



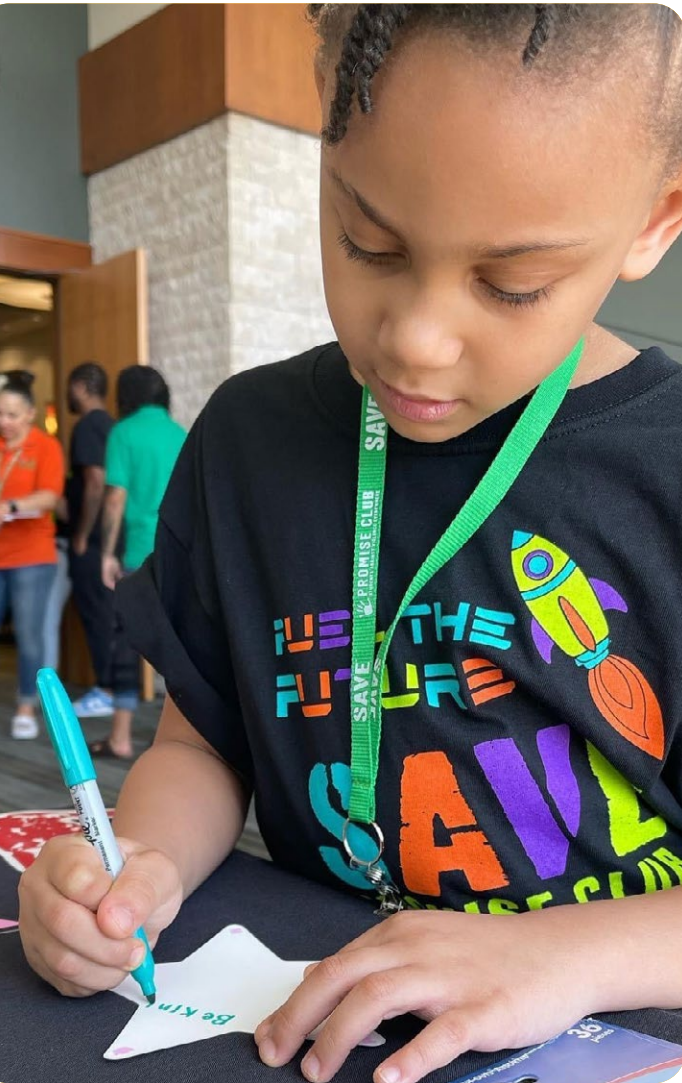
Back-to-School Guide

This guide will equip educators with the tools to bring the *Know the Signs* message into their schools by providing learning activities that strive to build a community of Upstanders.



WELCOME

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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 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.



About this Guide

This guide will equip educators with the tools to bring the *Know the Signs* message into their schools by providing learning activities that strive to build a community of Upstanders. This guide contains lesson plans and activities for grades K-12 that align with the *Know the Signs* programs of *Start With Hello* and *Say Something*. Together these programs educate and encourage students to be Upstanders, build relationships with Trusted Adults, reach out to include and help others, and create a sense of belonging for all. It is recommended that educators pair these learning activities with the *Start With Hello* and *Say Something* trainings, located in the Sandy Hook Promise Learning Center.

Please share the *Know the Signs* activities that your community engages in on social media. Tag us at the below handles:



Email: Programs@sandyhookpromise.org

Start With Hello and Say Something

What is the *Start With Hello* Program?

The *Start With Hello* program is a developmentally appropriate flexible violence prevention program for grades K-12 that is rooted in social emotional learning and the values in race, equity, diversity, and inclusion. This program teaches children and youth to:

1. **See Someone Alone:** Learn to understand social isolation, empathize with those who may feel alone, learn how healthy alone time varies, and emphasize the importance of connecting with others.
2. **Reach Out and Help:** Develop strategies for connecting with others.
3. **"Start with Hello":** Apply methods to include others, build lasting relationships, and support a connected and inclusive school and community.



What is the *Say Something* Program?

A flexible violence prevention program aligned to the social-emotional learning competencies for grades K-12 that teaches children and youth to recognize 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:** 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”:** 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.



Program Cycle Overview

How can we implement the *Know the Signs* programs in our school or community?

To successfully implement the *Know the Signs* programs, *Start With Hello* and *Say Something*, it is recommended that schools and organizations follow the program cycle. Additional resources are available in the Sandy Hook Promise Learning Center for each stage of the program cycle. Once registered for the Learning Center, you will gain access to the Digital Library. The Digital Library contains trainings, lesson plans, activities, and resources to help bring the *Know the Signs* messaging to your community.

Stage 1 – Plan

Use the program planning documents to prepare and implement each stage of the program cycle.

Stage 2 – Train

Deliver the *Start With Hello* or *Say Something* foundational training to students using the resources located in the Learning Center.

Stage 3 – Engage

Engage students throughout the year with interactive lessons and activities that will deepen their understanding of the program's key messaging.

Stage 4 – Celebrate

Celebrate the *Know the Signs* programs during Sandy Hook Promise's *Start With Hello* Week in September and/or *Say Something* Week in 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 its breadth and depth in the next academic year.



Remember: This is flexible! You can access *Start With Hello* and *Say Something* resources on your own schedule to plan and celebrate during a week that works best for your school or community. We're here to support you!



Back to School Educator Practices and Instructional Moves

The *Know the Signs* programs are grounded in improving safety by striving to create communities where students feel supportive, recognized, and included. The lesson plans and activities found throughout this toolkit include ample opportunities for student interaction and community building. Educator practices that encourage student voice and connectivity are embedded into the curriculum. The educator practices and instructional moves align to the core teachings of the *Say Something* and *Start With Hello* programs and emphasize relationship-building and social awareness. These programs will help educators:

- Build a safe, healthy, and healing space and community where students feel they belong.
- Create an environment where students feel seen, heard, and valued.
- Make space for students to be proactive about including and reach out to help others.
- Establish a foundation of trust and respect.
- Share power in decision-making with students about the classroom culture they'd like to create.
- Develop opportunities for students to practice using the *Start With Hello* and *Say Something* frameworks.
- Encourage a community of Upstanders.
- Incorporate regular routines for meeting, greeting, and welcoming one another to the classroom or space.

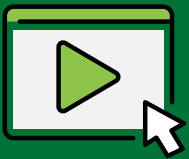




What is a SAVE Promise Club?

Students Against Violence Everywhere (SAVE) Promise Club is a student-led organization in elementary, middle, and high schools that encourages youth to take charge of keeping schools safe by teaching, modeling, and continually reinforcing the key messages of *Start with Hello* and *Say Something*. Each SAVE Promise Club receives tools and resources to plan events, activities, and projects that promote kindness, inclusiveness, and the value of looking out for one another.

Register a SAVE Promise Club [here](#).



Watch the [video](#) to learn more about SAVE Promise Clubs.





Lesson Plans and Activities



Start With Hello Planning Template



	What	When	Who
Train	What training will you use?	What month or date will you be training?	What classes and grades are being trained?
Engage	What engagement activities will you use?	What dates will you engage students?	What classes and grades will participate?
Celebrate	What celebration activities will you use?	What dates will you hold your celebration week?	What classes and grades will participate?



Who am I?

A IDENTITY LESSON PLAN

ENGAGE

Lesson Objectives

Students will:

- Define identity.
- Identify the things in their life that create their identity.

Standard Alignment

CASL Focal Constructs and Competencies:

- **Belonging and Social Awareness:** The abilities to experience acceptance, respect, and inclusion within a group or community. Building communities steeped in belonging involves understanding the perspectives of and empathizing with others, including those from diverse backgrounds, cultures, and contexts.

Social Justice Standards

- **Identity 3:** I Students will recognize that people's multiple identities interact and create unique and complex individuals.

Materials and Resources

- [Start With Hello Belonging Workbook](#)
- Paper
- Colors

Mindful Minute

Hugging Breath

If you are comfortable, you can close your eyes. Give yourself a big hug. Breathe in. You are loved. You are valued. Breathe out.



Student Connector

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,



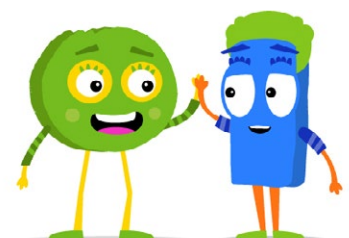
Grades

K-3

Estimated Time Needed

40-60 Minutes

Notes





stretch, rest, or do a quiet activity that is relaxing. Prior to the activity, model yourself doing a quick, quiet, centering activity. Encourage them to be creative and what feels right for them.

Once the minute is over, inform students that they'll do a safe space inventory check. Students may refer to the **Safe Space Inventory Checklist** in their workbooks or reference the inventory checklist posted in a highly visible area of the classroom.

Inform students that the Safe Space Inventory allows them to check in with themselves and their environment to ensure that they have resources to help make them feel safe and productive throughout the day. 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.
- Use their voice and "I statements" to advocate for safety needs and wants.
- Create a healing-centered classroom environment with their classmates.



Main Activity

Before beginning, write the new word on the board: **Identity**.

Share with students the definition of identity.

- Identity is what makes you who you are.

Break down the definition of identity into three chunks for students:

- The things you like
- Who you spend time with
- What is unique about your culture

Discuss the following three things with students and have them share their responses.

Students will be instructed to listen closely to the parts of Dot's identity.

- *My name is Dot. I like to bake cookies and cupcakes. I like to spend my time with my family and my puppy.*

In my culture, we celebrate Day of the Dead (Día De Los Muertos). This is a day in which we create an "ofrenda": a table we decorate and fill with our favorite foods and other offerings of our loved ones who have passed on.

Instructor will share with students how the following three things are part of their identity because they are what makes them unique (unlike anyone else). The teacher will emphasize how although some of their identity might be like others, there is only one "you".

Who Am I Handout

Students will receive a paper and be instructed to fold this paper into 3 parts, like a brochure.

- **Left side:** Students will draw the things they like.
- **In the middle:** Students will draw who they like to spend time with.
- **Right side:** Students will draw something that is unique about their culture.

As students are drawing, instructors will circulate the room and share what they are learning about their students while giving praise. If students do not feel comfortable sharing, that is okay. Encourage them to take their brochure with them and to share it with their parents at home.

Optimistic Closure and Promise Challenge

Thank students for sharing so much about themselves today. Remind students every time they share, they are being brave, and you appreciate their bravery every day!

Promise Challenge

Share something special about yourself with friends or family. Tell students their identity is something to be proud of! They are unique and loved. Tell them they should share something special about themselves with a family member or friend and ask others, what is something you love about your identity?



Lesson Extension and Explore More

Classroom Affirmation Station

Dedicate the four corners of your classroom for an affirmation station. In each corner, you will place a jar, or a chart paper, whatever is readily available to you, with positive affirmations. Each corner will have different types of affirmations.

- **1st Corner:** I Statement Affirmations
- **2nd Corner:** You Statement Affirmations
- **3rd Corner:** *Start With Hello* Affirmations
- **4th Corner:** Gratitude Affirmations

A *Start With Hello* affirmation synthesizes all the best types of affirmations and focuses on qualities, traits, and actions that apply the three *Start With Hello* steps: See Someone Alone; Reach out and help; and *Start With Hello*.

For example,

- I feel happy you included me in...
- Thanks for looking out for me.
- I noticed you helped our friend out today, very cool of you to do.

Encourage students to use the Affirmation Station weekly and make it a regular practice in your classroom to affirm oneself and classmates.



Family Engagement

Identity Wheel Activity

Send home the [Start With Hello Belonging Workbook](#). Students will create an identity wheel with their families and encourage their family members or guardians to create their own identity wheel with them as well. When you have completed the identity wheel, discuss the following questions:

- Think about your identity wheel. Which parts of your identity do you feel are the most important?
- Are there parts of the wheel that you have never thought about before (or don't think about very often)?
- Are there parts that you feel are different from others in your family?
- How do you think the people around you react to the things you included in your identity wheel?
- Why is it important to celebrate and appreciate the parts of our Identity Wheel that make us unique?



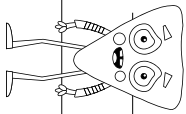


Who am I?

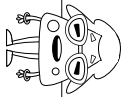
Directions: Draw, or write, the three things that make your identity special.
When you are done, cut out your brochure and fold it together.



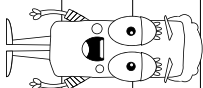
The Things I Like



Who I Spend My Time With

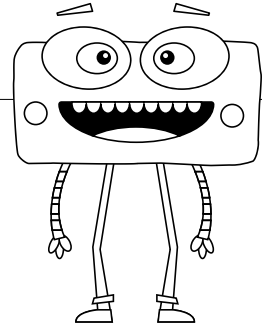


What Makes My Culture Unique





Who am I? Identity Wheel



Directions: Draw the parts of your life that are important to you and make up your identity.

The Identity Wheel is a circular diagram divided into four equal quadrants by a vertical and a horizontal line. In the center of the wheel is a smaller circle containing the text "Draw a photo of yourself". Each of the four quadrants is labeled with a prompt for drawing:

- Top-left quadrant: *My Favorite color, foods, animals or books:*
- Top-right quadrant: *My traditions:*
- Bottom-right quadrant: *People I love:*
- Bottom-left quadrant: *My favorite things to do or places to be:*



Create a Healing Centered Classroom

AN EMPATHY LESSON PLAN

ENGAGE

Lesson Objectives

Students will:

- Analyze and unpack the meaning of “well-being.”
- Collaboratively develop a Healing-centered Classroom rubric.

Standard Alignment

tSEL Constructs and CASEL Competencies

- **Belonging and Social awareness:** The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
- **Identity and Self-awareness:** The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.
- **Relationship Skills and Collaborative Problem-Solving:** Communicate effectively; Developing positive relationships; Practicing teamwork and collaborative problem-solving; Showing leadership in groups.

Social Justice Standards

- **Diversity 9:** I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.

Materials and Resources

Students:

- [Say With Hello Empathy Workbook](#)
- Chart paper for grid

Educators:

- Large paper for group drawings
- Optional: Handout Healing Centered Compass



Unit Essential Questions

How can we create a culture of empathy and healing at our school?

Grades

6-8

Estimated Time Needed

45 Minutes

Notes





Note to Educator: Prior to teaching the main activity, ground yourself in [Shawn Ginwright's](#) definition and perspective of healing-centered engagement, a few key points for the educator are listed below:

- A shift in thinking from a trauma informed lens to a healing centered lens.
- Trauma is more deficit-modeled whereas healing is more asset-based.
- Healing also takes a “healing the healers” approach and emphasizes the educator as needing space for healing, too.
- Expands how we think about responses to trauma and offers a more holistic approach to fostering well-being.
- Starts with empathy, “building empathy is critical to healing centered engagement. To create this empathy, I encourage adult staff to share their story first, and take an emotional risk by being more vulnerable, honest, and open to young people” (Ginwright, 2018).

Mindful Minute

Ask students if they’ve heard the term: well-being. Explain:

- *There’s been a lot of information and talk about self-care and well-being.*
- *Well-being can mean different things to different people and can involve your physical, social, mental, and emotional health-fulness.*
- *To “be well” can mean that we feel at ease, healthy, unstressed, and many other things.*

Visualize a well (if possible, project an image of a well on screen). A well holds a vital supply of water that people use for many important daily activities like drinking, farming, cleaning, and caring for animals. Also, students may have heard of “wishing wells.” Wishing wells have a long history and you may have heard or seen ponds, wells, or other bodies of water where people throw in coins and make a wish. Overall, wells hold an important source of life, energy, and vibrancy (water). We don’t want wells to dry up, just like we don’t want our own wellness, well-being, and sources of energy/life/vibrancy to dry up. We need to keep our personal wells and buckets filled up.

Encourage students to do the following:

- *For this mindful minute, think of three ways you can keep your well from going dry.*



Student Connector

Display the prompts below on the board, flip-chart paper, or projector. Give students the choice to select one of the prompts, fill in the blanks, and partner up to share and explain their response to their partner.

- Whenever I notice someone _____ it makes me feel happy.
- Whenever I notice someone _____ it makes me feel angry.
- Suppose there was no _____ then we could _____.
- A day without _____ would be like _____.
- My own prompt: _____.

This student connector is in thanks to the inspired prompts by poet [Tim Seibles](#).



Main Activity

If available, start the main activity by reviewing the class *Know the Signs* Agreement and/or Circle

Up Norms. Explain that these agreed upon classroom social guidelines are steps towards creating a healing centered classroom. Also, the class’s work with the *Start With Hello* and *Say Something* programs give students and Trusted Adults knowledge, skills, and tools to nurture a healing environment by:

- *Expressing empathy towards one another, especially for someone who may be feeling isolated or lonely.*
- *Lending a helping hand to one another if there’s a challenge or issue we’ve come across.*
- *Noticing our surroundings and tuning into anything that seems unsafe or not quite right.*
- *Communicating with both classmates and Trusted Adults using “I statements” and active listening skills.*



The next level to building a classroom community that lives up to all our agreements, norms, and prosocial actions is to put healing in the center of our work together. Ask the class:

- *What does healing mean to you?*
- *When and where do you hear the word “healing?”*
- *What are some situations or events that might require some time for healing?*

Continuing with the discussion on healing, inform the class that they’ll generate ideas and strategies for going to the next level by working together to dream a healing-centered classroom environment.

Divide the class into groups of four or five. Instruct groups to assign roles:

- **Facilitator:** Guides the group through the guiding questions.
- **Timekeeper:** Informs group members when five minutes, and one minute remains.
- **Notetaker(s):** Jots down the ideas and plans on the grid.
- **Reporter:** Shares aloud one idea, question, action, or the drawing that came out of the group work.

Lastly, ask groups to draw their interpretation of a healing centered classroom on a large piece of paper. If time permits, ask the presenter to share the drawing and one item on the grid.

Optimistic Closure and Promise Challenge

Make special shout outs about how the groups worked well collaboratively. Send students with an empowerment message:

- *You have the power and agency to dream and shape a healing-centered community and be a positive contributor to communities focused on healing, well-being, empathy, and belonging.*

Lesson Extension and Explore More

Compile the Healing Centered Classroom grids and drawings. Inform the class that they’ll be

taking the “best of” the grid responses and drawings to develop one Healing Centered Classroom

Compass. The Compass will provide a visual and guide for the class as they intentionally seek to be more healing as a community.

The compass will be sectioned as follows:

- Center: Class definition of well-being and healing
- Segment 1: Our strengths
- Segment 2: What brings us joy
- Segment 3: What helps us feel safe
- Segment 4: Our actions towards a healing classroom community

Family Engagement

Give students a Family Table Talk question from the [Start with Hello Family Monthly Activity Guide](#) for an evening when they are with family members during a meal or just hanging out.

References

1. Ginwright, Shawn. “The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement.” Medium, 9 Dec. 2020, <https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>.





Healing-Centered Classroom Grid

Prompts	Group Responses	What can we do as a classroom community to make sure we meet our wishes and dreams for a healing community:
In this class, well-being means:		
We all have lots of strengths. Our strengths are: Together, we can use our strengths to create a healing centered classroom.		
We want to feel joy when we learn, when we are feeling joyful, we are:		
We want to feel safe when we learn, when we are feeling safe, we are:		
To feel like this is a place of healing and belonging, we will need to:		
Other:		



Testing My Barometer of Social Connection

A BELONGING LESSON PLAN

ENGAGE

Lesson Objectives

Students will:

- Brainstorm a continuum of ways to connect to peers in positive, healthy ways.
- Build a Social Connections Barometer of Belonging.

Standard Alignment

tSEL Constructs and CASEL Competencies

- **Relationship Skills and Collaborative Problem-Solving:** Communicate effectively; Developing positive relationships; Practicing teamwork and collaborative problem-solving; Showing leadership in groups.

Social Justice Standards

- **Diversity 9:** I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.

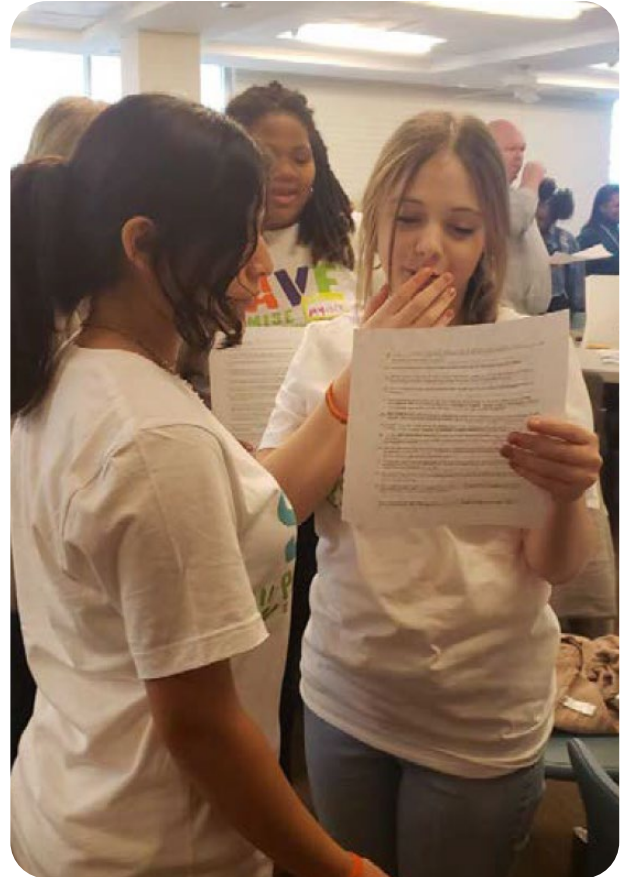
Materials and Resources

Students:

- [Start With Hello Belonging Workbook](#)
- Worksheet: My Social Connections Barometer of Belonging

Mindful Minute

Picture a place in nature that brings you happiness, joy, peace, or enjoyment. It could be a park, a beach, a mountain trail, a special tree, a lake, the desert, a garden, or any other natural setting. Imagine yourself grounded in that nature space for the next minute. What are your senses telling you? How do you feel? Take a gentle breath in and out. Enjoy your moment in this natural space.



Grades

9-10

Estimated Time Needed

45 Minutes

Notes



Student Connector

Friendly Five

For the next three minutes, go around the room and give five different individuals each a different compliment. Remember to start with kindness and say “hello.”



Main Activity

Review the previous lesson on the building blocks of social connection and remind the class that they discovered ways to connect to others in positive, healthy, and satisfying ways and thought about some of the negative qualities of unhealthy and negative relationships.

Introduce this next lesson by sharing the three components of relationships addressed by the [Surgeon General’s report](#).

Structure

- The number of relationships we have.
- The number of times we connect and interact with each other.

Function

- The degree that we can rely on other people.
Are they there when you need help?
Do they listen without judgement?

Quality

- The degree to which our relationships are positive, healthy, and satisfying.

Stress the point that it is not necessarily about the number of relationships and friendships we have; it is more about the quality. Sometimes, we can have close, healthy relationships with friends or family members who we do not get to see or talk to very often, but the quality of the connection is always fulfilling and satisfying.

Encourage students to begin thinking about the relationships they have with peers or Trusted

Adults who are from different cultures, ethnicities, races, gender identities, neighborhoods, and linguistic traditions from themselves. Do they have any cross-cultural or interethnic connections with people?

For the next five minutes, instruct students to take out the [Social Connection Barometer of Belonging worksheet](#) in their [workbooks](#) or a blank piece of paper (draw a sample continuum or barometer on the board for students to recreate).

Moving from left to right on the barometer, inform students that they will:

- Write down strategies that they can do to develop social connections and help build a socially connected community.

Optimistic Closure and Promise Challenge

Exploring the relationships in our lives is an ongoing process. It is helpful to remember that the simple ways of socially connecting to others that you added to your Social Connection Barometers of Belonging can make a big difference and make us and our peers feel good.

Explore More

In a Science, Technology, or Industrial Arts class, assign students the task of designing and building a Social Connections Barometer that can be displayed for other students and Trusted Adults to see and use.

Assign students the task of working in groups to create a one-to-two-minute video that teaches other students how to connect in simple, healthy ways. Host a video screening day where groups present the videos. Make it a festive occasion with popcorn and lemonade. If the school has a broadcasting system, ask the administration to play some of the videos to educate others on how to socially connect with peers.



Family Engagement

Send home a copy of the [Start with Hello Family Monthly Activity Guide](#) What ways do we like to be greeted?

What puts a smile on our faces?

Family life can involve a lot of rushing around. Sometimes, family members are all on different schedules. Other times, we might get so busy we forget to say “hello” or “good morning.” Invite students to initiate a Table Talk discussion with their families about greeting each other. Use the questions and prompts below as conversation starters:

- How do you like to be greeted when you come home from work? What makes you smile?
- When I come home from school/practice/my job, I like to be greeted by: _____.
- When I wake up in the morning and get ready to head out to school, I like to be greeted by: _____.



SAVE Promise Club Connection

Introduce Peer-to-Peer Presentations

Invite your school's [SAVE Promise Club](#) to present to your class on any upcoming *Start With Hello* or *Say Something* activities that students can participate in to help boost belonging and connection.





Social Connection Barometer of Belonging

Directions: Write down strategies you can use to create healthy social connections in school along the barometer continuum. Moving from left to right, start with very simple strategies, and move towards bigger actions or more complex strategies.



*A simple “hello”
or like a social
media post*

*Initiate a
back-and-forth
conversation*

*Ask or invite
to play a game*

*Forge a
friendship*



START WITH HELLO

PROMISE PLEDGE



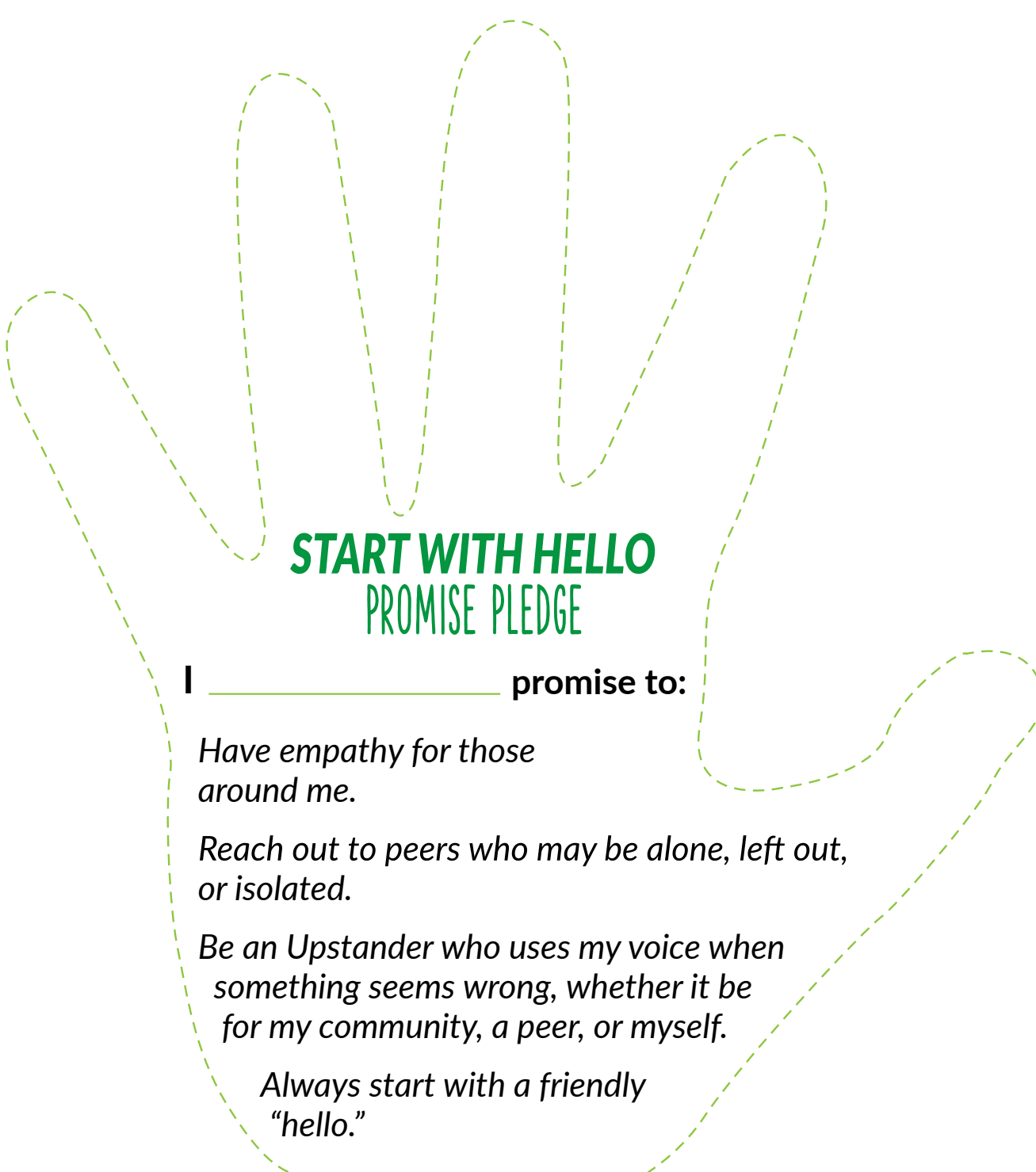
I _____ promise to:

Have empathy for those around me.

*Reach out to peers who may be alone,
left out, or isolated.*

*Be an Upstander who uses my voice when
something seems wrong, whether it be for
my community, a peer, or myself.*

Always start with a friendly “hello.”



START WITH HELLO

PROMISE PLEDGE

I _____ promise to:

Have empathy for those around me.

Reach out to peers who may be alone, left out, or isolated.

Be an Upstander who uses my voice when something seems wrong, whether it be for my community, a peer, or myself.

Always start with a friendly "hello."

SEE
SOMEONE
ALONE

REACH
OUT AND
HELP

START with
Hello



Table Talk Cards

TABLE TALK

How do you get rid of the hiccups?



TABLE TALK

If you could win a gold medal for any activity and be known around the world for that activity, what would you want it to be?



TABLE TALK

If you could control one element (earth, air, fire, water) what would it be and what would you do with that power?



TABLE TALK

If you were going camping in the wilderness for the weekend, what are the three most important things you'd need to take with you?



TABLE TALK

If you could transform temporarily into one animal, what would it be and why?



TABLE TALK

You've been chosen to audition for the show The Voice/America's Got Talent. What would you sing or what would you perform?



TABLE TALK

What's the simplest thing somebody can do to cheer you up at work when you're feeling down?



TABLE TALK

Subway, train, bus, car, truck, bicycle, skateboard, roller skates, motorbike, or Uber/Lyft. What's your favorite mode of transportation? Why?



TABLE TALK

What thing do you do every day that often goes unnoticed?



TABLE TALK

What's your favorite icebreaker question?



TABLE TALK

If people had theme songs, what would you want your theme song to be this week?



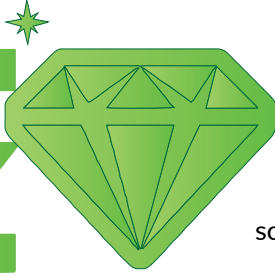
TABLE TALK

What's your favorite icebreaker question?





TREASURE HUNT



Start With Hello!

Work with a team to find *Start With Hello* treasures around your school community. Write down your team's answers in the boxes below.

Good luck and be creative!

Find a place where you can get help from a Trusted Adult.

Find a space where students could 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 reach-out and help others.

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

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.

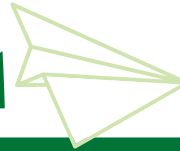
Team Choice: What other treasures are around the school campus will help keep the *Start With Hello* spirit growing!





Upstander-Grams

UPSTANDER-GRAM

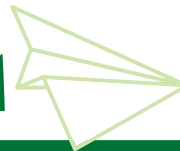


I AM REACHING OUT TO YOU TO SAY "HELLO!" AND THANK YOU FOR BEING AN UPSTANDER!

I appreciate you for: _____

This Upstander-Gram is delivered to you with a smile by: _____

UPSTANDER-GRAM



I AM REACHING OUT TO YOU TO SAY "HELLO!" AND THANK YOU FOR BEING AN UPSTANDER!

I appreciate you for: _____

This Upstander-Gram is delivered to you with a smile by: _____



Start With Hello Week

Meet-N-Greet Monday

Meet someone new and use your own personalized “Hello Style” to encourage connection and discussions.

- **Elementary:** Deliver a [Hello-Gram](#) to your peers.
- **Middle School:** Connect with others using these [Conversation Starters](#).
- **High School:** Use these [Table Talk Cards](#) to facilitate conversation between peers.

Upstander Tuesday

Recognize Upstanders who are thoughtful and take action to build a safer, more inclusive community.

- **Elementary:** Acknowledge Upstanders with this [Upstander Ribbon](#).
- **Middle School:** Share your *Start With Hello* [Why Story](#).
- **High School:** Reflect on these [Affirmation Cards](#) throughout the day.

Wear Green Wednesday

GREEN OUT! Wear green today as a symbol of unity, inclusivity, and solidarity with Sandy Hook Promise.

- **Elementary:** Make the [Start With Hello Pledge](#).
- **Middle School:** Create a Start With Hello [Photo Booth](#).
- **High School:** Host a Call-to-Action Week [Pep Rally](#).

Trusted Adult Thursday

Give gratitude and thank a Trusted Adult in the community.

- **Elementary:** Invite Trusted Adults in your community to attend a [Trusted Adult Mixer](#).
- **Middle School:** Go on a *Start With Hello* [Treasure Search](#).
- **High School:** Learn about what a Trusted Adult means to you by filling out this [Trusted Adult Turntable](#).

Know Your Classmates Friday

Celebrate Know Your Classmates Day by encouraging students to better know their classmates.

- **Elementary:** Get to know each other through this [BINGO card](#).
- **Middle School:** Create a [Connection Catcher](#) and ask get-to-know-you questions.
- **High School:** Develop new connections by sharing about your authentic identities with this zine [lesson plan](#).



The background of the entire page is a dark green color, overlaid with a pattern of lighter green pencils. The pencils are oriented diagonally, pointing towards the bottom right. They are scattered across the page, with some appearing more prominent than others.

SAY SOMETHING

Lesson Plans and Activities

Plan Your Say Something Journey

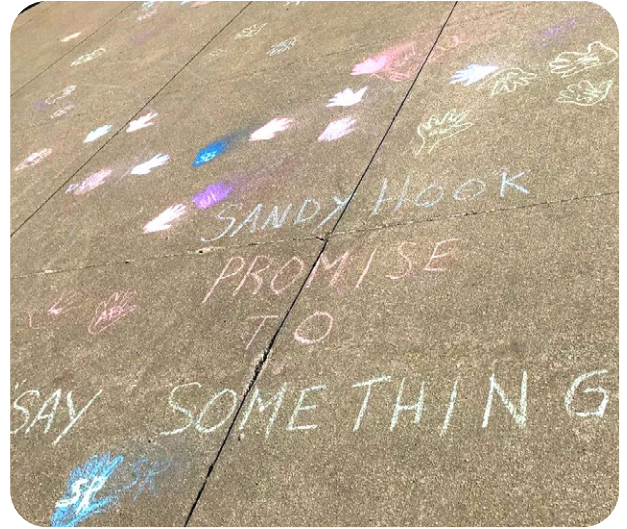


Who are the staff members we need to implement the <i>Say Something</i> cycle?			
☐ ☐ ☐ ☐		<u>Suggestions</u> ☐ School Mental Health Staff ☐ Teachers ☐ Administrators ☐ Youth Leadership or SAVE Promise Club Advisors	
What are the resources we need to use the <i>Say Something</i> cycle this year?			
☐ ☐ ☐ ☐		<u>Suggestions</u> ☐ SHP Training Video ☐ SHP Training Slides ☐ In-Class Activities ☐ Lessons	
What are the resources we need to use the <i>Say Something</i> cycle this year?			
☐ ☐ ☐ ☐		<u>Suggestions</u> ☐ Train: August ☐ Engage: Sept. Oct. and Jan. ☐ Celebrate: September ☐ Grow: June	
How will we define our goals for each of the next four stages?			
Train	Engage	Celebrate	Grow
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

Finding Trusted Adults in Our Communities

A BELONGING LESSON PLAN

ENGAGE



Lesson Objectives

Students will:

- Identify a Trusted Adult in the school.
- Define bias.
- Understand the role of a Trusted Adult as a support when encountering bias.

Standard Alignment

CASEL Focal Constructs and Competencies:

- **Identity and Self-awareness:** The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- **Collaborative Problem-Solving and Relationship Skills:** The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Social Justice Standards

- **Action 18:** I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.

Materials and Resources

- [Say Something Belonging Workbook](#)
- A strip of paper
- Interactive Storybook: Slide into *Say Something*
- Soft object, such as a beach ball
- Index Cards with Trusted Adults on campus
(Can be photos of adults or their names)

Grades

K-3

Estimated Time Needed

45 Minutes

Notes



Mindful Minute

Who is your anchor?

An anchor is something that is very heavy that prevents an object, like a boat, from drifting away. Now, let's think about someone in your life. Think about someone who helps you stay safe and secure, somebody who is like an anchor, keeps you safe, and doesn't let you float away. This person is like a superhero in your life:

- They're with you when things get tough, like when it's stormy and windy.
- They make sure you don't go in the wrong direction.
- They're strong and reliable, like a big, sturdy tree.



Imagine this special person when you take a big breath in and out. When you're feeling worried or don't know what to do, just think of them, like your own superhero anchor.



Student Connector

Friendship Heart Banner

- Give each student a heart they can write or draw on.
- Ask each student to write or draw three qualities they seek in a friend on their hearts (remind younger students of examples they can draw, such as - a heart can represent love, a smiley face can represent kindness, and a thumbs up can represent trust).
- Once completed, create a friendship heart banner. To do this, have a hole puncher available and some yarn or ribbon.
- Once the banner is complete, ask each student to share the three qualities they seek in a friend.
- In closing, ask students to hang up their Friendship Heart Banner somewhere in the classroom and to continuously think about all the ways they can actively be good friends to classmates.
- Have students sit in a circle with their hands up on their knees, one on top of the other with their peers. Instruct students that they will tag their neighbors hand and name an adult in their life that they care about.





Main Activity

Explain to students that trust is a big word.

Define trust as:

- **Trust:** A feeling of being sure about somebody or something that you can rely on.

“I Trust You with This Because”: Gather a soft object, such as a beach ball, that can be passed around the circle. Tell students to pretend the ball is something very valuable to you.

- Examples may include a cute puppy, a pot of gold, a bucket of their favorite food, a superhero, or a character from their favorite book.

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

*“I trust you with this _____
because_____.”*

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

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

Trusted Adults ID Cards:

In the index cards, place pictures of names of different school staff members. These can include teachers, counselors, nurses, librarians, custodians, assistant principals, principals, bus drivers, etc.

Display each Trusted Adult card to students, and project them if possible. As you display each card, tell the students a little bit about each person’s role in the school. Explain how each adult in these cards works to keep everyone safe and happy. Encourage students to think about which of the following adults they have talked to before and which of them makes them feel

comfortable to reach out to if they have a problem or need help. Remind students that it is okay if they are new to the school, and they may not have experiences in which they have felt like they can trust these adults just yet.

After introducing the different adults, give each child their own blank index card.

Ask them to copy the following onto their card
“My Trust Adult Is...”

Allow some time for students to reflect on all the adults they talked about. They will select one adult they feel comfortable reaching out to when they have a problem or need help. Once they have selected their Trusted Adult, have them draw a picture of them or write their name on their index card. Ask students to place a heart next to their drawing/name. This heart represents that they feel they can trust their Trusted Adult.

As students are holding their Trusted Adult cards, have them look at their card and write the following word on the board:

- **Bias**

You can describe bias to younger students as:

- *When someone treats others unfairly or differently because of things like how they look, their culture, or their background.*

Let the students know that bias is not fair, and it can make people feel upset or uncomfortable. Reference their Trusted Adult card again. Remind students that if they ever come across someone treating them unfairly due to bias, the Trusted Adult in their heart can help them with the bias they are experiencing or have seen.



Optimistic Closure and Promise Challenge

Close the lesson with a check-for-understanding. Refer to the essential question and ask students for their ideas and suggestions. Use the scripted language below:

Now that you have practiced some ways to talk to a Trusted Adult, how do you feel? Sometimes it's hard to talk to someone but today we started by practicing how to talk to someone and even share why we trust them. We also identified who the Trusted Adults in our community are. Think about what you learned today and let's try to answer the unit essential question. "Essential question" sounds like a big word, but really, it just means a BIG question that we try to answer together after we learn new things. Let's work on answering that BIG question together. What is belonging and how can I help others feel it?

Promise Challenge: Share your Trusted Adult ID cards with a friend. Talk about your Trusted Adult with them and ask them to identify the Trusted Adults in their community.

Explore More

Distribute or project **Circle of Trusted Adults** in the [Say Something Belonging Workbook](#). Refresh students' memories about all the people in the school who could be Trusted Adults: teachers, janitors, school counselors, principal, and librarian. Add other Trusted Adults in the school community to the handout. Ask students about other Trusted Adults that they would feel comfortable talking to. They may add coaches, front office staff, the school nurse, or an afterschool tutor.

Ask students to circle or point to the Trusted Adult on the [Circle of Trusted Adults Worksheet](#) that they're most likely to go to when they need to go to a Trusted Adult and "Say Something."

Family Engagement

Trusted Adult Poster: Discuss Trusted Adults over dinner. Create a family poster in which you write the names of all the Trusted Adults in your lives. Have students share why these people are Trusted Adults to them and have them even draw their photos on the poster. Share with instructors the completed poster.



Invite your SAVE Promise Club to complete the following activity with lower elementary grade levels.

Play the Interactive Storybook: Slide into Say Something: In the storybook, students learned a new definition for Trusted Adult and the different types of Trusted Adults that you can go to for help.

- **Trusted Adult** was defined as: **someone who will listen and help.**

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



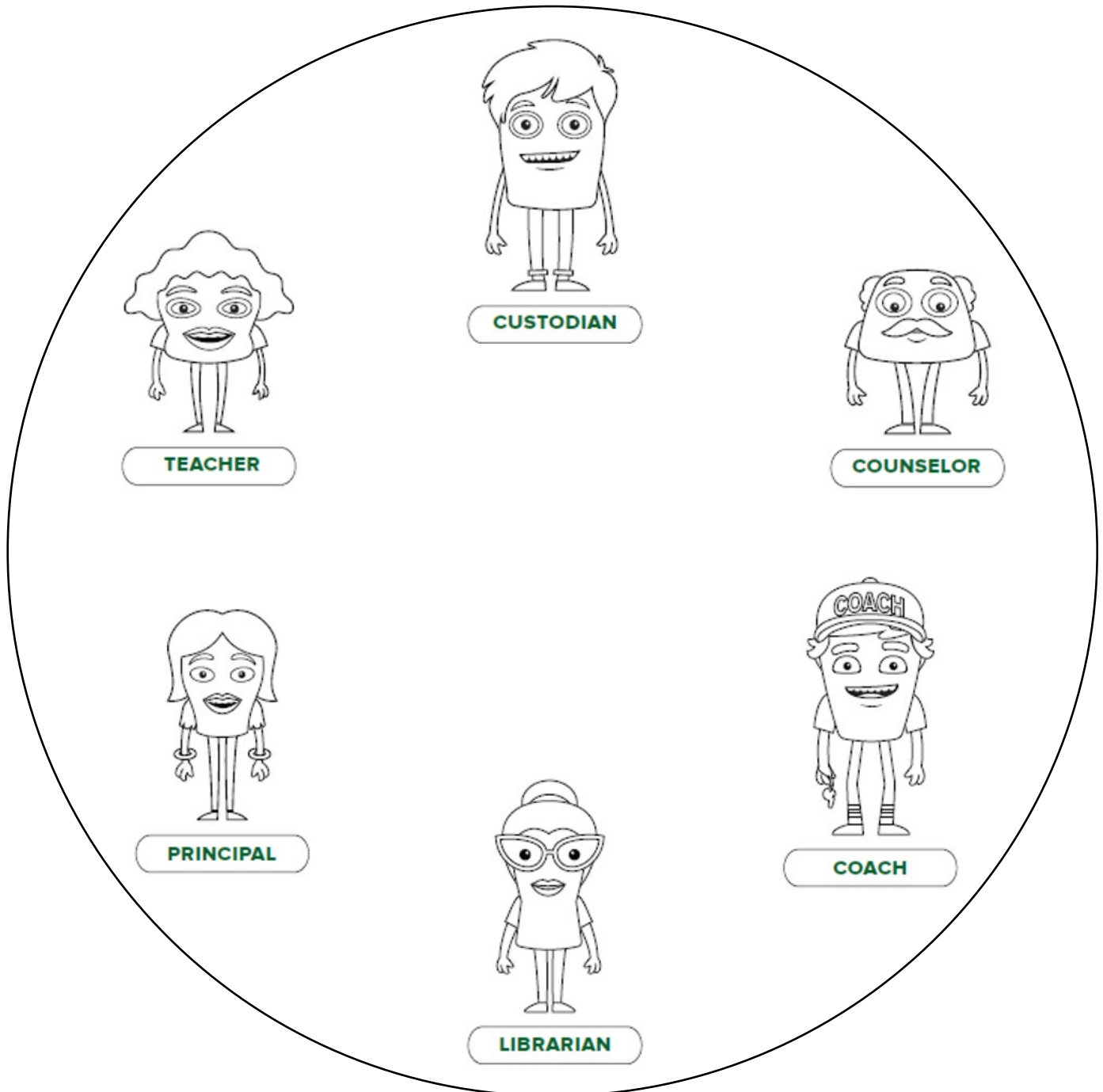
Trusted Adults ID Cards

Directions: Draw the Trusted Adults in your school. Under their drawing, write their name. If there are more Trusted Adults in your school who are not listed, draw a card for them too.

Teacher	Counselor	Nurse	Librarian
Name:	Name:	Name:	Name:
Custodian	Assistant Principal	Principal	Bus Driver
Name:	Name:	Name:	Name:
Cafeteria Workers			
Name:	Name:	Name:	Name

Circle Of Trusted Adults

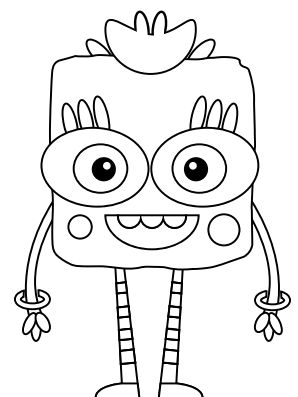
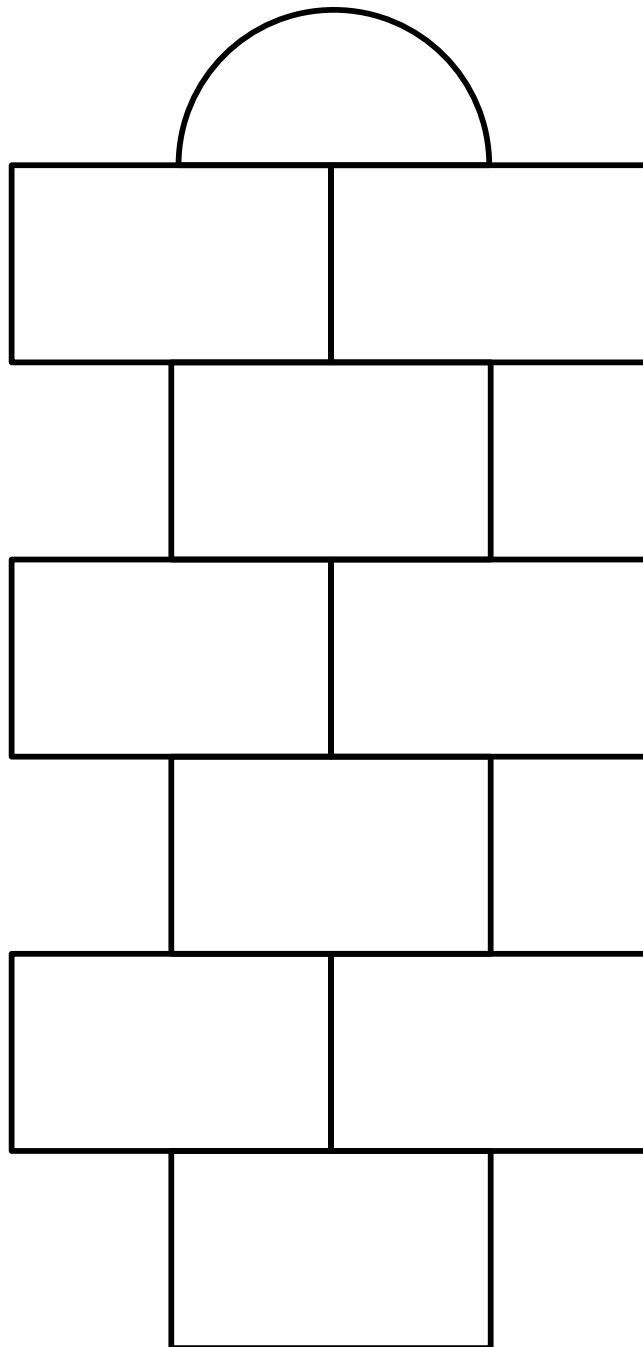
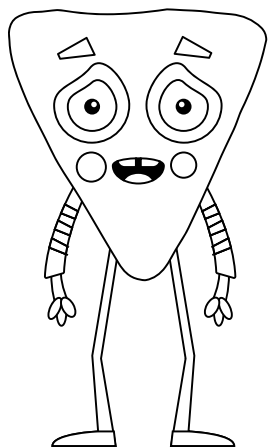
Directions: Circle the Trusted Adult that you are most likely to go to when you need to “say something”. Draw in other Trusted Adults in your community. When you are done, color your circle of Trusted Adults.



Trusted Adult Hopscotch

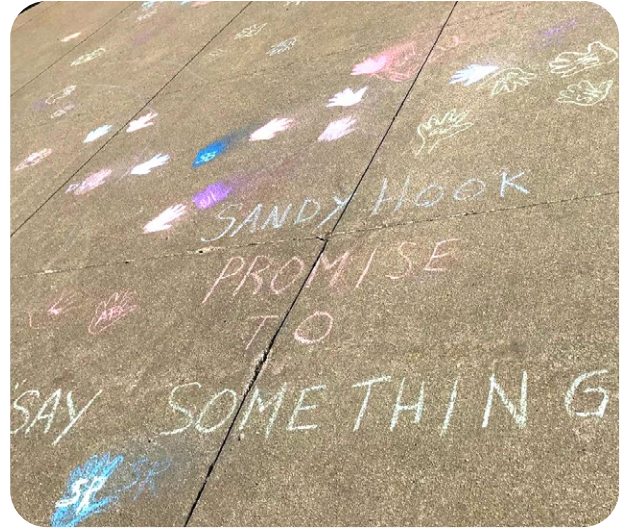
Directions: Create a hopscotch game! Place the picture of a Trusted Adult in each square. Try to create ten squares with the names of different Trusted Adults and make your own hopscotch grid, have fun!

My Trusted Adult Is...



Something Beautiful

AN IDENTITY LESSON PLAN



Lesson Objectives

Students will:

- Reframe negative thoughts into positive ones by repurposing them into a piece of artwork.

Standard Alignment

CASEL Focal Constructs and Competencies:

- **Identity and Self-awareness:** The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- **Self Management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Social Justice Standards

- **Identity 4:** Students will express pride, confidence, and healthy self-esteem without denying the value and dignity of other people.
- **Diversity 6:** Students will express comfort with people who are both alike and different from them and engage respectfully with all people.

Materials and Resources

- [Say Something Identity Workbook](#)
- Plain or colored paper for students
- A space to display artwork
- Stapler, thumbtacks, or tape

Note to Educator – The Student Connector activity must be completed to complete the main activity.

Grades

6-8

Estimated Time Needed

45 Minutes

Notes

Mindful Minute

Ask a student to lead the class in the following mindfulness exercise:

- Inhale for three seconds — Think about something beautiful and peaceful.
- Hold for three seconds — Reflect on how you can bring courage and joy into your day.
- Exhale for five seconds — React by breathing out anxiety and fear.



Student Connector

The purpose of this lesson is for students to let go of negative thoughts and emotions by converting that energy into something positive and uncover the beauty in themselves.

For this activity, students can use paper plates, color sheets of paper, or plain paper. At the top of the paper, students will write the meanest thing anyone has ever said to them. At the bottom of the paper, they will write the meanest thought they have ever had about themselves.

Circle Up

Opening

Tell your students that they'll be participating in a Circle Up activity. Use the Circle Up Norms and *Know the Signs* Agreement when available as reminders to practice speaking and listening skills. Arrange chairs or desks in a circle formation or invite students to sit in a comfortable position in an open space. It can surround a centerpiece of significance to the group/class. Reinforce that it is important that all students feel seen and heard during circle rounds, can participate or pass and are all important members of the circle community. Allow enough time for students to participate however they feel comfortable and encourage them to use the Circle Up Handout, located in their workbooks. Additionally, model the Circle Up procedures:

- Set up a centerpiece.
- Use "I statements."
- Use a talking piece.
- Actively listen and be present.
- Listen and speak without judgment.
- Set a time and topic for the discussion.

Activity

This activity can be conducted in one of two ways. Prior to beginning, please allow the class to choose which option they would prefer.

Option 1

- While standing in a circle, they will rip the paper with their hands and crumble the pieces up into multiple balls. They will toss their papers in front of them. During this activity, place emphasis on how ripping this paper symbolizes letting go of these negative words and thoughts. Have students share out how it feels to rip up and toss their papers on the floor.

Unfortunately, negative thoughts can return despite our attempts to let them go. Sometimes, even when we temporarily remove negative words and thoughts from our heads, they come back.

However, we can use them to help ourselves build up a positive identity.

- Instruct each student to pick up their crumbled paper and silently reflect on the words written on them. They will design and color their scraps of paper. Encourage students to get creative with a design that is a representation of themselves.

By collecting these hurtful words and repurposing them into something beautiful, we are attempting to reframe negative thoughts into positive ones. We also are disregarding negative thoughts entirely and building a new more positive self-identity.

Option 2

- c. While standing in a circle, they will rip the paper with their hands and crumble the pieces up into multiple balls. The whole class will toss their papers into the center of the circle. During this activity, emphasize how ripping this paper symbolizes letting go of these negative words and thoughts. Have students share out how it feels to throw their papers into the center.

Unfortunately, negative thoughts can return despite our attempts to let them go. Sometimes, even when we temporarily remove negative words and thoughts from our heads, they come back.

However, we can use them to help ourselves build up a positive identity.

- d. Instruct each student to pick up two random balls from the center and silently reflect on the words written on them. They will design and color their scraps of paper. This is where you could encourage students to get creative with a design that is a representation of themselves.

By collecting these hurtful words and repurposing them into something beautiful, we are attempting to reframe negative thoughts into positive ones. Also, we are disregarding negative thoughts entirely and building a new more positive self-identity.

Closing

Sometimes it's going to feel hard to "say something" when a peer/classmate is showing warning signs. A student might even feel uncertain, uncomfortable, regretful, mad, or anxious immediately before and after having taken the courage to "say something". However, we can apply this same strategy and reframe negative feelings and thoughts into ones of empowerment.

To close the Circle Up, ask students to give a shout out to one of their classmates who made a comment that resonates with them.

- I appreciate _____ for sharing with us today.
- Way to go _____ I like your idea.
- Thank you for sharing your opinion_____.
- Give finger snaps or air high-fives or fist bumps in place of verbal appreciation or affirmation.

**Main Activity**

As a class, combine all the scraps of paper to create something beautiful. This could range from gluing or stapling the scraps of paper onto a larger piece of paper and arranging them in a way that shows belonging. Students can create a tree, like the Sandy Hook Promise logo, a butterfly to demonstrate personal transformation, a flower blooming to show joy, or a school mascot to show togetherness.

Sometimes "letting go" is much easier said than done and these negative thoughts can come back over and over. We may struggle to convert these negative thoughts into positive thoughts by ourselves. That is okay! This is when we can reach out and "say something" to a Trusted Adult who may be able to help us turn the negatives into positives.

We are turning hurtful words and negative thoughts into something beautiful by transforming these scraps of paper.

Journal Time

Have students **Think-Reflect-React** to the following prompt in their workbooks:

- How else can we rid ourselves of negative words and transform them into positive ones?

Remind students about the protocols for a Think-Reflect-React:

Think: Think about this activity.

Reflect: Consider an alternative way we can rid ourselves of negative words.

React: Share or show your reflections.
Optimistic Closure and Promise

Optimistic Closure and Promise Challenge

Thank students for participating in today's activities and for being so vulnerable in this space. Let students know that you are proud of how they worked together to truly create something beautiful.

Promise Challenge

Write down all your special qualities, talents, and characteristics that make you unique. Spend 15 minutes reflecting on this every day this week.

Lesson Extension and Explore More

Encourage students to contribute to their Gratitude Jar Handout located in their workbooks. Then, have them reflect on the items they previously placed inside the jar.

Explore More

Empower students to organize a *Say Something* rally, stroll, or parade. Check out this resource for more ideas on this:

- [Plan a Say Something Pep Rally](#)

Family Engagement

Inform families of today's Promise Challenge. This is a great opportunity for students to share their special qualities with their loved ones. Take it one step further and encourage families to share the characteristics that make them unique with their children. Have students share their families' special qualities the following day during a Circle Up.



Belonging Gratitude Circle Up

A BELONGING LESSON PLAN

ENGAGE

Lesson Objectives

Students will:

- Explain the meaning of gratitude and express gratitude to oneself and Upstanders and Trusted Adults.
- Facilitate a student-led gratitude Circle Up.

Standard Alignment

CASEL Focal Constructs and Competencies:

- **Identity and Self-awareness:** The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- **Belonging and Social Awareness:** The abilities to experience acceptance, respect, and inclusion within a group or community. Building communities steeped in belonging involves understanding the perspectives of and empathizing with others, including those from diverse backgrounds, cultures, and contexts.

Social Justice Standards

- **Identity 1:** I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.
- **Diversity 9:** I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.

Materials and Resources

- [Say Something Belonging Workbook](#)



Grades

9-10

Estimated Time Needed

30-45 Minutes

Notes

Mindful Minute

Silent Gift of Gratitude

Sit comfortably in your seat. Take a gentle inhale and exhale. Think of someone who reached out and helped you recently. As you touch your heart, take a gentle inhale and exhale and express your appreciation to the person silently.



Student Connector

Gratitude Gift Box Scramble

Refer the class back to the core *Say Something* student training and the vital step of connecting to a Trusted Adult. Each student should have at least one Trusted Adult to turn to in the school community. Ask students to open the Gift of Gratitude worksheet in the [Belonging Unit Student Workbook](#). Encourage students to do the tasks listed below. Ensure that students are given adequate space and time to reflect, write, and share. Once students have written gratitude statements. Set a timer for the gratitude scramble.

In the Gratitude Gift Box, write a quick note of appreciation to a Trusted Adult who has helped you recently. Gratitude words like grateful, thankful, appreciative, blessing, glad, and happy may be helpful as you write.

Next, get ready for a gratitude scramble. Pair up with a classmate. Within one-minute, each person in the pair shares:

Something I appreciate about my Trusted Adult...

Something I appreciate about you ...

An important note is that students do not need to divulge the name or identity of their Trusted Adult. The student connector goal is to get students more comfortable sharing and expressing gratitude and appreciation for Trusted Adults and one another.



Main Activity

Circle Up

Prior to the start of the class, set up chairs or desks in a circle and have a centerpiece and talking piece ready for the activity. Refer to the [Circle Up Playbook](#) for further details on the Circle Up process.

The practice of gratitude can have positive effects on mental and physical health. Research shows that gratitude can serve as a protective factor against life stressors and adverse experiences, like trauma (Liau et al., 2018). Before starting the Circle Up, provide a definition for gratitude:

- *Gratitude is noticing and appreciating positive things and people in your life.*
- *Gratitude is an emotion. It is giving thanks for things, people, experiences, and places.*

Pause for students to think-reflect on the definitions. As a quick check for understanding, instruct students to turn-and-talk with a classmate near them. Take turns paraphrasing the definitions to one another in one's own words that helps give deeper meaning to the term "gratitude."

Next, begin the circle discussion. Ask a student or two to be the main facilitators for this student led Circle Up. When possible, the educator becomes a passive participant and simply observes the discussion. Intervene only when the facilitator(s) requests support.

Review the *Know the Signs Agreement* and/or [Circle Up Norms](#).

Using a talking piece and a one voice, one mic policy, begin the discussion.

Opening

Ask the group to check in with their emotions and body. How are they feeling today? Using a tool like the Mood Meter, Feelings Wheel, or Feelings and Needs Inventory as a reference. Take a moment to stretch, breathe, get comfortable so that everyone feels they can comfortably enjoy the discussion and participate in any way that they can.

Circle Round #1

Think of a bridge that is familiar to. What purpose does it serve?

What does a bridge symbolize to you?

Who are some Upstanders and Trusted Adults in our school and community who 'build bridges?'

Circle Round #2

Do you believe we have created a community of connection between students and Trusted Adults?

What else can we do to strengthen these bridges?

Circle Round #3

Who is someone that builds bridges, helps keep our community safe, and promotes kindness and connection, that you would like to express gratitude to today?

Moving counterclockwise around the circle, if comfortable, take a moment to acknowledge that Upstander or Trusted Adult aloud.

Closing

Gratitude can be a powerful force. Give yourself gratitude to close today's circle. Moving counterclockwise around the circle, state one thing that you are thankful for about yourself.

I am thankful that I can _____.

I appreciate myself because I _____.

I am grateful that I have _____.

Optimistic Closure and Promise Challenge

If time permits, ask students to respond to the "what sticks with you" prompt and unit essential question on the last two pages of the [Belonging Unit Student Workbook](#). Now that the unit is completed, encourage a few volunteers to share their responses to the essential question aloud:

Building Bridges: How do we know when we have created a community of connection between students and Trusted Adults?

Lastly, express your own gratitude for participation in the Circle Up. Give students a Promise Challenge to tell a friend or teacher that you appreciate them within the next twenty-four hours.

Lesson Extension and Explore More

Research has shown that gratitude can have positive effects on well-being. Take the gratitude Circle Up one step further by dividing the class into groups and asking them to design their own Gratitude Circle Up using the template on page 13 of the [Circle Up Playbook](#).

Family Engagement

Encourage students to write notes of gratitude and appreciation to family members (siblings and cousins), neighbors, and community members who have been helpful or brought a smile and laughter to their day.



As an authentic project-based learning experience, propose that your class(es) organize a school-wide Gratitude Day. Ask for the help of your school's SAVE Promise Club to launch a day of Gratitude Circle Ups and sentiments of kindness and appreciation.

References

Liau, I., Baelen, R. N., Borah, R. F., Yu, A., & Colby, A. (2018). Gratitude for teachers as a psychological resource for early adolescents: A mixed-methods study. *Journal of Moral Education*, 1–18. <https://doi.org/10.1080/03057240.2017.1415872>



Say Something Safety Net Card



Come Across a Warning Sign Or Threat?

Trusted Adult Name:

Trusted Adult Email:

Where to find my Trusted Adult:

Emergency Numbers:



Come Across a Warning Sign Or Threat?

Trusted Adult Name:

Trusted Adult Email:

Where to find my Trusted Adult:

Emergency Numbers:



Come Across a Warning Sign Or Threat?

Trusted Adult Name:

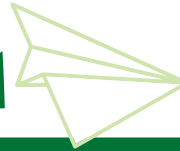
Trusted Adult Email:

Where to find my Trusted Adult:

Emergency Numbers:

Upstander-Grams

UPSTANDER-GRAM

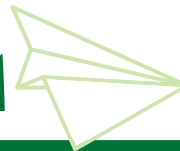


I AM REACHING OUT TO YOU TO SAY "HELLO!" AND THANK YOU FOR BEING AN UPSTANDER!

I appreciate you for: _____

This Upstander-Gram is delivered to you with a smile by: _____

UPSTANDER-GRAM



I AM REACHING OUT TO YOU TO SAY "HELLO!" AND THANK YOU FOR BEING AN UPSTANDER!

I appreciate you for: _____

This Upstander-Gram is delivered to you with a smile by: _____

Pocket Cards

I am confident	I am brave	I am important
I am special	I am enough	I am worth it
I can be a positive leader to others	I am proud of myself and my accomplishments	Mistakes help me learn and grow
I am a problem-solver	I will do great things today	My brain and body are strong
My brain and body are powerful	I am capable of doing hard things	We can always begin again

I love myself	I am beautiful and strong	I can ask for help when I need it
I have great ideas	I am loved	I have people who love me
I am a good friend	Today, I will be kind to myself	I am a kind friend who looks out for others
I am brave, and I notice when someone is alone	I have the power to be a friend to someone who is alone	I can make a difference by seeing and caring about others
I have the courage to be a friend and offer help	I am courageous and I can offer to reach out to someone who is having a hard time	I am friendly, I can make conversation with others
I have the power to create a friendly, inclusive environment	I chose to Say Something and spread kindness to everyone	fill in your own

Week Activities



SAYSOMETHING

Say Something Week 5 Daily Themes & Suggested Activities

1 | MAKE A DIFFERENCE MONDAY

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

- Make the "I Promise to *Say Something*" [Pledge](#).
- Learn the warning signs to prevent violence with a *Say Something* training.
- Screen and host a Circle Up for a [Sandy Hook Promise PSA](#) to talk about the violence prevention.
- Launch the new [Say Something Animated Series](#) for grades K-5.
- Distribute *Say Something* Safety Cards.
- Run a week-long *Say Something* student voices contest. Invite youth to create spoken word inspired by core *Say Something* messages, drawings, collaborative displays, and [celebratory ways to engage youth](#).



4 | TRUSTED ADULT THURSDAY



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

- Reach out and tell your Trusted Adult you will go to them with warning signs.
- Make and post a video that gives a shout-out to your Trusted Adult.
- Give a certificate or a [sign](#) to a Trusted Adult.
- Thank a Trusted Adult with a [note](#) or letter.
- Create a Trusted Adult Celebration Bulletin Board. Ask Trusted Adults to post a childhood picture on the board and give students the challenge of matching the childhood picture with the name of the Trusted Adult.
- Organize a "Dress Like Your Trusted Adult" Day.

2 | UPSTANDER TUESDAY

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

- Give appreciation to an Upstander with this [certificate](#).
- Learn strategies to move from being passive Bystanders to proactive Upstanders!
- Be an Upstander by joining your [SAVE Promise Club](#) or starting one!
- Youth, use your voice for change with the creative help from the advocacy kits on this [page](#)!



5 | UNITY FRI-YAY!

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

- Wear green and post your green unity!
- Host a *Say Something* Pep Rally.
- Organize a *Say Something* Stroll.



3 | WHO'S WITH ME WEDNESDAY

- Create a peer support network.
- Set-up a Photo Booth to celebrate new connections and peer support networks.
- Learn about the warning signs of youth who may be at risk of harming themselves.
- Set up a "Take What You Need" bulletin board chock-full of mental health tips and supports.



CONNECT ON SOCIAL!

[#SaySomethingWeek](#)
[#SaySomethingSavesLives](#)



There are so many ways to see and share *Say Something* Week's creative and engaging activities with other educators, students, and schools. Use this social media kit for some ready-to-go graphics to promote your *Say Something* activities.



Share your activities with us!



@sandyhookpromise



@sandyhookpromise



@sandyhook

Email: programs@sandyhookpromise.org