

Lisa Keyes

21-Part Inquiry Lesson Plan – final assignment- Information Literacy course  
due 5/3/15

### **1. What Makes Someone A Bystander**

2. Lesson developed by Lisa Keyes in conjunction with a lesson resource found on the PBS Newshour Website [http://www.pbs.org/newshour/extra/lessons\\_plans/what-makes-someone-a-bystander-lesson-plan/](http://www.pbs.org/newshour/extra/lessons_plans/what-makes-someone-a-bystander-lesson-plan/) Lisa has been a 3<sup>rd</sup> grade classroom teacher, a middle school and high school ELL teacher, and has been the Library Media Specialist and Spanish teacher for three years at a K-8 school in Missoula, MT where she continues to teach.

3. As part of a current events section of a high school Social Studies class, students will explore why some people in our culture choose to be bystanders rather than to intervene during threatening situations when a stranger could be in harm's way. By the completion of the lesson, students will better understand the psychological and behavioral processes around the bystander mentality and the role these processes play in their own lives and society. The library media specialist will provide guidance with the inquiry process as well as with finding resources pertaining to this study.

4. The grade level of the lesson is high school 9-12.

5. The lesson will last 7 class days.

6. Lesson Materials/Resources:

- Computer access
- *We Are All Bystanders* handout
- *The 'In' Group* handout
- *Little Things are Big* handout
- Two students expelled from OU for leading racist chant video
- Two bystander videos for anticipatory set and end

All handouts are accessible at PBS site [http://www.pbs.org/newshour/extra/lessons\\_plans/what-makes-someone-a-bystander-lesson-plan/](http://www.pbs.org/newshour/extra/lessons_plans/what-makes-someone-a-bystander-lesson-plan/)

7. After viewing an anticipatory set video of a mock recording of a stranger abducting a girl and bystanders looking but offering no help and of a recent (mid April, 2015) incident at the University of Oklahoma where a fraternity is caught chanting racist epithets that stemmed a wave of public shock and outrage, students will begin exploring, discussing, and analyzing group behavior as to why some people remain bystanders instead of choosing to intervene.

### **8. Essential Questions/Focusing Questions of Lesson**

Create, Evaluate, Analyze

Questions: What can be concluded as to the reasons why most people are passive rather than active bystanders in situations when intervention is necessary? In what ways has the psychology behind "diffusion of responsibility" been demonstrated? Has bystander education been effective? If so, how?

## **9. & 10. Goals and Objectives:**

**Goal:** The students will be able to effectively communicate information regarding a disturbing social issue that affects our society using higher levels of thought.

**Objectives:** To develop an understanding of bystanders, students will:

- Become familiar with key psychological concepts related to bystander behavior
- Discuss how personal identity and group behavior affects individuals' reactions to a bystander situation
- Use these concepts to analyze their own choices in a bystander situation
- Conduct further research and present findings to peers demonstrating understanding of topic.

The LMC will be used to conduct research and the LMS will guide students through the inquiry process.

## **11. State Standards:**

### **Montana K-12 Technology Content Standards Framework**

#### **Technology Content Standard 1: Upon Graduation**

- consistently collects relevant data and information on a subject from a variety of digital resources
- effectively evaluates and synthesizes data and information
- cites sources in the appropriate style

#### **Technology Content Standard 2: Upon Graduation**

- effectively synthesizes and communicates the results of research with others using digital presentation tools both online and in person
- effectively uses technology to learn and teach beyond the scope of the traditional classroom

### **Montana Instructional Alignment - Information Literacy/Library Media**

#### **Evaluate resources**

2A. Follow criteria to evaluate resource for Accuracy, Relevance, Authority, Detail, Currency, Bias

2C. Follow evaluative criteria to match the resource to the task

#### **Locate information within a wide variety of resources**

3A. Sort within selected digital databases (e.g., relevance, date, publication, author)

3B. Choose keywords to locate and cross-reference information to match the task (e.g., index, table of contents, glossary)

3D. Record location of information within resources

#### **Extract information from a wide variety of resources needed to solve the problem**

4A. Read, view and listen to make inferences

4B. Gather information relevant to the formulated questions

4C. Determine the correct usage of summaries, paraphrases and direct quotations, then replicate.

4D. Cite each source

#### **Create and defend a product that presents findings**

6B. Create original product

6D. Present and defend the product

**12. Technology Used:** World Wide Web, Ebsco databases, PowerPoint, Google doc presentations, Prezi,

**13. A.-D. Collaboration:** This lesson could be a collaboration of teachers/specialists in various subject areas such as Social Studies/Health Teacher/Counselor collaboration with the Library Media Specialist.

**14. Anticipatory Set/Object Based Learning (Lead-In):**

*Stranger Danger* ( a short video) <http://www.raproject.org/video/entry/people-watch-girl-being-abducted>

**15. and 16. Process Model and Information and Technology Literacy Activities and Step by Step activities and Process Models:**

### **Big 6 Objectives**

#### **Task Definition**

The teacher will introduce the lesson by showing the short video entitled *Stranger Danger* as the anticipatory set. The teacher will give wait and reaction time, and then tell students about the recent incident at the University of Oklahoma where a fraternity is caught chanting racist epithets that stemmed a wave of public shock and outrage. Students will then be put in groups of 5 or 6 males and females to come up with different reasons why they think people involved acted the way they did in both videos. Then, continuing to work in groups, students will read the excerpt from the article “We Are All Bystanders” on the psychology of group behaviors and discuss the meaning of “diffusion of responsibility” and where they notice this “diffusion of responsibility” taking place in life around them on a daily basis. With the teacher as the facilitator, students will discuss as a class some of the important points- what really stuck out for students. The next day, students will read the article called “The ‘In’ Group” which is an example of those behaviors in a school setting. Students will discuss among their groups what caused the student in “The ‘In’ Group” to be a bystander and how did her identification with the group help her ignore the other bullied student? Again, with the teacher as the facilitator, students will discuss as a class some of the important aspects. Ask for volunteers to think about and share how they might react in some of these situations. After this exercise, students will be told that, using Ebsco's Newspaper Source and TOPICsearch databases, as well as reliable web sources, students will choose a mini-research topic relating to the bystander epidemic -- such as events and their effects on society, education, etc... using the questions that follow to guide them: Why are people passive rather than active bystanders in situations when intervention is necessary? What is the psychology behind "diffusion of responsibility"? Has bystander education been effective? If so, how? Students will develop their own questions in the topic selection phase of Kuhlthau's ISP and explore during the topic exploration phase. After creating a PowerPoint, Google doc presentation, Prezi, SlideRocket, or similar presentation citing at least 5 sources, students will present their findings to class. The teacher will assess students using both formative and summative assessments and show wrap up video at end.

### **Information Seeking Strategies**

The teacher will review with students how to determine reliable references, cross referencing, and other skills as well as familiarize students with Ebsco's Newspaper Source and TOPICsearch databases.

### **Location and Access**

Because some students are unfamiliar with these databases, they will first do a basic search of information that interests them to locate a source. Once at the source, they will find the information they are looking for, or try another source. Doing this one or two times with a familiar topic already known to a student will help them better understand how to use the database effectively.

### **Use of Information**

Students will obtain relevant information in pairs and present the information using a computer program or application of interest to them. Students will take notes either electronically or using the traditional paper and pencil method and transfer this information to their presentations. These notes will be submitted to the teacher once the presentation is completed.

### **Synthesis**

Students will be discussing a topic in small groups and as a class, one that forces them to think at higher levels of thought, using analysis and evaluation skills, as well as when addressing the topic in their research using high level, "fat" questions to guide them. This synthesis of information will be reflected in both their verbal discussions as well as their final presentations.

### **Evaluation**

Students will write a reflection of the information search process and the stages that occurred as they learned more about the bystander issue in our society. They will also ask for written feedback from classmates after their presentation.

### **Kuhlthau's Model of the Information Search Process**

**Task Initiation:** Using Ebsco's Newspaper Source and TOPICsearch databases, as well as reliable web sources, students will choose a mini-research topic relating to the bystander epidemic -- such as events and their effects on society, education, etc... using the questions that follow to guide them: Why are people passive rather than active bystanders in situations when intervention is necessary? What is the psychology behind "diffusion of responsibility"? Has bystander education been effective? If so, how?

**Topic Selection:** Students will choose their own questions of interest to research as it relates to the topic of the bystander.

**Topic Exploration:** Students will begin searching for information pertaining to their questions using the available resources.

**Focus Formulation:** Students will begin to form a personal point of view as they analyze and interpret the information they obtain.

**Resource Collection:** Students will either write or electronically record relevant information and put it into a presentation.

**Presentation:** Student will present their information to their peers.

**17. Lesson Closure/Object Based Learning (Reflect Anticipatory Set):**

*Be an Upstander* – 30 sec. video <http://www.teachertube.com/video/be-an-upstander-254255>

**18. Lesson Evaluation/Assignments/ Handouts/Teaching Materials:**

Both formative and summative assessments are done during the verbal discussions and search process and after the research presentations are completed.

**19. Connection to Other Curricular Areas:** How is the lesson integrated with other subjects? List connected curricular subject areas and mention relationship to this lesson.

Social Studies  
Health  
Psychology

**20. Adapted Learning:**

**Adaptations (For Students with Learning Disabilities) –**

During group exercise there is a facilitator, scribe, reporter, and all in the group contribute verbally within the group. The group will read the articles independently, but then read them aloud, together, discussing and analyzing. This would aid a student who struggles with reading. Depending on the learning disability, the reporter position would work if the student could write comfortably, but had a harder time offering thoughts. If the student's learning disability involved reading and writing but they were comfortable adding opinions, the group setting works well. During the research/inquiry aspect of the lesson, students with learning disabilities would be buddied up with a student who would work well with this student.

**Extensions (For Gifted Students)**

An extension project for students who are gifted or accelerated in their learning will be given in the form of an extra article called *Little Things are Big* to work on in groups to explore the man's choice, his identity group, and the influence this identity group had on his decision making. They will discuss whether they agree with the man's choice or not, and why and share analysis with the class.

**21. Works Cited/ Resources:**

**Book:**

Thomas, N., Crow, S., and Franklin, L. *Information Literacy and Information Skills Instruction-Applying Research to Practice in the 21<sup>st</sup> Century School*. Libraries Unlimited: Santa Barbara, CA, 2011.

**Websites:**

1. Be an Upstander. Retrieved at: <http://www.teachertube.com/video/be-an-upstander-254255>
2. Montana Instructional Alignment - Information Literacy/Library Media. Retrieved at: [http://opi.mt.gov/PDF/Standards/09MarchILLM\\_ELE.pdf](http://opi.mt.gov/PDF/Standards/09MarchILLM_ELE.pdf)
3. Montana Technology Standards <http://www.opi.mt.gov/pdf/Standards/10ConStds-Tech.pdf>

4. PBS Newshour Extra – What Makes Someone A Bystander Lesson Plan. Retrieved at: [http://www.pbs.org/newshour/extra/lessons\\_plans/what-makes-someone-a-bystander-lesson-plan/](http://www.pbs.org/newshour/extra/lessons_plans/what-makes-someone-a-bystander-lesson-plan/)
5. Stranger Danger. Retrieved at: <http://www.raproject.org/video/entry/people-watch-girl-being-abducted>