Downloadable Tools from Bullying Leads To Hazing

National About These Tools

The tools in this section were developed to bring the concepts of **Bullying Leads To Hazing** book to life — to help educators, parents, and school leaders turn awareness into action. To help guide you to find the tools, there are chapter references in the book.

Each one is grounded in real-world experience, trauma-informed practice, and the emotional truths explored throughout these chapters. While inspired by proven prevention strategies, every tool is original and uniquely tailored to support the themes, voices, and values woven into this book.

You won't find these tools in any off-the-shelf program. They were designed to fit the reality of classrooms, cafeterias, locker rooms, and everyday life. They are flexible, practical, and intended for real use — whether you're starting a conversation, guiding a student, planning a workshop, or changing school culture one small step at a time.

These tools are yours to use, adapt, and share — with attribution, when appropriate. Together, they form a foundation for action, reflection, and lasting change.

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- Print individual tools for classrooms, small groups, or one-one-guidance.
- Share chapter-based PDFs with colleagues to focus on specific needs.
- Use the Complete Tool Set as your master reference for schoolwide planning.

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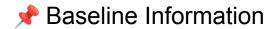
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Quick Guide - Types of Bullying and How They Overlap

This chart helps students, parents, and educators distinguish different types of bullying and understand how they often blend together. Overlap is common. A student may experience multiple forms at once. Address the **whole pattern** — not just the most visible act.

Type of Bullying	Description	Common Overlaps
Verbal	Insults, threats, name-calling	Often overlaps with relational bullying
Relational	Exclusion, gossip, social sabotage	Common in girl groups or cliques
Physical	Hitting, pushing, tripping	May start subtly (shoulder bumps, blocking hallways)
Cyberbullying	Harmful messages/posts online	Frequently paired with relational or verbal bullying
Pre-Hazing Behavior	Demands, dares, or obedience-based pressure	Can appear inside group dynamics under the guise of loyalty or "tradition"

Link Between Bullying and Hazing

When bullying becomes part of group identity, it morphs into hazing. This tool explains the connection.

What's the Link?

- Bullying isolates individuals; hazing targets newcomers
- Both rely on a power imbalance
- Hazing often masks itself as "tradition" or "initiation"
- Former victims of bullying may become hazers to feel control or belonging

Early Warning Pattern:

ightharpoonup Exclusion ightharpoonup Power-seeking ightharpoonup Group-based cruelty ightharpoonup Justification ("everyone goes through it") ightharpoonup Hazing

Parent Guide To Silent Alarms

Bullying doesn't always come with obvious signs. This guide helps parents notice the quiet changes that often go unspoken.

Silent Alarm Behaviors:

- "I don't feel good" becomes a daily phrase
- Loss of appetite or sleep
- Sudden changes in friendship circles
- Withdrawing from sports, clubs, or interests
- Defensiveness or "I'm fine" when asked about school

What Parents Can Do:

- Ask open-ended questions without pressure
- Avoid dismissing their feelings as "just drama"
- Create quiet moments (e.g., car rides, walks) for conversation
- Check in with teachers and school counselors
- Remember: Kids don't always have the words listen to their behavior.

Recognizing Cyberbullying & Setting Digital Boundaries

Key signs a student may be facing (or participating in) cyberbullying, plus healthy habits for managing digital safety.

Red Flags for Cyberbullying:

- Emotional distress after screen time
- Secretive behavior with devices
- Sudden account deletions or changes
- Avoiding specific apps or games
- Friends pulling away without clear reason

Digital Boundaries to Practice:

- Don't forward or "like" harmful posts
- Block/report rather than reply
- Use time limits to protect emotional health
- Ask: "Would I say this in person?" before posting

Classroom Tip: Use scenarios for group discussion to help students practice recognizing and resisting digital peer pressure.

Understanding the Bullying Mindset – Insight Map for Adults

Use this guide to gain a deeper understanding of the emotional and behavioral roots behind students who bully.

Common Hidden Drivers of Bullying Behavior:

- Past victimization or trauma
- Exposure to unhealthy models of power (at home, online, or in media)
- Desire for control in an unstable environment
- Social insecurity or fear of being rejected
- Low empathy or impulsivity
- Lack of emotional regulation skills
- Seeking attention or peer approval

Reflection Questions for Educators and Counselors:

- What pain might this student be trying to hide?
- Where did they learn that dominance earns respect?
- Have they been supported in building empathy and self-awareness?

Key Insight: Behavior is communication. Instead of asking "What's wrong with this student?" ask "What happened to them—and what do they need now?"

The Impact of Bullying - What the Research Shows

A quick-reference guide for adults, parents, and school leaders to understand the real academic and emotional toll of bullying.

Emotional Effects:

- Increased anxiety, depression, and social withdrawal
- Irritability and anger outbursts
- Difficulty trusting peers or adults
- Higher risk of self-harm or substance use

Academic Effects:

- 10–15% drops in standardized test scores
- Increased school absences
- Decreased class participation and assignment completion
- Avoidance of group work and oral presentations

End adulthood. These effects aren't temporary. Without intervention, they can last into high school, college, and adulthood.

Early Signs a Student May Be Experiencing Bullying

Use this tool to identify subtle early-warning behaviors that may indicate a student is experiencing emotional or social harm.

Even one or two of these — especially if they are new, sudden, or out of character — may signal distress.

Emotional and Social Shifts

- Withdraws from friends or social activities
- Avoids group events, lunch, or hallway interaction
- Becomes unusually quiet or defensive when asked about school
- Displays lower self-esteem or shame about their appearance

Physical and Behavioral Shifts

- Reports frequent stomachaches, headaches, or vague illness
- Suddenly avoids specific places (locker room, bus stop, cafeteria)
- Experiences disrupted sleep or nightmares
- Starts wearing oversized or concealing clothing

Academic and Engagement Changes

- Stops participating in class or sits in the back of the room
- Decline in grades or a visible drop in effort
- Stops talking about school altogether
- Seems constantly tired, disengaged, or emotionally flat

Note: These changes may be subtle and easy to miss. Use this checklist to track shifts and open the door to support timely.

Cyberbullying and Digital Red Flags: What to Watch For

Use this checklist to recognize signs of online harassment, social exclusion, or digital anxiety.

Emotional and Behavioral Signs

- Anxiety when messages arrive
- Unwillingness to show their screen to others
- Mood changes immediately after checking a device
- Reluctance to go to school following an online conflict
- Isolation from digital friend groups or sudden account changes

Technology Habits

- Deleting posts or accounts unexpectedly
- Secretive behavior with passwords or apps
- Refusing to turn phone off, even briefly
- Deleting texts quickly or switching screens when adults walk by

Questions to Ask

- "Have any of your group chats felt weird or tense lately?
- "Have you seen anything online lately that made you uncomfortable?"
- "Is there anything you wish someone would help you with when it comes to your phone or online life?"

Don't underestimate digital harm. It's often more permanent, more public, and harder for students to escape.



★ Chapter 1: In the Shadows

Early Signs of Aggression in Classroom Settings

Use this observation tool to identify students who may be showing early signs of aggressive or dominating behavior before it escalates into bullying.

Common Early Behaviors:

- Interrupting or mocking others during discussion
- Frequently trying to "take control" of group work
- Sarcastic comments disguised as jokes
- Eye-rolling, smirking, or dismissive body language
- Seeking power over others, especially those who are quieter
- Manipulating social dynamics (exclusion, forced silence, etc.)

What to Watch For:

Look for repeated patterns — especially when the behavior causes visible discomfort in others or seems intended to assert control.

Peer Influence Reflection Prompts

A short reflection prompt to help students examine how peer influence affects their choices.

Prompt:

"Think of a time when you changed your behavior to stay in a friend group or avoid being targeted. What did you give up in that moment — your values, your voice, or your comfort?"

Follow-up Questions:

- Did anyone notice how you felt?
- Would you do anything differently now?
- What does being a true friend mean to you?

Encourage honesty without judgment. This is about insight, not blame.





Conversations With Students Who Bully

For teachers, counselors, and parents who need to talk with a student about their bullying behavior.

Do:

- Stay calm and curious
- Ask what led to the behavior, not just what happened
- Talk about impact, not just rules broken
- Encourage empathy: "How do you think they felt?"
- Offer a path to repair, not just punishment

Don't:

- Lecture or label the student as a "bully"
- Minimize the harm done
- Use shame or threats to control behavior

@ Goal: Help students take ownership of harm and see their ability to change.

School Culture Map – Is It Bullying, Hazing, or Just Tradition?

This tool helps educators and student leaders reflect on behaviors embedded in school culture.

Questions to Ask:

- Do any group traditions require humiliation, secrecy, or fear?
- Are new members ever excluded, tested, or silenced "for fun"?
- Would parents, staff, or the school board approve of these actions if they were filmed?
- Has anyone ever been harmed emotionally or physically during a "tradition"?

If you answered yes to any of these:

It's time to reevaluate whether it's truly tradition — or masked hazing.

Culture shapes behavior. What we excuse becomes what students repeat.

Behavior Observation Log - Early Signs of Withdrawal

Some students who are being bullied won't act out — they'll pull back. This tool helps educators and counselors notice quiet changes that may signal emotional distress or social isolation.

Signs to Watch For:

- Decreased participation in class
- Sitting alone during lunch or free time
- Avoiding eye contact or physical proximity to others
- Fidgeting or tense posture when near certain peers
- Sudden drops in grades or classroom engagement
- Reluctance to attend school or specific classes

How to Use:

Choose a short window (1–2 weeks) to observe patterns.

Use discreet notes — not just what you see, but when and where it happens.

Track frequency and whether the behavior improves when peer groups or seating change.

Insight: Some students won't tell you what's wrong. This tool helps you notice when something is wrong — even if they can't say it.

"What I Wish You Knew": Anonymous Student Voice Box

When students don't feel safe speaking up, they often carry the harm alone. This tool gives them a quiet space to be heard — anonymously.

Set-Up:

- Use a decorated box or digital form
- Prompt students: "What I wish adults understood..." or "Here's what I'm dealing with..."
- Allow anonymous entries no names required
- Read responses weekly and look for patterns
- Use insights to adjust classroom tone, language, or routines

Why It Matters:

Students may not report bullying, but they'll express it — if the space feels safe. These glimpses into their world can guide your next steps as a trusted adult.

★ Chapter 2: Invisible Scars



What Am I Carrying?: Student Reflection

A private journaling prompt or class advisory activity to help students name the emotional weight they may be carrying.

Prompt:

"No one sees it, but I carry..."

Encourage them to complete the sentence with as much detail or emotion as they feel comfortable.

Then offer these follow-up questions:

- What would change if someone truly saw what you're carrying?
- Who in your life might be safe to share part of this with?
- What do you wish someone would ask you?

Use this tool to build connection, self-awareness, and emotional literacy.



Mapping a Student's Support Circle

A visual tool to help students identify their personal support network at school and beyond.

Instructions:

Draw a circle in the center of a page with the student's name or initials. Around that circle, add other circles for:

- Trusted adults (e.g., favorite teacher, coach, counselor)
- **Peer allies** (e.g., friends, buddies, older students)
- At-home support (e.g., parent, caregiver, sibling)
- **Community resources** (e.g., therapist, youth leader, faith mentor)

Prompt:

Ask: "Who do you feel safest with? Who checks in on you? Who makes you feel like you matter?"

Use this map to strengthen the student's safety net — and identify any missing links.

Guidelines for Peer Support Groups in Schools

For counselors, educators, and school leaders, setting up group support programs for students impacted by bullying.

Best Practices:

- Keep groups small (4–8 students) for emotional safety
- Establish group agreements (confidentiality, respect, listening)
- Include skill-building: emotional regulation, empathy, healthy coping
- Offer both structured sessions (themes) and open space for sharing
- Train facilitators in trauma-informed practices
- Create an optional entry never force participation
- Provide ways for students to offer input on group content
- Maintain consistent meeting schedules and safe meeting spaces

Suggested Themes:

- "Naming What We Carry"
- "Rewriting the Story"
- "Practicing Kindness For Ourselves and Others"
- "What Support Really Looks Like"
- "Learning to Speak Up"

Solution Solution (and belonging) **Solution** Solution (build resilience, voice, and belonging).

Trauma-Informed Support Responses: Educator Quick Guide

Many students who experience bullying also carry emotional trauma. This quick-reference guide helps adults respond with empathy, not punishment.

When a student:

- Shuts down in class → Try: "I see you're overwhelmed. Want a moment to reset?"
- Reacts with anger or sarcasm → Try: "It seems like something's hurting underneath.
 Want to talk?"
- Refuses to participate → Try: "I'm here when you're ready. No pressure."

Avoid:

- "You need to toughen up."
- "This isn't a big deal."
- "You're just being dramatic."

Students need to feel safe before they can open up. This tool helps adults become part of that safety net.

Scripted Language for Adults When Supporting Students

Sometimes, adults want to help but don't know what to say. These short, supportive scripts can make a big difference.

- "I believe you."
- "I'm really glad you told me."
- "That should not have happened to you."
- "You don't have to handle this alone."
- "I'm going to help you figure out the next step."

Keep your voice calm, your body language open, and your focus on listening first.

Rewriting Your Story: Journal Prompts

This activity helps students reclaim their identity and process their experience beyond being "a target."

Prompts:

- "Something I survived that made me stronger is..."
- "If I could tell the person who hurt me one thing, it would be..."
- "I'm not just what happened to me I'm also someone who..."
- "The person I'm becoming is..."

Encourage creativity — writing, drawing, music — to help students shape a new narrative.

★ Chapter 3: Silent Signals



Connecting the Dots of Silent Distress: Educator Strategy Guide

When behavior shifts across time, spaces, and classes, it's not random. This guide helps adults recognize the full picture of student distress.

Step 1: Notice Across Environments

Ask yourself:

- Have I seen this student's engagement shift in more than one setting?
- Are their patterns different during group activities vs. solo work?
- Do other staff (bus driver, lunch aide, coach) notice the same thing?

Step 2: Track Behavior Themes

Instead of single incidents, watch for repeated behaviors:

- Avoidance
- Withdrawal
- Volatility
- Flatness
- Resistance

Use short weekly notes or team communication logs to collect data without labeling or diagnosing.

Step 3: Build a Narrative, Not a Label

- What has changed and when did it start?
- What spaces or people seem tied to the shift?
- What might the student be avoiding or trying to protect themselves from?

Key Insight: When we connect subtle dots across time and context, we shift from reacting to students to truly understanding them.

Recognizing Power-Seeking Behavior in Students: Reflection Tool

Use this tool to identify and respond to early dominance-based behaviors that may lead to bullying.

Common Early Patterns of Power-Seeking

- Frequently interrupts or speaks over peers
- Controls friend group decisions or dynamics
- Uses teasing as a form of control or intimidation
- Exhibits low empathy when others are hurt
- Enjoys watching others feel uncomfortable or left out
- Responds to correction with defiance, smirks, or dismissal

What Might Be Driving It

- Fear of being excluded or overpowered
- Modeling behavior seen at home, online, or from adults
- Unmet need for control, safety, or significance
- History of being bullied or overlooked

What You Can Do

- Reflect, don't label. Start with: "What is this student trying to gain or avoid through control?"
- Offer structured leadership roles that build empathy
- Use mentoring or peer modeling to redirect social influence
- Maintain clear boundaries and consequences without shame

Power-seeking behavior isn't random. It's often a student's distorted attempt to mattershow them a better way.

Conversation Starters - When You Think Something's Wrong

When a student seems off but hasn't opened up, these gentle prompts can help break the silence without pressure.

What to Say Instead of "Are You Okay?"

- "I've noticed you seem quieter lately. Is something on your mind?"
- "Sometimes school feels heavy. Want to talk or just sit for a bit?"
- "You don't have to say anything, but I'm here when you're ready."
- "Is there something you wish someone would ask you?"
- "Do you want to talk to me, or is there another adult who feels safe?"

Reminder: Tone matters more than timing. These are openings, not demands. Sometimes safety begins with simply being seen.

Journaling Prompts - Unspoken Worries

Use these reflection prompts during advisory, SEL blocks, or as personal journaling to help students name what they're carrying inside.

Prompt Starters:

- "Something I wish people knew about me is..."
- "When I act angry or quiet, what I really need is..."
- "If I could say one thing without getting in trouble, it would be..."
- "I feel safest when..."
- "I'm scared to talk about..."

Why It Works: Students often carry more than they show. Giving them a safe outlet — even privately — builds emotional awareness and creates space for healing.

Recognizing Patterns in Student Behavior: Insight Tool

Designed for educators, this tool helps track subtle patterns that might reveal hidden harm — especially when no one incident stands out.

Use this tool to spot:

- Repeated avoidance of specific peers, places, or times of day
- Shifts in energy or engagement following certain classes or interactions
- "Off days" that aren't random but part of a pattern

Simple Pattern Log:

Date	What Changed?	Where?	With Whom?	Possible Trigger

Use weekly team check-ins or quick notes to help paint the bigger picture. What seems small in isolation may reveal something important when viewed over time.

Chapter 4: Standing Up

Understanding the Bystander Effect: Checklist

Use this checklist to help students and adults recognize what prevents people from stepping in — and how we can shift that response.

Why Bystanders Freeze

- Fear of saying the wrong thing
- Fear of becoming the next target
- Belief that someone else will step in
- Uncertainty about what counts as bullying
- Desire to stay "neutral" or "out of it"
- Concern that adults won't help or will overreact

Signs That Silence Has Taken Hold

- Students look to others before reacting
- Laughter spreads but no one interrupts
- Everyone knows what's happening, but no one talks about it
- "That's just how it is" becomes a common excuse
- Kindness feels risky; cruelty gets rewarded

What to Teach Instead

- Every moment of silence sends a message and not stepping in still says something
- Bystander roles vary, but none are neutral
- Courage is a choice, not a personality trait and it can be practiced

Teaching Tip: Pair this checklist with real-life scenarios. Ask students to identify which barriers were at play — and how they might respond differently next time.

Listening Prompts for Building Safety

Students won't speak up unless they believe someone will truly listen. These prompts help adults respond with care, curiosity, and emotional awareness.

When a Student Has Been Targeted

- "What has this been like for you?"
- "What do you wish someone had done in that moment?"
- "What made this feel unsafe or different from other situations?"

When a Student Witnessed Harm

- "What did you notice?"
- "What made it hard to say something?"
- "How did you feel during and after that moment?"

When You're Rebuilding Trust

- "Who helps you feel safe at school?"
- "What do you need from us going forward?"
- "How can I support you if this happens again?"

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Helping Students Speak Up

This tool provides adults with a practical guide on how to reduce fear and increase student confidence in reporting or intervening in cases of harm.

Before	Students Speak Up
	Acknowledge fear: "It's normal to feel nervous — and it's brave to say something anyway." Normalize hesitation without judgment Reframe telling as protecting
When \$	Students Do Speak Up
	Stay calm, present, and nonjudgmental Thank them for sharing — even if it's messy or unclear Ask follow-up questions instead of jumping to conclusions Avoid making them responsible for fixing it
After T	hey've Shared
	Offer next steps transparently: "Here's what I'm going to do next" Follow through — consistently and quietly Check back later, even if they say they're "fine" Reinforce their courage publicly when appropriate (without sharing confidential details)
	• Goal: Build a climate where students don't just feel safe — they feel believed, ted, and never alone.

Role-Play Scenarios - What Would You Do?

These short scenes help students practice recognizing harm and trying out upstander strategies in a safe setting.

Instructions

Divide students into pairs or small groups. Assign each group one of the following scenarios. After acting it out, lead a discussion:

- Was this bullying, conflict, or something else?
- Which upstander strategies could help?
- What might you say or do in real life?

Sample Scenarios

- 1. A student is being excluded from a group project by classmates who say, "You'll just mess it up."
- 2. During lunch, a peer is mocked for what they're wearing. A few students laugh, while most remain silent.
- 3. Someone shares a private photo in a group chat and adds a cruel caption. Everyone sees it.
- 4. On the bus, a younger student is called a nickname they clearly hate. The driver doesn't seem to notice.
- 5. A student is new and sits alone every day. Others avoid them without saying why.
- **Extension Option:** Invite students to create their own scenarios from real observations and brainstorm healthy responses together.

Upstander Confidence Scripts – Say It Your Way

Use these short, clear phrases to help students respond in real-time when they witness harm.

Direct (Confronting the behavior)

- "That's not okay."
- "Leave them alone."
- "You don't need to talk to them like that."
- "Not cool."

Distract (Shifting the energy or situation)

- "Let's go we're going to be late."
- "Hey, did you see what happened in class today?"
- "Can you help me with something?"

Delegate (Involving a trusted adult or peer)

- "Can you check on them? I think something happened."
- "I'm not sure what to do, but this feels wrong."

Delay (Following up after the moment)

- "I saw that. Are you okay?"
- "That was messed up. Do you want to talk?"
- "If that happens again, I've got you."
- Practice is key. Rehearse these aloud in different tones calm, steady, confident. Encourage students to choose their favorites and make them their own.

Classroom Activity – Practicing the Four Paths to Support

Give students a chance to explore and apply the Four Paths: Direct, Distract, Delegate, and Delay.

Step 1: Introduce the Four Paths

Briefly review each response type. Explain that each path is valid — students can choose what feels right for them.

Step 2: Brainstorm as a Class

On the board or in groups, ask:

- What could someone say or do to support a peer in each path?
- What makes that strategy feel hard? What makes it feel doable?

Step 3: Practice in Small Groups

Use sample or student-created scenarios. Have students rotate roles and try out different paths. Remind them: It's okay to mess up. This is where we learn.

Step 4: Debrief

- Which path felt most natural to you?
- What surprised you about trying to speak up?
- What would help you feel more confident next time?

Teacher Tip: Repeat this activity throughout the year with different examples. Repetition strengthens readiness.

Self-Assessment and Prevention Tips for Coaches

This tool helps coaches reflect on the culture they're building and offers clear action steps to prevent bullying and hazing.

Self-Check: Ask Yourself

- Do I call out or let "jokes" slide in the locker room?
- Have I ever teased a player and brushed it off as "motivation"?
- Do my athletes feel safe speaking up when something feels wrong?
- Have I ever ignored hazing because "it wasn't that serious"?
- Would I be okay with my child being treated the way our newest members are?

If any answer causes discomfort, it's a place to grow.

Prevention in Practice

- Say it out loud: "We don't haze. We don't bully. Everyone belongs here."
- Watch the edge moments: Transitions, travel, warm-ups where exclusion often hides.
- Post a code of respect in shared spaces. Make it team-owned and visible.
- Interrupt early: Address passive-aggressive teasing, not just major incidents.
- Model vulnerability: Share stories of your own learning and growth.
- Coaches set the tone. What you tolerate becomes the team's definition of normal.

Rewriting the Playbook: Class or Team Activity

Students co-author a code of conduct that prioritizes safety, respect, and inclusion.

Instructions

Divide students or athletes into small groups. Ask:

- What should every student or teammate be able to expect from others?
- What behaviors break trust or create harm?
- How should new members be welcomed?
- What does "having each other's back" look like in real life?

Have each group share highlights and compile a shared Code of Respect.

Final Step

Post it. Revisit it. Celebrate it.

When students write the rules, they're more likely to live by them.

Role-Play: Navigating Everyday Disagreements

This activity helps students distinguish between conflict and bullying — and build emotional regulation tools.

Sample Scenarios

- A disagreement over roles in a group project
- Misinterpreted text messages that led to hurt feelings
- Two friends are upset over exclusion from an invite
- Tension after a sports game or lunchroom seating change

Role-Play Steps

- 1. Students act out the conflict
- 2. Pause to identify: Is this conflict or bullying?
- 3. Discuss how each student felt and what escalated or helped
- 4. Try a respectful resolution using calm language and "I" statements

Students who learn to name and navigate conflict gain skills that reduce drama and increase resilience.

Culture-Building Ideas: From Kindness Campaigns to Peer Mentors

Use this list to help students create real impact and shift school culture toward courage and care.

Student-Led Initiatives

- **Kindness Chain Challenge**: Each student gives a compliment and challenges someone else to pass it on.
- Be the Difference Week: Spotlight small acts of inclusion and bravery.
- Peer Mentoring Program: Older students guide and support younger ones.
- **Circle of Courage Wall**: Anonymous student submissions recognizing classmates who stood up for someone.
- **Team Upstanders**: A group that meets monthly to brainstorm ideas and encourage schoolwide kindness.

How to Launch

- Start small one hallway, one classroom, one grade
- Let students lead but give them tools, time, and visibility
- Partner with educators, counselors, and families
- Share the impact morning announcements, bulletin boards, or school newsletters

Culture isn't built in a day. But it is built — moment by moment, voice by voice.



Strength Redefined - Discussion Guide on Empathy and Courage

Use this classroom or small group guide to help students explore what real strength looks like — and how empathy fits into their identity.

Guiding Questions

- What do you think it means to be strong in middle school?
- Have you ever been told to "toughen up" or "just ignore it"? How did that feel?
- Can you think of a time when someone showed quiet strength by helping, listening, or being kind even when it wasn't easy?
- What takes more courage staying silent or speaking up?

Small Group Activity

Split students into small groups. Ask them to finish these sentences:

- Real strength is...
- Empathy feels like...
- I feel strong when I...

Have groups share highlights. Highlight responses that show thoughtfulness, not just boldness.

Facilitator Tip: Encourage students to include quieter forms of courage — listening, noticing, being present — not just confrontation.

Building Resilience Toolkit – Practices for the Classroom and Beyond

Resilience isn't "bouncing back" — it's learning to stay grounded during hard moments. Use this toolkit to help students build it, step by step.

In the Classroom

- Weekly Check-In Circles: Let students share one high and one challenge from the week.
- Celebrate Courage, Not Just Achievement: "I saw how you tried again after a hard day."
- Anonymous Reporting Box: Create a safe way for students to share concerns without fear.

Outside the Classroom

- Clubs That Build Community: Encourage activities that foster shared identity robotics, art, drama, sports.
- Mentorship Moments: Older students support younger ones through shared stories or simple check-ins.

Intentional Practice Tools

- Mindfulness Minutes: One guiet breath-focused minute before or after class.
- Gratitude Journal: "One thing I'm proud of today..."
- **Storytime of Resilience**: Share real examples of students or public figures who overcame challenges.
- Cognitive Reframes: "It's not 'I failed' it's 'I'm still learning."

**These small acts don't just reduce stress — they grow belief in personal strength.

Reflection Journal - "I Am" Self-Worth Prompts

These journaling prompts help students root their self-worth in identity, not popularity or peer approval.

Prompts

- "Three things I like about who I am..."
- "One time I stood up for myself or someone else was..."
- "I'm proud that I..."
- "One thing I've overcome is..."
- "Even when others don't see it, I know I am..."
- "Something that makes me unique is..."
- "If I could give my younger self advice, it would be..."

Optional Extension

Have students create "I Am" affirmation cards to decorate, keep in their binder, or post in a class gallery.

These reflections may feel small, but they slowly undo the lie that worth depends on others' opinions.

Vision Board & Mission Statement Templates: Rooting in Identity & Values

These creative tools help students explore who they are, what matters to them, and who they want to become.

Vision Board Activity

Instructions:

- Provide students with magazines, printed images, or online design tools.
- Ask them to choose images, words, or symbols that represent:
 - Things they care about
 - Qualities they value in themselves
 - o Dreams for their future
 - What strength and kindness look like to them

Prompts for Reflection:

- "What does this board say about who you are?"
- "Which image means the most to you?"
- "How does this vision help you when things get hard?"

Tip: Create a "Vision Wall" in the classroom to share with peers and reinforce community identity.

Mission Statement Template		
Students can complete this sentence	frame:	
"I believe inshow up with	. I want to be someone who	. I will

Examples:

"I believe in fairness. I want to be someone who notices when others are left out. I will show up with courage, even when I'm scared."

"I believe in kindness. I want to be someone who helps others feel included. I will show up with patience and strength."

Emotional Intelligence Tools – Feelings Wheel, Role Play, and Perspective Work

Empathy begins with understanding your own emotions. These tools help students build that foundation.

Feelings Wheel

Create a simplified **Feelings Wheel** with three layers:

- Core Emotions: Happy, Sad, Angry, Afraid, Disgusted, Surprised
- Expanded: Excited, Lonely, Frustrated, Nervous, Embarrassed, Grateful
- Refined: Overwhelmed, Confident, Rejected, Curious, Peaceful, Resentful
- Use as a daily check-in tool or to debrief after group conflicts or emotional moments.

Role-Playing Prompts

Let students act out these situations and reflect:

- A friend says something hurtful what might they be feeling underneath?
- You see someone sitting alone at lunch what might their day be like?
- You feel left out how can you name your feelings without blaming others?

These scenes help students *feel* what others might experience and develop language for responding with care.

Perspective-Taking Journal

Prompt:

- 1. "Imagine you're the new student. What would make you feel welcome? What would hurt?"
- 2. "Think of a time you misunderstood someone's actions. What might they have been going through?"

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Understanding the Bully Without Excusing Behavior: Student Guide

Use this guide with students or adults to explore the deeper causes behind bullying while reinforcing accountability.

Why Students Might Bully

- To avoid being targeted themselves
- Because they've learned power = control
- To gain social status or impress peers
- To feel strong after being hurt themselves
- Because they've seen this behavior modeled at home or online

Insight Prompts for Class or Counseling

- "What do you think makes someone lash out at others?"
- "Have you ever acted unkind because you were afraid?"
- "What's the difference between a reason and an excuse?"

Encourage reflection: "How could someone who feels invisible act in a way that causes harm?"

Support + Accountability Model

Do:

- Offer a safe space to talk
- Pair insight with consequences
- Encourage small repair steps (apologies, changed behavior, etc.)

Don't:

- Label permanently
- Excuse or minimize harm
- Shame without offering support to change

When we understand the behavior, when we understand the behavior when	we can interrupt the pattern — not just punish it.

Helping Students Define Their Inner Compass: Values Sorting Activity

Students are often told what to do — but rarely asked what they stand for. This activity invites them to identify their core values and explore how those values influence their choices.

Step 1: Introduce the Concept

Explain that **values** are the beliefs and qualities that matter most to us — they guide our behavior, especially when things get tough.

Examples:

- Kindness
- Honesty
- Courage
- Loyalty
- Inclusion
- Respect
- Creativity
- Fairness
- Responsibility

Step 2: Sorting Exercise

Provide students with 15–20 value cards or a list. Ask them to sort into three piles:

- Very Important to Me
- Somewhat Important
- Not as Important

Then, have them narrow the "Very Important" pile to their top 3 core values.

Step 3: Reflect & Apply

Prompts:

- "Why did you choose these values?"
- "How do you show these values in your daily life?"

- "Has anyone ever challenged or tested your values? What did you do?"
- "How do these values shape how you treat others?"

Students who know their values are more likely to act with empathy, resist peer pressure, and stand up for others.

Optional Extension

Have students design a "Values Shield" or "Personal Code of Honor" that visually represents the values they chose. Post in class to create a values-based culture.

Modeling Strength Through Empathy: Educator/Parent Reflection Prompt

Students don't just learn empathy from lessons — they learn it from us. This reflection tool helps adults examine how they model emotional intelligence, vulnerability, and strength in their relationships with students.

Part 1: Reflect

Questions for Adults:

- Do I view empathy as a form of strength or softness?
- When a student is struggling, do I pause to listen before I correct?
- How do I respond to emotions like anger, sadness, or fear in myself and others?
- Have I ever accidentally minimized a student's pain by saying, "It's not that bad" or "You'll be fine"?
- Do I create space for students to express themselves safely without fear of shame?

Part 2: Actions That Teach

Ways to Model Strength Through Empathy:

- Share your own feelings appropriately ("I felt frustrated too when I...").
- Apologize when you make a mistake or speak too harshly.
- Praise students for kindness, not just achievements.
- Invite student voice ask for their opinions, ideas, and experiences.
- Set boundaries calmly and explain why they matter.
- Speak about emotions as normal, not as weaknesses.
- When adults treat empathy as strength, students will too.



Chapter 6: The Power of Belonging

What Belonging Looks Like

Use the table below to explore the difference between 'fitting in' and truly belonging.

Fitting In	Belonging	
I change who I am to be accepted.	I am accepted for who I am.	
I feel like I'm always performing.	I feel seen and valued.	
I'm afraid to speak up or be different.	I feel safe expressing myself.	

Reflect:

- Have you ever changed yourself to fit in? What did it feel like?
- When was a time you truly felt you belonged?
- What could help you feel more like you belong at school?

When a Student Doesn't Feel They Belong

Adult Checklist: Signs a Student Feels Disconnected Look for consistent patterns, not just isolated behaviors:

If 3 or more are present, initiate a private check-in with the student.

Breaking the Popularity Ladder: Classroom Activity

Objective: Challenge assumptions about social status and create more inclusive mindsets.

• Draw a Ladder

- o On the board, ask students: "What makes someone popular?"
- Place these traits at the top.
- Then ask: "What makes someone left out?"
- Place those traits near the bottom.

Discuss Together:

- Who decides this ladder exists?
- o Is popularity the same as kindness or respect?
- What happens to those placed at the bottom?

• Reflect Individually:

- Where would you place yourself?
- What could you do to flatten the ladder?

Follow-Up:

Journal or share in small groups how they can shift social patterns to build real inclusion.

Practicing Real Inclusion: Reflection Prompts

Write your responses below. Be honest — this is just for you.

- 1. A time I felt left out was...
- 2. Someone I notice sitting alone or being left out is...
- 3. One thing I could do this week to include them is...
- 4. Including others feels ____. (hard, easy, scary, powerful, etc.)
- 5. When I feel like I belong, I am more likely to ____.

Dinner Table Belonging Conversation Starters: Family Tool

Try one of these prompts at dinner, in the car, or before bed:

- What does it mean to truly belong?
- Have you ever felt pressure to be someone you're not to fit in?
- Who helps you feel most like yourself?
- Do you know anyone at school who might not feel like they belong?
- What can we do as a family to help others feel included?

The Risks of Forced Belonging: Discussion Guide

Scenario: A group says you can join — but only if you wear certain clothes, drop old friends, and always do what they say.

Discuss:

- Is this true belonging or forced fitting in?
- What happens if someone breaks the rules?
- How do healthy groups make people feel?

Key Takeaway:

Belonging should feel **safe**, **respectful**, and **empowering** — not controlling or fearful.

Supporting Students Who Feel Pressured to Fit In

Support students navigating social pressure with these quiet strategies:

- **Watch for signs** of students mimicking peers excessively or hiding their identity.
- Privately affirm their individuality. A small compliment can have a big impact.
- ✓ Use class stories or videos that celebrate uniqueness and challenge conformity.
- Assign mixed groupings during activities to break down social silos.
- Model vulnerability: Share times you felt pressure to fit in, and how you handled it.
- Students might not say "I don't belong," but they feel the absence of safety and acceptance. Your steady presence makes a difference.



Workshop:	Resp	ondina	to C	vberbul	vina
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Purpose:

To help students recognize, respond to, and recover from incidents of online bullying with confidence and care.

Workshop Components:

I. Recognizing the Harm: Have you seen or experienced any of the following?
 ☐ Mean messages in a group chat ☐ Screenshots used to embarrass someone ☐ Fake accounts or impersonation ☐ Being excluded or ignored in a digital thread
2. Mapping the Impact: Complete this prompt: "When I saw this happen / when this happened to me, I felt"

- **3. Choosing Safe Responses:** Review and role-play possible actions:
 - Save evidence (screenshots, links, usernames)
 - Block or mute the person involved
 - Talk to a trusted adult or report anonymously
 - Check in on the person being targeted
- **4. Creating Your Plan:** Write your personal action plan:

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"If I see online bullying, I will..."

"If I'm being targeted, I will..."

"One person I can talk to is..."
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Optional Reflection:

"One thing I learned today that I didn't know before is..."
"One thing I want others to understand is..."

Family Tech Talks: Conversation Template

Purpose:

To support open, non-judgmental discussions between parents and children about online safety, empathy, and digital habits.

Suggested Questions:

Opening Check-In:

"How do you feel about your online life right now?"

"Is there anything online that's been bothering you lately?"

Topics to Explore:

- "Have you ever seen something online that hurt someone else?"
- "Do you ever feel pressure to post or reply a certain way?"
- "How do you decide what to post or not post?"

Honest Adult Sharing:

"Here's a time I posted something I later regretted..."
"Here's what I try to do now before I comment or share."

Close with Support:

"What do you need from me to feel safe online?"

"Is there anything you wish adults understood better about your online life?"

Weekly Digital Reflection Sheet

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Purpose: To give students space to reflect on their online actions, observe digital patterns, and build empathy and awareness over time.
Name:
Date:
1. This week online, I felt(Choose all that apply) Confident Anxious Included Ignored Proud Hurt Kind Regretful Other:
2. A moment I'm proud of:
3. A moment I wish I could do differently:
4. One kind thing I saw someone else do online:
5. Something I'll do differently next week:
Optional Weekly Goal:
"This week I will try to be a better digital citizen by"

Digital Footprint Self-Audit

Purpose:

To help students reflect on the messages, images, and patterns they're leaving behind online — and how those align with who they want to be.

Part 1: What's Out There? Search for your name or username on:

- Google
- TikTok
- Instagram
- Snapchat
- YouTube
- Gaming platforms or forums
 - ☐ Did anything surprise you?
 - ☐ Does it reflect who you are today?

Part 2: What's in My Feed? Open your most-used social app.

How do you feel after 5 minutes of scrolling?
What's the overall tone of what you're seeing (positive, negative, pressured,
encouraging)?
Are you following people who make you feel confident and kind — or insecure and
stressed?

Part 3: What Am I Posting? Review your last 10 posts or comments. Ask yourself:

- Would I be proud if my teacher or future coach saw this?
- Would it hurt someone if they were in the room reading it?
- Does this reflect my values?

Part 4: What Can I Change? List 2 changes you'd like to make in your digital life:

Reminder:

Your digital story is still being written. You get to decide what kind of author you want to be.

Policy Development Workshop: Building Safe Digital Environments

Purpose:

To help schools co-create, review, and improve digital safety policies with meaningful student and parent input.

Workshop Structure:

Step 1: Start with Stories Begin with real (anonymous) scenarios:

- "A student is excluded from a group chat after reporting harassment. What should happen next?"
- "Someone shares a private screenshot of a student's message. How should that be handled?"

Let students and families respond with how they believe the school should act — before revealing current policy.

Step 2: Break Down the Current Policy Divide into 4 small-group stations:

- 1. What does the policy say? (Clarity)
- 2. How do we report concerns? (Accessibility)
- 3. What support is offered to victims? (Care)
- 4. What education happens before harm? (Prevention)

Groups rotate and provide feedback at each station.

Step 3: Identify What's Missing Ask participants:

- 1. "What part of this policy feels unclear or unrealistic?"
- 2. "What would make it easier for students to trust this process?"
- 3. "How do we help staff respond consistently and with empathy?"

Step 4: Draft Revisions and Next Steps

- Collect written suggestions.
- Prioritize revisions that strengthen trust and protect students.
- Schedule a follow-up date to review updates with student and parent input.

Note:

Be transparent about what can be changed immediately vs. what needs longer-term discussion or board approval.



Culture Mapping Tool – How Safe Is Our School?

Purpose:

To help students and staff assess the lived experience of safety, belonging, and inclusion in their school culture, beyond slogans or posters.

Instructions:

Use this tool in advisory groups, school leadership teams, or peer-led student discussions. Map findings visually (on a poster, whiteboard, or digital board) to identify key areas of concern and opportunity.

Part 1: Listen to Lived Experience

Ask students to rate the following statements from 1-5 (1 = strongly disagree, 5 = strongly agree):

- I feel emotionally safe in the hallway.
- I can be myself without fear of judgment.
- Adults take bullying seriously, including even subtle forms of bullying.
- Kindness is consistent here, not just a special week.
- I've seen students include others who are usually left out.
- I've seen adults model respect for all students.
- If I reported something, I trust it would be handled fairly.

Optional: Collect anonymous responses digitally or in writing.

Part 2: Conversation Starters

Use these open-ended prompts in small group discussion:

- Where in the school do you feel safest? Least safe?
- What does kindness look like here when no one is watching?
- Where do cliques or social hierarchies feel strongest?
- What would make this school feel more inclusive to everyone?
- If a new student were to join tomorrow, what would they notice first?

Part 3: Visual Culture Map

Have students or staff draw a basic map of the school. Then:

- Use green dots/stars to mark areas that feel safe and welcoming
- Use yellow for **neutral zones**
- Use red for **hotspots** where harm or exclusion tends to happen
- Discuss patterns. What needs more adult presence, student leadership, or policy attention?

Closing Reflection:

Ask: "What's one small shift we could make this month to build a stronger culture of respect?"

Respect Code Co-Creation Guide

Purpose:

To give students voice and ownership in defining how respect shows up in their shared spaces — moving beyond rules into lived relationships.

Step 1: Frame the Activity

Introduce the idea that "respect" isn't just about rules — it's about how we treat each other every day.

Prompt students:

"What does respect look like, sound like, and feel like in this room?"

Step 2: Brainstorm Together

Use these starter questions:

- What makes you feel respected by others?
- What actions break that respect?
- How should we respond when respect is broken?
- How do we make sure everyone's voice is valued not just the loudest?

Record all ideas without judgment.

Step 3: Draft the Code

As a class or advisory group, work together to write 4–6 short statements that represent your shared commitment.

Examples:

- We speak up when someone is excluded.
- We listen fully even when we disagree.
- We own our mistakes and make them right.
- We celebrate differences and honor each story.

Encourage phrasing that feels personal and student-driven.

Step 4: Make It Visible and Lived

- Display the Respect Code in the classroom or shared spaces.
- Have students sign it as a commitment.
- Revisit it weekly what's working, and what needs a reset?
- Recognize students who live the code with anonymous shout-outs, notes, or peer nominations.

Bonus Extension:

Invite families or caregivers to co-create a version of the Respect Code at home.

Daily Routines That Reinforce Culture

Purpose:

To embed respect and kindness into the daily rhythm of school life — making it visible, lived, and lasting.

Section 1: Daily Rituals that Stick

These practices are simple, repeatable, and student-friendly:

• Morning Kindness Intention

"Today I'll look for someone who might feel left out — and include them."

• 2-Minute Reflection Circle (End of Day)

What's one way someone showed respect today? What's one thing I want to do better tomorrow?

Kindness Spotlight Token

- Give students one token per week to hand to someone they saw show quiet kindness.
- Optional: Display names on a "Character Wall" with a quote or action.

Section 2: Student Ownership Moments

Empower students to lead cultural moments:

- Weekly Culture Captains students who open class with a positive quote or shout-out
- Rotating Class Greeters welcome peers at the door each morning
- Student-Authored Affirmations posted on lockers, desks, or bathroom mirrors

Section 3: Anchor Activities for Respect

Use these once per week to deepen the culture:

- Monday Challenge: Do something kind without anyone knowing it was you.
- Wednesday Walkthrough: Walk the halls where does respect show up? Where is it missing?
- **Friday Celebration Circle:** Recognize someone who made the space feel safer or more inclusive.

Closing Reminder:

When students see that character is noticed and celebrated, it becomes something worth practicing — even when no one's watching.

Hotspot Mapping & Student Safety Survey

Purpose:

To identify overlooked or unsupervised areas where bullying or exclusion may occur — and to invite students into honest dialogue about where they feel safe or unseen.

Part 1: Student Safety Survey (Anonymous)

Distribute digitally or on paper. Responses should remain confidential.

Rate each location 1-5:

(1 = I avoid it, 5 = I feel totally safe here)

- Hallways during class changes
- Bathrooms
- Locker rooms
- Cafeteria
- Bus line / Bus ride
- Playground or outdoor space
- Before or after school time
- Group chats / online forums related to school

Open-Ended Questions:

- Where do you feel most seen and valued at school?
- Where do you feel invisible, excluded, or unsafe?
- What's one thing adults could do to make this school safer?

Part 2: Map the Data

As a staff team or leadership group:

1. Sketch a basic map of the school layout.

- Color-code based on aggregated student survey results (Green = safe, Yellow = neutral, Red = unsafe).
- 3. Identify trends and blind spots.
- 4. Assign action items:
 - Where can adult presence be increased?
 - Which spaces need redesign or rethinking?
 - o Can peer ambassadors be assigned to specific areas?

Part 3: Student Walk-Throughs

Invite small groups of students to:

- Walk the school with a checklist
- Record language, group behavior, and supervision
- Reflect on how the space feels and what could change

Final Step:

Share results with students. Show them their voice matters — and that their school is willing to change based on what they say.

Inclusion in Action: Toolkit		
Purpose: To help schools move beyond symbolic gestures and build daily, lived experiences of inclusion — where every student feels seen, valued, and connected.		
Part 1: Daily Inclusion Checkpoints		
These small shifts in classroom practice support sustained inclusion:		
 □ Call on diverse voices in every discussion □ Use inclusive examples in assignments and scenarios □ Encourage "Turn and Talk" pairs with new partners weekly □ Validate students' lived experiences and language preferences □ Normalize asking for pronouns and respecting boundaries 		
Part 2: Student-Led Inclusion Initiatives		
Start or expand programs that build community:		
 Peer Mentorship Circles Pair upper-grade students with younger ones for monthly conversations about belonging, bravery, and change. 		
Advisory Discussion Themes		

- Inclusion Clubs
 - Student-run groups that organize listening sessions, cultural events, or projects promoting underrepresented voices.

"Who gets included — and who doesn't?"
"What does it take to feel safe being yourself?"
"What invisible barriers still exist in our school?"

Part 3: Staff Reflection & Training Prompts

Use these for PD days or staff meetings:

- What identities are most centered in our curriculum? Which are left out?
- When's the last time you reconsidered your classroom's seating chart, visuals, or norms through an inclusion lens?
- How do we respond when exclusion shows up even subtly?

Bonus Tool: Respect & Belonging Pledge (Student-Authored)

Let students create a short, repeating pledge such as:

"Here, we make space. We speak up. We listen. We welcome difference — because that's what makes us stronger."

Have students recite or reference this in advisory, assemblies, or as part of weekly classroom openings.

Carrying Respect Into Every Group, Team, and Club

Purpose: To ensure that respect, inclusion, and belonging extend into all extracurricular spaces — where students often spend their most formative hours.			
Section 1: Leadership Starter Kit for Advisors & Coaches			
Distribute this as a guide to group leaders at the start of the year:			
 Set Shared Agreements: Begin with a co-created "Team Code of Respect." Name Traditions with Intention: Identify which are inclusive, which need adjusting, and which should end. Model Boundaries: Address inside jokes, cliques, or subtle put-downs early. Check in Often: Who's thriving? Who's withdrawn? Who stopped showing up? 			
Section 2: Weekly Reflection Activity for Student Groups			
Use these 10-minute prompts monthly or biweekly:			
 □ "How did we include everyone this week?" □ "Did any moments feel unfair or uncomfortable?" □ "What's one way we can strengthen respect before next meeting?" 			
Students can write responses anonymously or share aloud.			
Section 3: Kindness Traditions That Stick			
Build these into the rhythm of your group:			
 □ Gratitude Shout-Outs – End each practice or meeting by naming someone who showed integrity or kindness. □ Welcome Rituals – Have designated peers welcome and check in with new members during the first 3 weeks. 			

 Quiet Kindness Tokens – Like badges, coins, or cards students give each other for unseen acts of support.
Leadership Reminder:
Clubs and teams aren't just places to win or perform — they're where identities grow. Treat them as sacred spaces for shaping the culture you want to see in the world.

Campaigns That Stick

Purpose:

To help schools create meaningful, student-driven campaigns that go beyond awareness and spark long-term shifts in behavior, belonging, and school climate.

Part 1: Campaign Planning Framework

Before launching any initiative, clarify the foundation:

© Core Focus:

What specific issue are we addressing? (e.g., digital respect, locker room behavior, bystander action)

Timeline:

How will we maintain its visibility over time? (weekly themes, ongoing pledges, rotating spotlight features)

Student Leadership:

Which students will lead? How will we train and support them?

Messaging:

What's the tone — bold, brave, kind, empowering? How will students take ownership of the message?

Part 2: Building Blocks of a Lasting Campaign

Element	Description	Examples
Student Ownership	Students lead messaging, activities, and visuals	Student-designed posters, student-led assemblies
Clear Expectations	Go beyond "be kind" with specific goals	"Interrupt gossip," "Help one student feel included today"
Visibility	Campaign elements appear regularly in daily spaces	Hallway displays, announcements, social media takeovers
Community Involvement	Families and staff are invited to engage	Parent nights, kindness shout-outs on school website

Part 3: Campaign Ideas That Work

- Respect Challenge Week Daily acts of inclusion + end-of-week reflection
- Student Voice Series Poster or video series featuring real student perspectives
- **Kindness Chain Reaction** One act leads to another; track with paper links or a digital map
- Lunch Table Ambassadors Rotate students who invite others to join their table
- Staff Kindness BINGO Encourage staff to model and notice acts of courage and care

Bonus Resource: Campaign Reflection Questions

Ask these after each initiative:

- What changed even in small ways?
- Who felt more seen, safe, or valued?
- What do we need to keep going?
- How will we hold each other accountable?

Closing Thought:

A campaign is just a spark.

The culture change happens when the fire stays lit — in classrooms, in conversations, in the courage we choose every day.



Responding When a Student Speaks Up —or Can't

A Step-by-Step Guide for School Staff

Purpose:

To help adults respond quickly, thoughtfully, and effectively when a student experiences or reports harm, or when silence signals something's wrong.

Step 1: Prioritize Immediate Safety

- Remove the student from any harmful setting (e.g., seat reassignment, hallway break, counseling office).
- Speak in private. Never interrogate in front of peers.
- Let them know: "You're not in trouble. I just want to understand and help."

Step 2: Set Boundaries of Privacy

Script:

"I'll keep this as private as I can, but there are some things I may need to share so we can get you support. I'll explain everything before I do."

Clarify:

- What can stay between you and the student
- What must be reported (e.g., safety concerns, Title IX, mandated reporting)

Step 3: Document Clearly and Respectfully

Use neutral, specific language:

- "Student reported being pushed and called names between 3rd and 4th period."
- Avoid loaded terms like "dramatic," "sensitive," or "just teasing."

Include:

Time, location, people involved

- Student's exact words when possible
- Emotional tone (crying, withdrawn, confused)

Step 4: Engage the Right Support Network

Notify and involve:

Role	How They Help
Parents/Guardians	Provide emotional support and context
Counselors	Help students process and rebuild
Teachers	Spot patterns or triggers in class
Other Staff	Bus drivers, aides, coaches may offer key insights
The Student	Involve them in decisions about support and next steps

Step 5: Offer Continued Support Options

- Daily check-ins with a trusted adult
- Journaling or anonymous reflection prompts
- Peer support groups (with adult guidance)
- 1 Structured emotional regulation time (break passes, mindfulness moments)

Reminder:

Every response is a message: "You are seen. You are heard. You are not alone."

Restorative Practices: Real Accountability Without Shame

Purpose:

To shift school culture from punishment-based discipline to restorative responses that promote growth, healing, and student agency.

Restorative Response Principles

Do This	Not That
Focus on impact	Avoid focusing only on rule-breaking
Invite honest dialogue	Don't pressure apologies
Ensure voluntary participation	Avoid forced sessions
Train trusted facilitators	Don't "wing it" without structure

3 Core Restorative Tools

1. Restorative Circles

 Structured discussion including the student who caused harm, the student harmed, peers, and adult facilitator(s)

Focus: understanding harm, taking responsibility, planning repair

2. Guided Dialogue

- 1-on-1 or small group conversation facilitated by a counselor or trained staff member
- o Focus: clarity, empathy, and forward planning

3. Peer Mediation

- Trained peer mediators lead conversations (with adult supervision)
- o Focus: peer relationships, miscommunication, and resolution

Sample Prompts for Restorative Dialogue

- "What happened from your perspective?"
- "Who was affected, and how?"
- "What do you need to feel safe or heard now?"
- "What can be done to repair the harm?"
- "What would you want to hear if the roles were reversed?"

Checklist for Facilitators

- Have both parties agreed to participate voluntarily?
- Has the student who caused harm reflected on their behavior?
- Have boundaries and safety protocols been established?
- ls follow-up planned and documented?

Closing Reminder:

Accountability is not about shame — it's about seeing the harm, owning the impact, and building something better.

Strengthening the System: Prevent the Next Incident

Purpose:

To help school teams reflect on existing prevention strategies, identify gaps, and implement data-informed improvements.

Quarterly Prevention Review Template

A. Program Audit Questions

- Which bullying prevention programs are currently in place?
- Who leads them? How often are they delivered?
- Are we seeing measurable outcomes?

B. Inclusivity Check

- Are all student identities represented in our materials, training, and examples?
- Have we included students with disabilities, LGBTQ+ students, and students of color in the planning process?

C. Staff Feedback Loop

- What challenges are teachers facing in identifying or responding to bullying?
- Do staff feel confident using restorative strategies?

Student & Family Feedback Tools

Tool	How to Use
Anonymous Surveys	Distribute 2x/year via advisory or homeroom

Focus Groups	Host optional sessions by grade or identity group	
Listening Walls	Post questions in hallways for anonymous sticky note answers	
Check-In Cards	"I feel safe when / I feel unsafe when" for advisory use	

Data to Track Quarterly

- Number of bullying reports filed
- Locations of most reported incidents
- Student confidence in reporting (via surveys)
- Rate of repeated incidents involving the same students/groups
- Participation in upstander or empathy-building programs

Sample Questions to Guide Reflection

- What's getting better?
- What still feels stuck?
- Where are we waiting too long to act?
- Whose voices aren't in the room and why?

Closing Insight:

Bullying isn't just an event — it's a pattern.

Prevention isn't a one-time training — it's a living system.

And every review is a chance to make the system stronger.



Who Am I Without the Crowd?: Reflection Prompts

Audience: Students

© "Sometimes I go along with the group just so I'm not left behind."

In middle school, it can feel like the crowd decides everything — what's cool, what's funny, what's okay to say. But real strength comes from knowing who you are when no one else is watching.

This guided reflection journal helps students explore their inner identity, sense of belonging, and personal values. It can be used independently, in a counseling setting, or as part of a classroom exercise.

Part 1: You, Without the Noise

- 1. When do you feel most like yourself?

 (Think about a time when you weren't trying to impress anyone just being you.)
- 2. What are three qualities you like about yourself? (e.g., "I'm creative," "I'm a good friend," "I try hard.")
- 3. Who makes you feel like you truly belong just as you are?

Part 2: The Pressure to Fit In

- **4.** Think of a time you changed something about yourself to fit in. What did you change? Why?
- 5. What did you learn from that experience?
- 6. What would you do differently if that situation happened again?
- Part 3: Staying Grounded

7. When someone tries to pressure you, what can you say to stay true to yourself "That's not really me."	?
"I'm okay doing something different." "I'm not comfortable with that."	
Write your own sentence:	
8. What do you want people to remember about you — even after middle school?	
⊗ Final Reflection Prompt	
Belonging doesn't mean losing yourself. It means being accepted for exactly who you are.	
What does <i>belonging</i> mean to you — now that you've thought it through?	

Who Am I When No One's Watching?: Reflection Prompts

Audience: Students | Format: Journal Pages or Discussion Starters

This journal tool helps students explore their personal values, beliefs, and identity — apart from peer pressure or group expectations. Use in advisory, counseling, or home settings to deepen self-awareness and build internal strength.

Journal Title: Who Am I When No One's Watching?

- 1. When do I feel most like myself? What am I doing? Who am I with?

 Describe a time when you felt fully YOU not performing, not pretending.
- 2. What values matter most to me even if others don't agree?

Kindness, Loyalty, Honesty, Courage, Fairness, Creativity, Humor, Respect, Faith, Something Else:

- 3. Have I ever stayed silent when I wanted to speak up? Why? What held you back? What might help you feel safer next time?
- 4. What does real strength look like to me?

 Give an example from your life, a story, or someone you admire.
- 5. Where do I feel the most pressure to 'fit in'?
 Social media? Sports? Friend group? Family? What would change if you didn't give in to that pressure?
- 6. What's one thing I want others to know about me that I don't usually say out loud?

Why do you keep it private? How would it feel to be more open?

Reflection Extension:

Choose one question and draw a visual that represents your answer — a symbol, image, or word cloud that captures your truth.

★ Suggestions for Use:

- Use 1–2 prompts weekly in class or group check-ins
- Pair with "Real Strength" affirmation poster
- Discuss as a small group using a circle format
- Encourage home use between caregivers and students

Building Belonging Without Enabling Peer Pressure

This tool provides concrete strategies to help adults foster a healthy sense of belonging without reinforcing peer pressure, conformity, or emotional dependence on group approval.

What to Do

1. Model secure identity.

- Talk openly about your own values and when you've had to make unpopular decisions.
- Share moments when standing alone was difficult but worth it.

2. Watch for early warning signs.

- Is your child constantly changing to match a friend group?
- Are they hiding opinions or interests that used to bring them joy?

3. Create spaces for self-definition.

- Encourage hobbies, creative outlets, or leadership roles outside peer-driven environments.
- Let them "belong" somewhere that doesn't rely on popularity or trend-following.

4. Avoid glorifying fitting in.

- Reconsider praise like "I'm so glad you're making friends now!" if it follows a noticeable shift in identity or behavior.
- o Instead, validate their growth in decision-making, voice, and values.

Try Saying This...

- "You don't need to be like them to be liked."
- "Fitting in is easy. Belonging takes courage."

- "It's okay to outgrow people. It doesn't mean you're alone."
- "Do you feel like you have to be someone different to stay in that group?"
- "What part of yourself are you most proud of right now?"



Don't rush to fix or reframe discomfort. Sit with your student's struggle. Let them know it's normal to feel conflicted, and they don't have to rush toward belonging at the cost of self.

Identity Anchors: Helping Students Define What Matters to Them

Middle schoolers are constantly adjusting to peer pressure and shifting social dynamics. This tool helps them pause and reflect on who they are — and what values they want to protect, even when fitting in feels easier.

Purpose:

To give students clarity and language around their core values — their "identity anchors" — so they can stand stronger in moments of pressure.

Step 1: Define Your Anchors

Ask students to complete the following statements:

- I feel proud of myself when I...
- Something I really value is...
- One thing I believe in, even if others don't, is...
- A quality I admire in other people is...
- I feel most like myself when I'm...

Encourage honest, personal responses — not what they think they're supposed to say.

Step 2: Anchor Check

Have students reflect privately (or in pairs/small groups):

- Do your actions and choices reflect these values?
- Have you ever gone against one of these anchors to fit in?
- What did it feel like?
- What would you do differently next time?

Step 3: Personal Motto or Reminder

Invite students to create a short phrase they can carry with them — a quiet reminder of who they are and what matters to them.

Examples:

- "Kindness is my strength."
- "I don't need to shrink."
- "I belong as I am."
- "I won't trade values for approval."

They can write it on a sticky note, make a small badge, or turn it into phone wallpaper as a daily anchor.

Student Affirmation Poster: Real Strength Doesn't Have to Be Loud

This affirmation poster is designed to be displayed in classrooms, lockers, or included in journals. It reinforces the chapter's message: strength isn't about being loud, aggressive, or popular. It's about knowing who you are — and holding onto it.

Poster Title: REAL STRENGTH

- I can stand tall without tearing anyone down.
- I can say "no" and still belong.
- I can use my voice even if it shakes.
- I can be kind in a crowd that chooses cruelty.
- I can be different and still be enough.
- I don't need to be the loudest to be strong.
- I am worthy.
- I am learning.
- I am not alone.
- "Real strength doesn't mean fitting in. It means standing up — for myself and others — even when it's hard."

Suggestions for Use:

- Hang in advisory rooms or classrooms.
- Use as a writing prompt: "Which affirmation speaks to you most today?"
- Include in student planners or reflection journals.
- Share during morning announcements or SEL lessons.

Peer Pressure Role-Play & Response Scripts: Practicing Your Voice

: "I knew I didn't want to do it — but I didn't know how to say no."

In middle school, pressure often shows up in small moments: a dare in the hallway, a joke at someone else's expense, a message asking you to join in. This activity helps students **practice assertiveness**, **refusal skills**, **and allyship** in realistic peer scenarios.

Part 1: What Peer Pressure Sounds Like

Below are common phrases used to pressure someone. Students read them aloud and discuss what emotion each one triggers.

- "Come on, don't be lame."
- "It's just a joke. Don't be so sensitive."
- "Everyone's doing it."
- "Don't snitch. You're not a baby."
- "If you don't help us, we won't help you."

Prompt: • Which one would be hardest for you to respond to — and why?

Part 2: Role-Play Scenarios

Scenario 1: The Group Chat

A friend sends a meme making fun of a classmate's appearance. Others start piling on with comments and laughing emojis. You feel uncomfortable.

■ What would you do? What could you say in that moment?

Scenario 2: The Dare in the Cafeteria

Your group dares you to trip a student they often tease. They say, "It's just a joke. Don't be so boring."

What are your options?

Scenario 3: Don't Say Anything

You hear a rumor about someone, and your friend tells you, "Just don't say anything — if you tell, you're dead to us."

■ What's at stake? What values matter most here?

Instructions:

- Practice with a partner: take turns playing the student and the peer.
- Use the script starters below if you get stuck.
- Debrief as a group or in writing: What worked? What felt hard?

Part 3: Response Script Starters

These sentence starters give students a way to speak up clearly and calmly.

For Standing Up for Yourself:

- "I'm not okay with this."
- "That's not my thing I'm good."
- "I don't want to be part of this."

For Supporting Someone Else:

- "Hey, this isn't cool."
- "Let's not do that."
- "We can be better than this."

For Removing Yourself:

- "I've got to go this isn't my scene."
- "Catch you later this doesn't feel right."

Part 4: Optional Group Discussion Prompts

- Why is it hard to speak up sometimes?
- What's the risk of staying silent?
- How can we make our school safer for students who want to speak up?
- What makes a voice feel powerful?

Mini-Workshop Activity: Say It Like You Mean It

This activity helps students practice using their voice — with clarity, confidence, and body language that supports what they're saying. It can be done in the classroom, small groups, or even one-on-one settings.

Purpose:

To build comfort with assertive communication through structured practice, real-life scenarios, and body awareness.

Step 1: Practice These Phrases Aloud

Give students time to rehearse the following sentences using their own tone and pace:

- "I need that to stop."
- "I'm not okay with this."
- "Please don't speak to me that way."
- "I don't agree, and that's okay."
- "This isn't funny to me."

Coaching Tip: Remind students that assertiveness doesn't mean being rude or loud — it means being clear and steady.

Step 2: Body Language Check-In

Ask students to reflect on and adjust their posture:

- Are you standing/sitting upright?
- Are your hands relaxed (not hidden or clenched)?
- Are you making eye contact or looking in the person's direction?
- Does your voice match what you're trying to say?

Use a mirror, peer feedback, or a video recording (if appropriate) to help students observe their own delivery.

🎭 Step 3: Scenario Role-Play

Choose or assign 2-3 real-life scenarios, such as:

- A friend teases you in front of others.
- You're asked to do something that makes you uncomfortable.
- A classmate spreads a rumor about you.
- You want to speak up when someone else is being excluded.

Have students role-play both parts (speaker and listener), rotating roles to practice perspective-taking and delivery.

Step 4: Reflection Prompt (Journaling)

- When do you feel most confident speaking up?
- When is it hardest to use your voice?
- What does it feel like to express a need clearly and respectfully?

Encourage open sharing if safe, or allow for private journaling.

Student Reflection Journal: My Inner Strength Story

This journaling activity gives students space to reflect on how they've used — or are learning to use — their inner strength. It turns abstract concepts like self-worth, courage, and voice into personal, meaningful stories.

Instructions for Students:

Think back to a time when you had to choose between going along with the crowd and standing up for what felt right to you. If you've never had that moment, imagine what it might feel like.

Use the questions below to guide your story. You don't have to write a perfect paragraph. Just be honest.

My Story of Inner Strength

- What happened? (Briefly describe the situation.)
- What were you feeling at the time?
- What choice did you make and why?
- Was it easy or hard to make that choice?
- Did anyone support you? Did anyone make it harder?
- How did it feel afterward?
- If you could go back, would you do anything differently?

My Voice, Today

- What helps you speak up when something's not right?
- What makes it harder?
- What's one thing you want to remember next time you face pressure to stay quiet?

Reminder: You Don't Have to Share This

This journal is yours. You can keep it private, share parts with a trusted adult, or use it just to get your thoughts down. The goal is not to be perfect — it's to practice knowing your strength.



Student-Led Campaign Planning Kit: Campaigns That Speak Loudly

Purpose:

To empower students to create and lead school-wide anti-bullying campaigns that are relevant, engaging, and built to last. This tool provides a framework for planning impactful messaging and organizing memorable events.

What's Included:

- Campaign Brainstorm Worksheet
- Sample Themes & Slogans
- Poster & PSA Creation Guidelines
- Social Media Launch Plan
- Weekly Challenge Templates
- Peer Leadership Roles

1. Campaign Brainstorm Worksheet

Use these prompts in a classroom, club, or leadership group to start your campaign.

- What change do you want to see in your school?
- How does bullying, exclusion, or silence show up here?
- What's one message you want every student to remember?
- What emotions should your campaign evoke?
- Who will lead, organize, and promote the campaign?

2. Sample Themes & Slogans

Use or adapt these examples — or create your own.

- Theme: "You Belong Here." Slogan: No One Eats Alone.
- Theme: "Kindness Isn't Quiet." Slogan: Speak Up. Step In.

- Theme: "Real Friends Don't Test You." Slogan: End the Dares.
- Theme: "Say Something Week." Slogan: Silence Protects the Bully Not the Target.

3. Poster & PSA Guidelines

Let students create materials with meaning.

Posters and PSAs should:

- Use real student quotes or stories (with permission)
- Highlight upstander actions, not just harm
- Be short, bold, visual and easy to share
- Include a clear call to action ("Join us at lunch," "Pledge today," "Tag kindness online")

4. Social Media Launch Plan

Student leaders can amplify their message online. Include:

- A custom hashtag (e.g., #BraveVoicesMS, #KindnessCounts)
- Daily challenges (e.g., "Post a compliment," "Share a story of courage")
- A campaign kickoff video filmed and edited by students
- A schedule of posts: 1–2/week for sustained engagement

5. Weekly Challenge Templates

Examples students can run with or modify:

- Monday: Compliment 3 people not in your friend group
- Tuesday: Invite someone new to sit with you
- Wednesday: Write a thank-you note to a classmate
- Thursday: Speak up when you hear something unkind
- **Friday:** Wear a bracelet to show you're a safe person

6. Peer Leadership Roles

Assign clear responsibilities to keep the momentum going:

Role	Description
Campaign Coordinator	Oversees timeline, logistics, and team
Social Media Lead	Manages campaign content and posts
Poster/Design Team	Creates visuals for hallways, events
Video & PSA Team	Films and edits student-led messages
Outreach Leader	Connects with staff, parents, and local media

Workshop Design Guide – Empathy & Prevention

Purpose:

To help schools and community groups plan interactive workshops that teach empathy, challenge harmful behaviors, and offer practical strategies for prevention and response.

Workshop Planning Template

Item	Details
Workshop Title	(e.g., "Courage to Speak," "What Does Safety Look Like?")
Audience	Students, Parents, Staff, Mixed
Facilitator(s)	Teachers, Counselors, Peer Leaders, Guest Speakers
Workshop Length	45–60 minutes (adjustable)
Learning Goals	Name at least 2 forms of bullying; Practice speaking up; Identify support options

Sample Activities for Engagement

1. Role-Playing Scenarios

Create 2–3 relatable situations where students or parents must choose how to respond. Examples:

- A student hears their friend call someone a slur.
- A group chat excludes one person and posts memes mocking them.
- A coach witnesses a senior player giving harmful "advice" to new teammates.

Debrief each role-play with questions:

- How did it feel to speak up (or stay silent)?
- What might have helped in that moment?

2. Storytelling Circle

Invite a student, parent, or staff member to share a personal story (5 min max) about bullying, being a bystander, or finding strength. Allow attendees to respond with one word or phrase (written or spoken). This builds trust and emotional connection.

3. Silent Spectrum Activity

Place signs around the room:

- Strongly Agree / Agree / Not Sure / Disagree / Strongly Disagree.
 Read out statements like:
- "If bullying happens online, it's not the school's responsibility."
- "Tattling and reporting are the same thing."
 Participants walk to their choice and discuss respectfully.

4. Empathy Mapping

Provide outlines or templates for students/parents to complete:

- What do you think this student is feeling?
- What might they be afraid of?
- What do they need from someone else?
- What would you want in that situation?

Encourages perspective-taking and deeper understanding.

Printable Materials Provided:

- Workshop Planning Sheet
- Role-Play Scenarios & Scripts
- Empathy Mapping Template
- Spectrum Activity Prompts
- Post-Workshop Feedback Form

Community Partnership Starter Kit

Purpose:

To help schools identify, reach out to, and build meaningful partnerships with local organizations to expand bullying prevention efforts beyond school walls.

Step-by-Step: Building a Community Partnership

1. Identify Local Partners

Create a list of potential collaborators. Categories may include:

- Mental health organizations
- Youth-focused nonprofits
- Faith-based or cultural centers
- Local businesses or sponsors
- Foundations affected by bullying or loss

Tip: Look for organizations already invested in youth wellness, inclusion, or prevention.

2. Initiate Contact with Purpose

Craft a short message or email that includes:

- Who you are and what your school is doing
- Why you believe they could be a great partner
- A few specific ideas for collaboration
- An invitation to meet or discuss further

Sample Message Starter:

"We're building a school-wide initiative to prevent bullying and support student well-being. We admire the work your organization does and would love to explore how we might collaborate — from awareness events to support services. Could we meet to discuss?"

3. Co-Create the Plan

Let the organization offer ideas based on their strengths. Possible contributions:

Leading a parent workshop on digital safety

- Sponsoring a "Belonging Week" kickoff
- Hosting support circles after a serious incident
- Providing volunteers for campaign rollouts

Mutual benefit is key — ensure both sides feel valued.

4. Make It Official (Optional)

For long-term partnerships, draft a simple written agreement that includes:

- Purpose and scope of partnership
- Roles and responsibilities
- Dates or duration of commitment
- Communication expectations

Use our printable **Community Partner Agreement Template** to get started.

5. Celebrate and Share the Impact

Recognize your partners in newsletters, social media, and at school events. Examples:

- "Thank you to [Org Name] for supporting our empathy workshop!"
- Feature partner profiles on student-made posters or morning announcements.

Printable Materials Provided:

- Community Partner Outreach Email Template
- Partnership Brainstorm Worksheet
- Community Partner Agreement Form
- Impact Recognition Ideas List

School Climate Audit Checklist

Use this checklist to reflect on current school practices and identify areas for growth. For each item, note whether it is entirely in place, in progress, or needs attention.

- 1. Our school has a clear, up-to-date bullying prevention policy.
- 2. Students know how to report bullying in a confidential and safe manner.
- 3. Staff are trained annually on recognizing and responding to bullying.
- 4. All students receive regular instruction on empathy, digital safety, and upstander behavior.
- 5. We collect student feedback about safety, inclusion, and school climate at least twice per year.
- 6. Incident reports are reviewed monthly to identify trends or repeat concerns.
- 7. We offer student-led programs that foster a sense of belonging, cultivate leadership, and promote kindness.
- 8. We engage parents in meaningful conversations about bullying, both proactively and in response to incidents.
- 9. Our discipline policies include restorative options that prioritize accountability and healing.
- 10. School leaders model and communicate a zero-tolerance approach to cruelty.
- 11. Anti-bullying campaigns or awareness weeks are student-driven and renewed annually.
- 12. Progress is reviewed annually by a staff-student-family task force, and changes are made based on the findings.

Feedback Loop Toolkit — Including Student, Staff, and Family Voice

Use this toolkit to build a sustainable, transparent system of feedback that includes every voice in the school community.

Purpose:

To ensure that all stakeholders — students, staff, and families — are part of the reflection and improvement process around bullying prevention, emotional safety, and school climate.

Step 1: Gather Input from Students

- Design student surveys that ask about:
 - Emotional safety (Do you feel safe in classrooms? Hallways?)
 - Peer dynamics (Do you feel included? Respected?)
 - Reporting comfort (Would you report bullying? Why or why not?)
- Use focus groups or listening circles with diverse student voices.
- ✓ Invite students to analyze trends and help identify priority areas for change.
- Include open-ended prompts:
 - "What makes you feel safe at school?"
 - "What's something adults often miss?"

Step 2: Include Staff Reflection

- ✓ Create anonymous feedback forms for teachers, aides, counselors, and coaches.
- Ask:
 - Where do you see bullying happening most often?
 - What tools or support do you still need?
 - What's been most effective this year?
- ✓ Host cross-role roundtable discussions to build shared understanding and support.

Step 3: Invite Family Input

- Send short, judgment-free feedback forms home.
- Sample questions:
 - "Has your child talked about feeling unsafe or excluded?"
 - "Do you feel confident in how the school handles concerns?"
- Offer multiple formats (print, email, anonymous online).
- ✓ Host "Family Listening Nights" open spaces where caregivers can share stories, ask questions, and connect with school staff.

Step 4: Close the Loop

- Summarize findings and share a brief update with the school community: "Here's what we heard. Here's what we're doing next."
- Highlight changes made based on feedback to build trust.
- Acknowledge what still needs work and invite collaboration.

Reminder:

When students and families see that their voice matters, they're more likely to stay engaged — not just in moments of harm, but in building a better future.

Sustainability Action Plan — Keeping Programs Alive and Growing

Use this tool to embed anti-bullying values and student voice into long-term planning, staff training, and leadership transitions.

Purpose: To prevent anti-bullying and inclusion work from fading due to staff turnover, budget cuts, or shifting priorities. Sustained change requires structure.		
1. Missi	on Integration	
	s bullying prevention reflected in your school mission, vision, or core values? Are pro-empathy and anti-hazing statements visible in classrooms and communications? Have you reviewed and updated your student handbook and staff guide to reflect current values?	
2. Annu	al Planning	
	s there a yearly anti-bullying goal or focus area identified? Do you set aside calendar time for campaign weeks, workshops, and climate check-ins? Who owns the follow-up — and is it a team responsibility?	
3. Lead	ership Transitions	
;] 	Have you created a "handoff" document or onboarding guide for new staff and administrators? Does the anti-bullying task force have student and staff continuity year to year? s there a process for preserving knowledge (e.g., shared folders, lesson archives, campaign templates)?	
4. Staff	Development	
	Are new staff trained on your approach to bullying prevention? Are returning staff refreshed annually on core values and response protocols? Do you recognize and reward staff who lead this work with consistency?	

5. Student Leadership
 □ Are students actively involved in shaping programs and campaigns? □ Are student-led efforts documented and passed down from year to year? □ Have students been trained in mentorship, upstander behavior, or campaign planning?
6. Data & Accountability
 □ Do you track climate progress beyond behavior reports (e.g., feedback, surveys)? □ Are results shared transparently and used to revise plans? □ Is there a time each semester for reviewing and adjusting efforts?
Final Tip: Sustainability doesn't mean doing everything. It means choosing what matters — and making it impossible to forget.

Am I Leading for Change?: Reflection Guide

Use this guide to evaluate how your leadership choices directly impact school culture, student safety, and long-term bullying prevention. Best used during leadership retreats, planning days, or annual goal-setting.

Leadership Reflection Guide

For each prompt, pause, reflect, and respond honestly. Leadership is not perfection — it's commitment.

1. Vision & Modeling

- Do I consistently communicate that bullying and exclusion are not tolerated here?
- Have I taken a visible stand when harm has occurred even when it was uncomfortable or unpopular?
- In what ways do I personally model empathy, transparency, and accountability?

2. Staff Culture & Team Support

- Do my staff feel supported in addressing bullying, or afraid they'll be left to handle it alone?
- When staff members raise concerns about student harm or culture, how do I respond?
- What training, resources, or encouragement have I provided this year to empower my team?

3. Student Voice & Engagement

- Are students truly involved in shaping our prevention efforts or just included symbolically?
- When was the last time I asked students what safety and belonging mean to them?
- What systems are in place to hear and elevate student concerns?

4. Accountability & Growth

- Do we regularly evaluate our efforts and adjust when something isn't working?
- What data or stories have challenged my assumptions or leadership this year?

 Have I built a culture where mistakes are addressed without shame — and growth is possible?

5. Long-Term Impact

- If I left my role today, what anti-bullying values or structures would continue without me?
- Have I named and resourced successors or student leaders who can carry the mission forward?
- What legacy will I leave behind for the students who come after me?