

BYSTANDER EFFECT SCENARIO (TEACHER'S GUIDE)

How to use this guide?

In this guide, certain words or phrases have been color-coded to show which psychological concept relating to the bystander effect is being exemplified. Use the table below as a key:

Psychological Concept	Color	Description
Diffusion of responsibility	pink	Occurs when a person in a crowd that is witnessing a crime or conflict assumes that someone else in the crowd will intervene, but everyone else in the crowd is thinking the same thing, and as a result, no one ends up helping the victim. i.e., "Someone else will probably help."
Social influence	orange	When someone witnesses a person in trouble but does not act because they want to conform to the behavior of those around them in order to remain in good standing with them. i.e., "I guess I should do this because everyone else is too."
Intimidation factor	green	Occurs when someone wants to help during a crisis but decides not to because they worry that they might also become a victim. i.e., "If I help, I'll face the same threat."
Empathy	blue	When someone experiences empathy, which is a mutual understanding of the feelings that the victim is experiencing, this will have the potential to motivate them to intervene and stop a crime or conflict from occurring. i.e., "I know what you're going through."

Note: Students may come up with their own answers which may be correct, but the examples highlighted in the table below are the ones they are most likely to identify. If students do not identify some of the examples, be sure to point them out at the end.

Categorized Examples and Explanations

Concept	Quote	Explanation
Diffusion of responsibility	Alicia: Nah! There are like 20 people in this class. There's definitely someone more tech savvy than us who can help him out.	Alicia thinks that because there are a lot of students in the class, one of them would probably know more about fixing the error. She shifts the responsibility of helping him onto others, because there are so many students in the class.
	Maria: You're right. Someone else will go up in just a sec. I'm sure of it.	Maria lets Alicia's words influence her shifting of the burden to help Josh.
Social influence	Stage Directions: Everyone in the class laughs. Most of the students aren't laughing at Josh. They just find the situation humorous	Each student is laughing mainly because the other students are laughing. Therefore, instead of helping Josh they'd rather play it safe and do what everyone else is doing.
	Stage Directions: She wants to help him right away, but since she sees that no one else is helping, she decides to wait.	Cho decides not to help at first, because she sees that none of the other students are helping. In all likelihood, other students are thinking the same thing, and this is stopping anyone from helping Josh.
	Stage Directions: Ethan takes his phone out too.	Ethan copies Matthew, because he wants to remain his friend and shows that he agrees with his idea. Part of the social contract of being friends is to support one another.

Intimidation factor	<p>Stage Direction: Some of them also feel rushed and don't like the time constraints Ms. Jackson has set for the presentations, but they don't want to say anything. They worry they might get in trouble</p>	<p>Out of fear that they might get in trouble with Ms. Jackson, none of the students complain to her about the time constraints.</p>
	<p>Alicia: Besides, look at those two in front of us. (She points at Ethan and Matthew.) They're being so annoying! I don't want to have to deal with their sarcasm, again.</p>	<p>Alicia indicates that Ethan and Matthew have been mean to her in the past, and she worries that they will be again if she tries to help.</p>
	<p>Jayden: I don't think I remember how to fix that error though. And I don't want those two laughing at me.</p>	<p>Jayden experiences self-doubt, and he worries that if he can't fix the error, Ethan and Matthew will humiliate him as well.</p>
	<p>Madison: Me neither. I think I remember what to do, but sometimes, I haven't been able to get that error screen to go away. I don't want to make the problem worse.</p>	<p>Madison worries that if she tries to help, she will make the problem worse and cause more trouble for Josh and herself.</p>
Empathy	<p>Stage Direction: and secretly feel bad for him,</p>	<p>The students actually feel bad for Josh, because some of them have been in a similar position and/or have been bullied by Ethan and Matthew.</p>
	<p>Maria: (whispering to Alicia) I feel so bad for him. I remember that happened to me when I gave my presentation last semester.</p>	<p>Maria can understand how Josh feels, because she experienced the same glitch when she gave a presentation earlier on.</p>
	<p>Cho: "It's okay. I've been here before, too. I think I remember what to do."</p>	<p>Cho tells Josh not to worry, because she has been in the same situation and understands how he feels.</p>

Cho: “Of course. I was watching what was going on, and I realized, I just couldn’t keep sitting there. I had to do something.”

Cho explains that, because she felt badly for Josh, she couldn’t remain a bystander.