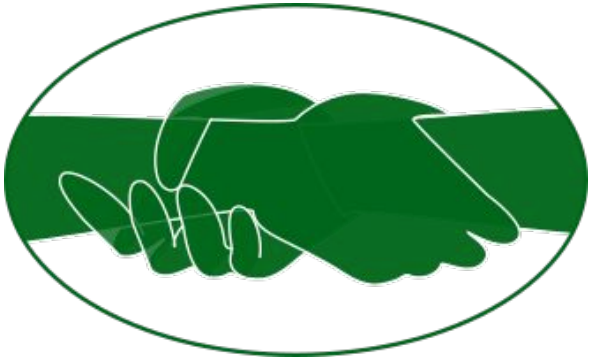


# Franklin County High School T4T Evaluation Data

## 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

For the T4T we also want students to increase their confidence and leadership skills, and feel prepared to teach to younger students including knowing what to do when certain situations arise during their trainings.

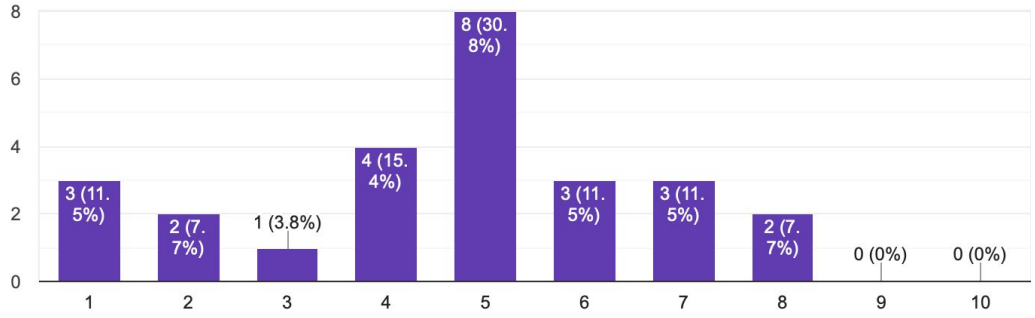
# T4T Training

- May 2025
- 26 students in grades 8-11 trained as trainers in our youth curriculum.
- Out of the 26 students, 1 identified as Asian, 3 Black/African, 16 White, 6 Hispanic/Latinx, 1 Pacific Islander, 1 Italian-Polish, and 1 Middle-Eastern
- 26 students completed the pre-survey, 18 students completed the post-survey and training form

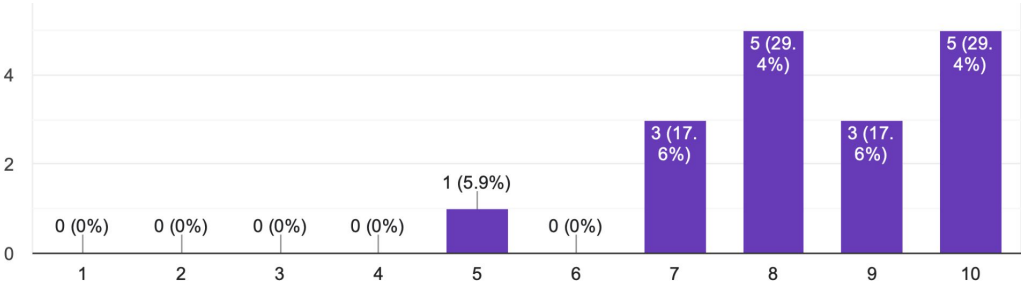
# Knowledge about Active Bystandership

**How much do you know about active bystandership? 1 (nothing) - 10 (everything)**

Pre



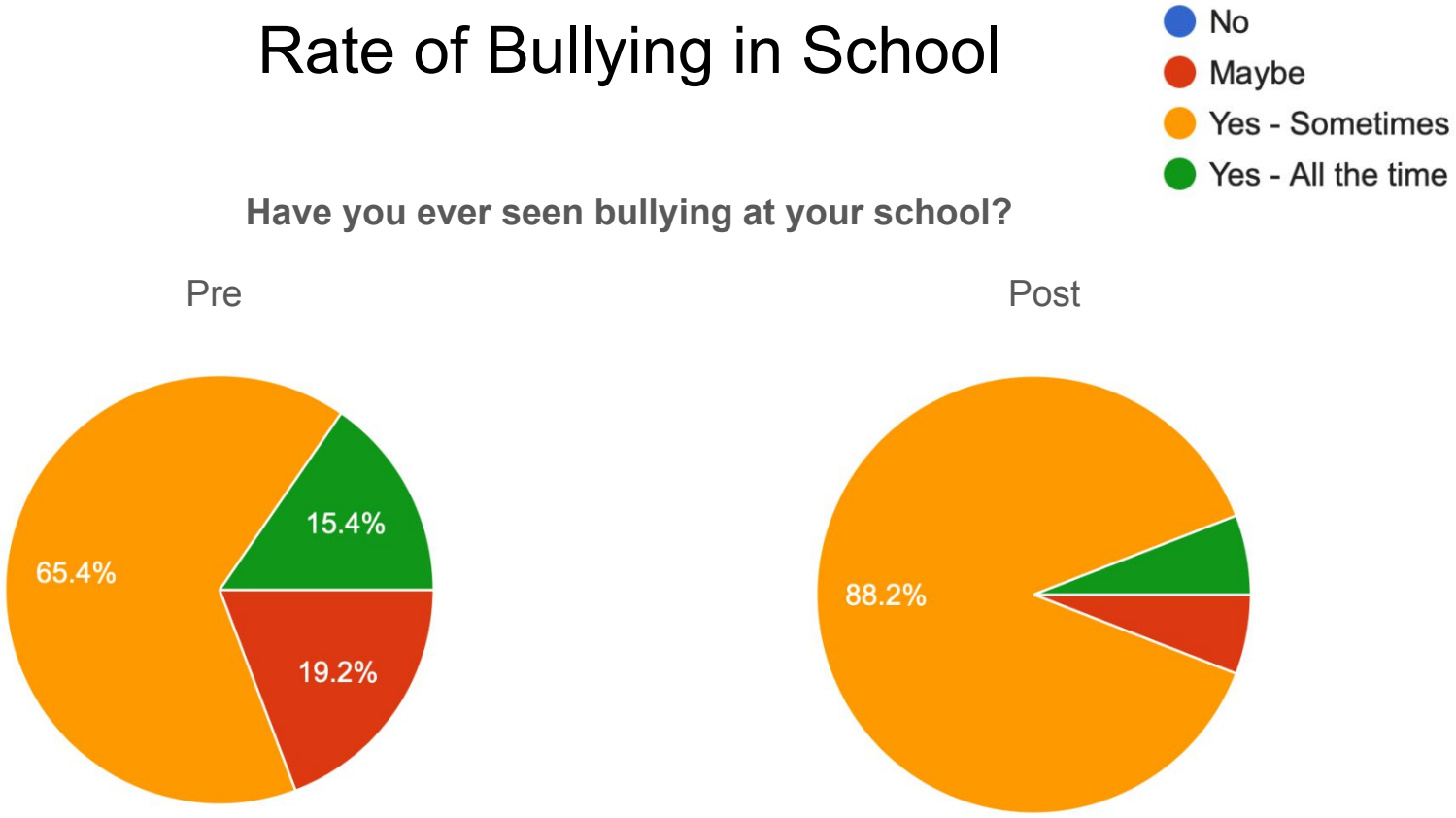

Post



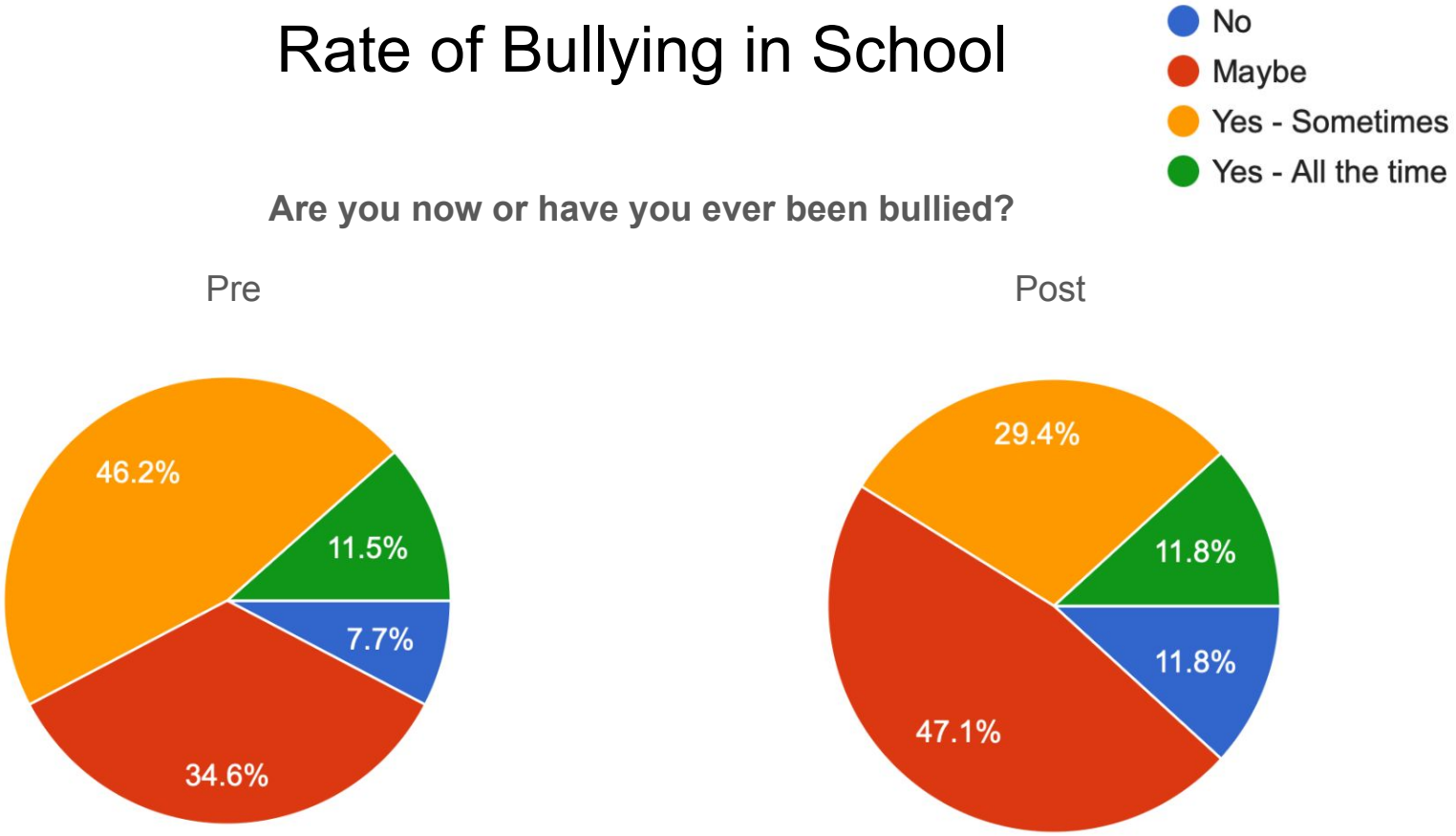
# Knowledge about Active Bystandership Findings

- How much do you know about active bystandership? 1 = nothing, 10 = everything
- Pre- mean = 4.7/10
- Post- mean = 8.4/10
- After the training, 100% of students reported an increase in active bystander knowledge.
- The average increase in knowledge was 78.72%
- After the training, students felt they knew more about active bystandership

# Rate of Bullying in School



# Rate of Bullying in School



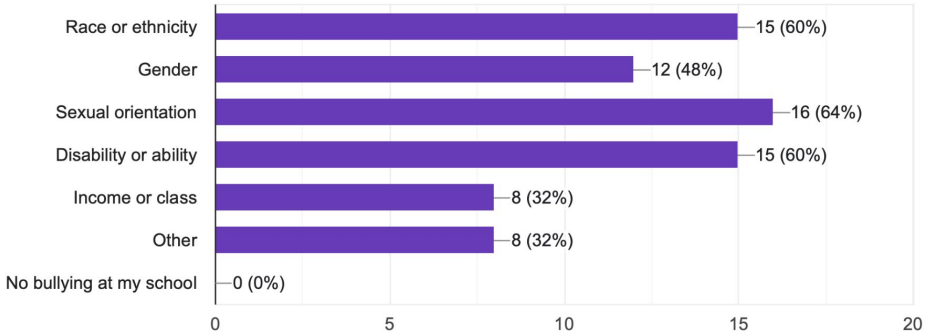
# Rate of Bullying in School Findings

- 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.
- 94.1% of students reported having seen bullying at their school.
- The majority of students reported having been bullied.
- After the training, reports of having seen harm increased by 16.5%
- This increase was likely because students learned more types of harmdoing.

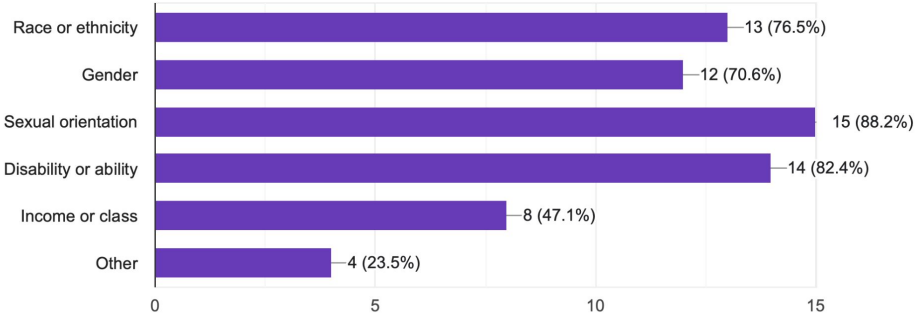
# Rate of Bullying in School

**Students at my school are picked on or teased because of their:**

Pre



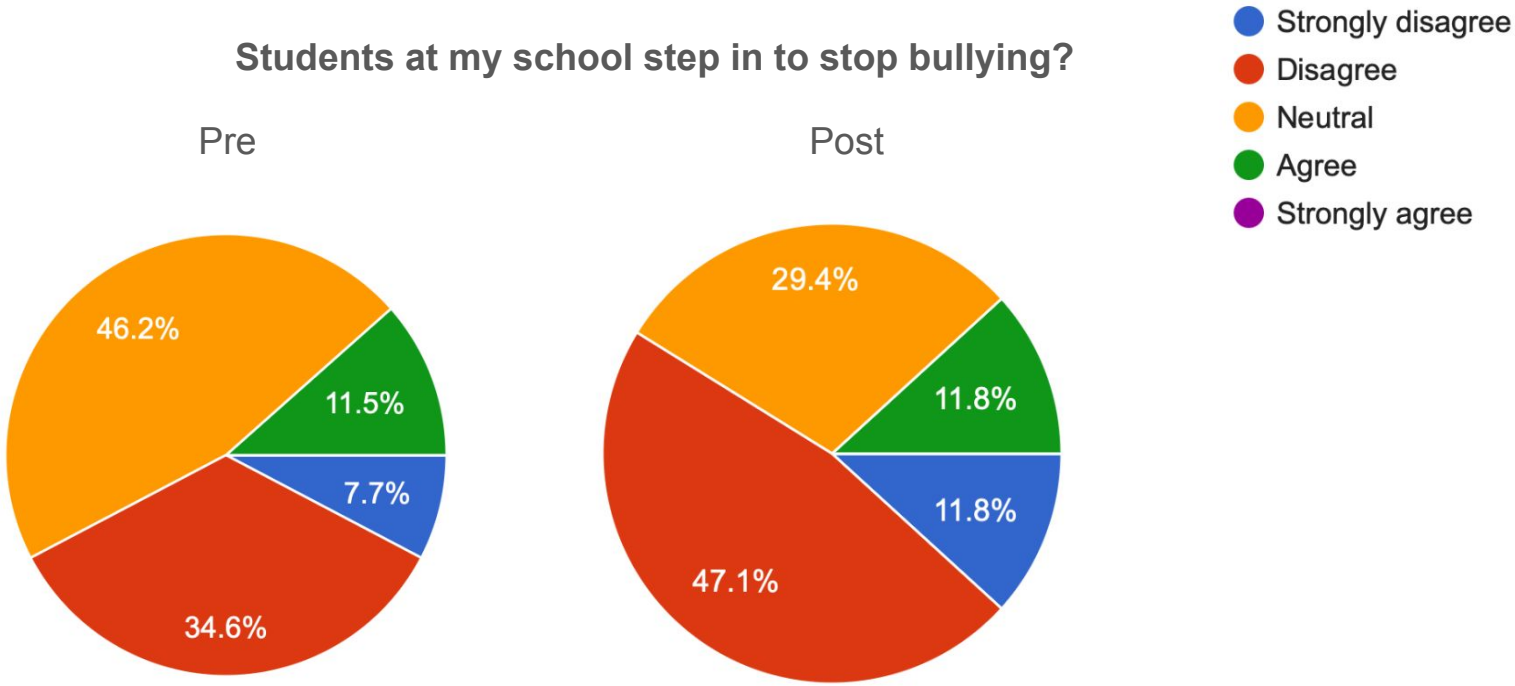

Post



# Rate of Bullying in School Findings

- 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:
  - Interests, Religion, Names, Just to be mean/ No reason, Appearance, Personality
- Harm based on race/ethnicity, sexual orientation, and disability/ability were most commonly reported
- All types of harm were reported by at least 47% of students
- The increases in reporting types of harm may be because students learned what different types of harm were and what harmdoing means

# Rate of Active Bystandership in School



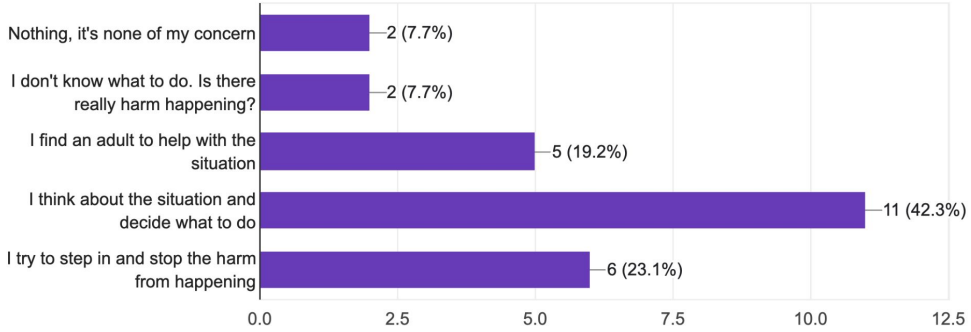
# Rate of Active Bystandership in School Findings

- 42.3% of students did not agree with the statement: “Students at my school step in to stop bullying” before the training. 46.2% were neutral.
- 58.9% did not agree after the training. 29.4% were neutral.
- Students were less likely to report that students at their school step in after the training. This could be because they learned what active bystandership looks like, and that there are more options not currently being utilized by students.
- Compared to other schools, Greenfield students were more likely to report feeling neutral about this statement. This could show that they are not sure what stepping in looks like at their school.

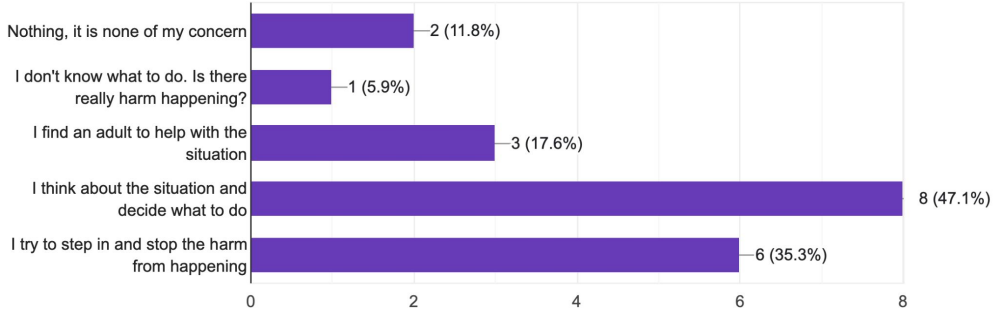
# Active Bystander Skills

## What do you do when you see someone being bullied at school?

Pre




Post



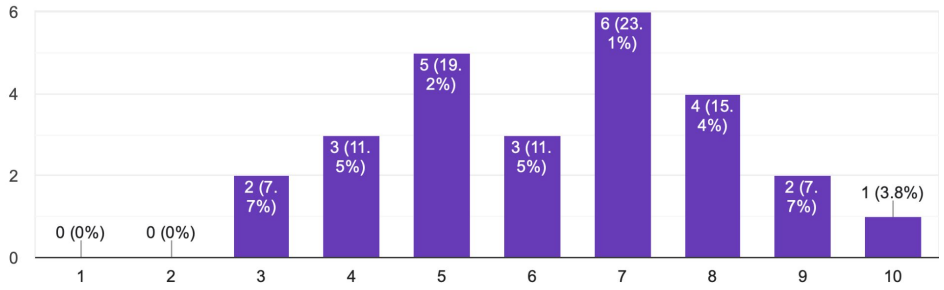
# Active Bystander Skills

- Analyzing the situation, and stepping in to stop harm increased between the pre- and post- test.
- Finding an adult to help with the situation decreased between the pre- and post- test.
- Students might benefit from further discussing who their adult allies are in school and how to ask for help. Students reported a high increase in their ability to recruit allies overall, so this result also might mean that students do not see adults in their school as allies.

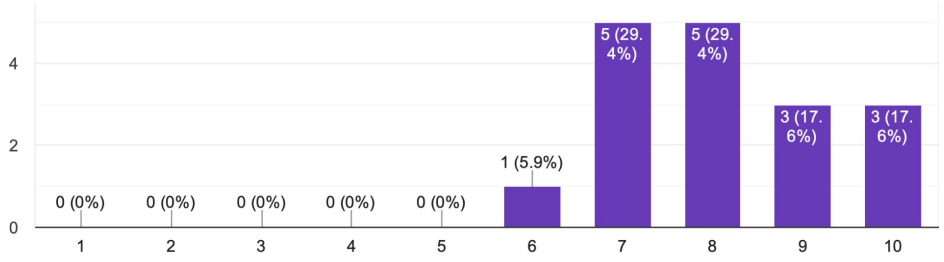
# Active Bystander Confidence

**How confident are you to step in when harm is happening?**
**(1 = not confident at all, 10 = very confident)**

Pre




Post



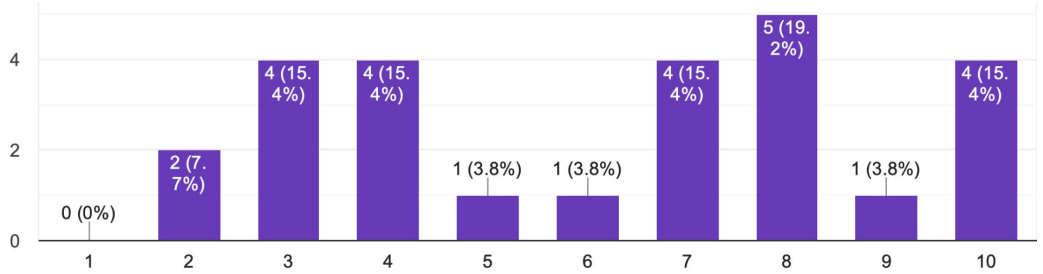
# Active Bystander Confidence

- How confident are you to step in when harm is happening?
  - 1 = Not confident at all
  - 10 = Very confident
- Pre- mean = 6.3/10
- Post- mean = 8.1/10
- 100% of students reported an increase in confidence to step in when harm is happening after the training
- The average increase in confidence was 28.6%
- We expect this number to rise even more after students train their first group of younger students.

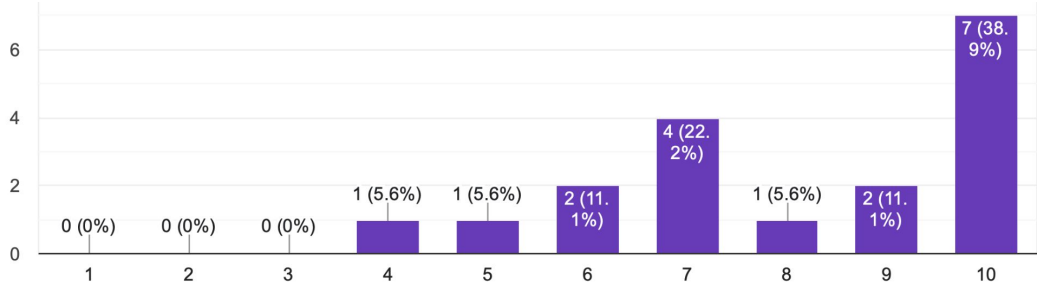
# Recruiting Allies

**How confident are you in recruiting allies?**
**(1 = not confident at all, 10 = very confident)**

Pre




Post



# Recruiting Allies

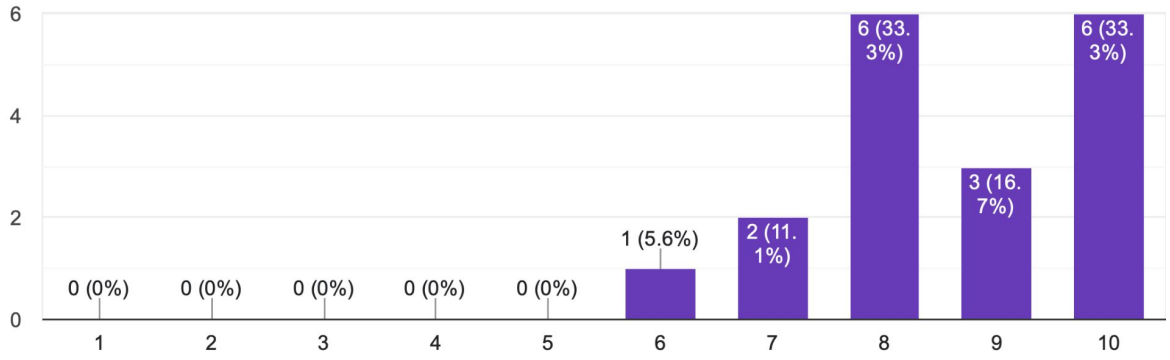
- How confident are you in recruiting allies?
  - 1 = I don’t know who my allies are or how to recruit them
  - 10 = I know who my allies are and how to recruit them
- Pre- mean = 6.2/10
- Post- mean = 8.1/10
- 57.7% of students reported feeling more confident than not in recruiting allies before the training, 88.9% after the training.
- 94% of students reported an increase in confidence recruiting allies, the average increase was 30.6%
- Students would benefit from talking with their adult allies at school about how they can ask them for help.

# Post T4T- Student Trainer Information Survey

- 100% of students reported being interested in staying connected with TAB over the summer and after graduation. We will reach out to these students, and the Greenfield TAB support staff, with invitations to our youth summits, youth workshops, youtj internship opportunities when they are available, and to become a community trainer after graduation where they can be paid to train.
- TAB related topics students seem interested to learn more about included mental health, more about the inhibitors, breaking danger and fear inhibitors, preventing harm, and CPR & First Aid. We will send Greenfield support staff our discussion lessons we have on the inhibitors, stories of active bystandership in schools, and more. We do not provide CPR or First Aid services.
- Students reported learning a variety of new active bystander skills. Recruiting allies was the most prevalent.

# Active Bystander Skills

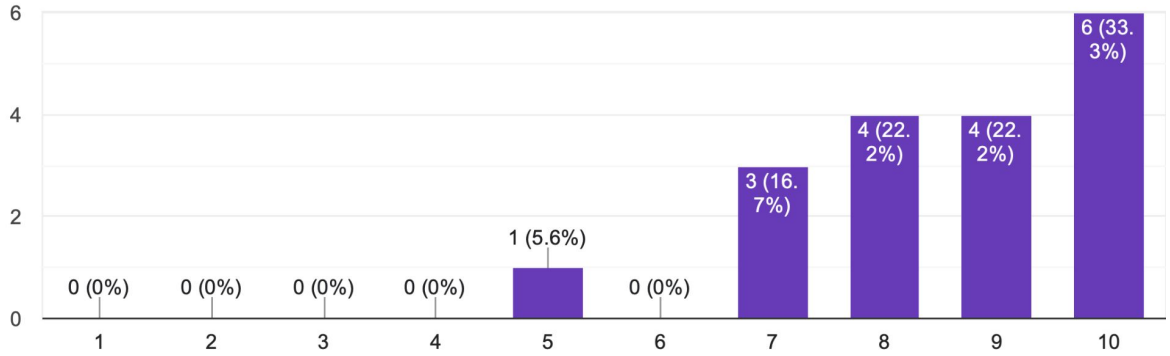
**After taking TAB, do you think you've gained new skills to use as a bystander? (1 = no new skills, 10 = many new skills)**




Mean: 8.6, 100% of students reported gaining new skills

# Leadership Skills

**After taking TAB, do you think you've gained new leadership skills?**
**(1 = no new skills, 10 = many new skills)**




Mean: 8.6, 94.4% of students reported gaining new skills
We can expect this number to rise after they complete their first trainings in the middle schools.

# 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
- Students learned how to train middle school students, and gained new leadership skills through their training experience

lillyfellows@quabbinmediation.org www.trainingactivebystanders.org