

Training Active Bystanders
Pioneer Regional School
Quantitative and Qualitative Assessment Data
7th Grade Basic TAB 6 Lesson Series
May 30, 2018

On August 24 and 25, 2017, 20 students participated in the Training Active Bystanders Training for Trainers curriculum. The Pioneer TAB trainers taught the TAB basic 6 lesson curriculum to all 7th grade Middle School students at Pioneer Middle School during the months of October and November, 2017. Before the lessons began, each student was given a pre-training assessment. At the conclusion of the 6 lesson curriculum, an assessment was administered to each of the 7th grade students. What follows is a comparison of the results of these assessments, providing quantifiable results of increased or decreased understanding of the basic TAB concepts. Additionally, every student is given a journal on the first day of the training. At the conclusion of each lesson, students are asked to respond to questions about that lesson in their journals. These journals are intended to elicit information from students in an open-ended manner, and give students an opportunity to interact with the curriculum in a manner that allows for different learners. These journals also encourage students to provide concrete examples of ideas presented in the curriculum. All assessments and journals are completed anonymously. These two methods of assessment – the pre and post assessment forms and the student journals form the basis of this report.

The Quantitative Information

The following information reflects the comparison of the results of the pre and post assessments administered before and after the training.

Question 1 - There was an 2% increase in understanding of the term Target (94% pre training and 96% post training understood the term).

Question 2 – There was no change in understanding that spreading rumors is harmdoing (99% pre training and 99% post training understood this concept).

Question 3 – There was a 5% increase in understanding of the concept of a Passive Bystander (92% pre training and 97% post training understood this concept).

Question 4 – There was a 11% increase in the understanding of complicity in Active Bystandership (82% pre training and 93% post training understood this concept).

Question 5 – There was a 17% increase in the understanding of Moral Courage (66% pre training and 83% post training understood this concept).

Question 6 – There was a 5% increase in the understanding of empathy (94% pre training and 99% post training understood this concept).

Question 7 – There was a 5% increase in understanding of one good strategy for intervention (94% pre training and 99% post training understood the use of this strategy).

Question 8 – There was a 9% increase in understanding the concept of inclusive caring (53% pre training and 64% post training understood this concept).

Question 9 – There was a 1% increase in understanding of the concept of Evolution of Helpful Behavior (92% pre training and 93% post training understood this concept).

On both the pre and post assessments, the top four kinds of harm identified were:

- being called mean names or being made fun of,
- being excluded or left out,
- being pushed, kicked or shoved around,
- saw negative rumors being spread

The Qualitative Information

As stated in the introduction, students are given a journal in which to record their responses to questions asked at the end of each unit. What follows are selected quotes from students' journals. Spelling, grammar and punctuation have not been changed; the quotes are transcribed exactly as they appear in the student journals.

Unit 1 Journal Question: "Tell about a time when you were a bystander, either passive or active. What were the consequences of that situation for the target? For the harmdoer? What were other consequences?"

Not only are students reflecting on the language of TAB here, but also acknowledging their role, describing the harmdoing and analyzing consequences and potential outcomes.

“When I did the activity with the colored dots, I was a passive bystander. The target felt left out when everyone thought she should be in her own group. The harmdoer didn’t intentionally do harm and felt guilty after. I felt bad that I didn’t help the target.”

Unit 2 Journal Question: “Write about a time when bystanders did not take action because of one of the inhibitors. Which inhibitor was it? What could have been done to interrupt or break down that inhibitor?”

This journal question encourages students to recall a personal situation, examine and recognize a situational inhibitor that affected the situation, and suggest possible actions that would have positively affected the harmdoing.

“One time there was a fight between two boys after school in the hall. An inhibitor could be danger because you would not want to get hurt since they were fist fighting. Someone could have gotten a teacher or adult and told them or told the two boys to stop fighting and solve their conflicts verbally. ”

Unit 3 Journal Question: “List who your allies could be in a bystander situation. Describe a time when having allies made a difference for you.”

Allies are a key protective factor for active bystanders and encouraging students to create a list of allies increases their access and acknowledged value.

“Best friends, teachers, coaches, parents, pets, sister, police, doctor, friends (not best friends), and principal and vice principal. A time when allies have made a difference for me is when my grandja died, and I had friends and family guiding me through the hard times.”

Unit 4 Journal Question: “Write about how empathy and inclusive caring could change a bystander situation. List what you could say or do to show empathy or inclusive caring.” These two promoters of active bystandership, once recognized and enabled, encourage active bystandership. This question also encourages students to concretely describe how they would enact these promoters.

*“You could smile at them
If it’s a stranger you could become friends with them and talk to them to show empathy
You can donate money to poor countries
You can give kind words of courage”*

Unit 5 Journal Question: “What groups or communities are you part of? Make a list. Write about an action that changed you. Did it change any of the groups or communities you are part of? How?”

With this reflection, students are encouraged to think of themselves in the broader context of community and to recognize their potential within the communities they are a part of and their potential to change those communities.

- 1. Sports: softball/volleyball: Being part of a team helped me be a better friend*
- 2. Friends: Learned what I had to do to be a good friend*
- 3. Church: Formed a family with other church members*
- 4. Family: Learned about love”*

Unit 6 Journal Question: “How has TAB changed your thinking about being a bystander? Write about a time when you had to use your moral courage to do what you knew was right.”

With this final journal question, students are being asked to consider the changes that TAB has made in their thinking, commit themselves to active bystandership and reflect on their use of a major tenant of TAB, moral courage.

“TAB taught me that being a passive bystander makes you look like you approve of the situation that is going on which is what you shouldn’t do. One time my best friend was being called names by some other classmates and I came up to them and told them to stop even though I was nervous that something bad might happen to me or I will get harmed in some way.”

“I know that being an active bystander is important because it will help to create a better community. One time one of my best friends was saying rude things about a girl in our class with a disorder, and I told her that it wasn’t ok to say that.”

Conclusions

- The 7th grade students have a significant understanding of the TAB concepts, and in each category, the understanding increased. The TAB concepts seem well embedded in the school culture.
- The categories of harm witnessed, both pre and post training included exclusion, name calling, spreading rumors and physical harm.

- 99% of the students responded that they understood that spreading rumors is harmful.
- The journal entries exhibited students application of active bystander skills; in almost every entry, problem solving techniques and actions were suggested by the writer.
- The students were able to make significant connections between their personal experiences and utilizing the skills they learned in the TAB curriculum to support them as active bystanders.