

# F2F SAFE & CARING SCHOOLS



**FRIEND<sup>2</sup>**  
**FRIEND**

**Length: Simulation 35 Mins**  
**Lesson Plan: 90 Mins Total**

The experiential program takes a SEL skills-based approach to violence prevention. Focusing on empathy, critical thinking, decision-making and help-seeking skills, the program moves beyond just say no to improving student agency to build their own future and navigate important decision points with increased confidence and preparedness.

 **Kognito**

Conversations that change lives.



# Introduction



Today you will engage in a virtual simulation where you can practice tools to navigate situations involving concerning behaviors with peers

## Learning Objectives

- ❖ Understand statements and behavior that escalate concern for safety
- ❖ Understand the role of communication in creating a safe and caring school environment
- ❖ Apply communication skills to help a friend
- ❖ Apply communication skills to reach out to an adult
- ❖ Recognize potential violence prevention resources

## Skills

- Help-Seeking
- Critical Thinking
- Problem-Solving
- Empathy & Active Listening



# Group Norms

---



1. Actively Participate.
2. Be respectful.
3. Do not share names or other identifying information of students or staff.
4. Reach out to me or another trusted adult if you would like to talk.



# Login Instructions & Note Taking Guide



## Login Instructions

1.

FRIEND2FRIEND: SAFE & CARING SCHOOLS

## Note-Taking Guide

Example

My key takeaway(s):

---

---

---

Concerning Behavior: As I watched the simulation, I noticed these concerning behaviors:

Behavior 1:

---

---

---

Behavior 2:

---

---

---

What I Can Do: Examples I can use to take action to help a friend or classmate:

Strategy 1:

---

---

---

Strategy 2:

---

---

---

© Kognito 2021





# Applying Knowledge: “What Would I Do?”

FRIEND2FRIEND: SAFE & CARING SCHOOLS

## Applying Knowledge – “What Would I Do?” Example

Consider this scenario in which you describe a change in your school friend’s behavior that is causing you concern:

*“I’m a junior in high school. My teammate Summer is usually this upbeat, creative girl. Loves astronomy, always talking about cool stuff in the night sky. She’s really quiet now, like, in the last few weeks, and she’s not answering texts or calls. When lacrosse was cancelled, she posted a status, ‘No games. Now what’s the point of school, scholarship, college, life, anything? So angry w Coach. Anyone know where she lives? Can’t take it...My sky’s goin dark...’*

*When I saw her for class, I noticed she wasn’t wearing her favorite necklace anymore either. For like a week. It’s a pendant of a constellation. The one she always wears. I’m concerned.”*

Make a list of changes in Summer’s behavior, and in a few words, describe why they represent a change.

1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

© Kognito 2021



Conversations that change lives.



# Applying Knowledge: Manage Concern

How would you manage your concern? Working as a group, consider responses for each option. Strive for honesty and openness in your response and analysis.

1. Do nothing.

Reason: \_\_\_\_\_

Reason: \_\_\_\_\_

Reason: \_\_\_\_\_

Risk: \_\_\_\_\_

Risk: \_\_\_\_\_

Risk: \_\_\_\_\_

2. Check in with Summer: As you prepare to check in, remember some key tools: active listening, open-ended questions, support, no judgement.

Q. Where would check in with her? What setting would you suggest? Why?

\_\_\_\_\_

Q. What questions or statements would help your conversation with Summer?

Statement/Question 1: \_\_\_\_\_

Statement/Question 2: \_\_\_\_\_

Statement/Question 3: \_\_\_\_\_

© Kognito 2021



# Applying Knowledge: Manage Concern (cont'd)

Q. How would you show that you are actively listening and support her?

---

---

---

Q. During the conversation, what behavior or statements would you look for as warning signs?

Statements/Behaviors:

---

Statements/Behaviors:

---

Statements/Behaviors:

---

---

3. Talk with an adult.

Q. Why or when would you choose this option?

---

---

---

Q. Who would you approach?

---

---

---

Q. What would you say?

---

---

---

---

---



# My Resources

---





