



Bullying Unit Plan



Introduction and Framework

Introduction to the Unit

YVC affiliates implement in-school programming in different ways. This unit plan is a guide and will require modification due to variations in meeting frequency, duration, specific school requirements, etc. Activities for this unit plan are based on a once-per-week meeting frequency. **All activities, including icebreakers, service-learning lessons, assessments, and objectives are flexible and should be modified for specific youth needs or program desires.** More service-learning activities related to bullying can be found in [YVC's Service-Learning Library](#). Further in-depth research and information regarding working with youth and bullying can be found on YVC's [Working with Youth](#) page.

This unit plan contains 4 weeks of activities focused on bullying. Prior knowledge amongst youth will vary. This unit is written for middle or high school students. During the unit, youth will develop and implement an anti-bullying campaign. Although the content of the unit only covers 4 weeks, adapt the timeline as needed depending on the duration of your campaign.

Although this unit emphasizes an introduction to bullying, youth will also have opportunities to explore other disciplines including planning, writing, analyzing, advocacy, and critical thinking.

Instructional Design and Framework

- Week 1: What is Bullying?
- Week 2: Cyber Bullying
- Week 3: How Would You Feel?
- Week 4: Construct or Destruct: The Power of Words

Meaningful Service

As each affiliate, school club, or class has different needs, assets, partnerships, and budget, the anti-bullying campaign service project is flexible. Integrate meaningful service into the instructional design and framework in a way that makes sense for your context. Consider the full volunteer spectrum (direct/indirect service, fundraising/financial planning, advocacy, community education) when planning projects. Remember that along with following all 8 program standards, it is imperative for each project to align with all elements of a true YVC project: icebreaker, meaningful service, service-learning, and reflection. It is acceptable to spread out elements of the YVC model as long as the same group of students is being engaged in all elements over the period. YVHQ recommends you determine a period of time for each unit or issue area content section and ensure that all elements of the YVC model are present sometime during that period, sprinkling in elements of icebreakers, meaningful service, service-learning, and reflection throughout. Projects should always benefit the community.

Unit Goals

- Youth will define bullying.
- Youth will identify various methods of bullying.
- Youth will practice empathy while discussing bullying.
- Youth will develop an anti-bullying campaign.

Unit Objectives

- By the end of the unit, youth will define bullying by listing at least four different categories of bullying as a group.
- During the unit, youth will provide specific examples of bullying that correspond to the different categories.
- By the end of the unit, youth will discuss their experiences with bullying using their previously formed definitions as a guide.
- By the end of the unit, youth will further conceptualize bullying by defining cyber bullying.
- During the unit, youth will read scenarios of cyber bullying to determine the difference between being a bystander and an upstander.
- During a lesson, youth will connect with various feelings by reacting to a variety of “How would you feel if...” statements.
- At the end of a lesson, youth will discuss different situational perspectives while reading responses to the “How would you feel if...” statements.

National Education Standards Addressed

- CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using “What is Bullying?” Service Learning Lesson © 2020 Youth Volunteer Corps context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Assessment

Assessment for this unit plan will be a project-based anti-bullying campaign.



Week 1: What is Bullying?

Introduction

- Greet and if necessary, introduce yourself to youth. Remind youth of the mission and purpose of Youth Volunteer Corps and if necessary, share with them what activities they will participate in while being involved in YVC.

Icebreaker: Alter Ego

- Youth introduce themselves and tell the group their name, age and who they would most like to be other than themselves. They may name fictional characters or actual people, living or dead. Youth are not required to explain their choices if they don't want to. Allow everyone to enjoy the mystery of the "why" behind each other's choices. A variation can be asking youth to introduce themselves "in character" as their alter egos and answer and offer a few clues before revealing their alter ego's name.

What is Bullying?

- Engage youth in the [What is Bullying](#) activity. This activity includes service-learning and reflection elements.

Youth Leadership: Anti-Bullying Campaign

- Throughout the course of the unit, youth will develop an anti-bullying campaign for their school or community. Engage youth in the planning and implementation process of this campaign.
- Sample Questions to consider:
 - What is the purpose of your anti-bullying campaign?
 - How long will your campaign run?
 - Who is the audience for your campaign?
 - What activities will you do for your campaign? (Signs, assemblies, announcements, flyers, etc.)
 - Who will be in charge of each part of the process?
 - Who will you need permissions from?
 - What materials will you need?



Week 2: Cyber Bullying

Introduction: Building off of knowledge gained in week 1, youth will participate in an activity designed to focus in on a main form of bullying: cyber bullying.

Icebreaker: Name War

- The group forms two equal lines facing each other. One at a time, everyone shouts their name. The two groups then separate and each quietly picks one person to go first. The groups then line up again, back to back this time. The game leader yells “Go!” and the chosen person from each group turns around to face the other line. Both people try to yell the other person’s name first. The loser switches teams. The object is to get everyone on one team.

Week One Recap

- Delegate a youth volunteer to summarize the previous week’s activity and findings (what is bullying).

Cyber Bullying Activity

- Engage youth in the [Cyber Bullying](#) activity. This activity includes service-learning and reflection elements.

Youth Voice: Anti-Bullying Campaign

- Provide youth time to work on their anti-bullying campaign.



Week 3: How Would You Feel?

Introduction: Youth will practice empathy by continuing their unit assessing bullying.

Icebreaker: Same Difference

- Everyone receives three note cards with the three headlines: Name, Similar, and Different, and a marker. Everyone mingles until they have met everyone and learned their name, what they have in common and something that's different about them.

Unit Recap

- Ask a youth volunteer to summarize what the group has discussed so far about bullying.

How Would You Feel Activity

- Engage youth in the [How Would You Feel?](#) activity. This activity includes service-learning and reflection elements.

Youth Voice: Anti-Bullying Campaign

- Provide youth time to work on their anti-bullying campaign. Discuss challenges and your plan to implement the campaign.



Week 4 : Construct or Destruct- The Power of Words

Introduction: In the last lesson of the unit, youth will learn about the power of their words. Youth will also put the finishing touches on their anti-bullying campaign.

Icebreaker: 10 Fingers

- Everyone sits or stands in a circle holding up all ten fingers. One at a time, everyone says their name and something that they've never done (i.e. never been to a different state, never had lobster, never volunteered before, etc.) If someone in the circle has done the stated activity, they put a finger down. Take turns going around the circle as long as time allows.

Unit Recap/ Progress Report

- Ask a youth volunteer to summarize what the group has discussed so far about bullying. Have youth share an update with the group about their ongoing anti-bullying campaign tasks.

Construct or Destruct: The Power of Words Activity

- Engage youth in the [Construct or Destruct: The Power of Words](#) activity. This activity includes service-learning and reflection elements. You will need popsicle sticks for this activity.

Youth Voice: Anti-Bullying Campaign

- Provide youth time to work on their anti-bullying campaign and finish any remaining tasks.

Final Reflection

- Have youth respond to one or all of the following writing prompts. Hold a discussion if youth would like to share.
 - How have your thoughts on bullying changed after studying bullying more?
 - In what ways have you been a bully, intentionally or unintentionally? What will you do going forward?
 - How can bullying affect someone's mental health?
 - In what ways have you seen bullying in your school or community?