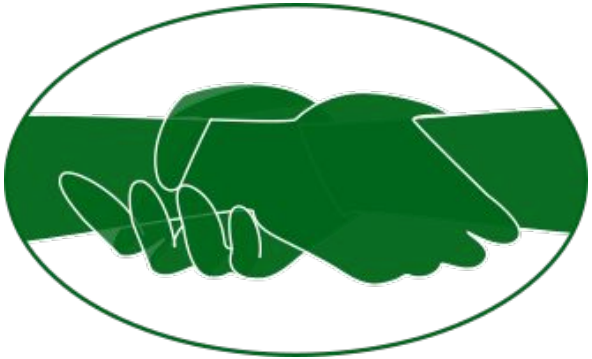


Franklin County High School TAB Evaluation Data

Training Active Bystanders

What is Training Active Bystanders (TAB)?

- Training Active Bystanders (TAB) is a program of Quabbin Mediation, a creative conflict resolution non-profit organization founded in the North Quabbin Region of Massachusetts.
- TAB was created in 2007, combining our conflict resolution practices with Dr. Ervin Staub's research in Peace Psychology. TAB is an evidence-based program for schools, communities, businesses, houses of worship, organizations, prisons, agencies, and institutions.
- Our school programs are our longest-standing and most impactful programs. Our training for trainers (T4T) model reaches hundreds of students at multiple schools each year.
- Learn more at www.trainingactivebystanders.org or email lillyfellows@quabbinmediation.org

Youth TAB Curriculum Outline

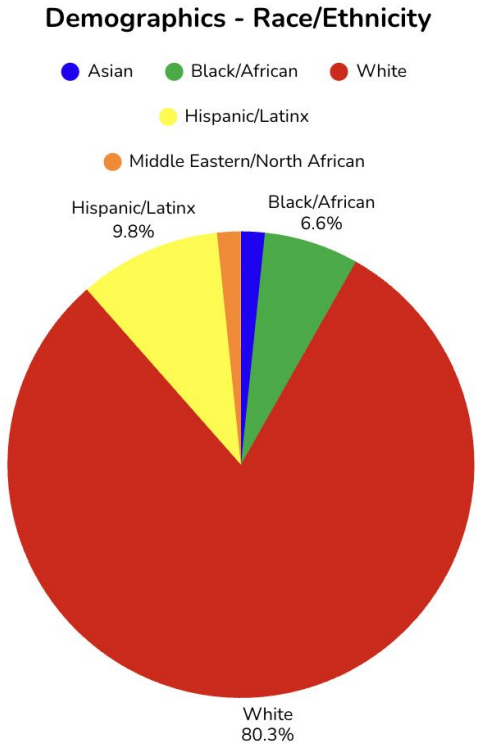
- Each unit includes a mix of storytelling, small and large group discussions, games, and personal reflections.
- Unit 1
  - Setting common language and definitions of active bystandership
  - What harmdoing is and how it impacts the community
  - Consequences of harm, and consequences of not stepping in
- Unit 2
  - What prevents us from stepping in when harm is happening, and how to break these inhibitors
  - What promotes us to step in when harm is happening
- Unit 3
  - Community values
  - Evolution of helpful and harmful behavior
  - Moral courage

Main Learning Objectives

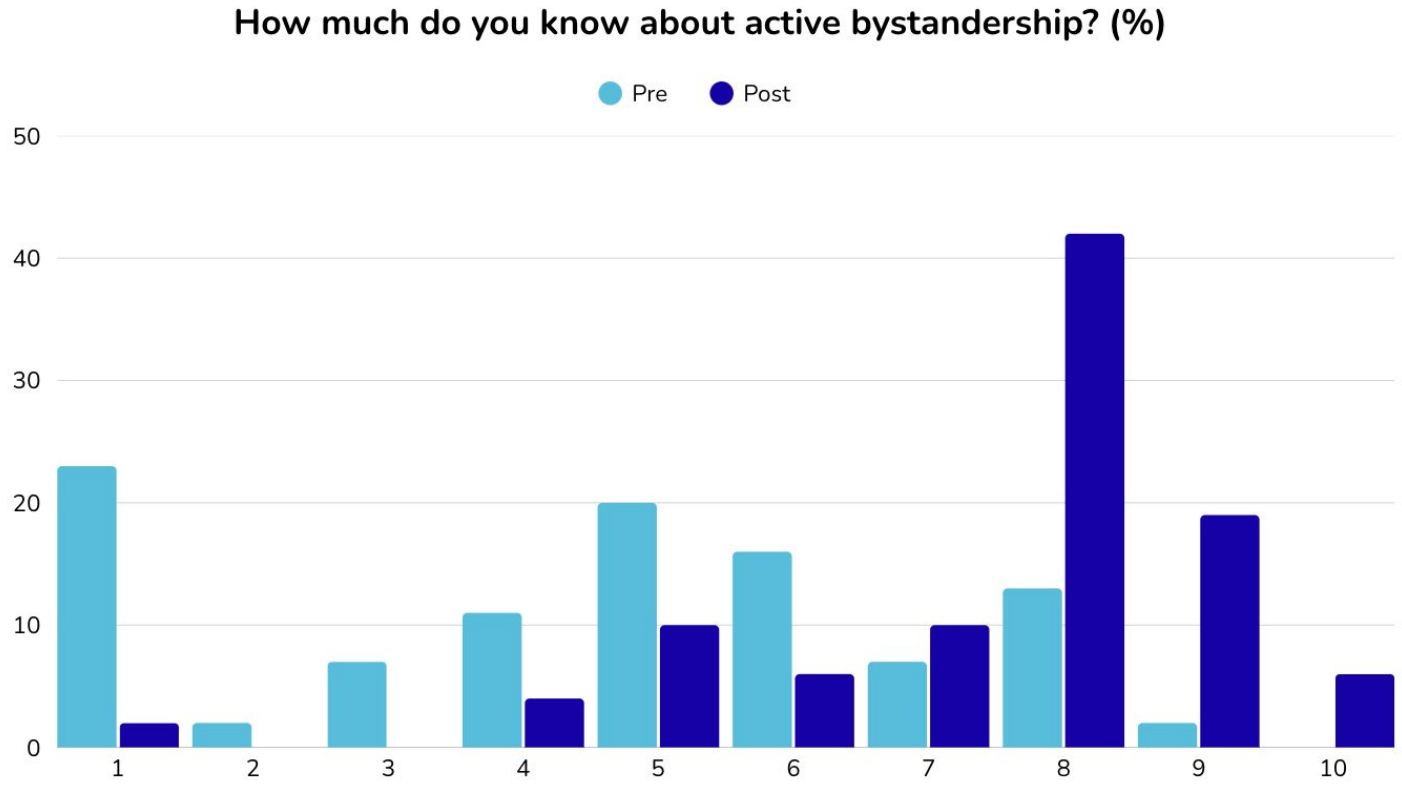
- Learn what harmdoing is and how to recognize when it is happening
- Learn what bystandership is, and how to be an active bystander
- Learn who allies are, and how to recruit them
- Learn how to step in when harm is happening, in the moment and later
- Learn what prevents and promotes active bystandership

TAB Training and Demographic Information

- January 2026
- All students in 9th grade trained as trainers in our youth curriculum (through 5 advisory classroom periods).
- 55 students completed the pre-survey, 49 students completed the post-survey.



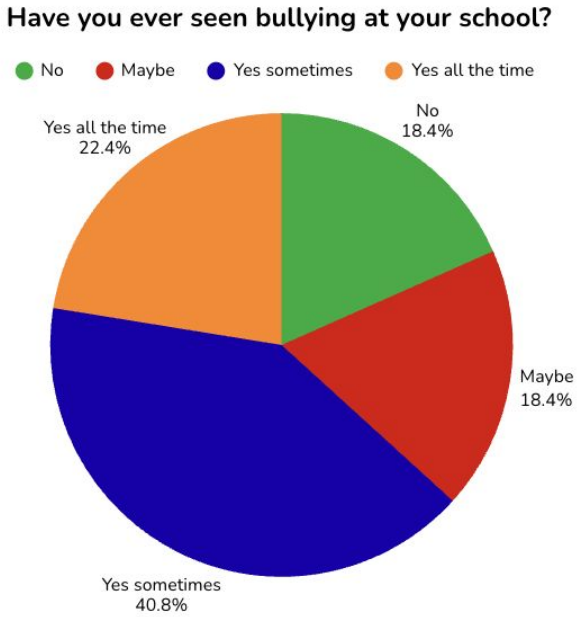
Knowledge about Active Bystandership

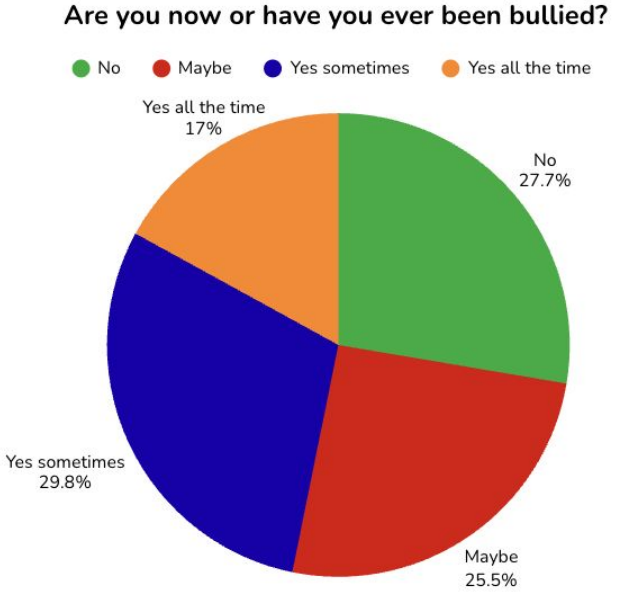


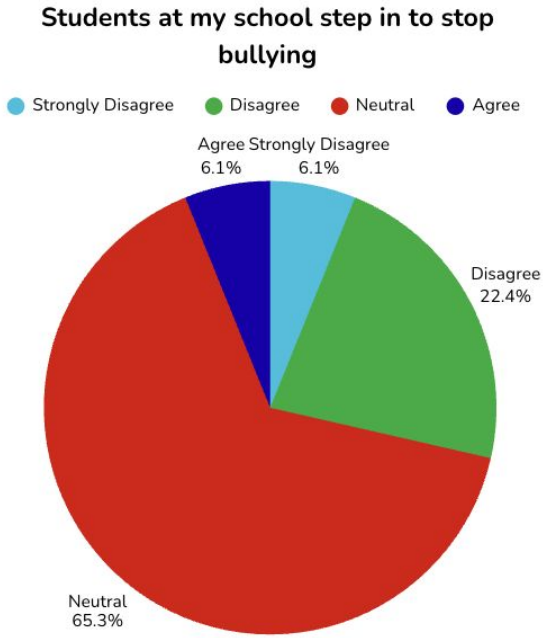
Knowledge about Active Bystandership Findings

- How much do you know about active bystandership? 1 = nothing, 10 = everything
- Pre- mean = 4.6/10
- Post- mean = 6.7/10
- After the training, 98% of students reported an increase in active bystander knowledge.
- The average increase in knowledge was 31.2%
- After the training, students felt they knew more about active bystandership

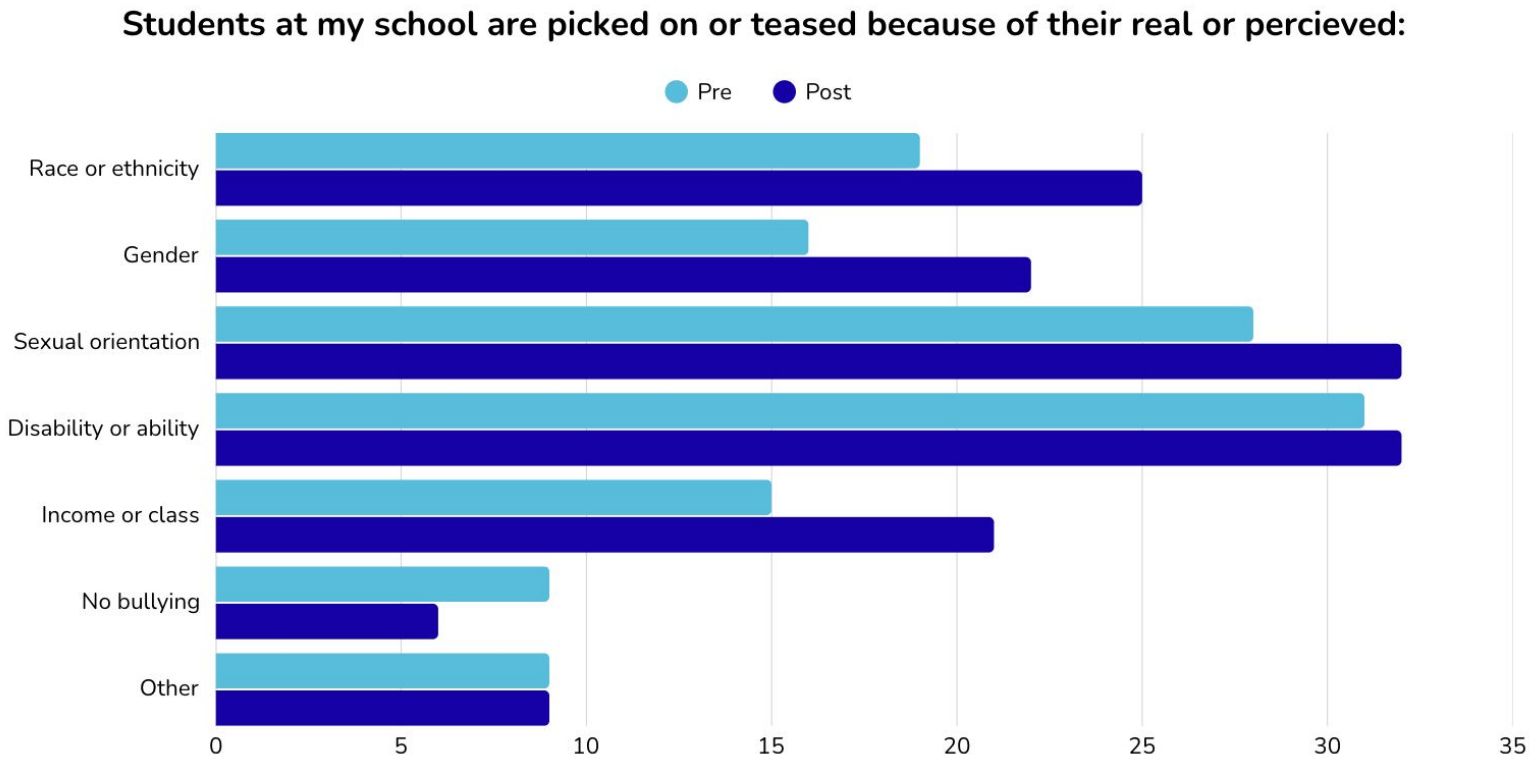
Rate of Bullying in School







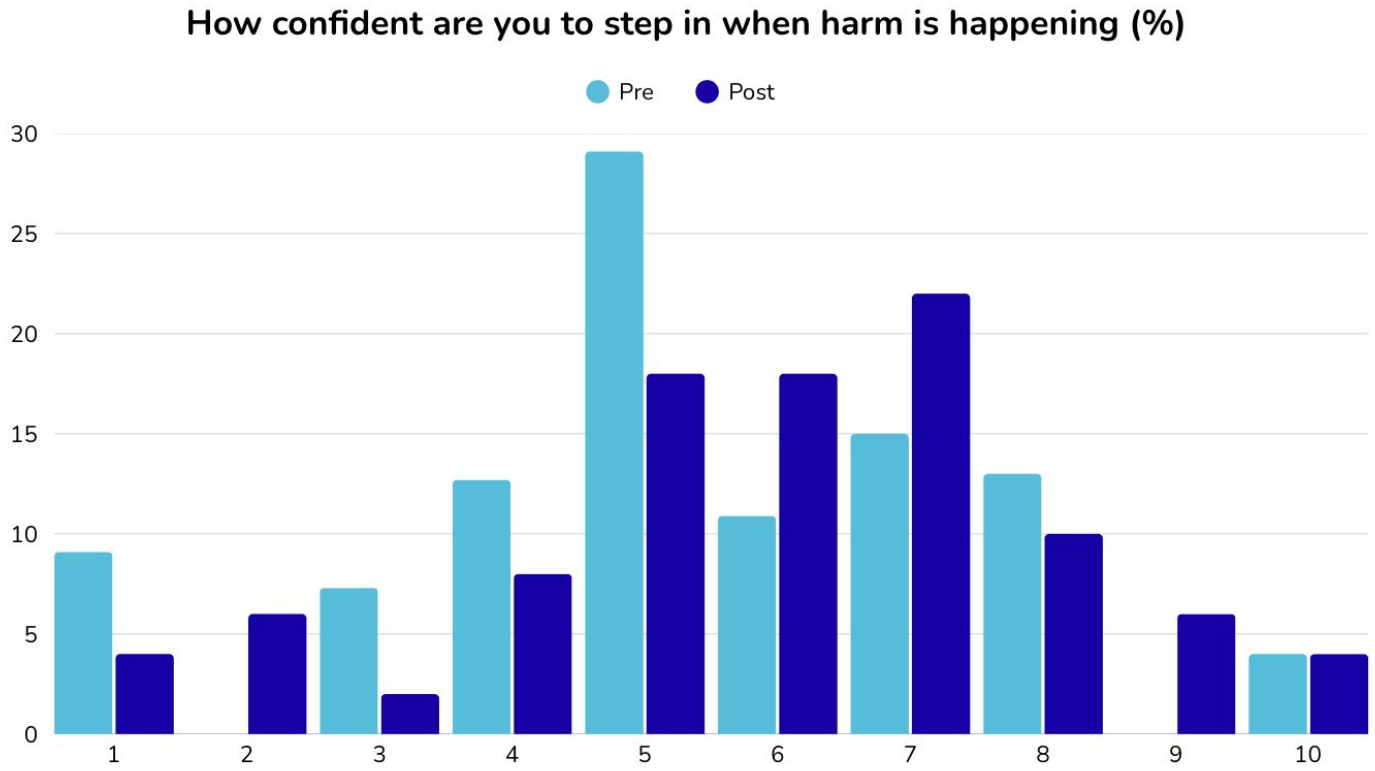
Rate of Bullying in School



Rate of Bullying in School Findings

- Have you ever seen bullying in your school?
  - Yes, all the time. Yes, Sometimes. Maybe. No.
- Are you now, or have you ever been bullied?
  - Yes, all the time. Yes, Sometimes, Maybe, No. Prefer not to answer.
- 81.6% of students reported having seen or might have seen bullying at their school.
- The majority of students reported having been or might have been bullied.
- After the training, reports of having seen harm increased by 17.8%
- This increase was likely because students learned more types of harmdoing.
- Students at my school are picked on or teased because of their:
  - Race or ethnicity, Gender, Sexual Orientation, Disability, Income or Class, Other, No Bullying at My School
- Other responses:
  - Appearance, Personality, Everything/Anything, Interests, Smells
- Harm based on sexual orientation, disability/ability, and race or ethnicity were most commonly reported

Active Bystander Confidence



Active Bystander Confidence

- How confident are you to step in when harm is happening?
  - 1 = Not confident at all
  - 10 = Very confident
- Pre- mean = 5.3/10
- Post- mean = 5.9/10
- Students confidence to step in increased after the training, although we might recommend further conversations on what options students have to step in

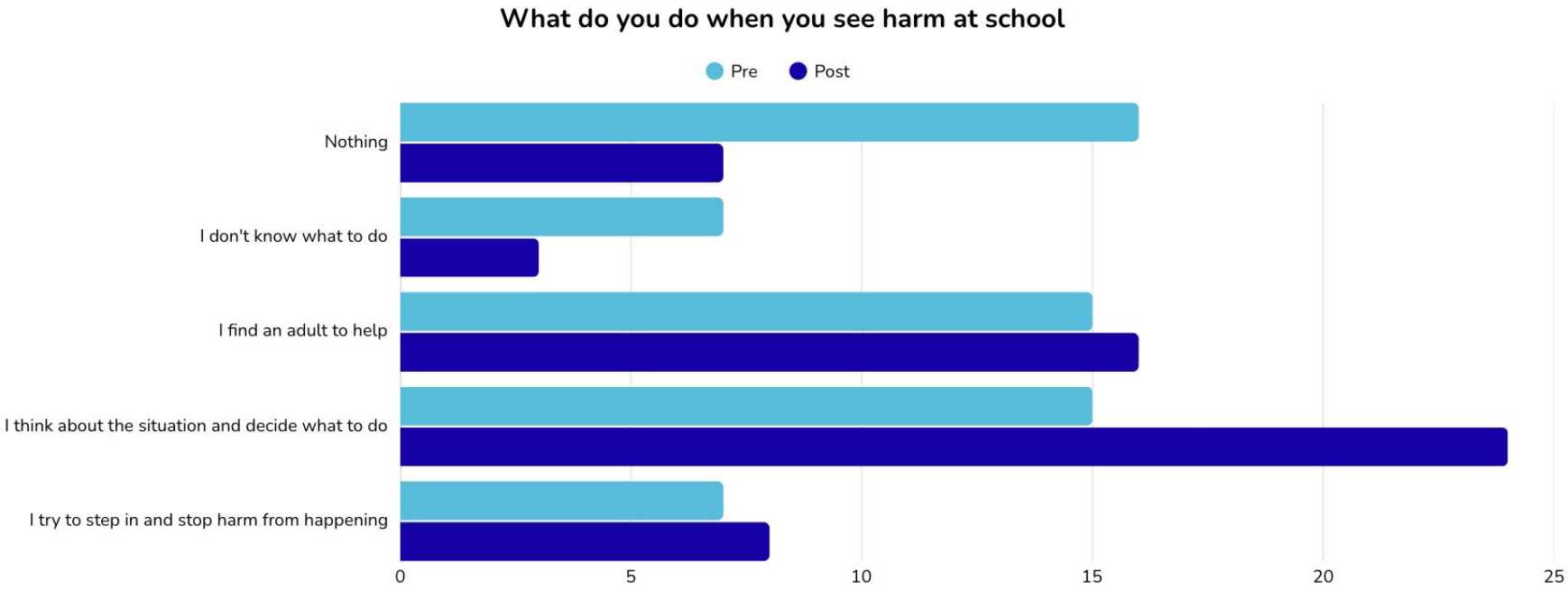
Recruiting Allies



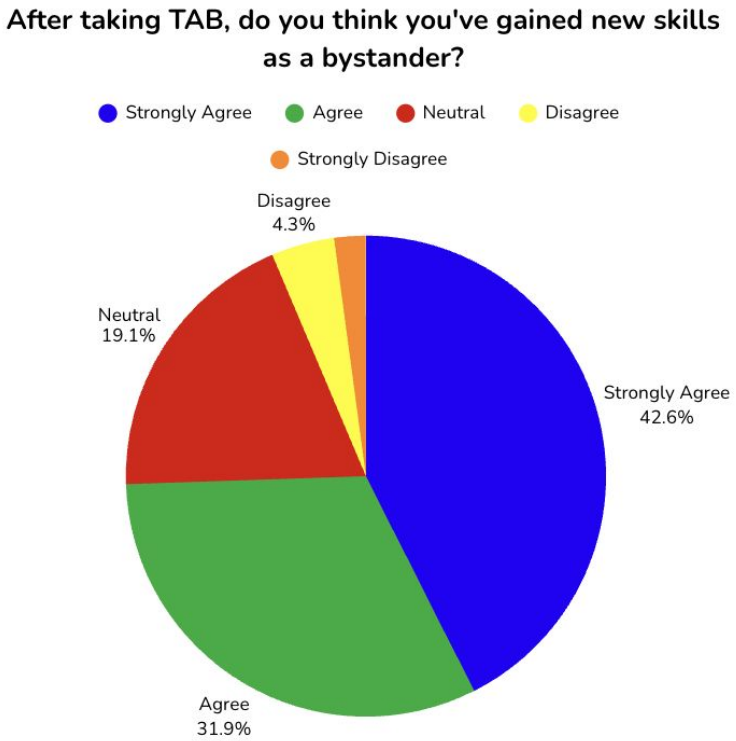
Recruiting Allies

- How confident are you in recruiting allies?
  - 1 = I don’t know who my allies are or how to recruit them
  - 10 = I know who my allies are and how to recruit them
- Pre- mean = 5.9/10
- Post- mean = 6.2/10
- Students would benefit from talking with their adult allies at school about how they can ask them for help.

Active Bystander Skills



Active Bystander Skills



Active Bystander Skills

- Analyzing the situation, finding an adult to help, and stepping in to stop harm increased between the pre- and post- test.
- Pre-training we saw 23 negative responses and 44 positive responses (55 respondents)
- Post-training we saw 10 negative responses and 48 positive responses (49 respondents)
- Students reported that the training taught them new bystander skills

Qualitative data

- We asked students what they learned about active bystandership and found these common themes:
- The importance of taking action
  - “It’s important to be an active bystander to stop harm”
- Understanding the difference between active and passive bystandership
  - “Not stepping in can influence others to not step in”
- Learning different ways to intervene
  - “There are simple ways to step in and you should do something even if its a simple thing”
- Recognizing barriers to intervention
  - “Never think someone else already did something when somethings wrong”
- The impact of bystander behavior
  - “I’ve never really considered how many people are affected by bullying or how being a passive bystander can hurt people.”
- Recognizing harm and knowing when to intervene
  - “To think harder about what could be happening”

Overall Findings

- Students gained a stronger understanding of what it means to be an active bystander
- Students are now more able to recognize harm, including subtle and social forms
- Students now have a more accurate and critical view of peer responses to harm
- Students are more willing and confident to take action when harm is happening
- Students better understand recruiting allies, although they could use more practice with this concept
- Students learned active bystander skills during this training

lillyfellows@quabbinmediation.org www.trainingactivebystanders.org