

TRAINING ACTIVE BYSTANDERS: A Curriculum for School and Community

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The original version of the Training Active Bystanders curriculum was created and first used in collaboration between Ervin Staub and Quabbin Mediation, Inc. in 2006-2007 and is based in significant part on Ervin Staub's work. This is a very slightly revised version.

See also Chapter 16, Training Active Bystanders, in Staub, E. (2015). *The roots of goodness and resistance to evil: inclusive caring, moral courage, altruism born of suffering, active bystandership and heroism*. New York: Oxford University Press, for a description of the background research on which the curriculum is based, an outline of the curriculum, discussion of its components, and description of its use in two school systems, with an evaluation of its effects showing reduction in harmdoing (bullying) by students.

You are free to use the curriculum, with proper acknowledgment, including the chapter above for its research base, and the website.

How To Use This Curriculum

The Bystander curriculum has 12 units, with a particular focus. Units are 45 minutes long. They can be presented in twelve 45-minute lessons or six 90-minute lessons. Each unit builds on the previous lesson, so the lessons are sequential.

Each unit has four sections.

1. **Agenda** The first page is a listing of the primary topics covered in that unit. The agenda is **WHAT** the unit covers.
2. **Content** The next section presents the in depth information that underpins each unit. The content helps the trainer develop familiarity with the research and a deeper understanding of the concepts to be presented. The content is the **WHY** of each unit.
3. **Lesson Plan** The third section is **HOW** the material is presented. This is for the trainer to use in teaching the class. It sets goals for each lesson and lists the questions and activities used to present the material and accomplish the goals.
4. **Handouts** These are materials that are handed out to students as the trainers teach the lesson.

Each unit lists goals and uses cognitive material and experiential activities to convey the information. The cognitive material is often in the form of questions for the trainees. In addition to the questions in bold print in the lesson plans, there are “Idea Boxes” off to the side in each lesson plan. These “Idea Boxes” have answers intended for the use of the trainers based on the content section of the unit. As the students brainstorm answers to the questions posed, the trainers can use the Idea Boxes to ensure that all the necessary concepts come out in the brainstorm.

TEACHING TOOLS

A number of different tools are used throughout the curriculum to help students learn and understand the information. Below is a description of those tools, reasons for using them, and how to use them. This section can be referred to whenever needed. At least one of these tools is used in every unit.

ASKING QUESTIONS

Asking questions (the Socratic method) is the primary way discussions are led in this curriculum. You are presenting the ideas in the curriculum by asking questions. When you use this method:

- Σ **You keep students engaged.**
- Σ **Students create the answers and thus retain information better.**
- Σ **No answer is wrong. It is up to you to redirect answers that are going in the wrong direction.**
- Σ **You empower students to think for themselves.**

Use open questions as often as possible. These are questions that cannot be answered “yes” or “no.” They usually start with: who, what, what, when, why, how, can you tell me more?

BRAINSTORM

Guidelines:

- 1. Set a time limit**
- 2. No comments on answers**
- 3. Come up with as many answers as possible**
- 4. Write answers so all can see**
- 5. Trainer uses follow-up open questions to get more answers**
- 6. Trainer suggests additional answers that are part of the lesson plan but have not been provided in the brainstorm. These may be posed as questions to the group. “What do you think about X?”**

SMALL GROUP WORK

How to divide into small groups is written in to the curriculum (counting off, letters on pages, colors). When in small groups, the group leader should:

- 1. Ensure everyone in the group contributes – ask questions**
- 2. Make sure information is recorded by a group member – not the leader**
- 3. Keep the group on topic (for example, by returning to the task or asking questions).**
- 4. Ask for a volunteer or assign someone to report the groups’ work.**

ROLE PLAYS

Role-plays are used in many units and scenarios are provided for each of these role-plays. Role-plays give the students the opportunity to practice the skills being learned. Dividing into groups for role-plays can happen the same way as for small group work and the leaders role is similar:

- 1. Ensure everyone in the group participates.**

2. **Keep the group on topic.**
3. **Make sure the instructions for the role-play are understood.**
4. **Ensure that the role players make the role play clear to the audience.**

CASE STUDY SCENARIO

The case study is a video created to be used with this curriculum. It shows a bystander situation that acts out many of the things talked about in this curriculum. It is shown as a whole piece at the beginning, end, and several times in the middle, to show particular behaviors. Using the video has its own separate directions.

JOURNALS

Each student is given a journal in the first lesson. These are not secret journals and students should be told this at the outset. Students are given time to write in their journals at the end of most units. The journal format allows to students to reflect on the lessons presented that day and to consider how they might use what was presented. It allows for quiet, reflective, individual time. Not all students may find this valuable, but those that do may encourage others to try this method of reflection and evaluation. Students will be asked to turn their journals in at the end of each lesson. They will sometimes be asked to share some information from them and should be told this at the beginning.

GAMES

Games are used to:

- Σ **Present material in an accessible and fun format**
- Σ **Teach concepts in a different way**
- Σ **Build group cohesion**
- Σ **Provide a physical outlet**

The descriptions and directions for each game are presented in the appendix. Trainers must connect the game to the material in order for students to fully understand the intent of playing the game.

Unit 1 – Training Active Bystanders – Defining Bystanders

1. Introductions

2. The case study

3. Defining bystanders – passive and active bystanders

4. Consequences of passive and active bystandership

5. Moral Courage

6. Introduction of journals and conclusion

CONTENT Unit 1

What is a bystander?

A bystander is a witness, someone who is in a position to know what is happening and is in a position to take action.

What does passive mean? What is a passive bystander?

For some people, the **word** bystander means passive. We use "bystander" in a neutral way. So a bystander can remain passive or become active.

Passivity in a bystander might be seen as:

1. Acceptance and/or approval of what the harmdoer is doing.
2. The bystander might not be feeling they accept or approve, but by being passive, others might think the bystander accepts or approves of the harmdoer's actions.
3. The harmdoer might think that his/her actions are accepted and/or approved.
4. This is likely to lead to further harmful actions.
5. Passivity can create a negative change in what the larger community sees as normal or acceptable behavior.
6. Less trust: the target and the bystanders may begin to feel less trusting of others in general.
7. The passive bystander may feel guilt for not doing the right thing.
8. A very few witnesses might enjoy the suffering of another.

COMPLICITY

Complicity

Sometimes, bystanders are not only passive, but also complicit. Complicity means any words, actions, or non-verbal reactions by which a bystander supports a harmdoer. This includes facial expressions or gestures, laughing, joining in, and saying something to support the harm-doer. Any of these would make a witness complicit. Sometimes witnesses might laugh because they are nervous and do not know what to do. But this laughter tends to be taken by harmdoers as support and by targets as complicity with the harmdoer.

What a passive bystander does.

- ❖ Walks away
- ❖ Laughs
- ❖ Ignores
- ❖ Sometimes joins in

Effects an active bystander has

- ❖ Tells the harmdoer that these actions are not accepted.
- ❖ By words and actions makes continued harmful action less likely
- ❖ Makes the target feel better. They do not feel abandoned; they feel protected and connected to other people. This makes later harmful acts against this person less likely
- ❖ Is careful not to embarrass the target (since taking action can show the target needs protection)

- ❖ Has a positive effect on the larger community by showing that harmdoing is not acceptable or approved.

Active bystandership is a natural way to behave toward other people. It is a responsibility as a member of a civil society where people can feel secure and live without fear. Being an active bystander is a normal part of being human. We will discuss why being an active bystander is sometimes difficult and takes moral courage.

Moral Courage

- ❖ What is courage?
- ❖ What is physical courage and what is moral courage?
- ❖ As we think about courage, why is it important to think of our safety?

Moral courage is the ability and willingness to act according to our values (to do the right thing) even though others might disapprove of our actions, or do other harm to us. Moral courage means doing what you believe is the right thing even when you are actions are contrary to the values, beliefs or expectations of the people around you.

Unit 1 – Defining Bystander

Materials: Folders (students will be responsible for bringing these each day)
Journals (these will be collected each day)
Unit 1 Information sheet
Passive& Active Bystander Work Sheet
Case Study Video

Goals: To develop a definition of a bystander
To understand the concept of a passive bystander
To understand the concept of an active bystander

INTRODUCTIONS: T1, T2, T3 (5 minutes)

- ❖ Trainers introduce themselves: who they are. Examples: school grade, mediator, police officer. **T1, T2, T3**
- ❖ TAB is an experimental program. This is the first time it has ever been taught. If it is effective, it could expand to schools around the state, around the country and even around the world. It could also be used for all ages- by adults at work, in elementary schools, on the street, by diplomats, and so on. **T1**
- ❖ You already know much of what we will be teaching in Training Active Bystanders. We will be naming this knowledge and helping you develop skills to act on the power you already have. We want you to be able to find the courage to do what you know is right when you are a bystander. **T2**
- ❖ We value everyone’s ideas. **T3**
- ❖ We might be discussing difficult things, but they are important. We want to talk about bystanders safely and comfortably. **T2**
- ❖ Please speak privately to any one of us, your teacher or a counselor if you feel scared or uncomfortable during any lesson. **T1**
- ❖ **T3** Tell the class how frequently you’ will be training in this class

GROUND RULES T3 (2 minutes)

Set the ground rules/guidelines for the training.

- ❖ **When we are in your class, how do you think we will expect you to act?**

Idea Box – Ground Rules
Everyone should act respectfully including listening to each other. Solicit other ideas....

CASE STUDY SCENARIO T2 (1 minute)

We will now be presenting a case study scenario. (This skit includes all the elements the trainers will be teaching. The entire skit is shown the first and last days. Many units use parts of the skit to illustrate that day’s lesson.)

Please watch the scenario and we will talk about it afterward.

Video takes 5 minutes

BRAINSTORM AND DISCUSSION T1, T2, T3 (8 minutes)

- ❖ **What are the roles in a bystander situation?**
- ❖ **Words used throughout: Target, Harmdoer, Bystander**
- ❖ **We are setting the language to be used throughout**
- ❖ **What is a bystander? T1 (2 minutes)**
- ❖ **What does passive mean? T3 (1 min)**
- ❖ **What is a passive bystander? T3 (1 min)**
- ❖ **What does active mean? T2 (1 min)**
- ❖ **What is an active bystander? T2 (1 min)**

Idea Box – Bystanders – Passive and Active

A bystander is a witness, someone who is in a position to know what is happening and is in a position to take action.

Passive bystanders show acceptance of what is happening or even join in leading to the perception is that the harmdoing is accepted or approved.

Active bystanders stop the harmdoing.

ACTIVITY – Rally Table Brainstorm T3 (11 minutes)

Divide the class into 4 small groups. By counting off 1-4, you divide the class into groups as well as give numbers to identify each group. (1 min)

Groups 1 and 2 will brainstorm answers to the question:

- ❖ **What are the consequences of passive bystandership?**

Groups 3 and 4 will brainstorm answers to the question:

- ❖ **What are the consequences of active bystandership?**

Give each group a handout to write their answers on. After 5 minutes the 2 groups brainstorming passive bystander will compare answers at a “rally table” and create one list, and the 2 groups brainstorming active will compare answers at a “a rally table” to create one list. Give the two larger groups 3 additional minutes to create the “combined” list.

The combined 1 and 2 group and the combined 3 and 4 group will present their results to the whole class. (2 minutes)

T2: When list is read, makes sure the idea box concepts are included. Adds them if they are not included and repeats the concepts that the class said. **(2 min)**

Idea Box – Consequences of Passive Bystandership

- The harmdoer and target both think the bystanders approve of harmdoing
- Acceptance or approval of the harmdoer's actions by other bystanders
- Likely to lead to further harmful actions
- A change in the community norms of conduct
- Less trust
- Guilt
- On the part of some witnesses, enjoyment of the suffering of another.

Idea Box – Consequences of Active Bystandership

- Shows that harmful actions are not accepted
- Makes continued action less likely
- Makes later harmful action less likely
- Makes later active bystandership by actor and others more likely
- Makes the target feel better – not feel abandoned, feel protected, connected to other people
- More trust
- Affects social norms positively

BRAINSTORM AND DISCUSSION T1, T2, T3 (7 minutes)

- ❖ Brainstorm answers to these questions:
- ❖ **What is complicity? T1 (1min)**
- ❖ **How are complicity T1 and passivity connected? (1 min)**

Idea Box – Complicity

Complicity means any actions, or non-verbal reactions that encourages the harmdoer. For example, when you see someone picking on another person & you stand around & laugh & add comments that are negative, you become complicit.

- ❖ **What is courage? T3 (1 min)**
- ❖ **What is physical courage**
- ❖ **What is moral courage? T1 (2 min)**
- ❖ **As we think courage, how do we assess our safety?**

Idea Box – Moral Courage

Moral courage is the ability and willingness to act on our values to do the right thing even though others might disapprove of our actions, or exclude us, or do other harm to us. Moral courage means doing what you believe is right even when you are acting contrary to the values, beliefs or expectations of people around you.

- ❖ **Why is this important? T2 (2 min)**

ACTIVITY – Journals T3 (5 min)

Pass out journals to the students. Be sure that students put their names on their journals. Explain that each student will have a journal and at the end of each lesson they will be asked to answer a question.

- ❖ **How can I use what we talked about today?**

The journals are not secret diaries. We will sometimes ask you to share what you have written. Pass out the Unit 1 information page. The journal entry question is at the bottom of the page. Idea reviews are at the top. Tell the students that they are responsible for bringing their folder to class each day with the pages that you will hand out. Give the students 5 minutes to jot down some notes in their journals about the questions. Then collect the journals. Tell students that they will receive the journals back and will be able to continue to make notes in them.

CONCLUSION T1 (1 min)

Active bystandership is a natural way to treat people. It is a normal part of our humanity. It is the responsibility of each of us as part of society to be active bystanders. In this way, we create a community that is peaceful and safe so we can all feel secure and live without fear. Thank the students for their work and their thoughts.

Unit 2 – Where Are Bystanders Present? Defining the Problem

1.The Dot Game

2.Where might bystanders be present?

3.Harmdoing

4.Consequences of harmdoing for the target, the harmdoer, the bystander and the community

5.Why people in engage in this harmdoing

6.Journals

7.Conclusion

CONTENT: Unit 2

Defining the Problem

Harmdoing in schools worldwide

There is a lot of harmdoing, (bullying, harassment, violence and intimidation) in schools and among young people in general. During their school years, most students are targets at one time or another and at some point nearly everyone hurts another, sometimes without even meaning to do it. A much smaller number of students are special targets or regular harmdoers for long periods of time. Harmdoing happens daily in most schools. This happens all over the world in schools and also outside of schools. This means that every student is a bystander at some time or another.

Consequences of harmdoing

Targets:

Targets may feel distress, unhappiness, depression, and have negative moods. They may mistrust other people, seeing them as dangerous. It is rare, but sometimes a very small number of people who are targets for a long time can become violent. The presence of passive bystanders makes people feel worse. Studies show that people who were targets when bystanders were passive felt worse than if there were no witnesses.

Harm doers:

To make harmdoing acceptable to themselves, harmdoers de-value those they harm. They see their targets as different, bad, strange, stupid, outsiders, as “them” not “us.”

For people who are aggressive harmdoers, their hostile acts can become habits. When they get what they want through harmdoing, it confirms for them that this is the right way to act. What they might want includes:

- ❖ Getting something
- ❖ Showing and feeling their power/strength
- ❖ Successfully defending themselves when they believe (incorrectly) that someone wanted to harm them. (When someone defends him or herself without using more force than necessary its not considered harmdoing.)
- ❖ Looking good to others.

Passive Bystanders:

Passive bystanders become less trusting of others because they see that people can be dangerous. They feel that as an individual, they are powerless to stop harm. This means they feel less effective personally.

Watching other people be harmed or suffer is painful. To avoid feeling bad for the target, they distance themselves from the person being harmed. Passive bystanders also need to make their failure to act more acceptable to themselves, so they devalue those who are harmed, seeing them as different, bad, strange, stupid, outsiders, “them” not “us.” However, not all bystanders do this, and some passive bystanders feel guilty, bad about themselves. This could happen during or right after the event, or later in their lives.

The School and the wider community:

Students do not feel safe in school if harmdoing and passive bystandership are “normal”, a regular part of the life of the community. When students do not feel safe, it is harder for them to learn.

Harmdoing can grow and expand, but it can also be reduced. In a school or community where harmdoing is not stopped, it will get worse. The opposite is also true. When active bystanders stop harmdoing, and by their words and actions say it is not normal or acceptable in the school or community, then there will be fewer and fewer harmful acts. In schools, students will feel safer and learn more easily.

Why do people harm others?

The harmdoer sees others as hostile

Why? Maybe they were treated badly in the past. They may see the world as a dangerous place if they were abused physically or verbally. One study gives an example of this. If boys are playing soccer and one kicks another, an aggressive boy will think he was kicked on purpose. Boys who are not aggressive will see it as an accident. Boys who use aggression to attack others are generally not popular, but they don't know this.

The harmdoer thinks their behavior is normal

This is because of what they have seen in their family and in the media. If aggressive, abusive words and actions are used in the home to resolve conflicts, harmdoers learn this is the normal way to act. Some television, movies, video games and music reinforce this idea.

The harmdoer gets some needs met, even though this is destructive

Every human being in the world has basic human needs in common.

Basic Human Needs

- ❖ Security: not to be harmed by actions or words, to have enough food to eat, and to have shelter.
- ❖ Positive identity: feeling good about ourselves.
- ❖ Positive connections to other people; having friends, being respected, being part of some group.
- ❖ Feeling effective: able to act and to have control over what is important for us, so we can reach our goals and protect ourselves from harm.
- ❖ Autonomy: able to make some choices for ourselves and to have our choices be accepted and respected.
- ❖ Comprehension of reality: understanding the world around us and our place in it.

When things go well for us, we can fulfill these needs in constructive ways. We can feel effective, because we do well in school, or because we are able to make friends. We feel good about ourselves and have positive connections to other people. So our needs to feel effective, to have a positive identity, and to be connected to others are met in positive, constructive ways.

When a person gets needs met destructively, they hurt other people and themselves. They may get one basic human need met but at the expense of another need.

For example, using power over someone else to feel effective hurts the harmdoer because then others won't like him or her. Then their need to have friends and be respected does not get met. A harmdoer might not feel safe when they are aggressive because others might respond aggressively. This means the harmdoer does not get their need for security met. Someone might become a loner because they have learned that other people can be dangerous. Their need to feel safe is met, but their need to have friends and positive connections is not met.

Unit 2- Defining the Problem

Materials: Dots for The Dot Game
Consequences Work Sheet
Unit 2 Information Page
Journals

Goals: To create an awareness of where bystanders play a part
To develop a definition of harmdoing
To understand the consequences of harmdoing
To understand why harmdoing happens

INTRODUCTION T1 (2 minutes)

Review the definitions of:

- ❖ **Bystanders,**
- ❖ **Passive bystanders**
- ❖ **Active bystanders**

Today, we will be talking about situations in which people who are present are bystanders.

ACTIVITY- Dot Game T2 (10 minutes)

Introduce the Dot Game. The group will play the Dot Game as an introduction to the rest of today's discussion. This game will help us think about the rest of our discussion today.

T2 and T3 debrief the game together.

REFLECTING – INDIVIDUAL BRAINSTORMS T1 (5 minutes)

On the back of their Unit 1 page in their folder, students should make a list to answer the following question:

What are some situations in which people who are present are bystanders?

Give students three minutes to make a list of at least 5 places or situations. When time is up, ask each student to name one thing from his or her list. A trainer writes the responses on the board. As you progress through the class, particular harmdoing situations will probably be named several times, giving the opportunity to discuss and define harmdoing further.

- ❖ Brainstorm in the large group: T2 and T3 (5 mins)
 - o **What do you think harmdoing is? T3**
 - o **What does it include? T3**
 - o **Consequences of harmdoing T2**

Define consequences. Consequences are results
 --What happens as a result of something else?
 There are consequences of harmful actions and we will be looking at these.

Idea Box - Harmdoing

- Calling names
- Saying hurtful or unpleasant things
- Hit, kick, punch, threaten
- Touch in a way that is uncomfortable
- Take money or possessions
- Tease repeatedly or meanly
- Send nasty notes or make up nasty rumors
- Stop talking to or try to get others to stop talking to or try to exclude or get

Idea Box – Consequences

Targets – Unhappiness, depression, negative moods, mistrust, seeing people as dangerous.

Harmdoers – May be more aggressive later. They may develop habits of dealing with interpersonal situations aggressively.

Bystanders – Become less trusting of others and feel less effective personally.

School culture – Feeling of safety in school affected as is ability to learn.

ACTIVITY – Small group collaborative work T3 set up (1 min)

Divide the class into 4 groups with the following focus for each of the groups:

- 1.Targets
- 2.Harmdoers
- 3.Bystanders
- 4.School Culture

Group 1 will work on targets, group 2 on harmdoers, group 3 on bystanders and group 4 on school culture. Tell each group to meet at a designated spot in the room. Each group will brainstorm the consequences of harmdoing for their focus.

These questions can be kept in mind to facilitate the brainstorming:

- ❖ **How is this person or people feeling while harm is going on?**
- ❖ **What happens as a result of being harmed? Now? Later?**
- ❖ **What is being learned from harming?**

Give each group a paper with the questions on it to record their answers. Give the groups 7 minutes to brainstorm and record their answers on their paper. Each small group then reports the results of the brainstorming session.

T1—Debrief (4 min)

After listening to each group the large group will find that **there are many consequences for all parties in this kind of situation.**

BRAINSTORM AND DISCUSSION T2 (3 min)

Brainstorm answers to the question:

Idea Box – Why

- As a response to thinking (wrongly) that others are hostile.
- Because they have learned that aggression is normal.
- As a destructive way to fulfill their human need for security, connection to others, effectiveness.
- Comprehension of reality.

❖ Why do people engage in behavior that harms others?

ACTIVITY – Journals T3 (5 min)

Pass out journals and Unit 2 Information sheets have students respond to:

- ❖ Think back to a time when you might have harmed someone (intentional or not) and write about the consequences for yourself & the person who has harmed.**

CONCLUSION T1 (1 min)

Today, we have talked about what kinds of situations bystanders encounter and about harming. We have also talked about why some people harm others and what happens as a result. Thank you for your ideas about these things.

Unit 3 –Why Bystanders Do Not Act (Inhibitors of Active Bystandership)

1. Define what we mean by inhibitors
(What prevents action?)
2. Pluralistic ignorance – (Masks)
3. Diffusion of responsibility – (Who me?)
4. Ambiguity of the need for help – (Confusion)
5. Danger or cost of helping – define
6. Fear of disapproval – define
7. Brainstorming solutions to these inhibitor
8. Journals
9. Wrapping up and a group building game

CONTENT Unit 3 Why Bystanders Do Not Act (INHIBITORS OF ACTIVE BYSTANDERSHIP)

Understanding what keeps people from taking action helps us to be able to act. Some of the things that stand in the way of being an active bystander (inhibitors):

- ❖ **Masks:** Pluralistic Ignorance
- ❖ **Who Me?:** Diffusion of Responsibility
- ❖ **Confusion:** the need for help is ambiguous
- ❖ **Danger:** danger or cost of helping
- ❖ **Fear** of disapproval

1. MASKS: Pluralistic ignorance

This is when people do not show their feelings. So when they look at each other, everyone thinks no action is needed.

In public, many people do not show they are upset. They wear a mask to cover their feelings. Their faces don't show their feelings of fear, worry, concern, distress, anger, sadness, and so on. Bystanders look around and they see other bystanders with no expressions so no one acts.

People tend to decide what an event means based on other's expressions and actions. If all the bystanders are wearing their masks, everyone decides there is no problem.

In one study, something happened suddenly startling the two people present. When they sat back to back and could not see each other's surprise, they usually did not act. When they sat facing each other and could see each other's reactions, they were more likely to act.

2.WHO ME?: Diffusion of responsibility

When others are present, each bystander feels they have less responsibility because there are others present who could also respond. Studies show that the more people there are at an emergency, the less likely it is that any one person helps. But pairs of small children expressed their feelings (no masks), talked to each other about what was happening, and together took responsibility to act.

3.CONFUSION: Ambiguity of the need for help

When bystanders are not sure help is needed, they are less likely to help. In one study, there was a situation in which help was needed. The person sometimes received help, but received help much more often after calling for help. Being a target can feel shameful. So targets often act as if everything were fine. They might even joke or laugh. This makes it hard for the bystanders to decide if help is needed.

4.DANGER: Danger or cost of helping

This means there is a fear the harmdoer or others might harm the active bystander, either when the bystander is helping or later. The bystander could become a target.

The emotional cost of helping could be too high. The effort might seem too difficult. If the target is unpopular, then by helping, the active bystander could be excluded. If the target is someone the active bystander does not like, the target might turn to the bystander for continued support and friendship. (People often don't like individuals because their group does not. But the assumption that there is something wrong with them because they are not popular can be very incorrect.)

5.FEAR: Fear of disapproval

This is a fear of looking foolish. The bystander may not be sure they have the right skills to help. Maybe it's a worry about being judged negatively. When a person acts publicly in front of a group and takes charge as an active bystander, it is not unusual to feel a little insecure. If the bystander is acting against the opinion or attitudes of some person or a group, then he or she probably will feel uncomfortable. Many people feel that way. However, developing the right judgment and skills and acting on one's values can give people confidence.

SOLUTIONS TO THE INHIBITORS OF ACTIVE BYSTANDERSHIP

1.THE MASK: Pluralistic ignorance

Saying something can change how everyone sees what is going on. Even a jump of surprise, a startle response by one person can change how others see the event. This can move all the bystanders to action. Showing worry or concern on one's face or making sounds to express emotions, drops the mask and can reduce pluralistic ignorance.

2.WHO ME? Diffusion of responsibility

Just being aware that humans have a problem taking responsibility when there is a group without a clear leader can help increase responsibility. Being aware that we are all responsible for each other is helpful. What one bystander says or does can increase other bystanders' feelings of responsibility.

3.CONFUSION: Ambiguity of need for help

Awareness that we can't always be certain help is needed can overcome this confusion. A bystander could ask, "Is help needed?" Or a bystander could say, "I am laughing because I don't know what else to do, but it's not funny."

It also reduces confusion if targets show their need for help in ways that are not embarrassing to them. A target could say, "Please stop," or "That upsets me." The target could be serious rather than laughing.

4.DANGER: Danger and cost of helping

Asking others to help so the bystander is not acting alone reduces danger. There is strength in numbers. Moral courage is important when dealing with the danger of helping. Creating a culture in the school and the wider community where active bystandership is normal and accepted will also help.

5.FEAR: Fear of disapproval

The bystander must focus on values that are personally important to overcome this fear. When the need for help is very clear, people are more likely to overcome fear of disapproval. Bringing in other active bystanders helps. Learning skills for helping the target and feeling able to use those skills can help. When the school and the wider community sees active bystandership as normal and accepted behavior, this will help people overcome their fear of disapproval. Moral courage, while especially important for acting in the face of danger, also reduces concern about disapproval for acting inappropriately or unskillfully.

MORAL COURAGE

Moral courage is the ability and willingness to do the right thing even though others might disapprove of or exclude you. Moral courage means acting on your personal values of what is right and wrong when your actions are contrary to the values, beliefs or expectations of people around you.

Almost all the time when a bystander acts with moral courage, they do not face any physical danger. But if negative reactions to active bystandership are extreme enough, the bystander must also have physical courage. It is possible to do the right thing and act against what others might think is right. Almost every time, the consequences are not too bad. Sometimes there can be good consequences, such as gaining more respect. But it is not always easy to guess the consequences of morally courageous action. That is why doing the right thing sometimes requires nerve, guts, bravery. However, it is also important that active bystanders do all they can to minimize the danger of negative consequences

Unit 3 – Why Bystanders Do Not Act (Inhibitors of Active Bystandership)

Materials: Unit 3 Information Page
Journals

Goals: To develop an understanding of situational inhibitors of active bystandership
To begin developing strategies to counteract inhibitors

BRAINSTORM AND DISCUSSION T1 (9 minutes)

Understanding why bystanders don't act helps us to be less inhibited as active bystanders. Today, we will talk about 5 inhibitors – things that stand in the way of being an active bystander. We will define each one and then we will talk in small groups about solutions or ways to deal with each of these.

Give each student the Unit 3 Information Page with written definitions. Ask 5 students to each read a definition aloud.

DISCUSSION: Ask if anyone can give an example of each of these inhibitors. (Examples are below if the class is stuck)

1. Masks Pluralistic ignorance –T2

Ex: You see one student push another into a locker. You walk past & pretend not to see them; you may even look in the opposite direction.

2. Who me? Diffusion of responsibility –T3

Ex: A group of students has gathered around a fight. You don't do or saying anything to break it up because you are waiting for someone else to.

3. Confusion Ambiguity of the need for help –T1

Ex: Someone is teasing another person and you aren't sure the person being teased can take it or not.

4. Danger Danger or cost of helping –T2

Ex: One of your friends can be really mean when she's mad. You see her going off on another friend of yours but you don't say anything because you don't want her to turn on you.

5. Fear Fear of disapproval –T3

Ex: You don't want to step in to stop a fight because you don't want to be accused of being involved. You also don't want to disappoint everyone watching the fight.

Idea Box – Definitions of Inhibitors
Masks--Pluralistic ignorance - when people do not show their feelings in public they define the situation for each other as one in which no actions is needed.
Who Me?--Diffusion of responsibility- when others are present, each bystander feels they have less responsibility because others could also respond to the situation.
Confusion--Ambiguity of the need for help – when it is unclear that there is a need for help, it is less likely that people will help.
Danger or cost of helping – when there is fear of retaliation or when the effort or emotional cost is high.
Fear of disapproval – when there is a concern about acting inappropriately, looking foolish or being judged negatively.

ACTIVITY – Solutions T3 divides the groups, T2 writes the questions in the curriculum on the board.

Divide the class into 5 small groups. Each group is given one of the inhibitors above as their focus. Each group will be asked to brainstorm some solutions to the inhibitor for their group using the following questions (write these questions on the board and have groups record the results of their brainstorm on the information sheet.)

- ❖ **What could a bystander do to reduce the power of this inhibitor?**
- ❖ **What could a bystander say to reduce the power of this inhibitor?**

Idea Box – Responses to Inhibitors
Masks--Pluralistic ignorance – Saying something can change perceptions. Even a startle response by one person can motivate another person. Other non-verbal reactions.
Who Me?--Diffusion of responsibility – Awareness can increase responsibility. Learning that we are all responsible can increase the feeling of taking on or assigning responsibility.
Confusion--Ambiguity of the need for help – Simply knowing this can help. Ask the target if they need help.
Danger or cost of helping – Involving other bystanders is one way to deal with this – not acting alone. Also, moral courage is sometimes necessary. When active bystandership is accepted, there is less danger.
Fear of disapproval – Focus on important values. When the need for help is very clear, people are more likely to overcome the fear of disapproval. Finding allies can help. Feeling competent can help. When the target asks for help, it supports active bystanders.

Debrief ---T1 (6 minutes)

After 5 minutes, ask each group to share what they have come up with. There are no right or wrong answers.

After each group has shared their suggestions, the large group may add more ideas. As we move on in the curriculum, many more ideas will be generated for particular things that bystanders can say and do to become **active bystanders**.

GAME T3 5 mins)

Play Cooperative Juggle

ACTIVITY – Journals T1 (5 mins)

Time permitting, pass out journals and have students respond to the question:

- ❖ **Think of a time when Bystander did not act. Why didn't they act?
What happened as a result of that?**

CONCLUSION T2 (1 minute)

Today, we have talked about some of the reasons people don't act as bystanders as well as some things we could do to reduce the power of these inhibitors.

These are the beginning of a tool chest that we are creating to use as an **active bystander** – thank you for your work in creating these tools.

Unit 4 – Values and Beliefs That Inhibit and Promote Helping

1. Review
2. Magic Shoes
3. People can take care of themselves or
Everyone needs help
3. Values that lead to action:
Empathy, personal responsibility,
Inclusive caring and community values
4. Seeing others as “them”
5. Journals

CONTENT Units 4 and 5

Values and Beliefs that Support and Inhibit Helping

When people understand what keeps them from helping (what inhibits them), what holds them back loses some of its power. Different values and beliefs hold back or support active bystanders.

Some of the values and beliefs that inhibit helping are the opposites of those that support helping (I am responsible for other people's welfare—I am not responsible for others welfare); some are different or additional values and beliefs.

People can and should take care of themselves.

OR

Everybody needs help sometimes.

For example, a young person stumbles and falls down. An old man stumbles and falls down. Whether someone needs help depends on the circumstances. Circumstances means who they are, where they are, and what is going on around them. Some people such as elders, very young children, or people who are differently abled often need help. Someone who is hurt or who is very upset, no matter how old or young, may also need help. When someone is picked on by bigger, stronger, more aggressive people, or by several people, they also need help.

Values that lead to action

When a person's values and beliefs include empathy, personal responsibility and inclusive caring, they are more likely to help another. When people have fewer of these qualities, or the opposite values and beliefs, they are less likely to help.

Empathy

This means putting one's self in another's shoes. One sees what is happening and understands how they feel based how they look and what they say. One's feelings that result from that understanding are empathy.

Empathy requires one's understanding of another's situation, feelings, and their reasons for acting as they do. Then one feels distress, compassion, or sympathy. If that other person is happy, one feels good.

For example, a person's favorite pet dies. One could assume they are very sad and shocked. But if the pet was old and sick for a very long time, they may not feel shocked. They might feel sad, but they also might feel relief. Having empathy, what one says will be based on knowledge of the situation with the pet,

and clues such as body language, the expression on their face, what they say and how they say it, and their actions.

Personal responsibility for the welfare of others.

This is a belief and a value. A value is a feeling about what is important, worthwhile and good. Personal responsibility means the belief that people should care about others' welfare, about their safety and well-being. AND that one is personally responsible for others' welfare. So when somebody needs help, it is not just *anyone* who should help but that *I, myself*, should help. The absence of a belief in and feeling of personal responsibility for other people's welfare makes helping less likely.

Inclusive caring

This means caring about people beyond those you are close to. It is caring for people inside your circle such as family, members of your religion, friends, and people who are like you and people outside that circle. Included in your caring are people who are different from you, and ideally, every human being.

Human beings tend to divide people into those we see as like us and those we see as different from us. We divide people and the world into "us" and "them." We can learn to see more and more people as like us (inclusive caring) or we can see more people as different from us (seeing others as "them").

Sometimes children are taught that "they" and "them," those "others" are different, bad, less human, they should be looked down on. Our society is moving away from this attitude. But in the past, people who were part of a different religion, or different race, or even had a different ethnic background, or belonged to certain other countries were often seen as less good, even less than human. In reality every one of us can be defined as "them," depending on who we are, where we are, and how those around us think.

The same thing can happen in schools to certain students who are different. These students are often seen as "them." Because of this, they can become targets.

Community Values

The phrase "community values" means that certain kinds of behavior are positive and are wanted and encouraged. The people in the community are expected to behave according to these community values. Because these behaviors are expected and rewarded, people in the community tend to act according to what is expected of them.

Helping or harming can change a person and a community: Evolution of helpful and harmful actions

When a person harms another, they change. When a person helps another, they change. A harmdoer must justify or defend his or her act to him or herself and to other people. One way to do that is to de-value the target, to blame him or her, or to find fault with him or her.

When a harmdoer thinks harmdoing is reasonable, even necessary, s/he will feel more comfortable harming that same person again, because it is easy. As it becomes easier for them to harm one person, it can be easier for them to harm others.

When bystanders remain passive in the face of harmdoing, they distance themselves from the targets. If they did not, they would feel bad for target, and experience distress and guilt for not helping. The passive bystander shuts down their caring for others, their empathy and sense of personal responsibility, so over time they become even more passive. This attitude leads to more harmful acts in the school and the community.

When a person helps another, they value the well being of that person more. They also feel more competent and able as a helper and they see themselves as a good person who will help others. That person then thinks: I am a helper. Believing this, that person will go on to help others. This creates an evolution of helpful behavior.

What is considered normal, accepted and valued in a community can change in the same way. When people harm others without negative consequences, harming others becomes more acceptable. People don't see the harmdoer as acting negatively. When there are more people helping others and being active bystanders, then the community changes and helping others becomes more normal and more common.

Bystander acts that stop harmdoing to individual targets also stop the changes in a community that encourage harm to others. Active bystanders help develop positive attitudes, behaviors and values in the whole community.

Unit 4 – Values and Beliefs that Inhibit and Promote Helping

Materials: Unit 4 Information Page
Journals
Directions for Magic Shoes

Goals: To develop an understanding of bystander values including empathy, personal responsibility, and inclusive caring
To create a definition for community values
To understand evolution of harmful and helpful actions.

REVIEW T1 and T2 (5 minute)

Bystanders - (Unit 1) T2
Where active bystanders are needed – (Unit 2) T2
Why bystanders don't act – (Unit 3) T1
When people understand what stops them from helping, inhibitors lose their power. Today, we will look at values and beliefs that inhibit (stop) action and values and beliefs that promote (help) action.

ACTIVITY – Magic Shoes T3 (10 min)

This is a group building game that requires the group to problem solve as a group and come to a consensus about how to move ahead. Each person in this game is a bystander and has the potential of becoming an active problem solver – an active bystander. At the conclusion debrief by asking:
What happened in your group?

Idea Box – Magic Shoes

There is the opportunity to be an active bystander by speaking up to help your community, offering suggestions, acting on personal responsibility, to act on inclusive caring and to work as a team.

What do you think this activity has to do with being an active bystander?

BRAINSTORM AND DISCUSSION T2 (3 mins)

Discuss as a group what the following statements mean:

- ❖ **People can and should take care of themselves**
- ❖ **Everybody needs help sometimes**
- ❖

DEFINE AS A GROUP

- ∑ Empathy **T1 (2 minutes)**
- ∑ Personal responsibility **T3 (1 minute)**
- ∑ Inclusive caring **T2 (1 minute)**

Idea Box

Some people, because of their age or circumstances often need help. These circumstances can include being older, younger, some one injured or distressed or someone being picked on by bigger, stronger, more aggressive people.

Idea Box – Definitions

Empathy – Putting yourself in another’s shoes. Understanding how another person feels based on how they look and what they say or based on how that person might feel given what has happened or is happening to them. Empathy is one’s feelings that result from that understanding. Empathy is feeling *with* another. Sympathy is feeling *for* another.

Personal responsibility – The feeling or belief that I am personally responsible for other people’s wellbeing.

Inclusive caring – Caring about people other than those you closely identify with, extending beyond family, friends, members of your own religion, people who are like you to people who are different.

BRAINSTORM AND DISCUSSION-“Them” vs. “Us”

To explain the concept of “seeing others as them” and devaluing others, ask the following questions:

- ❖ **What does it mean to see some people as “us” and some people as “them?” Can you think of examples? T1 (3 minutes)**
- ❖ **What does it mean to devalue others? T2 (2 min)**

Idea Box – Seeing Others as Them

Human beings have a strong tendency to divide people into those we see as like us and those we see as different from us – to divide the world into “us” and “them.”

Examples of this could include: People from other schools, Jewish people in Germany during WW II, people from another race or ethnic group, recent immigrants to the United States, and others. Often, students who are a little different are seen as them – and devalued.

- ❖ **Can you think of an example of this happening? T2 (2min)**

o

CONCLUSION T2 (2 mins)

So, how did some of the things we discussed today play out in the “Magic Shoes”? We will continue with our discussion of empathy, personal responsibility and inclusive caring in the next lesson and broaden these into our communities.

We will start the next lesson with some role-plays around what we've discussed today.

ACTIVITY – Journals T3 (8 minutes)

Time permitting, pass out journals and Unit 4 Information Page. Have students respond to:

- ❖ **Reflect and write about a time when empathy, personal responsibility or inclusive caring affected or could have affected a situation you were in.**

Unit 5 – Values and Beliefs That Support and Inhibit Helping – Part 2

1. Review
2. Role plays – seeing others as “them”
3. Community values
4. Evolution of helpful and harmful actions
5. Conclusion and game
6. Journals

Unit 5 – Values and Beliefs That Inhibit and Promote Helping

Materials: Unit 5 Information Page
Journals

Goals: To develop an understanding of bystander values
To create a definition for community values
To understand about the evolution of harmful and helpful actions

REVIEW T1 (5 min)

Review definitions of

- ∑ Empathy
- ∑ Personal responsibility
- ∑ Inclusive caring
- ∑ Seeing others as “them” and devaluing others
- ∑

ROLE PLAY T1, T2, T3 divides them into groups (15 mins)

Divide the class into 3 or four groups for these role-plays and further discussions.

The trainers will act out the role-play for each of the groups, one at a time.

Group participants are instructed to be active bystanders. At the conclusion of each role-play the small group will talk about the actions taken by the bystanders. Make sure that each group answers the questions:

- ❖ **What first encouraged you to act?**
- ❖ **Did you know what to say?**
- ❖ **Was it hard to find something to say?**
- ❖ **Does what happened have anything to do with your values and beliefs?**

Idea Box –Role-Plays

1. Target likes Rap, Harmdoers Like Rock
2. Target drive’s Grandma’s old car.
3. Target speaks Spanish. Others speak English
4. Target is going to different school next year.

BRAINSTORM and DISCUSSION T2 (16 mins)

We have been discussing how individual’s see “others as them,” and individuals’ values. Now we are going to broaden that and talk about communities and community values.

Discuss community values by asking:

- ❖ **What do we mean by a community and what communities do you belong to? T2 (2 mins)**
- ❖ **What is our school community? T2 (2 mins)**
- ❖ **What do we mean by community values and beliefs? T3 (2 mins)**
- ❖ **What values and beliefs does this school community hold?T3 (2 mins)**
- ❖ **Are the values of this community more**

Idea Box – Community Values

Community values means valuing certain kinds of behavior and believing that these kinds of behavior are desirable while some others are not. Those who are part of the community know these behaviors

likely to lead to helping or harming? T1 (2 mins)

- ❖ **How do you think people and communities change over time as a result of actions? T1 (2 mins)**
- ❖ **Has an action that you did changed you? T3 (2 mins)**

Idea Box – Evolution of Helpful and Harmful Actions

A person who harms another, changes as a result of those actions. A person who helps another also changes as a result of those actions. Community values also evolve. When people harm and there are no negative consequences, the harming action becomes more justified. Similarly, when people help others more, the norms and the values of the community change to make helping more likely.

CONCLUSION T1 (1 min) AND GAME T3 (4 mins)

We have talked about the values and beliefs that each of us holds individually and as a group, how they change and how they affect the entire community we live in. We'll conclude with Cooperative Juggle where every person in the group affects how well the group as a whole juggles.

ACTIVITY – Journals T2 (5 mins)

Pass out journals and Unit 5 information page and have students respond to the question:

- ❖ **Has an action that you did, changed you?**

Unit 6 – Competencies That Promote Active Bystandership

1. Define competence
2. The role of competencies for bystanders
3. Role taking
4. Modes of communication
5. Captain Jack
6. Journals
7. Conclusion

CONTENT Unit 6

Unit 6 – HOW to be an Active Bystander

Competence

This is the knowledge and skill of **how** to do something. It can also mean the ability to figure out how to do something. If a person is competent, they are more likely to act as a positive bystander.

To **be** competent means being able to do something.

To **feel** competent means knowing that you can figure out what needs to be done and, after figuring it out, being able to do it.

How a person can be competent as a bystander

- Σ Knowing different ways to intervene (to get involved by taking action).
- Σ Having the skills to intervene.
- Σ Being able to figure out ways to intervene in new and unfamiliar situations.
- Σ Knowing how to involve others and when that is appropriate
- Σ Being confident enough to take action. Even if a person is confident, they may be uncertain or anxious.
- Σ Having good judgment about what is safe, about when to get involved, and what type of action is needed.

SKILLS AND TECHNIQUES

(Basic abilities and ways to use them)

Communication Without Words

(Modes of communication with voice and body)

This is about HOW we use voice and body. This can be communicating using no words at all. It can also be how we say words. How we speak is sometimes just as important as what we say. A great deal of communication is non-verbal. How we say something can change the message.

Tone of Voice

1. Volume: How loud or soft. For example, if something is said quietly, no one pays attention or people might listen very closely.
2. Intonation: What words are stressed in a sentence can change its meaning. For example: *I* told you he would do that. I *told* you he would do that. I told *you* he would do that.
3. Tenor: General meaning put into words when they are said such as nasty, kind, sharp, firm, sweet, stern.

Body Language This includes expressions on your face, eye contact, how close or far away you stand from someone, touching, moving your hands to describe something, showing emotions or attitudes with your hands or body.

Humor: Smiling or joking or other kinds of humor. Humor can sometimes relax people and ease a difficult situation. Laughing together can make people feel connected and safer. But if humor or laughter is at someone's expense, it can be harmful.

Unit 6 – How to Be An Active Bystander

Materials: Unit 6 Information Page
Journals
Captain Jack Instructions

Goals: To develop a definition of competency and role taking
To create an understanding of modes of communication

BRAINSTORM AND DISCUSSION – COMPETENCE T2 and T3

Brainstorm answers to the following questions:

- ❖ **What does it mean to be competent? T2 (2 mins)**
- ❖ **How does it feel to be competent? T3 (1 min)**

Idea Box – Competency

Competence is the knowledge and skill of how to do something and trusting your ability to figure out what needs to be done. Bystander competencies include:

- Knowing ways to intervene
- Having the skills to intervene
- Knowing how to generate ways to intervene in new situations
- Knowing how to involve others
- Having confidence
- Having good judgment about when and what type of intervention is needed

- ❖ **What are different ways a person can be competent as a bystander? T2 (2 mins)**

BRAINSTORM AND DISCUSSION – ROLE TAKING T1 (5 mins)

Define **role taking** as the ability or competence to understand somebody else, to take the role of others, or put yourself in another’s shoes, and understand their

Idea Box – Role taking

Role taking can include different levels:

1. Simply making a judgment about what the other person is thinking of feeling
2. Really understanding – considering at a deeper level what it is like for them, how what is happening to them would affect their thoughts and feelings.

thoughts and feelings when those are not obvious.

DISCUSSION- MODES OF COMMUNICATION T3 (2 mins)

Introduce the ideas of:

- ❖ Tone of voice
- ❖ Body language
- ❖ Humor

Idea Box – Modes of Communication

Tone of voice includes volume, intonation, and tenor.

Body language includes how close you get, using your hands, moving your head.

Humor includes a smile on the face, high-pitched tone, chuckling.

ACTIVITY—CAPTAIN JACK T2 (18 mins)

This game forces students to isolate their modes of communication by limiting their communication options. Each student will be assigned a role and each role will have its own restrictions on what you can do and say. It will be your job to work collectively to be sure the class organizes itself, but this can only be accomplished if you each personally take action towards solving the problem

DEBRIEF—T1 & T3 (10 mins)

- ❖ **How did that go?**
- ❖ **Jacks: How did it feel to be so limited in your communication?**
- ❖ **Odds: How did you convey humor?**

- ❖ **Evens: Did you focus more on volume (degree of loudness?) or intonation? (tone of your words)**
- ❖ **Which communication mode was easiest to understand?**
(Trainers point out that those who actively took on their roles found their teams faster than those who were more passive/confused/insecure about acting out the role, Run parallels top harmful situations)
- ❖ **Which Tones of voice worked and which ones didn't?**
- ❖ **How did you convey your suit?**
- ❖ **How did it feel to be rejected by Jacks vs, accepted?**
- ❖ **How did humor effect to exercise overall?**
(Trainers if they bring up that humor distracted, interrupted, disrupted—use this as a spring-board to discuss the effect humor can have as a tension breaker in a harmful situation)

ACTIVITY – Journals T1 (5 mins)

Pass out journals and Unit 6 Information page and have students respond to:

- ❖ **Describe a time when your tone of Voice and/ or Body Language changed a situation or could have?**

CONCLUSION AND GAME T2 (5 min)

WHAT ARE YOU DOING? If there is time.

Tell the students that next time we will start working on ideas for things you can say and do as an active bystander.

Unit 7 – Speaking Up – Saying Things To Halt Evolution of Negative Actions

1. Calling attention to a situation
2. Offering help
3. Expressions of disapproval
4. Supporting the target to act in his/her own behalf
5. Supporting the target – in the moment and long term
6. Elevating the target
7. Supporting the harmdoer
8. Role plays

CONTENT Units 7 and 8

Speaking Up

Skills and Techniques

By practicing techniques, they become skills we have when we need to be active bystanders. Most of the time, the need to be an active bystander takes us by surprise. When we practice what we might do, we are better prepared when we are caught by surprise.

What to Say

A bystander can say specific things that can stop harmdoing and change people's minds about what is going on.

Calling attention to a situation

- ❖ Eeuoo!
- ❖ Oh dear
- ❖ What's going on?
- ❖ Hey!
- ❖ Non-verbal gestures, facial expressions, gestures

Offering help

- ❖ May I help in some way?
- ❖ Can I help you?
- ❖ Is something wrong?
- ❖ Is there something I/we can do?

Expressing disapproval

- ❖ That's not right!
- ❖ I don't like this.
- ❖ Stop that!
- ❖ Not again!
- ❖ Enough of that.
- ❖ Non-verbal sounds, facial expressions, or gestures.

Stopping negative bystanders

- ❖ Please don't encourage them!
- ❖ Help me calm him/her down.
- ❖ When you laugh you encourage them.

Supporting the target to act or speak for himself or herself

- Do you want them to stop that?
- Can I do something?
- What do you need?

Supporting the target at the time and into the future

- ❖ I am sorry this happened or, that they did that.
- ❖ Are you all right?
- ❖ I don't think s/he should have done that!
- ❖ Do you want to go get something to drink?
- ❖ Non-verbal cues such as standing beside the target.
- ❖ Taking the target's arm and walking away from the harmdoer saying, "Come on, let's go."

Raising the target's spirits (elevating the target): affirm skills and abilities of the target

- ❖ You handled that really well.
- ❖ What you said/did was a good idea.

Supporting the harmdoer in non-harmful action

- ❖ Could I help you figure this out?
- ❖ Is something wrong?
- ❖ Are you two having a conflict?

Unit 7 – Speaking Up

Materials: Unit 7 Information Page
Phrases Worksheets
Journals

Goals: To introduce skills and language for speaking up – what to say
To practice and deepen these skills

BRAINSTORM AND DISCUSSION- WHAT TO SAY T2 (1 min)

Today, we will practice things that you can say as a bystander that can change the situation, halt the negative actions and change people's minds about what is going on.

T2 (15 min)

Pass out Unit 7 information pages that have each of the actions listed below on them. Brainstorm as a large group particular phrases to say for each of these actions.

1. Calling attention to a situation
2. Offering help when seeing a problem
3. Expressions of disapproval
4. Stopping negative bystanders
5. Supporting the target to act on her/his own behalf
6. Supporting the target – in the moment and long term
7. Elevating the target
8. Supporting the harmdoer

Idea Box – Speaking Up

Calling attention - "Hey!", "What's going on?"

Offering help - "May I help in some way?", "Can I help you?", "Is something wrong?"

Disapproving - "That does not seem right to me", "I don't like what is happening", "Stop that!", "Not that!", "Enough!", "We don't do that here."

Stopping negative bystanders - "Please don't encourage them," "Help me calm her/him down," "When you laugh you encourage them."

Supporting the target to act - "Do you want him/her to stop that?," "Can I do something?," "What do you need?"

Supporting the target in the moment and long term - "I am sorry this has happened," "Are you all right?," "I don't think s/he should have done that", "Do you want to go get something to drink?," taking the target's arm and walking away.

Elevating the target - "You handled that really well," "What you said/did was a good idea."

Encourage the group to come up with a few different phrases for each action.

ACTIVITY –Things to say as an active bystanderT3 (25 min)

Divide the class into 5 small groups – A, B, C, D, E. Assign a method of speaking up from page 40 to each group (combine numbers 3 and 4 into C group and 5, 6 and 7 into D group). Each group will come up with as many phrases as possible for their topic. Handout worksheets and spend 5 minutes developing specific phrases.

After each group has developed a number of phrases, trainers will act out a role-play for each group, 1 at a time, and each student participant should use one of the phrases developed by their group to be an active bystander. At the conclusion of each role-play, thank the students for being active bystanders.

Idea Box Role-Plays

1. One student passes another knocks her books down, then laughs, tells her not to study so much, makes fun of her.
2. Two White students are harassing a non- White student.
3. A group of girls are teasing a girl about what she's eating and refusing to sit with her at lunch.
4. A guy is yelling at his girlfriend about not showing up when she said she would the night before.
5. Two guys are on the same sports team. They have been seen egging each other on while on the field. One day they start pushing each other in the hall.
6. One student is talking about another saying that she is a liar and a thief, accusing her of stealing \$ from her locker.
7. A friend of yours is clearly in no shape to get home safely
(8th grade --- She is very upset) (10th grade----She is totally drunk)

Unit 8 –Recruiting Others

1. Why it is important to recruit other bystanders
2. Making suggestions for what other bystanders might do
3. Showing the target how to recruit help
4. Brainstorming how we can go about recruiting other bystanders
5. Role plays
6. Journals
7. Conclusion

CONTENT Unit 8

Recruiting Others

Recruiting others means getting other people to help as active bystanders.

It is important to recruit other bystanders because:

It reduces risk

If people act together there is safety in numbers.

It creates allies for bystanders and the target

Allies are people who back you up, not necessarily people who then become your friends.

It generates power

If a few people are going in one direction, others tend to follow and it grows.

Ways of recruiting others

Make suggestions for what the other bystanders might do.

You could say:

“You go get a teacher and I will try to stop it.”

“You go get help and I will stay here.”

“We should tell him to stop this.”

“You talk to the target and I’ll talk to the harmdoer.”

The effects of recruiting others

Saying something to others helps them understand that action is needed, and helps them know how to act. You could:

- ❖ Call attention to the situation: “What’s going on?” “This is not right,” “I don’t think she should be doing this.”
- ❖ Non-verbal gestures can also call attention to the situation.
- ❖ By recruiting others, the target sees how to recruit help in the future.

Unit 8 – Recruiting Others

Materials: Unit 8 Information Page
Journals
Recruiting Others worksheet

Goals: To develop an understanding of recruiting allies as a bystander
To understand the benefits of recruiting allies
To practice the skills used in recruiting allies

BRAINSTORM AND DISCUSSION T1 (3 mins)

Today we will be talking about getting other people around you to help – recruiting allies.

Brainstorm answers the question:

❖ **Why do you think it is important to recruit other bystanders?**

Idea Box – Why to Recruit Allies
- It reduces the risk
- It creates allies for bystanders and targets, people to back you up
- It generates power

BRAINSTORM AND DISCUSSION

How to recruit?

As a group, generate a list of things to say to recruit allies. **T3 (5 mins)**

What happens? **T2 (5 mins)**

Idea Box – Recruiting Allies

By recruiting others, it influences the interpretation of the event, it helps people to know what is happening. You could say to others, "What's going on?," "I don't think s/he should be doing this," "This is not right!"

By recruiting others, you make suggestions for what others might do. You could say, "You go get a teacher and I will try to stop it.," "You go get help and I will stay here", "We should tell him to stop this".

By recruiting others, you show the target what s/he can do to recruit help in the future.

Discuss the effects of recruiting others with the question:

ACTIVITY – Group Reflection T3 (10 min)

Divide the class into 4 small groups, each with a trainer/teacher and discuss recruiting others. Each group should think of a time or situation when you or someone you saw, recruited other people. Then use the following questions as a tool to guide the discussion. A handout with the questions on it will be given to each group.

- ❖ What was going on when getting a group of allies together was the right thing to do?
- ❖ How did the person get other people to join in?
- ❖ Did they use certain words or phrases? What were they?
- ❖ Did they use promises or a certain tone of voice? What were they?
- ❖ Did that person have power or status in order to get others to go along?
- ❖ Did their power or status grow or diminish after getting others to join?

ROLE PLAY T1 (10 min)

Come back into the large group. Ask for volunteers to come up in front of the class and role-play a scenario where a group of bystanders recruit others to help using the phrases suggested in the small groups. Debrief from the role-play by asking:

Idea- Box Role-Plays
1. Team Captain is teasing a younger teammate in front of everyone in the locker room.
2. A popular girl is making fun of a girl (who used to be in the same clique) because of who she is dating, calling her names, saying nasty things, etc.

- ❖ **Is it easier to act as part of a group or alone?**
- ❖ **Could a person who has less influence with other students recruit others to be active bystanders? What might this person need to do?**

ACTIVITY - Journals T2 (5 mins)

Time permitting pass out journals and have students respond to the question:

- ❖ **Describe a time when allies made a difference for you.**
- ❖ **How could you use recruiting allies as a bystander?**

CONCLUSION T1 (2 mins)

Recruiting allies is an important bystander skill – thank the students for their work around creating language and actions for this skill.

Unit 9 – Showing Empathy and Caring for Targets and Developing Understanding of Harmdoers

1. Showing empathy and caring for targets
2. Supporting the target
3. Empowering the target
4. Developing understanding of the harmdoer
5. Supporting non-harmful acts
6. Offering help and support to the harmdoer
7. Fulfilling needs in a constructive way
8. Brainstorming

CONTENT Unit 9

Showing Empathy, Caring for Targets and Understanding Harmdoers

As a bystander, you can influence both the target and the harmdoer. You can support and encourage the target. You can also have a better understanding of the harmdoer and be able to encourage non-harmful acts by this person.

EMPATHY

Empathy means putting oneself in another's shoes, seeing what is happening with that person and understanding how they feel based on how they look and what they say. Empathy requires understanding of another's situation, feelings, and their reasons for acting as they do. Then one feels compassion, sympathy and understanding.

What could you say to show empathy and caring?

- ❖ "I'm sorry this has happened."
- ❖ "This must be hard for you."
- ❖ "I feel bad that happened to you."

Other Reasons to Act:

What if you don't feel empathy for the target? What if you dislike the target?
Other reasons you might act are:

Personal responsibility

Personal responsibility is the feeling or belief that **I** am personally responsible for other people's wellbeing.

Moral duty

Helping is the right thing to do.

Enlightened self-interest

If I help others, then when I need help, others might help me.

Social norms

In this community or school or culture, it is normal and expected that people help each other. The active bystander wants to contribute to making it normal and expected that people help each other.

Goodness

This means doing the right thing even if it is not your first impulse. In many situations, we will want to help even if we don't feel empathy for the target.

EMPOWERING THE TARGET

Empowering means helping a person see that s/he can influence events.

Why is it important to empower a target?

Targets often don't protect themselves. If they understand they have the power to stop the harmdoing themselves, then they are less likely to be a target.

What happens when the target is empowered?

It sometimes makes the need for help clear (reduces ambiguity), because if a target stands up for himself or herself (in a positive way, like active bystanders would), then bystanders will see there is a need for help. This increases active bystandership.

On the other hand, sometimes if the target is acting, bystanders will think their help is not needed even when it is.

When targets first stand up for themselves, harmdoers may feel challenged and could intensify their harmdoing. It is important that targets keep on standing up for themselves once they start. Active bystandership is especially important at that point.

An important part of active bystandership is to act even when a target of harmdoing does not take action to protect himself or herself.

UNDERSTANDING THE HARMDOER AND SUPPORTING NON-HARMFUL ACTS

Why people do harm: (see Unit 2, why people harm others)

The harmdoer sees others as hostile.

The harmdoer thinks their behavior is normal.

The harmdoer gets some of their needs met, even though this is destructive.

Offering help and support to the harmdoer when the harm begins:

50 How could you support the harmdoer?

- ❖ Ask them to walk away with you.
- ❖ Use humor.

- ❖ Say things that seem contrary to what is going on (paradoxical interventions) like: “Is s/he bothering you?”

Why would offering help work best at the beginning of the harmdoing?

Stopping the act at the beginning prevents the harmdoer from escalating. They can back down more easily without being embarrassed or losing face.

Helping the harmdoer fulfill their

needs positively

Figure out what the “need” is in a particular situation. Often when people act aggressively, they are trying to fulfill a need negatively. To repeat from before, those needs are:

- Security
- Positive identity
- Positive Connection
- Feeling effective
- Autonomy
- Comprehension of reality
-

Once you know what the harmdoer’s need is, it is easier to try and think of ways they can get that need met.

For example, if the harmdoer’s need is for positive identity, help harmdoers understand what kinds of positive actions may bring them respect: showing kindness to someone who is excluded in class or to an earlier target of their harmful action. This may help a harmdoer take actions that fulfill their need in positive ways. Point out useful skills and abilities they have. Advocate for the student with a teacher may change their perception of other people’s reactions to them. Give them responsibilities or a leadership role in positive activities so that they don’t have to fulfill their need for effectiveness, positive identity and connection by negative action. Some of this is very difficult to do and doing it at a place and time, and/or in way that is not embarrassing to this person is important.

In one study, a student found to have stolen some money, was later given the responsibility for collecting money that other students brought into school for a charity. The result was a change in the student’s behavior, they no longer stole money.

Showing kindness to peers who act in harmful ways is difficult. But it can be important in changing their behavior, especially by showing kindness when they act positively.

Unit 9 – Showing Empathy and Caring for Targets and Understanding Harmdoers

Materials: Unit 9 Information Page
Journals
Scenario Activity sheet

Goals: To create tools for supporting targets of
To develop an understanding of harmdoers

INTRODUCTION T1 (2 min)

We have been talking about things to say as an active bystander and the ways to say them. Today, we will talk a little more about the two other parties in harmdoing – the target and the harmdoer. As a bystander, you have the ability to influence both of them. You can support and encourage the target and understand the harmdoer so you can encourage their non-harmful acts.

Idea Box – Showing empathy
- I'm sorry this has happened
- This must be hard for you
- I feel bad that happened to you

REVIEW

Brainstorm answers to the following questions:

- ❖ What is empathy and caring? **T2 (1 min)**
- ❖ Why would it be important to show empathy and caring to the target? **T3 (1 min)**
- ❖ What could you say to show empathy and caring? **T1 (1 min)**
- ❖ What is the connection between moral courage and empathy and caring? **T2 (1 min)**
- ❖ What are other reasons you might act? **T3 (1min)**

Idea Box – Reasons to Act
Personal responsibility
Moral duty – you know it's the right thing to do
Enlightened self interest – If I help others, they might help me
Social norms – in a good group, people are expected to help each other

BRAINSTORM AND DISCUSSION

Empowering the target

- ❖ What does empowering mean? **T3 (1 min)**
- ❖ Why is it important to empower a target? **T2 (1 min)**
- ❖ What tends to happen if the victim is empowered? **T1 (3 min)**

Idea Box – Empowering

Empowering means that a person gains a feeling or belief that s/he can influence events. Since targets often don't protect themselves, acting on their own behalf means they are less likely to be a target. If a target is empowered:

- It reduces ambiguity – people will see what is happening
- The harmdoer could feel challenged so bystanders become very important
- It is important that the target continues to stand up for themselves.

Idea Box – Supporting the Harmdoer

- Ask them to walk away with you
- Use humor
- Ask questions
- Stopping the act at the beginning prevents the harm from escalating- the harmdoer can walk away more easily

REVIEW --BRAINSTORM AND DISCUSSION

Understanding the harmdoer

- ❖ Why does someone harm others?
(see page 13) **T2 (1 min)**
- ❖ How could you support the harmdoer in positive ways? **T1 (3 min)**
- ❖ Why would offering help and support work best at the start? **T3 (1 min)**

ACTIVITY – What Does Casey Need? T3 (15 mins)

Supporting the harmdoer often means helping that person fulfill their needs in a non-harmful way. We will divide the class into 4 groups. Each group will be given a different scenario (scenarios will be provided) describing a person (Casey) doing a negative act. The group needs to answer the following questions on their worksheet:

- ❖ **What need or needs is the person trying to fulfill in a negative way?**
- ❖ **How could the person fulfill the need more positively?**
- ❖ **What can bystanders do to encourage the person to fulfill their need in a positive way?**

Idea Box – Needs

Safety – feeling safe

Effectiveness and control – able to do things well and make decisions

Positive identity – good self image

Connection to others- having relationships with others

Autonomy - independence

Comprehension of reality- understanding one's place in the world

After 8 minutes, have each group share their scenario and the brainstorm results. The large group could add more ideas if they have any before moving to the next group.

ACTIVITY – Journals T1 (5 min)

Time permitting, pass out journals and have students respond to the question:

- ❖ **How can I use what we have talked about today?**
- ❖ **What were my needs in my last fight/argument? The other person's needs?**

GAME AND CONCLUSION T2 (5 min)

Time permitting, play Cooperative Juggle and thank the group for their work.

Unit 10 – Developing Good Judgment and Transferring Skills

1. Review

2. What is good judgment?

3. When is intervention needed?

4. The best interventions in particular situations

5. Transferring the skills – in what situations could you use your bystander skills?

6. Journals

7. Conclusion

CONTENT Unit 10

Using Good Judgment and Using Bystander Skills in Different Situations

Deciding WHEN to be an active bystander is an important part of staying safe. Bystander skills can be applied both in school and outside school. Being an active bystander can sometimes be risky. It is also possible to be too enthusiastic about helping, like the Boy Scout helping the old lady cross the street even though she did not want to.

When is it important to be an active bystander? How can you tell when intervention is needed?

When what you see is happening, or someone's non-verbal reactions, or sounds of distress, or calling for help, show need.

Judgment is needed because:

- ❖ **The situation might be unclear (ambiguity)**
- ❖ **Some social norms and beliefs about appropriate behavior say you should not get involved** (For example, children who were working on a task in a room and heard sounds of distress from another room thought they were not supposed to interrupt their work on the task, and were not supposed to go in a strange place into another room. Such obedience to certain standards of behavior can discourage active bystandership.)

The reasons for and goals of active bystandership (intervention)

- ❖ Stopping harmful behavior in the moment
- ❖ Creating long-term benefits
- ❖ Keeping the intervener safe
- ❖ Not generating more anger toward the target
- ❖ Changing the harmdoer
- ❖ Changing the target
- ❖ Changing the harmdoer/target relationship
- ❖ Creating a community culture where harmdoing is not acceptable

Where to use bystander skills in addition to the peer interactions we have focused on

1. Accident
2. Illness
3. Stealing: You are at a store, someone picks something up and is walking out.
4. Someone is really upset—you don't necessarily know why
5. Someone had a death in the family
6. An animal is being mistreated
7. A river is being polluted, people can't swim, fish are dying
8. A natural disaster – Katrina
9. People being harmed or killed in another country

What might be special difficulties in other situations?

- ❖ Sometimes, slightly different skills might be needed—an active bystander will need to figure out how best to act.
- ❖ Something that needs immediate action might raise some questions.
- ❖ Danger. Some situations are clearly dangerous. Do we do nothing? Do we have to think a lot before getting involved? Can we reduce the danger by involving others?

Acting indirectly

There are certain situations where you don't have the power, strength, status, role, or competence to intervene. Afterwards, you can find a person in authority to prevent these things happening in the future. There are difficult and challenging issues here. How does a young person decide who to talk to, and how to tell about it? How can they be reasonably confident that they are not going to be betrayed? How to have the courage to act and how to make sure they are safe? These issues require a lot of thought. We hope this training helps you do some of that thinking beforehand, so that figuring out what to do in such situations will be easier.

Consequences and Warnings

You must be safe to be an effective active bystander. Your safety is extremely important in making your decision on the best course of action as an active bystander.

Unit 10 – Developing Good Judgment and Using Bystander Skills in Different Situations

Materials: Unit 10 Information Page
Journals
Intervening worksheet

Goals: To develop an understanding of when to intervene
To establish the goals for intervention
To widen the potential use of bystander skills

REVIEW T3 (3 min)

We have spent several lessons working being an active bystander:

- ❖ What to say
- ❖ How to recruit allies
- ❖ What to say to the target
- ❖ Things to say to the harmdoer

Now we are going to talk about when to say these things

BRAINSTORM AND DISCUSS-WHEN TO ACT, WHEN NOT TO T1 (5 min)

Intervention can be risky and at times it can be inappropriate. Brainstorm answers to the following question:

Idea Box – Intervention

Intervention is needed when circumstances, or someone's non verbal reactions, sounds of distress, or calling for help shows need. A group of people may have gathered, you've heard rumors, or more. Crying, loud voices or even an unnatural silence may indicate need.

- ❖ **How can you tell when intervention is needed?**

DISCUSS T2 (5 mins)

Pass out Unit 10 Information Page and discuss reasons for and goals of intervention.

- ❖ Stopping harmful behavior in the moment
- ❖ Attempting to create long-term beneficial effects
- ❖ Keeping the intervener safe – **Stress Safety!**
- ❖ Not generating more anger toward the target
- ❖ Attempting to transform the harmdoer
- ❖ Attempting to transform the target
- ❖ Attempting to transform the harmdoer/target relationship
- ❖ Create norms and a culture where bullying is not acceptable

ACTIVITY – Stepping Up or Stepping Out? T3 (20 min)

Divide the class into 4 small groups. Two of the groups will work on creating scenarios when you should intervene, two of the groups will work on creating scenarios when you should not intervene. Each group should describe a scenario that fits their directive (should or should not). Then develop a list or description of what to do in that situation – things that could be said, how to recruit allies, etc. OR who they could seek for help, what to do if there is danger, etc. Each group should keep the reasons and goals of intervention in mind as well as all of the information from last lessons. After 10-15 minutes, each small group should present their scenario and the techniques and skills that could be used in each scenario.

- ❖ **When should you not intervene?**
- ❖ **What can you do instead?**
- ❖ **Who can you go to?**

Using your skills and judgment, you will have to decide what to do in any given situation. Assert each individual's ability to make good choices.

Idea Box – Allies

- Parents
- Teachers
- Police
- Other family members
- Counselors
- Someone you trust
- Others

BRAINSTORM AND DISCUSS T1 (7 min)

Your bystander skills could be used in any number of situations. What are some of these? Refer to your lesson 2 entry to see if your ideas have changed.

- ∑ Accident
- ∑ Illness
- ∑ You see someone take something from a store
- ∑ Someone is really upset
- ∑ An animal is being mistreated
- ∑ A river is being polluted, people can't swim, fish are dying
- ∑ A natural disaster – Katrina
- ∑ People are being harmed or killed in another country
- ∑ Others

Again, only you can make the decisions for yourself on how you will act in any of these or other situations and what skills and techniques you will use.

ACTIVITY – Journals T2 (3 min)

Time permitting, pass out journals and have students respond to the question:

- ❖ **Describe a situation (other than a fight) where you could become an active bystander.**
- ❖ **How would you intervene?**

CONCLUSION T3 (1 min)

Next time we will be wrapping up, answering any final questions, discussing any issues that people may want to bring up for a final time. Again, thank you for your work.

Unit 11 –Active Bystanders, Moral Courage and Wrapping Up

1. Review of Concepts

2. Review Game

3. Moral Courage

4. Journals

5. Conclusion

CONTENT Unit 11

Conclusion: Active Bystanders and Moral Courage

Moral Courage: This is the ability and willingness to do the right thing even though others might disapprove of you or exclude you. Moral courage means acting on your values even when your actions are contrary to the values, beliefs or expectations of people around you. You might need physical courage as well if people's possible negative reactions are extreme enough. But almost all the time, in acting with moral courage, there is little or no danger of physical harm. To do the right thing, it is important to realize that it is possible and sometimes necessary to act contrary to others' expectations. Often this can be done with relatively little cost - although the cost is not always predictable.

Unit 11 – Active Bystanders, Moral Courage and Wrapping Up

Materials: Unit 11 Information Page
Journals
TAB Review Game Sheet
Numbers
“Hat”/Box/ something to pull numbers out of

Goals: To create a definition of moral courage
To review concepts and language of active bystandership

REVIEW T1, T2, T3 (10 min)

As we wind up the Active Bystander training, we will review all the things we’ve talked about and start with the ideas around bystanders:

- ∑ Harmdoing
- ∑ Bystanders – passive and active
- ∑ Inhibitors of active bystandership
- ∑ Empathy, caring and personal responsibility
- ∑ Community values
- ∑ Competencies and modes of communication
- ∑ Speaking up
- ∑ Recruiting others
- ∑ Empathy and caring for targets and understanding harmdoers
- ∑ Good judgment and transferring skills

ACTIVITY – Review Game T3 (12 min)

Distribute the Review Game sheets . Give the students 3-4 minutes to look it over. If there are concepts that can’t remember, they can ask one of the students seated around them to help them figure it out. At the end of the review period, each student will be asked to come to the front room and select a number from the “hat” T1 is holding. The numbers coincide with the numbers on the Review Game sheet. The student will then have to explain the concept. If they are wrong, volunteers may define the term from their seat (exempting them from having to come to the front of the class). The student will pull numbers until they are able to successfully define a coinciding term. T2 will collect the numbers from each student keeping them separate from the ones not yet asked.

BRAINSTORM AND DISCUSSION T1 and T2 (8 min)

Now, we will return to something we have talked about from the first.

- ❖ **What is moral courage and what does it have to do with being an active bystander?**

Idea Box – Moral Courage

Moral courage is the ability and willingness to act on our values to do the right thing even though others might disapprove of our actions, or exclude us, or do other harm to us. Moral courage means doing what you believe is right even when you are acting contrary to the values, beliefs or expectations of people around you.

ACTIVITY – Journals T3 (5 min)

Thank the students for their work in their journals. Ask the class if anyone would like to share something from their journal in response to the question:

❖ **How and when can I use what we have talked about?**

CONCLUSION T1, T2, T3 (10 min)

Are there any final questions, concerns or comments that those participating would like to make?

Thank the group for their hard work, willingness to participate in role-plays, and ideas.