

The Bystander Effect



Fairness

Courage

Wisdom

Compassion



What stops you from making the 'right' choice?



Practical Wisdom: the ability to weigh up the different options and make the right decision.

Activity 1



Aim(s)

- To explore the barriers to acting well.



Resources

- *Bystander Effect* Power Point.
- Internet connection to watch Youtube videos.
- *Dilemma* Worksheet. **OPTIONAL**
- Pens.



Delivery Guide

Part I



This works well completed as one whole group.



Facilitators can join in here to offer their own opinions and talk about the choices they would make.

Watch the 'Bystander Effect' video (3.5 minutes) with the group.

www.youtube.com/watch?v=OSsPfbup0ac (available 8/16)



It works quite well if you stop the video at 3.04 minutes in, as the man in the suit lies down on the floor and ask the young people how long they think it will take for someone to come over and see how he is. They may be surprised by the answer in comparison to the other 'experiments'.

Once the video has finished, ask them what they thought about it.

What do they think they would do in that situation. Would they stop and help? Why and/or why not?

Think about the finding, that when someone was dressed in a suit, people stopped to help more quickly than when the person was dressed differently (in jeans/casual clothes). Would that affect whether the young people would stop and help? What if it was:

- a young person?
- an elderly woman or man?
- a man in a suit?
- someone who looks homeless?

How would that affect their actions and why?

Try to extend the situation, to get the young people to see what – if anything – would change their decision. For instance:

- What if they stopped and the person needed to go to hospital. Would they call the ambulance or take them to hospital?
- What if they stopped and found out they had been the victim of a crime? Would that make any difference?
- What about if they had to be a witness or give a statement to the police?
- What would they do if they had to rush to get to work and their boss had told them if they were late one more time they'd be sacked? They really need this job.

Part II

Invent a situation with a person who is facing a 'dilemma' or a difficult situation.

Some examples could be:

Stacey's grandmother's house was broken into and money and jewellery were stolen. Although her grandmother wasn't hurt, she is very shaken and upset that she's lost precious gifts and memories. Stacey is pretty sure she knows who did it and although she doesn't know them, she sees them around a lot. Her grandmother begs her to tell the police if she knows anything, but Stacey doesn't trust the police and thinks that the robbers may take revenge if she says anything. What should she do?

Ryan has a test coming up and he's really worried about it – he hasn't studied very much, and when he's tried to look at his notes, he doesn't understand them. His friend, Hamid, has managed to get a copy of the test papers and he shares them with Ryan. At least now Ryan knows what to study! The day before the test, Ryan finds out that Hamid has been caught and punished. He's no longer allowed to take the exam. Nobody knows Ryan has seen the exam questions, so he could go ahead and do the exam, but he knows he's cheated. What should he do?

Shahena regularly sees a group of girls bullying a girl called Natalie. She doesn't know Natalie very well, but she knows that she is really upset about it and frightened of the girls, and won't tell anyone what is happening. Shahena knows that if she tells someone, the girls might start picking on her. What should she do?

Using the *Dilemma* Worksheet, the young people should think about the following questions:

- What would be the 'good' choices they could make? What would be the 'bad' choices?
- What character virtues would they use to make the 'good' choice?
- What kind of things might stop them from making a 'good' choice?

Ask the young people to feed back to the rest of the group. The *Virtues Information Sheet* from the Introduction to Virtues module might be useful when referring to the character virtues.

Activity 2



Aim(s)

- To further explore barriers to acting well.
- None needed.



Resources



Delivery Guide



You can do this with young people in small groups or in pairs. If you are working 1-2-1, you could do it as a 'hot-seating' activity.

Pick one of the dilemmas or difficult situations from the previous activity and work out a short role play activity to show it. Give the young people time to rehearse it.

When they are ready, get the young people to perform it. During the performance, the facilitator will call out STOP! at a particular point and everyone should freeze. The facilitator should call on one of the participants and ask them:

- What they are thinking?
- What barriers they are facing?
- What they are going to do?
- What character traits/virtues they are using?

This can then happen again during the performance as many times as needed. It enables the group to highlight the barriers in each situation, as well as the options and the character virtues they are able to use.

Points to highlight

- Where people face barriers, there are options.
- Facing barriers does not mean you cannot act.
- Using empathy, we can put ourselves in other people's shoes and understand the barriers they face.



Links to Other Areas of the Curriculum

PSHE:

Making the right choice and doing the 'right thing' links with PSHE.

Drama:

Activity 2 has links with Drama lessons.

