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DEAR EDUCATOR,

Too often after an act of youth violence, facts come out that friends suspected or knew something was going to happen, but didn’t know what to do with that information. In fact, in 4 out of 5 school shootings, at least one other person knew of the shooter’s intent, but said nothing. Additionally, 7 out of 10 people who complete suicide told someone of their plans or gave some type of warning or indication. Imagine how much tragedy could be averted if these individuals said something?

The Say Something program raises awareness and teaches students to recognize warning signs, signals and threats; and to “Say Something” to a trusted adult. Through classroom discussions, school club activities and school-wide events, Say Something educates and empowers students to look out for each other and be an upstander. While this guide is primarily dedicated to the work that you can do in your classroom, we have other resources that may be helpful in creating a more robust program in your school and in your community. Please visit www.sandyhookpromise.org/saysomething for access to additional resources.

This guide’s objective is to assist you in facilitating discussions and ongoing activities to equip your students with the knowledge and power to prevent tragedies and protect a friend from hurting themselves and/or others. The guide includes classroom objectives, discussion questions, key messages, activities, extension options and additional resources.

Thank you for joining the hundreds of schools and youth organizations from across the country to bring the power of Say Something to more young people. By building a culture of looking out for one another and reporting possible threats of violence when someone sees, reads or hears something, entire communities will become safer and lives will be saved.

Sincerely,

Mark Barden (Daniel’s Dad) & Nicole Hockley (Dylan’s Mom)
Managing Directors, Sandy Hook Promise
ACKNOWLEDGEMENTS

Say Something is the result of a collaborative effort from people of all walks of life – educators, community leaders, social workers, parents who have lost loved ones due to violence and people who simply want to make our schools and neighborhoods safer.

We want to acknowledge the extremely valuable input and support we’ve received from educators, who helped ensure that this program has impact, is easy to use and integrate into a school’s activities and truly benefits teens and adolescents. Our most sincere thanks goes to: Dr. Dewey Cornell, Dr. Reid Meloy, Dr. Kathryn Seifert, Jen Bankard, Jackie Barden, Frank LaBanca and Christine & Matt Risoli.

We also want to thank our many partners, as well as our staff, who helped collaborate and review, donating their time, ideas and resources to help Say Something come to life. Our deepest gratitude goes to BBDO NY, Baker Design (MN) and CarrotNewYork.

ABOUT SANDY HOOK PROMISE

Sandy Hook Promise exists to stop (gun) violence before it starts. Led by several families who lost a loved one in the Sandy Hook School shooting on December 14, 2012, in which 20 first-graders and 6 educators were killed, we are a national non-profit organization focused on a programmatic approach to violence prevention. We strongly believe that gun violence is preventable – whether the violence is based on self-harm or harm to others – and assert the best way to prevent tragic actions is to identify, intervene and get help for people who may be at-risk. We know that the vast majority of people we are helping will not become violent. While our prevention programs will help that small percentage that can do so much damage, we are also helping many, many other students and children who need assistance.

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 gun violence.
OVERVIEW

Say Something includes an Educator Guide, Student Guide and informative Parent Brochure, as well as a video and presentation that can be facilitated in the classroom or at an assembly. The presentation teaches students the three essential steps to Say Something:

1) Recognize warning signs, signals & threats.
2) Act immediately, take it seriously.
3) "Say Something" to a trusted adult.

The Student Guide may be used by students in or out of the classroom to take an active role in leading others through the Say Something program. This Educator Guide complements the Say Something presentation and allows you to continue the conversation or go further within the classroom.

INTENDED USE

We recognize that it can be difficult to fit more instruction into a school day or youth meeting. For that reason, this Educator Guide has been designed to be flexible. For each part of the Educator Guide, there are objectives, discussion questions, key messages, activities and extension options. Teachers may pick and choose which elements of the guide they would like to use. Each element can stand on its own or be combined to provide more depth to 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.

Because so much of the guide is built around discussion, there are also several tips and resources for fostering connected and inclusive discussion in the classroom. At the end of the guide, you’ll find an appendix with all of the resources necessary to bring this to life in your classroom.

Though this guide has been written for educators to use in a school environment, the guide and its activities can be easily adapted for use in any community or youth organization.

Educator Guide Objectives

1 Students will examine the importance of reducing violence, threats and tragic consequences and creating safer, healthier schools and communities.

2 Students will engage in activities to reduce violence, threats and tragic consequence and create safer, healthier schools and communities.

3 Students will be empowered to “Say Something” to reduce violence, threats and tragic consequence and create safer, healthier schools and communities.

Length of Time

In most cases, the Say Something presentation can be completed in 20-40 minutes. You may decide to break the lesson into several sections that fit with your available time and academic activities. The program is easily adaptable and flexible to match your needs.

After you have completed the initial training, there are many ways to ensure the lessons learned from Say Something are sustained within your school, including ongoing activities and/or embedding Say Something content into an existing or new student club. Our hope is to see Say Something become an ongoing effort to create a culture where we care for each other and take action to get help when we see or hear warning signs, signals or threats. For more information and assistance, please reach out to programs@sandyhookpromise.org.

Grade Levels

This guide is targeted for grades 6-12.
Looks at the issue of violence and self-harm by examining real examples. By providing useful statistics, it also explores the depth of violence in our schools, reminding kids that schools are safe places, though there is room for improvement and they can be part of that.

2 RECOGNIZE WARNING SIGNS, SIGNALS AND THREATS
Teaches students how to identify and understand the difference between warning signs, signals and threats and explore personal experiences they may have had with any of these.

3 ACT IMMEDIATELY. TAKE IT SERIOUSLY
Explores how to take action and the barriers that may exist. Teaches students the need to act immediately and why it is better to be an “upstander” rather than a “bystander”.

4 WHAT STOPS ACTING IMMEDIATELY
Continues to explore how to take action and the barriers that may exist. Teaches students the differences between getting someone in trouble versus getting them help.

5 “SAY SOMETHING” TO A TRUSTED ADULT
Students will identify trusted adults they can approach and practice asking for help. They will also hear success stories of Say Something in action and make their personal pledge to “Say Something.”

6 CARRY IT FORWARD
Lists short and long-term activities that students can deliver within their school or community, empowering them to teach others why it is important to “Say Something.”

BEFORE YOU BEGIN
Talking about violence and how to prevent it can be a sensitive issue. It is likely that your students or you yourself, may have experiences similar to what is being discussed in the program or know of someone who has. Speaking about potential violence and threatening behavior may make some students and adults feel anxious. It is important that you are prepared for this potential outcome and remain observant of your students’ reactions.

We recommend you ensure a local or school-based social worker, counselor or psychologist is aware of the content and the dates you will be presenting. If any kids have a personal reaction to the program and need to talk, having these experts on standby could be very beneficial. As you prepare to teach Say Something you may wish to remember your personal experiences with threatened violence – how it made you feel, what action you took or didn’t take and what the impact was. If you are comfortable, don’t be afraid to share personal experiences with your students. It is important that your students see how you relate to the material and that it is also important to you. For this reason, we also strongly suggest you view all accompanying videos before showing it to adolescents and teens and consider your reactions to the stories, as well as potential reactions from your audience.

Integrating Say Something into your school or community culture is an important life lesson. Activities suggested throughout this guide can help align the program with your curriculum and satisfy requirements, 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.
In this section students will work to understand the issue of violence and self-harm by examining real examples. By providing useful statistics, it also explores the depth of violence in our schools, reminding kids that schools are safe places, though there is room for improvement and they can be part of that.
How safe are schools?
- Contrary to many news reports and rumors, there is not an epidemic of violence – it is quite the opposite. Schools are one of the safest places to be in a community. However, they are not immune to violence and threats can result in tragic consequences. There is room to improve and you can be a part of that.

How do we keep schools safe?
- Schools have safety and security procedures and staff work closely with public safety experts (local law enforcement, emergency responders etc.) to keep everyone safe. There are also steps you can take to protect yourself, classmates and community and help prevent violence, suicides and threats.

How can we create safer, healthier schools and communities?
- Research supports that in many instances of violence, suicide and in making threats, individuals often show warning signs or even tell others what they are feeling and/or what they want to do BEFORE they do it. This is called “leakage”. By teaching you how to look for these warning signs, act immediately and “Say Something” to an adult, we can and will get better at reducing violence and threats and reducing tragic consequences.

How can you make a difference?
- We can all help keep our school safe – this is the main point of Say Something. No student should feel helpless – we can all be observant, look out for each other especially on social media and tell a trusted adult if we see or hear anything that makes us uncomfortable or frightened.
1.1 HUMAN BAROMETER ABOUT LIFE ONLINE

Classroom Objective:
Students will explore their attitudes about social media and experiences online. They will also learn how they can help prevent violence and suicide or other acts of self-harm and create safer, healthier schools and communities by looking out for each other especially on social media.

Materials Needed: "Human Barometer" Statements / Say Something Fact Sheet

Approximate Time: 20 minutes

Activity Instructions:
1. Label one side of the room "Agree" and the other side "Disagree."
2. Ask students to gather in the center of the room.
3. Read each of the Human Barometer statements below and instruct students to walk to the side of the room that represents their opinion.
   - You can be close friends with someone you talk with online but have never met in person.
   - What happens online affects life in school.
   - You can know everything about a person from what they post online.
   - Social media creates more drama and conflicts between friends.
   - Most people behave differently online than in person.
4. Choose a volunteer or two from each side to explain their point of view before moving on.
5. Discuss with students that they read, hear and see things that other people, especially the adults in their lives, can’t. This is why it’s important to be observant and learn to interpret warning signs, signals and threats and "Say Something" to a trusted adult.
1.2 LISTENING CIRCLE*

Classroom Objective:
Students will identify how they can help prevent violence/suicide and create safer, healthier schools and communities by looking out for each other especially on social media.

Activity Instructions:

1. Ask students to read, watch or review the Say Something video and statistics about violence/suicide and schools.

2. Ask students to say a number that stood out to them from the presentation. You can arrange the classroom as a whole-class discussion or arrange small-groups for discussions. After each student has shared their response with their group or class, follow up by asking the group what do these numbers show us about the power of Say Something?

3. After presenting the Say Something video, ask students to spend a few minutes writing a short response to the prompt.
   - What is one thing we could do – individually, as a classroom, as a school or as a community – to address this issue?

4. Provide students with enough time to gather their thoughts. Then, invite students to share their responses in a whole group circle discussion. Arrange for students to sit in a circle and ask for a volunteer to begin. Each person that follows can opt to share their idea or pass. Instruct all students to listen respectfully. In a listening circle, the goal is to listen to each other’s ideas, not to debate or ask follow-up questions. The activity is over once all students have had a chance to speak.

* Activity adapted from resources for schools made available by the Morningside Center for Teaching Social Responsibility. For more information on leading circle discussions and introducing restorative practices in your school, visit their website: www.morningsidecenter.org
In this section we define and explore the differences between warning signs, signals and threats, using examples for better understanding.
What are warning signs, signals and threats?

**WARNING SIGNS:** Are thoughts, feelings and behaviors that indicate a significant change. General warning signs can include: significant personality change, withdrawal from others, loss of interest in previously enjoyed activities (e.g. sports/clubs), low school interest, low tolerance for frustration, poor coping skills, lack of resiliency, can’t come to terms with rejection, will not forget or forgive those wrongs of people, blames others for own failures, negative role models, dehumanizes others, excessive feelings of isolation or rejection, hopelessness, marked changes in patterns of eating and/or sleeping, excessive crying/sadness, dramatic change in physical appearance, extreme mood changes, excessive anger, violent thoughts and/or aggressive behavior, impulsive and chronic intimidating, bullying and/or hitting, thoughts or plans of harming self or others, fear of riding the bus-going to school.

**SIGNALS:** Are gestures or actions that transmit information which can be either overt or vague in nature. Some common signals may include: giving away prized possessions, rigid beliefs / ideologies, weaponry fascination and/or fascination with and writings/drawings on death, dying or gruesome events including past school shootings/mass murderers, attempts to recruit someone to join the attack, warning a friend to stay away from school on a certain day, bragging about the upcoming attack, bragging about access to weapons.

**A THREAT:** Is any communication (in person or online/written) which has the intent to harm someone. Threats can be made directly to an intended victim or to third parties. Some common threats may include: a student comments favorably on a school shooting stating that “Somebody should do that here”, “Life isn’t worth living”, “Someone should blow this place up”, “I am going to beat her to a pulp”, “You’d be better off without me” and “If I see you tomorrow”.

Where are they found?

- Social media is a primary source of signs, signals and threats followed by hallway, lunchroom and classroom.

In what form are they found?

- Warning signs, signals and threats can be found in all forms of communication including spoken, photos, videos, written, gestured, actions and behaviors.

What if I see warning signs that aren’t just about violence, suicide or threats?

- By making the time to “Say Something”, we can help many people that may be suffering from other issues, not just individuals who may become violent or suicidal. It is important to remember that people with mental health issues are not likely to become violent. Less than 10% of violence in society comes from someone with a mental illness. You can help anyone you see who is in need of help. For example, students who are affected by any of the following will also display at-risk behaviors. You can “Say Something” and get them help. • Bullying • Substance abuse or addiction • Verbal and/or physical abuse • Sexual violence and/or relationship abuse • Eating disorders • Mental health issues

Notes for above: National Institutes of Health (US); Biological Sciences Curriculum Study. Bethesda (MD): National Institutes of Health (US); 2007. Peter Langman’s website with school shooter database: https://schoolshooters.info/
Classroom Objective:
Students will examine how we interpret messages in person and online and discuss scenarios.

Materials Needed: Cut out picture topics - pride, anger, fear, confusion, excitement, loneliness

Approximate Time: 30 minutes

Activity Instructions:

1. In an open space, divide the classroom into groups of five or six and ask each group to create a scene that represents these emotions.

2. Give each group one of these words to interpret. Once the group has created a scene, ask them to hold still for a moment. This is their frozen picture.

3. Instruct all participants to think about what their faces and body language are expressing. How are they communicating this emotion?

4. Have each group present their frozen picture to the class and have others guess which emotion is being depicted.

Debrief the activity with the class by asking at least one of the following questions:

- What did you notice about the frozen picture?
- Did everyone express the emotion the same way? What were some of the differences?
- How did you interpret emotions in the game? How is this similar or different to interpreting messages you receive from friends in texts, chats and social media?
- How might these emotions look in a text, on social media, in a video game?

5. Explain that looking out for warning signs, signals and threats is important. By being more observant and taking the time to figure out the messages we see, hear and read we can help prevent violence/suicide and get help for someone who needs it.
2.2 WHERE TO LOOK

Classroom Objective:
Students will analyze what warning signs, signals and threats look like on social media.

Materials Needed: “Warning Signs, Signals and Threats on Social Media—Where to Look” Handout (Resource #1, page 31)

Approximate Time: 20 minutes

Activity Instructions:
1. Review the real-life examples of threats made on social media from the Say Something PowerPoint presentation.
2. Ask students to work with a partner to answer the questions on the Where to Look handout.
Debrief that activity by discussing the following questions:
  • Where are these images from?
  • What do these messages and images have in common?
  • How are these messages and images different?
  • How does it make you feel when you read these messages or see these images?

EXTENSION options:

MATH: Conduct an anonymous poll to collect data about social media patterns in your school and community. Consider sharing the collected data along with analysis with your school. Students can then make recommendations for how to care for each other online that are based on actual findings.

ENGLISH/SOCIAL STUDIES/HEALTH: Write an argument for why good (responsible) behavior also applies to online communities. Why is this a community issue and not just each person’s individual responsibility? Arguments could take the form of a formal essay, editorial, advertisement, letter to the editor or written speech.
PART 3 – ACT IMMEDIATELY. take it SERIOUSLY!

Explores how to take action and the barriers that may exist. Teaches students the need to act immediately and why it is better to be an “upstander” rather than a “bystander.”
DISCUSSION QUESTIONS AND KEY MESSAGES

When should you act?
• When you see, hear or read a warning sign, signal or threat, act immediately and seek help.

Why do I need to act immediately and take ALL threats seriously?
• Too many students, schools and communities have learned painfully that they should have acted sooner to get an individual help.
• Let the experts assess the sign, signal or threat. Remember there is no "entry age" and individuals often announce their planned actions.

Why didn’t they “Say Something?”
• Too many times we hear of students who knew something and did not ACT because they felt: “We all spoke to him and he said he would never carry out that threat,” “I thought someone else would tell someone,” “They are too young to hurt themselves or others,” “He’s just seeking attention. It’s not real,” “I was waiting for the right moment to say something,” “I wanted to talk to other friends first.”
• These quotes and too many like them, are from students whose friends committed a violent act, completed suicide or other major threat that ended in tragedy, generating significant fear and anxiety within their schools. They did not act on a serious threat.

Why is it better to be an upstander than a bystander?
• A bystander passively observes but does nothing. An upstander observes and takes action. When it comes to Say Something, be an upstander. Telling a trusted adult when you hear or see a warning sign, signal or threat can be extremely powerful. When you act, you could end up saving someone’s life or the lives of others. When you do not act, you risk losing a friend or classmate.
Classroom Objective:
Students will define warning signs, signals and threats and identify examples.

Materials Needed: "Recognizing Warning Signs, Signals and Threats" Handout /Chart paper (Resource #2, page 32)

Approximate Time: 20 minutes

Activity Instructions:
1. Ask students to work with a partner to identify two examples of warning signs, warning signals and threats.
2. Ask students to choose one example and discuss how they interpreted the message using the questions at the bottom of the page.
3. Debrief the activity with the class by asking at least one of the following questions:
   - Have you heard of the terms warning signs, signals and threats before? In your own experience, have you come across any of these?
   - Why should we learn to identify warning signs, signals and threats?
   - What are some strategies we can use to look out for each other and keep Say Something top of mind?
   - Do you think looking out for each other is natural or do you think it has to be practiced? Explain.
   - If you think it has to be practiced, how can we do that?
Continues to explore how to take action and the barriers that may exist. Teaches students about the differences between getting someone in trouble versus getting them help.
DISCUSSION QUESTIONS AND KEY MESSAGES

What are some barriers that may stop someone from taking action?
- Someone might be afraid to be labeled a snitch and/or risk of being alienated or physically hurt. Others might worry about a friend taking revenge (physically, verbally or otherwise) for stopping them from hurting themselves or others – so they do not act.

What is the difference between telling on someone and saying something?
- There is a difference between saying something and telling on someone. When you act and "Say Something," you are getting someone help for THEIR own safety and well-being and to protect yourself and others from harm. You want to help them. When you are telling on, ratting or betraying someone, you are purposely trying to get them in trouble for YOUR own gain. You want to get them in trouble.

What factors need to be considered to be an upstander?
- When you act, you could save someone’s life or the lives of others.
- When you do not act because of fear, you risk losing a friend or classmate.
- Individuals want to be helped - they may not understand that they need it or don’t know how to get it.
4.1 Problem Solving Activity

**Classroom Objective:**
Students will learn the importance of taking action and analyze the barriers that may exist. After examining the differences between getting someone in trouble versus getting them help, students identify strategies to overcome barriers and discuss the positive qualities of upstanders.

**Materials Needed:** “Problem Solving Scenarios” Handout / Chart paper / Markers, crayons, colored pencils for poster creation (Resource #4, page 35)

**Approximate Time:** 20 minutes

**Activity Instructions:**

1. Divide students into small groups and distribute scenarios to each group (bullying, suicide, violence, eating disorders).

2. Ask each group to discuss the following questions as a group and then write their own answers.
   - Why do you think this person might not “Say Something?”
   - What is the difference between saying something and telling on someone in your scenario?
   - Review the definitions of bystander and upstander.
   - What would a bystander do? What would an upstander do?
   - Why is it better to be an upstander than a bystander?

3. After the discussion, distribute chart paper and invite group members to brainstorm the qualities of a upstander.

4. Debrief the activity by discussing any of the following questions:
   - What qualities of upstanders do you admire?
   - Can you think of a time when you did the right thing and stood up for something you believed in? What did you do? How did you feel?
EXTENSION options:

ENGLISH/SOCIAL STUDIES/HEALTH:
Assign editorials, interviews or blog post assignments where students explain the importance of being an upstander and share research or anecdotal evidence on the positive impact of upstanders.

EXTRACURRICULAR/ART/VIDEO PRODUCTION/TECHNOLOGY:
Everyday Heroes! Ask groups to create PSA posters, social media postings or video clips about upstanders. Once completed, display around the school and/or hold screenings in the community.

4 out of 5
In 4 out of 5 shootings, the attacker told other people of his plans ahead of time.

70% give WARNING SIGNS
70% of people who complete suicide tell someone of their plans, or give warning signs.

7% felt UNSAFE
7% of students in grades 9-12 reported not going to school 1 or more days in the previous 30 days because they felt unsafe.
PART 5 – SAY SOMETHING to a TRUSTED adult

Students will identify trusted adults they can approach and practice asking for help. They will also hear success stories of Say Something in action and make their personal pledge to “Say Something.”
DISCUSSION QUESTIONS AND KEY MESSAGES

Who do I “Say Something” to?

• Tell a trusted adult! They have the experience, knowledge and/or means to know how to get help for an individual in need. They can move quickly to respond to the situation and take steps to help protect the individual and keep you and your school safe. If it is an immediate or life threatening situation where the individual or others are in imminent danger, follow your school emergency steps and/or call 911, then seek a trusted adult for assistance.

• Examples of trusted adults include parent, teacher, principal/school leaders, guidance counselor, school psychiatrist, school janitor/support staff, school police officer/school resource officer, religious leader, coach/instructor/mentor, community organization leader, police department and fire department.

How do I have the conversation?

• Gather any texts, photos, videos, social media posts or other communication of warning signs, signals or threats. If all or portions were spoken, then take notes and write down what you heard.

• Act immediately and contact your trusted adult and state:
  – “I must talk to you about…” (name the individual) “S/he has made (or has been making) threats.” “I am noticing warning signs and signals” … and “I need your help now to get him / her help and assistance.”
  – Explain what you observed, when you observed it and pass along communication and notes. Share where the individual can be found or where you last saw them, his or her contact information and parent’s name / contact information (if known).
  – Ask your trusted adult to update you once actions have been taken.

Why should I “Say Something?”

• Students are the eyes and ears of schools and protective of friends and classmates. You see / hear things in a way other people don’t. You see / hear things that teachers and parents can’t.

• You can make a difference in someone’s life. Sometimes people don’t know they need help – you can be the first step for them.

• Most importantly, you can help reduce violence and threats and SAVE LIVES. Proof - Say Something works! Please refer to the separate Say Something downloadable handout for success stories available on Sandy Hook Promise’s Say Something resources page: www.sandyhookpromise.org/saysomethingresources.

What Is the meaning of the Pledge – To “Say Something?”

• Today, we are asking that each of you take a pledge to “Say Something.” A pledge card will be given to you to read, identify your trusted adult and sign. By making the pledge you promise to look out for warning signs, act immediately and “Say Something” to trusted adult.

• Remember to keep it on you at all times and/or take a picture of it and store it on your phone.
5.1 SAY SOMETHING RESOURCE #3 - ARTICLE

Classroom Objective:
Students will identify trusted adults they can approach and practice asking for help. Students will practice by participating in a role-play activity.

Materials Needed: Say Something Resource #3 - Article (pages 33-34)

Approximate Time: 25 minutes

Activity Instructions:

1. Distribute Say Something Resource #3 - Article.
2. Ask students to work in small groups or with a partner. They will read the story and then practice saying something by role playing a scene of the conversation.
3. Choose roles. Someone should play the student in the scenario and one other person should play the role of a trusted adult. Allow students to choose which trusted adult they would reach out to.
4. Give students a few minutes to take some notes before they role play with a partner. Remind students of the importance of presenting the facts and having evidence to better explain the situation.
5. After two volunteers role play the scenario, invite two more volunteers to role play the conversation. Make sure to show trusted adults in various settings, i.e. a teacher, coach, school counselor.
6. Discuss some strategies to "Say Something" and tell a trusted adult with the class using some or all of the questions below:
   - What strategies did you use to "Say Something"?
   - How is this role play different from a real life situation?
   - What lessons can you apply from the role play to a real life situation?
   - How did you identify a trusted adult?
   - Why should we learn to communicate with a trusted adult about what we see, hear or read online?
   - How can taking immediate action and saying something save lives?
Lists short and long-term activities that students can deliver within their school or community including ways to participate in Sandy Hook Promise’s annual Say Something Week.
DISCUSSION QUESTIONS AND KEY MESSAGES

How can I teach others to “Say Something?”

• You can engage your school and community in following your lead. One way to do this is by creating a Say Something club. Another way is to plan and implement school-wide events. You can create an advertising campaign to educate others. Or, you can set up Say Something tables at events and lunch.

I have the power to be an upstander, not a bystander. Say something.
6.1 A PLAN TO "SAY SOMETHING"

**Classroom Objective:**
Students will empower themselves to improve their community by making a pledge to help prevent violence and suicide and creating a safer, healthier school and community.

**Materials Needed:**
- Cut out Scenarios from the "Problem Solving" Activity (Resource #4, page 35)
- Say Something Plan Activity Worksheet (Resource #5, page 36)

**Approximate Time:** 30 minutes

**Activity Instructions:**

1. Pair students and provide each team with one of the scenarios from the "Problem Solving" activity worksheet.

2. Using the "Say Something" activity worksheet, ask students to consider and respond to the three prompts on the worksheet. (Note: one modification is to allow one student in the group to write responses, while the other student in the group can draw illustrations of the responses.)

3. When teams have finished, ask them to share their responses either to the entire class or to another team.

4. Debrief the activity with the class by asking at least one of the following questions:
   - Who are trusted adults in their lives?
   - What are other possible scenarios when they might reach out to these trusted adults?

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**EXTENSION options:**

**EXTRACURRICULAR / STUDENT GOVERNMENT / COMMUNITY SERVICE:**
Sandy Hook Promises organizes a national Say Something Week every year in the Fall. All schools are encouraged to participate. Encourage students to find a Say Something adult champion - a teacher, administrator, counselor or school psychologist - to help them organize school-wide events and activities for Say Something Week.

**EXTRACURRICULAR / ADVISORY SCHOOL-WIDE EVENT:**
Share Say Something success stories from Sandy Hook Promise’s Say Something Resources page with students. Discuss the impact of Say Something and how recognizing the warning signs and signals has already saved lives. Encourage all students to complete a Say Something Plan Activity Worksheet (in the Appendix) to help them prepare to take immediate action if they see or hear a warning sign, signal and/or threat. Then, invite students to take the Say Something pledge.
6.2 WHY I “SAY SOMETHING” SELFIE ACTIVITY

Classroom Objective:
Students will empower themselves to teach others why it is important to “Say Something.”

Materials Needed: Say Something selfie cards (Resource #6, page 37)

Approximate Time: 15 minutes

Activity Instructions:

1. Distribute a Say Something selfie card to each student.

2. Review some of the important discussion questions and key messages learned during the Say Something program. This should include reviewing:
   - Recognize warning signs, signals and threats.
   - Act immediately. Take it seriously.
   - “Say Something” to a trusted adult.

3. Ask students to generate some ideas that could answer the prompt on the selfie card: “Why I ‘Say Something’: ______.” (Some examples may include: “to help others,” “to keep my school safe” or “because I am a leader in my community.”) Once students have generated a few ideas, ask them to share with peers and get feedback so that they can narrow down to one idea.

4. Allow each student time to write their final idea on their selfie card.

5. Then, ask students to share their selfie card with a small group or with the class. Take pictures of students with the card and post on your school’s social media using the hashtags #saysomething and #sandyhookpromise.

EXTENSION options:

MATH / SOCIAL STUDIES / HEALTH / ART:
Create a Say Something campaign to help prevent violence/suicides and create safer, healthier schools. Make it an advertising campaign consisting of infographics, school/survey data and posters to raise awareness on the positive impact of the Say Something program. Distribute campaign materials around the school and in the community.

EXTRACURRICULAR:
Implement a community awareness campaign where you share lessons of Say Something with members of student clubs and see how you can incorporate the lessons into your club’s charter or social media policy.
TIPS FOR CONNECTED AND INCLUSIVE CLASSROOM DISCUSSIONS

Much of the Say Something program involves group discussion and collaborative learning. While these are excellent teaching techniques, at times they can exacerbate some of the very issues addressed in this program, including social isolation and classroom inclusiveness. Below are several tips for ensuring that your classroom discussions are connected and inclusive.

1. **Include all students.**

   Sometimes, class discussions further isolate students who feel that they do not belong. However, class discussions are an excellent teaching technique to allow peers to collaborate and dive deep into a topic. To ensure that all students are involved in classroom discussion, try one or more of these options:

   - **Create smaller groups.** Rather than a whole class discussion, where each speaker is “on stage” in front of the class, create smaller groups so that students have more privacy in a conversation. Some options for small group discussion include think-pair-share, elbow partners and station discussion groups.

   - **Create and strategically assign roles.** (Resource #7, page 38) Giving students a specific role and responsibility in group discussion helps keep everyone involved and active. Roles may include time keeper, question asker, note taker, illustrator, discussion extender and more. Think about student strengths and weaknesses and use roles to push individuals out of their comfort zone. For example, a more quiet student could practice speaking up as the “discussion extender” while a more vocal student could practice listening as the “note taker.”

   - **Allow for alternate discussion methods.** Some students may still feel uncomfortable speaking in discussions. Create options so that these students can still share their thoughts during or after the discussion. One option is to use an electronic message board and computer or personal device so that students can type and post their thoughts during or after the discussion. Another option is to use a graphic organizer to allow students to write their thoughts during discussion. You can also give students “thinking time” after asking questions before you jump to accepting responses. This can give more introverted students a chance to collect their thoughts and keep the same students from dominating conversation.
2. **Discuss topics that matter to students.**
   One of the primary goals of Say Something is to create a sense of community where everyone looks after each other both in school and online. In order to do that, not only do students need to feel connected to one another, but they also need to feel connected to the content of the classroom. With that in mind, occasionally gauge student interest in discussion topics and modify questions as needed. Additionally, in order to connect the topics to students, teachers may need to take some extra steps before discussion in order to access prior knowledge.

3. **Create discussion norms.**
   Discussion norms are ground rules for conversation. Because so many of the topics discussed in Say Something deeply impact our students’ lives, it is important to make sure that all of our students feel comfortable engaging in conversation. Discussion norms may include a class-created set of rules for healthy conversation, plus some helpful tips and accountable talk sentence frames for engaging in conversation. The accountable talk sentence frames can be very useful for helping students communicate effectively about warning signs, signals and threats. (Resources #8 and #9, pages 39-40)

4. **Pair/group strategically.**
   In creating smaller groups for classroom discussion, teachers should consider student relationships and student leadership. It may take time to create meaningful discussion between students who do not already have an existing positive relationship. As you create student groupings, aim to find the slightly uncomfortable middle ground that allows for students to build relationships with one another without cutting off conversation or isolating a student. Additionally, use student leadership to your benefit in pairing shy students with those who are more outspoken.

5. **Plan for and recognize growth.**
   While some students naturally thrive in a classroom discussion, others have much room for growth. Provide students with feedback on improving their discussion skills, allow students to reflect on their own discussion skills and help students set goals to improve their discussion skills.

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**COMMUNICATING WITH PARENTS**

Adults, particularly parents, have an important role in this, both by modeling appropriate behavior and being the trusted adult their child needs, but also in keeping an eye on their own child’s social interactions.

We recommend sending the pamphlet included in the Say Something resources to all parents, either before or after presenting Say Something where you live. This allows them to keep the conversation active within their family. It also helps them to understand the need to support and validate their child as they participate in Say Something.
APPENDIX

Resource #1

WARNING SIGNS, SIGNALS AND THREATS ON SOCIAL MEDIA

Directions: Analyze what warning signs, signals and threats look like on social media.

WHERE TO LOOK

Where are these images from?
What do these messages and images have in common?
How are these messages and images different?
How does it make you feel when you read these messages or see these images?
What should you do when you see these messages?
WARNING SIGNS, SIGNALS AND THREATS

Directions: Analyze the examples below. With a partner, identify two examples of a warning sign, a signal and a threat.

- fascination and/or writings and drawings of death
- "someone should blow this place up."
- thoughts or plans of harming self and others • excessive anger
- bragging about an upcoming attack • bullying or hitting
- "you’d be better off without me."
- warn a friend to stay away from school

<table>
<thead>
<tr>
<th>WARNING SIGNS</th>
<th>SIGNALS</th>
<th>THREATS</th>
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<td>Examples:</td>
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- Which statement did you and your partner discuss?
- In your own experience, have you come across any of these? How did you feel when you read the message or saw the image?
- Why should we learn to identify warning signs, signals and threats?
- What are some strategies we can use to look out for each other and keep Say Something top of mind and become an upstander?
“No one ever asked me”

Up to one in five kids living in the U.S. shows signs or symptoms of a mental health disorder in a given year. That means that in a school classroom of 25 students, five of them may be struggling with the same issues like depression, anxiety, substance abuse. And yet most children — nearly 80 percent — who need mental health services won’t get them. Kids can fall through the cracks.

Katie’s Story

Katie is one of those kids. Back when she was 8, she had to transfer to a different school in Prince George’s County, MD, in the middle of the year. “At recess, I didn’t have friends to play with,” she recalls. “I would make an excuse to stay inside with the teachers and finish extra work or do extra credit.”

Katie’s last name is not used to protect her privacy. She’s been diagnosed with bulimia and depression. She says that in two short months she went from being an honor roll student to failing. She put on weight; other kids called her “fat.” She began cutting herself with a razor every day. And she missed a ton of school.

“I felt like every single day was a bad day,” she says. She felt like nobody wanted to help her. She felt like she was invisible to her teachers. Every year of high school was “horrible” for Katie. She told her therapist she wanted to die and was admitted into the hospital. During all this time, she says, not a single principal or teacher or counselor ever asked her one simple question: “What’s wrong?”

Getting help and “excited for life”

Katie says things started to turn around for her when she met a nurse at the Children’s National Health System in Washington, D.C., who finally showed interest in what was wrong. Now, Katie has begun college and wants to be a pediatric nurse. “I’m doing a lot better now,” she says. “Obviously, I mean. I’m a lot happier. I’m excited for school. I’m excited to graduate. I’m excited for life.”

What warning signs, signals and threats do you recognize in Katie’s story?:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Resource #3

WARNING SIGNS, SIGNALS AND THREATS

ROLE PLAY OPTION

1. Choose roles. Someone will play the student in the scenario and at least one other person will play a trusted adult.

2. Act out a conversation, stressing the importance of identifying the warning signs, signals and threats.

3. After your scenario, discuss some strategies for effectively communicating your concern and for gathering important information.

DISCUSSION OPTION

1. Read through the scenario.

2. Discuss
   - How did you feel about the story?
   - If you knew Katie, what would you do to be an upstander?
   - Who would you reach out to?
   - What would you say?

PROBLEM SOLVING ACTIVITY WORKSHEET

There is a new student in school. I noticed that some people I knew were posting really mean comments about his ethnicity and the fact that he does not speak English online. The posts by one group is particularly vicious. They are acting like bullies.

There’s a girl in my class that everyone picks on and I want it to stop. But when I stand up for her they make fun of me too! How can I make sure we both don’t get picked on? We’ve tried everything! Some other girls even told a teacher but it didn’t help!*

My friend is really depressed. She is obsessed with social media and tortures herself comparing herself to others. She says it seems like everyone around her is having a good time. She complains that others post pictures of fun activities they did over the weekend or they’ll post inside jokes that she doesn’t understand and she gets really upset and angry. People are nice to both of us but she keeps saying we are excluded from everything. She sinks lower and lower each day and gets angrier. She even asked me if I want to get even with those who “disrespect” us. I don’t understand what’s happening, but I’m concerned.*

My friend has been feeling down recently. His behavior is so unusual, I barely seem to recognize him. He’s been posting on social media very dark stories about the end coming soon. He used to be outgoing and had lots of friends, but he’s withdrawn so much that no one ever sees him or talks to him except for when he plays video games online. Even there he is a different person who talks about real guns and real destruction.

My best friend Alyssa has an eating disorder. She claims that she doesn’t, but everyone knows she does. She doesn’t eat, she feels dizzy all the time, she always feels like she’s going to throw up, she can’t breathe and she faints nearly every day. Our friend told the school guidance counselor and Alyssa freaked out. Her mom said that if she doesn’t start eating again, she’ll send her to an eating disorder rehab facility. What should I do to help her?*

Lately, my friend has become really violent. She hits, kicks, pinches or scratches anyone who says something she doesn’t like, which is a lot of things! I want her to stop hurting people and I’ve talked to her before. But she just acts like she’s not doing anything wrong and shifts the blame on to me, putting me into an awkward situation! How can I get her to stop hurting me and others?*

*Selections adapted from: http://pbskids.org/itsmylife/advice/trouble_with_friends.html

- Why do you think this person might not “Say Something”?
- Review the definitions of bystander and upstander.
- What would a bystander do? What would an upstander do?
- Why is it better to be an upstander than a bystander?
- What advice can you offer the person in the scenario to “Say Something” and become an upstander?
Resource #5

ACTIVITY WORKSHEET

SAY SOMETHING plan

RECOGNIZE THE WARNING SIGNS, SIGNALS & THREATS

What am I looking for? Where?

ACT IMMEDIATELY. TAKE IT SERIOUSLY

When should you “Say Something?”
Why must you take immediate action?

SAY SOMETHING

Who do you reach out to and what do you say?
Resource #6

SAY SOMETHING SELFIE CARDS

why i “SAY SOMETHING”

MY PLEDGE CARD:
Below are some possible discussion roles that you could assign to students during a discussion. Assign the roles strategically based on students’ abilities, interests and/or areas for growth.

- **Facilitator/Encourager:**
  This student gets discussion moving and keeps it moving, often by asking the other group members questions, sometimes about what they've been saying.

- **Timekeeper:**
  This student makes sure that the group stays on track and gets through a reasonable amount of material in the given time period.

- **Summarizer:**
  Every so often (perhaps once per question for a list of questions or at the end for one question), this student provides a summary of the discussion for other students to approve or amend.

- **Reflector:**
  This student will listen to what others say and explain it back in his or her own words, asking the original speaker if the interpretation is correct.

- **Elaborator:**
  This person seeks connections between the current discussion and past topics or overall course themes.

- **Devil’s Advocate:**
  This person takes an opposing point of view or proposes a worst case scenario. This person should challenge the norm within the conversation to help clarify reasoning.

Adapted from: http://serc.carleton.edu/introgeo/cooperative/roles.html
DISCUSSION NORMS

Below you’ll find some sample discussion norms. Setting rules for a discussion helps everyone in the room know expectations.

Sample Norms #1

1. Think before you speak.
2. Listen carefully to what others have to say.
3. Do not interrupt when someone else is speaking.
4. Make use of what others have to say when it is your turn to speak.
5. Only say what you truly believe.
6. Do not remain silent. Make sure to contribute to the discussion.
7. Let other people speak. Do not hog the discussion. Once you are done speaking, let at least two other people talk before you speak again.
8. Support good ideas that other people have, even if they are different from your own.
9. Search for the best solution even if it is different from the way that you thought at first.

From: www.education.com/reference/article/nine-rules-good-discussion/

Sample Norms #2

1. Listen actively – respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks — focus on ideas.
4. Participate to the fullest of your ability — community growth depends on the inclusion of every individual voice.
5. Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
6. The goal is not to agree — it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses — they can be as disrespectful as words.

From: www.edchange.org/multicultural/activities/groundrules.html
Accountable talk governs the norms of academic discourse and requires that students ask for and furnish evidence to support their statements (Michaels, O’Conner, Hall, & Resnick, 2002). This ensures rigor and moves the conversation from task-oriented to concept-oriented learning. In a classroom filled with accountable talk, students ask one another about their thinking and build on the responses of others. They cite evidence, ask for elaborations and clarifications and extend understandings by using the statements they have heard from their classmates to form new ideas.

<table>
<thead>
<tr>
<th>REMEMBER TO...</th>
<th>SOUNDS LIKE...</th>
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<tbody>
<tr>
<td>Ask questions when you don’t understand a topic.</td>
<td>Can you tell me more? Would you say that again? Can you give me another example so I can understand?</td>
</tr>
<tr>
<td>Give a reason why your idea is a good one.</td>
<td>This reminds me of ____________________ because ____________________ . I believe this is true because ____________________ .</td>
</tr>
<tr>
<td>Ask for evidence when something sounds incorrect.</td>
<td>I’m not sure that’s right. Can you tell me why you think it is true? Can you show me a place in the book that illustrates that idea?</td>
</tr>
<tr>
<td>Give evidence to support your statements.</td>
<td>Read a passage from the book that illustrates your idea. Bring another information source to support your idea.</td>
</tr>
<tr>
<td>Use ideas from others to add to your own.</td>
<td>I agree with ____________________ because ____________________ . _________’s idea reminds me of __________.</td>
</tr>
</tbody>
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From: www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx
I promise to take the PLEDGE seriously.

1. Look for WARNING SIGNS, SIGNALS & THREATS

2. ACT IMMEDIATELY. Take it seriously.

3. Say something to a TRUSTED ADULT to help CREATE a SAFER, HEALTHIER school
A youth violence prevention program from Sandy Hook PROMISE

SAY SOMETHING

SANDYHOOKPROMISE.ORG/SAYSOMETHING