## 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.

### **Downloadable Tools from Bullying Leads To Hazing**

## **★** Chapter 7: Digital Echoes

Workshop: Responding to Cyberbullying

Family Tech Talks: Conversation Template

Weekly Digital Reflection Sheet

**Digital Footprint Self-Audit** 

Policy Development Workshop: Building Safe Digital Environments



# Chapter 7: Digital Echoes

Workshop: Responding to Cyberbull
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#### Purpose:

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

#### **Workshop Components:**

1. Recognizing the Harm: Have you seen or experienced any of the following?		
<ul> <li>☐ Mean messages in a group chat</li> <li>☐ Screenshots used to embarrass someone</li> <li>☐ Fake accounts or impersonation</li> <li>☐ Being excluded or ignored in a digital thread</li> </ul>		
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**

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.