



S.O.S - STOMP OUT STIGMA

ADVISOR PACKET

If you're reading this, congratulations! Your dedication to your students is admired so much that they chose you as their trusted adult advisor for S.O.S - Stomp Out Stigma!

WHAT IS S.O.S?

Stomp Out Stigma is a youth program initiated by Please Pass the Love, a school mental health nonprofit. The mission behind S.O.S is to adequately bring light to issues at school so that students can effectively bring change to their school climate. Mental Health is more than just anxiety and depression. It encompasses the everyday stressors that youth face in today's world. Our goal is to help youth navigate those stressors at home and especially at school. This is a program designed by youth and for youth.

OUR PHILOSOPHY

Every person has a right to have a voice and to tell their story in a safe space. Our philosophy is that by giving youth an opportunity to have a voice, we improve school culture and youth mental wellness.

RESEARCH BASED

Information shared and reported by Please Pass the Love and Teens for LOVE is evidence based and supported by research such as the following:

- Hart's Ladder (Hart, 1992)
- SAMSHA's Strategic Prevention Framework (2012)
- Developmental Relationships Framework (2013)

"Alone we can do so little; together we can do so much."

Helen Keller

YOUR ROLE AS AN ADVISOR

The advisor will help students in their work, offer encouragement, and intentionally build relationships. You must be willing to take risks, especially in modeling vulnerability and creating a safe space. You should be flexible, creative, culturally competent, and inclusive. The advisor should encourage students to be authentic, loud, excited, and think outside the box from a traditional classroom standpoint. This would not be a good fit for advisors that seek quiet, order, control, and prefer a more punitive approach.

Engage in training and consultations with PPTL staff. Ongoing communication would be facilitated by both staff and the advisor.

Advisors will want to collaborate with administration to make sure all paperwork and policy is addressed for starting a school group. Since students will be encouraged to work collaboratively with administration, advisors will want to make sure that administration is aware and supportive.

OK, I THINK I CAN DO THIS!

Of course you can do this! That's why your students chose you to be their advisor! Your next steps are:

1. Inform your students that you are able to be their advisor. Students will need to register their S.O.S group on our website and will need to report your email address as part of registration.
2. Your student leaders will be actively recruiting other students to build a base club of at least 5-10 students. Student leaders will be encouraged to keep consistent communication with you so that you can collaboratively make arrangements for meetings. PPTL staff will want to be at your first meeting, so be sure to let us know when it is!
3. Make sure you speak with administration regarding school rules for a student group. You may need to fill out additional paperwork in order to remain in good standing and to fulfill all school requirements.

PLEASE PASS THE LOVE CONTACT

Your go-to contact for S.O.S is Emmalee Bowlin, Director of Youth Engagement. She can be contacted directly by emailing info@pleasepassthelove.org.

MEETINGS

Your student leaders should communicate with you to determine when to hold your group's first meeting. Encourage your student leaders to choose a date and time that allows the most students to participate. Although we recommend meeting approximately an hour each week, the frequency of your meetings can be determined by you and your group. Your student leaders will communicate with PPTL so that staff can attend your first meeting!

Remember that a major component of S.O.S is empowering students. Therefore, you should encourage your students to lead the meetings. Feel free to help guide them, especially for the first few meetings. Meetings will be structured in three parts:

1. Updates & announcements (5-10 min)
2. Self-expression or positive vibes activity (20 min): This part of the meeting can rotate between activities that allow students to be creative, or an activity that will help spread kindness and inclusivity throughout the school.
3. School Climate Work (30-40 min): This time is dedicated to working through your booms and barriers, action planning, and executing school climate transformation plan.

SELF-EXPRESSION

Some feelings are hard to verbalize. Some thoughts we don't want to say out loud. Using self expression activities will help students figure out what to do with our thoughts and feelings. When we express our feelings honestly, we are better equipped to deal with them. As a human, we are full of thoughts and ideas that bring us energy. If the creative energy in our mind sits untouched, it can bring about anxiety, depression, and restlessness. Self-expression has been successful in improving mood and overall health.

Try to avoid giving your students parameters and allow them to freely create their story. We should never force students to share more than they are comfortable with. This is when students may get loud and excited, as well as emotional and passionate. Encourage students to participate while others are sharing their story by showing them support and love.

Pay attention to the message the student is trying to share with you. Do not hesitate to follow up with students to validate their feelings, thank them for being brave for sharing, and inquire more if there were any concerns (abuse, sexual assault, substance abuse, suicidal ideation). This is a wonderful opportunity to connect with your youth and get them help as needed.

POSITIVE VIBES

We know that showing kindness to others can have lasting effects. We often hear that one little act of kindness can ultimately change a life. At Please Pass the Love, we give out bracelets that say "You are not alone". One story we would like to share is about a young lady who received a bracelet. On a particularly dark day when she was struggling with her mental health, she saw the bracelet and remembered that she is loved. You never know the impact that a small act of kindness can have on someone else's day. Encourage your students to think outside of the box when planning ways to spread kindness and positive vibes throughout their school.

We know that school climate transformation work can be heavy at times, which is why we encourage you to add in the self-expression and positive vibes activities. These uplifting components can help empower your students to make a real, sustainable change in their school. Although we give you examples throughout this packet, feel free to come up with your own!

EXAMPLES OF SELF-EXPRESSION AND POSITIVE VIBES

Examples of Self-Expression:

1. Slam Poetry/Spoken word: Check out "Button Poetry" on YouTube
2. Art: Encourage students to express themselves through various mediums.
3. Music: Encourage students to explore instruments, songs, writing lyrics, and performing.
4. Movement: This includes endless opportunities from anything from meditation to cooking to yoga/exercise.
5. Writing/Journaling: This is a great tool for students who feel they can't openly express themselves. Look for writing prompts online!

Pro-Tip:

Art supplies can be expensive. Help encourage your students to create a fundraiser so that they can purchase supplies for the group to use.

Examples of Positive Vibes:

1. Kindness Cards: Have students decorate cards with positive messages to pass out in the school.
2. Goody-bags: Have students create goody-bags to be handed out as a thank you to teachers, first responders, or anyone the students choose to recognize.
3. Random Acts of Kindness Board: Get permission to use wall space at your school to create a board with different acts of kindness. Group members will write various RAK on cards. They will then tape them on the board and encourage their peers to take a card and complete the act of kindness.
4. Hot Cocoa Station: During winter finals, set up a table where students and staff can come and make a free hot chocolate.
5. Take What You Need pull tab sheet: Have students create "pull-tab" flyers titled "Take What You Need". Each pull-tab can say something different such as:
 - Love
 - Patience
 - Healing
 - Courage
 - Strength

EVIDENCE BASED PRACTICE

With students expressing themselves, this is an important time for adult advisor(s) to be building relationships with students. Using the Developmental Relationships Framework (2013), there are five elements to keep in mind to be an effective advisor driven to build relationships with students:

1. Express Care: *Show me that I matter to you through being dependable, listening, believe in me, be warm, and encourage me.*

2. Challenge growth: *Push me to keep getting better by expecting my best, stretching me to go further, hold me accountable, and help me learn from my mistakes.*

3. Provide support: *Help me complete tasks and achieve goals by helping navigate through hard situations, empower me, advocate and defend me when I need it, and set boundaries to keep me on track.*

4. Share power: *Treat me with respect and give me a say by taking me seriously and treating me fairly, include me in decisions that affect me, collaborate with me to solve problems and reach goals, and let me lead action.*

5. Expand Possibilities: *Connect me with people and places that broaden my world*

Pro-Tip:

Art supplies can be expensive. Help encourage your students to create a fundraiser so that they can purchase supplies for the group to use.

SCHOOL CLIMATE WORK



Hart's Ladder of Participation

Rung 8	Shared decision-making
Rung 7	Children & young people lead
Rung 6	Adults initiate
Rung 5	Consult and inform
Rung 4	Assign
Rung 3	Tokenism
Rung 2	Decoration
Rung 1	Manipulation

Using Hart's Ladder and SAMHSA's Strategic Prevention Framework, we seek to empower young people to assess, plan and execute effective change to transform school climate and culture.

Through Hart's Ladder (see figure below), the goal is to operate on the top rungs that give space and support for young people to have ownership of decision-making in collaboration with adults.

Often times, schools use models that operate on rung four or lower which prevent young people from engaging in authentic leadership opportunities to influence change.

Students will be using SAMHSA Strategic Prevention Framework (2012) as a guide for their school climate transformation work (figure below). The five steps include:

Step 1: Assess Needs: *What is the problem, and how can I learn more?*

Step 2: Build Capacity: *What do I have to work with?*

Step 3: Plan: *What should I do and how should I do it?*

Step 4: Implement: *How can I put my plan into action?*

Step 5: Evaluate: *Is my plan succeeding?*

The SPF also includes two guiding principles:

Cultural competence: *The ability to interact effectively with members of diverse population*

Sustainability: *The process of achieving and maintaining long-term results*

We recommend that as students work through step one and two that they invite administration to one of their meetings. Administration can be very helpful in providing data, answering questions, helping to decide which problem they want to address next as well as helping students understand what is in place and what resources are available for their work.

WHAT DOES ALL OF THIS REALLY MEAN?

S.O.S is not the typical after-school club. Students should be encouraged to take initiative and to be the leaders in their schools. Your role as an advisor is to provide support and encouragement to these students as they take on a role that many of them may not have taken on before. As they become empowered and learn to be comfortable using their voice, they will be running the meetings, facilitating conversation, and really making a difference in their schools.

WHAT ABOUT MEETINGS?

While it is important for you to be there to provide support and guidance, keep in mind that this is a youth-led program. Encourage your students to take the lead.

FIRST MEETING

Remember to greet each member upon entering the meeting. This is vital for every session to greet and say goodbye to individually connect with each student so that you can effectively build relationships. Consider making little notes about each student, such as the name of their dog or another activity they participate in so that you have a conversation topic in the future.

Goals for today: Build relationships with your students and encourage them to form relationships with each other, understand what this movement and group are about, start creating a story

****It may be a good idea to remind students that once the club gets into a natural rhythm, they will be in charge of leading conversation and the flow of activities and business.****

1. Introductions - let everyone say hi, share a little something about their day, and get comfortable.

2. What is S.O.S? - PPTL will go into details about what the program is all about, what your goals may be, and why this is going to be a great addition to your school.

Explain to students the process the group will use to execute change, and the first few sessions will focus on steps one and two:

Step 1: Assess Needs: What is the problem, and how can I learn more?

Step 2: Build Capacity: What do I have to work with?

Step 3: Plan: What should I do and how should I do it?

Step 4: Implement: How can I put my plan into action?

Step 5: Evaluate: Is my plan succeeding?

3. Relationship Building - that's right, a quick icebreaker! The activity is called "This or That."
-Sample Questions:
 - a. Live by the mountains or by the ocean?
 - b. Netflix or Hulu?
 - c. Chocolate or Vanilla?
 - d. Bad Breath or Body Odor?
 - e. Snapchat or Instagram?

4. Booms and Barriers - PPTL staff will go through the "booms," (or what good things contribute to students feeling safe, supported, and loved at school), and the "barriers," (things that make it challenging for students to feel safe, supported, and loved at school).

SECOND MEETING

1. **Introductions** - Let everyone say hi and get comfortable.

2. **Advisor Shares Story and talks more about what S.O.S is** - There is power in having a voice and being able to share your story with others. When you hear "having voice" and "sharing your story" what does that mean to you? This does not have to be your life story. It could be something important to you today. You can include as much or as little as you want, personal to you or not. You will never be forced, but we will challenge each other to take risks and we will work to create a space that everyone feels supported and encouraged.

Instead of making rules, ask students, "what do we need to do to create an encouraging and safe space so that everyone wants to share?" Make sure that students understand that for it to be a safe space that people should be able to share with it staying confidential in your space. Also remind them that you also keep it confidential unless they or someone else are being hurt.

Discuss Self Expression and Positive Vibes activities. Refer to previous examples.

3. **As a group, choose one or two students to serve as the primary contact for PPTL Staff.** These students need to email PPTL staff at info@pleasepassthehlove.org to let them know. These students will also serve as the primary leaders for your group, keeping in mind that T4L is a collaborative effort and other students are more than welcome to lead as well.

"Leadership is not a position or a title, it's action and example."

Unknown

4. Self Expression - Do the "In My Head" activity:

Each student gets a piece of paper and something to write with. They have 10 minutes to write, draw, or doodle whatever represents what's going on in their head. After they are done, give students the opportunity to share what's "in their heads" if they'd like.

5. School Climate Work - at the last meeting, the group developed their list of Booms and Barriers and picked out their top barrier. This meeting, the group will go over the recommendations from PPTL staff and start working towards making changes! Refer to the School Climate Work section on the last page of this packet!

THIRD MEETING

1. Introductions - Let everyone say hi and get comfortable.

2. Positive Vibes - Spreading kindness has a huge impact on school climate transformation. For this activity, you'll need a lot of sticky notes, something for everyone to write with, and a positive attitude. Give some time for each student to write encouraging messages and affirmations on as many sticky notes as they'd like, reminding them to keep it kind. (Have the group's advisor make sure the messages are appropriate.) Once everyone is finished, divvy up the sticky notes and split up to plaster them around the school for others to see.

3. School Climate Work - Recap on last meeting's progress and talk about next steps.

PLEASE PASS THE LOVE SUPPORT

We have staff and interns that are available to support your group work, so if you have questions or need someone to problem-solve or share with please email us at

info@pleasepassthelove.org. We appreciate you maintaining contact with us so that we can come visit you 1-2 times throughout the year!

CHECKLIST

- Attend a S.O.S advisor training. If you can't attend one, watch the Advisor Training webinar on our website at www.pleasepassthelove.org
- Connect with your student leader. Work with them to build your base club of 5-10 students.
- Email PPTL staff at info@pleasepassthelove.org to set up your official S.O.S gmail account.
- Schedule your first group meeting. Email Please Pass the Love staff so we can be there too!
- Determine how often you will meet as a group.
- Register your group by visiting our website at www.pleasepassthelove.org. Staff will check-in with you regularly!