

“Another School Shooting?!”: An Analysis on bystander response on school shootings

By: Guadalupe Gonzalez Valadez

Submitted to Sociology Department in the School of Natural and Social Sciences

In partial fulfillment of the requirements for the degree of Bachelor of Arts

Purchase College

State University of New York

May 2021

Sponsor: Dr. Alexis Silver

Second Reader: Dr. Kristen Karlberg

Table of Contents

Introduction	3
Literature Review	5
<i>Framing Tragedy</i>	6
<i>Gun Symbolism</i>	7
<i>Social Movements</i>	8
<i>New Medias vs New Media</i>	10
<i>School Shooting Coverage</i>	12
<i>Bystander Response</i>	14
Methods	17
Findings and Analysis	19
<i>News media and new media</i>	19
<i>Media intent and manipulation</i>	23
<i>Strains in relationships due to politics</i>	24
<i>Youth bystander intervention</i>	27
<i>Parental bystander intervention</i>	29
<i>Virtual Bystander intervention</i>	33
<i>Experiences towards helping professions</i>	35
<i>Privilege</i>	36
Conclusion	39
References	42

Introduction

Throughout the last few decades, starting at least in the late 1990s there has been an increase in mass shootings and the majority of these shootings have occurred in schools. There have been school shootings dating back to the 1940s, but the mass school shootings began in the 1990s (Katsiyannis, 2018). The shootings which get the most media and news attention are those involving schools, due to the vulnerable population in these institutions meant to protect them and keep them safe from harm (Katsiyannis, 2018). Columbine High School in 1999, Sandy Hook Elementary School in 2012, and Marjory Stoneman Douglas High School (MSD) in 2018 are a few known mass school shootings.

These are not the only mass shootings, but these specifically involve students and faculty in K-12, which can affect the development of young students. According to Katsiyannis, "the FBI doesn't have a definition for mass school shootings... Based on the criteria, we define mass school shootings as a situation where one or more people intentionally plan the killing or injury of four or more people, not including themselves, using one or more guns, with the killings or injuries taking place on school grounds during the school day or during a school-sponsored event on the school grounds" (Katsiyannis, 2018). Multiple different issues can impact someone to the point of enacting a school shooting, such as toxic masculinity, the culture of violence, and mental health issues. There is no solid reason why school shootings happen, but possible factors include mental health issues, lack of confrontation skills without violence, and the availability of guns. School shootings have become increasingly more deadly due to the easy accessibility of guns and weapons designed for war. These situations would be better prevented with more restrictions and practices to secure guns and keep them out of the hands of people with intent to harm others.

Sam Zeif, a survivor from the Parkland School shooting spoke at the White House listening session on gun violence with then-President Trump. During the gathering, Zeif stated “I don’t understand how I can still go into a store and buy a weapon of war... an AR... these aren’t weapons of defense, these are weapons of war...” (Zeif, 2018) In fact, Zeif was in the building where the shooting occurred but wasn’t physically harmed. Despite not being physically harmed, he is emotionally affected due to the trauma and his best friend being killed. Although he was intimately affected by the shooting, there are others with fewer connections to the incident who nonetheless felt traumatized as well, virtual bystanders.

Virtual bystanders are exposed virtually by learning about the news on various platforms. Virtual bystanders are exposed through the news on tv, newspapers, social media, and additional online platforms. During the shooting at MSD, some students used social media to share their experiences through pictures and videos. These findings specifically capture the victims' raw footage of the incident and their location during the shooting. Virtual bystanders watched these videos and felt intimately connected to the students and their experiences that day.

During the MSD shooting, Sam Zeif was on the third floor texting his brother to remain calm and hide, as he was on the main floor of the shooting (Lefferman & Taguchi, 2019). Through the share of posts, texts and messages sent on social media; people could learn about their loved ones to determine if they were in proximity to where the shooting occurred. In these tragedies, there is a common feeling of not knowing whether the shooting is over and who is harmed. These feelings affect the students and faculty because no one truly knows until authorities escort them to safety. These are all traumatic situations, but learning the news in real-time via social media and cellphone usage causes the tragedy to feel even more raw, graphic, and intimate.

The virtual bystanders who learn about school shootings on social media and are not directly involved and cannot respond in many ways. Virtual bystanders can consist of individuals who learn about the situations via social media or online. There has been footage captured during school shootings and most come from cell phones. These videos have the capability of becoming viral, thereby heightening fear and trauma of the tragedies for both physical and virtual bystanders. There were a couple of survivors who experienced this when their recordings went viral.

For example, David Hogg, a student from MSD High School recorded cell phone footage during the shooting that went viral. In the recording, Hogg interviewed his classmates and shared the recording with a local news station the following day (Hogg & Hogg, 2018). The recording received backlash to which Hogg responded, “I was interviewing my classmates because we didn’t know if we were going to die” (Hogg & Hogg, 2018). Thus, the raw viral footage can be more likely to influence individual’s emotions to become involved in advocacy. Instead of just news media showing the aftermath, these recordings can share the moments capturing the survivors’ perspectives in real-time.

The factors which influenced social movements following school shootings have been global news coverage and viral recordings. After the Parkland shooting, students organized to be interviewed on their experience and motivation to advocate. There were a few survivors from the Parkland shooting who formed the March for Our Lives (MFOL) movement, which caught the attention of hundreds of thousands of individuals. There have been bystanders who have advocated either virtually or directly in person. In an attempt to answer the research questions, I will mainly use the Marjory Stoneman Douglas school shooting as a case study. Through studying the effects and aftermath of school shootings, this study examines how victims’ stories

and experiences impact bystanders who learn about these tragedies online or in the news media. In this study, I explore three research questions, (1) How have new media and social movements promoted on new media platforms changed the public conversation surrounding gun violence, gun control, and school shootings? (2) How is new media used to spread news and awareness about school shootings? (3) Do direct and indirect responses to school shootings influence people to join social movements addressing gun violence?

There are many aspects of media associated with school shootings. Through the advancement of technology access, the speed of news travels faster through social media than normal news articles. According to Forbes Magazine, "Internet users surveyed said that they hear about the latest news via social media before ever hearing about it on a news station" (Martin, 2018). People are more likely to learn about the current news from social media first before reading it through the newspaper or viewing it on television. The news along with the footage can spread like wildfire by becoming viral, especially if it becomes national/global news. These videos and news can have two different responses. The two polar responses relate to politics inferring in social activism, relationships, and bystander response.

Literature Review

Framing Tragedy

When learning about breaking news, the news media uses frames to bring attention to important topics. According to Goffman, "framing theory is emphasis framing or the idea that journalists use frames to direct audiences to a particular perspective by highlighting information that supports that perspective" (Goffman, 1974, p. 599). The approach is based on the sources' political bias and interpretation to frame the information. For example, "a majority of news

articles utilize gun control and activism frames when covering the Parkland shootings, this limits audiences from information not related to those perspectives” (Holody, 2020). This explains why news sources focus on certain topics associated with their political bias. For instance, if a news source leans conservative, it will focus on school safety, while liberal news sources focus on gun control. Individuals seek news based on their political views and therefore the people will learn about the information framed to those views. Journalists don't just use frames to catch the audience's attention, however, they also utilize frames to spread awareness and news coverage.

Framing methods have the potential to influence the public to be involved in a social movement if it aligns with their moral and political views. In the book *Framing Social Interaction*, Persson references Goffman's framing theory. According to Persson, “Goffman... uses the term ritual because such secular tokens of respect represent ways in which the individual ... shape(s) the symbolic meanings of his or her actions when she or he is in immediate proximity to an object of particular value” (Persson, 2019, p. 31; Goffman, 1956, p. 478). By assigning symbolic meaning to actions and objects influence political views, moral beliefs, and identity. In association with framing theory, symbolic interaction can influence the frames used in media. For example, guns are associated with the American identity as the amendment right allows people to own guns. In the media following shootings, conservatives throughout various media platforms defended gun rights and used framing methods to target supporting audiences.

Gun Symbolism

In the American identity, gun ownership is symbolized by the Second Amendment granting people the right to bear arms. This is important to mention because the gun is symbolized as a part of freedom and makes people connect with their patriotism within their

identity as an American. There are multiple different reasons for people to choose to own a gun or multiple guns. Guns are used for hunting, protection, defense and as a weapon; it functions as an equalizer and grants us power (Nathenson, 2020, p. 207). People can feel the power of holding a gun because the person has total control over it and its actions. According to Merritt, “Guns can impart a deadly sense of power to those feeling fearful and disempowered but a power that moves one toward black-and-white, good-and-evil distinctions because of the life-and-death potential guns wield.” (Merritt, 2018) Gun owners have to be responsible because guns have the capability of harming others and potential life and death situations. Although gun owners feel a sense of power and control, gun violence is still prevalent in school shootings. People fear being harmed by guns and which can indulge the shooters to think they hold power.

According to Nathenson, "I had never touched a gun or seen one outside of those carried by law enforcement... I began to speak of my 'inner gun' as energy with which I could connect with my power, aggression, and rage... 'in case I needed its implied conscious access.'" (Nathenson, 2020, p.204) This feeling is possibly how gun owners feel, by using guns as a tool for additional protection and to use in defense. The few main reasons people own guns are for hunting and recreational purposes and/or to use as a tool to feel a sense of protection in case of having to defend themselves or others. There are gun owners who advocate for gun ownership and “describe ways that firearms represent forms of selfhood forged through the protection of home and family.” (Metzl, 2019) These are a couple of reasons why some people choose to own guns if their state allows gun ownership and to have in case of emergency to protect themselves, their home, and most importantly their families. The topic of guns has been used as a symbol in social movements in the aftermath of school shootings in many ways.

Social movements

In social movements, frames assign meanings to interpret the “relevant events and conditions in ways that intended to mobilize potential adherents and constituents, to garner bystander support, and to demobilize antagonists.” (Adams, 2002) To further explain, social movements are framed to gain support by assigning meaning and motives to advocate following events or tragedies. The survivors of the MSD shooting framed their movement to advocate for gun control after the shooting and gained support from bystanders of gun violence, physically and virtually.

Movements have three core framing tasks, “(1) Diagnosis of some event or aspect of social life as problematic; (2) proposed solution; and (3) call to arms or rationale for engaging in corrective action” (Adams, 2002). These framing strategies were used to support the social movements and organizations after the Parkland shooting. The main issue of school shootings is the lack of restrictions to prevent the easy process to be able to own and purchase guns. Due to the history of previous school shootings and enforced practice drills, school shootings have become normalized, and students are still being harmed by guns in these situations.

Social movements attempt “to attract and shape media coverage, win the support of bystander publics, constrain movement opponents and influence state authorities” (Adams, 2002). The movements attempt to influence awareness in the media to gain support from people who agree with their message. Through using the internet for blogs and social network purposes, these platforms are essential mediums for communication and mobilization (Turner, 2013). By taking advantage of the widespread use of social networking allows for additional opportunities for people to get involved and communicate from any device. According to Turner, “there is a casual relationship between these new technologies and new forms of mobilization” (Turner,

2013). By forming a direct connection between the movements on social media, the ability to spread information on all platforms increases to reach more people.

There are strategic actions done to gain attention from the public as progress within social movements. According to Turner, “commentators have observed the impact of mobile phone action calls, creation of blogs, collection of signatures, launching of referendums, extensive use of YouTube, Facebook, and Twitter in exposing, communicating, and coordinating public space camping/campaigns” (Turner, 2013). In other words, people can participate in these movements by contributing to any of these actions to support social movements. Through the wide internet use, “social and political movements by young and old alike but conceptualize it narrowly as a new means of communication used to serve long-tested tactics, such as petitions and chain letters.” (Turner, 2013) The most common involvements include online petitions designed for convenient use, by connecting them to your own social media profile. These are few examples of how people can become involved and participate in the social movement. The media utilizes symbolic objects to brand social movements. There are social movements that have used the victims to symbolize and remember the lives lost to gun violence.

New Media vs News Media

Newspaper and online news sources can spread important news through social media and mobile applications. Social media can circulate videos on news networks and websites such as YouTube (Sumiala & Tikka, 2011). There are social media networks that have introduced features to allow people to share their location with their friends. The feature gathers people’s shared posts, mostly from major gatherings like concerts, political events, or even tragic

incidents. This feature is found on popular applications like *Snapchat*, which creates hotspots on ‘Snap map’ where people can find and view posts from anywhere no matter where they are.

There is a difference between news released from accredited news sources and news being spread via social media. The difference is based on where the information is gathered from and from who. According to Eckstein, "in contrast to the curated videos of professional organizations, Snaps offer raw, intimate authenticity, giving observers the feeling of presence. Snap maps, in turn, creates an interactive, crowdsourced map that allows users to see what is going on" (Hempel, 2017; Eckstein, 2020, p. 165). In other words, *Snapchat* is designed for people to capture pictures and videos and includes added features to customize posts. The application is designed for people to share their posts with their friends on their ‘story’, where the individual’s posts are seen for 24 hours and by the people they decide to share with. In addition, the ‘Snap Map’ feature on *Snapchat* allows people to share their location with their friends or post content that can be shared with people hovering over an area on the map.

There has been a societal pattern where people tend to record their experiences in real-time with the intention to share or be used as evidence depending on the situation. During the MSD shooting David Hogg's recording was captured in real-time and later used as evidence over the news (Hogg & Hogg, 2018). The recording was used as a catalyst to spread awareness and present the vulnerability of the survivors' experiences of the shooting to show the world. The news networks used these recordings to show the public the realities people are still facing because there haven't been effective changes to prevent these shootings from occurring.

Before new media, people relied on televised news and newspapers to learn about their local, national, and global news. Through televised news and media coverage, the news broadcaster could shape the viewers' sensations (Eckstein, 2020). During the Vietnam War, news

reporters were able to broadcast in real-time for the first time (Eckstein, 2020). Before the Vietnam War, the public didn't see from the soldier's perspective until it became possible. The conventional narratives introduced new sensations due to being bombarded with "images of violence...undermined the public's confidence and squashed the desire to sustain a war." (Eckstein, 2020) People were now able to understand the meanings of war themselves because they were able to see it visually for themselves instead of only hear the stories being retold. These fragments "do not have independent meaning, because an image of a wounded soldier may induce a desire of revenge or evidence an unwinnable war" (Eckstein, 2020). The visuals of wounded soldiers can be compared to the violence being shown from the students' perspectives inside the "unwinnable war", of school shootings. The main differences are the locations, the role of the shooter(s), and the incidents.

Through news and new media platforms, the public's opinion can be shaped by being shown different perspectives. According to Eckstein, "analogous to television cameras providing resources helped shape public opinion on the Vietnam war, Snapchat represented a technological innovation in how the public knew school shootings" (Eckstein, 2020). Through televised news, the reporters help shape people's reactions. The difference with new media platforms like Snapchat, the person is recording in real-time. For example, during a shooting, a person who might be recording probably isn't thinking about how people will react instead are in the moment trying to record their experience. Before, televised newscasters shaped our sensors on the public's emotions and reactions. Now, contemporary platforms and/or people posting videos/pictures on social media can become viral and play a role in shaping the meaning.

School shooting coverage

The media coverage on “The MSD shooting was different from other school shootings because students’ Snaps provided a new way for the public to sense a school shooting. The past school shootings were mostly sensed as bloodless affairs, mediated through first-person accounts, aerial shots, still images of reunification” (Eckstein, 2020). The recordings of MSD shared an inside perspective of the shooting while it happened, while in previous shooting relied on survivors’ experiences retold after the situation was contained. The recordings were televised on the news and shared on new media platforms including YouTube.

In the previous decades of school shootings, there has been a shift in the type of media coverage following technological advances. For example, on “April 20th, 1999... Eric Harris and Dylan Klebold opened fire inside Columbine High School in Littleton, Colorado, killing 15 (including themselves)” (Eckstein, 2020). The media reported outside the school, the 911 calls and interviewed the survivors to learn about their experience. In the *We Are Columbine* documentary, Columbine alumni mentioned being “recorded by many news reporters after the shooting” (Farber, 2019). There were a few of the survivors who were interviewed, and the school received media attention for weeks on end. The survivors were in the spotlight for the longest time because this was one of the first mass shootings in a low-crime area.

These crimes are unexpected and are still happening despite, or perhaps in part because of, the media coverage. On December 14, 2012, “the Sandy Hook Elementary school shooting occurred in Newton, Connecticut— in which Adam Lanza shot and killed 20 school children, 6 teachers, his mother, and then himself—received attention around the world” (Blanco, 2016). The media covered the school shooting from outside and conducted interviews with parents and survivors afterward. There were children who were interviewed about their experiences. The media coverage consisted of interviews from the parents with some children speaking on what

happened in their classroom while on lockdown and footage of parents being reconnected with their children.

The same pattern played out after a mass school shooting in Parkland, Florida on February 14, 2018. The news media coverage recorded footage outside the school of parents reuniting with their children, and interviewing survivors. The difference between the media coverage of the past three mass school shootings is during the MSD shooting, bystanders were able to record through their cellphones.

Snapchat stories were being shared of people's recording their exposure inside their classroom and when they evacuated out of school afterward (Eckstein, 2020). As a result of people having cell phones, people were able to record footage inside the school while the shooting was happening. When the Columbine shooting happened, it wasn't common for someone to have a cellphone let alone with recording capabilities at that time. The children in elementary schools are not expected to have personal cell phones. These are a few factors that differentiated the three mass school shootings through the accessibility of personal devices and the public being introduced to an insider's point of view.

There were about three videos shared to the public containing footage during the school shooting. During the MSD shooting, student "Matt Walker (who) recorded Cruz' approach, while hiding in a classroom, another video from a classroom filled with screams... a lifeless body next to a wall, and a video of students in a science classroom...being rescued by SWAT" (Eckstein, 2020). These videos can give people a glimpse of a school shooting. There were students who were interviewed, but a few chose to speak to the reporters to bring awareness to what occurred in their school. Furthermore, all these interviews, news coverage, and video experiences are shared online especially on YouTube allowing anyone to access and learn the

history of the shootings. The survivors from all three shootings have used their experiences, their voices, and their determination to come together and joined the March for Our Lives which caught the attention of the country as people of all ages, all races, and all areas around the country (Hogg & Hogg, 2018; Lefferman & Taguchi, 2019).

Bystander response

There are a variety of ways people respond to the news of school shootings. School shootings happen all over the country and not all are reported on national news. People can have a personal reason to advocate important issues and some virtual bystanders are inspired to advocate after hearing about horrible tragedies. There are multiple issues to consider other than gun safety, such as nationwide access to free mental health services which can prevent these situations from occurring and help people move forward after these school shootings.

There are simple gestures that can help someone in need, especially from an individual's parents, guardians, family, and family friends. "Most parents reported that they talked to their children about violence more frequently and they paid more attention to how their child was thinking or feeling. Fewer parents began to monitor their children's activities more closely, such as by restricting video games and observing Internet web sites." (Bliss, Emshoff, Buck, & Cook, 2006) Parents worry about their children's wellbeing so, impactful news such as a shooting can influence parents to be more involved in their children's lives.

Throughout the political debate of gun control has been rising especially after guns are involved in mass shootings and violent acts (Blanco, 2016). There are series of "tragic gun focusing events on Tucson, Aurora and Newtown have led the American society bewildered,

beleaguered and polarized” (Blanco, 2016). The tragedies have divided people based on their political party and their response to the news along.

After the Parkland shooting, some survivors became activists to target their anger on the issues of normalization of school shootings through practice drills (Knight Abowitz & Mamlok, 2019). The problem with active shooter drills and intruder drills is they incite fear and terror of being in situations, instead of fixing the issues, the drills are being normalized (Knight Abowitz & Mamlok, 2019). In order to process their emotional grief, survivors and bystanders became involved in activism and social movements in an attempt to form change. According to The New York Times, “After Parkland, the survivors themselves became news figures, with many participating in news stories immediately following the shootings, then later becoming activists and organizing the March for Our Lives protest in Washington, DC one month after the shootings” (Holody, 2020; New York Times, 2018). The students formed their social movement which gave a platform for everyone, not just the Parkland survivors to share their stories on gun violence.

The MSD student activists were “pumping out clever, shareable content on Twitter, Instagram, and Snapchat and prepping a YouTube launch” (Knight Abowitz & Mamlok, 2019). The students used their new social platforms to spread awareness of the present issues they experienced to the public. All these actions the MSD student activists participated in informed “an unimaginable scale for a group of young organizers, and the MSD students sought to sustain people’s attention through more captivating digital texts of all types” (Knight Abowitz & Mamlok, 2019). The group caught the attention of many young activists who want the same goals the students were advocating for. There are positives in using platforms after school shootings because it can bring people together. Using social media platforms people can

“organize vigils and could reach thousands of account holders to announce events almost instantly, without any cost for advertising or flyers” (Shelton, 2009). The ability to use social media allowed students from different schools to be able to communicate with one another to “share common experiences as well as to help them learn how to cope with tragedy...and attempting to share messages of empathy and advice” (Shelton, 2009). These platforms allow students to share their experiences, learn about resources that can get help from one another.

These tragedies caused by violent acts cause trauma for victims and for people who learn about this on the news or social media. Due to learning about these situations, people can develop a fear of crime due to these tragedies still occurring and affecting the country. The bystanders who learn about these tragedies, physically and virtually have many different responses to the situations based on their political party and moral beliefs. Although these tragedies are still occurring, people are using their platforms to advocate in hopes of preventing further harm in the future, in the same circumstance of school shootings.

Methods

The population of school shooting survivors can use their voices to share and express their interpretation of experiences. For instance, the survivors of the Parkland shooting used their voices to talk to anyone who wanted to hear what they wanted to say. These survivors talked to news reporters, talk show hosts, and most importantly the public. These survivors became activists for gun control and improved school safety. The population of school shooting survivors have witnessed something that no one should ever experience in their life, especially inside a school. I will be collecting data through content analysis of news articles, documentaries, podcasts, social media posts, and most importantly interviews after school shootings with survivors and bystanders on news and new media platforms. In addition, I will be analyzing the

news coverage from the last few decades on school shootings, to analyze their body language, choice of words and to notice if they have their own personal response. For example, if the reporters mention their sense of remorse, their own political bias on topics such as improved school safety and/or better gun control. By analyzing these videos, I can get a better understanding of how people have responded to these school shootings. I will be mainly focusing on news and new media coverage following the Marjory Stoneman Douglas school shooting. In addition, I will analyze if there are demographic factors that make an impact on the information and the public's response to the tragedies.

There have been advances in media to provide convenient access to learn about the news. For instance, I plan on analyzing social media posts from activists such as David Hogg and Emma Gonzalez to see how people respond to their posts in the comments section. This is a powerful tool because the message is coming directly from the person posting it and they are sharing it they want it to. Based on previous literature, I plan to code new media content to examine where various news media and social media platforms present news on school shootings. I will look for various frames and keywords to ascertain if there is a particular political angle of the source or to see if news outlets most associated with politically biased media focus the coverage on different aspects of the shootings. Additionally, I'll code for differences between social and news media platforms. Finally, I will also rely in part on grounded theory (Glaser and Strauss, 1967; Charmaz, 2006) to see if unexpected themes emerge from the data in terms of presentation of media or responses to media posts.

There are possible limitations to conducting research based on people's responses to these tragedies. There might be people who have strong feelings based on their morals and beliefs which might cloud their judgment and interpretation of the news. In addition, when people post

online, particularly on YouTube or social media platforms people can exaggerate or make up lies to gain an audience. Overall, there are strengths in collecting data through content analysis. For starters, there are more benefits than harm to the survivors because I will not be directly affecting them. I will be collecting the videos and the narratives share based on what the people have posted on the internet which anyone can have access to. The person is not pressured to post, discuss, or answer any information other than what they choose to share. The survivors of these shootings want people to learn about the experience they went through so people can know that these tragedies are happening.

Findings and Analysis

News media and New media

There have been different types of media coverage of school shootings throughout the last few decades. Specifically, the emergence of social and new forms of media have changed the coverage and dialogue surrounding school shootings. Despite the mode of delivery of information, however, the political biases of media outlets of platform hosts and users impact how information about school shootings is presented and consumed.

For example, the conservative newspaper the *New York Post*, and the liberal newspaper *The New York Times* illustrated differences in the choice of language and choice of titles. The titles from the New York Post wrote accusations and jumped to conclusions on topics surrounding the shooting, while the New York Times had articles with titles associated with facts and suggestions addressed to parents. The reasoning behind this choice of articles is because “a majority of news articles utilize gun control and activism frames when covering the Parkland shootings, this limits audiences from information not related to those perspectives” (Holody, 2020). In the example, if someone is mainly reading articles framed by liberal media, the person

will only be seeing the information from that particular perspective instead of the full image, including conservative points of view. If people are only reading from the New York Times, they will be reading articles with framed titles to catch the audience's attention. In other words, different news outlets frame their coverage differently depending on their priorities. As Goffman (1974, p. 599) explained, "framing theory is emphasis framing or the idea that journalists use frames to direct audiences to a particular perspective by highlighting information that supports that perspective." (Goffman, 1974) therefore, the framing strategy is used to relating the media coverage to the platforms' perspective and political bias.

There have been students from MSD who have addressed live tv coverage in a BBC video posted on YouTube. Louis Mirzen, a British student attending MSD stated "the news media gets bored with the story and then wants the next one. On social media, we can keep it day in and day out as long as we have a base large enough to keep it there." (Read, 2018; Mirzen, 2018) In other words, the news media uses framing strategies to gain attention from viewers and therefore will cover news according to current topics or move on to other breaking news. People have become desensitized with the news; we can learn about breaking news one day and then the next day we will have moved on to the next topic. However, with social media, the platforms can display the user's activity on their account to be seen by their friends and followers. There has been a shift in platforms to learn about news. There are people who learn about news from social media, mainly young adults, and teens.

In my research, I found that teenagers and young adults were finding their news on social media and preferred using social media because of convenience. Kyle Kashuv, a Marjory Stoneman Douglas High School alumnus spoke on a YouTube channel talk show, *The Rubin Report* to share his conservative perspective on school safety following the school shooting. The

Rubin Report is hosted by Dave Rubin, where the individual along with others speak their interpretations and knowledge of the news.

The Rubin Report is a talk show about “free speech and big ideas with debates on opposing sides such as religion and atheism” (Rubin, 2019). Dave Rubin is a man originally from New York, a graduate from Binghamton University with a degree in Political Science, and raised with liberal beliefs. In addition, Rubin had a career as a standup comedian before having his talk show. Dave Rubin is described as a gay married man with a talk show to discuss free speech and have debates on numerous topics and politically is described as politically moderate. (Rubin, 2021) The Rubin Report covers political topics and has videos on the gender wage gap, pinpointing low points in politician's lives, and many more.

The most recent videos posted on his channel are on "Reviews on MLK with Black Lives Matter and Identity politics hurting democrats" in which Dave Rubin breaks down how social movements and certain identity factors are going against Martin Luther King Jr's message. Therefore, the platform is widely used for political discussions and hosts debates on certain topics, and where Rubin invites guests, the majority of the videos are based on politics.

In one of *The Rubin Report* YouTube videos, interviewee Kyle Kashuv stated, "I think that a lot of young people and like average Americans do not trust the media anymore and they sought out individuals instead, so they trust individuals, so they look at you (Dave Rubin), Guy Berson, Charlie Kirk... for news because they trust the individual." (Rubin, 2018) The people who have similar platforms to Dave Rubin have control of what they say for themselves and don't have the concern about news reporters trying to manipulate their interviews. There are news media platforms that use frames to share coverage from anyone preferably associated with

their political bias. When compared, new media platforms allow individuals to branch out on their own beliefs and political views.

The news media has systems to protect them and needed approval before airing. Therefore, the news can be manipulated or framed a certain way to follow the station's protocol, public and reputable image. People can speak freely without being censored or confined to only talk about certain topics on new media platforms such as individual talk shows, podcasts, social media.

There is an individual podcast host who stated, “my heart was broken when I saw the news on valentine’s day, and you know I was following everything mostly on Twitter because that’s where I get my news.” (Ferguson, 2018) The podcast host is Tiffany Ferguson, a young adult in college. When Ferguson learned about the Marjory Stoneman Douglas shooting on social media, she decided to talk about the important issues associated with school shootings. On the podcast, Ferguson states, "I get my news from Twitter... I have been following the MSD students like Emma Gonzalez... I am impressed with her speech and the organizing activism." (Ferguson, 2018) Ferguson admits she reads the news on social media, especially on the Twitter platform. The social media platform has sections where news is posted constantly, and where users can learn about the trending topics. The MSD students used their social media platforms to keep their followers up to date on their organization, activism and the posts were publicized directly from them. There were MSD students who were interviewed by many news media reporters and invited to speak on talk shows about their experiences. On social media, they don't have to worry about needing approval on what they would discuss and therefore, had full control of their social media.

The common theme of news media and new media is both platforms can capture people's raw and emotional experiences following the shooting. News media covered the survivor's experiences following the shooting, the aftermath on their road to recovery, and the progression of social movements. There are claims made by Kyle Kashuv, "I realize that the mainstream media is just doing this for clicks because if we think about it when mass shootings occur, mainstream media loves it. They get great coverage." (Rubin, 2018) In other words, in his opinion, the news media's main intention is to cover the trending news to catch people's attention to gain the number of views/readers. Despite these strategies, these news platforms have provided opportunities for the students and activists to share their experiences, involvement in activism and social movements.

During the same interview on the Rubin Report, Kashuv recalls when a girl was crying during a town hall meeting in Tallahassee following the shooting. In Kashuv's words, "I saw when a girl was crying in Tallahassee and the second, she cried she just got swarm by reporters, and I thought they were just looking for clicks and...I realized that they're really not in it for the right reasons, and they're not gonna listen to a rational young kid like me." (Rubin, 2018) This experience with the media isn't the only time bystanders viewed the media's reaction following school shootings. There have been many students from Parkland who have seen how media reacts to an open opportunity of recording people during their vulnerability.

Media intent and manipulation

There have been a few MSD students who have felt the media has manipulated their words and would shift their frames to talk about their perspective on the shooting. These students were involved in activism in social movements and were invited to speak with news

reporters/journalists and talk shows. During some interviews, the students could tell the conversation would shift to talk about their experience in the shooting to get a reaction instead of talking about their activism work.

Delaney Tarr is an MSD alumni student who was present during the shooting and is involved in the March for Our Lives (MFOL) social movement. In a YouTube video posted by *Online News Association*, Delaney Tarr spoke addressing journalists about her experience being interviewed by many news media platforms. In the video, Tarr stated "our chance to really get our message directly to the people that are following us, that are listening to us. If I tweet out exactly what I am thinking, there is no chance for it to be manipulated by a news organization or by any third party because, it is exactly what I'm thinking, and it's exactly what I intend to be heard. There's a certain power in that." (Tarr, 2018) In other words, Tarr states she felt that the media has manipulated what she has said in the past. Therefore, prefers to post on social media because it directly comes for her and she can have total control.

The individuals have ownership of their posts and their intentions can be interpreted clearly because it is coming from them instead of an outside source. In addition, something to consider is individuals have time to think and plan out before publicly posting something compared to an interview where they for the most part might be answering on the spot. During interviews, people can be blindsided with questions and not have time to plan out their responses. These statements from students who have experienced this firsthand display the reasonings for having a preference for new media over news media.

Strains in relationships due to politics

There has been a division throughout social movements and activism because of opposing political views. The interference has been seen in social movements and friendships because of people's political perspectives following school shootings. For instance, the two main goals are gun control and school safety which have been presented in forms of activism and different organized social movements.

Throughout the aftermath of the MSD shooting, students have been advocating for these two main goals to bring awareness in an attempt to prevent further gun violence in schools. In the Parkland community, there has been activism from the opposing political sides. In following the conservative perspective, Kyle Kashuv has been advocating for effective school safety. There were classmates from MSD who were advocating for anti-school shootings, which Kashuv was a part of before the group formed the *March for Our Lives* and shifted their goal. According to Kashuv, the members in MFOL shifted their activism towards anti-civilian ownership of assault rifles and the banning of bump stocks (Rubin, 2018). These guns have been used with bump stock accessories in past mass shootings (Lefferman, 2019; Farber, 2019). The main factor to differentiate Kashuv from his classmates is his activism, in his words "I look at the facts and logic instead of being emotional." (Rubin, 2018) Throughout multiple different interviews, Kashuv has used his knowledge to debate against the arguments MFOL activists have made to gun policies in other countries. In the interviews, Kashuv has discussed his additional research which debunks the MFOL claims in gun reform programs in other countries, as his research reports higher crime rates in different areas instead of just gun violence (Rubin, 2018).

The conservative media has used Kyle Kashuv's perspective to create a counter-narrative to the prevailing gun control activism's media narratives. In other words, there have been news media platforms that have discriminated against Kashuv because of his political views.

Therefore, Kashuv resorted to advocating on other news media platforms that support his conservative views and on social media. Despite receiving the cold shoulder from media outlets and friends, he has been an influence for some classmates with similar political views who aren't as outspoken as Kashuv. However, due to being open in talking about his political views, Kashuv has experienced the loss of friends and threats from bullies who don't agree with him.

Friendships and relationships have shifted due to the interference of individual's political views. In the interview with Dave Rubin, Kashuv says "it is sad that we are no longer able to be friends with people on the left – sadly, people on the left think 'so if people are republican therefore you are evil' and that's sad you are not able to be friends with people who have different political viewpoints." (Rubin, 2018) Despite being hurt because politics have interfered with his friendships with people, other factors are responsible for these stereotypes. There has been a shift following the Trump campaign and presidency because of Trump's influence, which has negatively clouded the political party as his supporters have seen him be publicly outspoken in topics involving racism and immigration.

There are conservatives and NRA officials who have been bullying the survivors and activists in the MFOL movement on both news and new media. Throughout interviews and documentaries, survivors and victims who have been advocating following the shooting have been experiencing hate and threats on their social media platforms. The individuals who have experienced hate are David Hogg, Emma Gonzalez, Samantha Fuentes, and there are still more activists who have received hate because of advocating for gun reform (Lefferman, 2019; Read, 2018). Despite being a victim of gun violence, Samantha Fuentes, one of the 17 victims injured in the MSD shooting still has metal fragments lodged in her face from the shooting and fears the threats found on social media will become true (Read, 2018).

There have been community leaders who have supported the victims and survivors affected by gun violence such as Reverend Mark Reynolds. The reverend from the Parkland community stated, "we have lost the ability to talk with each other and this is an incredible problem for us today. We find it difficult to speak with people who have different opinions and to collaborate to find solutions to our most urgent problems and so if I were to summarize that I would say that in our current context just about everything has been politicized and polarized now." (Reynolds, 2018) The Reverend has used his platform as a religious leader in his community to talk about the separation in friendships due to politics and instead focus on working together.

Overall, there is an ongoing political debate between individuals in both political parties. The activists are receiving support from people under the same political party but overall, still receive hate caused by strains in people's friendships and relationships. Despite receiving hate and losing friendships, this hasn't stopped the individuals who have experienced the shootings firsthand and the families who have continued to advocate. The activism work done by everyone following the shooting has impacted not only their community of Parkland but many other people worldwide, the virtual bystanders. By coming together, people are encouraged to put their differences aside to come together to advocate on the real issues at hand.

Youth bystander intervention

There have been many people who have been impacted by the news of the school shootings, and with the national coverage on the shooting in Parkland, Florida many of the survivors and victims have used this to their advantage. As previously stated, there have been survivors who have spoken out on their experiences and activism on news media and social

media platforms. There have been survivors and victims involved in activism either individually and/or within social movement organizations and community lead clubs. The activists who have been seen in the spotlight are David Hogg, Emma Gonzalez, Delaney Tarr, Kyle Kashuv, Louis Mirzen, and there are still many more survivors who have spoken out. There are people who have made impacts within their communities. There were students who expressed it in other ways without having to use their voice through artwork and in creative ways. There were survivors who made compilation videos of the victims killed in the MSD shooting to remember them, these videos brought back positive memories (Goodman, 2018)

Throughout the aftermath of the MSD shooting, survivors and bystanders have advocated in their own way, on their own time, and for many as a form of grief. In the After Parkland documentary, David Hogg states, "I haven't had time to grieve, but I am doing this so the people can stay home and grieve. I couldn't continue sitting there doing nothing while hearing my sister crying in the other room" (Lefferman, 2019) This was how Hogg was able to grieve, by going out to speak with journalists and reporters any chance he got. In a YouTube, internet personality Jake Paul visits the Parkland community to speak with survivors of the shooting. Jake Paul has been controversial in the online community but in this video, he uses his platform to allow a few students to have their heard since most of them weren't in the public spotlight in mainstream news. In the video, we see the Blank family whose son Jonathan was one of the classrooms shot. The mother of Jonathan, Melissa Blank stated, "we are strong, and we do have a voice, some kids speak louder than others and some kids do it their own way, how they want to do it" (Paul, 2018) The mother's words describes the different stages of people grieving, recovering, and advocating in their way.

There is a victim from the shooting who was shot in the ankle but was able to intervene by locating an officer to provide useful information. The victim is Kyle Laman, a freshman who was shot in the ankle and made it down two flights of stairs and was able to provide an officer the description of the shooter and the weapon. In a BBC video from a documentary posted on YouTube, Laman is shown in his home playing video games in his room with two BB guns hung on the wall. During the interview, Kyle says "I like guns and people shouldn't have their guns taken away, but guns should have limits on them." (Read, 2018; Camerota, 2018) Despite being shot in the ankle, Laman doesn't blame the gun but blames the shooter. Multiple factors explain why Laman supports gun ownership. In multiple interviews, Laman mentions he has spent time with his father in shooting ranges. The political beliefs and his American identity can factor his choice of vocabulary, response to his experience in the shooting, and the way he views the incident which affected him and many others. Even though Laman was a victim, he took the responsibility of being a bystander intervening by finding a way out to inform an authority figure.

Parental bystander intervention

There has been parental involvement following school shootings by intervening in activism, forming organizations, and institutional change. After the MSD shooting, the parents of the 17 victims killed formed a club called *Stand with Parkland*. In a documentary called *After Parkland*, posted on YouTube channel *VOA News*, a parent has stated "it's the most expensive admission, the loss of a child." (Mendelson, 2018) The parents have been heavily involved to keep their children's memories alive, to act in advocating and getting involved to be part of real change.

Multiple families have formed non-profit organizations to promote activism to remember their child and their message. The organization *Change the Ref* is founded by Manuel Oliver for his son Joaquin Oliver, one of the 17 killed in the Parkland shooting. In a YouTube video posted on a Democracy Now YouTube channel, Manuel and Patricia Oliver are being interviewed by Amy Goodman. The Democracy Now channel consists of videos on up-to-date political news. The main reason Oliver formed the organization was because of his son's activism on gun reform before his death. Joaquin Oliver was advocating on social media through Twitter posts and one of his earliest actions was a letter he wrote in class addressing US gun owners at the age of twelve (Goodman, 2018). In the letter he is asking gun owners why they "have a problem with universal background checks if they are innocent, they have nothing to worry about." (Goodman, 2018) The nonprofit organization advocates through the creation of murals with a creative impact. The victim's father Manuel Oliver is an artistic director and uses his artistic skills because he "doesn't know how to fight any other way, I speak and draw." (Goodman, 2018; Lefferman, 2019) Through using his talent, he created murals in graffiti style and plays with elements of Joaquin's words to make sure they are spoken loud and clear. The method Manuel uses for his activism is through his artwork which he states he "prefers to impact people over convincing them" (Goodman, 2018), and he creatively does this. The murals are done on drywall, in one of his murals Manuel used a hammer to take out his anger on the wall which symbolized and sounded like bullets being shot. This became a staple part of his murals because the experience of creating the mural impacts people. After all, it is coming from a father who is angry that his son was killed. The crowd surrounding him was impacted and brought back memories for some of the survivors of the shooting and brought people to tears (Lefferman, 2019; Goodman, 2018). There is so much a person can speak and Manuel wanted to have a

visual to represent not only his activism but his son's too because these were topics he advocated for before his death.

There were parents who not only wanted to advocate but attempt to be a part of institutional change. There is a mother of a victim from the MSD shooting who wanted to be involved in the school board to improve school safety. Lori Alhadeff is the mother of Alyssa Alhadeff, one of the 17 killed at the MSD school shooting. The mother campaigned for a position in the school board in her district which she won against another Parkland mother. During her campaign, Alhadeff stated “why worry about test scores, if our kids aren’t going to make it home safely” (Codd, 2019). Lori Alhadeff is determined to make change parents don’t experience losing their child in a school shooting by intending to improve school safety. For example, having doors with bulletproof windows could have saved not only her daughter but many of the victims killed and injured in the shooting. Through Alhadeff’s experience of working in schools as a teacher in the Broward district, she was able to use her experiences and skills throughout her campaign and in her new position on the school board.

There were other parents who were involved in advocating for institutional change. The parents were involved in passing the Marjory Stoneman Douglas Public Safety Act (Lefferman, 2019; ACLU, 2018). In a YouTube video posted by the Independent Women’s Forum, Andrew Pollack is interviewed on his activism following the Parkland shooting. Andrew Pollack is a father originally from New York who lived with his family in Parkland where his daughter Meadow Pollack was killed in the MSD school shooting. Pollack says, “I am dedicated to educating parents about safety in schools, I go around the country to speak on these issues.” (Hallberg, 2019) Pollack has been helping spread awareness for parents to get involved to investigate their children’s school’s safety and learn about their programs to make sure their

children are safe while in school. Instead of focusing on gun reform, Pollack focuses on school safety instead because of his political views and his American identity of supporting the Second Amendment. Gun advocates “describe ways that firearms represent forms of selfhood forged through the protection of home and family.” (Metzl, 2019) There are many people who own guns to have as a tool to provide additional protection in their homes and for their families.

This parent's ideologies support the right-winged articles found in my literature review with frames of mental health and school safety being at fault for school shootings. In the podcast, the father is angered about the situation and states "I didn't know they let sociopaths that they mainstreamed with my daughter at the school." (Hallberg, 2019) In other words, he didn't consider educating himself about the school his daughter was going to because he assumed being in a suburban middle-class neighborhood was enough and wasn't aware of the programs implemented which protected the shooter. To continue this topic, the Restorative Justice programs implemented are to prevent further delinquent behavior which gives students more chances. This is something the shooter was a part of and ultimately prevented him from getting arrested despite the number of times officers were called to his home. Pollack believes these programs are at fault along with the lack of security and safety in the schools. Overall, these programs are designed to provide students with additional resources for those who need them. There have been parents and adults involved in activism work in social movements, being a part of institutional change and bringing awareness to these important topics.

Overall because their children are unfortunately not able to speak for themselves, the parents are speaking for them to keep their memory alive. The parents not only have advocated on talk shows in the media but continue to advocate on their social media accounts. In reference to my literature review, there have been parents involved as bystanders but intervening within

their own homes to check in with their children. After school shootings, “Most parents reported that they talked to their children about violence more frequently and they paid more attention to how their child was thinking or feeling. Fewer parents began to monitor their children’s activities more closely, such as by restricting video games and observing Internet web sites.” (Bliss, Emshoff, Buck, & Cook, 2006) In other words, parents have reported being more involved in their children's lives and making sure they are feeling okay if they have been in a school shooting or have learned about it on the news. Due to their children not being present anymore, these parents have advocated for more awareness in hopes of having institutional change to ensure youth safety in schools. The survivors from the shooting have been involved in activism for the victims lost in fighting to keep schools safe so they don't have to experience what they did, and like many others who experience this daily.

Virtual bystander intervention

Through learning about the news on news and new media platforms, viewers have been involved in talking about the news and associated issues on their platforms. The activists from the MSD high school and social movements such as MFOL and Change the Ref have inspired virtual bystanders through their work and posts on social media.

There is a political podcast called the Daily Beacon on YouTube, this channel had an episode where they talk about the Parkland shooting and share their political input. In the podcast, the host gave his insight on comparing the Parkland shooting to Sandy Hook and what differentiated both shootings. According to speaker Zack Osborne on the Daily Beacon, the “salient catalysts of the student reactions. If we kind of put this in perspective as far as emotional impact is concerned. I think the only recent comparison will be Sandy Hook— in that instance a

school shooting, where minors are killed but at a younger age where they don't have the voices to speak for themselves. At that point, you must rely on the parents. Everyone will say "well they're just emotionally compromised; you know it's tragic but they're not thinking properly". Here (the MSD shooting) we have students who are saying, 'you know I understand I am a blooming intellectual mind and I understand the nuance of the issue that has gun control and gun violence and I've developed an opinion that is not only backed by the research that I've done individually but also by my experience, the combo of both the emotional and academic'."

(Nelson, 2018) In other words, he compares both school shootings to express what made both bystander interventions in activism different in each situation. After the Sandy Hook shooting, the parents were speaking for their children who were killed and were discredited. In comparing the shooting to the MSD shooting, the students are using their knowledge that they learned from school about politics and their emotional experience to fuel their activism. The podcast covers the discussions which attempt to discredit the survivors because of their age and their level of intellect and are reacting to the news platforms and social media discussion of the shooting.

There have been more virtual bystanders who have been involved in activism not just on podcasts but also on social media and in person. The survivors and activists from MSD and the March for Our Lives movement have received negative feedback and hate on social media. There have been virtual bystanders who have shared their condolences on their posts and have defended the survivors in their comments. There have also been many who have participated by signing petitions, donating money to help the victims' families, and joining the protests. There have been many people who have been involved in protests in their schools in walkouts or going to an MFOL protest near them (Lefferman, 2019). In the *After Parkland* documentary, there are schools all around the US that participated in the walkout for 17 minutes to honor the 17 lives

lost in the MSD shooting (Lefferman, 2019). There were also many individuals of all ages, races, and different social statuses' who were present at the March for Our Lives protest in Washington DC (USATODAY, 2018; Lefferman, 2019). There were many celebrities such as Miley Cyrus, Demi Lovato, and many more. There have many bystanders inspired by these forms of activism to address these important issues.

Experiences towards helping professions

There have been survivors from various school shootings who have gone to work or desire to work in helping professions. Throughout my findings, I have found that many survivors who have experienced being in a school shooting have chosen careers in the helping profession. There have been survivors from the school shooting at Columbine High School who are now adults, and some are working in schools or hospitals. The documentary, *We Are Columbine* covers the lives of now grown survivors recalling their experience in the Columbine High School mass shooting and their life following the shooting. There were a couple of survivors who shared their experience and chosen careers in helping professions to help their community. There were a couple of survivors who were working in hospitals like Jaimi, who became a nurse (Farber, 2019). There were a couple of other male survivors who have gone to become counselors, teachers, coaches in the schools in their communities, either Columbine High School or other neighboring schools. (Farber, 2019)

There were a couple of students who attended Marjory Stoneman Douglas High school who were present the day of the shooting who have gone back to working for the community or plan to. There is an alumnus who went back to teach at Marjory Stoneman Douglas High School after graduating ultimately helping her community. In a YouTube video, a survivor from the

MSD shooting, Brittany was a high school senior that year. Brittany posted a video of her experience of being in the shooting and what she did after graduating (Brittany, 2021). Through her experience, Brittany was inspired to become a teacher and worked at her old high school but couldn't continue to properly heal so she had to quit and became a teacher at an elementary school. There are different stages that survivors are in following experiencing shootings, and in Brittany's situation, she couldn't continue going to work in the school where she experienced something so gruesome. Therefore, instead of leaving her career entirely, she chose to work in a different work environment doing the thing she loves, teaching children. In addition, Laman stated that he would like to be a paramedic when he is older because in the school shooting, he remained calm, and he knows that is a skill essential in that career. There have been many positive outcomes following the shooting to support the community, not just from physical bystanders wanting to help their community. These were ways for the survivors to create change and help their community from a humanitarian effort.

Privilege

There have been factors that provided the youth and survivors from the MSD shooting to have an advantage in activism. The youth's privileges involved the advantage of technology, education, living in the suburban community, and becoming famous in media. There have been many educational advantages the students in the Marjory Stoneman Douglas High School had. The students had a wide variety of elective classes which students were able to take such as TV Production and many AP courses. The students who spoke out in these social movements were able to use their notes from their AP class during speeches.

On March 20th, 2018 the Harvard Kennedy School's Institute of Politics hosted a panel event with activists from Parkland, Florida involved in the #NEVERAGAIN movement. The people on the panel were Emma Gonzalez, David Hogg, Cameron Kashi, Alex Wind, Matt Deitsch, and Ryan Deitsch are MSD high school alumni. The panel was *#NEVERAGAIN: How Parkland Students are changing the conversation on Guns* which was held at Harvard University (Stone, 2018) During the panel, Emma Gonzalez recalls using her notes from her AP class during her speech at a rally and how on the day of the shooting her AP class was talking about school shootings.

There is an important point brought up during the Daily Beacon podcast about the generation growing up in the digital age. The political podcast is on YouTube and the channel had an episode where the hosts talk about the Parkland shooting and share their political input. In the podcast, the host gave his insight on comparing the Parkland shooting to Sandy Hook and what differentiated both shootings. According to Ryan Osborne, one of the hosts brings attention to "they grew up in the digital age with unlimited resources at their fingertips and took it upon themselves to educate themselves about this (politics)." (Nelson, 2018) In other words, this generation of teenagers and young adults have the advantage to be able to educate themselves simply by typing what they are looking for into a search engine.

The students from the MSD shooting were invited to speak on talk shows and there were a couple of these students who have been involved in social movements. These students were invited to speak on talk shows like Good Morning America, Jimmy Kimmel, Ellen, and many other local and national news stations. There were a couple of students who received special treatments because they were well known for advocating following the shooting. According to Kyle Kashuv, "the March for Our Lives group were flown out on a private jet to Tallahassee to

speak at the town hall.” (Rubin, 2018) There were congressmen and senators who financially supported students from MSD to travel to town hall meetings, to state and national capitals.

As I have previously stated in previous subsections in the findings, there has been bystander intervention participation from the survivors from Marjory Stoneman Douglas. These students have had multiple different opportunities due to the privileges in their lives. The students in the Parkland community live in middle to upper-class communities as Parkland was considered the "best city to raise a family in the United States" in 2018 before the shooting (Lefferman, 2019). The Marjory Stoneman Douglas High School was an open campus with one school resource officer for around 3,000 students (Hallberg, 2019). The media placed more attention on this school shooting because it is in a low crime area compared to the other "239 school shootings that have occurred in the past 6 years" (Reynolds, 2018). The statistics were stated from Reverend Reynolds in 2018 during one of his preachings following the shooting. There have been many shootings and school shootings that have every year but don't make it to be covered nationally on the news.

There are many discussions on 'hardening schools' which will provide more school safety with metal detectors, minimum school entrances, and having armed security guards/school resource officers. There are many comparisons of the differences within schools in urban and suburban communities. In urban communities with large populations in cities most likely have more security guards and more school safety while in suburban communities' people don't expect there to be a crime, therefore have less like at Parkland which only had one security guard for 3000 students.

The suburban schools had more privileges and resources compared to other communities. During the panel at Harvard, Emma Gonzalez recalls about high school students from Chicago

going to Parkland to organize and support and these students stated, "in the short hours we have been here been the safest we have felt than how we feel back home" (Gonzalez, 2018; Stone, 2018). The Parkland community following the shooting had to make police officers patrol the area to make people feel safe, and the students from Chicago had different experiences in their communities. This is one of the many privileges that people in the Parkland community had which benefited their national exposure and intellectual skills they used in interviews and activism. The March for Our Lives members and a few other Parkland students went to talk on live tv shows and were interviewed by stations that broadcasted national coverage.

Conclusion

Unfortunately, there have been school shootings that have occurred in the past due to people's access to guns with the intent to harm others. These experiences have introduced many different forms of media coverage of the news and have given survivors a platform to share their voices. Through news media platforms, there has been coverage in newspapers, on news channels, and in news articles. Through new media, has provided people more opportunities to be exposed to news being shared on social media platforms and through conversations on these platforms like Twitter, Instagram, Snapchat, and YouTube. These have provided the public with local, national, and global news.

The exposure to different forms of media can affect students in other schools in many different aspects. The students at other schools can fear experiencing something similar in their setting. Also, people can become concerned about figuring out ways they could learn to protect themselves and others, by thinking about an escape plan for their safety. For example, Lauren Hogg, a student present at the Parkland Shooting described how she felt nervous. Hogg's father

who was an FBI agent expressed that if ever in a situation to remain calm and Lauren remembered on that day (Hogg & Hogg, 2018).

There have been many survivors who have processed and coped in their own way. There have been survivors to have chosen to advocate as a form to cope with the situation. There have been many different outcomes after these school shootings. There have been policies introduced and enforced in schools for students and staff to practice intruder and shooter drills. After the Parkland shooting, there were acts enforced to make students feel safe by having more police on campus, checking backpacks and some students were give support animals. There are students who are still experiencing survivors' guilt and still don't feel safe. Through advocating for gun control and school safety people are becoming involved in movements to enforce awareness. Through bystander involvement in social movements, nonprofit organizations, advocating to bring awareness, and becoming involved in institutional change, are all attempts towards addressing the issues.

Through being interviewed and speaking on social media platforms, the survivors from the MSD shooting have influenced bystanders to speak on these issues and advocate. Many survivors have indicated that they have a preference for new media over news media as it allows them to avoid media manipulation. There are media outlets that use framing strategies to frame both sides of the gun control debate. There have been survivors who have experienced journalists manipulate their interviews to talk about their experiences through framing strategies to fit their political bias. These individuals have preferred to speak on their platforms through new media. By being engaged on social media to provide news and information on their activism, bystanders have become inspired to speak on these topics and/or participate in activism. Bystanders also

seem to be more moved by this direct connection as the MSD survivors and activists make a huge impact on public perception and action in response to school shootings.

However, these political debates and differences of opinions this has caused people to have strains in their relationships. There are people who have experienced hatred and loss of friendships because of their political views. Despite receiving negative treatments, these individuals have encouraged people to learn about politics to influence, understand, and embrace their values.

As policies continue to develop in response to school shootings, it remains to be seen how media continues to interact with survivors and bystanders. There have been positive things that have come out of these situations. Survivors of gun violence have chosen to work in helping professions within their communities. There are alumni from Columbine who have back to work in hospitals and schools in their community. There are a few alumni and current students from Marjory Stoneman Douglas High school who have been chosen career paths in the schools, plan to work in first response and many have chosen to go to school to form institutional change. I anticipate with the intimacy of new media; these influences extend to virtual bystanders as well. Perhaps people who were moved by the media coverage and social activism of survivors similarly will be influenced to go into helping professions and activism.

References

- ACLU of Florida. (2018, December 20) What does the “Marjory Stoneman Douglas High School Public Safety Act” mean for students?. ACLU of Florida. <https://www.aclufi.org/en/what-does-marjory-stoneman-douglas-high-school-public-safety-act-mean-students>.
- Adams, J. (2002, March). Art in Social Movements; Shantytown Women’s Protest in Pinochet’s Chile. *Sociological Forum*. 17(1), 21-56
- Blanco, D. (2016) The Gun Control Debate: Why Experience and Culture Matters. *International Journal of Public Administration*, 39(8), 620-634
- Bliss, M., Emshoff, J., Buck, C., & Cook, S. (2006). Parent’s Perceptions of Causes of and Solutions for School Violence: Implications for Policy. *The Journal of Primary Prevention*, 27(3), 265-280
- Brittany. (2021, February 15). *The Parkland Shooting - 3 Years Later | PTSD, Resilience, and Growth*. YouTube. https://www.youtube.com/watch?v=ZrE7EuASocY&t=4s&ab_channel=FiveFootOneTeacher.
- Camerota, A. (2018, April 6). Parkland student who helped police find shooter returns to school [Video]. CNN. YouTube. <https://youtu.be/oRfYoXJit3w>
- Codd, C. (2019, February 11). *Ep. 1 Grief to Action - PARKLAND: ONE YEAR LATER*. Enterprise podcasting made simple - Omny.fm. <https://omny.fm/shows/parkland-one-year-later/ep-1-grief-to-action>.
- Eckstein, J. (2020). Sensing school shootings. *Critical Studies in Media Communications*, 37(2), 161-173
- Davis, M. (1975). Goffman: “Frame Analysis: An Essay on the Organization of Experience.” *Contemporary Sociology* (Washington), 4(6), 599–603.
- Farber, L. (Director). (2019). *We Are Columbine* [Motion Picture]. Hulu.
- Ferguson, T. (2018, February 19). Episode 11- We Need Gun Control (Parkland Shooting) [Video]. Previously Gifted Podcast. YouTube. https://youtu.be/hfTd_yFtyiw
- Glor, J. (2019, February 18). Parkland survivor Maddy Wilford describes the unseen wounds of trauma [Video]. CBS Evening News. YouTube. <https://youtu.be/eWTidMWwZL0>
- Goodman, A. (2018, August 15). Parkland of Murdered Parkland Student Joaquin Oliver on Using Art to Demand End to Gun Violence [Video]. Democracy Now! YouTube. <https://youtu.be/BcwTFHieWIY>

Goldberg, W. (2018, February 21). Florida school shooting survivors discuss fighting for gun control | The View [Video]. The View. YouTube. <https://youtu.be/2o4wV1W4bYQ>

Goffman, E. (1956). The nature of deference and demeanor. *American Anthropologist*, 58(3), 473-502.

Goffman, E. (1974). *Frame Analysis: An Essay on the Organization of Experience*. Cambridge, MA: Harvard University Press.

Hallberg, B. (2019, May 10) A Parkland Father Speaks: Andrew Pollock on School Safety [Video]. Independent Women's Forum. YouTube. <https://youtu.be/1Cob4tumaCE>

Hempel, J. (2017). It took a natural disaster for me to understand Snap Maps. *Wired Magazine*.

Hogg, D., Hogg, L. (2018). *#NEVERAGAIN A New Generation Draws the Line*. New York: Random House Trade Paperbacks.

Holody, K. J., Shaughnessy, B. (2020, September 15). #NEVERAGAIN: Framing in Community and National News Coverage of the Parkland Mass Shootings. *Journalism Practice*.

Kashuv, K. (2018, March 6) Media ignoring conservative survivor of Parkland shooting? [Video]. Fox News. YouTube. <https://youtu.be/ZiqwEkjqcgc>

Kashuv, K. (2019, February 14) Parkland Survivor: My School is still unsafe [Video]. CBS News. YouTube. <https://youtu.be/xPoO6xTiwmI>

Katsiyannis, W. (2018). Historical Examination of United States International Mass School Shootings in the 20th and 21st Centuries: Implications for students, schools, and society. *Journal of Child and Family Studies*, 2562-2573

Knight Abowitz, K., Mamlok, D. (2019). The Case of #NeverAgainMSD: When proceduralist civics becomes public work by way of political emotion. *Theory & Research on Social Education*, 47(2), 155-175

Lefferman, J., Taguchi, E. (Directors). (2019). *After Parkland* [Motion Picture]. Hulu.

Martin, N. (2018, November 30) How Social Media Has Changed How We Consume News. Retrieved from Forbes: <https://www.forbes.com/sites/nicolemartin1/2018/11/30/how-social-media-has-changed-how-we-consume-news/?sh=142ec0d63c3c>

Mendelson, B. (2018, October 26). *After Parkland - Part 2: A Family United*. YouTube. https://www.youtube.com/watch?v=I13EnpOAYAQ&ab_channel=VOANews.

Metzl, J. (2019) What guns mean: the symbolic lives of firearms. *Center for Medicine, Health and Society*. Vanderbilt University. 5(35). <https://doi.org/10.1057/s41599-019-0240-y> | www.nature.com/palcomms

- Merritt, D. L. (2018). Guns and the American Psyche. *Anthropology of Consciousness*, 29(2), 168–174. <https://doi-org.ezproxy.purchase.edu/10.1111/anoc.12098>
- Mizen, L. (2018, August 30) Killer in Our Classroom in Parkland, Florida: Never Again [Video] BBC Three. YouTube. <https://youtu.be/XPLq1Hk3nuU>
- Nathenson, R. (2020). Finding Your Inner Gun: A Jungian Perspective on Mass Shooting and American Gun Culture. *Psychological Perspectives*. 63(2), 2014-215
- Nelson, J. (2018, March 8). The Daily Beacon’s Politics Podcast- Episode 1- Parkland Shooting and Pennsylvania Gerrymandering [Video]. DailyBeacon. YouTube. <https://youtu.be/BmH9oVEumNk>
- Paul, J. (2018, March 12) It’s time to end school shootings. [Video]. Jake Paul. YouTube. <https://youtu.be/1XpCfxBSaUo>
- Persson, A. (2019). *Framing Social Interaction: Continuities and Cracks in Goffman’s Frame Analysis* (1st Ed.). Routledge.
- Pool, J. (2018, March 4). Episode 23- Enemies / Parkland School Shooting Reaction. [Video] Potstirrer Podcast. YouTube. <https://youtu.be/OkiyNae8od8>
- Read, B. (2018) *Killer in Our Classroom: Never Again*. Minnow Films. BBC UK.
- Reynolds, M. (2018, February 20). For Christ’s Sake! A Pastor’s Response to the Parkland School Shooting [Video]. Rev. Mark Reynolds. YouTube. <https://youtu.be/8oaUVIFZo6Y>
- Rubin, D. (2018, Nov 2) Parkland Survivor, Why We Need Gun Rights | Kyle Kashuv | GUNS | Rubin Report [Video]. The Rubin Report. YouTube. <https://youtu.be/cNi089rmj-4>
- Rubin, D. (2021, April 26). *The Rubin Report*. Dave Rubin. <https://daverubin.com/>.
- Shelton, K. (2009, October 12). Using Facebook Following Tragedies: A Lesson for Community Colleges. *Community & Junior College Libraries*, 15(4), 195-203
- Stone, Meighan (2018, March 20) #NEVERAGAIN: How Parkland Students are changing the Conversation on Guns [Video]. Harvard Kennedy School’s Institute of Politics. YouTube. <https://youtu.be/gbJLywjLq60>
- Sumiala, J., Tikka, M. (2011). Imagining globalized fears: School shooting videos and circulation of violence on YouTube. *Social Anthropology/Anthropologie Sociale*, 19(3), 254-267.
- Tarr, D. (2018, September 15). Former Parkland student Delaney Tarr to journalists: Shut up and listen [Video]. Online News Association. YouTube. <https://youtu.be/y9N1m1HVxu4>

Turner, E. (2013). New Movements, Digital Revolution and Social Movement Theory. *Peace Review: A Journal of Social Justice*, 25(3), 376-383

USATODAY. (2018, March 24). *Live stream: March for Our Lives in Washington, D.C.* YouTube. <https://www.youtube.com/watch?v=bIzzuvqCU1Y>.

Zeif, S. (2018, February 21). Quartz. Retrieved from YouTube: https://www.youtube.com/watch?v=PYH-MKLLOkE&ab_channel=Quartz