

Downloadable Tools from Bullying Leads To Hazing

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.

How to Use These Tools

- 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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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?"

 **Key Reminder:** Listening is not passive. It's protection. The questions we ask and how we respond shape whether students ever share again.

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 They’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)

 **The Goal:** Build a climate where students don’t just feel safe — they feel believed, supported, 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.