

# SAY SOMETHING™

## IMPLEMENTATION WORKSHOP

### Participant Workbook



### Hey Day Name Tag

NAME

ROLE, SCHOOL, ORGANIZATION

A FUN FACT ABOUT ME

A VISIBLE/INVISIBLE TRAIT

# TABLE OF CONTENTS

1.	Who is Sandy Hook Promise and What is the <i>Say Something</i> Program?.....	3
2.	Activate Thinking about Upstanders and Trusted Adults .....	4, 5
3.	Program Cycle Overview.....	6
4.	Sandy Hook Promise Learning Center.....	7
5.	Plan and Train Stages: Resources.....	8
6.	Workshop activities	
	• Sticky notes.....	9
	• Digital Learning Center Scavenger Search .....	10
	• Walk the Framework.....	11
	• Walk the Program Cycle.....	12
7.	Engage Resources: Lesson Plans and Activities	
	• Curriculum Units Description .....	13, 14
	• Lesson Plan Description .....	14
	• Lesson #1: Warning Signs .....	15, 16, 17, 18, 19, 20
	• Lesson #2: Tap Into Trusted Adults .....	21, 22, 23, 24
	• Best Practice Start With Hello Engagement Activities .....	25
	• <i>Say Something</i> Treasure Search .....	26
8.	Explore More <i>Say Something</i> Resources .....	27
9.	Celebrate with a <i>Say Something</i> Spirit Week .....	28
10.	Grow <i>Say Something</i> .....	29
11.	Mindful Coloring Page .....	30

## Connect with Us On Social:

Tag @sandyhook on Twitter and @sandyhookpromise on Instagram and Facebook

#StartWithHello, #StartWithHelloWeek, and/or #SandyHookPromise

Questions about our programs? Contact: [programs@sandyhookpromise.org](mailto:programs@sandyhookpromise.org)

# Who is Sandy Hook Promise?

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 also advances school safety, youth mental health, and responsible gun ownership at the state and federal levels through nonpartisan policy and partnerships. 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.



## What is the Say Something Program?

A violence prevention program aligned to Social-Emotional Learning competencies for grades K-12 that teaches children and youth to look for warning signs and threats – especially on social media – of someone at-risk of hurting themselves or others and to “say something” to a trusted adult to get help. This program reinforces three steps:

- 1) Recognize warning signs and threats**  
Learn to understand what warning signs or threats are and where you are likely to find them.
- 2) Act immediately; take it seriously**  
Understand strategies to take action and overcome the barriers that may exist to being an “upstander” rather than a “bystander.”
- 3) Say Something to a trusted adult**  
Learn how to intervene when you see warning signs and threats by telling a trusted adult, and know who those trusted adults are that you can go to for help.

There are developmentally distinct trainings for the *Say Something* Program:

### **Say Something Elementary Animated Series**

A flexible, blended learning program with animated characters that includes a slideshow, interactive storybooks, short-form video series, and activities.



### **Say Something 4th and 5th Grade**

A presentation with embedded animated videos.

### **Say Something Middle and High School**

A presentation or videos with interactive activities that empower students to reach out and help others who may feel socially isolated and create a connected, inclusive school community.



## ACTIVATE THINKING

**Who do you consider to be an Upstander?  
Who would you give this Upstander Ribbon to?**



# ACTIVATE THINKING

## Who were your Trusted Adults?



To activate thinking about the *Say Something* program, take yourself back to elementary, middle or high school. Who were your Trusted Adults?

1. Who were some of your favorite Trusted Adults in school?
2. What qualities and characteristics did your Trusted Adult(s) have?
3. How did your Trusted Adult(s) make you feel when you approached them with a problem or challenge?
4. How did you meet some of your Trusted Adults?
5. Did your Trusted Adult(s) know that you viewed them in this way?
6. If you could contact your Trusted Adult(s) today, what would you say?
7. What's a favorite memory you have of one of your Trusted Adults?



# PROGRAM CYCLE OVERVIEW

## How can we implement the *Say Something* program at our school?

The Sandy Hook Promise *Know the Signs* violence prevention programs include *Start With Hello* and *Say Something*. Educators can implement these programs using the five-stage Program Cycle.

The five *Say Something* Program Cycle stages are:



### Stage 1 – Plan

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

### Stage 2 – Train

Deliver the student training with all the resources you need located on the Sandy Hook Promise Learning Center.

### Stage 3 – Engage

Engage students in interactive lessons, activities, and strategies that will deepen their understanding of the program.

### Stage 4 – Celebrate

Celebrate the program during Sandy Hook Promise’s *Start With Hello* Week every September and/or *Say Something* Week every March. Or you can organize a celebration during another week that fits your schedule.

### Stage 5 – Grow

Grow the program by reflecting on how to increase the breadth and depth of the program in the next academic year.





## THE LEARNING CENTER

The Learning Center is where educators, students, and parents can access trainings, resources, and curriculum for the following Sandy Hook Promise programs at no cost:

- Award-winning *Start With Hello* program for grades K-12
- *Say Something* program for grades K-12
- *Say Something* Anonymous Reporting System program for grades 6-12

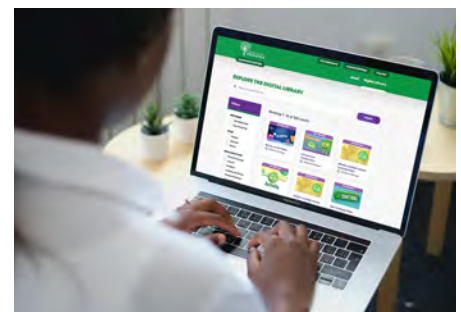
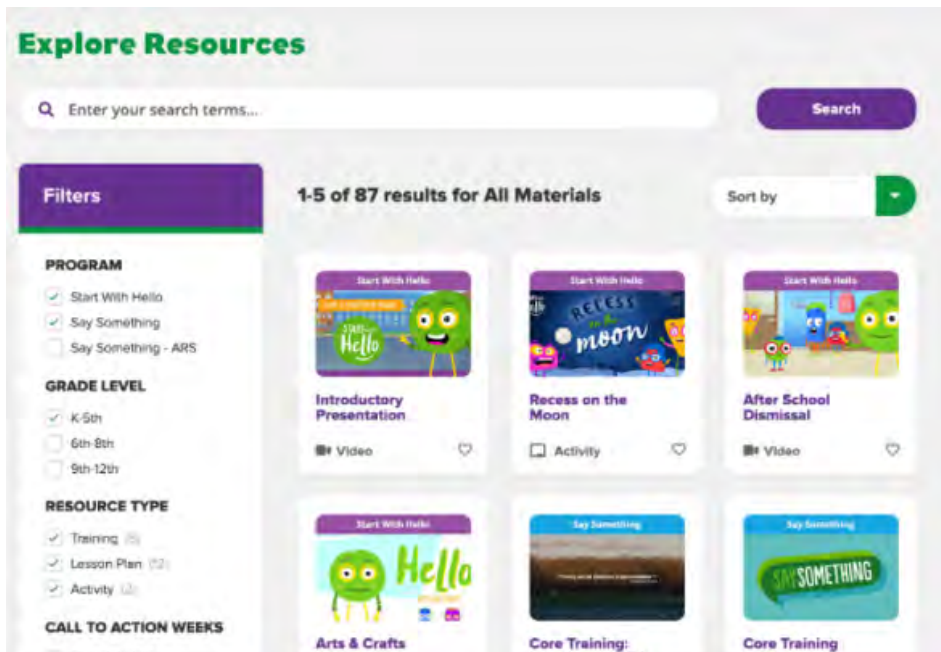
Working together, we are on a mission to end school shootings and create a culture change that prevents violence and other harmful acts that hurt children.

Get started today!

# WELCOME TO THE SANDY HOOK PROMISE LEARNING CENTER!

[www.sandyhookpromiselearning.org](http://www.sandyhookpromiselearning.org)

Once registered for the Learning Center, you will gain access to the Digital Library. The Digital Library contains trainings, lesson plans, activities, and resources presented in this workbook and today's workshop.



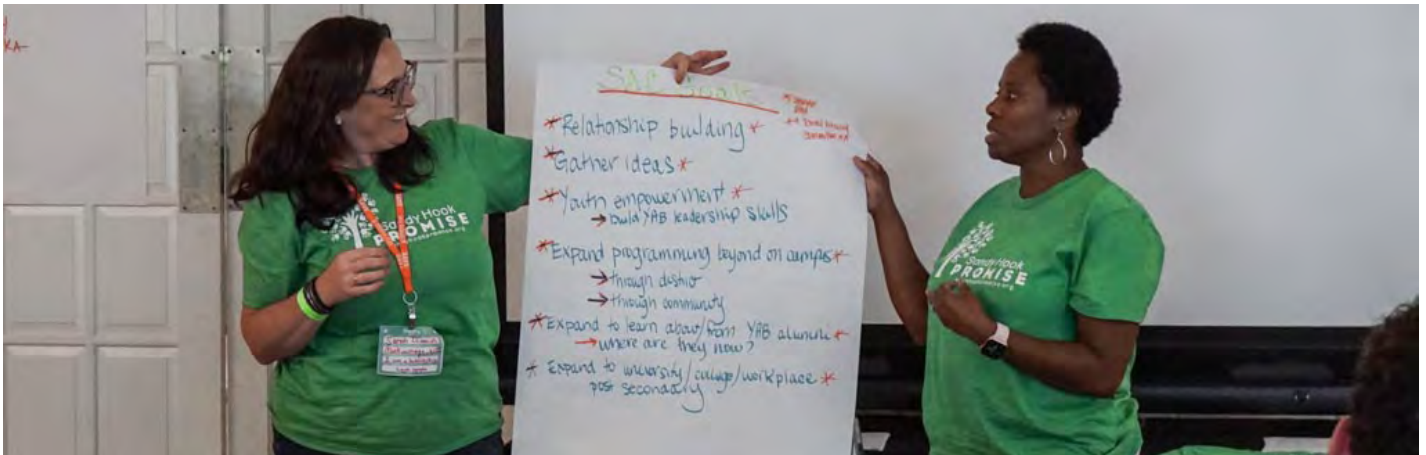
# PLAN AND TRAIN STAGES

## PLAN

At the end of this workshop, you will be creating an action plan to implement the *Say Something* program in your school using the Program Cycle.

You will use the Action Plan templates linked below. Sandy Hook Promise has provided printed copies of the templates, or, you may download and type your action plan notes using the fillable PDF's.

### Action Plan Templates



## TRAIN

During the workshop, you will experience a modified version of the Sandy Hook Promise *Say Something* student training. As you participate in the training, use the provided sticky notes or the following page of this workbook to jot down:

- One Aha
- One thing you can do to reach out and help others
- One Question

Through the Sandy Hook Promise Learning Center, you will gain access to the trainings and resources to communicate the training to important stakeholders, like families.

For example, you will find this letter to families in [English](#) and [Spanish](#).





# Workshop Activities

## POST-ITS

As you are participating in the training, please jot down:

1 AHA!

1 thing you can do to be  
an Upstander

1 Question

Parking Lot: Questions & Ideas

Parking Lot:

Parking Lot:

# DIGITAL LEARNING CENTER SCAVENGER SEARCH



**INSTRUCTIONS:** Take some time to dig deeper into the Learning Center's digital library. Search for the items below and place a check (in the box when you locate the item. If you have difficulty finding something, place a question mark (?) in the box. When you find a resource you definitely want to use, place an exclamation mark in the box.



- |   |  |
|---|--|
| <input type="checkbox"/> A video with SHP's Founders, Nicole Hockley and Mark Barden.       | <input type="checkbox"/> Locate a Program Implementation Guide for Classrooms, Schools, or Districts   |
| <input type="checkbox"/> A video about the <i>Say Something</i> program cycle.              | <input type="checkbox"/> A lesson with a Circle Up activity.   |
| <input type="checkbox"/> A lesson showing the CASEL competencies.                           | <input type="checkbox"/> A training video called Being a Trusted Adult.  |
| <input type="checkbox"/> A <i>Say Something</i> lesson plan for grades 6-12.                | <input type="checkbox"/> <b>Bonus!</b> What's something interesting you discovered that you'd like to bring back to your school: _____<br>_____<br>_____<br>_____<br>_____ |
| <input type="checkbox"/> A <i>Say Something</i> educator guide.                             |  |
| <input type="checkbox"/> A <i>Say Something</i> video with animated characters.             |  |
| <input type="checkbox"/> The <i>Say Something: Prevent Suicide</i> educator training video. |  |

# Workshop Activities

## WALK THE FRAMEWORK

### 1 - recognize **WARNING SIGNS** and **THREATS**

1. Which warning signs are most prevalent, common, or concerning in your school community?
2. What times of day are students most likely to come across warning signs (certain class periods, lunch, first thing in the morning, afterschool)?
3. Where are students more likely to come across warning signs?

### 2 - **ACT IMMEDIATELY** *take it SERIOUSLY!*

1. What are students doing now when they come across warning signs?
2. Why might a student not act immediately when they come across a warning sign? They might pause, hesitate, or hide warning signs and not act at all.

### 3 - **SAY SOMETHING**

1. How can student leaders model how to “say something” and help make being an Upstander an accepted and celebrated part of the school culture?
2. Who are the Trusted Adults in your school community who students currently go to for help and advice?
3. How can you celebrate students and Trusted Adults who implement the *Say Something* steps?

# WALK THE PROGRAM CYCLE



Who are the key adults and youth stakeholders who should be involved in the action planning?

After the workshop, how can you continue to meet and plan *Say Something* Program Cycle activities?



Which method of training will best meet the needs of your school community: classroom-based trainings, auditorium/gym whole grade or school trainings, video streaming using broadcasting systems, or other?

Which staff members are best facilitators or co-facilitators for this type of student training?



What structure does your school already have in place that would allow for educators and staff to teach *Say Something* lessons?

Is there an existing class or curriculum that *Say Something* would pair nicely with?

Which staff members and students would be most interested and excited about facilitating *Say Something* lessons and activities?



How could *Say Something* Week help your school community?

What types of celebrations will help build a sense of belonging and connectivity among students and adults, while continuing to lift up the *Say Something* messages?



Once you launch the *Say Something* program in your school, what are some ways you could see the program growing?

Could the program be expanded into more grade-levels, schools, and/or community-based organizations?

Are there more opportunities to engage and empower youth to lead the *Say Something* work and vision?

# ENGAGE

## The Curriculum Units and Lesson Plans



Following the planning and training stages, educators will **engage** students more deeply into the program. The **engage** stage includes a **curriculum** aligned to Social-Emotional Learning (SEL) competencies and Learning for Justice Social Justice standards with essential questions, lesson plans, educator practices, and project ideas that reinforce the core *Know the Signs* Program messages.

Throughout the curriculum, students will learn how to:

1. Build a community of Upstanders.
  - **What is an Upstander?** An “Upstander” is a person who looks out for the safety of the school community and is proactive about helping others. An Upstander is also a person who speaks up or takes action when a classmate is at-risk of harming themselves or others and supports someone who is a victim of hate/bullying/racism and other harmful actions.
2. Notice and recognize warning signs of violence.
3. Connect to Trusted Adults.
  - **Who is a Trusted Adult?** A “Trusted Adult” is someone who students view as a reliable and caring source of support who listens and responds appropriately to expressed concerns, warning signs, and threats of someone who may be at risk of harming themselves or others.
4. Access important tools and resources when warning signs are noticed.

The curriculum **engages** students in grades K–12 using activities and lessons aligned to five thematic units that teach students how to (a) build communities steeped in belonging (b) embrace identity (c) boost empathy (d) activate agency, and (e) notice warning signs.

### A description of the five thematic units are as follows:

- ☑ **Belonging (B):** Students and Trusted Adults will work together to create healing centered communities of care and bolster a sense of school connectedness.
- ☑ **Identity (I):** Students will identify ways they can practice personal safety, affirm identities, activate Upstander powers, and understand how their own actions and behaviors affect the community.



- ☑ **Empathy (E):** Students will develop social awareness skills to (1) notice when other students are feeling lonely or are isolated (2) recognize when other youth may be at-risk of harming themselves or others.
- ☑ **Youth Agency (YA):** Students will understand how the power of their voices and actions helps create safe and healthy communities.
- ☑ **Warning Signs (WS):** Students will gain specialized knowledge about the specific warning signs of violence and victimization, including chronic social isolation, access to weapons, and suicide ideation.

## Family Engagement

### Lesson Plans

Lesson Plans are designed to be taught within a 45–60-minute class period. However, the lessons are flexible. For example, when time is limited, educators may choose to teach the 20–25-minute Main Activity in each lesson. Two sample lesson plans are included in this workbook.

Each lesson plan includes the following components:

- |  |                      |   |
|--|----------------------|---|
| 1. Lesson Objectives                         | 4. Mindful Minute    | 7. Optimistic Closure and Promise Challenge |
| 2. Standards Alignment                       | 5. Student Connector | 8. Lesson Extensions and Explore More       |
| 3. Notes to Educator + Recommended Materials | 6. Main Activity     |   |



# Lesson #1:

## NOTICING WARNING SIGNS

### Objectives

#### Students will:

1. Evaluate the warning signs most prevalent in their school community.
2. Practice identifying warning signs based off realistic situations.

### Standard Alignment

#### CASEL 5 Competencies

##### *Relationship Skills*

- Students will communicate clearly and actively listen during small group and whole class activities.

##### *Responsible Decision-Making*

- Students will show the courage to take initiative when warning signs are noticed.
- Students will analyze a social problem depicted in a PSA and devise solutions for preventing the problem in their own school community.

### Resources

Handout #1: Safe Space Inventory

Handout #2: Warning Signs Checklist

Handout #3: Warning Signs in My Community

### Notes to the Educator

Strong emotions and traumatic experiences could potentially be triggered by viewing this film. It is good practice to inform students that they will be seeing the set-up before an act of extreme violence and offer students the choice to opt out of the video viewing. Also, a foundation of trusting relationships should be established in the classroom prior to watching and discussing emotionally intense subject matter.

### Mindful Minute

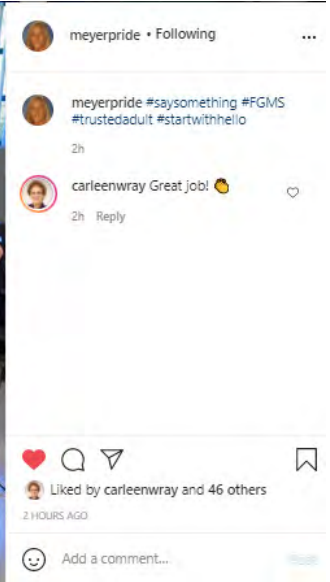
#### Safe space inventory

Encourage students to place learning materials (including electronic devices and cell phones) aside. Set a timer for one-minute and ask students to take that minute to breathe, stretch, rest, or do a quiet activity that is soothing and relaxing. Prior to the activity, model yourself doing a quick quiet, centering activity. It could be something that students haven't thought about. For instance, using a tennis ball to massage your hands or arms or doing a gentle yoga pose.

Once the minute is over, inform students that they'll do a safe space inventory check. Students may refer to Handout #1: Safe Space Inventory Checklist.

Inform students that the safe space inventory allows them to check in with themselves and their environment to ensure and remind them that they have resources to help make them feel safe, comforted, and even joyful. The safe space inventory is a tool to help youth and Trusted Adults:

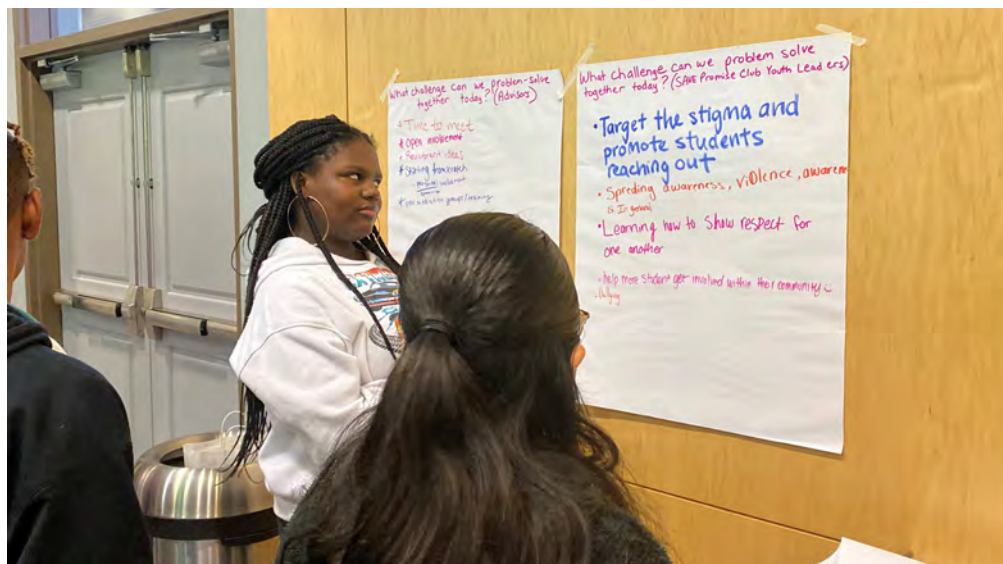
- be mindful about the physical space surrounding them,
- find simple ways to feel comforted,
- identify easy strategies to get into a healthy head space, and
- use their voice and “I statements” to advocate for safety needs and wants.



## Student Connector

### Turn-n-Learn

1. **Assign** student pairs or ask students to select a classmate to pair up with.
2. **Think:** encourage each student to:
  - silently evaluate **Handout #2: Warning Signs Checklist**
  - circle the **3 Warning Signs** they believe are most relevant in their school community and reflect upon or write down the reason(s) why.
3. **Turn-n-Learn:** instruct each student to turn to their partner and learn from each other by:
  - sharing the warning signs they selected and the reasons why they selected those warning signs.
  - deciding on final list of 3 warning signs they believe are most relevant to their school community and discuss or write down the reason(s) why on **Handout #3: Warning Signs in My Community**.





## Main Activity

### Whole Class Discussion or Circle Up

**Step 1:** Before showing the *Point of View* (POV) or Evan video:

- Inform students that they will notice warning signs in the video.
- Ask students to write down when they see warning signs in the video and **evaluate each warning sign on a scale of 1-5** (1 being not very severe and 5 being extremely severe).

**Step 2:** Show the [POV](#) or [Evan](#) video (students write down warning signs).

- If time permits, show students the video again as it is fast moving and sometimes warning signs are missed.

**Step 3:** Give students time to **Think-Reflect-Respond**

- Facilitate a group discussion or Circle Up discussion. If available, refer to the class Circle Up Norms or **Know the Signs Agreement** prior to the discussion to level set the discussion guidelines.
  - Which warning signs did you notice? What rating did you give those warning signs? Explain why you gave the rating that you did.
  - If you were to create a Public Service Announcement video to encourage people to “say something” when they notice warning signs, what would you include in your video?
  - Did this video leave you with any unanswered questions?
  - Why do you think Public Service Announcements are used to teach about the warning signs of violence?

**Step 4:** Close the circle by expressing gratitude to the group for sharing with an open-heart and discussing difficult topics. Explain that while sitting in circle, you’ll do a check for understanding and show a student-created video.

### Optimistic Closure and Promise Challenge

**Check for Understanding:** Using the Fist to Five method, ask students how prepared they feel to identify warning signs (Fist being Not At All Prepared and Five Fingers being Extremely Prepared) and explain why.

Show the group a student-created PSA and encourage students to create their own *Say Something* PSA, like the [North Bronx School of Empowerment](#).

### Family Engagement

Provide a **Promise Challenge** to share the warning signs checklist with family members.



# Handout #1:

## SAFE SPACE INVENTORY

<p>Looking around the classroom, I feel:</p> 	<p>One thing that will help me learn best today is:</p> 
<p>Something that I notice in the classroom that gives me comfort is:</p> 	<p>After I leave this class and go about my day, I know I can...</p> <p>Go to this space to get support or help:</p> 
<p>One thing I can do to create safe personal space at my desk/table area is:</p> 	<p>Talk to this Trusted Adult to get support or help:</p> 

## Handout #2:

# WARNING SIGNS CHECKLIST

- Suddenly withdrawing from people and activities
- Regular Bullying or intimidating others
- Extreme mood or personality changes
- Victim of constant social rejection
- Talking about plans or making plans to harm themselves or others
- Hanging out with negative role models
- Bringing a weapon to school, or threatening, or talking about bringing a weapon
- Talking or writing about committing acts of violence toward others
- Bragging about or warning others about an upcoming attack or act of violence
- Recruiting others to join in a planned act of violence
- Warning Students to stay away from school or events
- Expressing a fascination with weapons
- Expressing a fascination with school shootings
- Expressing hopelessness about the future
- Extreme, prolonged sadness or distress
- Expressing or showing feelings of isolation
- Bragging about access to guns
- Cruelty to animals

# Handout #3:

## WARNING SIGNS IN MY COMMUNITY

After viewing the warning signs checklist and a Sandy Hook Promise Public Service Announcement, reflect on some of the warning signs that are most prevalent in your own school community and jot them down below. If time permits, turn-n-learn with a partner about the warning signs most prevalent and potentially most concerning in your own school community.



# Lesson#2:

## TAP INTO TRUSTED ADULTS

### Lesson Objectives

#### Students will:

- Identify a Trusted Adult who meets the TAP criteria.
- Design a group poster for each TAP criteria.

### Standard Alignment

#### CASEL 5 Competencies:

##### *Relationship Skills*

- The abilities to establish and maintain healthy and supportive relationships with Trusted Adults.

##### *Self-Management*

- The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations.

### Mindful Minute

#### Head, Heart, Body Check In

Encourage students to check in with the classroom emotions tool, such as the Mood Meter or Feelings Wheel. Invite students to self-evaluate their emotions now or in this moment. Prompt students with a few questions to guide their self-assessment and emotions management. Allow for a quiet minute of reflection before moving to the student connector.

- **Head:** *Is there anything you'll need to do to be present and participate in today's lesson?*
- **Heart:** *If you're feeling happy, joyful, content, calm, peaceful, or enthusiastic, what led you to feel these feelings? How can you stay in this emotional space today?*
- *Are there any unpleasant feelings or emotions that you can let go of right now?*
- **Body:** *Do you feel any tension or discomfort in your body? Are your shoulders shrugged? Do you feel like you're tensing up your hands? Face? Can you wiggle out some of the tension?*

### Student Connector

Cue up music. Use a song or playlist with positive song messages. Play the music during the activity described below. Create the playlist with student input.

#### Four Corners About Trust

Set-up four corners of the classroom with signs that read:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Before starting the activity, review the *Know the Signs* Agreement with the class. Inform students that:

- *The following exercise requires you to be 'judgment free.' We want to establish a safe space where your classmates feel comfortable expressing thoughts and opinions. We also want to build understanding with one another.*

Ask student leaders to read the following statements aloud and write the statements on the board. Ensure that students re-read statements and take time for their classmates to **Think-Reflect-React** as they move and stand in the corner that expresses their level of agreement on the statement. After students are standing in their respective corners, ask if anyone wants to share why they decided to stand in that corner. Encourage students who are grouped in a corner together to recognize the similarities that they share. ***If someone is alone in a corner, do not draw attention to that student. Instead, bring up the feeling of empathy and that we never really understand someone else's experience or feelings.***

- Trust is an important quality and character trait I seek in friendships.
- Trust must be earned.
- I have a Trusted Adult at school who I feel comfortable going to for help when I need.
- I have a Trusted Adult at home who I can go to for help when I need.
- I feel nervous going to adults about issues sometimes.
- I have seen warning signs and threats online before.
- I have reported warning signs and threats to adults in my school.

After five minutes, invite the pairs to settle at their desks or tables for the main activity.



## Main Activity

Remind students about the importance of the third step in the *Say Something* program: “say something” to a Trusted Adult. Students were asked to identify at least one Trusted Adult during the initial training. Display or distribute **Handout #4: Tapping into Trusted Adults**. Give students a moment to **Think-Reflect**:

- *Who did you select as your Trusted Adult?*
- *Why did you select that person? (A few reasons may include: they're a good listener; we share a common culture; there's no judgment; I feel like they care about my well-being)*

After one minute of taking time to Think-Reflect, encourage students to write down the name of their Trusted Adults, circle any qualities they notice on the handout that their Trusted Adult has, and write a short Tweet to their Trusted Adult.

Next, introduce the activity. In groups, students will create a **Trusted Adult taxonomy or symbol** using the TAP taxonomy as inspiration (Pringle et al., 2019). Explain to students that a taxonomy is a system to classify, categorize, and organize items. In this instance, it's a way to group Trusted Adult qualities together in a way that is easier to remember, using the acronym T-A-P.

- T = Trustworthy, Time-generous
- A = Accessible, Approachable, Attentive, Authentic, Available Adult
- P = Provides Persuasive, Protective, Positive Examples and Promotes Positive Development (Pringle et al., 2019)

Inform students that they'll work in groups of three or four to create their own Trusted Adult taxonomy poster. Groups will have 15 minutes to create the poster. Randomly assign students to groups and ask them to assign group roles, listed below.

- **Facilitator** – gets the necessary supplies and relays instructions to the group
- **Lead artist** – communicates the artistic vision of the poster and directs group members to support in the poster creation
- **Speaker** – shares out and communicates the group's ideas and poster to the whole class
- **Timekeeper** – keeps the group on task and ensures on-time project completion

If time permits, dedicate five minutes for a **gallery walk**. Display posters around the room and encourage groups to rotate around the room to each station and add to each poster if the group feels something is missing.

## Optimistic Closure and Promise Challenge

Give gratitude and shout outs to the groups who developed creative taxonomies and posters. Close the class by showing the SAVE Promise Club-created [Tap In video](#) and give students the Promise Challenge of writing and recording their own 'Tap In' song or video to convey how Trusted Adults can be a consistent safety net in their lives.

## Family Engagement

Teach a family member about the On TAP taxonomy. Next, each take turns sharing special qualities and characteristics you value in each other using the same On TAP acronym.

## References

Pringle, J., McAteer, J., Whitehead, R., Scott, E., Milne, D., & Jepson, R. (2019). Developing a taxonomy to characterise trusted adult support in the lives of adolescents. *Journal of Adolescence*, 76(1), 30–36.  
<https://doi.org/10.1016/j.adolescence.2019.08.004>

# Handout#4: TAPPING INTO TRUSTED ADULTS

Who can you TAP into when you notice warning signs? Identify Trusted Adults using the TAP acronym.

**My school-based Trusted Adult is:** \_\_\_\_\_ .

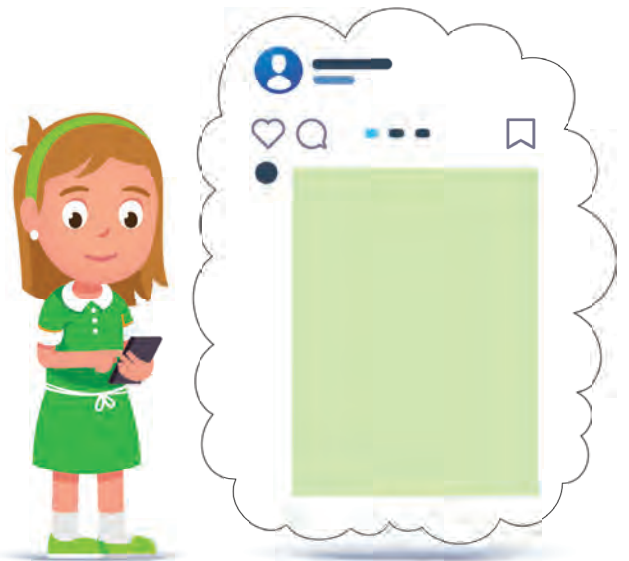
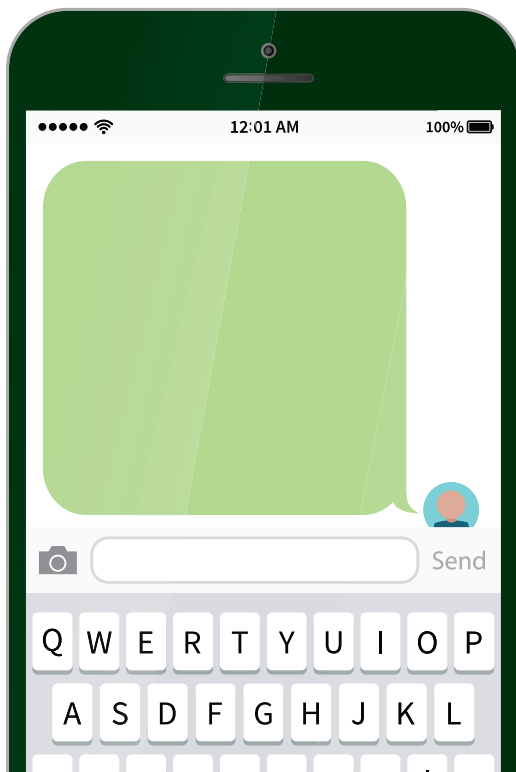
Which qualities and characteristics does my Trusted Adult have? Circle or write in the qualities and characteristics below.

**T** = Trustworthy, Time-generous

**A** = Accessible, Approachable, Attentive, Authentic, Available Adult

**P** = Provides Persuasive, Protective, Positive Examples and Promotes Positive Development

Write a text or a Tweet to your Trusted Adult telling them about why you've chosen them as part of your support network.





# ENGAGE WITH CLASSROOM-BASED ACTIVITIES



Say Something engagement activities can be completed in 15–20 minutes and quickly reinforce the program messages in a morning meeting, homeroom, advisory, or Social-Emotional Learning class. You will find detailed descriptions of these activities in this [folder](#).

- Chart or list the Trusted Adults students can go to during and after school hours using a **Trusted Adult Triangle** or **Trusted Adult Treasure Search** (see this activity on the following page).
- Conduct a **warning signs card sort** activity where students reflect, discuss, and group warning signs in different categories. This activity encourages warning sign analysis and spurs discussion.
- Wishing Wednesday.** Ask students to write down what they wish for when it comes to safety in their school. Thanks to the Paul Robeson Community School for the Arts SAVE Promise Club in New Brunswick, New Jersey for this activity idea!
- Write **letters of appreciation** or give **Certificates of Gratitude** to Trusted Adults. Take this activity one step further by asking students to read primary source social justice letters.
- Make handheld signs that state: **I will Say Something because** or **Why I Say Something** and ask students to buddy up and take a selfie with a classmate and their signs.
- Facilitate a **Reach-and-Teach**. Instruct students to make a poster that informs about and teaches the three *Say Something* steps. Give students the Promise Challenge to use their poster to reach out to a peer or Trusted Adult and teach them the *Say Something* steps.
- Ask students to create their own definition of Upstander using a list of terms.
- Encourage students to make and give an **Upstander-Gram** to a classmate or Trusted Adult who does prosocial actions to make the school community safer.
- Give students the task of creating a word search or puzzle that ‘unlocks’ the qualities of Trusted Adults.



# A STUDENT SAY SOMETHING TREASURE SEARCH



**INSTRUCTIONS:** Work with a team to find *Say Something* treasures around your school community. Write down your team's answers in the boxes below. Good luck and be creative!

Find a space in the school where students often feel left out or excluded. Write down one way the members of your group can include those students.

Write down the name of a room, office, or area where students can get support from a Trusted Adult.

Locate an area where warning signs could be found.

Find a safe space where students can de-stress and take a break.

Find a game or activity that you could invite a student who may be feeling lonely or isolated to do or play.

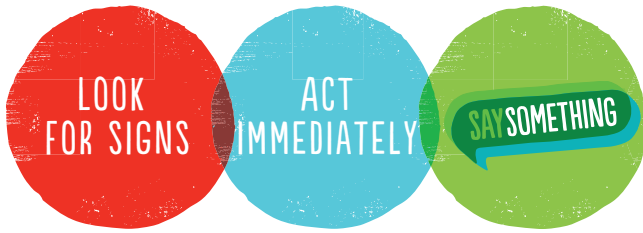
Find an area on the school campus where your group members have seen Upstanders in action.

Write down the name of a club or activity students can join to meet other students.

Find a safe space for all students in the school to relax and connect to others.

Team Choice: What other treasures are around the school campus will help keep the *Say Something* spirit growing!

# FILL-IN SAY SOMETHING SAFETY NET CARDS



COME ACROSS A WARNING SIGN OR THREAT?

Trusted Adult Name:

-----

Trusted Adult Email:

-----

Where to find my Trusted Adult:

-----

Emergency #'s:

-----



COME ACROSS A WARNING SIGN OR THREAT?

Trusted Adult Name:

-----

Trusted Adult Email:

-----

Where to find my Trusted Adult:

-----

Emergency #'s:

-----



COME ACROSS A WARNING SIGN OR THREAT?

Trusted Adult Name:

-----

Trusted Adult Email:

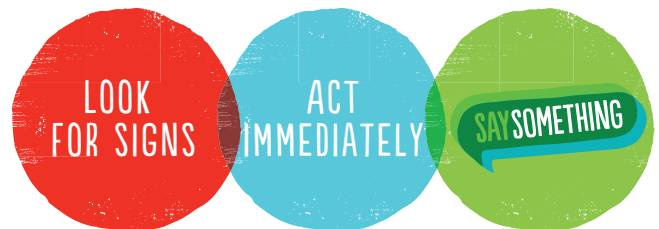
-----

Where to find my Trusted Adult:

-----

Emergency #'s:

-----



COME ACROSS A WARNING SIGN OR THREAT?

Trusted Adult Name:

-----

Trusted Adult Email:

-----

Where to find my Trusted Adult:

-----

Emergency #'s:

-----



# Say Something Week



## Make a Difference Monday

Spread the word about the *Say Something* program and how speaking up can make a difference in our community.

## Upstander Tuesday

Celebrate Upstanders and difference-makers who step up for school safety.



## Who's With Me Wednesday

Identify peer support and Trusted Adult networks on our school campus.

## Trusted Adult Thursday

Connect to a Trusted Adult and celebrate Trusted Adults throughout the school community.



## Unity Fri-Yay

Celebrate the *Say Something* movement! Let's come together as a community of connection and inclusion by wearing green as a symbol of violence prevention.

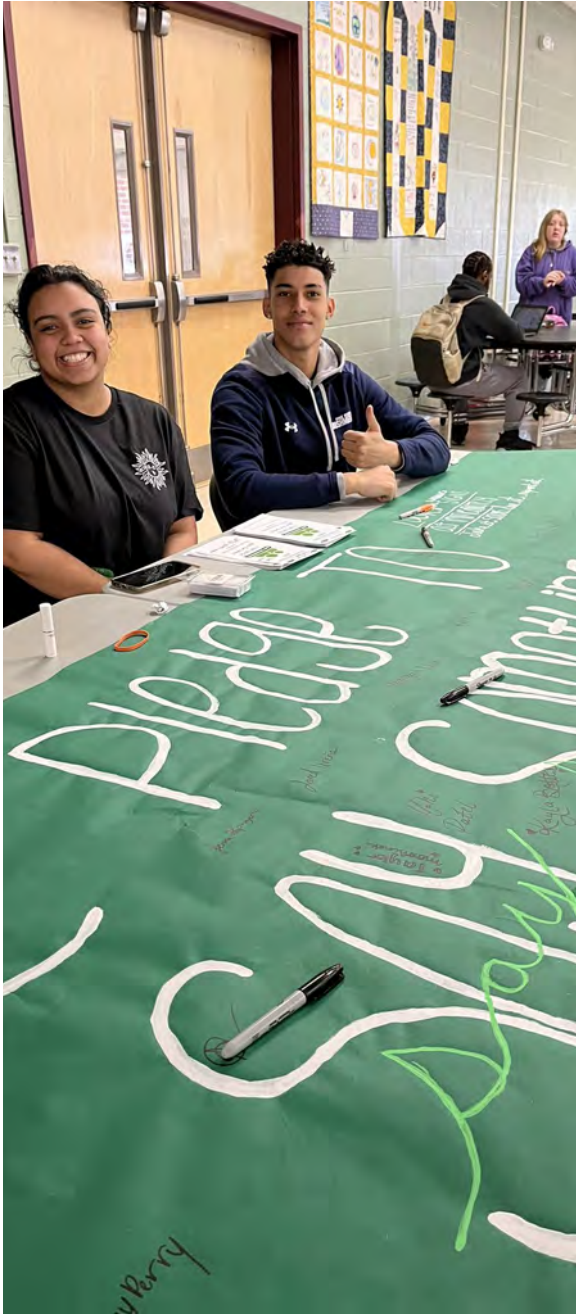


Use this social media kit for some ready-to-go graphics to promote your *Say Something* activities.

#SaySomethingWeek  
#SaySomethingSavesLives



# GROW



- If your school does not have a SAVE Promise Club, register one [here](#).
- Present the *Say Something* program to families at an open house or curriculum night.
- Expand the *Say Something* program to a new grade-level or another local school.
- Build in weekly or bi-weekly lesson plans to continually reinforce the *Say Something* program messages.
- Ask the administration to host a Being a Trusted Adult Workshop at the start of the next school year.
- Partner with an art or music teacher to launch a school wide [Say Something student voices contest](#).
- Partner with the school nurse or health center to organize a *Say Something* wellness fair.
- Organize a *Say Something* professional learning series where educators come together to dive deeply into warning signs affecting their school community.
- Train middle and high school students in *Say Something: Prevent Suicide*.
- Middle or High School Classes: Buddy up with an elementary class and teach them the *Say Something* program using the *Slide Into Say Something* interactive storybook.





Say

Something