

In the Bond
Associate Member Counselor Facilitation Guide



**SESSION FOUR: HAZING PREVENTION AND VALUES-BASED
LEADERSHIP**

HOW TO READ **THIS GUIDE**

SECTION TITLE HEADER WILL GO HERE ## MINUTES	
LEARNING OBJECTIVES FOR EACH SESSION WILL BE LISTED IN THE FIRST BOX	Each session begins with the following in the top boxes: <ul style="list-style-type: none">◦ Room Setup - how the room should be set up for each session, including any items you need to prepare in advance◦ Supplies - the items needed for each session◦ Time - each header will include the estimated time it will take to complete the section. It may be helpful for you to add in your own start/end times depending on your meeting schedule.
GUIDE MATCH Anything listed below this heading indicates that the AMC should direct AMs to reference or complete an activity in their workbook page	<i>AMC Notes are in red, bold, italicized text. These are instructions and information for you as the AMC and should not be read out loud.</i> <ul style="list-style-type: none">• AMC scripts items are in plain text with a bullet point. While an Associate Member Counselor is discouraged from reading directly from the guide to participants, they should do their best to stay close to the text and spirit of the curriculum.

AMC SESSION **NOTES + REFLECTIONS**

At the end of each session, there will be a text box available for you to make some notes about the strengths of the session and opportunities for improvement, along with some guided questions to consider. Use this space after each session to improve facilitation and note ideas for the future - this will also be helpful for you to reference and then respond to the IHQ feedback survey!

WEEK TWO | **SESSION 4**

HAZING PREVENTION AND VALUES-BASED LEADERSHIP

60 MINUTES

LEARNING OBJECTIVES

Participants will be able to...

- Articulate a definition and the spectrum of hazing
- Connect being a leader and the values of Delta Chi with the prevention of hazing and hazing-related behaviors.
- Identify at least one method of bystander intervention they would be comfortable using in a social setting.

ROOM SETUP

- Tables/desks with chairs for each participant - a classroom on campus that is centrally located is appropriate.
- If choosing to utilize slide decks, a projector and screen or large TV screen should be included in the space.

SUPPLIES

- Associate Member Workbooks (printed or digital)
- If using printed workbooks, writing utensils should be provided
- Associate Members should bring their *Cornerstone* to the meeting
- AMC will need to make sure that they know how and where to find their University definition of hazing and be aware of their state/province laws about hazing and its definition.

AMC Note: This session may also be supplemented or replaced by any campus requirements for chapters that address a similar topic (ex. Bystander Intervention Training, Keynote Speaker on topic, etc.).

WELCOME AND CROSS THE LINE TEAMBUILDER | 20 MINUTES

FACILITATOR TALKING POINT

AMC Note: Make sure to take attendance, if required by your chapter.

- Welcome back everyone! Let's get started with a one-word check in. We are at the end of our second week together, so if you had to summarize how you feel about Associate Member onboarding experience so far in one word, what would you say?

AMC Note: Make sure that everyone has given a word. You don't necessarily need to go in order. This is a good "pulse check" for you on how the AMs are feeling in the process, and if there's anyone feeling unsatisfied for you to be able to follow up with later.

GUIDE MATCH

CALL TO ACTION: RISK
MANAGEMENT IN
ACTION: PAGE 20

- Thank you all for sharing. I want to quickly debrief the Call-to-Action worksheet. Can I hear from three people about an action that you want to personally take to support a safe, values-based experience for our members and guests?

AMC Note: Wait for three people to share and again take note if there's anything concerning shared or it seems like someone is not answering seriously. The purpose of this worksheet is about growth and learning.

ACTIVITY INSTRUCTIONS

- Thanks again everyone. I hope that you will let us hold you accountable and encourage you to achieve those ways you want to encourage a positive experience in our membership.
- Part of what you should have read in the Cornerstone before this session was about some of the “intangible” parts of the Fraternity and how we cannot take that for granted as we do more to continue to build bonds and a sense of belonging together.
- To help continue to build those relationships, we are going to really kick off our session with an activity that you may have done before, known as “Cross the Line.”
- In a moment, I will ask all of us to get into a circle around the room. Once we are in the circle, I will read a series of statements. If the statement applies to you and you feel comfortable doing so, please take a step into the circle. Consider this to be crossing an imaginary line. We will pause and see who has stepped in - and who has not - and then I will prompt you to step back into the original circle around the room.
- For us to achieve the intended outcomes of this activity, we need to do this with silence and respect. It might feel awkward at first or seem silly, please try to be focused, listen, and be present in the moment. Are there any questions before we begin?

AMC Note: Answer any clarifying questions and then have everyone move to get into a circle. Depending on the size of your group, you may need to keep people seated and ask them to stand if they are able if a statement applies to them before sitting back down. If there are mobility concerns, you can also ask AMs to remain seated and to raise their hand if the statement applies to them, and they feel safe enough to share. You will start each statement with “cross the line if...” and then read the remaining portion. Keep an eye on time to save enough opportunity to debrief the experience at the end. It is your choice if you want to participate in the circle or simply stand outside of it to read the statements.

- Cross the line if...
 - You have visited another country.
 - You have never flown in an airplane.
 - You play a musical instrument.
 - You are from a small, rural area.
 - One or more of your parents/guardians has a college degree.
 - You speak multiple languages.
 - You plan to pursue an advanced degree (ex. Master’s degree, law school, medical school) after graduation.
 - You consider yourself to be religious.
 - You have food allergies or other dietary restrictions.
 - You come from an affluent family.
 - Your life has been impacted by cancer.
 - You, or someone you love, has been negatively impacted by alcohol.
 - High scholastic achievement comes easily to you.
 - You have experienced the death of someone close to you.
 - You feel like you know very little about your cultural background or heritage.
 - You, or someone you love, has been negatively impacted by illegal drugs.
 - You were raised in a single-parent family.
 - You identify as part of the LGBTIA+ community.
 - You consider yourself to be politically active.
 - You are an only child.
 - You have personally experienced an incident of bias.

	<ul style="list-style-type: none"> ○ You are proud to be a student on our campus. ○ You should have crossed the line at some point during this activity, but chose not to. ○ You are excited to have joined Delta Chi. <ul style="list-style-type: none"> ● Thank you for participating. Please have a seat and let's debrief this experience together.
DEBRIEF	<ul style="list-style-type: none"> ● What are your initial reactions to this activity? ● Was it easy or difficult to cross the line when a statement applied to you? Why or why not? ● What was it like to learn about some of the more challenging or difficult experiences people have had in their lives? ● What does this activity tell you about how you experience and interpret the world around you?
TRANSITION	<ul style="list-style-type: none"> ● If you have questions for anyone about their responses, I would encourage you to seek them out separately after our session today. ● Our commonalities provide us comfort and safety with each other. This was an easy way to showcase where there may be connections between members, including things that we may not be able to know about someone just by looking at them. ● In addition, our differences give us opportunities for growth and to learn from others. We should take advantage of all that everyone here has to offer one another, because our experiences help us to understand each other and what is important to us. ● Engaging in these types of activities with thoughtfulness and intention is a way that we can build connections, and ultimately deeper brotherhood, with one another.
UNDERSTANDING DEFINITIONS AND THE HAZING SPECTRUM 20 MINUTES	
FACILITATOR TALKING POINT	<ul style="list-style-type: none"> ● Part of engaging in these activities and spending time in our onboarding lessons is to create opportunities to build meaningful relationships based on respect and trust, while also giving you information you will need as you transition to full membership. ● An aspect of the larger experience that we need to talk about and acknowledge is understanding hazing and its continuum. ● Unfortunately, hazing has been part of the story of Delta Chi at other campuses and has led to some serious consequences.
ACTIVITY INSTRUCTIONS GUIDE MATCH HAZING DEFINITIONS: PAGE 21	<ul style="list-style-type: none"> ● There are many definitions of hazing. The one that we will start with is what is listed in the Delta Chi risk management policy. Look at your workbook for the printed definition. <p>AMC Note: Pause to give them a few minutes to review the definition and share their thoughts with someone sitting next to them.</p> <ul style="list-style-type: none"> ● Now let's take a moment to work together and look up our University and US state / Canadian province definition of hazing. <p>AMC Note: You should have these readily available - University definitions can typically be found in something like the Student Code of Conduct, and most US state definitions can be found at hazingpreventionnetwork.org. Those in Canadian provinces may need to do some further research.</p>

GUIDE MATCH THE SPECTRUM OF HAZING: PAGE 22	<ul style="list-style-type: none"> • Finally, you'll see the definition from the US Federal Law known as the Stop Campus Hazing Act - which requires a certain amount of incident reporting and education on college campuses. • Let's look at all four definitions - share with someone next to you about the words or phrases that stick out to you in each definition, as well as what is similar between all four and what is unique. • The purpose here is for us to just begin with some common language, but to also understand that there are very real consequences for those who engage in hazing from not only the Fraternity, but also with the University and potential penalties on a state/province or federal level. • From here, we want to cover the spectrum of hazing, which is based on research developed by StopHazing Consulting. • Turn to your workbook and look at the graphic that represents the spectrum of hazing, and I'll explain what it means - there is a space where you can take some notes. • Hazing is about power and it's a type of personal violence. On this spectrum, the left side includes intimidation behaviors, which are often more subtle - they can be overlooked, explained away, or seen as "harmless traditions." If hazing is occurring in an organization, it is most likely these activities as they occur at a higher frequency. • On the right side are the things that people frequently point to as examples of hazing and are more easily recognized but are the least frequent forms that occur. These are the stories that we hear about that make the news and have impacted families and loved ones. • All hazing behaviors and categories are potentially mentally, emotionally, and physically harmful and all forms contribute to unhealthy group environments. <p>If we can increase recognition of the types of hazing that happen with the highest frequency – those which tend to be minimized as a normal part of some group culture – we can increase opportunities for intervention and prevention of hazing.</p>
DEBRIEF	<ul style="list-style-type: none"> • Why did we need to start with getting an understanding of the different definitions of hazing between the Fraternity, University, state, and US law? • What are your reactions to the spectrum of hazing? • How can we best decide if action is needed in a situation, and then assume responsibility to act?
TRANSITION	<ul style="list-style-type: none"> • There are myths that exist in our society that hazing builds strength and character, or that it can foster unity and will bring people closer together. Some people feel like it's just harmless fun or pranks. I'm sure that you can think of other myths or justifications - and it's important to consider what we would need to say to someone to counter. • "Surviving" or "living" through a traumatic experience is more likely to cause anxiety and alienation from a community and perpetuates power and hierarchy. • Hazing and the spectrum on which it exists is against everything that it means to Develop Character, and it has no place in Delta Chi.
INTERVENTION STRATEGIES AND REPORTING 20 MINUTES	
FACILITATOR TALKING POINT	<ul style="list-style-type: none"> • Being a leader in Delta Chi means supporting its values and basic expectations, and that includes with the prevention of hazing from occurring, and intervening when you have a concern. • We want you to feel confident to be able to intervene if you are concerned about someone else in another organization, or if you even have any distress

	<p>about something that might be happening during your experience in the Fraternity.</p> <ul style="list-style-type: none"> • Therefore, it's important for us to talk about some strategies you can use for intervention, and to understand how to report your concerns.
<p>ACTIVITY INSTRUCTIONS</p> <p>GUIDE MATCH STEPS FOR SAFE AND EFFECTIVE INTERVENTION: PAGE 23</p> <p>GUIDE MATCH BYSTANDER INTERVENTION SCENARIOS: PAGE 24</p>	<ul style="list-style-type: none"> • We are going to cover some of these strategies and then review a few scenarios and talk through what you might be the most comfortable using when it comes to intervention, and when it might be appropriate to use one strategy over another. • Turn to your workbook and find the "Steps for Safe and Effective Intervention" page. • At the top of this page is another resource from StopHazing Consulting with the five steps related to intervention for hazing as a bystander - but these steps can be applicable to any situation where you might need to step up and do something. Can I get a volunteer to read steps one through five? <p>AMC Note: The volunteer just needs to read the "steps" in the circles from the graphic - you can then review what it means.</p> <ul style="list-style-type: none"> • We often take these five steps throughout our day without realizing that it's happening. We see something going on, recognize that there might be an issue, and then decide if we need to act. It's the next few steps - about developing the skills to intervene and doing something - that are important for us to focus on. • There's a resource below that you might have heard in other settings or trainings about the 5 Ds of intervention: Direct, Distract, and Delegate are seen often as the active bystander strategies, and Delay and Document are additional bystander strategies that can be appropriate to use if it is unsafe for you to intervene at a particular time. • We are going to review the scenarios on the next page of your workbook and identify which of these five strategies (or combination) you think might be the best approach. <p>AMC Note: You can choose to split into small groups and assign one of the three scenarios to each group, work through the scenarios as a large group together, or have everyone do them individually and share out afterwards. The point of the activity is to see the different ways that intervention might be necessary, and for the AMs to feel empowered to be able to intervene.</p> <ul style="list-style-type: none"> • Let's talk about the first scenario. This is important because it's a form of subtle hazing and normalizes power imbalance within the context. What strategy did you decide to use? <p>AMC Note: Typically, this would be something that someone could use "Direct" as a strategy with a response like "Let's not even joke about that," or "Delegate" the intervention to someone like the AMC. You should discuss how it may be important to determine what it would take to give someone the confidence to speak up at that moment.</p> <ul style="list-style-type: none"> • What about this second scenario? This outlines a risk management scenario with alcohol and one or more guests at your event, so what steps and strategies would you be comfortable using? <p>AMC Note: The usual response here would be to use Distract or Delegate. You can work with a sober monitor to check in on the person you're concerned about, while you approach the other person with something like "Hey, aren't you in my English class?" or "Hey, I need your help with</p>

	<p><i>something over here!” while the sober monitor assesses the situation. You can also ask the AMs who they might be comfortable approaching for help in the chapter for this sort of situation.</i></p> <ul style="list-style-type: none"> Let’s talk about this last scenario. It’s a value violation and the inaction may reinforce a toxic or unwelcoming environment. What’s your approach? <p><i>AMC Note: The usual response here is either Direct - by messaging the person directly about how it’s inappropriate or calling that out directly in the chapter. The other typical response, because someone may hesitate in a group chat, is to use Delay or Document, and acting by reaching out to the “F” or an advisor.</i></p>
DEBRIEF	<ul style="list-style-type: none"> What intervention strategy do you think you would be the most comfortable to use? How can Delta Chi continue to ensure that we are creating an experience of which we can be proud from the first moment of membership? Is there currently a stigma within the chapter that calling for help or intervening equates to punishment? Why or why not? If a stigma exists, how can that be removed to encourage more members to seek help and support?
TRANSITION	<ul style="list-style-type: none"> We have made a commitment to building a values-based brotherhood and are creating an experience that brings value to your life in college and far beyond, Delta Chi is something that you should be proud to join.
REFLECTION AND WRAP UP 5 MINUTES	
FACILITATOR TALKING POINT	<ul style="list-style-type: none"> Delta Chi was proud to be the first Fraternity to abolish “Hell Week” by unanimous vote at the 1929 Estes Park Convention, and we take pride in continuing to uphold this position in removing any humiliating pre-initiation practices. Why do you think that Delta Chi was the first one to take this step? What does this say about us as an organization? <p><i>AMC Note: Pause for a few answers and responses - this comes back to the principle of advancing justice and making the Fraternity better.</i></p> <ul style="list-style-type: none"> From the moment that you accepted your bid to join, that was Delta Chi saying “yes” to you - and once we complete this onboarding, you will be initiated into full membership and say “yes” to us.
TRANSITION GUIDE MATCH CALL TO ACTION: PERSONAL BOARD OF DIRECTORS: PAGES 25- 26 GUIDE MATCH TASK OUTLINES: PAGES 2-3	<ul style="list-style-type: none"> Great advantages can come from membership in Delta Chi, and we need to continue to provide growth opportunities for you to explore as a leader. To assist with this, before our next session, you will need to complete the Call-to-Action pages on your Personal Board of Directors. You should also continue to make some progress on your Tightrope modules, and those should be completed before we begin our sessions next week to ensure that the chapter meets administrative deadlines. Finally, you should read and review Chapter 6 of the <i>Cornerstone: The Fraternity Today</i>. As usual, I’ll stick around for a little bit if you need anything, but before you depart, let’s end this session by singing the Bond Song.

AMC SESSION 4 **NOTES + REFLECTIONS**

- What went well during this session?
- What unexpected challenges came up?
- How did the group respond to the teambuilder and discussion?
- What feedback did I receive from participants (verbal or nonverbal)?
- What would I improve about this session in the future?
- Did I meet the session's learning outcomes? Why or why not?