

# ENDING VIOLENCE... ONE GREEN DOT AT A TIME



**EVERYDAY  
EVERYONE**

**Instructor  
Manual**  
Adapted for Faculty  
& Staff Workshop

**INTRODUCTION:** This workshop is designed to educate faculty, staff and administration about the Green Dot Strategy. In order to facilitate a cultural norm shift through the school, it is increasingly important for school staff to have an understanding of bystander interventions towards power-based personal violence. Faculty and staff within a high school are in a unique position to identify unhealthy behaviors among students and to implement the Green Dot bystander prevention strategies that not only affect the culture among their students, but their colleagues as well. This workshop will cover an overview of the Green Dot Strategy and provide innovative suggestions for faculty, staff and administrators to incorporate the Green Dot Strategies into lesson plans and potential policies.

## Materials Needed:

- A visible writing surface (e.g., chalk board, white board, poster-board)
- Appropriate writing utensils (e.g., green, red, and black markers)
- Laptop and projector (with sound)
- Green Dot Faculty/Staff Workshop power-point presentation
- Pens and pencils for participants
- Required Handouts: (*Located in Appendix*)
  - *Behavior Handouts: Examining Dating Violence, Stalking, Sexual Assault, & Bullying*
  - *Reactive Bystander Scenario*
  - *Bystander Action Plan*
- *Optional - Handouts (Located in Appendix)*
  - Proactive green dots for Teachers
  - Proactive green dots for Administrator
  - Proactive green dots for School Staff
- Clickers: This interactive tool allows for immediate feedback about participant views, experience and knowledge within the session. This can be used to establish social norms, assess participant attitudes, and ensure basic knowledge is being effectively communicated.

## Preparation:

- *Optional:* Print and photocopy all handouts
- Set up room beforehand to have attendees sitting in groups of 3-5, depending on the size of the group

## Workshop Outline/Agenda (~ 90 Minutes total)

- Overview Speech (**15 Minutes**)
  - Introduction/Overview of the issue
  - Connection Piece
  - Overview of Potential/Realistic Culture Change - Facebook
  - Map of High School – Red/Green Dot Overview
  - Concluding Remarks
  - Overview of workshop
- An Introduction to Green Dot (**25 Minutes**)
  - Rapport building
  - Definitions/Awareness/Prevalence
  - ABC Bystander Video
- Bystanders: Understanding Obstacles to Action (**10 minutes**)
  - Bystander Challenge

- Bystander Dynamics
- Peer Influences
- Personal Obstacles
- Proactive and Reactive green dots (15 minutes)
  - Solutions
    - Review of the Three D's
    - Proactive solutions for Faculty & Staff
- Bystander Skill Building (10 minutes)
  - Scenarios
- Individualized Participant Action Plan (5 minutes)
- Appendix

## OVERVIEW SPEECH: (15 Minutes)

**INTRODUCTION (1-3 MINUTES):** *Your introduction should be minimal. Take 1-3 minutes. Introduction to basic services should ideally be done exclusively in written form (i.e., leave a brochure for them to take with them). At most, you introduce the name of your center and offer one or two sentences, such as “My name is Dorothy Edwards and I work at the VIP Center. I am going to leave you a brochure with more information, but what I most want you to know is that if you or anyone you care about has been impacted by any sort of violence or abuse, emotional, physical or sexual – in your home, in your relationship, or at school – I want you to hear me say, you don’t have to go through it alone. There are people who can help where I work, and all the information you need to know about how to reach out to us is in the brochure I just handed out.”*

**OVERVIEW OF THE ISSUE (1-2 MINUTES):** *Your overview of the issue should be very, very brief. No detailed definitions and just general reference to the statistics. For example, “I’m here today because too many students are experiencing sexual assault or dating abuse as part of their high school experience. We know that as many as 1 in X high school students will experience dating violence before they graduate – and as many as 1 in X will experience sexual assault. This reality has got to change. That’s too many of you and too many of your friends. I want to spend the next 15 minutes talking about how we have a real shot at bringing that number down.*

**HERE’S HOW WE CAN FIX IT – THE MAP (7-8 MINUTES):** *You will jump straight into painting a picture of the map. You will skip narrative around examples of culture change. “There is a scene from a movie – it’s actually been in lots of movies – that shows perfectly how we could realistically make this school safer. It’s a scene that always shows up in movies where something deadly and contagious is spreading across the country (e.g., Outbreak, I am Legend). In both movies, there is this pivotal scene showing how some virus is spreading. So there was this big computer generated map of the United States of America hanging up on some war-room wall somewhere in DC (Draw outline of map with 5 red dots). And on this map were 5 single red dots – each one representing one case of some horrible, terrible, contagious disease. And there was some 5-star general giving a report to the president. “Mr. President. We have 5 cases of some horrible disease – and if we don’t find the cure within the next 24 hours, this is what will happen.” And then these red dots begin to multiply (fill in red dots across map), spreading across the map. And within 20 seconds, it goes from 5 single red dots, to this entire map glowing red. It goes from these individual cases to a world-wide epidemic. This picture shows us how things spread. Basically one case, one dot at a time. And at some point – little tiny dots can become something bigger.*

*Now picture another map (Draw an outline of another map). This time, it is not a map of the USA, but instead, it is a map of your school. And this time, instead of a red dot being a single case of some terrible disease – a single red dot is a moment in time where someone’s choices, actions, words, or behaviors – contribute to or tolerates violence in any way. One red dot is a moment in which one of your fellow staff members makes an inappropriate comment to another staff member (draw one red dot on map after each example). One red dot is the choice someone makes to belittle students during practice or rehearsal. One red dot is the 2.5 seconds it takes for another member of the faculty to gossip or spread rumors about another person.*

*One red dot is that moment when you hear or see a parent doing something to their child that you know is high risk, that you know does not look good, and the split second it takes you to decide that that’s not your concern and walk away – that moment of inaction is a red dot. A red dot is just a moment.*

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## Overview Speech Cont.

*How many red dots do you have here at your school, I haven't the slightest idea, but I know that there are enough where researchers of workplace violence will be busy for a long time*

*Now picture another map (Draw an outline of another map). This time, it is not a map of the USA, but instead, it is a map of your school. And this time, instead of a red dot being a single case of some terrible disease – a single red dot is a moment in time where someone's choices, actions, words, or behaviors – contribute to or tolerates violence in any way. One red dot is a moment in which one of your fellow staff members makes an inappropriate comment to another staff member (draw one red dot on map after each example). One red dot is the choice someone makes to belittle students during practice or rehearsal. One red dot is the 2.5 seconds it takes for another member of the faculty to gossip or spread rumors about another person. One red dot is that moment when you hear or see a parent doing something to their child that you know is high risk, that you know does not look good, and the split second it takes you to decide that that's not your concern and walk away – that moment of inaction is a red dot. A red dot is just a moment. How many red dots do you have here at your school, I haven't the slightest idea, but I know that there are enough where researchers of workplace violence will be busy for a long time*

*Just like red dots can spread across a map and change things, green dots could do the same. A green dot is just a single moment in time no bigger than a dot on a map. A green dot is any choice, behavior, action, or conversation that expresses complete intolerance of any form of violence and/or actively makes someone in your school safer. One green dot is that same moment when hear a staff member make an inappropriate comment and all of the sudden you interrupt the situation with something like "Yea! Did anyone see Dancing with the Stars last night? Eh? Talk about stressful!" A green dot is when you see something that could be a potential red dot and you find some random reason to intervene in a situation, just to be there long enough to check it out and make sure everything is safe - that 30 seconds, that 2 minutes, that's one green dot. One green dot is that exact same situation when you are far too shy, you hate causing drama, you're not going to do this in front of your co-workers or students, but you know what, instead of walking away, you are going to go and type an anonymous note and make sure it gets to their supervisor - That's a green dot, you didn't do it yourself but you found someone that will make sure someone remains safe and is ok.*

**IT CAN BE HARD TO DO GREEN DOTS, EVEN WHEN YOU WANT TO (1-2 MINUTES):** *Without going into detail, you are going to acknowledge that it can be hard to take a stand, it can be hard to do a green dot – and that it's normal and doesn't make them a terrible person. For example, "It seems easy as I am standing up here to just say, 'do a green dot' – but I know there are things that get in the way, even when we notice a red dot and want to do something. Sometimes we just don't want to make a scene: sometimes we don't know what to do; sometimes we're afraid something will happen to us; sometimes we're worried about what are friends will think. I get it, and I can't make those things just disappear with a pep talk. What I can do is tell you there are options. No matter what makes it hard for you, there are green dots you can do that can get around it. If you're shy – just get someone else to say something. If you're worried about losing face, leave an anonymous note for a teacher telling them what's going on. If you're worried about a confrontation about homework or next week's game. Green Dot doesn't say what to do – it just asks you to do something. Doesn't have to be perfect. Doesn't have to be a big deal.*

**HERE'S WHERE YOU CAN START (1 MINUTE):** *To close out your talk, remind them of the possibility that their small decisions could add up to something bigger (just like the map) and give them your specific ask. For example, "This seems simple – and in many ways it is. Just like tiny dots spreading across a map in a zombie movie – you could be a part of making a real change just by making some tiny green dot decisions. Before I go, I'd like to challenge you to make one specific commitment. Not to me - and you don't have to say it out loud – but one commitment to yourself of a green dot you will do in the next 24 hours. Maybe it's having a conversation with a friend you've been worried about. Maybe it's checking out a website and learning more about sexual assault or dating violence. Or maybe it's a quick status update on your Facebook. This could start here... and spread"*



## Overview of Workshop:

### Recognizing Red Dots

- Depending on how and when we interact with our students, we are all positioned to notice different things
- We will consider the types and prevalence of power-based personal violence that are happening not only throughout our nation, but Idaho as well.

### Understanding Obstacles to Action

- None of us want our students to be exposed to bullying, dating abuse, or any kind of aggression
- All of us have legitimate reasons that inhibit us from being bystanders because it can be hard to get involved – lack of training or resources, unsure what to do; under-staffed; too busy just getting basic needs of our kids met; didn't realize it was a problem
- Obstacles just don't go away, so we are going to assume whatever obstacles you have are still going to be there when you leave. Therefore, we are going to work together to find green dots that feel realistic and manageable to you – given your obstacles

### Discussion of Reactive Green Dots

- What can we do to effectively respond to an actual or potential red dot?

### Discussion of Proactive Green Dots

- Even if we never directly see any red dots to react to, what are small things each of us could be doing to make our schools and communities safer for our students?

## AN INTRODUCTION TO GREEN DOT (15 Minutes)

**NARRATIVE:** We'll use these clickers throughout the workshop to get a sense of what you are thinking, and what the people around you might be thinking. They are totally anonymous and only aggregate data will show up on the screen. Here's a quick example:

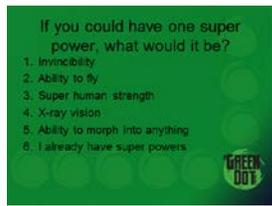


### CLICKER QUESTION:

How long have you worked in this school district?

1. 1 - 2 years
2. 3 - 5 years
3. 6 - 10 years
4. 11 or more years
5. Not Sure

SLIDE

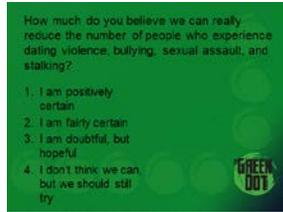


**CLICKER QUESTION:**

If you could have one super power, what would it be?

1. Invisibility
2. Ability to fly
3. Super human strength
4. X-ray vision
5. Ability to morph into anything
6. I already have super powers

SLIDE



**CLICKER QUESTION:**

How much do you believe we can really reduce the number of people who experience sexual assault, bullying, dating violence, and stalking?

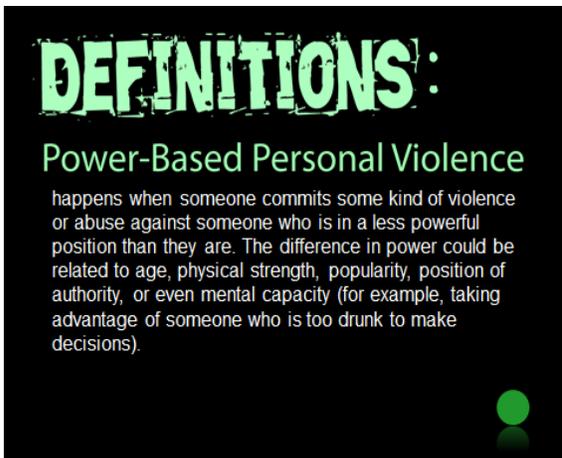
1. I am positively certain
2. I am fairly certain
3. I am doubtful, but hopeful
4. I don't think we can, but we should still try

SLIDE

**NARRATIVE:**

Definition:

**Power-Based Personal Violence**

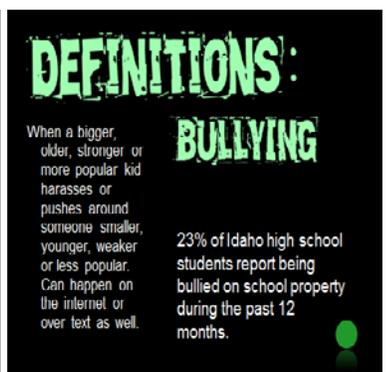
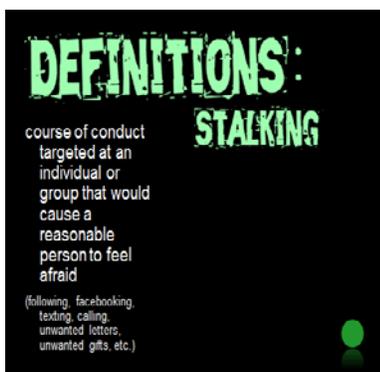
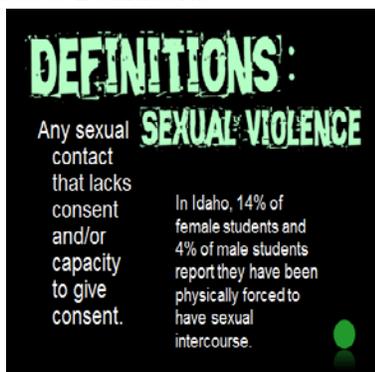
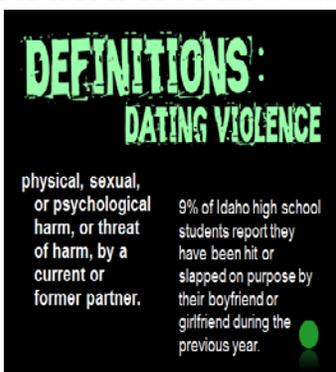


Power-based personal violence happens when someone commits some kind of violence or abuse against someone who is in a less powerful position than they are. This includes dating violence, sexual assault, and stalking, bullying and other uses of force, threat, intimidation, or harassment of an individual. It also includes the use of alcohol or drugs to commit any of these acts. The difference of power could be related to age, physical strength, popularity, position of authority, or even mental capacity.

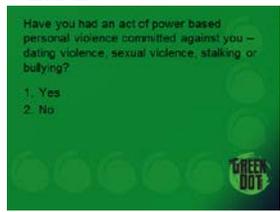
We are using the term “power-based personal violence” in recognition that this kind of violence happens to women and to men. This kind of violence can happen in gay and lesbian relationships to people of all ages, of all races, and all backgrounds.

SLIDE

**NARRATIVE: Statistics & Definitions**



SLIDE



**CLICKER QUESTION:**

Have you or has someone you know, had an act of power based personal violence committed against them?

- 1. Yes
- 2. No

SLIDE



**CLICKER QUESTION:**

If you or someone that you know has had an act of power-based personal violence committed against them, was there someone along the way who might have known what was going on and could have attempted to stop it?

- 1. Yes
- 2. No
- 3. I am not sure

**NARRATIVE:**

These numbers are a big deal. These numbers mean a lot of people. Including those in this room who have already experienced some sort of violence. This is a big deal and we have to figure out a way to respond – urgently and immediately.

SLIDE



**VIDEO:**

Let's take a look at the choices of some bystanders, and the potential impact (for better or for worse) of their actions.

Bystander Video (show the episode most applicable to your target population/issue) (Video is 13 Minutes)

**ACTIVITY:**

First ask for general reactions. Then ask the group to share how they feel about the situation when they imagine someone they care about in it? How do they feel toward the bystander? Have them call out answers.

## Bystander Challenge (10 Minutes)

SLIDE



**NARRATIVE:**

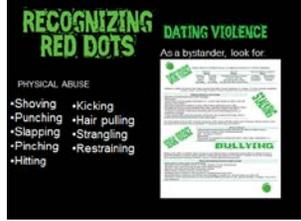
Ask participants to take out and look at the *Behavior Handouts: Examining Dating Violence, Stalking, Sexual Assault, & Bullying*

**Dating Violence**

Let's take a closer look at some of the identified behaviors on this handout. In order to know when we should do a green dot, we need to recognize: (1) behaviors that have the potential to be immediately high risk, or (2) behaviors that could be early warning signs of a potential red dot.

As educators and staff who work within this high school, you have a lot of contact with students and this is why it is important to talk about observable behaviors that happen among and within the students. The vast majority of power-based personal violence happens within known relationships, and only a small percentage is committed by a complete stranger.

SLIDE



**NARRATIVE:** This includes people that are dating or used to be dating; friends; acquaintances; classmates or people who just know each other in passing.

**Dating Violence** Let's take a look at the section on dating violence (refer participants to the dating violence section on handout).

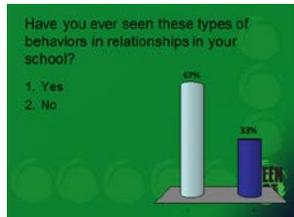
Potential dating violence or observable behaviors that might be early warning signs for dating violence can look a lot of different ways. However, what is most similar about these behaviors is that they all use power and control as the main way to hurt the person they are dating or used to date. As we look at some of the observable behaviors that can be part of dating violence – again, I want you to be thinking through a bystander lens. Consider how you might recognize these behaviors if they were being committed by one of the students here at this school.

Dating Violence – What is it? Dating Violence is controlling, abusive, and aggressive behavior in a romantic relationship. It can happen in straight or gay relationships. It can include verbal, emotional, physical, or sexual abuse, or a combination

Anyone can be a target of dating abuse. Both boys and girls have these experiences, but boys and girls abuse their partners in different ways. Girls are more likely to yell, threaten to hurt themselves, pinch, slap, scratch, or kick. Boys physically injure girls more and are more likely to punch their partner and force them to participate in unwanted sexual activity. Some teens experience physical violence only occasionally; others, more often. As a bystander it will help you recognize potential red dots if you understand these differences.



**SLIDE**



**CLICKER QUESTION:** Have you ever seen these types of behaviors within the relationships of the students within your school?

- 1. Yes
- 2. No

**NARRATIVE:** When behaviors within dating violence relationships escalate to physical violence and/or sexual violence, it can be pretty clear to a bystander that there is a problem. However, some of the earlier behaviors might be hard for a bystander to recognize at first.

**NARRATIVE:** Bystander Challenge: What is this picture telling us?

**SLIDE**

| BYSTANDER CHALLENGE                            |  |
|--|--|
| Dating Abuse Behaviors                         | Normal Behaviors within a Relationship         |
| Feeling jealous and possessive                 | Feeling jealous and possessive                 |
| Wanting to be with the person all the time     | Wanting to be with the person all the time     |
| Spending less time with friends and family     | Spending less time with friends and family     |
| Checking in frequently to see where partner is | Checking in frequently to see where partner is |

| DATING ABUSE BEHAVIORS                         | COMMON BEHAVIORS WITHIN A RELATIONSHIP         |
|--|--|
| Feeling jealous and possessive                 | Feeling jealous and possessive                 |
| Wanting to be with the person all the time     | Wanting to be with the person all the time     |
| Spending less time with friends and family     | Spending less time with friends and family     |
| Checking in frequently to see where partner is | Checking in frequently to see where partner is |

**NARRATIVE:** Lots of people experience jealousy within a relationship and jump in early on because they are soooooo in love. What's risky and what's

normal? Lots of couples want to spend every waking moment together, especially early on. What's "new love" versus "isolation?" Many couples yell at each other (like Ray's parents on Everyone Loves Raymond), what's "just yelling" and what's abuse.

Bystander Challenge: As you can see, there are elements of potential dating violence behaviors that at first glance appear indistinguishable from acceptable behaviors within a relationship.

## SLIDE



## ACTIVITY: Take a Second Look

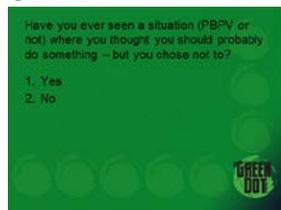
Group Discussion: Since some dating abuse behaviors might appear to be the same as acceptable behaviors within a relationship, what are some ways a bystander might be able to tell the difference? Facilitate a short large-group discussion where participants can call out ways to tell the difference between common dating and dating abuse behaviors.

## Facilitator Notes:

After facilitating a broader discussion based on the activity above, make sure the following points are made:

- Cues in how the person who is experiencing dating abuse responds – “I can’t come and help volunteer tonight at the basketball game because I have plans with my boyfriend” versus “I can’t come and help volunteer tonight at the basketball game because my boyfriend said I have to stay home with him.”
- Additional changes you might notice in a person who is experiencing dating abuse: (1) they seem angry, sad, lonely, depressed, or confused, (2) They seem more anxious, (3) They may withdraw and act like they can’t talk to family or friends, (4) They might act overly defensive and protective of their boyfriend or girlfriend.
- Cues in tone of person doing the behaviors: i.e., seems controlling about appearance – “You look great in that shirt” versus “I told you now to wear that anymore, it shows off too much.”

## SLIDE



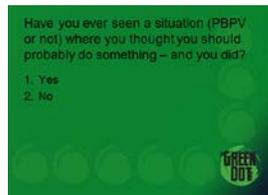
After discussing the *Handout*, ask the following questions:

## CLICKER QUESTIONS:

Have you ever seen a situation (PBPV or not) where you thought you should probably do something – but you chose not to?

1. Yes
2. No

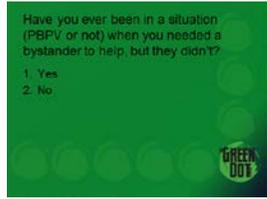
## SLIDE



Have you ever seen a situation (PBPV or not) where you thought you should probably do something - and you did?

1. Yes
2. No

SLIDE

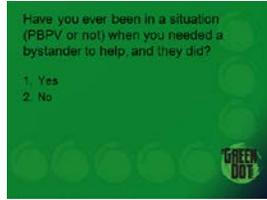


**CLICKER QUESTIONS:**

Have you ever been in a situation (BYPV or not) when you needed a bystander to help, but they did not?

1. Yes
2. No

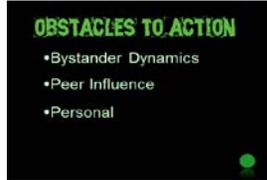
SLIDE



Have you ever been in a situation (BYPV or not) when you needed a bystander to help, and they did?

1. Yes
2. No

SLIDE



**NARRATIVE:**

Let's take a closer look at the 3 major categories of influences that can reduce the likelihood that we will choose to act how we know we should: (1) Bystander Dynamics, (2) Peer Influences, (3) Personal Obstacles

First, let's look at the Bystander Dynamics category. These are dynamics that impact all of us across all different situations

SLIDE



**NARRATIVE:**

Although there are numerous identified Bystander Dynamics, because of time, we are only going to discuss three of the most common.

**Diffusion of Responsibility**

**Diffusion of responsibility:** We are more likely to help if we are by ourselves; increasingly less likely to help with more people around because responsibility literally diffuses.

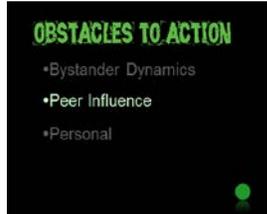
**Evaluation Apprehension**

**Evaluation apprehension:** Risk of embarrassment if the situation turns out not to be an emergency or if I do something wrong.

**Pluralistic Ignorance**

**Pluralistic ignorance:** If we're not sure if the situation is an emergency, we look around to others and see how they are responding. If they aren't, we don't.

SLIDE

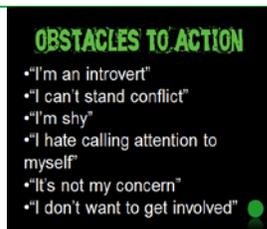


**NARRATIVE:**

The second major category of influence that can reduce the likelihood that we will choose to act is: Peer influence.

**Peer Influence**

There is literally no more powerful force when determining our behavior than the people who make up our social network. You know this, I know this, and the research supports this. All of us regularly alter our behaviors depending on who we are with. We often take on different roles with different groups of friends or with our family.

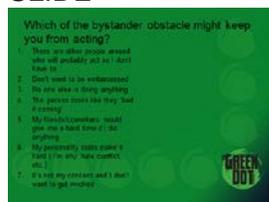


**NARRATIVE:**

The last major category of influence than can reduce the likelihood that we will choose to act is: Personal obstacles. These are the private thoughts and feelings that are running through us when we are faced with concerning behaviors or high risk situations. These might be parts of our personality - or might include messages from our culture that we've accepted.

**Personal Obstacles**

SLIDE



**CLICKER QUESTION:**

Which of the bystander obstacles might keep you from acting?

- 1) There are other people around who will probably act so I don't
- 2) Don't want to be embarrassed
- 3) No one else is doing anything
- 4) The person looks like they had it coming.
- 5) My friends/coworkers would give me a hard time if I did anything
- 6) My personality traits make it hard (I'm shy, hate conflict, etc).
- 7) It's not my concern and I don't want to get involved.

SLIDE



**NARRATIVE:**  
**Solutions**

Just because you recognize your obstacles, doesn't mean they automatically go away. It's not like you're suddenly going to leave here and not be shy anymore - or not care what your friends, family or colleagues think anymore. This is less about "getting over" your obstacles - and more about "getting around" your obstacles. So instead of saying "I have this obstacle so I can't do a green dot," - we want you to say, "What can I do despite this obstacle?" The green dot program doesn't prescribe what you do, it just asks you to do something.

## Proactive and Reactive Green Dots (15 Minutes)

**NARRATIVE:**

As we talk about green dots, it's important to be realistic. Really only consider green dots that feel manageable, practical, and realistic to your situation.

SLIDE



**NARRATIVE:**

When it comes to a solution to reducing violence and the number of red dots within this school, there needs to be a collaborative effort between staff, students, administration, and parents to engage in a cultural shift. The solution must be a reflection of the problem, and that solution is a green dot. A green dot is just a single moment in time - no bigger than a dot on a map. A green dot is any choice, behavior, attitude, or words that (1) visibly express intolerance of any form of violence and, 2) actively contributes to making your school safer.

SLIDE



**NARRATIVE:**

First, we have proactive green dots. They are little things you can do to make it less likely red dots will ever happen. This might include having a conversation with a friend or fellow faculty member about this issue; putting a poster in your classroom or office; allowing students to write papers or do projects on dating violence and healthy relationships. Proactive green dots are not just for students or faculty members, administrators could insert language about Green dot, safety, and/or partnership with your local center into public speeches, staff meetings and conversations with parents and students.

**ACTIVITY:**

Let's look at your toolkit and see some of the resources and options to proactively create a safe and positive learning space for your students

## Facilitator Notes: Refer participants to the “Green Dots for School Staff” handout in their toolkit

To ensure the Toolkit for Teachers is interactive, have participants take turn reading each suggestion.

In addition, have teachers actually do some of the suggestions within the training (depending on time). Some examples include:

- When the toolkit suggests including a statement on their syllabus or assignment sheet, have them work in small groups to actually write such as statement.
- When it suggests having an endorsement statement on their e-mail signature line, have them each write one and share with the group
- When it suggests having a bystander topic of the day or inspirational quote, have them write a few and share with the group

**ACTIVITY:** After reviewing Proactive green dots, have small groups work together to create additional Proactive green dots that they could do that are specific to their school and their individual obstacles and resources

Would each of you write down one or two proactive green dots you would commit to doing on your handouts?

How likely are you to do a proactive green dot this week to communicate the importance of this issue (have a conversation, wear your green dot shirt)?

1. I will definitely do at least one proactive green dot, and also think I will do many more.
2. I will do at least one green dot, but don't think I'll do any more.
3. I am not sure if I will do anything proactive this week.
4. I highly doubt if I will do anything.



### CLICKER QUESTION:

How likely are you to do a proactive green dot this week to communicate the importance of this issue?

1. I will definitely do at least one proactive green dot, and also think I will do many more.
2. I will do at least one green dot, but don't think I'll do any more
3. I am not sure if I will do anything proactive this week
4. I highly doubt if I will do anything

**NARRATIVE:** Second, reactive green dots are those choices you make in response to a situation that you think might be high risk or might eventually lead to something high risk.

The next time you are in a situation that makes your belly go "uh-oh," instead of walking away thinking to yourself "this is none of my business", a reactive green dot would be taking a moment to check in or make a phone call.



### SLIDE

**NARRATIVE:** To help you come up with alternatives, let's look at the three D's.

#### SOLUTIONS

- 3 categories of green dots:
- Direct
  - Distract
  - Delegate

**Direct:** This approach just means you are directly interacting with the people involved in the situation and addressing that you are concerned. It may be a confrontation "Hey, how have you been? I haven't seen you around lately"

**Distract:** This approach's focus is diversion. If you see a situation and can think of a way to divert the attention of the people in the situation, distract is the perfect option. Sometimes all a situation needs to diffuse is a little diversion.

SLIDE



NARRATIVE:

**Delegate:** When you recognize a red dot situation and you may be uncomfortable saying something yourself or you feel like someone else is better suited to handle it (i.e., a coworker, school resource officer, and/or administrators) delegate is a solid option. Here you are asking someone else to help in the situation. The green dot is just as big if you get someone else to do it. It also has the additional benefit of making someone else aware of what is going on and that something needs to be done.

SLIDE



ACTIVITY: Applying the 3D's

Have participants refer to the *Reactive Bystander Scenario Handout*

Facilitate a group discussion regarding the two scenarios. Read each scenario out loud and have the group call out suggestions for each of the three D's.

Scenario #1

*Towards the end of a class period, you overhear a student's conversation with her friends. "I know, nobody likes her since she stole Amber's boyfriend and I think we need to keep ignoring her. Did you see what everyone on Facebook was calling her?" said the student.*

What are some examples of each of the three D's?

- Direct:
- Distract:
- Delegate:

SLIDE



ACTIVITY: Applying the 3D's

Scenario # 2

*While chaperoning a school dance, you notice Juan and Elizabeth hanging out in the corner of the room. Another student waves the couple over to come and dance. Excited, Elizabeth begins to walk towards the other student. Juan immediately grabs Elizabeth's arm and pulls her back to him. At this point, the couple begins to argue with each other and proceeds to leave the dance.*

What are some examples of each of the three D's?

- Direct:
- Distract:
- Delegate

SLIDE



*"No one has to do everything, but everyone has to do something."*

When we do green dots we are attempting to reset cultural norms; reset what everyone accepts without question. In other words, we want to redefine what's "cool and popular." Currently, what is often accepted is inaction, "it's not my issue," and violence. We want to switch those norms to: (1) Violence will not be tolerated, and (2) Everyone is expected to do their part to reduce it.



It's a big task, for sure, but I've got two good reasons to feel optimistic: (1) You don't have to change your whole school, you just have to impact those who you spend time with at work with on a daily basis, and (2) You already influence the values and behaviors of these people every day.

**NARRATIVE:** OK, now let's talk even more specifically about your personal role in influencing your coworkers and students in shaping their attitudes and behaviors.

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## Bystander Skill Building/Individual Action Plan (15 Minutes)

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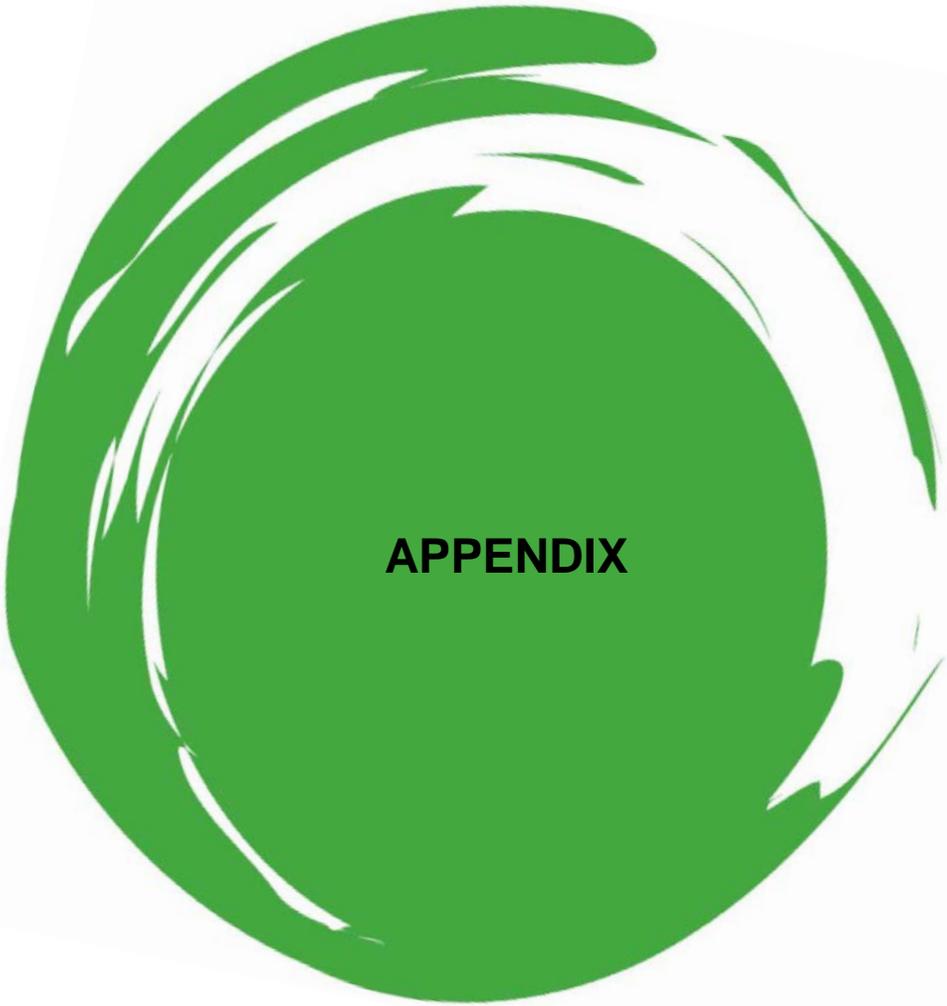
### GROUP ACTIVITY:

Group Brainstorm: WHAT WE SAY AND DO: I would like you to take the last few remaining minutes to talk about an individualized action plan that includes at least three goals for the next school year. Given that small proactive green dots can help establish and influence norms within your school - and given how you already have an influence on your students and colleagues, what are things you could do and say that would make it clear to your coworkers and to incoming students that this is a green dot high school and that students and staff here do their part?

Hand out the proactive green dots Handouts and have the group brainstorm about possible proactive green dots.

Probe with questions such as:

- What can teachers do?
  - What can administrators do?
  - What can coaches, organizational leaders (yearbook, rodeo club), and music directors do?
  - What can other staff and faculty positions do?
-



# CENTER FOR HEALTHY **Teen Relationships**

This Faculty/Staff instructor's manual/toolkit (2012) was adapted by the Center for Healthy Teen Relationships – a project of the Idaho Coalition Against Sexual & Domestic Violence from Edwards, D., Sexton, M., & Sayre, J. (2009) *Green dot curriculum manual*. Lexington: University of Kentucky Press.



# Bullying, Dating Violence, Stalking, and Sexual Violence in Our Schools

## Behaviors Handout: Examining Dating Violence, Stalking, Sexual Assault, & Bullying

*Dating violence is controlling, abusive, and aggressive behavior in a romantic relationship.*

**DATING VIOLENCE**

| Physical Abuse |              | Sexual Abuse                      | Emotional/Psychological Abuse |              |
|----------------|--------------|-----------------------------------|-------------------------------|--------------|
| Shoving        | Punching     | Unwanted touching or kissing      | Isolation                     | Manipulation |
| Pinching       | Slapping     | Forcing to have sex               | Intimidation                  | Harassment   |
| Hitting        | Kicking      | Not allowing birth control        | Humiliation                   | Threats      |
| Strangling     | Hair pulling | Forcing to do other sexual things |                               |              |

*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*

### Stalking behaviors can include:

- Repeated unwanted phone calls or text messages
- Writing letters
- Using friends or family to gather information (i.e., "I haven't seen Sarah in a while, is she still working at McDonalds?")
- Showing up everywhere someone is (Class, after practice, parking lot, home, work)
- Damaging someone's property (breaking their phone, smashing something important to them)
- Knowing their schedule all the time (even when the person never shared it with them)
- Tracking on Facebook or other social networking sites to post embarrassing pictures, or threatening messages
- Giving unwanted gifts (every time someone checks their mail or goes to their locker, there is another gift from someone they broke up with months ago)

**STALKING**

*For sexual activity to be all right, it must be consensual, which means that both people want it to happen. Sexual assault is when any person forces someone else to participate in a sexual act when they do not want to.*

### Sexual Violence

- Using threats of physical force to make someone feel afraid or unable to say no
- Using alcohol or drugs to lower inhibitions/intoxicate
- Age – too young to consent
- Manipulation
- Most people are assaulted by someone they know: a friend, date, acquaintance, or – boyfriend or girlfriend

**SEXUAL VIOLENCE**

**BULLYING**

*Bullying is the willful or repeated verbal, physical or psychological abuse or teasing that occurs within the context of a real or perceived imbalance of power between students. Bullying can also happen on the Internet, Facebook or over text messaging when someone posts harassing comments, rumors or unwanted/embarrassing pictures.*

### Observable bullying behaviors might include:

- Name calling or saying mean and hurtful things
- Spreading rumors or gossip in person or via text message or social networking site
- Spreading mean notes and trying to make others dislike someone
- Ignoring or excluding someone from their group of friends
- Hitting, kicking, pushing, punching, shoving around
- Distributing texts or photos of a sexual nature or requesting sexual acts online
- Spreading pictures of someone else without their knowledge or consent (e.g., sexual pictures via a web cam)
- Harassing or name calling because of a real or perceived differences based on race, sexual orientation, or religion or how rich or poor someone is





# Bullying, Dating Violence, Stalking, and Sexual Violence in Our Schools

## Green Dots for Teachers

Educators are in a unique position to help initiate and sustain the Green Dot Strategy within schools. Education is an essential element of the Green Dot Strategy and can help facilitate a cultural change within their high school. Along with the bystander trainings and social marketing strategies, integrating essential elements of the Green Dot Strategy into lesson plans and activities can help students embrace the importance and necessity of becoming active bystanders. There is a large spectrum of options in which teachers can contribute to the Green Dot Strategy, ranging from something as simple as displaying a green dot poster or sticker in their room to integrating essential concepts into their lesson plans. The Green Dot Strategy continues as long as teachers do something instead of nothing.

### 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 who need a general idea of topics that fall within the scope of power-based personal violence, however encourage them to devise their own specific topic based upon what appeals to them. If your students need help gathering information about these topics, encourage them to call their state coalition or check out the Green Dot website ([www.livethegreendot.com](http://www.livethegreendot.com)).

- How sexual violence impacts adolescents.
- Ways to reduce violence.
- How to create social/culture change.
- Media depictions of violence.
- Compare and contrast the portrayal of violence in popular movies with the reality of violence.
- Great social change agents and what we can learn from them.
- Everyone's role in creating a safer community.
- What do the social sciences teach us about bystanders and how can we use that information to become better citizens and neighbors.

### Offer Extra Credit

Offer extra credit to students who attend a function sponsored and/or endorsed by your local domestic/sexual violence advocacy center. After attending the event, have them write a summary of appropriate page length that describes the event, their overall experience (good, bad or indifferent), what they learned (or didn't learn) and what they took away from it (if anything).

- Encourage students to contact either state coalitions or local domestic/sexual violence advocacy centers for event information.

### In-Class Awareness

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

- Include a brief statement on your course syllabus/agenda/assignment sheet reflecting your commitment to a safe school community and listing school resources (including yourself) if someone needs a safe person to seek help.
- Have a green dot poster and/or flier from your local advocacy center hanging in your office, teacher's lounge or classroom.
- Have topic-specific brochures visibly available in your classroom.
- Have a safety/green dot endorsement statement of some kind attached to your e-mail signature line.
- Have a link to the website of your local advocacy center on all the web pages over which you have control.

### Journal/Class-Discussion Topics:

Visit the National Center for Victims of Crime Website and read materials associated with the Teen Victim Project to obtain journal/class discussion topics

- Do you believe you can have a role in making our school safer? Why or why not?
- If someone notices someone else getting hurt, do they have any responsibility to help in some way? Why or why not?
- Write about one person that you believe has made our school, community or world better
- What does it take to make a positive difference in our school?

## Projects

- If students need to do out of class projects, encourage them to contact their local advocacy/crisis centers for volunteer opportunities.
- Consider collaborating with your local center to develop a class-wide project or initiative that would contribute to the greater community.
- Consider collaborating with other teachers to develop a school-wide initiative focused on violence prevention or school safety.

## Collaborations

- Work with other teachers and administration to enhance supervision during students less structured times (arriving and leaving school; class transition; lunch; locker rooms; etc.)
- Work with PTA or community organizations to create consistent messages and joint initiatives to increase awareness and engagement.

## Your Experience

- Create an opportunity to share your own experience as a bystander when you were younger and how it made you feel then – and now. You may have been in a situation when you were at-risk and someone did or didn't help. You may have been in a situation where you saw something and did or didn't help.

## Respect and Kindness

- Treat all students with respect and kindness, even the ones that drive you nuts.

## Engage Many

- Maximize the number of students who are engaged in activities in the classroom.

## Classroom Rules

- Establish and post clear classroom rules regarding bullying, harassment, and aggression.

## Build Relationships

- Build positive, trusting relationships with students; particularly those at-risk.

## Share Policy

- During interactions with parents and caregivers, talk about the policies regarding bullying and teen dating abuse, and how they can encourage their children to engage in safe bystander interventions.

## Local Service Providers

- Recommend your local center provide an in-service training so that teachers can recognize common warning signs for high-risk situations, know where to refer, and feel equipped to respond appropriately.

## Trust Your Gut

- If your gut is telling you something is not right with a student, take the time to inquire and express your concern. If you are uncomfortable do so, delegate to school counselor(s) or another trusted colleague.

## Educate Yourself

Educate yourself about signs of potential violence/abuse and things you can do to help. You can start on the following websites

- National Center for Victims of Crime Teen Victim Project: <http://www.ncvc.org/tvp>
- Center for Disease Control and Prevention/Preventing Teen Dating Violence: <http://www.cdc.gov/features>
- Dating Violence/Safe Youth Safe Schools: <http://www.cdc.gov/Features/SafeSchools/>
- The Center for Healthy Teen Relationships
  - [www.lovehatsreal.com](http://www.lovehatsreal.com)
  - [www.engagingvoices.org](http://www.engagingvoices.org)

## If In Doubt

If you are unsure if you are looking at physical bullying, dating violence, or horseplay, create a reason to stop it, then follow up with the potential victim afterwards.

- Avoid putting the student in a position of reporting the violence publicly.

## If you witness bullying or an incidence of dating violence:

It is vital to respond quickly and effectively to this aggression in the school setting.

### Immediate Steps

- Step in immediately; preferably between the two people (if there is more than one perpetrator or if physical safety is of concern, get another adult to help).
- In a calm but firm voice, state what you observed, the rule that has been violated and affirm that the behavior will not be tolerated in your classroom/school.
- Praise any bystanders who tried to intervene (even if they were not successful) or suggest that they try to help or get an adult next time.
- Stay in the area until you are sure the situation is over.

### Follow Up Steps

- Don't impose immediate consequences in the moment. Give yourself time to get all necessary information and consider what is best. Give offender(s) appropriate consequences shortly after the situation.
- Talk about what they did and the impact they had.
- Follow up with victim later and in private, showing support, telling them they are not to blame, and strategizing.
- Communicate with additional teachers to ensure no escalation or retaliation.
- Communicate with parents as appropriate.
- Work with other teachers and staff to provide increased supervision in high risk areas during high risk times (i.e., lunch, transitions between classes, bus ride).
- Engage offender(s) more frequently in structured activities and helping roles that provide for positive reinforcement of desired behaviors and closer supervision.

### Avoid

- Putting victim on the spot to say what was happening in front of other students.
- Having victim and offender meet to work things out.
- Avoid having victim or offender apologize in the moment.

## Talking points for intervening with a student who is involved in bullying, dating violence, or aggression

- Bullying (or dating violence) behaviors are not okay and will not be tolerated.
- Bullying hurts both you and your victim.
- Everyone deserves to be treated with respect.
- Adults can help you learn different ways to interact with your peers.
- I care about what is going on with you and am concerned about your choices.
- If there is something that is bothering you, you can talk to me or the school counselor, or a confidential hotline.

## Talking points for intervening with a student who is a victim

- It is not your fault.
- An adult can help.
- What do you need?

## Talking points for student bystanders

- What you do matters.
- You're not a bad person because you don't always get involved.
- You're not a bad person because it is hard to step in.
- There are a lot of options. It's okay to pick the one that is best for you.
- What makes it hard for you?
- What are ways of intervening that feel realistic to you?

## Intervening with Students at Risk

Though the relationship between bullying and other forms of violence both earlier and later in life is still complicated and unclear, there appear to be connections across various forms of interpersonal violence including, child abuse and maltreatment, bullying, dating violence, domestic violence and sexual assault. Although not inevitable, it is more likely that children who are victims of maltreatment will later perpetrate bullying and harassment with peers and dating partners. Similarly, although not inevitable, there are several common risk factors that are predictive across multiple forms of violence.

Given these connections, children can be better served if schools considered bullying within a broader context of risk factors. A child's involvement in bullying can serve, in combination with other factors, as a possible warning sign, (1) of other violence in a child's life, and/or, (2) of risk for future victimization or perpetration. While most bullies are not reporting outside victimization, and many bullies do not become future perpetrators of additional violence – by considering the broader context of other forms of victimization - teachers, school counselors and staff have an opportunity to intervene in a more comprehensive and effective way. Effective intervention at the High School level has the potential to dramatically impact rates of violence later in the lifespan.

### Risk Factors Associated with Perpetration of Youth Violence\*

| Individual Risk Factors  | Family Risk Factors                               | Peer/Social Risk Factors                       |
|--|---|--|
| History of violent victimization                                 | Harsh, lax or inconsistent disciplinary practices | Involvement in gangs                           |
| Attention Deficits, hyperactivity or learning disorders          | Low parental involvement                          | Social rejection by peers                      |
| Early aggressive behavior  | Low emotional attachment to parents or caregivers | Lack of involvement in conventional activities |
| Involvement with drugs, alcohol, or tobacco                      | Parental substance abuse or criminality           | Poor academic performance                      |
| Low IQ   | Poor family functioning                           | Low commitment to school and school failure    |
| Poor behavioral control  | Poor monitoring and supervision of children       | Association with delinquent peers              |
| Deficits in social cognitive or information-processing abilities | Parental substance abuse or Criminality           |  |
| High emotional distress  |   |  |
| Antisocial beliefs and attitudes                                 |   |  |
| Exposure to violence and conflict in the family                  |   |  |

\*Adapted from CDC website, 2012, Youth Violence: Risk & Protective Factors.

### Warning Signs You Might See in the Parent/Caregiver

#### Signs of Physical Abuse

- Offers conflicting, unconvincing, or no explanation for the student injuries.
- Describes the student as “evil,” or in some other very negative way.
- Appears to be indifferent to the student.
- Shows little concern for the child.
- Denies the existence of—or blames the student for—problems in school or at home.
- Be aware of some of the risk factors above associated with youth violence, as well as some of the warning signs of abuse in the home.
- Know local resources for child abuse, domestic violence, counseling and parenting support and education and refer liberally.
- When you are intervening with a child with a bullying or dating violence relationship, screen for additional risk factors and provide appropriate support and resources.

## Warning Signs of Child Abuse or Maltreatment in the Home

| <b>Warning Signs You Might See in the Students</b>   |  |   |
|--|--|---|
| <b>Signs of Physical Abuse</b>   | <b>Signs of Sexual Abuse</b>   | <b>Signs of Neglect</b>   |
| The child isn't able to tell you how they got injured, or their story is not believable in relation to the injury. | Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior. | Beg or steals food or money.  |
| Has unexplained burns, bites, bruises, broken bones, or black eyes.  | Makes strong efforts to avoid a specific person, without an obvious reason.                                | Clothes are ill-fitting, filthy, or inappropriate for the weather.                      |
| Has fading bruises or other marks noticeable after an absence from school.   | Doesn't want to change clothes in front of others or participate in physical activities.                   | Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor). |
| Seems frightened of the parents and doesn't want to go home.   | An STD or pregnancy, especially under the age of 14.   | Untreated illnesses and physical injuries.  |
| Reports injury by a parent or another adult caregiver.   | Runs away from home.   | Is frequently unsupervised or left alone.   |
| Injuries appear after weekends or absences.  |  | Is frequently late or missing from school.  |
| Comes to school or other activities early, stays late, and does not want to go home.                               |  | Fatigue; falls asleep in class or seems listless.                                       |



# Bullying, Dating Violence, Stalking, and Sexual Violence in Our Schools

## Green Dots for Administrators

The following list includes many recommendations for school administrators to strengthen their efforts to ensure school safety for all children. However, there are two components that are most important – and that cannot be accomplished without support and follow-through from school administration.

1. One of the most effective prevention tools for bullying is supervision. Work with teachers and staff to enhance supervision during high-risk times and high-risk areas (i.e., transitions between classes, lunch, P.E., bathrooms, etc.).
2. Create school-wide anti-bullying/anti-dating violence policies, and ensure the policies are consistently enforced.

**In-service Training** Provide annual in-service training opportunities for all school personnel on issues of bullying, dating violence, and harassment intervention and prevention. Attend these trainings with them.

**Say It Out Loud** Insert language about the *Green Dot Strategy*, safety, and/or partnership with your local centers into public speeches, staff meetings and conversations with parents and students.

**Give Kudos** Create an incentive or recognition program for teachers who engage in the Green Dot Strategy within your school.

**Policies** Ensure strong school policies are in place to recognize and respond to bullying, dating violence and harassment in the workplace – impacting both students and staff.

**Funding** Be sure bullying, dating violence and harassment prevention efforts are adequately funded.

**Tell Others** Communicate the importance of these issues to the school board and other administrators.

**Strategic Plan** Incorporate bullying, dating violence and harassment prevention into the annual strategic plan with measurable outcomes for success.

**Involve Parents** Encourage PTA to contribute to the *Green Dot Strategy*. Facilitate a parent training.

**Organize Team** Create a team of parents, students, and teachers who will oversee the awareness activities that will supplement the *Green Dot Strategy* through trainings and education elements.

**Build Buy-in** Use your influence with other administrators and community members to build buy-in and support for prevention efforts.

**Training** Ensure teachers and staff are adequately trained on:

- Classroom behavior management techniques.
- Risk factors associated with youth violence, as well as some of the warning signs of abuse in the home.
- Local resources for child abuse, domestic violence, counseling and parenting support and education and can refer liberally.
- Screening for additional risk factors and appropriate support and resources.

**Collaboration** Promote cooperation among different professionals, school staff and parents.

**Core Curricula** Consider working with your teachers and counseling staff to identify and implement programs that integrate positive messages about healthy, non-violent relationships into core curricula.

**Relationship Education** Integrate healthy relationship education.

**Assessment** Work with teachers, students, parents and staff to conduct a school climate assessment, examining factors such as:

- To what extent do students, teachers, administrators, support staff, parents and visitors feel welcome, cared about and a part of life at your school?
- How are behavioral expectations of students and staff communicated? Are the communication strategies effective?
- Is the school accepting of diversity? How are values around acceptance communicated and reinforced?
- What incidents of bullying or dating violence have occurred in the past several years? How satisfied were you with how they were addressed (from perspective of students, parents, staff, and administration)?
- What steps are in place to educate students about bullying and dating violence? How are they equipped to prevent and respond?
- Is there collaboration between parents, students, staff and community members on the issue of bullying? How do you collaborate? Is it working?
- What is your school's policy for responding to bullying?

-Portions adapted from  
Newfoundland Labrador, Canada,  
Department of Education





# Bullying, Dating Violence, Stalking, and Sexual Violence in Our Schools *Reactive Bystander Scenarios*

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Based off of the scenarios below, what are some examples of each of the three D's?

**Direct:**

**Distract:**

**Delegate:**

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## Scenario # 1

*Towards the end of a class period, you overhear a student's conversation with her friends. "I know, nobody likes her since she stole Amber's boyfriend and I think we need to keep ignoring her. Did you see what everyone on Facebook was calling her?" said the student.*

## Scenario # 2

*While chaperoning a school dance, you notice Juan and Elizabeth hanging out in the corner of the room. Another student waves the couple over to come and dance. Excited, Elizabeth begins to walk towards the other student. Juan immediately grabs Elizabeth's arm and pulls her back to him. The couple begins to argue with each other and proceeds to leave the dance.*

## Scenario #3

*While walking through the halls, you notice a student walk up behind a female classmate and smack her buttocks with his hand. Immediately following the incident, other students, along with this particular female, begin to laugh. The female student playfully pushes the other student and jokingly replies "I'm going to get you back!"*

## Scenario # 4

*While attending a high school basketball game, you notice a couple of students laughing and throwing chunks of ice at another classmate who is sitting by himself a couple of rows down from them. The classmate has asked the two students to stop, but his request prompts the bullies to continue to throw the ice.*

## Scenario #5

*On your way to the teacher's lounge, you pass by the front office and hear somebody shouting at one of your coworkers. The person shouting is a parent who is visually and verbally upset at your colleague. As the disgruntled parent continues to shout, they slam their fist against the wall and begin to use profanity.*



# Bullying, Dating Violence, Stalking, and Sexual Violence in Our Schools

## Information for School Personnel

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### What is the Impact of Power-Based Personal Violence on Students?

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- Emotional distress
- Skipping school
- Delinquency
- Drug and alcohol abuse
- Sadness
- Depression
- Loss in confidence
- Engaging in risky sexual behaviors
- Anxiety
- Substance use
- Fear of going to school
- Attempt or consider suicide

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### What School Personnel Need to Know

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- Very few student victims or perpetrators ever ask for help if they are experiencing dating violence (Ashley & Foshee, 2005).
- Few girls who are touched or groped in the hallways report the conduct to administrators (Wessler & De Andrade, 2006).
- Most aggression occurs in less structured and less supervised environments (Craig et al., 2000).
- Many students say they are not confident that adults can protect them from being bullied.
- Sometimes high school staff underestimates the number of students involved in frequent bullying or are unaware of the seriousness of peer victimization at their school and its effects on students (Bradshaw et al., 2007).
- Teachers and other school staff sometimes expect that children will resolve these conflicts on their own (Newman, 2003).
- It can be hard for teachers to identify bullying behavior because the nonphysical forms of bullying (verbal or relational) are more covert and consequently harder for teachers to notice (Bauman & Del Rio, 2006).
- Students tend to report bullying events to their friends rather than school psychologists, counselors, or other school staff (Rigby & Barnes, 2002).
- Adolescents typically do not seek help for problems. Barriers include stigma attached to problems requiring help and to the associated help-seeking process, concerns about privacy, value placed on self-

sufficiency, poor knowledge of resources, low self-awareness related to the need for help, and an external locus of control (Ashley & Foshee, 2005).

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# Bullying, Dating Violence, Stalking, and Sexual Violence in Our Schools

Information for School Personnel

## What is Happening in Our High Schools?

### BULLYING

Nationally, 16.2% of students are bullied electronically each year while 20.1% are bullied on school property. In Idaho, 23% of students reported being bullied in school property during the past 12 months.

- Happens in the context of a real or perceived imbalance of power between students.
- Often focuses on qualities that students perceive to be different from the norms, such as expected gender specific behavior for boys and girls, dress and physical appearance, and manner of speaking (Olweus, 1993).
- Happens repeatedly.
- Is verbal, physical, or psychological abuse or teasing.
  - Name calling or saying mean and hurtful things
  - Completely ignoring or excluding someone from their group of friends
  - Hitting, kicking, pushing, shoving around

### STALKING

Although the prevalence of stalking amongst adolescents is unknown, it does happen. The main difference between stalking and harassment is the element of fear. Harassment is repetitive behaviors that are considered 'annoying' while stalking involves a pattern of behaviors (two or more incidents) targeted at an individual or group that would cause a reasonable person to feel fear.

- Repeated unwanted phone calls or text messages
- Leaving unwanted gifts
- Using friends or family to gather information (e.g., "I haven't seen Sarah in a while, is she still working at McDonalds?")
- Using technology such as social media to post embarrassing pictures, track locations, or send threatening messages.

### DATING VIOLENCE

Nationally, 9.4% of high school students report being hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend in the 12 months prior to the survey. In Idaho, 9% of high school students report they have been a victim of physical violence within the past 12 months.

- Controlling, abusive, and aggressive behavior in a romantic relationships (straight or gay)
- It can include verbal, emotional, physical, or sexual abuse, or a combination.
- Victims of teen dating violence are more likely to do poorly in school, and report binge drinking, suicide attempts, and physical fighting.
- Victims may also carry the patterns violence into future relationships.

### SEXUAL VIOLENCE

About 1 in 5 women and nearly 1 in 7 men who ever experienced rape, physical violence, and/or stalking by an intimate partner, first experienced some form of partner violence between 11 and 17 years of age (Centers for Disease Control and Prevention, *2010 National Intimate Partner and Sexual Violence Survey*).

- In Idaho, 14% of female students and 4% of male students report they have been physically forced to have sexual intercourse
- Can include using drugs or alcohol to lower inhibitions/intoxicate
- Can involve manipulation
- Age – too young to consent
- Most victims are assaulted by someone they know: a friend, date, acquaintance, or boyfriend or girlfriend



# CENTER FOR HEALTHY **Teen Relationships**

This Faculty/Staff instructor's manual/toolkit (2012) was adapted by the Center for Healthy Teen Relationships – a project of the Idaho Coalition Against Sexual & Domestic Violence from Edwards, D., Sexton, M., & Sayre, J. (2009) *Green dot curriculum manual*. Lexington: University of Kentucky Press.