

# PISC

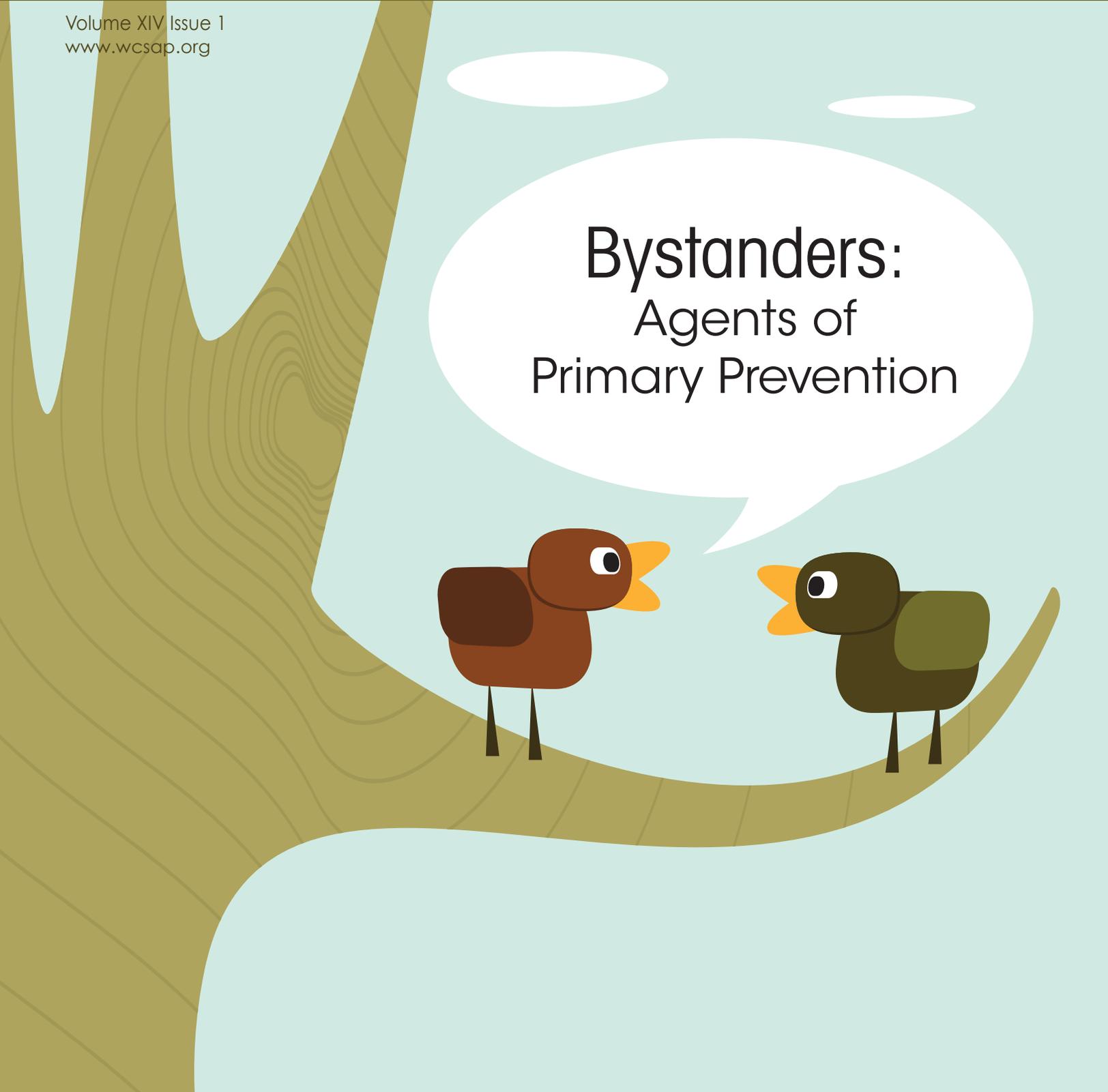
PARTNERS  
IN  
SOCIAL  
CHANGE

A Publication of the  
**Sexual Assault  
Prevention Resource  
Center**, dedicated to  
providing technical  
assistance to those  
engaged in sexual  
violence prevention  
in Washington State

WASHINGTON COALITION OF SEXUAL ASSAULT PROGRAMS

WINTER 2010

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Bystanders:  
Agents of  
Primary Prevention

## PREVENTION NOTES

**A**S THE NEW YEAR BEGINS, we're ready to open a door to new prevention possibilities! Through the doorway, we can see community members who welcome our programs, take pride in creating a safe environment for everyone, and don't tolerate sexual violence. Still, sometimes this encouraging scene seems very far away. Prevention takes time and can seem like a huge task. Talking about sexual violence with our communities is challenging. Too often we hear "It's not my problem" or "The victim shouldn't have been there or worn that" -- frustrating responses! So how do we get the community to truly engage in preventing sexual violence?

The bystander approach is an encouraging prevention strategy that uses positive messaging and sustainable techniques. This approach removes the pressure we feel to single-handedly create social change through a one-time presentation (whew!). Working with bystanders focuses on building skills, developing meaningful relationships, and fostering community ownership. This prevention method takes the responsibility off the educator or advocate and shifts it to the community. Every person has the ability to be an active and responsible bystander; it's our job to give people tools to make this more feasible. Possible perpetrators or victims of sexual violence may not come into daily contact with one of us, but they do interact with dozens of friends, family, co-workers or other potential bystanders. These bystanders can intervene during the earliest signs of possible sexual violence and may prevent the violence from occurring; they are agents of primary prevention. The bystander approach draws people into conversations about creating a safer, healthier, and more equitable community, thus avoiding the pitfalls of focusing on rape myths and victim blaming.

Every person has the ability to be an active and responsible bystander; it's our job to give people tools to make this more feasible.



This issue of *Partners in Social Change* delves into the bystander approach and examines some practical aspects that make this a great strategy for prevention work with youth and adults. The bystander programs we discuss impact individuals, relationships, communities, and society. You may notice that these interventions tie in to the progression of levels in our good friend, the social ecological model -- a friendly reminder of the importance of working on multiple levels to be effective in our work. We begin by discussing how we tell our stories as bystanders and the importance of building relationships. Then two successful bystander projects share their creative insights into engaging the community in preventing violence. Finally, we get an update from a Washington community sexual assault program involved in a nationwide bystander intervention program. And of course, we share relevant WCSAP Library resources.

We hope that you find these insights into the bystander approach useful and inspiring in your prevention work. As always, we welcome feedback at [prevention@wcsap.org](mailto:prevention@wcsap.org) or [@wcsap](https://twitter.com/wcsap) on Twitter. 

Cordially,

Kat Monusky, Prevention Specialist  
Prevention Resource Center, WCSAP

The mission of the Washington Coalition of Sexual Assault Programs is to unite agencies engaged in the elimination of sexual violence through education, advocacy, victim services and social change.

The Prevention Resource Center is a project of WCSAP, designed to provide support and technical assistance to individuals, communities and agencies engaged in sexual violence prevention within Washington State.



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For membership information, visit [www.wcsap.org](http://www.wcsap.org).

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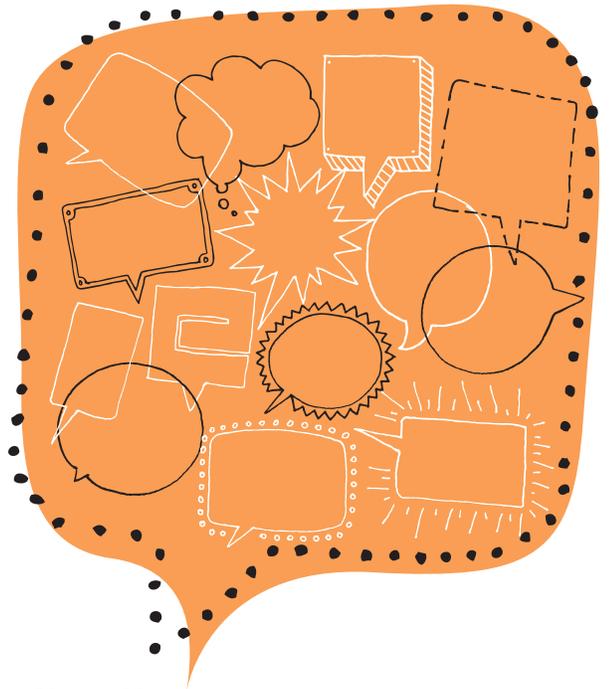
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# TELLING A STORY to Inspire Action



Joan Tabachnick, DSM Consulting

**WE NEED TO START CHANGING THE STORIES** we tell about sexual violence. Imagine telling a story that would give people hope that they can make a difference, and that they have a responsibility to at least try to make a difference.

The stories we choose to tell and the stories that fully grab our attention will have a deep and meaningful impact upon the way we live our lives.

*"Stories are how people make sense of themselves and their worlds. For this reason, stories are political. Whose stories get told? What can those stories mean? Who benefits from their telling? These are political questions because they... determine how we live together..." (Shannon, 1995).*

The story that is told about bystanders to violence is fairly simple, and I believe, is totally wrong for this day and age. The story line is classic and is told over and over again: "When x happened, no one did anything..." Whenever I give a workshop about bystanders, I am always struck by the strong social expectation we all seem to hold: when faced with a crisis, no one will step out of his or her comfort zone to offer help.

This kind of story line promotes a sense of helplessness. Even if we see what is going on, no one will do anything. In fact, this is exactly the story that we read about in the media. In the now famous 1964 Kitty Genovese tragedy, the media reported that a young woman was raped and murdered outside of her New York City apartment. According to the media reports at the time, 38 men and women witnessed the assault and did nothing to help. This case prompted the coining of the term "the bystander effect" and launched a great deal of research into the question of why people respond (or don't respond) to a situation.

A recent analysis of this 1964 case showed that some of the neighbors did in fact do something – some called the police, others yelled out the window -- but their actions only stopped the attack for a few minutes. None of this information about what the neighbors did try to do was reported in the original story. While these actions did not save Ms. Genovese, the fact that people did respond is important. If we recognize that people did want to help, then we would begin asking new questions such as, "What else could the neighbors have done?," "What would have been effective?" and "Why didn't the police come to investigate the calls, even if they were ambiguous?"

What would it look like if we began to retell stories of victimization with the expectation that people do try to help? The story would begin "When x happened, I did not



*"When x happened, I did not see anyone responding so I did do something. And I found that once I chose to act, that single action encouraged others to do or say something too."*

see anyone responding so I did do something. And I found that once I chose to act, that single action encouraged others to do or say something too." Telling these stories with a sense of hope is so essential to changing how we respond to sexual violence and harassment. Often the bystanders who choose to tell their stories focus on their doubts about whether they did enough. Changing the focus of these stories to highlight the positive helps everyone in the room hear that something was said and something was done.

A woman I will call "Sue" told this story in one of my workshops: As she was riding home on the bus one day, she saw a man harassing a young woman. At first Sue thought the two people knew each other, but then she realized that the man was trying to get the young woman's phone number and the young woman wanted nothing to do with him. No one on the bus was doing anything to help. Sue carefully watched the situation, waited for a moment when the young woman started to stand up to get away, and simply linked arms with her and walked with her to the other end of the bus. Sue then described how first one passenger, and then another, stepped in behind them so that any possibility of following the two women was blocked.

After some discussion, Sue told her story again, but in positive terms. She realized that when she saw the young woman being harassed, she thought about what to do,

and she did it. When she acted, many others stepped in to help. By focusing on her effective actions, she changed the expectations in the workshop. Others began to tell stories where they did act, where they did say something.

Storytelling "is the best way to create emotional connections to your ideas and innovations. Sharing stories is the way to create a network of passionate supporters that can help spread ideas and make them a reality. We remember stories. We relate to stories and they compel us to action." - Saul Kaplan

Social norms campaigns are often considered one of the more successful strategies for stopping sexual violence. Storytelling is one critical aspect of changing the social norms in a community, on a college campus, or within a faith-based congregation. We can define the culture that we want to see. We can decide today to change the way we tell our stories, reflecting the belief that bystanders have the power to say and do something of value. These are stories of hope. And these positive stories will begin to shift our conversations from the horror or the shame we feel when we learn about good people doing nothing, to sincere questions about what people did and what worked.

For more information about the bystander approach, visit the National Sexual Violence Center (NSVRC) website at [www.nsvrc.org](http://www.nsvrc.org)

### Promising bystander programs:

- ▶ Bringing in the Bystanders
- ▶ The Green Dot Program
- ▶ Men Can Stop Rape
- ▶ Mentors in Violence Prevention

*Joan Tabachnick is nationally recognized for her expertise in sexual violence prevention and social marketing. Over the past 20 years, she has developed award winning educational materials and innovative programs including a recent NSVRC publication titled "Engaging Bystanders in Sexual Violence Prevention" and a blog by the same name. Visit [www.joanabachnick.com](http://www.joanabachnick.com) for more information.* ♦

# Bystander INTERVENTION:

## A Commentary on Relationships' Roles in Ending Sexism & Male Dominance

Eli Crawford, MSW, Northwest Men's Project

*This article is written from my perspective as a heterosexual, male, white, Jewish activist. The following thoughts are grown from the immeasurable work of the women's rights movement, violence prevention movement, anti-oppression movement, and men's movement.*



*Engaging men as bystanders means appealing to well meaning men's desire to be helpful as opposed to directly pointing out that men need to change.*

**I**N EARLY OCTOBER I WAS DOING OUTREACH TO MEN on one of our local college campuses. I was using a tool we developed several years ago which allows us to do an exercise called "a spectrum of violence." Removable cards allow passers-by to arrange several statements in a spectrum of least to most harm to women. "Telling a boy he throws like a girl" usually ends up on one side with looking at pornography and name calling in the middle and more severe acts of violence against women at the far end. The exercise allows us to communicate that "baseline" comments and behaviors contribute to an environment that condones male dominance and sexual aggression.

Usually we get a lot of interest from well meaning men, appreciation from women, and a lot of folks taking a wide berth around the perimeter of our exercise. On this particular day I overheard one of these perimeter walkers say to his buddy, "first week of school and they're already making me feel bad." Now I don't know if this young man would have gotten involved in community efforts to end violence against women, or invest time in exploring the roles of gender and masculinity in his life, but I do know that talking about pornography and acquaintance rape did not make me or the men's movement appear like an attractive place for him to be.

There is no cookie cutter solution to engaging men, different men respond to different strategies. Some men respond with outrage and action when faced with the realities of men's violence against women. However, looking at the numbers of men involved in gender respect and violence prevention work, these men appear to be in the minority. The majority of men and boys



Being an active male bystander is as much about fighting for one's self as it is about working to end violence against women.

simply exercise their male privilege and choose to ignore the issue. Maybe they feel guilty about their complicity in sexism or their resigned acceptance of male privilege. Either way, we are learning that if men or boys think that our messaging is blaming them in any way, they're gone.

This is where a bystander approach to engaging men and boys can be effective. By engaging men as bystanders – witnesses capable of noticing and interrupting a dangerous or potentially dangerous situation – we minimize the chance for men to feel blamed or attacked. Engaging men as bystanders means appealing to well meaning men's desire to be helpful as opposed to directly pointing out that men need to change. Additionally, this initial discussion is not in direct conflict with traditional masculinity. The bystander approach falls in line with male protector and savior roles. This, of course, is not at all where we want to end up, but it is a useful starting point to the conversation.

Beyond strategizing and developing intervention skills, the role of the bystander is essentially rooted in an individual's relationship to others. Framing the role of the bystander as essentially about relationships pushes men towards the deeper work that is necessary to check patterned protector and savior roles.

First, it lays the groundwork for accountability. Deepening relationships with women challenges the protector and savior roles by shifting the focus away from men's well-intentioned desire to help, onto the experiences of women. When talking to guys entrenched in their protector roles, it can be helpful to point out that while their intention of preventing violence is great, their

behavior may not be very empowering for others. For men, understanding how our actions impact others is the foundation of understanding how accountability works and why it is important.

Secondly, relationships run in direct contradiction to systematic oppression, which functions primarily to divide people from each other. If our goal is to end oppression and build community, the role of the bystander is to interrupt oppressive moments in ways that unite rather than divide. This means keeping in mind the humanity of the offender as well as the possibility of connecting to other bystanders.

Lastly, focusing on relationships helps men to understand that men's work is as much about their liberation as it is about ending violence against women, if not more so. As I said earlier, one of the reasons that men are capable of male dominance and sexual aggression is a heavy disconnection many men have from others and themselves. Acknowledging harmful incidents when they occur acknowledges that others' behavior affects you. Being an active male bystander is as much about fighting for one's self as it is about working to end violence against women.

*Eli Crawford is the current Executive Director of the Northwest Men's Project in Seattle, WA where he is a community organizer, facilitator and educator for gender justice and ending male dominance. Eli is also a recent graduate of the UW School of Social Work with a focus on community based integrative social change. Eli can be reached at [eli@northwestmensproject.org](mailto:eli@northwestmensproject.org).* ◆



He said if I really loved him, I'd have sex with him.

If he really loved you, he wouldn't push you.

Using emotional pressure or physical threats to engage in sexual acts is **COERCION**.

When you see a **RED FLAG** in your friend's relationship, say something.

[TheRedFlagCampaign.org](http://TheRedFlagCampaign.org)

# USING MEDIA

## to Engage Bystanders

Liz Cascone, Prevention Project Manager, and Kate McCord, Public Awareness Manager  
Virginia Sexual & Domestic Violence Action Alliance

### Each Campaign Kit

contains various tools to engage the campus:

A **Poster Series** that describes “red flags” for emotional abuse, jealousy, isolation, victim blaming, coercion, stalking, and sexual assault. The posters provide examples of “red flags” and helpful responses on one side and outline the characteristics of healthy relationships on the reverse.

The **Campus Planning Guide** offers directions for launching The Red Flag Campaign on campus and tools to enhance current campus programming, implement new campus events, and engage campus members such as resident advisors, faculty and staff, athletes, fraternities and sororities, and other student service organizations.

### The Online Resource Center

([www.TheRedFlagCampaign.org](http://www.TheRedFlagCampaign.org)) offers college students more in-depth information related to preventing dating violence and how to access support.

200 Red Flags printed with the Red Flag Campaign website address that can be displayed in common areas to heighten awareness.

### ■ The Red Flag Campaign

THE RED FLAG CAMPAIGN IS A PUBLIC AWARENESS campaign designed to address dating violence and promote healthy dating relationships on college campuses. The campaign uses a “bystander intervention” strategy—encouraging friends and other campus community members to “say something” when they see warning signs (“red flags”) for dating violence in a friend’s relationship.

*Liz Cascone and Kate McCord co-manage The Red Flag Campaign at the Virginia coalition against sexual and domestic violence. Liz provides technical assistance to community teams engaged in intimate partner violence primary prevention projects. Kate coordinates communications objectives for the coalition.*

## Engaging

This approach encourages the campus community to take ownership of the health and well-being of their peers. Using a bystander intervention strategy also helps reduce defensiveness because it engages men as allies in the work by recognizing that most men are not abusive and that the involvement of men is a critical component of changing attitudes and behaviors that lead to dating violence.

## Creating

The Action Alliance partnered with the Verizon Foundation and set up an Advisory Committee consisting of campus personnel, sexual and domestic violence advocates, administrators, and students to develop a response to interpersonal violence on Virginia's campuses. We conducted preliminary focus groups to explore the nature of dating relationships on campuses and gained valuable insight about the students' views on intervening. Using the feedback from the groups, the Advisory Committee identified a multimedia campaign to be most in harmony with students' preferences.

## Media

We knew that most people, young people in particular, are impacted by media messages. Feedback from the students indicated posters would be a good delivery method. The purpose of the posters is to draw students in with a familiar symbol (a red flag over the mouth of a student), to deliver a succinct message (a helpful response to a peer who may be experiencing or perpetrating interpersonal violence), and to give them an opportunity to find out more information (The Red Flag Campaign website). The posters help create a change in the social climate in which the whole campus community is aware of interpersonal violence and is encouraged to engage in programs and activities based on the campaign's Campus Planning Guide.

If you see a red flag in your friend's relationship, are you going to turn away?  
Or are you going to say something?

## Lessons

We've learned so much in the development of this campaign. The most important lesson is to **listen to your target audience, even when it's hard**. We had to make a lot of compromises during the poster development because the messages advocates believed were best were often perceived by college students to be unrealistic. The main point of this campaign was to provide examples of what to say in students' own words so that bystanders could see this campaign and think, "I can say that," and ultimately model the example in the poster.

Another lesson learned was around **valuing and using the wisdom of partners and collaborators who understand the community best**. As coalition staff, we didn't know how to navigate campus regulations, so when we wanted to conduct a pilot of the campaign that included a survey, our Advisory Committee was instrumental in helping us understand the Institutional Review Board process. When we got feedback from Historically Black Colleges and Universities (HBCUs) that the campaign could be improved by increasing the diversity of models in the posters, we developed a plan to meet those needs and tested new posters with students from HBCUs.

It's also important to **know your limitations and be clear and honest about them**. The Red Flag Campaign is one strategy--one type of effort to raise awareness, build skills, and change norms. This campaign will not end the epidemic of dating violence. Communities still need a coordinated and comprehensive effort that includes intervention and prevention services. It is also important to be clear about the target audience. We've had many requests to use the campaign in a variety of settings, particularly high schools. We have had to respond that although the campaign may work well in that setting, it was not designed or tested with that age group.

Finally, **know your values and align with those who have common values**. As we searched for graphic designers to work with on this campaign, we received offers from large corporate firms that were willing to contribute pro bono hours to the development and also got offers from smaller, local firms. Our work with Noah Scalin from Another Limited Rebellion (<http://www.alrdesign.com>) has given us a personal, community-based connection; cutting edge design work; and collaboration with a local, socially conscious professional. ♦

[TheRedFlagCampaign.org](http://TheRedFlagCampaign.org)

# Bystander INTERVENTION, “neat”: PRACTICAL TIPS for Engaging Bar Staff in Sexual Violence Prevention

**Meg Bossong**  
Community Mobilization Project Manager  
Boston Area Rape Crisis Center

**T**WO SEEMINGLY UNRELATED FACTS ABOUT ME: I AM a huge fan of primary prevention. And I am a Yelper. I rely on the consumer-review website for guidance about the best tailor in my neighborhood to where I can unfailingly find delicious ravioli or patio dining.

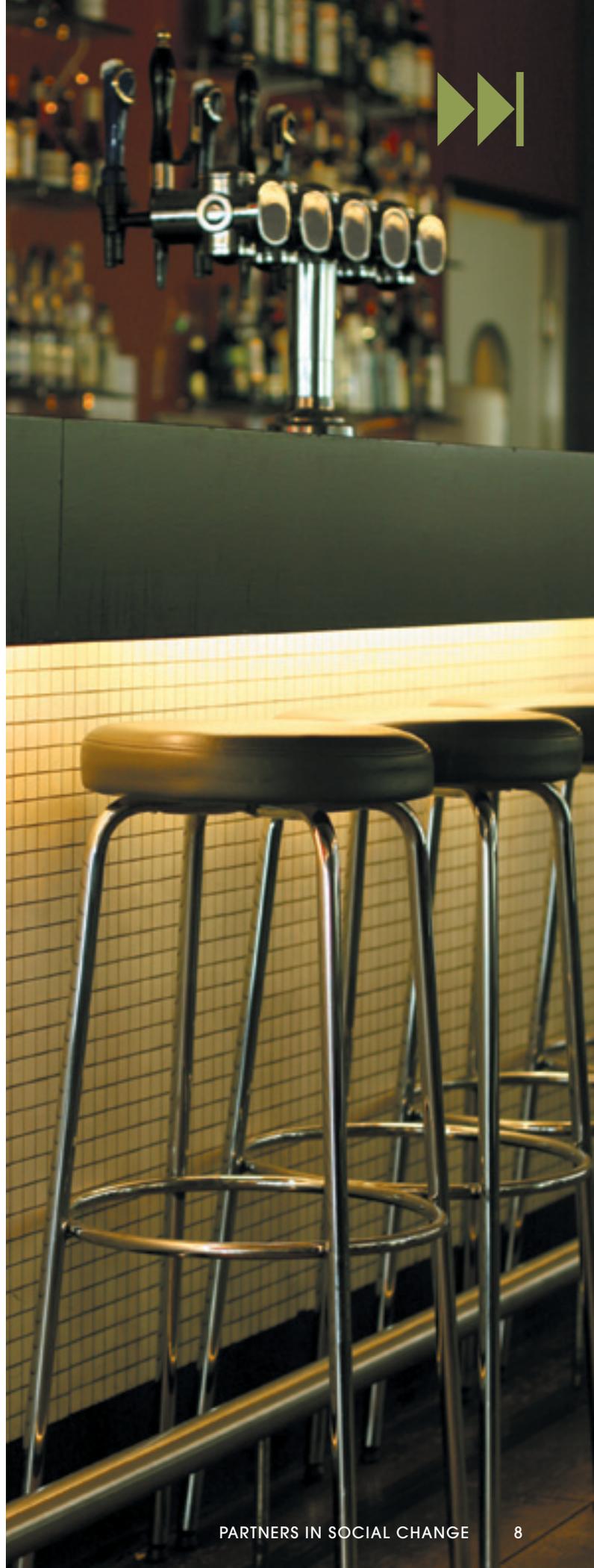
So what do these things have to do with each other? I notice that while most reviewers (including myself) will praise an establishment or take it to task for the quality of the service or the price of the drinks, we rarely include “How safe do we feel there?” as an aspect of the service or atmosphere.

That’s precisely where the primary prevention comes in.

Bars and lounges have historically been problematic spaces in the fight to prevent sexual violence. Expectations about alcohol are maddeningly intertwined with expectations about sex, and all of this takes place in the low-lit din of spots where the behavior of people who would look to hurt someone else might fly under the radar.

Bystander intervention at bars is not a new concept, but most often, it is directed toward encouraging individual patrons to protect potential victims: look out for your friends, come together and leave together, and don’t let your friend leave with someone if they seem to be too intoxicated. Those are all excellent and sensible tips, and I think ones that can be effective.

But what if we could take it further? Rather than try to reach and skill-build with every potential reveler, what if we could make effective bystander intervention part of the atmosphere at a bar? For the past few years, that’s what we at the Boston Area Rape Crisis Center have been trying to do, and I’d like to highlight some of the unique and innovative aspects of the project.



A bar without a liquor license might as well be a vacant storefront, so linking the conversation about sexual violence to licensing was key to getting the attention of bar owners—an audience that we might otherwise have a difficult time reaching.

### »» How we got started working with bars

The bar trainings BARCC conducts grew from our relationship with the Boston Police Department's (BPD) sexual assault unit, and from the BPD's relationship to the Liquor Licensing Board. The police department had identified a handful of "hot spots" in the city—areas with high concentrations of popular bars frequented by both large numbers of college students and tourists alike—and collaborated with the licensing board to call a meeting of bar owners and management in that area, to which we were invited.

A bar without a liquor license might as well be a vacant storefront, so linking the conversation about sexual violence to licensing was key to getting the attention of bar owners—an audience that we might otherwise have a difficult time reaching. The police and licensing board assured bar owners that the bars who did call police to handle sexual violence-related matters would not jeopardize their license. Finally, the police and licensing board introduced BARCC staff and the training programs we could offer to their establishments.

### »» Constructing bystander interventions as part of good customer service

The foundation of our training is that we're merely expanding the professional skills of the bar staff, and sexual violence prevention is part of excellent customer service. When a bar is seen as safe, comfortable, and enjoyable, with friendly and helpful staff, it leads to repeat business and good tips.

This is not altogether different from the language we use around other types of bystander interventions. The message is, "You don't have to be a superhero, and the types of steps you can take are the same sorts of things you already do to be a good (friend/colleague/professional, etc.)."

### »» Ground skill-building in real service-industry experience

This is one of the most important pieces of building the credibility and efficacy of the training program, and we include it in several ways.

The initial piece of the training is designed to broaden the perspective of the participants. As with most folks, many service industry staff imagine that sexual violence in a bar setting primarily involves blitz attacks by strangers in restrooms or after patrons leave the premises, or drugging of drinks with some of the more widely-known drugs like rohypnol or ketamine.

We don't minimize those experiences, because they certainly do happen, but also bring in a great deal of research on non-stranger (which could include an individual someone just met that evening) assaults and what the grooming behavior might look like, as well as newer research on drug- and alcohol-facilitated sexual assault. After presenting that information, we solicit feedback from participants, to ask if they can provide examples of similar behavior that they've seen.

The examples and case studies we use are pulled from the experiences of longtime service industry staff who helped us create this training. Marcella, a 15-year veteran in the restaurant business, shared this story: She was serving a table of two individuals out on a date, but when the woman went to the restroom, the man asked Marcella to bring a few rounds of shots to the table. The problem was, he asked Marcella to serve his date vodka and him water. When she brought the drinks to the table, she switched them so the woman received the water. When the woman complained that she had received water, Marcella explained to her what her companion had asked her to do, and said she must have mixed them up. It brought the hidden situation into the open and Marcella was able to ensure that the woman knew what was going on.

## ▶▶ Creating teams within each establishment

### ensures a broader range of resources

From working directly with service industry staff, we learned that individuals in different roles have very different levels of responsibility and “status” in their work setting. That is, security staff, servers, bartenders, and management see different sides of the scene from night to night, and thus have different interventions at their disposal. Service staff suggested that when we split into smaller groups to practice bystander skills, we build “teams” from each role, so foster communication between different roles and to practice utilizing the different interventions that each person can do in a given situation. For example, while a patron’s sexually inappropriate behavior might not rise to the level of being ejected by the bouncer, it might merit a check-in by the server or manager, or the bartender monitoring the amount of alcohol being ordered and consumed by the patron or whomever they’re with.

## ▶▶ Helping bars and restaurants

### support a safe environment with passive messaging

In addition to providing resource information about our services to the staff, we wanted to have information available to the patrons of each establishment. BARCC invested the time and resources to design posters that could be adapted to the bar’s aesthetic and then hung in various locations (staff-only areas, restrooms for both genders, and general patron areas). Messages included things like, “We care about your safety. If someone is bothering you or making you uncomfortable, let [insert name of security staff or manager] know” or “We’re looking out for your safety tonight. Help us out—let us know if you or someone else would like some assistance.” The purpose of these posters is multi-level. BARCC wanted to place bystander messages as reminders for staff about what they can do, let patrons know that the establishment was on the lookout for everyone’s safety and comfort, and also to let patrons know that they, too, can have a role in keeping themselves and their friends safe.

If you would like more information about BARCC’s bar training program, or examples of one of our posters, you can contact me directly at [mbossong@barcc.org](mailto:mbossong@barcc.org) 

. . . while a patron’s sexually inappropriate behavior might not rise to the level of being ejected by the bouncer, it might merit a check-in by the server or manager, or the bartender monitoring the amount of alcohol being ordered and consumed by the patron or whomever they’re with.



*Meg Bossong is the Community Mobilization Project Manager, a curriculum developer and trainer for the Boston Area Rape Crisis Center.*

This has been reprinted with permission from the author, Meg Bossong, and the Boston Area Rape Crisis Center (BARCC).

# ASPEN & Green Dot

Clayton Self, Prevention Specialist, Abuse Support and Prevention Education Now (ASPEN)

## Green Dot

**G**REEN DOT IS A PREVENTION PROGRAM FOCUSED on empowering bystanders to become active members in reducing power-based personal violence (PBPV)\* to make our communities a safer place to live, work, and attend school. This concept can be visualized by imagining a map of your community. Now imagine an infestation of "Red Dots" spreading over the map like a plague. A Red Dot is any high-risk situation where behavior, action, words, or attitudes accept, promote, motivate or otherwise allow any form of violence in the community. It could be a person in a bar talking with an intoxicated woman in a suspicious manner, a partygoer trying to entice someone upstairs into a bedroom, or a teen being left to walk to her car alone. To fight the infection of Red Dots, bystanders (that's you) can engage in Green Dots by observing these potential high-risk Red Dot situations in their everyday lives and doing something to prevent it. This could mean offering that teen a safe ride home, pretending to need that upstairs bedroom for your own use, or stepping in at the bar and ensuring a safe social interaction. When everyone starts doing Green Dots, that map of the community starts to look different and the fight toward a safer community begins.

*\*"Power-based personal violence is a form of violence that has as a primary motivator the assertion of power, control and/or intimidation in order to harm another. This includes partner violence, sexual assault, stalking, 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. These acts are inclusive of acts committed by strangers, friends, acquaintances, intimates, or other persons." (Source: Ending Violence...One Green Dot at a Time, Dorothy J. Edwards, PhD)*

## Primary Prevention

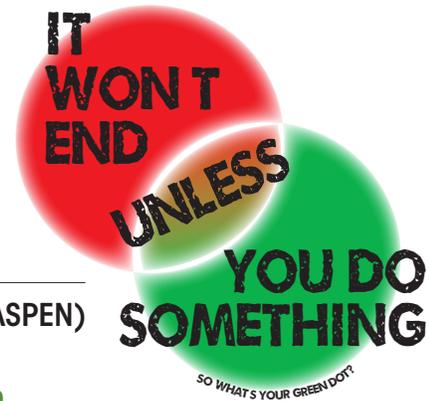
It can be difficult to develop or find the perfect prevention program that consistently adheres to the 9 Principles of Effective Prevention. Green Dot does just that. It is designed to fit into everyone's lives. Most people are already doing Green Dots regularly, they just aren't aware that their actions could be part of a framed social change project with such a great goal. Additionally, Green Dot is appealing because it thrives as a primary prevention effort--that is, preventing sexual violence BEFORE it happens--but also is an effective response tool for those who may have experienced violence in the past. Green Dot is truly for everyone, and anyone can get involved at whatever level they are comfortable.

## ASPEN'S Role

The ASPEN staff had the opportunity to go through the Green Dot Facilitator training back in May, which was run by Dr. Dorothy Edwards, who created the Green Dot curriculum. The facilitator training qualifies those who receive it to provide the Green Dot bystander training in their specific communities. ASPEN will be working with the Sexual Assault Response Coordinator at Central Washington University to provide several Green Dot trainings in the coming months. ASPEN is also developing our own persuasive speech component, which can be presented to other community stakeholders. The goal is to get the community excited about Green Dot and becoming active bystanders working toward ending sexual violence in the community.

## Community Involvement

The initial stakeholder community is the student body at Central Washington University, because that is an effective population to track Green Dot's effectiveness. They are also an easily accessible audience since sexual violence is a tangible issue on campuses country-wide. Spreading from there, it is ASPEN's goal to show the outside community how THEY can be Green Dot savvy and start implementing this as an effective strategy toward lowering the amount of sexual violence in our community by recruiting anyone who is willing to be an active bystander committed to defusing high-risk situations. ♦



# PREVENTION RESOURCES

Kat Monusky, Prevention Specialist, WCSAP

*Did you know . . .* that WCSAP members have access to check out our library items? It's true. We mail them to you, and you mail them back. Here are a few new (and some, just new to us) items.



## ***Engaging Bystanders in Sexual Violence Prevention***

**Type:** Book

A compelling introduction to engaging bystanders in sexual violence prevention. The text discusses ways to encourage bystander involvement and serves as a training resource with activities and trainer instructions.



## ***The Men's Program: A Peer Education Guide to Rape Prevention***

**Type:** Book

This program educates young men on how to prevent sexual assault, be a responsible bystander, and support survivors. Great for peer education, with scripts, handouts, recruitment tips, and outlines training peers.



## ***ResponseAbility: A Complete Guide to Bystander Intervention***

**Type:** Book

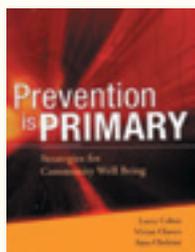
Reviews the theory and research on bystander behavior, investigates why people sometimes don't act, and offers practical skills for increasing bystander ability.



## ***Speak Out and Stand Up***

**Type:** DVD

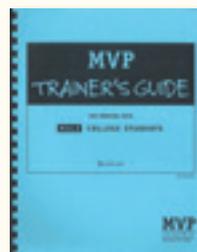
This docudrama contains real-life scenarios, survivor stories and testimony from experts in the field. A useful tool to use in high schools or on college campuses.



## ***Prevention is Primary: Strategies for Community Well-Being***

**Type:** Book

Includes the theory, concepts, and models needed to harness social justice and practice primary prevention. Written by associates of the nationally renowned Prevention Institute.



## ***MVP Playbook***

**Type:** Curriculum

Interactive program designed for student athletes and student leaders. Separate curricula available for female high school students, male high school students, and male college students; each comes with a facilitators guide.





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