

Final Report: Symposium on Youth Meanness & Cruelty

Harvard Law School

February 29, 2012¹

The Kinder & Braver World Project: Research Series (danah boyd and John Palfrey, editors)
Brought to you by the Born This Way Foundation & the Berkman Center for Internet &
Society at Harvard University, and supported by the John D. & Catherine T. MacArthur
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¹ This report builds upon the collected notes from the Symposium, which provide a record of the day's proceedings, including the insights and observations of attendees. It was compiled by the Berkman Center team in the wake of the conference, with feedback and input from Symposium participants. The report was finalized on April 23, 2012.

EXECUTIVE SUMMARY

The Symposium on Youth Meanness and Cruelty took place at Harvard Law School on February 29th, 2012 as part of the launch of the Born This Way Foundation, a new foundation dedicated to empowering youth founded by Lady Gaga and her mother, Cynthia Germanotta. The Symposium was generously supported by the John D. & Catherine T. MacArthur Foundation and hosted by the Berkman Center for Internet & Society at Harvard University in partnership with the Harvard Graduate School of Education. It brought together experts, researchers, policymakers, foundation representatives, youth, and others to discuss research and findings related to bullying, meanness, and cruelty, while also emphasizing positive concepts like healthy relationships, civic engagement, and digital citizenship.

In addition to an introduction to the program overall (Section I), this report provides: high level notes from each of the sessions that took place during the Symposium (Section II), answers generated by Symposium participants in response to four driving questions that framed the discussions (Section III), and the central themes that emerged during the day (Section IV).

I. INTRODUCTION

The Born This Way Foundation (BTWF), a new foundation led by Lady Gaga and her mother, Cynthia Germanotta, was formally launched at Harvard University on February 29, 2012. BTWF's goal is to create a movement focused on empowering youth and creating a kinder, braver world. BTWF is based on three "Pillars of Empowerment": (1) Youth need to feel safe; (2) Youth need the skills to effect change; and (3) Youth need the opportunities to have an impact on their surroundings.

As part of its first pillar, safety, BTWF recognizes the need to address bullying and other forms of meanness and cruelty among youth. Conversations with experts in the field resulted in the creation of the *Kinder & Braver World Project: Research Series*, a collection of working papers intended to help synthesize scholarship and provide research-based recommendations for action.² It also led to the Symposium on Youth Meanness and Cruelty, which took place as part of the official BTWF launch. Guided by danah boyd (Microsoft Research and the Berkman Center for Internet & Society) and John Palfrey (Harvard Law School and the Berkman Center for Internet & Society), the Symposium was held with the generous support of the John D. & Catherine T. MacArthur Foundation, and was hosted by the Harvard Berkman Center for Internet & Society in partnership with the Harvard Graduate School of Education.

During the Symposium, experts, researchers, policymakers, foundation representatives, youth, and others came together to discuss research and findings related to bullying, meanness, and cruelty, while also emphasizing positive concepts like healthy relationships, civic engagement, and digital citizenship.³ The Symposium focused on the current state of play of relevant literature and research, curricula, school-based and grassroots interventions, media campaigns, and the legal and policy landscape.⁴ Sessions were geared towards highlighting and developing positive and urgently needed near-term, research-grounded interventions that can address primary concerns regarding harm to youth. They also focused on charting a path for future research and engagement by strengthening existing collaborations and fostering new ones, and creating mechanisms for ongoing communication and exchange. Ideas were also exchanged regarding how to engage the broader community, including youth, parents, educators, and policymakers.

² *The Kinder & Braver World Project: Research Series* (danah boyd and John Palfrey, Editors), is a project of the Berkman Center for Internet & Society, with generous support from the John D. & Catherine T. MacArthur Foundation. See <http://cyber.law.harvard.edu/node/7491>.

³ For the list of Symposium participants, see Appendix A.

⁴ For the Symposium Agenda, see Appendix B.

A central goal was to identify individuals who will contribute to a process that will, over several years, dig deeply into the root causes that give rise to bullying, in order to make more substantial progress in addressing meanness and cruelty toward young people. The Symposium took place alongside other events that were part of the official BTWF launch, including a youth summit organized by the Harvard Graduate School of Education. The summit was designed to build community among youth leaders and activists, and brought together city and community leaders to hear from a diverse group of high school students. Through panels, testimonials, and short performances, participants shared experiences and insights regarding ways to stop bullying and other forms of victimization.⁵

II. HIGH-LEVEL OVERVIEW OF SESSIONS

A) Opening Session

The Symposium began with an introduction and overview of BTWF by Cynthia Germanotta (Co-founder & President of BTWF) and Dr. David Washington (Senior Advisor to Lady Gaga & BTWF for Philanthropy & Policy). The overview described the genesis of BTWF, which was inspired by Lady Gaga’s own experiences and the many fans who have reached out to her for help and guidance. Current partners of BTWF include the MacArthur Foundation, the Berkman Center for Internet & Society, the California Endowment, and Blue State Digital.

The driving goal of BTWF is to start a movement focused on youth empowerment; its mission centers on the belief that everyone has the right to feel safe, to be empowered, and to make a difference in the world. Elements of BTWF’s strategic approach to counter meanness and cruelty differentiate it from other programs’ efforts: it will be grounded in academic research, executed using political campaign tactics, and deployed with the passion and reach of one of the most influential public figures in the world: Lady Gaga. It centers around three “Pillars of Empowerment”: (1) Youth need to feel safe; (2) Youth need the skills to effect change; and (3) Youth need the opportunities to impact their surroundings. By creating a safe place to celebrate individuality, teach advocacy, promote civic engagement, encouraging self-expression, and providing ways to implement solutions and impact local communities, BTWF aspires to create a braver, kinder world for all.

Building on this overview, Connie Yowell of the MacArthur Foundation spoke briefly about the partnership of the MacArthur Foundation, BTWF, and the Berkman Center for Internet & Society. danah boyd and John Palfrey then provided the initial framing for the day, including a description of the workstream sessions and the Final Wrap-up.

⁵ <http://www.gse.harvard.edu/news-impact/2012/03/complete-coverage-born-this-way-foundation-launch/>

B) Workstream Breakout Sessions

Overview

The Symposium was structured around six workstreams that each met in two breakout sessions over the course of the day. Each began with an exercise focused on introducing participants to one another, fostering discussion, and building community. By the Final Wrap-Up session, each workstream was asked to answer four driving questions:

1. **Need To Know:** What are the key 3 or 4 things that a new foundation and the public need to know about the central issues that your stream is focused on (e.g., key research findings, basic knowledge, etc.)?
2. **Central Action Items:** What are the key 3 or 4 things that should be the central action items for the foundation in this arena? (Think about actions that require funding as well as those that do not, low hanging fruit as well as long shots).
3. **Big Picture Ideas:** Are there big picture ideas, incubating projects, or innovative ideas “in the lab” that might work, but that haven’t been tried? How should we support and roll out such initiatives? What are the barriers?
4. **Cross-Stream Needs:** What are 1 or 2 important issues discussed in your workstream that require collaborating with another stream? (This is a complex systems problem, so we know that there’s overlap).

The workstreams were also responsible for thinking holistically about the relevant actors and places where change can happen, and to consider the role and impact of different constituencies, including, for example, LGBTQ youth, youth with disabilities, parents.

The Six Workstream Discussions

This section provides a high level summary of the respective trajectories and main ideas guiding each of the six workstream discussions. It does not include answers to the four driving questions, which are presented in Section III.

1. **Classroom-based Curricula**

Led by Susan Swearer (University of Nebraska-Lincoln) and Mia Doces (Committee for Children), this workstream focused on best practices in classroom-based curricula and barriers to successful implementation. A main topic of discussion was the need to use a developmental

approach to bullying prevention and social emotional skill building starting at an early age and continuing in a sustained manner, in order to create a positive school climate where acts of meanness and cruelty are not part of the culture. The group discussed a number of critical components to developing the right type of approach in schools: learning from existing school-based curricula, engaging youth in the process, training school administrators, staff, and parents, and addressing existing structural and systemic bottlenecks in schools that impede implementation. Participants were frustrated by the lack of emphasis on social-emotional development in education and evaluation, poor funding, and extensive fragmentation in the learning process, such as standalone clusters of modules around specific issues like LGBTQ youth, all of which make it difficult to develop a consistent developmental approach from K-12.

The group also discussed the need to learn from and/or align with existing initiatives, rather than build from scratch. They also highlighted the need to learn from approaches that have not fared well, such as DARE, and to build upon more positive experiences, such as those focusing on social-emotional learning. The group advised that any short-term or “drive-by” approaches must be tied into longer-term strategies in order to be effective. In discussing BTWF’s pillars, participants urged the foundation to focus on teaching youth not just to accept themselves, but also to accept and respect others who may not be like them. They also underscored the need for adult support for sustainable youth-led initiatives and empowerment efforts.

2. Curricula as Campaign for a Networked Age

Led by Jason Rzepka (MTV) and Anastasia Goodstein (Inspire USA Foundation/ReachOut.com), this workstream focused on the idea that empowering curricula can exist outside of the classroom, often in the form of campaigns involving new and old media. The group first discussed the importance of understanding different types of campaigns and their underlying characteristics, including those focused activism/advocacy, those intended to raise awareness, and those grounded in curricula. Time was another element discussed, in the case of campaigns focused on short term objectives versus those focused on collaboration with long-term partners.

The group also discussed mechanisms for engaging youth in campaigns, such as: creating communities that help youth build connections to each other, providing adult support or “scaffolding” for youth-driven initiatives, empowering youth within schools rather than only giving curricula to adults, empowering youth of all ages in all domains of their life to have the skills, opportunities, and support to effect change (e.g., families, sports, other recreational activities, summer camps, community-based organizations), and putting tools in young people’s hands at scale and across the country. The group recognized the need for campaigns to address and provide a voice for all students, especially students with disabilities and LGBTQ youth.

Next, the group talked about the use of media and the need for any new foundation to take responsibility for recognizing the consequences of its messages and actions by: (1) doing formative research from the outset (and using feedback from the target audience(s) to improve campaigns and enhance their safety and potential effectiveness); and (2) doing outcome research to measure effects at various intervals along the way. Part of this effort must ensure that the message and substance do not get lost in slick branding; efforts should incorporate best practices and effectively communicate key messages. Messaging should address the issue of bullying as well as a broader message around creating kinder, safer communities. Campaigns should include models of effective solutions and avoid displaying problematic behavior. Connections between online and offline efforts, including blended campaigns, should be considered.

Participants also discussed the importance of developing messaging that “does no harm,” and agreed that there should be clear standards around media intended to address bullying. These standards should include the tenet that a problem should never be depicted without also presenting solutions. Participants also discussed the concern that media depictions of the relationship between bullying and suicide are not always accurate, and that suicide needs to be addressed appropriately.

Campaign messaging should reflect the reality that bullying is connected to broader issues and efforts to create kinder, more supportive, and safer communities and spaces. Online communities for youth should foster youth leadership and develop both online and offline skills for participants. Young users should have access to resources that empower them to moderate online interaction, in order to make sure that community norms are supportive and appropriate. They should also receive necessary support from other participants and adults, especially when they share their personal stories. The creators of online communities also need to take into account various players—parents, teachers, camp counselors, others—and the skills they need to address bullying, help create kinder, safer communities, and support positive outlets for youth online.

The group next identified useful tools for campaign- and network-building. Examples include mobile phone apps, toolkits/skill-building resources to help youth tell their stories effectively, public service announcements, YouTube videos, songs/anthems, humor, games, virtual worlds, avatars, and tools for leveraging online communities where youth congregate. The group emphasized the attributes—including the effective use of integrated trans-media (new and old media, online and offline)—of most campaigns that have successfully reached youth (e.g., Mean Stinks, thinkb4youspeak.com, *Hollaback!*, “Hey...Shorty”, #LiberateLEGO, and the Trevor Project) as well as those that could have done better (e.g., Stop Bullying: Speak up, the

It Gets Better Project, the CyberTipline’s “Think Before You Post” PSA, aka “slut shamin”).⁶ Overall, the successful projects provided clear messaging and framing, minimized harm reduction, tracked results and effectiveness, emphasized next steps, and consulted with experts prior to and throughout the process of creating, refining, and evaluating a message or action.

3. Evaluation and Assessment

Led by Dina Borzekowski (Johns Hopkins Bloomberg School of Public Health), this stream focused on how to develop an evaluation infrastructure around the rapidly moving issues in the area of bullying in order to assess the efficacy of interventions and other efforts, and to account for unintended consequences. The group emphasized the importance of four main goals related to evaluation and assessment: (1) create a positive research culture within BTWF; (2) use research to inform what BTWF does; (3) use research to inform how BTWF changes its trajectory; and (4) address how BTWF can advance the field of evaluation research related to youth and social development. In discussing these goals, participants expressed optimism regarding BTWF’s capacity.

The group also engaged in a discussion regarding guidelines for sound research. The conversation was framed around the CDC Evaluation Standards, which include the following components: Utility (value to both users and receivers); Feasibility (employs practical, non-disruptive procedures, reflects interests of those involved, and produces viable results); Propriety (research must be ethical); and Accuracy (ensures that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated).⁷

With the initial focus on Utility, discussion revolved around how to make research accessible to a larger audience. There was concern about clarifying what researchers can do to help BTWF, especially in terms of defining research goals and ensuring that ongoing evaluation pushes beyond simple measures of whether or not efforts seem to be popular or widespread. With regard to Feasibility, the group discussed not letting a sense of urgency outweigh or inhibit research quality—for example, not signing onto pre-written curricula that are not effective. With regard to Propriety, the group noted that conducting ethical research is particularly tricky in this arena. Typically, research relies on anonymous, self-reported data, but this may not always be possible or appropriate when part of the goal is help and

⁶ In order of appearance: <http://www.facebook.com/meanstinks>; <http://www.ihollaback.org/about/>; <http://www.ggenyc.org/publications.php>; http://www.huffingtonpost.com/lyn-mikel-brown/legos-for-girls_b_1172876.html; <http://www.thetrevorproject.org/>; <http://www.cartoonnetwork.com/promos/stopbullying/index.html>; <http://www.itgetsbetter.org/>; www.cybertipline.com, http://youtu.be/4w4_Hrwh2XI.

⁷ <http://www.cdc.gov/eval/standards/index.htm>

intervention. Finally, with regard to Accuracy, the group discussed how to measure the notions of “braver” and “kinder” and balance those objectives with other goals.

The group engaged in a brainstorming exercise, based on the learning ecology model, in order to consider the criteria for evaluating a kinder, braver intervention. The model’s framework included: identifying an outcome (a kinder, braver world); setting goals for the short term (changed attitudes), medium term (help-seeking, improved relationships, skill-building), and long term (empathy, perspective taking, moral development, justice); deciding on activities (campaigns, school climate, curriculum, community); and defining situational contexts (individual, family, school, organizations, policies). Additional intervention activities and evaluation formats were also discussed.

Overall, the group recommended a framework to develop a research infrastructure and path to inform BTWF using a 10-year plan. The plan would include:

- Funded research fellowships
- RFPs to community and industry
- “Researchers in residence” to act as an advisory board (perhaps including a Research Director and someone who quickly tests new ideas on students)
- Tools for data collection and measurement
- A research translation function, ideally building on partnerships with existing organizations (e.g., Google, New Visions for Public Schools, Girl Scouts)
- A Youth Advisory Board
- A fund and guidelines for youth-led research
- Training for schools and other professionals on how to identify potentially violent youth
- Training for community-based professionals on understanding and disseminating research
- Support for innovative approaches that advance the research field

The group also suggested that BTWF consider collaborating with other organizations to establish a national baseline of where youth are so that “change” can be measured more accurately when evaluating BTWF’s progress.

4. Grassroots and Peer-Driven Initiatives

This stream, led by Anne Collier (NetFamilyNews.org) and Philippa Collin (Young and Well Cooperative Research Centre and University of Western Sydney, Australia), focused on how youth are developing their own initiatives to address bullying and increase tolerance and civility in their schools, and how youth-driven initiatives can be supported, encouraged, and

scaled. In addition to 12 adults, participants included nine young people from across the country, most of them activists in bullying prevention. The session began with introductions in the form of three “tweet-length remarks” including each participant’s answer to the question “what is the one thing you think the BTWF must know about youth-driven strategies for change?” Many themes emerged from this initial brainstorm, including the need to respect youth expertise and empower young people (who are often each other’s first and even best line of defense and support); to foster sensitive, informed adult support despite or because of how contextual and subtle social aggression can be; and to build on the work of organizations with strong ties to youth activists.

The workstream invited short presentations from the youth participants, who represented the following school- and community-based groups: the National Coalition Building Institute Missoula, Youth Forward, Gay-Straight Alliance, the Stand Up for Others Program, Stand Up, Speak Out: On a Mission to End Bullying, the POWER Club (Providing Original Wisdom in Everyday Revolutions)—a gay-straight alliance event for which the principal made teacher attendance mandatory—the Student Leader project, and The Anti-Bullying Campaign.⁸ Many of the examples illustrated the important role of youth in identifying and filling gaps that adults are either unable to fill or see, especially regarding circumstances of social cruelty. Key insights included: the need for young people and adult allies to work together so that youth know adults care; the need to recognize that youth activists have diverse interests (e.g., projects at one school vs. those that scale, projects that continue past their graduation vs. those that focus on the current year); a need for train-the-trainer training so youth can teach their peers how to mentor peers and younger students; and the need to reach diverse communities, including those lacking in resources. There was also some discussion of how to reach communities where Lady Gaga’s public persona may not appeal to adults and/or youth.

The subsequent discussion noted that bullying prevention should not focus on a narrow age group but start as early as possible in a child’s life and be embedded in social and learning systems throughout, and beyond, the school years. While many grassroots and peer-based initiatives emerge out of and respond to crisis or tragedy, there are also good examples of existing prevention initiatives (e.g. social-emotional learning programs and other tools covered by the Classroom-based Curricula workstream). The group recognized that one of the great strengths and unique characteristics of BTWF is its potential reach and credibility with young people. The group strongly recommended that BTWF continue to interact directly with youth

⁸ <http://www.ncbimissoula.org/>, <http://www.ncbimissoula.org/content/youth-forward>, and <http://www.glsen.org/cgi-bin/iowa/all/library/record/2342.html> <http://www.standupspokeout-endbullying.com/>

outside the school environment, recognizing the potential of BTWF to inspire them to make change.

The group embraced the notion of “youth-centered” as an approach where young people are identified as “the experts.” This approach calls attention to the power imbalance that typically exists between youth and adults. Importantly, the approach promotes youth-led action, but also acknowledges the role adult community leaders and youth-adult partnerships can play. This avoids placing unreasonable pressure or expectations on young people to “do it all” or do it alone. Participants expressed the hope that the BTWF could itself be an “adult ally” that can advocate for systemic change on an unprecedented scale. The group also warned BTWF to be mindful of key factors that shape youth experience of cruelty and violence, particularly gender issues and stereotypes, vulnerability and marginalization (e.g., disability, sexuality, class, race), and the myths fueled by the media, including media hyperbole and misinformation around bullying and suicide.

In terms of specific action items, the group recommended that BTWF focus on resources and initiatives that “ONLY BTWF can do.” The following recommendations were put forward:

- Provide resources/ideas to help young people start bullying-prevention or culture-change organizations and actions, being sure to reach across the digital divide to youth in rural areas and other communities without technology;
- Set up a low-profile international network of young change agents promoting courage, kindness, and respect;
- Hold an annual summit with awards that recognize best practices/projects among youth (spotlighting practices not persons);
- Develop a national standard for evaluating what works at the grassroots level; and
- Actively promote a move away from punitive responses and toward preventative approaches to youth cruelty and violence.

5. Law and Policy

This workstream, led by Dena Sacco (Berkman Center for Internet & Society), focused on the legal landscape surrounding bullying. The stream began with an overview of state anti-bullying laws based on *An Overview of State Anti-Bullying Legislation and Other Relevant Laws*.⁹

⁹ Sacco, Silbaugh, Corredor, Casey, and Doherty (2012). *An Overview of State Anti-Bullying Legislation and Other Relevant Laws. Kinder & Braver World Project: Research Series.*
http://cyber.law.harvard.edu/publications/2012/state_anti_bullying_legislation_overview.

The group continued by discussing some of the nuances of the laws, guided in part by the best practices listed in *Bullying Prevention 101 for Schools: Dos and Don'ts*.¹⁰ Although there has been little formal evaluation of the effects of the state anti-bullying laws, the group agreed that the laws have likely had the positive effect of focusing the attention of various institutions on the issue. At their best, legal measures provide recognition to vulnerable groups and encourage school curriculum, initiatives, and professional development aimed at prevention.

The discussion, however, focused primarily on concerns about the content of the laws. This included an analysis of the disconnect between legal definitions of bullying, which often incorporate concepts borrowed from definitions of harassment, and research-based definitions of bullying, which sometimes do not translate into workable legal standards. Participants also were troubled by: the tendency of many laws to focus on punishment while insufficiently addressing education (including pre- and in-service education and professional development for teachers and staff); the overall lack of focus on social-emotional learning and the creation of better whole school environments; inadequate counseling provisions; and an overall lack of funding for implementation. Participants discussed how aggressors and even targets end up in the criminal justice system because some incidents of bullying involve criminal behavior (e.g., harassment or assault). While no one thought criminal justice was a positive approach to helping youth, participants discussed harnessing resources to reduce the negative impact for those that do end up in the criminal justice system, such as those available for diversion programs.

Because real impact occurs at the policy level, the discussion then turned to what kind of legislation can improve policy, whether at the state, district, or school level. While the US Department of Education currently is conducting a study about how laws are being implemented on the ground, it is clear that more research is needed to determine which legal provisions and policies are effective in reducing bullying. The group then discussed an area in which there is research available, mainly the negative effects of zero tolerance policies used in other contexts, in part based on *Are Zero Tolerance Policies Effective in the Schools?: An Evidentiary Review and Recommendations*.¹¹ Given this research, the group was concerned by the state anti-bullying laws' emphasis on punishment, particularly when paired with the lack of funding for prevention and education. The group also discussed the fact that separating bullying from broader school environment issues is both impossible and counter-productive. A concept like the American Bar Association's work on a model school code, which integrates policies about bullying into the broader landscape of school policy, was seen as a step in the

¹⁰ Swearer, Doces, Jones, and Collier (2012). *Bullying Prevention 101 for Schools: Dos and Don'ts*. *Kinder & Braver World Project: Research Series*.

<http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/BullyingPrevention101.pdf>.

¹¹ <http://www.apa.org/pubs/info/reports/zero-tolerance.pdf>.

right direction, as were efforts to address bullying through broader efforts aimed at creating better whole school environments.¹²

6. School Culture/Climate

This workstream, led by Sameer Hinduja (School of Criminology and Criminal Justice at Florida Atlantic University and the Cyberbullying Research Center) and Richard Weissbourd (Harvard Graduate School of Education), focused on tactical approaches to engendering healthy school culture. The group began by identifying key gaps in the area, including: the need for definitional distinctions in what is meant by school climate; the need to gather information and engage all direct stakeholders (youth, parents, teachers, staff) as well as the broader community (law enforcement, state government, business leaders, mental health professionals); and the need to define what is meant by learning. The group then discussed three priorities for creating a cultural shift: using social-emotional learning to create better whole school environments; modeling effectively; and eliminating the “benefits” of bullying by “changing the game.”

The whole school environment discussion revolved around changing schools’ focus from academic achievement strictly defined (i.e., tests) or particular issues (i.e., bullying) to the broader question of how to create good citizens by emphasizing social skills. Participants thought that social-emotional learning should be a core part of all school curricula starting from day one, and should be implemented using a developmental approach because there are diminishing returns to intervention/prevention as young people get older. This kind of thinking indicates a cultural shift, requiring adults to change how they think about youth and teaching. Peer involvement in creating this shift is key. Adults need to engage youth, not think of them as a group to be disciplined. The group discussed the existence of many microclimates within schools, and creating better interactions by targeting programs at youth in all levels and in all microclimates.

The group discussed modeling as an important part of this cultural change. The group discussed three types of modeling that contribute to youth development: 1) the broader social structure (e.g., disciplinary structures, police) models bullying for young people, as do interactions in broader society (e.g., presidential campaigns); 2) teachers can create a positive classroom environment by modeling both good teacher-student and good teacher-teacher relations, if they are taught how to do so; finally, 3) youth benefit from peer modeling, which for example, is why we know not to group students with the highest needs together.

¹² For a description of the relevant ABA subcommittee, see <http://apps.americanbar.org/litigation/committees/childrights/about.html>.

The group also discussed the need to “change the game” with regard to bullying. Research indicates that when youth bully, they gain social status. There is a reward system for operating within the existing system, and bullying exists as a way to “win” the game. We have to change the game in order to change what constitutes “winning” behavior. Some considered that perhaps the game *has* changed, but the schools and teachers have not caught up. In general, the public school system, with standardized testing and the like, does not cultivate students’ passions. We need to create a new culture among students—a much more empowering, positive culture—that teaches students to be leaders within their community. This culture should be holistic, and should include: who is valued in the school; what messages the school promotes; how the school demonstrates its values (e.g., by placing all photos of football players in the front case, or by pushing categories of the neediest students into juvenile justice through zero tolerance policies); how to bring students together in new ways; how to account for what youth experience at home; and making parents a critical part of the conversation. The powerful idea is that the way we do things now does not need to be how we do it in the future.

The workstream then turned to a summary of extant climate-oriented policies and programming and successful and failed interventions. Three components seem to be necessary for success: the longevity of the plan, the provision of funding as opposed to the creation of unfunded mandates, and systemic as opposed to piecemeal reform. Schools do not operate in a vacuum, but rather, are embedded in a larger society and culture; still, they can do *something*. The group discussed various types of interventions, including those around building positive norms, restorative justice, arts, groups like Sardine Club,¹³ parent involvement in school culture, advisories, peer mediation and mentoring, student-teacher relationships, and language and norms, including the use of positive reinforcement instead of negative terminology. The group noted that overall bully prevention/intervention programs are successful, and bullying rates are falling at large. At the same time, the group cautioned that there is no “one size fits all” response, nor is there one effective measure of school climate. Moreover, school is only one part of the picture—youth are only at school part of the time, and the culture is there long before they arrive. Changing school culture requires education for *everyone*.

C. Final Wrap-up Session

Answers from each workstream to the four driving questions were communicated and discussed with all participants during the Final Wrap-Up session, led by Dena Sacco (the Berkman Center for Internet & Society) and Mia Doces (the Committee for Children). These answers are detailed in Part III below.

¹³ The Sardine Club is a group of approximately 40 fourth grade students at an elementary school in West Virginia who meet once a week to eat sardines together based on research related to the connection between behavior and nutrition.

III. ANSWERS TO THE FOUR DRIVING QUESTIONS

QUESTION 1: NEED TO KNOW

What are the key 3 or 4 things that a new foundation and the public need to know about the central issues that your stream is focused on (e.g., key research findings, basic knowledge, etc.)?

CLASSROOM-BASED CURRICULA

1. Existing effective curricula can work if implemented well.
2. There is no “one-size fits all” curriculum. There is continued need for effective evaluation of what works under what conditions.
3. Adult leadership and teacher training are critical for effective implementation. Key components are: focusing on prevention; employing a developmental focus; and avoiding a “hidden curriculum” that marginalizes groups. There is a need to address real barriers, such as teacher unions, bullying among adults, lack of funding, “No Child Left Behind,” poor teacher-parent relationships, lack of training, etc.
4. Diversity includes race, ethnicity, gender, religious orientation, sexual orientation, etc. We need to advance the discussion about tolerance and diversity not by focusing on specific groups; instead, we need to look at the importance of valuing diversity because differences of all types should be celebrated, not condemned.

GRASSROOTS AND PEER-DRIVEN INITIATIVES

1. Tremendous, localized, youth-centered innovation is happening from which BTWF can learn and with which they can partner to effect systemic change. There is no need to reinvent the wheel.
2. One size does not fit all - different communities have different needs, based on rural/urban divides, access to technology, economic issues, racial make-up, and many other factors.
3. Listen to youth and participants in other grassroots efforts, and form inter-generational partnerships- youth are identifying and filling gaps that adults either are not able to address or are not able to see.
4. Help society move away from a punitive approach to one that recognizes that youth who bully often have their own issues, and can be allies.

CURRICULA AS CAMPAIGN FOR A NETWORKED AGE

1. It is important to better understand how to co-create campaigns that are youth-fueled and adult-supported.
2. Building community is key, so campaigns should focus on building depth and connection to others as well as to a central idea.
3. Co-creation and youth-initiated efforts are critical - consider how to put tools in young people’s hands at scale across the country, so that they are empowered to contribute to the conversation, while recognizing that peer-based support models must be responsible.
4. It is important to intervene when children are young and to intervene regularly and consistently throughout their developmental pathway into adulthood.

LAW AND POLICY

1. The law in this area is complex and evolving- at its best, it gives the schools a reason to focus on creating a better whole-school environment, but at its worst it can encourage excessive discipline while failing to prevent future harm for all involved.
2. The laws tend to separate bullying out from the other issues that schools face, rather than addressing it as one element in creating a better whole-school climate.
3. The laws create unfunded mandates that place bureaucratic and procedural requirements on schools without providing them with the capacity to make efforts effective and supportive.
4. Expulsion from school and involvement of youth in the juvenile justice system will not prevent bullying.

EVALUATION AND ASSESSMENT

1. Research can benefit from BTWF and BTWF can benefit from research.
2. The evaluation and assessment workstream can aid in the development of programs and initiatives, monitor progress, recommend course corrections, and evaluate whether the organization is meeting its objectives with specific initiatives and overall.

SCHOOL CULTURE

1. While schools play an important role, we cannot expect them to be the only sites of social change. Instead, a shift needs to occur in culture and civil society, both from the top-down (institutionally) and from the bottom-up (grassroots).
2. Bullying is not an isolated youth phenomenon- aggressive, prejudiced, and mean behavior happens among adults as well. Any solution must confront these problems across demographics and at their cause (e.g., prejudice). Change cannot happen vertically, but instead requires behavior and paradigm shifts from all stakeholders, allowing youth to contribute their perspectives and experiences.
3. Reinforcing traditional categories that exist in schools (e.g., successful, popular, lost causes, athletes, geeks) limits both young people’s identities and our imaginations when it comes to interventions. For example, zero-tolerance policies classify rule-breakers as “bad kids” incompatible with the school. Instead, schools should encourage and build structures that lead to cross-interaction between groups and micro-cultures. For instance, low-achieving students working with high-achieving peers can begin to adopt better behavior.
4. Successful programs are diverse but share some characteristics, including: youth involvement in agenda-setting, implementation, and evaluation; sustained and meaningful parental involvement; investment by teachers, administrators, system, and community, especially in terms of funding; attention to students’ social and academic success, moving away from narrow attention to academic standards; and direct interventions for particularly at-risk groups blended with school culture initiatives.

QUESTION 2: CENTRAL ACTION ITEMS

What are the key 3 or 4 things that should be the central action items for a foundation in this arena? (Think about actions that require funding as well as those that do not, low hanging fruit as well as long shots).

CLASSROOM-BASED CURRICULA

1. Promote the idea that there are evidence-based curricula programs that can help make things better for young people.
2. Build conversation on mainstream educational instruction.
3. Do not reinvent the wheel, as effective programs already exist. It is important to work together, especially around messaging.
4. Promote funding to evaluate diversity integration in existing curricula.

GRASSROOTS AND PEER-DRIVEN INITIATIVES

1. Create a network of change agents that acts to sustain, legitimize, and amplify the power of local movements to effect youth-centered change.
2. Myth-bust! Work with experts and use the communication tools of the movement to educate young people on facts, e.g., about relationship between bullying and suicide (not the cause-and-effect relationship that media has made it out to be) and listen to young people's perceptions, encouraging them to contribute to myth-busting.
3. Provide access points for youth to bring about change.
4. Promote more research, for example, to identify what turns a bully into a victim and vice-versa; identify when adults are needed; etc.

CURRICULA AS CAMPAIGN FOR A NETWORKED AGE

1. Create effective campaigns in communities by focusing on modeling effective solutions (process) that helps youth come to "productive" conclusions and understand "productive" uses of power. Never talk about a problem unless you address solutions.
2. Build a team of ambassadors; partner/harness high visibility platforms and surface resources there. Create coalitions with other relevant actors/talent.
3. Identify, learn from, and attempt to replicate relevant models that have been shown to work (e.g., anti-smoking campaign that changed social norms and led to marked decrease in smoking).
4. Publicize helpful resources that provide youth with information on how to be safe. At the same time, forge pathways to more meaningful actions- beyond just "sign a pledge" or "like" on Facebook.

LAW AND POLICY

1. Create a shift in focus from punitive consequences for bullying to prevention, through support for creating a safe and supportive whole-school environment from the earliest ages.
2. Advocate for laws that focus on comprehensive training and education to create a better whole-school environment starting at the earliest ages.
3. Advocate for funding for schools to create better whole-school environments, because laws do not provide such funding.

EVALUATION AND ASSESSMENT

1. Create a research infrastructure to measure change by the organization overall and change by individual programs and initiatives.
2. Include in research infrastructure: conduct theory-based research that helps inform development of projects and programs; monitor progress and change actions of the foundation; change and influence science; and incorporate youth voices into research.

SCHOOL CULTURE

1. Prevention and intervention efforts need to begin at the youngest ages. While interventions for adolescents are critical, there are diminishing returns of cultural shifts once behaviors are learned. Therefore, values and social-emotional skills should be part of core-learning goals from early education onward.
2. Training for the change-makers (teachers, students, community members) should be undertaken strategically with express attention to cruelty and meanness. This is especially true for teacher training, which necessarily involves meaningful feedback from young people. Progress should be assessed and made available to the public.
3. Support collaborative campaigns that harness youth collective power along with untapped resources, such as policy or celebrity.

QUESTION 3: BIG PICTURE IDEAS

Are there big picture ideas, incubating projects, or innovative ideas “in the lab” that might work, but that have not been tried? How should we support and roll out such initiatives? What are the barriers?

CLASSROOM-BASED CURRICULA

1. Focus on empathy and inclusiveness in school curriculum. Strategies that motivate as well as provide skills and safe environments are needed: empathy opens the door.
2. Consider how to address the digital divide and the participation gap.
3. Raise awareness about LGBTQ and diversity issues.
4. Use modules of skills that can be taught in discrete ways.

GRASSROOTS AND PEER-DRIVEN INITIATIVES

1. Host an annual event awarding best practices in this space (focus on practice, not persons). Aggregate and disseminate the best ideas/efforts that are already happening, with a BTWF seal of approval, and incorporating peer-driven awards.
2. Foster intra-generational ties/support: leverage the role of adult allies and make them more available (and helpful) to youth movements.
3. Validate whatever scale young people come up with- embrace small, organic efforts as much as large-scale ones.
4. Help turn victims into advocates.

CURRICULA AS CAMPAIGN FOR A NETWORKED AGE

1. Collaborate everywhere possible and establish a “bravery space” (do not reinvent the wheel or duplicate efforts). In so doing, determine: what relative power/role(s) of campaign-made and youth-made movements are and how the two relate; how to prioritize new media vs. old media; whether there are different actions needed for local, national, and international campaigns.
2. Pull in new neuroscience thinking about brain development and involve the youngest children- relational aggression occurs as young as kindergarten and preschool-age.
3. Engage youth where they are: for example, have youth develop acceptable interaction plans for their own online and offline communities; investigate and use developmentally appropriate vocabulary; explore the potential for using humor, satire, or irony- levity is appealing, but should be used carefully, as youth consider bullying a serious topic.
4. Build platforms/infrastructure/tools to create opportunities; for example, to help youth express themselves through digital storytelling and give them a tech skill. Use maps/visualizations to report harassment and/or take positive actions.

LAW AND POLICY

1. We still do not know what an ideal law or policy around bullying looks like: we need research on the impact that the laws and policies are having on schools and on children, including on subgroups such as students of color and students with disabilities.
2. There is concern that the laws and resulting policies provide disincentive to students, staff, parents, and administrators to report incidents. We need to find ways to measure, account for, and correct this unintended consequence.
3. The laws often require reporting from schools to districts and/or to state entities, but tend to measure incidents as opposed to overall school culture/climate. We need to consider how to measure school culture/climate, not just incidents.

EVALUATION AND ASSESSMENT

1. Ground action in research using a 10-year time frame, including:
 - a. Funded research fellowships;
 - b. RFPs to community and industry;
 - c. “Researchers in residence” to act as an advisory board (perhaps including a Research Director and someone who quickly tests new ideas on students);
 - d. New tools for data collection and measurement;
 - e. A research translation function, ideally building on partnerships with existing organizations (e.g., Google, New Visions for Public Schools, Girl Scouts);
 - f. A Youth Advisory Board;
 - g. A fund and guidelines for youth-led research;
 - h. Training for schools and other professionals on how to identify potentially violent youth;
 - i. Training for community-based professionals on understanding and disseminating research; and
 - j. Support for innovative approaches that advance the research field.
2. Collaborate with other organizations to establish a national baseline of where students are, so we know what “change” looks like when evaluating BTWF’s progress.

SCHOOL CULTURE

1. Young people have a collective intelligence that we do not have and cannot develop, born of engagement with new media (game, virtual worlds, etc.). Adults can transcend the boundaries between youth and adults by using youth’s natural skills and intrinsic motivations.
2. Youth could create documentaries featuring schools and climate best practices, perhaps also tapping into the celebrity network for greater cache.
3. Collaborative efforts between youth, teachers, and other adults should be solicited and rewarded. It is important that we not create “adult solutions” to “kid problems,” but that we focus on human solutions to human problems.

QUESTION 4: CROSS-STREAM NEEDS

What are 1 or 2 important issues discussed in your workstream that require collaborating with another stream? (This is a complex systems problem so we know that there's overlap).

CLASSROOM-BASED CURRICULA

1. Education policy.
2. Cultural conversations, because bullying is a cultural phenomenon.
3. Need for new research and technologies to collect data, including research on approaches that integrate social-emotional learning and academic outcomes.

GRASSROOTS AND PEER-DRIVEN INITIATIVES

1. Support development of a national standard for evaluating what works at the grassroots level and a way to measure change as a result of BTWF activities.
2. How to measure school climate/school support levels for youth, as opposed to just instances of bullying? How can we encourage students to report bullying and schools to track it, without fear of repercussions?
3. Curricular activities in schools designed to prevent and address bullying need to be not only informed but also developed by young people.

CURRICULA AS CAMPAIGN FOR A NETWORKED AGE

1. Many campaigns are being developed in a vacuum. They are not grounded in research findings and do not make use of research to formulate, refine and evaluate their effectiveness. This is a problem around which we should collaborate to develop better research-based strategies to determine what we do/do not know and how we can better shape and evaluate interventions.
2. Grassroots and peer-driven efforts: what is the effectiveness of grassroots/peer-driven mediation and mentoring methods versus involving adults?

LAW AND POLICY

1. The law uses terms like "evidence-based" and "research-based" with reference to curricula and best practices, but schools do not really know what these mean and advertising for materials can be misleading.
2. Make sure that all working groups look at materials and curricula based on developmental and culturally responsive approaches to bullying.

EVALUATION AND ASSESSMENT

1. In order to create a framework to evaluate the effectiveness of BTWF's initiatives in different settings with different populations, we need more information on general and specific goals.

SCHOOL CULTURE

1. Grassroots and peer-driven initiatives: school culture is created by everyone in the environment (and influenced by outside). Collaboration among all stakeholders (including parents, law-enforcement, youth workers, mental health professionals, etc.) guided by common principles will create comprehensive shifts.
2. Classroom-based curriculum: resources that draw on young peoples' input and intrinsic motivation, including games, new media, and social media.
3. Evaluation and assessment: social-emotional learning should be a core part of curriculum and mission, but standardizing it is problematic.

IV. CENTRAL THEMES

The Symposium brought together experts in different fields to discuss a variety of topics related to the best ways to address youth meanness and cruelty. Still, several consistent themes emerged throughout the day. These themes include the following:

It is important to plan for the long-term:

- Meanness and cruelty is not new, nor is it on the rise. While there is tremendous attention to this issue right now, there is no silver bullet solution. Thus, it is important to leverage momentum to think long-term rather than get swept away by the desire to focus on small immediate gains. Any short-term plans of action should be built into a long-term plan for consistent, sustained efforts to create a kinder and braver world over time.
- It is critical to establish an infrastructure that can help scale what is already underway while providing a long-term vision for how to solve this complex issue.
- Short-term solutions that are not assessed may have unintended long-term consequences.

Research and evaluation are critical:

- Any effort BTWF undertakes in this space should be grounded in theory-based research; this provides a framework for systematically addressing the complexity of the issue.
- BTWF should establish a framework for evaluating efforts and assessing change, as well as measuring the impact of all its endeavors. Goals and actions should be undertaken and adjusted based on those evaluations and assessments.
- All research and evaluation must: (1) be ethical; (2) be of value to both users and receivers; (3) employ practical, non-disruptive procedures, reflect the interest of those involved, and produce translatable results; and (4) use valid and reliable measures.
- More research is needed on a range of issues in different settings and with different populations. “What works under what conditions?” is a critical, yet unanswered, question for assessing which interventions make sense.

Youth Involvement is critical:

- Youth should be involved in the movement at every level. A youth advisory board should be set up to ensure that youth are engaged at all stages.
- BTWF should strive to reach youth across the digital divide, as well as to engage youth irrespective of economic status, race, gender, sexual orientation, disability, race, ethnicity, religious ideology, national origin, or any other factor.
- BTWF should aim its efforts at youth from pre-kindergarten to adulthood—changing culture takes time, and the youngest are often the easiest to reach. Helping youth, however, sometimes requires helping adults too.

- Helping youth means helping *all* youth—targets, aggressors, and witnesses—because every child deserves our empathy and support, and can learn to be a kinder, braver person.

Youth need adult allies:

- Youth should not be expected to go at it alone: they need adult allies, including allies in school, in their families, and in the broader community. These adult allies, of course, include Lady Gaga and BTWF. But they also need allies that go beyond BTWF and Lady Gaga.
- Meanness and cruelty are not limited to youth; part of making change is getting adults to change as well, and getting adults to serve as positive role-models for youth.
- Values and biases are shaped in the home. Therefore, engaging youth also will require engaging families and other adult caregivers.

The focus should be on education and prevention, not punishment:

- Education for youth, schools, parents, and the broader community is the key to changing culture in a way that will reduce bullying.
- Over-reliance on punishment in schools and on the juvenile justice system will not change culture or prevent bullying.

Education should be developmental and focus on creating a better whole school environment:

- There is no one size fits all solution to bullying.
- A developmental approach to bullying prevention and social and emotional skill building should start at an early age and continue throughout young adulthood in a sustained, coordinated manner.
- Not all education has to take place in the classroom, but learning is a central part of making change; media campaigns should have a grounded learning component to them.

Bullying cannot be addressed as a stand-alone issue:

- Bullying is just one part of broader community and school culture issues, and it is only through reaching those broader issues that we can make lasting change.

Innovation and collaboration are both key:

- BTWF should create opportunities for youth to innovate and collaborate around efforts to create a kinder, braver world, whether big or small, providing not only infrastructure, platforms and tools, but also access to information and guidance.
- BTWF should look for opportunities to collaborate with organizations with established strong ties to youth change makers, networks, and other innovators in this space.

There is no need to re-invent the wheel, forming partnerships is key:

- BTWF should identify and establish relationships with partners of every type— celebrity, political, organizational, governmental, and individual, both adult and youth. Lady Gaga should not be the only celebrity involved in this initiative.
- BTWF should tap into existing networks and support structures, including mental health, schools, after-school programs, religious organizations, families, and so on, rather than re-invent the wheel.

Support structures must be provided in tandem with action items:

- Mental health support structures for responding to youth in crisis must be worked into efforts such as websites and the Born This Way Bus, to make sure youth who need help receive it and that efforts do not contribute to harm.
- It is important to tap into local support networks and structures for youth.

Funding is critical:

- Funding for education and prevention in schools is key, because schools are an important location for supporting positive changes for youth. Schools face unfunded mandates in the bullying arena as well as many competing goals and responsibilities.
- Funding for research, grassroots initiatives, student programming, and other types of activity in this space is vital.

Think locally, nationally, & globally:

- The Born Brave movement should be scaffolded to be both local and global: while BTWF should support change in 'local' communities with a national focus, the reach and potential impact of BTWF initiatives will not and should not stop at the borders of schools, communities, or countries.

The Berkman Center for Internet & Society and the participants at the Symposium look forward to building on these themes and the many ideas that emerged during the Symposium, collaborating with the Born This Way Foundation as it moves forward to create a kinder and braver world.

Appendix A: List of Participants

- Patricia Agatston, cyberbullyhelp.com and Cobb County School District, GA
- Stephen Balkam, Family Online Safety Institute
- Dennis Barr, Facing History and Ourselves
- Heather Bastow Weiss, Harvard Family Research Project, Harvard Graduate School of Education
- Sheri Bauman, University of Arizona
- Emily Bazelon, Slate and Yale Law School
- Iko'tsimiskimaki "Ekoo" Beck, Hellgate High School and National Coalition Building Institute
- Dina Borzekowski, Johns Hopkins Bloomberg School of Public Health
- danah boyd, Microsoft Research and Berkman Center for Internet & Society
- Marc Brackett, Yale University
- Lyn Mikel Brown, Hardy Girls Healthy Women and Colby College
- Eliza Byard, Gay, Lesbian, and Straight Education Network
- Stephen Carrick-Davies, Independent
- June Casey, Berkman Center for Internet & Society and Harvard Law School Library
- Anne Collier, NetFamilyNews.org, ConnectSafely.org
- Philippa Collin, Young and Well Cooperative Research Centre, University of Western Sydney
- Dewey Cornell, Curry School of Education, University of Virginia
- Wendy Craig, Queen's University
- David DeVoursney, Substance Abuse and Mental Health Services Administration
- Toby Dewey, Urban Improv
- Mia Doces, Committee for Children
- Elizabeth Englander, Massachusetts Aggression Reduction Center, Bridgewater State University
- Dorothy Espelage, University of Illinois at Urbana-Champaign
- David Finkelhor, Crimes Against Children Research Center, University of New Hampshire
- Howard Gardner, Harvard Project Zero, Harvard Graduate School of Education
- Laurie Garduque, MacArthur Foundation
- Urs Gasser, Berkman Center for Internet & Society
- Dana Gershengorn, Massachusetts Judiciary
- Melissa Gilliam, University of Chicago
- Anastasia Goodstein, InspireUSA, ReachOut.com
- Mary Gordon, Roots of Empathy
- Mark Greenberg, Pennsylvania State University
- Michael Gregory, Trauma and Learning Policy Initiative, Harvard Law School and Massachusetts Advocates for Children
- Sameer Hinduja, Cyberbullying Research Center and Florida Atlantic University
- Arthur Horne, University of Georgia
- Carrie James, Project Zero, Harvard Graduate School of Education
- Lisa Jones, Crimes Against Children Research Center, University of New Hampshire

- Stephanie Jones, Harvard Graduate School of Education
- Jaana Juvonen, University of California, Los Angeles
- Andrea Kayne-Kaufman, DePaul University
- Joe Kosciw, Gay, Lesbian, and Straight Education Network
- Christopher Le, Emotion Technology
- Erica Lee, U.S. Department of Education
- Amanda Lenhart, Pew Internet & American Life Project
- Susan Limber, Clemson University
- Scott LoMurray, Sources of Strength
- Kathleen McCartney, Harvard Graduate School of Education
- Aidan McDaniel, Berkeley Springs High School, Morgan County, WV
- Gary McDaniel, Morgan County Schools, WV and West Virginia University
- David McFarland, The Trevor Project
- Mary Madden, Pew Internet & American Life Project
- Effie Malley, National Center for the Prevention of Youth Suicide at the American Association of Suicidology
- Larry Magid, connectsafely.org
- Marianne Malmstrom, Elisabeth Morrow High School, New Jersey
- Alice Marwick, Microsoft Research
- Laurie Nathan, National Center for Missing & Exploited Children
- April Naturale, Substance Abuse and Mental Health Services Administration
- Deirdre O'Connor, National Council on Crime and Delinquency
- John Palfrey, Berkman Center for Internet & Society and Harvard Law School
- CJ Pascoe, Colorado College
- Justin Patchin, Cyberbullying Research Center and University of Wisconsin Eau-Claire
- Paul Poteat, Boston College
- Wendy Price, Massachusetts School Psychologists Association
- Diane Rosenfeld, Harvard Law School
- Lee Rush, JustCommunity
- Jason Rzepka, MTV
- Dena Sacco, Berkman Center for Internet & Society
- Marlene Sallo, U.S. Commission on Civil Rights
- Robert Selman, Harvard Graduate School of Education
- Peggy Sheehy, Ramapo Central School District, NY
- Katharine Silbaugh, Boston University School of Law
- Rachel Simmons, Writer, Girls Leadership Institute
- Ron Slaby, Education Development Center and Children's Hospital Boston/Harvard Medical School
- Peter Smith, University of London
- Andrew Solomon, MacArthur Foundation
- Margot Stern Strom, Facing History and Ourselves
- Kim Storey, Kim Storey Education Designs

- Brian Suda, Optional.is
- Bonnie Sutton, SITE.org
- Sue Swearer, University of Nebraska-Lincoln
- Deborah Temkin, U.S. Department of Education
- Kristen Titus, Dosomething.org
- Tyler Tschida, National Coalition Building Institute
- Richard Weissbourd, Harvard Graduate School of Education
- Nancy Willard, Independent and Center for Safe and Responsible Internet Use
- Peter Wyman, University of Rochester
- Michele Ybarra, Center for Innovative Public Health Research
- Connie Yowell, MacArthur Foundation

Appendix B: Symposium Agenda

Agenda Wednesday, February 29th

Location:

Wasserstein Hall, Caspersen Student Center and Clinical Wing, Harvard Law School
1585 Massachusetts Avenue
Cambridge, MA
(Corner of Mass. Ave. and Everett St.)

8:30 - 9:00 AM

Breakfast and Registration

Wasserstein - Milstein West AB Function Room, 2nd Floor

9:00 - 9:45 AM

Introduction and Overview of the Born This Way Foundation, including Q & A

- Cynthia Germanotta, Born this Way Foundation
- Dr. David Washington, Born this Way Foundation
- Connie Yowell, MacArthur Foundation

Opening and Initial Framing for the Day

- danah boyd, Microsoft Research and Berkman Center for Internet & Society
- John Palfrey, Berkman Center for Internet & Society

9:45 - 10:00 AM

Transition

10:00 - 11:30 AM

Breakout Sessions 1 (Workstreams #1-6)

- Classroom-based curricula (Sue Swearer and Mia Doces), *Room 3008*
- Curricula as campaign for a networked age (Jazon Rzepka and Anastasia Goodstein), *Room 3009*
- Evaluation and Assessment (Dina Borzekowski), *Room 3011*
- Grassroots and Peer-driven Initiatives (Anne Collier and Philippa Collin), *Room 3012*
- Law and Policy (Dena Sacco), *Room 3013*

	<ul style="list-style-type: none"> • School Culture/Climate (Sameer Hinduja and Rick Weissbourd), <i>Room 3015</i>
11:30 - 11:45 PM	Transition
11:45 - 12:45 PM	<p>All-Group Lunch and Discussion (Mix and Match) <i>Wasserstein - Milstein West AB</i></p> <ul style="list-style-type: none"> • Presentation by Urban Improv, <i>A Rehearsal for Life</i> Seating will be assigned in order to facilitate cross-working group conversation and exchange.
12:45 - 1:00 PM	Transition
1:00 - 2:00 PM	<p>Breakout Sessions 2 (Workstreams #1-6)</p> <ul style="list-style-type: none"> • Classroom-based curricula (Sue Swearer and Mia Doces), <i>Room 3008</i> • Curricula as campaign for a networked age (Jazon Rzepka and Anastasia Goodstein), <i>Room 3009</i> • Evaluation and Assessment (Dina Borzekowski), <i>Room 3011</i> • Grassroots and Peer-driven Initiatives (Anne Collier with Philippa Collin), <i>Room 3012</i> • Law and Policy (Dena Sacco), <i>Room 3013</i> • School culture/School Climate (Sameer Hinduja and Rick Weissbourd), <i>Room 3007 *Please note room change</i>
2:00 - 2:15 PM	Transition
2:15 - 3:00 PM	<p>Final Wrap-Up: Reporting Back, Key Takeaways and Mapping a Future Research Agenda <i>Wasserstein – Room 2009</i></p>
3:00 - 3:15 PM	<p>Transition to Sanders Event (<u>AskWith Forum</u>) Walk en masse to <u>Sanders Theatre/Memorial Hall</u>, Harvard University, 45 Quincy Street, Cambridge MA (<i>approximately 10 minutes</i>)</p>
3:15 PM	Ticketing and seating for Born This Way Foundation Launch Event
4:00 PM	Born This Way Foundation Launch Event begins