to think about their own, personal *Say Something* styles and how to use their unique voices in this video short. Each video ends with a question to help guide a class discussion
- **In this video, students will answer the question:** *How would you use your own unique voice to say something in this situation?*

Video – *Will Izzy be an Upstander?*

- Elliott’s getting left out of recess games. Elliott’s also getting bullied. How can Izzy use her Upstander power to talk to a Trusted Adult and apply the *Say Something* framework? Students will see Izzy act immediately and be an Upstander in this video short
- **In this video, students will answer the question:** *How will you be an Upstander to bullying?*

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**



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.

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

A FEW NOTES ABOUT OUR ANIMATED FRIENDS

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 Friends

The diverse set of colorful, charismatic animated friend are highlighted in the [Friends Bio Cards](#). Students will get to know each friend's interests and personality as they read the storybook and watch the videos. It is recommended that teachers post a picture of the friend and Trusted Adults in the classroom 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 <i>Say Something</i> 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: Slide Into <i>Say Something</i>	30 - 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>What's Malik's Say Something Style?</i> • <i>Will Izzy be an Upstander?</i> 	10 - 40 minutes	Use Lesson #7 or #8 or a Video Discussion Card to view and facilitate a dialogue with your students about Upstanders, Trusted Adults, and personalized <i>Say Something</i> styles.
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.	30 minutes	The educator presents the <i>Say Something</i> program framework to students using the slideshow with built-in talking points.
Week 2	Slide Into <i>Say Something</i> Storybook Parts 1 and 2: Pages 1 – 20	45 minutes	Lesson 3: Wave Warning Sign Flags
Week 3	Slide Into <i>Say Something</i> Storybook Parts 3 and 4: Pages 14 – 27	45 minutes	Lesson 6: Trusted Adult Hopscotch
Week 4	Video with Lesson: Show and discuss: <i>What's Malik's Say Something Style?</i>	30 minutes	Lesson 7: Our Unique Voices
Week 5	Video with Lesson: Show and discuss: <i>Will Izzy be an Upstander?</i>	30 minutes	Lesson 8: Be an Upstander: Get Up and Move!

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

WEEK	ACTIVITY	INSTRUCTIONAL TIME	LESSON/ASSIGNMENT/CLASSWORK
Week 1	Get to Know Your Classmates	30 minutes	Lesson 1: What Makes Me Unique Students will create a desk name plate, get to know one another, and learn about the new animated friends and Trusted Adults from the <i>Say Something</i> program.
Week 2	Slideshow: Introduce students to the <i>Say Something</i> program using the slideshow with talking points.	30 minutes	Lesson 2: Merry-Go-Rounds, Seesaws, and Upstanders?
Week 3	Slide Into <i>Say Something</i> Storybook Part 1: Pages 1 – 8	30 minutes	Lesson 3: Wave Warning Sign Flags
Week 4	Slide Into <i>Say Something</i> Storybook Part 2: Pages 9 – 13	30 minutes	Lesson 4: Don't Monkey Around the Monkey Bars, <i>Say Something!</i>
Week 5	Slide Into <i>Say Something</i> Storybook Part 3: Pages 12 – 13	30 minutes	Lesson 5: What Makes Sammi the Star Shine?
Week 6	Slide Into <i>Say Something</i> Storybook Part 4: Pages 14 – 21	30 minutes	Lesson 6: Trusted Adult Hopscotch
Week 7	Video with Lesson: Show and discuss: <i>What's Malik's Say Something Style?</i>	30 minutes	Lesson 7: Our Unique Voices
Week 8	Video with Lesson: Show and discuss: <i>Will Izzy be an Upstander?</i>	30 minutes	Lesson 8: Be an Upstander: Get Up and Move!
Week 9	Video with Lesson: Re-watch and review: <i>Will Izzy be an Upstander?</i>	30 minutes	Lesson 9: Tag a Trusted Adult
Week 10	Project-Based Learning Activity	30 - 45 minutes	Lesson 10: Promise Challenge Hour
Week 11	Project-Based Learning Activity	30 - 45 minutes	Lesson 11: Design a Recess Game
Week 12	Project-Based Learning Activity	45+ minutes	Lesson 12: Upstander and Trusted Adult Wall of Fame
Beyond the Unit	Celebrate <i>Say Something</i> Week	1 Week	Say Something Week information and sign up

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: WHAT MAKES ME UNIQUE?

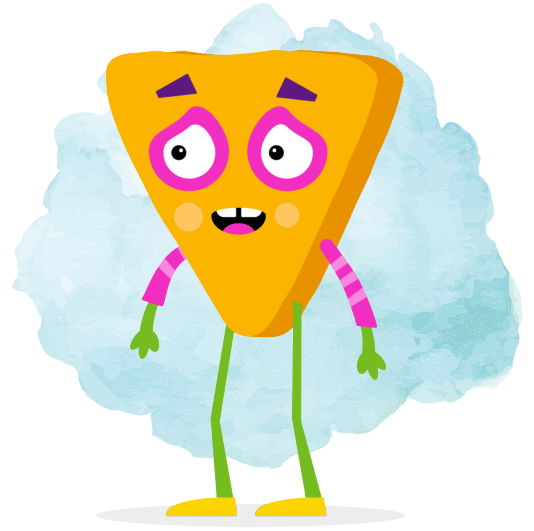
OBJECTIVES

Before learning about the *Say Something: Elementary Animated Series* program, students will be introduced to the animated friends and learn how to:

- Explain what makes one of the animated *Say Something* friends or Trusted Adults special and unique
- Create a personalized desk name plate featuring unique and special characteristics

RESOURCES

- **Handout #1:** *Say Something* Friends and Trusted Adults Bio Cards
- **Handout #2:** Unique Me Fingerprint
- **Handout #3:** Unique Me Desk Name Plate
- Copies of handouts or construction paper and crayons/pencils/markers



CASEL COMPETENCIES

- Self-Awareness
- Social Awareness

INITIATION

STUDENT CONNECTOR: instruct students to turn-and-learn with a partner, sitting side by side or facing one another. Encourage students to find a classmate to work with who they haven't worked with yet this year. Give students a copy of **Handout #2: Unique Me Fingerprint** or ask them to take out a piece of paper and pencil.

The teacher holds up a thumb or another finger and informs students that each person in the world has a unique fingerprint. No person has the same fingerprint as anyone else in the world. If you look very carefully at one of your fingerprints, you'll see lots of tiny loops, circles, and lines that are interconnected. These unique fingerprints make each of us special.

PARTNER UP: Tell students to turn to their partner. Each partner will share five unique or special characteristics about themselves, besides their unique fingerprint! Examples could include things they like such as a favorite color, something about their family, or a favorite food or sport. Students can write, color, and draw their unique me items on **Handout #2** or a separate piece of paper.

ACTIVITY

Display or distribute **Handout #1** of the animated friends and Trusted Adults. Read each bio to the students and explain that these are the friends and Trusted Adults that will teach them about the *Say Something* program. Ask the students to share aloud some of the unique qualities and characteristics that they see in the animated friends. Ask the class: *what do you think makes these animated friends unique and special?*

Next, instruct students to use the provided Handout **#3 Unique Me Desk Plate** template or create their own name plate to display on desks or tables during partner or group work throughout the unit.

Instructions for the desk plate are as follows:

- Write your name in the center
- Draw a picture of your favorite *Say Something* friend or Trusted Adult on the right side
- Write or draw pictures of 3 – 5 special or unique qualities about yourself in the margins

Next, introduce students to the term “identity.” Explain that understanding someone’s identity and all the wonderful qualities that makes up a human being helps us build awareness, empathy, and compassion for one another in the classroom community. Tell students that they’ll learn about the word “empathy” later on in the unit.

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

MIX-AND-MINGLE: SHARE YOUR UNIQUE ME NAME PLATE

Tell students that they will spend the next five minutes doing a mix-and-mingle activity:

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

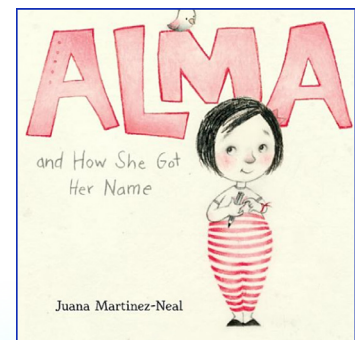
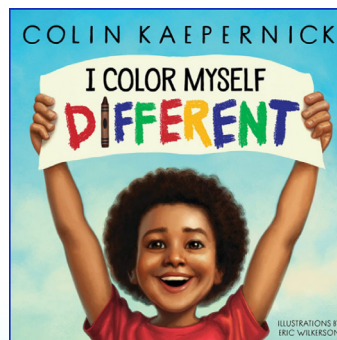
OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

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 friends and Trusted Adults from the Bio Cards more. They will be learning about the *Say Something* program from Sandy Hook Promise.

As a Promise Challenge, ask students to sit with someone new at lunch or play with someone different at recess or during free time this week. Encourage students to learn their name and something that makes them unique and special.

LESSON EXTENSION

As a class, read or listen to the books [“Color Me Different” by Colin Kaepernick](#) and [“Alma and How She Got Her Name” by Juana Martinez Neal](#)



LESSON 2: MERRY-GO-ROUNDS, SEESAWS, AND UPSTANDERS!

OBJECTIVES

Students will learn how to:

- Say and explain the three *Say Something* steps to the teacher and a partner
- Say and explain the word Upstander

RESOURCES

- Download the *Say Something*: Elementary slideshow
- Copies of **Handout #4: Upstanders are Everywhere!**

CASEL COMPETENCIES

- Self-Awareness
- Self-Management
- Responsible Problem-Solving

INITIATION

Mindful Minute: Guide students in a mindful moment. Tell students to sit in a comfortable position and state slowly and with intention:

- *Sometimes we may see, hear, or sense something that makes us anxious, nervous, scared, or frightened. 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. If you like, place your hand gently on your heart*
- *Say quietly to yourself, May I be safe and healthy*

ACTIVITY

WHOLE GROUP INSTRUCTION: Ask students to display their desk name plates. Remind students about the animated friends they met on **Handout #1: Friends and Trusted Adult Bio Cards**. Next, introduce students to the *Say Something* program by Sandy Hook Promise. Tell students that they'll learn how to put three *Say Something* steps into action for the entire unit by reading an animated storybook and watching a couple of videos.

Before the class does these other activities, explain the three steps to the students which are:

- ★ Look for warning signs and threats
- ★ Act immediately, take it seriously
- ★ Tell a Trusted Adult



Review the three steps with students using the slideshow. After each step, take a pause, and prompt students to recite the step back to the class. Display the three steps somewhere prominently in the classroom to refer to throughout the unit.

Spend a few moments introducing a new empowerment term: **Upstander**. 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, paraphrase in ways that will help your students understand the new concept. 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 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
- We may choose to be **Upstanders** when another student is being bullied or picked on. Or we find out about something violent, like a fight, that might happen. You become an Upstander when you speak up about these things to your teacher or other in-school Trusted Adult

Invite students to think about Upstanders as everyday people, doing small, important and powerful actions that make the community a kinder and safer place to be. Remind students that Upstanders can be found in everyday places, like the playground.

INDEPENDENT WORK: Provide students with crayons, pencils, and **Handout #4: Upstanders are Everywhere!** or blank paper. Instruct students to think about someone who is an Upstander in school or their neighborhood/community. Give some examples of Upstanders that you've known: students, the principal, an aunt or uncle, the bus driver. Students can draw or write the name of their Upstanders on the handout, or, the teacher can write down the class's brainstormed ideas on the board.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Invite a few students to share out who they chose as their Upstander and why. Tell students that they all have another special, quality and power, which is to be an Upstander.

As a Promise Challenge, invite students to thank someone in the class who has been an Upstander.

LESSON EXTENSION

For homework, ask students to 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. Encourage students to teach a family member or a mentor about the *Say Something* program using their new song/rap/poem/jingle/step.

To go a step further, create a PSA as a class to teach others how to be an Upstander. Use this [Kindergarten-created PSA](#) as an example.

LESSON 3: WAVE WARNING SIGN FLAGS

(Storybook Part I, pages 1-8)

OBJECTIVES

Students will learn how to:

- Use a new “Hello Style” with classmates
- Identify specific warning signs and threats they may see, hear, or experience in the school, community, or online.

RESOURCES

- Part one of the Storybook *Slide Into Say Something* (pages 1 – 8)
 - Review the storybook as a whole-class guided reading activity, or ensure students have access to individual devices to view the storybook independently
- Copies of **Handout #5: Wave Warning Sign Flags**

★ **NOTE TO THE TEACHER:** You may choose how to read and review part one of the storybook with your students



CASEL COMPETENCIES

- Social Awareness
- Relationship Skills
- Responsible Problem-Solving

INITIATION

STUDENT CONNECTOR: Introduce students to the new phrase “Hello Style.” In the storybook, the friends introduced themselves with waves, fist bumps, and different ways of saying “hello.” Each animated friend used a unique “Hello Style.”

Ask and instruct students to think about the following questions for a minute: *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?*

Give students the next five minutes to mix-and-mingle with classmates and test out new “Hello Styles” with as many classmates as possible.

Model some examples: a fist bump, the formation of a heart with your hands, a large fan “wave,” or say “hello” in your language.

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

Review the three *Say Something* steps with students. Inform students that for this lesson they’ll focus on step one of the *Say Something* program which is to **Look for Warning Signs and Threats**.

DIRECT INSTRUCTION: Dot explained the difference between warning signs and threats in the storybook. A red flag pops up when one of the animated friends comes across a warning sign.

Dot explained the different warning signs students may come across and some of the places those warning signs may be found. Review the warning signs list as a class and give students specific examples.

Be cautious not to bring up examples that may be too traumatic for students in the class:

- **Hurting oneself or others** [a student who always hits other students]
- **Bullying or Being Bullied** [a group of students who makes fun of another student on the bus every day]
- **Big Mood Changes** [a student who is typically smiling and happy on most days, but then stops smiling, gets annoyed/grumpy/grouchy easily, and misses lots of days of school]
- **Spending a lot of time alone** [a student who used to enjoy hanging out with classmates and friends, eating lunch in the cafeteria with classmates, but starts sitting alone and not joining classmates in games and group work]
- **Having access to a gun** [a student who brags about owning a gun or talks about a gun that isn’t stored safely]

Review the definition for a common warning sign with the class and, if available, write the word and definition on the classroom Word Wall.

BULLYING is 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

Give students **Handout #5** or display the warning signs on screen. Remind students to tell a Trusted Adult immediately if they come across any of these warning signs.

CLASS BRAINSTORM: Write the following question in the center of a flipchart or poster paper: *What warning signs might you come across in our school and community?* Ask students to share-out some other examples of warning signs they might come across. Use the opportunity to inform students about some non-examples like, “when my brother tattle-tales on me.” Students can color in red flags in **Handout #5** and place the handout in a notebook or binder to remind them about important warning signs.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

In the storybook, Dot asks students if they’re feeling confident with step one of the *Say Something* program. Invite students to repeat step one together: “Look for warning signs or threats.” Using a Fist to Five method, ask students to hold up a hand to check for understanding on the closing prompts.

I know what warning signs are:

- Fist = Zero = Not at all
- Three = A little bit
- Five = Yes! I’ve got this! I know what warning signs are!

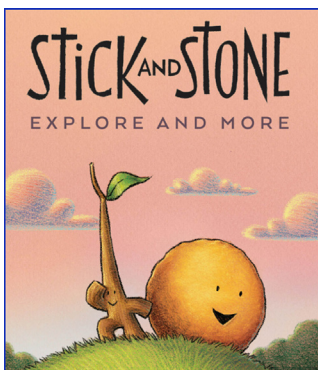
I know how to be an Upstander when I find a warning sign:

- Fist = Zero = Not at all
- Three = A little bit
- Five = Yes! I’ve got this! I know how to be an Upstander!

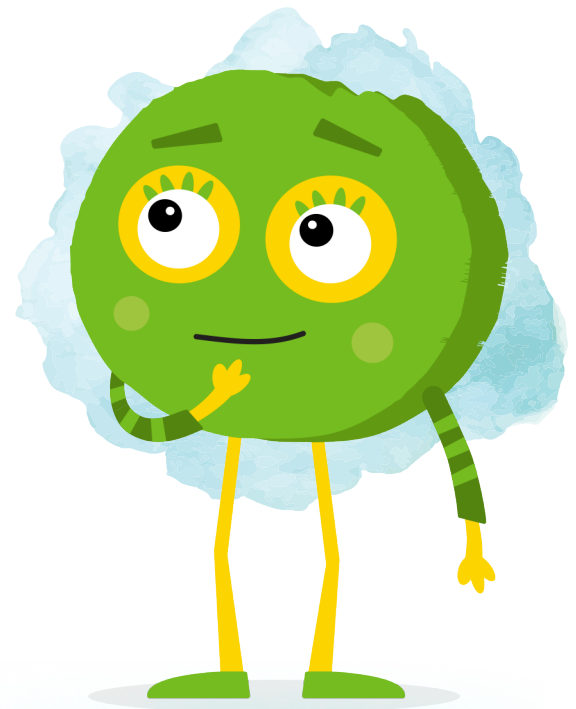
Tell students that they showed a lot of bravery today, talking about the warning signs, which can be uncomfortable to talk or think about sometimes.

As a Promise Challenge, ask students to think about something they can do to help them when they need to be brave.

LESSON EXTENSION



Read a picture book as a class about the different forms of bullying that students may witness or come across. Select books that also model being an Upstander to bullying. An example is [“Stick and Stone” by Beth Ferry](#).



LESSON 4: DON'T MONKEY AROUND ON THE MONKEY BARS, SAY SOMETHING!

(Storybook Part 2, pages 9-13)

OBJECTIVES

After this lesson, students will be able to:

- Explain why it's important to act immediately and take warning signs and threats seriously
- Give specific examples of snitching versus saying something

RESOURCES

- Part two of the Storybook Slide Into *Say Something* (pages 9 – 13)
- Copies of **Handout #6: Don't Monkey Around the Monkey Bars**

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 favorite playground or recess game. Also, tell students to explain to their buddy why it's the favorite game.

Some examples could include:

- **The swing set:** I challenge myself to go higher and swing for longer each time
- **Double Dutch:** It's a team effort, you need to work as a team and at least three friends need to be playing together at one time
- **The rock-climbing wall:** I need a lot of strength and need to think hard about which path to take to get to the top
- **Basketball:** I love to play pick-up games

ACTIVITY

CIRCLE UP: Review the warning signs and threats that the class learned about during the previous lesson. If available, quickly summarize other warning signs the class brainstormed together. Ask students to turn to their right and **turn-and-tell a classmate step 2 of the Say Something program**. Students can use cues around the classroom.

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 our talking 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:

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

Also, we might get a little scared or nervous. 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

All of these thoughts and feelings in our bodies are natural. We can simply be aware that they're happening and then make sure we continue to act immediately, especially when we come across a warning sign or threat.

CIRCLE ROUND #2: Start the Circle Up discussion about the importance of acting immediately.

Ask students:

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. Can someone share what it means to say something?

Inform students that when they act immediately, they can think of it like being on the monkey bars on a playground. We don't want to hang around the monkey bars, try to hang with one arm, move a couple of bars ahead, and then try to go backwards to where we started. Instead, we want to set our goal and move quickly from the start of the monkey bars to the finish.

INDEPENDENT WORK: Give students a copy of **Handout #6: Don't Monkey Around on the Monkey Bars**, or ask students to draw their own monkey bars on a blank piece of paper. Tell students to color the monkey bar picture and use this picture as a reminder that when they come across a warning sign or threat, they need to get to the end of the monkey bars quickly.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Thank students for sharing during the Circle Up discussion and for being good listeners to their classmates.

For a Promise Challenge, ask students to remember your buddy's favorite playground or recess game and invite them to play that game or activity something in the next two weeks.

LESSON 5: WHAT MAKES SAMMI THE STAR SHINE?

(Storybook Part 3, pages 12-13)

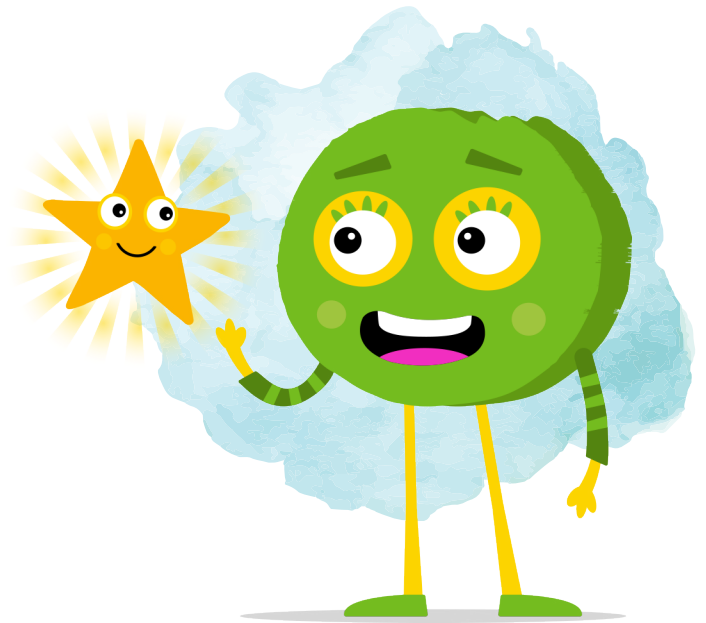
OBJECTIVES

After this lesson, students will be able to:

- Define empathy
- Identify ways Upstanders activate empathy and use their empathy power

RESOURCES

- Part three of the Storybook Slide Into *Say Something* (pages 12 – 13)
- Copies of **Handout #7: Sammi the Empathy Star** 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: Ask students to think about their favorite shoes. Prompt them to think about why they like the shoes so much. Are they really comfortable? Did someone special give them the shoes? Are they a special color or have a fun design? Instruct students to partner up and tell a classmate about their favorite shoes and explain why they like them so much.

ACTIVITY

CIRCLE UP: Review Dot's definition of empathy with the class. Explain that sometimes people say that when you have empathy, you put yourself in someone else's shoes. It's like you understand how they're doing or feeling because you're putting yourself in their favorite shoes. You're trying to understand what it's like to wear and walk in those shoes. Review the definition again and post on the Word Wall if available.

Empathy is understanding and caring about how someone else is feeling.

Give students a refresher of what they learned about empathy in the storybook. Tell the class that they witnessed Sammi the Empathy Star appear in different situations.

Ask a few questions to activate thinking about empathy:

- Why do you think Sammi appeared at special times?
- Was it when one of the classmates did something brave? Special? Important?
- What feelings was Sammi showing? Afraid, concerned, sad, nervous, or happy?

Inform students that Sammi did appear when one of the classmates was showing care or concern about another classmate’s feelings or a concerning situation that was happening. Sammi appears in situations where someone is showing or expressing empathy. Review the definition one more time aloud as a class and ask students to write the definition in a notebook or journal.

PARTNER UP: Remind students that throughout the storybook, they’ll see some appearances by Sammi the Empathy Star. Sammi appears when one of the animated friends shows empathy. *Empower students with the message: when a student activates empathy, they are using their empathy power!*

Ask students to find a partner and buddy up. Provide the following instructions:

- Use **Handout #7: Five Ways to Show Empathy** or draw your own star to write down five specific ways you and your partner can activate empathy this week

If time permits, ask students to return to the circle and share out their ideas on how to show and practice empathy.

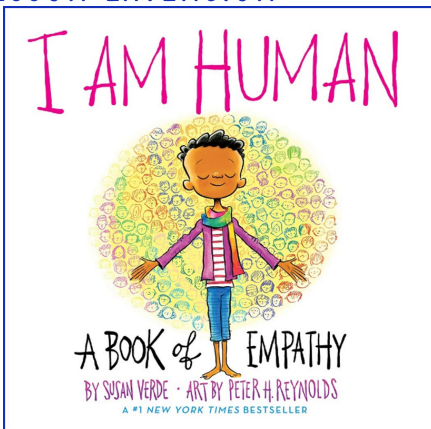
Next, ask students to add their Sammi the Stars to an **Empathy Bulletin Board**. As the school year goes on, students can color new Sammi the Stars and write the names of classmates who show empathy in the stars.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

ASK STUDENTS: *If I asked you to teach a student, neighbor, or family member about “empathy,” how would you teach them? How would you show-and-tell empathy to that younger student?*

Give students a Promise Challenge to teach someone else about empathy this week.

LESSON EXTENSION



The *Start With Hello: Elementary Animated Series* program offers the complimentary lesson “Jasmine’s Shoes” to reinforce empathy. Give students a handout of Jasmine’s shoes to color or ask them to draw and color in their own empathy shoes. Add student artwork to the classroom Empathy Bulletin Board.

Read or listen to the book [**“I am Human: A Book of Empathy”**](#) by [**Peter H. Reynolds.**](#)

LESSON 6: TRUSTED ADULT HOPSCOTCH

(Storybook Part 3, pages 14-21)

OBJECTIVES

After this lesson, students will be able to:

- Identify a Trusted Adult in the school

RESOURCES

- Part three of the Storybook *Slide Into Say Something* (pages 14 – 21)
- Copies of **Handout #8: Circle of Trusted Adults**, **Handout #9 Trusted Adult Hopscotch**, or a blank piece of paper

CASEL COMPETENCIES

- Self-Awareness
- Relationship Skills

INITIATION

STUDENT CONNECTOR: Sit or stand in a circle as a class. Explain to students that **trust** is a big word. It's part of the new word they've been learning about: Trusted Adult.

Gather a soft object, such as a beach ball, that can be passed around the circle. Tell students to pretend the ball is something very valuable to their age group. Examples may include: a cute puppy, a pot of gold, a bucket of their favorite food, a superhero, or character from their favorite book.

Pass the special item to the student to your left and complete the phrase:

"I trust you with this _____ because _____."



Encourage students to give their classmates compliments, such as they're trusted because they're kind, smart, fun, always smiling, a good athlete, etc.

After the circle round is complete, instruct students to throw the object to any student in the circle by stating the name of the student and why they trust them with this special object. If possible, introduce a second ball into the circle.

ACTIVITY

In the storybook, students learned a new definition for Trusted Adult and the different types of Trusted Adults that they can go to for help. **Trusted Adult** is defined as: **someone who will listen and help.**

Distribute or project **Handout #8: Circle of Trusted Adults**. Refresh the class's memories about all the people in the school who could be Trusted Adults: teachers, janitors, school counselors, principal, or a librarian. Add other Trusted Adults in the school community to the handout. Ask students to share-out other Trusted Adults that they would feel comfortable talking to. They may add coaches, front office staff, the school nurse, or an afterschool tutor.

Next, ask students to circle or point to the Trusted Adult on **Handout #8** that they're most likely to go to when they need to go to a Trusted Adult and say something.

GROUP WORK: Create groups of four or five students. Give each group **Handout #9: Trusted Adult Hopscotch**. If possible, create a hopscotch grid with tape on the floor or with chalk on the playground for an outdoor activity. Instruct groups that they'll need to come up with a different Trusted Adult they can go to for each Hopscotch square (10 Trusted Adults in total). Groups can also think of some Trusted Adults in the neighborhood or community that could be helpful. Groups can then use the squares to put together a Hopscotch grid and take turns playing the Hopscotch game with a twist; each time they hop or jump, they need to share the Trusted Adult's name or role aloud.

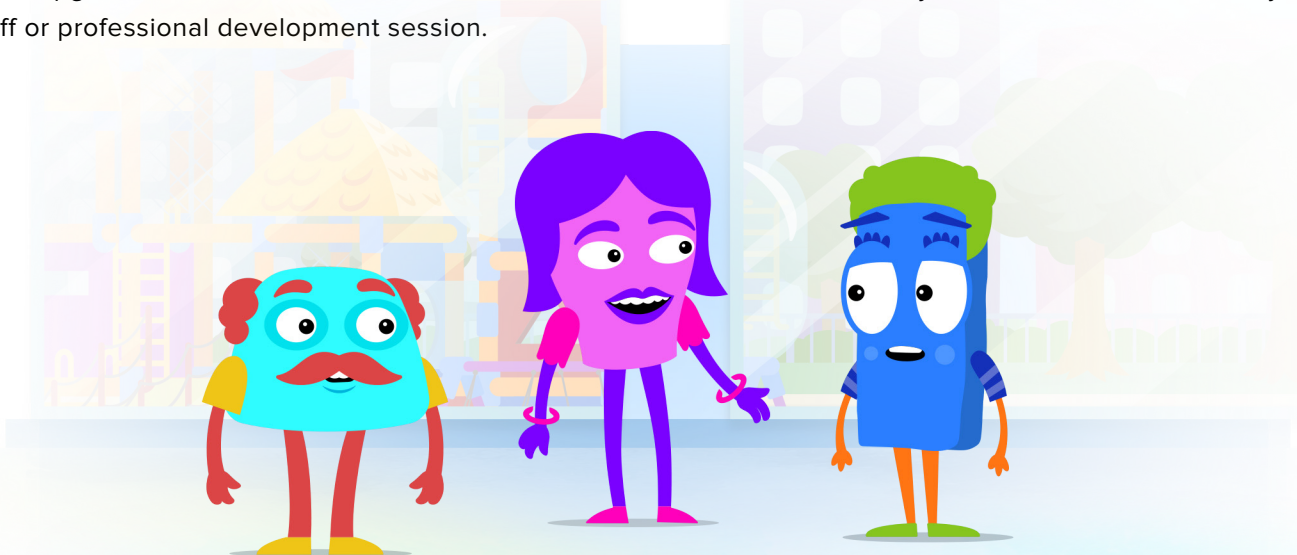
OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Thank students for the trust that they built in the opening activity.

As a Promise Challenge, ask students to tell their selected Trusted Adult that they'll go to them in school if they ever come across warning signs.

LESSON EXTENSION

Create a Flipgrid or Jamboard with the names of all the Trusted Adults selected by students. Share with faculty in a staff or professional development session.



LESSON 7: OUR UNIQUE VOICES

VIDEO: WHAT'S MALIK'S SAY SOMETHING STYLE?

OBJECTIVES

Students will watch the *What's Malik's Say Something Style?* video and participate in an art activity to think of the different ways to use their own voices.

After watching the video: *What's Malik's Say Something Style?* students will be able to:

- Name different *Say Something* Styles
- Explain how Malik uses a unique voice to tell a Trusted Adult about a warning sign
- Identify a personalized *Say Something* Style

RESOURCES

- Video: *What's Malik's Say Something Style?*
- Copies of **Handout #10: My Say Something Style**
- Paper and crayons for each student

CASEL COMPETENCIES

- Social Awareness

INITIATION

STUDENT CONNECTOR: Ask each student in the class to partner up with someone they are not currently sitting next to. In pairs, each student will take one minute to share a way that they can use their voice in a positive way.

Provide the class with a few examples such as:

- **Inviting someone to play:** “Do you want to play with me?”
- **Asking if someone needs help:** “Do you need help with your puzzle?”
- **Giving someone a compliment and being kind:** “You were great at soccer today!”



ACTIVITY

After the student connector, inform students that they are going to view a video called *What's Malik's Say Something Style?* Review the definition and meaning of *Say Something* style with students:

A *Say Something* style is the way you chose to use your own unique voice when you need to talk to a Trusted Adult about something that worries or concerns you.

As a class, recite the three *Say Something* steps. Ask a couple of student volunteers to take turns explaining each step to the class.

Review what a warning sign is: *when someone says or does something, and you think they may be planning to hurt themselves or someone else*. Remind students that whenever they see, hear, or read a warning sign, it's important to act immediately and say something to a Trusted Adult.

As students watch the video, they'll look for two things:

- First, look for Izzy's warning sign in the video
- Second, look for Malik's ***Say Something* style**

After the class shares Izzy's warning sign and identifies Malik's *Say Something* style, ask the class if they can think of any other ways that students can *say something*. **Examples:** Draw it, write it, whisper it, sing it.

Distribute **Handout #10: My *Say Something* Style** or paper and crayons to the class and explain to that they will each make a drawing of their *Say Something* styles. Each student will draw a picture of how they would say something, such as dancing, singing, writing a note, or any other way.

After each student has created a drawing of their *Say Something* style, they will present it to the same partner that they paired with for the student connector.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Close the class by highlighting an important part of the video. When Malik noticed Izzy's big change and mood and threats to hurt others and identified these as warning signs, Malik did the right thing by saying something to a Trusted Adult and using a unique *Say Something* style. Reinforce that everyone has their own *Say Something* style, and if a student ever sees, hears, or reads a warning sign, it is important to act immediately and say something to a Trusted Adult.

As a Promise Challenge, ask students to test out their new *Say Something* style with a Trusted Adult.



LESSON EXTENSION

Compile students' *Say Something* style drawings into a *Say Something* book. The teacher can read through the book to the class and keep the book on display to remind students of all the ways they can say something.

For inspiration, read **"*Say Something!*" by Peter H. Reynolds** aloud prior to putting the class book together.

LESSON 8: BE AN UPSTANDER: GET UP AND MOVE!

VIDEO: WILL IZZY BE AN UPSTANDER?

OBJECTIVES

After watching the video *Will Izzy Be an Upstander?*, students will be able to:

- Reflect on personal instances where they have witnessed or engaged in Upstander or bullying behavior
- Recognize and understand vocabulary words surrounding the topic of bullying and being an Upstander

RESOURCES

- Video: *Will Izzy Be an Upstander?*
- Optional: A [Promise Journal template](#) for each student

CASEL COMPETENCIES

- Self-Awareness
- Social Awareness

INITIATION

MINDFUL MINUTE: Create an open space in the classroom so that the entire class can form a big circle. Once in the circle, ask students sit down and rest hands gently in their lap. If comfortable, students may choose to also close their eyes.

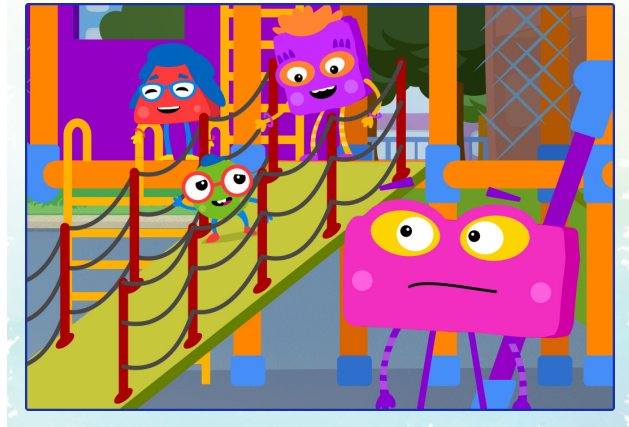
Tell students to think of a place that makes them feel safe. Guide students in a mindful moment by stating softly:

“Let’s all take three deep breaths together... Just like the place you just thought of, we want our classroom to be a safe space where everyone feels respected and valued. Think of one way you can make our classroom a safe, kind space. When we take a deep breath, we can breathe in through our nose and out through our mouth.”

As you transition to the next activity, remind students that their classroom is a place where everyone is kind and respectful to friends and classmates.

ACTIVITY

Tell students that they’ll be watching a video featuring their animated friend, Izzy. Ask students to restate or share out the definition for Upstander. If available, point to the word and definition on the classroom Word Wall. An **Upstander** is someone who speaks up and takes action to keep people safe and make everyone feel like they belong.



Inform students that the name of the video is: *Will Izzy be an Upstander?* After the video ends, you'd like students to share out what she did to be an Upstander.

WHOLE GROUP INSTRUCTION: Guide students to stand up and form a large circle. Explain that this is a movement activity, and it is important for the class to listen to each prompt from the teacher and move accordingly. Let the students know that if at any point during the activity a student feels uncomfortable, they can choose to not participate.

1. Touch the sky if... you like to play on the playground
2. Touch your toes if... your favorite color is blue
3. Spin around if... you like pizza
4. Give me a jumping jack if... you like it when a friend **shares** their toys
5. Touch your ears if... you think you have ever **stuck up** for a friend/classmate
 - *How did you feel?*
6. Touch your nose if... you've ever seen someone **bully** someone
 - *What does **bullying** mean?*
7. Rub your stomach if... you've heard the word **bystander**
 - *What is a **bystander**?*
8. Touch your knees if... you've heard of the word **Upstander**
 - *What is an **Upstander**?*
9. Put your hands on your head if... if you've ever felt **left out** (optional)
 - *How did you feel when you were **left out**?*
10. Give yourself a hug if...you've ever been **bullied** (optional)



OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

After the activity, ask students to sit down in a circle. Now that the words bullying and Upstander have been reviewed and discussed, ask the class what they can do if they witness bullying or if another student appears to be upset.

The teacher will remind the class of the *Say Something* program framework:

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

As a Promise Challenge, encourage students to do a small Upstander action. An example is to ask to help a student finish an assignment or read a book or ask if a Trusted Adult needs help organizing their classroom or carrying items to the main office.

LESSON EXTENSION

Ask the class to reflect on how they felt during the activity in a Promise Challenge Journal. This could be a reflection with words, or even a drawing of how they felt during the activity. See this [Promise Challenge Journal](#) template.

LESSON 9: TAG A TRUSTED ADULT

Video: *Will Izzy Be an Upstander?*

OBJECTIVES

After rewatching the video *Will Izzy Be an Upstander?*, students will be able to:

- Practice telling a Trusted Adult about a warning sign by acting out different roleplay scenarios

RESOURCES

- Video: *Will Izzy Be an Upstander?*
- **Handout #11: Trusted Adult Role Plays.** The teacher will cut the roleplays into strips and place in a basket or bowl

CASEL COMPETENCIES

- Relationship Skills Social Awareness



INITIATION

MINDFUL MINUTE: Give each student a piece of paper, crayons, and markers. Explain that they have five minutes to draw anything they would like that makes them happy. They can also create a coloring book page to give to a classmate. The goal of this activity is to create something for themselves that they can keep in their desk, bring home, give to a friend, put it in their locker or cubby, or do anything they choose. Play soothing music during drawing time.

ACTIVITY

WHOLE GROUP INSTRUCTION: Open the conversation by asking students if they remember what a warning sign or threat is, and if they have any examples. Quickly review the warning signs and threats that they learned about in the storybook and videos:

Examples of warning signs:

- Talking about hurting others
- Bullying and cyberbullying
- Saying or doing something that makes fun of someone because they are different

What is a threat:

- When someone communicates that they plan to harm themselves or others
- “I’m going to hit him after school”
- “I think I’m going to hurt myself”

PARTNER UP ROLEPLAY: Setup the main activity by telling students that they will work with a partner and roleplay different scenes and scenarios. Explain that doing roleplays is acting. Students who volunteer to participate in the roleplay show a lot of courage and bravery.

Write the sentence helper on the board so students can practice using this language to ask Trusted Adults for help when they come across warning signs. **“I’m concerned about... because....and I need your help.”**

Ask for two volunteers and provide the following instructions:

- Student 1 student will play the Upstander and Student 2 will be the Trusted Adult
- Students will practice telling a Trusted Adult about a warning sign in the roleplay
- **Step 1:** Student 1 will pick out a piece of paper with a role play scenario from a basket (Role play scenario can be found on Handout #11)
- **Step 2:** Student 2 picks out a piece of paper from a basket with the name of a Trusted Adult (Trusted Adults' names can be found on Handout #11)
- **Step 3:** Student 1 reads the scenario (or a teacher will read the scenario aloud)
- **Step 4:** Student 1 uses the outline for how to speak to a Trusted Adult to communicate to Student 2, the Trusted Adult

“I’m concerned about... because....and I need your help” Teacher will model one example for the class before students start the roleplays.

SCENARIO A	Student sees Zoe push someone on the playground.
SCENARIO B	Student sees Elliott draw pictures of guns on the table.
SCENARIO C	Student heard Jasmine say she wants to punch someone on the bus after school.
SCENARIO D	Student saw Carlos pointing and laughing at a classmate.
SCENARIO E	Student noticed that her friend Malik, who is usually talkative, would not speak to anyone today.
SCENARIO F	Student overheard Izzy say that they were so upset and were going to hurt themselves on the playground on purpose.
SCENARIO G	Student overheard Naomi crying alone in the bathroom.
SCENARIO H	Student heard Dot say they wanted to bring a knife to school.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Conclude lesson by telling the class that they can always say something to a Trusted Adult if they see or notice a warning sign or threat. Show students a visual that reminds them about the steps for reaching out to a Trusted Adult.

As a Promise Challenge, encourage students to write down the sentence helper in a notebook or journal so they always have some language to use when they need to talk to a Trusted Adult.

LESSON EXTENSION

Assign students the task of writing in their Promise Challenge Journal. Give them the following questions to respond to:

- How did you feel when you were Student 1?
- How did you feel when you were Student 2?
- What did it feel like to say something?

LESSON 10: PROMISE CHALLENGE HOUR

OBJECTIVES

Students will learn how to:

- Design a Promise Challenge that will help classmates gain the courage to say something
- Present a new idea to the class

RESOURCES

- Poster-sized paper and crayons/markers/pencils



CASEL COMPETENCIES

- Social Awareness
- Relationship Skills

INITIATION

STUDENT CONNECTOR: Freeze Frame. Ask students to sit next to a buddy. For this quick student connector, the teacher will share different scenes and scenarios from the provided list below. Buddies will be given one minute to talk about the scene and how they would act it out or create a still photograph that explains the scenario. The teacher will then call “Freeze Frame!” When the teacher calls “Freeze Frame,” the pairs will pretend someone has taken a polaroid snapshot or picture of the pairs in the middle of doing the provided scenario. Pairs should hold their freeze frame for at least 15 seconds.

Scenarios for Freeze Frame Activity:

- Introduce yourself to a new student who just moved to town from a different state/country
- Invite someone sitting alone to play a board game
- Give a classmate a “smile” because they’re feeling sad/upset/low
- Tell a Trusted Adult about something you heard that made you scared
- Help a student who’s being made fun of or picked on

ACTIVITY

Reflect on the new knowledge and skills gained while learning about the *Say Something* program. Remind students that they have a lot of powerful tools to use when they come across something that just isn’t quite right or could be harmful in some way and that it takes a lot of bravery and courage to say something!

At the end of each lesson, students received a Promise Challenge. A **Promise Challenge** is an action that students and/or Trusted Adults can take to help make a kind, connected, and safe classroom and school environment.

Examples of Promise Challenges that the class has done include:

- Teach someone else about the three *Say Something* steps
- Tell your Trusted Adult that you chose them as your Trusted Adult
- Invite someone new to sit with you at lunch or play with you at recess

GROUP WORK: For today's activity, students will work together to design a Promise Challenge that will encourage their classmates to do one (or more) of the following:

- Use the three *Say Something* steps
- Be Upstanders
- Create a kind classroom community
- Show empathy
- Talk to Trusted Adults

Each group will have 25 minutes to decide on a new Promise Challenge and create a Promise Challenge poster. After the posters are complete, groups will present their Promise Challenge ideas to the whole class. Post the Promise Challenge posters around the classroom or on a bulletin board so students can complete a gallery walk and review them together.

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Congratulate students for the unique and special Promise Challenges presented.

For today's Promise Challenge, each student will select one of the Promise Challenges displayed on the posters to complete. At the end of the week, students will be given an opportunity to share out which Promise Challenge they selected and how it went when they completed the action.

LESSON EXTENSION

Invite a buddy class into join your class for 30 minutes one day during the week. Use this time for your students to show-and-tell about the different Promise Challenges they created. Ask your students to lead a gallery walk of the posters. If the buddy class has not created their own Promise Challenge posters, guide them through the same activity. Ask your students to mentor the groups on how to create Promise Challenges that meet the criteria.

LESSON 11: DESIGN A RECESS GAME

OBJECTIVES

Students will:

- Work together to create a new recess game that encourages kindness and builds a sense of belonging.

RESOURCES

- Blank paper, pencils, and crayons/markers

CASEL COMPETENCIES

- Self-Awareness
- Social Awareness
- Relationship Skills



INITIATION

STUDENT CONNECTOR: Ask students to think about their favorite game. It could be a card game, sports game, or video game. Tell students to share an example of their favorite game and explain why they like it so much.

Next, ask students to:

- Buddy up with a partner to turn-and-learn
- Each student takes 30 seconds to tell their partner about their favorite game and explain why it's their favorite
- If time permits, after one minute, pause the turn-and-learn discussions and instruct each student to explain to their buddy how to play the game
- At the end, ask all students to share out the names of their favorite games with the whole class. See how many games students have in common and how many new games students learn about

ACTIVITY

GROUP WORK: Remind students about some of the warning signs that students like Malik came across on the *Say Something* playground. Sometimes, recess and the playground can be difficult for students because they don't feel like they're included, or they might not feel like they belong. They also may have been teased or picked on before because they didn't know how to play a recess game or weren't very good at it.

Inform the class to use this "genius hour time" to work with group members to create a brand-new recess game that includes everyone and makes all students feel happy and like they belong.

Instructions for this group work are as follows:

- Sit in groups of four
- Assign roles to each group member. A **notetaker**, a **speaker**, an **artist**, and a **timekeeper**
- **15 minutes:** Brainstorm together! Think of a new recess game that students could play that includes all the classmates and makes them feel like they belong. Ask the **notetaker** to take a few notes about your ideas. Think of a fun name for your new game. Ask the **timekeeper** to notify the group how much time they must complete each task
- **15 minutes:** Ask the artist to draw a picture that shows and explains your new recess game
- **10 minutes:** When the class comes back together, the **speaker** from each group will show the class the picture and explain how the new game will be played

OPTIMISTIC CLOSURE AND PROMISE CHALLENGE

Congratulate groups for working together to design a new recess game.

As a Promise Challenge, students will be encouraged to test out some of the new games during free time or recess.



LESSON 12: UPSTANDER & TRUSTED ADULT WALL OF FAME

Objectives

Students will learn how to:

- 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 #12 and #13: 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. Instruct 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* lesson 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.

INDEPENDENT WORK: Each student will contribute to a classroom Upstander and Trusted Adult Wall of Fame. Students can select their Trusted Adult or an Upstander from the school community to honor and pay tribute to by creating an Upstander award using **Handouts #12 and #13** or by drawing their own.

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 Upstander and Trusted Adult award nominations with the class. If time permits, spend time as a class creating the bulletin board together. Add stars, hearts, and hands to call out all the wonderful people highlighted on the Wall of Fame.

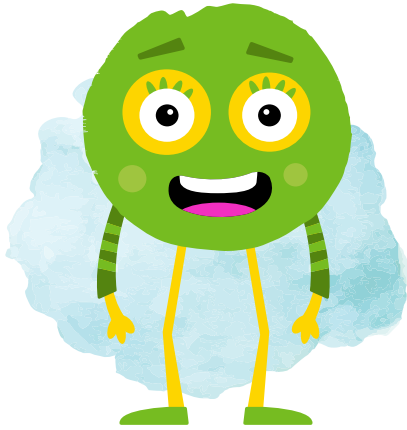
Optimistic Closure and Promise Challenge

Ask the class to take a moment to observe the beautiful bulletin board display together. The display, with all the awards, highlights that the students go to school in a community of care where everyday people do kind and powerful things to help others. Encourage students to add to the bulletin board and nominate new Upstanders and Trusted Adults throughout the year. Also, motivate students to continue to do kind, small, positive actions. Remind students that 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 FRIENDS & 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.



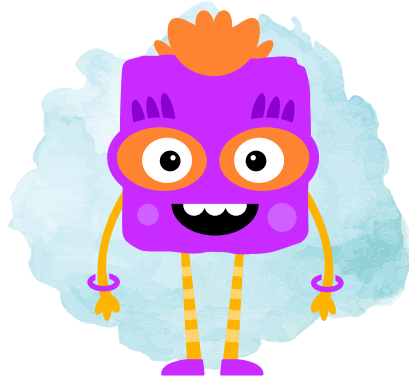
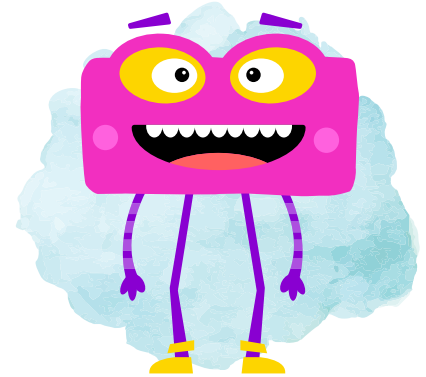
HANDOUT #1: ANIMATED FRIENDS & TRUSTED ADULT BIO CARDS

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.

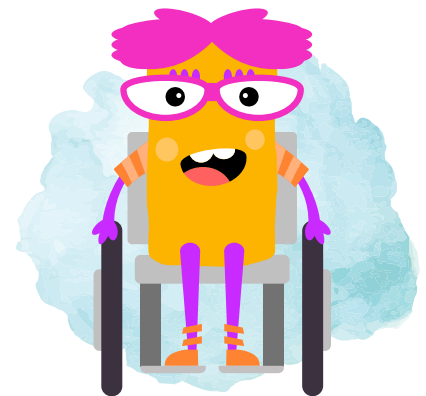
You'll often find Jasmine listening to music and sharing playlists with friends.

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 FRIENDS & 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 FRIENDS & 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.

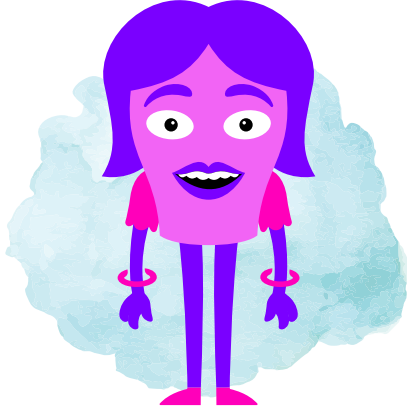
MEET MR. SOLANKI

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 FRIENDS & 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.

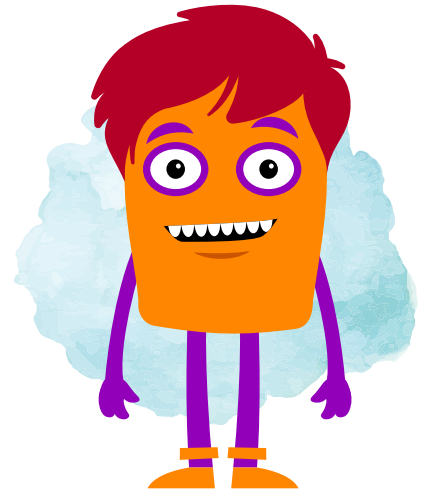


HANDOUT #1: ANIMATED FRIENDS & TRUSTED ADULT BIO CARDS

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 FINGERPRINT

Write, color, or draw five things that make you unique and special, just like your fingerprint!



My special characteristics are:

1

2

3

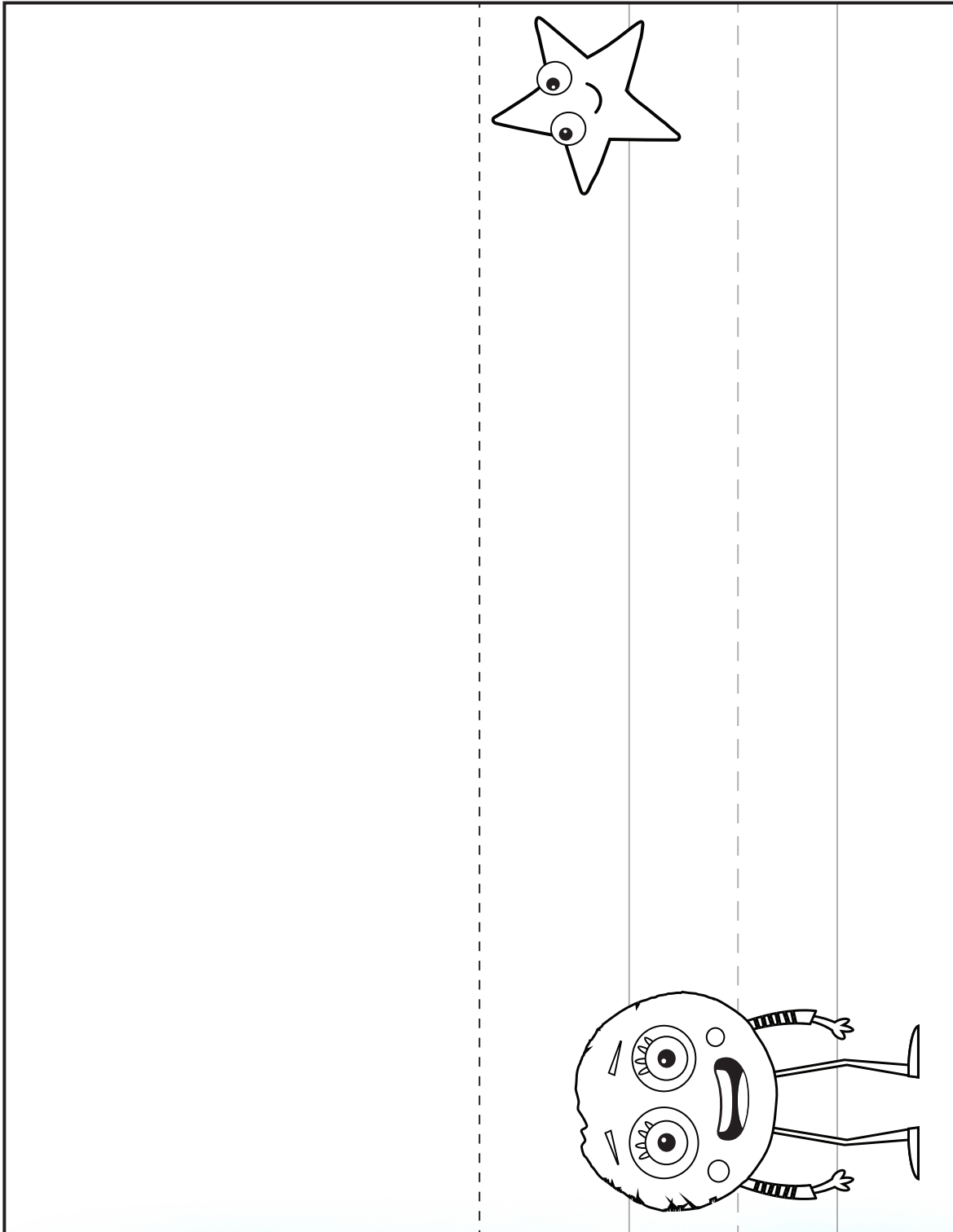
4

5

HANDOUT #3: UNIQUE ME DESK NAMEPLATE

Create your own nameplate to display on your desk or table!

1. Write your name in the center
2. Draw a picture of your favorite *Say Something* friend or Trusted Adult on the right side
3. Write or draw pictures of 3 – 5 special or unique qualities about yourself in the margins



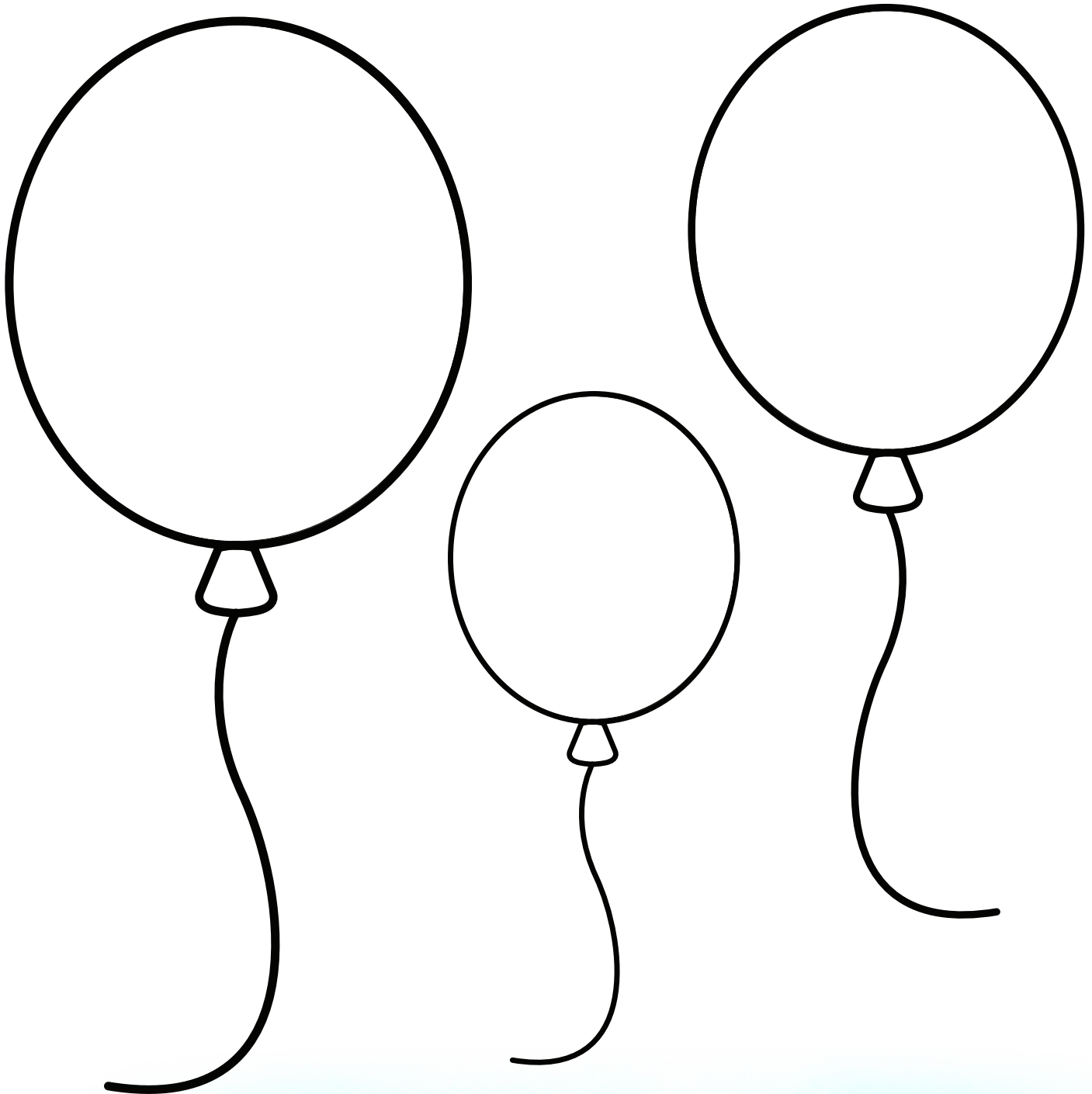
FRONT

FOLD

BACK

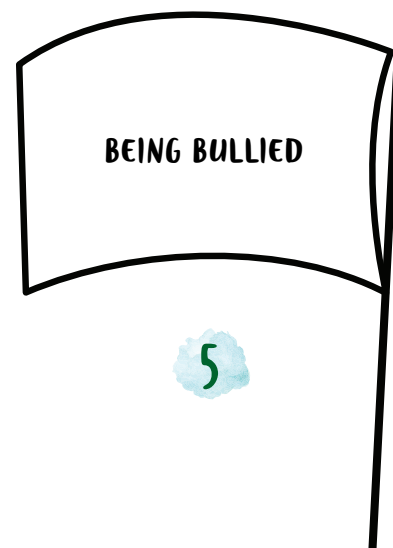
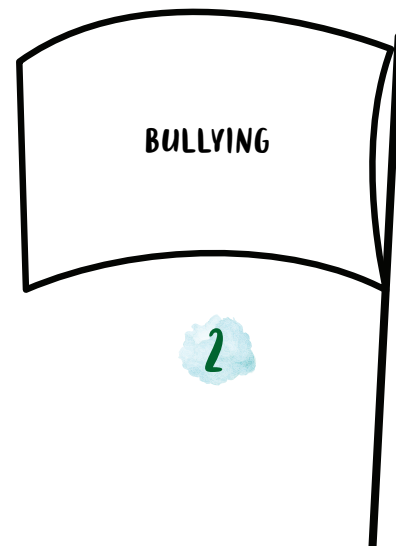
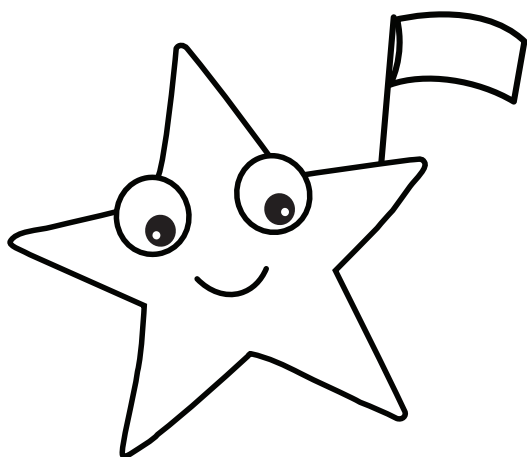
HANDOUT #4: UPSTANDERS ARE EVERYWHERE!

Upstanders can be found everywhere in our school community. On the merry-go-round, seesaw, and in our classroom. In each balloon, write or draw the different Upstanders that you know in your school.



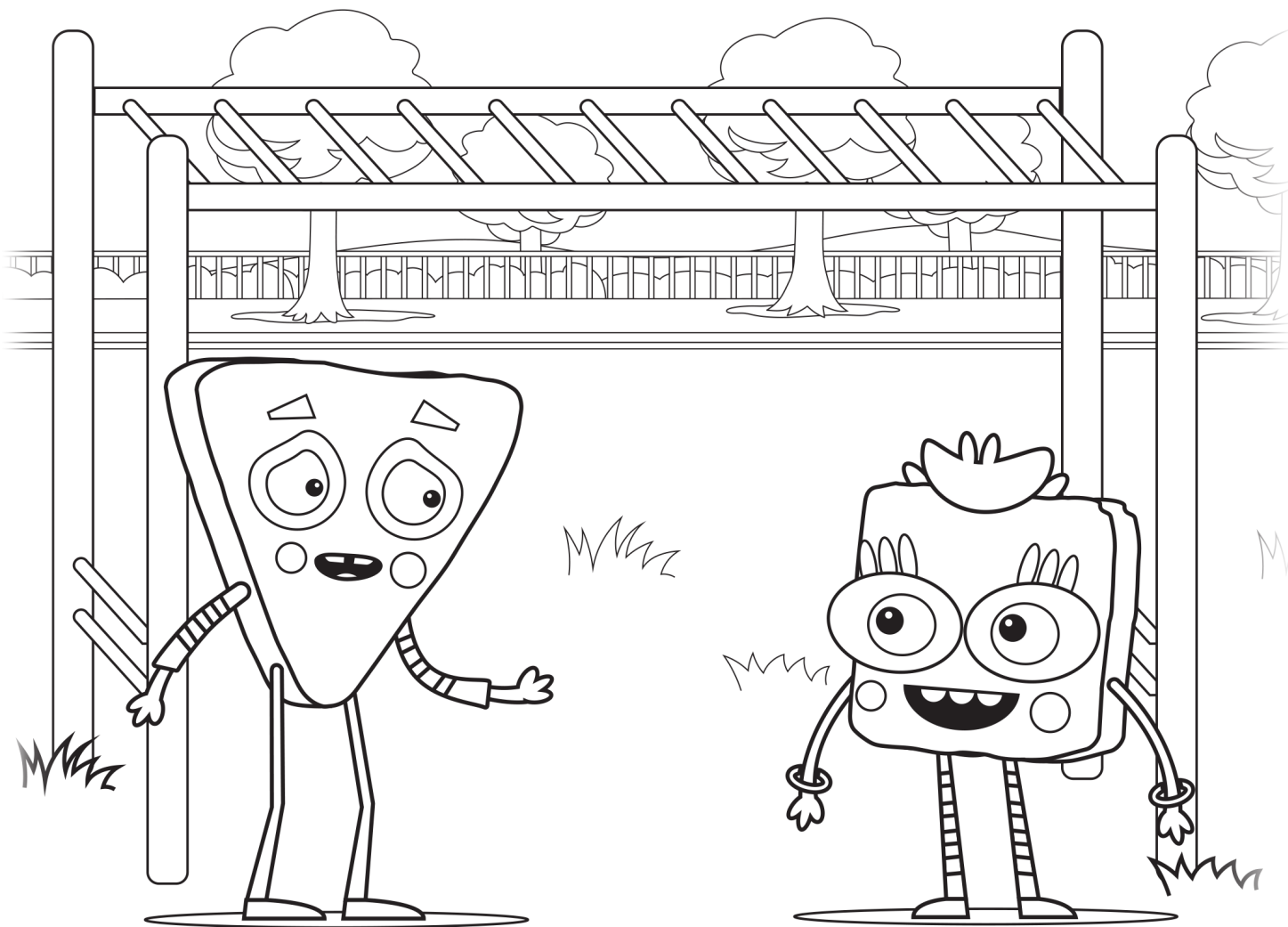
HANDOUT #5: WAVE WARNING SIGN FLAGS

Color in Sammi the Star and the warning sign flags.



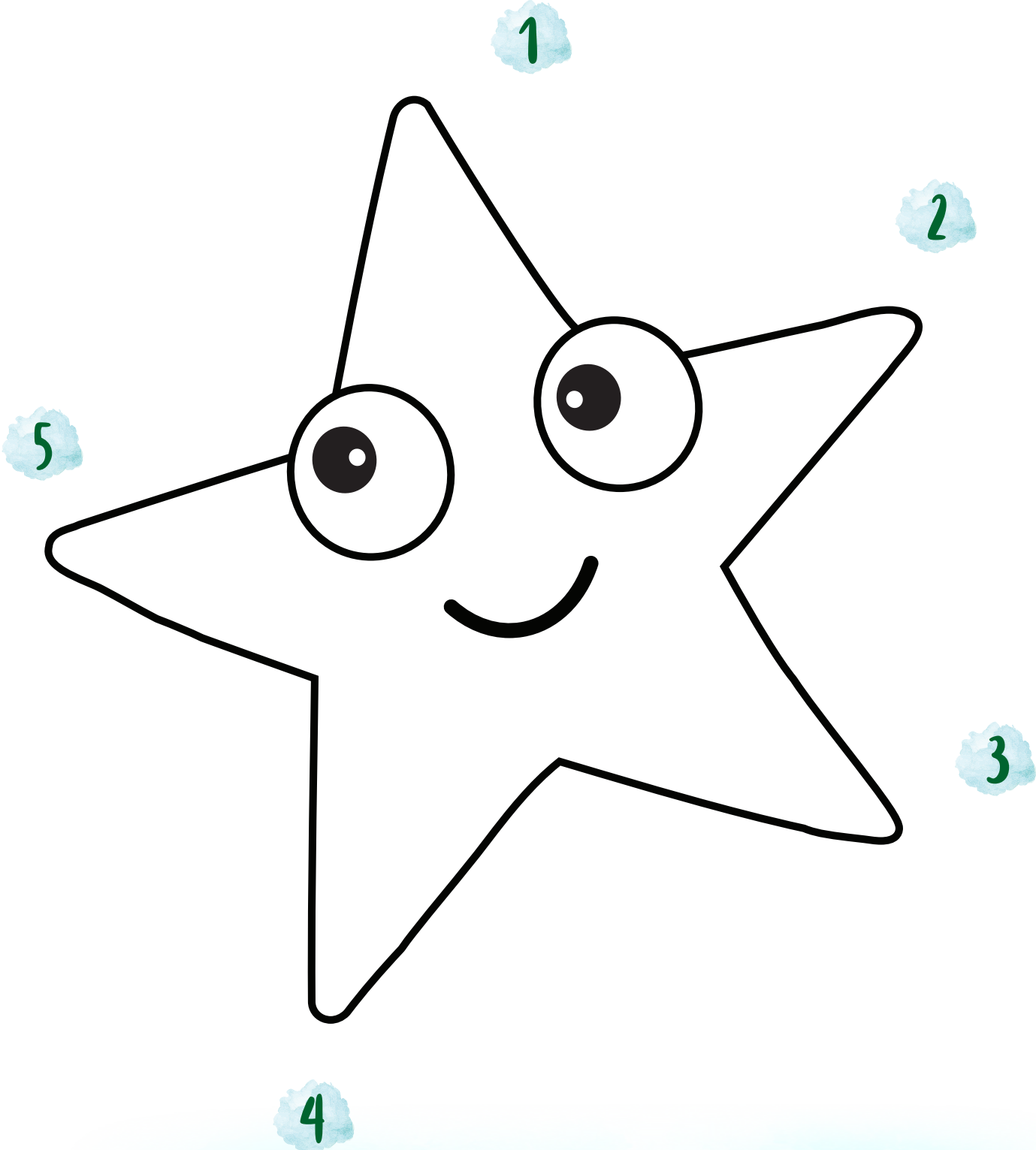
HANDOUT #6: DON'T MONKEY AROUND ON THE MONKEY BARS

Color the monkey bar picture below! Remember, when you come across a warning sign or threat, you need to get to the end of the monkey bars quickly.



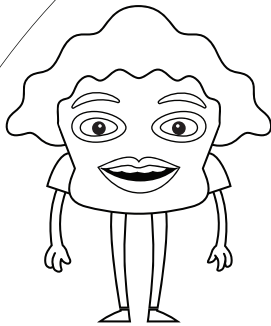
HANDOUT #7: FIVE WAYS TO ACTIVATE EMPATHY

Write down five ways you can activate empathy and color in Sammi the Star!

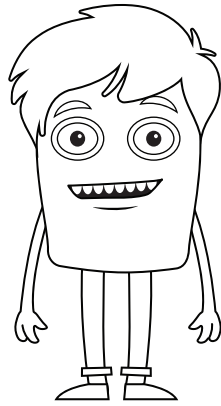


HANDOUT #8: CIRCLE OF TRUSTED ADULTS

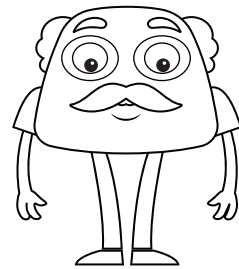
Circle the Trusted Adult you're most likely to go to when you need to say something.



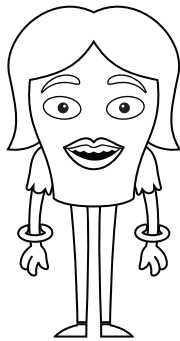
TEACHER



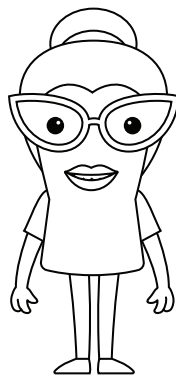
CUSTODIAN



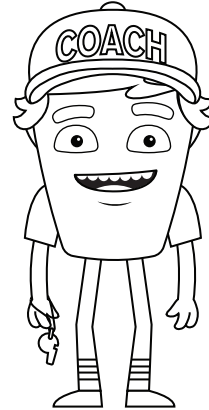
COUNSELOR



PRINCIPAL



LIBRARIAN

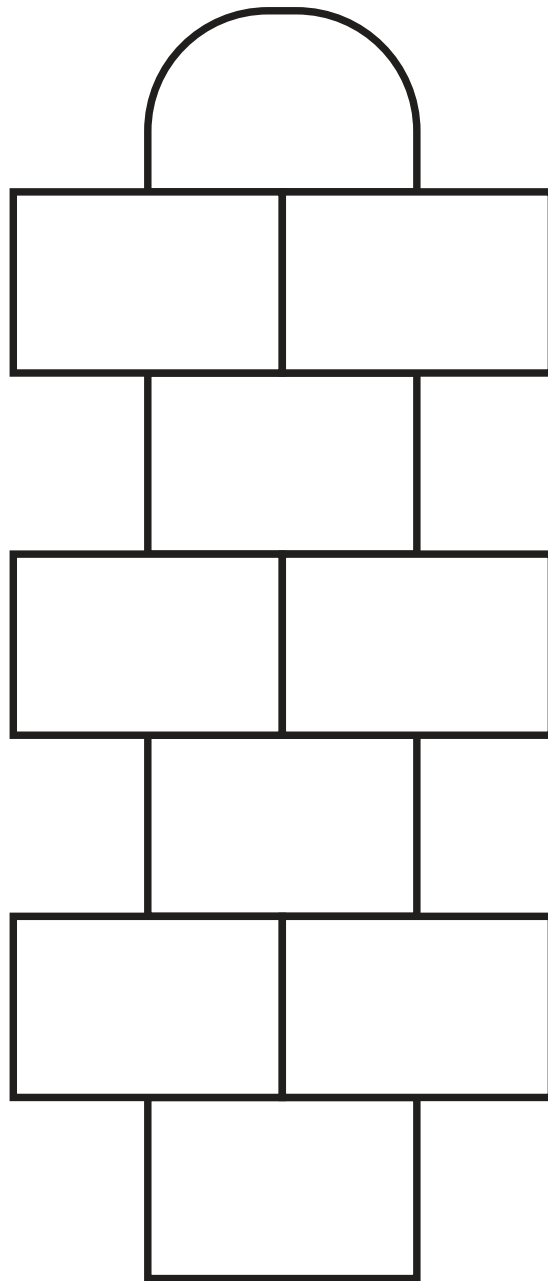


COACH

HANDOUT #9: TRUSTED ADULT HOPSCOTCH

Create a hopscotch game! Place the name or a picture of a Trusted Adult in each square. Try to create ten squares with the names of different Trusted Adults and make your own hopscotch grid, have fun!

MY TRUSTED ADULT IS...



HANDOUT #10: MY SAY SOMETHING STYLE

Use the spaces below to draw your unique *Say Something* styles!

MY SAY SOMETHING STYLE..

MY SAY SOMETHING STYLE..

MY SAY SOMETHING STYLE..

MY SAY SOMETHING STYLE..

HANDOUT #11: TRUSTED ADULT ROLE PLAYS

Select a scenario to role play with a partner. One student plays the Upstander and the other student plays the Trusted Adult.

SCENARIO **A**

Student sees Zoe push someone on the playground.

SCENARIO **B**

Student sees Elliott draw pictures of guns on the table.

SCENARIO **C**

Student heard Jasmine say she wants to punch someone on the bus after school.

SCENARIO **D**

Student saw Carlos pointing and laughing at a classmate.

SCENARIO **E**

Student noticed that her friend Malik, who is usually talkative, would not speak to anyone today.

SCENARIO **F**

Student overheard Izzy say that they were so upset and were going to hurt themselves on the playground on purpose.

SCENARIO **G**

Student overheard Naomi crying alone in the bathroom.

SCENARIO **H**

Student heard Dot say they wanted to bring a knife to school.

SCENARIO **I**

Student Choice:

ACTIVITY CONTINUED ON NEXT PAGE

HANDOUT #11: TRUSTED ADULT ROLE PLAYS

Write or draw a picture that shows how an Upstander would use their own *Say Something* style and how the Trusted Adult can respond to show empathy and care.

Upstanders can use this sentence starter to help: **“I’m concerned about... because... and I need your help.”**

UPSTANDERS	TRUSTED ADULTS

HANDOUT #12: YOU'VE BEEN NOMINATED FOR THE UPSTANDER WALL OF FAME!

Create an Upstander Award or use the award template below. Add it to the Upstander Wall of Fame or give it to the Upstander you'd like to honor.



HANDOUT #13: YOU'VE BEEN NOMINATED FOR THE TRUSTED ADULT WALL OF FAME!

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.



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