
Virtual Green Dot Overview

for Faculty/Staff/Administrators

TRAINER NOTES:

This Green Dot Overview is designed to be delivered on a virtual platform. Though the instructions that are provided are based on Zoom functions, you may use other platforms that have similar interactive features. The names of the functions may be different across platforms. Research and best practice indicate that effectiveness of virtual training depends largely on the degree of skills practice and interactivity. As such, this overview **cannot** be delivered on platforms that have limited or no interactivity.

Required Functions:

- **Polling Questions.** Required elements include: creating questions, opening and closing polls, and ensuring anonymity.
- **Breakout Rooms.** Required elements include: opening and closing breakout rooms, setting time limits, assigning participants, and changing the title of each breakout room.
- **Hand Raising.** Required elements include: monitoring and responding to hand raising.
- **Chat:** Required elements include: monitoring and responding to chat.
- **Share Screen.** Required element is: sharing your PowerPoint deck on the platform.
- **Annotate.** Required elements include: annotating, copying, and/or typing directly onto a slide in a way that participants and co-presenters can see.

Workshop Requirements:

- **Trainers:** You must have a minimum of **two** trainers per workshop. While the in-person workshop may be done with only one trainer, the virtual version requires a second person to effectively manage both the content and the interactive features. When the facilitation of interactive features within an online training is not managed smoothly, it can disrupt and derail the entire training. Proficiency in facilitating every activity is key to maximum impact.
 - **Note: It is important to be prepared for technology disruptions, including one trainer losing connectivity. As such, it's vital that both trainers know all of the content and how to manage the functions in case one person is unexpectedly dropped. For example, while only one trainer will share the PowerPoint deck, the other trainer should have the PowerPoint deck downloaded and easily accessible if the trainer sharing loses Wi-Fi.**
- **Participants:** To maximize interactivity, it is recommended that participant number is capped at 25. However, up to 35 may attend.
- **Length:** 90 minutes.
- **Toolkits:** From your materials, select the toolkits that you think will be most relevant for the

audience you are presenting in front of. Make sure you have the links to them ready to go to distribute to participants at the end of the workshop.

- **Tailoring:** Similar to the in-person Overview, tailoring content to best resonate with your participants will maximize impact. You will notice gray text boxes throughout. There are two types: (1) Boxes that have no pre-filled content require you to insert your own (e.g., your personal introduction), and (2) Boxes that have content already inserted. You may either use the existing content or tailor some portions of the content for your campus community or a specific group you are training.
 - **For each fillable text box, guidance is provided in your status bar (bottom of your document where page number and word count are located). Simply click in the box.**

(SLIDES 2-5) HOUSEKEEPING

Before starting the workshop, let's review the functions we'll be using.

1. **Mute:** Make sure you stay on mute unless you are talking.
2. **Video:** As much as possible, please keep your video on.
3. **Chat:** Use the Chat function to ask us questions and to participate in some of the activities. Don't forget to make sure you have it set to send to "Everyone" so everyone sees it.
4. **Hand Raising:** You can see an option to raise your hand if you open the "participants" panel. Use this option to let us know when you have a question or a response.

Another function we will be using is **Polling**. Polling allows you to answer questions anonymously. No one will know, including the instructors, how you answer the polling questions. Let's try one:

(SLIDE 6-7) ACTIVITY: Polling Function Practice

Set Up:

- Ensure polling question is uploaded in advance.

Instructions:

- Say: Use the polling function to answer this question:
 - **Which one of these would you give up last?**
 1. Netflix/Streaming Services
 2. Caffeine
 3. Sweets
 4. Social Media

(SLIDE 8) WELCOME AND PERSONAL INTRODUCTION

Insert 3-4 minute personal introduction.

(SLIDE 9) THE PROBLEM

We're here because we know that too many people have experienced sexual assault, dating violence, and stalking.

Though most of us have heard statistics and research about sexual assault, dating violence, and stalking, it can be easy to stay disconnected by telling ourselves, "That doesn't happen here," or, "I don't know anyone who has been impacted." As we go through this workshop, I think it's important that we connect to the reality that whether we know it or not, people all around us have experienced this kind of violence.

(SLIDES 10-12) ACTIVITY: Polling Questions

Set Up:

- Ensure polling questions are uploaded in advance.

Instructions:

- Say: I'd like to ask you about your experiences. Remember polling questions are completely anonymous and you don't have to respond if you don't feel comfortable.
 - **Do you know someone who has been impacted by sexual assault, dating violence, and/or stalking?**
 1. Yes
 2. No
 - **Have you been impacted by sexual assault, dating violence, and/or stalking?**
 1. Yes
 2. No

As you can see, too many of us either know someone or have been impacted ourselves. We have to figure out how to change this.

(SLIDE 13) CULTURE CHANGE

Given the scope of the problem on college campuses across the country, in order to reduce the number of those being hurt by stalking, dating/domestic violence, and sexual assault, there has to be a culture change on our campus. The issue is too big and too widespread for just a few people to fix it.

"Culture change" can seem like too much. It can be easy to give up before we even start because we feel like it's too big for us to take on, or we think, "I'm just one person and I can't make a difference." But we know that culture changes happen all the time.

(SLIDE 14) WHAT SOCIAL MEDIA TEACHES US ABOUT CULTURE CHANGE

One of the biggest culture changes that has happened in this generation is the creation and spread of social media. Just a couple of decades ago Facebook wasn't even invented, and now, there are dozens of social media platforms that are used all over the world. How did that happen? How did the creation of social media platforms change the whole world-wide culture? Let's think about how a new social media platform takes off

and changes our cultural norms.

- **(SLIDE 15, CLICK ONCE)** It starts with a single person creating a new platform. Whether it's Twitter, Facebook, TikTok, or Snapchat. Is creating a new type of social media the thing that changes culture? No. If no one actually uses it, nothing really changes. One person is not enough to change the culture.
- **(SLIDE 15, CLICK AGAIN)** What about when a few thousand people in one part of the country take two minutes to create an account? Can a few thousand people change the culture around the world? No, it's really just a few people doing their own thing. It's not enough to make the necessary impact.
- **(SLIDE 15, CLICK AGAIN)** What about when those thousands of people, each get their friends to take two minutes to open an account? And then those friends get their friends to take two minutes? Then those friends get their friends?
- **(SLIDE 15, CLICK AGAIN)** When does a new type of social media get enough users to actually change the whole culture? How many users or posts or shares or likes does it take?

We don't know exactly when there are enough new users or enough posts to create culture change, but we do know how culture change happens. When enough individual people each made the choice to take two minutes to open an account, post, like, or share, the world changed.

(SLIDE 16) The lesson we learn from the spread of social media is that it's never one person doing one big thing that changes the culture. It's when a lot of people each do something small. Little things add up to make big change.

(SLIDE 17) INTRODUCING THE METAPHOR

KEY TRANSITION: As you think about how small, individual choices to post on social media changed the culture, I want you to think about your own campus.

We use a simple metaphor to show how prevention can work.

(SLIDE 18) Visualize an image of your campus and surrounding community as you go through your daily routine: the buildings, the sidewalks, the classrooms, and residence halls. Visualize the nearby bars or restaurants where students hang out, Greek row, or off-campus apartments.

(SLIDE 19) INTRODUCING RED DOTS

KEY TRANSITION: (SLIDE 20) Now imagine, each time someone makes a single choice to use their words or actions to hurt someone else, a small red dot appears in one of those spaces.

- **(SLIDE 21)** One red dot is the moment it takes to hit someone.
- **(SLIDE 22)** One red dot is forcing sexual or physical contact as part of hazing or initiation.
- **(SLIDE 23)** One red dot is the single choice to have sex with someone without consent.
- **(SLIDE 24)** One red dot is when someone takes 4-5 minutes to use his or her words to humiliate or threaten or coerce someone.

- **(SLIDE 25)** Red dots are the small choices someone makes to show up, unwanted, outside someone's work, class, or car.

A single red dot is a small decision, just like the small decision to open a social media account.

And just like enough individuals signing on to a new social media platform shifts the culture, enough single red dots have added up to create a culture that allows unacceptable rates of sexual assault, dating violence, and stalking.

(SLIDE 26) ACTIVITY: Warning Signs

Set up:

- For this activity use Breakout Rooms.
- Auto assign participants into groups of 3-4 and the timer for the rooms should be set for three minutes.
- Title an equal (or close to equal) number of breakout rooms:
 1. Sexual assault
 2. Dating/domestic violence
 3. Stalking

For example, if you have 30 participants, you will have 10 breakout rooms with 3 participants in each. Four rooms will focus on warning signs for sexual assault, three rooms will focus on warning signs for dating/domestic violence, and three rooms will focus on warning signs for stalking.

Instructions:

- Say: For this activity, I want you to think about warning signs; specific behaviors you could notice that could lead to sexual assault, dating/domestic violence, or stalking.
- Say: I am going to send each of you to a breakout room. This will allow for you to have a small group discussion. I will assign each breakout room a form of violence.
- Say: Make sure that you are thinking about behaviors you would notice as the bystander, not as the person doing the harm or on the receiving end of the harm.
- Say: The name of your breakout room will be a form of violence that your group should focus on (sexual assault, dating/domestic violence, or stalking).
- Say: You will have three minutes. Try to come up with as many warning signs as you can. Identify a spokesperson for your group who will share out when we come back.
- *Send them to breakout rooms.*

After three minutes, bring them back. For each form of violence, have the spokesperson for each breakout room raise their hand. Call on each spokesperson to unmute and share 1-2 warning signs for their form of violence. Mention any warning signs that they do not list.

(SLIDE 27) INTRODUCING GREEN DOT

KEY TRANSITION: Though you are rarely going to be intersecting at the point of possible violence with your students as they are socializing in different circles, there are still several possible ways you may intersect with power-based personal violence.

- **(SLIDE 28)** First, there are forms of violence, such as domestic violence, that are present within your daily sphere of influence. You undoubtedly will have colleagues that experience domestic violence or stalking that will often manifest in the workplace.
- Second, while you may not often witness signs of sexual assault or domestic violence before it happens, you may be in a position to see signs after the fact. Examples include:
 - A good student shows a sudden drop in performance or starts missing classes.
 - A student seems afraid to leave his/her class, practice or residence hall and someone is often waiting for him/her.
 - A change in typical behavior (depression, increase in partying, disen-gaged from activities which he/she had previously enjoyed).
 - Unexplained marks, bruises.

In all of these cases, reactive green dots include many of the things you are likely already doing. However, I believe they are worth mentioning once more to drive home the importance of:

- **(SLIDE 29)** Checking in
- **(SLIDE 30)** Letting them know you are concerned
- **(SLIDE 31)** Connecting them with resourcesConnecting them with resources
- **(SLIDE 32)** Letting them know they are not alone (that there are others who have similar experiences)
- **(SLIDE 33)** Offering support

The reactive green dots you are in a position to do will often look very different than those students are in a position to do. You may be doing more verbal checking in after the fact, while students may be standing up to a friend at a bar, confronting a more senior member of social group or interrupting a high-risk situation that everyone else seems to be ignoring. What you both have in common, however, is that everyone has barriers that keep them from acting in certain contexts.

What is true for both you and students is that it is of no value to work on bystander interventions during training that do not feel realistic in real life. Let me share an excerpt from their training that has applications to you all as well.

(SLIDE 34) INTRODUCING BARRIER

KEY TRANSITION: It would be nice if a catchy campaign like “Go Do Green Dots” could just magically make everyone start intervening. But the reality is, it can be hard to do green dots when you see a red dot, even when you want to. This is true for everyone. People often don’t intervene because of “barriers.”

Let’s focus on three types of barriers that can impact all of us:

- **(SLIDE 35) Personal barriers:** for instance, being introverted, afraid of a physical escalation or retaliation, feeling unsure, or not wanting to make a scene or embarrass yourself.
- **(SLIDE 36) Relationship or social barriers:** for instance, not wanting to break an unspoken rule in your group, being perceived as a squeaky wheel, or feeling uncomfortable confronting a buddy.
- **(SLIDE 37) Organizational barriers** like no support in your department, person who is doing the red dots is a supervisor or department chair, pressure to “stay in your own lane” (i.e., this is someone else’s job), etc.

Insert one or two barriers you have. Do not tell a full barrier story.

No matter what your barriers are, we know they are not going to just disappear. Whatever barriers you have now, you will still have at the end of this workshop. So, we want you to think about green dots that would be realistic for you, even *with* your barriers.

(SLIDES 38-41) ACTIVITY: Recognizing Barriers

Set Up:

- Ensure polling questions are uploaded in advance
- Note: The polling questions on the slides are abbreviated for space. Be sure to read the whole question in your script.

Instructions:

- Say: We are going to run through some scenarios and think about what barriers may impact yourself, other faculty/staff, or students. I’m going to open polling.
 - **You notice a colleague seems to be getting unwanted phone calls and texts from an ex-spouse. What barrier might someone have to intervening?**
 1. They think “it’s none of my business.”
 2. They assume someone else will step in.
 3. They are uncertain how to bring it up.
 4. They might think its unprofessional to ask about personal relationships.
 - **A student is at an off-campus party with friends. They notice a guy leading a woman upstairs who appears to be stumbling and you are concerned. What is a barrier a student might have?**
 1. They don’t want to be the “party police.”
 2. They assume someone else will step in.
 3. They are concerned about their safety.
 4. They don’t know how to intervene.
- Say: Answer one more polling question. Consider your own barriers.
 - **What barrier do you think would impact you the most?**

1. Personality traits (shy, hate conflict, etc.).
2. Concern about how others around you will react.
3. Discomfort in confronting someone you know.
4. Discomfort in confronting someone you don't know.
5. Uncertainty that the situation is not as concerning as you think it is.
6. Fear for your physical safety or of retaliation.
7. Lack of organizational support.

(SLIDE 42) THE 3 Ds

KEY TRANSITION: When you see a concerning behavior, there is something you can do called a reactive green dot. This is the green dot you do in reaction to seeing something already in progress. It's important to know, you have options to intervene even if you are hitting up against one of your barriers. To help you think about ideas, remember the 3 Ds:

- **(SLIDE 41) Direct:** Do something yourself. For example, ask someone to stop what they are doing or check someone you might be worried about.

Insert 2-3 examples that are specific to your college and your participants.

- **(SLIDE 42) Delegate:** Ask someone else to help. For example, ask another colleague, a supervisor or his/her friends or family members to get involved.

Insert 2-3 examples that are specific to your campus and your participants.

- **(SLIDE 43) Distract:** Create a diversion. This can defuse the situation or calm things down in the moment. For example, change the subject, say you need a ride, ask for directions, or make a scene.

Insert 1-2 examples that are specific to your campus and your participants.

It doesn't matter which green dot you do. The most important thing is that you think of green dots that feel realistic to you in the moment.

(SLIDE 46-50) ACTIVITY: Generating 3 Ds

Set-Up:

- Before the workshop, either develop 3-4 of your own red dot scenarios that best match your audience or use the examples below. If you adapt the examples below, be sure to make the changes in your slides.
- For this activity, you will use Breakout Rooms.
- You will auto assign participants into groups of 3-4 participants to each room. Set the timer for the rooms for two minutes.
- For each scenario, you will select "recreate Breakout Rooms automatically" so people are with different people each round.

Scenarios:

- At the department holiday party, you notice a more senior staff/faculty leaving with a much younger colleague who just started. The younger colleague appears drunk. What could you do?
- A student overhears some of their friends that they party with talking about getting some women drunk at a party later that night so that they can have sex with them. What could a student do?
- As you leave work you notice a couple from a different department on campus in the parking lot arguing loudly. He appears to push her against the car and you are getting concerned about the rapid escalation. What could you do?
- You and your spouse are at the movies. As you are moving up the line at the concession area, you see a couple arguing loudly that you do not know. One of them is grabbing the other firmly by the arm and starts yelling at them through gritted teeth. What could you do?

Instructions:

- Say: I am going to read a scenario. After I finish, I will send you to Breakout Rooms.
- Say: With your small group, think of as many reactive green dots as you can to intervene in the situation. Identify the person who will share out for your group.
- Say: You will have two minutes to come up with as many ideas as you can. Assign one person in your group to write and share out when we come back.
- Say (*Also post this in chat so that participants can use it to guide their conversations in the breakout rooms*): Try to think of reactive green dots using all of the 3 Ds:
 - Direct – with person being harmed OR with the person doing the harm
 - Delegate – to someone who is in a position to try and help
 - Distract – in a way that can defuse
- *Read the first scenario and send them to the breakout rooms. Bring them back after two minutes.*
- Say: Let's hear from a group – what did you come up with? If you were the designated spokesperson, raise your hand in the participant panel. I will call on the group who raises their hand first.
- *Have a group share all of their ideas.*
- Say: Did anyone have anything different? Did anyone have any more distract, delegate, or direct options?
- *Keep discussion under three minutes.*
- Say: Now I'm going to read another scenario and will send you to the breakout rooms again. Think of as many 3 D options to intervene in the scenario as you can. Make sure to identify who will share out for your group.
- *When they come back, have another group share their ideas and ask other groups to add.*

- *Keep discussion under three minutes.*
- *Repeat for 3 to 4 scenarios.*
- Say: You all did a great job of coming up a ton of options for each of these scenarios! There isn't one way to intervene. We can choose the option that feels most comfortable to us.

(SLIDE 51) PROACTIVE GREEN DOTS

(SLIDE 52) KEY TRANSITION: There is a second type of green dots called proactive green dots. Proactive green dots are things we can do to begin stopping red dots before they even start. They begin to reset campus norms and make it clear: (1) Sexual assault, dating violence, and stalking are not okay, and (2) Everyone is expected to do their part.

Here's how it works:

(SLIDE 53, 2 clicks) Think back to the image of our campus spaces. You'll notice the red dots and the reactive green dots that were done in response. But if you look again, you'll notice the majority of the space is actually blank. This is space that is open to be filled with anything that comes along, including red dots.

Proactive green dots are designed to fill in that blank space with green. If all the blank space on our campus image are already turned green, that means red dots have no room. The norms are clearly established that violence is not okay, and everyone does their part. The result: less people experience sexual assault, dating violence, and stalking as part of their time at our college. Here are some proactive green dots you can do:

- **(SLIDE 54)** Change your email signature or zoom background with green dot messages or logos.
- **(SLIDE 55)** Post a link on social media to a bystander intervention story or video you found on YouTube.
- **(SLIDE 56)** Like, share, or comment on a similar post you see from a friend.
- **(SLIDE 57)** Bring a workshop or training to your class or department.
- **(SLIDE 58)** Have a conversation or text exchange with your friends, teammates, or classmates about how they can do green dots; or how important this issue is to you; or what you plan to do as your contribution.
- **(SLIDE 59)** Retell a green dot story you heard about a student who intervened, spoke up, or got someone home from a party safely.
- **(SLIDE 60)** Have a poster, brochure, or flier about resources or prevention tips in your work space, classroom, or on your slide deck as students are joining class either in person or virtually.
- **(SLIDE 61)** Smile and nod or say, "That was a good thing you did," when you see someone step up.
- **(SLIDE 62)** Create a class discussion about this issue or related issues, modeling that this matters to you.

(SLIDE 63) Your list of proactive green dots should clearly answer one important question: **If a new student or colleague came to your campus through your classroom or department, how would they know that you do not tolerate violence and you expect everyone to do their part?** When you can answer that question with a specific list, that's when you are helping set new norms.

(SLIDE 64-68) ACTIVITY: Proactive Green Dots

Set up:

- You will use the Chat, Annotate, and Polling functions for this activity.
- Have annotate ready to go with **SLIDE 65** up.
- Note: The polling questions on the slides are abbreviated for space. Be sure to read the whole question in your script.

Instructions:

Part 1: Chat

- Say: Let's work together to come up with a strong list of proactive green dots you can actually see yourself doing.
- Say: Let's start with **your spaces**. Without ever saying a word, how could those who saw your workspace or classroom know that addressing this issue reflects one of your values? Include ideas for multiple spaces.
- Say: Take 60 seconds to type your ideas into the chat function.
- *Read their ideas as your co-trainer types them onto the slide using the annotate function.*
- Say: Think about **technology** – your actual computer and mobile devices, as well as your social media accounts. What could you do to communicate your commitment to the issue of prevention? Type your ideas into Chat. Be sure to focus on proactive green dots and not reactive ones.
- *Read their ideas as your co-trainer types them onto the slide using the annotate function.*

Part 2: Polling

- Say: Now think about **conversations** you could have that show your support for this issue. I have a couple of polling questions for you to consider some ideas:
 - **A colleague of yours has been invited to a Green Dot Training. They say "I don't want to go because I think it will be a waste of time." Which of these responses would be most comfortable for you?**
 1. "I attended a Green Dot training and was surprised how much I enjoyed it. It might feel more useful than you think."
 2. "What makes you think it will be a waste of time?" (Then share your experience.)
 3. "Give it a chance, it might not be as bad as you think."
 4. "I'm glad the campus is taking this seriously and having everyone get some training."
- Say: Here is your next polling question. Which of these responses would be most comfortable

for you?

- **You see something on the news or hear a story on campus related to these issues. How could you bring it up to others?**
 1. “Did you hear about this story? It made me think of how important it is for us to look out for one another.”
 2. Send the news link or story on social media or text to a friend and ask, “What do you think of this?”
 3. Relate a personal experience to what you read as a way to open the conversation.
 4. Bring it up in a related class for discussion.
- Say: We probably have most influence on those in our social life. Think about opportunities you have to show support for within your social **life and hobbies**. I have one more polling question for you.
 - **Which of these ideas might work for you?**
 1. Faith-Based Group: Start a conversation about how your faith is connected to looking out for each other.
 2. Sports/Physical Activities: Wear green dot gear to a game or sign-up for a run sponsored by your campus prevention office.
 3. Music/Arts: Volunteer to do a concert or donate art to a related fundraiser.
 4. Advisor to a student group: Suggest bringing a training to your group.
 5. Other
- Say: For those of you who answered “other,” type into the chat box something you could do.
- Say: There are so many ways we can proactively contribute to a solution on our campus.

(SLIDE 69, 4 clicks) CLOSING SUMMARY

KEY TRANSITION: I don’t know how many green dots it takes to begin to shift our campus culture, but between reactive green dots – the 3 Ds – and proactive green dots, no matter who you are or what makes it difficult, there are ways you can be a part of it. The important thing is not necessarily what you do, but that you do something! Be realistic about what you will and will not do and spend some time thinking about options that you can see yourself doing.

Just like each individual choice to like, post, or share added up to something bigger, our green dot choices can add up to something bigger. The goal is simply to ensure that the number of people hurt by sexual assault, stalking, or domestic violence on our campus comes down.

(SLIDE 70) No one has to do everything, but everyone has to do something.

(SLIDE 71) THE COMMITMENT

This can’t end when you leave this training. We have to do something with it. Please take 30 seconds to consider a proactive green dot you will do by the end of the day.

Wait for 30 seconds.

I'd like to hear the commitments you came up with. If you'd like to share, raise your hand and you can unmute when I call on you. Or, you can type it into the chat.

Additionally, you all are receiving toolkits with lots of ideas of how you can proactively communicate that this matters to you and engage students in doing green dots. Look through them and see if there are additional ideas you could see yourself doing.

(SLIDE 72) EVALUATION SURVEY

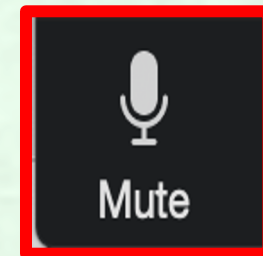
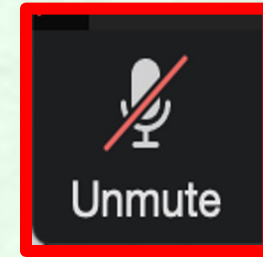
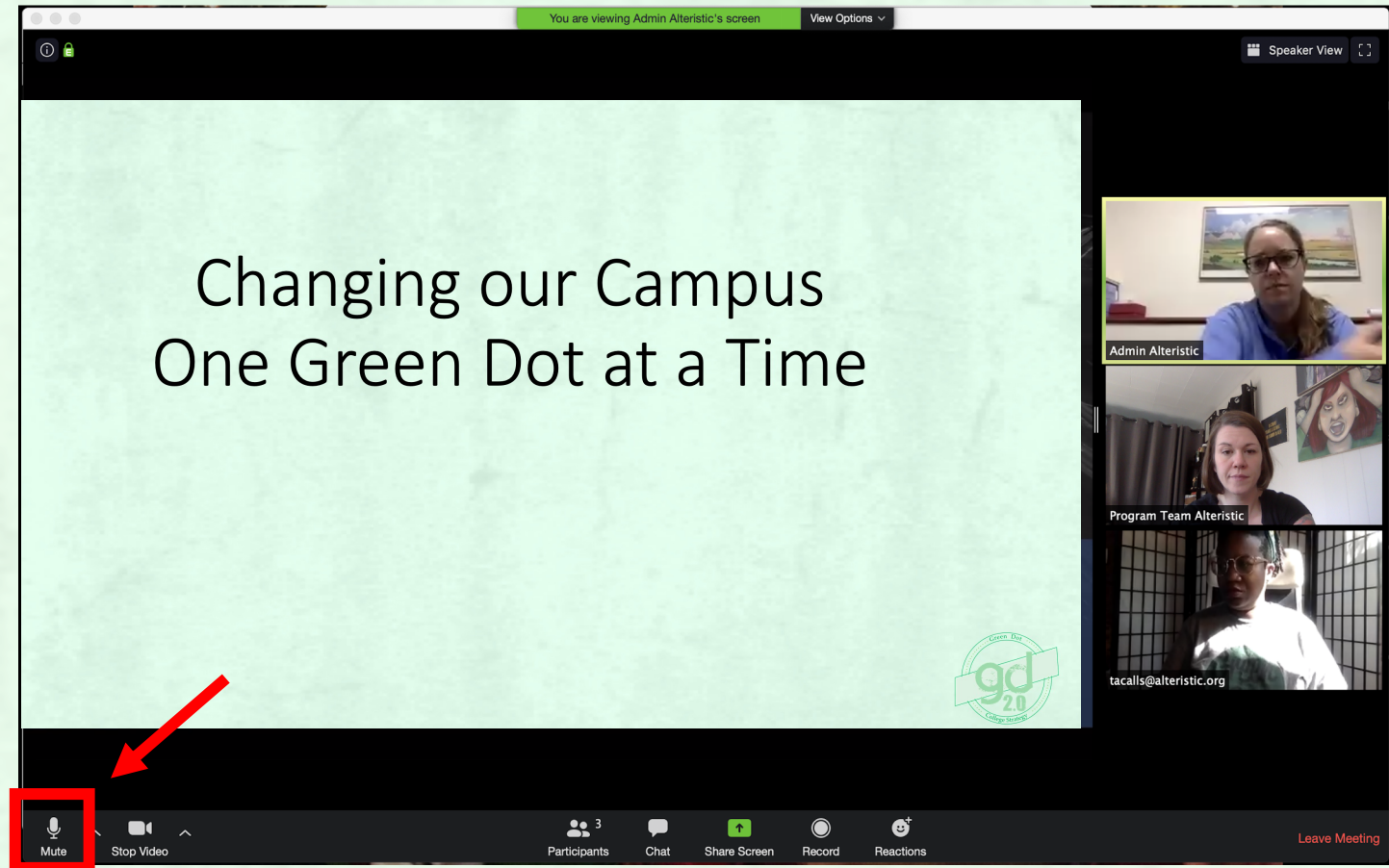
Please have participants fill out the following survey on SurveyMonkey. This will go to Alteristic and help us to make necessary program improvements.

<https://www.surveymonkey.com/r/FacStaffAdminV>

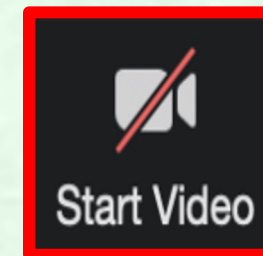
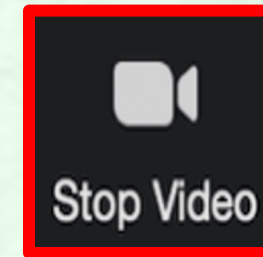
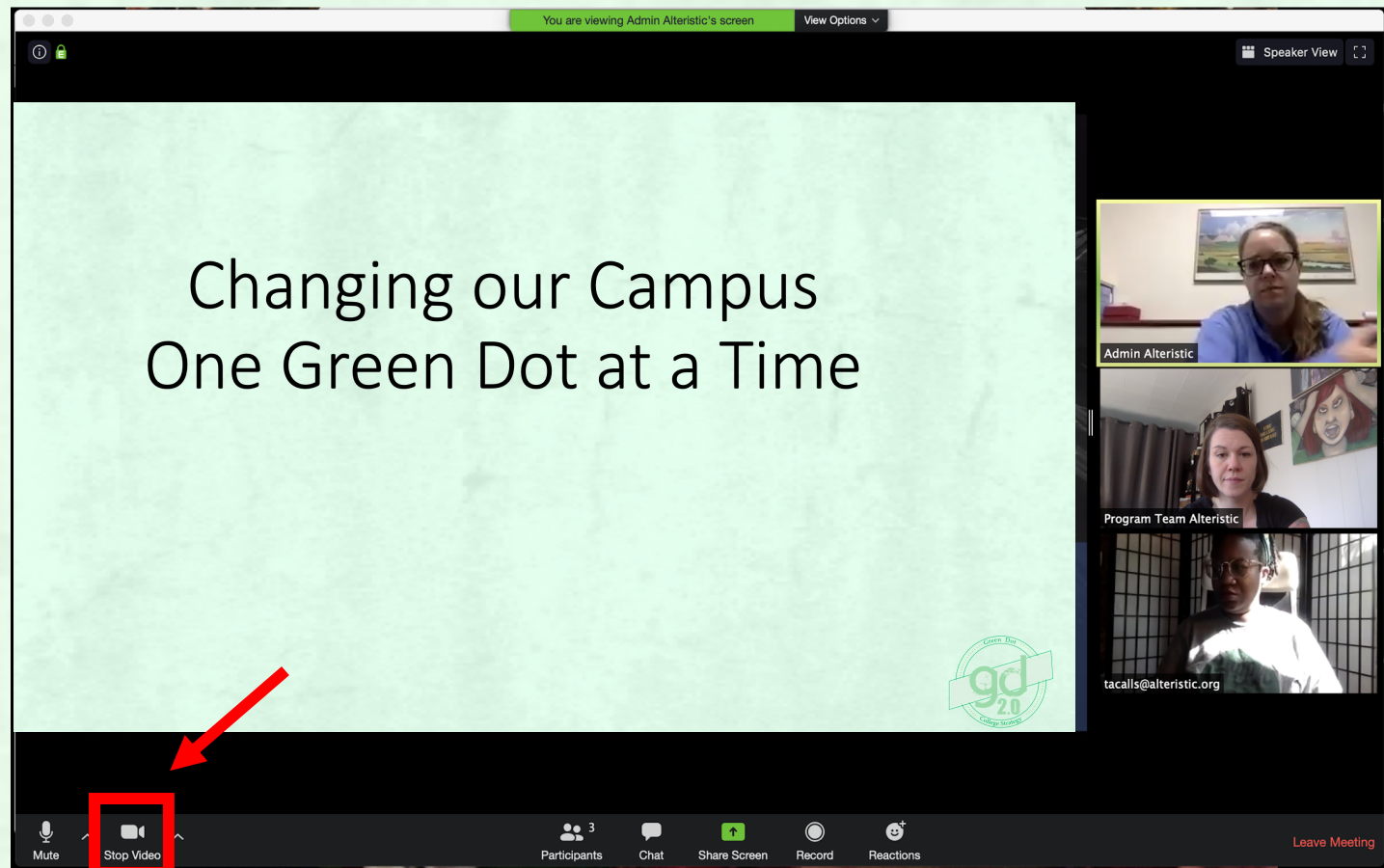
Green Dot for Faculty, Staff and Administrators



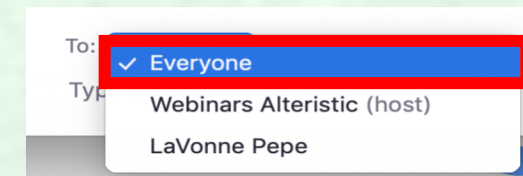
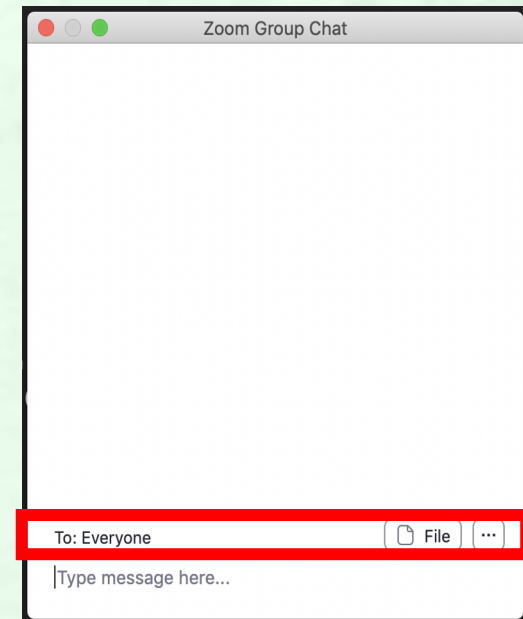
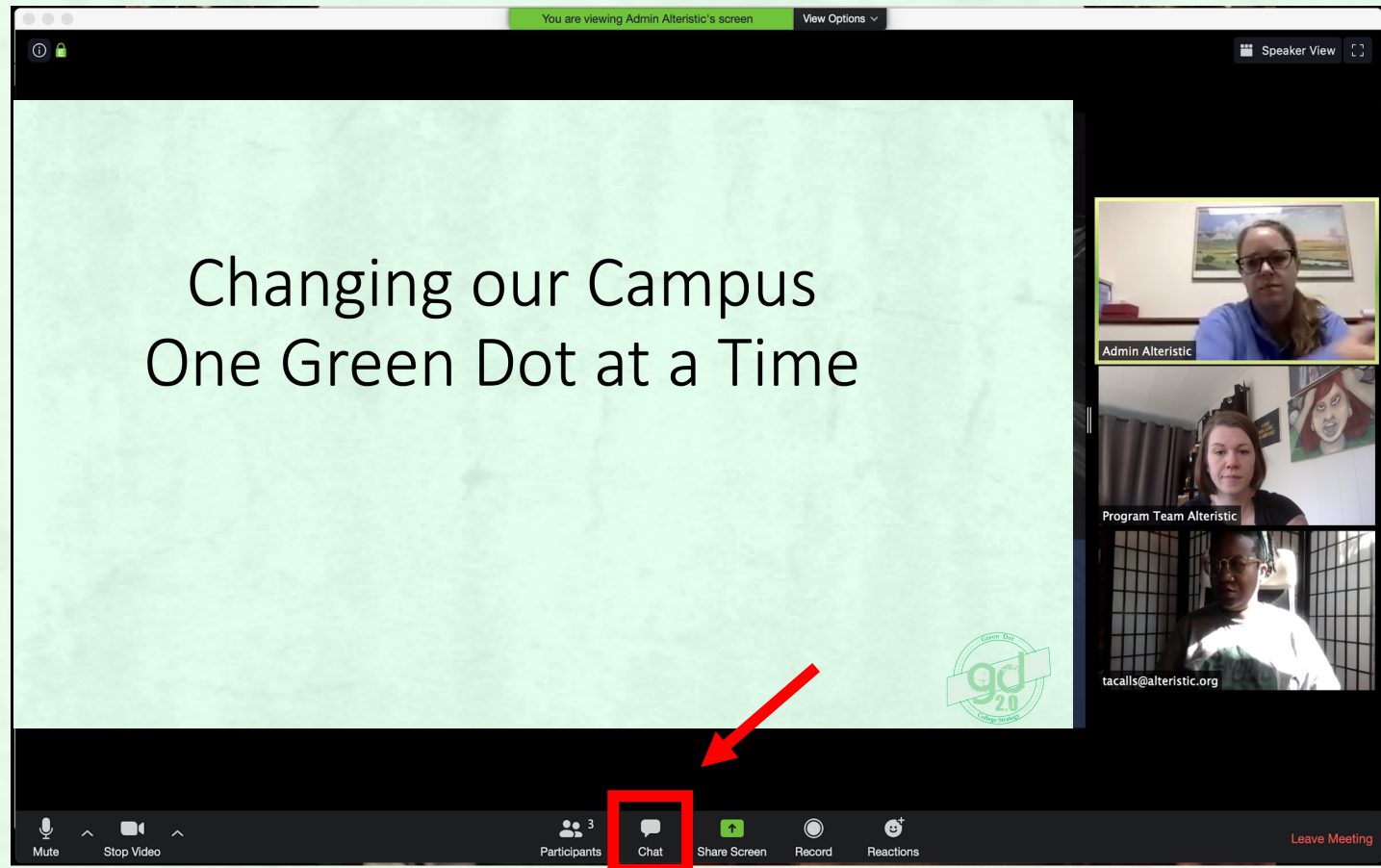
Muting and Unmuting



Turning Video On and Off



Chat



Hand Raising

You are viewing Admin Alteristic's screen View Options

Speaker View

Changing our Campus One Green Dot at a Time

Admin Alteristic

Program Team Alteristic

tacalls@alteristic.org

gd 2.0 College Strategy

Mute Stop Video

Participants 3 Chat Share Screen Record Reactions Leave Meeting

Participants (3)

PT Program Team Alteristic (me)

AA Admin Alteristic (Host)

t tacalls@alteristic.org

Invite Mute Me **Raise Hand** More



Activity: Practice Polling Questions

PQ: Which one would you give up last?

1. Netflix / Streaming Services
2. Caffeine
3. Sweets
4. Social Media

Welcome



The Problem

Activity: Personal Experiences Polling Questions

PQ: Do you know someone who has been impacted by sexual assault, dating violence, or stalking?

1. Yes
2. No

PQ: Have you been impacted by sexual assault, dating violence, or stalking?

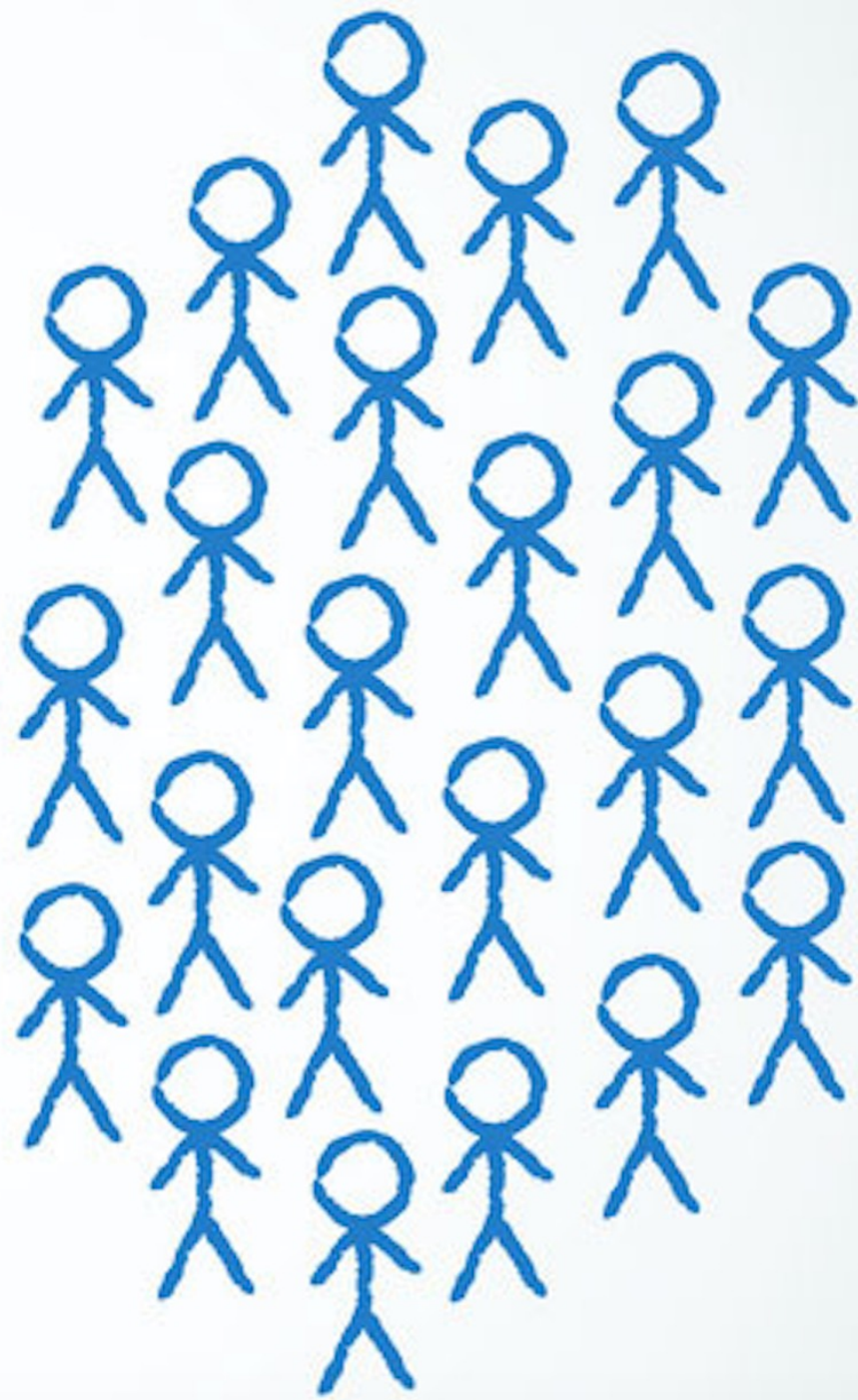
1. Yes
2. No

“Just one person can’t change the culture of our campus.”



What Social Media Teaches Us About Culture Change



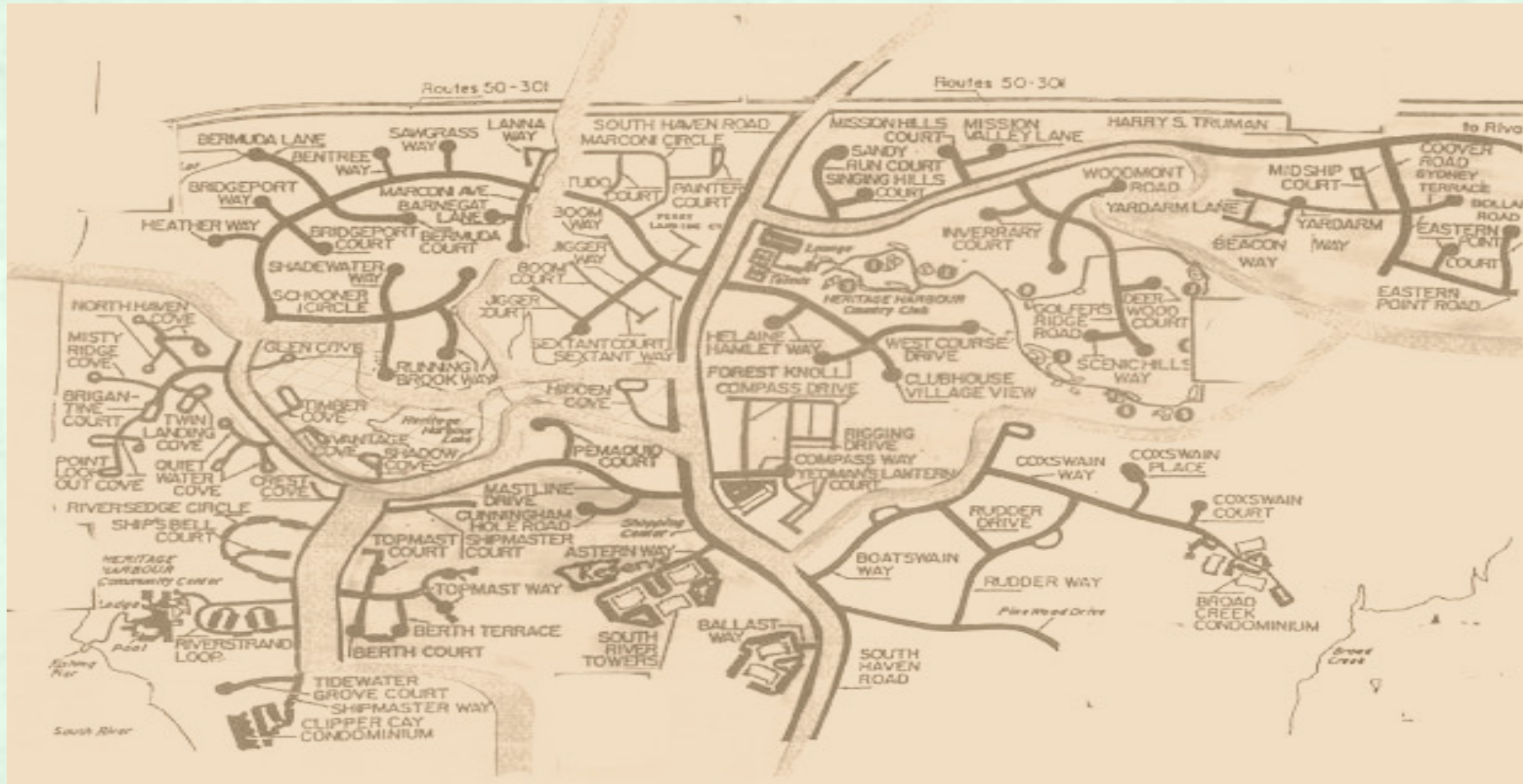


A lot of people + small behaviors
= culture change.



The Metaphor

Visualize Your Campus

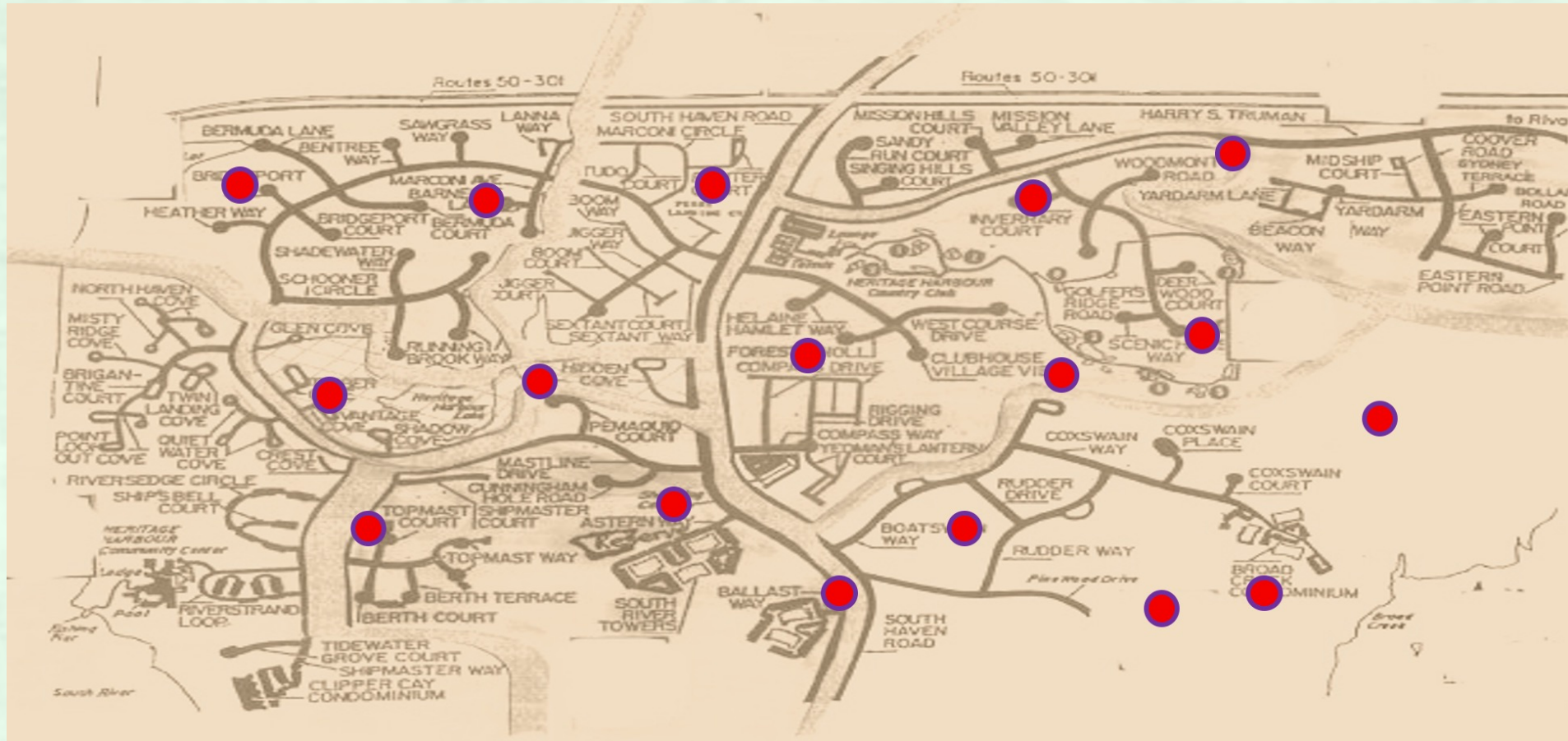


The Problem: Red Dots

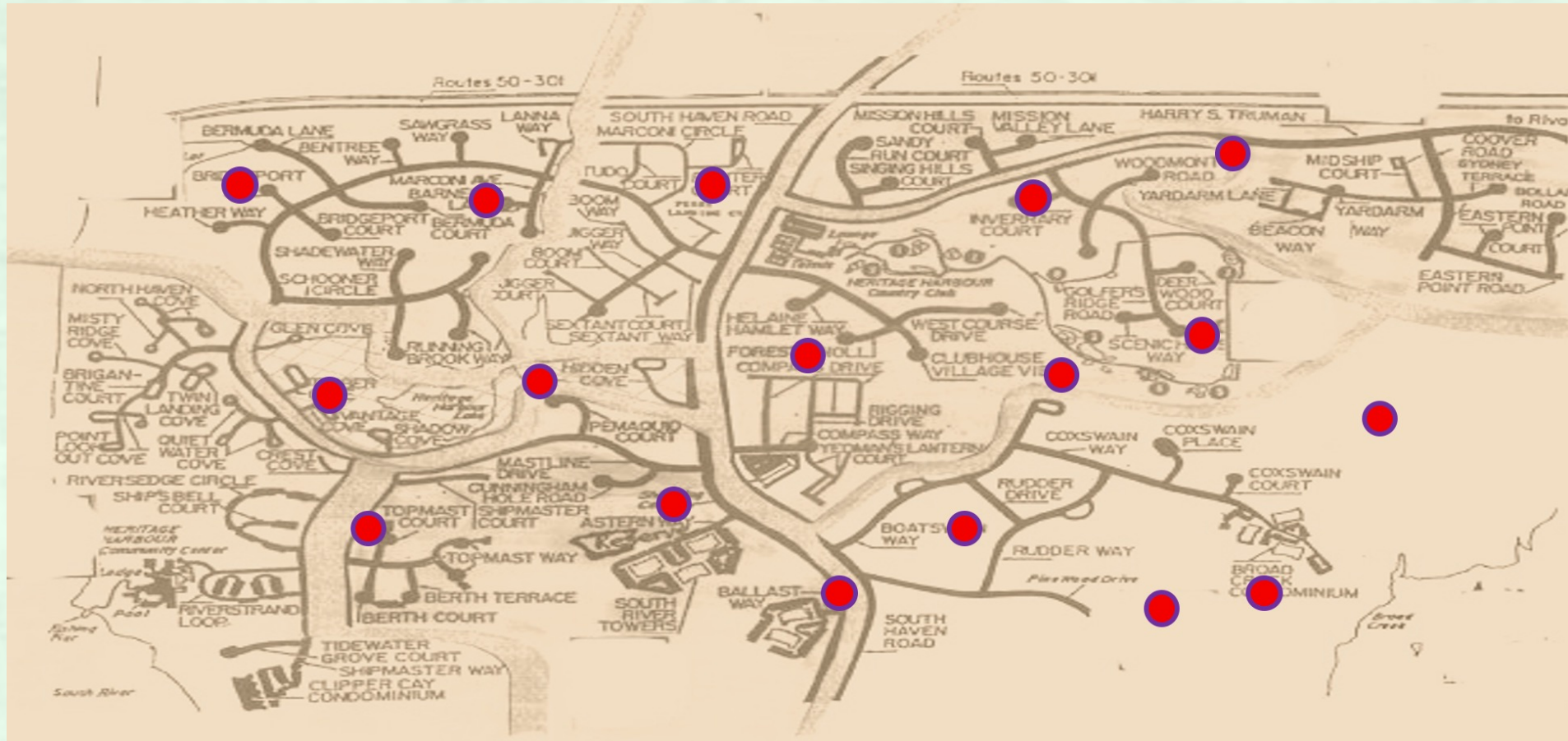
Red Dots

Each time there is an act of sexual assault, dating violence, or stalking, a small red dot appears in one of your spaces.

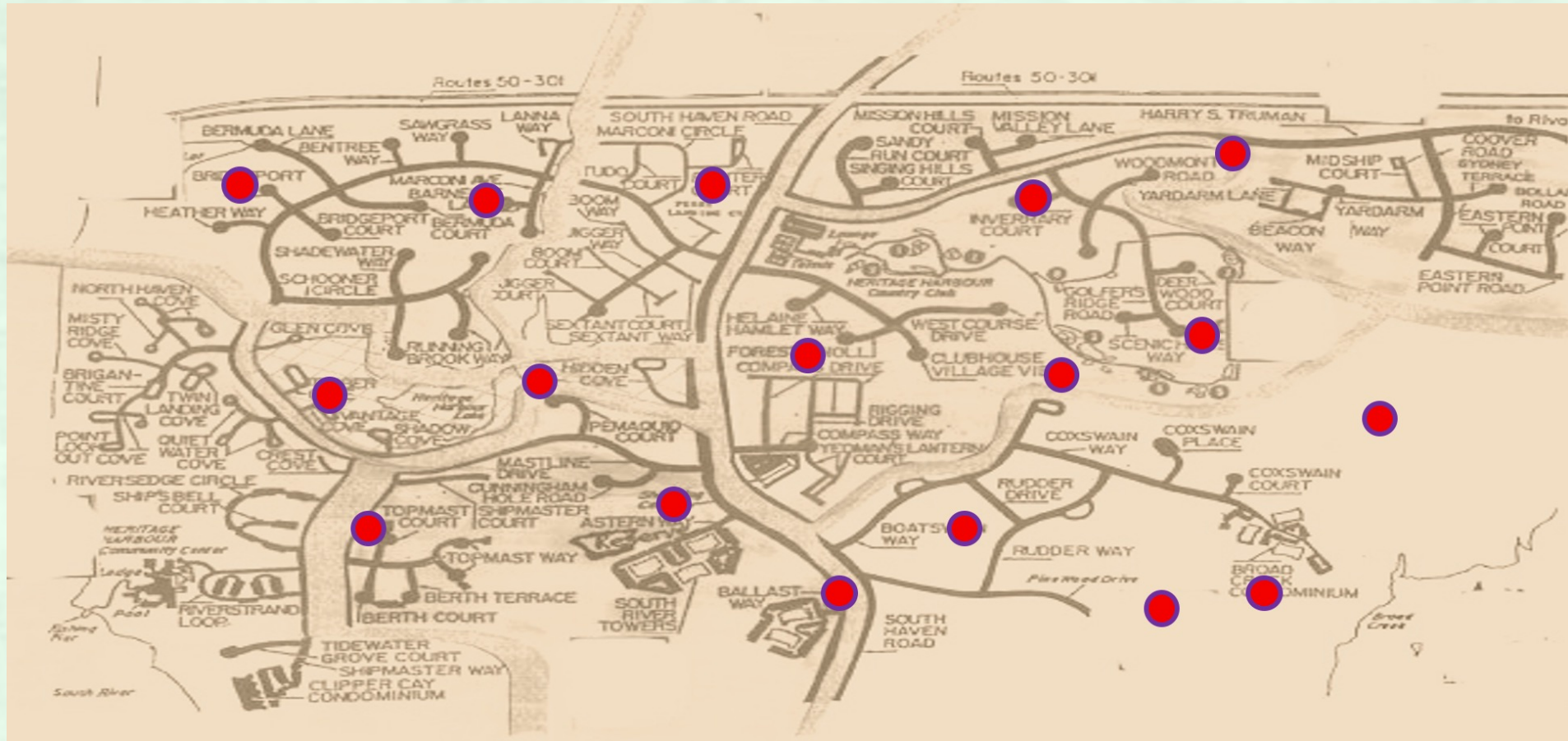




The moment it takes to hit someone.



Someone having sex with someone without their consent.



Someone uses their words to humiliate,
threaten, or coerce someone.

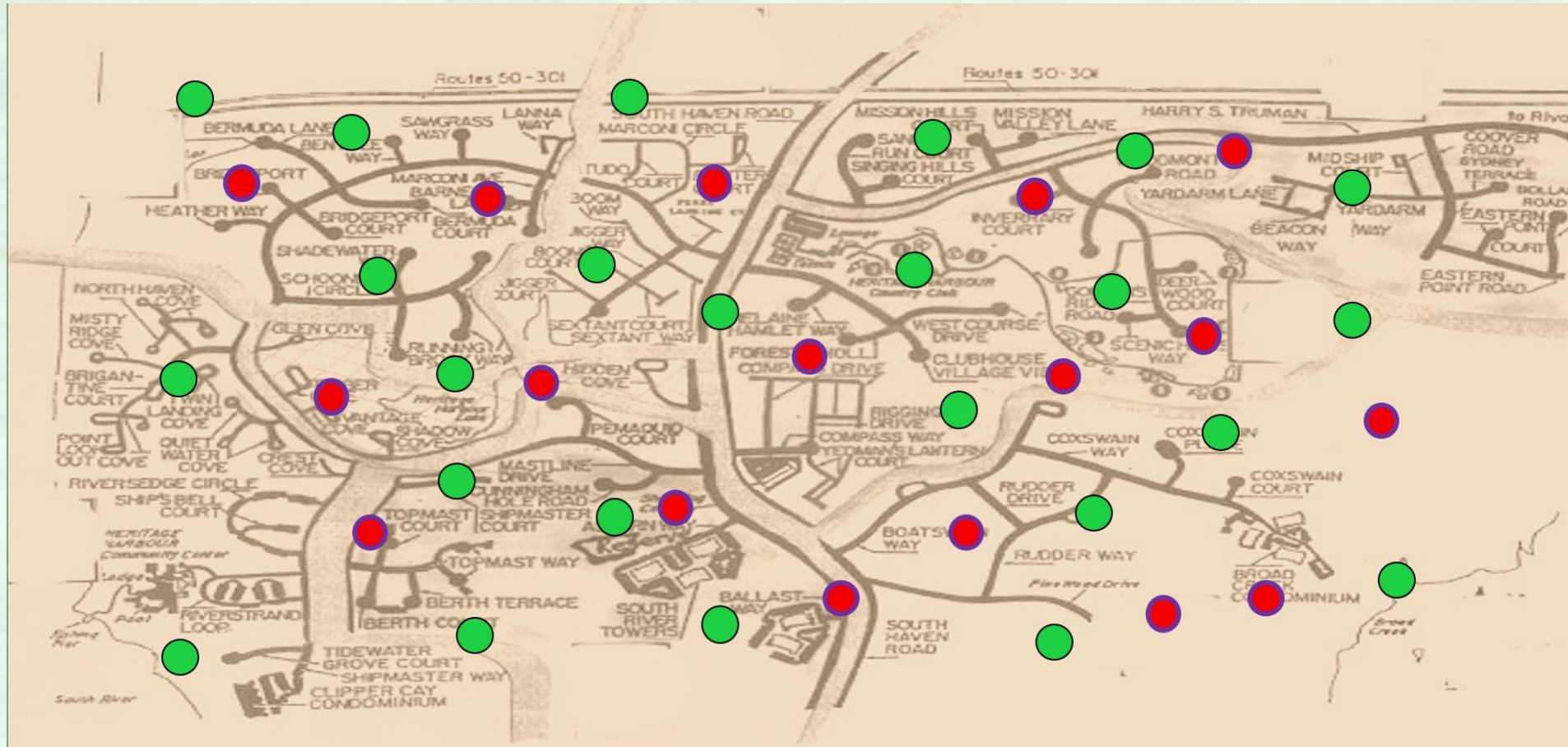
Activity: Warning Signs Breakout Rooms

The Solution: Green Dots

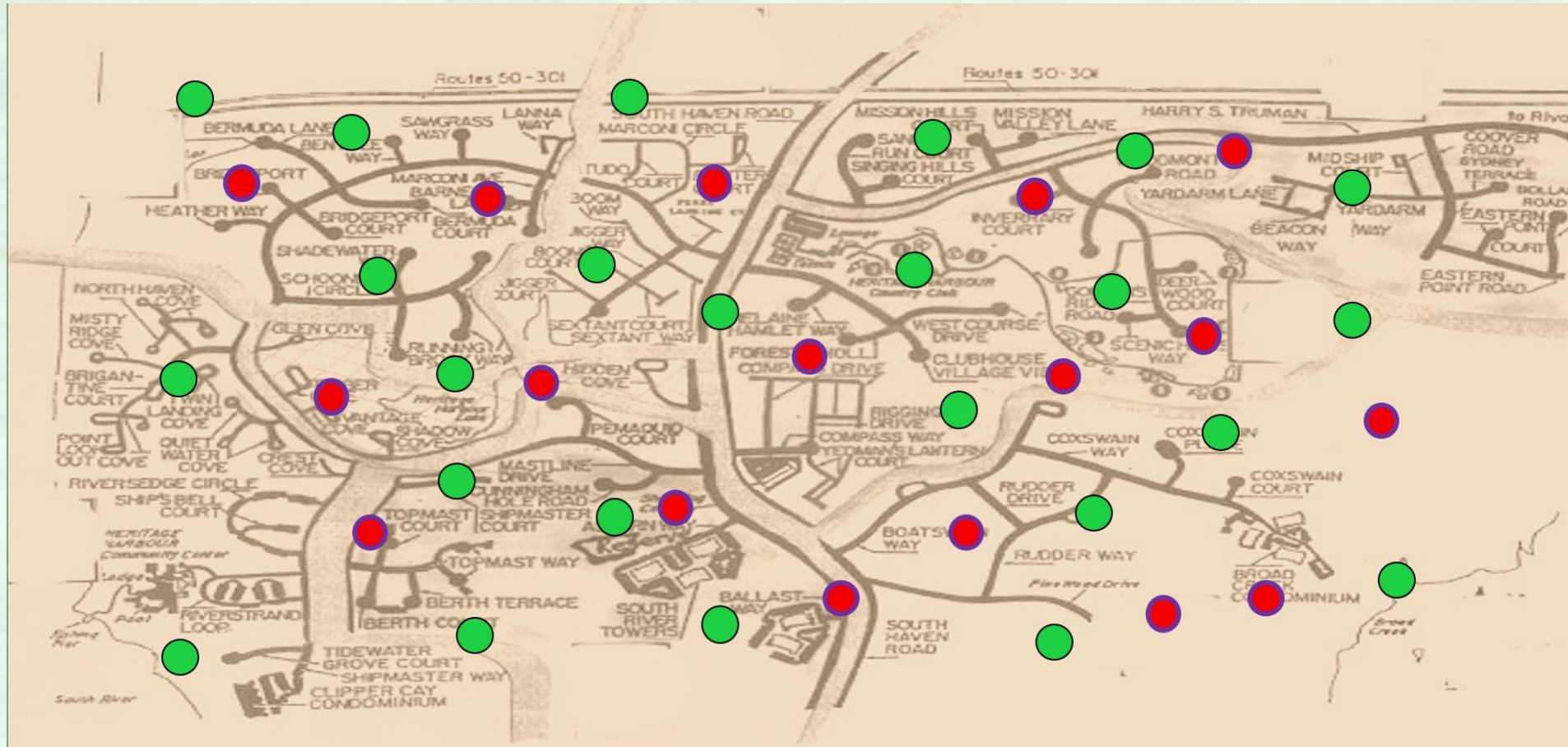


Dual Roles

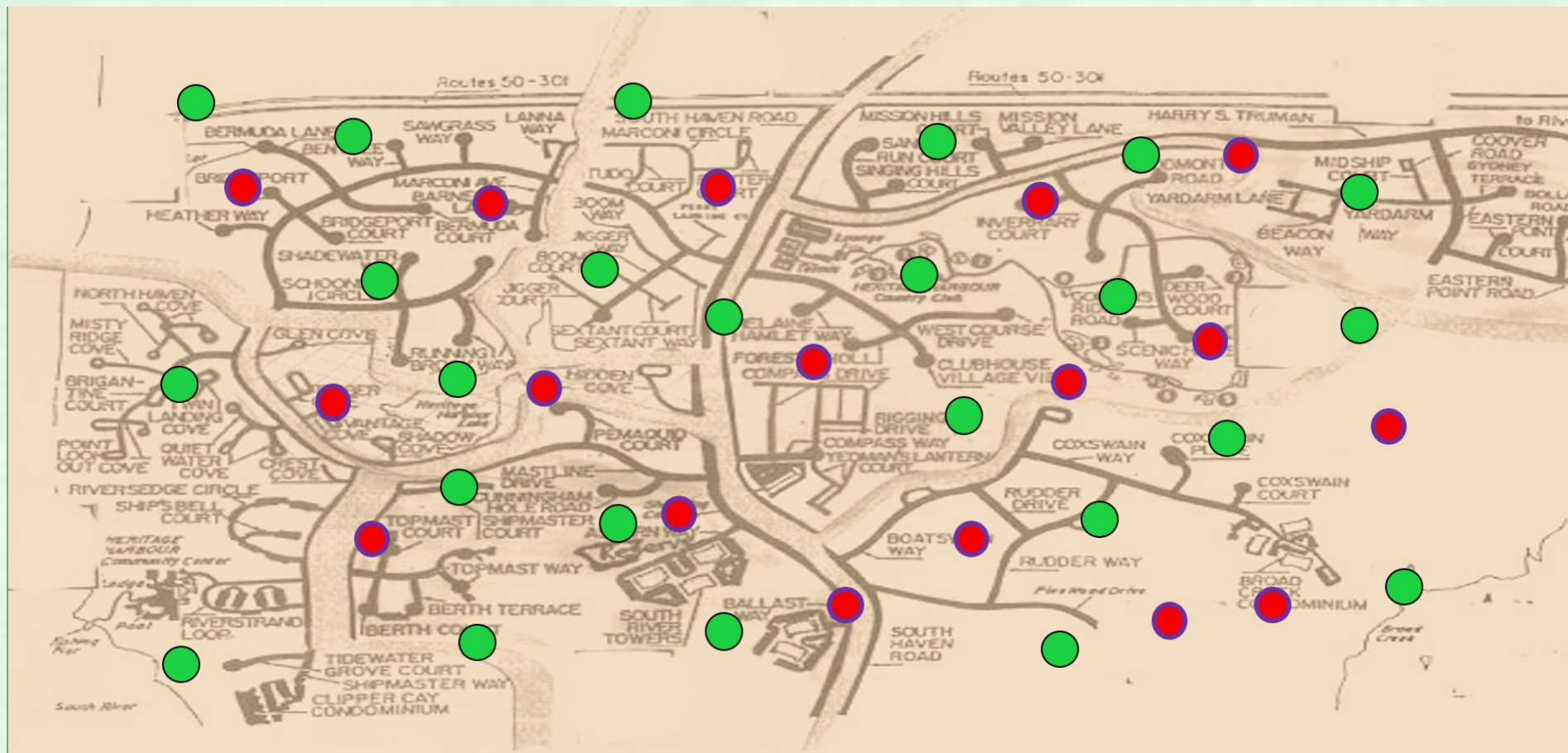
- May observe signs of domestic violence or stalking with colleagues that manifest at work.
- Well positioned to observe warning signs after the fact for students who have experienced harm.



Connecting them with resources.



Letting them know they are not alone.



Offering support.

Barriers to Intervention

Personal Barriers

- Introverted
- Afraid to escalate
- Afraid of retaliation
- Uncertainty
- Don't want to make a scene
- Don't want to be embarrassed

Relationship / Social Barriers

- Unspoken rule in friendship group
- Don't want to be squeaky wheel
- Uncomfortable confronting a friend

Organizational Barriers

- No support in your department
- Person doing the red dot is a supervisor
- Pressure to stay in your own lane

Activity: Recognizing Barriers

Polling Questions

You notice a colleague seems to be getting unwanted phone calls and texts from an ex-spouse. What barrier might someone have to intervening?

1. They think “it’s none of my business.”
2. They assume someone else will step in.
3. They are uncertain how to bring it up.
4. They might think its unprofessional to ask about personal relationships.

A student is at an off-campus party with friends. They notice a guy leading a woman upstairs who appears to be stumbling and you are concerned. What is a barrier a student might have?

1. They don't want to be the "party police."
2. They assume someone else will step in.
3. They are concerned about their safety.
4. They don't know how to intervene.

What barrier do you think would impact you the most?

1. Personality traits (shy, hate conflict, etc.)
2. How others will react
3. Discomfort confronting someone you know
4. Discomfort confronting someone you don't know
5. Uncertainty about the situation
6. Fear of retaliation
7. Lack of Organizational support

The 3 Ds

Direct

Do something yourself. For example, ask someone to stop what they are doing, or check on someone you might be worried about.

Delegate

Ask someone else to get involved. For example, ask friends of either of them to help; talk to a trusted colleague or supervisor.

Distract

Think of a distraction that will defuse the situation or calm things down in the moment. For example, change the subject, say you need a ride, ask for directions, or make a scene.

Activity: Generating 3 Ds Breakout Rooms

Scenario #1

At the department holiday party, you notice a more senior staff/faculty leaving with a much younger colleague who just started. The younger colleague appears drunk. What could you do?

Scenario #2

A student overhears some of their friends that they party with talking about getting some women drunk at a party later that night so that they can have sex with them. What could a student do?

Scenario #3

As you leave work you notice a couple from a different department on campus in the parking lot arguing loudly. He appears to push her against the car and you are getting concerned about the rapid escalation. What could you do?

Scenario #4

You and your spouse are at the movies.

As you are moving up the line at the concession area, you see a couple arguing loudly that you do not know. One of them is grabbing the other firmly by the arm and starts yelling at them through gritted teeth. What could you do?

Proactive Green Dots



Proactive Green Dots

- Things we can do to begin stopping red dots before they even start.
- They reset campus norms:
 - Sexual assault, dating violence, and stalking are not okay.
 - Everyone is expected to do their part.

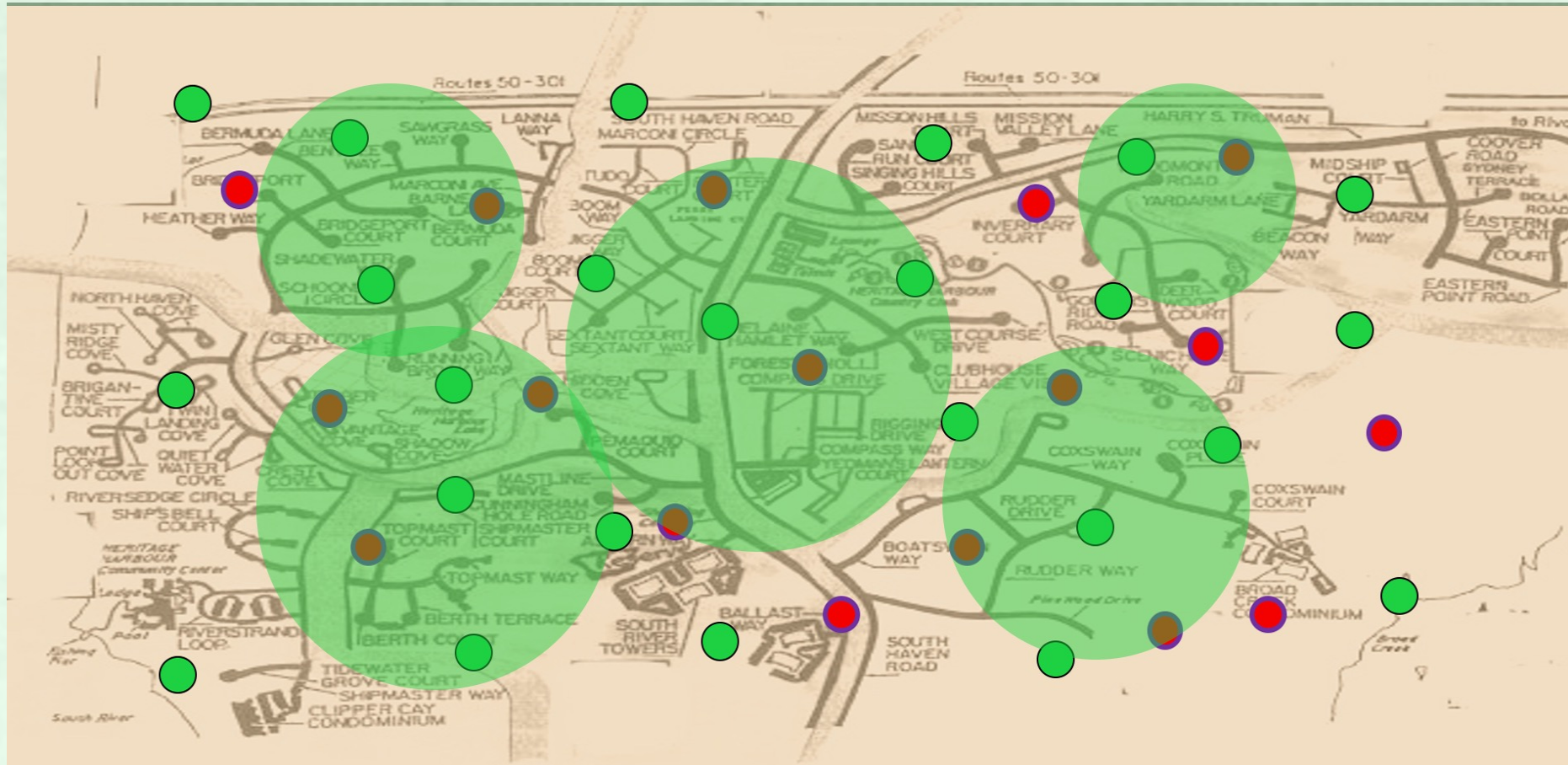




Change your e-mail signature.



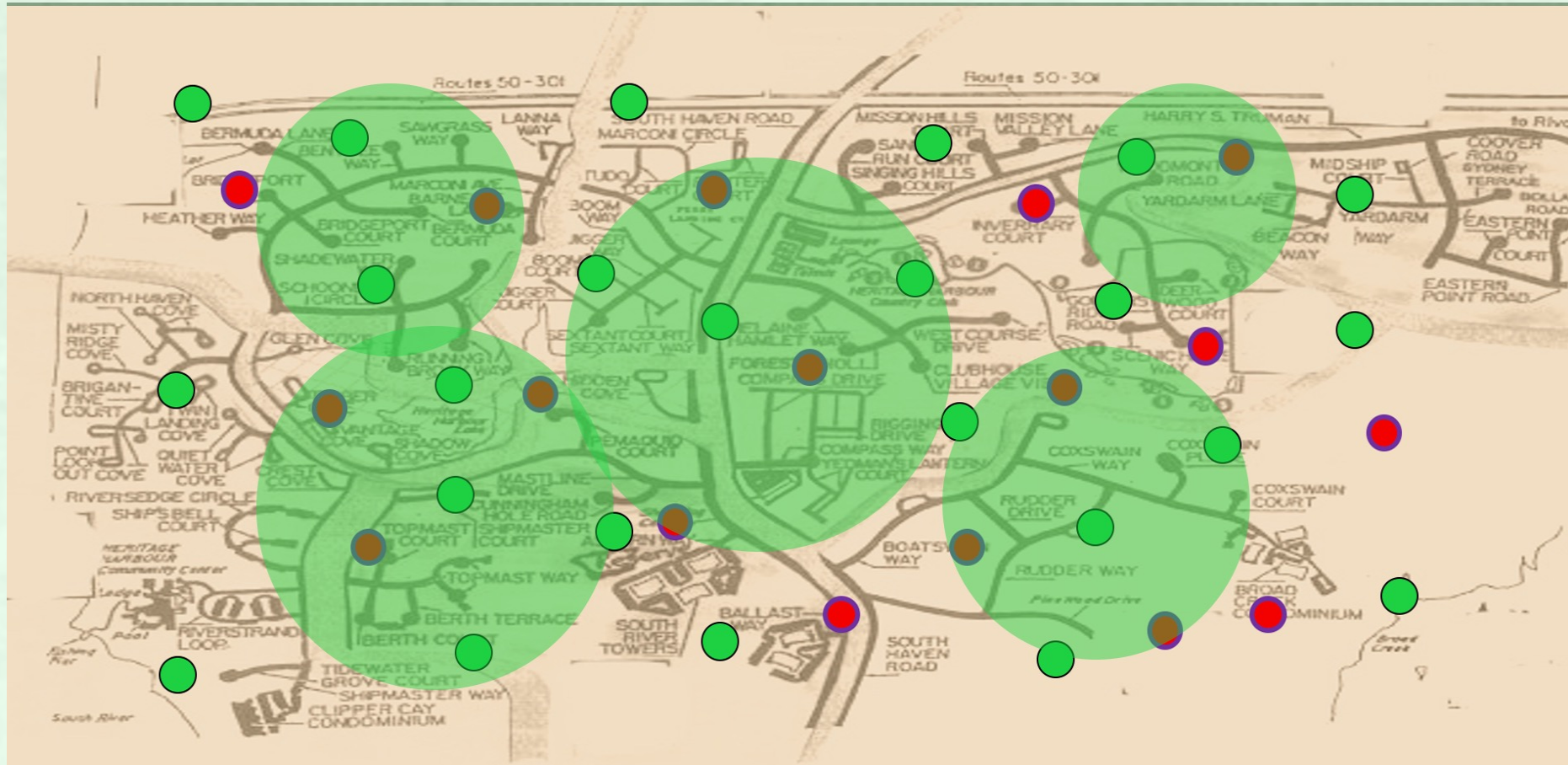
Post a bystander story on social media.



Like, share, or comment on a friend's post.



Bring a bystander training to your class.



Retell a green dot story.



Have a poster, brochure, or flier with prevention tips.



Nod or smile when someone does something positive.

Are You Setting New Norms?

If a new student or colleague came to your campus through your classroom or department— how would they know that violence isn't tolerated and everyone is expected to do their part?

Activity: Proactive Green Dots Chat & Polling



Physical Spaces

Technology

PQ: A colleague is complaining that going to a Green Dot Training is a waste of time.

1. When I attended the training I liked it.
2. What makes you think it will be a waste of time?
(Then share your experience.)
3. It might not be as bad as you think.
4. I'm glad the campus is taking this seriously.

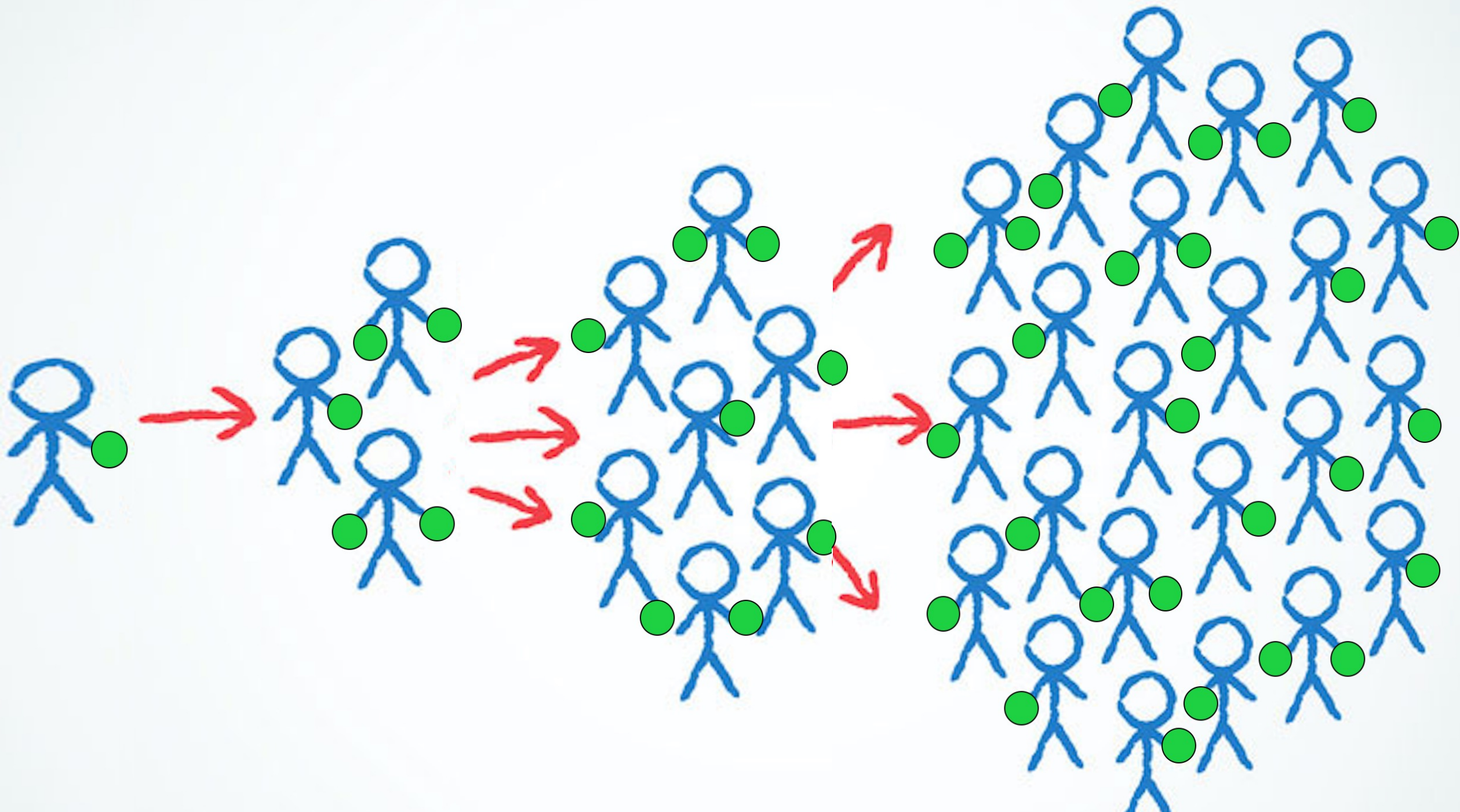


PQ: You hear something on the news or in the campus related to these issues.

1. Did you hear about this story? It made me think of how important this is.
2. Send the link to a friend on social media and ask that they think.
3. Relate a personal experience as a way to open the conversation.
4. Bring it up in a related class for discussion.

PQ: Which of these ideas might work for you?

1. Faith-Based Group: Conversations.
2. Sports/Physical Activities: Green dot gear or sponsored events.
3. Music/Arts: Volunteer.
4. Advisor to a student Group: Bring in a training.
5. Other.



No one has to do everything.
Everyone has to do something.



What's your green dot?

