



EDUCATOR'S GUIDE

GRADES K-2



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Dear Educator,

Social isolation is a growing epidemic. In every school and community nationwide, there are young people who suffer silently because they feel left-out, alone, or invisible. Those who are isolated can become victims of bullying, violence, and/or depression. Many then pull further away from society, struggle with learning, and social development and/or choose to hurt themselves or others.

Start with Hello teaches students the skills they need to see someone alone, reach out, and include those who may be dealing with chronic social isolation. These simple steps can have limitless ripple effects in creating a culture of inclusion and connectedness within schools and communities. For these reasons, we are pleased to announce a ***Start with Hello*** elementary expansion for grades K-5, thanks to a generous donation from the Disney Corporation. This new digital platform is full of interactive tools like an interactive storybook, animated videos, online-to-offline exercises, and games that teach and reinforce real-world applications of those essential three steps of the original ***Start With Hello*** program. All of the tools in our learning management system are meant to support your unique teaching style and approach.

Because empathy is such a crucial component in the elimination of social isolation, it is a recurring theme throughout our program. Each lesson enclosed aligns with at least one of the five CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies. Also included within the lesson plans are various activities, discussion guides, and other suggested learning extensions for engaging students with photos, videos, or related projects to reinforce their understanding.

Thank you for bringing ***Start with Hello*** into your classroom(s) and school community. Please know that we are always open to ideas for helping youth to better empathize with others through the ***Start With Hello*** program, and to prevent social isolation and other warning signs of potential violence. Your partnership is absolutely crucial to this important work.

Grateful for all you are doing to foster supportive, inclusive learning environments that help keep our schools safe.

Sincerely,

A handwritten signature in black ink that reads "Nicole Hockley".

Nicole Hockley
Co-Founder and Managing Director
Sandy Hook Promise

A handwritten signature in black ink that reads "Mark Barden".

Mark Barden
Co-Founder and Managing Director
Sandy Hook Promise

WELCOME, EDUCATORS!



.....

We are so pleased you are taking part in the *Start With Hello* program presented by Sandy Hook Promise.

This program teaches students the skills they need to reach out to those who may be dealing with chronic social isolation and create a culture of inclusion and connectedness within their school.

The objective of this guide is to assist you in facilitating discussions and ongoing activities which relate to the online *Start With Hello* activities. These activities complement the included lessons for a goal of reducing social isolation and creating a connected and inclusive classroom, school, and community.

.....

THANK YOU!

Thank you for your passion and commitment to bringing the *Start With Hello* message to your classroom and school. We couldn't do it without you!

ACKNOWLEDGMENTS

Start With Hello is the result of a collaborative effort from people of all walks of life – educators, community leaders, social workers, students, and parents who know the consequences of social isolation. We are pleased to release this new *Start With Hello* digital interactive training platform for grades K-5 with the generous support of The Disney Corporation. Thanks to The Disney Corporation's contribution, children across the country will have the opportunity to engage in this new *Start With Hello* online program and understand how to apply the three *Start With Hello* steps to real-world situations.

ABOUT SANDY HOOK PROMISE



Sandy Hook
P R O M I S E

Sandy Hook Promise (SHP) is a national, nonprofit organization based in Newtown, Connecticut. 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.

OUR PURPOSE

SHP's sole purpose is to educate and empower parents, schools, and community organizations on how to prevent violence BEFORE it happens. For more information about Sandy Hook Promise and our other school and community-based prevention programs and training, please visit www.sandyhookpromise.org. Make the Promise, and together we can protect children from preventable violence.



GUIDE OVERVIEW

The elementary-level *Start With Hello* online interactive training program includes resources for the educator including a presentation to teach students the three essential steps to *Start With Hello*:

STEP 1

SEE
SOMEONE
ALONE

STEP 2

REACH OUT
+ HELP

STEP 3

START with
Hello

In addition to the presentation, this educator's guide complements the *Start With Hello* online activities and allows the educator to continue the conversation or go further and deeper into the material within the classroom. Each activity has a corresponding lesson plan within this guide.



EACH LESSON PLAN CONTAINS THE FOLLOWING COMPONENTS

Objectives

These objectives were chosen for each activity to help you understand the intended purpose and desired learning outcomes.

Standard Alignment

Each lesson is aligned with at least one of the 5 CASEL (The Collaborative for Academic, Social, and Emotional Learning) competencies.

Notes for Educator

Helpful notes are provided to guide you through the delivery of each lesson. Notes include estimated time length, alternatives for printing out handouts, and other tips to make this lesson easy to integrate into your curriculum.

Vocab Builder

Each lesson contains vocabulary words from the online activity that will be helpful to define and review with your students. We recommend adding these words to a Word Wall or displaying them in some other manner to keep them visible throughout the delivery of the **Start With Hello** interactive training program. A set of printable vocabulary flashcards is also included in the guide resources. Students can draw an image on the inside of the flashcard to help them remember the word.

Instruction for Activity

It is noted where in the lesson you should play, review, or ask students to engage with the online activity.

Mindful Minute

After viewing or interacting with the online activity, students will take 1 minute to reflect on what they just saw or learned. Each Mindful Minute contains instruction for the educator to help guide the reflection. It is an opportunity to quiet the mind and take some space and time to become at-ease and find a sense of peace.



EACH LESSON PLAN CONTAINS THE FOLLOWING COMPONENTS

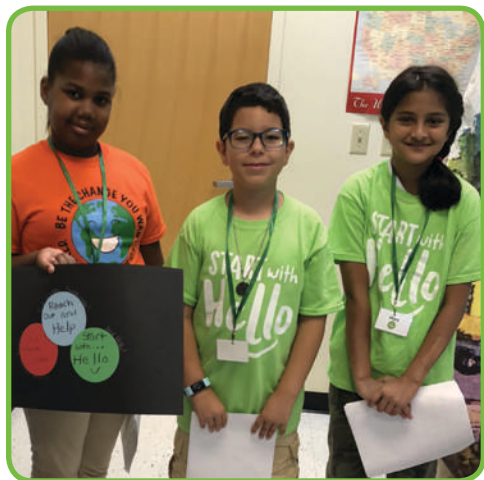
Student Connector

These brief activities are intended to build community in the classroom and get students working in pairs or small groups, communicating, and applying the themes and concepts they learned in the online activity.

Main Activity

Each lesson's main activity revolves around a class Circle-Time discussion. Circle-Time questions are divided into rounds. This way, if students are seated in a circle, the teachers may allow each student a turn or opportunity to share their responses when the talking piece gets to them. The questions may also be addressed without using a 'rounds' format. The lesson can also be easily taught in a reading center, learning station, or while students are sitting at desks and tables. The educator can adapt this portion of the lesson to best meet the needs of the classroom environment and procedures and protocols that have already been put in place.

To see an example of a successful in-class Circle-Time, watch this video clip from the Center for the Collaborative Classroom: https://www.youtube.com/channel/UC2UfCf_tHdH3X_vJ8pAAsbQ



Learning Extensions

Additional text, video, or other project-based learning activities are recommended so that you can continue the discussion with your students and develop a lesson unit with the **Start With Hello** interactive digital resources and educator guide as a foundation.

Closing Promise Challenge

Wrap-up each lesson with a challenge for students to implement what they've learned through the online activity and supporting discussions into their everyday lives. This application is a critical component for

students to bridge and build the three steps into real-world situations. Think about having students write down their Promise Challenges on the Sammi the Star handout and post on a classroom interactive bulletin board.

Survey

Two student surveys are included at the end of this guide. It is recommended that you administer the survey at three points-of-time throughout the school year. The data collected will help demonstrate the growth in students' Social-Emotional Learning (SEL) skills and determine the impact of the **Start With Hello** digital online tools and accompanying lesson plans on your classroom climate. The questions can be entered into Google or Survey Monkey forms for quick calculations, or a paper version can be distributed.

INTENDED USE

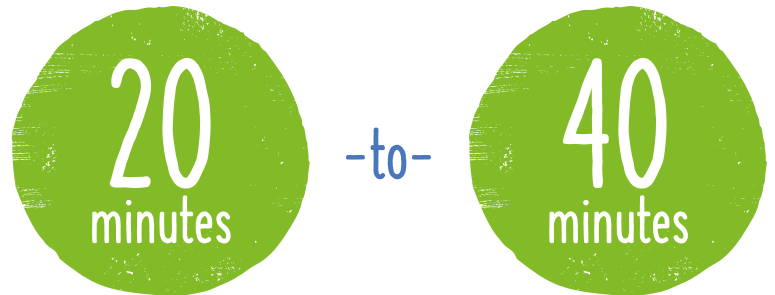
We recognize that it can be difficult to fit more instruction into a school day. For that reason, this Educator Guide has been designed to be flexible. Teachers have the option to teach the lesson plan as a whole or they may pick and choose specific elements of the lesson plan they would like to use. Each element can stand on its own or be combined to provide more in-depth instruction on the topic. For example, you could plan to ask just some of the discussion questions listed in each section instead of all. You could also add in an activity, or the activity could stand on its own.

The five lessons, combined with the extension activities, could be taught as a *Start With Hello* curricular unit over the course of a marking period or semester. Teach one lesson every other week, and on the off-weeks, launch an interactive activity or read a recommended book.

Length of Time

In most cases, each lesson can be completed in 20-40 minutes.

You may decide to divide the lesson into several mini-lessons to fit with your available time and academic activities. The program has been designed to be easily adaptable and flexible to match your needs.

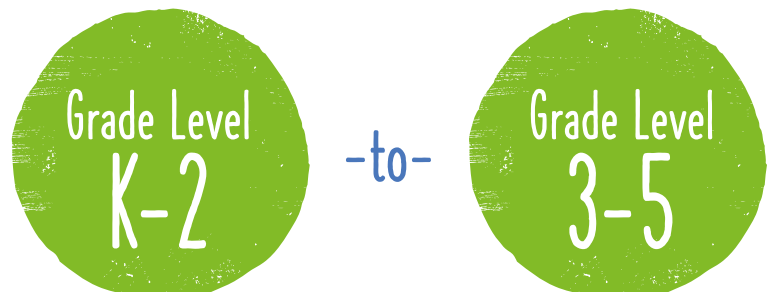


Quick Guide

Don't have time to teach the full lesson plan? Use the Quick Guide resource to navigate your students through the digital interactive and follow-up with differentiated questions and simple activities. There is a Quick Guide for each digital interactive that precedes each full-length lesson plan.

Grade Levels

The lessons in this activity are intended for grades K-2. However, you may also reference the grades 3-5 Educator Guide for additional lesson ideas and extension activities.



GUIDE OUTLINE

REMEMBER....

As you move through the interactive online activities and lesson plans as a curricular unit, be sure to always circle-back and reinforce the three steps of *Start With Hello*. Starting with “Hello” can lead to countless positive outcomes, including a deeper understanding of empathy, a greater appreciation for diversity, a boost of confidence that comes along with being an upstander, and even new friendships.

The RECOMMENDED order to teaching the digital interactives are as follows:

1

Start With Hello Introductory PowerPoint

For grades K-2, it is recommended that teachers break-up the presentation according to each step for three mini-lessons. The first lesson will introduce students to the characters and Step 1: See Someone Alone; the second lesson will review Step 2: Reach-Out and Help; and the third lesson will instruct students about Step 3: *Start With Hello* along with an overview of the interactive online activities and how to log on to startwithhello.org.

2

Interactive Storybook: Recess on the Moon

Students get a break from the ordinary as they spend recess on the moon! Students immediately immerse themselves into the *Start With Hello* steps by actively choosing their unique “hello style.” Doing so reinforces for students that there is no right way to *Start With Hello*, and they should do it in a way that is most comfortable for them. From there, the storybook’s narrator explains the three *Start With Hello* steps through a relatable scenario on a cosmic location. While on the moon, students practice Seeing Someone Alone, choosing different ways to Reach Out and Help, and implementing their unique Hello Style to help them practice *Starting With Hello*.



GUIDE OUTLINE

3

Video: Arts & Crafts

This video showcases animated characters in their classroom working on an arts & crafts project. Viewers watch as one student struggles with feeling excluded from his classmates. The benefits of the three **Start With Hello** steps become obvious to viewers as the situation resolves thanks to a friendly character who decided to just **Start With Hello**.

4

Video: After School Dismissal

This second video takes the viewer into a school's hallway after class has been dismissed. Immediately, the viewer sees a student struggling as other students are laughing at him. The video acknowledges that reaching out and starting with hello can be scary, but doing so is well worth it. Through an empathetic, helpful character, students see the benefits of helping others feel more included and comfortable with their differences.

5

Interactive Challenge: Sammi's Project Promise

In the Project Promise interactive challenge, students bridge the connection between the three **Start With Hello** steps and the concept of empathy. As they learn, students develop a deeper understanding of empathy and practice responding with empathy in 3 realistic scenarios. Through these exercises, students learn that, in addition to feeling empathy, reaching out and helping others is the extra leap they can take to become an empathy all-star. At the end of this activity, students choose a Promise Challenge they want to complete that week. The Promise Challenge asks students to go beyond the computer and into their real lives to reach out to someone who may need a little extra help. Students can print this Promise Challenge list as a reminder to respond with empathy in a variety of ways.

6

Interactive Game: Mission *Start With Hello*

This interactive and engaging experience allows students to apply what they've learned about the **Start With Hello** program into gamified scenarios. A mission that starts by asking students to See Someone Alone evolves into a fun and meaningful application of how students can converse with another student who may be experiencing social isolation. Students are empowered to make choices and decisions to ultimately connect with a lonely student.



GUIDE OUTLINE

Recurring Theme: Empathy

Empathy is an important theme and emotion that can ultimately be part of the solution to eliminating social isolation. Since growing the emotional understanding and intelligence of our students is so critical to combating social isolation, the emotion of empathy has been turned into an animated character throughout all the online *Start With Hello* activities.

SAMMI THE STAR

Our friend Sammi the Star appears in every activity and is a visual representation of empathy. Sammi's role may not always be a main one, but the timing of his appearances is always intentional. When Sammi appears, it is a visual cue for students to pay attention to, and try to understand, how characters within the activities might be feeling.

We encourage you to point out Sammi the Star throughout the different digital tools and weave the topic of empathy into all discussions as appropriate.



GUIDE OUTLINE

Bringing *Start With Hello* Home

Students will be able to log-in to their ***Start With Hello*** digital platform at home and practice, reinforce, or demonstrate the tools to family members or peers and staff at their afterschool program or club. A few suggestions for bridging the ***Start With Hello*** learning platform to home practice include:

- After introducing and reading the Recess on the Moon interactive storybook in class, assign students the task of reading the online book at home to a sibling, parent/guardian, or friend.
- After viewing the videos, ask students to show the videos to family members at home for homework and to create a script together about a scenario where a child might experience social isolation outside of the school day. Families could have fun role-playing the scripts together!
- Use the ‘Friend Finder’ matching game in Mission ***Start With Hello*** as the inspiration for students to create their own Friend Finder board or card game for homework. Students can research and capture as many activities, sports/games, and foods as possible to include in the matching board or card game. Students may also decide to add other categories such as: languages, ethnicities/cultural backgrounds, and favorite books/movies.
- Invite students to replicate Sammi’s Promise Challenge at home, at an afterschool program, or during out-of-school time activities. Students will have fun leading others in the challenge of doing prosocial tasks and challenges at home, in the neighborhood, at the youth organization, or at an afterschool activity. Students can design a Promise Challenge poster board to display the students involved, number of Promise Challenges completed, and types of empathetic and prosocial actions completed.

Before You Begin

Sometimes, through their social nature, classroom activities can exacerbate the feelings of social isolation. Fortunately, there are things that you can do to help alleviate the pain of social isolation. The lessons in this guide strive to provide tips, discussions, and activities with the purpose of creating an inclusive and connected classroom. Be purposeful about mixing-up partners, pair-shares, buddies, and groups throughout this unit to reinforce the lessons and get students socializing with students they may not typically work with.

Integrating ***Start With Hello*** into your school or community culture is an important life lesson. Activities suggested throughout this guide can help align the program with your curriculum, but the lessons learned about character development, civic responsibility, and empathy for others will help students and adults well outside the range of your classroom.



Interactive Storybook: Recess on the Moon

LESSON:
Being a Good Upstander

Objectives

- Define what an “Upstander” is
- Discuss the importance of reaching out and helping students who might be struggling
- Discuss or role play ways to be an upstander in various scenarios

Standard Alignment

CASEL Competency

Relationship Skills: Students will engage in activities to understand the perspective of and empathize with others.

Social Awareness: Students will gain the ability to take the perspective of and empathize with others.

Notes for Educator

- Estimated Time: 30-45 minutes
- This lesson does not have to be completed in 1 session. It can be broken up into more manageable mini-lessons.
- There is a supporting handout for this lesson provided in this guide. If you can't print or make copies, consider projecting the image or asking students to draw their own version.

Vocab Builder (2 minutes)

Vocabulary words for this lesson: Upstander, Isolated, Excluded, Discouraged

Review the new terms with your students and place them on the classroom Word Wall. Vocabulary flash cards are also included as a handout at the end of this guide.

View Storybook (10 minutes)

Guide and advance students through the storybook together as a guided reading activity. Make decisions as a class for how to respond to the interactive elements together.

Mindful Minute (1 minute)

Take a deep breath. Be still and try to quiet your mind for one minute. Keeping your eyes open or closed, think about the Hello Styles storybook. Visualize yourself using your favorite Hello Style to reach out and help a student who might be feeling left-out or lonely. Are there any different Hello Styles you can think of?

Student Connector (5 minutes)

Other Hello Styles: Using the included handout (Handout #1), have students work in pairs to fill in the different speech bubbles over Dot's head to show other Hello Styles they could use when reaching out and helping others.

Main Activity (10 minutes)

Circle-Time: After the Other Hello Styles activity, ask the students to join you for a Circle-Time discussion.

Round 1

- Start by asking students to raise their hand if, like the student in the storybook, they can remember a time when they felt lonely or left-out. "How would you describe feeling in that situation?"

Round 2

- Ask students to raise their hands if they can remember a time when someone else looked lonely or was being excluded.
- How would you respond, or show empathy, if you saw someone looking lonely or excluded?
Educator's Note: Turn students' attention to the importance of intervening and saying something when they see another student struggling or looking unhappy. One way to intervene is by becoming an upstander.

Round 3

- Ask Students, "Does anyone know what an upstander is?"
Educator's note: Provide definition - An upstander is someone who speaks-up and acts when they see or hear that another student is upset or having a tough time.
- What can you say or do when you see someone is upset or having a tough time?

Round 4

- Read through a list of scenarios where a student is having a tough time. Ask your group to discuss how they could be an upstander in each situation. Encourage them to use their unique Hello Styles. If time permits, you could have two students role play each scenario as well.

Scenario examples:

- No one asked Elliot to be on their team for gym class.
- A couple of students are laughing at Jasmine's hairstyle.
- Carlos just got a bad score on his test and is feeling poorly about it.

Closing and Promise Challenge (2 minutes)

Thank students for their participation. Leave students with a Promise Challenge to reach out and help others who might be upset, struggling, or having a tough time.

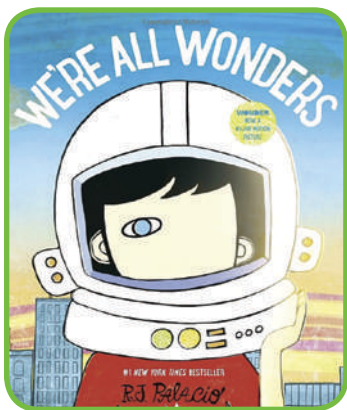
Text to Complement this Lesson

Extension Activity to meet the needs of the Visual and Kinesthetic Learners: The Upstander Tableau

The ‘Tableau’ exercise is perfect for students who are uncomfortable doing role-plays and prefer non-verbal expression. The basic premise is that teachers instruct students to get into a pose after saying 1-2-3 Tableau! Students get the chance to express themselves and practice using body language to portray an empathetic scene. This activity aligns with ELA standards if the educator gives an assignment to students to write and then perform their own stories using this new art medium. Consider making the Tableau part of a weekly routine when introducing a new aspect of the *Start With Hello* digital program.

Give students the chance to tap into their theatrical-selves. This activity is best done in small groups of 4 to 6 students so that other students can observe and view the Tableau. Students will act out positive scenarios that mimic the three steps of *Start With Hello* and portray being an upstander. Students may create their own scenarios. A sample scenario is: You walk into the cafeteria and don’t recognize any of your friends. You sit by yourself and feel unhappy sitting alone. All of the sudden two students you’ve never met before walk over, say “Hello” to you, and ask you to join them at their table.

Small groups should work together for 5-10 minutes to create positive scenarios that integrate the three steps and visually depict the meaning to upstander. Each group is instructed to keep their scenario a secret so that the other groups need to guess the title of the Tableau and what actions and emotions are happening in the still frame image. When a group writes down or decides on a scenario, the teacher or a student shouts “1-2-3 Tableau!” Students freeze in different high-medium-low heights as if they are within a Tableau picture frame. The other groups analyze what they see in the Tableau by observing body language. Encourage students to closely observe and analyze facial expressions to help decode the meaning of the Tableau.



For additional instruction or discussion, you can choose to read the following grade-appropriate book to your classroom:

Grades K-2: *We’re all Wonders* by RJ Palacio

Additional Activity

Student-centered learning activity: Have students work in pairs and create their own Storybook that shows students saying hello and socializing in the cafeteria. A sample template for the story board can be found here: <https://www.education.com/download/worksheet/170519/simple-storyboard.pdf>



Interactive Storybook: Recess on the Moon

LESSON:
Recess on the Moon

Notes for Educator

It is recommended that the Storybook be divided into 10-15 minute segments for the K-2 level, which results in 4 sections or mini-lessons. After completing each section, review the book in its entirety with students or ask students to read the book on their own.

Section 1: The Three Steps and Hello Styles

Review page 2 of the storybook with the whole class: The three steps of *Start With Hello*. Then, ask students to independently go through pages 4-9 to learn about different Hello Styles.

Ask students to do the following activities after you stop at page 9. You can instruct students to walk around the room and 'Mix-and-Mingle' to test each of the Hello Styles out, or, you can put students in small groups of 3 to 5 students to practice testing out these Hello Styles with their group members.

- What's your favorite Hello Style? Now go up to 3 classmates and use your Hello Style with them.
- What's your favorite combo Hello Style? Now go up to 3 classmates and try out your combo Hello Style with them.
- What's a new Hello Style you can try-out that is more adventurous? Now, go up to 3 classmates and give your new adventurous Hello Style a try.

Section 2: Step 1

Review the three *Start With Hello* steps on page 2 and then start on page 10 for the next lesson: Step 1: See Someone Alone.

Once students spot the lonely student by clicking yes or no for each character at recess. Ask students:

- What were the signs that the other characters were not alone or lonely during recess on the moon?
- How do you think Elliott feels during recess on the moon?
- How do you like to spend healthy alone time?

Section 3: Step 2

Review the ***Start With Hello*** steps on page 2 and start on page 21 for the next lesson: Step 2: Reach Out and Help.

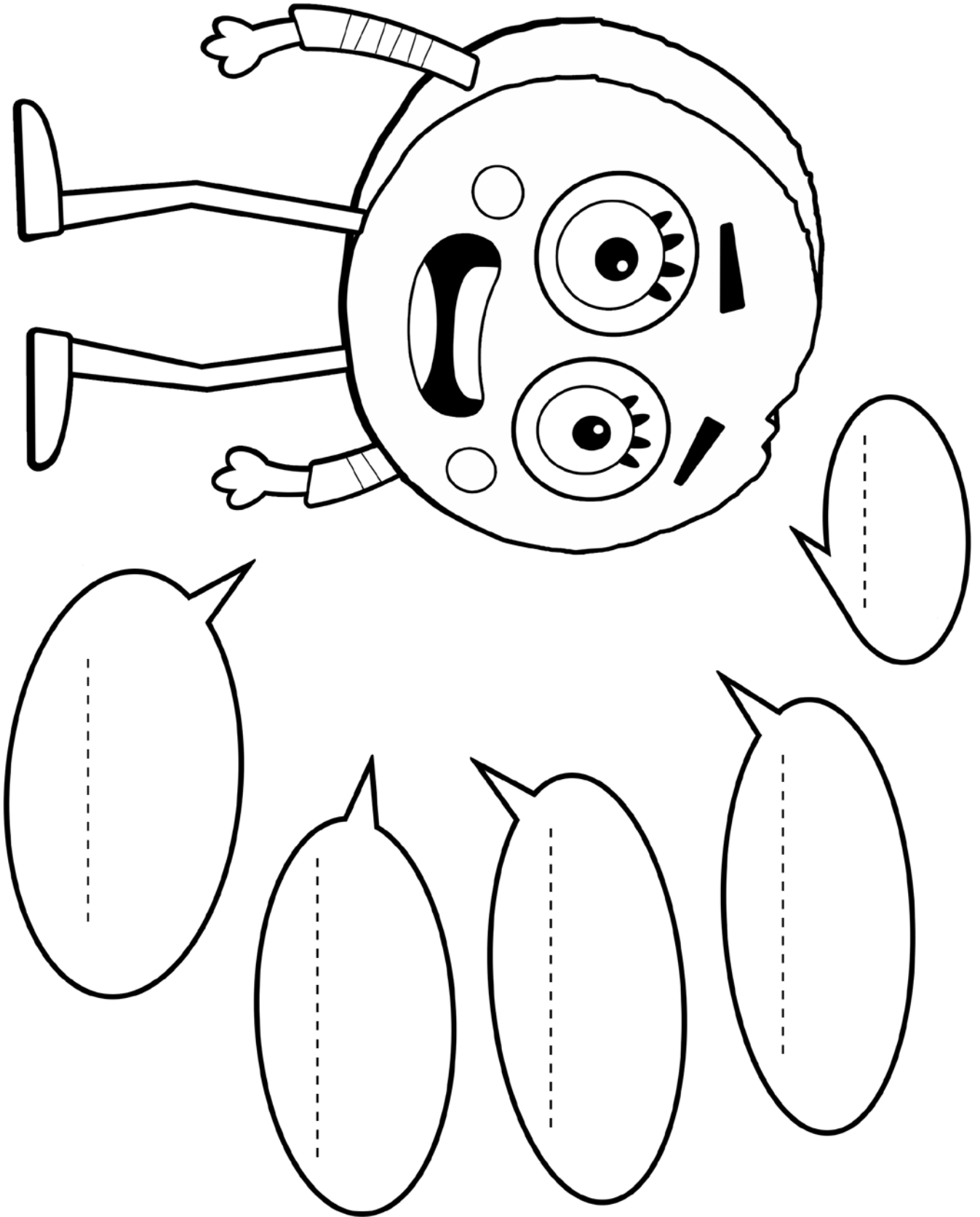
- What can each of you do to feel more comfortable about going up to a student who might be feeling left-out?
- How would you reach-out and help Elliott?
- How do you think Elliott feels when someone reaches out to him when he's feeling left-out or alone?

Section 4: Step 3

Start on page 25 for the next lesson: Step 3: ***Start With Hello***.

After reading this section of the Storybook aloud or asking students to read it independently, review the following questions:

- Do you ever feel shy?
- In which situations do you feel shy?
- What are the three steps of ***Start With Hello***?
- Where can you use the three steps of ***Start With Hello***?





Video 1: Arts & Crafts

LESSON:

Arts & Crafts video to highlight social isolation and teach the three *Start With Hello* Steps

Objectives

- Discuss the problematic nature of social isolation
- Discuss additional strategies to connect with the isolated student in the video
- Discuss potential challenges and barriers related to the situation

Standard Alignment

CASEL Competency

Relationship Skills: Students will engage in social activities to learn how to establish healthy relationships with classmates.

Self-Awareness: Students will gain the ability to accurately recognize and identify their own emotions, thoughts, and values.

Notes for Educator

- Estimated Time: 20-40 Minutes
- This lesson does not have to be completed in 1 session. It can be broken up into more manageable mini-lessons.
- There is a supporting handout for this lesson provided in this guide. If you can't print or make copies, consider projecting the image or asking students to draw their own version.
- **Sammi the Star:** Sammi the Star will make an appearance with facial expressions that mimic the feelings and emotions of the characters. Sammi appears at moments of empathy and this video is a great place to introduce and look-out for the times Sammi shows-up.

Vocab Builder (5 minutes)

Vocabulary words for this lesson: Lonely, Isolated, Excluded

Review the new terms with your students and place them on the classroom Word Wall. Vocabulary flash cards are also included as a handout at the end of this guide.

View Video (2 minutes)

Play Video 1 for students: Arts & Crafts. Instruct students to simply just watch the video for the first time. Consider showing the video a second time and ask students to pay attention to when Sammi the Star appears.

Mindful Minute (1 minute)

Take a deep breath. Be still and try to quiet your mind for one minute. Keeping your eyes open or closed, think about the video you just watched. How did Malik feel about sitting all by himself? Think about ways you could have helped him feel more included.

Student Connector (5 minutes)

Art Share: Using the included handout (Handout #2), instruct students to color in the 2 different scenes from the Arts & Crafts video. As students color, ask them to pay attention to the difference in Malik's body language and facial expressions in each scene. After about 5 minutes, ask students to explain to each other the differences in scene 1 and scene 2. Ask students to explain to each other in 2 minutes the differences in scene 1 (top) and 2 (bottom). At the bottom or on the back of the handout, ask each student to write one sentence that explains why scene 2 is a kinder and more inclusive classroom.

Main Activity (10–15 minutes)

Circle-Time: After the Art Share, ask the class to sit in a circle and answer the following questions:

Round 1

- How was Malik feeling at the beginning of the video and in scene 1 on the handout?
- If you were in class with Malik and saw him sitting by himself, describe other ways you could have reached out and helped him.

Round 2

- Can someone explain why we don't want others to feel sad, lonely, or excluded?

Round 3

- Why is it important to be kind to and include others who might feel alone?

Round 4

- When you see someone alone, what do you usually do? Do you want to say hello? Or does reaching out make you feel a little uncomfortable?

Scenario examples:

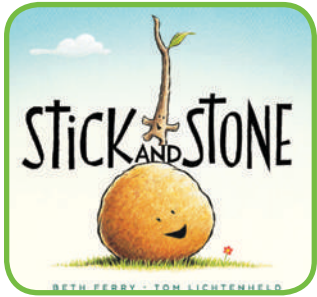
- No one asked Elliot to be on their team for gym class.
- A couple of students are laughing at Jasmine's hairstyle.
- Carlos just got a bad score on his test and is feeling poorly about it.

Closing and Promise Challenge (2 minutes)

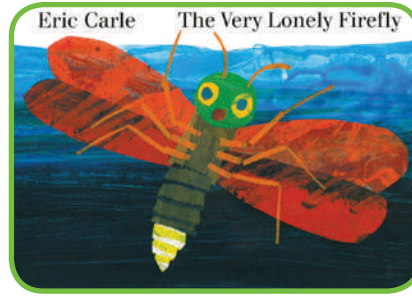
Thank students for their participation. Leave students with a Promise Challenge to reach out and help during a classroom activity by saying hello to someone who might look like they're feeling left-out, similar to what occurred in the video. Inform students that you will be following-up with them throughout the week to hear all the wonderful ways they are reaching out to others!

Text to Complement this Lesson

For additional instruction or discussion, you can choose to read one or both of these books to your classroom:



Stick and Stone
by Beth Ferry and
Tom Lichtenheld



The Very Lonely Firefly
by Eric Carle

You can also read along to *The Very Lonely Firefly* as a class here: <https://youtu.be/b08k2QOpYIY>

The Hello Song

The song “Hello in 15 languages” can be a huge hit and get students comfortable saying “Hello” in many different ways. There are lots of versions of Hello songs for grades K-2, but one that shows the word in different languages clearly is: [Hello in Different Languages Song](#). Incorporate the “Hello Song” into morning routines, such as after the Pledge of Allegiance or morning meeting. Challenge your class to write their own Hello song or rap.

After singing or rapping a Hello song, select a Helper for the Day to initiate a follow-up activity. Ask the Helper for the Day to instruct students to use a new language or Hello style and turn-n-talk or share their new Hello word or style with a partner. Face-to-face connections like this activity help model individual and group social-emotional interaction and get students practicing new ways to say “Hello” all year-round.



Video 1: Arts & Crafts

LESSON:

Arts & Crafts video to highlight social isolation and teach the three *Start With Hello* Steps

Notes for Educator

There are 2 videos designated for these grade levels. This video is just over one-minute long. You can teach both videos with follow-up questions for a 20-minute lesson, or, show the videos on different days for quick 10-minute Social-Emotional Learning activities. A best practice is showing students the video at least two times during the same lesson and instructing them to watch with an open-mind for the first viewing and then look for specific items when watching the second time.

Lesson

View the one-minute video as a class or ask students to watch it independently. This video leaves students with a solution to a scenario. You can use this as a launching point to discuss other possible ways students could reach-out to the student who is feeling left-out.

While viewing the video, inform students to:

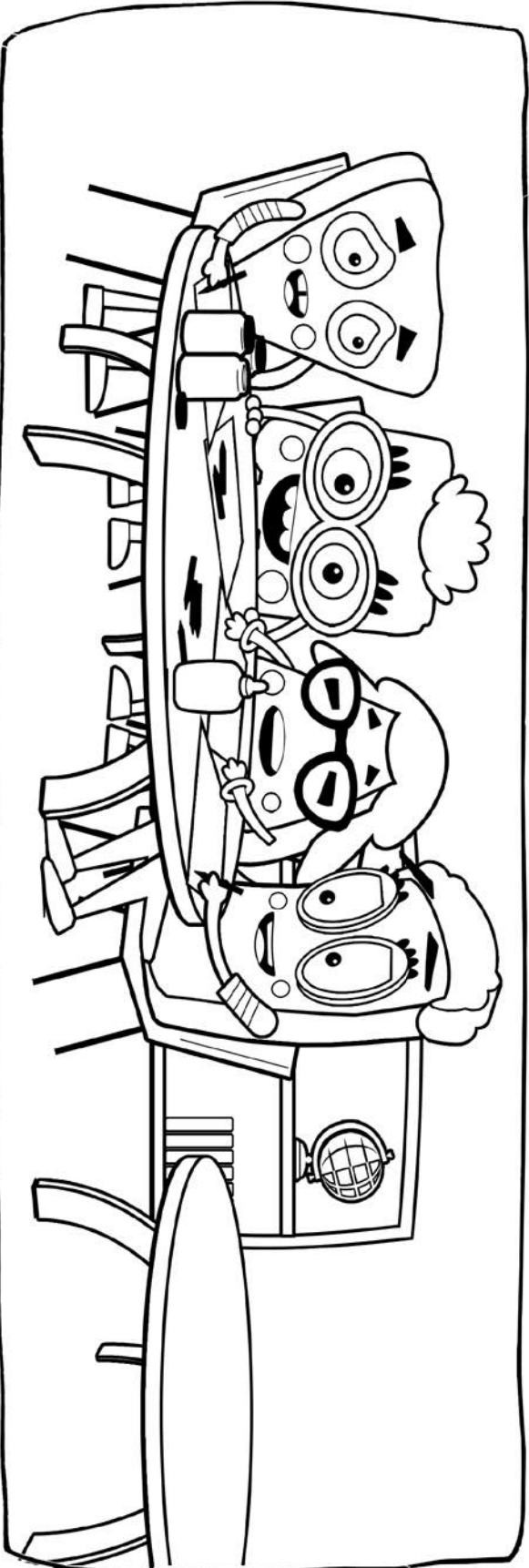
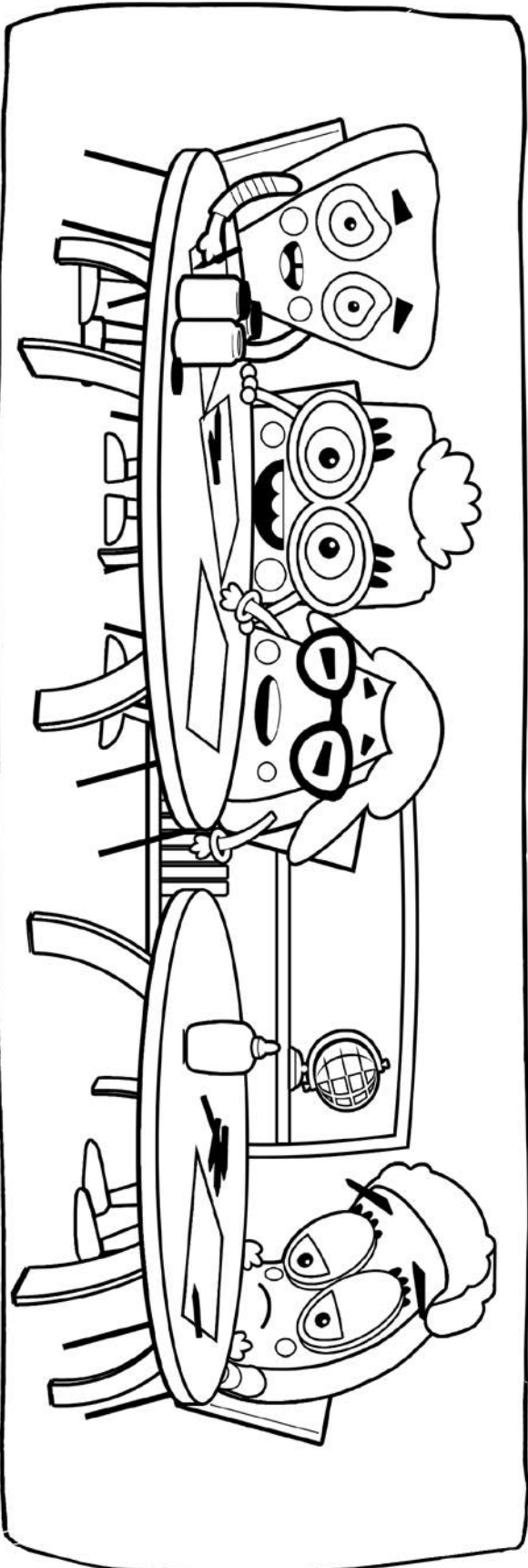
Look for a way that a character applies Step 2: Reach-Out and Help.

Think about what you would do in that situation.

Be able to tell me/a classmate about what other ways you could have reached-out and helped Malik.

When the video finishes, guide a group discussion using Dot's question and a couple of follow-up questions for deeper thinking:

- What are some other ways you might reach-out and help Malik?
- Did you notice the expression on Malik's face and the change in his body language when he was asked to play?
- What can you do during recess to make sure no one ever feels left-out?
- Promise Challenge: Ask a student to join you in an activity or game this week that you don't usually work with or play with.





Video 2: After School Dismissal

LESSON:
Understanding and Showing Respect

Objectives

- Define respect
- Discuss additional strategies to connect with the isolated student, Carlos, in the video
- Discuss demonstrating respect within various types of relationships

Standard Alignment

CASEL Competency

Relationship Skills: Students will engage in social activities to learn how to establish healthy relationships with classmates.

Notes for Educator

- Estimated Time: 30-45 Minutes
- This lesson does not have to be completed in 1 session. It can be broken up into more manageable mini-lessons.
- There is a supporting handout for this lesson provided in this guide. If you can't print or make copies, consider projecting the image or asking students to draw their own scene.

Vocab Builder (5 minutes)

Vocabulary words for this lesson: Respect, Isolation, Empathy

Review the new terms with your students and place them on the classroom Word Wall. Vocabulary flash cards are also included as a handout at the end of this guide.

View Video (2 minutes)

Play Video 2 for students: After School Dismissal. Instruct students to simply just watch the video for the first time. Consider showing the video a second time and ask students to find examples of respect while watching the video for the second time.

Mindful Minute (1 minute)

Take a deep breath. Be still and try to quiet your mind for one minute. Keeping your eyes open or closed, think about the video you just watched. If you were leaving, how could you have helped Carlos? Visualize ways you

could have reached out and helped him after you noticed he was alone. What could you have done to help him feel more included?

Student Connector (5 minutes)

Respect Role Play: What would you do if you saw this happen?

Assign students to work in pairs or groups to talk-out or rewrite the following skits so that they demonstrate respect, empathy, and prosocial behavior. Grades K-1 can discuss how they can make the skit have a happy, positive outcome, while grade 2 may be able to write or type their own skit. Invite pairs/groups to act-out their newly created skits. Give students opportunities after each skit to participate in a Think-Pair-Share or Team Huddle to discuss how respect and empathy was shown in the skit and also come-up with additional ways that the three steps of **Start With Hello** could be included in the scenarios.

- You walk onto the bus and ask two different students if you can sit with them. They both say “no” and slide over to the far end of the seat so you don’t even have a chance to sit down.
- You and your friend are having a nice time eating pizza and telling stories at lunch. A boy walks up to your table and asks to sit with you. You are ready to say “sure,” but your friend says “no, this seat is taken.” You know that’s a lie.
- At recess you asked five different friends to play kickball with you and everyone said “no.” You felt very discouraged and like something was wrong with you.
- You raised your hand at least three times to answer the teacher’s questions about how to solve a math problem. But you couldn’t believe it, the teacher never called on you or even looked your way!
- A girl walked past your desk during free time as you were drawing a picture in your journal. She paused, laughed, and scribbled all over your picture.
- You were feeling really good about your new haircut. But when you got to school, a student made fun of you. He said, “Hey, Jasmine, your haircut makes you look like a boy!”

Main Activity (10–15 minutes)

Circle-Time: After the Respect Role Play, ask the class to sit in a circle for a discussion.

Round 1

- What is the meaning of the word respect?

Possible Answer: Treating someone in a kind way that makes them feel cared for and important.

Educator note: Provide a definition for students. Try to make the word visible on a Word Wall or bulletin board.

Round 2

- Do you think the students who were laughing at Carlos were being very respectful of him and his new glasses?
- What are some other fun, easy ways you might have helped Carlos so he felt respected?

Round 3

- How can we show respect to our fellow classmates? Our teachers? Our parents? Etc.

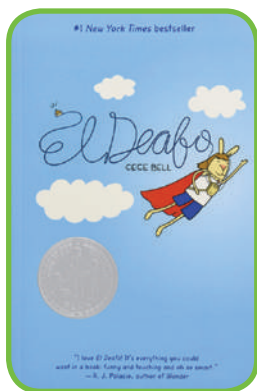
Teachers Note: Emphasize that respectful behavior can look differently depending on who you're interacting with and where you are. Take this time to showcase how respect might look different among various religions, cultures, geographic regions, etc. and that treating others with respect helps build a stronger community.

Closing and Promise Challenge (2 minutes)

Thank students for their participation. Leave students with a Promise Challenge to look for ways to be a respectful person both inside and outside of the classroom this week. Remind students that you will be following-up with them each day to hear about all of the wonderful ways they are reaching out to others and being respectful!

Text to Complement this Lesson

For additional instruction or discussion, you can choose to read one or both of these books to your classroom:



El Deafo
by Cece Bell



The Big Umbrella
by Amy June Bates

Additional Activities

Dinner Plate Words

This is a 'best practice' vocabulary lesson inspired by a teacher from Newtown, CT. For a vocab-boosting extension, have students use their vocabulary flash cards to build interactive vocabulary notebooks that can be integrated into vocab review during the school day and also taken home to share with family members at the dinner table or brought to afterschool clubs and programs to use as a point of discussion with peers and adult staff. Alternatively, teachers can select to use index cards and a spiral ring or any other method for vocabulary development that has been established as a routine in the classroom. Students write the word, part of speech, and definition into the notebooks or on cards. At home, during lunch bunch, or 'Buddy Break' students review the new words with another student, group, or trusted adult by using the term appropriately in two new sentences. The terms introduced in the **Start With Hello** curriculum will be the anchors for the book and the classroom teachers will introduce new terms as they arise. Roll-out these new words as the videos, Storybook, and other **Start With Hello** activities are introduced to students: Inclusive, Connected, Isolation, Exclusion, Empathy, Diversity and Respect.

Compare and Contrast

- Pass out the included handout for this lesson (Handout #3) to students.
- Ask students to compare and contrast the two scenes. Have them share how Carlos was feeling in the first scene as compared to the second. Then, ask students to write in the feelings words that match how Carlos was feeling in each scene. Students should takeaway that Carlos has better feelings in the 2nd scene because Elliot treated him with respect, kindness, and started with hello.



Video 2: After School Dismissal

LESSON:

Understanding and Showing Respect

Notes for Educator

There are 2 videos designated for these grade levels. This video is just over one-minute long. You can teach both videos with follow-up questions for a 20-minute lesson, or, show the videos on different days for quick 10-minute Social-Emotional Learning activities. A best practice is showing students the video at least two times during the same lesson and instructing them to watch with an open-mind for the first viewing and then look for specific items when watching the second time.

Lesson

View the one-minute video as a class or ask students to watch it independently. This video leaves students with a solution to a scenario. You can use this as a launching point to discuss other possible ways students could reach-out to the student who is feeling upset.

While viewing the video, inform students to:

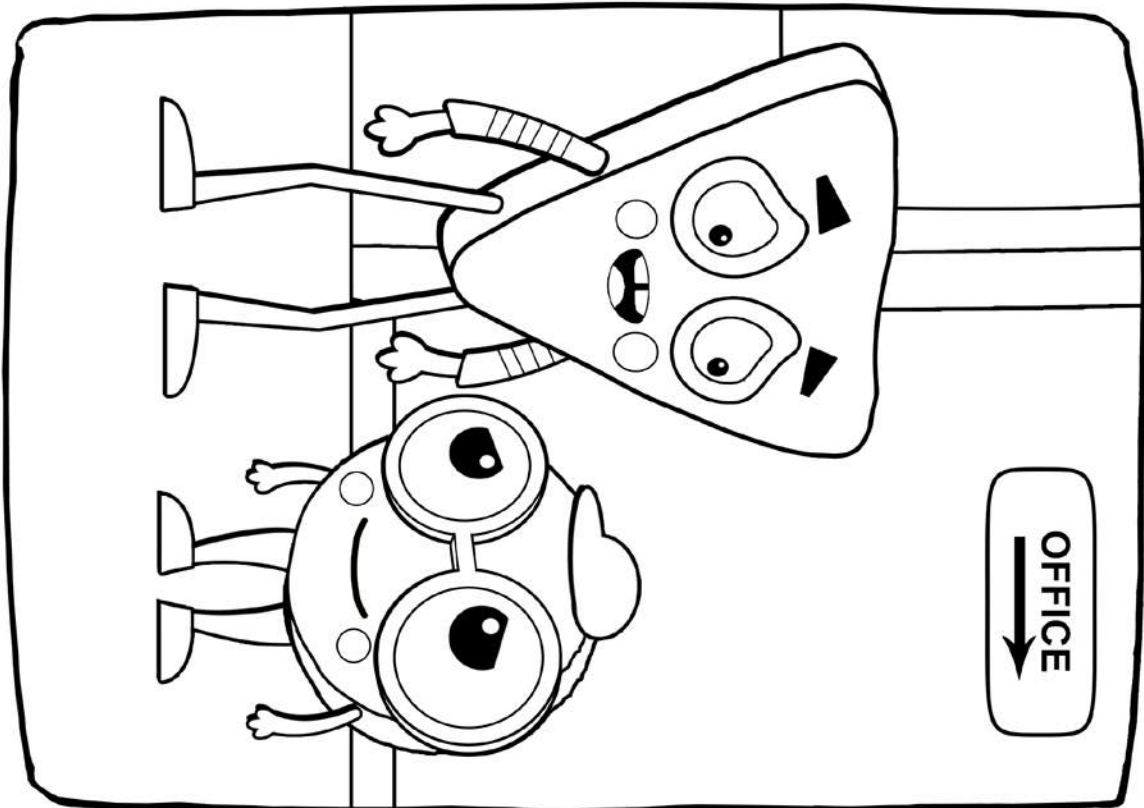
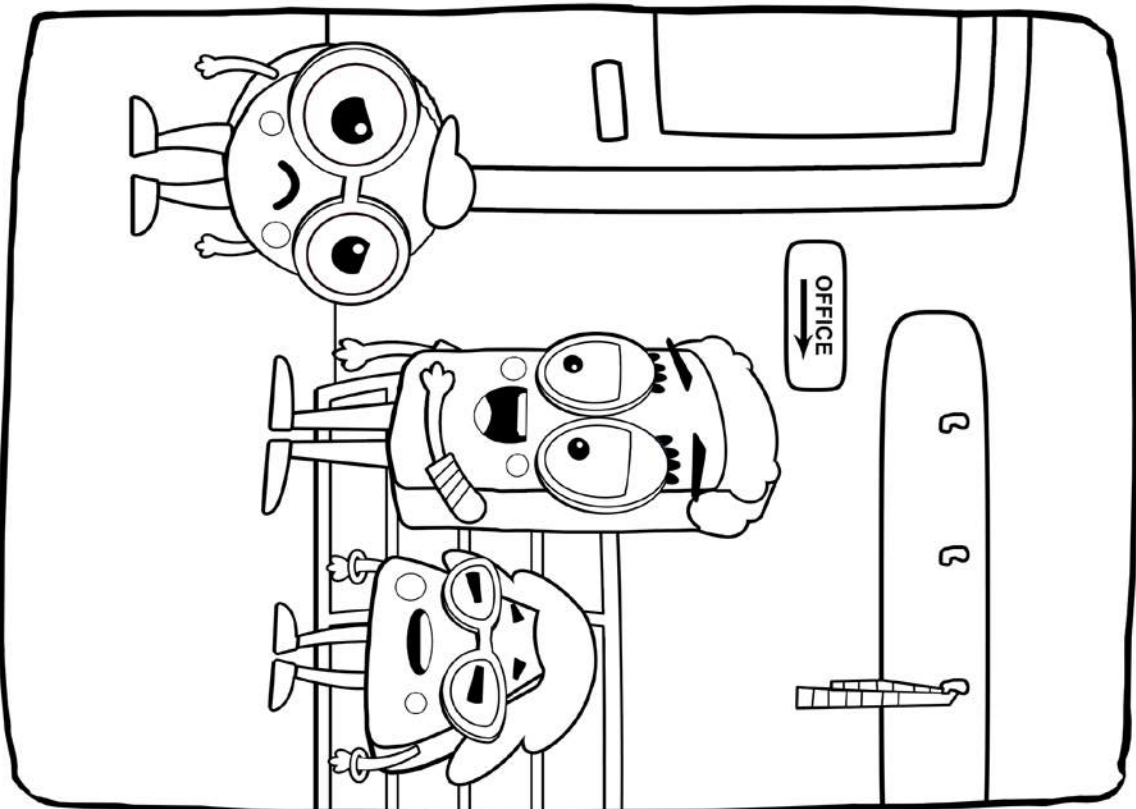
Look for a way that a character applies Step 2: Reach-Out and Help.

Think about what you would do in that situation.

Be able to tell me/a classmate about what other ways you could have reached-out and helped Carlos.

When the video finishes, guide a group discussion using Dot's question and a couple of follow-up questions for deeper thinking:

- What are some other, fun, and easy ways you might have helped Carlos?
- How did Carlos's facial expression and body language look when the other students were laughing at him?
- What can you do if you ever see anyone being picked on or left-out?
- Promise Challenge: Be an upstander in school this week and reach-out to a student who might be feeling down or left-out.





Project Promise: Empathy

LESSON: Understanding and Practicing Empathy

Objectives

- Define empathy
- Explain the use of Sammi the Star in relation to empathy
- Practice/choose empathetic responses in a given situation

Standard Alignment

CASEL Competency

Relationship Skills: Students will engage in social activities to learn how to establish healthy relationships with classmates.

Social Awareness: Students will engage in activities to understand the perspective of and empathize with others.

Notes for Educator

- Estimated Time: 30-45 Minutes
- Lessons can be broken up into multiple sessions.
- This lesson includes a handout. If you can't print or make copies, consider projecting the image or asking students to draw their own image.

Vocab Builder (5 minutes)

Vocabulary words for this lesson: Empathy

Review the new term with your students and place it on the classroom Word Wall. Vocabulary flash cards are also included as a handout at the end of this guide.

View Activity (5 minutes)

View the Project Promise activity with your students. As you review, ask them to focus on the word empathy, and try to connect how it relates to what they've learned about *Start With Hello*.

Mindful Minute (1 minute):

Take a deep breath. Be still and try to quiet your mind for one minute. Keeping your eyes open or closed, visualize the isolated characters from the activity, and how they were feeling. Can you picture Sammi's face when he

realized they were upset and feeling excluded? How did you feel when you first saw them alone? Have you ever felt that way?

Student Connector (10-15 minutes)

Mingle Bingo

For today's student connector, have students connect on similarities and fun tasks through Mingle Bingo. Students can use the included bingo card (Handout #4) to identify similarities with one another. Keep it simple and lively. Students can initial the bingo boxes and put an 'X' through the box once they get one, two, or three signatures in the box (use your discretion). If time permits, students can design their own Mingle Bingo cards.

Main Activity (10-15 minutes)

Circle-Time: After the Mingle Bingo activity, ask students to join you for a Circle-Time discussion.

Round 1

- Think back to the activity. Why do you think Sammi is frowning when he sees Carlos, Izzy, and Zoe feeling left-out and alone?
- Why do you think Sammi is smiling when you chose to reach out using empathy?

Round 2

- Can you remember a time when you felt left-out? How did that make you feel?
- Can you remember a time when you saw someone else being left-out? What did you do? How did you feel?

Educator's note: Connect the two questions for your class. Feeling empathy is when you care about and understand how someone else is feeling. We understand how these characters feel because we've been in a similar situation. When we can also tap into those feelings of sad, upset, and embarrassed we are able to share feelings of empathy.

Round 3

- How can we practice empathy?

Round 4

- Can you think of a time when you expressed/shared empathy with someone else?

Closing and Promise Challenge (2 minutes)

To close-out the circle, thank students for their participation and open-mindedness during the lesson. Leave students with a Promise Challenge to practice empathy with their peers throughout the week. Remind students that you will be following-up with them each day to hear about all the wonderful ways they are being empathetic and helpful!

Text to Complement this Lesson



For additional instruction or discussion, you can choose to read the following book to your classroom:

Twenty Twinkling Stars by Laurie Schloff

Additional Activities

Sammi the Star

Pass out the included handout (Handout #5) and allow students time to color in Sammi the Star. This star can be cut out and reused in many ways. For example:

- Students can share their star with other students as a way to **Start With Hello**.
- You can collect the stars and hang one in your classroom anytime you notice a student demonstrating empathy.
- Stars can be hung near the Word Wall as a visual cue for the complex word “empathy.”
- Stars can be given to other students who are ‘caught’ applying the three steps of **Start With Hello** and expressing empathy towards others.

Instead of using the paper stars, the educator may decide to have students create more tactile stars that can be held. The purpose is to create an object that represents students reaching-out and helping and demonstrating empathy. This project is up to the teacher’s creativity and available resources. The stars should be small enough for a student to hold in their hand and sturdy enough to last the academic year. Teachers may choose to make stars out of clay (perhaps an interdisciplinary project with the Art Teacher!), collect smooth stones and rocks and have students paint stars on them, or use recyclable and ‘free’ resources such as Snapple jar lids or old buttons. If possible, allow the students to take the lead and decide together what their class object should be, perhaps it is another symbol that represents empathy. The ‘star’ should travel around the classroom. Students learn to become aware of what’s going on outside of their own world and begin looking for cues when students are doing prosocial, kind, and reach-out and help behaviors.



Project Promise: Empathy

LESSON: Understanding and Practicing Empathy

Notes for Educator

Project Promise is about delving deeper into understanding a complex word and concept: *Empathy*. It is also about inspiring and motivating students to apply what they learned in the digital tools to real-life situations through Promise Challenges.

Lesson

Project Promise is best used with this grade-level through a whole-class lesson with the teacher guiding and modelling the use of the interactive activity.

Review challenging vocabulary: Empathy and Being Empathetic. Explain that Sammi the Star represents empathy.

These terms are challenging for the grade K-2 level, but important to introduce and reinforce throughout the school year. There are ways to reinforce these terms when reading children's literature and reflecting on the prosocial behaviors teachers and students observe throughout a week in the classroom.

Break down this complex term by using Dot's description: **Understand and care about how someone else is feeling.**

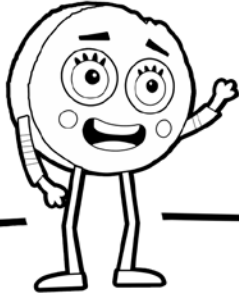
Reinforce to students that when we really start paying attention and caring about how others feel, we are likely to put the three **Start With Hello** steps into action.

As a whole class, the teacher can present three 10-minute mini-lessons using each one of the scenarios as its own lesson:

- Mini-Lesson 1: Review the term empathy and the scenario with Izzy.
- Mini-Lesson 2: Review the term empathy and the scenario with Carlos.
- Mini-Lesson 3: Review the term empathy and the scenario with Zoe.

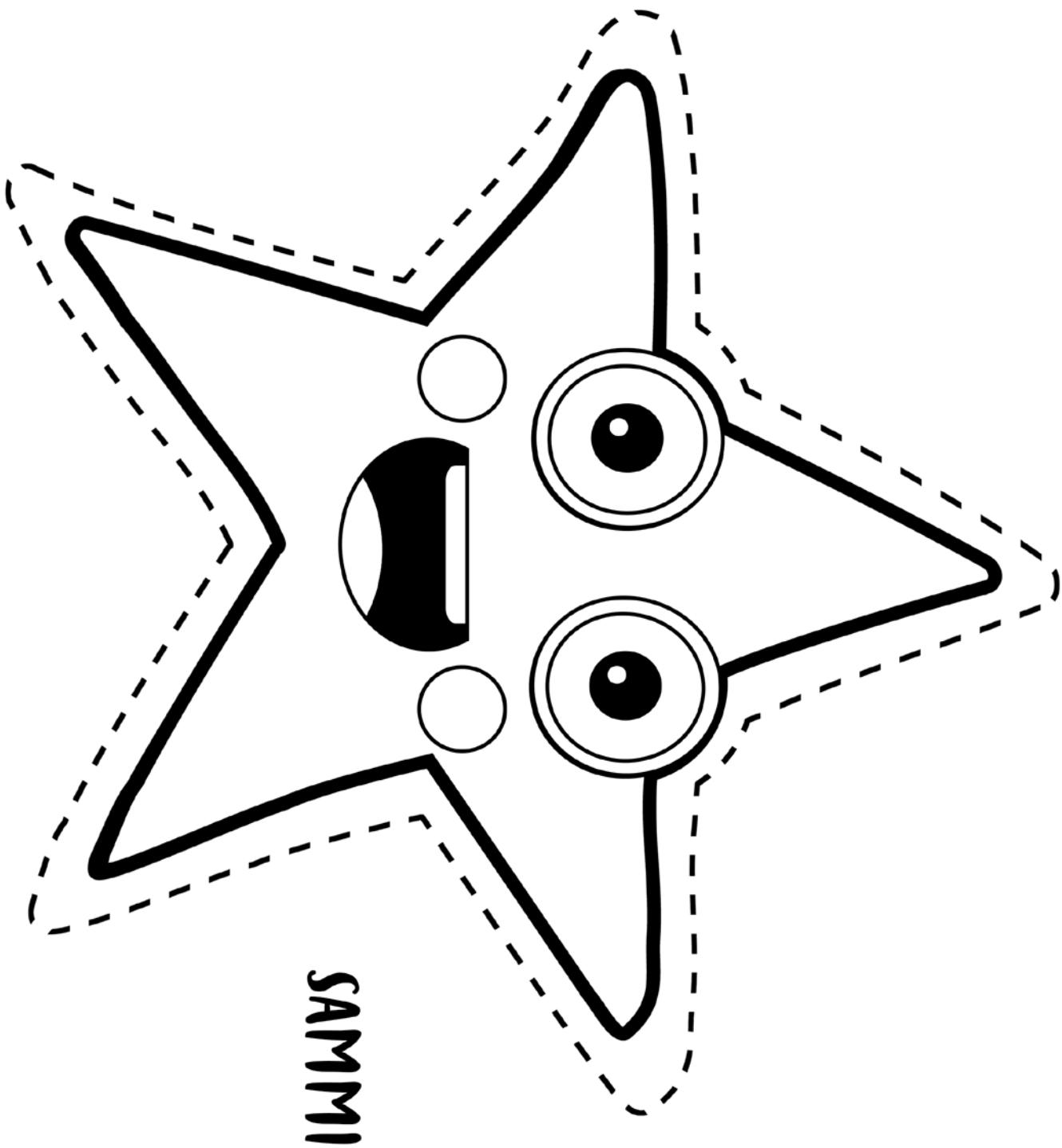
Have fun with the Promise Challenges! Students can write down their Promise Challenge and share their chosen Promise Challenge with a classmate. You can create a Promise Challenge interactive bulletin board to keep empathy and three steps of **Start With Hello** at the forefront of students' minds.

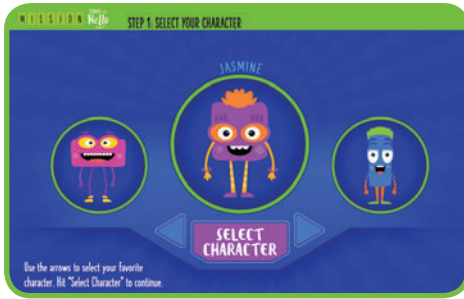
Find someone who matches the description in the box.
When you do, have them put their initials in the box and cross out the box.



MINGLE BINGO

Can snap their fingers.	Has the same color eyes as you.	Likes chocolate milk.
Can beat you on a 'staring' contest.	Likes Pizza.	Can smile for 10 seconds.
Can do a dance move in 3 seconds.	Share a Favorite.	Can name 3 favorite cartoon or comic book characters.
Gives you a high-five, handshake, and fist bump.	Says hello to you in another language.	Likes to sit in the front of the classroom.
Takes a bus to school.	Walks to school.	Likes the same candy as you.





Mission *Start With Hello*: Grades K-2

LESSON:
Overcoming Obstacles and Building Courage

Objectives

- Recognize obstacles associated with reaching out and helping
- Express feeling courageous and confident when engaging with socially isolated students
- Recognize the importance of self-ownership when reaching out to isolated students

Standard Alignment

CASEL Competency

Relationship Skills: Students will engage in social activities to learn how to establish healthy relationships with classmates.

Social Awareness: Students will engage in activities to understand the perspective of and empathize with others.

Self-Awareness: The ability to accurately assess one's strengths and limitations.

Notes for Educator

- Estimated Time: 45-60 Minutes
- Lessons can be broken up into multiple sessions.
- Mission *Start With Hello* contains 2 interactive experiences. Students will enjoy working through both of them independently. However, the 2nd interactive experience lends itself well to a guided learning activity that you can do with the whole class.

Vocab Builder (2 minutes)

Vocabulary words for this lesson: Courage, Obstacles

Review the new terms with your students and place them on the classroom Word Wall. Vocabulary flash cards are also included as a handout at the end of this guide.

View Activity (5-10 minutes)

Either display the game and navigate through it with your class, or ask students to work through it on their own. Ask them to keep in mind how their main character demonstrates courage throughout the game.

Mindful Minute (1 minute)

Take a deep breath. Be still and try to quiet your mind for one minute.

Educator's note: After a minute has passed, say the following to your students:

Keeping your eyes open or closed, think about the main character in the game and how he or she used their courage to overcome fear and reach out and help the lonely student. Taking deep breaths can sometimes give us courage and strength. Let's take three inhales and exhales together.

Student Connector (15-30 minutes)

Pair-up students with others with whom they don't typically socialize. Using existing materials or furniture in your classroom, and set up a safe obstacle course for these groups. Use items that will allow students to duck, bend, crawl, and hop. At the end of the obstacle course, provide a mini-challenge for teams.

For example, instruct teams to unwrap three candies, put together a small Lego structure, or take three wooden blocks out of a Jenga tower before they turn around and head back to the finish line. Have pairs line-up at the beginning of the obstacle course. Instruct pairs that their challenge is to use strong communication skills and teamwork to make it safely back-and-forth through the obstacle course, with one student being a guide and the other partner being blindfolded. Each student takes a turn being the guide and being blindfolded.

The main purpose is to mirror the lessons of courage displayed in the online activity. For example, the blindfolded student needs to use his or her courage to overcome the obstacles and trust that their partner will safely guide them to the end. Have students change roles and partners to extend this student connector so that everyone gets a chance to go through the obstacle course multiple times. This activity should emphasize teamwork, reaching out and helping, and inclusivity.

Main Activity (10-15 minutes)

Group Activity

Create cards or name tents with each of the **Start With Hello** digital characters names: Naomi, Jasmine, Zoe, Carlos, Elliott, Malik, and Izzy. Allow students to pick a character or assign a character to them. Have students act out a similar conversation to the one that they interacted with in the game. One student should be the isolated character, and the other should be the one using their courage to reach out and help, and **Start With Hello**. Encourage students to use the three **Start With Hello** steps in their conversation, and ask questions in order to find out about things they have in common.

Scenario Examples:

- It is Jasmine's first day at a new school and she is sitting by herself in the lunch room. What can you do when you walk in?
- Elliott looks down today. He doesn't want to participate in gym class so he sits by himself on the bleachers. You're having a good time playing soccer and notice Elliott all by himself. What can you do to help Elliot feel better?
- You never talk to Zoe because she's always alone reading a book. You don't think you have much in common. One day, you see her without a book, just sitting by herself in the library. What can you do?

Circle-Time: After students have had time to work through this in their pairs, bring them all together for Circle-Time.

Round 1

- What does courage mean to you?
- How did your character show courage in the conversation?

Round 2

- What are some obstacles you face in real life that require courage?
- What do you do to help you feel more courageous?
- Why is it important for us to overcome obstacles in order to help others?

Closing and Promise Challenge (2 minutes)

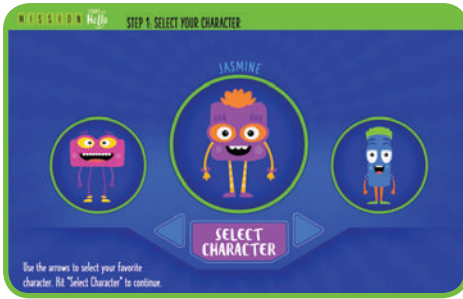
For this lesson's Promise Challenge, assign each student a "secret buddy" within your class. Students should not reveal to anyone who their buddy is. Throughout the week, their Promise Challenge is to be mindful of checking-in with their buddy to find out how he or she is feeling or doing. Students should offer company, help, or friendship however they can. By checking-in with one another, we are doing our part to make sure no one is lonely or feeling left-out.

Text to Complement this Lesson



For additional instruction or discussion, you can choose to read the following book to your classroom:

Alphabreaths: The ABCs of Mindful Breathing by Christopher Willard and Daniel Rechtschaffen



Mission *Start With Hello*: Grades K-2

LESSON:

Overcoming Obstacles and Building Courage

Notes for Educator

There are 2 phases to this interactive online game. You can break it into 2 segments if that is more time-efficient for you.

Lesson

Review the Mission *Start With Hello* as a class or ask students to work through it independently. This online experience allows students to apply the three *Start With Hello* steps in relatable scenarios.

Review the recommended vocabulary words with students: Courage, Obstacles

Use this interactive game as a launching point to discuss other possible situations or opportunities where a student could apply the three *Start With Hello* steps.

When the video finishes, guide a group discussion using the following questions:

- What does courage mean to you?
- What's the last courageous thing you did?
- How could you use your courage and the *Start With Hello* steps to help someone who was feeling left-out?

VOCABULARY CARDS

<p>cut</p> <p>COURAGE (COURAGEOUS)</p> <p>cut</p>	<p>fold</p> <p>To be brave about new experiences.</p> <p>To be brave about approaching situations or people that might make you feel nervous or anxious.</p> <p>Strength to do something that you might be afraid to do.</p> <p>cut</p>
<p>cut</p> <p>LONELY (LONELINESS, ALONE)</p>	<p>To feel alone or like you don't have any friends, company, or support.</p>
<p>cut</p> <p>DISCOURAGED (DISCOURAGE, DISCOURAGING)</p> <p>cut</p>	<p>To feel like you don't have the confidence to do something.</p> <p>cut</p>

VOCABULARY CARDS

<p>cut</p> <p>EMPATHY (EMPATHIC, EMPATHETIC)</p> <p>cut</p>	<p>fold</p> <p>To understand and care about how someone else is feeling.</p> <p>Learning to be sensitive to others' feelings.</p> <p>Putting yourself in "someone else's shoes."</p> <p>cut</p>
<p>EXCLUDED (EXCLUDE, EXCLUDING)</p>	<p>To be left-out or feel left-out of something, like a game at recess.</p>
<p>INCLUDED (INCLUDE, INCLUSION)</p>	<p>To feel like you belong and are a part of a group.</p> <p>To be a part of something.</p> <p>cut</p>

VOCABULARY CARDS

<p>cut</p> <p>IGNORED (IGNORE, IGNORING)</p> <p>cut</p>	<p>fold</p> <p>To feel like no one's paying attention to you on purpose.</p> <p>cut</p>
<p>cut</p> <p>ISOLATED (ISOLATE, ISOLATION)</p>	<p>To feel separated from others, or like you don't have anything in common with others.</p>
<p>cut</p> <p>SAD</p> <p>cut</p>	<p>To feel unhappy. To feel down.</p> <p>cut</p> <p>fold</p>

PRE-MID-POST ASSESSMENT

Select one of the following surveys to administer to the students in your classroom at three points-of-time throughout the school year:

- **Baseline: September**
- **Mid-Point: January**
- **Post: May**

The data collected will help demonstrate the growth in students' Social-Emotional Learning (SEL) skills and determine the impact of the *Start With Hello* digital online tools and accompanying lesson plans on your classroom climate. The questions can be entered into Google or Survey Monkey forms for quick calculations, or a paper version can be distributed.

Start With Hello Digital Student Survey

I can name all three of the steps of *Start With Hello*.

YES

NO

I know how to use the three Steps of *Start With Hello* in my classroom and school.

YES

NO

MAYBE

Relationships Skills

I feel comfortable going up to my classmates to say "Hello."

ALWAYS

SOMETIMES

NEVER

I have a couple of Hello Styles that I can use when I see someone alone.

YES

NO

MAYBE

I am comfortable developing friendships with my classmates.

ALWAYS

SOMETIMES

NEVER

Self-Awareness

I know how to make my classmates feel included.

YES

NO

DON'T KNOW

Self-Management

I know how to build up courage to go and say “Hello” to someone I don’t know.

ALWAYS

SOMETIMES

NEVER

I like to look-out for other students in new ways.

ALWAYS

SOMETIMES

NEVER

Social Awareness

I feel sad when another classmate feels left-out.

YES

NO

DON'T KNOW

I know the difference between being lonely and healthy alone time.

YES

NO

DON'T KNOW

I can explain what the word empathy means.

YES

NO

A LITTLE BIT

I understand how to show empathy towards others.

YES

NO

A LITTLE BIT

I have seen students reaching-out and helping one another.

YES

NO

DON'T KNOW

Responsible Decision-Making

I make it a point to reach-out to students who are alone in school.

ALWAYS

SOMETIMES

NEVER