While Green Dot is about stopping and preventing acts of power-based personal violence, we know that there are still people who either have or will be impacted by such acts. For those who have experienced acts of power-based personal violence, help and support is available.

**On Campus Resources**
Public Safety (available 24 hours) 610-436-3311

**Confidential Resources**
* Counseling Center 610-436-2301
* Student Health Services 610-436-2509
* Women’s Center 610-436-2122
* Campus Sexual Misconduct Advocate 610-436-0732

**Non-Confidential Resources**
* Office for Judicial Affairs 610-436-3511
* Office of Social Equity/Title IX Coordinator 610-436-2433

**Off Campus Resources**
Confidential and available 24 hours
* Crime Victims’ Center 610-692-7273
* Domestic Violence Center 888-711-6270

* Offices indicated above as confidential are the only confidential resources on campus. All others offices/staff members not listed above are required to report instances of sexual misconduct to the Title IX Coordinator.
Dear Faculty Member,

Thank you for supporting the WCU Green Dot Initiative! This toolkit will provide you with several ways to integrate the Green Dot message into your curriculum. There are paper topics, extra credit assignments, and a host of other ways to incorporate Green Dot into your classroom. We encourage you to think outside of the toolkit and create opportunities to talk about Green Dot that work for you. If you do this, please share your ideas with us so we can add them to the toolkit!

Changing the culture on our campus can seem like a daunting task but faculty and staff can have the most important role. After all, we are here long after the students have graduated. By incorporating the Green Dot message into your curriculum, you are letting students know that (1) Violence is not okay and (2) Everyone is expected to do their part.

As you’ve learned, a green dot represents any moment, big or small, that either directly or indirectly helps reduce the prevalence of violence on campus. Remember, living the Green Dot doesn’t necessarily require steadfast, overarching 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 (sexual assault, stalking, and dating/domestic violence) affects us all.

Thank you!

The Green Dot Launch Team
greendot@wcupa.edu
www.wcupa.edu/greendot

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.
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.
In-Class Awareness

The most powerful messages about our new campus norms will come from unexpected messengers, like faculty. With just a few seconds, you can show students your commitment to campus safety and proactive bystanders to reinforce these new norms.

You can insert slides at the beginning of your PowerPoint presentations or have them rotate before class begins. The slides offer information about Green Dot, bystander intervention tips or proactive ideas. Download your copy on our website.

**Green Dot Overview:** Introduce students to Green Dot Concepts

1. Red Dot behaviors to look out for (Red Dots):
   - 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
   - Checking in with your friend
   - Spilling your drink to create a distraction
   - Getting a friend to tell them to stop

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.
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.
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.
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.
Quotes to Inspire Action:

“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 its 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

“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 thing 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 every day, 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

“How wonderful it is that nobody need wait a single moment before starting to improve the world.” – Anne Frank

“Our lives begin to end the day we become silent about things that matter.” – Martin Luther King, Jr.

“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

Common Scenarios and Options for Action:

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 and 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 woman buying 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 her friends and see if they can get her to leave her alone.
   • Tell the woman to back off.
   • Accidentally spill a drink on your friend and take her out of there to change her shirt.
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.
- Make sure all of your friends leave together.
- 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 okay.
- Tell the couple you lost your phone and ask if they can help you look for it.
- 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 him and he often stays late to avoid him.

**You’ve got options!**
- Check in with your classmate and see if he’s okay.
- 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.

6. Concerning behavior: One of your good friends has stopped hanging out with your group of friends. She used to be really social, but she has a new girlfriend who seems to take up all of her time. You also noticed that she quit her favorite club and she didn’t show up for class last week.

**You’ve got options!**
- Tell your friend you’re concerned about her. Ask her 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 her.
- Tell your friend you miss her and you’re always there if she wants to talk.
- Post a campus resource to your Facebook timeline at a time when you know she’ll see it.

7. 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.
- Report the post to Facebook.
- Put a link to an article about cyber harassment in the comment section.
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:


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 prevention, or victim support. Find events at wcupa.edu/womenscenter or wcupa.edu/greendot

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 an event or gathering to further Green Dot and other prevention efforts on campus.

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.

Create your own! Are you going to create your own Green Dot extra credit opportunity? Tell us what it is, so we can add it to our list!
Proactive Green Dot Ideas

Show your support for Green Dot by engaging in the following behaviors:

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 sticker or poster 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 confidential campus resources 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?”

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 respectful language, compassion towards survivors, approachability, and looking out for others.

Build positive, trusting relationships with students; particularly those who may be experiencing violence or other adversities outside of class.

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.

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. 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 include:

- 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, depending 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 resources
• Understanding what services are 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: www.nrcdv.org
  ◦ National Sexual Violence Resource Center: www.nsvrc.org
  ◦ Stalking Resource Center: www.victimsofcrime.org/our-programs/stalking-resource-center
  ◦ National Center for Victims of Crime: www.victimsofcrime.org
  ◦ Office on Violence Against Women: www.justice.gov/ovw

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.
• Sexual Misconduct Policy: www.wcupa.edu/sexualmisconduct

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.