

High School Discussion Guide

Public Service Announcement (PSA)



Teenage Dream






I can't even imagine



Learn More and Engage with Sandy Hook Promise:

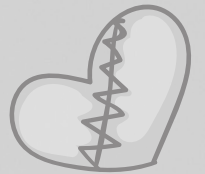


- #theteenagedream   
- www.sandyhookpromise.org/teenagedream
- Text teendream to 79775

Let's talk about
lost
Happiness



IT'S GOT TO STOP



IT'S HARD BEING YOUNG AT THIS TIME

WARNING: The Sandy Hook Promise *Teenage Dream* Public Service Announcement contains images, stories, and sensitive content related to school shootings. If you feel this subject matter may be too difficult for you, your class, or the teenagers in your lives, you may choose not to watch this video.

About the Public Service Announcement (PSA)

Similar to Sandy Hook Promise's other award-winning Public Service Announcements, such as [*Back To School Essentials*](#), [*Point of View*](#), and [*Evan*](#), the *Teenage Dream* PSA reveals students' experiences with school shootings and ends with a call-to-action for the audience to "know the signs" to prevent these tragedies. However, the unique feature of this PSA is that it focuses on the young survivors of school shootings, rather than the shooter. The stories follow the lyrics of Katy Perry's song *Teenage Dream*, which evokes an intense emotional response. This PSA is a gut-wrenching reminder that teenage life is, in fact, filled with stressors that previous generations did not have to endure.

The objective of the *Teenage Dream* PSA is to build awareness that school shootings are preventable when we know the warning signs and speak up. The public must see the long-term emotional, mental, and physical impact on children and youth who survive school shootings, crushing the 'teenage dream.' The number of mass shootings each year is increasing, and it is vital that we know the signs and intervene when seeing someone who may be in crisis.

Why are PSAs a good discussion and teaching tool for teenagers?

PSAs provide a powerful visual and auditory tool to launch critical conversations with adolescent audiences about important social justice issues, like gun violence. The guided discussions also create a bridge to help strengthen relationships between Trusted Adults and students and create a community of care. Teenagers who are on social media receive an onslaught of multimedia images and stories that can produce fear, anxiety, and confusion. Having the support of a Trusted Adult and a caring classroom culture to voice feelings and concerns about the threat of school shootings after viewing the PSA will reassure young people that when they do feel fearful, anxious, or confused about a current event or issue, they have a community of care to go to who will listen and validate their feelings and concerns.

The Say Something Student Training

Sandy Hook Promise Public Service Announcements (PSAs) are engaging teaching tools that can supplement the *Say Something* student training. It is recommended that you spend a class period analyzing the *Teenage Dream* PSA to reinforce why it is important to recognize warning signs and speak up, reviewing the three steps of *Say Something*, and discussing various warning signs of students who may be at-risk of harming themselves or others. Educators, Trusted Adults, and caregivers can access the no-cost training video and resources on the Sandy Hook Promise Digital Learning Center.

Before You Watch the PSA

Sandy Hook Promise encourages youth to watch the PSA with a Trusted Adult. For adults and youth alike, this video contains sensitive content that can trigger trauma and difficult emotions. Inform young people that the video they are about to see contains the real stories of survivors of gun violence and that it is OK to decline viewing and discussing the video.

Please be advised that if a young person divulges that they or someone they know is in crisis, there are resources available:

National Suicide Prevention Lifeline

Call 1-800-273-8255

Crisis Text Line

Text HOME to 741741

The Trevor Project

Call TrevorLifeline [1-866-488-7386](tel:1-866-488-7386)

Use TrevorChat Here:

[Get Help Now – The Trevor Project](#)

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Communication Tips

How to talk to teens about gun violence and school shootings

Prior to showing the PSA and initiating a discussion in a one-on-one or group setting, the Trusted Adult should do a personal check-in about feelings and past trauma due to experiences with gun violence and anticipate some of the emotions and opinions that may come up with the young person(s) during the discussion. The first step for the Trusted Adult is to feel they are in a healthy mindset and space to engage in a courageous conversation with a young person.

Additionally, if Trusted Adults are facilitating the discussion with a group of young people, it is important that discussion norms and guidelines are established before the PSA viewing and ensuing discussion. Use the recommended Circle Up guidelines and norms template from this [Educator Kit](#).

Here are five tips for communicating compassionately and authentically with teenagers:

1. Create an environment for an open dialogue. A judgement-free zone.
2. Invite your young person(s) to select a space that feels safe and comfortable.
3. Be authentic about your own experiences and feelings about gun violence.
4. Be transparent. Provide sentence starters for the young person(s) before the conversation. Start with feelings statements such as:
 - I feel angry and sad that I need to discuss such a traumatic event with you.
 - I feel anxious whenever I learn about another mass shooting.
 - As a teacher, I feel frightened by the threat of school shootings.
 - As a parent/guardian, I feel overwhelmed by the number of mass shootings that happen in our country.
5. End the conversation by helping the young person(s) feel grounded, safe, and supported. Plan to provide an optimistic closure to the discussion with words of empowerment to the young person(s). Sample statements you can use are:

- a. That was a courageous conversation. Thank you for being so open to talk and listen.
- b. Remember, my door is always open if you'd like to discuss this topic again.
- c. This was a heavy conversation and I appreciate your willingness to talk to me today. Make sure you spend time with someone you care about today.
- d. Thanks for being here with me today to have this critical conversation.

Be prepared with some data and facts, but also empower young people with tools and ways they can use their agency to make a difference.

- 2020 was the deadliest year for gun violence. 2021 is on track to be even worse. [Gun violence in 2021: Shootings in America are up and experts fear it may get worse – The Washington Post](#)
- Each day 8 children die from gun violence in America. Another 32 are shot and injured.
- In 4 out of 5 school shootings, at least one other person had knowledge of the attacker's plan but failed to report it.
- Firearms are the second leading cause of death among American adolescents 15 years of age and older, after car crashes.

For updated data on American gun violence, see [16 Facts About Gun Violence And School Shootings – Sandy Hook Promise](#)

Empower Young People: Knowledge + Action = Empowerment

Tell the young people in your life that they can help by:

1. Knowing the [signs](#) and telling a Trusted Adult if warning signs are encountered. They are empowered to be upstanders.
2. Starting or joining a [SAVE \(Students Against Violence Everywhere\) Promise Club](#).

Alternative strategies to formal face-to-face conversation

For Educators:

Prior to showing the PSA, set up small group pods of 3–4 students with question cards or the Personal Inventory about Gun Violence to spur thinking, connections, and conversation. Before and after the video, instruct students to gather in their pods and discuss questions.

Once students have had the time and space to discuss with peers, bring the entire class together for a Circle Up. Set up a Circle Up procedure and process in your classroom culture. A Circle Up strategy will provide a safe and supportive space for students to share thoughts, feelings, and attitudes about the topics addressed in the PSA. A lesson is included in this guide with suggested Circle Up norms and questions.

For Parents, Guardians, and Caregivers:

Take a walk in nature or sit in a park. Remove yourselves from the distractions of daily life, such as smartphones and television.

Provide drawing paper and pens/crayons/markers/paint. Sit side-by-side and draw or doodle as you discuss topics addressed in the PSA.

Use a quiet game like Dominoes or Chess to initiate a conversation.

What Educators and Caregivers Can Do During the Discussion

Listen with an open heart.

Check-in with how the young person is feeling at the beginning and end of the conversation.

Place no judgment on a young person for the emotions and affect they express (or do not express) during the conversation.

Don't try to 'fix' or 'solve' emotions, reactions, or problems. Simply acknowledge and support the young person(s) through any unpleasant emotions, reactions, or problems.

Refrain from making statements such as:

- Don't be upset.
- Why are you so quiet about this? It's serious.
- Stop making such a big deal about this, it doesn't affect you.

Instead, use caring and reflective listening statements, especially when you are uncertain what to say.

- I really hear you. This is very upsetting.
- I appreciate you being here with me to talk through this issue.
- I feel frustrated, sad, and in disbelief that you and your friends have to deal with such a major life stressor and fear.

Try not to project your own feelings about the topics onto the young person. Own your own feelings and be caring and authentic. However, don't try and push or convince your young person to feel the same way as you do.

A Special Note About Trauma

By listening to the young person in a non-judgmental and compassionate way, you are on the way to a trauma-informed technique.

Gun violence is an epidemic in America. For many young people, gun violence is a part of the daily experience and many young people carry trauma due to direct or indirect experience of gun violence. Adults are also carrying trauma or may experience a traumatic response to the PSA and the discussion.

Here are a few procedures for setting up an environment that is trauma-informed:

1. Establish a comfortable setting for viewing and discussing the PSA and gun violence.
2. Provide simple self-soothing or emotion regulation strategies that students can use at any time. For example, a mindful breathing technique or a calm corner set up with headphones/music, coloring books and supplies, and comfy seating.
3. Communicate clearly that if a student does not feel safe or experiences a sudden onset of stress, there are supports, including a dedicated counseling staff person or mental health professional, available to connect with and lean on for support.
4. Reassure students that any and all feelings are valid. Some students may feel sad, angry, or have no immediate feelings or emotional reactions at all. Each experience is individual and there is no “right” way to feel or react to the video and discussion.
5. Refrain from making participation in the discussion or activity mandatory.
6. Acknowledge students who support and affirm one another during difficult and emotional conversations.
7. Let students know that they may think about the video or discussion later in the day and experience difficult or unpleasant emotions. If this occurs, provide information on how and where they can find support from a Trusted Adult.
8. Provide closure to the discussion and lesson by sharing stories of hope.

For more information about childhood trauma, types of trauma, and resources on how to support students who have experienced trauma, visit [The National Child Traumatic Stress Network \(nctsn.org\)](https://www.nctsn.org).

How Can I Help Prevent School Shootings?

#1 Know The Signs

- Learn the [warning signs of gun violence](#).
- Bring the [Say Something student training](#) to your local school or community-based organization.
- Speak to the young person(s) in your life about these warning signs of someone at-risk of harming themselves or others:

#2 Act

- “Say Something” when warning signs are found.
- Support common sense gun safety laws. Find out how [here](#).

#3 Continue the Courageous Conversation

- Inform and educate others about the warning signs of gun violence.
- Encourage friends, family members, and people in your social circles to view the Sandy Hook Promise Public Service Announcements and take action.

PSA's to Help Youth and Adults Identify the Warning Signs of Gun Violence

- [Evan](#)
- [Point of View – Sandy Hook Promise](#)
- [Tomorrow's News](#)

PSA's to Educate Youth and Adults that School Shootings Have Become the “New Normal” for students – [Back to School Essentials PSA – Sandy Hook Promise](#)

Warning Signs of Violence Checklist*

- 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
- Being bullied or bullying others based on real or perceived differences, including any of the following:
 - Race
 - Gender
 - Sexual Orientation
 - Religion
 - Disability
 - Body Type

* This isn't a complete list of all warning signs. Exhibiting one of these signs doesn't necessarily indicate imminent violence. When concerned about troubling behaviors, tell a trusted adult or call 911 if there is an immediate threat.

How to Incorporate the Teenage Dream PSA Into Instruction

There are three recommended ways an educator can incorporate the *Teenage Dream* PSA into instruction.

1. Show-and-Discuss in Advisory, Homeroom, or Morning Meeting

Advisory Period: Day One

- a) It is common for educators to have only 15–20 minutes of Advisory class time. In this case, provide the brief overview of Sandy Hook Promise and the PSA to your students the day before showing the PSA. The overview is found on page ten of this guide.
- b) Distribute the Personal Inventory about Gun Violence the day before showing the PSA and emphasize that the inventory is anonymous and will support your understanding of students' views and experiences with gun violence as a whole.
- c) Inform a School Counselor, Social Worker, or Psychologist that you will be showing the PSA and request that they are available the next day when you show the video to your students in the event that a student opts out of viewing the video or is triggered by the content.
- d) Distribute the Caregiver Discussion Handout and Letter to Parents/Guardians and instruct students to bring it home and share with their families.

Advisory Period: Day Two

- a) Summarize some key, but general, findings from the inventories.
- b) Inform students that they are about to view a video by gently remind students that: "This video contains images, stories, and sensitive content related to school shootings. If you feel this subject matter may be too difficult, you may choose not to watch this video."

- c) Inform students that it is not mandatory for them to view the video and they may step out of class and sit in the School Counselor, Social Worker, or Psychologist office in lieu of the lesson. Also, tell students that at any time during the class this day, they can step out of the classroom and get support from the counseling staff.

2. Build into a Social Studies, Health, or English Class Unit Plan

Teach the lesson plan as part of a broader unit on violence or violence prevention. In English class, a teacher may use the PSA and lesson in conjunction with poetry or nonfiction text. For Social Studies courses, a teacher could show the PSA as part of a unit on gun violence activism or gun violence legislation throughout American history. The [Facing History and Ourselves](#) Unit on Democracy and Civic Action is an excellent framework for including the *Teenage Dream* PSA. Health teachers could teach and explore the emotional, psychological, and physical affects and other trauma gun violence has imposed upon individuals and communities.

3. Host a Film Screening During Lunch or After School

An educator who also serves as a Club Advisor or athletic coach may consider hosting a lunchtime or afterschool screening and conversation about the PSA using questions from the provided Circle Up activity. This [Community PSA Screening Guide](#) is also a resource

available to you.

Brief Overview of the PSA for Your Students

The week or day before facilitating a lesson about the *Teenage Dream* PSA with your students, it is recommended you follow these steps to establish a foundation for viewing and discussing the video and essential questions:

1. Inform students that they will be watching a Public Service Announcement from the nonprofit organization [Sandy Hook Promise](#).
2. Share the story of Sandy Hook Promise by reading the [Stand with Us – Sandy Hook Promise](#), paragraph titled “[From Tragedy to Transformation](#),” and showing a brief video: [What does Sandy Hook Promise Do?](#)
3. Give students this [letter](#) to bring home and share with parents and guardians.
4. Distribute and collect the Personal Inventory about Gun Violence to generate thinking about the topics and themes that will be addressed and discussed by viewing the PSA.

The Sandy Hook Promise

Our hearts are broken;

Our spirit is not.

And it is with this knowledge that we are able to move forward with purpose and strength.

This is a Promise. To truly honor the lives lost by turning our tragedy into a moment of transformation.

This is a Promise. To be open to all possibilities.

There is no agenda other than to make our community and our nation a safer, better place.

This is a Promise. To have the conversations on ALL the issues.

Conversations where listening is as important as speaking.

Conversations where even those with the most opposing views can debate in good will.

This is a Promise. To turn the conversation into actions.

Things must change. This is the time.

This is a Promise. We make to our precious children.

Because each child, every human life is filled with promise, and though we continue to be filled with unbearable pain we choose love, belief, and hope instead of anger.

This is a Promise. To do everything in our power to be remembered not as the town filled with grief and victims; but as the place where real change began.

Our hearts are broken; Our spirit is not.

This is our Promise. The Sandy Hook Promise.

Brief Overview of the Teenage Dream PSA for School Faculty

If a grade-level team, content-area department, counseling staff, or student leadership club plans on screening the *Teenage Dream* PSA to students, it is recommended that the organizing group of educators or student leaders present the PSA and supporting lesson plan to faculty at an after-school meeting or professional development session using these steps:

1. Meet with administration and share the [Teenage Dream webpage](#) and resource packet. Explain the plan for showing and discussing the PSA and related themes and topics with students. Give administration these [letters](#) that can be sent as communication to parents/guardians and faculty about the PSA.
2. Inform faculty that their students will be watching a Public Service Announcement from the nonprofit organization [Sandy Hook Promise](#).
3. Share the story of Sandy Hook Promise by reading the [Stand with Us – Sandy Hook Promise](#), paragraph titled “[From Tragedy to Transformation](#),” and showing a brief video: [What does Sandy Hook Promise Do?](#)
4. Give faculty this [letter](#) to bring home and share with parents and guardians.
5. Distribute the Personal Inventory about Gun Violence to generate thinking about the topics and themes that will be addressed and discussed by viewing the PSA.



Personal Inventory about Gun Violence

This survey instrument is intended to spur thinking, feelings, and opinions about gun violence. The questions and answers can be used as a discussion springboard with a young person or class. Here is a Google Form that can be copied and shared with students and faculty:

Personal Inventory About Safety and Gun Violence: High School

I feel safe at my school.

Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree

I feel safe in my neighborhood.

Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree

I am fearful of gun violence.

Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree

I am fearful of school shootings.

Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree

Gun violence is a topic that my friends and I talk about.

Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree

I have been a victim of gun violence.

Yes No Don't Know

I know someone who has been a victim of gun violence.

Yes No Don't Know

I want to know how to get involved to prevent shootings and gun violence.

Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree

Themes Addressed in this Public Service Announcement

'Artifacts' from Gun Violence	Courage	Trauma/Traumatic
Life "Before" and "After"	School Shootings	Victim
Bravery	Survivors	

Theme-related reflection prompts to spur thinking about gun violence

Below find general reflection and discussion prompts for educators, Trusted Adults, and caregivers related to the PSA Themes. Adults should review the questions and have their own answers to share with the young person or class.

- Is there something that you carry with you (an object, a burden, a memento, a feeling) that has a very significant meaning to you?
- Is there an event or moment that you often talk about the "before" and "after?" If you feel comfortable, describe the event or moment.
- Can you think of a time that you were brave? How did you feel?
- Can you think of someone who is courageous? What qualities do they have? What actions do/did they do to make them courageous?
- How can we end school shootings?
- Have you ever known someone who is a survivor? If yes, what did they survive? Do you think survivors view society and life any differently? How?
- When you hear the word 'trauma,' what do you think about? Have you heard this word a lot/a little/not sure?
- Does the term 'victim' have a positive or negative connotation in society? Why?
- How are 'survivors' and 'victims' viewed differently? Can someone hold both labels?

High School Educators Lesson Plan to Accompany the Teenage Dream PSA

Stories that Start a Courageous Conversation

Objectives

Students will be able to:

1. Analyze the meaning of the *Teenage Dream* PSA.
2. Engage in a courageous conversation about school shootings and survival.
3. Write, draw, or create a video inspired by the PSA.

Standard Alignment: CASEL Competencies

Social Awareness: The abilities to understand the perspectives of and to empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for the survivors of school shootings.

Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and to recognize how they influence behavior across contexts.

Time

60 minutes.

This lesson can be taught in one class period, or, divided into two segments or class periods by showing and discussing the PSA on the first day and completing the student activity on day two. It is recommended that a day or two prior to teaching the lesson, the teacher gives students an overview of what they'll be viewing and distributes the personal inventory about gun violence.

Circle Discussion Guidelines: How to Circle Up

The *Teenage Dream* PSA involves intensely emotional visuals and stories from young survivors of school shootings. It is recommended that the PSA is shown to a group of students in which a safe space and supportive classroom culture has been established. The educator and students should be sensitive to any students who have directly experienced gun violence. Additionally, this video could trigger unpleasant emotions for any student who feels they lost their childhood or had their "teenage dream" taken away due to other traumatic events. A Circle up discussion helps create an environment where students can both discuss and actively listen to each other's feelings and viewpoints. Participation in a Circle Up discussion about school shootings and gun violence should be completely optional and participation should never be mandatory.

The basic Circle Up guidelines are as follows:

1. Sit in a circle. This demonstrates connectivity and equality. No one has any more power than anyone else in the circle. Teachers and adult champions should sit in the circle to be with the students.
2. 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 handheld object of significance to the group.
3. Actively listen and be present. Cell phones and other electronics should be put away (unless the timekeeper needs a stopwatch).
4. Speak with an open heart.

The Lesson

Mindful Minute (2 minutes)

Take a moment to inhale through your nose, exhale through your mouth.

Visualize something in nature or identify an object in the classroom that is soothing, relaxing, and calming to you. Hold that object in your mind and keep it close to you during today's lesson.

Activity #1: PSA Viewing (10 minutes)

Inform students that they are about to view a potentially triggering video. While the video is set to a Katy Perry song, students will discover that the lyrics, coupled with the visuals of real survivors of school shootings, intentionally provoke a strong emotional reaction. Provide students a safe space to go to or an activity to do in lieu of viewing and discussing the PSA.

Show or distribute handouts to the *Teenage Dream* song lyrics (Handout #1) and the quotes from first-hand interviews with the gun violence survivors telling their stories through the song lyrics (Handout #5).

Play the PSA twice with a pause-and-reflect moment built in. Play the [survivor interview videos](#) as well if time permits.

1. Play the video: For the first showing, instruct students to simply watch and listen. Use their senses.
2. Read the song lyrics independently. Next, ask students to look at the survivors' quotes. Ask students to read a few aloud to the entire class.
3. Play the video again: For the second showing, ask students to write down three words or phrases from the song lyrics that capture the main theme of the PSA (Handout #1).

Activity #2: Circle Up (15 minutes)

Ask students to sit in a circle. Review the circle up norms (Handout #2) and create class circle up norms using the provided template (or use previously established class discussion norms). Remind students that participation in this Circle Up discussion is optional.

Student Connector (5 minutes)

Partner-up. List three songs that are significant to you for any reason. Perhaps the songs give you an emotional reaction, contain powerful lyrics, or speak to a life experience. Share one of those songs with your partner and explain why the song is significant to you. If time permits and students have access to computers or Smart phones, allow time for students to play their songs to one another.

Circle Round #1

Each student shares the three words or phrases they wrote down as they watched the video for the second time.

Which student's story resonated with you, or had the greatest impact on you? Explain why.

Circle Round #2

What are some of the artifacts left behind from school shootings? Physical, mental, emotional, social. (Handout #3)

Circle Round #3

How can healing happen when mass shootings are on the rise?

How is gun violence shaping young peoples' worldview?

What are a few actions, big or small, that you can take to prevent violence?

How can youth use their agency to affect change? [Definition: Youth agency is the desire and ability of young people to make decisions and drive change—in their own lives, in their communities, and in their larger spheres of influence.]

Circle Round #4

Student-generated questions.

Ask students to write down any Circle Up questions they'd like to add on a piece of scrap paper, fold it, and place it in the center of the circle. The educator can preview the questions prior to posing them to the entire group.

Student Choice activity (25 minutes)

If time permits, give students the option of completing a project related to the PSA and themes addressed in the PSA. Write the options on the Whiteboard or Google Classroom web page.

1. Write a letter to one of the students featured in the PSA. What would you like to express to them? How would you describe your own experience with gun violence? (Handout #4) Send letters to PSA@sandyhookpromise.org and we will ensure the letters are delivered to the survivors.
2. Select a quote from one or more of the gun violence survivors in the PSA. Use the quote as an inspiration for your own original song or poem. (Handouts #5 and #6)
3. Several of the survivors in the video share an artifact from gun violence. Write a poem about an artifact that you carry that tells an important story about you (identity, life experience, family/friend relationships, travel, or other). (Handout #6)
4. Create your own PSA that informs your school community that school shootings are preventable when they know the "signs." Look at other student-created PSA's and anti-violence videos for inspiration: [North Bronx School of Empowerment](#).

Closure (3 minutes)

Ask a few volunteers to share their written piece, artwork, or video with the class. Commend students for their courage during the discussion and activity.

Inform students that they can use their own agency to affect change. There are a few ways they and their families can get involved to collectively prevent shootings and other harmful acts:

1. Know the Signs of gun violence and "say something" when warning signs are encountered.
2. Start or join a Sandy Hook Promise: SAVE Promise Club
3. Volunteer and learn about important gun violence prevention work: Sandy Hook Promise: Promise Leader Volunteers



Handout #1

Write down three words or phrases from the song lyrics that capture the main theme of the PSA.

Teenage Dream Song Lyrics

You think I'm pretty without any makeup on
You think I'm funny when I tell the punch line wrong
I know you get me, so I let my walls come down, down
Before you met me

I was alright, but things were kinda heavy
You brought me to life, now every February
You'll be my Valentine, Valentine

Let's go all the way tonight
No regrets, just love
We can dance, until we die
You and I, will be young forever

You make me
Feel like I'm livin' a teenage dream
The way you turn me on, I can't sleep

Let's run away and don't ever look back,
don't ever look back
My heart stops
When you look at me, just one touch
Now, baby, I believe this is real
So take a chance and don't ever look back,
don't ever look back

We drove to Cali and got drunk on the beach
Got a motel and built a fort out of sheets
I finally found you, my missing puzzle piece
I'm complete

Let's go all the way tonight
No regrets, just love
We can dance until we die
You and I, will be young forever

You make me
Feel like I'm livin' a teenage dream
The way you turn me on, I can't sleep
Let's run away and don't ever look back,
don't ever look back
My heart stops
When you look at me, just one touch
Now baby I believe this is real
So take a chance and don't ever look back,
don't ever look back

I'ma get your heart racing in my skin-tight jeans
Be your teenage dream tonight
Let you put your hands on me in my skin-tight jeans
Be your teenage dream tonight

You make me
Feel like I'm livin' a teenage dream
The way you turn me on, I can't sleep
Let's run away and don't ever look back,
don't ever look back (no)
My heart stops
When you look at me, just one touch
Now, baby, I believe this is real (oh)
So take a chance and don't ever look back,
don't ever look back

I'ma get your heart racing in my skin-tight jeans
Be your teenage dream tonight
Let you put your hands on me in my skin-tight jeans
Be your teenage dream tonight

Handout #2

Circle Up Discussion Norms

OUR CIRCLE NORMS

**As a class community
we PROMISE to:**

When we have challenges with:

**When we circle up for class,
discussions, and activities:**

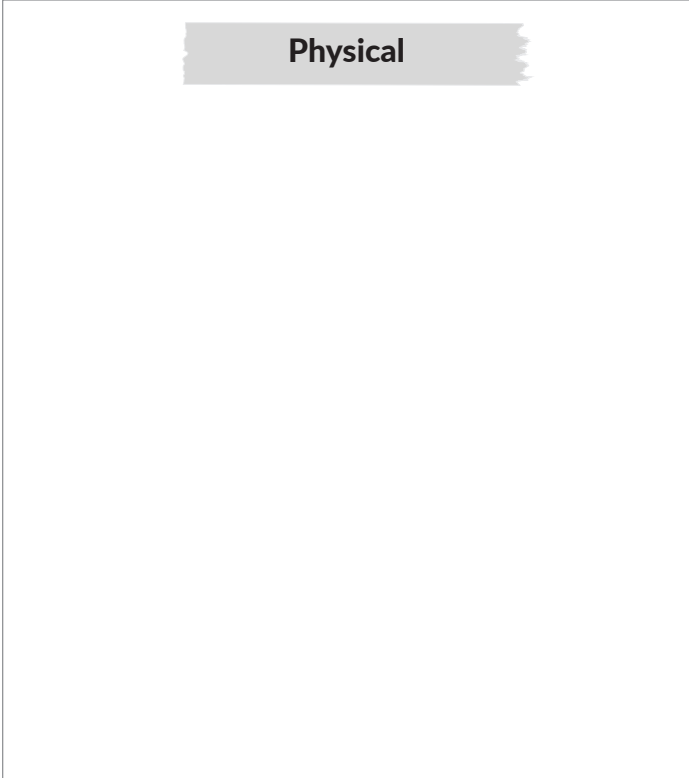
**We will revisit our circle up
norms and:**

Handout #3

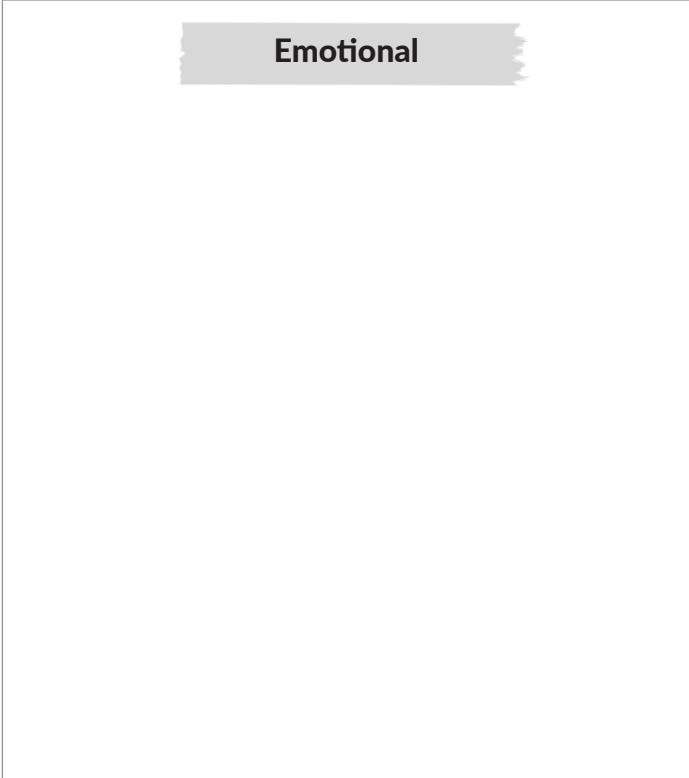
Artifacts of Gun Violence

Draw or write some of the artifacts left behind from school shootings

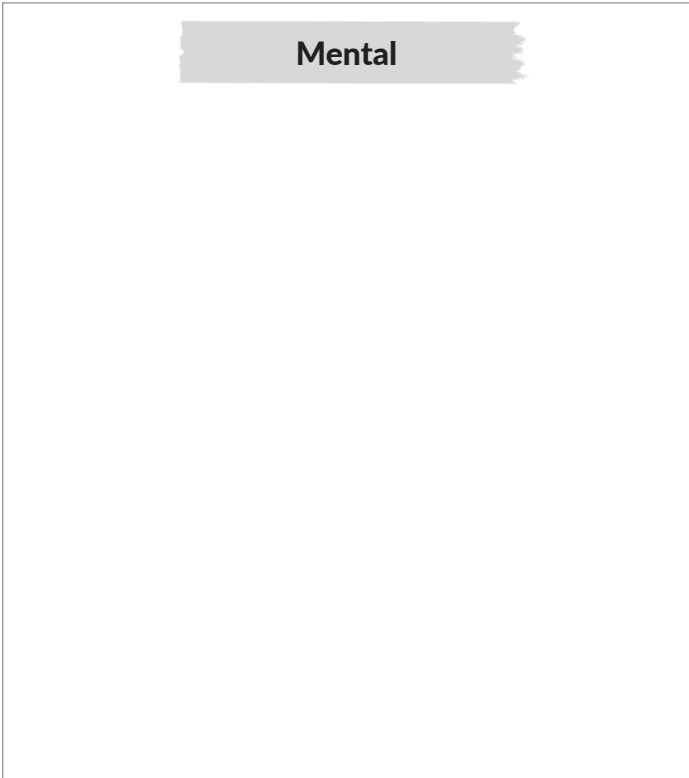
Physical



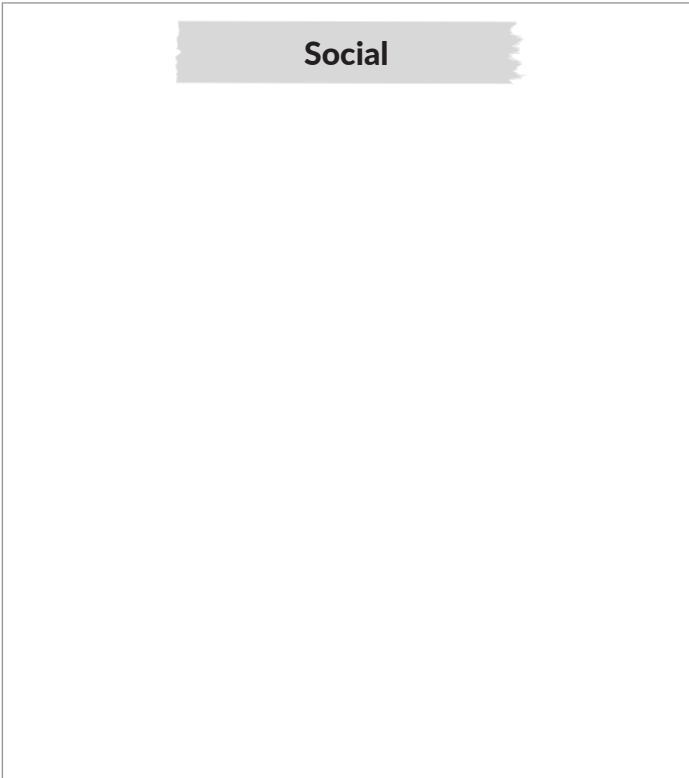
Emotional



Mental



Social



Handout #4

Letter to a Survivor of a School Shooting

dear

THANK YOU FOR BEING BRAVE AND SHARING YOUR
STORY WITH THE WORLD.

I AM SORRY.

I FEEL.

I PROMISE TO

YOUR COURAGE HAS TAUGHT ME

WITH GRATITUDE,

Handout #5

Quotes from School Shooting Survivors in the *Teenage Dream* PSA

“Before the tragedy, I had a more joy-filled life. Now I have like extreme PTSD where it’s like I didn’t trust anybody..... School’s a place where you feel safe but then you know that happened and you lose trust in everybody because you were given this false hope that you’re safe.”

– Alex Dworet, Parkland, Florida

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“I never got to go to prom, I never went to my graduation ceremony. I very much think I stopped being a teenager that day. I feel like my childhood was kind of like snatched from me in a way. I had to slowly learn to help myself feel safe. I had to learn that I was not in danger all the time....I was the 15-year old girl, I should have had the normal 15-year old girl experience.”

“I felt broken, I never felt that amount of pain in my life and it took a lot of time to recover from that.”

– Hannah Dysinger, Kentucky

.....

“I witnessed six of my classmates being shot, and two of them being murdered.”

“Life has now become pre-February 14th and before and after, there’s no in-between.”

“The shooting 100% took away from me being a regular teenager.”

“It’s hard being young at this time.”

– Aalayah Eastmond, Parkland, Florida

.....

“Everything was taken away from me that day: my sense of safety, my sense of childhood, my sense of identity, my whole reality was flipped upside down. Nobody thinks they’re going to be a victim of gun violence, until they are. It changes you. It changes your whole idea of what makes life meaningful. When you have these traumatic experiences happen to you, you feel cheated.”

– Samantha Fuentes, Parkland, Florida

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“I left my high school at the beginning of Junior year. I didn’t get to go out and have fun because I was too sad to even get out of bed. I think I missed out in high school on Senior prom, Junior prom. It’s like the little things that you missed and you don’t think that you’d miss.”

– Isabelle Laymance, Santa Fe, Texas

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“I definitely was forced to grow up faster than the average kid. I definitely think I have to be strong, but I hide my emotions to seem like this very strong person. But still to this day it’s hard for me to go into large crowds and it’s hard for me to hear loud noises. I think it’s the fear that’s made me miss out the most. And when I see the news about another school shooting, it just brings me back to that day.”

– Emma Nees, Spokane, Washington

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“A part of me was lost, a part of me stayed behind in that classroom and there are so many people who feel the same way. Teens have to worry about passing a test. Teens have to worry about prom dates. Now teens also have to worry about will someone come into my school and where will I hide?”

– Carlos Rodriguez, Parkland, Florida

.....

“Everyone’s a little more hesitant to get attached to people.”

“I’m still not the same as I was before and I don’t think I’ll every be. It’s just getting to a point where the hard days aren’t that hard.”

– Mia Page-Tretta, Santa Clarita, California

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“All of us lost what it was like to have a normal life.”

“After the shooting, it was very evident that this can happen in a second and life can be too short. It’s unfortunate we had to learn it so young.”

– Nick Walczak, Chardon, Ohio

.....

“I view things differently now. After that, I got PTSD (Post-Traumatic Stress Disorder). I really don’t like to do things in big crowds.”

“It’s sad that we have this fear now that we have to watch our backs.”

– Chase Yarbrough, Santa Fe, Texas

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Handout #6: Poem Template

A decorative border with a repeating green and white diamond pattern surrounds a central white rectangular area. Inside this area, there are 20 horizontal green lines for writing a poem.

Handout #7: PSA Storyboard

PSA Title: _____

Setting: _____

Necessary Props: _____

Music: _____

Actors: _____

Storyboarder: _____

Date: _____

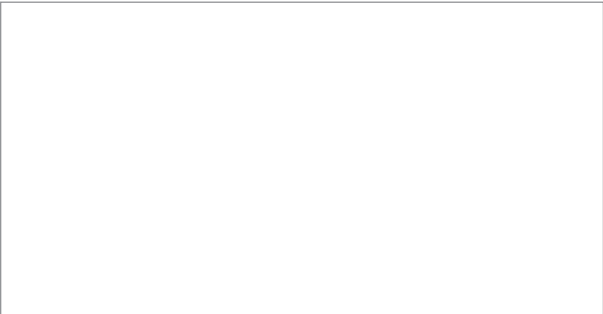
Story Title: _____

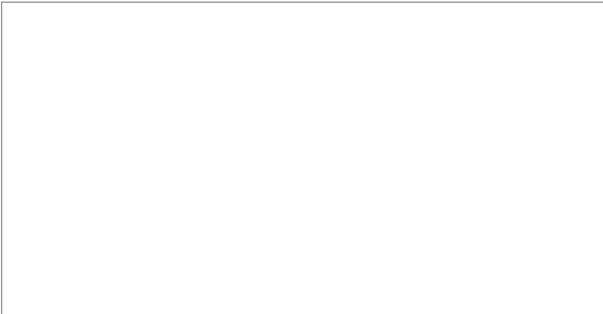
Scene: _____

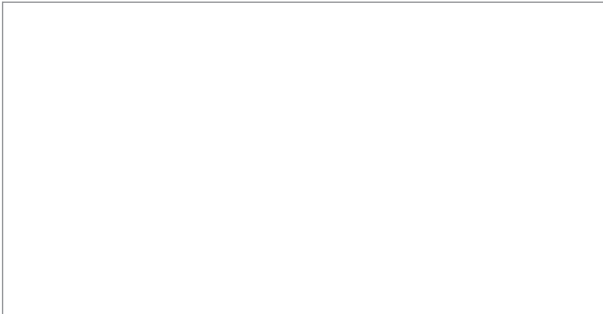












Caregiver Discussion Questions

As a caregiver, you may choose to use some of the questions and prompts below to help guide your discussion about the PSA and school shootings with a young person. Do not feel that you need to stick to a script for this discussion, as it will be most effective if the dialogue flows naturally. Remember to review the Communication Tips on pages four and five of this guide prior to launching a dialogue about the PSA and its key messages with the adolescent.

If you would like more structure for the discussion, use the Personal Inventory About Gun Violence on page seven to compare and contrast your and the young person's responses to each statement. Regardless of which discussion technique and strategy you use, make sure you close the discussion with a message of empowerment.

Teenage Dream PSA and School Shootings Discussion Questions and Prompts

1. When the PSA ended, how did you feel?
2. Why do you think Sandy Hook Promise selected the song *Teenage Dream* for this PSA?
3. What questions would you like to ask or what would you like to say to some of the young people that were sharing their stories of survival in the video?
4. Have you or anyone you know ever experienced gun violence?
5. Are school shootings an issue that you think about and worry about?
6. What are some of the artifacts left behind from school shootings? Physical, mental, emotional, social.
7. Do you have any ideas about how school shootings and gun violence can be prevented?

Empowerment Discussion Closure

After you and the young person discuss your feelings and viewpoints about the PSA, be very intentional about providing closure for the discussion using some of the sentences below.

1. Thank you for spending time with me to discuss a difficult and important topic. I appreciate this time we spent together.
2. Let's learn about some things we can do together to prevent gun violence.
 - We'll review the warning signs of gun violence.
 - We can sit together and watch the Say Something training.
3. I want to reassure you that I am a Trusted Adult and you can come to me if you come across any warning signs. I will listen judgment-free.

Connect with Us

www.sandyhookpromise.org

PSA@sandyhookpromise.org



Let's talk about
lost
Happiness



ALL OF US LOST WHAT IT WAS
LIKE TO HAVE A NORMAL LIFE.