TOOLKIT for FACULTY

Green Dot Toolkit for Faculty

Dear Faculty Member,

Thanks for taking the time to help! Finding a way to integrate the green dot into your course curriculum or lesson plans this semester just got easier with this handy tool kit. The tool kit outlines several different ways you can live the green dot in your academic capacity.

In this tool kit you will find paper topics, projects, extra credit assignments and a host of other creative ways to incorporate the green dot into your classroom and make a difference.

We understand your lives are tremendously busy and for that reason (among others) we appreciate your willingness to partner with us to help reduce violence, improve safety and thereby improve the quality of education available to all students. In an attempt to minimize the stress that can often be associated with pledging your time or effort to an organization, we have compiled this tool kit in the hopes of offering simple suggestions that you can refer to or implement throughout the semester that will allow for you to actively help spread green dots across campus without ever having to leave your classroom or office.

What exactly is green dot? A green dot represents any moment, big or small, that either directly or indirectly helps reduce the prevalence of violence on campus. While it certainly can, living the green dot doesn't necessarily require steadfast, over arching commitment or participation in activities that are involved and time-consuming. You can help live the green dot by creating opportunities for your students to learn about or further explore how power based personal violence affects us all.

Thank you!

Paper Topics

The following list is by no means exhaustive. You can assign topics from the list or offer it as a brainstorming tool for students.

1. The role of the bystanders in violence prevention.
2. Bystander dynamics, what keeps people from acting in high-risk situations?
3. The role of primary prevention in reducing the prevalence of partner violence, sexual assault and/or stalking.
4. The impact of high profile incidents of sexual assault on college campuses.
5. The psychological effects of rape victimization.
6. The mental health outcomes of partner or sexual violence perpetration or victimization.
7. The physical health outcomes of partner or sexual violence perpetration or victimization.
8. The portrayal of violence in the media, specifically partner violence, sexual assault and stalking.
9. The history and application of the Violence Against Women Act (VAWA).
10. How gender socialization perpetuates partner violence, sexual assault and/or stalking.
11. Social media and sexual assault shaming.
12. The economic impact of interpersonal violence.
13. Rates and impact of male victimization experiences (which includes, but is not limited to child abuse).
14. Use of social media and other technology in stalking and partner violence.
15. Seven characteristics of a rapist (see research by David Lisak).
16. The cycle of violence associated with partner/interpersonal violence.
17. Outcomes in case law of famous domestic violence and rape trials.
18. Objectives and impact of federal Office of Violence Against Women (OVW).

19. The history of Title IX.
20. Major social justice or cultural movements and their application to reducing violence today. How does culture change happen.
21. Social norms that contribute to the sustainability of interpersonal violence.
22. Problems with rape and domestic violence legislation.
23. The impact of interpersonal violence from a global perspective.
24. Interpersonal violence in the LGBTQ community.
25. Popular rape myths and an analysis of why they are so difficult to dispel.
26. Medical injuries sustained by victims of domestic violence.
27. Use of the socio-ecological model in comprehensive violence prevention.
28. Applying the public health model to violence prevention.
29. Violence prevention interventions across the life span.
30. Best practices in sexual assault prevention on college campuses.
31. Evidence-based bystander approaches to violence prevention.
32. Marketing and branding applied to behavior and social norms change.
33. Diffusion of innovation and its application to behavior and social norms change.
34. Sexual aggression associated with sexual assault perpetration and repeat offenders.
35. The use of peer education in effective violence prevention strategies.
36. Community mobilization and violence prevention.
37. Neighborhood collective efficacy as a protective factor against partner or sexual violence perpetration or victimization.
38. Effective social marketing for violence prevention.
39. Developing effective messaging for violence prevention efforts on college campuses.
40. Environmental management associated with the prevention of sexual assault on college campuses.

In-Class Awareness

With just a few seconds, you can show your commitment to student safety and bystander intervention, contributing to campus norms. With repeated exposures across settings, students and colleagues will begin to have the expectation that everyone has a part in community safety.

Insert slides at the beginning of your PowerPoint presentations that include information about Green Dot, bystander intervention tips or proactive ideas. Display a slide or have rotating slides up before class or as class ends.

Three rotating slides:
Green Dot Overview

Red dot behaviors to look out for (Red Dots):

1. Someone is feeding drinks to another person who has clearly had enough
   - ► Someone's partner is trying to control their every move
   - ► Someone seems to be scared or annoyed by another person who won't take no for an answer
2. Acknowledge your obstacles:
   - ► Being shy
   - ► Being an introvert
   - ► Not liking confrontation
   - ► Not wanting to be embarrassed
   - ► Fearing for your personal safety
   - ► Not wanting to make a scene
3. Identify realistic solutions for you (Green Dots):
   - ► Calling a friend to help
   - ► Telling someone "that's not cool" or to "back-off"
   - ► Spilling your drink to create a distraction
   - ► Getting her friend to tell her to stop
   - ► Getting your RA to talk to them

► Checking in with a friend who looks uncomfortable

Quotes for PowerPoint Slides:

- "I long to accomplish a great and noble task, but it is my chief duty to accomplish humble tasks as though they were great and noble. The world is moved along, not only by the mighty shoves of it's heroes, but also by the aggregate of the tiny pushes of each honest worker." –Helen Keller
- "The world is a dangerous place. Not because of the people who are evil; but because of the people who don't do anything about it." –Albert Einstein
- "Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral." –Paulo Freire
- "The difference between what we do and what we are capable of doing would suffice to solve most of the world's problems." –Mohandas Gandhi
- "The important things is this: To be able at any moment to sacrifice what we are for what we could become." –Charles Debois
- "To go against the dominant thinking of your friends, of most of the people you see everyday, is perhaps the most difficult act of heroism you can perform." –Theodore H. White
- "You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You must do the thing which you think you cannot do." –Eleanor Roosevelt
- "It is common sense to take a method and try it. If it fails, admit it frankly and try another. But above all, try something." –Franklin D. Roosevelt
- "To sin by silence when they should protest makes cowards of (us all)." –Abraham Lincoln
- "How wonderful it is that nobody need wait a single moment before starting to improve the world." –Anne Frank
- "I am here and so are you. And we matter. We can change things." –Ella Baker
- "Our lives begin to end the day we become silent about things that matter." –Martin Luther King, Jr.
- "In the end, we will remember not the words of our enemies, but the silence of our friends." –Martin Luther King, Jr.
- "Change will not come if we wait for some other person, or if we wait for some other time. We are the ones we've been waiting for. We are the change that we seek." –Barack Obama
- "For me, forgiveness and compassion are always linked: how do we hold people accountable for wrongdoing and yet at the same time remain in touch with their humanity enough to believe in their capacity to be transformed?" – bell hooks

Bystander tips for PowerPoint Slides:

1. Concerning behavior: You notice a friend's phone is blowing up with texts from their boyfriend/girlfriend. They look uncomfortable or upset by the texts. Their partner seems to be checking in on them to see where they are, who they're with.
   - You've got options!

Check in and ask, "Is everything ok?"

► Text your friend's partner and ask them to back off.

► Change the subject and distract your friend from their phone.

► Talk to a mutual friend and see if they will check in.

2. Concerning behavior: You're at a party and you notice a friend of yours is really drunk. There's a guy pushing her more drinks and talking about taking her home.
   - You've got options!

► Tell your friend you need to use the bathroom and take her with you.

- ► Talk to his friends and see if they can get him to leave her alone.
- ► Grab a few of your friends to help you take her home.
- ► Tell the guy to back off.
- ► Accidently spill a drink on your friend and take her out of their to change her shirt.
- ► Tell your friend you think you're going to be sick and she needs to help you get home.
- ► Tell your friend you're uncomfortable with the guy and she should focus her energies elsewhere.

3. Concerning behavior: You're out at a bar with a group of friends. You notice a guy you don't know that well striking up a conversation with a friend of yours. She's pretty shy and doesn't normally drink. He keeps buying her drinks and getting closer to her physically.

- You've got options!
  - ► Ask your friend if she's cool with the attention.
  - ► Tell the guy he's coming on pretty strong.
  - ► Ask your friend to take you on in pool.
  - ► Make sure all of your friends leave together.
  - ► Tell her you have a dart injury and you need her to walk to CVS with you to get a bandaid.
  - ► Go stand in the middle of them and start talking about the game that's on the bar TV.
  - ► Text your friend and ask her if she wants you to step in.

4. Concerning behavior: You're outside of your residence hall or apartment and you see a couple you don't know very well arguing. It looks like it's about to get physical.

- You've got options!
  - ► Go get a friend who knows the couple better to see if they'll check in with them.
  - ► Walk up to the couple and ask if everything is ok.
  - ► Run up to the couple and tell them you lost your new iPhone 6, ask if they can help you look for it.
  - ► Tell the couple to stop or you're going to call security or 911.
  - ► Tell the couple they should try to cool things off.
  - ► Shout, "Hey, the cops are on their way for a break in, you might wanna cool it before they get here."

5. Concerning behavior: You've noticed that your classmate's ex is always waiting for him after class. He doesn't seem excited to see her and he often stays late to avoid her.

- You've got options!
  - ► When you walk by the ex, tell them, "Seems like he's not that into you."
  - ► Check in with your classmate and see if he's ok.
  - ► Ask your classmate if he wants to walk from class with you.
  - ► Talk to a friend of your classmate's that knows him better. See if they can tell the ex to back off.
  - ► Tell your professor to check in and see if they need to report the ex's behavior.
  - ► Ask the ex for directions to some obscure place campus.

6. Concerning behavior: You overhear a friend talking about "scoring" with a younger student. You hear that he's organizing a party where first year women drink for free.

- You've got options!
  - ► Tell your friend in a subtle tone, "Dude, not cool."

- ► Give your friends a heads up about your concerns, in case they plan on going to the party.
- ► Roll your eyes when he tells you all about it.
- ► Host a different party the same night.

7. Concerning behavior: One of your good friends has stopped hanging out with your group of friends. He used to be really social, but he has a new boyfriend who seems to take up all of his time. You also noticed that he quit the debate team and he didn't show up for class last week.
   - You've got options!
     - ► Tell your friend you're concerned about him. Ask him how things are going.
     - ► Talk to one of your mutual friends to see what they've noticed. See if they'd feel comfortable checking in with him.
     - ► Tell your friend you miss him and you're always there if he wants to talk.
     - ► Post a campus resource to your Facebook timeline at a time when you know he'll see it.
     - ► Invite your friend to an concert that you only have one extra ticket for.

8. Concerning behavior: You're standing in line at the concession stand at a football game. You overhear a couple behind you. The guy is accusing his girlfriend of some ugly things and calling her some pretty offensive names.
   - You've got options!
     - ► Turn around and tell the guy he's making a fool of himself.
     - ► Ask the girl if she's ok.
     - ► Wait until the girl goes to the bathroom and check in with her when she's away from him.
     - ► Give the guy a dirty look.
     - ► Start talking loudly on your cell phone and get in their space.
     - ► Go and get security.
     - ► See if your outgoing friend will tell him to knock it off.

9. Concerning behavior: On Facebook, you see a "friend's" post spreading a rumor about the sexual exploits of a mutual friend. It's mean and embarrassing.
   - You've got options!
     - ► Tell your mutual friend about the post and see if they're ok.
     - ► Text or send a message to your "friend" and tell them the post was rude and not cool.
     - ► Comment on the post that the poster is full of %@#&.
     - ► Post a funny youtube video or vine that's totally off topic in the comment section.
     - ► Report the post to Facebook.
     - ► Put a link to an article about cyber-harassment in the comment section.

10. Concerning behavior: Your roommate has been totally preoccupied with this girl he's interested in. You saw him going through her pictures on Instagram and he always wants to eat at the restaurant that she waitresses at. He's sent her flowers a few times and she seems uncomfortable with the attention. She's told him she already has a boyfriend.
    - You've got options!
      - ► You tell your roommate, "She's just not that into you, move on, man."
      - ► You have some mutual friends with the girl. Ask them if they can check in with her to make sure she's ok. If she's not, tell your roommate to back off.
      - ► Send your roommate a link to match.com.
      - ► Ask the manager of the restaurant to tell your roommate he needs to leave her alone.

► Tell your roommate about a cool new place to eat.

Bystander stories for PowerPoint Slides:
Derek's story: Derek was at an end of summer party. The beer was flowing and people were playing volleyball, there was a bonfire later. He noticed this guy he kind of knew, but never really liked. The guy seemed like he was "on the prowl" all day, looking to hookup. He started talking to this girl who was really drunk and was leading her away from the party. Derek decided, "I'm just going to be creepy right now and follow them. That's my job right now." They turned around and Derek made small talk, "Hey, what's up? What's your game plan tonight?" He could tell he was annoying the guy, but he stalled long enough for her friends to come get her. They all went in different directions from there.

Pat's story: Pat worked at the front desk of a residence hall. It was 2 a.m. and a male resident came in with a woman he didn't know. They were both drunk. Pat asked, "Hey, whatch doin'?" The guy said that he was going to show her his room. Pat gave a nod to his co-worker and she struck up a conversation with the woman, while Pat distracted the guy with a story about shenanigans that had happened earlier in the night. They talked for about 10 minutes and then Pat said, "Ok, I guess this is good night and led the guy up to his room alone." The woman left safely.

Michael's story: Michael, a fraternity member noticed one of his brothers leading a girl up to his room that was heavily intoxicated. He was uncomfortable with the situation so he yelled up to his brother, "Hey man, your car's getting towed!" That guy flew down the stairs and out the front door so fast. The first fraternity brother was able to grab a couple of her friends and to get her home safely.

Erika's story: Erika was walking across campus between classes and was looking for a quiet place to study in the grass on the quad. She kept hearing yelling and noticed a couple clearly arguing. She didn't feel safe saying something directly to them, so she plopped herself down right next to them and stared at them. They calmed down and walked away.

Karen's story: Karen walked out of the mall ad saw a man with his hands on a woman's shoulders. He was shaking her and yelling in her face. Karen walked up to them and said, %#@$! You guys, I think I lost my cell phone somewhere around here. Oh my gosh, I'm expecting a call. Can you help me?" She frantically ran around in between them and looked under their car. Finally, they started helping her. Then, when they didn't find it, the man said, "Forget it, let's just go" in a much calmer voice.

Ted's story: Ted was hanging out with some friends at a coffee shop. His friend Tony's partner came in and demanded that Tony leave with him. Ted had already been worried that Tony's relationship might be abusive so he pretended to get a call on his cell phone. He said it was an emergency and he needed Tony to go with him to the hospital. When he got Tony alone, he asked how things were going with his boyfriend. Things were not good and Tony needed a friend to talk to.

Andrew's story: Andrew was walking up to a restaurant on campus and noticed two guys punching each other – there were other people around that seemed to be friends with the guys, so at first glance Andrew thought they might just be messing around. As he got even closer it looked like the punching was more serious than just messing around. Andrew yelled, "Hey!" and ran up in between the guys. He asked if everything was cool and proceeded to ask if they were headed into eat, did they know if the place was having a 2-for-1 deal or if trivia was happening? The guys were distracted enough from their own altercation, they went and joined their group of friends and Andrew went into the restaurant.

Steph's story: Steph and a group of her friends went to see one of their favorite local bands play at a dive bar near campus. As they were all dancing in front near the stage, Steph noticed

a guy standing off to the side. She noticed him because he was the only one around who wasn't dancing. The guy attempted to dance behind a girl in front of Steph and her friends. The girl didn't seem interested and as Steph continued watching, the guy would dance behind her for a couple minutes, then back off, dance behind her, then back off. She had a feeling he wasn't going to stop. At that point, Steph started dancing in between the two of them and asked the girl if she knew the guy, she replied, "no, and I don't know what to do, he's been creeping on me all night!" Steph and her friends stayed dancing around the girl until the guy got the message that he was not welcome. The guy left and the girl was able to enjoy the rest of the show.

Angela's story: Angela's friend Tanya had been dating Monique since the start of the school year. She noticed that Tanya never responds to her texts and calls anymore. She asked Tanya before class why she hasn't heard from her and Tanya told her that Monique has been monitoring her phone use and that she is only allowed to use her phone when she is with Monique. Angela asked Tanya how she feels about that and offered to go with her to talk to one of the counselors about this relationship.

Kate's story: Kate saw her roommate Alexa talking to her new boyfriend from a distance on campus. She noticed Alexa looked upset and her boyfriend seemed to be scolding her. Kate ran up to Alexa shouting, "Oh my gosh, you'll never believe what I'm about to tell you, come here!!!" She took Alexa's arm and walked her away from her boyfriend. She then let her know that she is always there to talk if she needs anything or wants help.

Extra Credit Assignments

Offering extra credit to students is always a very motivating factor. Below are some activities or events that could be used as extra credit assignments.

- **Talk about it.** Have 10 conversations with friends or classmates about violence prevention or interpersonal violence in general and keep a log of the themes.
- **Google it.** Look up bystander intervention and violence prevention. Find 10 sources (articles, YouTube videos, websites, etc.) that you can learn from and report back.
- **Vine it.** Research 5 bystander barriers (things that can keep people from acting in high risk situations) and create vines to demonstrate each one. These articles will help:
  - ► Latane, Bibb, and John M. Darley. "The unresponsive bystander: Why doesn't he help?." (1970): 276-290.
  - ► Darley, John M., and Bibb Latane. "Bystander intervention in emergencies: diffusion of responsibility." Journal of personality and social psychology 8.4p1 (1968): 377.
  - ► Latane, Bibb, and John M. Darley. "Group inhibition of bystander intervention in emergencies." Journal of personality and social psychology 10.3 (1968): 215.
  - ► Fischer, Peter, et al. "The unresponsive bystander: Are bystanders more responsive in dangerous emergencies?." European journal of social psychology 36.2 (2006): 267-278.
  - ► Garcia, Stephen M., et al. "Dual effects of implicit bystanders: Inhibiting vs. facilitating helping behavior." Journal of Consumer Psychology 19.2 (2009): 215-224.
- **Broadcast it.** Create a video "news story" of prevention efforts on this campus. Seek out perspectives from students, faculty, staff and administrators.
- **Tweet it.** Create a hashtag for violence prevention efforts on campus and see how many retweets, favorites, hashtags repeats you can get. Report how effectively you were able to spread the message. You can do this with Facebook or other social media sites. Keep track of the "likes," "shares," "comments" and "follow backs."
- **Market it.** Design a mock social marketing campaign to mobilize the campus community around violence prevention. Write a plan, create a brand and distribution system.
- **Attend it.** Participate in a community or campus event focused on Green Dot, violence pre-vention or victim support (examples available in many communities: Take Back the Night rally; Clothesline Project; A Dress Speaks display; Victim Silhouette display).

- **Discover it.** Interview a local or campus victim service provider, advocate or counselor about their work and their opinions on prevention of violence.
- **Organize it.** Start a project or organize and event or gathering to further Green Dot and other prevention efforts on campus. Mobilize your community!
- **Volunteer for it.** Volunteer at the campus advocacy services, local rape crisis center or domestic violence shelter.
- **Write about it.** Write an article or letter to the editor for the local or campus newspaper about the importance of violence prevention.

Other Proactive Green Dot Ideas

- Show your support
  - ► Wear a Green Dot pin or another pin or piece of clothing (could even be a coffee mug that you carry) that has a message of antiviolence. Sometimes just showing your support and commitment can make a big difference.
  - ► Place a Green Dot on your office door so students know you support prevention and their efforts as bystanders.
  - ► Hang a Green Dot poster in your office or classroom.
  - ► Include a brief statement on your course syllabus reflecting your commitment to a safe campus and listing campus resources (including yourself) if someone needs a safe person to seek help.
  - ► Have local resources brochures visibly available in your office and/or classroom.
  - ► Have an endorsement statement of some kind attached to your email signature line, such as "I'm a green dot supporter." or "What's your green dot?"
  - ► Have a link to your local service provider website on all the web pages over which you have influence.
  - ► Three times per semester, simply ask your classes "What green dots have you done or seen lately?" Research tells us that this simple task provides significant reinforcement of green dot behaviors.
- Role model
  - ► Role model respectful language, compassion towards survivors, approachability, and looking out for others.
- Build relationships
  - ► Build positive, trusting relationships with students; particularly those who may be experiencing violence or other adversities outside of class.
- Collaborate
  - ► Use your relationships and departmental or interdepartmental partnerships to discuss ways in which to support students as bystanders, support survivors and improve safety for positive outcomes in the classroom.
- Share your own experience
  - ► Create an opportunity to share your own experience as a bystander and how it made you feel, then and now. Or, you may have a situation when you were at risk and someone did or didn't help. You may have been in a situation where you saw something and did or didn't help. Sharing your own experience will help your students process their own and become more active bystanders.
- Talk to your students about being active bystanders. Talking points for student bystanders:
  - ► The choices you make matter.
  - ► You're not a bad person because you don't always get involved.
  - ► You're not morally defective, because you haven't always acted.
  - ► There are a lot of options. You don't have to do something directly. It's best to pick the option that is best for you, depend-

ing on the situation and what's coming up for you.

► What makes it hard for you?

► This is what makes it hard for me…

► What are ways of intervening that feel realistic to you?

Reactive Green Dots for Faculty

- Know your campus and local service providers!
  - ► Understanding what services available to students, staff and faculty will help build your own confidence to offer help to a student who may be experiencing violence.
- Educate yourself
  - ► Educate yourself about signs of potential partner violence, sexual assault and stalking and things you can do to help.
    - ◊ Remember, you may interact with a student who is exhibiting high-risk behavior or a student who is the target of that behavior. You may interact with both.
  - ► Some good places to start (in addition to your campus service provider):
    - ◊ National Resource Center on Domestic Violence: http://www.nrcdv.org/
    - ◊ National Sexual Violence Resource Center: http://www.nsvrc.org/
    - ◊ Stalking Resource Center: http://www.victimsofcrime.org/our-programs/stalking-resource-center
    - ◊ National Center for Victims of Crime: http://www.victimsofcrime.org/
    - ◊ Office on Violence Against Women: http://www.justice.gov/ovw
- Trust your gut
  - ► If your gut is telling you something is not right with a student or a colleague:
    - ◊ Take the time to inquire and express your concern.
    - ◊ If you are uncomfortable doing so, delegate to a trusted colleague or friend of the student.
    - ◊ You could also hand out a campus resource phone number to all students, without calling attention to the student you are concerned about.
- Talking points for intervening with a student who is a victim:
  - ► It's not your fault.
  - ► You're not alone.
  - ► Here is someone you can call and talk to (refer student to advocacy services on campus).
  - ► Do you feel safe?
  - ► What do you need?
- Talking points for intervening with a student who is showing aggressive or high risk behaviors:
  - ► Aggression and violent behaviors are not okay and will not be tolerated here.
  - ► Everyone deserves to be treated with respect.
  - ► I care about what is going on with you and am concerned about your choices.
  - ► If there is something going on that is bothering you, you can talk to me or a resource on campus.
  - ► (Know your campus policies regarding violence and follow the reporting procedures when necessary).