



Week One: Sexual Assault

Set up:

Flip chart or poster board or some other large writing surface and markers; Pens and paper for participants; Three "D" signs hung around room; 3 D definitions printed out; Copies of the photos from the *Green Dot Videos*; Signs that say "*I don't know what to do*," "*I don't like conflict*," "*I don't want to be embarrassed*," "*I don't know if my friends will have my back*," "*I'm worried about my personal safety*," and "*Other*."

RA Script: (sections you will say are in italics)

You may have seen a Green Dot Overview Talk or even participated in a Bystander Training. Regardless of your experience with Green Dot, it helps all of us connect to the importance of being an active bystander when you see situations that might lead to sexual violence, dating violence or stalking. Today, we will be focusing on sexual violence. A lot of what we are going to go over will just be more detail of what the Green Dot Overview talks about.

Sexual Assault: When anyone person forces someone else to participate in a sexual act when they don't want to. Most people who are sexually assaulted, are sexually assaulted by someone they know.

Barriers Activity:

Instructions for RA: You will need six signs (included here), "*I don't know what to do*," "*I don't like conflict*," "*I don't want to be embarrassed*," "*I don't know if my friends will have my back*," "*I'm worried about my personal safety*," and "*Other*." Hang them on walls throughout the room. Keep in mind, as the facilitator—there are no right/wrong responses to these questions. The goal is to just get them to think about what makes it hard for them to intervene.

The reality is that if was as easy as saying, "okay go and make good choices when you see or think you see something bad happening"—we would have ended violence a long time ago. In real life, its not always that easy. There are real barriers that can get in your way. These barriers tend to fall into to categories. Peer Barriers and Personal Barriers.

Peer barriers:

Basically, our friends and family—the people who make up our social circle. We care what other people in our lives think of us and we tend to not want to do things that would cause us to feel embarrassed or stupid in front of them. So sometimes, if we are with people in our social circle and we see something happening, we might not want to speak up because we believe our peers might respond negatively.

Personal Barriers:

This is just personality traits that make it hard to intervene. For example, some people are shy and even under really good circumstances don't like talking to people they don't know. Some people avoid conflict at all costs. Some people might be concerned that if they did something, the person might target/hurt them. There are lots of personal barriers and almost all of us have some at least in some situations.

Keep in mind that no matter what your barriers are, you always have options.

Instructions to RA: Put the six "barriers" signs up on the wall at different places in the room.

We are going to do an activity that is going to ask you to think about what might make it hard for you to intervene. Keep in mind, there are no right/wrong answers and that your barriers might be different based on the situation you are in. Now, I am going to read some scenarios, think about which barrier (peer or personal) would make it the HARDEST for you to intervene, then move to that sign.

Scenarios - Barriers

Instructions for RA: After each scenario, when the students have gone to their sign. Ask them some of the following questions. You don't have to ask every question each time.:

- What made you pick this sign?
- Would it be easier to intervene if you knew them? What if they are complete strangers?
- Would you be more likely to say something if you were with your friends or alone?
- Is this an easier situation to intervene in? What makes it easier/harder?

Scenario One: Two of your friends are arguing in the hallway and its getting really loud and angry. What would make it hard for you to say something? Go to that sign.

Scenario Two: During class, a student you don't know starts disrupting class by making fun of the professor. What would make it hard for you to tell him to stop? Go to that sign.

Scenario Three: In study group, some of the other students in your group are making fun of one of their roommates because he is gay. What would make it hard for you to tell them to stop? Go to that sign.

Scenario Four: While at a bar, you think you saw someone slip what looked like a pill into a girl's drink. What would make it hard for you to do something? Go to that sign.

Scenario Five: At a game with some friends, some people behind you that you do not know, start arguing loudly and threatening to fight each other. What would make it hard for you to tell them to calm down? Go to that sign.

Scenario Six: You are trying to fall asleep but a few doors down, other people (some you know, some you don't) are having a loud party and blaring their music. What would make it hard for you to tell them to quiet down? Go to that sign.

The point of this activity is to see that we all have obstacles that make it hard sometimes to intervene. Our obstacles can be different from person to person and can often be based on the situation we are in. As you might remember from Green Dot, though, no matter what your obstacles are, there is always something you can do.

3 D Activity

Instructions to RA: Instead of reading the definitions of Direct, Distract and Delegate yourself, hand out the definitions (included here) and have a participant read each one.

There are several options available no matter what your obstacles are. Those options fall into three categories: Distract, Direct, and Delegate. Again, I am going to read some scenarios, but this time I want you to think about which option you are most likely to do in the scenario if you witnessed it as a bystander. As a quick refresher:

Distract: Maybe you aren't comfortable with directly addressing what is going on, but you could do something to distract one or both of the people involved. You can accidentally spill a drink, or strike up a conversation with one or both of the people involved. You could create an impromptu dance party and dance in between them so someone can get away. You could tell one of them that they are needed for a game in another room or that their friends have been looking for them because someone got sick.

Direct: You could be more comfortable directly addressing them about what is going on. This might mean confronting the person doing the behavior and telling them to knock it off or what they are doing could get them in a lot of trouble. Or it could mean checking in with the person who is being targeted and ask if they are okay.

Delegate: This just means you get someone else to do it. You might find the host of the party or the bartender and tell them to check in. Or you might find their friends and tell them they need to go check in on their friend. You might call the cops or tell an RA what is going on.

Scenarios

Instructions for RA: Read each scenario aloud and the three options after each. Ask participants to choose one of the three "D" options and go stand by that sign.

After each scenario when your participants have gone to their sign, ask the following questions. Keep in mind there are no right/wrong answers. The objective is to get them thinking about options that feel realistic to them—to increase the likelihood they will do something.

1. Why did you select this option?
2. Would you respond the way if you are friends with the people involved? If they were strangers to you?
3. Is it easier to respond if you know them? Or if you don't know them?
4. Is it easier to approach the person being targeted? Or the person doing the behavior?

Scenario One: You are at a party when you notice a guy trying to take a clearly intoxicated girl away from the party. Which are you most comfortable doing?

- Directly confronting him or checking in with the girl.
- Delegating to someone else at the party: the host, his friends, her friends.
- Distracting: dancing in the middle of them until the girl can get away, or striking up a conversation with either one of them.

Scenario Two: You are at a study group from one of your classes.

You hear one of your classmates trying to give one of the girls in study group a ride home. She keeps trying to turn him down, but he is being really insistent that he could take her back home. Which are you most comfortable doing?

- Delegating to another student in your group or telling the librarian or someone at the head desk what is going on.
- Directly confronting him and telling him she already said no or checking in with her to make sure she is okay. Distract: Interjecting their conversation with questions about the project and who is supposed to be doing what.

Scenario Three: You hear one of your guy friends talking about some extra stuff he brought and he is going to put in the hooch at the party. You hear him say "they wont even know what hit them". Which are you most comfortable doing?

- Distract: Getting him to come play beer pong with everyone else.
- Delegate: Let the party host know what is going on or calling the police.
- Direct: Tell him that its not okay for him to do that and he could get in some serious trouble.

Scenario Four: You are at a party and you see one of your friends talking to a guy. He is trying to get her to keep drinking and she keeps trying to turn him down but he is still trying to get her to take the drink. Which are you most comfortable doing?

- Direct: Approaching him and telling him to stop trying to get your friend drunk or calling her over and asking her if she is okay.
- Distract: 'Accidentally' knock the drink out of his hand.
- Delegate: Getting some of your other friends to go check on her or telling his friends what he is doing.

Instructions for RA: Divide them up into groups of no less than 4 per group. If you have less than 8 participants in the group, then the whole group will do one scenario together. For this activity, you will need to make sure every participant has a pen and paper.

Give them 5 minutes to discuss it and write it down. You should be walking to each group to answer any questions and to ensure they are all writing the scenario down.

Instructions for RA: give them 3-4 minutes for this part and again walk around and make sure everyone is writing down their 3 D's and answer any questions.

Instructions for RA: Give them about 5 minutes to discuss this within their group. When time is up bring the groups back together and have a short discussion about what scenarios they came up with along with their 3 D options. Allow for as many examples as time allows.

Closing

Instructions for RA: Give out contact information for yourself and for resources on campus and in the community that students could reach out to for help.

Okay, so now we have talked about what makes it hard to do something and options you have no matter what your barriers are. Now we will divide up into groups with 4-5 students in a group. I want you, in your group, to discuss what you all think you are most likely to see when it comes to sexual assault. It might be an example we already discussed or it might be something we haven't talked about yet. You all have 5 minutes to talk about it and everyone in the group should write it down. Write down exactly what you think you would see or hear as the bystander. Everyone should have it written down.

Now, I want all of you, just to yourselves-no talking within your group, write out one example of each of the 3 D's (direct, distract, delegate) that you would see yourself realistically doing in the scenario your group came up with.

Within your groups, discuss what you all came up with. You can talk about all the options you have written and which one you would be most likely to do.

As you all have seen, there are lots of options available to you for intervention. Remember that I am always available as a resource if you have questions or concerns. I also recognize that while we will be focusing this series on preventing violence, the reality is that some of your or some of your loved ones have already experienced violence. Please know that there are people on this campus, myself included, that are here for you and available to support you in any way we can.

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Distract:

Maybe you aren't comfortable with directly addressing what is going on, but you could do something to distract one or both of the people involved. You can accidentally spill a drink, or strike up a conversation with one or both of the people involved. You could create an impromptu dance party and dance in between them so someone can get away. You could tell one of them that they are needed for a game in another room or that their friends have been looking for them because someone got sick.

Direct:

You could be more comfortable directly addressing them about what is going on. This might mean confronting the person doing the behavior and telling them to knock it off or what they are doing could get them in a lot of trouble. Or it could mean checking in with the person who is being targeted and ask if they are okay.

Delegate:

This just means you get someone else to do it. You might find the host of the party or the bartender and tell them to check in. Or you might find their friends and tell them they need to go check in on their friend. You might call the cops or tell an RA what is going on.

I don't know
what to do

I don't want to
be embarrased

I don't know it
in my friends who

I have my back

like
it
don't
do
I

it
is
not
do

I'm worried about

my personal safety





Week Two: Dating Violence

Set up:

Flip chart or poster board or some other large writing surface and markers; Pens and paper for participants; Three "D" signs hung around room; 3 D definitions printed out; 8 signs describing dating violence; Examples of dating violence cut apart; Tape

RA Script: (sections you will say are in italics)

You may have participated in some Green Dot Talks or trainings this year. Green Dot talks about the importance of being an active bystander when you see situations that might lead to sexual violence, dating violence or stalking. Today, our focus is on dating violence. I just want to do a quick refresher of what dating violence looks like. Keep in mind to think about all of this information through the lens of a bystander.

Dating Violence Defined Activity:

Instructions for RA: Use the 8 signs provided (attached here) and tape them up at different locations in the room. Print off and cut apart the examples provided (attached here). Pass them out, then have the students tape the examples at the sign to which they think it belongs. After all the examples have been placed, ask the following questions:

- What do you think, as a bystander, you might witness if you saw one of these examples happening?
- What would tell you that it might be bad?
- What are other examples that aren't up here? (Write them on a piece of paper and add them to the sign that seems appropriate.)

Definition: Dating violence is controlling, abusive, and aggressive behavior in a romantic relationship. It can happen in gay or straight relationships. It can include verbal, emotional, physical, and/or sexual abuse.

RA instructions: Pass out the Power and Control Wheel (attached here).

Summary of barriers

Instructions to RA: As you review the barriers, try to incorporate examples your group generated from the first session.

What we just did was look at all the elements of the power and control wheel. This gives us an idea of some of the aspects of a violent relationship that we might witness. What is important to remember about the different aspects of this wheel, is that all of them are designed for one person to maintain power and control over someone they are in a relationship with.

So you all probably remember from our last session that we discussed personal and peer barriers—the things that make it hard to intervene. As a quick summary:

Peer barriers:

Basically, our friends and family—the people who make up our social circle. We care what other people in our lives think of us and we tend to not want to do things that would cause us to feel embarrassed or stupid in front of them. So sometimes, if we are with people in our social circle and we see something happening, we might not want to speak up because we believe our peers might respond negatively.

Personal Barriers:

This is just personality traits that make it hard to intervene. For example, some people are shy and even under really good circumstances don't like talking to people they don't know. Some people avoid conflict at all costs. Some people might be concerned that if they did something, the person might target/hurt them. There are lots of personal barriers and almost all of us have some at least in some situations.

Keep in mind that no matter what your barriers are, you always have options

The cool thing about Green Dot is that there are several options available no matter what your obstacle is. Those options fall into three categories: Distract, Direct, and Delegate. I am going to read some scenarios, but this time I want you to think about which option you are most likely to do in the scenario if you witnessed it as a bystander. As a quick refresher:

Distract: Maybe you aren't comfortable with directly addressing what is going on, but you could do something to distract one or both of the people involved. You can accidentally spill a drink, or strike up a conversation with one or both of the people involved. You could create an impromptu dance party and dance in between them so someone can get away. You could tell one of them that they are needed for a game in another room or that their friends have been looking for them because someone got sick.

3 D Activity

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Direct: You could be more comfortable directly addressing them about what is going on. This might mean confronting the person doing the behavior and telling them to knock it off or what they are doing could get them in a lot of trouble. Or it could mean checking in with the person who is being targeted and ask if they are okay.

Delegate: This just means you get someone else to do it. You might find the host of the party or the bartender and tell them to check in. Or you might find their friends and tell them they need to go check in on their friend. You might call the cops or tell an RA what is going on.

Scenarios

Instructions for RA: Read each scenario aloud and the three options after each. Ask participants to choose one of the three "D" options and go stand by that sign.

After each scenario when your participants have gone to their sign, ask the following questions. Keep in mind there are no right/wrong answers. The objective is to get them thinking about options that feel realistic to them—to increase the likelihood they will do something.

1. Why did you select this option?
2. Would you respond the way if you are friends with the people involved? If they were strangers to you?
3. Is it easier to respond if you know them? Or if you don't know them?
4. Is it easier to approach the person being targeted? Or the person doing the behavior?

Scenario One: You are in your dorm and you hear your neighbor's boyfriend screaming at her. You are most comfortable:

- *Delegate: finding your RA and telling them what is going on.*
- *Direct: Going over there and telling him to calm down. OR checking in with her and asking if there is anything you can do to help.*
- *Distract: Going over there and telling them you need some help moving furniture or asking about an event on campus.*

Scenario Two: Your friend noticeably tenses up and seems fearful when his boyfriend texts/calls him. You are most comfortable:

- *Direct: Checking in with him and asking if he is okay.*
- *Delegate: Letting some of his other friends know and ask them to check in with him.*

Scenario Three: While out at the movies, you see a couple off in the corner arguing loudly. The girlfriend starts shoving her boyfriend and throws her cup at him. You are most comfortable:

- *Delegate: Let one of the staff at the theater know what is going on.*
- *Direct: Go over and tell the girlfriend to calm down. OR Check in with the boyfriend and ask if he is okay.*
- *Distract: Strike up a conversation with both of them about the movie you are going to see.*

Instructions for RA: Divide them up into groups of no less than 4 per group. If you have less than 8 participants in the group, then the whole group will do one scenario together. For this activity, you will need to make sure every participant has a pen and paper.

Give them 5 minutes to discuss it and write it down. You should be walking to each group to answer any questions and to ensure they are all writing the scenario down.

Instructions for RA: give them 3-4 minutes for this part and again walk around and make sure everyone is writing down their 3 D's and answer any questions.

Instructions for RA: Give them about 5 minutes to discuss this within their group. When time is up bring the groups back together and have a short discussion about what scenarios they came up with along with their 3 D options. Allow for as many examples as time allows.

Closing

Instructions for RA: Give out contact information for yourself and for resources on campus and in the community that students could reach out to for help.

Okay, so now we have talked about what makes it hard to do something and options you have no matter what your barriers are. Now we will divide up into groups with 4-5 students in a group. I want you, in your group, to discuss what you all think you are most likely to see when it comes to dating violence. It might be an example we already discussed or it might be something we haven't talked about yet. You all have 5 minutes to talk about it and everyone in the group should write it down. Write down as the bystander exactly what you think you would see or hear. Everyone should have it written down.

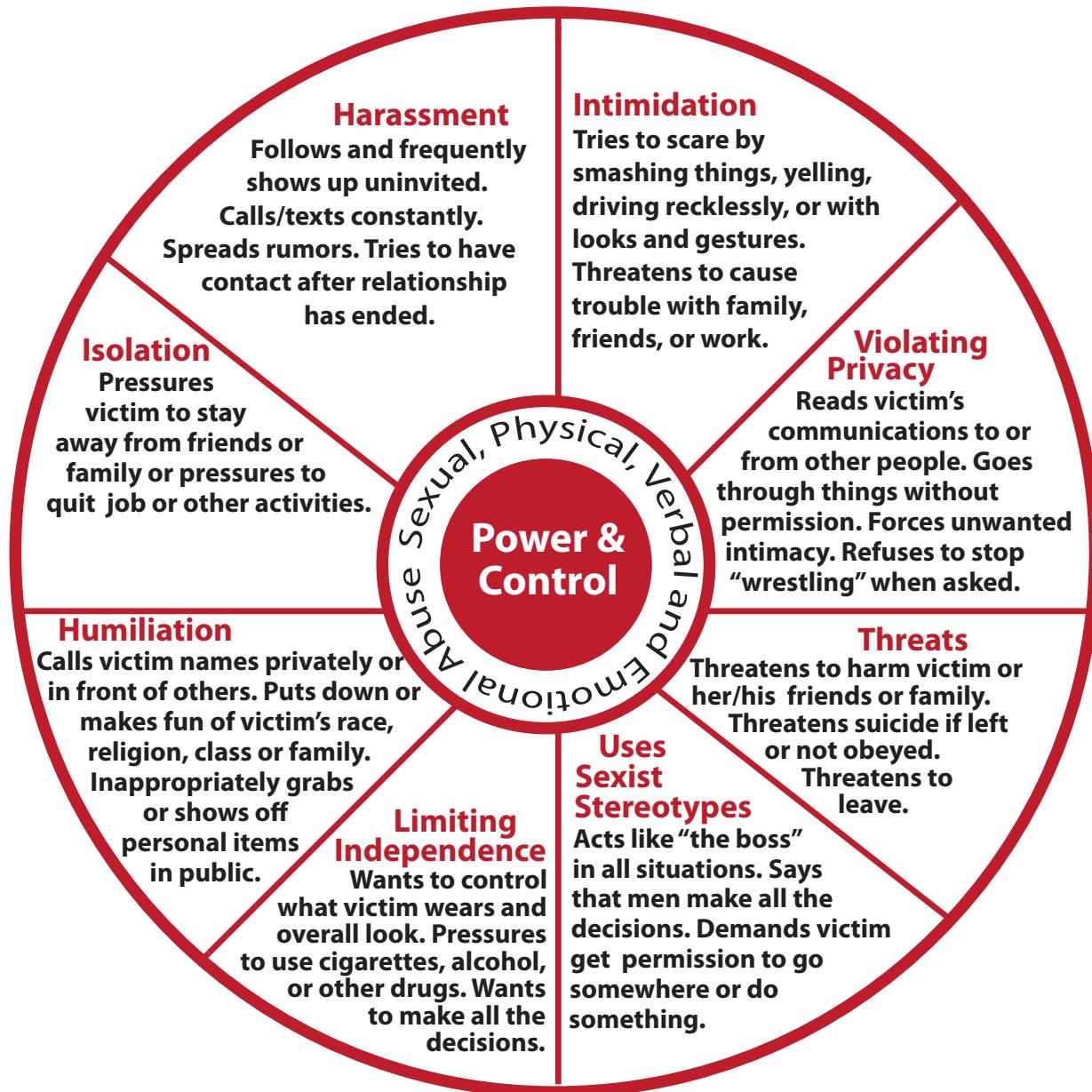
Now, I want all of you, just to yourselves-no talking within your group, write out one example of each of the 3 D's (direct, distract, delegate) that you would see yourself realistically doing in the scenario your group came up with.

Within your groups, discuss what you all came up with. You can talk about all the options you have written and which one you would be most likely to do.

As you all have seen, there are lots of options available to you for intervention. Remember that I am always available as a resource if you have questions or concerns. I also recognize that while we will be focusing this series on preventing violence, the reality is that some of your or some of your loved ones have already experienced violence. Please know that there are people on this campus, myself included, that are here for you and available to support you in any way we can.

DATING VIOLENCE

Power and Control Wheel



FEAR ASSMENT

INTRODUCTION

VIOLATING PRIVACY

THREATS

USES SEXIST STEREOTYPES

UNITED
INDEPENDENCE

HUMANIZATION

ISOLATION

Follows and frequently shows up uninvited.

Calls/texts constantly.

Spreads rumors.

Tries to have contact after relationship has ended.

Tries to scare by smashing things, yelling, driving recklessly, or with looks and gestures.

Tries to cause trouble with family, friends, or work.

Pressures victim to stay away from friends or family or pressures to quit job or other activities.

Calls victim names privately or in front of others.

Puts down or makes fun of victim's race, religion, class or family.

Inappropriately grabs or shows off personal items in public.

Wants to control what victim wears and overall look.

Pressures to use cigarettes, alcohol, or other drugs.

Wants to make all the decisions.

Acts like “the boss” in all situations.

Says that men make all the decisions.

Demands victim get permission to go somewhere or do something.

Threatens to harm victim or her/his friends or family.

Threatens suicide if left or not obeyed.

Threatens to leave.

Reads victim's communications to or from other people.

Goes through things without permission. Forces unwanted intimacy.

Refuses to stop “wrestling” when asked.

Tries to scare by smashing things, yelling, driving recklessly, or with looks and gestures.

Threatens to cause trouble with family, friends, or work.

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Distract:

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Direct:

You could be more comfortable directly addressing them about what is going on. This might mean confronting the person doing the behavior and telling them to knock it off or what they are doing could get them in a lot of trouble. Or it could mean checking in with the person who is being targeted and ask if they are okay.

Delegate:

This just means you get someone else to do it. You might find the host of the party or the bartender and tell them to check in. Or you might find their friends and tell them they need to go check in on their friend. You might call the cops or tell an RA what is going on.



Week Three: Stalking

Set up:

Flip chart or poster board or some other large writing surface and markers; Pens and paper for participants; Three "D" signs hung around room; 3 D definitions printed out.

RA Script: (sections you will say are in italics)

A lot of you may have participated in Green Dot trainings or events this year. Green Dot is about the importance of being an active bystander when you see situations that might lead to sexual violence, dating violence or stalking. Today we are focusing on stalking.

Definition: Stalking is a pattern of behavior that makes someone feel afraid, nervous, harassed, or in danger. It is when someone repeatedly contacts, follows, sends things, threatens or talks to someone when they don't want them to.

Brainstorming

What is stalking?

Ask students for ideas and examples of what they think stalking looks like. Write down all of the examples they can come up with. Fill in any they don't say from this list:

- Repeated unwanted phone calls or text messages
- Writing letters
- Using friends or family to gather information
- Showing up everywhere someone is.
- Damaging someone's property
- Knowing their schedule all the time
- Tracking on social media sites (facebook, twitter, instagram)
- Using social media to post embarrassing pictures, gossip, or threatening messages
- Giving unwanted gifts
- Tracking someone using GPS or other technology
- Any other behaviors used to contact, harass, track, or frighten someone else.

Remember a person can be stalked by someone they know casually, a current boyfriend or girlfriend, someone they dated in the past, or a stranger.

Summary of barriers

Instructions to RA: As you review the barriers, try to incorporate examples your group generated from the first session.

So you all probably remember from our last session that we discussed personal and peer barriers—the things that make it hard to intervene. As a quick summary:

Peer barriers:

Basically, our friends and family—the people who make up our social circle. We care what other people in our lives think of us and we tend to not want to do things that would cause us to feel embarrassed or stupid in front of them. So sometimes, if we are with people in our social circle and we see something happening, we might not want to speak up because we believe our peers might respond negatively.

Personal Barriers:

This is just personality traits that make it hard to intervene. For example, some people are shy and even under really good circumstances don't like talking to people they don't know. Some people avoid conflict at all costs. Some people might be concerned that if they did something, the person might target/hurt them. There are lots of personal barriers and almost all of us have some at least in some situations.

Keep in mind that no matter what your barriers are, you always have options

The cool thing about doing Green Dots is that there are several options available no matter what your obstacle is. Those options fall into three categories: Distract, Direct, and Delegate. Again, I am going to read some scenarios, but this time I want you to think about which option you are most likely to do in the scenario if you witnessed it as a bystander. As a quick refresher:

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Direct: You could be more comfortable directly addressing them about what is going on. This might mean confronting the person doing the behavior and telling them to knock it off or what they are doing could get them in a lot of trouble. Or it could mean checking in with the person who is being targeted and ask if they are okay.

Delegate: This just means you get someone else to do it. You might find the host of the party or the bartender and tell them to check in. Or you might find their friends and tell them they need to go check in on their friend. You might call the cops or tell an RA what is going on.

Scenarios

Instructions for RA: Read each scenario aloud and the three options after each. Ask participants to choose one of the three "D" options and go stand by that sign.

After each scenario when your participants have gone to their sign, ask the following questions. Keep in mind there are no right/wrong answers.

The objective is to get them thinking about options that feel realistic to them—to increase the likelihood they will do something.

1. Why did you select this option?
2. Would you respond the way if you are friends with the people involved? If they were strangers to you?
3. Is it easier to respond if you know them? Or if you don't know them?
4. Is it easier to approach the person being targeted? Or the person doing the behavior?

Scenario One: Your friend's ex keeps showing up at her classes and is constantly asking you where she is and what she has been up to. You are most comfortable:

- *Delegate: finding your RA and telling them what is going on.*
- *Direct: Telling the ex that he/she needs to stop trying to figure out where your friend is and showing up at your friend's classes. OR check in with your friend and ask if there is anything you can do to help.*
- *Distract: Whenever the ex asks you questions, change the subject. Or if you see him/her outside the class, go and strike up a conversation until your friend can get away.*

Scenario Two: One of your friend's shows you the fake profile she has created so she can monitor this guy's profile she has been obsessing over. You are most comfortable:

- *Direct: Telling her that what she is doing is not okay.*
- *Delegate: Telling some of your other friends what is going on and asking one of them to talk to her about it.*
- *Distract: Change the subject and ask her to watch this really funny video on youtube you saw recently.*

Scenario Three: Your friend gets visibly upset when she gets a text. When you ask her what's wrong, she tells you this guy she went on a date with once won't leave her alone, and he sent her a mean text when he found out she had started dating someone else. You are most comfortable:

Delegate: Letting some of his friends know what is going on and ask them to talk to him about his behavior.

Direct: Ask her if she is okay and if she wants to report him to someone, like campus police.

Instructions for RA: Divide them up into groups of no less than 4 per group. If you have less than 8 participants in the group, then the whole group will do one scenario together. For this activity, you will need to make sure every participant has a pen and paper.

Give them 5 minutes to discuss it and write it down. You should be walking to each group to answer any questions and to ensure they are all writing the scenario down.

Instructions for RA: give them 3-4 minutes for this part and again walk around and make sure everyone is writing down their 3 D's and answer any questions.

Instructions for RA: Give them about 5 minutes to discuss this within their group. When time is up bring the groups back together and have a short discussion about what scenarios they came up with along with their 3 D options. Allow for as many examples as time allows.

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Now, I want all of you, just to yourselves-no talking within your group, write out one example of each of the 3 D's (direct, distract, delegate) that you would see yourself realistically doing in the scenario your group came up with.

Within your groups, discuss what you all came up with. You can talk about all the options you have written and which one you would be most likely to do.

As you all have seen, there are lots of options available to you for intervention. Remember that I am always available as a resource if you have questions or concerns. I also recognize that while we will be focusing this series on preventing violence, the reality is that some of your or some of your loved ones have already experienced violence. Please know that there are people on this campus, myself included, that are here for you and available to support you in any way we can.

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Distract:

Maybe you aren't comfortable with directly addressing what is going on, but you could do something to distract one or both of the people involved. You can accidentally spill a drink, or strike up a conversation with one or both of the people involved. You could create an impromptu dance party and dance in between them so someone can get away. You could tell one of them that they are needed for a game in another room or that their friends have been looking for them because someone got sick.

Direct:

You could be more comfortable directly addressing them about what is going on. This might mean confronting the person doing the behavior and telling them to knock it off or what they are doing could get them in a lot of trouble. Or it could mean checking in with the person who is being targeted and ask if they are okay.

Delegate:

This just means you get someone else to do it. You might find the host of the party or the bartender and tell them to check in. Or you might find their friends and tell them they need to go check in on their friend. You might call the cops or tell an RA what is going on.



Week Four: And Next...

Set up:

Beyonce's "I Was Here" Video from Youtube: <http://youtu.be/i41qWJ6QjPI>; Laptop with projector so you can project the video so everyone can see it; Pens and paper for all participants; flip chart or other large writing surface and markers; 5 x 7 pieces of cardstock (optional: magazines, scissors and glue).

RA Script: (sections you will say are in italics)

We have successfully discussed three types of violence and what you might witness as bystanders and what your options are no matter your barriers. In this final session, I hope you really connect to the possibility that this campus can be safer starting now—if you choose to do something, anything, when you see violence or the potential for violence to happen. Think about the person you want to be, about the legacy you want to leave on your campus. Do your choices align with that vision? Today's focus is all about you. Who do you want to be? When faced with a choice, what will you remind yourself so that you will make the choice that most closely aligns with who you are and who you want to be? Change is possible, and it is possible because of you.

Video on Youtube:

Instructions for RA: Either download this video from Youtube or have internet access so you can show it during the session: <http://youtu.be/i41qWJ6QjPI> or search Youtube for "Beyonce I Was Here video"

Let's watch this video for some inspiration.

Activity: Legacy

Instructions for RA: Pass out pens and paper and ask the question listed here. You might want to write it down on a large piece of paper so everyone can see it. After 5 - 10 minutes pass out cardstock and ask them to write down a few words that reflect how they want to be remembered or you can have magazines available for everyone to cut out words or images and past on the card.

Take 5-10 minutes to think and write about the kind of person you want to be. When you have long left college and moved on to your careers, what will the people who know you say about what kind of person you are?

Now that you've had some time to consider the legacy you want to leave, take this card and write a few words that reflect how you want to be remembered. Then, put your name on the card. When we are done, I want everyone to share at least one of their words. Then, I will post the cards on our floor so we can see what we are all shooting for in our lives.

Activity: Conversation Starters

Set Up:

This can be a table top (small group) activity or a large-group brainstorm. Write their ideas (or get a scribe) on the board.

Helpful hint: Here are some ideas to supplement those of the participants if they get stuck:

- I've been thinking about this story I heard (on the news, from a friend of mine, on Facebook) and was wondering how it might have turned out different if someone had stepped in.
- I just came back from this training and it had some interesting ideas...
- I know this is weird, but I agreed to do this "homework" assignment where I have to talk to 3 people in my life about some stuff I just learned about prevention and campus norms. You're one of the lucky three!
- Making reference to recent campus-specific events and tying it back to bystander intervention, getting involved more, violence prevention or any other related topic.

Variation: Put up poster paper throughout the room. Write the following titles on the top, to give participants a prompt for how to start a conversation with different people or in different spaces:

We've got choices. Choices to act when we see something high risk or concerning, those red dot behaviors. We've talked a lot about finding ways to do something even when it's difficult. Now, let's spend a few minutes talking about how we can start this, even if we don't see a concerning behavior for months or weeks. We want this campus to be safe and in order for that to happen, we need to establish these two norms: 1) Violence will not be tolerated and 2) Everyone is expected to do their part. Our legacy starts now.

Until it becomes "normal" for community members to talk regularly and openly about violence prevention – it can feel awkward to simply start up a conversation out of nowhere. "Nice weather we are having, huh? Speaking of weather, what can we do so less of our classmates experience violence as a part of their education?"

Maybe there is no way to completely avoid any discomfort, but we can try to make it less by having conversation starters in mind that feel more natural for us.

This activity is about getting realistic about talking to people in our lives (friends, classmates, professors, advisors) about violence, prevention, bystander intervention, community involvement, hope, change, Green Dots... and everything in between.

Let's come up with as many conversation starters as we can think of. Think about the actual people you would be talking to classmates, teammates, professors and come up with examples that you can really hear coming out of your mouth.

- Best friend
- Classmate
- Professor
- RA
- Advisor
- Teammate or Co-worker
- Facebook friends

Have participants move through the room and write ideas for conversation starters on the poster papers.

Closing:

We all have influence in our small social spheres. Remember to say some of these things out loud to start resetting the norms on this campus.

Thanks for doing this series of workshops with me. I know that we can make a difference on our campus. Remember I am a resource for you anytime you have questions.