

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 8: Beyond Safe Spaces

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?
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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.
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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
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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.

2. 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?
 - 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**
 - “Who gets included — and who doesn’t?”
 - “What does it take to feel safe being yourself?”
 - “What invisible barriers still exist in our school?”
- **Inclusion Clubs**
Student-run groups that organize listening sessions, cultural events, or projects promoting underrepresented voices.

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.
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- ☐ 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.