GREEN DOT: a strategy for preventing violence and building safer communities

by Lori Droge, Kentucky Women’s Crisis Center

What is Green Dot?

Have you ever seen a movie that centers around a virus outbreak of some sort? Usually, at some point, a scientist shows us a map with a couple of red dots in one cluster. They indicate that if a cure isn't found in x amount of time, the entire map will be covered in red dots – which means that the entire world will be zombies (or at least have the virus).

We can approach violence prevention by using a similar concept. Instead of each red dot on the kind of map depicted above representing a single case of a virus, each red dot represents a single decision to hurt someone else, specifically when someone uses a difference in power to do that hurt (also known as power-based personal violence). I work with teens in high schools in Northern Kentucky, so we spend a lot of time talking about red dots or behaviors that are indicative of dating violence, sexual assault, and bullying. Although I don’t know exactly how many red dots are on our map of the country (or Alabama), I do know that the most recent data indicates that 8% of teens who were dating have experienced physical violence at the hands of a dating partner in the last year; 7.4% of all teens have been forced to have intercourse with someone against their will; 19% have been bullied on school property, and 14.9% have experienced bullying online.* This is FAR too many people getting hurt.

*Source: Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, 2017 National Crime Victimization Survey

Kentucky’s Green Dot program aims to prevent violence by encouraging people to be active bystanders and speak out when they notice something that is concerning.

See Dot continued on next page
The strategy many rape crisis centers (including my own), colleges, and organizations employ to address this violence is called Green Dot. A green dot is simply an action someone takes to make it clear to the people around them that they will not tolerate violence.

Green Dots can be reactive if someone chooses to take some kind of action when they see someone around them getting hurt. However, if they’re shy, worried about what their friends will think, don’t really like the person getting hurt, love the person doing the hurting, or are in a large group of people, “doing the right thing” can be really hard. That’s why we train high school students and supportive staff and community members that they have options. We call these the three D’s:

• **DIRECT:** You feel comfortable directly addressing the situation. Example: When you see that nude photo being texted around, you tell the person who sent it, “That’s not OK.” Another direct option is to check in with the subject of the photo: “I saw that photo. I’m so sorry they sent it around. Is there any way I can support you?”

• **DELEGATE:** You get someone else to take direct action. Example: When you’re at a party, and you see that really drunk person being led away, you give their friends a heads-up that they might be in trouble/need help.

• **DISTRACT:** You do something to interrupt or sidetrack the red dot. Example: When you see that argument in the parking lot at the local donut shop escalating, you lean on your car horn OR approach the two people and ask for directions.

Green Dots can also be proactive, though. These are the things we do that let people know ahead of time that we care about the safety of the people around us and that violence isn’t OK in our communities. These could be having conversations, wearing Green Dot gear, and posting on social media. By taking these actions and making our values clear to the people around us, we’re shifting the culture away from violence, one green dot at a time. When there are more green dots on our map than red, we will know that cultural norms are shifting in such a way that fewer people are getting hurt!

**What does this have to do with libraries?**

About two years ago, I started working with the library located about a mile away from one of the high schools within which I implement Green Dot. Both the teen services librarian and one of the adult services librarians were enthusiastic about the message of Green Dot and were open to partnering in any way they could:

They invited me to book clubs, crafting nights, and educational programs in order to speak to adults in the community about Green Dot. Teens have such power, but frequently adults have more, so in order to shift culture, everyone needs to be on board.

• They invited me to existing programs with teens (like Late Night gaming) and adults so that I would be able to build relationships with them and model pro-social behaviors. As an added benefit for the teen services librarian, that was one less adult volunteer she needed to find for that particular event!

• They thought outside of the box when it comes to programs I could collaborate with. A group of my Green Dot students were able to do line activities for community members waiting to enter one of the library’s biggest annual events: the Haunted Library. This gave students the opportunity to have some fun and practice talking about Green Dot while simultaneously providing a service for the library itself and raising the awareness level of the community members.

• They’re currently looking into Green Dot training for staff so that when they see a red dot behavior, they have some options for de-escalation and intervention that feel safe and effective.
What can you do?

Begin partnering with your local rape crisis and/or partner violence programs. They may not use the Green Dot strategy, but many of them may have other prevention initiatives and may be willing to collaborate in ways similar to what I’ve mentioned above (or in completely new and creative ways).

Look for other “non-traditional partners.” Perhaps there are community action centers, substance abuse programs, coalitions, and networks in your community that could serve as great partners.

Ensure that your staff feels like they have options for action when they see situations that might lead to or that are indicative of violence. This could mean partnering with a local agency that can provide training or insight, seeking support from APLS, or researching online options. Additionally, it would be wise to make sure library staff are aware of local and national resources they can refer patrons to in case they suspect they’re in a dangerous situation. The Crisis Text Line is one of our favorites!

Incorporate themes of non-violence into regular library activities. This could look like setting up displays during Sexual Assault Awareness or Teen Dating Violence Months that showcase books that address these issues. Maybe you could host programs around some of these books – feature them in book clubs, invite the author to speak, or partner with your local agency for a combination book discussion and speak out event.

APLS and I would love to hear your additional ideas and suggestions! We would also love to discuss any concerns or questions you might have as well. Though I don’t live in Alabama, I’m open to helping in any way that I can. Don’t hesitate to reach out to me at lorid@wccky.org.

Helpful Online Resources:

- www.crisistextline.org
- www.greendotgcky.org
- www.loveisrespect.org
- www.thatsnotcool.com
- Facebook, Instagram, and Twitter: @greendotgcky

*Statistics are taken from the Youth Risk Behavior Surveillance Survey (2017).
Tiny Dancers (homopolar motors)

While this project looks easy, be aware that it may take some time to tweak it to make it work as it should:

**Gather Supplies**
- 16-gauge solid bare core copper wire
- 1/2 inch x 1/8 inch neodymium disc magnets
- AA batteries
- Needle nose pliers and wire cutters
- Small pieces of crepe paper and hot glue for skirt (optional)

**Start Bending**
Template: [https://tinyurl.com/yb22emjd](https://tinyurl.com/yb22emjd)
Cut a 10 to 12 inch piece of wire, and lay on the template of your choice, bending it with pliers. Perfection is not necessary, but symmetry helps it to balance on the battery.

**Complete the Circuit**
For the homopolar motor to spin, it needs to complete a circuit. Wrap the bottom of the wire around the magnets and gently widen the wrapped part of the wire with your fingers.

**Power Up**
Take three magnets and place them on the negative end of the battery. Place the homopolar motor on the positive end of the battery and make sure the bottom of the motor touches the magnets at the negative end. If a good connection is made, the motor will spin. You will likely need to make minor adjustments to get a better balance and/or connection to keep it spinning. Decorate with crepe paper and hot glue if desired. Check the “Dancing Lessons” section on the right for further tips if having trouble.

**Dancing Lessons**
MONITOR THESE FOR HEAT. Some motors get going really fast and heat up quickly. Also, if you notice a battery getting unusually warm, discontinue its use and swap out the battery for a fresh one. One educator warned of a defective battery that peeled open during the experiment, so watch them closely while spinning.

Start with a basic homopolar motor. The shape is easier to form, and chance for success is greater. The dancers require a little more patience to fine tune.

Symmetry is your friend. The motors spin on an axis, so balance is key. If unbalanced, they may spin off. Bend the form slightly to achieve better balance. Also make sure nothing drags on the form, or it won’t spin.

Batteries will burn out quickly in this project. To keep spinning, have plenty of extras on-hand. Also, do not alter battery in any way.

**Magnetic Reading!**
- **Electricity and Magnetism**
  Kessler, Colleen; 978-1497358423
- **Electromagnetism**
  Teacher Created Materials; 978-1480746459
- **Investigating Magnetism**
  Walker, Sally M; 978-0761378747
- **Manga Guide to Electricity**
  Fujitaki, Kazuhiro; 978-1593271978

Don’t forget Magneto from X-Men!
Illegal
written by Eoin Colfer and Andrew Donkin
illustrated by Giovanni Rigano
Release date: Aug. 7, 2018
Review by Cassandra Brindle

Illegal begins with 12-year-old Ebo floating in the middle of the ocean with 13 others on a small dinghy that's meant to only safely carry six. It's cold, the boat's in poor condition, and no one aboard knows how to swim. To make matters worse, other passengers aboard the raft are arguing about Ebo's even being there. The problem is that his older brother, Kwame, is also on the boat, and it's considered bad luck for both of them to be together. Their family line ends if anything happens to them.

The story then jumps two years into the past, with Ebo waking up to find his brother gone. Ebo is alone with his drunk uncle. Ebo's older sister, Sisi, has hopefully already made it to Europe. Kwame promises to find her and send money for Ebo to come later. Ebo, however, doesn't want to risk losing any more of his family. He sets off at the age of 10 to cross the country, locate his brother, and make it to Europe. He has no money and very few belongings. Ebo's only real asset is possessing voice that everyone loves to listen to.

I read this story knowing it was going to be a difficult read. It's about desperate people doing desperate things in an attempt to escape an even more desperate situation. After reading it, I feel that Colfer chose the graphic novel format in order to give the reader some distance from the story. Personally, I feel that if I read story written as a novel, and told from the protagonist's point of view; I would have bawled more than once.

As it was, even though the artwork was never gory or graphically disturbing, the entire story was one of a fierce struggle against insane odds. Many characters didn't make it. Knowing that this story is based on the real struggles people face, and as horrible as it was, Colfer and Donkin are absolutely downplaying harsh realities for a younger audience. Somehow this fact makes it worse for me as an adult.

That being said, it was a wonderfully crafted story with illustrations that suited it. My two major complaints are more personal than actual criticism. Time skips were constant in this story. Every few pages it felt like it was jumping back to the past or leaping forward into the future. I understand it's a storytelling tactic, but I would've preferred the story building up to them being on the raft in the ocean, instead of starting there.

My other gripe with the story is the graphic novel format. Again, part of me understands why it was written this way—to bring immigration issues to a younger audience. I have a lot of appreciation for graphic novels, but I regret there wasn't also a novelization of the story included. The story does move quickly, and again, the illustrations aren't extreme. I think the same story told from Ebo's point of view would be incredible and more heart-wrenching. Novels have the potential for so much more depth in learning more about their country, people, and the circumstances they face. Instead, what is here amounts to only brief glimpses of the characters and their culture.

Do I recommend it for a library? I would say tentatively yes, unless your budget's tight. I'm not sure how many graphic novel readers would gravitate towards a story like this, but I can see it becoming a popular assigned reading book this year, depending on teachers and schools. It's also entirely possible I'm underestimated the reading interests of the 10-14 year-old target range.

Recommended for: Fans of realistic graphic novels, especially those emulating current events.

Things to watch out for: (Spoilers unintended) There's a lot of character deaths, including murder, but a lot just due to unfortunate circumstances. One of the main characters dies. There's starvation, criminals taking advantage of desperate people crossing a desert with almost no food or water, extreme illness, rats crawling over a sick children, drunkenness. Visuals aren't extreme or graphic, but the storyline doesn't hold much back. There are also signs of a strict military regime, and an after-story told from a real person's point of view mentions being held for ransom and implies she may have been raped.
FINDING THE DATA YOU NEED FOR GRANT APPLICATIONS

One of the less-known sources of data to help you write successful children's and teen services grants is the Kids Count Data Book, published by the Annie E. Casey Foundation. You can download the book from their website: http://www.aecf.org/resources/2017-kids-count-data-book/. Also useful is the data center, found on their website: https://datacenter.kidscount.org/. Using this tool, you can select your state and use the toolbar on the left to search by county, state school district, county school district, city school district, and by congressional district. You can also search for data by topic: demographics, economic well-being, education, family & community, health, safety & risky behaviors, and national KIDS COUNT publications. The search tool also lets you look for characteristics including age, family nativity, and race/ethnicity. The KIDS COUNT data center will even create a custom report to suit your individual needs.

In years past when I was regularly involved in writing grants, I found the KIDS COUNT data extremely helpful. It focuses specifically on children under the age of 20. When focusing specifically on children, census data (factfinder) is sometimes difficult to drill down to useful children's data. Even then, the data you find will not be separated by school district. So, the next time you're writing a grant for this population, remember the Annie E. Casey Foundation's KIDS COUNT data center can give you the information you need.
When I attended the Alabama Library Association Conference this past April, I had the good fortune to hear Laura Massey and Jennifer Powell discuss their love for diverse books and the need to have them available in our public and school libraries. They are so passionate and devoted to having these books in their collections that they created a list of middle and high school books for us to use to research diverse books to add in our collections. The list is constantly curated by Massey and Powell and they’ve even expanded it further. It’s an Excel file that is searchable by type, genre, people of color (POC), sexual/gender identity, and mental health/disability. They’ve really made it easy for us to find what we need.

They have graciously agreed to share the links to the list and their newest presentation slides:

LINK TO LIST: http://bit.ly/YADiverseReads

Laura Massey and Jennifer Powell are school librarians at Hewitt-Trussville High School and Tarrant High School, respectively. They’re both devoted to creating inclusive library collections for their students and advocating for diverse books in schools throughout the state because students deserve to see themselves in the books on library shelves. You can tweet or follow them on Twitter: Laura Massey @thatlibrarian9 and Jennifer Powell at @Powells_Library.
**WHAT’S UP?**

**Webinars**

**July 10**

**Don’t Let the Bedbugs Bite (your library)**

In this webinar, Beverly Choltco-Devlin will give an overview of Tacoma Public Library’s experience when several patrons from multiple locations introduced bedbugs into the library through the return of dozens of heavily impacted materials. Relying heavily on the PLA document on what to do (biggest message: “Don’t Panic”), system staff pulled together with vigilance and determination to mitigate against a potentially disastrous outcome. (Washington State Library) https://www.sos.wa.gov/library/libraries/firstweekdays/default.aspx

**July 11**

**WebJunction: The Learning Place for Libraries**

Find out how to make the most of WebJunction, including their live and recorded webinars, self-paced courses, as well as articles and resources, which can all play a part in helping you meet your learning goals. (Nebraska Library Commission) http://www.nlc.state.ne.us/scripts/calendar/eventlist.asp?Mode=ALL

**Introduction to Finding Grants**

Discover what funders are looking for in nonprofits seeking grants and how to find potential funders in this introductory course. (GrantSpace) http://bit.ly/2E6zZT

**Hidden Treasures: Engaging and Free Resources from TeachersFirst**

Learn about the resources provided by TeachersFirst to make technology integration easy. Explore the teacher-friendly features of TeachersFirst to help you save time in developing technology infused lessons. Participants will learn strategies to incorporate the tools of the web successfully into any classroom. (Teachers First) https://www.teachersfirst.com/ok2ask/

**July 12**

**Google Earth Web: Oh the Places You Can Go**

Learn the key features of Google Earth web and how to incorporate this powerful tool into your classroom instruction. The reimagined version of Google Earth includes features that go beyond the use of maps and satellite imagery. Users can now explore the world with Voyager, Google Earth’s showcase of guided tours, and try out the 3D button to view places from any angle. Leave with classroom ideas and lesson planning resources. (Teachers First) https://www.teachersfirst.com/ok2ask/

**Youth Engagement & Leadership**

This webinar addresses the Youth Engagement & Leadership competency in which librarians respond to all teens’ interests and needs, and act in partnership with teens to create and implement teen activities and to foster teen leadership. (VALSA) http://www.ala.org/alsal/onlinelearning/webinar/free-competencies_webinar

**Choose Your Own Adventure with Google Slides**

Learn to create a non-linear show that can engage learners while helping them learn content. Join us for this session where you will learn to create and use Choose Your Own Adventure (CYOA) stories. (Teachers First) https://www.teachersfirst.com/ok2ask/

**July 17**

**Laying Out the Welcome Mat: Asset Mapping to Better Serve the Immigrant Community**

This webinar will discuss how asset mapping can facilitate community entry for immigrants by helping libraries better understand the needs of this population and address those needs through service and program development. (WebJunction) https://www.webjunction.org/events/webjunction.html

**July 18**

**Impromptu Leadership — How Women Can Seize Spontaneous Moments to Lead**

In this webinar, Judith Humphrey provides clear, actionable guidance to help you reach your full leadership potential in all impromptu moments. The webinar will show you how to influence and inspire in meetings, elevator chats, corridor conversations, networking events, mentoring conversations, job interviews, and Q+As. (American Management Association) https://www.amanet.org/news/events-calendar.aspx

**Beyond Surveys: How to Measure Outcomes Using Alternative Data Collection Methods**

In this webinar, Judith Humphrey provides clear, actionable guidance to help you reach your full leadership potential in all impromptu moments. The webinar will show you how to influence and inspire in meetings, elevator chats, corridor conversations, networking events, mentoring conversations, job interviews, and Q+As. (American Management Association) https://www.amanet.org/news/events-calendar.aspx

**Introduction to Proposal Writing**

This class will provide you with an overview of how to write a standard project proposal to a foundation. (GrantSpace) https://bit.ly/2E6zZT

**July 19**

**Introducing MakeCode from Microsoft**

Come learn about Microsoft MakeCode, a learn-to-code platform that provides a beginning programming environment with block-based and JavaScript editors, and supports a variety of products including Minecraft, micro:bit, and other physical computing devices you’re already familiar with. The block-based MakeCode platform is like JavaScript on training wheels - perfect for the beginning coder of any age, but with the added benefit of allowing a very easy progression to real scripting. (Washington State Library) https://www.sos.wa.gov/library/libraries/training/trainingcalendar.aspx?audience=state

**July 20**

**How to do Big Marketing on a Shoestring Budget**

In this free webinar, nonprofit marketing expert Kishshana Palmer will show you how to assess your current marketing strategy; Asset mapping your way to growth (because you’ve got some amazing things up your sleeve); How organizations just like yours are winning with clear and focused marketing and how you can too! (Wild Apricot) https://www.wildapricot.com/academy

**Starting Your Makerspace**

Join Mitchell Malpanta, Founder of Masterful Creations STEAM Academy and seasonal adjunct at Loyola Marymount University, and Jackie Tan, Maker Educator at South Tahoe Middle School in California, for a discussion on best practices for starting your first makerspace. (edWeb) https://bit.ly/2ixTVb8

**Engage & Inspire: Podcasting in the Classroom**

Join us to learn how to connect your classroom to the world beyond your walls. Encourage students to improve their digital and communication skills in all content areas. Understand how you can plan, produce and publish podcasts for free to support your classroom goals. (Teachers First) https://www.teachersfirst.com/ok2ask/

**July 25**

**Fresh Food, Fresh Thinking: An Innovative Approach to Youth Development and Learning in Rural Communities**

What happens when you mix public library staff, high school students, architects, and STEM curriculum? You get project-based learning that leads to students designing a hybrid public library/farmer’s market facility! Learn from speakers who have been immersed in a year-long IMLS National Leader Planning Grant, which has involved teaching students about human centered service design and exploring libraries and farms in field trips, and hear how this innovative project engaged teens along with community partners. (Public Library Association) http://www.ala.org/pla/education/onlinelearning/webinars

**Grant Writing 101: Basics for Programming Librarians**

A successful grant proposal starts with two things: a clear idea and an understanding of the pieces you need to bring that idea to fruition. This session will offer an overview of the grant-writing process and give you the tools to think through your idea to make it as strong as possible. (Programming Librarian) http://programminglibrarian.org/learn

**Thinking in Action: The Power of Digital Literacy**

Attend this research-driven edWebinar, presented by Susannah Moran, Senior Project Manager at myON, by Renaissance, for practical tips for teaching these critical skills in your district—and for empowering every student to become a more savvy, self-confident reader. (edWeb) https://bit.ly/2ixTVb8

**July 26**

**Marketing Strategy, Marketing Plan, and Marketing Tactics: Why You Need All Three!**

Join us for a one-hour webinar to learn practical lessons from three library marketing professionals who will share real-world examples and straightforward tips that will make sense for your library marketing efforts regardless of what you currently have in place. (OCLC) https://www.oclc.org/en/events.html