

Advisor Agenda – 9th, 10th, and 12th Grades

Thursday, February 25th

1. Read Daily Bulletin
2. Activity – Digital Citizenship
See Attached Activity

Digital Citizenship Background (Again...if you need to remind students why we are doing this...)he Oregon Department of Education adopted technology standards for all Oregon students to learn in December 2008. In the Corvallis School District, most of the standards are taught by the end of 8th grade, however Digital Citizenship was reserved for high schools students. Many of these lessons will be taught through the Advisor program at both high schools. A group of school district staff met last year to prepare the curriculum for teaching Digital Citizenship.

Digital Citizenship Standards

Students understand human, cultural, and societal issues related to digital technology and practice legal, ethical, and responsible behavior. Students:

- A. Advocate and practice safe, legal, and responsible use of information and digital technology.
- B. Model and practice a positive attitude toward using digital technology that supports collaboration, learning, and productivity.
- C. Demonstrate personal responsibility for lifelong learning.

Today's Topic – Cyber-bullying

Part 1 – What is Cyber-bullying?

Begin by asking students to define this term in their own words...what do they think this term means?

Check their answers against the following definition provided by Oregon Revised Statutes 339.351 and 339.353.

“Cyber-bullying means the use of any electronic communication device to harass, intimidate or bully. ‘Harassment, intimidation, or bullying’ means any act that substantially interferes with the student’s educational benefits, opportunities, or performance, ...that has the effect of: physically harming a student or damaging a student’s property; knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or creating a hostile educational environment. ...cyber-bullying is...conduct that disrupts the student’s ability to learn and a school’s ability to educate its students in a safe environment.”

Part 2 – Why does Cyber-bullying Occur?

Next, ask students why they believe cyber-bullying has become widespread enough to cause states like Oregon to create policies about it. Here are some possible responses you can use to spark conversation.

Today's young Internet users have created an interactive world away from adult knowledge and supervision. Because bullies tend to harass their victims away from the watchful eyes of adults, the Internet is the perfect tool for reaching others anonymously - anytime, anyplace. (WebAware, Media Awareness Network)

The anonymity of online communications means kids feel freer to do things online they would never do in the real world. (WebAware, Media Awareness Network)

[Technology] doesn't provide tangible feedback about the consequences of actions on others. This lack of feedback minimizes feelings of empathy or remorse. Young people say things online that they would never say face-to-face because they feel removed from the action and the person at the receiving end.

(WebAware, Media Awareness Network)

Part 3. How is Cyber-bullying Accomplished?

Now, ask students if they have ever experienced or seen cyber-bullying. To ensure that the conversation covers the different methods for cyber-bullying, here are some routes that cyber-bullies use to reach their victims.

They send e-mails or instant messages containing insults or threats directly to a person. They may also spread hateful comments about a person through e-mail, instant messaging or postings on Web sites and

online diaries. Young people steal passwords and send out threatening e-mails or instant messages using an assumed identity. Technically savvy kids may build whole Web sites, often with password protection, to target specific students or teachers. (WebAware, Media Awareness Network)

An increasing number of kids are being bullied by text messages through their cell phones. Kids tend to keep their phones on at all times, meaning bullies can harass victims [anytime]. (WebAware, Media Awareness Network)

Built-in digital cameras in cell phones are adding a new dimension to the problem. In one case students used a camera-enabled cell phone to take a photo of an overweight classmate in the shower after gym. The picture was distributed throughout the school e-mail list within minutes. (WebAware, Media Awareness Network)

Other methods include

- Bullying during interactive game play (like X Box Live)
- Internet polls that ask things like “who’s hot, and who’s not”
- Blogs (STOP Cyberbullying, Wired Kids Inc.)

Part. 4 – What is Crescent Valley High School Doing About Cyber-bullying?

Read to Students

In June 2007, Governor Kulongoski signed into law House Bill 2637 which required schools to adopt a policy regarding “cyber-bullying.” The Corvallis School District already had a policy in place (Code JFCFA/GBNAA) that was adopted by the school board in December 2006.

Important points from the District Policy

- Cyber-bullying is defined as using “...any electronic communication device to convey a message... that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another...”
- If that communication “...disrupts or prevents a safe and positive educational or working environment...” it is considered cyber-bullying.

Ask Students – the phrase “working environment” is meant to include which group of people besides students in this policy?

- “The district will take any report of cyber-bullying seriously and will investigate credible reports promptly.”

Ask Students – If they feel they have been cyber-bullied, who should they speak to about it? Should they collect any evidence?

- “Students whose behavior is found to be in violation of this policy will be subject to a loss of privileges, discipline, up to and including expulsion. The district may also report individuals to law enforcement if necessary.”

Ask Students – What privileges seem reasonable to revoke if a student is found to be a cyber-bully? In what cases do you believe expulsion or a call to law enforcement is an appropriate response?

Part. 5– What Can Students do to Prevent Cyber-bullying?

Ask students – Now that they are more aware of what cyber-bullying is and how it occurs, what can they do to prevent it? Ask for responses and discuss. Here are some conversation starters.

Teaching kids to “Take 5!” before responding to something they encounter online is a good place to start. Jokingly, we tell them to “Drop the Mouse! And step away from the computer and no one will get hurt!” We then encourage them to find ways to help them calm down. (STOP Cyberbullying, Wired Kids Inc.)

If we can help kids understand how much bullying hurts, how in many cases words *can* hurt you, fewer may cooperate with the cyber-bullies. They will think twice before forwarding a hurtful e-mail, or visiting a

cyber-bullying “vote for the fat girl” site, or allowing others to take videos or cell phone pictures of personal moments or compromising poses of others. We need to teach young people not to stand silently by while others are being tormented. (STOP Cyberbullying, Wired Kids Inc.)

Create a method of reporting cyber-bullying Web sites, profiles and campaigns to administration or counselors so students can help put an end to cyber-bullying entirely. (STOP Cyberbullying, Wired Kids Inc.)