

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.

[Downloadable Tools from Bullying Leads To Hazing](#)

Chapter 10: Inner Strength

[Who Am I Without the Crowd?: Reflection Prompts](#)

[Who Am I When No One's Watching?: Reflection Prompts](#)

[Building Belonging Without Enabling Peer Pressure](#)

[Identity Anchors: Helping Students Define What Matters to Them](#)

[Student Affirmation Poster: Real Strength Doesn't Have to Be Loud](#)

[Peer Pressure Role-Play & Response Scripts: Practicing Your Voice](#)

[Mini-Workshop Activity: Say It Like You Mean It](#)

[Student Reflection Journal: My Inner Strength Story](#)

•

Chapter 10: Inner Strength

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 *belonging* 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.
- 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.”

BULLYING LEADS TO HAZING (Book #1)

- “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?”

Tip:

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."

Prompt:  Write one response you'd be willing to try in real life:

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.

BULLYING LEADS TO HAZING (Book #1)