

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-on-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 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:

- ☐ Frequently alone during group activities or recess
- ☐ Withdraws from class participation
- ☐ Refuses or avoids eating lunch
- ☐ Overeager to please or overly compliant
- ☐ Sudden changes in friend groups or social behavior
- ☐ Reluctant to come to school/increase in absences
- ☐ Mentions of 'not fitting in' or 'being different'
- ☐ Excessive attempts to mimic others to be liked

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**
 - 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?
 - 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.