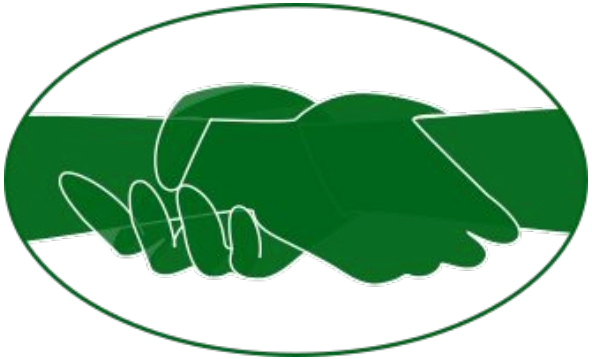


Franklin County Middle School Evaluation Data

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

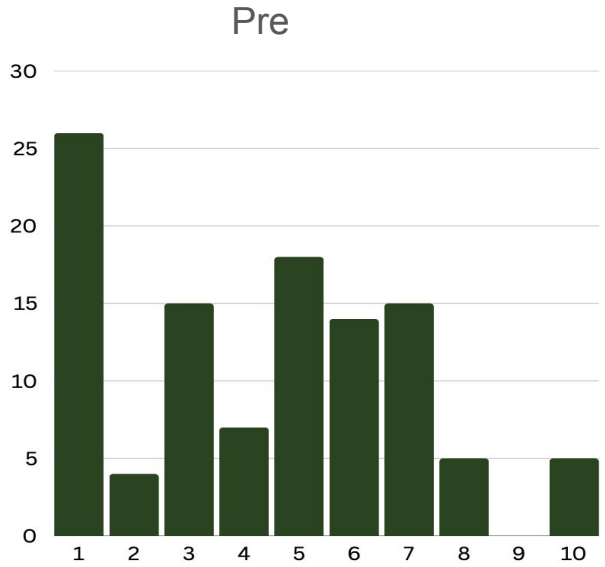
- Learn what harmdoing is and how to recognize when it is happening
- Learn what bystandership is, and how to be an active bystander
- Learn who allies are, and how to recruit them
- Learn how to step in when harm is happening, in the moment and later
- Learn what prevents and promotes active bystandership

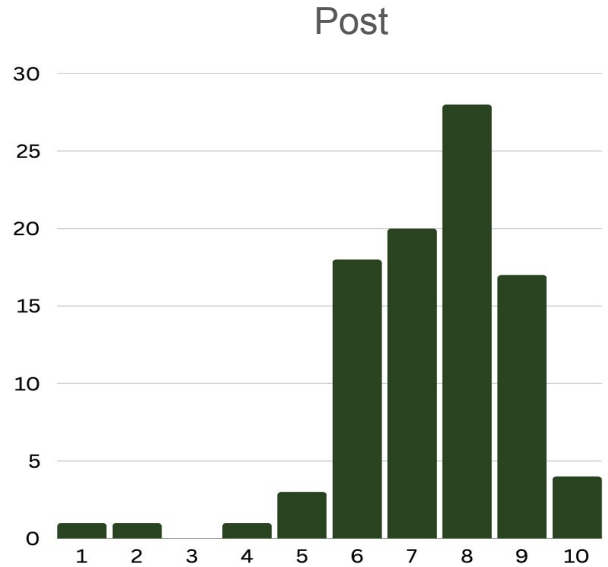
TAB Training

- January 2025
- 110 8th grade students trained in our youth 3 lesson curriculum
- Out of the 110 students, 2 identified as Asian, 7 as Black/African, 93 as White, 11 as Hispanic/Latinx, 0 as Pacific Islander, 2 as other, and 6 as prefer not to answer
- 110 students filled out the pre-survey, 93 students filled out the post-survey, some questions were missing answers

Knowledge about Active Bystandership

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

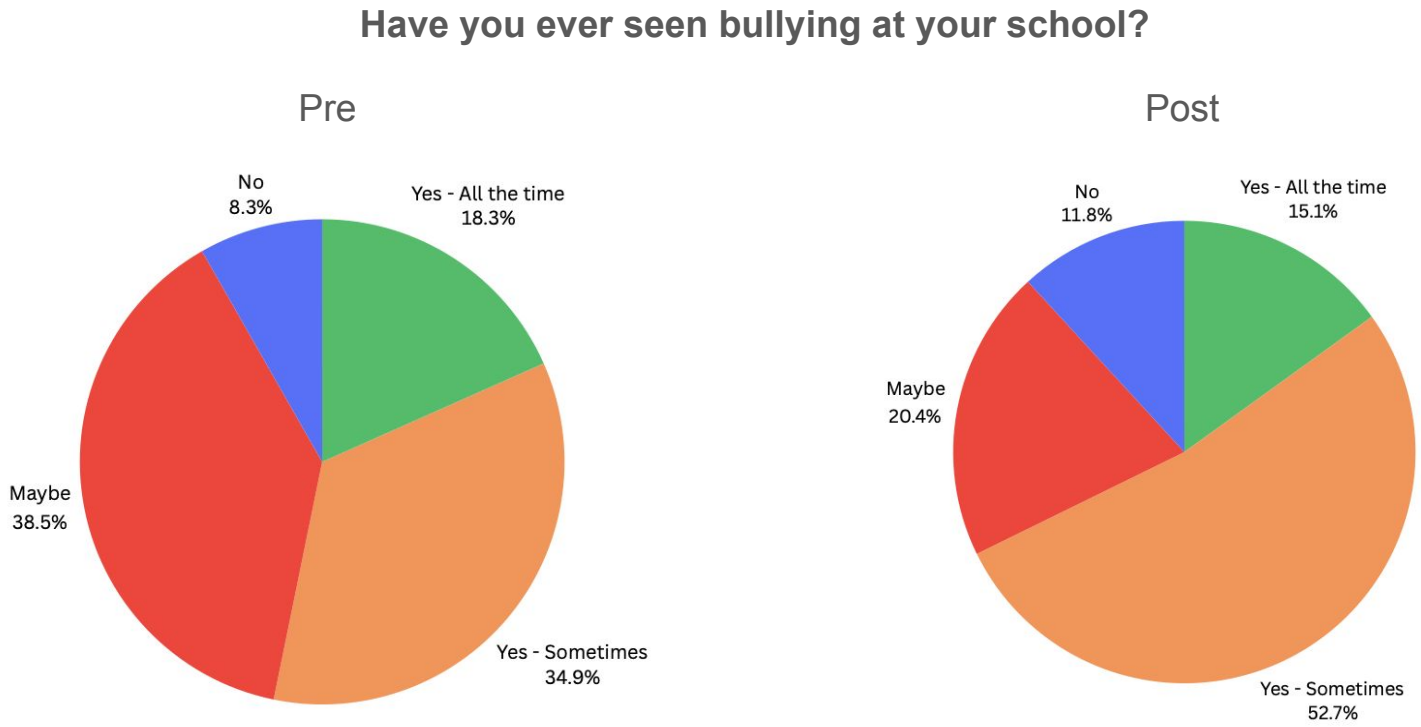




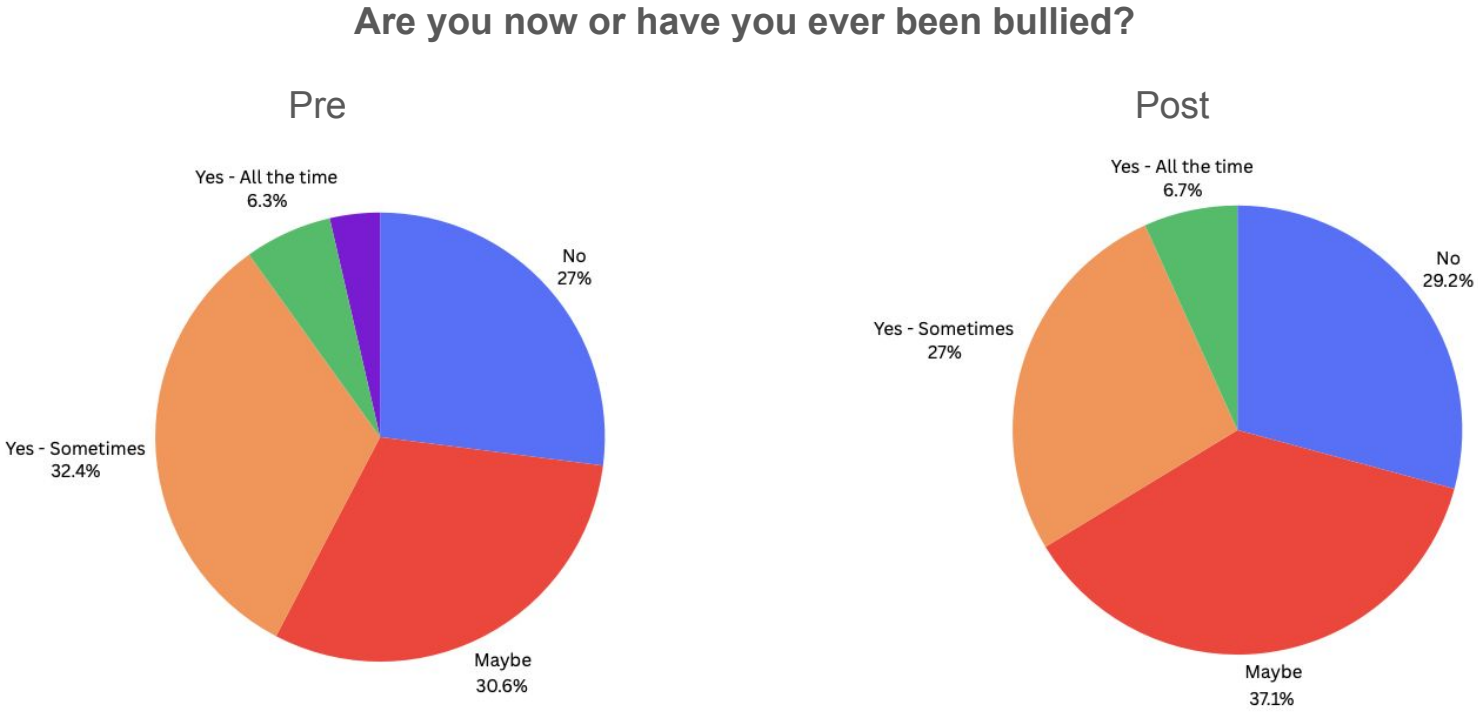
Knowledge about Active Bystandership Findings

- How much do you know about active bystandership? 1 = nothing, 10 = everything
- Pre- mean = 4.4/10
- Post- mean = 7.4/10
- After the training, 97.8% of students reported an increase in active bystander knowledge.
- The average increase in knowledge was 68.18%
- After the training, students felt they knew more about active bystandership

Rate of Bullying in School



Rate of Bullying in School



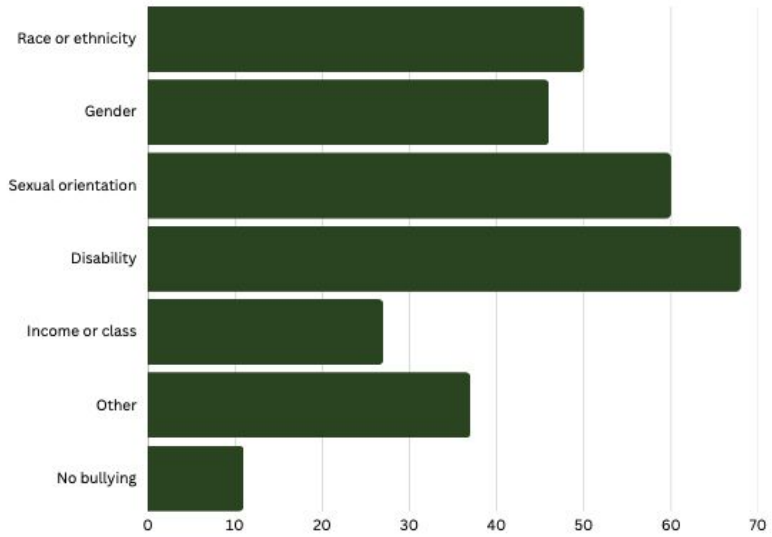
Rate of Bullying in School Findings

- 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.
- 91.7% 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 27.44%
- This increase was likely because students learned more types of harmdoing. This was reflected in their journal responses.

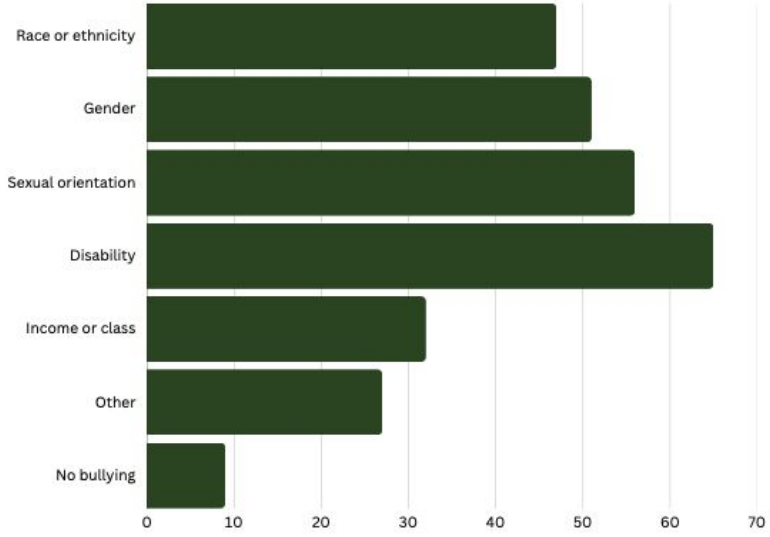
Rate of Bullying in School

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

Pre



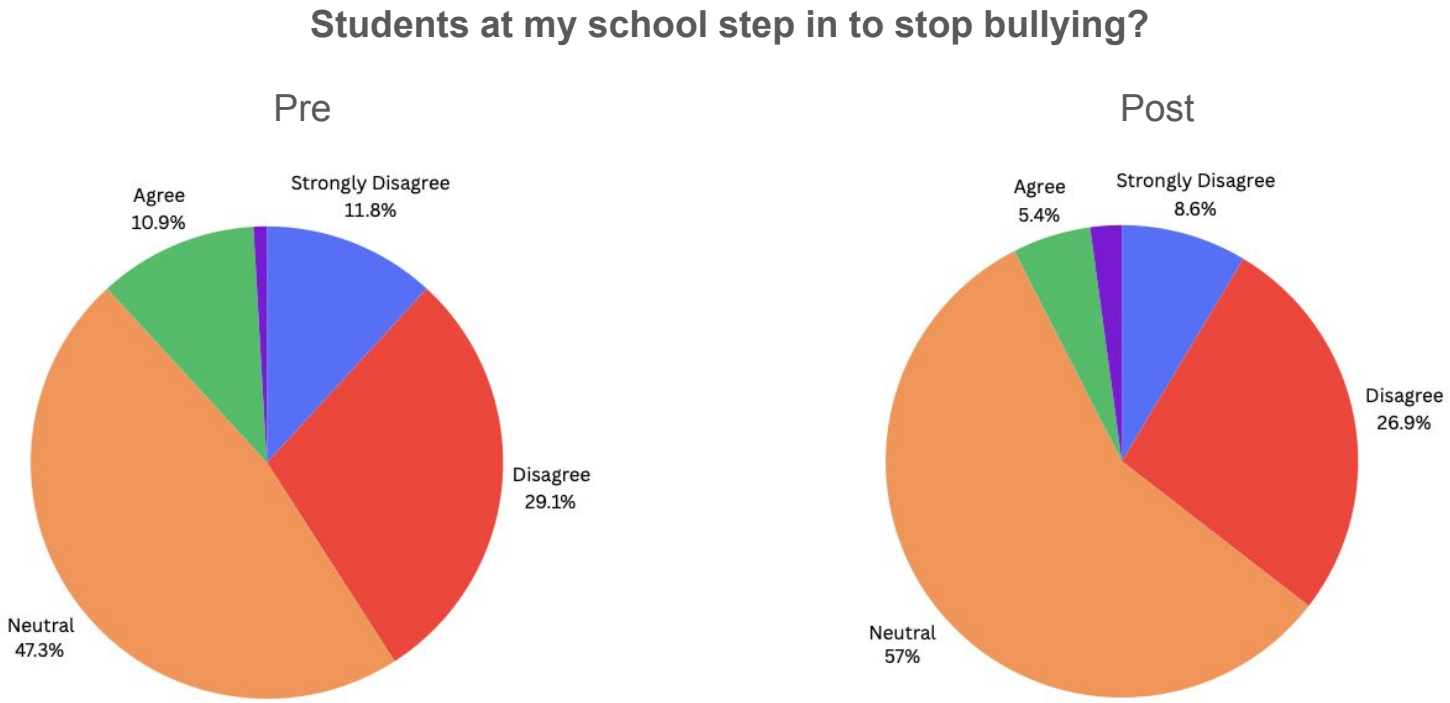
Post



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
- Pre - Other responses
  - Age, Appearance, Popularity, Religion, Personality, Cyberharm, Relationships
- Post - Other responses
  - Appearance, Personality, Popularity
- Harm based on disability, sexual orientation, gender, and race/ethnicity were the most common responses.
- All types of harm were reported by at least 25% of students
- Income/class saw the most increase between pre-post, possibly because students learned what that meant
- Students of color were more likely to report harm based on race/ethnicity

Rate of Active Bystandership in School



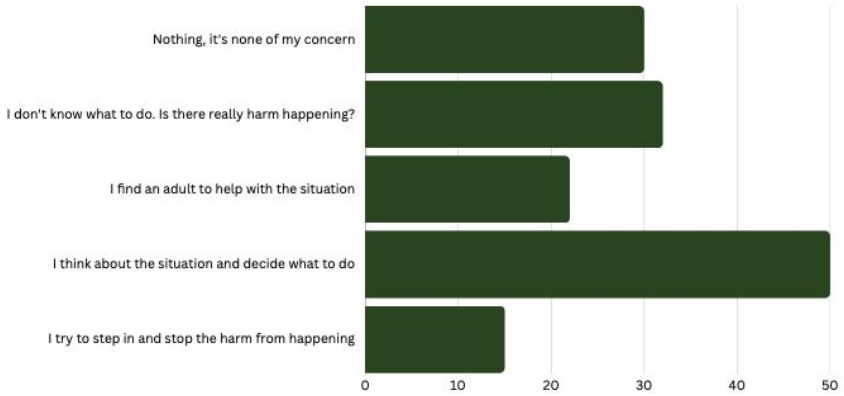
Rate of Active Bystandership in School Findings

- 88.2% of students did not agree with the statement: “Students at my school step in to stop bullying” before the training
- 92.4% did not agree after the training
- 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.

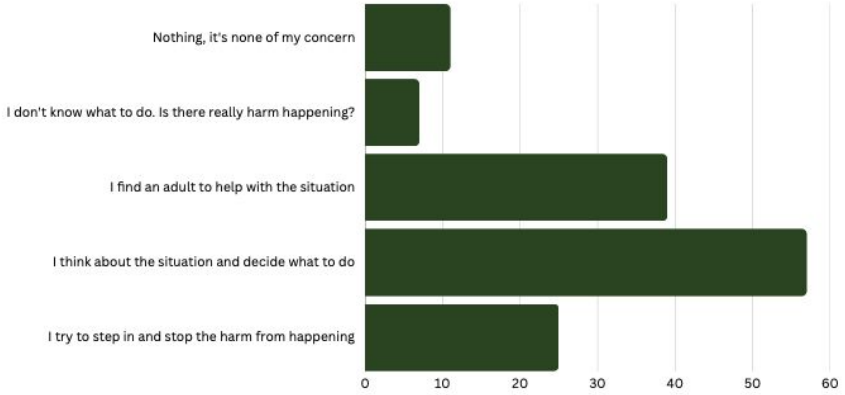
Active Bystandership Skills

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

Pre



Post



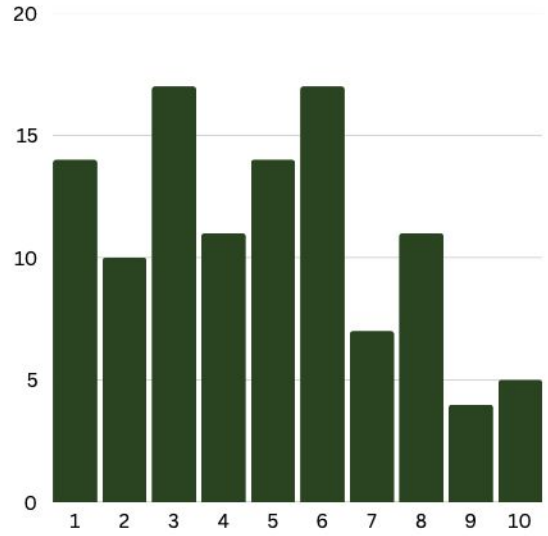
Active Bystander Skills

- In the pre-test, 43.6% of students reported that they would step in when harm was happening.
- In the post-test, 79.9% of students reported that they would step in when harm was happening.
- Finding an adult to help with the situation increased by 22.8%, showing that students learned from our focus on recruiting allies.
- Thinking about the situation and deciding what to do increased by 20%, showing that students learned to analyze harmdoing situations
- Stepping in to stop harm increased by 111%, showing that students learned active bystander skills.

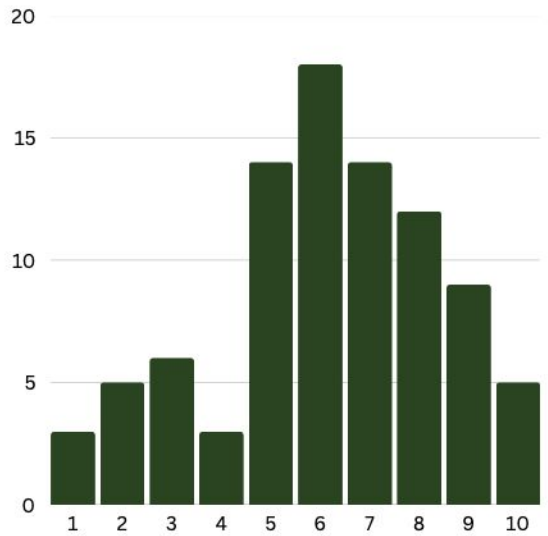
Active Bystander Confidence

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

Pre



Post



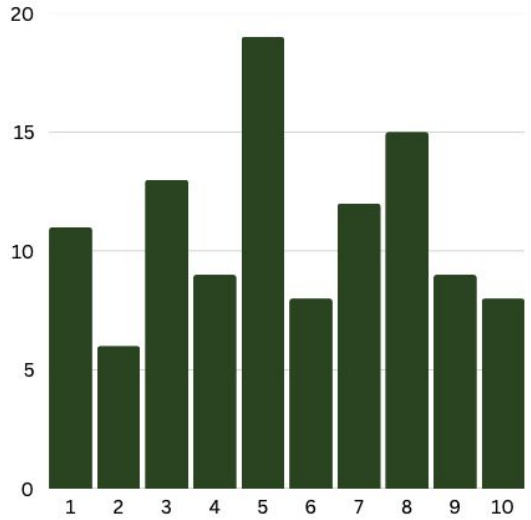
Active Bystander Confidence

- How confident are you to step in when harm is happening?
  - 1 = Not confident at all
  - 10 = Very confident
- Pre- mean = 4.8/10
- Post- mean = 6.1/10
- 96.6% of students reported an increase in confidence to step in when harm is happening after the training
- The average increase in confidence was 27%
- While students did show an increase in learning and confidence, they would benefit from further programming- advanced lessons, refreshers, posters, teacher reinforcement, T4T model. Particularly with moral courage and school culture/social consequences.
- Students reported being most worried about stepping in when small acts of harm are happening, like exclusion and teasing

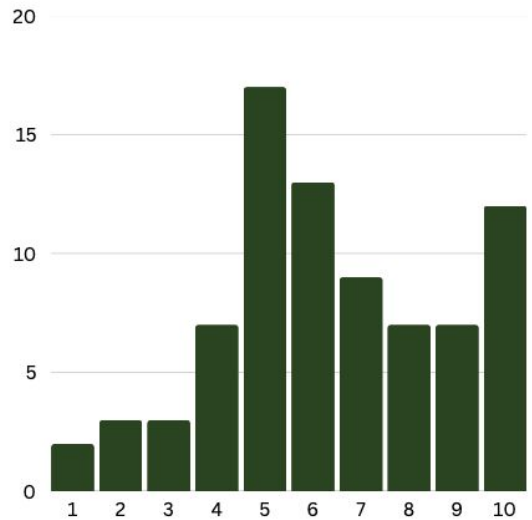
Recruiting Allies

How confident are you in recruiting allies?
(1 = I know who my allies are and how to recruit them,
10 = I do not know who my allies are or how to recruit them)

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 = 6.4/10
- Post- mean = 6.5/10
- 47.3% of students reported feeling more confident than not in recruiting allies before the training, 64.1% after the training.
- Students would benefit from talking with their adult allies at school about how they can ask for help- in the moment and anonymously. Students reported being particularly worried about fear of social consequences in reporting.

Journal Question Themes

- Students answered 3 journal questions
  - Describe a situation when you saw harm happening. Who were the target, harm doer and bystanders? What were the consequences of that situation?
  - Write about what motivates you to do what is right. How do you break through the inhibitors that make it hard to act?
  - How has TAB changed your thinking about being an active bystander? Write about a time when you used moral courage.
- Overall themes
  - All students described a harmdoing situation they had seen or been a part of
  - Students reported that empathy and feeling good about themselves were main motivators to step in when harm is happening
  - Learned that there are many ways to be an active bystander and that it is more important than they thought

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 getting help from trusted adults as a form of action
- Students reflected meaningfully on harm, motivation, and moral courage.
- Students could use more practice with recruiting allies and breaking the fear inhibitor (how to act when fearing social consequences of active bystandership)