FRIEND 2 FRIEND

SAFE & CARING SCHOOLS

Kognito

Overview

This guide provides companion lessons that can be used to introduce, localize and extend the learning of *Friend2Friend: Safe & Caring Schools* in your classroom. The guide contains preparation materials, handouts and two 45-min. lesson plans, each with in-person and virtual options for remote learning.

Goal

Promote safe and caring school environments by empowering students to overcome barriers to talking with an adult about potential concerning behaviors and statements.

- ⊘ **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

01 Help-Seeking Skills
02 Critical Thinking & Problem-Solving Skills
03 Empathy & Active Listening Skills

CASEL Core Competency Alignment

01 ## Social Awareness & Relationship Skills
Strengthen communication and healthy relationship skills

- ⊘ Demonstrate empathy and support help-seeking
- ⊘ Identify own emotions and those of others

02 ## Self-Management & Self-Awareness Skills
Develop strategies for managing stress and making healthy decisions

- ⊘ Identify and use resources of family, school community

03 ## Responsible Decision-Making
Grow critical thinking skills

- ⊘ Anticipate and evaluate the consequences of actions
- ⊘ Identify solutions to personal and social problems

Lesson Plan Snapshot
Includes: 2 class sessions, 45 mins each

Part 1

01 Mini-Lesson: Getting Ready for Friend2Friend (10 mins)
02 Students Complete Friend2Friend Simulation (20 mins)
03 Reflection & Wrap-up (15 mins)

Part 2

01 Mini-Lesson (5 mins)
02 Applying New Knowledge (20 mins)
03 Reflecting on... (15 mins)
04 Wrap-up (5 mins)

F2F SAFE & CARING SCHOOLS

Part 1

Prepare

- ✓ **Before inviting students to watch *Friend2Friend: Safe & Caring Schools*, spend some time reviewing the simulation yourself.** Try out a variety of possible choices, beyond the ones you think are correct. Explore what happens when the characters say things that foster support, and when the opposite occurs.

- ✓ **Review this lesson plan and make any adjustments** that make sense for your students and the instructional setting.

- ✓ **Keep in mind that students will have very different experiences** with the simulation because they choose their individual responses. As a result, during class sharing they may refer to scenarios that another student did not experience during the simulation. Offering context will keep discussion clear.

- ✓ **Friend2Friend helps students build awareness and skills** to support a safe and caring school environment. The program encourages help-seeking for self and others and models a student reaching out to a trusted adult if they notice signs of concern.

- ✓ **Inform your school's administration and mental health staff that you are conducting this Friend2Friend activity,** and that they may see an increase in support requests.

- ✓ **To engage the Friend2Friend: Safe & Caring Schools simulation,** each student will need headphones and a computer with internet access.

- ✓ **Confirm** login information.

- ✓ **Notetaking Guide for all students:** Printout, or document file for remote learning

- ✓ **Review and customize PowerPoint if needed:** Slides 1-9

Instruction

01 Mini Lesson: Getting Ready for Friend2Friend: Safe & Caring School (10 mins)
Do a quick poll with students. Instruct them you have three statements, and for each, you'd like a show of hands if the statement is true for them. This activity can also be done as an internal poll, if students feel uncomfortable raising their hands

"I share everything I'm feeling with my friends."

"I've been in a situation where my friend was avoiding me and not returning my calls, and I found out later that it had nothing to do with me. Something else was really bothering them."

"I've thought a lot about who I can turn to and talk when I or a friend are under a lot of stress that seems to be getting difficult to manage."

Summarize the poll. Note the questions that earned the highest raised hand responses, and the fewest. If internal poll, move to the final question and introduction of the simulation.

Present a final statement for polling consideration:

"I know the exact thing to say and do to support a friend in distress, and I am confident using the resources I have available to help."

02 Introduce the purpose of simulation lesson and what students can expect; setup/login for the simulation. Distribute the Notetaking Guide.

"We can all use some help talking about things that we're experiencing, recognizing how to help, and who to turn to for help. This next lesson is going to give us tools to become more comfortable doing just that, making time at school more supportive for everyone. You're going to interact with two virtual students that will guide you through conversations and helping strategies, and we'll build on that together with some follow-up lessons."

Introduce group norms for lesson. Slide **3,** customize if

needed. **Group Norms Examples:**

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

03 Students complete the *Friend2Friend Safe & Caring Schools* simulation (20 mins)
Instruct students to use the Note Taking Guide as they watch, and to include thoughts about:

- My key takeaway(s)
- Examples of Concerning Behavior (1 or 2 behaviors)
- Examples of What I Can Do (1 or 2 examples)

04 Reflection & Wrap-up (15 mins)

- Simulation Review: Students discuss some of their key takeaways. Ask students to share about what struck them most about a conversation or scenario in the program. This will give students and an opportunity to organize and express their thoughts on the impact of the conversation, while also creating a first kind of practice for the rest of the students to actively listen to each other.
- Summarize with the students and instruct them to add to their Note Taking Handouts additional behaviors and helping tips that came up in the class discussion, but they might not have mentioned on their own handouts during the simulation.
- Allow students to share thoughts on the note taking points.
- Inform students that the following lesson will build on themes touched on in the simulation.
- Collect Note Taking Guide or ask students to keep them for Part 2.

Note-Taking Guide
Example

My key takeaway(s):

_____

_____

_____

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

Behavior 1: Example: _"Threatening statement, wanting to get even."_

_____

_____

Behavior 2: Example: _"Not wanting to ask an adult for help,"_ or _"Saying this is the last straw."_

_____

_____

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

Strategy 1: Example: _"Let them know that I am there for them. Be a good listener if they are going through something."_

_____

Strategy 2: Example: _"Suggest reaching out to an adult for help. Let an adult know what is going on so they can support them._
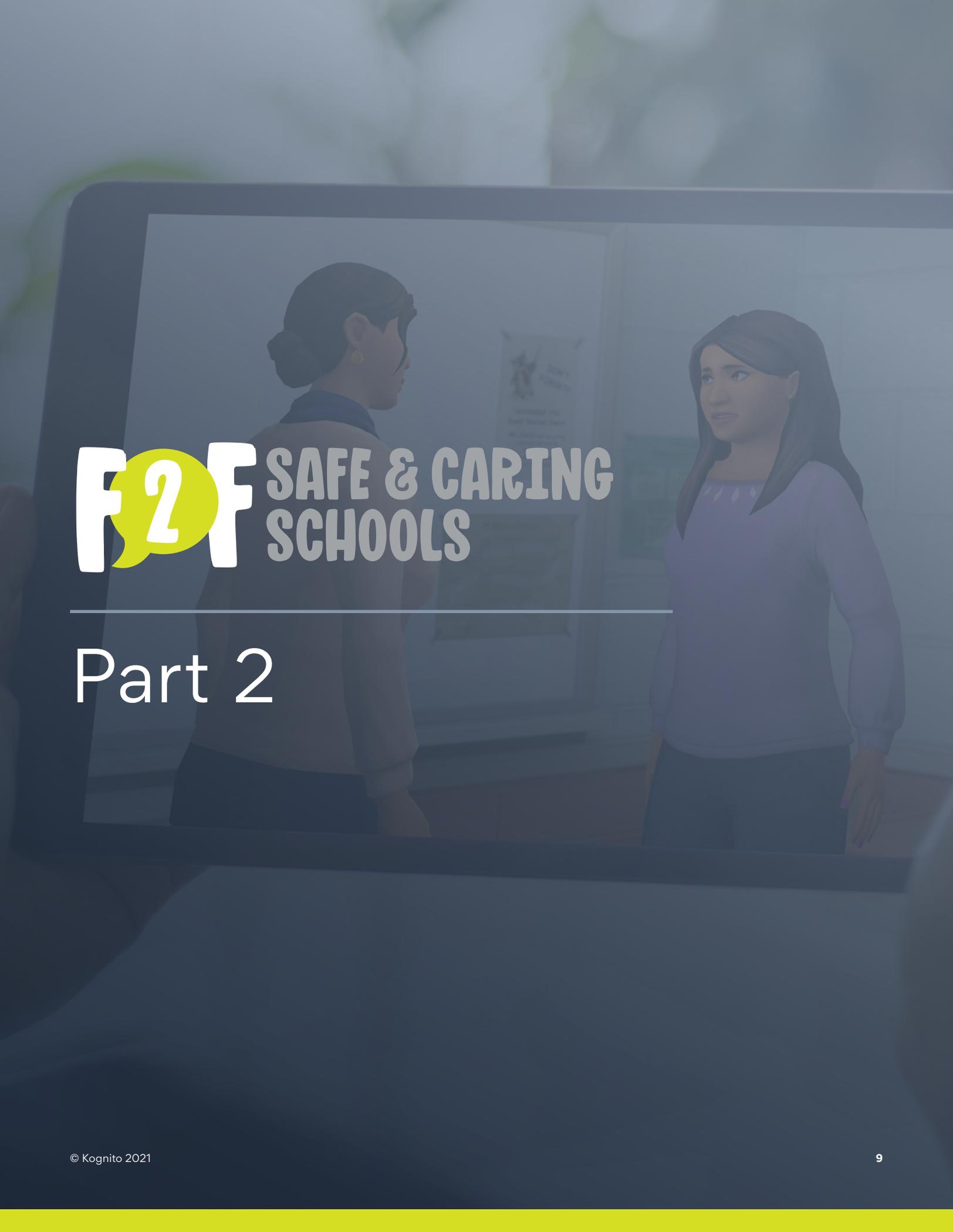
_____

F2F SAFE & CARING SCHOOLS

Part 2

Prepare

✓ **If learning is virtual:** determine how students will submit work, and if virtual breakout rooms will be used for discussion.

✓ **Handout:** "What Do I Do"
(one copy for each student or display for all)

✓ **Review and customize PowerPoint if needed:** Slides ? - ?

Instruction

01 Mini Lesson – review wrap-up of Lesson 1 (5 mins)
Review Group Norms

Let students know that today's activities will build on the themes from the simulation, including noticing signs of a friend or classmate in distress, reaching out for help and building the type of caring school environment where everyone feels supported.

02 Applying New Knowledge - "What Would I Do?" (20 mins)
Guiding question:

Why is it important to recognize changes in a person's behavior, appearance, and comments?

Distribute Handout. Instruct students to consider the challenge scenario about a school friend whose behavior has changed.

Divide students into groups of 2 to 4.

Instruct each group to consider the following scenario:

"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."

Instruct groups to complete the group challenge. Groups will come back together as a class for shared responses and whole class discussion.

03 Reflecting on...Spreading the Word (15 mins)
Return students to groups and instruct each group to create a brief PSA message (text blast, a poster, a rhyme, or acronym) that spreads the word about ways to connect with friends in distress and seek help from a trusted adult.

Groups will share work. Consider voting on resulting work for use as a school-wide message.

04 Wrap-up (5 mins)
My Resources

1. Distribute to students a list of school resources available to them, and include all relevant contact information, such as school website links, contact names, hotlines, etc.

2. Invite students to take 5 minutes and start a list for themselves of at least one specific adult they would go to when help was needed. Remind them that this list is for their private use and reference, and to select a person who meets these 2 criteria:

    •   The student trusts them to listen and care.
    •   The student trusts them to be able to take steps to help and make everyone safe.

Students can write more than one name.
Encourage students to continue the reflection beyond class, in a quiet moment.

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: Example: *She's quiet, normally very upbeat and talkative about astronomy.*

2: Example: *Social media posts sound hopeless on social media; normally she has a positive outlook.*

3: Example: *She's become angry, threatening toward the coach. She loves lacrosse and is kind to people.*

4: Example: *Summer stopped wearing her favorite necklace, and it is closely tied to her favorite subject, astronomy. She always wears the necklace, it's like, part of her.*

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: Example: *Respect. I stay out of Summer's personal business.*

Reason: Example: *Safety. It won't make Summer switch her anger onto me.*

Reason: Example: *No Big Deal. Maybe it's nothing, so I'll avoid making a big deal out of it for her and for the school. I don't want to embarrass Summer.*

Risk: Example: *Summer may be hurting deeply. If she deals with it alone, she might feel that no one cares. That could make her feel worse.*

Risk: Example: *If no one checks in with her, then she might do something rash, and try to hurt the coach, in school or at the coach's home.*

Risk: Example: *If no one checks in with her or with an adult, Summer may try to hurt herself.*

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?

Example: *I would meet with her in a setting that makes her feel comfortable and free to talk, and where it is private. Outside, with people around but they can't overhear us. No distractions.*

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

Statement/Question 1: *Open-ended questions to start the conversation, that do not involve a "yes" or "no" answer. "I haven't heard you talk much about astronomy lately. What's the latest?"*

Statement/Question 2: *Positive statements that lift Summer and show her examples that people want to help and that things will get better.*

Statement/Question 3: *"You haven't talked much about astronomy lately. What's the latest?""I know, it feels like a lot, because it all just happened. But you have options that will make this better. It's just hard to see them now. There are people who can help you figure this out. They want to help."*

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

Example: *Mention a similar experience you had that led to a positive outcome because of help you sought and received or because of a healthy coping strategy.*

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

Statements/Behaviors: *"I want to punish the coach for cancelling the season."*

Statements/Behaviors: *"My life is over. I'll never be able to pay for school without a lacrosse scholarship and this whole year is gone."*

Statements/Behaviors: *"I threw away my necklace and sold my telescope. I don't need them anymore."*

3. Talk with an adult.

Q. Why or when would you choose this option?

Example: *I would reach out to an adult after hearing about her social media posts. I don't know Summer, but I heard about what she posted, asking about the coach's address so publicly like that. That's a big, dangerous statement to make. She needs to talk to someone.*

Q. Who would you approach?

Example: *I'd talk to my favorite teacher, who also happens to be the field hockey coach. The coaches know each other.*

Q. What would you say?

Example: *I'm wondering if I can talk with you about someone in my class, Summer. I don't know her outside of class, but I heard she posted some scary stuff, asking about her lacrosse coach's address, and being upset that sports were cancelled. That's a big, dangerous statement to make, and it kinda scares me. I have four classes with her, and she has really changed since lacrosse was cancelled. She's super quiet now. I'm scared for her, too, scared that she might snap and do something at school. So, I'm coming to you for help.*

F2F

SAFE & CARING SCHOOLS

Student Handouts

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:

_____

_____

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: _____

_____

_____

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: _____

_____

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?

_____

_____

_____

_____