

Dear Faculty Member,



First: Thank you for taking the time to make Green Dot a part of your classroom. Finding a way to integrate the green dot message into your course curriculum or lesson plans just got so much easier with this handy toolkit! Here, you will find an outline for efficient and simple ways you can help “live the green dot” in your academic capacity.

In this toolkit, you will find:

- **Paper topics**
- **Extra credit assignments**
- **In-class awareness materials**
- **Journal & writing assignments**
- **Scholarly journals**
- **“Don’t Cancel That Class!” program information**
- **Class consultation/presentation information**

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 course of your class 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 the green dot? The 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 for providing your students with the opportunity to make real, lasting change at Western!

Green Dot Staff

To learn more about WOU Green Dot, please contact greendot@wou.edu or (503) 838-8772

Phone: (503) 838-8772 Email: wimmerc@wou.edu

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 psychological effects of rape victimization
2. The portrayal of violence against women in the media
3. The history and application of the Violence Against Women Act
4. How male/female socialization perpetuates violence against women
5. The economic impact of interpersonal violence
6. Rates and impact of male victimization experiences (which includes but is not limited to child abuse)
7. Recidivism rate of previously incarcerated PBPV* perpetrators
8. Portrayal of violence against women in movies, television or music
9. 7 characteristics of a rapist (see research by David Lisak)
10. The cycle of violence and ways to combat/ eliminate PBPV*
11. How technology has revolutionized stalking
12. Battered women syndrome
13. Outcomes in case law of famous domestic violence and rape trials
14. Objectives and impact of federal Office of Violence Against Women (OVW)
15. Problems with rape and domestic violence legislation
16. Violence against women from a global perspective
17. Bystander role in violence against women prevention
18. PBPV* in the LGBTQ community
19. Popular rape myths and an analysis of why they are so difficult to dispel
20. Medical injuries sustained by victims of domestic violence

*PBPV= Power Based Personal Violence

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.

Attend a community or campus event which is focused on violence prevention or victim support (examples available in many communities: Take Back the Night rally; Clothesline Project; Abby's House programming, Sexual Assault Awareness month programming, etc.).

Attend Green Dot Bystander Training, sponsored by the Student Health & Counseling Center.

Interview a local or campus service provider about their work and their opinions on prevention of violence.

Organize or participate in a project to further the prevention efforts on campus.

Volunteer at the local rape crisis center or domestic violence shelter

Write an article for the local or campus newspaper about the importance of violence prevention.

Review online resources and write an overview of what was helpful on each site. Suggested sites:

- www.wou.edu/greendot
- www.nsrvc.org
- www.nnadv.org
- www.rainn.org
- www.ovw.usdoj.gov
- www.infoforhealth.org/endwaw
- www.mencanstoprape.org
- www.ncvc.org
- www.stopitnow.org
- www.ncvc.org/src
- www.loveisnotabuse.com

In-Class Awareness



With just a few seconds, you can help establish concern for student safety and bystander intervention as the campus norms. With repeated exposures across settings, students and colleagues will begin to have the expectation that everyone has a part in community safety.

1. Insert a slide in all your PowerPoint presentations that includes information about Green Dot. Display it before and after class during the first week of classes each term. (Sample PowerPoint slides available at www.wou.edu/greendot).
2. 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.
3. Have a Green Dot poster hanging in your office.
4. Have local resources brochures visibly available in your office and/or classroom.
5. 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?"
6. Have a link to the WOU Green Dot website on all the web pages over which you have influence. (www.wou.edu/greendot)
7. 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.
8. Schedule one of our WOU Green Dot health educators to present Green Dot to your class (more info about this can be found in the section of this kit labeled "Don't Cancel that Class!").
9. Write the WOU Green Dot website up on the board before class.
10. Hand out WOU Green Dot student brochures to classes.

Journal/Writing Assignments



Read the following article: Sharon Aneta Bryant and Gale A. Spencer, "**University Students' Attitudes About Attributing Blame in Domestic Violence**" *Journal of Family Violence*, Dec 2003, Vol. 18 Issue 6, p 369-376. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Mary P. Brewster, "**Power and Control Dynamics in Prestalking and Stalking Situations**" *Journal of Family Violence*, Aug 2003, Vol. 18 Issue 4, p 207-217. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Ann Burgess, "**Stalking Behaviors Within Domestic Violence**" *Journal of Family Violence*, Dec 1997, Vol. 12 Issue 4, p 389-403. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Kathryn M. Ryan, "**The Relationship Between Courtship Violence and Sexual Aggression in College Students**" *Journal of Family Violence*, Dec 1998, Vol. 13 Issue 4, p 377-394. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Nancy J. Shook, "**Courtship Violence Among College Students: A Comparison of Verbally and Physically Abusive Couples**" *Journal of Family Violence*, Mar 2000, Vol. 15 Issue 1, p 1-22. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Michael A. Anderson, "**'Why Doesn't She Just Leave?' A Descriptive Study of Victim Reported Impediments to Her Safety**" *Journal of Family Violence*, Jun 2003, Vol. 18 Issue 3, p 151-155. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Marsha E. Wolf, "**Barriers to Seeking Police Help for Intimate Partner Violence**" *Journal of Family Violence*, Apr 2003, Vol. 18 Issue 2, p 121-129. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Joetta L. Carr, "**Risk Factors for Male Sexual Aggression on College Campuses**" *Journal of Family Violence*, Oct 2004, Vol. 19 Issue 5, p 279-289. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Jennifer Broach, "**Beyond Traditional Definitions of Assault: Expanding Our Focus to Include Sexually Coercive Experiences**" *Journal of Family Violence*, Nov 2006, Vol. 21 Issue 8, p 477-486. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information

Scholarly Journals



Encourage your students to use or refer to the following journals for papers, project ideas, etc.

International Journal of Conflict and Violence

Journal of Family Violence

Journal of Interpersonal Violence

Aggression and Violent Behavior

Criminal Justice and Behavior

Homicide Studies

Journal of Traumatic Stress

Law and Human Behavior

Trauma, Violence & Abuse

Violence Against Women

Violence & Victims

American Journal of Public Health

The Journal of Social Psychology

European Journal of Social Psychology

American Psychologist

Social Behavior and Personality

Journal of Abnormal Psychology

Don't Cancel that Class!



Thinking of canceling an upcoming lecture or class? Why not give your students the power to make change on our campus instead?

It's easy: Email our staff at greendot@wou.edu and we can send one of our fun, trained health educators to help your students learn about WOU Green Dot.

Available Green Dot Presentation Formats:

GREEN DOT SHOUT OUT : 5-10 minute overview of Green Dot & where students can find more information about the program, resources for sexual violence survivors & their friends, and emergency services at WOU

INTRO TO GREEN DOT: 50 minutes gives our staff just enough time to walk students through the importance of sexual violence prevention on our campus (including statistics), the role of bystanders in our community, an intro to bystander theory (social psychology based) and tools they can use to prevent violence in everyday, high-risk scenarios (on campus, at parties/bars, etc.).

ON OUR WAY: CREATING CHANGE AT WOU WITH GREEN DOT : This 2 hour seminar provides students the opportunity to build their connection to the issue of violence prevention with in-class activities and discussions, as well as covering the information presented in our "INTRO TO GREEN DOT" session.

OFFICIAL WOU GREEN DOT BYSTANDER TRAINING: Know of students that are looking to make a commitment to ending violence in our community? Our 6 hour Green Dot bystander training is an interactive workshop where individuals will learn how to reduce power-based personal violence in our community. For more information about our trainings, visit:

http://wou.edu/student/greendot/get_trained.php

Class Consultation



Stuck on the best way to incorporate the Green Dot message into your curriculum or subject area?

Our staff would love to help!

Class consultations are a quick, easy way to get feedback on the best way to bring the Green Dot message to your students.

In 30 minutes, our staff will focus on the following:

- * Class environment/structure
- * Existing assignments and their connection to Green Dot
- * Your vision for bringing Green Dot to students

Your vision could include how to best incorporate Green Dot in one, 5 minute section, or over the course of a term....however works best for you and your students!

TO SET UP A CONSULTATION:

Contact the Student Health & Counseling Center's Wellness Education department, to set up an appointment that works in your schedule.

Email: [greendot@wou.edu](mailto:green dot@wou.edu)

Phone: (503) 838-8772

Green Dot Club!

Students Making A Difference

The Green Dot club is a student-led group supporting the Green Dot message. Joining the club is free, and everyone is welcome, even faculty! Club meetings include discussions about Green Dot strategies, ideas for spreading awareness, and fun ice-breakers. Meetings are not mandatory, and you can attend as many as you want. You can inform your students and other faculty members about events that the club is putting on, and encourage them to participate.

The Green Dot club also encourages people to participate in a 6-hour bystander training. This training helps participants learn the skills and confidence to help intervene in high-risk situations. Encourage your students to attend a training, and even attend one yourself and share your experiences with your students in class!

Make sure your students know that being a member of the Green Dot club can help in a high-risk situation. By knowing other members of the club, you'll know people who don't tolerate violence. If you or any of your students observe or are in a high-risk situation, they can seek out a Green Dot member to assist them. Green Dot members will have your back! The more Green Dot members there are, the more people there are who don't tolerate violence, the safer campus is.

Green Dot Terminology



Here are a few of the terms used throughout our Green Dot curriculum:

Power Based Personal Violence (PBPV):

Bystander:

Red Dot:

Green Dot: