



Before, During and After the Assembly

You know these kids. Chad gets them for an hour. This is how the hour sticks.

THE THREE TALKS

Anything Is Possible

Resilience and goals. A setback is information, not a verdict. Chad tells how a kid who froze in an eighth-grade locker room went on to set four Guinness World Records, including the two public misses that came first. Students leave with a goal card.

The Weight You're Carrying

Stress and mental health. Four plain terms (cognitive load, the freeze response, displacement and post-traumatic growth) and one small tool for each. Students leave with a take-home sheet that's theirs to keep.

I Walked the Hallways Alone

Belonging and bullying. Why most students who see bullying stay quiet even when they want to help, and how to check on someone who has drifted away. It ends with one request: tomorrow, sit next to someone who's sitting alone.

THE HEAVY PARTS

Depending on the talk, Chad mentions losing his infant twin sons, a friend who was murdered and a close friend who died by suicide. He never describes how anyone died and uses no graphic images. Your counselors have the full outline.

BEFORE THE ASSEMBLY

- If you know a student who recently lost someone or is going through something hard, tell a counselor. They can prepare the student, seat them near a counselor, or excuse them.
- Know where the counselors will be that day so you can point students there.
- Sit with your class, not in the back with the other staff. Students notice who's sitting with them.

DURING THE ASSEMBLY

- Any student may step out, no questions asked. Let them go, and let a counselor at the door know.
- Watch for a student who seems shaken. A quiet check afterward matters more than anything said from the stage.
- Phones stay away, except for the optional one-minute anonymous survey at the end, if your school approved it.

IF A STUDENT OPENS UP TO YOU

1. Listen. Stay calm and don't rush to fix it.
2. Don't promise to keep it secret. Say, "I care about you, so I'm going to get you some help."
3. If you're worried about suicide, ask directly: "Are you thinking about suicide?" Asking doesn't put the idea in their head.
4. Walk the student to a counselor yourself. Don't send them alone, and don't leave them alone if they may be in danger.
5. Follow your school's reporting process.

At our school: _____ in _____

ANY TIME, DAY OR NIGHT

Call or text 988, the Suicide and Crisis Lifeline. For Spanish, press 2 or text AYUDA to 988. In danger right now, call 911.

THE TAKE-HOME SHEET AND GOAL CARD

- They belong to the student. Nobody collects them, and nobody should ask a student to read theirs aloud or turn it in.
- Extra copies, a Spanish version and a large-print version are at chadkempel.com/docs.

TALKING ABOUT IT IN CLASS

- Talk about what helps: tools, trusted adults, 988. Don't talk about how someone died.
- Don't present suicide as the result of bullying or any single cause. It almost never is.
- Keep questions general. Students share only what they want to.

Questions about the talk?

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chad@chadkempel.com
(208) 391-2959



The Next Morning

Ten minutes of discussion, then a two-week check-in.

Right now: pick one question for the talk your students heard. Read it aloud. Let them talk for ten minutes.

Journal prompts are private: students keep what they write. More questions, prompts for the board and the full two-week plan are at chadkempel.com/educator.

ANYTHING IS POSSIBLE

1. Chad missed twice in public before he set a record. What did he do the day after a miss?
2. What's the difference between a setback that's information and one that's a verdict?
3. What's one decision you could make this week? What's the first sign you'd see that it's working?

JOURNAL PROMPT

My goal card says _____. The first step I'll take this week is _____.

THE WEIGHT YOU'RE CARRYING

1. Which of the four ideas made the most sense to you, and why?
2. Where have you seen stress come out sideways, in a movie, a game or a team?
3. Which of the four tools would be easiest to use during this class?

JOURNAL PROMPT

One thing I'm carrying that I could write down is _____.
One tool I'll try this week is _____.

TWO WEEKS LATER

- **Anything Is Possible:** "Hands up if you started the goal on your card." Ask one volunteer what got in the way and what they did the next day.
- **The Weight You're Carrying:** "Which tool have you actually used?" Remind students where the counselors are and about 988.
- **I Walked the Hallways Alone:** "Has anyone sat with someone new?" No names. Then ask the class to do it once more this week.

I WALKED THE HALLWAYS ALONE

1. Why do most people who see bullying stay quiet, even when they want to help?
2. What makes it hard to sit next to someone new? What would make it easier?
3. What's one small way to check on a friend who has gone quiet?

JOURNAL PROMPT

Tomorrow I'll sit with or say hi to someone who's alone. Here's what I'll say: _____. (No names needed.)

WHAT YOU MAY NOTICE THIS WEEK

- **A student sits with someone new.** Notice it quietly. Don't announce it or make them a class example.
- **A student seems quieter or more emotional.** Check in privately: "I've noticed you seem different this week. I'm here." Don't ask "Are you okay?" in front of the class. If anything worries you, walk them to the counselor today.
- **A student asks to see a counselor.** Walk them there now. Don't ask them to wait until class is over.

QUESTIONS OR CONCERNS

Your counselors have the full outline and can answer most questions. For anything about the talk itself, email Chad at chad@chadkempel.com.

FOR EVERY STUDENT

Call or text 988 any time. At school, talk to your counselor. In danger right now, call 911.