

Documentary Screening  
and Panel Discussion

09.25.24

6:00PM

Univest Public Media Center  
SteelStacks Campus  
839 Sesame Street, Bethlehem

# REPAIRING THE WORLD

STORIES FROM THE TREE OF LIFE



PARTNERS INCLUDE:



Wyncote  
Foundation



# Resources For Our Community:

## Families with Children Under 18

Find this and more at [pbs39.org/repairing-the-world](https://pbs39.org/repairing-the-world)



# In this packet, you will find:

- Community Screening Survey QR code (*Not In Our Town*)
  - *This link will also be shared via email following the event*
- Terms and definitions, and dialogue suggestions (*Peace Islands*)
- Pyramid of Hate (*Anti-Defamation League*)
- How to Talk Honestly with Children about Racism (*PBS39*)
- What to Do if Your Child is Being Bullied (*PBS39*)
- Connecting Children to Their Neighborhood (*PBS39*)
- Help Your Child be a Kind Friend (*PBS39*)
- Say Something: Student Leader Guide (*PSB39*)



**Help us learn about the impact of the film!**

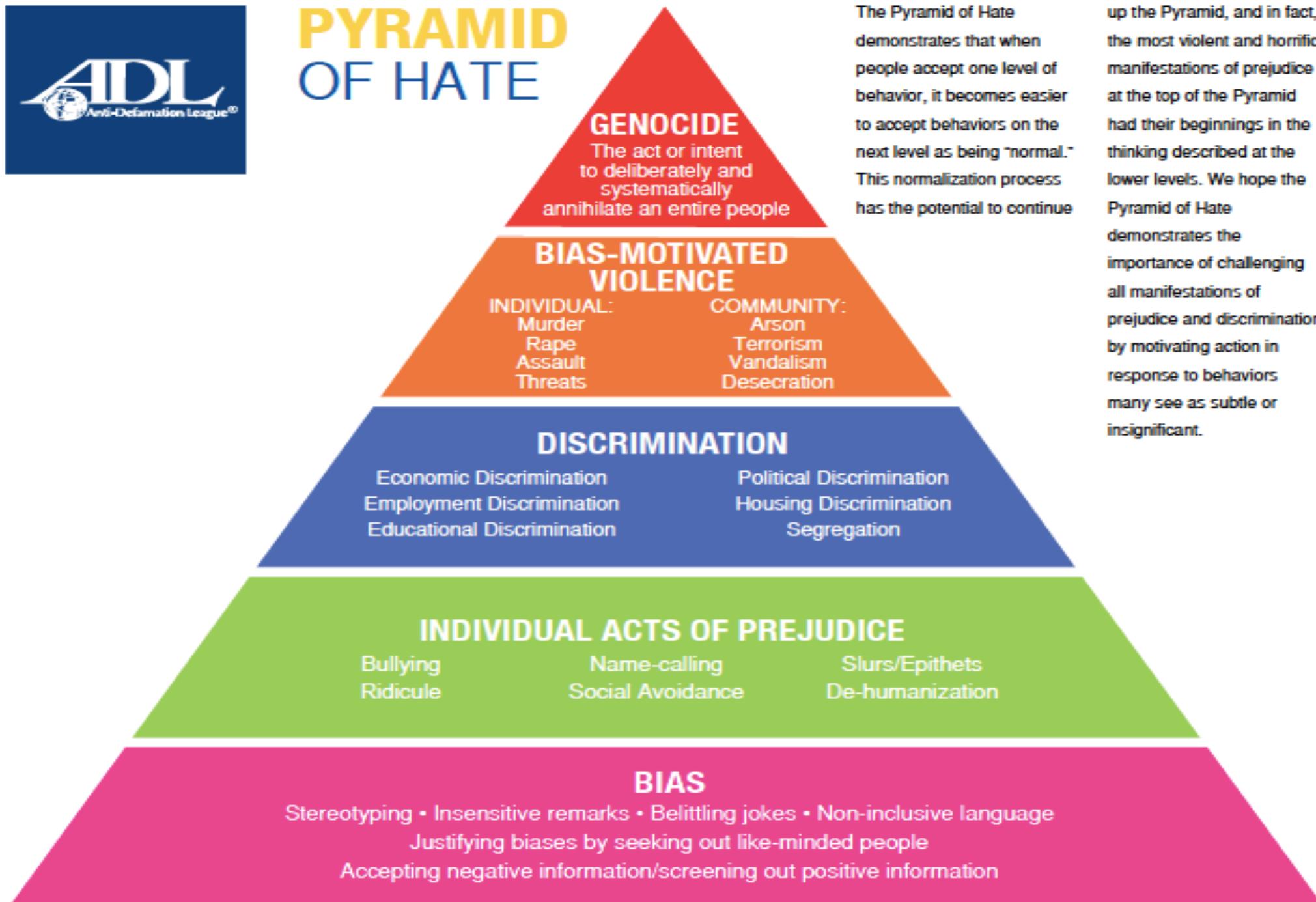
**Please take a few minutes to complete this survey on your mobile device.**

**THANK YOU**



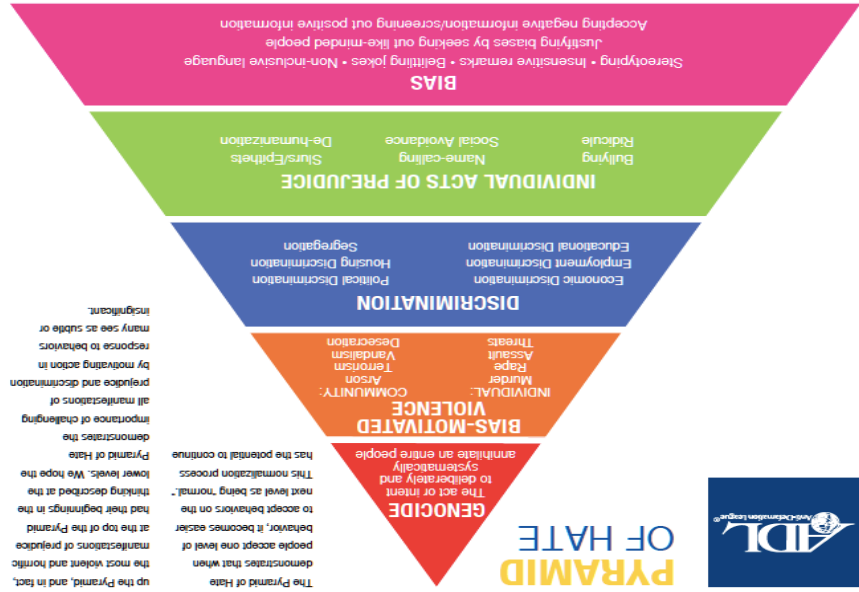
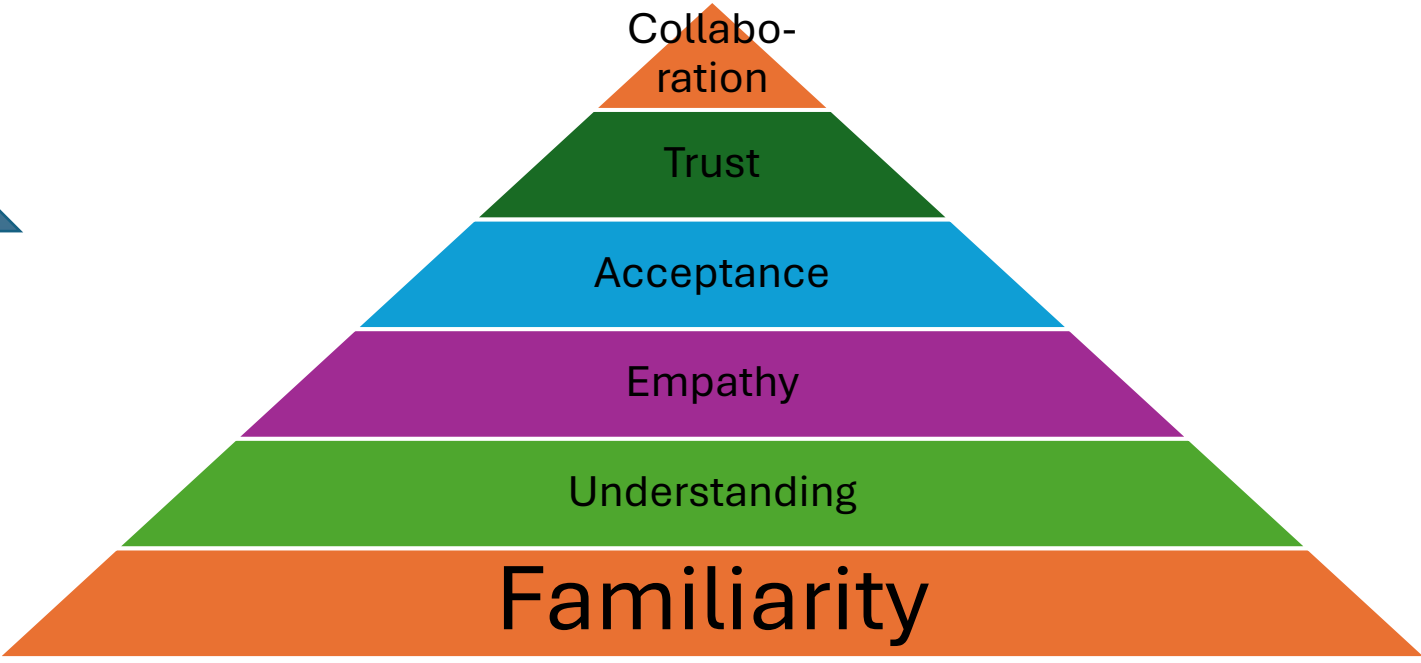


# PYRAMID OF HATE



The Pyramid of Hate demonstrates that when people accept one level of behavior, it becomes easier to accept behaviors on the next level as being "normal." This normalization process has the potential to continue

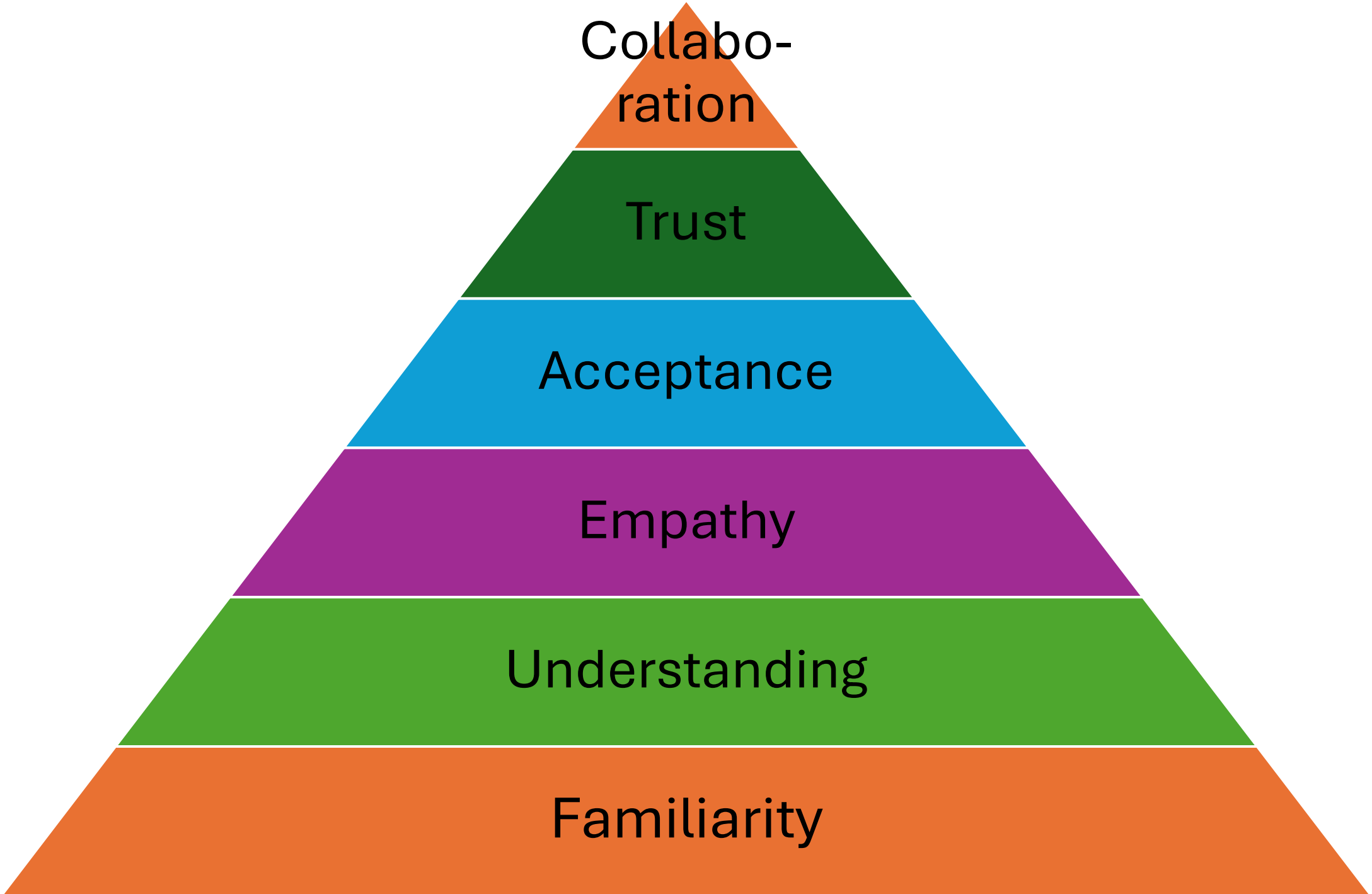
up the Pyramid, and in fact, the most violent and horrific manifestations of prejudice at the top of the Pyramid had their beginnings in the thinking described at the lower levels. We hope the Pyramid of Hate demonstrates the importance of challenging all manifestations of prejudice and discrimination by motivating action in response to behaviors many see as subtle or insignificant.



The Pyramid of Hate demonstrates that when people accept one level of manifestations of prejudice at the top of the Pyramid, it becomes easier to accept behaviors on the next level as being "normal." This normalization process has the potential to continue up the Pyramid, and in fact, demonstrates the importance of challenging all manifestations of prejudice and discrimination by motivating action in response to behaviors many see as subtle or insignificant.

**PYRAMID OF HATE**





Collabo-  
ration

Trust

Acceptance

Empathy

Understanding

Familiarity



# Dialogue is ...

- Any meaningful interaction and exchange
  - among people of different ethnic, social, cultural, political, religious, and ideological backgrounds
  - through various kinds of conversations and activities
  - without imposing their ideas, beliefs or values upon others,
  - in an atmosphere of equality, tolerance, honesty, openness, sincerity, and courtesy.
- (\*) Based on a definition by Journal of Dialogue Studies



# Dialogue is not ...

- Conversion
- Compromise
- Unification
- Debate



# Civic Engagement

- The process of connecting individuals in society with one another to share common interests and work for the common good.
- A broad set practices and attitudes of involvement in social and political life that converge to increase the health of a democratic society. (*Encyclopedia Britannica*)
- Individual and collective actions designed to identify and address issues of public concern. (*APA*)





## How to Talk Honestly With Children About Racism

By PBS KIDS

Jun 9, 2020

In the aftermath of the murder of George Floyd and in the midst of protests around the country, we're again left wondering what we should say to our children about racism in America. What is too much? What is not enough? What if they're too young and we scare them? What if we're scared, too?

"Children are never too young to be exposed to diversity," says Dr. Aisha White, Director of the P.R.I.D.E Program within the Office of Child Development at University of Pittsburgh. "The research continues to show that children recognize skin color differences at a very young age. As young as 3 months old, they may look differently at people who look like or don't look like their primary caregivers."

At age 2-and-a-half, children can start developing and observing racial biases they see in the world around them. "Once they get to age 4 and 5, it's a critical time when White children, for exam

begin to exhibit obvious bias,” says Dr. White. “And Black children or children of color begin to feel discriminated against because of their skin color.”

In this moment, we must choose to have confidence in ourselves and in our children — that we, and they, can handle tough topics and tough situations. We must, as parents, understand that our role is to be honest, specific, and trustworthy as we raise the next generation to confront racial injustice. We must turn to the helpers — those who have been guiding anti-racist work for years and who can help guide us now.

**Here are seven tips from Dr. White to help parents prepare for difficult conversations and start discussions, using picture books, activities, and asking questions of our children.**

### **Practice what you want to say before you say it.**

A big struggle we have when it comes to addressing racism with our children is that conversations about race can bring up fear, uncertainty and discomfort for us, too. “Have these conversations with another adult first,” says Dr. White. Calling up a friend, another parent from school, or a family member to practice will help you become comfortable with what you want to say. Try to imagine questions your child might ask, and be ready to answer those questions, as well.

### **Be aware of your own biases.**

“Really what children pay attention to is adult behavior,” says Dr. White. “You can talk incessantly with your child, but if you behave in ways that demonstrate you are fearful of people of color, fearful of Black people, or if your children are growing up in an all White neighborhood and you don’t expose them to people of color — children do notice that. They notice your body language. And they listen to what’s being said around them.”

Dr. White points out that this is particularly important for parents of White children, as research shows that kids of all races begin to develop a “preference for whiteness” at young ages and carry that through adulthood. “White children are getting all these messages about white being preferred, being better, being ideal,” says Dr. White. “So parents have a huge challenge of countering that.” (“*Hm, I see that all the people in this photo are White. What do you think about that? We’ve been talking about racism, remember? Do you think racism might make it harder for Black people to become important leaders? Is that fair?*”)

### **Use picture books.**

Notice what your child might be learning about race from their favorite stories. If all the characters in a book look the same, ask what your child thinks about that. If the characters are diverse, ask something like, “which character would you want to be friends with?” Dr. White says you might be shocked by their answers, but try not to react with judgment. The goal is to understand what your child knows, doesn’t know, and what they might already think about race. Then you can help your child learn by asking more questions and preparing yourself for more conversations in the future.

## **Ask your child how they feel — directly.**

It sounds so simple, but it's an important step when children become aware of any kind of bad news. "Children might not always know how to tell their parents or the people close to them that they are worried about something," says Dr. White.

You know your child best — so be aware of their emotions, then consider asking if there is anything they are worried about or afraid of. If your child is worried about being hurt, you can explain how you will protect them. And if they're worried about you being harmed, let them know what steps you will take to stay safe. (*"It's important to me that I be a helper by going to the protest. I will hold my sign and be kind to others. If I think it's not safe, I will leave and come home."*)

"Particularly for Black parents, it would be hard to say 'well [what happened to George Floyd] will never happen to me.' And sometimes you just have to be honest with children and say you will do everything you can to stay away from harm," says Dr. White. "I would think that a child who has a Black mom, or Black dad, or Black brother would really be worried about them. And the only thing parents can really say to children is that it's not very likely that will happen, and that we will do everything we can to make sure that doesn't happen."

Dr. White also suggests giving children hope by letting them know that the reason so many people are protesting around the country is to make moms, dads, brothers, and sisters safer.

## **Answer "Why does this keep happening?" with an activity.**

We have been here before — something older children in particular will begin to notice, and something very hard for parents to explain. Dr. White recommends using a short activity she learned from Dr. Erin Winkler, Associate Professor at University of Wisconsin Milwaukee:

Take out some string and have your child wind and tie themselves up — maybe even looping your hands together with their hands. "Then, talk about the fact that racism and oppression and discrimination has been building for a long time. It's really tangled and layered," just like your hands will look, says Dr. White. You can talk with your child about how long it will take to untangle the string and untangle racism. (*"Even if we get one knot out, there will be more left, and we have to keep working at it."*)

## **Instill confidence in Black children through storytelling.**

Dr. White says one of the most important things parents can do is make sure Black children hear from you and others they love that their skin, hair, and facial features are beautiful. This can help build confidence in the way they look.

Then, you can support that confidence with storytelling. This is core to the work of Dr. White and the P.R.I.D.E. Program. Simply surrounding your child at home with books, magazines, pictures, and cultural artifacts that feature Black people can lead to improved problem-solving skills, improved behavior in school, and a greater ability to remember facts and information. Reading books about

Black leaders like Martin Luther King, Jr, Rosa Parks, and Ruby Bridges can help support a positive racial identity, says Dr. White. And diving into books that represent Black families in everyday life can be racially affirming, as well. (Try picture books like *The Snowy Day* or Peter’s Chair.)

## Help children begin to understand how to be an ally.

With school-aged children, Dr. White says you can start to have conversations about standing up for your friends and classmates. She suggests an activity created by an educator in the P.R.I.D.E. Teacher Cohort:

Try reading *Intersection Allies: We Make Room for All*, and ask your child what they would do if they saw characters in the book being made fun of, or called names, or bullied. At the end, you can have your child write out a sentence or draw a picture about how they can be an ally and who they can be an ally to. This can be “a step toward children thinking about what they can do as a young child who might not feel like they have a lot of power — but they do,” says Dr. White.

## Additional Resources

- Arthur Takes a Stand (FULL EPISODE)
- Talking Race With Young Children (From NPR)
- How White Parents Can Use Media to Raise Anti-Racist Kids (From Common Sense Media)
- Racism and Violence: Using Your Power as a Parent to Support Children Aged Two to Five (From ZERO TO THREE)
- 10 Tips for Teaching and Talking to Kids About Race (From EmbraceRace)

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*PBS KIDS, the number one educational media brand for kids, offers children ages 2-8 the opportunity to explore new ideas and new worlds through television, digital media and community-based programs. PBS KIDS and local stations across the country support the entire ecosystem in which children learn, including their teachers, parents and community.*

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<https://www.pbs.org/parents/thrive/how-to-talk-honestly-with-children-about-racism>







## What to Do If Your Child Is Being Bullied

By Katie Hurley, LCSW

Oct 3, 2016

A seven-year-old girl who was described as “cheerful, funny and imaginative” suddenly appeared sullen, worried and agitated. This little girl, who loved first grade and cried when she had to stay home sick, seemed to have changed overnight. When she wouldn’t get on the bus, her mom offered to drive her instead. The bus must be overwhelming and loud, she thought. When her lunch returned home mostly uneaten each day, her mom assumed that she was spending the lunch period chatting with her friends. She thought long and hard about “quick lunches” that her daughter could shovel down while she talked. When offers for play dates were met with a disapproving stare, her mom chalked it up to the exhaustion of a new school year and more rigorous academics.

When the school refusal began, however, her mother started to worry. The little girl wasn’t talking, but her mother knew in her gut that something wasn’t right. Stomachaches kept her up at night and affected her morning routine. Headaches took over in the afternoon. In a matter of days, long and intense meltdowns made it nearly impossible to get this little girl to the school she once loved. Her mom was at a loss.

As it turned out, this little girl was being bullied at school. It didn't start as what we think of as traditional bullying. At first, it was merely a couple of friends moving on and not always including her. It soon escalated. The friends this little girl had since kindergarten made it clear that they were no longer her friends. They used their words, their actions and the silent treatment to show her that she was out. While there weren't any shirt-tearing, loud screaming matches or physical aggression of any kind, there was a solid dose of exclusion. There was getting up and leaving the lunch table when she sat down. There were note passing and whispers and eye rolls galore. She knew she was out, and she felt that her best course of action was to stay home.

Sometimes the signs of bullying are obvious. When bullying is physically aggressive, parents can begin to track things that can be noticed: torn clothing, missing toys or personal belongings and unexplained bruises are the clear-cut signs that something is amiss. More often than not, however, bullying is difficult to spot. Most kids don't come home from school saying, "I'm being bullied every day by these three kids and I'm really scared and unhappy."

Watch for these signs that your child might be dealing with a bully:

- school refusal
- frequent stomachaches, headaches and other physical complaints
- agitation and moodiness
- sleep disturbance (including nightmares and difficulty falling asleep)
- changes in eating habits
- bedwetting
- appearing sad, lonely, anxious and/or depressed with no known cause
- avoiding peer interactions after school and on weekends
- talking about being alone at school
- increased self-blame
- feeling helpless or worthless
- afraid of riding the bus
- sudden change in school performance
- any communication about suicide\* (i.e., "No one would care if I wasn't alive.")

School refusal is often a huge red flag when it comes to bullying. If your child generally enjoys attending school and suddenly doesn't want to go, it's time to consider what might be happening with his peer group. Not all mean behavior becomes a pattern and not all mean behavior is bullying. Kids develop social skills as they grow, and some have more sophisticated skills than others. Either way, it's important to know what to do if you suspect that your child is being bullied.

**Avoid assumptions.** The most important thing to do is to listen to your child without judgment. Try to avoid questions like, "Did you say something to upset these kids?" or "Did you do something to them first?" I see this a lot in my practice. In an effort to figure out why a child is on the outside of the peer group, parents evaluate what the child might have done. This makes the assumption that the victim caused the problem.

Your child needs your unconditional love and support right now. Chances are he's doing enough self-blame when he can't sleep at night; he needs you to listen with an open mind.

**Comment on changes and watch for nonverbal cues.** If your child isn't talking but you suspect that something is wrong, share your observations and watch for clues. The best time to talk to kids is not right before or right after school. The best time is when they are calm and have had some time to decompress after the school day.

Saying, "I noticed that you don't want to play with your friends much anymore, are you still hanging out with them?" gives your child an opening without feeling interrogated.

**Don't schedule a meeting with the other kid(s).** Something I've seen a lot of in the past few years is "meetings." The bullied child's parent talks to the aggressor's parent and they all meet face to face to "problem-solve." In most cases, this ends up being awkward and uncomfortable for both kids and doesn't actually solve the problem.

If the families are close and the kids are having trouble getting along but it isn't "bullying," a family get-together might be useful. When one kid is in the power position and the other kid is being excluded, teased repeatedly or otherwise bullied at school, however, the child on the receiving end is likely to feel scared when face to face with aggressor. This can also break the trust between the child and the parent.

**Do ask the teacher for help.** It's no big secret that a lot of bullying and other mean behavior occurs on the bus, in the cafeteria and during recess, so your child's teacher might not be aware of the details. What the teacher will notice, however, are changes in your child's behavior and emotional state.

Parents often tell me that they don't want to "bother" the teacher with peer issues. You know what teachers tell me? They want to help their students feel safe and happy in school. Ask for help as soon as you suspect a problem.

**Problem solve with your child.** The term "bullying" is used to describe a wide range of behaviors. That makes it nearly impossible to find one solution to help all kids. When you brainstorm solutions with your child, you empower your child to take control.

Some kids are great with snappy comebacks, some need to walk away and many prefer use of the "buddy" system. I always tell parents that children don't need a table full of friends; they just need one. It's okay to have one close friend, one buddy, to seek out at lunch and recess. Over time, more friendships will emerge as your child learns to trust other kids.

**Identify a touchstone.** Every child needs a touchstone at school. Kids spend the majority of their days with their teachers and other kids; they need to know where they can go for help. They need a trusted person, a touchstone. Help your child identify a safe person at school who can help him if the bullying continues.

Bullying can cause long-term emotional harm for children. Whether it's physical, verbal or emotional doesn't make a difference. It's all equally harmful and can lead to anxiety, depression, loneliness, suicidal ideation and even symptoms of PTSD later in life. It is not to be taken lightly.

Above all, provide a safe space for your child to talk to you by using active listening skills and communicating unconditional love for your child.

\*If your child communicates suicidal thoughts or ideas, it is essential to get your child evaluated by licensed mental health practitioner immediately.

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*Katie Hurley, LCSW, is a child and adolescent psychotherapist, parenting expert, and writer. She is the founder of "Girls Can!" empowerment groups for girls between ages 5-11. Hurley is the author of No More Mean Girls and The Happy Kid Handbook, and her work can be found in The Washington Post, Psychology Today, and US News and World Report.*

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<https://www.pbs.org/parents/thrive/what-to-do-if-your-child-is-being-bullied>





SESAME STREET

## Connecting Children to Their Neighborhoods: Deepening a Sense of Belonging

By Akimi Gibson

Jan 5, 2024

Understanding the places we live and the people we live with are important to our sense of belonging. For children, this begins with having strong family connections. These secure and loving relationships are key to social, emotional, physical, and cognitive growth. A positive and healthy sense of belonging helps to shape who children are and who they can become. From here, children can connect more readily to extended families and friends, cultural groups, neighborhoods, and communities.

Meeting and getting to know the people in their neighborhood can help children feel that their community is a safe and friendly place. Seeing themselves reflected in the images they see or

within the spaces that welcome them (such as grocery stores, playgrounds, and doctor's offices), helps give children a sense of place in the wider world, too.

So, how can we help children connect with their neighborhoods? We can be more intentional about guiding them into, through, and beyond their surroundings.

In the Community Mural episode of "Sesame Street," Grover discovers an empty wall in their neighborhood. Elmo, Abby Cadabby, Tamir, and Ji-Young are excited about everything they could transform the wall into. Trusted neighbor and grown-up Nina, encourages and guides them through the creative process of representing themselves on a new mural. This increases the friends' confidence as they take learning risks while exploring their different skin colors and interests.

While not all communities might not have the opportunity to work together on a shared mural, you can build our children's sense of belonging and connectedness in lots of easy, everyday ways. Here are a few ideas to get you started:

- **Start a recipe notebook.** Deepen connections to your extended family and friend groups by starting a simple notebook of family recipes. As you make and share meals or dishes together, talk about where the recipe comes from. Perhaps name the dish after a family member, such as "Aunty Carol's Banana Bread."
- **Walk around the block together.** As you walk around your neighborhood, pause to point out positive images and places. For example, model saying "hello" or waving to trusted neighbors and pause to introduce yourself to the local firefighters as ways to create a sense of belonging.
- **Plan a playdate.** Invite your child's friends or the new child in the classroom to a playdate at the community playground. Doing so is a casual way to get to know other families, including those who may not live nearby.
- **Get involved.** Taking your child to vote with you or to volunteer in your community provides your child with opportunities to connect with other people who are working together.
- **Set aside time for "cozy chats."** Create a space and time to talk openly with your child about fair and unfair incidences and about which places and grown-ups have your trust and why.

Remember: It's important for your child to feel safe around people in their community. Talk about which places and grown-ups have your trust and why.

When kids feel safe and seen in their communities, and learn that the people in their communities care about them, their sense of belonging grows — and their social, emotional, physical, and cognitive skills do, too!

We may be different on the outside, but as we see on "Sesame Street," we are the same in at least one way: We can all be kind neighbors who care for one another.

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*Akimi Gibson is Senior Vice President, Multiplatform Global Education Planning & Integration at Sesame Workshop. She leads in the development of holistic educational content strategies globally across impact areas, platforms, and departments to optimize reach and engagement. Gibson is also a children's book author, a former program administrator, teacher educator, and literacy coach. As a former classroom teacher, she has worked with students from infants and toddlers to special needs second grade to literacy tutoring for K-6th grade. Gibson has earned various degrees in human and child development as well as school administration.*

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<https://www.pbs.org/parents/thrive/connecting-children-to-their-neighborhoods-deepening-a-sense-of-belonging>







DANIEL TIGER'S NEIGHBORHOOD

## Help Your Child Be a Kind Friend

By Deborah Farmer Kris

Aug 7, 2024

We moved across the country shortly before my oldest child entered first grade. As she waited at the bus stop on the first day of school, another child walked up and said, “Do you want to sit with me on the bus?”

Years later, my daughter still remembers that bus ride. It was a small kindness that made a big difference. And it didn't happen by accident. When I turned to thank the girl's mom, she shared that they had practiced the bus ride invitation together in advance. Her thoughtful parenting helped her child include others.

I remind my kids to look for others who might need a friend or a helping hand, particularly at the start of a new school year. I want to raise kids who include the child sitting alone at recess, smile at

younger students in the hallway, and include everyone. I also know that it takes practice. Teaching kids about friendship is a good place to start.

**Here are four strategies to help our kids become more inclusive:**

## **1 Put Other Children on Their Radar**

Sometimes, socially secure kids can forget that others might not feel the same way. Richard Weissbourd, director of Harvard's Making Caring Common project, said "Almost all kids are kind to somebody and have empathy for somebody. The real work is getting them to be kind and empathetic to people outside of their immediate circle of concern."

Noticing others is the first step to including them. I've found that kids are often quick to respond to gentle prompts such as:

- "Tell me about the new student in your class. Who are they playing with at recess?"
- "A new family just moved into the building. What should we do to welcome them?"
- "Hey, I notice that so-and-so is sitting alone. Think you could invite them to join your game?"

## **2 Teach Kids How to Include Others**

Social skills are teachable! Young children can benefit from role-playing what it looks like to reach out in a friendly way. When you meet someone new, you can:

- Smile at them. A smile can instantly make someone feel more welcome.
- Invite them to play or sit with you.
- Pay them a compliment. "Your drawing is beautiful!"
- Notice one thing you have in common. "You're reading a book about animals. I like animals, too."

When my kids were preschoolers, I would remind them, "It's nice to say, 'Do you want to play?' And if they say no, that's OK!"

It's also OK to try again later. Maybe the new student was too nervous to join the kickball game the first week but would join if you asked again. Or maybe they don't like kickball, so you could ask, "What do you want to do at recess today?"

## **3 Talk About Similarities and Differences**

Kids are curious and notice differences. When your kids wonder why someone looks, talks, or acts differently than they do, take it as an opportunity to strengthen understanding.

Sometimes I'll say to kids, "There are so many beautiful ways to be a person!" — beautiful ways to look, learn, move, and communicate. So let's talk about it! Let's read diverse picture books. Let's introduce words with context that can help them understand themselves and their peers, such as autism, Down syndrome, dyslexia, cerebral palsy, epilepsy, and ADHD. Let's talk about why one friend wears noise-canceling headphones, and another needs an adult helper in the classroom. Let's learn about the holidays our peers celebrate.

One day, my son came home from first grade and said, "A kid in my class has autism. That means he has a cool brain that works differently." He rattled off some of the things his classmate liked (a video game) and disliked (loud noises). The teacher had led a thoughtful class meeting. Shortly after, these two boys became good friends, bonding over mutual interests.

"Daniel Tiger's Neighborhood" provides examples of how kids can include their classmates in several episodes. In the "Daniel's New Friend Max" episode, Daniel and his classmates make a new friend named Max. Max is autistic and they learn about what that means and what he needs to feel comfortable. In the "Daniel Asks What Friends Like" episode, Daniel wants to high-five Katerina and is confused when she doesn't want to high-five back. He learns that we like different things — and that's OK! Watching both these episodes with your child — and talking about what happened — can help your child understand how different people have different needs, and that's awesome.

## **4** Model Kindness and Inclusion

Our kids are always watching. They pay attention to how we treat others. They notice our comfort (or discomfort) in interacting with everyone we meet. My desire to raise kind kids has made me take a good look at myself. Do I know the neighbors' names? Do I show genuine interest in their lives?

Last week, I took my son to meet someone new. "He's two years younger than you and a little nervous about starting a new school," I told him. "You remember what that's like, right? So our mission is to make him feel super welcome." The boys played at the park while the moms chatted. As we headed home, my son said, "He's a nice kid! I think he'll like it here."

"And you'll keep an eye out for him in the hallways?" I asked.

"Of course, mom," he said. In moments like these, I know that Fred Rogers had it right when he said, "There are three ways to ultimate success: The first way is to be kind. The second way is to be kind. The third way is to be kind."

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*Deborah Farmer Kris is an education journalist, parent educator and the author of the "All the Time" picture book series and "I See You" board book series. Her bylines include PBS KIDS, NPR's Mindshift, The Washington Post, the Boston Globe Magazine, and Oprah Daily. She also spent 20+ years as a K-12 teacher and administrator. You can also find her at [www.parenthood365.org](http://www.parenthood365.org)*

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<https://www.pbs.org/parents/thrive/help-your-child-be-a-kind-friend>



STUDENT LEADER GUIDE  
*for* GRADES 6-12

#saysomething #sandyhookpromise

# hello!

This easy-to-use guide is designed to assist youth ambassadors or peer leaders in delivering the Say Something program. It includes tips for getting started, key action steps and messages to emphasize and ideas, activities and resources that young people can use during Say Something Week and throughout the year to carry Say Something forward.

This workbook features information to help you learn how to recognize the warning signs, signals & threats – especially in social media – from individuals who may want to hurt themselves or others. Say Something also teaches you to take immediate action and go to a trusted adult to get help and the importance of doing so. You will also find activities, checklists and worksheets you can use to spread the message and teach others about Say Something:

- 1 RECOGNIZE THE WARNING SIGNS, SIGNALS AND THREATS.
- 2 ACT IMMEDIATELY. TAKE IT SERIOUSLY.
- 3 SAY SOMETHING TO A TRUSTED ADULT.

Student Resource Guide includes:

- Getting Started Checklist
- Kick Off Meeting Agenda
- Proposal Template
- Planning Committees Map
- Daily Planner
- Task List
- Budget Form
- Spirit Day Suggestions
- Activities
- Reflection
- Sustainability Plan
- Promise Club Success Stories
- Social Media Resources

We've also included ready-to-go resources:

- Icebreaker Cards
- Printable Name Tags
- "Say Something" Selfie Cards
- Human Scavenger Hunt

Thank you for your leadership and commitment to Say Something!  
We couldn't do it without you.



Sandy Hook  
**PROMISE**

Sincerely,

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



*together*  
WE can...

## ABOUT SANDY HOOK PROMISE

Sandy Hook Promise is a national non-profit organization founded and led by several family members whose loved ones were killed at Sandy Hook School on December 14, 2012.

The organization is focused on preventing gun violence (and all violence) BEFORE it happens by educating and mobilizing parents, schools and communities on mental health and wellness programs that identify, intervene and help at-risk individuals.

## OVERVIEW



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



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



*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.*

## 1 LEARN: Why Say Something?

Research supports that in many instances of violence, suicide and making threats, kids often show warning signs or even tell others what they are feeling and/or what they want to do BEFORE they do it. By learning how to look for these warning signs, act immediately and "Say Something" to an adult, we can and will get better at reducing violence, threats and tragic consequences.

### Why should I care?

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.

### Why should I "Say Something?"

- To create a more safer, healthier school community
- To inspire others and create lasting change by building a culture of "looking out for one another" and reporting possible threats of violence when someone sees, reads or hears something (especially within social media)
- To make a difference in someone's life and get help for a classmate or friend who needs it
- To stop someone from possibly hurting themselves or others



## 2 LOOK: Are any of our classmates or friends showing warning signs, signals or making threats?

Here are some examples of warning signs, signals and threats:

- Withdrawal from others
- Thoughts or plans of hurting self or others
- Bullying or hitting
- Fascination with death, violence or school shootings
- Bragging about access to guns or an upcoming attack
- Threatening to hurt someone in person or online

What are some examples of warning signs, signals and threats that you have witnessed at your school?

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Where do you see warning signs, signals and threats happening in school and online?

(check off locations below)

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> Lunch        | <input type="checkbox"/> Video Game Communities |
| <input type="checkbox"/> Hallways     | <input type="checkbox"/> Classrooms             |
| <input type="checkbox"/> Gym / Sports | <input type="checkbox"/> Other _____            |
| <input type="checkbox"/> Social Media |   |

How do these images, messages and words make us feel?

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What if everyone at your school looked out for each other? What would that look like? How would it feel?

---

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3 ACT: How can we create a school culture where everyone looks out for each other both in person and online?

SAY SOMETHING INVOLVES 3 IMPORTANT STEPS:

1. LOOK *for*  WARNING SIGNS  
SIGNALS & THREATS
2. ACT IMMEDIATELY. *take it* SERIOUSLY.
3. *say* something  
to a TRUSTED ADULT

Organize a "Say Something" week or club at your school or youth organization. Bring attention to the importance of identifying warning signs and threats and getting help by saying something to a trusted adult. Sharing the three steps of Say Something can save lives and create a culture of caring.

Use the following resources to bring your ideas to life and to take action in your school and community.

*"You cannot get through a single day without having an impact on the world around you. What you do makes a difference and you have to decide what kind of difference you want to make."*

- Jane Goodall

# SAY SOMETHING: GETTING STARTED CHECKLIST

- Find an adult within your school or youth organization who will help and support your ongoing Say Something efforts. Your Say Something adult champion can sign up and register your group here: [www.sandyhookpromise.org/](http://www.sandyhookpromise.org/).
- Look at Spirit Day and activity suggestions (pgs. 16-18) for inspiration
- Set up a Say Something Kick Off meeting - Kick Off Meeting Agenda (pg. 10)
- Complete a project proposal and get administrative approval - Proposal Template (pg. 11)
- Create committees to divide the work efficiently - Planning Committees Map (pg. 13)
- Plan week-long activities and events - Daily Planner (pg.20)
- Assign responsibilities - Task List (pg. 21)
- Assemble a list of important materials and budget - Budget (pg. 22)
- GO!

## SAY SOMETHING *tips:*

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- *Make sure you get approval from a school administrator or club leader before finalizing your plans.*
- *Once Say Something Week at your school is complete, plan a closing meeting to debrief the event and complete the reflection sheet and sustainability plan.\**

*\*Sandy Hook Promise organizes a national Say Something Week every year in the fall and all schools are encouraged to participate. But schools can organize a Say Something Week anytime throughout the year.*



## SAY SOMETHING *tips:*

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- Change your school or organization's social media avatar to the Say Something logo.
- Send a press release or a letter to the editor to your local newspaper or news station to let them know about Say Something week.
- Use the hashtags #saysomething and #sandyhookpromise to share your Say Something activities with the rest of the world!
- Distribute Say Something stickers and wristbands. Order online from Sandy Hook Promise at no-cost while supplies last.

"We are only as strong as we are united, as weak as we are divided."

- J.K. Rowling



SAY SOMETHING WEEK -  
*activity* GUIDES

## Say Something Week

# SPIRIT DAY SUGGESTIONS

### #saysomething Day

- Encourage everyone to meet someone new and have a conversation about topics they find on index cards spread throughout the lunchroom. Use popular hashtags and invite students to share a positive thought about the person, the school or the community that relates to the hashtag. Examples include #schoolspirit, #bff, #newfriend, #backtoschool, #dosomething, #goteam.

## SAY SOMETHING *tips:*

- Recruit Say Something ambassadors to encourage and promote conversations about Say Something, digital citizenship and being an upstander during lunch.
- Print out and put the Say Something icebreaker cards on each table as conversation starters.

### Green Out

Show support for the Sandy Hook community and honor lives lost to gun violence AND show your pledge to prevent violence by wearing green, the color of Sandy Hook School.

## SAY SOMETHING *tip:*

- Hold a Say Something green t-shirt design contest. Collect student designs for a shirt, then hold a school wide vote for the favorite shirt. The Say Something logo is available to download at [www.sandyhookpromise.org/saysomethingweek](http://www.sandyhookpromise.org/saysomethingweek) and can be included in the designs. Sell shirts to help cover the cost for Say Something week materials or donate to Sandy Hook Promise.

### Show You Care Day

- Encourage students and staff to sign the pledge to "Say Something" and post their commitment to care for each other on their favorite social media sites. Sample messages are available on page 35. Or invite students to create their own message; i.e. "I care for my friends on \_\_\_\_\_ (Twitter, Facebook, Instagram, etc.) so I promise to 'Say Something.'" You can create a message for your school and spread the word. Teachers and staff can display Trusted Adult signs in their classrooms.

*"Teach this triple truth to all: A generous heart, kind speech and a life of service and compassion are the things that renew humanity."*

- Buddha



# ACTIVITIES

## **Warm Welcome**

Kick off the week with a team of students and adults at the entrance to your school to cheer on students and "Say Something" positive that acknowledges students as they walk into school. "It's nice to see you today!" and "Hope you have a great day!" Make it a celebration with party whistles and kazoos!

## **Mock Social Media Posters**

Invite students to create posters that represent social media messages, i.e. mock Instagram, Snapchat, Facebook posts, that celebrate being an upstander, digital citizenship and responsible use and/or social media for social good. Display these posters all around the school and the community.

## **Mixed Grade Mixers**

Plan mixers between grade levels to help students reach out to one another and serve as friends, mentors and advisers.

## **Say Something Storyboard**

Post a giant sheet of banner paper in the hall or cafeteria. Highlight Say Something stories from the news, Promise Clubs or the Sandy Hook Promise website about everyday heroes who said something to save a life or get help for a friend. Then invite students to write a short thank you/acknowledgement on a post-it or card that can be attached to the story. These letters could then be shared with people from the stories. Visit the Sandy Hook Promise website to find stories to share with your community.

## **Say Something Group Photos**

Create a photo booth with fun props and ask groups of students to pose for photos with trusted adults. Students can hold up a Say Something message or adults can hold the "Say Something I Am Proud to Be a Trusted Adult" poster to show how Say Something brings everyone closer together.

## **Say Something Scavenger Hunt**

Create a scavenger hunt with different clues (e.g. find a person who was born in another state, find a person who is new to the school, etc.) and have students fill their sheet with different signatures from students or adults who fit the criteria. Make sure to include clues that lead students to find important information like the name of a trusted adult, the Guidance Counselor's office, a community resource website and/or helpline information. Offer a prize for each person who turns the sheet in by the end of the day. A sample Human Scavenger sheet is available in the Resource section.

### Time Capsule

At the end of the week ask students to write their favorite activity or memory from the week and add to a time capsule.

### Letter Writing

Provide students with blank notecards and envelopes to write letters to students from another grade or class with an inspirational message about what Say Something means to them and how they chose their trusted adult.

### Say Something Hall of Fame

Celebrate trusted adults by creating posters with each person's picture, contact information (name, office #) and a fun fact to display on bulletin boards for students and parents to see. Create name tags for trusted adults in the school community to wear around school during Say Something events.

### Create a Video

Why not show your school spirit by including students across the school in a Say Something video? Be creative and have some fun. Draw inspiration from the Say Something Week social media post messages (pg. 35).

### Guest Speakers

Invite guest speakers who can talk first-hand about the importance of Say Something to speak at a school-wide assembly. Think about local physicians, mental health providers, law enforcement, elected officials, business owners or civic leaders.

### Design Social Media Posts

Use photo/video editing apps to create original content that promotes Say Something on social media.

## SAY SOMETHING *Tips:*

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- *Keep your audience in mind! You know what will work best at your school. What activities would students like? What would encourage them to participate?*
- *Reach out to the clubs at your school to get their ideas and identify ways they want to use their talents to promote Say Something Week.*





take the

# PLEDGE

*i promise to...*



---

1. LOOK *for* WARNING SIGNS  
SIGNALS & THREATS



---

2. ACT IMMEDIATELY. *take it*  
SERIOUSLY.

---

3. *say* something  
*to a* TRUSTED ADULT

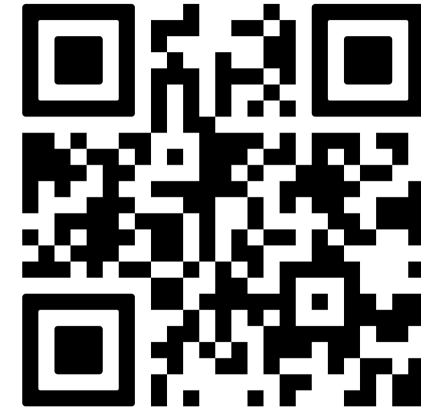
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*to help* CREATE a SAFER, HEALTHIER *school*

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**“Often, when you think you’re at the end  
of something, you’re at the beginning  
of something else.”  
~Fred Rogers**