

BYSTANDER EFFECT OR NOT? TEACHER'S GUIDE

Use the answer key below to help guide the discussion with students when discussing their justifications for each case study in the provided Google slides.

Bystander Effect or Not?

The following table provides answers, sources, and possible student responses for each of the case studies presented during the provided Google slides activity. Note: "bystander effect" is abbreviated as "B.E."

Case	Justification	Possible "evidence" or student responses
Case: Response to Homelessness	This is an example of B.E., because pedestrians are just walking by the homeless man and not helping.	<i>"There is a person in need, and people are just walking past and not talking to or even looking at him."</i> They may circle the faces of those walking by and how they avert their eyes. They may also bring up their own experiences with homeless people.
Case: "A Matter of Contribution"	This is an example of B.E. because Jane refuses to help with the political campaign, as she thinks someone else in the shop will help.	<i>"Jane thinks someone else will help Sarah."</i> They may quote lines from the scene; for example, "I'm sure someone else will contribute."
Case: Making Decisions at Work	This is not an example of B.E. because this is an example of "groupthink" where people may think something different about a topic, but they go with whatever the group decides. This is similar to B.E. in that they are not standing up for their own thoughts, but no one is in danger as this situation is taking place.	<i>"Everyone is going with what the group thinks and not taking individual actions."</i> <i>"There is no emergency."</i> <i>"No one is in need of help."</i> They may circle the thought bubbles over people's heads. They may also have their own experiences to share.

<p>Case: Reactions to the Holocaust</p>	<p>This is an example of B.E. because there were people who knew about what the Nazis were doing to the Jews and yet did nothing to help them (United States Holocaust Memorial Museum). Note: The text provides examples of why people may have acted as bystanders, and this may cause students to think that people were justified in their decisions to not intervene when that is not the case.</p>	<p><i>“People knew about the gas chambers and did not act or say anything to help the Jews.”</i> They may quote part of the text: “There were those who did know about the gas chambers. . . .” They may use outside sources for this case to learn more about those who did nothing during the war.</p>
<p>Case: Everyone Taking their Phones out at a Concert</p>	<p>This is not an example of B.E. because this is an example of “collective effervescence” or “the magic of a shared experience and moving in unison” (“Collective Effervescence”). While similar to B.E. in that everyone is doing the same action, this has a positive connotation, and it’s not in response to danger.</p>	<p><i>“Everyone is acting the same way with their phones out.”</i> They may circle all the phones and the stage.</p>
<p>Case: Filming a Fight</p>	<p>This is an example of B.E. because there is a person in distress, and instead of doing something helpful, people are filming the fight (Kaur). Note: Be sure to help students see the difference between this case and the previous one.</p>	<p><i>“The people filming aren’t helping to end the fight.”</i> They may circle the phones, or they may share their own experiences.</p>

Sources

American Psychological Association [APA]. (n.d.). APA dictionary of psychology. American Psychological Association.

<https://dictionary.apa.org/bystander-effect>

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