The Game Plan Assignment: *The Student Experience* Festival & Mental Health Resources Database Implementations.

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Problem Overview:

The Non-Profit Sandy Hook Promise has decided to invest its latest charity donation into an innovative and creative solution to tackle the mission of ending violence against children.

Preliminary Research: *(Provided on the SHP website).*

1.-Who They Are:

Sandy Hook Promise is a national nonprofit organization founded and led by several family members whose loved ones were killed at Sandy Hook Elementary School on December 14, 2012. Based in Newtown, Connecticut, our intent is to honor all victims of gun violence by turning our tragedy into a moment of transformation. By empowering youth to "know the signs" and uniting all people who value the protection of children, we can take meaningful actions in schools, homes, and communities to prevent gun violence and stop the tragic loss of life.

2.-Mission Statement:

Sandy Hook Promise envisions a future where children are free from shootings and acts of violence in their schools, homes, and communities.

The mission of Sandy Hook Promise is to educate and empower youth and adults to prevent violence in schools, homes, and communities. Through our proven, evidence-informed *Know the Signs* programs and sensible, bipartisan school and gun safety legislation, we teach young people and adults to recognize, intervene, and get help for individuals who may be socially isolated and/or at risk of hurting themselves or others.

3.-Core Values:

'Together, we are turning tragedy into transformation.'
'Leading out of Love'
End violence for children
Spread awareness on the signs of acts involving potential school violence.
Educating students on the importance of reporting potential threats.
Providing educators/parents/guardians guidelines on how to converse against school violence in the classroom.

4.- Current Programs:

Start with Hello: Build a culture of inclusivity and empathy.

> One of the no-cost *Know the Signs* programs teach students to be more socially inclusive and connected to each other. Workshops and information videos available in the Learning Center are divided for children in Grades K-5 and 6-12th.

Say Something: Creates cultural change that leads to safer schools.

> Sandy Hook Promise's no-cost *Say Something* program teaches middle and high school students to recognize the warning signs of someone at-risk of hurting themselves or others and how to say something to a trusted adult to get help.

> The *Say Something* program aligns seamlessly with any school's existing social-emotional learning (SEL) curriculum, instruction, and programming. Students build essential SEL competencies, including empathizing with others and seeking help when needed (relationship skills), identifying and analyzing situations, and solving problems ethically (responsible decision-making). This proven, life-saving program is available to schools and youth organizations nationwide at no cost.

Say Something: Anonymous Reporting System

> The *Say Something* Anonymous Reporting System enables students to anonymously report an issue 24/7/365 through an app, hotline, or website when they see a classmate who is at risk of harming themselves or others.

> Sandy Hook Promise's *Say Something* Anonymous Reporting System (SS-ARS) is a holistic program combining education about the warning signs of potential violence or self-harm with the tools to safely report concerns. This is the only anonymous reporting system in the U.S. that provides training along with a mobile app, website, and hotline – exclusively for schools.

S.A.V.E. Promise Club: Students Against Violence Everywhere

> Student leadership initiative of Sandy Hook Promise. Led by our Youth Advisory Board, the aim is to empower student leaders to take an active role in increasing school safety and preventing different forms of violence in schools and communities.

5.- Research-Based Support for Current Initiatives:

Sandy Hook Promise Program Evaluations. Prevention Research Collaborative – UM SPH. (2022, May 12). Retrieved October 20, 2022, from https://prc.sph.umich.edu/projects/sandy-hook-promise-program-evaluations/

Evaluating the Effectiveness of the Sandy Hook Promise Foundation's Know The Signs Programs in the Los Angeles Unified School District. Evaluating the Effectiveness of the Sandy Hook Promise Foundation's Know the Signs Program in the Los Angeles Unified School District | National Collaborative on Gun Violence Research. (n.d.). Retrieved October 20, 2022, from https://www.ncgvr.org/grants/2019/evaluating-know-the-signs.html

6.- Current Implementations:

Say Something: Anonymous Reporting System:

> Student training aligned with CASEL Social-Emotional Learning (SEL) standards, vetted by psychologists and early childhood educators, and includes lesson plans and activities to ensure consistent reinforcement
>
> Training available in-person and via virtual live webinar or pre-recorded video on SHP's Online Learning Center
>
> Robust adult user training covers all aspects of the SS-ARS tip management system and processes. Available via virtual live webinars and in-person presentations

7.- Current deficiencies:

- SHP programs focus on spotting the warning signs of potential school violence but do not expand on the mental health side of said warning signs.
- Professional mental health experts are used in the research portion of the programs but are not included in the content creation portion of *S.A.V.E Promise Club*, *Say Something*, and *Start with Hello*.
- Training videos for children and educators on the *Say Something* program emphasize loneliness and social isolation as separate emotions instead of symptoms of possible depression, anxiety, or other mental health disorders.
- Worksheets for Start with Hello and Say Something have restrictive-creative writing exercises that limit the extent of honest conversations in the classroom.
- Trusted Adult workshops and guidelines do not prepare parents for the possibility of needing to reach out to a professional mental health resource in their community.

Proposed Solution Overview:

We believe Sandy Hook Promise could offer a well-rounded approach to match its mission statement of ending violence for children.

We understand the skeptical nature of mental health awareness as a solution to school violence. However, our two-pronged proposal covers the untapped potential of using narratives involving parents/guardians and students as a step closer to ending harmful practices for families inside and outside the classroom.

For parents/guardians, we want to help beyond the 'trusted adult' guidelines SHP offers and use their website's geo-location feature to provide a nationwide database that connects parents/guardians with easy access to vetted professional mental health resources.
Our database fits into the Online Learning Center framework SHP's website uses to educate audiences on their programs.

For students, we want to adjust how middle and high school children receive information from SHP by widening the conversations to mental health education. Mental health awareness campaigns, while sometimes effective, don't always give the spotlight to students and their honest concerns. As a solution, we developed a film festival and competition known as '*The Student Experience Festival*.' The festival promotes open conversations through creative expression for students to feel heard and seen. We propose a nationwide roll-out with a schedule of panelists, sponsors, and similar non-profits that see the benefits of a well-rounded approach to tackling violence against children inside and outside the classroom.

The Student Experience festival continues SHP's *Start with Hello*, *Say Something,* and *SAVE Promise Club* programs, for it guides parents, educators, and students on how to express themselves after they speak up creatively.

Proposed Solution Part I: *The Student Experience* Festival.

1.- Abstract:

The *Student Experience* Festival will be a two-week engagement program for students in grades 6-12 that builds directly on SHP's *Start With Hello*, *Say Something,* and *S.A.V.E. Promise Club* programs. The festival will include film screenings, panels, and workshops for audiences composed of students, parents/guardians, and educators. Through sponsorships with major companies like Apple, Panasonic, and Adobe, the students will be given a DSLR camera, tripod, microphone, a laptop with editing software, and a library of royalty-free music for use in the festival. They will be trained by hired video staff and given access to tech support during the festival's first week. They will be able to create a five-minute or less short film to be collected and played during the second week of the festival programming, along with the panels and workshops.

2.- Subject matter:

The film festival focuses on mental health awareness by helping students share their creative voices through stories. Students will be encouraged to present films that capture their experiences, diverse storytelling and unique backgrounds. Our central goal is to address mental and behavioral health by giving students a platform to build a stronger kinship among their peers, parents, and the community. The film's subject matter criteria will help guide students and encourage the values, mission, and vision SHP employs through their programs.

3.- Connection to the client:

SHP already has a history of success using video work to spread awareness, like their commercial, Teenage Dream, which has won an emmy. With that goal in mind, the Student Experience Festival allows students to express themselves and tell their stories through video, while helping to foster a stronger sense of community within the school. The festival also provides students a platform to discuss topics they may not get an outlet to discuss in regular classrooms, from personal stories, unique talents, creative works, and social causes. By encouraging and normalizing sharing, we hope to strengthen and build upon the SHP programs of *Start With Hello*, *Say Something*, and *S.A.V.E.*

The festival is designed with a focused national finale event. It will bring together films and students from all over the country. We want to highlight the content created and the student filmmakers behind them. The national finale will also feature prize packs for top winners and workshops with industry professionals from writers, actors, filmmakers, SHP leaders, and mental health professionals.

4.- Competition parameters:

The Student Experience Festival will ask students to create short films of up to five minutes. The films must feature no profanity, licensed music or imagery, and no inappropriate content- as deemed inappropriate by their respective schools. Schools will also have the option of adding or restricting guidelines further based on what kinds of content they choose to encourage or allow.

The competition will include grades 4-12, with the 4th and 5th-grade classes creating films together as a class- guided by their instructor and our video staff. These films will be unified under the themes of *Start With Hello* and *Say Something*.

The 6th - 12th graders will be given more autonomy with their films and can choose to work independently or in teams, including multiple projects. Their films will be unified under the theme of "The Student Experience" and what they wish to share personally.

There will also be an optional *S.A.V.E.* special category for filmmakers who wish to directly address the program or the SHP mission with their filmed content.

During the week before the event, there will be tabling onsite conducted by our promotions staff. They will be in charge of spreading information about the event and beginning to get student teams signed up for the festival. The event and programming will take place over the following two weeks.

During the first week of the festival, the Launch event will take place- where students are given all the equipment they need to create their film. There will be video staff available for tech support and additional training. Programming during this week will be exclusive to students and mainly consist of tv programming, flyers, and emails. This programming will feature other films previously created for the competition, *S.A.V.E.* Special category info, SHP program info, Sponsor/ Partner content, And any other unique opportunities available to students.

The festival's second week begins with our Collection event, where all of the films and film gear are collected, and films go into the judging process. The film judges will consist of faculty and staff from the school and video professionals from the festival staff. SHP programming for students continues, leading up to the Finale event for the school.

Often scheduled on weekends to include parents and educators, Finale days consist of live programming with panels and workshops and the premiere screening of all films created by the school. The event draws close by awarding different prizes to winning films that move on to the national event.

Live programming for students will include aspects of filmmaking and storytelling, script writing, and a photoshop class on movie poster design.

Live programming for parents and educators will include workshops and presentations by SHP staff and partners regarding mental health topics such as; *What is a Troubled Child?*, *Beyond Just Identifying- Treatment and Potential Causes,* and *Talking When Talking is Uncomfortable*. Participants will be introduced to the new SHP Mental Health Professional Database along with this programming.

The National Finale event will be held over the summer and will be a weekend event full of screenings, workshops, and student panels related to filmmaking. All films that won awards at their school will be screened throughout the day and an awards ceremony hosted and presented by celebrity partners of SHP. The top five films overall will screen in random order- revealing the finalists, and students will learn more about getting involved with SHP. National winners will be awarded. The *S.A.V.E.* special category will also award its top winners.

5.- Sample Film Festival Movie Release Form & Guidelines for Students:

Student Experience Festival Movie Release Form

Film Title_____   Film & Gear Due Date_____
Filmmaker_____
Date_____
School_____

Please read the following terms and conditions in connection with your submitted film, screenplay, music score, movie poster, or any other listed category which you are submitting to the Student Experience Festival's (SEF) annual competition. If acceptable, please fill in the information below and sign it. Please attach it to your talent and location releases and submit it with your film upon return of your film gear.

1. Your film(s) submitted to the Student Experience Festival must be kept at five minutes or less in length. This includes titles, credits, and music as well.
2. Films are meant to include and portray elements of "The Student Experience," which is your unique experience at school and home. Students may share personal stories, tell fictional stories related to the theme, or showcase creative works or talents they have created.
3. Films may not have profanity, nudity, guns, or realistic weapon props.
4. Films must not include outside participants who are not students or staff at the school. Actors are the only exception but must be approved beforehand by SEF staff.
5. Films must include no copyrighted, licensed, or previously created materials unless express release has been submitted to SEF by the copyright holder(s).
6. Films created and submitted must be created during the assigned moviemaking week for your school. Previously shot footage may not be used.

You have been given the following equipment, which has been checked for quality at the Launch event. You will be responsible for the safety and well-being of this equipment during the entirety of the festival. Equipment checked out by SEF Team Member_____

Camera #_____   Microphone #_____
Tripod #_____   Laptop #_____

Please select any of the following special categories for awards that you believe your film should compete in;

Best Story ___   Best Directing___   Best Acting___
Best Cinematography___   Best Design___   *S.A.V.E.* Social Justice Category*___

*Students wishing to participate in this category should create content related to SHP's *S.A.V.E. Promise Club*- which aims to empower students to take an active role in increasing school safety and preventing different forms of violence in schools and communities. More information can be found at: https://www.sandyhookpromise.org/our-programs/save-promise-club/

I/we will indemnify and hold harmless SEF, its director, producer, judges, sponsors, partners, and official staff, from and against all claims, demands, losses, damages, costs, liabilities, and expenses, including legal expenses arising out of, or in connection with, any and all claims, third party claims, based on material submitted to SEF.

Winners, finalists, and semi-finalists will permit SEF to use the title of their submitted work, the logline, synopsis, entrant's name, title, likenesses, film stills, publicity stills, promotional videos, film trailers in pre- and post-festival SEF event, for promotions, advertising, social media, and media promotions as needed.

By signing this form, I/we understand and agree to the above-listed particulars and will abide by all of the guidelines, rules, and regulations posted on the SEF and SHP websites. I also agree to return all checked-out film gear and equipment to SEF staff at the Collection event on _____

Student_____   Date_____
SEF Staff_____   Date_____
School Staff_____   Date_____

6.- Research:

Look: How filmmaking can help fight mental illness and stigma. LOOK: How filmmaking can help fight mental illness and stigma | Communications and Marketing, University of Regina. (n.d.). Retrieved October 26, 2022, from https://www.uregina.ca/external/communications/feature-stories/current/2020/05-26.html

Mitchell2019-12-18T08:22:00+00:00, W. (2019, December 18). *Why the film industry needs to open up about Mental Health*. Screen. Retrieved October 26, 2022, from https://www.screendaily.com/features/why-the-film-industry-needs-to-open-up-about-mental-health/5145758.article

Goodwin, J., Saab, M. M., Dillon, C. B., Kilty, C., McCarthy, A., O'Brien, M., & Philpott, L. F. (2021, February 28). *The use of film-based interventions in Adolescent Mental Health Education: A systematic review*. Journal of Psychiatric Research. Retrieved October 26, 2022, from https://www.sciencedirect.com/science/article/pii/S0022395621001333

Movies for Mental Health. Art With Impact. (2022, September 16). Retrieved October 26, 2022, from https://artwithimpact.org/workshops/movies-for-mental-health/

Sandy Hook Promise's "Teenage dream" psa wins Emmy Award. Sandy Hook Promise. (2022, September 23). Retrieved October 26, 2022, from https://www.sandyhookpromise.org/press-releases/sandy-hook-promises-teenage-dream-psa-wins-emmy-award/

Ideas United, L. L. C. (n.d.). *About*. Campus Movie Fest. Retrieved October 25, 2022, from https://campusmoviefest.com/about

Sandy Hook Promise. (2022, September 16). *Save promise club*. Sandy Hook Promise. Retrieved October 25, 2022, from https://www.sandyhookpromise.org/our-programs/save-promise-club/

About camp flix. Camp Flix. (n.d.). Retrieved October 26, 2022, from http://campflix.com/about-2/

Midsummer Theatre Camp. Department of Theatre, Drama, and Contemporary Dance. (n.d.). Retrieved October 26, 2022, from https://theatre.indiana.edu/about/high-school-summer-programs/midsummer-theatre.html

Milly, J. (2011, July 12). *Campus MovieFest announces Best Picture winner, Tick Tock*. Script Magazine. Retrieved October 26, 2022, from https://scriptmag.com/features/campus-movie-fest-announces-best-picture-winner

Proposed Solution Part II: Mental Health Professional Database Implementation.

1.- Abstract:

We aim to create a user-friendly navigational database in SHP's Online Learning Center for parents/guardians. Parents/guardians will use the website's geolocation to find resources and professionals in their communities. The database will expand SHP's program information on mental health and bridge access for community professionals to extend their help and strengthen their shared values.

We also want a tab dedicated to more information on finding the correct professional resources, how to introduce children to mental health conversations, and success stories from parents/guardians whose children attend therapy. We want to guide qualitative and quantitive data, so parents/guardians know how to use our database to suit their needs.

2.- Subject Matter:

Connect mental health resources in communities with the SHP audience to have a well-rounded approach to ending violence for children. By destigmatizing the process of finding a professional counselor and providing additional information, we want to help parents/guardians be better equipped to continue SHP programs at home.

3.- Connection to the Client:

During preliminary research for SHP, there was an apparent disconnect between the available literature on mental health and the offered programs. Research in psychology backs up the implemented programs. Still, content made for students, parents/guardians, and educators doesn't go into the details of mental health awareness or symptoms commonly experienced by students.

The programs follow the rhetoric of communicating potential danger signs. Still, we believe that implementing an approach on what to do after said danger signs have been spotted can destigmatize school violence at a larger scale. A sample of the content for children showed limited narratives during workshops and national help hotlines. Implementing this database will focus on listening to parents/guardians needing more information to express their concerns on mental health connected to school violence.

By aiding families who want to connect with mental health professionals, we can visualize SHP's next steps for ending violence for children in classrooms, at home, and in their communities.

4.- Database Parameters:

SHP's website has an implemented geo-location feature we plan to use for a seamless introduction to the database so parents/guardians can have immediate access to tailored information in their region. At a national level, key partnerships with certified professionals are critical for success. We want to bring associations that have certified professionals and clinics, such as the American Academy of Child and Adolescent Psychiatry (AACAP), American Psychiatric Association (APA), and American Psychological Association (APA). These associations have the proper medical parameters to offer professionals ready to help parents/guardians who go onto the SHP website looking for more information and further involvement.

These partnerships offer an array of information and solutions for parents/guardians. Since the mental health sector can be overwhelming and stigmatized, we want the database to follow a categorized search option for parents/guardians to narrow resources by the method of therapy, religious beliefs, fees, ethnicity, and other relevant information needed full transparency.

5.- Research to Support Database:

Gumpel, T. P., & Sutherland, K. S. (2010, June 18). *The Relation Between Emotional and Behavioral Disorders and School-Based violence*. Aggression and Violent Behavior. Retrieved October 23, 2022, from https://www.sciencedirect.com/science/article/abs/pii/S1359178910000406

Duru, E., & Balkis, M. (2017, November 29). *Exposure to School Violence at School and Mental Health of Victimized Adolescents: The Mediation Role of Social Support*. Child Abuse & Neglect. Retrieved October 23, 2022, from https://www.sciencedirect.com/science/article/abs/pii/S0145213417304404

Eva L., M. F., & Feindler, G. (2012, March 12). *Youth Anger Management Treatment for School Violence Prevention: 33 |*. Taylor & Francis. Retrieved October 23, 2022, from https://www.taylorfrancis.com/chapters/edit/10.4324/9780203841372-33/youth-anger-management-treatment-school-violence-prevention-eva-feindler-meghann-gerber

Manassis, K. (2009, June 16). *Cognitive Behavioral Therapy with Children: A Guide for the Community*. Taylor & Francis. Retrieved October 23, 2022, from https://www.taylorfrancis.com/books/mono/10.4324/9780203882467/cognitive-behavioral-therapy-children-katharina-manassis

Espelage, D. L., Merrin, G. J., & Hatchel, T. (2016). *Peer Victimization and Dating Violence Among LGBTQ Youth: The Impact of School Violence and Crime on Mental*

Health Outcomes. Academy of Criminal Justice Sciences. Retrieved 2022, from
https://journals.sagepub.com/doi/abs/10.1177/1541204016680408

Farmer, T. W., & Lane, K. L. (2012). *The Social Functions of Antisocial Behavior: Considerations for School Violence Prevention Strategies for Students with Disabilities*. Council for Children with Behavioral Disorders. Retrieved 2022, from
https://journals.sagepub.com/doi/abs/10.1177/019874291203700303

5.- Sample Literature Available to Optimize Database Usage:

Miller, K. (2022, July 30). *Therapy for Kids and Choosing the Right Child Therapist*. PositivePsychology.com. Retrieved October 23, 2022, from
https://positivepsychology.com/therapy-for-kids-child-therapist/

Ehkme, R. (2022, August 3). *Helping Resistant Teens into Treatment*. Child Mind Institute. Retrieved October 23, 2022, from
https://childmind.org/article/helping-resistant-teens-into-treatment/

Gordon, S. (2021, December 9). *Understanding the Major Types of Therapy Used with Kids*. Verywell Family. Retrieved October 23, 2022, from
https://www.verywellfamily.com/understanding-the-major-types-of-therapy-used-with-kids-5206700

Langham, D. R. Y. (n.d.). *Child counseling: What is Child Counseling & What Do Child Psychologists Treat?* TherapyTribe. Retrieved October 23, 2022, from
https://www.therapytribe.com/therapy/child-counseling/

Wilson, S. (2022, April 5). *Counselor vs. Therapist vs. psychologist*. Human Services Edu. Retrieved October 23, 2022, from
https://www.humanservicesedu.org/counselor-vs-psych-vs-therapist/

Project Conclusion:

We believe that this two-pronged approach celebrates Sandy Hook Promise's programs and enhances involvement from communities, parents/guardians, educators, and most importantly, students. Through creative content and guidance into available mental health resources and education, Sandy Hook Promise can become a well-rounded institution that fullfills their mission statement and puts an end to all violence against children.