

DASA TRAINING WORKSHOP

POLICIES AND ANNOUNCEMENTS

Confirmation: Students must bring a copy of their workshop confirmation to the workshop. The confirmation does not need to be printed as long as it is viewable on a phone, laptop or tablet. **Please review your confirmation prior to the workshop to ensure you are attending on the correct day and time.**

Classroom Temperature: There is limited control over the temperature in our classrooms and we want to make sure everyone is as comfortable as possible. Please make sure to dress in layers and bring a refillable container for water.

Punctuality: Due to the brevity of this session, punctuality is important. You will not be allowed to enter the class more than 15 minutes after the start time. As many of the upcoming sections are already full, it is best to plan your time accordingly and to be in the classroom 10 minutes before start time. Thank you in advance for your professionalism and punctuality.

Workshop Completion, Pre-Workshop Assignments, and Late Assignments: All students must attend the workshop and submit all required pre-workshop assignments in order to receive the certificate of completion. All pre-workshop assignments are to be submitted as typed documents on paper at sign-in on the day of the workshop. Electronic copies will not be reviewed during the session. All participants who submit hard copies of thoughtful and complete work will leave the seminar with their certificate of completion.

Students who do not complete all workshop assignments satisfactorily will not receive their DASA certificate. Late assignments can be submitted electronically to dasa@hunter.cuny.edu. Late submissions will be reviewed within two weeks of submission.

Academic Integrity Statement: Pre-workshop assignments must be completed by you in your original voice and may not be completed as a group. Moreover, assignments may not contain plagiarism or non-cited sources. Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Certificate of Completion - Non-Hunter Students: Pending you submit all pre-workshop materials at sign-in on the day of your workshop and the assignments are satisfactory, you will be given your certification form at the end of the workshop. **Only non-Hunter students will receive a certification form.** Consult your college/university on how your form should be processed after the workshop. It is no longer required to send these forms to NYSED for processing.

Certificate of Completion - Hunter Students: Pending you submit all pre-workshop materials at sign-in on the day of your workshop and the assignments are complete, a service indicator will be placed on your CUNYfirst account within 3 weeks of completing the workshop. It is no longer required to send certification forms to NYSED for processing as the training is a required component of graduation from the School of Education.

Cancellations and Rescheduling: Please contact the Office of Continuing Education at (212) 650-3850 or ce@hunter.cuny.edu.

For questions on the DASA workshop, please email DASA@hunter.cuny.edu

DASA PRE-WORKSHOP ASSIGNMENTS*

All four (4) pre-workshop assignments must be submitted at sign-in on the day of your workshop. You must bring printed hardcopies to the workshop that includes your full name and email address on each page.

Assignment 1: Read the “N.Y.S. Educational Law- Article 2- Dignity for All Students”. Imbedded in the reading are 10 questions. *Answer these questions and bring your answer sheet with you to the workshop. Ensure that your name and email address is clearly printed at the top of your answer sheet.*

Assignment 2: Read the article “**Cyber bullying and Sexting: Technology Abuses of the 21st Century**”. Complete the assignment at the beginning of the article. *Ensure your name and email is clearly printed at the top of the assignment. Bring this completed assignment to the workshop.*

Assignment 3: Download and read the article “**Interrupting the Cycle of Oppression.**” Complete the actions and questions on the worksheet in this packet.

https://www.mtholyoke.edu/sites/default/files/diversity/docs/interpreting_oppression.pdf

Assignment 4: Educating Your Students, Planning a Lesson, Discussion or Professional Development Session. Directions are included below.

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Assignment 1: N.Y.S. Education Law

ARTICLE 2 DIGNITY FOR ALL STUDENTS

Section

- 10. Legislative intent.
- 11. Definitions.
- 12. Discrimination and harassment prohibited.
- 13. Policies and guidelines.
- 16. Protection of people who report discrimination or harassment.

§ 10. Legislative intent. The legislature finds that students' ability to learn and to meet high academic standards, and a school's ability to educate its students, are compromised by incidents of discrimination or harassment including bullying, taunting or intimidation. It is hereby declared to be the policy of the state to afford all students in public schools an environment free of discrimination and harassment. The purpose of this article is to foster civility in public schools and to prevent and prohibit conduct which is inconsistent with a school's educational mission.

1) What is the main premise that makes this primarily an educational law issue and not a criminal law issue? Explain how this relates to all school mission statements.

§ 11. Definitions. For the purposes of this article, the following terms shall have the following meanings: 1. "School property" shall mean in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus, as defined in section one hundred forty-two of the vehicle and traffic law. 2. "School function" shall mean a school-sponsored extra-curricular event or activity. 3. "Disability" shall mean disability as defined in subdivision twenty-one of section two hundred ninety-two of the executive law. 4. "Employee" shall mean employee as defined in subdivision three of section eleven hundred twenty-five of this title. 5. "Sexual orientation" shall mean actual or perceived heterosexuality, homosexuality or bisexuality. 6. "Gender" shall mean actual or perceived sex and shall include a person's gender identity or expression. 7. "Harassment" and "bullying" shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyber bullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions. 8. "Cyber bullying" shall mean harassment or bullying as defined in subdivision seven of this section, including paragraphs (a), (b), (c) and (d) of such subdivision, where such harassment or bullying occurs through any form of electronic communication.

2) In the case of gender or sexuality, why is the perception of gender or sexuality indicated as well as the actual gender or sexuality of the student?

3) How does the law expand the schools ability to address cyber bullying when it happens in the privacy of a student's home?

4) If a teacher became aware of harassment based on an issue not specifically enumerated in the law, would they have to report it? Explain why.

§ 12. Discrimination and harassment prohibited. 1. No student shall be subjected to harassment or bullying by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at a school function. Nothing in this subdivision shall be construed to prohibit a denial of admission into, or

exclusion from, a course of instruction based on a person's gender that would be permissible under section thirty-two hundred one-a or paragraph (a) of subdivision two of section twenty-eight hundred fifty-four of this chapter and title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et. seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973. 2. An age-appropriate version of the policy outlined in subdivision one of this section, written in plain-language, shall be included in the code of conduct adopted by boards of education and the trustees or sole trustee pursuant to section twenty-eight hundred one of this chapter and a summary of such policy shall be included in any summaries required by such section twenty-eight hundred one.

5) How would you demonstrate compliance with part 2 of the above portion of section 12 in your classroom? Give at least 2 specific examples.

§ 13. Policies and guidelines. The board of education and the trustees or sole trustee of every school district shall create policies, procedures and guidelines that shall include, but not be limited to: 1. Policies and procedures intended to create a school environment that is free from harassment, bullying and discrimination, that include but are not limited to provisions which: a. identify the principal, superintendent or the principal's or superintendent's designee as the school employee charged with receiving reports of harassment, bullying and discrimination; b. enable students and parents to make an oral or written report of harassment, bullying or discrimination to teachers, administrators and other school personnel that the school district deems appropriate; c. require school employees who witness harassment, bullying or discrimination, or receive an oral or written report of harassment, bullying or discrimination, to promptly orally notify the principal, superintendent or the principal's or superintendent's designee not later than one school day after such school employee witnesses or receives a report of harassment, bullying or discrimination, and to file a written report with the principal, superintendent or the principal or superintendent's designee not later than two school days after making such oral report; d. require the principal, superintendent or the principal's or superintendent's designee to lead or supervise the thorough investigation of all reports of harassment, bullying and discrimination, and to ensure that such investigation is completed promptly after receipt of any written reports made under this section; e. require the school, when an investigation reveals any such verified harassment, bullying or discrimination, to take prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such harassment, bullying or discrimination was directed. Such actions shall be consistent with the guidelines created pursuant to subdivision four of this section; f. prohibit retaliation against any individual who, in good faith, reports, or assists in the investigation of, harassment, bullying or discrimination; g. include a school strategy to prevent harassment, bullying and discrimination; h. require the principal to make a regular report on data and trends related to harassment, bullying and discrimination to the superintendent; i. require the principal, superintendent or the principal's or superintendent's designee, to notify promptly the appropriate local law enforcement agency when such principal, superintendent or the principal's or superintendent's designee, believes that any harassment, bullying or discrimination constitutes criminal conduct; j. include appropriate references to the provisions of the school district's code of conduct adopted pursuant to section twenty-eight hundred one of this chapter that are relevant to harassment, bullying and discrimination; k. require each school, at least once during each school year, to provide all school employees, students and parents with a written or electronic copy of the school district's policies created pursuant to this section, or a plain-language summary thereof, including notification of the process by which students, parents and school employees may report harassment, bullying and discrimination. This subdivision shall not be construed to require additional distribution of

such policies and guidelines if they are otherwise distributed to school employees, students and parents; l. maintain current versions of the school district's policies created pursuant to this section on the school district's internet website, if one exists; 2. Guidelines to be used in school training programs to discourage the development of harassment, bullying and discrimination, and to make school employees aware of the effects of harassment, bullying, cyber bullying and discrimination on students and that are designed: a. to raise the awareness and sensitivity of school employees to potential harassment, bullying and discrimination, and b. to enable employees to prevent and respond to harassment, bullying and discrimination; and 3. Guidelines relating to the development of nondiscriminatory instructional and counseling methods, and requiring that at least one staff member at every school be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex; and 4. Guidelines relating to the development of measured, balanced and age-appropriate responses to instances of harassment, bullying or discrimination by students, with remedies and procedures following a progressive model that make appropriate use of intervention, discipline and education, vary in method according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors, and are consistent with the district's code of conduct; and 5. Training required by this section shall address the social patterns of harassment, bullying and discrimination, as defined in section eleven of this article, including but not limited to those acts based on a

person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.

6) What are the specific time frames for the two types of reports that must be filed under this law?

7) Why are the time frames set to cause reporting as soon as the problem is identified? Indicate at least 3 possible negative outcomes for students if the reporting was not filed in a timely fashion.

8) Give two examples of what the school might do in response to the report that would indicate they are in compliance with the word and spirit of this law?

9) When does the school have a duty to report the incident to local police agencies?

§ 16. Protection of people who report harassment, bullying or discrimination. Any person having reasonable cause to suspect that a student has been subjected to harassment, bullying or discrimination, by an employee or student, on school grounds or at a school function, who, acting reasonably and in good faith, reports such information to school officials, to the commissioner or to law enforcement authorities, acts in compliance with paragraph e or i of subdivision one of section thirteen of this article, or otherwise initiates, testifies, participates or assists in any formal or informal proceedings under this article, shall have immunity from any civil liability that may arise from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings, and no school district or employee shall take, request or cause a retaliatory action against any such person who, acting reasonably and in good faith, either makes such a report or initiates, testifies, participates or assists in such formal or informal proceedings.

10) Indicate at least three similarities/differences when comparing NYS Child Abuse Requirements and the mandates of the D.A.S.A law.

Assignment 2: Cyber Bullying & Sexting

After reading this article write a short essay (3-4 paragraphs) explaining how you will infuse information about the appropriate use of technology into your classes. Speak specifically to your favorite grade level, subject area and any special education (special education, ESL, early childhood) concerns you might have for your students.

T e c h n o l o g y

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Del Siegle, Ph.D.

Cyber bullying and Sexting: Technology Abuses of the 21st Century

Many young people cannot remember a time before Instant Messaging (IM), cell phone text messaging, video conferencing, blogging, e-mailing, and MySpace and Facebook postings existed. Thanks to the ubiquitous nature of technology in the 21st century, digital natives are accustomed to seeing, and being seen, on a scale that was unimaginable by their parents and teachers. This limitless access to information, peers, and even strangers around the globe brings with it a new set of safety concerns for parents and school personnel. Although schools have made concerted efforts to curb Internet abuse by developing acceptable use policies and installing filtering software for websites, expanded forms of technology and differing formats of information presentation have surfaced, and they warrant a new discussion of digital safety, abuse, and bullying.

Bullying, and being bullied, has a long history in schools. How does giftedness relate to bullying and being bullied? In a recent survey of fifth grade students, Estell et al. (2009) found that academically gifted students and general education students were less likely than students with mild disabilities to be viewed as bullies by their peers. Teachers also rated academically gifted students as less likely to bully or be bullied than both general education students and students with mild disabilities. Key factors in being perceived as a bully were associations with aggressive and popular peers. Social isolates were the most likely to be bullied. Whereas gifted students are less likely to bully or be bullied according to this research, bullying is still a factor in their lives.

Peterson and Ray (2006) surveyed eighth grade gifted students and found that bullying tended to peak in sixth grade, although females reported that bullying remained steady or increased through eighth grade. Almost half, 46%, of gifted students reported that they were bullied in sixth grade in some way, and 67% of the students said they had been the victim of some type of bullying in their first 9 years of school. Eleven percent of these students were bullied repeatedly. Name-calling was the most prevalent form of bullying these gifted students experienced. They also reported that they bully. Over one fourth (28%) of gifted eighth graders said they had bullied someone during their first 9 years of school, and 16% reported bullying someone while they were in eighth grade. The most prevalent bullying tactic was name-calling, which increased from 4% in kindergarten to 14% in eighth grade.

The Internet and other technology-related devices are particularly suited to nonviolent types of bullying such as name-calling. Gable, Ludlow, Kite, and McCoach (2009) studied the prevalence of cyber bullying with a general population of seventh and eighth graders. The researchers classified students into one of four categories: neither bullies nor victims of cyber bullying (74%), victims only of cyber bullying (5%), only cyber bullies (6%), and both bullies and victims of cyber bullying

(15%). Although three quarters of the students had no involvement with cyber bullying, one in five had been digitally bullied and one in five had digitally bullied others. Unfortunately, those who bullied or were victims said they were less likely to notify adults about Internet bullying than those who were not bullied. Bullies and victims also said their parents were less aware of their Internet activities. High frequency Internet users were more likely to be both bullies and victims than low Internet users. An AP/ MTV (2009) survey found that 47% of teenagers surveyed have experienced digitally abusive behavior.

So what is cyber bullying?

Willard (2007) described it as “being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies” (p. 1). She listed eight different forms of cyber bullying:

1. Flaming: Online fights using electronic messages with angry and vulgar language.
2. Harassment: Repeatedly sending nasty, mean, and insulting messages.
3. Denigration: “Dissing” someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
4. Impersonation: Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person’s reputation or friendships.
5. Outing: Sharing someone’s secrets or embarrassing information or images online.
6. Trickery: Talking someone into revealing secrets or embarrassing information or images online.
7. Exclusion: Intentionally and cruelly excluding someone from an online group.
8. Cyberstalking: Repeated, intense harassment and denigration that includes threats or creates significant fear. (pp. 1–2)

Goodstein (2008) remarked: In many ways cyber bullying has democratized bullying because you don’t have to be able to physically overpower your victim—a person can simply log on, create a new identity, and bully away. . . . Instead of whispers behind teens’ backs, the insults are posted for everyone to read. Instead of one . . . silently listening in on a phone conversation, two . . . can watch incriminating IMs from an unsuspecting “buddy” pop up on a computer screen. Instead of a clique not letting . . . [someone] sit with them at lunch, a group of friends can decide to keep . . . [that person] off everyone’s buddy lists. (p. 1)

According to an AP-MTV (2009) poll, more than 75% of 14 to 24 year olds believe that digital abuse is a serious problem for people their age. Yet, only about half believe that what they post online could come back to hurt them. This is at a time when 24% of 14 to 17 year olds report having been involved in some type of naked sexting. Sexting, which is sending or forwarding nude, sexually suggestive, or explicit pictures on a cell phone or online, was listed as Time magazine’s number one buzzword of 2009 (Stephey, 2009). Females are more likely to have sent naked photos of themselves, and males are more likely to have received them. Well more than half (61%) of those who send naked photos of themselves have been pressured by someone else to do so at least once. Nearly one in five who receive sext messages pass them along to someone else (AP-MTV, 2009).

The snowballing effect of forwarded sexting can be dire. An 18-year-old Ohio girl committed suicide after her ex-boyfriend shared a digital nude photo of her from the neck down that she had sent to him. He shared the image with other students in her school, who in turn distributed it widely. After the Ohio girl sought to have the distribution of the image stopped by reporting it to authorities, students allegedly escalated their harassment of her. Her parents are currently suing the ex-boyfriend, several former high school classmates, and the school for failing to stop the harassment (Zetter, 2009).

Parents and educators play an important role in helping young people understand the consequences of poor decisions in a digital age where favorable, as well as unfavorable, text and images spread exponentially.

The media surrounding this, and other incidents, has prompted a national movement to address the issue of digital abuse. MTV has organized a year long campaign called “A Thin Line” to empower young people to identify, respond to, and stop the spread of digital abuse in their lives and their peers’ lives (A Thin Line, 2009). This campaign included an MTV television special dedicated to the topic on Valentine’s Day in 2009. A dozen other organizations have joined this timely project.

Parents and educators play an important role in helping young people understand the consequences of poor decisions in a digital age where favorable, as well as unfavorable, text and images spread exponentially. Hinduja and Patchin (2009a, 2009b) of the Cyber bullying Research Center have an extensive website (<http://www.cyberbullying.us>) dedicated to this topic. The following tips to parents, students and educators for preventing cyber bullying are adapted from material on their site (Hinduja & Patchin, 2009a, 2009b):

- Establish that all rules for interacting with people in real life also apply for interacting online or through cell phones. Convey that cyber bullying inflicts harm and causes pain in the real world as well as in cyberspace and all forms of bullying are unacceptable and behavior that occurs away from school also can be subject to school sanctions.
- Make sure the school has Internet Safety educational programming in place. This should not solely cover the threat of sexual predators, but also how to prevent and respond to online peer harassment, interact wisely through social networking sites, and engage in responsible and ethical online communications. Schools should survey their students about the extent of digital abuse among students. This information will be useful when planning strategies to educate students and faculty.
- Educate young people about appropriate Internet based behaviors. Explain to them the problems that can be created when technology is misused (e.g., damaging their reputation, getting in trouble at school or with the police). This can include peer mentoring, where older students informally teach lessons and share learning experiences with younger students—to promote positive online interactions.
- Model appropriate technology usage. Don’t harass or joke about others while online, especially around young people. Don’t text while driving. Young people are watching and learning.
- Monitor young people’s activities while they are online. This can be done informally (through active participation in, and supervision of, the young person’s online experience) and formally (through software). Use discretion when covertly spying on young people. This could cause more harm than good if they feel their privacy has been violated. They may go completely underground with their online behaviors and deliberately work to hide their actions.
- Use filtering and blocking software as a part of a comprehensive approach to online safety, but understand software programs alone will not keep kids safe or prevent them from bullying others or accessing inappropriate content. Most tech savvy youth can find ways around filters very quickly.
- Look for warning signs that something abnormal is occurring with respect to their technology usage. If children become withdrawn or their Internet use becomes obsessive, they could either be a victim or a perpetrator of cyber bullying.
- Utilize an “Internet Use Contract” and a “Cell Phone Use Contract” to foster a crystal clear understanding about what is appropriate and what is not with respect to the use of communications technology. To remind young people of this pledged commitment, these contracts should be posted in a highly visible place (e.g., next to the computer).
- Cultivate and maintain an open, candid line of communication with children, so that they are ready and willing to come to you whenever they experience something unpleasant or distressing in cyber space. Victims of cyber bullying (and the bystanders who observe it) must know for sure that

the adults who they tell will intervene rationally and logically, and not make the situation worse. Schools should consult with their school attorney before incidents occur to determine what actions they can or must take in varying situations.

- Teach and reinforce positive values about how others should be treated with respect and dignity. Schools can cultivate a positive school climate, as research has shown a link between a perceived “negative” environment on campus and an increased prevalence of cyber bullying offending and victimization among students. In general, it is crucial to establish and maintain a school climate of respect and integrity where violations result in informal or formal sanction.
- Educate yourself and your community. Schools can utilize specially created cyber bullying curricula, or general information sessions such as assemblies and in class discussions to raise awareness among youth. Invite specialists to talk to staff and students. Send information to parents. Sponsor a community education event. Invite parents, grandparents, aunts, uncles, and any other relevant adult.

Cell phones and the Internet have helped us connect and learn from each other in ways that most of us never imagined. We have only begun to explore the benefits that these, and future technologies, will bring to our lives. As with many things, it is not the technology, but the misuse of it, that creates problems. As responsible parents and educators, we have an obligation to understand the potential uses of new technologies and guide young people in their responsible implementation of them.

References

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Assignment 3: Interrupting the Cycle of Oppression

You will hand in the responses to questions 3 and 4 below with your pre-workshop assignments at the start of the workshop. Do not hand in the article.

Directions for Assignment 3

1) Read the article found here:

https://www.mtholyoke.edu/sites/default/files/diversity/docs/interpreting_oppression.pdf

As you read, please mark:

- Two (2) points that connect to your classroom/work experience(s). Explain briefly.
- One (1) sentence that was the most poignant or thought provoking to you. Explain briefly.

You will use this in your group work. Bring a printed copy of the article with the annotation/highlight to the session.

2) Answer the questions below and bring your answer sheet with you to the workshop. Ensure that your name and email address is clearly printed at the top of your answer sheet.

a. Consider a way or a time that you have been in a dominant group. What benefit(s) did you experience as a result of that position?

b. Consider a way or time that you considered yourself in a targeted group. What disadvantage(s) did you experience as a result of that position? Did you have an ally?

Assignment 4: Educating Your Students

School Counselors: You are to develop a lesson plan, using the template below, for use with a small group for students. Your lesson should focus on the principles of the Dignity Act. You may write the lesson plan for any grade level.

1. Dignity Act Principles Addressed (circle any and all that apply):
 - a. Honesty
 - b. Tolerance
 - c. Personal responsibility
 - d. Observance of laws and rules
 - e. Courtesy
 - f. Dignity
 - g. Other traits: _____
2. Grade Level/Subject level:
 - a. P-3
 - b. 4-6
 - c. 7-8
 - d. 9-12
 - e. Subject Area: _____
3. Title of lesson:
4. Background (Please provide a brief explanation of the Dignity Act principle or issue addressed):
5. Related New York State (including Common Core) Learning Standards (circle those that are applicable):
 - a. Career Development and Occupational Studies
 - b. English Language Arts and Literacy
 - c. Family and consumer Sciences
 - d. Health
 - e. Languages Other Than English
 - f. Mathematics
 - g. Physical Education
 - h. Science
 - i. Social Studies
 - j. Technology
 - k. The Arts
6. Key Lesson Vocabulary:
7. Time Needed:
8. Materials/Technology Needed:
9. Objectives:
10. Introduction (Hook):
11. Procedures:
12. Student Activities/Guiding Questions:
13. Culminating Activity/Outcomes:
14. Assessment:
15. Additional Resources for Students, Teachers and Parents (provide web links):
 - a. Students
 - b. Teachers
 - c. Parents