

## Group Summary Analysis of Bystander Intervention

### Names of group members:

Your group just produced a number of factors that may influence bystander intervention. Now let's see how your ideas fit into the research that has been done on bystander intervention. Read the attached handout that describes the Model of Bystander Intervention. This model is based on studies that investigate how people actually respond in situations where a stranger may need help.

Compare your categories to those in the handout. In what ways are your factors similar to and different from those reported in the handout. Your group might have come up with "personality traits" that you attributed to people who help or who don't help (e.g., things like altruistic people, heartless people, etc)? Note that bystander personality traits do not appear in the Research Model of Bystander Intervention. Any ideas why this is so?

**Hand in one group analysis at the end of class.**



### Reference

Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.

Eisenberg, N., Guthrie, I. K., Murphy, B.C., Shepard, S. A., Cumberland, A., Carlo, G. (1999). Consistency and development of prosocial dispositions: A longitudinal study. *Child Development, 70*(6), 1360-1372.

Robinson, M., & Curry, J. R. (2005). Promoting altruism in the classroom. *Childhood Education, 82*(2), 68-73.

Simmons, C. H., & Sands-Dudelczyk, K. (1983). Children helping peers: Altruism and preschool environment. *The Journal of Psychology, 115*, 203-207.



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## Creating Caring Classrooms: Fostering Kindness, Collaboration, and Community in Schools

*Pro-social behavior* involves "behavior intended to benefit another" (Eisenberg et al., 1999, p. 1360), and can include behaviors such as sharing with others, cooperative work or play, and showing empathy toward others (Simmons & Sands-Dudelczyk, 1983). Pro-social behavior includes "altruism", the selfless concern for the welfare of others.

Research has shown that student engagement and motivation are enhanced when students experience a sense of community in the classroom (Barkley, 2010). Furthermore, participating in collaborative activities as part of a learning community can stimulate active learning. However, the literature offers few recommendations for promoting altruism and pro-social behavior in education (Robinson & Curry, 2005).

The purpose of this Casual Conversation is to provide pre-service teachers with strategies for creating classrooms that promote caring, collaboration, and community among students.



## Activities to Enhance Pro-Social Behavior...

As teachers and counselors, we can be great role models for caring and altruistic behavior (Robinson & Curry, 2005). We can demonstrate caring, empathy and compassion toward others in our day-to-day interaction with students. Altruism activities not only help students learn more about the concept, but also experience altruism themselves. Before students can understand the concept of altruism, they have to know the opposite – greed. As counselors and teachers, we have to watch our own lives before we embark on teaching pro-social behaviors to students. Students, especially children, are generally honest and can call us out on our actions that fall under the purview of “greed”.

*Physician, heal thyself!!!*

### Activities for Elementary School Students

1. After watching movies or reading stories, discuss actions of characters that showed kindness and caring versus those that did not. Discussing the characters that demonstrated greed can incorporate greed in material things as well as greed with non-material (power and status).
2. Another is to have discussions that make students aware of their feelings and others’ feelings. Move students beyond identifying emotions as “mad” and “sad”. Discuss differences between “mad”, “frustrated”, “angry”, “disappointed”, etc. After reading or watching a movie, allow children to examine how a character’s body language or voice showed the child what the character was feeling. To make this activity engage, tell students to act these expressions only and not talk. Lead this activity in how students can show pro-social behaviors or react in pro-social ways to enhance collaboration.

## Group Exercise for Middle & High School Students

### Factors that Influence Bystander Intervention

#### Names of group members

*Make a list of factors that influence Bystander Intervention on this page*

- Be sure to give each factor a clear descriptive label
- For each factor, identify 2-3 examples of responses that fit the category
- During your discussion, you might discover a new factor even though you do not have responses from your group that fit the category. It is okay to include these factors

Hand in one copy of the group’s list at the end of the class.

Some factors to consider:

- ◆ age
- ◆ Appearance
- ◆ Past experience
- ◆ Gender
- ◆ Physical condition
- ◆ Risk
- ◆ Personality
- ◆ setting

### **Bystander Studies Handout** Used in class discussion to explain Bystander Intervention Post-Test answers **Results of Bystander Intervention Studies**

#### **Study 1: The smoke filled room**

- 75% of the subject in the room alone reported the smoke within 2 minutes.
- 13% of the subjects waiting with others reported the smoke this quickly.
- 10% of the subjects waiting with the confederates reported the smoke even after 6 minutes.

Even when the room was filled with smoke, few subjects in groups of three reported the smoke to the experimenter. Afterwards subjects said that they did not want to look foolish by complaining about a situation that may not have actually constituted an emergency.

#### **Study 2: The fallen female experimenter**

- Twice as many subjects got up to help when they were alone than if they were waiting with others.

Those who did not respond reported that they were uncertain that it was an emergency.

#### **Study 3: The man who collapses on the subway**

- The victim with the cane received help 95% of the time and usually within 5 seconds
- The “drunk” received help 50% of the time after an average of 1½ minutes.

Drunk responsible for his own plight  
Helping drunk may involve greater cost (e.g., turn aggressive)

#### **Study 4: College student who has a seizure**

- All the subjects who thought they were waiting alone left the room to help within about 52 seconds.
- 85% of the subjects who thought they were in a three person group left to help in an average time of 93 seconds.
- 62% of the subjects who thought they were part of a 6 person group left to help in an average time of almost 3 minutes.

#### **A Major Finding from the Bystander Intervention Research**

Altruistic behavior is strongly influenced by the social situation—in particular by the number of bystanders present. The general finding is that the greater the number of bystanders present the less likely one is to help.