



Educator guide: Student success lesson

Recommended for grades:

4-5th grades

Time:

25 minutes + time for reflection and discussion

Prerequisites:

Ideally, students using this lesson will have already participated in other Children's Wisconsin (Children's) e-learning bullying prevention lessons and activities for 4th or 5th grade. However, it is not required.

National Health Education Standards:

This lesson aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.
- Standard 4: Use interpersonal communication skills to support health and well-being of self and others.
- Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: shapeamerica.org.

Learning objectives:

After completing this lesson students will be able to:

1. Identify the school-wide expectations for all students.
2. Reflect on times when they followed school-wide expectations and times when they did not.
3. Define bullying.
4. Describe some ways to repair the harm caused by bullying another person.
5. Develop an action plan for their success going forward.



Lesson description:

Children's has developed the Student success lesson for students who have bullied others. It is designed to be used as a PBIS intervention in schools. This lesson provides students who need a targeted behavioral intervention an opportunity to self-educate and discuss information and strategies with a trusted adult at school. A designated school intervention specialist will serve as the learner's Student success coach and will facilitate discussion and reflection throughout the lesson.

There is a Student success guide for the student to complete as they work through the lesson. The guide can be found later in this guide, and students can also access it directly from the online lesson.

Pre and post-test questions:

These questions are built into the lesson at the beginning and end of the lesson. Students should answer each of them to the best of their ability. At the end of each test they should write down their score in their Student success guide. Correct answer choices are bolded.

1. I know what my school's expectations are for students.
 - a. **Yes**
 - b. No

2. In the definition of bullying behavior, which is true?
 - a. It is intentional
 - b. It is repeated over time
 - c. There is an imbalance of power
 - d. **All of these are true**

3. Direct bullying is:
 - a. Done behind someone's back
 - b. More difficult to identify
 - c. **Done face to face**

4. Which of the following is an example of indirect bullying?
 - a. Physically hurting someone
 - b. **Spreading rumors**
 - c. Damaging someone's personal property



5. What is cyberbullying?
 - a. Breaking someone's computer or cell phone
 - b. Bullying that takes place through the use of cell phones, computers or tablets**
 - c. Making fun of someone for not having a cell phone

6. Kids who bully others are more likely to:
 - a. Get higher grades in school
 - b. Go to college
 - c. Drop out of school**

7. As kids who bully others grow older, they are more likely to:
 - a. Drink alcohol and smoke**
 - b. Have more friends
 - c. Feel afraid

8. Bullying is a learned behavior so it can be changed.
 - a. True**
 - b. False

9. When a friend repeatedly teases you until it hurts your feelings, and then says that they are "just kidding", it is not considered bullying.
 - a. True
 - b. False**

Vocabulary:

Use the following list of vocabulary as a reference for yourself and your students as you complete the Student success lesson. You may choose to use this list in any way that fits your needs.

- Bully – someone who intentionally tries to hurt another person
- Bullying – when a person hurts another person on purpose (bullying is intentional, usually repeated over time and there is usually an imbalance of power)
- Bystander – someone who sees bullying happen
- Cyberbullying - Bullying that takes place through the use of cell phones, computers or tablets
- Intentional – on purpose
- Trusted adult – a grown-up at home, school or other safe place that you can go to for help
- Victim – the target of a bully

Student success guide

Name: _____

Instructions: Complete this guide as you move through the Student success lesson.

Record the following scores here:

Pre-test score: _____

Post-test score: _____

Dodge the bully game score: _____

Write down a time when you were following school-wide expectations.

Write down a time when you were NOT following school-wide expectations.



Write down the bullying behaviors you have participated in, how you felt and how others might have felt.

Write down how you think you would feel if you were being bullied or write about a time when you were bullied.

Bullying video

If Josh could go back in time, do you think he would behave in the same way? Explain your answer.

Teasing video

When does teasing cross the line and become bullying?

Create an action plan by identifying things you can do to avoid bullying in the future. Remember to include: positive activities, ways to manage your emotions, ways to recognize the difference between conflict and bullying, ways to repair the harm and positive ways to interact with friends and other students in school.



Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



Effects of bullying

Bullying affects everyone involved.

Children who are bullied may:

- Feel insecure
- Avoid school
- Have trouble learning

As they grow older, students who were bullied can experience:

- Depression
- Low self-esteem
- Health problems
- Poor grades
- Suicidal thoughts

Effects of bullying on bystanders may include feeling:

- Fearful
- Powerless to act
- Guilty for not acting
- Pressured to participate

Children who bully are more likely to:

- Get into fights
- Vandalize property
- Drop out of school

Children who bully often engage in other behaviors such as:

- Breaking rules
- Shoplifting
- Carrying a weapon
- Drinking alcohol and smoking at relatively young ages

Repurposed from <http://www.stopbullying.gov> and <http://www.olweus.org/public/effects-bullying.page>



Transcript

Slide 1

Welcome to *Student success*. To get started, we'd like to ask you a few questions. Answer each question the best you can, and don't worry if you don't know all the answers.

Correct/ideal answers are bolded.

Slide 2

I know what my school's expectations are for students.

- a. **Yes**
- b. No

Slide 3

In the definition of bullying behavior, which is true?

- a. It is intentional.
- b. It is repeated over time.
- c. There is an imbalance of power.
- d. **All of these are true.**

Slide 4

Direct bullying is:

- a. Done behind someone's back
- b. More difficult to identify
- c. **Done face to face**

Slide 5

Which of the following is an example of indirect bullying?

- a. Physically hurting someone
- b. **Spreading rumors**
- c. Damaging someone's personal property

Slide 6

What is cyberbullying?

- a. Breaking someone's computer or cell phone
- b. **Bullying that takes place through the use of cell phones, computers or tablets**
- c. Making fun of someone for not having a cell phone



Slide 7

Kids who bully others are more likely to:

- a. Get higher grades in school
- b. Go to college
- c. **Drop out of school**

Slide 8

As kids who bully others grow older, they are more likely to:

- a. **Drink alcohol and smoke**
- b. Have more friends
- c. Feel afraid

Slide 9

Bullying is a learned behavior so it can be changed.

- a. **True**
- b. False

Slide 10

When a friend repeatedly teases you until it hurts your feelings, and then says that they are “just kidding”, it is not considered bullying.

- a. True
- b. **False**

Slide 11

Nice job! Record your score in your Student success guide. At the end of the Student success lesson, you will take a post-test to see what you’ve learned.

Slide 12

You are participating in the Student success lesson because you have displayed behaviors that are considered bullying behaviors, which is against school policies. This has caused adults in the school to be concerned about you and the other student, or students, involved. The adult that you will work with will be known as your Student success coach. Their goal is to help you be successful, both in, and outside, of school. You will have a Student success guide which you will work on throughout the lesson. You’ll get the best results if you can be open and honest while working through the lesson. Take a few minutes to discuss how you did on the pre-test with your Student success coach.



Slide 13

When you finish the Student success lesson you will be able to:

- Identify the school-wide expectations for all students.
- Reflect on times when you followed school-wide expectations and times when you did not.
- Define “bullying”.
- Describe some ways to repair the harm caused by bullying another person.
- And develop an action plan for your success in school going forward.

Slide 14

First, we are going to reflect on your school’s expectations for all students. All schools have a set of expectations or rules that everyone needs to follow. Rules are made to keep everyone safe and make it easier for students to learn and respect each other.

Do you know YOUR school’s school-wide expectations? Discuss your school’s expectations with your Student success coach. In your Student success guide write down an example of a time when you followed your school’s expectations. Then, reflect back and write down an example of a time when you did NOT follow your school’s expectations. Discuss both examples with your Student success coach. Talk about what happened, how you felt, and if there were any consequences.

Slide 15

Now it’s time to learn about bullying. You’ve probably heard some of this before, but this is a good time to review it.

Bullying is defined as when someone repeatedly tries to hurt someone else on purpose. There are several key things that make an incident bullying. First of all, bullying is intentional, or done on purpose. Also, bullying behaviors usually happen more than once. Finally, bullying involves an imbalance of power. Kids who bully others use their power – such as physical size or strength, or popularity – to hurt the victim physically or emotionally.



Slide 16

It is important to remember that bullying is different from everyday conflict, disagreements or accidents. Bullying includes making threats, spreading rumors, sending mean messages, attacking someone physically or verbally, and excluding someone from a group on purpose. Disagreements and accidents happen, but they are usually not repeated, and do not include a power imbalance or an intent to harm.

Sometimes in ordinary situations, emotions can get in the way of doing the right thing, and bullying occurs. Knowing what IS and ISN'T bullying may help you to catch yourself before your emotions get in the way of doing the right thing.

Slide 17

Let's talk about what bullying can look like. Bullying can be direct or indirect. With direct bullying, it is usually very clear who is doing the bullying, and it's done face to face. Examples of direct bullying include: name-calling, insults, threats, making comments about someone's body, physically hurting someone, and damaging someone's personal property.

Indirect bullying can be more difficult to recognize. It's often done behind someone's back, rather than face to face. Examples of indirect bullying include: spreading rumors about someone at school or on the internet, excluding someone, and gossiping.

Slide 18

Cyberbullying is a specific type of bullying that takes place electronically, through the use of cell phones, computers, or tablets. This can include sending mean or threatening emails or text messages. It could also involve spreading rumors over the internet, or posting mean messages or photos on social media. Because the bully can hide behind technology, the victim might not even know who's bullying them.

Slide 19

Let's take a quick break and play a game called Dodge the Bully. In this game, you will need to decide if a behavior is bullying or not. When you are finished, record your score in your Student success guide.



Dodge the Bully game:

Level 1

Can you eliminate bullying behaviors from your school?

Throw the ball at bullying behaviors and get 10 points for each one you hit. Be careful, though - if you hit an act of friendship you will lose 10 points. Score at least 100 points before the timer runs out and you'll move on to the next round. Good luck!

Start throwing! Remember, hit only the bullying behaviors!

Level 2

Great job! Identifying acts of bullying can be challenging. On this level, there are acts of bullying that change into acts of friendship. Hit them when they are acts of bullying and you will get 20 points! Good luck!

Bonus round

Good work! You've made it to the bonus round! Hit the bonus signs to boost your score!

Game over

Sorry. You didn't score 100 points this round so your game is over. Play again and hit some more acts of bullying!

Congratulations

You've eliminated the bullying behaviors! Play again and try to beat your high score.

Slide 20

Now that we've talked about what bullying is, and what it can look like, take a few minutes to think about those bullying behaviors you have displayed. In your Student success guide write down, in your own words, the bullying behaviors you've participated in, how you felt, and how others might have felt. Discuss this with your Student success coach.

Next, write down how you think you would feel if you were being bullied. Or, write about a time when you actually were bullied and how it made you feel. When you're finished, discuss it with your Student success coach.



Slide 21

Bullying is a serious problem and can affect everyone - those who are bullied, those who witness bullying, and those who bully others.

Kids who are bullied may feel afraid, hurt, alone, or insecure. They may grow to dislike school, and struggle with schoolwork. As they grow up they may experience depression, anxiety, and low self-esteem.

Kids who witness bullying may feel afraid, powerless, or guilty. They may also feel pressure to join in on the bullying.

Kids who bully are more likely to get into fights, vandalize property, and drop out of school. As they grow older they are more likely to engage in negative behaviors, such as shoplifting, carrying a weapon, underage drinking, and smoking.

Slide 22

When you chose to bully someone else, you made a mistake. Either your emotions got in the way, or you weren't thinking of how the other person would feel. Everyone makes mistakes. It's when you learn from your mistakes that you get closer to achieving your goal of being successful both in and out of school.

It's easy to learn from your mistakes once you can admit that you've made them. This will help prevent you from repeating the same mistakes over and over. It's important to remember that bullying is a learned behavior, and because of that, it can be changed.

Slide 23

As you work toward your goal of being successful both in and out of school, it may help to hear from others who were involved in bullying situations. Watch this video of a student that admits to bullying. Josh, the boy in this video, finally learns to reflect on what he was doing to other people, and how it made them feel.

Video:

I bullied people, but it wasn't for lunch money or because it made me feel good. It was because I had a lot of problems and anger issues, and I took everything very serious. So if someone, for instance, bumped into me, I would push him into a locker or I'd push him to the ground because it made me upset. I thought they were out to get me.



I've always been bigger, so I felt that no one could really hurt me; I was invincible. And I just felt that no one could do anything about it, so I might as well take advantage of being big.

At the time, it made me feel good. It made me feel like I had all the power; no one could do anything about it. Looking back on it now, it just...it's...I did a terrible thing. I regret it. I feel very bad about it. And my parents weren't really there to help me. They were there, but they didn't know...they weren't aware of what was going on. And I just...I feel terrible about it.

And I did get help for it. I got a lot of help, cuz I had very bad anger issues. And I also feel that, the thing I think that kept me going, was no one really had the guts to stand up to me. And I think that if someone would have stood up to me, I would have, like, if they would have said, "Hey, you're, you're hurting us, and it's, we're just, we're feeling really bad about it", I would have took it to the heart cuz I usually did. I usually took stuff in; I didn't like just say "Yeah, whatever". I listened and I think that I would've stopped, but no one just did anything about it.

I got in trouble a couple times, nothing very severe. And I guess I didn't really...I think that's what I felt the worst about...was kids. I was picking on kids...not getting caught for it. And they were feeling all the pain, and I was feeling nothing, just feeling great. And I think that's why I felt really bad about it in the end.

A lot of it was happening outside. There was a lot of trees, and a bunch of acres, so no one really saw it. It was just me and the kid, and I would do it back there. And I would push him, I would throw him, I would swear at him, and no one saw it. I think that it's not a good thing to do because it's, it doesn't help with anything. I learned that the hard way. It doesn't help. The thing that helps is when someone really understands.

What really helped me was to reach out to my guidance counselor. She was always there for me, and she really helped me. And I appreciate it a lot.

After video: Go to your Student success guide and answer the question about how Josh feels about bullying now. Discuss your answer with your Student success coach.



Slide 24

Some people enjoy teasing that is done in fun. However, sometimes the joking goes too far, and it becomes bullying. What you may think is innocent teasing may actually hurt someone else's feelings and make them uncomfortable. Watch this video of a student who has been on the receiving end of such teasing.

Video:

Yes, I have been a victim of bullying. My friends like to tease me, usually about what I look like. And it starts out as a joke, but then they keep going and going, and it builds up. And it gets harder and harder to shake off. Usually I can laugh it off, but after a while, you just can't.

It makes me feel a lot less confident about myself. And it doesn't feel good. I mean, they're my best friends. I'm supposed to be able to trust them. They should like me for who I am. But it makes it really hard to feel that way when they're teasing me all the time.

I was thinking about talking to them, and it was kind of weird. I didn't know how to handle the situation because they were my friends. And so I talked to my mom about it, just to know like, get another person's point of view, to even, if it's an issue or not or if it, I just should, not be a big deal. And I ended up talking to her, and she suggested that I should talk to them about it. And so I did. I didn't really change much though. I just, they didn't really understand my point of view on the issue. But I think it was good that I let them know so that it is in the back of their minds, so that maybe next time it might not happen to the extent that it has before.

Well, girls, it's a lot different because it's, I feel like it's more like behind the scenes, like sneaky type stuff just to get in people's heads. Life, for example, you'll see on Facebook like different posts, or chats, or something where you can tell that it targets a specific person. And I'm sure that person like doesn't feel so good, because, I mean, they see it. And it's meant for them to be seen. And there's really nothing they can do about it once it's out there.

It's hard to find proof that bullying is actually taking place. Like on Facebook, they wouldn't just say directly, it's about this person. So you can't prove that they're bullying this person. Or, otherwise, it's just word of mouth, and that's not very reliable. So usually there's just no consequence.



I think it's a good idea to get adults involved when there's bullying taking place. Sometimes they can go directly to the source and talk to the person who is doing the bullying, but other times, it's just nice to have another person involved so you don't feel so alone, because the adult often may have gone through bullying themselves and gotten bullied. And they can give a lot of good insight and support to the person who is being bullied. And that helps a lot.

After video: Answer the question about this video in your Student success guide. Be prepared to discuss your answer with your Student success coach.

Slide 25

You have seen two real-life examples of just how hurtful and damaging bullying can be. After a bullying situation, it's important to try to repair the situation. Think about several ways you can try to repair the harm caused by bullying another person. Take time to brainstorm your ideas with your Student success coach.

Slide 26

Now it's time to work with your Student success coach to come up with your own action plan. This plan will help you move forward. In it, you will identify the things you can do to avoid bullying in the future, including positive activities, ways to manage your emotions, ways to recognize the difference between disagreements and bullying, and positive ways to interact with your friends and other students in the school. With the help of your Student success coach, write your action plan in your Student success guide.

Slide 27

You've done a great job working through this Student success lesson. Now it's time to take a post-test to see what you've learned.

Slide 28

I know what my school's expectations are for students.

- a. **Yes**
- b. No

Slide 29

In the definition of bullying behavior, which is true?

- a. It is intentional.
- b. It is repeated over time.
- c. There is an imbalance of power.
- d. All of these are true.**

Slide 30

Direct bullying is:

- a. Done behind someone's back
- b. More difficult to identify
- c. Done face to face**

Slide 31

Which of the following is an example of indirect bullying?

- a. Physically hurting someone
- b. Spreading rumors**
- c. Damaging someone's personal property

Slide 32

What is cyberbullying?

- a. Breaking someone's computer or cell phone
- b. Bullying that takes place through the use of cell phones, computers or tablets**
- c. Making fun of someone for not having a cell phone

Slide 33

Kids who bully others are more likely to:

- a. Get higher grades in school
- b. Go to college
- c. Drop out of school**

Slide 34

As kids who bully others grow older, they are more likely to:

- a. Drink alcohol and smoke**
- b. Have more friends
- c. Feel afraid

Slide 35

Bullying is a learned behavior so it can be changed.

- a. **True**
- b. False

Slide 36

When a friend repeatedly teases you until it hurts your feelings, and then says that they are “just kidding”, it is not considered bullying.

- a. True
- b. **False**

Slide 37

Discuss how you did on your post-test with your Student success coach and record your score in your Student success guide.

Slide 38

Congratulations! You have completed the Student success lesson! Hopefully you learned some new things about bullying, and had time to reflect on how your actions may have hurt other people in your school.

More importantly, you reflected on how to repair the hurt caused by your actions, and created an action plan so that you are never in this situation again. Think about how you can use this plan both in and out of school in the future. Your completion of this lesson is just one step on your road to success!

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