



# Educator Guide: Student Success Lesson

## **Recommended for Grades:**

6-8<sup>th</sup> grades

## **Time:**

36 minutes + time for reflection and discussion (this includes time to play both games included in the lesson)

## **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 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> 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](http://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. Identify what cyberbullying is.
5. Identify what sexual harassment is.
6. Describe some ways to repair the harm caused by bullying another person.
7. 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. Indirect bullying is:
  - a. **Done behind someone's back**
  - b. Done face to face
  - c. Easy to identify
  
4. Which of the following is an example of direct bullying?
  - a. Gossiping
  - b. **Damaging someone's property**
  - c. Excluding someone

5. Which of the following is NOT an example of sexual harassment?
- a. Spreading sexual rumors about someone
  - b. Forcing someone to kiss
  - c. Excluding someone**
  - d. Making comments about someone's body
6. Schools have the right to intervene in cyberbullying incidents even when the cyberbullying is taking place from outside the school.
- a. True**
  - b. False
7. Students who are bullied may grow up to experience depression, anxiety, low self-esteem, and even suicidal thoughts.
- a. True**
  - b. False
8. Who is more likely to get into fights, vandalize property and drop out of school?
- a. Students who witness bullying
  - b. Students who are bullied by others
  - c. Students who bully others**
9. As students grow older, those who bully others are less likely to be involved in certain illegal behaviors.
- 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.

- Anxiety – persistent fear or worry about something
- 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 with cell phones, computers or tablets
- Depression – a mental health condition that causes a persistent feeling of sadness or hopelessness and a loss of interest in normal activities, making it hard to function daily
- Direct bullying – bullying that is done face to face
- Gossiping – talking about others behind their back, usually in a mean way
- Indirect bullying – bullying that is more difficult to identify because it is done behind a person’s back
- Intentional – on purpose
- Rumor – information that hasn’t been proven true and is passed from person to person
- Self-esteem – confidence in one’s own worth and abilities
- Sexual harassment – any unwanted sexual attention
- 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: \_\_\_\_\_

Get the Message Out Game score: \_\_\_\_\_

Influence 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 Videos

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

How did being bullied make Kearra feel?

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 Hurts Everyone

Children who are bullied may:

- Feel insecure
- Avoid school
- Have trouble learning

As they grow up, children who have been bullied may:

- Be depressed
- Have low self-esteem
- Have health problems
- Get poor grades
- Think about killing themselves

Those who have observed bullying may feel:

- Afraid
- Powerless to help
- Guilty for not helping
- Pressure to join in

Children who bully are more likely to:

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

Children who bully often get involved in other behaviors like:

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

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



# How to Tell if Your Child May Be Involved in Bullying

## What Is Bullying?

Bullying is when someone hurts someone else on purpose. A lot of the time it happens more than once. Some things to know about bullying are:

- **There is a difference in power:** Kids who bully use their power to control or hurt someone's body or feelings. Their power might be strength or being more popular than others.
- **It is repeated:** Most of the time bullying happens more than once.
- **It is done on purpose:** Bullying happens when someone means to do it. If a child doesn't mean to bump into another child in the hall, that is not bullying.

Bullying includes actions like:

- Making threats
- Spreading rumors
- Hurting someone
- Not letting someone join a group

Bullying is learned, and respect must also be learned. Children copy what they see other children and adults doing. Try to set a good example.

## Signs Your Child Is Being Bullied

Look for changes in your child. Some children who are bullied may not show warning signs. Some signs that bullying might be a problem are:

- Unexplained injuries or bruises
- Lost or ruined clothes, books, school work, art or toys
- Headaches or stomachaches, feeling sick or faking illness to avoid school
- Changes in eating, like skipping meals or eating a lot
- Lower grades, loss of interest in school or not wanting to go to school
- Loss of friends or being left out
- More angry words or actions after seeing certain classmates or coming home from school
- Nervous behaviors like chewing nails or pulling out hair
- Becoming more withdrawn or fearful



## Why Don't Kids Ask for Help?

Many times, kids don't tell an adult that someone is hurting or scaring them. Kids don't tell adults for many reasons:

- Bullying can make a child feel helpless.
- They might not want to be seen as a tattletale.
- They may be afraid of the child who bullied them.
- They may be afraid they will get in trouble.
- They may fear losing friends.

## How Can You Find Out if Your Child Is Being Bullied?

Ask your child:

- Is something or someone scaring you or making you upset?
- Are you ever afraid to go to school? Why?
- Does anyone make you sad at school? Why?

## What Can You Do to Get Your Child Help?

If you think your child needs help, don't ignore the problem. To deal with bullying at school, work with teachers and other school staff.

Always start with the classroom teacher. If the problem continues, the next step is to go to other administrators (counselor, principal or superintendent). If the bullying is happening outside of school, talk with the adult in charge. This may be a coach, club advisor or group leader.

## Signs a Child May Be Bullying Others

A child may be bullying others if they:

- Are being bullied by someone at home, in the neighborhood or at school
- Get into physical or verbal fights
- Have friends who bully others
- Blame others for their problems and make excuses for their actions
- Test limits or break rules
- Need to control others and situations



## How to Tell if Your Child Is Showing Bullying Behaviors

You can:

- Attend parent teacher meetings.
- Ask your child how school is going.
- Ask your child about their friends.
- Watch your child play with others.

## If Your Child Needs to Talk to Someone

If your child is a victim or is showing bullying behaviors, they may need to talk to someone. Start with your child's school and see what resources they have. Check with your health care providers to see if they can share where you can find help.

Repurposed from <http://www.stopbullying.gov>. More information for parents and caregivers, children and educators may be found at this site.



# Cyberbullying

## What Is Cyberbullying?

Cyberbullying is bullying that takes place over digital devices like cell phones, computers and tablets. It includes:

- Posting mean, hurtful or embarrassing comments or rumors about someone online
- Threatening to hurt someone or telling them to kill themselves
- Posting a mean or hurtful picture or video
- Pretending to be someone else online in order to get or post personal or false information about someone else
- Posting mean or hateful things online about any race, religion or ethnicity
- Creating a mean or hurtful webpage about someone

## How Can I Stop Cyberbullying?

Some teens have learned to stop cyberbullying and keep it from happening. Here's what you can do:

- Do not re-send cyberbullying messages.
- Block contact with cyberbullies.
- Tell your friends to stop cyberbullying.
- Report cyberbullying to a trusted adult.
- Work with other students, teachers and school leaders to create rules against cyberbullying.
- Help your community learn more by holding an assembly or other event.
- Make a contract to be safe online with your parents or caregivers. Come up with the rules together.

# Cyberbullying Resources

- Children's Wisconsin, [ParentsActNow.com](https://www.parentsactnow.com)
- Cyberbullying Research Center, [cyberbullying.org](https://www.cyberbullying.org)
- KidsHealth, [kidshealth.org](https://www.kidshealth.org)
- National Crime Prevention Council, [ncpc.org](https://www.ncpc.org)
- Pew Research Center, [pewresearch.org/topics/teens-and-technology/](https://www.pewresearch.org/topics/teens-and-technology/)
- U.S. Department of Health and Human Services, [stopbullying.gov](https://www.stopbullying.gov)



# Sexual Harassment

## What Is Sexual Harassment?

Sexual harassment is any unwanted sexual attention. This could include:

- Making fun of or calling someone names because of their sexual orientation
- Making sexual jokes, comments or gestures
- Posting sexual comments, pictures or videos online
- Touching, grabbing or rubbing against someone without their permission
- Forcing someone to kiss or do other sexual acts
- Giving or showing sexual pictures, videos or notes to someone
- Pulling someone's clothes off or down
- Asking someone for naked pictures ("nudes")
- Taking or sharing naked pictures
- Spreading sexual rumors about someone (in person, by text or on social media)
- Pressuring someone to date or do sexual acts

## Sexual Harassment Facts

Here are some facts about sexual harassment:

- People of all genders can experience sexual harassment.
- Sexual harassment can come from people of any gender.
- Sexual harassment is illegal.
- Sexual harassment can happen in person or online.
- Sexual harassment is not the victim's fault.

## How to Deal with Sexual Harassment

Sexual harassment won't go away on its own. Here is what you can do:

- Tell the person to stop what they are doing.
- Tell a trusted adult.
- Look for support.
  - Counselor or therapist
  - Doctor or nurse
  - RAINN National Sexual Assault Hotline, [rainn.org](http://rainn.org) or 800-656-HOPE

*Repurposed from KidsHealth.org*



# Transcript

## Slide 1

Welcome to the Student Success Lesson. To get started, we have a few questions for you. Answer each question to the best of your ability, and don't worry if you don't know all the answers.

## 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

Indirect bullying is:

- a. Done behind someone's back
- b. Done face to face
- c. Easy to identify

## Slide 5

Which of the following is an example of direct bullying?

- a. Gossiping
- b. Damaging someone's property
- c. Excluding someone

## Slide 6

Which of the following is NOT an example of sexual harassment?

- a. Spreading sexual rumors about someone
- b. Forcing someone to kiss
- c. Excluding someone
- d. Making comments about someone's body

### Slide 7

Schools have the right to intervene in cyberbullying incidents even when the cyberbullying is taking place outside the school.

- a. True
- b. False

### Slide 8

Students who are bullied may grow up to experience depression, anxiety, low self-esteem, and even suicidal thoughts.

- a. True
- b. False

### Slide 9

Who is more likely to get into fights, vandalize property and drop out of school?

- a. Students who witness bullying
- b. Students who are bullied by others
- c. Students who bully others

### Slide 10

As students grow older, those who bully others are less likely to be involved in certain illegal behaviors.

- a. True
- b. False

### Slide 11

Great job! Record your score on page 1 of your Student Success Guide. At the end of this lesson, you will take a post-test to see what you've learned.

### Slide 12

You are participating in this Student Success Lesson because you've displayed behaviors that are considered bullying behaviors, which is against school policies. This has caused adults in 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, because our goal is to help you be successful, both here in school, and outside of school as well. You will have a Student Success Guide which you will work on throughout the lesson.

This lesson is meant to help you reach your greatest potential, and you'll get the best results if you can be honest, open and willing to work toward this goal. 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”.
- Identify what sexual harassment is.
- Identify what cyberbullying is.
- 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

Let’s 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 designed to keep everyone safe and to 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, 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

Ok, let’s review the basics of bullying. You’ve probably learned most of this before, but now is a good time to review it. Understanding the basics will help you achieve your goal of personal success, both in and out of school, and prevent you from repeating the bullying behaviors that brought you here.

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. Those who bully others use their power – such as physical size or strength, or popularity - to hurt the victim physically or emotionally.

### Slide 16

It's important to remember that bullying is different from everyday conflict, disagreements, teasing, 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. Remember, 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 catch yourself before your emotions get in the way of doing the right thing.

### Slide 17

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

There are two specific types of bullying that are important to know about: sexual harassment and cyberbullying. Sexual harassment involves unwanted sexual attention. This could mean a lot of things. Here are just a few examples:

- Making comments about someone's body
- Unwanted touching
- Calling someone names because of their sexual orientation
- Making sexual comments or jokes, or asking sexual questions
- Spreading sexual rumors about someone
- And forcing a person to kiss or do sexual things

Sexual harassment is never ok. A person of any gender, should never be made to feel uncomfortable or embarrassed about their body. It's important to remember that sexual harassment is illegal.

### Slide 19

Cyberbullying takes place when someone uses a computer, cell phone, tablet, or other electronic device to send, share or post words, pictures or videos intended to hurt or embarrass another person. This can include sending mean or threatening emails or text messages. It could involve spreading rumors over the Internet, or posting mean messages, photos, or videos on social media.

Because the bully can hide behind the technology, the victim may not even know who is bullying them. Almost everything done online or on a cell phone is traceable though. Cyberbullies can be traced through their electronic messages, whether it's from a text, social network site or email.

Oftentimes students think that they can't be disciplined at school for cyberbullying if they are doing it off school grounds. But schools are well within their legal rights to intervene in cyberbullying incidents when it can be shown that the cyberbullying is creating a disruption in the school environment.

### Slide 20

That was a lot of information on cyberbullying. Let's take a quick break and play a game called Get the Message Out. In this game, you will need to decide if a message is something a "friend" or someone who is trying to bully another person would say or text. Keep in mind that it is a timed game, and you will need to be quick with your answers. When you are finished, record your score in your Student Success Guide.

### Slide 21

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 that you displayed. Go to page 2 in your Student Success Guide, and in your own words, write down the bullying behaviors that you've participated in, how you felt, and how others might have felt. Discuss this with your Student Success Coach.

Next, on the same page, 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 done, discuss it with your Student Success Coach.



## Slide 22

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

All students deserve to feel safe at school, but if they are bullied, they may feel afraid, hurt, alone, or insecure. They may also grow to dislike school and struggle with schoolwork. Across the United States, as many as 160,000 students stay home on any given day because they are afraid of being bullied. As they grow up, they may experience depression, anxiety, health problems, low self-esteem and suicidal thoughts.

Students who witness bullying may feel pressure to join in on the bullying. They may also feel afraid, powerless to act or guilty for not acting.

Students 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 illegal behaviors, such as shoplifting, carrying an unlicensed weapon, underage drinking and smoking.

## Slide 23

When you chose to bully someone, you made a mistake. Everyone makes mistakes. It's when you learn from them 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 24

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 short video of Josh, a student who admits to bullying. He reflects on why he hurt others, who helped him stop and how he feels about it now.

Josh: 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 I did get help for it. I got a lot of help, cuz I had very bad anger issues. 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.

#### Slide 24a

Go to your Student Success Guide and answer the question about if Josh could go back in time. Discuss your answer with your Student Success Coach.

#### Slide 25

Watch this video showing a student who has been on the receiving end of bullying.

Kearra: Some of the experiences that I've had with bullying include name-calling. So people would call me things like, "oh, you stupid Goth," or things that weren't really what I was. And then it got worse as I got older, and switched schools, and moved down to the city. People were jumping me in groups, in even one incident in front of a security guard who did nothing. I just remember getting drop-kicked, and then blacking out and waking up. And then people were around me laughing, thinking it was funny. I remember enduring torment on the bus. I used to fall asleep sometimes on my way home because I'd be really tired. And then I'd wake up and I'd have paper in my hair saying things that weren't appropriate on them.

When it was happening at school, I felt helpless, and I felt like, even if I were to go to a teacher, then I would probably be even at more risk for reaching out. And then I'd go home, and I'd feel even worse because, at the time, my uncle was also living with us. And he used to bother me about how I wasn't sticking up for myself, about how I was a wimp, and that I wasn't, I was being weak instead being strong. And even though my mom was there to stick up for me, it made me feel like it was my fault.

It makes you feel like you should hurt yourself. It makes you want to hurt your body. It makes you think that you should just end your life because you're not good enough. And you feel as though, by them bullying you, that's proof that you don't deserve to be here.



Before I was bullied, even to an extreme, I was an extremely flamboyant person. I was proud of myself, I was proud of what I stood for, I was proud of everything that I did, and everything around me. And I liked making sure that people knew that. But when somebody starts to bully you, even if it's just one time, that is something that affects you forever. That is not something that you are ever likely to forget, and even if you do try to block it out of your mind, it's going to affect you emotionally, it's going to affect you physically, it's going to affect you in every way possible because there's no way to run away from it. It's always there. And even if people think you can just run away and go home, you still have to go back to it the next day. And you can't keep running away because it just keeps coming back.

The first person I went to was my mom, because I knew that she'd be the only person that'd be able to help me. So, I told her, and then she was calling the school and was reporting the things that had happened on the bus too. And the people at school said, oh, she needs to call the bus company, which she did. And it took her a couple months to get somebody to actually come and help. But it still wasn't enough.

There are two teachers in specific, mind, that I can think of that were very nice to me, but they didn't necessarily help. They were just nice to me and hospitable versus everyone else. But there were other teachers that, instead of actually caring, they'd laugh at these incidents, and they'd think it was funny.

I've been to about five different schools, and finally finding this school after e-mailing the principal was one of the best things ever, because I finally feel at home, like a second home. And I finally feel like I've got a place where I've got my friends by my side no matter what.

#### Slide 25a

Answer the question about how bullying made Kearra feel in your Student Success Guide. Be prepared to discuss your answer with your Student Success Coach.

#### Slide 26

You have seen two real-life examples of just how hurtful and damaging bullying can be. In a bullying situation, it's important to try and fix 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 27

Now it's time to work with your Student Success Coach to come up with your own action plan. The action plan will help you move forward. In it, you will identify 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 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 28

You've done a great job working through this Student Success Lesson! Now it's time to play a game. The online board game "Influence" is designed to give you an opportunity to think about what you would do in real life bullying situations. The goal is for you to make it all the way through the game having a positive influence on your classmates and helping to eliminate bullying. Record your final Influence Score on page 1 in your Student Success Guide when you have finished. Good luck and have fun!

### Slide 29

All right, now it's time to take a post-test to see what you've learned.

### Slide 30

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

- a. Yes
- b. No

### Slide 31

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 32

Indirect bullying is:

- a. Done behind someone's back
- b. Done face to face
- c. Easy to identify

Slide 33

Which of the following is an example of direct bullying?

- a. Gossiping
- b. Damaging someone's property
- c. Excluding someone

Slide 34

Which of the following is NOT an example of sexual harassment?

- a. Spreading sexual rumors about someone
- b. Forcing someone to kiss
- c. Excluding someone
- d. Making comments about someone's body

Slide 35

Schools have the right to intervene in cyberbullying incidents even when the cyberbullying is taking place from outside the school.

- a. True
- b. False

Slide 36

Students who are bullied may grow up to experience depression, anxiety, low self-esteem, and even suicidal thoughts.

- a. True
- b. False

Slide 37

Who is more likely to get into fights, vandalize property and drop out of school?

- a. Students who witness bullying
- b. Students who are bullied by others
- c. Students who bully others

Slide 38

As students grow older, those who bully others are less likely to be involved in certain illegal behaviors.

- a. True
- b. False

Slide 39

Discuss how you did on the post-test with your Student Success Coach and record your score on page 1 in your Student Success Guide.

Slide 40

Congratulations! You've completed the Student Success Lesson! Ideally, you've learned some new things about bullying, and had time to reflect on how your actions 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!



# Acknowledgements

Thank you for providing dedication, passion and leadership:

Les Weil – Zink the Zebra Foundation





Contact us:

**Children's Wisconsin  
E-Learning Center**

(866) 228-5670

[healthykids@childrenswi.org](mailto:healthykids@childrenswi.org)

