

SUPPLEMENTAL RESOURCE GUIDE

VERSION 2.2



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MISSION

The Fraternal Health and Safety Initiative is designed to aid participating Fraternities and Sororities in ensuring their members achieve a high-quality, lifelong experience. FHSI Fraternities and Sororities are values-based organizations that focus on developing men and women through character enrichment, academic excellence, philanthropy, social interactions and a lifetime of brotherhood/sisterhood. FHSI Fraternities and Sororities believe that upholding Fraternity/Sorority standards enables members to realize their potential as citizens of the host institution, thereby becoming future leaders of society.

CONFIDENTIALITY STATEMENT

FHSI Consortium Members want to create an environment that encourages open and honest discussion regarding decision-making on the topics of hazing, alcohol, drugs, sexual misconduct and other accountability issues. **No assurance of confidentiality should be made**, as facilitators may be required to report information shared during a program, depending on the Fraternity's/Sorority's policy, college/university policy, state and/or federal law. All facilitators are encouraged to speak to the designated Fraternity/Sorority staff member about their requisite protocol, and act accordingly.

FACILITATOR GUIDE KEY



Facilitator Comments.

This icon in your Guide for the Activities signals the instruction that you are to read this portion(s) aloud. You may elect not to “make it your own”, and not use it as a script; however, please do ensure that you keep the veracity of the content intact.



Participant Comments.

This icon signals the instruction that you are to elicit feedback from participants to respond to questions, or engage in a dialogue.



Facilitator Notes.

This icon in your Guide signals instructions to/for you. There are intentional notes for you to be aware of built into the activities at various points.

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GUIDELINES TO FACILITATE A PRODUCTIVE GROUP PROCESS

1. Encourage members to make “I statements” rather than “you statements.” (“I feel...,” “I think...,” “I want to know...” Rather than “You said...,” “You are...”)
2. Acknowledge and reinforce members who share intimate, self-disclosure material and solicit reactions and support from other members for their openness.
3. Allow the group to consider direct questions before or instead of answering them yourself. (“What does the group think about that?”)
4. Elicit feelings about issues, comments or interactions in the group; especially if they seem provocative, controversial, or intense. (“How does that make the group feel?” “What kind of feelings does that focus for you?”)
5. Intervene and limit personal attacks on destructive, accusatory or inflammatory remarks and interactions. Ask the group to reflect on how they felt in observing and/or experiencing these.
6. Allow the group discussion and related process to evolve in an open fashion without too much structure or specific content direction. Highlight and focus important points with reflection, reinforcement, and an invitation to look deeper or to consider further the significant point at hand. Actively invite different perspectives and alternative points of view.
7. Emphasize the importance of active, empathetic listening. Set limits on interruptions while another member is talking.
8. Periodically invite the input of quieter, non-participative members.
9. Model openness, honesty, self-disclosure, sharing of feelings as well as thoughts, tolerance, respect and commitment to personal growth in your leadership style and participation as the facilitator of the group discussion and group process.

PERSONAL FACILITATION NOTES:

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GROUND RULES FOR ALL ACTIVITIES

- 1. You are vulnerable.**
When you open yourself to new ideas, you may feel vulnerable. Don't mistake this for weakness. Accept it. It will lead to new understanding
- 2. You can be a peacemaker.**
If heated words are flying among your members, try to maintain a cool head and help each person see the other's point of view.
- 3. There isn't always a "right" answer.**
Although we usually wish there were, and some people might think they have it!
- 4. Your first reaction is your worst reaction.**
If you feel threatened by something another chapter member says, your first impulse will not be a thoughtful one. Before you attack, shut down, or cut the person off, reevaluate the comment and your response.
- 5. Secrets corrupt.**
If you've got a complaint, share it with the whole chapter, not with just one or two friends. You've got to be one for all and all for one.
- 6. Every opinion must be respected.**
That doesn't mean you shouldn't politely try to change the opinion if you disagree with it.
- 7. Knowledge is Power.**
If a member is unable to answer your questions about an issue, do your own research and share your findings with the chapter.
- 8. Invitations are expected.**
The issue(s) you share with your chapter will have greater meaning if you invite them to participate in a special event.

Notes on other Ground Rules you would like the group to consider:

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The Importance of Processing the Experience

Complete the Processing. Don't leave them hanging. These exercises will cover issues active and new members may find to be sensitive and uncomfortable. After the experiential portion of the exercise(s), it is vital that you lead the participants through the debriefing stages in order for them to process what they have experienced. They may be confused, angered and frustrated after the experiential exercise, and proper processing is necessary for them to leave the program with a basis to begin their development of respectful understanding.

Make it Meaningful, Make it Local. As the participants reflect upon the exercise(s), they will almost assuredly tie their experience and feelings to their current life situation and perhaps to particular incidents in their lives. As you continue debriefing, it is important that you recognize this aspect of their development path, and tie the processing and discussion back to experiences, situations and challenges facing the individuals and members of their organization. If possible, and you have knowledge of the local chapter situation, tying the processing to their actual experiences and the state of affairs on their campus is obviously even more effective.

Respectful Understanding. The desired outcome of these exercises is to leave the participants with the awareness that will allow them to begin their journey toward a different outlook to chapter life. It is unlikely that members who enter the program and address the issues presented for the first time will leave the program with a full understanding of the change that needs to occur within their chapter. It is important to appreciate this, because you must convey to the participant that the expected outcome is not only simply awareness, but a dedication to change the culture of the chapter environment. This is why we are seeking to infuse these follow-up exercises within the chapters' educational programming provided by each FHSI Consortium Member Group.

Bystander Behavior. As part of the processing, it is important also to spend some time focusing on the behavior of the participants as bystanders in situations involving the issues that the chapter has faced. For most of the participants, this may be the role they play most often, so you should focus on helping to position the participants to reach a point where they feel comfortable intervening, and are prepared to do so. There are four steps necessary for effective intervention:

1. Notice the Event (i.e. a traffic accident).
2. Interpret the Event as a Problem.
3. Feel Responsible for Dealing with It.
4. Possess the Necessary Skills to Act (Exploring alternatives in intervention to possess more confidence in order to act).

PERSONAL FACILITATION NOTES:

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Event Monitor Training Activity

Pre-Session Preparation

Overview

Whether your college/university or the Fraternity/Sorority require the use of an event monitor for chapter sponsored activities, it is a common occurrence. However, too often, there is a lack of attention given to training the individuals who are assuming the role. This session is designed to assist participants in understanding the role of an event monitor, and why that role is an important risk management practice for the chapter. You can also utilize any of the PowerPoint Slide Decks to feature the STOP Model, if desired as a visual aid. You may email FHSI@jrfdc.com to request copies of the STOP Model slides.

Forum/Audience: Chapter

Target Facilitator: Undergraduate chapter officer or undergraduate leader with a Fraternity/Sorority volunteer or headquarters staff support

Materials Needed:

- Flip Chart
- Tape
- Markers
- Pens/Paper for Participants

Learning Objectives:

Participants will. . .

1. Recognize the role of an event monitor based upon the event type and venue
2. Learn the proactive ways to intervene in situations where others are making decisions that could place the involved individuals, chapter and/or Fraternity/Sorority at risk
3. Understand the definitions, policies, laws and legal issues related to event management, especially when alcohol is present
4. Identify the signs of intoxication and when early intervention is necessary

Facilitation Outline








Content	Time
Introduction and Welcome	3 minutes
Ground Rules	3 minutes
What is an Event Monitor?	5 minutes
Role of an Event Monitor	12 minutes
Issues Based Upon Types of Events	15 minutes
Intervention Skills & Strategies	
• Signs of a Potential Problem	10 minutes
• Stages of Intoxication	10 minutes
• The STOP Model	18 minutes
• Brainstorm Proactive Intervention Strategies	10 minutes
Reflection and Closing	4 minutes
Total Time	90 minutes



Prepare yourself and the room before the session, first:

- Thoroughly review the information found in this facilitator guide. This will take approximately 1-1.5 hours. Study the outline to ensure you have a thorough understanding of the program's overall structure. It is important that you give some thought to areas where you may need to specifically frame the conversation around how members will assume leadership and properly represent the values of the Fraternity/Sorority, as well as examples on how they could do so.
- In advance of the session, research the campus policies and procedures for events with and without alcohol including the procedures on how a violation of policy would be handled. Be prepared with notes to ensure you are familiar with these campus policies when questions arise in the session. This will enable you to speak directly to the campus where you are doing the program.
- The space being used should be large enough for your group to move around in during some interactions. It should also be a place where the discussion will not be interrupted by exterior noise or visitors. Reserving a room outside the chapter facility may create a less distracting environment, but it is most important that it is a space in which the facilitator and participants can feel comfortable sharing personal feelings and attitudes.
- Be prepared to distribute the handout(s) to as many participants as will be expected for the discussion.
- When setting up the room, place the chairs in a circle with flipcharts at the front. If there's not enough room, you can utilize a presentation style set-up with the chairs in rows—just be sure you have space to walk around the room.
- Set up two flipcharts and have working markers handy. (You can also use a chalkboard and chalk or overhead projector.)
- As the participants enter the room, ask them to make themselves comfortable.
- Let them know that the session can last up to 90 minutes.

INTRODUCTION AND WELCOME, GROUND RULES & WHAT IS AN EVENT MONITOR?






SECTION TIME: 11 RUNNING TIME: 11





	<p>Facilitator(s) should introduce yourself by sharing your name, affiliation, what you do for the Fraternity/Sorority and why you are here facilitating. <i>If time allows, you can also have the participants share their name and one “take-away” they are hoping to gain.</i></p> <p>Welcome and thank everyone for participating in this session on event monitor training.</p>
	<p>Establish that ground rules are essential in order to create a positive and respectful environment for delicate issues to be explored. Walk through the ground rules for today’s session with the group.</p>
	<p>Ask if there are any additions, as they may determine others for the session.</p> <p><i>NOTE: If there are other ground rules, be sure to add them to the list. Then, post the ground rules in the room where they are visible to everyone.</i></p>
	<p>Say that these standards should be considered when sharing and listening to each other’s opinions throughout the session. Ask for consensus about abiding by the ground rules and holding each other accountable to them.</p> <p>During this section you should also review the learning objectives of this session.</p>
	<p>Ask the question: “What are your initial thoughts when I say the term, ‘event monitor’?”</p> <p>Gather 4-5 responses from participants. <u>NOTE:</u> If being sober is not an initial thought, then you will definitely want to make that point. The expectation for event monitors is that they are always sober. We will talk about “why” later.</p>
	<p>On the flip chart sheet, you (or an assistant) should write the word “Event Monitor.”</p> <p>Ask the question: “What does it mean to be a sober monitor in your chapter?”</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Write down all the words as quickly as possible. Aim to get 10-15 thoughts/words. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p>
	<p>On the flip chart sheet, you (or an assistant) should write the word “Successes.”</p> <p>Ask the question: “When you have seen an event monitor executing his/her duties, what stood out to you as going well?”</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Write down all the words as quickly as possible. Aim to get 10-15 thoughts/words. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p>

	<p>On the flip chart sheet, you (or an assistant) should write the word “Improvements.”</p> <p>Ask the question: “Now, think about your interactions with sober monitors at chapter events, what stands out to you as needing improvement?”</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Write down all the words as quickly as possible. Aim to get 10-15 thoughts/words. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p>
	<p>Ultimately, our goal for this session is to find ways to strengthen our chapter’s risk management procedures by ensuring that our event monitors are well-prepared to perform their tasks. When we know better, we do better. So many of the issues that face our chapter members and guests are preventable if people stand up and step in when the need for intervention arises.</p>

ROLE OF AN EVENT MONITOR






SECTION TIME: 12 RUNNING TIME: 23

	<p>Ask the participants to take out a sheet of paper and something to write with for this next section.</p> <p>It may be worthwhile for you to have some extra paper and pens/pencils for the participants' use.</p>
	<p>Direct participants to record their responses to the following questions:</p> <ul style="list-style-type: none"> ➤ What am I responsible for as an event monitor? ➤ What is NOT included in the role of an event monitor? <p>Allow 3-5 minutes for the participants to write down their answers.</p>
	<p>After the participants have had time to write down some answers, you (or a different assistant) come forward and write the answers as participants share. There should be separate flip chart sheets for each question.</p> <p>Ask the question: What did you determine as the role(s) for event monitors?</p> <p>Once you have identified 5-10 tasks/responsibilities related to each question, move on to start to debrief what the role actually entails.</p>
	<p>If participants struggle to come up with answers, please assist them with some suggestions. Some possible answers are:</p> <ul style="list-style-type: none"> ➤ What am I responsible for as an event monitor? <ul style="list-style-type: none"> ○ Aid in keeping our members safe ○ Address situations <u>before</u> they get out of control ○ Be observant of what is happening ○ Alert security, if the need arises ➤ What is NOT included in the role of a sober monitor? <ul style="list-style-type: none"> ○ Engaging in the physical removal of someone—that's the role of hired security guards/bouncers ○ Acting in the place of Emergency Services ○ Making alcoholic beverages
	<p>Those were great lists that you all generated. There are a few items that I want to highlight for us before we examine how the role changes based upon the type of event we are monitoring.</p> <ul style="list-style-type: none"> ➤ Being sober: It doesn't matter what type of event it is, if we are assigned the role of event monitor, then our job is to be sober. We define sober as having not consumed any alcohol at any point prior to, during, or immediately following the event. ➤ Wearing identifiable clothing/name badge: During an event, it is important that event monitors be easily identifiable in the crowd. Therefore, we recommend having an official t-

	<p>shirt or prominent name badge to help guests and members know who to go to if a problem arises.</p> <ul style="list-style-type: none"> ➤ Be prepared to enact the chapter’s risk and/or crisis management plan: (<i>NOTE: Use your organization’s language here.</i>) We have plans for a reason. Prior to an event, we recommend the officer in charge of risk management lead a pre-event meeting with all of the event monitors to review the risk and/or crisis management plan. This provides the opportunity to answer questions anyone brings up. Additionally, you should review the risk management plan for the specific event--What are the potential hazards? What should everyone be looking out for during the event? What do they do if a situation arises? ➤ If applicable, check IDs to identify who is and is not 21 years old: (<i>NOTE: Use your organization’s language here.</i>) A third-party vendor does not absolve you of all liability. If you are aware of an underage attendee possessing and/or consuming alcohol, you have a responsibility to alert the appropriate authority (security and/or the third-party vendor). ➤ Ensure that no one enters the event who is under the influence of alcohol or drugs or wearing offensive attire. ➤ Ensure that anyone who becomes overly intoxicated leaves the event in a safe manner. ➤ If hired security is being used, know who and where they are during the event. ➤ Attempt to deescalate any potential hostile situations. ➤ Assist attendees find alternative transportation if they are impaired. (<i>NOTE: A taxi is preferred method.</i>)
	<p>After processing the points above, ask the participants:</p> <p>How many sober monitors are needed for an event?</p> <p><i>NOTE:</i> You may elect to ask how individuals how he/she arrived at the number shared. Ensure you have consulted with the campus policy in case the specific guideline there differs.</p>
	<p>Prior to conducting the workshop, please consult the campus policy on event monitors for socials (aka “sober monitors”).</p>
	<p>The best practice answer is 1 event monitor for every 12 attendees, but no fewer than 5 event monitors at any time. With that said, we encourage you to consider the number of attendees, the layout of the facility and your own organization’s policy. <i>NOTE: Emphasize whichever policy is stricter (organization vs. institution).</i></p>
	<p>Ask the group the following questions:</p> <p>Utilizing the guidance shared, if there is a chapter event where 35 members and 45 guests attend, how many sober monitors are required? <i>NOTE:</i> The correct answer is at least 7.</p> <p>What about a chapter event where 20 members and 27 guests attend, how many sober monitors are required? <i>NOTE:</i> The correct answer is at least 5. Remember, as a best practice, the recommendation is no fewer than 5.</p>

ISSUES BASED UPON TYPES OF EVENTS

SECTION TIME: 15 RUNNING TIME: 38

	<p>The goal of the next part of this workshop is to get participants to understand that the role of a sober monitor at a third-party vendor venue is much different than their role at a BYOB event (if allowed).</p>
	<p>We said at least because as we emphasized earlier it depends on the type of venue and event. So, let's discuss the ways in which these aspects of the event impact the duties of the event monitor. I am going to ask you to divide up into three groups.</p> <p>Ask each group to consider one of the following questions:</p> <ol style="list-style-type: none"> 1. What is an event at a third-party venue? What are some examples of this type of event? 2. What is a BYOB event? What are some examples of this type of event? 3. What is an alcohol-free event? What are some examples of this type of event? <p><i>NOTE: Provide each group with a sheet of flip chart paper and a marker. Ask them to write their answers on the paper in preparation for sharing with the large group.</i></p>
	<p>Answers could include:</p> <p><u>Third Party Venue</u> - When a chapter rents out a room or facility to host an event. Most times there will be alcohol present in the form of a cash bar served by a third party provider/bartender.</p> <p><u>BYOB Event</u> - When a chapter hosts an event with alcohol, most likely in a chapter house or off-campus location, and attendees are allowed to bring their own alcoholic beverages. A six pack of beer is the maximum amount of alcohol one person can bring to the event. Beer is checked in one location by a sober monitor. Each attendee receives a punch card or tickets to exchange for the beer they brought.</p> <p><u>Alcohol-free event</u> - When a chapter hosts an event free of alcohol. Examples include: brotherhood events, philanthropy events, community service events, dry social events, etc.</p>
	<p>Ask the participants to present their definitions and examples to the group.</p> <p><u>NOTE:</u> After each group shares, ask of the larger group if anyone has anything to add.</p>
	<p>Thank you for sharing. Now, I would like you to consider the role of an event monitor at each of these types of events. Additionally, please consider any unique considerations that may impact that role based on the type of venue.</p> <p><i>NOTE: Provide each group with a sheet of flip chart paper and a marker. Ask them to write their answers on the paper in preparation for sharing with the large group.</i></p>



Answers could include:

Sober Monitoring at a Third Party Vendor Event:

- Most likely will have security at the venue. (If security is not present, please see below and the section on sober monitoring at a BYOB event)
 - ✓ This means that a staff member will be serving alcohol and most likely checking IDs.
 - ✓ Security/staff will control entrance/exit to event (if they do not two sober monitors should be doing this)
 - ✓ Sober monitors' primary duties become to monitor the event and attendees.
 - ✓ Report any issues to security/staff

Sober Monitoring at a BYOB Event:

- Most likely at a house or apartment
 - ✓ Sober monitors are responsible for alcohol monitoring
 - ✓ At least one sober monitor should be working the beer check-in station
 - ✓ Sober monitors are responsible for controlling who enters and exits the party.
 - There should be at least two sober monitors at the main entrance/exit.
 - Sober monitors are responsible for checking every attendee's ID. All attendees over the age of 21 should be marked with nontransferable wrist bands.
 - The guest list should also be at the main entrance and exit.
 - There should be one sober monitor at every other exit
 - ✓ Sober monitors are responsible for monitoring guests and their activities.
 - ✓ Understand and be capable of implementing the crisis management plan, if necessary.

Sober Monitoring at an Alcohol-free Event:

- This covers a wide range of events (i.e. brotherhood, recruitment, philanthropy, service, etc.).
 - ✓ Sober monitors are responsible for monitoring guests and their activities.
 - ✓ Understand and be capable of implementing the crisis management plan, if necessary.















Ask the participants to present their examples to the group for type of venue.




NOTE: Ensure the group discusses a multi-level venue.






INTERVENTION SKILLS & STRATEGIES

SECTION TIME: 48 RUNNING TIME: 86

	<p>A key role of event monitors is to be prepared to prevent and respond to issues when they arise. Let's spend some time thinking through potential issues that may arise at our events. I'd like you to stay in your respective small groups and identify the top 5 situations that could occur at your respective events. I will give you 5 minutes to do so.</p>
	<p>On the flip chart sheet, you (or an assistant) should write the words "Be prepared for. . ."</p> <p>Ask the question: "What did your group determine?"</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Aim to get 10-12 situations. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p>
	<p>With a partner, I would like you to pick one of the situations we've identified as a group. Determine the signs of that particular issue. Are there any early warning signs that might allow you to do an early intervention? If so, what are they?</p> <p><i>Wait 2-3 minutes.</i></p>
	<p>Select 3-4 participants to share with the group.</p> <p>NOTE: After each group shares, ask of the larger group if anyone has anything to add.</p>
	<p>One of the key ways that we can engage in early intervention is to recognize the stages of intoxication. Typically, we think about loss of coordination when asked about whether someone's intoxicated. However, there are earlier signs to watch for if you're attempting to be proactive in your response. Think about the mnemonic device, IJRC--I Just Read Cues--Inhibitions, Judgment, Reactions and Coordination.</p>
	<p>On the flip chart sheet, you (or an assistant) should write the words "Inhibitions."</p> <p>Ask the question: "What are some signs of loss of inhibitions?"</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Aim to get 5-7 situations. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p> <p>Ask the question: "Ok, what are some signs of loss of judgment?"</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Aim to get 5-7 situations. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p> <p>Ask the question: "Now, what are some signs of diminished reactions?"</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Aim to get 5-7 situations. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p>



	<p>Now, these are all areas for you to consider when engaging in proactive efforts. Regardless of whether you are intervening for proactive, or reactive reasons, the techniques are similar. So, let's focus on what we can do when situations arise.</p>
	<p>Let's review the STOP Model that you've seen in other Fraternal Health and Safety Initiative programs. Utilizing this model allow us to protect our chapter, members and guests, and maintain our values.</p> <p>S: Safety. If you notice a situation that requires immediate intervention, notify others as needed, protect yourself and others and consider your plan of action.</p> <p>T: Talk. Explain to your bother/sister or guest what is at risk, encourage good decision-making and ask the individual to STOP their risky behavior(s).</p> <p>O: Opposition. Be prepared in case others get defensive. Remember to stay calm.</p> <p>P: Plan. Understand that it is your responsibility to act. Make sure your chapter plans ahead by talking through risk reduction strategies before each social event.</p> <p>Can I get a few volunteers to role play a few scenarios for the group?</p>
	<p>Tips on how to intervene:</p> <ul style="list-style-type: none"> • Approach from a caring perspective (“As your brother/sister...”) • Be understanding of their situation and perspective, but be firm • Ask to speak with them in a private setting • Remember that this is your duty to them (as a sober monitor and as a brother/sister)
	<p>Pick a situation from the ones brainstormed earlier and ask each of the volunteers to role play their approach to intervening.</p> <p>After each person goes, brainstorm with the group what the volunteer did well and what he/she could have done better?</p>
	<p>Thank you for your assistance! Let's shift gears to think through other skills needed to be an effective event monitor.</p> <p>What other skills do you envision would have service?</p>
	<p>Answers should be similar to:</p> <ul style="list-style-type: none"> • Attentive and alert • Responsible and trustworthy • Knowledgeable of the risk and/or crisis management plan • Be able to identify signs of distress
	<p>As we just identified, remaining calm in a distressing situation is an essential characteristic for event monitors. When alcohol is involved, a key skill is recognizing the signs of alcohol poisoning. Remember, our conversation about the Gordie Bailey story in the CHOICES program. FHSI has a partnership with the Gordie Center, and the acronym PUBS is the one that we share as a reminder of signs of potential overconsumption:</p>

	<p>P: Puking (while passed out)</p> <p>U: Unresponsive (to pinching)</p> <p>B: Breathing (irregular/slow)</p> <p>S: Skin (cold or blue)</p> <p>Other signs are mental confusion, or seizures</p> <p>If you notice these signs, how should you respond? <i>Wait for response(s).</i></p> <p>The answer should be to call 911 and get Emergency Services involved. If there is any doubt or if you are unsure of whether someone is “okay”, you must call 911. The person’s health is paramount to anything else. Never assume that someone can just “sleep it off”.</p> <p>As the event monitor, what should you do after EMS is called and are on route? <i>Wait for responses.</i></p> <ul style="list-style-type: none"> ✓ Stay calm ✓ Stay on the phone with 911 and describe in as much detail as possible what happened prior to phoning, and what is currently happening. Listen and follow any instructions they give you. ✓ Gather as much information on the victim that you can (i.e., age, gender, medical history, etc.).
	<p>Raise your hand if you’ve heard of the term medical amnesty? <i>Wait for show of hands.</i></p> <p>Ask the question: Can anyone tell me what it means? <i>Ask for a couple of responses, if the initial response is inaccurate, or incomplete.</i></p>
	<p>“Medical amnesty” is a policy that many campuses are adopting. Though these policies vary from institution to institution, the idea is that if Emergency Services is contacted regarding an alcohol related incident, the individual involved will receive amnesty from any disciplinary action with the institution. Again, not every campus has a medical amnesty policy and these policies differ. A key difference is who is protected under the policy.</p> <p>We strongly recommend that you become educated on your campus policy. Regardless of whether your college/university has a policy, our expectation is that the safety of our members and guests is the number one priority.</p>
	<p>Two items that sober monitors should be knowledgeable of are knowing the facility/space where the event will be taking place, and knowing how to effectively manage crowds.</p> <p>Ask the question: In what ways does knowing the facility assist you as an event monitor? <i>Wait for responses.</i></p>

	<p>Answers could include:</p> <p>Knowing the facility/space:</p> <ul style="list-style-type: none"> ▪ Know where all exits are and ensuring they stay clear. ▪ Know where potential harm areas exist (stairs, areas where more people will congregate, etc.). <p>Crowd control:</p> <ul style="list-style-type: none"> ▪ Know how many people the fire code allows to be in this space. ▪ To know if all of the attendees could be evacuated in a safe, orderly and timely fashion. ▪ Know, if at any point, the chapter could lose control of the event due to amount of people present.
	<p>Ask the question: What do you do if there are too many people in attendance? <i>Wait for responses.</i></p> <p>Ask the question: What if you do not have complete control over the event? <i>Wait for responses.</i></p>
	<p>Answers could include:</p> <ul style="list-style-type: none"> ▪ Decrease the number of attendees at the event. ▪ Increase the number of sober monitors. ▪ Call the police/security to help manage the attendees and maintain order.
	<p>Sometimes, it is necessary to work with Emergency Services. Often, when people think of emergency services, they think of the cops busting a party. However, this is not always the case. It is important to note that emergency services includes the police, fire department and emergency medical services (EMS).</p> <p>If you are ever concerned that the chapter has lost control of the event and can no longer control the attendees, you should speak with the other sober monitors and security (if possible) about having the police help you manage the crowd. Also, if you are ever unsure of someone's wellbeing, you should call 911 so that the paramedics can evaluate them. It is always better to be safe when there are situations that create doubt.</p>
	<p>As we covered earlier, a key component of the event monitor role is intervention. However, it's not the sole responsibility of the event monitor to intervene. So, let's talk about what we can do to ensure that every member feels comfortable stepping in.</p> <p>Ask the question: What can we do to help our chapter members from newest to oldest intervene more? <i>Wait for responses.</i></p>

REFLECTION AND CLOSING

SECTION TIME: 4 RUNNING TIME: 90

	<p>Ensure you have the Fraternity's/Sorority's risk and/or crisis management plan, and remind the chapter that they should familiarize themselves with it.</p>
	<p>Those are great ideas. Remember everyone must be willing to step in when they see a potential problem. Thank you for participating in the session. The sincere attention you gave to this session is part of what it means to live up to the higher standards of the Fraternity/Sorority. There is a time to play and a time to be serious. The key is to know the difference.</p> <p>We have a responsibility to work together to ensure we all work to be our best selves and act according to our values as strongly on Friday or Saturday night as we do during ritual. Be prepared with referral information.</p>

REFERENCES

Adams-Curtis, L. E. & Forbes, G. (2004). Sexual coercion on college campuses. *Trauma, Violence, and Abuse*, 91 (5), 91-122.

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National Collegiate Alcohol Awareness Week/Month

Program Ideas Resource

Overview

National Collegiate Alcohol Awareness Week (NCAAW) is set aside each year in the 3rd full week of October as a dedicated time frame for college and universities to concentrate their efforts to challenge alcohol abuse in their communities. The BACCHUS Initiatives of NASPA <http://www.bacchusnetworkstore.org/products/NCAAW-toolkit> and CoHEASAP <http://www.collegesubstanceabuseprevention.org>, a coalition of more 20 higher education associations, sponsor the effort. Chances are the host campus is involved in developing programs for this week/month. This provides an excellent opportunity for your chapter to support campus programs, and provide leadership to help make the month as effective as possible for the campus and your membership.

Forum/Audience: Chapter/Campus

Target Facilitator: Undergraduate chapter officer or undergraduate leader

Materials Needed: Varies

Action Steps for Chapters:

For chapters electing to engage in and/or support NCAAW programming, the FHSI Team encourages you to first make outreach to the campus office tasked with coordinating alcohol and other drug education and prevention efforts. Typically the campus health or counseling center is a good place to start. Most campuses also sponsor peer education programs that usually play a major role in facilitating this programming initiative.

The following steps will help you organize how your chapter can best participate:

1. Appoint an officer, or leading member, to put together a working committee in your chapter to research and report on NCAAW activities being planned on campus.
2. Have a person representing your chapter committee make outreach to the campus office or organization responsible for the campus-wide NCAAW efforts and ask how your chapter can get involved.
3. If possible, work with the NCAAW committee to see if there is any specific activity that your chapter can help sponsor or take the lead on sponsoring for the campus.
4. Get a complete list of NCAAW activities for the week/month and incorporate appropriate activities into your chapter's programming/educational calendar.
5. Set a chapter participation goal for each member participating in at least one NCAAW event during the month and a recognition program for the brother(s) that participate in the most events.
6. Ask for any of the campus NCAAW Promotional Flyers/Posters and make sure they are visibly posted in your chapter meeting and/or living space.
7. If you have not had the FHSI program "CHOICES" facilitated for your chapter, work with your fraternity/sorority headquarters to arrange for a program during NCAAW. If you have had the program done, do a refresher during each chapter meeting that month on one of the critical programming areas such as: alcohol poisoning, bystander intervention, what is a drink and steps your chapter is taking to reduce high risk consumption among members.
8. Invite another chapter to join your chapter to go together to a campus event during NCAAW and then get back together afterwards to jointly discuss what you learned and how you can apply the information.

9. Launch at least one new program or harm reduction effort during October as an ongoing initiative to help protect your members.
10. Make sure all new members receive specific education on the Fraternity's/Sorority's and campus policies regarding Alcohol and Other Drugs.

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Speak Up!

Overview and Ordering Information

Overview

SPEAK UP is an interactive online sexual violence prevention education program that uses true stories told by survivors of sexual violence to help students understand issues of sexual assault, relationship violence, stalking, bystander intervention and support. While many programs rely on cold hard facts and actors to address these sensitive issues, SPEAK UP shares the power of real life experiences.

Empower members to take a stand against sexual violence by giving them the tools they need to intervene in difficult situations. SPEAK UP incorporates video testimonials, interactive activities, and pre and post-assessments to ensure participants are acquiring this essential knowledge. Additionally, this one-hour online learning experience will also help aid members in understanding similar information to what is covered in the Fraternal Health & Safety Initiative's *Taking a Stand: Preventing Sexual Misconduct on Campus* program module.

Through the support of James R. Favor & Company, CAMPUSPEAK is able to provide two additional modules at no cost to subscribers. One specifically addresses the unique considerations for fraternities and sororities. The other tackles behaviors that fall under the definition of sexual misconduct on most college/university campuses.

Everyone can play a role in ending sexual violence. SPEAK UP is the perfect online supplement to existing institutional efforts to create a safer campus environment. For only a few dollars per person, your chapter can affordably provide training to your members either in supplement, or in advance of the in-person FHSI education you can receive.

If your chapter is interested in learning more, we encourage you to visit campuspeak.com/speakup. If you decide that you would like to incorporate this e-learning component into your membership education, you should reach out to your inter/national headquarters to request pricing, and the options available for implementing this component.

Forum/Audience: Chapter

Target Facilitator: Undergraduate instruction for liaising with I/HQ

Materials Needed:

- Laptop
- Financial Resources

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Bystander Intervention Techniques Follow-up

Roleplaying Activity

Overview

In an effort for the chapter to provide ongoing bystander intervention training and apply the **STOP (Safety, Talk, Opposition, Plan) Model**, it is important to practice. The following scenarios are designed for use by your chapter, risk management team to train sober event monitors, and/or other members of the chapter on recognizing a potentially risky situation and intervening appropriately. For each scenario, have groups of 3-5 members review the information together and discuss what they would do using the STOP Model. Have members bring their Participant Guides from any one of the FHSI Modules. You can also utilize any of the PowerPoint Slide Decks to feature the STOP Model, if desired as a visual aid. You may email FHSI@jrco.com to request copies of the STOP Model slides.

Forum/Audience: Chapter or Consortium Member Group(s)

Target Facilitator: Undergraduate chapter officer or undergraduate leader with a Fraternity/Sorority volunteer or headquarters staff support

Materials Needed:

- Participant Guide from one of the FHSI modules, or a copy of the STOP Model layout pages
- Copies of scenario(s) for participant groups. NOTE: Remember they are available as a separate document.
- Large Post-it Pad/Easel Paper Pad
- Markers
- Pens/Paper for Participants

Learning Objectives:

Participants will. . .

1. Recognize that it is everyone's responsibility to address potential areas for harm to individual members and guests.
2. Practice proactive ways to intervene in situations where others are making decisions that could place the involved individuals, chapter and/or Fraternity/Sorority at risk
3. Address issues of partnering to engage in prevention and intervention techniques to keep members and their guests safe.

Facilitation Outline






Content	Time
Introduction, Welcome, and Ground Rules	5 minutes
Signs to Watch for Amongst Brothers/Sisters and/or Guests	15 minutes
Review of the STOP Model	8 minutes
Process to Practice Scenarios: Intervention Skills & Strategies	28 minutes
Reflection and Closing	4 minutes
Total Time	60 minutes

Prepare yourself and the room before the session, first:

- Thoroughly review the information found in this facilitator guide. This will take approximately 1 hour. Study the outline to ensure you have a thorough understanding of the program's overall structure. It is important that you give some thought to areas where you may need to specifically frame the conversation around how members will assume leadership and properly represent the values of the Fraternity/Sorority, as well as examples on how they could do so.
- In advance of the session, research the campus policies and procedures for incidents involving chapter events, sexual assault/misconduct and hazing, including the procedures on how a violation of policy would be handled. Be prepared with notes to ensure you are familiar with these campus policies when questions arise in the session. This will enable you to speak directly about the campus where you are doing the program.
- Be prepared to distribute a copy of the scenario(s) you are using to as many participants as will be expected for the discussion.
- The space being used should be large enough for your group to move around in during some interactions. It should also be a place where the discussion will not be interrupted by exterior noise or visitors. Reserving a room outside the chapter facility may create a less distracting environment, but it is most important that it is a space in which the facilitator and participants can feel comfortable sharing personal feelings and attitudes.
- Be prepared to distribute the handout(s) to as many participants as will be expected for the discussion.
- When setting up the room, place the chairs in a circle with flipcharts, if you are going to use them to highlight the STOP Model, at the front. If there's not enough room, you can utilize a presentation style set-up with the chairs in rows—just be sure you have space to walk around the room.
- Set up two flipcharts and have working markers handy. (You can also use a chalkboard and chalk or overhead projector.)
- As the participants enter the room, ask them to make themselves comfortable.
- Let them know that the session can last up to 60-90 minutes.







INTRODUCTION, WELCOME, & GROUND RULES

SECTION TIME: 5 RUNNING TIME: 5

	<p>Facilitator(s) should introduce yourself by sharing your name, affiliation, what you do for the Fraternity/Sorority and why you are there facilitating. <i>If time allows, you can also have the participants share their name and one “take-away” they are hoping to gain.</i></p> <p>Welcome and thank you for participating in this workshop on bystander intervention!</p>
	<p>Establish that ground rules are essential in order to create a positive and respectful environment for delicate issues to be explored. Walk through the ground rules for today’s session with the group.</p>
	<p>Ask if there are any additions, as they may determine others for the session.</p> <p><i>NOTE: If there are other ground rules, be sure to add them to the list. Then, post the ground rules in the room where they are visible to everyone.</i></p>
	<p>These standards should be considered when sharing and listening to each other’s opinions throughout the session. Can we all agree to abide by the ground rules and holding each other accountable to them?</p> <p>NOTE: During this section you should, also, review the learning objectives of this session.</p>
	<p>A tremendous part of all of our responsibilities is to ensure that we are there for one another. It is on each of us to guarantee that we look out for one another whether at an official chapter function, out-and-about on campus, at a bar, or when we are just hanging out. Today, we’re going to spend some time reviewing the STOP Model and refining our intervention skills because we know that practice makes permanent.</p>



SIGNS TO WATCH FOR AMONGST BROTHERS/SISTERS AND/OR GUESTS

SECTION TIME: 15 RUNNING TIME: 20

	<p>On the flip chart sheet, you (or an assistant) should write the words “Signs to watch for. . .”.</p> <p>Ask the question: “What are some signs that we should watch for that indicate a potential need for intervention?”</p> <p><u>NOTE:</u> You, or your assistant, should write down all of the answers on a sheet of flip chart paper. Write down all the words as quickly as possible. Aim to get 7-10 thoughts/words. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p>
	<p>Situations involving alcohol will likely be one of the examples referenced. If so, you can elect to incorporate the refresher exercise below indicated by the shaded boxes. Or, you can move beyond those, and directly cover the STOP Model re-cap prior to addressing the scenarios for the roleplaying exercise.</p>
	<p>With a partner, I would like you to pick one of the situations we’ve identified as a group. Determine the signs involved in that particular issue. Are there any early warning signs that might allow you to do an early intervention? If so, list them in a separate column next to the issue.</p> <p><i>Wait 2-3 minutes.</i></p>
	<p>Select 3-4 participants to share with the group.</p> <p><u>NOTE:</u> <i>After each group shares, ask of the larger group if anyone has anything to add.</i></p>
	<p>One of the key ways that we can engage in early intervention is to recognize the stages of intoxication. Typically, we think about loss of coordination when asked about whether someone’s intoxicated. However, there are earlier signs to watch for if you are attempting to be proactive in your response. Think about the pneumonic device IJRC--I Just Read Cues--Inhibitions, Judgment, Reactions and Coordination.</p>
	<p>On the flip chart sheet, you (or an assistant) should write the words “Inhibitions.”</p> <p>Ask the question: “What are some signs of loss of inhibitions?”</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Aim to get 5-7 situations. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p> <p>Ask the question: “Ok, what are some signs of loss of judgment?”</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Aim to get 5-7 situations. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p> <p>Ask the question: “Now, what are some signs of diminished reactions?”</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Aim to get 5-7 situations. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p> <p>Now, these are all considerations for potential early intervention. However, regardless of whether you are intervening for proactive, or reactive reasons, the techniques are similar. So, let’s focus on what we can do when situations arise.</p>

REVIEW OF THE STOP MODEL

SECTION TIME: 8 RUNNING TIME: 28

	<p>Let's review the STOP Model that you've seen in other Fraternal Health and Safety Initiative programs. Utilizing this model allow us to protect our chapter, members and guests, and maintain our values.</p> <p>S: Safety. If you notice a situation that requires immediate intervention, notify others as needed, protect yourself and others and consider your plan of action.</p> <p>T: Talk. Explain to your bother/sister or guest what is at risk, encourage good decision-making and ask the individual to STOP their risky behavior(s).</p> <p>O: Opposition. Be prepared in case others get defensive. Remember to stay calm.</p> <p>P: Plan. Understand that it is your responsibility to act. Make sure your chapter plans ahead by talking through risk reduction strategies before each social event.</p> <p>Can I get a few volunteers to role play a few scenarios for the group?</p>
	<p>Tips on how to intervene:</p> <ul style="list-style-type: none">• Approach from a caring perspective (“As your brother/sister...”)• Be understanding of their situation and perspective, but be firm• Ask to speak with them in a private setting• Remember that this is your duty to them (as a sober monitor and as a brother/sister)

PROCESS TO PRACTICE SCENARIOS: INTERVENTION SKILLS & STRATEGIES

SECTION TIME: 28 RUNNING TIME: 56



I am handing out scenarios based on different types of potential incidents. With your small group, think through the STOP Model and identify the intervention techniques that you could utilize to best address the scenario.

NOTE: Wait 5-10 minutes for the small groups to determine their process. You may wish to wander around the room to check-in with the small groups as they work.

Ask the question: **Can I get a volunteer from each group to read your scenario and then demonstrate one of the approaches to intervening you identified for the group?**

NOTE After each group goes, brainstorm with the large group what was done well and what could have done better? As you go on, you may elect to also address alternatives.



Possible Scenarios:

Scenario 1. Enough is Enough! (Fraternity Hazing)

It is Thursday evening and you and another brother are studying in your room at your chapter house. There are two brothers, Jake and Steve, talking outside your door about a couple of the members of your chapter's new member class who they think haven't proved themselves worthy enough to initiate. Neither you, nor the brother you are studying with are officers but you are both active in the chapter. You both stop studying and look at each other since it is hard to miss the conversation going on in the hallway.

Just as both of you are about to shrug it off and go back to studying, you hear Jake say to Steve that he's going to call the two new members to come over for some "one-on-one time". Neither Jake, nor Steve are officers of the chapter; and, frankly, both of them have been known to take things too far in the past. It is a policy in the chapter that any activities with the new members has to be planned in advance and approved by the new member education committee.

About ten minutes later you hear aggressive shouting in the hallway as the two new members arrive at the house. Jake calls them "unworthy maggots". Jake goes on to tell them, "Tonight is going to be hell for you both!" Steve then adds, "You two need to prove yourselves by downing this bottle of vodka."

Using the STOP Model, walk through this case and discuss each of the steps on how you could intervene.

NOTE: This case scenario could be applied to any women's chapter by altering it to indicate that she is the friend of a brother in his room at the fraternity chapter facility overhearing this situation.

Scenario 2. What is wrong with Alex?

Alex is a sophomore in your chapter and lately has been acting strange and staying fairly isolated. Alex has come back to the chapter house drunk several times on weekdays lately. Additionally, Alex has been making a bunch of noise late at night, waking members up, and making a mess by vomiting in the communal bathroom. Chapter members have asked Alex if everything is alright, but Alex does not want to talk about what is going on.

Further, you have two classes with Alex which Alex has not been attending much. When Alex does attend, Alex acts aloof and clearly is not paying attention. It has gotten to the point where several chapter members are talking about Alex behind Alex's back in very non-supportive ways.

Tonight you are up late hanging out in your room when you hear Alex yelling in the hallway and you are pretty sure Alex is drunk again. One of the other members yells at Alex to shut up. Alex goes nuts and starts

banging on members' doors saying, "No one understands what I'm going through." When the members do not come to the door, you then hear Alex say, "Screw you all, I'm getting the hell out of here." You crack your door open wide enough to see Alex with car keys and head to the door.

Using the STOP Model, walk through this case and discuss each of the steps on how you could intervene.

Scenario 3. Don't you think Chris has had too much?

You and a few other members are at a local bar enjoying yourselves when you see another member Chris sitting at a table with someone. Earlier, you heard Chris talking excitedly with another member about meeting up with someone later for a first date. It is obvious to you that both parties have already been drinking, as they appear to be demonstrating signs of intoxication. You point them out to the others at your table, and go back to talking. Over the next half hour you see a waitress bring two rounds of shots and a couple of beers to Chris and the date.

Although you can't hear all of the conversation you can see that Chris is getting pretty drunk and the date Chris is with is suggesting that they both do another shot. Chris takes the shot. Then, Chris heads for the bathroom, stumbling a bit and bumping into a couple of people along the way. The date Chris is with seems not to notice, orders a couple of more shots, and quickly pays the tab. A few minutes later, Chris arrives back at the table still wobbling a bit, grabs a coat and turns to leave with the date. The date points out the shots and says let's have one more for the road. Chris protests a bit at first. Then, with the date's insistence, Chris throws back the shot. The two lock arms and start walking toward the door.

Using the STOP Model, walk through this case and discuss each of the steps on how you could intervene.

Scenario 4. Date Party Costumes Out of Hand!

Dave is the social chair for Alpha Beta Fraternity and Chrissy is the social chair for Gamma Alpha Sorority. The chapters are co-hosting a Halloween party. Both chapters do a lot of events together over the year. The party has been going on for about 45 minutes when both social chairs congratulate each other on how well the event is going. There are some hilarious costumes, and it seems like everyone is having a great time.

All of the sudden, two couples come through the door. The men are dressed as Native American "warriors" complete with face paint, tomahawks, and fake bloody scalps. The two men are yelling a "war chant" and screaming as they come through the door. The women are dressed as sexy Native American "squaws", wearing very short skirts and showing full cleavage.

Immediately, several people at the party pull out their phones and start taking pictures.


Using the STOP Model, walk through this case and discuss each of the steps on how you could intervene.

Scenario 5. The Fight

On Thursday night, John a popular brother in the chapter comes back to the house around 10 p.m. with blood on his shirt and a big bruise under his right eye. He is immediately approached by a group of brothers just back from the bars and he shares that he was out at Finnegan's Bar where he got into an argument with a member of another Fraternity. He shares that as the argument progressed, the other guy "sucker punched" him in the face. Before he could retaliate, a bouncer grabbed him and threw him out of the bar.



The brothers are furious and they demand revenge. They start making plans to go back to the bar as a group to settle things.

For use with fraternities: You are the Vice President of the chapter and you were just hanging out with another brother when you witnessed this entire scene. Neither of you have been drinking that night but

	<p>you believe everyone else is fairly intoxicated. You know the president of the chapter is not there because he is away at a leadership conference.</p> <p>For use with sororities: You are the Vice President of the fraternity chapter’s friend and the two of you were hanging out when you witnessed this entire scene. Neither of you have been drinking that night but you believe everyone else is fairly intoxicated. You know the president of the chapter is not there because he is away at a leadership conference.</p> <p>Using the STOP Model, walk through this case and discuss each of the steps on how you could intervene.</p> <p>Scenario 6. “Mean Girl” Sisters in Action</p> <p>It is the night of bid day and your sorority has just welcomed a new member class. You thought recruitment had gone well and your sorority easily met quota. As you are coming out of the restroom, you overhear three members of the junior class talking about the new class. Specifically, you heard references to several of the new sisters being labeled by these women as overweight, not stylish enough for your chapter, and that none of the fraternities are going to want to hang out with your chapter now.</p> <p>As the conversation continues, they mention six of the new members by name and the Juniors say that they are going to call them aside and “retrain them” on how they need to look and act moving forward as a member of your sorority. Chrissy, one of the sisters involved, says, “we’ll just need to “fat shame” them and teach them how to dress the part. It’s the only way to avoid totally being embarrassed by them and losing all social standing. If they don’t shape up right away, we’ll need to make sure that they drop.”</p> <p>At this point, you make a sound alerting them to your presence. The three sisters stop their conversation and stare coldly at you as you walk by them.</p> <p>Using the STOP Model, walk through this case and discuss each of the steps on how you could intervene.</p>
	<p>After you finish processing:</p> <p>Excellent job! Remember, there is not “right” answer to how to step up and intervene in these scenarios. As we have just seen, there are multiple ways to address situations. What is most important is that we move from a bystander to an actively engaged member concerned about our brothers/sisters and others in our campus community.</p>

REFLECTION AND CLOSING

SECTION TIME: 4 RUNNING TIME: 60

	<p>Ensure you have the Fraternity's/Sorority's risk and/or crisis management plan, and remind the chapter that they should familiarize themselves with it.</p>
	<p>Thank you for participating in the session! I appreciate the sincere attention you all gave to one another. Intervening when we see a potential for harm is part of what it means to live up to the higher standards of the Fraternity/Sorority.</p> <p>We have a responsibility to work together to ensure we all work to be our best selves and act according to our values as strongly as we do during ritual no matter what the circumstances.</p>

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NATIONAL HAZING PREVENTION WEEK

PROGRAM IDEAS RESOURCE

Overview

National Hazing Prevention Week (NHPW) is set aside each year in the month of September as a dedicated time for colleges and universities to concentrate their efforts to challenge alcohol abuse in their communities. NHPW is sponsored by HazingPrevention.org, an organization whose mission is to empower individuals to prevent hazing. We encourage you to explore their [website](#) for more information.

Forum/Audience: Chapter/Campus

Target Facilitator: Undergraduate chapter officer or undergraduate leader

Materials Needed: Varies

Action Steps for Chapters:

For chapters electing to engage in and/or support NHPW programming, the FHSI Team encourages you to first make outreach to the Fraternity/Sorority Life Office (or Student Activities Office) to see if there are plans in place for fraternal governance councils to recognize the week. Additionally, if your campus has a hazing prevention task force or committee, you may want to inquire about their efforts. Many campuses work with their established student groups to sponsor peer education programs which play a major role in helping to facilitate this programming.

The following steps will help you organize how your chapter can best participate.

1. Appoint an officer or leading member to put together a working committee in your chapter to research and report on NHPW activities being planned on campus.
2. Have a person representing your chapter committee reach out to the Fraternity and Sorority advisor to ask how your chapter can get involved.
3. If possible, work with the NHPW committee to see if there is any specific activity that your chapter can help sponsor or take the lead on sponsoring for the campus.
4. Get a complete list of NHPW activities planned for the week and incorporate appropriate activities into your programming/educational calendar.
5. Set a chapter participation goal of each member participating in at least one NHPW event during the week and create a recognition program for the brothers/sisters who participate in the most events.
6. Ask for any of the campus NHPW Promotional Flyers/Posters and make sure they are visibly posted in your chapter meeting/living space.
7. If you have not hosted the FHSI program “Hazing Prevention...It’s Everyone’s Responsibility” for your chapter, work with your fraternity headquarters to arrange for a program during NHPW. If you have had the program done, do a refresher during each chapter meeting that month on one of the critical programming areas such as: reviewing your chapter’s commitment to preventing hazing, membership rights, hazing defined, chapter and organizational values, and bystander intervention.
8. Invite another chapter to join your fraternity/sorority to go together to a campus event during NHPW. Then follow-up by getting back together afterwards to jointly discuss what you learned.

9. Launch at least one new program for your chapter effort during NHPW as an ongoing effort to help protect your members from hazing.
10. Make sure all new members/pledges receive specific education on your fraternity and campus policies regarding hazing and their rights as members.

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Sexual Assault Awareness Month

Program Ideas Resource

Overview

Sexual Assault Awareness Month (SAAM) is set aside each year in the month of April. Chances are your campus is already involved in developing programming for this month. This provides an excellent opportunity for your chapter to support campus programs, and provide leadership to help make the month as effective as possible for the campus and your membership.

Forum/Audience: Chapter/Campus

Target Facilitator: Undergraduate chapter officer or undergraduate leader

Materials Needed: Varies

Action Steps for Chapters:

For chapters electing to engage in and/or support SAAM programming, the FHSI Team encourages you to first make outreach to the campus office tasked with coordinating sexual assault/misconduct education and prevention efforts. Typically the Title IX, student conduct, campus health or counseling center is a good place to start. Most campuses also sponsor peer education programs that usually play a major role in helping to facilitate this programming.

The following steps will help you organize how your chapter can best participate.

1. Appoint an officer or leading member to put together a working committee in your chapter to research and report on SAAM activities being planned on campus.
2. Have a person representing the SAAM committee reach out to the campus office or organization responsible for the campus-wide SAAM efforts and ask how your chapter can get involved.
3. If possible, work with the SAAM committee to see if there is any specific activity that your chapter can help sponsor or take the lead on sponsoring for the campus.
4. Get a complete list of SAAM activities for the month and incorporate appropriate activities into your programming/educational calendar.
5. Set a chapter participation goal of each member participating in at least one SAAM event during the month and a recognition program for the brother(s) that participate in the most events.
6. Ask for any of the campus SAAM Promotional Flyers/Posters and make sure they are visibly posted in your chapter meeting and/or living space.
7. If you have not sponsored the FHSI program, *"Taking a Stand: Preventing Sexual Misconduct on Campus"*, for your chapter, work with your fraternity headquarters to arrange for a program during April.
8. If you participated in the *"Taking a Stand: Preventing Sexual Misconduct on Campus"*, do a refresher during each chapter meeting that month on one of the critical programming areas such as: Understanding, Giving and Gaining Consent, Bystander Intervention, Relationship Violence, and What to Do if You or Someone You Know has been Assaulted.
9. If you participated in *"Taking a Stand: Preventing Sexual Misconduct on Campus"*, encourage everyone to bring his/her participant guides with them to chapter. Take this opportunity to revisit the commitments individuals made during the program and self-evaluate how well each of you upheld those

commitments. Have everyone either recommit to follow-through, or make a new commitment for the future.

10. Invite another chapter to join your fraternity/sorority participate in a campus event during SAAM. Then, get back together afterwards to jointly discuss what you experienced and learned.

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“My Brother’s/Sister’s Keeper” Recognition Award Program

Overview

The objective of instituting the “My Brother’s/Sister’s Keeper” Recognition Award Program is to recognize and reward brothers/sisters who exemplify the values of your fraternity/sorority by being a brother/sister and doing the right thing when needed versus merely a passive bystander. With the goal of continued reflection on how the Fraternal Health & Safety Initiative can become an integrated part of your chapter culture, the FHSI Team encourages you to seek out and recognize brothers/sisters on a regular basis for doing the right thing. The “My Brother’s/Sister’s Keeper” Recognition Award program is designed to build a greater awareness within your chapter about the importance of each and every brother/sister taking responsibility to do the right thing when it comes to protecting the health and safety of your brothers/sisters, guests, and other members of the campus community.

Forum/Audience: Chapter

Target Facilitator: Undergraduate chapter officer or undergraduate leader

Materials Needed: Varies

Action Steps for Chapters:

- **Create an organizational structure for the award process:** The best part of the “My Brother’s/Sister’s Keeper” Recognition Program is that it can be easily incorporated into existing organizational structures within your chapter. The responsibility for the program can be given to the officer in the chapter responsible for risk management, or standards/accountability.
- **Decide the process for determining the award recipient:** During the designated officer’s report, he/she can poll other officers, or members, and/or ask for nominations from the chapter for positive things individual members have done during the past week. From these recommendations, the officer can pick the one he/she feels best exemplifies the criteria for the award that week. As an alternative, the officers together can vote. At the next chapter meeting, the chosen brother/sister is publically recognized with a small token of appreciation.
- **Establish the award’s criteria:** The designated officer should work with his/her committee, the other officers and/or the chapter to determine the award criteria. Examples of qualifying activities for this type of award’s program could include:
 - A brother/sister taking the keys from a member/guest who has been drinking and making sure they get home safely;
 - A sister/brother who recognizes a member/guest is too intoxicated to be left alone, and stays up with the sister/brother to make sure s/he is ok or seeks additional help, if needed;
 - A brother/sister who makes sure a member/guest is safely transported home after a chapter event, or other activity;
 - A sister/brother who confronts a member/guest for telling racist, sexist or otherwise inappropriate jokes;
 - A brother/sister who confronts a member(s) for asking a new member/pledge to do something inappropriate; and/or,
 - A sister/brother who went out of her/his way to help a member study for an upcoming test or academic project.

- **Institute the “recognition” component:** There are a variety of ways that a chapter can elect to recognize and reward the individual, even in a low to no budget scenario. Some suggestions include:
 - Create a bulletin board space in a visible area of the chapter facility/meeting space and place the recipient’s photo and a short description of why s/he was selected.
 - Get \$10 gift cards from local businesses/restaurants to reward the winner each week for doing the right thing.
 - Create a culmination award at the end of each Semester for the brother most often nominated during the Semester or for the single best example of the “My Brother’s/Sister’s Keeper” actions.
 - Document the winner each week and feature on chapter Social Media/Websites
 - Share recognition efforts with the Fraternity & Sorority life office so they know about the good deeds of individual brothers.
 - Be creative and think of other ways on your own to keep this program going.
 - If housed, create a priority parking spot for the winner each week.

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Host a “Walk a Mile in Her Shoes” Campus-wide Event

Overview

“Walk a Mile in Her Shoes” is the International Men’s March to stop rape, sexual assault & gender violence. It is a great, visible and playful opportunity for men to raise awareness in their community about the serious effects to men’s sexualized violence toward women. This is a great activity for your chapter to shine an important light on this topic for your campus community.

In short, the goal of the event is to organize a mile walk in a visible area of your campus and organize teams of men from various organizations to participate. It is both a fundraiser and an important campus-wide educational opportunity. This is a great program to host or bring to the IFC, or Fraternity/Sorority Life Office for a greater impact.

Forum/Audience: Chapter/Campus

Target Facilitator: Undergraduate chapter officer or undergraduate leader

Materials Needed: See the [website](#) for more information.

Action Steps for Chapters:

For chapters electing to engage in and/or initiate this program, the FHSI Team encourages you to first make outreach to the campus office tasked with coordinating sexual assault/misconduct education and prevention efforts. Typically the Title IX, student conduct, campus health or counseling center is a good place to start. Most campuses also sponsor peer education programs that usually play a major role in helping to facilitate this programming.

For more information detailing the protocol to ensure a successful event, the FHSI Team recommends you visit the official “Walk a Mile in Her Shoes” [website](#). There you will find detailed guidance and instructions for hosting the event on your campus.

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Steps to Educate the Fraternal Community on Sexual Misconduct Resource

Overview

It is great that your chapter has committed to educating your membership on the issues associated with sexual misconduct/assault and relationship violence. However, in order to truly do our part in “*Taking a Stand*”, it is imperative that the Fraternal Health & Safety Initiative (FHSI) education extend beyond the chapters educated by their participating inter/national organization. Everyone knows that it only takes one incident involving fraternity and sorority life on campus for all chapters, and members in the community to be impacted. As you may recall from the *Taking a Stand: Preventing Sexual Misconduct on Campus* program, there are federal mandates requiring your campus offer educational programming in this area. Utilizing your resources on campus provides an excellent opportunity for your chapter to support campus programs, and provide leadership to help make sexual misconduct/assault prevention efforts even more effective for the campus, and your membership.

Forum/Audience: Chapter/Campus

Target Facilitator: Undergraduate chapter officer or undergraduate leader

Materials Needed: Varies.

Action Steps for Chapters:

As always with this type of education, the FHSI Team encourages you to first make outreach to the campus office tasked with coordinating sexual assault/misconduct education and prevention efforts. Starting with the Title IX, student conduct, campus health or counseling center, ascertain what resources are available to your chapter to engage the fraternal community, both sororities and fraternities, in the larger, broader conversation. Most campuses also sponsor peer education programs that usually play a major role in helping facilitate this programming; so, reaching out to those groups may be another avenue to pursue.

The following steps can help your chapter take the lead in broadening this discussion to the fraternal community on your campus:

1. Appoint an officer or leading member to put together a working sexual misconduct prevention and education committee in your chapter to research and report on available opportunities/resources on campus.
2. Have a person representing the sexual misconduct prevention and education committee reach out to the campus office responsible for campus-wide educational efforts and ask how your chapter can get involved.
3. Visit the FHSI [website](#) and review the tab on sexual misconduct prevention and also the FHSI Materials tab for information about free downloadable posters.
4. Set up an appointment with the Office of Fraternity/Sorority Life staff member(s) to share what your chapter is doing on this topic, and what commitments/programming you are undertaking as a group to address sexual misconduct.
 - a. Create an agenda in advance of things you wish to cover to help you stay on track.
 - b. Bring samples of programming or chapter activities undertaken on this topic.

- c. Don't be afraid to ask for feedback and advice moving forward. In doing so, you'll be giving the advocate for your system important information that the staff member(s) can use to promote the positive side of fraternities to other members of the administration.
 - d. Share the [FHSI website resources link](#) with the staff member(s). Remember, the free color posters that can be downloaded and printed for each chapter on campus.
5. Host a discussion on sexual misconduct prevention with the governing council(s) and/or presidents' council.
- a. Work with the Office of Fraternity/Sorority Life staff member(s) to place the topic on an upcoming agenda.
 - b. Prior to the meeting, take time to contact the Title IX and/or student conduct office, on your campus to research statistics on sexual misconduct in the campus community, and see if you can get specifics related to fraternity/sorority life members' impacted.
 - c. Reach out to sexual assault prevention/survivor services, counseling center and/or health center to identify resources and programming opportunities. Create a handout/resource flier for this information.
 - d. Download and print the free posters from the FHSI website and bring to the meeting to share.
 - e. Ask the governing council(s) for a commitment to participate in SAAM (Sexual Assault Awareness Month) activities on your campus.
 - f. See if the governing council(s) would be interested in having a presentation from the Title IX and/or student conduct office at a future meeting, and arrange it if they are willing to do so.
6. Offer to speak to new fraternity and sorority members shortly after a recruitment period ends.
- a. Share the importance of being part of a system and doing the right thing.
 - b. Make sure all new members are exposed to the Title IX policies of the campus, resources and education on sexual misconduct prevention. *NOTE:* This is another opportunity to bring in a speaker from the Title IX, student conduct, campus health, campus police/security and/or counseling center to share their perspectives.
 - c. Brainstorm with the new members how they can "Take A Stand" Against Sexual Misconduct

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Forced Choices

Discussion Builder Activity

Overview

One of the challenges in addressing hazing is that it can take place in many forms and hazing practices tend to get progressively more harmful over time if they are left unchallenged. The goal of this exercise is to have your members make a choice about where they stand on issues related to hazing and have a group discussion about the choices and individual reactions to them. You can also utilize any of the PowerPoint Slide Decks to feature the STOP Model, if desired as a visual aid. You may email FHSI@jrfdc.com to request copies of the STOP Model slides.

Forum/Audience: Chapter/Campus

Target Facilitator: Undergraduate chapter officer or undergraduate leader with a Fraternity/Sorority volunteer or headquarters staff support

Room Set-Up Needed: Open space, or at least clear of aisles for ease of movement

Materials Needed:

- Pre-made signs labeled as follows: Strongly Agree, Agree, Neutral/No Opinion, Disagree, Strongly Disagree
- Tape
- Flip Chart Paper/Dry Erase Board
- Markers
- Pens/Paper for Participants

Learning Objectives:

Participants will. . .

1. Recognize that it is everyone's responsibility to address potential areas for harm to individual members and guests.
2. Discuss the need for proactive intervention and education in situations where others are making decisions that could place the involved individuals, chapter and/or Fraternity/Sorority at risk.
3. Address issues of partnering to engage in prevention and intervention techniques to keep members and their guests safe.

Facilitation Outline






Content	Time
Introduction, Welcome, and Ground Rules	5 minutes
What is Hazing?	10 minutes
Forced Choices: When To Say “Enough”	16 minutes
Group Processing	18 minutes
Review of the STOP Model	7 minutes
Reflection and Closing	4 minutes
Total Time	60 minutes

Prepare yourself and the room before the session, first:

- Thoroughly review the information found in this facilitator guide. This will take approximately 1 hour. Study the outline to ensure you have a thorough understanding of the program’s overall structure. It is important that you give some thought to areas where you may need to specifically frame the conversation around how members will assume leadership and properly represent the values of the Fraternity/Sorority, as well as examples on how they could do so.
- In advance of the session, research the campus policies and procedures for incidents involving hazing, including sexual assault/misconduct and alcohol. Familiarize yourself with the procedures on how a violation of policy would be handled. Be prepared with notes to ensure you understand these campus policies when questions arise in the session. This will enable you to speak directly to the campus where you are doing the program.
- The space being used should be large enough for your group to move around in during some interactions. It should also be a place where the discussion will not be interrupted by exterior noise or visitors. Reserving a room outside the chapter facility may create a less distracting environment, but it is most important that it is a space in which the facilitator and participants can feel comfortable sharing personal feelings and attitudes.
- Be prepared to distribute the handout(s) to as many participants as will be expected for the discussion.
- When setting up the room, use the tape to hang each sign at a different space of the room similar to a four corners activity with the middle being “neutral, or no opinion”.
- As the participants enter the room, ask them to make themselves comfortable.
- Let them know that the session can last up to 60-90 minutes.






INTRODUCTION, WELCOME, & GROUND RULES

SECTION TIME: 5 RUNNING TIME: 5

	<p>Facilitator(s) should introduce yourself by sharing your name, affiliation, what you do for the Fraternity/Sorority and why you are here facilitating. <i>If time allows, you can also have the participants share their name and one “take-away” they are hoping to gain.</i></p> <p>Welcome and thank you for participating in this workshop on hazing and bystander intervention!</p>
	<p>Establish that ground rules are essential in order to create a positive and respectful environment for delicate issues to be explored. Walk through the ground rules for today’s session with the group.</p>
	<p>Ask if there are any additions, as they may determine others for the session.</p> <p><i>NOTE: If there are other ground rules, be sure to add them to the list. Then, post the ground rules in the room where they are visible to everyone.</i></p>
	<p>These standards should be considered when sharing and listening to each other’s opinions throughout the session. Can we all agree to abide by the ground rules and holding each other accountable to them?</p> <p><i>NOTE: During this section you should, also, review the learning objectives of this session.</i></p>
	<p>As we have discussed before, our fraternity/sorority is built upon the premise that we foster leaders. It is on each of us to ensure that we look out for the best interest of our brotherhood/sisterhood. Today, we are going to spend some time reviewing what constitutes hazing and refining our intervention skills when such occasions may occur where we are tested.</p>




WHAT IS HAZING?

SECTION TIME: 10 RUNNING TIME: 15

	<p>On the flip chart sheet, you (or an assistant) should write “What is hazing. . .”.</p> <p>Ask the question: “What is hazing? How would you define it?”</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Write down all the responses as quickly as possible. Aim to get 3-5 thoughts. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p>
	<p>Prior to conducting the activity, you will want to identify the institution’s definition of hazing and the behaviors that could constitute a policy violation. If possible, you may want to load the website containing that information, have it minimized in the background, and then pull it up when you cover the definition.</p>
	<p>Share the definition of hazing for the institution.</p> <p>With a partner, I would like you to think through meaningful, healthy experiences the chapter offers that do not require anyone to do something that would meet this definition, but do build a solid brotherhood/sisterhood.</p> <p><i>Wait 2-3 minutes.</i></p>
	<p>Select 3-4 participants to share with the group.</p> <p><u>NOTE:</u> After each individual shares, ask of the larger group if anyone has anything to add.</p>
	<p>Let’s consider when activities, practices, and/or “traditions” can become problematic within our fraternity/sorority.</p>





FORCED CHOICES: WHEN TO SAY “ENOUGH”

SECTION TIME: 16 RUNNING TIME: 31

	<p>As the facilitator, it is imperative that you individually think through each of the situations below prior to the activity. This will enable you to be ready to add thoughts or ideas as part of the discussion. Also, make sure you emphasize the words IS or IS NOT in each situation to reduce confusion as much as possible.</p>
	<p>I will read a scenario provided that describes a situation. I would ask each of you to think about the statement and your personal thoughts about how it fits into our definition of hazing, versus healthy activity. Then, I would like you to move to the section of the room with the sign that best represents your opinion. For example, if you think that it is not hazing, you may move to the “disagree”, or “strongly disagree” section, depending upon how firmly you feel about your decision.</p> <p>Are we ready to get started? Wait for affirmed response. Ask everyone to stand.</p>
	<p>After you read the situation, pause for 20-30 seconds to let the members find their place in the room based upon their perspective.</p> <p>Once everyone has settled, pose the question, “What prompted your choice to take the position you have in this situation? What did you consider?” to 1-3 participants at the various position.</p> <p>Situation Questions</p> <ol style="list-style-type: none"> 1. The following IS NOT an example of hazing. Professional football players are right to expect rookies to carry their equipment for them on and off the practice field. 2. The following IS an example of hazing. Asking new members/pledges to memorize a Fraternity song or chant; and, then telling them to perform it individually in front of sorority members and/or other guests at a party. 3. The following IS a myth about hazing. It isn’t hazing if a person does whatever is asked of them willingly. 4. The following IS NOT an example of hazing. Actives vs New Members/Pledges in a game of Beer Pong. What if it is New Members vs New Members/Pledges in a game of Beer Pong organized by actives? 5. The following IS NOT a myth about hazing. Hazing occurs because it is the best way to build loyalty and group unity. 6. The following IS a myth about hazing. Hazing has always occurred in our Fraternity/Sorority so we’d be letting our alumni and founders down if we didn’t do it. 7. The following IS NOT an example of hazing. Finding out a new member/pledge is a virgin and then taking it upon yourself to fix him/her up with someone that you know will want to have sex with him/her. 8. The following IS hazing. Asking a new member or younger member of your fraternity to take notes in class and share them with you so you don’t have to do it yourself. 9. The following IS NOT an example of hazing. Asking new members/pledges to come by your off campus house and clean up the place on a Saturday. 10. The following IS hazing. Creating exercise and physical fitness goals as part of the new member education process and tracking their weight/progress on a chart for all of the members to see.



GROUP PROCESSING

SECTION TIME: 18 RUNNING TIME: 49

	<p>Take note of the responses offered during the previous section as you may want to circle back to one or two of those points in this debriefing section. After the last situation is shared and considered by the group, facilitate a group processing of the exercise.</p>
	<p>Okay, let's all find a seat.</p> <p>Now, I'd like us to discuss what we observed during the activity.</p>
	<p>Pose the following questions to the group, waiting for a few responses after each one:</p> <ol style="list-style-type: none">1. Would anyone like to share anything that surprised them about this activity?2. Did any of you feel peer pressure to change your answers based upon where the majority of the group was heading?3. Were you surprised by the various choices others made over why or why not something was considered hazing?4. Notice that none of the example scenarios were extreme or overtly dangerous in their descriptions. Why do you think that is the case for our purposes today?5. Any last thoughts?
	<p>There may be occasions where we find ourselves questioning whether an activity is healthy, or hazing for our chapter. In those instances, we need to feel empowered to stand up and say something. So, let's spend some time quickly reviewing the STOP Model for Intervention.</p>



REVIEW OF THE STOP MODEL

SECTION TIME: 7 RUNNING TIME: 56

	<p>Let's review the STOP Model that you've seen in other Fraternal Health and Safety Initiative programs. Before we review the model, can someone give me a scenario where an intervention might be necessary involving hazing, or the potential for hazing? <i>Wait for responses.</i></p> <p>You, or your assistant, should write down all of the responses on a sheet of flip chart paper as quickly as possible. Aim to get 4-6 situations. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p> <p>Great work! Let's review the STOP Model and then see how we might put it into action to address these situations.</p> <p>S: Safety. If you notice a situation that requires immediate intervention, notify others as needed, protect yourself and others and consider your plan of action.</p> <p>T: Talk. Explain to your bother/sister or guest what is at risk, encourage good decision-making and ask the individual to STOP their risky behavior(s).</p> <p>O: Opposition. Be prepared in case others get defensive. Remember to stay calm.</p> <p>P: Plan. Understand that it is your responsibility to act. Make sure your chapter plans ahead by talking through risk reduction strategies before each social event.</p> <p>Utilizing the STOP Model, can I get a few volunteers to demonstrate a specific technique to tackle one of the scenarios we have up on the sheet?</p>
	<p>Tips on how to intervene:</p> <ul style="list-style-type: none">• Approach from a caring perspective (“As your brother/sister...”)• Be understanding of their situation and perspective, but be firm• Ask to speak with them in a private setting• Remember that this is your duty to your fellow members

REFLECTION AND CLOSING

SECTION TIME: 4 RUNNING TIME: 60

	<p>Ensure you have the Fraternity's/Sorority's associate/new member education information, including any policies, ready to review, and remind the chapter that they should familiarize themselves with the material.</p>
	<p>Thank you for participating in the session! I truly appreciate the sincere attention you each gave to this session. Our goal is to ensure that we have a healthy brotherhood/sisterhood, not one that is based upon bonding through fear, intimidation and/or humiliation. The key is to know the difference.</p> <p>We have a responsibility to work together to be our best selves and act according to our values so that we can ensure the longevity of our fraternity/sorority.</p>

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Violence Prevention Case Study Activity

Pre-Session Preparation

Overview

In the last couple of years, an increased number of incidents involving physical altercations have occurred at chapter facilities, sponsored activities, and/or within the college/university environment. Whether dealing with student-to-student instances, or involving non-students at local bars/clubs, restaurants, and/or other establishments. These situations can escalate quickly, especially if members are not prepared for how to deal with them. Additionally, recognizing that some colleges/universities or the inter/national organization require the use of an event monitor for chapter sponsored activities. This session is designed to assist participants in understanding the nature of how physical altercations can occur, best practice in risk management during events, and techniques to deescalate situations when tempers are high. You can also utilize any of the PowerPoint Slide Decks to feature the STOP Model, if desired as a visual aid. You may email FHSI@jrfdc.com to request copies of the STOP Model slides.

Forum/Audience: Chapter

Target Facilitator: Undergraduate chapter officer or undergraduate leader with a Fraternity/Sorority volunteer or headquarters staff support

Materials Needed:

- Flip Chart
- Tape
- Markers
- Copies of the Case Study with Question Prompts for Participants

Learning Objectives:

Participants will. . .

1. Recognize steps to take to address potential instances of physical violence.
2. Learn the proactive ways to intervene in situations where others are making decisions that could place the involved individuals, chapter and/or Fraternity/Sorority at risk.
3. Understand the definitions, policies, laws and legal issues related to event management, especially when alcohol is present.

NOTE: Case studies and associated facilitation guidance written by Dave Westol, Limberlost Consulting.

Facilitation Outline






Content	Time
Introduction, Welcome, and Ground Rules	5 minutes
What is Hazing?	10 minutes
Forced Choices: When To Say “Enough”	16 minutes
Group Processing	18 minutes
Review of the STOP Model	7 minutes
Reflection and Closing	4 minutes
Total Time	60 minutes

Prepare yourself and the room before the session, first:

- Thoroughly review the information found in this facilitator guide. This will take approximately 1 hour. Study the outline to ensure you have a thorough understanding of the program’s overall structure. It is important that you give some thought to areas where you may need to specifically frame the conversation around how members will assume leadership and properly represent the values of the Fraternity/Sorority, as well as examples on how they could do so.
- In advance of the session, research the campus policies and procedures for incidents involving physical misconduct and alcohol. Familiarize yourself with the procedures on how a violation of policy would be handled. Be prepared with notes to ensure you understand these campus policies when questions arise in the session. This will enable you to speak directly to the campus where you are doing the program.
- The space being used should be large enough for your group to move around in during some interactions. It should also be a place where the discussion will not be interrupted by exterior noise or visitors. Reserving a room outside the chapter facility may create a less distracting environment, but it is most important that it is a space in which the facilitator and participants can feel comfortable sharing personal feelings and attitudes.
- Be prepared to distribute a copy of one or both case studies to as many participants as will be expected for the discussion.
- As the participants enter the room, ask them to make themselves comfortable.
- Let them know that the session can last up to 45-60 minutes.







INTRODUCTION, WELCOME, & GROUND RULES

SECTION TIME: 5 RUNNING TIME: 5

	<p>Facilitator(s) should introduce yourself by sharing your name, affiliation, what you do for the Fraternity/Sorority and why you are here facilitating. <i>If time allows, you can also have the participants share their name and one “take-away” they are hoping to gain.</i></p> <p>Welcome and thank you for participating in this workshop on violence prevention and bystander intervention!</p>
	<p>Establish that ground rules are essential in order to create a positive and respectful environment for delicate issues to be explored. Walk through the ground rules for today’s session with the group.</p>
	<p>Ask if there are any additions, as they may determine others for the session.</p> <p><i>NOTE: If there are other ground rules, be sure to add them to the list. Then, post the ground rules in the room where they are visible to everyone.</i></p>
	<p>These standards should be considered when sharing and listening to each other’s opinions throughout the session. Can we all agree to abide by the ground rules and holding each other accountable to them?</p> <p><u>NOTE:</u> During this section you should, also, review the learning objectives of this session.</p>
	<p>As we have discussed before, our fraternity/sorority is built upon the premise that we foster leaders. It is on each of us to ensure that we look out for the best interest of our brotherhood/sisterhood. Today, we are going to spend some time discussing issues related to physical violence and refining our intervention skills when such occasions may occur where we are tested.</p>



SIGNS TO WATCH FOR AMONGST BROTHERS/SISTERS AND/OR GUESTS

SECTION TIME: 10 RUNNING TIME: 15

	<p>On the flip chart sheet, you (or an assistant) should write the words “Signs to watch for. . .”.</p> <p>Ask the question: “What are some signs that we should watch for that indicate a potential need for intervention?”</p> <p><u>NOTE:</u> You, or your assistant, should write down all of the answers on a sheet of flip chart paper. Write down all the words as quickly as possible. Aim to get 7-10 thoughts/words. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p>
	<p>Situations involving alcohol will likely be one of the examples referenced. If so, you can elect to incorporate the refresher exercise below indicated by the shaded boxes. Or, you can move beyond those, and directly cover the STOP Model re-cap prior to addressing the scenarios for the roleplaying exercise.</p>
	<p>With a partner, I would like you to pick one of the situations we’ve identified as a group. Determine the signs involved in that particular issue. Are there any early warning signs that might allow you to do an early intervention? If so, list them in a separate column next to the issue.</p> <p><i>Wait 2-3 minutes.</i></p>
	<p>Select 3-4 participants to share with the group.</p> <p><u>NOTE:</u> After each group shares, ask of the larger group if anyone has anything to add.</p>
	<p>One of the key ways that we can engage in early intervention is to recognize the stages of intoxication. Typically, we think about loss of coordination when asked about whether someone’s intoxicated. However, there are earlier signs to watch for if you are attempting to be proactive in your response. Think about the pneumonic device IJRC--I Just Read Cues--Inhibitions, Judgment, Reactions and Coordination.</p>
	<p>On the flip chart sheet, you (or an assistant) should write the words “Inhibitions.”</p> <p>Ask the question: “What are some signs of loss of inhibitions?”</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Aim to get 5-7 situations. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p> <p>Ask the question: “Ok, what are some signs of loss of judgment?”</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Aim to get 5-7 situations. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p> <p>Ask the question: “Now, what are some signs of diminished reactions?”</p> <p>You, or your assistant, should write down all of the answers on a flip chart paper. Aim to get 5-7 situations. After the list is exhausted, tear that sheet off and affix it to the wall where all can see.</p> <p>Now, these are all considerations for potential early intervention. However, regardless of whether you are intervening for proactive, or reactive reasons, the techniques are similar. So, let’s focus on what we can do when situations arise.</p>

REVIEW OF THE STOP MODEL (OPTIONAL)

SECTION TIME: 8 RUNNING TIME: 23

	<p>Let's review the STOP Model that you've seen in other Fraternal Health and Safety Initiative programs. Utilizing this model allow us to protect our chapter, members and guests, and maintain our values.</p> <p>S: Safety. If you notice a situation that requires immediate intervention, notify others as needed, protect yourself and others and consider your plan of action.</p> <p>T: Talk. Explain to your bother/sister or guest what is at risk, encourage good decision-making and ask the individual to STOP their risky behavior(s).</p> <p>O: Opposition. Be prepared in case others get defensive. Remember to stay calm.</p> <p>P: Plan. Understand that it is your responsibility to act. Make sure your chapter plans ahead by talking through risk reduction strategies before each social event.</p> <p>Can I get a few volunteers to role play a few scenarios for the group?</p>
	<p>Tips on how to intervene:</p> <ul style="list-style-type: none">• Approach from a caring perspective (“As your brother/sister...”)• Be understanding of their situation and perspective, but be firm• Ask to speak with them in a private setting• Remember that this is your duty to them (as a sober monitor and as a brother/sister)

PROCESS TO PRACTICE CASE STUDIES: VIOLENCE PREVENTION & INTERVENTION SKILLS & STRATEGIES

SECTION TIME: 25-30

RUNNING TIME: 48-53 (OR 40, IF SKIPPING THE STOP MODEL REVIEW)



I am handing out one (or two) different case studies based on different types of potential incidents. With your small group, think through the STOP Model and identify the intervention techniques that you could utilize to best address the scenario.

NOTE: Wait 5-10 minutes for the small groups to determine their process. You may wish to wander around the room to check-in with the small groups as they work.

If you're using both case studies, ask the question: **Can I get a volunteer from each group to summarize your case study and then demonstrate one of the approaches to intervening you identified for the group?**

NOTE After each group goes, brainstorm with the large group what was done well and what could have done better? Then, discuss the facilitation questions at the bottom of the case studies



Case Study 1 Facilitation Guidance:

Case Study 1. ASSAULT AT THE CHAPTER HOUSE

John is a freshman at State University. He is in the process of joining the Alpha Beta Fraternity during fall semester.

John is told that one of the main duties as a pledge is "Party Patrol" and "DD" or "Delta Delta" duty. Party Patrol refers to the practice of being paired up with two or more initiated brothers and circulating through the crowd during social events as an informal way of keeping order. Delta Delta is the term used for designated drivers – individuals who may be called upon to drive intoxicated guests to their houses or residence halls after the party.

One of the biggest social weeks of the semester is Homecoming week. On the Thursday night of homecoming week AB is hosting a large party. John has been assigned party patrol duty for the event. Alpha Beta is known to have the best parties on campus and rumor has it that the brothers expect a crowd that should exceed 300. Therefore, two party patrol teams of a member and a pledge have been assigned for the night.

A guest list – a list of all non-members who have been invited to the event – was compiled via social media. However, it is well-known that Alpha Beta will accept "walk-ins" who are not on the list as long as those individuals are women. Men who are not on the list are turned away. Door duty is usually assigned to older brothers but for this event several pledges have been told that they must check people into the event.

By 11:00 p.m., the basement of the fraternity house is packed and groups of people are spread around the living room and other common areas of the chapter house.

John attempts to shadow the older brother who was assigned to his team. The brother begins consuming alcohol and eventually tells John that, "You have the team, dude...I'm going to my room with my girlfriend." John is confused but unwilling to confront the member. So, he searches for an older brother with some authority and finds the social chair. The social chair, who also has been drinking, tells John to begin checking people at the front door to "make sure they are on the guest list." John says, "I don't know what to do...I haven't done that before." The social chair replies with a sarcastic, "Whatever, pledge – don't bother me unless something big happens."

John joins two other pledges at the door. They stand on the front porch and attempt to match names from the guest list with identification such as student IDs or a driver's license. Around 11:45 p.m., three men approach the door and attempt to push their way by John and the other pledges. A verbal confrontation ensues. Several brothers, all of whom have been drinking, come to the porch and join the discussion. Text messages are sent to members to "Report to Red One" (the front door) which is code to come in a hurry. With the number of brothers growing rapidly one of the three individuals pulls the other two away and says, "We can go to other frats." AB brothers continue to yell insults and derogatory comments at the three men as they walk away.

"Good job," the pledges are told by the social chair. The party resumes. No members join the pledges or provide assistance other than telling the pledges, "If those guys come back let us know."

John checks with the social chair at 1:00 a.m. to determine if the three pledges can go back to their residence halls. The social chair, who by now is clearly intoxicated, tells John to "Man up, dude! You need to stay here at least another half-hour or so because we may need you to be a DD. This rager is so dope – we are gonna be kings tomorrow!"

At 1:15 a.m. the three men who previously tried to enter suddenly appear on the front porch. They approached by walking across the lawn and out of the line of sight of the pledges. One of the original three approaches John and exposes what appears to be the handle of a gun in the right front pocket of his pants. He says, "You ain't so tough now without all of your bros with you" and shoves John backward. One of the other pledges attempts to text for help but his phone is knocked out of his hand. John holds up his hands, palms forward, in a gesture of "Wait" but the man who shoved him strikes John in the face with the butt of his gun. John is knocked off the porch and falls to the ground. The other two pledges slip inside the house and lock the front door. The non-member men walk away laughing and jeering at John.

Several members come to the front porch and help John to his feet. A member calls 9-1-1. John is subsequently transported to the university health center and hospitalized with a broken mandible (lower jaw), injuries to his left eye, and various abrasions and bruises. His parents are notified by hospital personnel pursuant to policy.

Five of the seven chapter officers including the vice president, the new member educator and the treasurer attend an emergency meeting called by the chapter president at 2:30 a.m. on Friday. The officers decide that the best course of action is to keep the incident, "Under wraps". The vice president is adamant about secrecy--"Dudes, if this gets out we're toast--'they' will take the charter". Although national fraternity policy calls for immediate notification of the national organization and the host institution if someone is taken to a hospital, no one contacts the national headquarters or the university.

John's parents drive seven hours to the hospital. They arrive at 9 a.m. on Friday, tired and angry. John's father immediately goes to the Student Affairs office and demands to speak with the Fraternity/Sorority Advisor. His father has several questions and concerns including the propriety of first semester students "Serving as bouncers" and compromising academic performance; the apparently unrestricted use of alcohol in the fraternity house and the failure of the university to protect its students against "Felons carrying weapons". John's parents also contact the chapter president to demand information regarding the payment of costs for the emergency transport, the hospital costs, cosmetic surgery and fall semester tuition for John since he may not be able to complete his classes.

NOTE: See below for guidance on facilitating the discussion questions.

Discussion Questions:

1. **Most risk management situations involve several key concepts. What are the key concepts in this case—in other words, what can we learn from this case study that will help our chapter and members avoid similar situations?**

Facilitator Notes: What issues can you identify in this case?

- ↪ Having pledges or new members assume duties for which they have little to no experience and for which they lack social capital—the ability to influence others by their words. This includes the “Party Patrol” and designated driver duties.
- ↪ The philosophy in the chapter that “Stuff rolls downhill”. In other words, make the youngest and least capable members (the pledges) responsible for duties that older members should be doing. This culture or mentality is often present in a hazing chapter. And using deductive reasoning: Was it a good idea to assign first semester students to various tasks at an event held late on a weeknight evening? What effect might that have on their academic performance on Thursday or Friday?
- ↪ Compiling a guest list via social media is not an inherently bad idea but the guest list must list only guests known to one or more members. Advertising, promoting or announcing a party via social media generates a number of issues for a chapter, as we can see.
- ↪ A subtler point—there is no mention of how alcohol is used at this event. In the experience of the members of the group with whom you are facilitating, what would be typical for a chapter known as “Having the best parties” to utilize alcohol? BYOB or Third-Party Vendor are the accepted ways of those 21 and over to consume alcohol.
- ↪ John, the pledge who was injured—was it a good practice to pair him with an irresponsible member? Did the chapter leaders review the event in advance and then ask themselves, “What could go wrong here and what happens if something does go wrong?” Was it foreseeable—an important legal term—that John might be left alone?
- ↪ Was it a good idea to station pledges at the front door to check IDs? Why or why not?

2. **Did this chapter follow risk management and harm reduction policies and practices?**

- a. **What steps could the chapter have taken to reduce the possibilities or probabilities of this situation occurring?**
- b. **Would this situation be different had members been at the door rather than pledges?**

Facilitator Notes: What did the chapter do in terms of complying with generally accepted risk management or harm reduction practices? What didn't the chapter do in that regard?

- ↪ A guest list was prepared but not adhered to in terms of admitting women and turning away men. We don't know if the chapter followed the national GPM (Guest Per Member) ratio—usually 2/1 or 3/1. Ask about the GPM ratio—do the undergraduates know the answer?
- ↪ Although it is not a specific requirement of risk management policies to use common sense and experience in life, those would have been valuable in this case. Did it make sense to post pledges at the front door? Did it make sense to allow a number of members who had been consuming alcohol to respond to the first situation at the front door? To allow them to taunt and ridicule the three non-members who were leaving?
- ↪ Nearly every confrontation between groups is bifurcated—in other words, there is an initial incident followed by a more serious response separated by time, ranging from a few minutes to an hour or more. And that occurred here. What could chapter members have done to eliminate the potential for a second incident? The smart response: It is close to midnight. Close the party to all new guests and don't let anyone else into the event, and then shut the party down at 1 a.m. Had that happened John would not be in the hospital and his parents would not be threatening litigation.

- ↪ Who was in charge of this event? The social chair? The Party Patrol members (not the pledges)? The president took control, such as it was, afterward but that was too late. Could that have been planned out prior to the event?
- ↪ Did the chapter have an emergency plan in place? If not, why do you think that no plan was in place? Is it better to “Take things as they occur” or to plan in advance for something that goes wrong?

3. Did the use of social media to gather names and advertise the event impact the end result?

Facilitator Notes: Discuss how open events (i.e. those advertised on social media) can encourage those who may not normally attend a fraternity event to stop by, etc. etc.

4. What role, if any, did alcohol play in the decision-making during and after the event?

Facilitator Notes: Refer to the second part of your earlier discussion where you reviewed the impact of alcohol.

How does alcohol affect our ability to think? To use logic? To react to a situation or to something that is beginning to look like a situation? Ask for examples of behavior that occurred when someone had been consuming alcohol—would those have occurred without the influence of alcohol? Another way to frame the issue: What qualities or abilities do we need to stay out of trouble? (Response: Judgment, tact, diplomacy, logic, rational thought, recognition of danger are a few). Then, does the consumption of alcohol affect those qualities and abilities?

5. After the initial confrontation at the door with the three pledges, what could chapter members have done to ensure that things did not go from bad to very bad?

Facilitator Notes: This is a stand-alone question although it is included above. Many undergrads will be reluctant to even consider shutting down the event or at the least closing the front door and not admitting any additional guests which in turn eliminates the need for people to admit guests. Explain that there are times that “Big” decisions must be made. Which is a better outcome—a successful event without a major incident or having a pledge in the hospital and a major investigation underway? As the facilitator, you may have to push or prod some of the participants to speak up.

And ask, “Who was in charge—who is going to make the decision? The social chair who was clearly under the influence (see # 4) or someone with authority?” The best answer is, “Shut it down”.

6. What protocols does your chapter have in place regarding weapons and firearms?

Facilitator Notes: Risk management policies are very clear re: firearms and similar devices. While there isn’t anything that members could do about someone carrying a firearm (and don’t allow the audience to dive into that rabbit hole or Second Amendment discussions), the key questions remain: Why do you have the youngest members working the most important job (the front door) and do guests of members usually arrive packing or strapped (have a firearm)? The correct response is, “No”.

7. What are the implications of not notifying the university or your fraternity headquarters about this incident? How would your insurance provider respond to this situation?

Facilitator Notes: Insurance companies have plenty of data to show that if information regarding a potential claim is shared immediately the likelihood of litigation v. a claim is reduced and the amount needed to settle or resolve the claim will be significantly less than if delays are involved. The insurance provider may not honor the claim if it appears that the chapter officers or others actively attempted to conceal the situation. In other words, the best thing to do is to follow the protocol established by the national organization, gather information and cooperate while notifying all parties immediately.

Continued on next page.

Facilitator Notes for Q7. Continued: Bring out the fact that the vice president doesn't know what he is talking about; that police reports will be filed; that people have already tweeted or texted about the situation; and that the best thing that they can do is report the situation to the headquarters immediately and to the "U" as soon as possible on Friday morning.

Also note that while the emergency meeting isn't a bad idea, meeting with drunken or intoxicated people is a bad idea if you want logical, thoughtful and intelligent discussion.

What about the alumni corporation or advisory team? Same responses. And ask: Does your chapter have a procedure in place that includes phone numbers and emails? Some older alums may not use Twitter or text. And it is usually better to communicate with voice calls.

Controlling social media in today's world is not only a priority—it is impossible. What can the chapter do to communicate what happened, or should that be left to someone else? A meeting of all members is a good idea. Again, bring out that planning for an event should include planning for the unexpected.

8. If you were a guest at this event, what, if anything, could you have done?

Facilitator Notes: This is a good opportunity for the facilitator to acknowledge that the chapter did a poor job of planning for a large event. The so-call "Party Patrol" of a total of four people was woefully inadequate for an event involving 300+. A good ratio: one sober monitor for every 10 guests and the monitors are not to be pledges.

The first thing most guests will do after a situation is use their phones to communicate the news. What can the chapter do to discourage the use of phones for that purpose? Answer: Very little, but the chapter members can gather people together, acknowledge that something happened and encourage accuracy if nothing else.



Case Study 2 Facilitation Guidance:

Case Study 2. CHAPTER SOCIAL EVENT AT THIRD PARTY VENDOR

The Alpha Beta chapter is hosting a party at Bro's Sports Bar on a Friday night. The chapter social chairman works there and has worked out a deal with the owner to rent the entire bar from 9pm to midnight for \$1,500 which includes the first five kegs of beer.

Bro's security is on hand and monitors the door allowing only Alpha Beta members and pledges and their invited guests into the event. Other security personnel walk around the event making sure everyone is safe.

Bro's is packed with over 350 people attending the party. Everyone enjoys the free beer. When a bartender checks an ID and turns down an underage attendee it is no problem for that person to get a beer by having an older member get one and bring it to her or him.

However, trouble arises when a non-member male begins speaking in a loud voice at a girlfriend of one of the brothers while they are dancing. This happens just before midnight. The non-member uses several degrading terms for women. Other people within a radius of about ten feet stop dancing and watch the non-member, who is (a) clearly intoxicated—he is slurring his words and weaves back and forth as he speaks; and (b) his voice is increasing in volume and he is using profanity. However, no one does anything but observe.

As more people become aware of the situation they stop dancing. The DJ working the party turns off the music as a signal that the Alpha Beta event is over and the 100+ people waiting for the bar to open to the public are about to enter.

A sophomore member of AB named Tim has been drinking the entire night. Tim's girlfriend is the woman who was dancing with the non-member. Tim hears the non-member call his girlfriend a whore. He approaches the non-member and without warning shoves the non-member with one hand and curses him.

Tim is approximately 6' 2" tall and weighs about 210 pounds from attacking the non-member who is 5' 7" tall and weighs about 155 pounds.

A Bro's security guard spots the situation and attempts to get through the crowd and separate Tim and the non-member. However, he is unsuccessful.

The non-member curses at Tim for shoving him. The reaction by Tim is quick—he strikes the non-member in the face with his fist and then pushes the non-member to the floor. As the non-member lays on the floor, Tim "heel stomps" him several times. Tim is wearing cowboy boots with metal cleats on the heels. Three other fraternity members, all of whom have also been drinking alcohol, join in kicking the non-member who covers his head with his hands and does not resist.

Several other members and the security guard then intervene by pushing Tim and the other fraternity members away and helping the non-member to his feet. The non-member is bleeding, trembling and disoriented. He is escorted to a back room of Bro's and told by another employee, "Dude, you'd better have someone look at your face—it doesn't look good. We have to call an ambulance."

Amid the chaos, the girlfriend who was dancing with the non-member was also knocked to the floor when Tim hit the non-member in the face and other members joined him. She cannot recall how she was knocked down and she doesn't know who contacted her. However, when she attempts to stand she realizes that her right knee has been injured. She leaves the event, returns to her sorority house and after applying ice to her knee and taking Advil she is taken to the health center by friends. Following an examination, she is told that she has suffered significant ligament damage to her knee that will require a lengthy rehabilitation.

Meanwhile, text messages and tweets are sent by several individuals at the party including people who know Tim and the non-member with descriptions of the situation. Several messages praise Tim for "stepping up and doing something about this jerk." Photos of the situation are posted on Twitter, Facebook and Instagram. Two videos taken of the incident from the moment that the non-member began cursing the woman to the moment that he was led from the party are also posted.

The following day (Saturday) two uniformed police officers and a detective come to the chapter house at 10:00 a.m. The detective asks if Tim is in the house. When Tim appears, he is placed under arrest along with the three other members who kicked the non-member while he was on the floor. Tim has been charged with felonious assault. The other members have been charged with assault and battery.

While Tim is being processed at the police station—photograph, fingerprints and other procedures—he is told by a police officer that the parents of the non-member are "very upset" and that they have already contacted a well-known local attorney about filing a civil suit for damages against Tim, the other members, the chapter and the national organization. "You're in pretty deep, kid" the officer says.

The woman who suffered a knee injury calls the AB chapter president to ask about insurance coverage. "My parents are really upset about this" she tells the president. "My dad says he may sue the chapter if my medical bills aren't paid."

The chapter advisor calls the chapter president and says that the International Fraternity Headquarters is dispatching a staff member to ascertain what happened and to help manage this crisis.

NOTE: See below for guidance on facilitating the discussion questions.

Discussion Questions:

- 1. What specific steps could the chapter have taken to avoid this situation? Do you think the chapter followed risk management practices and policies? If so, what did the chapter do correctly? If not, what didn't the chapter do that it should have done in terms of risk management?**

Facilitator Notes: *Using a Third-Party Vendor (TPV) does not, as some believe, relieve a chapter of all liability. It is a significant factor in sharing responsibility or liability. What did the chapter do to make the event safer? What didn't the chapter do to make the event safer and within policy?*

- Used a guest list--which it did. Good.
- Used monitors who would circulate and make sure things were going as planned—which it did not do. The record is silent as to how many security guards Bro's had working that night but it is likely less than a 10-1 ratio. Given the number of people present the use of monitor teams is a good and practical idea.
- Provided "free" beer: a major risk management violation. FIPG and other policies prohibit providing alcohol under any circumstances. The fact that the beer was used as a negotiating chip does not allow it to be provided free of charge. TPV is premised upon the fact that if someone has to purchase alcohol at the going rate that person will consume less. Offering beer without a cost places the chapter squarely in the liability stream.
- No planning and clearly no one in charge. Good planning would have dictated that at 11:30 p.m. the monitors and others would have begun circulating and telling members and guests that the party would end in 30 minutes. The DJ would also have made an announcement—perhaps two or three. That would have shifted the focus of the event to "Let's wind this down".

- 2. What was the critical moment: at what specific point could this situation have been avoided or mitigated so that no one was injured?**

Facilitator Notes: Ask about the monitors first. Had there been monitor teams this situation may not have developed. The next best time: when the non-member became obviously intoxicated. He didn't just start weaving and stumbling—that was occurring for a time before he became truly obnoxious. The final opportunity: when the non-member became abusive.

Also, don't miss the opportunity to emphasize that the security guards from Bro's are there for a reason. Don't intervene with members when you have security present who can do a better and safer job and who have insurance coverage.

- 3. What role could the people at the event who were near the non-member have played in reducing the possibility of an incident or situation?**

Facilitator Notes: This is classic bystander v. upstander behavior. Ask what others could have done, except for physical intervention (which often leads to other problems) and guide your audience to the conclusion that others could have alerted monitors/security guards, stopped dancing and anticipated issues and called for help. Upstanders do not have to tackle or strike people. Effective intervention can involve quiet voices and separation of the parties.

Don't forget Tim. He wasn't close to the situation when things started to unravel. Upstanders could have intervened with him, too. How would you talk with Tim? Calm voice...use his first name...talk him off the ledge.

Finally, can insults or profanity serve as the basis for striking someone? It may take a few more questions but the answer is, "No". Better to let the non-member be obnoxious and then be escorted out by the Bro's security guards than to overreact, which is what Tim and three others did.

4. Things happen quickly--very quickly--in social situations such as this one. What factors influence the escalation of a verbal confrontation to a physical confrontation?

Facilitator Notes: This is an excellent question that should lead to obvious concepts—intoxication, belligerent behavior—but also aggressiveness, territoriality (“my” girlfriend), the fact that Tim felt more confident in confronting the non-member because Tim was among members, the fact that the event was hosted by AB and the fact that Tim was much bigger than the non-member. Each of those points should be noted through questions.

Why did the Three Stooges jump into the situation? The non-member is on the floor. He isn’t threatening anyone at this point. Answer: They wanted to be “heroes” and allowed alcohol to dictate to common sense. What would have been better? For the three to wrestle Tim away from doing something profoundly stupid...which they did not do.

5. Once the non-member became confrontational with a woman guest, what might have been done?

- a. **Are there risk management or harm reduction practices such as having sober monitors that might have reduced the tension in the situation?**
- b. **Should the chapter have relied on Bro’s security to do something?**

Facilitator Notes: In addition to the points noted above in # 3, the reliance upon Bro’s security is a good beginning point. Did the chapter plan in advance with Bro’s staff for just such a situation? As the evening wound down in terms of exclusive use of the facility were Bro’s security guards present? Situations like this rarely occur during the first hour of an event. What factors influenced the situation at 11:45 p.m.?

6. Can a person (Tim) be prosecuted and sued in civil court for the same transaction or situation? With that in mind, can the woman with the injured knee sue the fraternity and some members or officers?

Facilitator Notes: Always a good question to begin with and the answer is, “Yes”.

Tim can be prosecuted—in this case for a felony—for assault with a dangerous weapon—his cleated boots. Ask the difficult questions: Did Tim really, truly need to shove the non-member in the first place? Did he need to protect his girlfriend who, based upon the facts, had not been touched by the non-member? Once Tim shoved the non-member down did Tim need to heel stomp him? Why? The answers, of course, run along the lines of alcohol-related aggressive behavior. In basic terms Tim escalated an unpleasant situation into a criminal charge with serious consequences.

And yes, Tim can also be sued in civil court for the injuries suffered by the non-member. Ask the audience if Tim was justified in using physical violence to respond to spoken words. In a civil case, the plaintiff—the non-member—is suing Tim and others for monetary damages. In some states, the non-member may also be able to sue for punitive damages—to send the message that such behavior is not tolerated by the law.

Key point here: Insulting language does not justify a physical response.

And yes, the woman—Tim’s girlfriend—will most likely file a claim against the chapter and Bro’s for her injuries. The chapter held the event and accepted some responsibility for anything that would happen at the event. And that claim may evolve into litigation—a lawsuit. Question the audience: Would a girlfriend of a member sue the fraternity? Yes. In most fraternities and sororities 50% of the claims and lawsuits are filed by members. The fact that the girlfriend can’t identify who knocked her down will not absolve the chapter of some responsibility.

Discussion Questions Continued Next Page . . .

7. What effect will this have on Tim? His parents? His academic work? His future?

- a. **If he is convicted, what effect will that have on his future? Felonious assault is a felony.**
- b. **What about the other three members who are charged with assault and battery?**

Facilitator Notes: Questions here involve financial and personal aspects. Tim has been charged with a felony. Ask what that means in terms of bail (most likely lower than for a convicted felon but this remains a serious crime) and the impact of this upon his participation in the chapter, his education and his degree. If he is convicted, even of a misdemeanor, what effect might that have on his ability to pursue, for example, a teaching certificate...an MBA...a degree in law or medicine? The same applies for the other three members. Bring out that in today's job market even a misdemeanor that involves physical assault will place you at a major disadvantage.

8. What are the insurance implications in this situation? Is the Fraternity absolved of any responsibility given the party was hosted at Bro's? Why or why not?

Facilitator Notes: Circle back to early points: The fraternity will share responsibility with Bro's. In many states, the amount of money that can be obtained from Bro's insurance provider will be limited by state law. But that does not apply to fraternities.

Some audience members will attempt to argue that because the event was held at Bro's, the bar must be responsible. Remind them via questions that this was not a "Bro's" event. This was an AB event at Bro's. Responsibility is shared. There would have been no criminal charges or injuries if AB had not hosted an event...and AB violated risk management policy by providing "free" beer to members and guests.

9. What effect or impact in terms of time will be involved in this case for Tim and the three members?

Facilitator Notes: Criminal cases—the felonious assault and the assault and battery cases—may take several months to conclude.

For the members who jumped in and assaulted the non-member, they may also face additional charges if the prosecutor decides to amend the charges to aggravated assault, which translates into assault and battery that results in the hospitalization of the victim. That jacks up the potential jail time and fines, too. And remember: the victim may also request restitution = payment for medical expenses. Those would be factored into a plea agreement. Plus, they will have a criminal conviction on their record. The case against them will be enhanced by use of the videos which will be subpoenaed.

For Tim: his woes are just beginning. Depending upon the jurisdiction and a host of other factors he may face a felony charge for 12 to 18 months. And ask: does insurance pay for an attorney in a criminal case? Answer: Nope.

In a civil case, if the insurance company does represent, the case may take years—literally—to resolve. And while Tim may want to move ahead with his life, the court system will not allow him to do so without many speed bumps. Ask: Was it worth it to assault and knock the non-member to the floor for being obnoxious? Was it worth it to heel stomp him when he posed no threat? Was it worth it to join in and kick him? Tough questions. Bring the audience to the point of saying, "It wasn't worth it".

REFLECTION AND CLOSING

SECTION TIME: 4-5 RUNNING TIME: 45-60



Thank you for participating in the workshop! I truly appreciate the sincere attention you each gave to this session. We have a responsibility to work together to be our best selves and act according to our values so that we can ensure the longevity of our fraternity/sorority.

When we see an issue, we also need to be prepared to address it prior to it escalating.

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Active Shooter | Killer Preparedness Education

Pre-Session Preparation

Overview

Active Shooter | Killer scenarios are unfortunately becoming increasingly frequent and violent in our society. The recent attack in Las Vegas in October of 2017 illustrates this point with nearly 60 innocent people killed and hundreds more wounded. Fraternities and sororities are not immune to the possibility of being faced with an Active Shooter | Killer situation. Events held on campus, in chapter facilities, restaurants, bars, and concert facilities are all places where our members could potentially find themselves in a situation where their very survival is in question. This video and follow-up discussion is designed to help our members better understand what it is like to be in an Active Shooter | Killer situation, to provide the skills to be prepared should they find themselves in such a situation, and what steps can be taken to increase their chances of survival.

Forum/Audience: Chapter

Target Facilitator: Undergraduate chapter officer or undergraduate leader, fraternity/sorority volunteer, or headquarters staff member. You may also reach out to the campus security/police department to assist in delivering this educational session.

Materials Needed:

- Wifi connection with capacity to stream video
- Large TV or HDMI with Projection Screen
- [Link to Active Shooter | Killer Video](#) and password: FHSI17
- Flip Chart
- Markers
- Tape
- Copies of the Discussion Question Prompts for Participants

Learning Objectives:

Participants will. . .

1. Recognize what constitutes an Active Shooter/Killer situation.
2. Understand Run, Hide and Fight survival techniques thereby increasing likelihood of survival.
3. Know the importance of the layouts of buildings they are in and locating the safest exit routes.
4. Identify common signs that may indicate whether someone could be planning an attack.
5. Learn and practice basic self-defense techniques.

NOTE: Video and subject matter content provided by Ken Murphy, KLM Security.

Facilitation Outline






Content	Time
Introduction, Welcome, and Ground Rules	5 minutes
Trigger Warning on Violent Content	1-2 minutes
Active Shooter Killer Educational Video	48 minutes
Group Processing	12-20 minutes
Reflection and Closing	2-5 minutes
Total Time	68-80 minutes

Prepare yourself and the room before the session, first:

- Thoroughly review the information found in this facilitator guide. This will take approximately 75 minutes, including the time for you to access the video and watch it in its entirety prior to facilitating. Study the video and discussion questions to ensure you have a thorough understanding of the program's overall content. It is important that you give some thought to areas where you may need to specifically frame the conversation around Fraternity/Sorority events, as well as examples on how to be proactive.
- The space being used should be large enough for your group to move around in during some interactions. It should also be a place with comfortable seating in view of the screen/monitor where the video will be shown; and, where the discussion will not be interrupted by exterior noise or visitors. Reserving a room outside the chapter facility may create a less distracting environment, but it is most important that it is a space in which the facilitator and participants can feel comfortable sharing personal feelings and attitudes.
- In advance of the session, ensure you know the egress options for the space, direction the doors open, etc., for illustration in the discussion portion. Familiarize yourself with campus' Active Shooter | Killer protocol, if available on the institution's website. This will enable you to speak directly to the campus procedures where you are facilitating the program.
- Be prepared to distribute a copy of the Active Shooter | Killer Preparedness Discussion Questions (DQ) to as many participants as will be expected to attend the program.
- As the participants enter the room, ask them to make themselves comfortable.
- Let them know that the session can last up to 70-80 minutes.



INTRODUCTION, WELCOME, & GROUND RULES

SECTION TIME: 5 RUNNING TIME: 5

	<p>Facilitator(s) should introduce yourself by sharing your name, affiliation, what you do for the Fraternity/Sorority and why you are here facilitating. <i>If time allows, you can also have the participants share their name and one “take-away” they are hoping to gain.</i></p> <p>Welcome and thank you for participating in this workshop on Active Shooter Killer Preparedness.</p>
	<p>Establish that ground rules are essential in order to create a positive and respectful environment for delicate issues to be explored. Walk through the ground rules for today’s session with the group. You can pre-write these on the Flip Chart paper and post them in a spot where they are visible to everyone.</p>
	<p>Ask if there are any additional ground rules, as they may determine others for the session.</p> <p><i>NOTE: If there are other ground rules, be sure to add them to the list. Then, post the ground rules in the room where they are visible to everyone.</i></p>
	<p>These standards should be considered when sharing and listening to each other’s opinions throughout the session. Can we all agree to abide by the ground rules and holding each other accountable to them?</p> <p><u>NOTE:</u> During this section you should, also, review the learning objectives of this session.</p>
	<p>As I am sure you all have discussed before, our fraternity/sorority is built upon the premise that we foster leaders. It is on each of us to ensure that we look out for the best interest of our brotherhood/sisterhood. Today we are going to spend some time discussing issues related to Active Shooter/Killer scenarios and how we can and should respond to protect ourselves and as many of our brothers/sisters as possible. Some tough decisions may have to be made in these situations and different people reactive differently when faced with danger.</p>



TRIGGER WARNING ON VIOLENT CONTENT

SECTION TIME: 1-2 RUNNING TIME: 6-7

	<p>The video starts with a Trigger Warning about the violent content associated with Active Shooter Killer Preparedness. The content of the video includes both gun and knife attacks. There may be participants who have directly faced an Active Shooter Killer scenario, or perhaps someone close to them was directly impacted. Individuals should be provided the opportunity to excuse themselves from portions of the program, or leave altogether, if they feel it is unhealthy for them to be present. You may wish to “pause” the video as the trigger warning appears to provide additional guidance as to what a “trigger” feels like and how someone may respond if they have direct, or indirect, experience with the topic, or specific content.</p>
	<p>As I start the video, you will notice that it starts with a trigger warning about the content of the program. The content of the video includes preparedness techniques for both gun and knife attacks. I recognize that we may have member(s) who have directly faced an Active Shooter Killer scenario, or perhaps someone close to them was directly impacted. With that in mind, everyone should feel comfortable excusing themselves from portions of the program, or leave altogether, if they feel it is unhealthy for them to be present.</p>

ACTIVE SHOOTER | KILLER PREPAREDNESS VIDEO







SECTION TIME: 48 RUNNING TIME: 54-55

	<p>Start the video and play it through to the end.</p> <p><i>Facilitation Alternative:</i> Review the questions and determine where you would like to pause the video to reinforce specific points. As a recommendation, you can pause during the self-defense techniques to take volunteers to practice in front of the group.</p>
	<p>Is everyone ready to begin? (Wait for responses.) Let’s get started. Press play on the video.</p>

GROUP PROCESSING

SECTION TIME: 12-20

RUNNING TIME: 66-75

	<p>The video ends with some fairly intense scenes. You may wish to give the participants a 1-2 minute break prior to starting the post video discussion. Although some participants may be eager to leave, encourage them to answer questions and share their feelings as much as possible. You may want to remind them once again of the ground rules discussed prior. Pre-select which of the questions you want to include as part of the discussion. After each question, try to elicit 2-3 responses from various participants.</p>
	<p>Thank you all for watching the video so intently. There certainly was a lot of important information covered. I've prepared a few questions that I think would help us all make better meaning of what we just experienced. As we go through our discussion, if there are any other things that any of you would like to discuss please feel free to share.</p>
	<p>For many of our members the first question runs contrary to how they like to view themselves, and their brotherhood/sisterhood. Some participants may struggle with the idea of running and abandoning their brothers/sisters and/or friends in a dangerous situation. You may need to reinforce that survival is the goal here.</p> <p>It is possible that some joking around may occur as well so be careful to remind them of the ground rules and respect the opinions of others.</p>
	<p>When faced with an Active Shooter Killer scenario, the number one piece of advice given is to "Run and get to as safe a place as possible." I want to review a few of the pieces Ken Murphy discussed were important when running. [Discussion Question (DQ) #1] Can anyone tell me what he said about the positioning of your hands? (Correct answer: Exit the building with your hands open and up over your head, or away from your body. He also shared that we should run to a safe location and call 911 if there are no police visible.)</p> <p>[DQ #2] Does anyone remember what "prairie-dogging" is? Why it is not a good idea? (Correct answer: Prairie-dogging is when you are hiding behind a car or large object, crouching down, and you pop up to see what is happening around you.)</p> <p>[DQ #3] As a fraternity/sorority member, how does the idea of running knowing you are leaving others behind make you feel given we spend a lot of time talking about how we are supposed to take care of and support each other? (Allow for additional responses.)</p>
	<p>We recognize that it may be hard to accept that we would abandon our brothers and/or sisters in the event of this type of situation. I want to reinforce what Ken shared about the goal of this program being to survive an incident of this type. Our ability to assist others is found in our contacting the police and/or emergency personnel. This is better accomplished if we can get to safety. Let's think about where we would run if all the sudden there were an active shooter situation in this building. (Open for discussion.)</p>
	<p>Leaving someone on the outside of the door when barricaded for protection strikes at one's core as it raises a moral dilemma, especially if it could save a life. Ken made a distinct point that if you cannot be sure to do it safely--don't open the door. Participants may struggle with this concept and use the brotherhood/sisterhood argument. Again, the point of the video is to understand the feelings and recognize that survival is the goal. There may not be a way to resolve this issue. There is not a "right" or "wrong" answer here because it is both situational and an emotional/moral decision.</p>



In the video, Ken Murphy offered a second response of hiding and barricading yourself in a safe room.

[DQ #4] **What were some of the points he raised about barricading yourself in?** (Correct answer: He indicated most classroom doors do not have locks on them. So, the goal is to slow down the Active Shooter|Killer. Put as large an object as you can find in front of the door--remember a number of small things in front of the door makes it more difficult to get out of the room should the Shooter|Killer gain entry through another means.)

[DQ #5] **As a fraternity/sorority member, how would you respond if when barricaded you heard someone outside pleading to get in?** (Wait for responses.) Then, ask, **what if it were a brother/sister?** (Allow for additional responses.)

[DQ #6] **NOTE: If it has not been addressed, you may ask a follow-up: Would it make a difference if you were in a room by yourself, versus with others?**

Remember, if you open the door, you may also be putting yourself and others at risk. This is the age-old question if it is worth risking the lives of many to save the one.



I want to thank you all for the discussion. I know it is hard to think of leaving someone in harm's way when we spend so much time emphasizing how we have each other's backs no matter what (e.g., be our brother's keeper/brother, be our sister's keeper, we live for each other, etc). Again, I think we must be mindful that the goal is to survive the attack. Especially, if we have people secured in the room with us, we don't want to expose others to risk. One final reminder is that we need to ensure our devices are silenced for everyone's safety, too.



The fight response is one that participants may be challenged to imagine themselves selecting based upon their personal experiences and how they like to perceive themselves. Remind participants what the presenter shared about the likelihood of getting hurt when engaging in the fight response, especially knowing you will get cut in a knife attack.







You may choose to review Ken modeling the holds and invite members up to do in-person demos.




When reviewing the fight questions, you may request volunteers to practice the holds that Ken Murphy describes in the video (see side note). You may also encourage the group to host a self-defense speaker at a future chapter meeting.

Fraternity Specific Notes: Hypermasculinity in some chapters could result in a member(s) getting hung up on the fighting aspect. Be prepared to remind the members of what Ken shares in the video regarding the exhaustion factor, training, and the likelihood for injury. As a result, it should always be a last resort. You may also seek to ask some of the follow-up questions about the preparedness to engage in a fight with a perpetrator who is a female.

Video Ref. - 35:37-41:03




Sorority Specific Notes: For more chapters who are more docile, or averse to fighting, it may be important to reinforce the concept of their, and others', survival being at stake. There may be fear of not being strong enough to face someone who is larger in stature. Remind the participants what Ken Murphy offers about the ability to use surprise and the specific fight techniques he teaches can be used no matter the size differential.

	<p>The third response offered is to fight--try to disable your attacker and then get away as soon as possible.</p> <p>[DQ #7] What were some of the techniques that Ken covered in the fight section? (Correct answer: Attack the killer/yell; throw items/improvise weapons like scissors, laptops, hot liquids, fire extinguisher, etc.; and, engage in a joint attack effort.)</p> <p>[DQ #8] As a fraternity/sorority member how does the idea of engaging in violence, or fighting, make you feel? Is this realistic for you personally? (Wait for responses.)</p> <p>[DQ #9] <i>NOTE: If it has not been addressed, you may ask a follow-up: If the attacker was a female, would it change how you approached the situation?</i> (Allow for additional responses.)</p>
	<p>I want to remind us, too, of what Ken shared about how to react to police.</p> <ol style="list-style-type: none"> 1. Remain calm and follow instructions 2. Drop any items in your hands 3. Raise hands (again, keeping them open & up) 4. No sudden movements toward the officers 5. Avoid pointing, screaming, yelling <p>He also shared that the police are not there to help or provide directions. Their sole purpose is to neutralize the threat. Let's shift gears to talk more specifically about advance preparation.</p>
	<p>This question may not get a lot of comments, but it is worth bringing home the discussion about being aware of your surroundings. Saving a few seconds by having a plan can be a real life-saver in an Active Shooter Killer situation. This is an opportunity to lay the groundwork for further improving the chapter risk management efforts. In the risk management section, you can add additional questions (see below).</p>
	<p>Ken also made a point that everyone should get in the habit of examining any buildings they frequent to know the exits. In particular, he shared it is always a good practice to check out new surroundings for the exits.</p> <p>[DQ #10a] What are your thoughts about the information shared? (Wait for responses.) Does anyone already do this as a matter of habit? (Wait for responses.)</p>
	<p>Remember, it is not enough to know where the exits are located. You need to also know where the exits lead. Sometimes, the exit does not go all the way down or leads to a confined space.</p> <p>Let's talk about how this relates to our risk management practices. Ken advised that we take time when planning events to review where the exits are located and share this with guests whenever possible.</p>
	<p>[DQ #10b] Is this something that as a group we can agree needs to be part of our event planning? Any ideas on how we could best do this? (Wait for responses.)</p> <p>How can this best be communicated to chapter members and guests in advance? Can we agree that we should make this an active part of event planning going forward? (Open for discussion.)</p> <p><i>Optional add-in questions: Should it be a standard practice that full property inspections and walk-throughs are done when the chapter books a property for a third-party event? Who from the chapter does these inspections? Is a chapter advisor part of this process?</i></p>

	<p>Every campus community has resources both on and off campus that can help students in crisis. Chapter leaders should already know or research the best options in their campus community. This is a great place to wrap in some conversation around helping a brother/sister, or friend, in distress, or for whom a member is concerned.</p>
	<p>Now that we've discussed preparedness from a planning and structural standpoint, let's turn to thinking about increasing our awareness and response to people we know who may be in distress.</p> <p>Ken discussed the Pre-Attack Indicators (PAIN) as warning signs for someone engaging in a plan to harm.</p>
	<p>[DQ #11] As a fraternity/sorority, how are we prepared to act if one of our members is showing any of these signs? (Wait for responses.)</p> <p><i>Optional add-in questions: Does the chapter have a relationship with the Campus Safety Office or the local police? (NOTE: The chapter risk management officer should be encouraged to reach out to these groups and maybe see if they could get a follow-up presentation for a future chapter meeting.)</i></p> <p>What are the campus counseling and student support services? (NOTE: Could a chapter officer research this and again arrange for a brief presentation at a future chapter meeting.)</p> <p>Does the chapter have a plan on what to do if a brother/sister is in crisis? Who should be involved? (NOTE: The chapter advisor and president should be in complete agreement on this and what to do if this becomes an issue. Again, student support services on campus is a good place to start to learn available resources.)</p>

REFLECTION AND CLOSING

SECTION TIME: 2-5 RUNNING TIME: 68-80

	<p>Ending with an open-ended question can give participants a chance to share more broadly with the group. However, it can also fall flat especially when bumped up at the maximum end of the allotted time. Be conscious of the mood of the group as to how many of the questions you offer for the discussion. When the discussion has run its course, you can move right to the closing.</p> <p>There is a chance here someone will come forward as a direct survivor, or someone who was otherwise impacted by an Active Shooter Killer situation, with a story to tell. It could be emotional for the person telling it so be prepared to be supportive.</p> <p>It is also ok if nothing else is brought up at this point, especially if the dialogue has been good to this point.</p>
	<p>Any other questions or thoughts anybody wishes to share? (Wait for responses. If none, move directly into the closing.)</p>
	<p>Thank you for participating in this session. I truly appreciate the sincere attention you each gave today. Our goal is to ensure that as a brotherhood/sisterhood we do what we can to learn life skills that will help us as we continue grow and mature. I hope that none of us ever is faced with an Active Shooter Killer situation in real life, but that if any of us are, because of this presentation and our discussion we are better prepared!</p>

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