

A rigorous evaluation process was utilized to test the effectiveness of the Training Active Bystanders curriculum.

The qualitative and quantitative evaluation showed:

- Targets and witnesses reported a significant decrease in harming and violence in TAB schools as compared to control schools—a 20% difference.
- TAB supports school's anti-harassment policies, district improvement plans, civic and social goals and mission statements.
- Trainees exhibited a significant increase in use of new terminology and in identifying actions they could take as active bystanders.
- Student Trainers exhibited behavior shifts, demonstrating active bystandership and utilizing TAB language and techniques in peer and family contexts.
- Youth leadership development is a key element of TAB.



TAB has been taught in schools, community settings, through employer groups and at public events, drawing a wide range of people learning how to take action in their own communities

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Training Active Bystanders

Empowering Bystanders
To Take Positive Action

"We learned about why bystanders do not act. I can use what I learned today by sticking up for what I believe in, own up to responsibility, ask if someone needs help, and not to be concerned with what others think. Keep the Peace."

-10th grade trainee

Training Active Bystanders

(TAB) is a 6-part curriculum created by Quabbin Mediation in collaboration with Ervin Staub, Ph.D., an expert on why people help and harm others.

In 2006-2007, Quabbin Mediation pilot tested TAB in the North Quabbin area of Massachusetts, an area with historically high levels of violence.

TAB has been taught to more than 1,000 students from the 6th, 8th and 10th grades. In addition to the curriculum's many interactive exercises and thought-provoking large group discussions, the greatest learning stems from the teen trainers' ability to empower their fellow students.

Teen trainers create solid connections between TAB material and the students' everyday experiences within their schools, legitimizing the information presented.

Key Language and Concepts

- ❖ A bystander is a witness, someone who knows what is happening and is in a position to take action.
- ❖ An active bystander acts to stop the harm rather than watching or joining in.
- ❖ There are lasting consequences of harming for the target, harmdoer, bystanders and the community as a whole.
- ❖ In bystandership, complacency is in fact complicity in the harm.
- ❖ Community values means valuing certain kinds of behavior and believing that these kinds of behavior are desirable while some others are not.
- ❖ Moral courage means doing what you believe is right even when you are acting contrary to the values or beliefs of those around you.

Promoters of Active

Bystandership:

- ❖ Empathy
- ❖ Responsibility for others
- ❖ Inclusive caring
- ❖ Competency



Inhibitors of Active

Bystandership:

- ❖ Pluralistic ignorance
- ❖ Diffusion of responsibility
- ❖ Ambiguity of need for help
- ❖ Danger or cost of helping
- ❖ Fear of disapproval

"Training Active Bystanders is a very important program, which will help everyone in our community work better, act better, and share all of our ideas. Our school is very unique because it is a safe place and it also means a lot to me because everyone helped me when I first came to the USA so I want to be in a place with harmony and friendship. Our community is a community that works together and I like it that way." TAB Trainer - Athol High School, Grade 11