# What to do if… 8th and 9th grade students

The task was carried out in Social Science, History and English. The students were taught what research say about how spectators have been acting in different situations where people need help. The fact that the more spectators there are in a critical situation the less is the probability that spectators give help unless somebody starts to help.

The theme started the 3rd of February 2017. We started at the local Länsmuseet where the pedagogues gave a lessons in the understanding of civil courage. Each class had a lesson and a discussion with the museum pedagogues in an interactive way.

Examples of cases from newspapers and historical documents with perpetrators and victims were presented for the students. The spectators’ reactions were revealed and the psychological explanation. Students then discussed the steps identified by Darley and Latané such as:

 - That the spectator notice or don’t notice that something strange and unusual happens.

-That the spectator makes a correct interpretation of the situation as an emergency situation.

-That the spectator decides that it is his/her responsibility to help the victim.

In school we continued with the national site [www.levandehistoria.se](http://www.levandehistoria.se) “Playing role - an educational material about the spectator role” where we found facts, pictures and stories from history. The students got different tasks, questions to answer, situations to reflect on and discuss consequences from different kind of actions.

In year 9 the theme was on the schedule in English lessons as well. The students had four lessons of debates and argumentations.

We started with exercises in taking a stand, a four-corner- activity. Different statements were written on 4 big wallcharts and then the students had to make a stand and support their decision.

The students brainstormed controversial issues; euthanasia, abortion, child labour etc. They were also given linking phrases and words which they had to define as positive or negative. They were then instructed to, in pairs, pick a subject and to make lists of pros and cons. On each pro and con they had to motivate and give examples to support their opinion.

It all ended up in a panel debate where the students participated eagerly.