

THE ARIZONA-KANSAI CYBERBULLYING PROJECT

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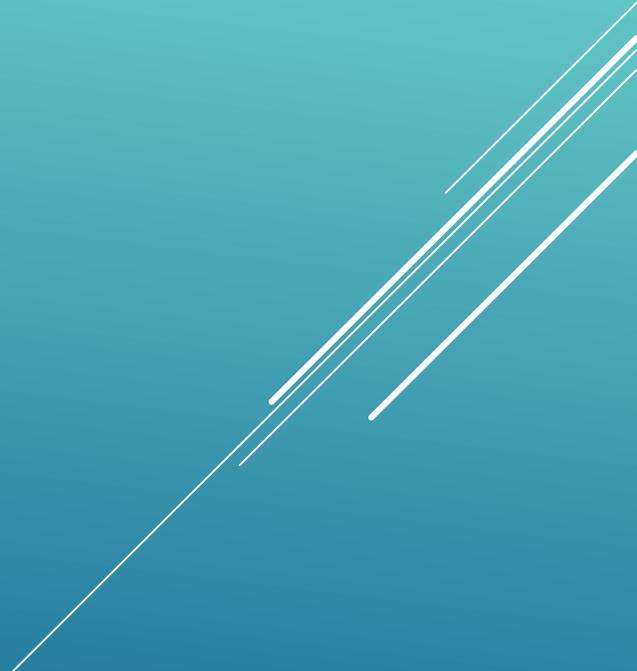
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Presentation at the IBPA Annual Conference, San Diego, CA November 6, 2019

OVERVIEW OF PRESENTATION

- ▶ Origin of the project Design of Project
 - ▶ Smartphone Summit Involving Ben's Bells
 - ▶ The process in schools
 - ▶ Exchange Visits
 - ▶ Project Outcomes (Jasmine)
 - ▶ Summary
 - ▶ Questions and Discussion
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CYBERBULLYING IN JAPAN AND THE US

- ▶ Cyberbullying is a problem in both countries.
- ▶ Udris (2015) found 22% of Japanese high school students reported being cyber-victimized, and 7.8% indicated they had cyberbullied others.
- ▶ 33.8% of secondary students in the US reported ever being cyberbullied, 16.9% in the previous 30 days (Hinduja & Patchin, 2016)
- ▶ The common problem was the focus of our project. We believed that youth with different worldviews and cultures would bring new perspectives to tackling the problem of cyberbullying.

ORIGIN OF THE PROJECT

- ▶ Dr. Bauman visits Japan in 2015.
- ▶ Attends Smartphone Summit in Osaka
- ▶ Impressed with cross-age model, student engagement in solving their own problems, student initiative and accomplishments.
- ▶ Ben's Bells is a Tucson-based non-profit that seeks to spread kindness, and uses ceramic windchimes as one tangible way to do so.
- ▶ Dr. Bauman mentions idea of collaboration to Japanese hosts.
- ▶ Idea on hold until grant opportunity became available.

JAPANESE PERSPECTIVES: SMARTPHONE SUMMIT & RECRUITING

Kaito Abe

Master's Candidate (School Psychology) at
Osaka University of Education

HISTORY OF SMARTPHONE SUMMIT

2005 a primary school teacher was killed
shocked

17-year-old

former victim (cyberbullying)

2009 school guidance/club coach teacher
learn youth-led organizational skills

2012 Smartphone Summit in Japan and US

2015 hosted Dr. Bauman in Japan

MIDDLETOWN HIGH, CT (2015)



SMARTPHONE SUMMIT

Students

- 1) Discuss cyberbullying and other related problems with like-minded students
- 2) Bring inspiration back to schools for programs
- 3) Come up with “city/prefecture wide guidelines”

Adults: support in their own ways

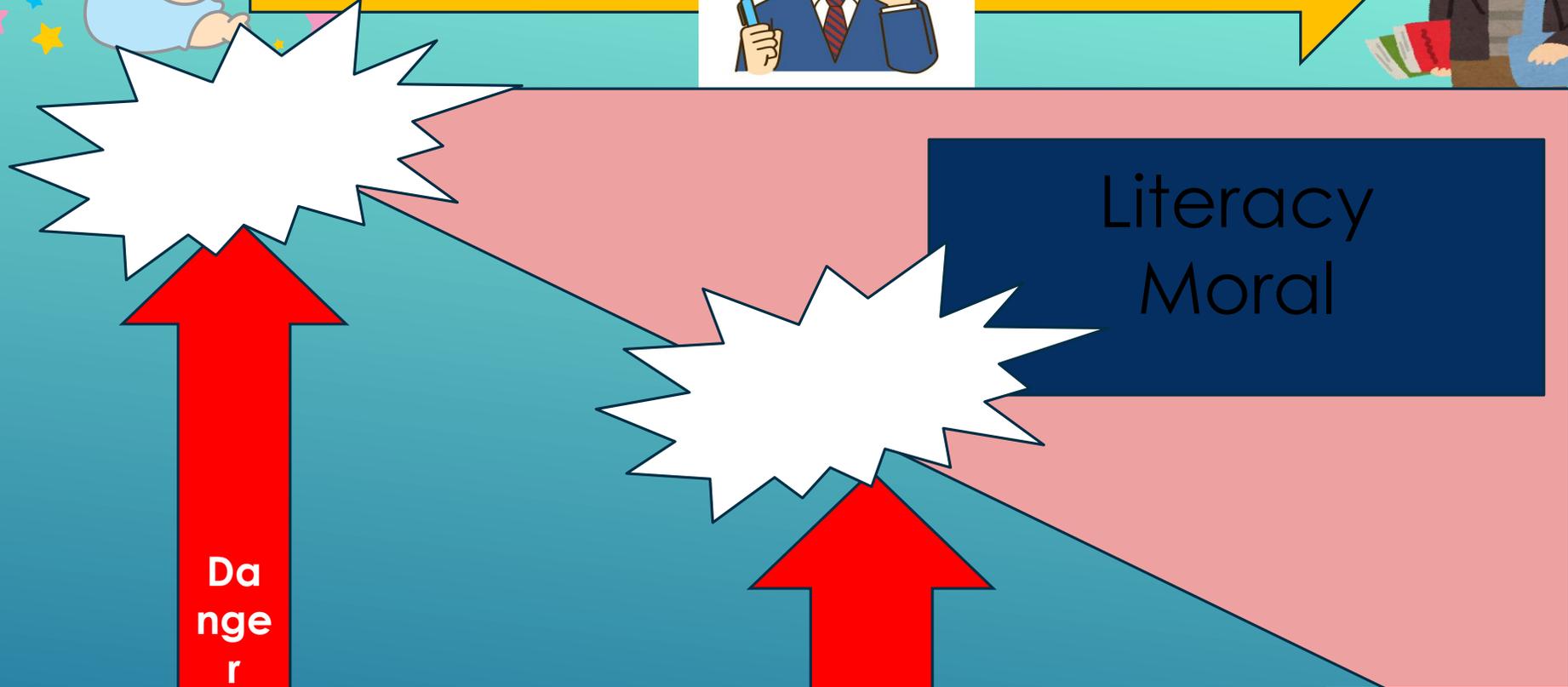
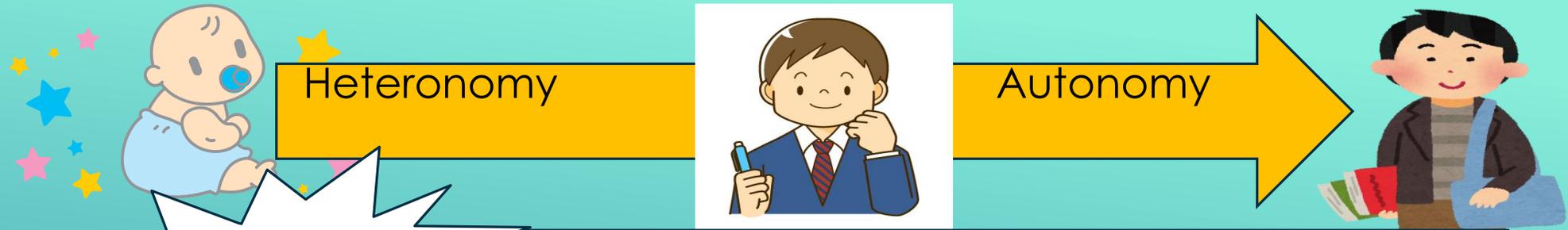
- 1) **police, board of education, Gov't, newspaper companies:** → help disseminate guidelines
- 2) **game company** → provide data collection and tech support

Stage (meetings)	Children	Adults
Idea Meeting	<ul style="list-style-type: none"> -Brainstorm pros/cons -decide to conduct survey 	<ul style="list-style-type: none"> -create safe space for “honest” discussion
	<ul style="list-style-type: none"> -create survey 	<ul style="list-style-type: none"> -conduct survey -cross analyses -data visualization
Analysis Meeting	<ul style="list-style-type: none"> -analyze survey results -discusses programs for their own schools 	<ul style="list-style-type: none"> -make sure students decide on only “doable” ideas
	<ul style="list-style-type: none"> -implement programs 	
Dissemination Meeting	<ul style="list-style-type: none"> -present on their programs -discuss future 	<ul style="list-style-type: none"> Help disseminate (Newspaper, TV, game company, etc)

時を超え美しく
人輝く
歴史都市 京都

THEORETICAL FRAMEWORK

- 1) Cascade Model of Dissemination
 - 1) Children to Children version of ViSC model (Strohmeier, Hoffmann, Schiller, Stefanek & Spiek, 2012)
 - 2) Student leaders empower each other to intervene in improving school climates
- 2) Interschool Activity Model
 - 1) Leadership (representation, collective self-efficacy)
 - 2) Safe environment for honest discussion
(c.f. regular school: can be hard)
- 3) Intergenerational Collaboration
 - 1) Within Summit: Undergraduate facilitators
 - 2) Outside Summit: Older to younger, high to middle, middle to primary

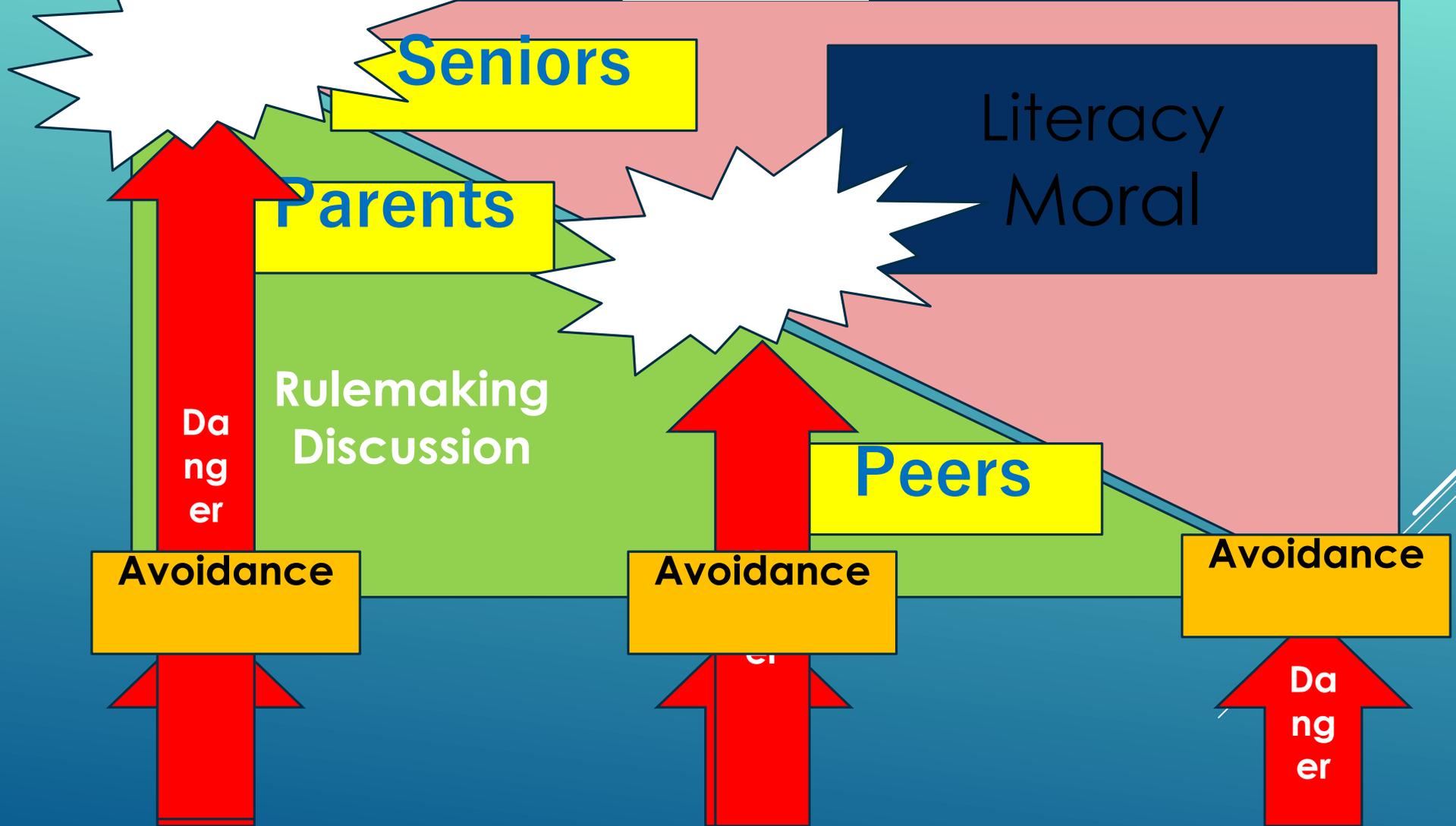
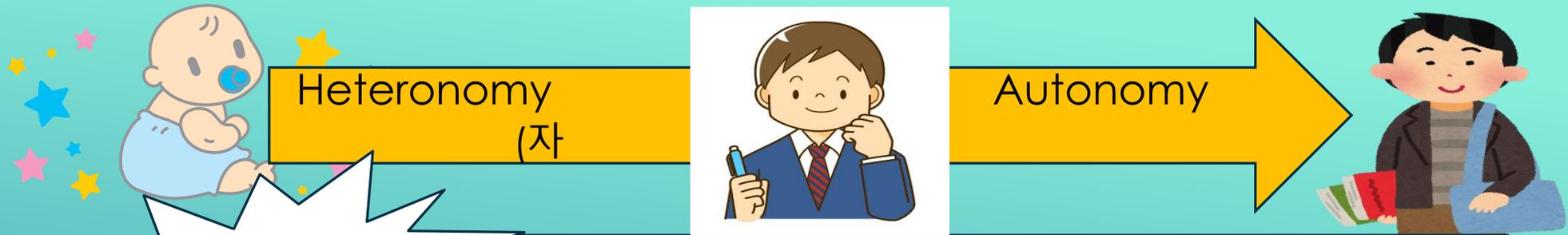


Danger

Danger

Avoidance

Danger



RECRUITMENT PROCESS: SCHOOL

Schools were recruited based on:

- 1) High schools with 3 years of program history
- 2) Willingness to host U.S. students for visit

→ Chikusa High School (Chikusa, Japan)

→ Inagawa High School (Osaka, Japan)

Students (from the 2 schools) were recruited based on :

- 1) Written application
 - 1) Why do you want to participate?
 - 2) What impact would you make to your own school/community after the trip to U.S.?
 - 3) What do you envision the collaboration project will be?
- 2) An interview
 - 1) Getting out of comfort zone (cross-cultural)
 - 2) Passion to make an impact

RECRUITMENT PROCESS: STUDENTS

CHIKUSA HIGH SCHOOL

-smallest student body in Japan (105)

-mountainous area

-student-led programs

1) Performed original play at K to 12 village-wide festival

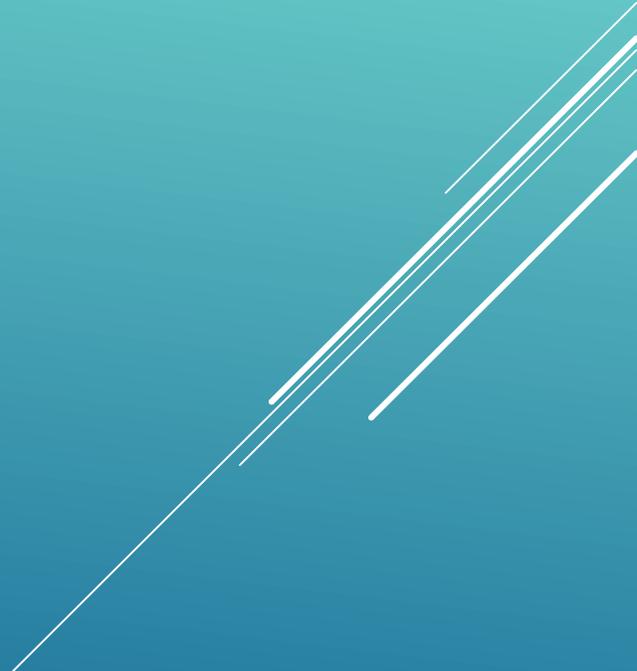
2) Cyberbullying seminars for teachers

3) Internet Summit

with primary, middle school students and parents



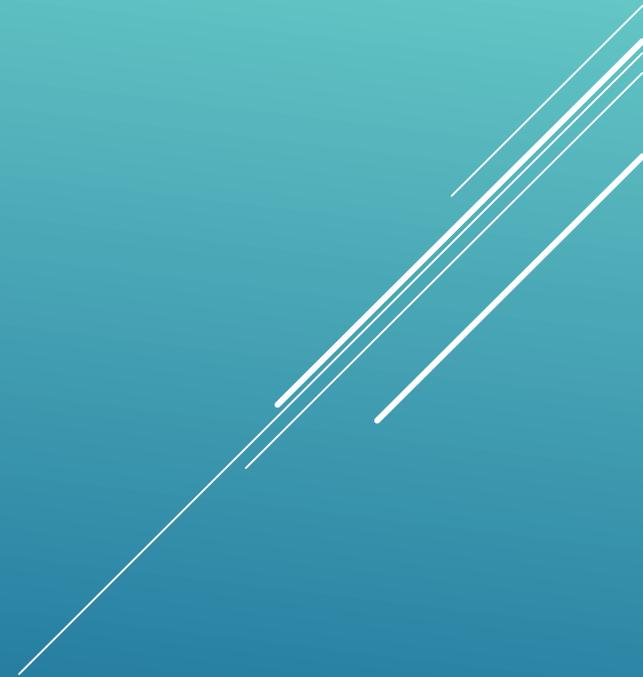
INAGAWA HIGH SCHOOL

- 1) Internet literacy stations at cellphone stores to speak with parents considering smartphone purchase
 - 2) Teaching cyberbullying prevention classes to middle school students, using drama and textbooks created by Inagawa students.
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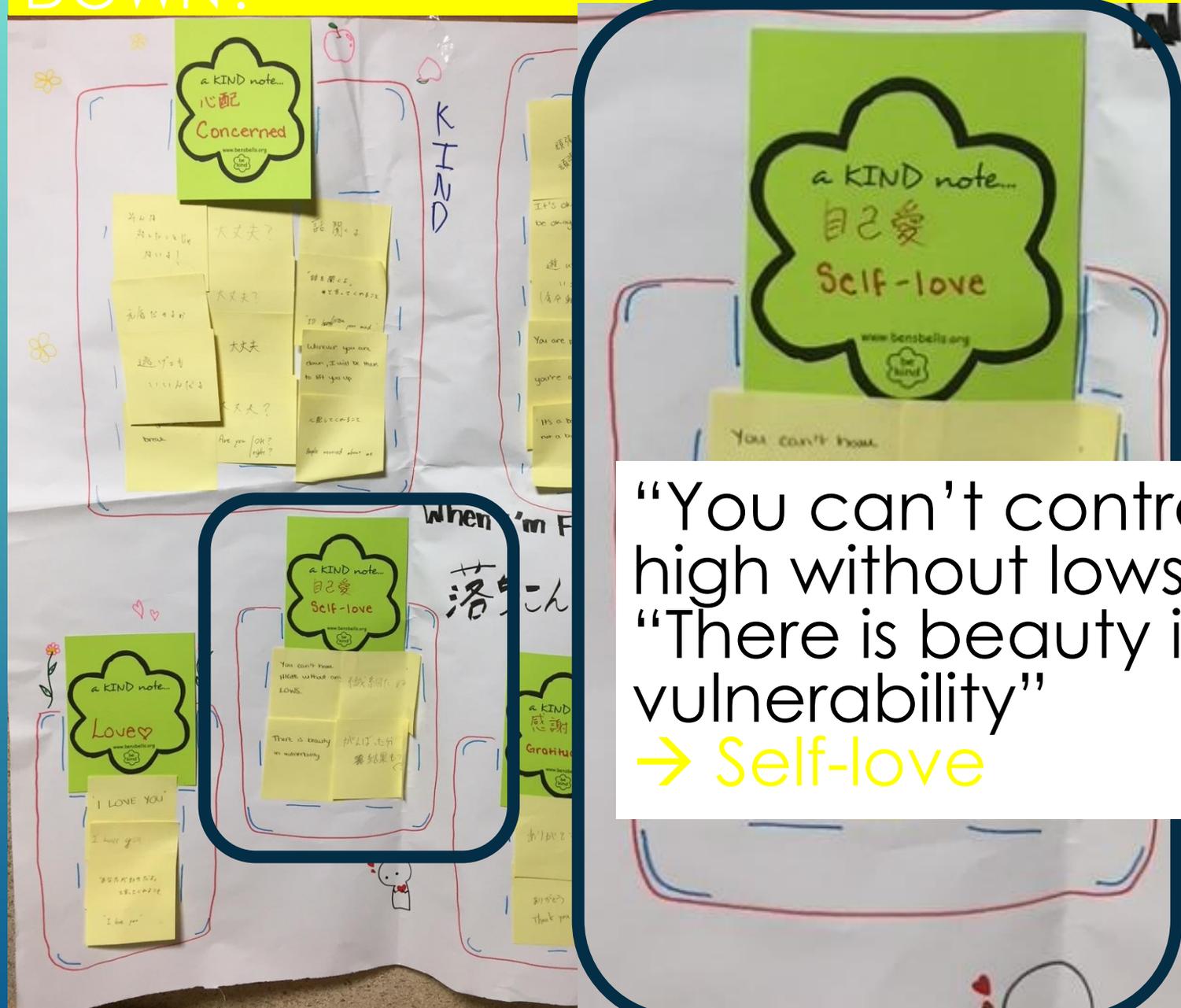
PERSPECTIVES ON KINDNESS

“When I first heard about sticky notes on the bathroom wall, I did not think that would make any difference. However, I was inspired by an American student’s belief in making a very small, but actual difference” (16-year-old girl)

“I never thought about “kindness to oneself” I would like to put that into practice in our school.”



WHAT DO I WANT TO HEAR WHEN FEELING DOWN?



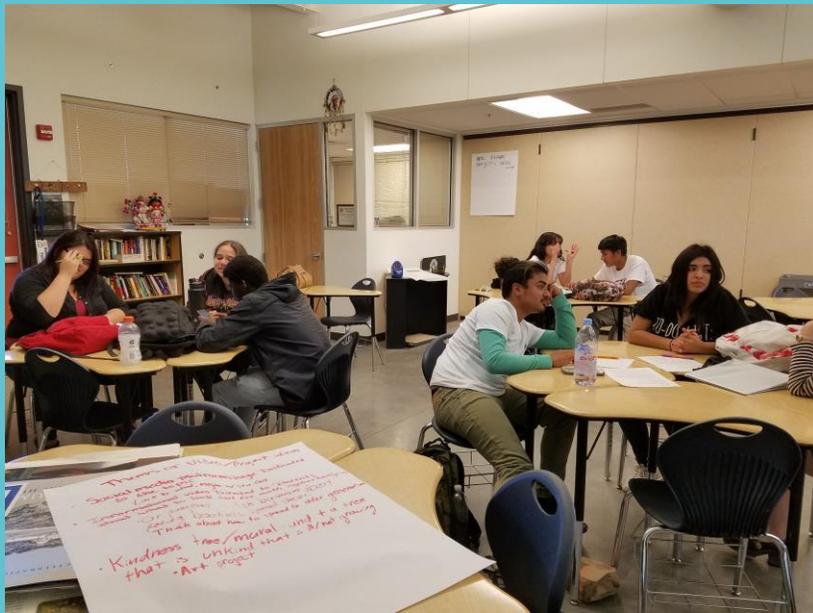
“You can't control high without lows”
“There is beauty in vulnerability”
→ Self-love

PROJECT DESIGN

- ▶ Participating schools in both countries worked separately to plan a project/activity that would address cyberbullying in both countries. Both groups conducted a survey of students in their schools.
- ▶ Students met monthly using teleconferencing software. At Changemaker, two U of A grad students volunteered to lead the groups.
- ▶ The idea of kindness as an antidote to cyberbullying was introduced.
- ▶ Each group of students visited the other country, where planning continued in person, along with building group cohesion and experiencing the new culture.
- ▶ Students produce a product by the end of December.

Weekly Meetings

- Introductory Information on Japan
 - Short language lessons.
 - How is school life different?
 - Where will we be visiting?



- Example of language lesson:

Name Suffixes (Honorifics) and Ice Breaker

- -San (さん)
- -Kun (くん)
- -Chan (ちゃん)
- -Senpai (せんぱい)

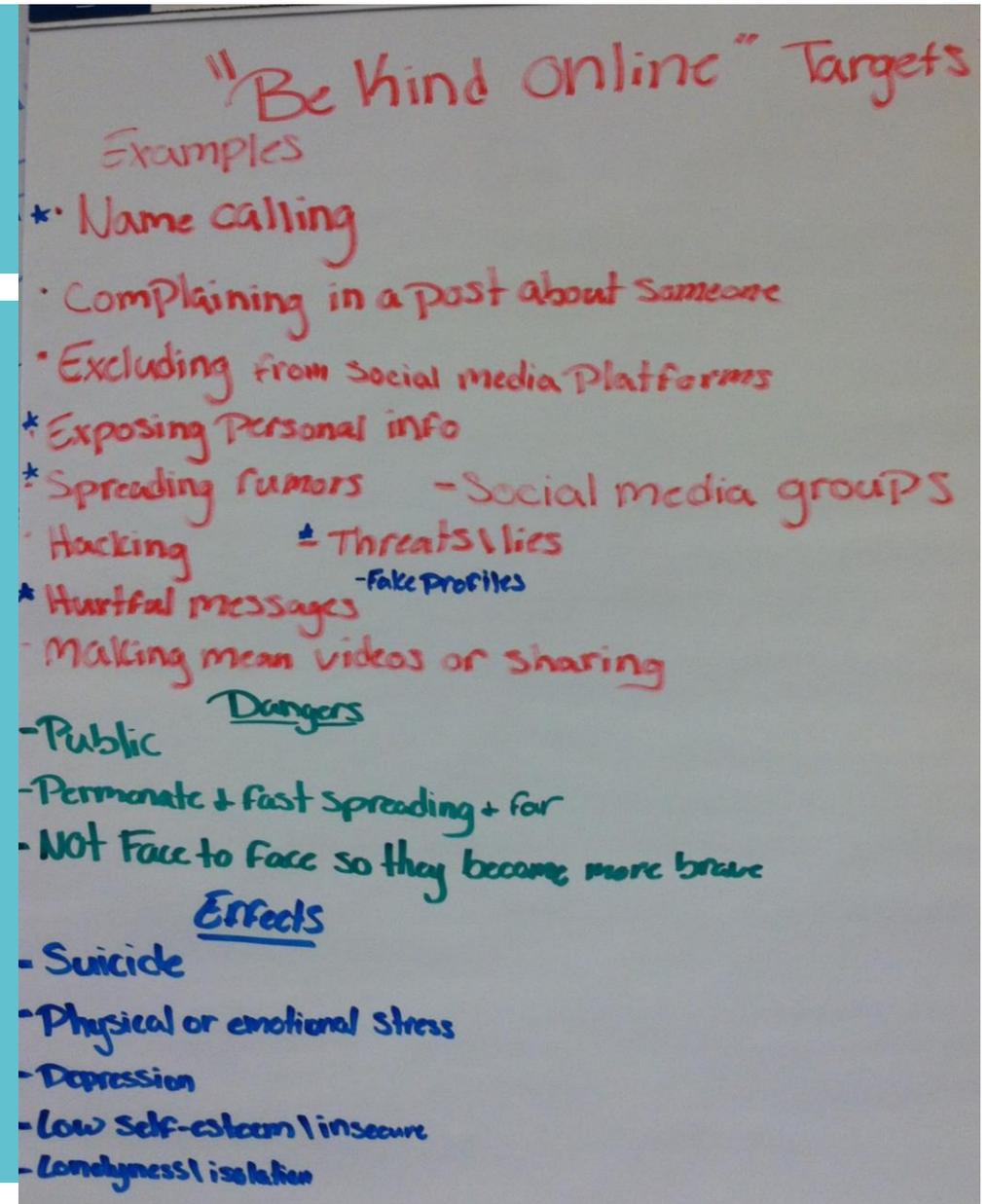
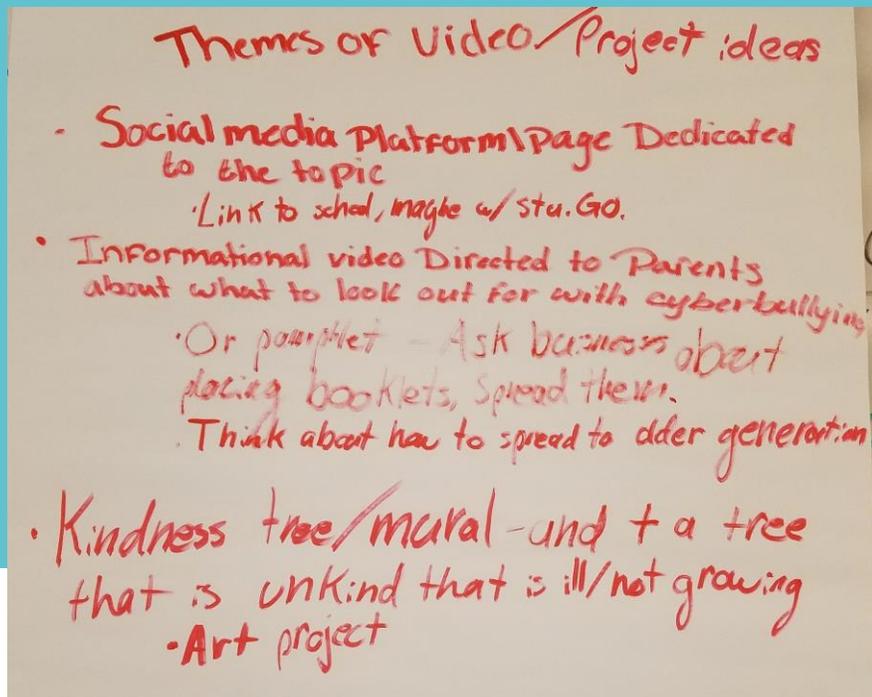
Tell each other:

1. Your Full Name
2. If you could be friends with a fictional character, who would you choose and why?
3. What did you work on since we last saw each other?

Weekly Meetings

Cyberbullying Discussions

- What are the main issues?
- What have you personally seen?
- What can cyberbullying lead to?



Weekly Meetings- Kindness

Students came up with the following list after a discussion of “What does kindness look like?”:

- Doing it to be kind- not to benefit yourself
- Authentic
- Being generous
- Can be small- doesn't have to be extravagant
- Unintentional- can be done without realizing it
- Willingness to understand others and their past
- Patience and empathy



CHANGEMAKER TEAM

Weekly Meetings- Kindness

While discussing ways ChangeMaker can be a kind campus, students thought of the following ideas:

- Promote positive communication
- Promote self-kindness: mental health and self-love
- Snowball effect
- Education: what kindness is and how to identify it
- Events with peers
- Propaganda/posters/paintings/a kindness jingle?

Weekly Meetings- Kindness

Jeannette Maré lead a discussion by asking students:

- What does kindness really mean?
- Why are people unkind?
- Why can kindness be difficult to practice?
- What are some ways we can be kind to others right now?



Weekly Meetings

- Monthly Teleconferences
 - Preparing for the teleconferences
 - Having cultural points to share
 - Generating questions to ask the Japanese students
 - Both project relevant and general/pop-culture questions
- Developing a survey
 - To give both to their peers and to children in Japan.
 - Having a mix of cyberbullying and kindness centered questions.

Weekly Meetings

- Fundraising
 - There was a Grant...
 - Helped students learn how to communicate information about the project.
 - What is it, what are they doing, **WHY** are they doing it, what makes this project important?



February 10, 2018

Dear Local Business,

We are a group of students at Changemaker High School. We have been working with the nonprofit organization Ben's Bells and with two groups of young community members from Japan. These connections were made to discover new ways to promote kindness online and in schools. In June we will be traveling to Japan to further our work and to meet the organizations in Japan. In August our colleagues will be traveling from Japan to join us.

This project is partially funded by a grant through the University of Arizona who established these connections for us. The grant covers our flights and accommodation but we still have a fundraising goal of \$10,000 to cover transportation, food expenses, and cultural activities.

We are reaching out to local businesses to gather support and involvement to help us continue forward with our project. We would greatly appreciate any financial support in helping reach our fundraising goal. If you are interested in helping the local youth grow and promote kindness online, please consider a donation to our Go Fund Me page at <https://www.gofundme.com/bekindonlinearizona2japan> or through the form of a check to Changemaker High School with the note Arizona-Kansai Be Kind Online Project. Checks can be sent to 1300 S Belvedere Ave, Tucson, AZ 85711.

We are very excited about this project and want to thank you in advance for any support you may give us.

Ricardo
Amy



Simon Olvera
Amy A.
Sofia
Baikyn
Mohammed
Sabrina
Anthony



Changemaker High School

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Mission:

To provide a transformative educational experience that prepares students as solution seekers and enhancers of the world around them.

Vision

Inspire a generational shift that redefines success in a changing world.

Values

We Educate

We Change

We Engage

We Innovate

We Enhance



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Kind Campus Initiative

- kindness nominations
- positive sticky notes
- positive affirmations box
- kindness officers



Art Contest

- Involved the school
- Winner won gift card





Weekly Work Sessions

- Met during school hours and after school 2 times a week
- Created bonds
- Brainstormed
- Teamwork
- Problem Solving



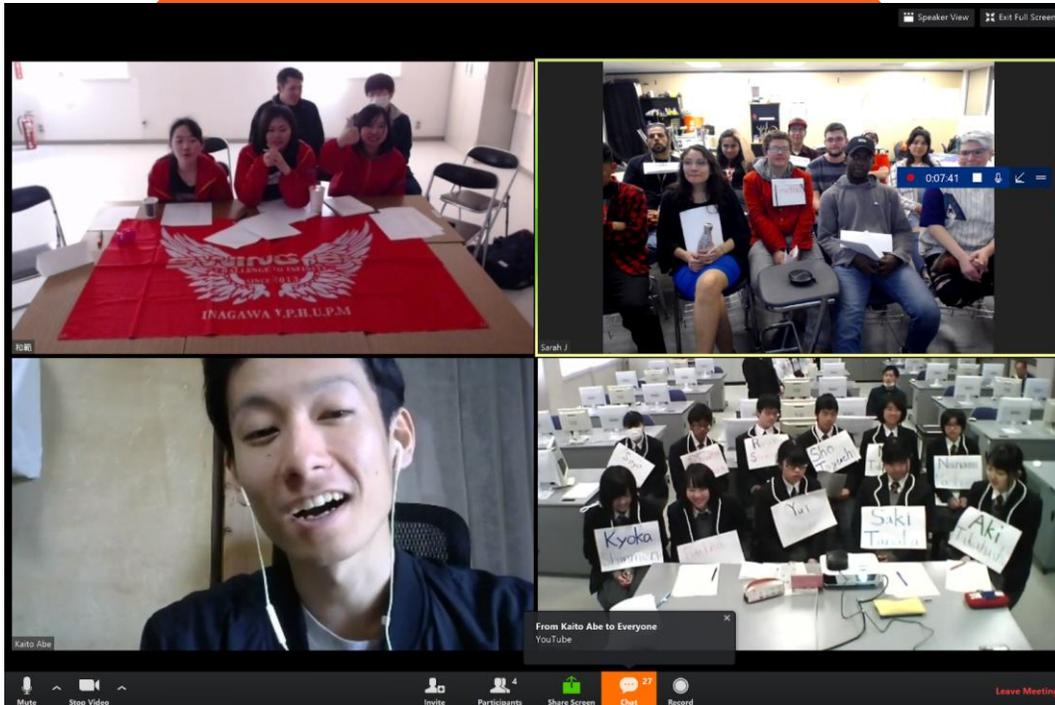
Fundraising

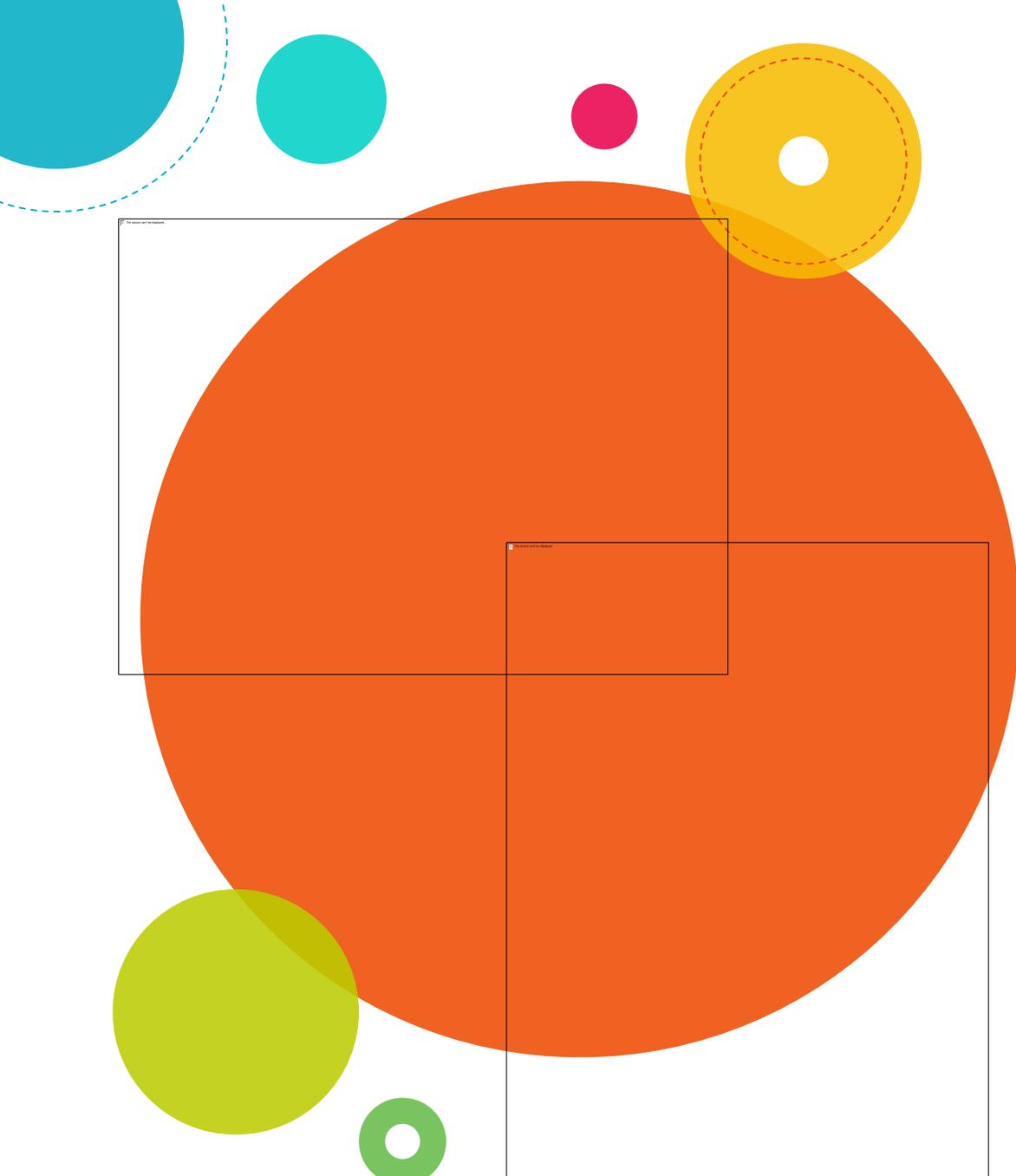
- Donation letters to businesses and corporations
- Bakes sales
- Popcorn sales
- Candy sales
- Car wash
- GoFundMe page



Monthly Teleconferences

- Cultural exchange Q & A
- Progress on our projects





Traveling and Exchange

- Music and food brings everyone together regardless of language barrier
- Experience new culture
- Try new food
- Make lifelong connections
- Exchange of ideas and opinions

Arizona Visits Japan



Japan Visits Arizona



Youth Innovations

- Instagram account
- Twitter account
- Digital survey
- Future online website



SUMMARY

Supporting young people to find solutions to the problem of cyberbullying adds an important voice to the discussions.

Including Eastern and Western perspectives expands options, and provides a meaningful cross-cultural experience.

Youth were able to bond despite the language difference.

Thinking of kindness as an antidote to cyberbullying is worth consideration.

Practically, sufficient funding is necessary; time spent fundraising leaves less time for planning and working on the project.

Some school districts were unwilling to participate because of fears of traveling to Japan.

Questions?

Discussion



Thank you for your attention!!

ありがとうございます
Arigatou gozaimasu

