

# DG Dialogues

## PROGRAM GUIDE





**“The objects of this Fraternity shall be  
to foster high ideals of friendship among women,  
to promote their educational and cultural interests,  
to create in them a true sense of social responsibility,  
and to develop in them the best qualities of character.”**

**Article II of the Delta Gamma Constitution**



**Revised October 2023**

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*“Group” is used herein to refer to a collegiate chapter, alumnae chapter or association.*

**Program Key:**

\* = Denotes a program that is completed as a full collegiate chapter, not in small groups.

† = Denotes a program that is suitable for alumnae group use.

## Choosing a DG Dialogue

### Collegiate Chapters

Picking interesting and relevant DG Dialogues is critically important to successful programming. Each vp: programming and/or director: DG Dialogues has the autonomy to select up to four programs that are most interesting and relevant to their group. YOU get to pick your programming for your chapter!

A few things to consider in selecting DG Dialogues:

- ❑ **Chapter Trends.** What's Honor Board hearing about that may be addressed using a DG Dialogue. Please remember that names and specific incidences should not be mentioned when discussing chapter trends.
- ❑ **Campus Trends.** What's happening on campus that your chapter cares about or would like to learn more about?
- ❑ **Community Trends.** What's happening in your community that your group cares about or would like to learn more about?
- ❑ **Member Interest.** Consider surveying your group asking what they would like to learn more about yearly or each term.
- ❑ **Existing Knowledge.** Different DG Dialogues are written for different audiences. If your group is particularly informed or lacks information on a topic, use that insight to select DG Dialogues that meet your group where they are.
- ❑ **Past Programming.** Which DG Dialogues has your chapter done in the last year or two? Avoid repeating the same program every year. Mix it up!
- ❑ **Available Programming.** Groups are encouraged to utilize resources on campuses and in communities for DG Dialogues. These programs need to be cleared through the processes delineated below but can be great opportunities for multi-purpose programs.

We recommend that vp: programming and/or director: DG Dialogues connect with Honor Board and CMT/JCMT, or the Advisory Board for alumnae groups, to discuss which programs would be the most interesting and relevant to their group. In addition, collegiate chapters should work with their programming advisers and/or advisory team chairman (ATC) and RCS/NCC/CACs in selecting interesting and relevant programming.

## Alumnae Groups

It is recommended that these programs be completed in groups of 10-15 people. Consider asking different members of your group to facilitate. If you have more than 10-15 people, you may need more than one facilitator. We recommend anyone wanting to participate as a facilitator review the facilitator training provided above for the collegiate chapters. Generally, the vp: programming for the alumnae group is responsible for coordination, but if a group does not have a vp: programming, the president can facilitate. Should you have additional questions, reach out to your RAS/ADC for assistance in planning and executing DG Dialogues.

## Program Overview

As stated in Article II of the Fraternity Constitution: The objects of this Fraternity shall be to foster high ideals of friendship among women, to promote their educational and cultural interests, to create in them a true sense of social responsibility, and to develop in them the finest qualities of character.

Collegiate chapters are required to complete four programs over the academic year, one program tied to each value in Article II:

- ☐ Friendship
- ☐ Educational & Cultural Interests
- ☐ Social Responsibility
- ☐ Character

Most programs will be completed in small groups of 10-15. Programs marked with an \* are completed with the entire group.

Alumnae groups are invited to use these programs as well, but there is no formal requirement to do so.

## Scheduling Strategies for Collegiate Chapters

Schedule 45 minutes for each program. When scheduling:

- ☐ Schedule during an activity chapter meeting and not during a business or formal chapter meeting when votes are needed.
- ☐ Do not make announcements during a meeting where a DG Dialogue is scheduled. Instead, hand out, send via email or project announcements prior to the program.
- ☐ Ensure the focus of the meeting is the program, not group business or announcements.

- ❑ If attending an event on campus or in your community, no need to hold a chapter meeting during the same week.

### **Scheduling Strategies for Alumnae Groups**

- ❑ Schedule 45 minutes for each program. While these programs are intended to be completed in person, they can be modified to be completed virtually.

### **Small Groups**

To allow for more intimate conversations and dialogue, the four educational programs will be completed in small groups of 10-15.

Small groups should be made up of a cross-section of individuals in the group. Small groups should represent:

- ❑ Member classes
- ❑ Member interests

Consider using an online random list generator to create diverse small groups. The vp: programming, in conjunction with CMT, is responsible for placing members in small groups.

Add new members to existing groups prior to the first program.

Groups may choose to keep the make-up of the small groups the same throughout the entire academic year or they may choose to change the make-up of the small groups for each DG Dialogue. The benefits of keeping the small groups the same throughout the year are as follows:

- ❑ Develop deeper relationships with group members
- ❑ Establish trust amongst group members
- ❑ Reduce work for vp: programming

The advantages of changing the make-up of the small groups for each program are as follows:

- ❑ Develop more relationships with group members
- ❑ Hear more perspectives

The same small group facilitators should be used throughout the entire academic year.

## Small Group Facilitators

The key to these programs being successful is the facilitation of the small group. Each small group will be led by one facilitator. The vp: programming, in conjunction with advisers or other officers, selects small group facilitators.

Take care in selecting small group facilitators. Consider members who ...

- ☐ will prepare prior to the program
- ☐ are education majors or peer facilitators
- ☐ can listen and encourage conversation
- ☐ are trusted and well-respected
- ☐ will attend the anchored small group training

Small group facilitators are NOT presenters, but rather conversation starters and guiders. Small group facilitators don't need to be group officers. The same small group facilitators should be used for the entire academic year.

Small group facilitators must attend a small group facilitator training. If a facilitator is unable to attend, a make-up training must be conducted.

## Curriculum Key

To better understand how to read the curriculum, take note of the following notations:

X/XX	Denotes the time. The first X is the number of minutes this section takes. The second set of numbers is at the conclusion of this section, how many minutes you are into the session.
WS	Indicates worksheet/handout needed.
<i>Italics</i>	Marks curriculum you should tell/ask the participants.
Plain text	Indicates instructions for you as the facilitator.
Fac Note	Highlights special instructions for the facilitator
Video	Indicates a video is associated with this part of the curriculum.

***Some of the programs in this guide touch on tough topics and many folks may not be comfortable or have the skills to lead conversations on these topics. If you need assistance facilitating a program, consider reaching out to a campus professional or local alumna. Your RCS/CAC/NCC or RAS/ADC may be able to help you identify the proper people to assist with facilitation.***



## Small Group Facilitator Training

### Learning Objective:

Small group facilitators will learn objectives of leading a small group discussion.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Projector for video
- ☐ Internet connection
- ☐ Facilitation Tips video – click [here](#)
- ☐ Facilitation Tips handout [pages 9-10 of this guide, one per small group facilitator]

### Before the Program You Need to:

- ☐ vp: programming along with CMT and programming adviser, selects small group facilitators.
- ☐ vp: programming along with CMT and programming adviser, places members in small group.
- ☐ Select programs for fall term.

### Instructions:

5/5	Facilitation Introduction
	<p>Thank the facilitators for agreeing to serve the group in this important role.</p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think about a time that you attended a lecture/discussion/speaker and really enjoyed it. What made it enjoyable?</i> [Potential answers: content is interesting/exciting, speaker is engaging, emphatic, enthusiastic, knowledgeable]</li> <li><input type="checkbox"/> <i>Now the opposite - what potentially makes those things unbearable?</i> [Potential answers: content is boring, reading directly from slides, monotone, distracted]</li> </ul>
	<p>Share the following sentiment: <i>We have the opportunity to create an impactful and meaningful experience for our Delta Gamma sisters. This group has been given this role because we are capable of making these important programs engaging and meaningful. So much of this hinges upon our ability to facilitate and to</i></p>

	<i>communicate the importance and meaning of the topics. So, today we are going to review some tips and tricks for effective facilitation of Delta Gamma programs.</i>
20/25	<b>Facilitation Video</b>
Video	Play the Facilitation Tips video.
	<p>Ask the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What stood out to you most in this video?</i></li> <li><input type="checkbox"/> <i>What did the facilitator do well?</i></li> <li><input type="checkbox"/> <i>What did you notice about the small group members?</i></li> <li><input type="checkbox"/> <i>Which of these tips resonated most with you?</i></li> <li><input type="checkbox"/> <i>Which tip do you feel is the toughest? Why is it important?</i></li> <li><input type="checkbox"/> <i>Which tip comes the easiest to you?</i></li> </ul>
WS	<p>Distribute the Facilitation Tips handout. Give facilitators a few minutes to review.</p> <p>Provide the following instructions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Place a star by the tip you believe is most impactful.</i></li> <li><input type="checkbox"/> <i>Place a checkmark by the tip you do well.</i></li> <li><input type="checkbox"/> <i>Circle the tip you need to focus on.</i></li> <li><input type="checkbox"/> <i>At the bottom, list a facilitation tip that needs added to the list.</i></li> </ul> <p>Ask facilitators to get into pairs to review their responses.</p>
20/45	<b>Group Specific</b>
	<p>Review the following group specific components with the facilitators:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the programs selected for fall term. Provide small group facilitators the opportunity to read the curriculum and ask questions.</li> <li><input type="checkbox"/> Review the curriculum key on Facilitation Tips handout.</li> <li><input type="checkbox"/> Share meeting locations for small group meetings.</li> <li><input type="checkbox"/> Disseminate a list of small group members.</li> </ul> <p>Allow time for questions and conclude by thanking small group facilitators for taking on this important role.</p>

## Facilitation Tips Handout

Facilitation is the key exercise in helping our members learn and process the curriculum presented during DG Dialogues. Facilitation can be tricky and requires preparation, awareness and flexibility.

### Facilitation Skills

A successful, engaged facilitator does the following:

- *Watches the time* – The sessions are carefully crafted and timed. It is important you follow the time notations given to ensure you finish the curriculum and give each part of the curriculum its full time allotment.
- *Manages small group members* – Facilitators must be cognizant of the chatty and quiet small group members and promote appropriate levels of engagement to ensure the small group experience is valuable for all participants.
- *Asks lots of questions* – Facilitation is like peeling an onion ... you keep asking questions to expose the various layers and perspectives.
- *Listens 90%; Talk 10%* - Facilitators assist the group in hearing themselves think. Individuals do not like being told what to think. Rather, assist your members in reaching their own conclusions by listening to them and asking related questions.
- *Uses facilitative language* – Statements such as “I sense,” “I heard you say,” “To clarify, you said earlier” enables the speaker to better hear what they said and allows you the opportunity to ensure you and others understood their comments.
- *Encourage conflicting opinions to emerge* – Group consensus or groupthink will not permit the group to hear all perspectives. The group will miss some important and interesting points. If differing opinions emerge, encourage the group to consider all opinions. If groupthink emerges, ask questions such as “What do others think?” “Do others have a different opinion?” etc.
- *Embraces silence* – If the group is quiet after asking a question, let the silence remain as the members are pondering a response.
- *Ensures a safe space* – Maintaining an atmosphere of confidentiality is paramount to a successful discussion. Remind participants to not share this conversation with others.

- *Is an active learner* – The programs are not only a learning opportunity for your small group members but are a learning opportunity for the facilitators. Facilitators should reflect on the processing questions presented and complete the worksheets. Do not use your phone while your group members are completing an individual activity.
- *Models appropriate behavior* – Arrive early to meetings, avoid using your cell phone or other electronic devices, and remain engaged throughout the entire program. This also means generating interest prior to the program and avoiding negative comments prior lessening enthusiasm.


### **Facilitation Strategies to Engage Participants (if needed)**

- *Individual Reflection* – Some members may need time to think through their thoughts before sharing with the larger group. Providing time for members to jot down thoughts or reactions to questions you present before discussing as a large group may encourage more participation.
- *Turn and Buzz* – Present a question to the large group. Then ask members to turn to a partner to discuss the question. After the members have chatted for several minutes, ask several pairs to share their responses with the larger group. This strategy is most helpful when individuals are not comfortable speaking in front of a large group.
- *Ball Toss* – In order to encourage participation, present a question, provide a few moments for the participants to generate a response, and then toss the ball to one member to answer. You can either ask that person to throw the ball to another person or you can toss the ball to someone.

### **Curriculum Key**

To better understand the curriculum, take note of the following notations:

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Video	Indicates a video is associated with this part of the curriculum.



# FRIENDSHIP PROGRAMS

**Select one of the following for your friendship program:**

- ☐ Behind Happy Faces: Talk to a Sister<sup>†</sup>
- ☐ The Oath and Me<sup>†</sup>
- ☐ The Importance of Empathy<sup>†</sup>
- ☐ My Leadership Story<sup>†</sup>
- ☐ Lifelong Membership<sup>†</sup>
- ☐ Vital Friendships<sup>†</sup>
- ☐ You Can Help a Sister<sup>\*</sup>
- ☐ Group Developed Program

*\* Completed as a chapter, not in small groups.*

*† Suitable for alumnae group use*

## BEHIND HAPPY FACES: TALK TO A SISTER†

**"You are not alone. You are seen. I am with you. You are not alone."**

**- Shonda Rhimes**

### **Recommended for Groups Looking to:**

- ☐ Provide resources for supporting each other
- ☐ Respond to mental health concerns and questions within the chapter

### **Brief Description:**

Participants will identify signs of someone experiencing a mental health challenge, develop skills in how to approach someone who needs help, determine individual actions that can be taken to support a sister, and identify instances in which a mental health professional should be involved. This is Part II of a two-part program and it is recommended to schedule Part I first (BHF: Understanding Mental Health).

To access this program, click [here](#).

Before you facilitate the program, please send the following to the group: *On [insert date] at [insert time], the group will be participating in the DG Dialogue [insert name of Behind Happy Faces program]. The content and discussion in this training will necessarily engage with topics of mental health. It may be both emotionally and intellectually challenging to engage with. We believe this is an incredibly relevant and important conversation for collegians to have and will work to create a space where we can all engage bravely, empathetically and thoughtfully with this difficult content.*

This program is funded by the Delta Gamma Foundation.

The Behind Happy Faces program was developed by Ross Szabo, author and the CEO of Human Power Project, a company that designs mental health curriculum and author of Behind Happy Faces. Szabo designed two programs for Delta Gamma.

## THE OATH AND ME<sup>†</sup>

**"Delta Gammas hold high standards; they do what is right, especially when others around them are taking the popular and easy road. They do this because they are living the Oath of Friendship."**

**- Marilyn Monroe Fordham, Nu-Idaho**

### **Recommended for Groups Looking to:**

- ☐ Reconnect with the meaning of Delta Gamma ritual
- ☐ Provide deeper connections with sisters and the Fraternity
- ☐ Affirm the promises members make to themselves and each other

### **Brief Description:**

Participants will leave this program with a greater understanding of the Oath of Friendship and with more confidence in how to recite the Oath.

Participants will identify ways they can live closer to the Oath.

**Time Allotted:** 45 minutes

### **Materials Required:**

- ☐ 3 sheets of Flip Chart paper for each group with one of the following questions written on each one:
  - 1 Flip Chart has the question "How does our group uphold the Oath?"
  - 1 Flip Chart has the question "When does our group not uphold the Oath?"
  - 1 Flip Chart has the question "How could we shift to live more by the Oath?"
- ☐ Marker for each participant or 3 post-it notes for each participant
- ☐ Oath and Me worksheet for each participant
- ☐ Pen for each participant
- ☐ Small cardstock cut into wallet size cards-should be the size or slightly smaller than a credit card
- ☐ Initiation Ceremony

### **Before the Program You Need to:**

- ☐ Prep the cardstock
- ☐ Review Third Degree of the Initiation Ceremony and be familiar with the meanings of the badge, particularly the cross-bar

### Important Facilitator Note:

Since the program reviews the meanings revealed during Initiation, it should only be conducted when all members are initiated.

### Instructions:

5/5	<p><i>We spend a significant amount of time talking about our mottos and our values but do we think about how we demonstrate it to each other and the world? While the Oath of Friendship is not a public statement it is the thing that unites all Delta Gammas. We are responsible for upholding and living by the Oath of Friendship.</i></p> <p>Have the group form the friendship circle.  <i>We recite this during formal group meetings and at other special events to remind us of our Initiation and our Oath to one another. We recite it, but we don't often create the time and space to discuss what it means in our day-to-day lives or our group culture. Today we will have the opportunity to do just that.</i></p> <p><i>The reason we form the circle and the way we cross our arms resembles the cable on our anchor badge.</i></p> <p>Recite the Oath of Friendship.</p>
10/15	<p>Distribute the Oath and Me worksheet and have each member fill out the worksheet silently and alone.</p> <p>After 5 minutes have them turn to a partner to share their responses to the questions.</p>
5/20	<p>Put 3 pages of Flip Chart paper around the room.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 Flip Chart has the question "How does our group uphold the Oath?"</li> <li><input type="checkbox"/> 1 Flip Chart has the question "When does our group not uphold the Oath"</li> <li><input type="checkbox"/> 1 Flip Chart has the question "How could we shift to live more by the Oath"</li> </ul> <p>Each person will have a marker and a chance to write their responses on the Flip Chart papers. If easier, participants can write their responses to each question on a post-it note and then put the post-it note on the appropriate Flip Chart paper.</p>
10/30	<p>Ask the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What surprised you about this activity?</i></li> <li><input type="checkbox"/> <i>Which question was the easiest to answer?</i></li> </ul>



	<ul style="list-style-type: none"> <li><input type="checkbox"/> What stood out to you from the list of examples about how our group upholds the Oath of Friendship?</li> <li><input type="checkbox"/> What frustrates you about the examples of how our group does not uphold the Oath of Friendship?</li> <li><input type="checkbox"/> What gets in our way of living the Oath of Friendship?</li> </ul>
15/45	<p><i>The Oath is the backbone of our sisterhood. It is the promise we made to each other and ourselves. Of course, we sometimes will slip up but that is why we made the Oath to hold each other up and hold one another accountable to the Oath. Our Founders knew it was going to be difficult, so they created some inspiration. The meanings associated with our badge provide us with this inspiration.</i></p> <p>Ask the following questions: What does our badge mean? What meanings are associated with each facet of the badge?</p> <p>Share the meanings of the badge if the participants are not able to do so.</p> <p>Ask each person to write on their card stock what she has the courage and strength to do. These statements should correlate to the discussion around what ways our group does not uphold the Oath of Friendship and the personal steps that member will take to confront those actions.</p> <p>Have each person share their courage statement.</p> <p><i>Please place your card in your book bag, your planner, in your room, or in your wallet. Place it somewhere you will see often to remind you of the promise you made. The card should serve as a reminder of the promises you made today to live by the Oath.</i></p> <p>End with the Oath of Friendship.</p>

For more ideas on connecting chapter members to the concepts of our ritual, we recommend reviewing the [Revisiting our Rituals Program Guide](#). You may also enjoy [this podcast](#) on lifetime membership in Delta Gamma.

## **Oath and Me Worksheet**

1. What is sacred to you (e.g., family, friends, shelter, food access, etc.)
2. What does a promise mean to you?
3. How do you demonstrate friendship in your daily life?
4. How do you show sympathy in your life?
5. How well do Delta Gammas in your life show assistance and support?
6. What does it mean to be someone's champion?
7. How do you demonstrate the Oath of Friendship?
8. What does it look like when Delta Gammas in your life demonstrate the Oath?
9. When have you seen the Oath not be upheld?
10. How do you think we could shift to live more by the Oath?

## THE IMPORTANCE OF EMPATHY†

**"If you judge people, you have no time to love them." - Mother Teresa**

### **Recommended to Groups Looking to:**

- ☐ Reconnect bonds of sisterhood
- ☐ Understand how to support each other

### **Brief Description:**

Participants will understand the difference between empathy and sympathy. Participants will leave the program with the ability to express how empathy can be used to foster a strong sisterhood in Delta Gamma.

**Time Allotted:** 45 minutes

### **Materials Required:**

- ☐ Empathy vs. Sympathy video - <https://www.youtube.com/watch?v=1Evwgu369Jw>
- ☐ Flip Chart paper
- ☐ Markers
- ☐ Projector or computer to play video
- ☐ Internet Connection

### **Before the Program You Need to:**

- ☐ Decide if you will be watching the video together as a whole group and then breaking into small groups or if you will be watching the video on laptops in small groups.
- ☐ Prepare four flipcharts that look like the following:

<i>Perspective Taking</i>		<i>Staying out of Judgement</i>	
<i>Looks like</i>	<i>Sounds like</i>	<i>Looks like</i>	<i>Sounds like</i>
<i>Feels like</i>	<i>Barriers</i>	<i>Feels like</i>	<i>Barriers</i>

<i>Recognizing Emotions in Others</i>		<i>Communicate the Emotion Noticed</i>	
<i>Looks like</i>	<i>Sounds like</i>	<i>Looks like</i>	<i>Sounds like</i>
<i>Feels like</i>	<i>Barriers</i>	<i>Feels like</i>	<i>Barriers</i>

**Instructions:**

2/2	<b>Introduction</b>
	Begin the session by welcoming the group and thanking them for coming. Mention that today's DG Dialogue program is about empathy and the importance of that skill to the Delta Gamma experience. The following video will be watched as a large group and then the small group leaders will facilitate follow-up questions and the remainder of the activity.
13/15	<b>Empathy Versus Sympathy</b>
Video	Play Empathy versus Sympathy video - <a href="https://www.youtube.com/watch?v=1Evwgu369Jw">https://www.youtube.com/watch?v=1Evwgu369Jw</a>
Fac Note	Watch the video together and then break into small groups or play video in small groups on a laptop.
Fac Note	<p>Ask the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What did you think of the video?</i></li> <li><input type="checkbox"/> <i>What resonated with you the most?</i></li> <li><input type="checkbox"/> <i>What do you think is the difference between empathy and sympathy?</i></li> <li><input type="checkbox"/> <i>Which do we practice most often?</i></li> <li><input type="checkbox"/> <i>Which is harder?</i></li> <li><input type="checkbox"/> <i>What is your biggest takeaway from the video?</i></li> <li><input type="checkbox"/> <i>How do you think we learn these skills?</i></li> </ul> <p>Make the following point if not shared by the participants: Empathy is an important way that we care for each other. By being empathetic, rather than sympathetic, we are concretely able to show that we care about a person's experience, stories and feelings, even if they are unrelated to us.</p>
15/30	<b>Elements of Empathy</b>
Fac Note	Lead the group through examining the four (4) elements of empathy used in the video. For each, you will discuss what that element looks like, what it feels like and what it sounds like. Record the group's answers on the flipchart paper prepared prior to the workshop.
	<p><i>In the video, Brené Brown uses the following four elements to describe empathy. Let's talk about each one to fully examine how we can be more empathetic.</i></p> <p>1. <i>Perspective Taking</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What does it look like to take the perspective of someone else?</i></li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What does it sound like to take the perspective of someone else?</i></li> <li><input type="checkbox"/> <i>What does it feel like to take the perspective of someone else?</i></li> <li><input type="checkbox"/> <i>What are barriers to doing this?</i></li> </ul> <p>2. <i>Staying out of judgement</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What does it look like to stay out of judgement?</i></li> <li><input type="checkbox"/> <i>What does it sound like to stay out of judgement?</i></li> <li><input type="checkbox"/> <i>What does it feel like to stay out of judgement?</i></li> <li><input type="checkbox"/> <i>What are barriers to doing this?</i></li> </ul> <p>3. <i>Recognizing Emotion in Others</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What does it look like to recognize emotion in others?</i></li> <li><input type="checkbox"/> <i>What does it sound like to recognize emotion in others?</i></li> <li><input type="checkbox"/> <i>What does it feel like to recognize emotion in others?</i></li> <li><input type="checkbox"/> <i>What are barriers to doing this?</i></li> </ul> <p>4. <i>Communicate the Emotion Noticed</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What does it look like to communicate emotion?</i></li> <li><input type="checkbox"/> <i>What does it sound like to communicate emotion?</i></li> <li><input type="checkbox"/> <i>What does it feel like to communicate emotion?</i></li> <li><input type="checkbox"/> <i>What are barriers to doing this?</i></li> </ul>
	<p>Ask the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What can we take away about empathy from examining it in this way?</i></li> <li><input type="checkbox"/> <i>Why is this important?</i></li> <li><input type="checkbox"/> <i>Which of these seems to be hardest for the people around us?</i></li> <li><input type="checkbox"/> <i>In what ways can we commit to caring for each other better through empathy?</i></li> </ul>
15/45	<b>Empathy in Delta Gamma</b>
	<p>Split the group into pairs. If there is an odd number, create a triad. Each member will have 60 seconds to brainstorm out loud their own answer to this question - Why is empathy an important part of your Delta Gamma experience?</p> <p>Explain that the listening member should do just that - listen. Remembering the elements of empathy, this is an opportunity to listen to the perspective of each member.</p>
	<p>Ask the following concluding questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What was it like to listen without responding?</i></li> <li><input type="checkbox"/> <i>Did you notice elements of our previous activity (perspective, recognizing emotions, etc.)?</i></li> </ul>

	<p>□ <i>What is one thing we might do better or more fully to be more empathetic group sisters?</i></p> <p>Thank the small group members for sharing and remind them to continue to think and act on the ideas discussed today.</p>
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*For more resources on empathy and connection, check out the podcast series [the Happiness Break](#).*

## YOUR LEADERSHIP STORY<sup>†</sup>

**“Your life story is your leadership story.” - From the Blueprint by Doug Conant with Amy Federman**

### Recommended for Groups Looking to:

- ☐ Establish better, deeper connections with sisters
- ☐ Better develop empathy within the chapter
- ☐ Provide members with a personal biography for use in interviews and introductions

### Brief Description:

Participants will identify significant life events that impacted the person they have become, hear stories that will impact their ability to develop meaningful relationships with one another, and create their leadership story to share with future audiences.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Colored pencils, markers or crayons
- ☐ Blank paper (one per participant)

### Before the Program You Need to:

- ☐ Create your own timeline and biography to use as an example. Be courageous and vulnerable when developing.

### Instructions:

15/15	<b>Developing Your Timeline</b>
	Introduce the activity with the following statement: <i>You are your story. It contains plots, characters and themes. This exercise is an opportunity for you to become more conscious of your story and create a map of personal changes and transitions that you have experienced so far. By the end, you will be able to tell your “leadership story,” which can be used in interviews and for introductions to a wide variety of audiences.</i>
WS	<i>Utilize blank paper and colored pencils, markers or crayons to draw a timeline (or continuum) that reflects the story of your life. In thinking about your past, please think about parts of your background that are foundational to your identity and major moments that have shaped who you are today.</i>



Fac Note	<p><i>Also think about times when things went well and you reached a “peak” or times when things did not go well and you hit a “valley.” Think about things that make you proud, have shaped who you are, or contributed to your personal development..</i></p> <p><i>Be as creative as you want in your timeline. It can be a historical timeline, an actual map, or a set of drawings that represent your major life moments.</i></p> <p>Consider sharing your timeline as an example and to model vulnerability and courage.</p>
25/40	<b>Sharing Your Story</b>
	<p>Remind participants of the Oath of Secrecy we each took during both the Pi Alpha ceremony and Initiation. Remind participants that the stories shared should be kept confidential and not discussed with others. Ask participants to be vulnerable as they share their stories and for the others to listen respectfully.</p> <p>Have the group share one or two major life moments that impacted who they are today. Be cognizant of the time to ensure each person has time to share.</p>
5/45	<b>Processing and Connection to Leadership Story</b>
Fac Note	<p>Ask the following questions:</p> <ul style="list-style-type: none"> <li>□ <i>What surprised you the most about your timeline or the mapping process?</i></li> <li>□ <i>What did you learn about other group members?</i></li> <li>□ <i>What similarities did you see among the group?</i></li> </ul> <p>Let’s create your leadership story. Share that each participant’s story is their own and defines who they are as a leader. Throughout life, participants will be asked to submit a biography for themselves or make an introduction.</p> <ul style="list-style-type: none"> <li>□ How does this timeline activity help inform your personal biography?</li> <li>□ How have different experiences shaped you as a leader?</li> <li>□ How do your experiences differ based on the audience with whom you’re sharing them?</li> </ul> <p>Examples from a Delta Gamma alumna are included the program guide for your review or to share with the group</p>

	<p>Share personal biography samples with the group. Ask group members to take a moment to write their own.</p> <p>After a few moments to allow time for writing bios, ask for volunteers to share.</p> <p>Processing questions:</p> <ul style="list-style-type: none"> <li>□ How does sharing part of your background and identity in a bio feel?</li> <li>□ How does sharing parts of you feel positive and affirming?</li> <li>□ How does it feel to hear sisters sharing parts of themselves in this way?</li> </ul> <p>Thank each person for finding the courage to be vulnerable and authentic. Remind participants to keep each person's timeline map confidential.</p>
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*For more on owning your own story, see Brene Brown's post [here](#).*

## Your Leadership Story Appendix: Leadership Story Examples

*The biographies below are examples provided by alumna Diana Rugh Johnson, Epsilon Kappa-Clemson. Diana demonstrates how one person might have a variety of biographies and stories to share depending on the space they are in.*

### **Professional Biography:**

Diana Rugh Johnson is the Director of the Court Improvement Program for the State of Georgia. Before taking that position on August 1, 2021, she served for six years as a Judge Pro Tempore in the DeKalb County Juvenile Court and practiced law in the areas of child welfare, disability, adoption, and custody. Diana was one of the first attorneys in Georgia to be certified as a Child Welfare Law Specialist. She serves on the Steering Committee of the American Bar Association's National Alliance for Parent Representation and on the Diversity, Equity and Inclusion Advisory Commission for Delta Gamma Fraternity. Diana holds an MS in Biochemistry from Clemson University and a JD from Georgia State University.

### **Delta Gamma DEI Advisory Commission Bio:**

Diana is an attorney with over 15 years of experience in child welfare, custody, adoption and disability law, who currently serves as the Director of the Court Improvement Program for the state of Georgia. She is a former Judge Pro Tempore for the Juvenile Court of DeKalb County, member of the Steering Committee of the American Bar Association's National Alliance for Parent Representation, and she was one of the first attorneys in Georgia to be certified by the National Association of Counsel for Children as a Child Welfare Law Specialist. Diana earned her bachelor's degree in sociology and master's degree in biochemistry from Clemson University and her Juris Doctorate from the Georgia State University College of Law. She serves as Honor Board adviser for her Delta Gamma chapter of initiation, Epsilon Kappa.

### **Introduction for Neighborhood/Women's Club:**

My name is Diana Johnson and I am proud to be serving in my third year as President of the Country Squire Women's Club. I live on Faraday Court with my husband Jeff and our sons Mathias and Nathaniel. We are a busy family with one son in high school at Druid Hills and one in welding school at Georgia Perimeter College. I am an attorney and current Director of Georgia's Court Improvement Program at the Administrative Office of the Courts and Jeff is a research scientist at the CDC.

**Your Leadership Story Appendix Continued:****Introduction for Asian American Gathering:**

My name is Diana Rugh Johnson and I am a proud member of Atlanta's Asian American community. My mother is a Kadazan from Sabah, Malaysia, which is located on the Island of Borneo and my father is an American from the vast farmland of Illinois. My parents met when my father was serving in the Peace Corps in Malaysia and they raised my brother, sister, and me in the suburbs of Washington, DC. My Malay is far from fluent, but my Malaysian cooking is on point.

## LIFELONG MEMBERSHIP

**“A sister is a gift to the heart, a friend to the spirit, a golden thread to the meaning of life.” – Isadora James**

### **Recommended for Groups Looking to:**

- ☐ Establish better, deeper connections with alumnae
- ☐ Show collegians that Delta Gamma membership is a lifelong commitment and a lifelong benefit

### **Brief Description:**

Participants will hear from alumnae about their DG experience since they joined. Additionally, information will be shared how to join an alumnae group, the importance of updating contact information with EO, alumnae dues, and what to expect as an alumna.

**Time Allotted:** 45 minutes

### **Materials Required:**

- ☐ Pen or pencil
- ☐ Blank paper (one per participant)

### **Before the Program You Need to:**

- ☐ Invite an alumna to participate. Consider asking her several weeks (3-5) in advance so they may make plans to attend. You could invite one alumna or several to serve on a panel. Additionally, you may choose to include the alumna(e) virtually or request a pre-recorded video.
- ☐ Consider sending sample questions to the speakers in advance of the event so they may brainstorm responses.
- ☐ Once the speakers are confirmed, ask them for their bio so you can introduce them. You'll want to know how to properly pronounce their name, their chapter of initiation, and other pertinent DG experience.
- ☐ Prepare a list of additional questions you may want to ask during the discussion.
- ☐ If your budget permits, consider purchasing a small gift of thanks for the alumna(e). If not, a handwritten thank you note will be a lovely touch.

**Instructions:**

5/5	<b>Introductions</b>
Fac Note	<p>Introduce each alumna by stating their name, chapter of initiation, and any pertinent DG experience. You could also have them introduce themselves sharing more about their professional experience, community involvement, or family life.</p> <p><i>Explain to the room that you have pre-prepared questions to guide the discussion and there will be time at the end for questions from the room.</i></p>
35/40	<b>Lifelong Commitment and Lifelong Benefit</b>
	<p>Below is a list of topic areas with sample questions. Consider adding your own and/or letting the audience ask questions.</p> <p>Special note – in the event your alumna speaker joined as an alumna initiate, be sure to avoid referencing their “collegiate experience” as they would have joined after college. For more information about the Alumna Initiate Program, <a href="#">click here</a>.</p> <p>Your DG Story</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When and where did you join (if this was not included in the introductions)?</li> <li><input type="checkbox"/> What was your DG experience like?</li> <li><input type="checkbox"/> What was your favorite DG memory?</li> <li><input type="checkbox"/> What is your favorite part about being a Delta Gamma alumna?</li> </ul> <p>Value of lifetime membership</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What does it mean to be an alumna?</li> <li><input type="checkbox"/> What is expected of alumnae members (alumnae group participation, volunteering, leadership, dues, etc.)?</li> <li><input type="checkbox"/> Stories from alumnae to illustrate what membership in DG has meant to them after college</li> <li><input type="checkbox"/> Why are alumnae members important?</li> </ul> <p>Applications of membership after college</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ideas on integrating DG membership into life outside of college (i.e., joining an alumnae group, advising, etc.)</li> <li><input type="checkbox"/> Ideas on how to leverage DG membership in life outside of college (i.e., networking, finding friends in new places, etc.)</li> </ul>

	<p>□ What advice would you give to our members who are almost set to embark on their alumnae experience?</p> <p>Other resources you could provide include:</p> <p>□ Link to <a href="#">Anchored Connections</a> (mentoring platform for both collegians and alumnae)</p> <p>□ Information on how to update your email and home address so you'll receive newsletters from both EO and your local alumnae chapter once you graduate.</p>
5/45	<b>Thanks and Closing Remarks</b>
Fac Note	<p><i>Thank each alumna for participating and provide your contact for follow-up questions from collegians.</i></p> <p>Consider taking a picture featuring collegians and alumnae to post on social media.</p>

## VITAL FRIENDSHIPS<sup>†</sup>

**“A real friend is one who walks in when the rest of the world walks out.”**  
— Walter Winchell

### Recommended for Groups Looking to:

- Establish better, deeper connections with sisters; and
- Better develop empathy within the chapter.

### Brief Description:

Participants learn about different types of friendships and identify opportunities for strengthening the right types of friendships.

**Time Allotted:** 45 minutes

### Materials Required:

- Colored pencils, markers or crayons
- Notecard (one per participant)

### Before the Program You Need to:

- Consider asking members to watch or listen to [Vital Friendships - How to Fill your Cup](#) before coming to chapter meeting

### Instructions:

0/45	<p>Introduce the activity with the following statement. Friendships are vital. Friendships can help us find purpose and meaning, which can result in longer, healthier lives. Often, when we get busy, we deprioritize spending time with friends. Science shows us, however, that investing in friendships is as important to your health as diet and exercise.</p> <p>Today, we're going to learn about five different types of friendships. We'll have some time to consider which of your friends fall into these different types of friendships and what type of friend you are. Hopefully by the end, you'll be able to identify which friendships you want to prioritize. For those of you who listened to Vital Friendships by Sue Stanek, Lambda - Minnesota, prior to our program today, some of this will be a reminder of that program.</p>
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2/45	<b>Pull-down Friends</b>
	<p>The first type of friend we'll discuss today is a <b>"pull-down friend."</b> Pull-down friends are friends that consistently provide more negative energy than positive energy. When you're around a pull-down friend, you feel your energy and self-confidence deflate and drag. These types of friends are always right and often lack empathy.</p> <p>A sub-type of pull-down friends are "toxic friends." These types of friends are literally bad for us. When we are around them, we turn into versions of ourselves that are less than our best selves.</p> <p><i>[5 mins] Take some time to think of your friend group. Do you have any "pull-down friends"? Who are they? Think about when you are around these people - how do you feel?</i></p> <p>Now that you've given this some thought, keep some awareness of these pull-down friends and how they make you feel. Consider establishing some boundaries to ensure both time and emotional space from these pull-down friends.</p>
8/45	<b>80/20 Friends</b>
	<p>The second type of friend we'll discuss today is <b>"80-20 friends."</b> These are the types of friends where we are consistently giving more than we are receiving. Despite your best efforts, you don't get out what you put into the friendship.</p> <p>One example of an "80-20 friend," is the "all about me friend" who focuses all conversations on them - where you go, what you do, topics of conversations, etc. are all about them. Another example of an "80-20 friend" is a friend that unloads on you all the time - when you are together, you feel like you're in a counseling session and you are the counselor.</p> <p>There are times in life where you may need to listen to others - for example, during hard times - and that is ok. It is important though that as friendships persist over time that there is a balance in listening and being listened to.</p> <p><i>[10 mins] Who are the 80-20 friends in your friend group? Are they "all about me friends" or friends that you spend more time listening to than being listened to?</i></p>

	<p>What ideas do you have for maintaining these friendships? Share some of those ideas with your small group.</p>
<b>18/45</b>	<p><b>Seasonal Friends</b></p> <p>The third type of friend we'll discuss today is <b>"seasonal friends,"</b> friends that are there for particular seasons in your life and when circumstances change friendships end. These could also be called "situational friends." For example, when you change jobs, move, or graduate from college, friends from your job, previous home, or college may also change. That is ok - but, be wary of prioritizing these friendships over longer term friendships.</p> <p><i>[3 mins] Give some thought to your seasonal friends that you've had in your life. What season did those friendships serve? How did it end? How did you feel about how it ended? What takeaways do you have for how you'll end seasonal friendships?</i></p>
<b>20/45</b>	<p><b>Fan Club Friends</b></p> <p>The fourth type of friend is a <b>"fan club friend."</b> Fan club friends are friends who are delighted to see you and who you are delighted to see. These friends are genuinely happy to see you and truly champion you and your best self. These folks push your perspective to ensure you believe in yourselves. They also hold you accountable. They celebrate your success.</p> <p><i>[10 mins] Think about your fan club friends. Write them down on your piece of paper. Share with your small group an example when a fan club friend was your champion. Who in the chapter is a fan club friend? Take this time now [or after this meeting] to send a text to at least one of your fan club friends and thank them for being in your fan club.</i></p> <p><i>Now, think about who would say YOU are in their fan club. What can you do to let them know you are in your fan club? Share with your small group.</i></p>
<b>30/45</b>	<p><b>Mentors</b></p> <p>The final type of friend we'll discuss today is <b>"mentors."</b> Mentors are special people who inspire us to be more than we think we can be. Mentors have values that you aspire to. Mentors lead by example and draw you in. Mentors care about you. They impact you by action and word. They guide your journey, if you choose to let them. Mentors can also be fan club friends.</p>

	<p><i>[10 mins] Who are your mentors? Who challenges you to be your best version of yourself? Share this with your small group.</i></p> <p><i>Who would you like to be a mentor? How can you activate your next connection as a mentor in your life? Write that down on your notecard. Let this piece of paper hold you accountable for making that connection.</i></p>
<b>40/45</b>	<b>Conclusion</b>
	<p>Today, we talked about five types of friends: pull-down friends, 80/20 friends, seasonal friends, fan club friends, and mentors. Keep in mind that friends can change types over years, and depending on circumstances. As we wrap up today, remember that your time is precious and it is important to invest in your fan club friends and mentors when you're looking to fill your cup. Within Delta Gamma, we strive to give you friends that encourage you to find strength, hope, and life and to do good - take the time to find your fan club friends, mentors, and champions.</p> <p>Let's end today with the Oath of Friendship. [for initiated members only]</p>

## YOU CAN HELP A SISTER\*

### **Program Description:**

This is a program created by the JED Foundation – the leading expert in the mental health space for young adults. Research shows that building resiliency and life skills, promoting social connectedness and encouraging help-seeking and help-giving behaviors in teens and young adults, support their overall well-being, helps them thrive and protects their emotional health, making it less likely they will fall into unhealthy behaviors. This program assists with identifying and supporting those who may be struggling with mental health challenges, providing appropriate interventions, and professional help referral strategies. This program is proven to promote a Culture of Care, reduce risk, student intervention competencies and member inclusion and retention. This program will be a pilot for AY 2022-2023.

### **How can my chapter get the program?**

You Can Help a Sister (YCHAS) is part of the catalog of programs in the new Act with Intention: Health and Well-Being series. Over the course of four years, every chapter is Delta Gamma will receive this program in a predetermined rotation.

*Note: At this time, You Can Help a Sister is only available for collegiate chapters.*

### **Cost of the program:**

You Can Help a Sister (YCHAS) is fully funded by the Delta Gamma Foundation, this includes all lodging and travel. If the chapter would like to take the facilitator to lunch/dinner and time permits, they may do so.

## GROUP-DEVELOPED PROGRAM

Groups may attend campus or community events that relate to one of the four pillars of Article II and host a facilitation after the event to satisfy a DG Dialogue.

Groups may select to develop their own program for any of the four values. In order to conduct a group-developed program, utilize the following template and submit it six weeks prior to the scheduled program to your RCS/CAC/NCC and to DGDialogues@deltagamma.org for approval.

### **Topic Focus:**

### **Describe need for this program:**

**Brief Description:** [Complete the following prompt ... As a result of this program, participants will be able to...]

### **Time Allotted:**

### **Materials Required:**

**Facilitator Instructions:** [Give detailed instructions to the small group facilitators on how to facilitate the program. Utilize the other programs in this guide for guidance on how to write the instructions.]



# SOCIAL RESPONSIBILITY PROGRAMS



**Select one of the following for your social responsibility program:**

- ☐ Safe Medication Practices for Life – Prescription Opioids
- ☐ Safe Medication Practices for Life – Prescription Stimulants
- ☐ Supporting Survivors of Sexual Assault†
- ☐ Letting Go of “You Do You”
- ☐ Exploring Sex, Gender and Sexual Identity†
- ☐ Alcohol Skills Training Program (ASTP)\*
- ☐ Alcohol101+\*
- ☐ Mock Trial\*
- ☐ Group Developed Program

*\* Completed as a chapter, not in small groups*

*† Suitable for alumnae groups*

## SAFE MEDICATION PRACTICES FOR LIFE – PRESCRIPTION OPIOIDS

**"Wellness is a connection of paths: knowledge and action." - Joshua Holtz**

### Recommended for Groups Looking to:

- ☐ Start a conversation about prescription opioid use within the community
- ☐ Address trends of risky behavior

### Brief Description:

Participants will understand impacts of drug misuse within society and will learn about safe medical practices. Participants will connect concepts to experiences as a student on a college campus.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Internet Connection
- ☐ Handout for each member of the group
- ☐ Computer to play video
- ☐ Videos (linked below)

### Before the Program You Need to:

- ☐ Pull up the videos and make sure they are ready
  - The Impact of Misusing Prescription Opioids
    - <https://vimeo.com/208706165>
  - Safe Medication Practices for Life
    - <https://vimeo.com/208706185>

### Note for the Facilitator:

- ☐ Please give attribution to Generation Rx for the content (<https://www.generationrx.org/>).

### Instructions:

13/13	<b>Welcome &amp; Session Introduction</b>
	Welcome everyone and share that you are going to be talking about safe medication practices. Highlight that the materials being used today are from Generation Rx University. They provide messages designed to educate college students toward “safe medication practices for life.” Share that today’s discussion will focus on an overview of the drug misuse epidemic, prescription opioids, and safe medication practices.

	Distribute the handouts before moving on.
	<p>Highlight the following points to introduce the concept of the national drug misuse epidemic (All of the points below are listed on the handout, use it as a guide to your discussion):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Americans consume more prescription medications than any other developed nation.</li> <li><input type="checkbox"/> Medications can help us live longer and healthier lives when used as directed by a health professional.</li> <li><input type="checkbox"/> Any medication can produce adverse health effects, and drug overdose is now the leading cause of accidental death.</li> <li><input type="checkbox"/> Prescription drug misuse is a national epidemic <ul style="list-style-type: none"> <li>○ More than 6 million Americans age 12 and older have used a prescription drug nonmedically (i.e., they've misused the product) in the past month.</li> <li>○ Prescription drugs are among the most misused substances in the United States, more than all illicit "street" drugs combined except marijuana. (Common street drugs are: cocaine, crack, crystal meth, ecstasy, heroin and LSD).</li> <li>○ More than 5,500 Americans misuse a prescription medication for the first time every day.</li> <li>○ Among all age groups, the most commonly misused prescription drugs are opioid pain medications (e.g., Vicodin®, OxyContin®). On college campuses, the misuse of prescription stimulants (e.g., Adderall®, Ritalin®) is also of significant concern.</li> <li>○ Drug overdose is the leading cause of accidental death in the United States.</li> </ul> </li> </ul>
	<p>Share the following definitions of drug misuse behaviors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Taking more of a prescription medication than prescribed.</li> <li><input type="checkbox"/> Taking a prescription medication for a reason (or in a way) different than that intended by the prescriber.</li> <li><input type="checkbox"/> Sharing or taking someone else's prescription medication.</li> </ul> <p>Make the following point before moving on:  <i>Regardless of intentions, engaging in any of these behaviors is misuse.</i></p>
	<p>Reiterate to the members that because you are talking about prescription drug misuse does not mean most young adults are misusing prescription medication.</p> <p>Share the statistic below and follow up with the question:</p>



Fac Note	<p><i>Recent research suggests that on average, only 1 out of 4 young adults (roughly 25 percent) have misused prescription medications in their lifetime—even fewer misuse regularly. (McDaniel A (2015). Center for the Study of Student Life, The Ohio State University)</i></p> <p><i>With this statistic in mind, what do you think college students need to know about prescription drug misuse?</i></p> <p>Responses to listen for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What drugs are most commonly misused</li> <li><input type="checkbox"/> It is a very dangerous problem</li> <li><input type="checkbox"/> Which prescription drugs lead to certain street drugs</li> <li><input type="checkbox"/> How addiction happens</li> <li><input type="checkbox"/> How to help someone who has overdosed</li> <li><input type="checkbox"/> Most college students are not misusing prescription drugs</li> </ul> <p>Ask the following question: <i>Why do think it is important for college students to know these things about prescription drug misuse?</i></p> <p>If not mentioned, share the following points:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inform their own prescription drug use</li> <li><input type="checkbox"/> Know the risk of using prescription drugs</li> <li><input type="checkbox"/> Know how to help friends/sisters</li> <li><input type="checkbox"/> Be knowledgeable of the growing national epidemic</li> <li><input type="checkbox"/> Have a better understanding of how medications can do harm, especially when misused</li> <li><input type="checkbox"/> College students are susceptible to prescription drug misuse</li> </ul>
19/32	<b>Prescription Opioids</b>
Video	<p>Inform the members you are going to talk specifically about prescription opioids before watching a short video that addresses risks inherent to misuse.</p> <p>Share the different types of opioid drugs:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Heroin</i></li> <li><input type="checkbox"/> <i>Fentanyl</i></li> <li><input type="checkbox"/> <i>OxyContin (Oxycodone)</i></li> <li><input type="checkbox"/> <i>Vicodin (Hydrocodone)</i></li> <li><input type="checkbox"/> <i>Codeine</i></li> <li><input type="checkbox"/> <i>Morphine</i></li> </ul>

	<p>Play the entire video, The Impact of Misusing Prescription Opioids, <a href="https://vimeo.com/208706165">https://vimeo.com/208706165</a></p>
	<p>Ask the following question:  <i>What are your reactions to prescription opioids and heroin having similar chemical makeups and that they produce similar effects in the body?</i></p> <p>As the discussion begins to dwindle, draw members' attention to the image on the handout about the similarities in chemistry and how the body cannot differentiate between an illicit drug and prescription drug.</p> <p>Make the following points about individuals transition to heroin after misusing prescription opioids:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individuals who misuse and become dependent upon prescription opioids sometimes transition to using heroin to experience the same (or stronger) effect.</li> <li><input type="checkbox"/> Heroin can be cheaper and easier to obtain in certain areas of the country</li> <li><input type="checkbox"/> There has been a recent increase in heroin usage, with approximately 75% of users reporting misusing prescription opioids first.</li> <li><input type="checkbox"/> The body cannot tell the difference from prescription medication or illicit street drug. If the two drugs share similar chemistry, they'll produce similar effects in the body.</li> </ul>
	<p>Ask the following question:  <i>What are the risks of mixing prescription opioids and alcohol?</i></p> <p>Share the following points, if they are not shared by the members:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All medications have side effects—and mixing alcohol with prescription drugs can sometimes enhance these negative effects.</li> <li><input type="checkbox"/> Adverse side effects for prescription opioid pain medications include drowsiness, confusion, sedation and slowed breathing. Drinking alcohol at the same time can worsen these potentially harmful effects.</li> <li><input type="checkbox"/> Many drug overdoses result from mixing prescription opioids with alcohol, prescription sedatives or other drugs – which results in dangerously slow breathing and can potentially cause death.</li> </ul>
13/45	<b>Safe Medication Practices for Life</b>
	<p>Before transitioning to safe medication practices, walk through what to do if they think someone has overdosed. Let members know that the image of the steps can be found on the handout.</p>

WS	<p><i>If you suspect someone has overdosed on any drug or alcohol, here is how you can act:</i></p> <ol style="list-style-type: none"> <li><i>1. First, call 9-1-1.</i></li> <li><i>2. Second, move the individual to the recovery position (place the individual on their left side—with their arms under their head, bending their right leg to prevent them from rolling onto their stomach). This position is designed to prevent suffocation if the individual vomits.</i></li> <li><i>3. Third, if available, administer naloxone.</i></li> <li><i>4. Lastly, stay with the individual until help arrives.</i></li> </ol> <p>Naloxone, also known as Narcan®, is a medication called an “opioid antagonist” used to counter the effects of opioid (i.e. morphine or heroin) overdose. Specifically, naloxone is used in opioid overdoses to counteract life-threatening depression of the central nervous system and respiratory system, allowing an overdose victim to breathe normally. Naloxone is a nonscheduled (i.e., non-addictive), prescription medication. Naloxone only works if a person has opioids in their system; the medication has no effect if opioids are absent. The most common form of naloxone is in the form of a spray, that is sprayed up the nose of the person who has overdosed.</p>
	<p><i>The end of the video we watched earlier briefly touched on safe medication practices. What are some things you can do that the video did not mention?</i></p> <p>Share the following, if not already mentioned:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Only use as prescribed (correct dosage and time period)</li> <li><input type="checkbox"/> Do not share your prescriptions with anyone</li> <li><input type="checkbox"/> Keep all prescriptions out of reach of children</li> <li><input type="checkbox"/> Ensure all prescriptions are in safe and locked storage</li> <li><input type="checkbox"/> Dispose of all prescriptions after need has expired</li> </ul>
Video	<p>Thank the members for sharing and thinking about the importance of safe medication practices. Share with them that to get a better understanding of safe medication practices you are going to end with a short video.</p> <p>Play entire video, Safe Medication Practices for life,  <a href="https://vimeo.com/208706185">https://vimeo.com/208706185</a></p> <p>After the video ask the following question:</p>

	<p><i>Did the video highlight anything that did not come up in our discussion?</i></p>
Fac Note	<p>Ask the following question: <i>You have been invited to misuse prescription medication or someone is asking for your medication. Would you find it difficult to say no? Why or why not?</i></p> <p>Responses to listen for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They're my friend, I don't want to make them mad</li> <li><input type="checkbox"/> I don't want to get in a fight</li> <li><input type="checkbox"/> I don't want them to think I am a bad friend</li> <li><input type="checkbox"/> I don't want to deal with the drama</li> <li><input type="checkbox"/> If I say no, they might think I am lame</li> <li><input type="checkbox"/> What if it could really help them?</li> <li><input type="checkbox"/> No, I don't want that on my record</li> <li><input type="checkbox"/> It's just a pill...</li> </ul> <p>Follow up question: <i>What strategies could you use to say no?</i></p> <p>Share any potential strategies below that have not already been mentioned:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about how you value their friendship too much to complicate it with prescription drug misuse <ul style="list-style-type: none"> <li>o If they are truly your friend, will saying no make them no longer your friend?</li> </ul> </li> <li><input type="checkbox"/> You don't have to fight, say no and leave it at that</li> <li><input type="checkbox"/> Encourage them see a doctor about getting a prescription <ul style="list-style-type: none"> <li>o If they think they need to it function, seeing a doctor is a must</li> </ul> </li> <li><input type="checkbox"/> Tell them you don't want to have a drug related offense on your record <ul style="list-style-type: none"> <li>o Prescription drug misuse is a felony offense</li> </ul> </li> <li><input type="checkbox"/> Share your concerns about the risk associated with taking drugs not prescribed to them.</li> <li><input type="checkbox"/> Leave the situation <ul style="list-style-type: none"> <li>o Suggest an alternative activity to do with the person</li> <li>o Say goodbye and remove yourself from the conversation/room</li> </ul> </li> </ul>
	<p>Make the following points before concluding: <i>Prescription medications can help us live longer and healthier lives, but any medication has the potential to do harm – especially when</i></p>

	<p><i>misused. We can prevent prescription drug misuse by engaging in safe medication practices for life.</i></p> <p><i>If you know someone who needs help encourage them to reach out to someone for help. There are resources available on campus and in the community. These resources have been compiled in our group's campus resource worksheet. You should have received an email from the vp: member education with information on where to find this worksheet.</i></p>
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For additional information and resources on safe medication practices for life, visit the [Generation RX website](#).

# GenerationRx

Safe medication practices for life.

## The Risks of Misusing Prescription Opioids



### What is meant by prescription drug misuse?

- 1 Taking more than prescribed
- 2 Taking medication for a reason different than prescribed
- 3 Sharing or taking someone else's medication

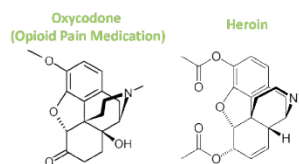


Mixing Rx opioids with alcohol or with Rx sedatives can cause dangerously slow breathing and even death.

Some individuals who misuse prescription opioids transition to using heroin...

### Take action in a drug overdose situation:

- 1 **Call 9-1-1**
- 2 Move individual to recovery position
- 3 If available, administer naloxone
- 4 Stay with the person until help arrives



...Drugs with similar chemistry produce similar effects in the body

### Safe Medication Practices:

- 1 Only use prescription medications as directed by a health professional
- 2 Do not share or take someone else's medication
- 3 Keep your medications safe
- 4 Model safe medication practices

## SAFE MEDICATION PRACTICES FOR LIFE – PRESCRIPTION STIMULANTS

**“If your body’s not right, the rest of your day will go all wrong. Take care of yourself.” – V.L. Allineare**

### Recommended for Groups Looking to:

- ☐ Start a conversation about prescription stimulant use within the community
- ☐ Address trends of risky behavior

### Brief Description:

Participants will understand the impact of prescription stimulants on the human body and model safe medication practices with their peers.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Internet Connection
- ☐ Handout for each member of the group
- ☐ Computer to play video
- ☐ Videos (linked below)

### Before the Program You Need to:

- ☐ Pull up the videos and make sure they are ready
  - The Impact of Misusing Prescription Stimulants
    - <https://vimeo.com/213566233>
  - Safe Medication Practices for Life
    - <https://vimeo.com/208706185>

### Note for the Facilitator

- ☐ Please give attribution to Generation Rx for the content (<https://www.generationrx.org/>).

### Instructions:

13/13	<b>Welcome &amp; Session Introduction</b>
	Welcome everyone and share that you are going to be talking about safe medication practices. Highlight that the materials being used today are from Generation Rx University. They provide messages designed to educate college students toward “safe medication practices for life.” Share that today’s discussion will focus on an

	<p>overview of the drug misuse epidemic, prescription stimulants and safe medication practices.</p> <p>Distribute the handouts before moving on.</p>
	<p>Highlight the following points to introduce the concept of the national drug misuse epidemic (All of the points below are listed on the handout, use it as a guide to your discussion):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Americans consume more prescription medications than any other developed nation.</li> <li><input type="checkbox"/> Medications can help us live longer and healthier lives when used as directed by a health professional.</li> <li><input type="checkbox"/> Any medication can produce adverse health effects, and drug overdose is now the leading cause of accidental death.</li> <li><input type="checkbox"/> Prescription drug misuse is a national epidemic             <ul style="list-style-type: none"> <li>○ More than 6 million Americans age 12 and older have used a prescription drug nonmedically (i.e., they've misused the product) in the past month.</li> <li>○ Prescription drugs are among the most misused substances in the United States, more than all illicit "street" drugs combined except marijuana. (Common street drugs are: cocaine, crack, crystal meth, ecstasy, heroin, and LSD).</li> <li>○ More than 5,500 Americans misuse a prescription medication for the first time every day.</li> <li>○ Among all age groups, the most commonly misused prescription drugs are opioid pain medications (e.g., Vicodin®, OxyContin®). On college campuses, the misuse of prescription stimulants (e.g., Adderall®, Ritalin®) is also of significant concern.</li> <li>○ Drug overdose is the leading cause of accidental death in the United States.</li> </ul> </li> </ul>
	<p>Share the following definitions of drug misuse behaviors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Taking more of a prescription medication than prescribed.</li> <li><input type="checkbox"/> Taking a prescription medication for a reason (or in a way) different than that intended by the prescriber.</li> <li><input type="checkbox"/> Sharing or taking someone else's prescription medication.</li> </ul> <p>Make the following point before moving on:  <i>Regardless of intentions, engaging in any of these behaviors is misuse.</i></p>
	<p>Reiterate to the members that because you are talking about prescription drug misuse does not mean most young adults are misusing prescription medication.</p>



Fac Note	<p>Share the statistic below and follow up with the question:  <i>Recent research suggests that on average, only 1 out of 4 young adults (roughly 25 percent) have misused prescription medications in their lifetime—even fewer misuse regularly.</i>            (McDaniel A (2015). Center for the Study of Student Life, The Ohio State University)</p> <p><i>With this statistic in mind, what do you think college students need to know about prescription drug misuse?</i></p> <p>Responses to listen for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What drugs are most commonly misused</li> <li><input type="checkbox"/> It is a very dangerous problem</li> <li><input type="checkbox"/> Which prescription drugs lead to certain street drugs</li> <li><input type="checkbox"/> How addiction happens</li> <li><input type="checkbox"/> How to help someone who has overdosed</li> <li><input type="checkbox"/> Most college students are not misusing prescription drugs</li> </ul> <p>Ask the following question:  <i>Why do think it is important for college students to know these things about prescription drug misuse?</i></p> <p>If not mentioned, share the following points:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inform their own prescription drug use</li> <li><input type="checkbox"/> Know the risk of using prescription drugs</li> <li><input type="checkbox"/> Know how to help friends/sisters</li> <li><input type="checkbox"/> Be knowledgeable of the growing national epidemic</li> <li><input type="checkbox"/> Have a better understanding of how medications can do harm, especially when misused</li> <li><input type="checkbox"/> College students are susceptible to prescription drug misuse</li> </ul>
15/28	<b>Prescription Stimulants</b>
	<p>Inform the members you are going to talk specifically about prescription stimulants before watching a short video. Some examples of prescription stimulants are Ritalin®, Concerta®, Dexedrine® and Adderall®. These drugs increase alertness, energy and attention.</p> <p>Before playing the video, ask the following question:  <i>What are reasons why college students misuse prescription stimulants?</i></p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Boost academic performance</li> <li><input type="checkbox"/> Stay awake longer</li> </ul>

Video	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relax</li> <li><input type="checkbox"/> Study better/longer</li> </ul> <p>As the discussion ends, inform the members you are going to watch a video about prescription stimulant misuse.</p> <p>Play the entire video, The Impact of Misusing Prescription Stimulants, <a href="https://vimeo.com/213566233">https://vimeo.com/213566233</a></p>
Fac Note	<p>Ask the following question: <i>How could misusing prescription stimulants impact your future?</i></p> <p>If not mentioned by members, share the following points that were referenced in the video:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Risk for drug dependency/addiction</li> <li><input type="checkbox"/> Decline in academic performance</li> <li><input type="checkbox"/> Violating state/federal law, felony conviction</li> <li><input type="checkbox"/> Violating codes of student conduct</li> <li><input type="checkbox"/> Loss of friendships</li> </ul> <p>Use the points below to advance the discussion about stimulant use impacting their future:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research shows that students who misuse prescription stimulants typically have lower grade-point averages.</li> <li><input type="checkbox"/> Depending on individual state laws, possession of a controlled substance (e.g., Adderall®, Ritalin®) without a prescription may result in a felony charge?</li> </ul> <p>Ask the following question: <i>How would a drug-related offense impact your future?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If we break a law, we also violate most codes of student conduct. In fact, at some universities, misusing prescription stimulants for academic purposes is also considered academic misconduct (some universities consider it cheating).</li> <li><input type="checkbox"/> In addition to violating codes of student conduct, we also risk losing scholarships and internships, as well as experiencing other legal consequences.</li> </ul>
	<p>Ask the following question: <i>What are the risks of mixing prescription stimulants and alcohol?</i></p> <p>After soliciting responses from the members, make the following point: <i>Mixing alcohol with prescription stimulants is a big deal, because it sends the body mixed messages and increases your risk for</i></p>

	<p><i>dangerous levels of intoxication. One tells your body to speed up and the other tells it slow down.</i></p> <p>Share the following points to reinforce what is on the handout, if they are not shared by the members:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prescription stimulants increase heart rate and initiate the “fight or flight” response.</li> <li><input type="checkbox"/> Alcohol decreases heart rate and slows messages between the body and brain.</li> <li><input type="checkbox"/> The body receives both messages simultaneously and can confuse the body and places it at risk for dangers consequences, such as extreme intoxication or irregular heartbeat.</li> </ul>
17/45	<b>Safe Medication Practices for Life</b>
WS	<p>Before transitioning to safe medication practices, walk through what to do if they think someone has overdosed. The image of the steps is on the handout.</p> <p><i>If you suspect someone has overdosed on any drug or alcohol, here is how you can act:</i></p> <ol style="list-style-type: none"> <li>1. <i>First, call 9-1-1.</i></li> <li>2. <i>Second, move the individual to the recovery position (place the individual on their left side—with their arms under their head, bending their right leg to prevent them from rolling onto their stomach). This position is designed to prevent suffocation if the individual vomits.</i></li> <li>3. <i>Third, if available, administer naloxone.</i></li> <li>4. <i>Lastly, stay with the individual until help arrives.</i></li> </ol> <p>Some additional information about naloxone, also known as Narcan®: It is a medication called an “opioid antagonist” used to counter the effects of opioid overdose, for example morphine and heroin overdose. Specifically, naloxone is used in opioid overdoses to counteract life-threatening depression of the central nervous system and respiratory system, allowing an overdose victim to breathe normally. Naloxone is a nonscheduled (i.e., non-addictive), prescription medication. Naloxone only works if a person has opioids in their system; the medication has no effect if opioids are absent. The most common form of naloxone is in the form of a spray, that is sprayed up the nose of the person who has overdosed.</p>

Video	<p>Tell the members you are going to end by talking about safe medication practices.</p> <p>Play entire video, Safe Medication Practices for life,  <a href="https://vimeo.com/208706185">https://vimeo.com/208706185</a></p> <p>After the video ask the following question:  <i>Which of the practices in the video do you currently do? Are there any you currently don't do, but could start doing?</i></p>
Fac Note	<p>Ask the following question:  <i>You have been invited to misuse prescription medication or someone is asking for you to share your prescribed medication. Would you find it difficult to say no? Why or why not?</i></p> <p>Responses to listen for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They're my friend, I don't want to make them mad</li> <li><input type="checkbox"/> I don't want to get in a fight</li> <li><input type="checkbox"/> I don't want them to think I am a bad friend</li> <li><input type="checkbox"/> I don't want to deal with the drama</li> <li><input type="checkbox"/> If I say no, they might think I am lame</li> <li><input type="checkbox"/> What if it could really help them?</li> <li><input type="checkbox"/> No, I don't want that on my record</li> </ul> <p>Follow up question:  <i>What strategies could you use to say no?</i></p> <p>Share any potential strategies below that have not already been mentioned:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about how you value your friendship too much to complicate it with prescription drug misuse             <ul style="list-style-type: none"> <li>o If they are truly your friend, will saying no make them no longer your friend</li> <li>o You don't have to fight, say no and leave it at that</li> </ul> </li> <li><input type="checkbox"/> Encourage them see a doctor about getting a prescription             <ul style="list-style-type: none"> <li>o If they think they need it to function, seeing a doctor is a must</li> </ul> </li> <li><input type="checkbox"/> Tell them you don't want to have a drug-related offense on your record             <ul style="list-style-type: none"> <li>o Prescription drug misuse is a felony offense</li> </ul> </li> <li><input type="checkbox"/> Share your concerns about the risk associated with taking drugs not prescribed to them</li> <li><input type="checkbox"/> Leave the situation</li> </ul>

	<ul style="list-style-type: none"> <li>○ Suggest an alternative activity to do with the person</li> <li>□ Say goodbye and remove yourself from the conversation/room</li> </ul>
	<p>Make the following points before concluding:  <i>Prescription medications can help us live longer and healthier lives, but any medication has the potential to do harm – especially when misused. We can prevent prescription drug misuse by engaging in safe medication practices for life.</i></p> <p><i>If you know someone who needs help encourage them to reach out to someone for help. There are resources available on campus and in the community. These resources have been compiled in our group's campus resource worksheet. You should have received an email from the vp: member education with information on where to find this worksheet.</i></p>

*For additional information and resources on safe medication practices for life, visit the [Generation RX website](#).*

# GenerationRx

Safe medication practices for life.

## The Risks of Mixing Medication and Stimulants



### What is meant by prescription drug misuse?

- 1** Taking more than prescribed
- 2** Taking medication for a reason different than prescribed
- 3** Sharing or taking someone else's medication

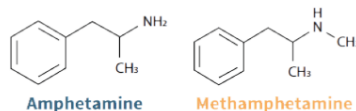
Mixing alcohol and prescription stimulants sends the body mixed messages...



...and increases your risk for dangerous levels of intoxication

### Take action in a drug overdose situation:

- 1** Call 9-1-1
  - 2** Move individual to recovery position
  - 3** If available, administer naloxone
  - 4** Stay with the person until help arrives
- 



### Safe Medication Practices:

- 1** Only use prescription medications as directed by a health professional
- 2** Do not share or take someone else's medication
- 3** Keep your medications safe
- 4** Model safe medication practices

## SUPPORTING SURVIVORS OF SEXUAL ASSAULT†

**"An exchange of empathy provides an entry point for a lot of people to see what healing feels like." - Tarana Burke**

### **Recommended for Groups Looking to:**

- ☐ Start a conversation about our role in supporting survivors
- ☐ Identify ways members can uplift survivors in the chapter and in the community

### **Brief Description:**

Participants will understand important definitions related to language used for sexual assault survivors. Participants will leave the program with strategies for supporting survivors.

**Time Allotted:** 45 minutes

### **Materials Required:**

- ☐ Completed [Campus Resource Worksheet](#) displayed somewhere all members have access to, or emailed out to every member
- ☐ A copy of the Helpful Vocabulary handout for every participant

### **Before the Program You Need to:**

- ☐ Ensure the information in the Campus Resource Worksheet is up to date prior to the session.
- ☐ Share the following content warning with all members of the group no later than one week prior to the discussion: *On [insert date] at [insert time], the group will be participating in the DG Dialogue Supporting Survivors of Sexual Assault. The content and discussion in this training will necessarily engage with topics related to sexual violence. It may be both emotionally and intellectually challenging to engage with. We believe this is an incredibly relevant and important conversation for collegians to have and will work to create a space where we can all engage bravely, empathetically and thoughtfully with this difficult content.*

**Instructions:**

5/5	<b>Introduction</b>
Fac Note	<p>Welcome the small group to the session. Share your name and why you chose to lead this DG Dialogue.</p> <p><i>The Supporting Survivors Session is a 45-minute peer facilitated conversation that guides members through the role we can all play in supporting survivors and secondary survivors of sexual violence as it relates to new members, sisters, other students, and the community. Through small group conversation and peer-led activities, participants will learn about the feelings of survivors and secondary survivors and strategies to support them and help create a culture of consent.</i></p> <p><i>All information shared today should be kept confidential. The only exception is if there is genuine fear of self-harm. Supporting each other is an important part of sisterhood and understanding the needs a member may face when they experience sexual assault or relationship violence can help strengthen our sisterhood and our community.</i></p> <p><i>We're going to introduce some ground rules. For this program to be effective, it requires some ground rules so all members can feel heard and supported.</i></p> <ul style="list-style-type: none"> <li><i>• This is a positive and mindful space.</i></li> <li><i>• We will discuss issues and opportunities, not people.</i></li> <li><i>• Everyone has the chance to participate.</i></li> <li><i>• No one is required to share anything personal.</i></li> <li><i>• Everyone agrees to listen and respond with respect.</i></li> </ul> <p>If at any point during the session the conversation gets off course, becomes too personal or is uncomfortable, you should take time to remind the group of the ground rules.</p> <p><i>Are there any mandatory reporters in the group?</i></p> <p>If a mandatory reporter identifies themselves, please ask them to share what they are required to report.</p> <p><i>Mandatory reporters are required to report instances of sexual misconduct to the Title IX office or other campus authorities and must disclose their position prior to a person disclosing personal information.</i></p>



	<p>If a group member is uncomfortable being in a group with a mandatory reporter, please relocate either the member or the mandatory reporter to another group.</p>
10/15	<p><b>Activity One: Helpful Vocabulary</b></p>
Fac Note	<p>Distribute the Helpful Vocabulary handout to participants.</p> <p><i>Let's start by reviewing some basic definitions before we begin our discussion.</i></p> <p>You can either read the following definitions to the group or ask participants to take turns reading each of the definitions aloud. Remind participants that participating in reading the definitions is a choice, and to only participate if they are comfortable.</p> <p><b>Consent</b> is intelligent, knowing, voluntary agreement. Simply put, consent is permission. <b>Consent</b> requires mutually understandable words or actions indicating willingness to engage in mutually agreed-upon sexual activity.</p> <p><b>Sexual assault</b> can take many different forms, but one thing remains the same: it is never the victim's fault. <b>Sexual assault</b> refers to sexual contact or behavior that occurs without explicit consent of the victim. Some forms of sexual assault include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempted rape</li> <li><input type="checkbox"/> Fondling or unwanted sexual touching</li> <li><input type="checkbox"/> Forcing a victim to perform sexual acts, such as oral sex or penetrating the perpetrator's body</li> <li><input type="checkbox"/> Penetration of the victim's body, also known as rape</li> </ul> <p><b>Rape</b> is a form of sexual assault, but not all sexual assault is rape. The term rape is often used as a legal definition to specifically include sexual penetration without consent. For its Uniform Crime Reports, the FBI defines rape as "penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim."</p>

<p>Fac Note</p>	<p>Anyone may be a victim of sexual assault or rape: women, men or children, and regardless of sexual orientation or identity.</p> <p>A victim of sexual assault is often referred to as a <b>survivor</b>. The term survivor emphasizes the strength and courage needed to survive a traumatic event.</p> <p>A <b>secondary survivor</b> is someone who is close to the survivor, such as a friend, partner or family member, and may experience some of the same side effects such as personality changes, depression and emotions related to the trauma.</p> <p>After reading through the definitions, ask participants if they have questions or definitions that they use. Facilitator should consider sharing campus specific definitions as they could vary slightly by state/province/country.</p> <p>While many of us know someone who has experienced sexual assault or we may have experienced assault personally, it can sometimes feel lonely. If you feel comfortable doing so, please raise your hand if you know someone who has been sexually assaulted.</p> <p>Thank you for sharing. While these feelings can be lonely, we are not alone. One of the reasons we are talking about supporting survivors today is because it is something that many of us will face in our lives and it is important to create a culture of consent and care for all members.</p>
<p>10/25</p>	<p><b>Activity Two: Understanding the needs of Survivors and Secondary Survivors</b></p>
	<p>For those of you that have been personally impacted by sexual assault, take a moment and think about how you felt when someone shared with you that they were sexually assaulted. Or perhaps how you felt when you shared with someone that you were sexually assaulted.</p> <p>There is so much vulnerability and power in sharing our stories. It can sometimes be difficult to put what happened into words. It can also be difficult to know what to say or how to respond. Sitting with these feelings can be uncomfortable and really hard. It is important to acknowledge that and the fact that we have the ability to do hard things--even when we are not sure how or where to start.</p> <p>Would anyone like to share how you felt when you learned someone you care about experienced sexual assault? Remember</p>

Fac Note	<p><i>that all things said in this space should be kept confidential. The only exception is if there is a genuine fear of self-harm. Additionally, if the survivor you are thinking of is present or is known to group members or the larger campus community, please do not violate their trust. If you wish to share how something made you feel, please use “I” statements, such as “I wish they knew how loved they are or I want to help them but I am not sure they want me too.” Not, “I wish Becca would get counseling.”</i></p> <p>Leave some space to allow for members to share. You will likely be met with some discomfort, but do not be afraid of silence. Simply sitting in that silence for a bit will encourage members to share. Note that some participants may choose to share their own experience with sexual assault. This is okay. Thank them for sharing and redirect back to the exercises. If appropriate, refer them to some of the resources listed toward the end of this facilitation guide.</p> <p>Acknowledge and thank those who were comfortable sharing. Some people are not sure what to say or do and that is completely normal. A few things you might consider saying:</p> <ul style="list-style-type: none"> <li>• <i>Thank you for trusting me. I am sorry this happened to your friend. I think you and your friend are brave and I believe your friend.</i></li> <li>• <i>This was not your friend’s fault.</i></li> <li>• <i>Please know I am always here if you want to talk.</i></li> <li>• <i>If you want resources, I am happy to help you.</i></li> </ul> <p><i>Does anyone want to share something you might say or want to hear?</i></p> <p>Once participants have shared their thoughts, share the following message:  <i>Survivors and secondary survivors can sometimes take on similar feelings. Examples include but are not limited to anger, sadness, depression, loneliness, isolation, disbelief, fear, shock, numbness, guilt, shame, anxiety, concern for the assailant, loss of control, loss of self, etc. Talking with a professional who is a confidential resource on or off campus can be a great way to express and process your feelings.</i></p>
15/40	<b>Supporting Survivors</b>
	<p><i>How can we help take care of our members who are survivors or secondary survivors of sexual assault? Why is it important to talk about supporting survivors? Let’s go back to the feelings of when someone told you they were sexually assaulted. What tools/</i></p>

<p>Fac Note</p>	<p><i>resources did they need? Did you know how to offer support and connect them with tools and resources?</i></p> <p>Encourage sharing here and be prepared to provide tools and resources in a few minutes.</p> <p><i>What are some ways we can show up for survivors? What things we can do to support survivors?</i></p> <p>Guide discussion and allow participants time to come up with at least 4 examples. Once you have allowed time for participants to respond, share the following sentiment:  <i>It can feel lonely or scary when you cannot “take away the pain or hurt” from someone who you care about. Remember what they need most is for you is to believe them, honor their trust, listen and never assign blame. As a secondary survivor, you can offer to help them explore their options. It is important to realize that we often take on the feelings and fears of a loved one’s trauma. Do not hesitate to utilize resources to make sure you make your emotional health a priority. It is not selfish to take care of yourself. It is important.</i></p> <p>Share that Delta Gamma have additional resources available in the Library including the <a href="#">Supporting Survivors Resource Guide</a> and encourage members to take a look at it after the program.</p> <p>Let participants know where the Campus Resource Worksheet is located and encourage participants to access these resources as needed.</p>
5/45	<p><b>Closing</b></p>
	<p><i>You are loved and valued. The purpose of this module was to help empower you to support each other in times of need, and to provide you with the tools and resources to do so.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Did anything shared or discussed surprise you?</i></li> <li><input type="checkbox"/> <i>Do you feel better equipped to support a friend, sister or loved one?</i></li> </ul>

## Suggested Resources and Opportunities to Shift Culture and Support Survivors:

One Student and Delta Gamma have an ongoing partnership to help lead conversations on consent and sexual empowerment. Through this partnership, we provide educational and empowering resources. Some of these include:

Delta Gamma Group Member Sexual Assault Resources:

- ☐ Campus Resource Worksheet
- ☐ [Supporting Survivors Resource Guide for Collegians](#)
- ☐ [Culture of Consent Resource](#)
- ☐ [Supporting Survivors One Pager](#)

Other Resources:

- ☐ National sexual assault hotline: 1-800-656-4673 (United States)
- ☐ Canadian Association of Sexual Assault Centres:  
<http://www.casac.ca/content/anti-violence-centres>
- ☐ Department of Defense Safe Helpline: 877-995-5247 or  
<https://www.safehelpline.org>
- ☐ NPC Tool kit <https://npcwomen.dynamic.omegafi.com/wp-content/uploads/sites/2037/2017/10/SA-Awareness-Toolkit.pdf>

## Supporting Survivors of Sexual Assault

### Helpful Vocabulary

**Consent** is intelligent, knowing, voluntary agreement. Simply put, consent is permission. **Consent** requires mutually understandable words or actions indicating willingness to engage in mutually agreed-upon sexual activity.

**Sexual assault** can take many different forms, but one thing remains the same: it is never the victim's fault. **Sexual assault** refers to sexual contact or behavior that occurs without explicit consent of the victim. Some forms of sexual assault include:

- ☐ Attempted rape
- ☐ Fondling or unwanted sexual touching
- ☐ Forcing a victim to perform sexual acts, such as oral sex or penetrating the perpetrator's body
- ☐ Penetration of the victim's body, also known as rape

**Rape** is a form of sexual assault, but not all sexual assault is rape. The term rape is often used as a legal definition to specifically include sexual penetration without consent. For its Uniform Crime Reports, the FBI defines rape as "penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim."

Anyone may be a victim of sexual assault or rape: women, men or children, and regardless of sexual orientation or identity.

A victim of sexual assault is often referred to as a **survivor**. The term survivor emphasizes the strength and courage needed to survive a traumatic event.

A **secondary survivor** is someone who is close to the survivor, such as a friend, partner or family member, and may experience some of the same side effects such as personality changes, depression and emotions related to the trauma.

### Suggested Resources and Opportunities to Shift Culture and Support Survivors

Delta Gamma Group Member Sexual Assault Resources:

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- ☐ [Supporting Survivors One Pager](#)

Other Resources:

- ☐ National sexual assault hotline: 1-800-656-4673 (United States)
- ☐ Canadian Association of Sexual Assault Centres:  
<http://www.casac.ca/content/anti-violence-centres>

- Department of Defense Safe Helpline: 877-995-5247 or <https://www.safehelpline.org>
- NPC Tool kit <https://npcwomen.dynamic.omegafi.com/wp-content/uploads/sites/2037/2017/10/SA-Awareness-Toolkit.pdf>

## LETTING GO OF “YOU DO YOU”

**"Accountability in friendship is the equivalent of love without strategy."  
- Anita Brookner**

### Recommended for Groups Looking to:

- ☐ Address trends of risky behaviors
- ☐ Reconnect members with concept of social responsibility and accountability

### Brief Description:

Participants will learn to identify dangerous alcohol consumption behavior and strategies to intervene to keep sisters safe.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Flip Chart paper/large pieces of paper
- ☐ Pens/Markers
- ☐ Be Her Champion handout (for each participant)
- ☐ Alcohol and Drug Pre-Test & Reflection (for each participant)

### Instructions:

10/10	<b>Pre-Test</b>
WS	<p><i>Today, we are going to discuss alcohol and drugs and our choices. Research shows that alcohol and drug abuse are more common among Greek students than college students outside of Greek life (Source: U.S. Department of Education's Higher Education Center).</i></p> <p>Distribute the pre-test. After everyone is finished, review the fast facts section using the answer key. Allow a few minutes if anyone wants to share their responses to the reflection questions, but they do not have to share.</p>
5/15	<b>Reasons Why You Don't Intervene</b>
	<p>Ask the following question: <i>What stops someone from intervening to help a friend who using alcohol problematic or using drugs?</i></p> <p>Using a flip chart, write down reasons why people do not intervene. Possible answers may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Did not know the situation</li> <li><input type="checkbox"/> Did not want to be embarrassed if misread the situation</li> <li><input type="checkbox"/> Is not my responsibility</li> </ul>



	<ul style="list-style-type: none"> <li><input type="checkbox"/> I don't want to stand out</li> <li><input type="checkbox"/> I don't know what to say or do to help</li> <li><input type="checkbox"/> Retaliation – the person may get mad at me</li> <li><input type="checkbox"/> I don't like what she/he is doing, but they are still my friend.</li> </ul> <p>Share that we are going to address one key reason: the “You Do You” Mentality. <i>Have you ever thought, “She is choosing to do that, so it is not my problem” or “I am not a fan of her choice, but she can make her own decisions?” While we may think it is good to allow someone to do what they want without judging their decision making, what if the decision is not a good choice?</i></p>
10/25	<b>Be Her Champion</b>
WS	<p>Once a sister's choices are dangerous, we can no longer stand by and allow our sister to continue their bad decisions and follow the “you do you” mentality. We need to intervene. To help make the conversation easier, we have 6 steps to follow.</p> <p>Distribute the Be Her Champion handout and ask each person to silently read the steps to themselves.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Step 1: I care about you</b> Let your friend know you care. You believe as a true friend, you should be honest with her.</li> <li><input type="checkbox"/> <b>Step 2: This is what I see</b> Describe the behaviors that cause your concern. Be specific as possible and give several examples you have witnessed. State facts as opposed to feelings and avoid labeling the behavior.</li> <li><input type="checkbox"/> <b>Step 3: This is how what you do makes me feel</b> Be clear that your friend's behavior has had an impact on you. Use “I” statements such as, “I was scared,” “I was angry,” or “I was sad.” Connect these feelings with the behaviors rather than the person. Remind your friend that you care and that is why you are bringing this to her attention.</li> <li><input type="checkbox"/> <b>Step 4: Do you understand where I am coming from?</b> Provide an opportunity for your friend to respond to what he/she has heard you say. Expect some resistance. It is not easy to hear that our behavior has affected another person or that we might have a serious problem. It is important to recognize resistance as a normal reaction.</li> <li><input type="checkbox"/> <b>Step 5: What can we do about this? Can we discuss some ideas?</b> If the person is willing to talk about change, brainstorm possible solutions and harm reduction behaviors. Share the resources available on your campus and in your community.</li> </ul>

	<p><input type="checkbox"/> <b>Step 6: I will support you if you are willing to try</b>  When you intervene, you start and end by letting your friend know that you care. Let your sister know she can count on you. Let them know that you will support any positive changes they make</p> <p>Ask the following questions:</p> <p><input type="checkbox"/> Which step is the easiest for you?</p> <p><input type="checkbox"/> Which step is the most difficult?</p>
	<p><i>The Be Her Champion steps require you to have a conversation with the member. We know that you may encounter a situation where a conversation may not be the best option in the moment. You may need to intervene in that moment. We have two methods of intervention that enable you temporarily stop the problematic behavior: Delegate and Distract.</i></p> <p><input type="checkbox"/> <i>Delegate to someone else: You may not feel comfortable or even safe intervening at the moment. Find someone else to help. Examples: Contact vp: social standards; get an older member to help you; if you are in a residence hall, delegate to an RA; call 911 if someone is in immediate danger. After the immediate situation, have a conversation with her using the Be Her Champion steps.</i></p> <p><input type="checkbox"/> <i>Distract the person from the situation: You can be creative in implementing a distraction. You don't have to directly confront the person but distract them from the negative behavior. Examples: Ask your friend to go to the bathroom, suggest going to get food. After the immediate situation, have a conversation with her using the Be Her Champion steps.</i></p>
20/45	<b>Scenarios</b>

	<p>Explain that overcoming the “You Do You” mentality can be extremely intimidating, but it is critical to be able to have these conversations to best support our sisters. We are going to practice the intervention strategies including the 6 Steps in various scenarios.</p> <p>Divide the small group into four even groups and distribute a scenario to each. Ask each group to determine how to intervene using direct, distract and delegate. For the direct method, they will use the Be Her Champion steps.</p> <p>After 10 minutes, bring the group back together to share their responses. Supplement their response with the notes provided after each scenario.</p> <p><b>Scenario 1</b></p> <p>One of the new members mentioned that she doesn’t like to drink. When you get to the party, everyone seems to be playing a drinking game and encourage the new member to join in. She initially declines but eventually gives in and looks to you for help.</p> <p><i>Possible Responses:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct: Use the Be Her Champion steps to have a conversation with the members playing a drinking game.</li> <li><input type="checkbox"/> Distract: Ask the new member if she wants to take a picture or get ready to go to the event. After the event, use the Be Her Champion steps to have a conversation.</li> <li><input type="checkbox"/> Delegate: Find another person who may feel more comfortable talking to members about encouraging drinking. After the event, use the Be Her Champion steps to have a conversation.</li> </ul> <p><b>Scenario 2</b></p> <p>You are at an off-campus party with some friends. One of your fellow sorority sisters is your designated driver for the night. About an hour into the party, you notice she is starting to drink. At the end of the night, she is holding her keys and asks if you are ready to leave. What do you say?</p> <p><i>Possible Responses:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct: Tell your friend that you are not comfortable with her driving home and that you all can Uber home. Use the Be Her Champion steps to have a conversation with her.</li> <li><input type="checkbox"/> Delegate: Ask someone else who you know hasn’t been drinking to be the designated driver or share with the group that instead</li> </ul>
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	<p>you will take an Uber tonight. After the party, use the Be Her Champion steps to have a conversation.</p> <ul style="list-style-type: none"> <li>□ Distract: Ask your friend to come and talk with another person. In the meantime, text another friend to come and pick you up or order an Uber to take you home safely. After the party, use the Be Her Champion steps to have a conversation.</li> </ul> <p><b>Scenario 3</b></p> <p>One of your sisters seems really stressed about her classes and maintaining a good GPA. She briefly mentions that she is taking Adderall to help her stay up later and study more. You know she isn't prescribed the medicine and that she could get in trouble with DG and your university. What should you do?</p> <p><i>Possible Response:</i></p> <p>Tell your friend that you are concerned about her Adderall use. Use the Be Her Champion steps to have a conversation with her.</p> <p><b>Scenario 4</b></p> <p>You are getting ready for a date party in a friend's room at the house with a group of friends. One person brings out a small bag of cocaine and asks the group of women who wants some. Some of the women begin walking towards her. What do you do or say?</p> <p><i>Possible Response:</i></p> <ul style="list-style-type: none"> <li>□ Direct: Pull the member aside and share why you are concerned about the behavior using the Be Her Champion steps.</li> <li>□ Delegate: Delegate to your friend whose room it is and tell her your concern. You all could get in trouble for having it in the house.</li> <li>□ Distract: Ask the group or member with the drugs for help in deciding which shoes or earring to wear. After the event, use the Be Her Champion steps to have a conversation.</li> </ul>
	<p>Conclude the conversation with the following sentiment: We hope you feel more confident and more comfortable in having some hard conversations with sister and friends. It is not always easy, but the risk of not stepping in and intervening is too great.</p>

*Information adapted from:*

Clinical Protocols to Reduce High Risk Drinking in College Students: The College drinking Prevention Curriculum for Health Care Providers, NIAA Task Force on College Drinking, 2002.

Step In, Speak Out Curriculum, Gender + Equality Center at the University of Oklahoma, 2016.

What College Needs to Know Now: An Update on College Drinking Research, Article can be found at

[https://www.collegedrinkingprevention.gov/media/1College\\_Bulletin-508\\_361C4E.pdf](https://www.collegedrinkingprevention.gov/media/1College_Bulletin-508_361C4E.pdf)

National Institute on Drug Abuse Fact Sheet

Green Dot Bystander Intervention Program

## Alcohol and Drug Pre-Test

Reflect on Your Knowledge of Drugs and Alcohol

1. What are some commonly abused drugs among college students?

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2. What are some of the side effects of these drugs?

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3. What are some signs of substance abuse and addictions?

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Reflection:

4. Many students are taking stimulants such as Adderall or Ritalin even though they are not prescribed the drug. Do you think it is OK to take these drugs without a prescription? Why or why not? Do you see any harmful effects of long-term use?

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5. If you noticed your friend was abusing drugs or alcohol, would you feel comfortable talking to them about your concerns?

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1. What are some commonly abused drugs among college students?

- ☐ Alcohol
- ☐ Marijuana
- ☐ Prescription Drugs
  - Adderall and other stimulants
  - Painkillers such as Percocet, Vicodin and OxyContin
- ☐ Cocaine
- ☐ Ecstasy

2. What are some of the side effects of these drugs?

**Alcohol:** slurred speech, drowsiness, distorted vision, impaired judgment, decreased coordination, vomiting, unconsciousness

**Marijuana:** sense of relaxation, heightened sensory perception (e.g., brighter colors), laughter, altered perception of time, and increased appetite. Instead of relaxation and euphoria, some people experience anxiety, fear, distrust, or panic.

**Pain killers:** euphoria, drowsiness, nausea

Overdose effects: shallow breathing, clammy skin, coma, possible death

**Stimulants (Adderall, Ritalin):** short periods of increased energy, decreased appetite, restlessness, depressed feelings

Overdose effects: agitation, high blood pressure, hallucinations, paranoid delusions

**Cocaine:** increased alertness, euphoria, increased pulse and blood pressure, insomnia, decreased appetite

Overdose effects: agitation, increased body temperature, convulsions, death

**Ecstasy:** heightened senses, dehydration, euphoria, elevated alertness, increased levels of sexuality

Overdose effects: increased body temperature, panic attacks, seizures, cardiac arrest, organ damage, possible death

3. What are some signs of substance abuse and addictions?

Changes in appearance, weight changes, mood swings, decreased academic performance, memory loss, self-harm, aggressive behavior, isolation, depression



# Be Her CHAMPION

*The following six steps can help you plan what you are going to say when you are ready to intervene.*

## STEP 1

### I CARE ABOUT YOU

Let your friend know you care. You believe as a true friend, you should be honest with her.

## THIS IS WHAT I SEE

Describe the behaviors that cause your concern. Be specific as possible and give several examples you have witnessed. State facts as opposed to feelings and avoid labeling the behavior.

## STEP 2

## THIS IS HOW WHAT YOU DO MAKES ME FEEL

Be clear that your friend's behavior has had an impact on you. Use "I" statements such as, "I was scared" "I was angry" or "I was sad" Connect these feelings with the behaviors you described in Step Two. Talk about the behavior rather than the person. Remind your friend that you care and that is why you are bringing this to her attention.

## STEP 3

## STEP 4

### DO YOU UNDERSTAND WHERE I AM COMING FROM

Provide an opportunity for your friend to respond to what he/she has heard you say. Expect some resistance. It is not easy to hear that our behavior has affected another person or that we might have a serious problem. It is important to recognize resistance as a normal reaction.

## STEP 5

### WHAT CAN WE DO ABOUT THIS? CAN WE DISCUSS SOME IDEAS?

If the person is willing to talk about change, brainstorm possible solutions and harm reduction behaviors. Share the resources available on your campus and in your community.

## STEP 6

### I WILL SUPPORT YOU IF YOU ARE WILLING TO TRY

When you intervene, you start and end by letting your friend know that you care. Let your sister know she can count on you. Let them know that you will support any positive changes they make.

# Be Her CHAMPION

*The following three steps can help you plan what you are going to say when you are ready to intervene.*

## DIRECT

Discuss the problematic behaviors directly with the individual involved.

## STEP 1

## DELEGATE

to someone else:  
You may not feel comfortable or even safe intervening at the moment. Find someone else to help.

EXAMPLES: an older member to help you; if you are in a residence hall, delegate to an RA; call 911 if someone is in immediate danger. After the immediate situation, have a conversation with her using the Be Her Champion steps.

## STEP 2

## DISTRACT

the person from the situation:  
You can be creative in implementing a distraction. You don't have to directly confront the person but distract them from the negative behavior.

EXAMPLES: Ask your friend to go to the bathroom, suggest going to get food. After the immediate situation, have a conversation with her using the Be Her Champion steps.

## STEP 3

## EXPLORING SEX, GENDER AND SEXUAL IDENTITY†

**"We are born as who we are. The gender thing is something that is imposed on you." - Laverne Cox**

### Recommended for Groups Looking to:

- ☐ Engage in conversation related to diversity, equity and inclusion
- ☐ Understand terminology related to gender and sexual orientation

### Brief Description:

Participants will learn more about terminology related to sex, gender identity, and sexual identity. Participants will leave the program with an understanding on how to identify harmful impacts of assumptions about sex, gender identity and sexual identity.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Writing utensil (one per participant)
- ☐ Projector and computer to display [The Gender Unicorn](#) graphic; if unable to project, provide a copy of The Gender Unicorn handout (one per participant)
- ☐ Flip chart paper/large piece of paper/white board
- ☐ Marker/white board marker

### Before the Program You Need to:

- ☐ Print out handout(s) for each participant or email to each member if completing virtually
- ☐ Ensure you can project the image of [The Gender Unicorn](#)

### Instructions:

2/2	<b>Welcome</b>
WS	<p><i>Today we are going to be discussing the differences between sex, gender identity and sexual identity. Sometimes we can conflate these terms, or use them as synonyms for one another, when they are actually quite different.</i></p> <p><i>In order to better understand the differences between these terms, we're going to take a look at The Gender Unicorn, developed by TSER, or Trans Student Educational Resources.</i></p>

	Project the image of <a href="#">The Gender Unicorn</a> or distribute The Gender Unicorn handout to participants.
15/17	<p><b>The Gender Unicorn</b></p> <p><i>This image is used to breakdown the way we think and talk about sex, gender identity and sexual identity. Let's start by talking about sex, or as it is more appropriately defined, sex assigned at birth.</i></p> <p><i>Sex assigned at birth is the assignment and classification of people as male, female, intersex or another sex based on a combination of anatomy, hormones, and chromosomes. Sex is most commonly assigned by a medical professional through visual identification at the time of birth. Sex is the biological and anatomical, assumptions we make about one's internal and external body that include hormones, chromosomes, genitals, reproductive organs, etc., as well as parts of a body that are related to genetics like size, hair, voice, and fat storage.</i></p> <p><i>Next we'll look at gender identity. Gender identity is a person's internal sense of being male, female, neither of these, both of these, or another gender or genders. Everyone has a gender identity and they can vary tremendously from person to person, or even in ourselves over the course of our lifetime. At birth, people are typically labeled as male or female based on visible anatomy. That anatomy can either align or not align with our internal sense of gender. At some point, we develop an understanding of our gender identity and either affirm the label we were assigned at birth or reject it. For transgender people, the gender assigned at birth does not align with internal sense of gender identity. The term Cisgender (cis- meaning congruent) is used to describe those that affirm how they were labeled and/or socialized at birth.</i></p> <p><i>Gender identities can be fluid and are up to each of us to determine for ourselves. Our gender expression is the way we present our gender identity to the world. This could be feminine, masculine, androgynous (partly male and partly female in appearance), or a mixture/combination that may vary in a moment, day to day, or over a period of time. We can express our gender through our clothing, hairstyle, voice, and body shape, among others.</i></p> <p><i>Finally, let's explore sexual identity. Our sexual identities are who we are attracted to sexually, romantically, and/or emotionally. Who we are attracted to can be fixed or fluid, and can change over time.</i></p>

	<p><i>Take a moment to think about where you may fall on each of the scales listed on The Gender Unicorn worksheet. It's important to note that many of these identities do not exist on a binary, there are many ways to experience our identities.</i></p> <p>Ask participants to turn to a partner and discuss the following question. If you are completing the program virtually, put the members in breakout rooms of two to discuss: <i>What surprised you about The Gender Unicorn?</i></p> <p>Ask participants to turn to a new partner to discuss the following question. If you are completing the program virtually, put the members in breakout rooms of two to discuss: <i>How difficult was it for you to plot where you may fall on The Gender Unicorn scales?</i></p>
15/32	<p><b>The Triangle</b></p> <p>Draw an upside-down triangle on flip chart paper, or a white board. In the upper right-hand corner of the triangle, write "Gender." In the upper left-hand corner of the triangle, write "Sex." Underneath the bottom point of the triangle, write "Sexual Identity." You can also have this drawn out and prepared before the presentation. If completing virtually, create this on a PPT slide or document and share your screen.</p> <p><i>Now that we've learned a little more about the differences between each of these terms, we're going to dive a little deeper into this topic and explore sex, gender identity and sexual identity through the triangle exercise.</i></p> <p><i>These three terms can often be confused or used as synonyms, particularly sex and gender identity. However, when we conflate them, we can cause real harm to someone.</i></p> <p>Ask the group and then write down the answers they provide under "Sex." <i>When you think of sex, what comes to mind?</i> (Some possible answers may include penis, vagina, intersex, genitalia, biology, science, etc.)</p> <p><i>We tend to think of sex as binary- someone is either male or female- but someone who is intersex, or has an intersex condition, may have an internal or external combination of male and female</i></p>

*characteristics. Please note that using the term intersex or intersex condition is preferred to the term hermaphrodite.*

*Sometimes when we think of sex, we also think of secondary characteristics like breasts, hair, voice, Adam's apples, etc. However, these are biological or anatomical elements that are dependent on hormones and genetics, and then interpreted by society.*

*Ask the group and then write down the answers they provide under "Gender."*

*When you think of gender, what comes to mind?*

*(Some possible answers may include feminine, masculine, transgender, gender variant, etc.)*

*Looking at these terms, some of the things we think of relate to roles, identity and expression. Roles are things like the jobs and hobbies we tend to associate with a certain gender expression. Identity relates to the terms we use to define our gender identity, like femme, man or woman. Expression is how we present our gender identity, like clothing and mannerisms. Roles, identity and expression are elements of gender that we can control.*

*Alternatively, some of these terms relate to perception, which is how others see us. You can try to express yourself in a way that may align with how you identify and that may correlate with your roles, but it is really up to other people to determine how they perceive you. Sometimes we make assumptions about people based on our perceptions that are not accurate. As observers, our gender perception of others can either validate or invalidate another person's identity, which can be disempowering. This is why being an ally or advocate is so important. Later, we're going to discuss ways in which our assumptions about other's sex, gender identity and sexual identity can be harmful.*

*Again, we want to be careful to note that people do not have to express their gender in terms of the male/female binary. Woman or Man are the binary assumptions while there are a number of terms used to describe someone that vary by geography and/or age that include more than two options, like non-binary, gender fluid, gender nonconforming, gender variant, gender expansive, Agender, etc. For example, a gender variant person can purposefully express themselves, take on roles, and identify in ways that don't align with the male/female binary. While a*

	<p><i>transgender person may have been assigned one gender identity at birth but identify as an entirely different gender.</i></p> <p>Ask the group and then write down the answers they provide under “Sexual Identity.”</p> <p><i>When you think of sexual identity, what comes to mind?</i> (Some possible answers may include lesbian, gay, bisexual, straight, queer, asexual, etc.)</p> <p><i>When thinking about sexual identities, it can be easy to think in terms of a binary between either straight or LGBTQIA+ but we want to be sure to acknowledge that folks who identify as lesbian, gay, bisexual, queer, asexual or something other are not monolithic, and that is why we don’t use the term “homosexual” to group all of these folks together. There are also many more identities that are not included in this acronym, including pan(sexual) and omnisexual. Relationships with more than one partner can be described as Polyamorous and/or Non-Monogamous. Additionally, we want to also acknowledge that transgender is not a sexual identity. A trans person has a sexual identity before and after transition but being trans itself isn’t a sexual identity.</i></p>
10/42	<p><b>Assumptions</b></p> <p><i>Let’s take a moment to discuss our assumptions. As we’ve seen, it can be easy to confuse sex, gender identity and sexual identity. However, it can be harmful to do so. Turn to a partner to discuss why this might be harmful.</i></p> <p>If completing virtually, place the small group in breakout rooms of two.</p> <p>After a few minutes, ask for a few volunteers to share their response. If not mentioned, please share the following thoughts:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assumptions can perpetuate unjust systems of sexism and heterosexism and can lead to oppression and violence, which disproportionately affect members of the LGBTQIA+ community, especially trans women of color</li> <li><input type="checkbox"/> False assumptions about sex, gender and sexual identity can lead us to form unconscious biases, which can have real-world effects where we advantage people who are similar to us and disadvantage people who are dissimilar to us.</li> </ul>

	<ul style="list-style-type: none"> <li>□ Assuming the way in which someone identifies can ultimately lead us to falsely label them, which can make aspects of their identity feel dismissed, ignored, and invalidated.</li> <li>□ Assumptions we make about sex, gender, and sexual identity shape the structures and norms of society, including policy, law, education, employment, etc. When those assumptions are false, people can be harmed and oppressed.</li> </ul> <p><i>Now let's reflect on how this might show up in our group. Turn to a partner to discuss how this might relate to the group and to Delta Gamma.</i></p> <p>If completing virtually, place members in breakout rooms of two.</p> <p>After a few minutes, ask for a few volunteers to share their response. If not mentioned, please share the following thoughts:</p> <ul style="list-style-type: none"> <li>□ Assumptions we make about members' and new members' identities may shape our organization's policies, bylaws, and norms. When those assumptions are false, people can be harmed and oppressed. For example, if we assume all members physically attracted to men this may show-up in how we describe date parties.</li> <li>□ Assumptions can lead to the creation of barriers to entry to our organizations; think about the norms we have around what we ask members to wear (e.g., a dress), topics to discuss (or not), etc. during recruitment.</li> <li>□ Assuming the way in which someone identifies can lead to members and new members feeling dismissed, invalidated and unwelcome.</li> <li>□ Affinity bias is when we favor someone who is like us. Think of how assumptions we make about people during recruitment can affect who we welcome, or don't, into our groups.</li> </ul>
3/45	<b>Conclusion</b>
	<i>As we wrap up, turn to a partner and discuss one thing you learned or that surprised you about our conversation today.</i>

	<p>After a few minutes ask for any volunteers that would be comfortable sharing their thoughts on the discussion.</p> <p>Thank participants for sharing and remind them to continue to think through the ideas discussed today and how our assumptions about sex, gender identity and sexual identity can impact others.</p>
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*For more resources on sex, gender identity, and sexual orientation check out the [Trevor Project's Resource Center](#) and the [Sexuality, Gender Expression & More: A Conversation from Both Sides of the Sisterhood](#).*



## Definition of Terms

**Binary** – the system of thinking that perpetuates that someone is either male or female. This disregards someone who is intersex, or has an intersex condition, who may have an internal or external combination of male and female characteristics. Woman or Man are the binary assumptions while there are a number of terms used to describe someone that vary by geography and/or age that include more than two options, like non-binary, gender fluid, gender nonconforming, gender variant, gender expansive, Agender, etc.

**Cisgender** – (cis- meaning congruent) a person whose gender identity affirms or aligns with how they were labeled and/or socialized at birth.

**Gender expression** – the way we present our gender identity to the world.

**Gender identity** – a person’s internal sense of being male, female, neither of these, both of these, or another gender or genders.

**LGBTQIA+** – this acronym refers to the group of people who identify as something other than cisgender and/or heterosexual. However, there are also many more identities that are not included in this acronym, including pan(sexual) and omnisexual. This is not a monolithic term. The acronym stands for lesbian, gay, bisexual, transgender, queer, intersex, and asexual, with the “+” encompassing other identities.

**Sex/Sex assigned at birth** – the assignment and classification of people as male, female, intersex or another sex based on a combination of anatomy, hormones, and chromosomes.

**Sexual identity** – the way in which we define who we are attracted to sexually, romantically and/or emotionally.

**Transgender** – a person whose sex assigned at birth does not align with their internal sense of gender identity.

## ALCOHOL SKILLS TRAINING PROGRAM (ASTP)\*

### **Program Description:**

The Alcohol Skills Training Program (ASTP) is unlike most alcohol programs because it acknowledges that college students drink. Rather than trying to impose abstinence on college students, it recognizes that any steps toward risk reduction are steps in the right direction. The goal of ASTP is to educate students about alcohol-related behaviors while increasing their interest in critically examining drinking patterns through skills application. Students learn to recognize high-risk situations and to minimize the potential negative consequences through preventative action, reduced consumption, or abstinence. Delta Gamma has been providing this program to collegians since 2015 and it will return to the full rotation in the academic year (AY) 2022-2023.

### **How can my group get the program?**

ASTP is part of the catalog of programs in the new Act with Intention: Health & Well-Being series. Over the course of four years, every chapter is Delta Gamma will receive this program in a predetermined rotation.

*Note: At this time, ASTP is only available for collegiate chapters.*

### **Cost of the program:**

ASTP is fully funded by the Delta Gamma Foundation, this includes all lodging and travel. If the group would like to take the facilitator to lunch/dinner and time permits, they may do so.

## ALCOHOL101+\*

### **Program Description:**

Alcohol101+ is a digital alcohol education program created by Responsibility.org to address the gaps in collegiate alcohol education in a fun and asynchronous way. The program's content includes core alcohol education topics, such as standard drink size and blood alcohol content, the impact of alcohol on the brain, strategies for lowering risk and responsible decision-making. This is a virtual program and can be requested during the years a chapter does not receive ASTP.

### **How can my chapter get the program?**

Alcohol101+ is part of the At Request: Risk Reduction program catalog beginning in 2023. Chapters can submit a request for this program at any time but is recommended during the off-year of the Act with Intention: Health & Well-Being series.

*Note: At this time, Alcohol101+ is only available for collegiate chapters.*

### **Cost of the program:**

There is no cost associated with this program thanks to Responsibility.org allowing Delta Gamma to use this resource for free.

## MOCK TRIAL\*

### **Program Description:**

Mock Trial is a values-based approach to risk reduction and liability education. The program includes an actual mock trial and discussion of Fraternity values and bystander behavior – led by a trained Delta Gamma Fraternity attorney volunteer. Participants will identify certain risk-related behaviors such as substance abuse/misuse, academic dishonesty, hazing, harassment, personal safety concerns and other issues that may be specific to your chapter or campus community. Mock Trial facilitators are trained by Delta Gamma and visit chapters based on the need for the program. This program is delivered in person.

### **How can my group get the program?**

Mock Trial is part of the At Request: Risk Reduction program catalog beginning in 2023. Chapters can submit a request for this program at anytime, but is recommend during the off-year of the Act with Intention: Health & Well-Being series.

*Note: At this time, Mock Trial is only available for collegiate chapters.*

### **Cost of the program:**

The chapter is responsible for the cost of lodging for their facilitator. The Delta Gamma Foundation will cover all other facilitator expenses, including travel.

## GROUP-DEVELOPED PROGRAM

Groups may attend campus or community events that relate to one of the four pillars of Article II and host a facilitation after the event to satisfy a DG Dialogue.

Groups may select to develop their own program for any of the four values. In order to conduct a group-developed program, utilize the following template and submit it six weeks prior to the scheduled program to your RCS/CAC/NCC and to [DGDialogues@deltagamma.org](mailto:DGDialogues@deltagamma.org) for approval.

**Topic Focus:**

**Describe need for this program:**

**Brief Description:** [Complete the following prompt ... As a result of this program, participants will be able to...]

**Time Allotted:**

**Materials Required:**

**Facilitator Instructions:** [Give detailed instructions to the small group facilitators on how to facilitate the program. Utilize the other programs in this guide for guidance on how to write the instructions.]

# EDUCATION AND CULTURAL INTEREST PROGRAMS

**Select one of the following for your education and cultural interest program:**

- ☐ Social Identities 101<sup>†</sup>
- ☐ The Importance of Language<sup>†</sup>
- ☐ Social Justice Issues Race & Ethnicity<sup>†</sup>
- ☐ Budgeting Basics<sup>†</sup>
- ☐ Personal Finances in a Nutshell<sup>†</sup>
- ☐ Delta Gamma History<sup>†</sup>
- ☐ Group-Developed Scholarship Program<sup>\*</sup>
- ☐ Learning Outside the Classroom<sup>\*</sup>
- ☐ Redefine the Path<sup>\*</sup>
- ☐ Group-Developed Program

*\* Completed as a chapter, not in small groups*

*† Suitable for alumnae groups*

## SOCIAL IDENTITIES 101†

**“We are what we are because we have been what we have been.”**  
-Sigmund Freud

### Recommended for Groups Looking to:

- ☐ Engage in conversation related to diversity, equity and inclusion
- ☐ Address lack of empathy among members

### Brief Description:

Participants will learn about social identities and understand how social identities influence perspectives.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Colored pencil (one per participant)
- ☐ Projector or computer to play video
- ☐ Internet connection
- ☐ Sometimes You're a Caterpillar Video - <https://www.youtube.com/watch?v=hRiWgx4sHGg>
- ☐ Small circle stickers in two different colors (for each participant)
- ☐ Social Identity Wheel Handout (one per participant)

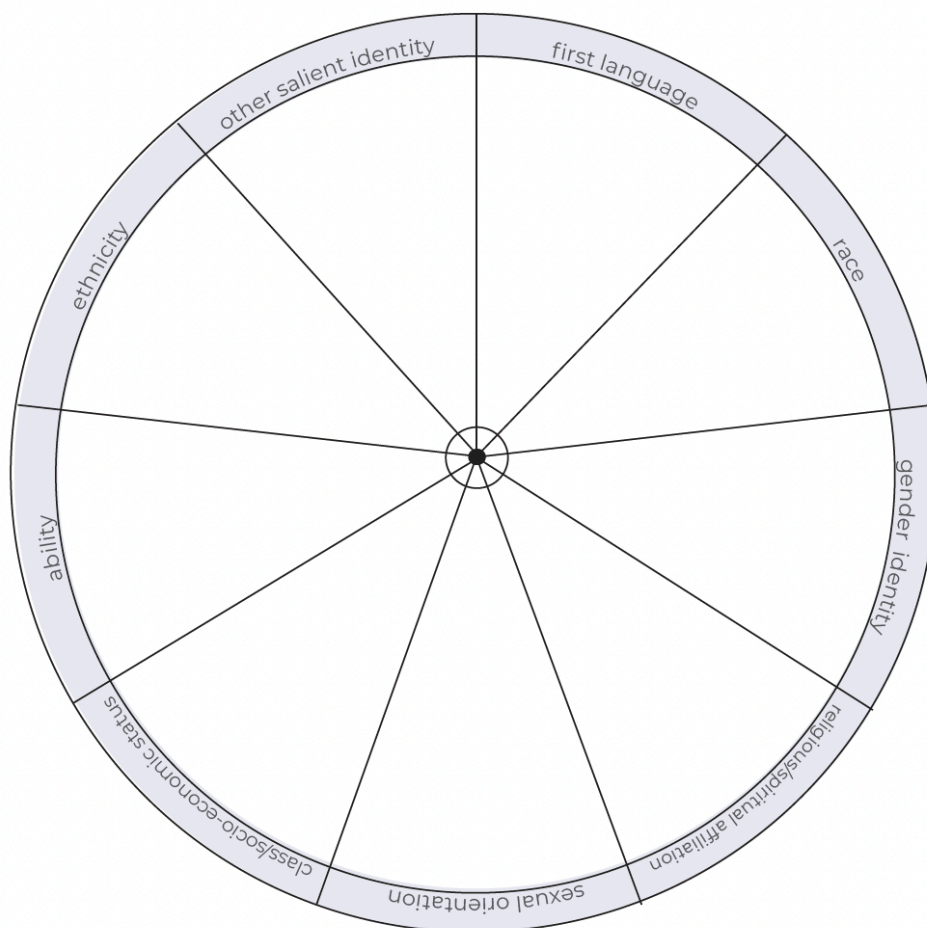
### Instructions:

15/15	<b>Social Identity Wheel</b>
WS	<p><i>Tonight, we will discuss social identities and discuss how that impacts our group. Social Identity is defined as how we define ourselves in relation to others. These are constructed by society. Some of them are fluid and evolving, meaning they are not always static.</i></p> <p>Distribute the social identity wheel. Explain that the bottom of the wheel includes social identity categories and a few examples. Indicate that in each part of the wheel each participant should write how they identify with that category.</p> <p>After participants complete the wheel, explain that they will use the colored pencils to fill in each area based off how much they think about that specific identity. If you think about it every day you will shade in the entire piece of the wheel; if you think about it occasionally you would shade in part of it; if you never think about</p>

	<p>that identity you would leave it unshaded. Distribute the colored pencils.</p> <p>Break the group into pairs and ask them to share their identity wheel and which identity they would like to learn more about.</p>
10/25	<b>Reflection</b>
	<p>Give each student two small stickers. Ask the members to put the [identify which color] sticker on the identity they think the most about. Put the [the other color] sticker on the identity you think the least about.</p> <p>Ask the small groups these questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Looking around the room which identities do our members think about the most?</i></li> <li><input type="checkbox"/> <i>Which identities do we think about the least?</i></li> <li><input type="checkbox"/> <i>What does that tell us about our small group? Why are those things important?</i></li> </ul>
15/40	<b>Sometimes You're a Caterpillar</b>
Video	<p>Play the video Sometimes You're a Caterpillar:  <a href="https://www.youtube.com/watch?v=hRiWgx4sHGg">https://www.youtube.com/watch?v=hRiWgx4sHGg</a></p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What is your response to this video?</i></li> <li><input type="checkbox"/> <i>How does this relate to the group?</i></li> <li><input type="checkbox"/> <i>Reflect on a time you were the caterpillar and think about what makes these conversations difficult?</i></li> <li><input type="checkbox"/> <i>How do your identities play out in your experience in the group?</i></li> </ul>
5/5	<b>Conclusion</b>
	<p>Turn over your paper and write one thing you learned or an aha moment.</p> <p>Ask for any volunteers that feel comfortable sharing their thoughts on the discussion.</p> <p>Thank the small group members for sharing and remind them to continue to think and act on the ideas discussed today.</p>



## Social Identity Wheel



Social Identity Categories	Examples (including but not limited to...)
Race	Multi-racial, black, white, Latino/Latina, Native-American
Sexual Orientation	Heterosexual, Bisexual, Lesbian, Gay, Queer,
Belief Structure	Jewish, Muslim, Christian, Atheist
Economic Class	Middle Class, Working Class, Upper Class, Poor
Home State/Country	Virginia, USA, Japan, India
Age	College Age, Middle age Adult, Older Adult
Gender Identity	Female, Transgender, Male, Non-Binary
Ability	Able-bodied, Depression, Diabetic, Anxiety, Deaf, Blind

References "Social Identity Wheel." *Social Justice Dialogues - Social Identity Wheel*. N.p., n.d. Web. 06 July 2017.

## THE IMPORTANCE OF LANGUAGE<sup>†</sup>

**"Raise your words, not your voice. It is rain that grows flowers, not thunder." - Rumi**

### Recommended for Groups Looking to:

- ☐ Increase knowledge of inclusive language
- ☐ Identify ways to support the LGBTQ+ community

### Brief Description:

Participants will understand and define terminology used in the LGBTQ+ community. Participants will recognize the impact of homonegativity and identify way fraternity and sororities can support the LGBTQ+ community.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Flip Chart paper/large pieces of paper
- ☐ Pens/Markers
- ☐ 1 set of terminology cards

### Materials Required:

- ☐ Prepare chart and cut out terminology cards

### Instructions:

20/20	<b>Terminology</b>
	<p>Ask the following question: <i>Why is inclusive language important? Why should we use it?</i></p> <p>Share the following excerpt from the National LGBTI Health Alliance 2013:</p> <p><i>"Language is inclusive when we use words in ways that demonstrate our respect for how people describe their own genders, bodies and relationships. It is important to show this respect even when we are describing people who are not present."</i></p> <p>Inclusive language creates a comfortable environment and makes people feel welcome and important.</p>

WS	<p>Hand each participant one of the terminology term and definition cards. Ensure all cards are distributed. Give multiple cards to one person if necessary.</p> <p>Explain that we are going to play a terminology matching game. Provide the following instructions:</p> <ol style="list-style-type: none"> <li>1. You will receive a word or phrase and/or a definition</li> <li>2. Find the terminology match by mingling around the room</li> <li>3. When you find the definition, take it.</li> <li>4. Give away your definition when you find the person who has the word.</li> <li>5. When you think you've found your match, return to seats.</li> </ol> <p>After everyone has found their seat, have each person say their word and definition. If a term is wrong, adjust accordingly and explain the correct definition and terminology.</p>
15/35	<p><b>How Homonegativity Hurts the Fraternity/Sorority Community</b></p> <p>Split the group into groups of 5-8 members. With the large flip chart paper provided, divide the sheet in half, labeling one side "Straight Members" and the other "LGBTQ Members."</p> <p>Remind participants of the definition of homonegativity, which is negative attitudes that devalue identities or people and can also be internalized in oneself.</p> <p>Ask each group to brainstorm how homonegativity impacts both the LGBTQ members and straight members in the group and record responses on flipchart.</p> <p>After 10 minutes ask each group to share their lists. If not shared, share the following:</p> <p><u>LGBTQ members</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not coming out/being true self in fear of harassment/retaliation</li> <li><input type="checkbox"/> Living in constant fear of being "outed"</li> <li><input type="checkbox"/> Maintain feelings of not belonging</li> </ul> <p><u>Straight Members</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inhibit close friendships/sisterhood among members who identify as LBGTQ</li> <li><input type="checkbox"/> Create hostility in group between members who identify as straight and as LGBTQ</li> </ul>
10/45	<p><b>How Can You Support Your Sisters and Fraternity/sorority Members?</b></p>

	<p>Ask the group to form pairs or triads. Give each group a scenario and ask the group to discuss ways they can support members who identify in the LGBTQ community.</p> <p><u>Scenario 1:</u> A sister just came out to you that she identifies as a lesbian. She isn't ready to tell the rest of your member class. What should you do?</p> <p><u>Suggestions for answers:</u> Thank her for opening up and trusting you. Ensure you will maintain confidentiality. Ask how you can best support her.</p> <p><u>Scenario 2:</u> You and your friends are getting ready for a date party. One is dressed up as a baseball player. Someone shouts, "You look like a complete lesbian."</p> <p><u>Suggestions for answers:</u> Approach the friend and say that her comment made you feel uncomfortable.</p> <p><u>Scenario 3:</u> You are hanging out with some friends and someone suggests getting food. One says that she needs to stay in to study, and the other friend states, "That's so gay. Just come with us." How do you respond?</p> <p><u>Suggestions for answers:</u> Suggest to the friend that the language makes you uncomfortable and unwelcoming. Suggest not using that phrase again.</p>
	<p>Share the following suggestions for support:</p> <ol style="list-style-type: none"> <li>1. Communicate Support <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen</li> <li><input type="checkbox"/> Respect their choice to tell you by letting them know you won't tell others</li> <li><input type="checkbox"/> Understand the personal risk taken to tell you</li> <li><input type="checkbox"/> Offer support through the coming out process</li> </ul> </li> <li>2. Remember the meaning of sisterhood <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not shy away from that person</li> <li><input type="checkbox"/> Realize that nothing has to change with your friendship and sisterhood</li> </ul> </li> <li>3. Don't be a Bystander <ul style="list-style-type: none"> <li><input type="checkbox"/> Don't participate in harmful conversations</li> <li><input type="checkbox"/> Educate yourself about current issues</li> <li><input type="checkbox"/> Advocate for change within your group, university and community</li> <li><input type="checkbox"/> Confront the issue directly or be subtle when challenging</li> </ul> </li> </ol> <p>Thank the small group members for sharing and remind them to continue to think and act on the ideas discussed today.</p>

Adapted from Kasey Catlett, Associate Director of the Gender + Equality Center at the University of Oklahoma

<b>Privilege</b>	A systematic and cultural advantage of unearned benefits, rights, and immunities that are given to certain groups, but generally at the expense of another group in society
<b>Homonegativity</b>	A systematic and cultural advantage of unearned benefits, rights, and immunities that are given to certain groups, but generally at the expense of another group in society
<b>Transnegativity</b>	Negative attitudes that devalue lesbian, gay, bisexual, etc. identities or people - this can also be internalized in oneself.
<b>Sexual Identity</b>	A self-identification, such as lesbian, straight, bi, gay, etc., that refers to the gender(s) of those to whom we are sexually, romantically, emotionally, intellectually, and/or spiritually attracted.
<b>Bisexual</b>	A self-identification of some who are attracted sexually, romantically, intellectually, emotionally, and/or spiritually to two gender identities.
<b>Gay</b>	A self-identification of some men who are attracted sexually, romantically, intellectually, emotionally, and/or spiritually to some other men.
<b>Lesbian</b>	A self-identification of some women who are attracted sexually, romantically, intellectually, emotionally, and/or spiritually to some other women.
<b>Pansexual</b>	A self-identification of some who are attracted sexually, romantically, intellectually, emotionally, and/or spiritually to all or more than two gender identities.
<b>Transgender</b>	A broad term for those who do not match society's expectations regarding gender. Not all, but some will hormonally and/or surgically change their bodies to match their gender identity.
<b>Queer</b>	An umbrella term, that has been reclaimed, which embraces a matrix of sexual and gender identities.
<b>Gender Expression</b>	The ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, interests, etc.

<b>Sex Assigned at Birth</b>	Our packaging determined by our chromosomes, hormones, gonads, internal reproductive organs, and external genitalia, and typically referring to terms such as male, female, or intersex.
<b>Cisgender</b>	Describes someone who feels comfortable with the gender identity and gender expression that is generally associated with their sex assigned at birth.
<b>Gender Queer</b>	Someone living outside of the standard gender norms, not identifying within the binary as a man or woman, and/or blurring the gender lines.
<b>Gender Identity</b>	Our innate, deeply felt psychological identification as a man, woman, or somewhere on the spectrum, which may or may not correspond with our sex assigned at birth.
<b>Intersex</b>	A person whose combination of chromosomes, hormones, gonads, internal reproductive organs, and/or external genitalia differs from one of the two expected patterns, and whose biological sex a doctor has a difficult time categorizing as either male or female.
<b>LGBTQ Ally</b>	An individual with the awareness, knowledge and/or skills to confront injustice and advocate for equality, while supporting all persons, regardless of perceived or actual sexual identity, gender expression and/or gender identity who are experiencing discrimination.

## SOCIAL JUSTICE ISSUES: RACE AND ETHNICITY†

**"Prejudice is a burden that confuses the past, threatens the future, and renders the present inaccessible." - Maya Angelou**

### Recommended for Groups Looking to:

- ☐ Begin dialogue about racial justice issues
- ☐ Learn differences between intent and impact - Reflect on individual actions

### Brief Description:

Participants will understand definitions of race and ethnicity. Participants will understand difference of impact and intent and equity versus equality.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Social Justice: Race and Ethnicity handout (one per participant)
- ☐ Projector or laptop to play video
- ☐ Internet connection
- ☐ Jellybean video - <https://www.youtube.com/watch?v=CqV3CK6QfcU>
- ☐ MTV Decoded video - <https://www.youtube.com/watch?v=8eTWZ80z9EE&app=desktop>

### Before the Program You Need to:

- ☐ Watch the Jellybean video to help you understand the concepts being presented
- ☐ Watch the MTV Decoded video
- ☐ Select one of the following options for viewing the video(s):
  - Option A – review the definition handout with the full group and then watch the video before breaking in to small groups
  - Option B – review the handout with small groups then watch the video in small groups

### Instructions:

5/5	<b>Definitions</b>
WS/ Video	Review the Social Justice: Race and Ethnicity handout or watch Race, Ethnicity, Nationality, and Jellybeans video - <a href="https://www.youtube.com/watch?v=CqV3CK6QfcU">https://www.youtube.com/watch?v=CqV3CK6QfcU</a> - to help small group members have a common language.
20/25	<b>Five Things You Should Know About Racism</b>

Video	<p>Watch the MTV Decoded “5 Things You Should Know About Racism” - <a href="https://www.youtube.com/watch?v=8eTWZ80z9EE&amp;app=desktop">https://www.youtube.com/watch?v=8eTWZ80z9EE&amp;app=desktop</a></p>
	<p>Quickly review the 5 main points of the video:</p> <ol style="list-style-type: none"> <li>1. Good People Can Be Unintentionally Racist</li> <li>2. Racism Is A Social Construct</li> <li>3. Colorblindness is Not Going To Fix Racism</li> <li>4. Reverse Racism Is Not a Thing</li> <li>5. Racism Isn’t Just About Individuals, It’s About Institutional Power</li> </ol> <p>Let the group know you are going to focus on point number 1 for the rest of the discussion.</p>
	<p>Share the following sentiment: <i>The speaker in the video provided an example about someone stepping on your toe accidentally. The person didn’t mean to step on your toe, but it still hurt. This is an example of the concept “Intent v Impact.”</i></p> <p>Read the following from Dr. Maura Cullen’s Book <i>35 Dumb Things Well-Intended People Say</i>:</p> <p><i>“Even well-intended people cause harm. As such people will often make statements which they intend or perceive to be supportive or complimentary, yet end up being problematic.”</i></p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Share an example of when have you experienced or witnessed intent versus impact. The example does not have to be focused on race.</i></li> <li><input type="checkbox"/> <i>How did it make you feel?</i></li> <li><input type="checkbox"/> <i>How did you or others respond?</i></li> <li><input type="checkbox"/> <i>Some groups may experience the intent v impact more than other groups. Why is that?</i></li> </ul>
15/40	<p><b>Equity versus Equality</b></p>
	<p>Share the following sentiment: <i>The idea behind the “American Dream” is that if you work hard enough you will be rewarded. One of the challenges with this concept is that not everyone is provided equal opportunity to succeed. This is the idea behind our next concept of “Equity v Equality”.</i></p> <p>Read the following story about “Equity v Equality”:</p> <p><i>Equality is like giving everyone a pair of size 8 women’s shoes. Regardless of your shoe size, you got a size 8 women’s shoe. Obviously, the shoe is going to fit some people better more than others and we all will try our best to cope with what we have. Now,</i></p>



	<p><i>let's imagine that every month we will run a race with those shoes. The race represents how oppression is institutionalized. The winners of the race will have wealth, access to resources, opportunities in the job market, investments, access to food, the "best" land, etc. Did I choose my shoe size? No... but a system was set up to reward folks with a certain size of foot and disadvantage everyone else. Will the best runners win the race? Arguably, no. More often than not, the people with size 8 women's feet will finish closer to the top. Yes, some of the best runners will be able to place higher without the correct shoe size; however, this would not be a common occurrence. On the other hand, equity would be having everyone get a pair of shoes in their own size.</i></p> <p>From Dr. Maura Cullen</p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Give an example of something you have experienced or witnessed that demonstrates equity v equality.</i></li> <li><input type="checkbox"/> <i>Do you feel like you live in a society that operates from an equity point of view or an equality point of view?</i></li> </ul>
5/45	<p><b>Conclusion</b></p> <p>Conclude by asking group members to answer the two wrap-up questions at the bottom of their worksheet. Once they have answered they should turn to a partner and share their answers.</p> <p>Thank the small group members for sharing and remind them to continue to think and act on the ideas discussed today.</p>

## Social Justice: Race and Ethnicity

### Definitions

**Race** - A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), ancestral heritage, cultural affiliation or history, ethnic classification, and/or the social, economic, and political needs of a society at a given period of time. Scientists agree that there is no biological or genetic basis for racial categories. Examples of race categories are: Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Pacific Islander, White. (*categories are listed per the U.S. Census Bureau*)

**Ethnicity** - A social construct that divides people into social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral geographical location. Members of an ethnic group are often presumed to be culturally or biologically similar, although this is not in fact necessarily the case. Examples of ethnic groups identified in the U.S. are: Cape Verdean, Haitian, African American; Chinese, Korean, Vietnamese; Cherokee, Mohawk, Navajo; Jamaican, Cuban, Mexican, Puerto Rican; Polish, Trinidadian, Irish, and French.

### Wrap Up Questions

1. What is your commitment to intervene in these situations?

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2. What will you do in the future should you hear someone make a comment, share something via social media, etc. that can be perceived as racist?

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3. How did this program promote your educational and cultural interests?

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*Definitions from Teaching for Diversity and Social Justice, 2007, edited by Maurianne Adams, Lee Anne Bell, Pat Griffin.*

## BUDGETING BASICS†

**"A budget isn't about restricting what you spend. It gives you permission to spend without guilt or regret." - Dave Ramsey**

### **Recommended for Groups Looking to:**

- ☐ Provide personal development in budgeting skills
- ☐ Equip members with improved personal finance strategies
- ☐ Address financial responsibility for chapter members

### **Brief Description:**

Participants will learn to make savings goals, build a budget, and align a budget with goals.

**Time Allotted:** 45 minutes

### **Materials Required:**

- ☐ [Budgeting Basics Slideshow](#)
- ☐ Printed copies of the [DG Budget Profiles](#) (full-color and single sided is highly recommended if able, as it will make it easier to fill out the second page)
- ☐ Printed copies of the [DG Budget Profiles Answer Keys](#) (full-color and double sided is highly recommended if able)
- ☐ Projector or computer to view slideshow

Before the Program You Need to:

- ☐ Review the DG Budget Profiles and decide how many/which ones might be most relevant to your chapter's participants. It is recommended that at least five different profiles are utilized to allow for variety in the conversation.
- ☐ Decide whether you want to assign [DG Budget Profiles](#) to your small groups, or have participants choose randomly
- ☐ Pull up the slideshow and make sure it is ready
- ☐ Have printed copies of the [DG Budget Profiles Answer Key](#) ready, in case students need assistance completing the exercise

**INSTRUCTIONS:**

5/5	<b>Introduction</b>
Slides	<p>Welcome everyone to <i>Budgeting Basics</i>, a program funded by the Delta Gamma Foundation.</p> <p>Today we're going to talk about budgeting, which is an important part of staying financially organized. These are lessons that will hopefully benefit you now as a student, as well as after you graduate and join the workforce. Money can be a very stressful subject for some people, so we ask that you approach today's exercises with an open mind. CHANGE SLIDE</p> <p>People tend to be intimidated by budgeting. It can feel like an overwhelming task, but it doesn't have to be. In the words of Tsh Oxenreider, "The simplest definition of a budget is telling your money where to go." CHANGE SLIDE</p> <p>So where does money in your budget go? Typically, it can go three places:</p> <ol style="list-style-type: none"> <li>1. Budget needs – This includes the basics such as rent, utilities, transportation, and groceries.</li> <li>2. Budget wants – This includes the fun stuff such as dining out, travel, subscriptions, and charitable donations.</li> <li>3. Savings goals – This includes retirement, building an emergency fund, and saving for big purchases. CHANGE SLIDE</li> </ol> <p>Our goal for today is to give you some more hands-on practice at putting together a basic budget of needs, wants, and savings goals. Don't worry, we'll be using some hypothetical numbers! CHANGE SLIDE</p>
WS	<p>Pass out the DG Budget Profiles. Each facilitator should keep the DG Budget Profiles Answer Key handy as a reference, in case a student has difficulty with the exercise.</p> <p>Now, everyone should have a DG Budget Profiles worksheet. These Profiles each have different careers or professions, live in different cities, have different salaries, and different budget needs, wants, and savings goals. CHANGE SLIDE</p> <p>Over the course of this workshop, we're going to be filling out these basic budget templates together. Then, we'll be checking to see whether the budget is actually balanced. Finally, we'll be recommending some budget changes of what to do with extra money or how to cut back on spending, depending on the results. CHANGE SLIDE</p>

10/15	<p><b>Budget Needs</b></p> <p><i>First, let's take a look at budget needs. CHANGE SLIDE</i></p> <p><i>Budget needs are the purchases are that are harder to live without:</i></p> <ol style="list-style-type: none"> <li><i>1. Housing. This basically means your rent (or mortgage, if you own a home).</i></li> <li><i>2. Utilities. These will vary depending on where you live, but common utilities include electricity, natural gas, water, sewage, internet, and cable.</i></li> <li><i>3. Transportation. If you have a car, this could include car payments, insurance, and gas. However, transportation also includes items such as public transportation and rideshares.</i></li> <li><i>4. Health. In addition to health insurance, this can include copays and medical bills for doctor's visits, medications, and therapist visits.</i></li> <li><i>5. Debt payments. In order to keep your credit score nice and high, it's important to make at least the minimum payments on all debt, such as student loans, credit cards, and personal loans.</i></li> <li><i>6. Necessities. This includes groceries and other household goods that you use on a day to day basis. CHANGE SLIDE</i></li> </ol> <p><i>Your needs depend on a few factors, such as:</i></p> <ol style="list-style-type: none"> <li><i>1. Where you live. For example, some areas have higher costs of living than others.</i></li> <li><i>2. Your career. Some workplaces assist with budget needs such as your health insurance or cell phone bill.</i></li> <li><i>3. Your lifestyle. You do have some control over your Budget Needs. For example, you may choose whether you have roommates, whether you drive a car, and what types of groceries you prefer. CHANGE SLIDE</i></li> </ol> <p><i>Now, let's take a look at the DG Budget Profile you've been given. You'll need to read through the "Budget Needs" portion of your DG Profile to learn about your person's expenses, career, and lifestyle. For each budget needs category, use the information from the description to fill in the budget template. There may be some categories that don't apply to your person. If that's the case, put in a zero.</i></p> <p><i>Give participants 5 minutes to fill in the "Budget Needs" section of the budget template, then CHANGE SLIDE.</i></p>
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10/25	<p><b>Budget Wants and Savings Goals</b></p> <p>Now, let's talk about some budget wants and savings goals. CHANGE SLIDE</p> <p>Budget wants are the things that might be fun to have, but you have much more control over. These are things that can be expanded when money is flowing, or cut back if money is tight. Budget wants include:</p> <ol style="list-style-type: none"> <li>1. Shopping and dining out, such as trips to restaurants and coffee shops.</li> <li>2. Health and beauty treatments such as massages, salon treatments, and trips to the spa.</li> <li>3. Subscriptions such as Netflix, Spotify, Amazon prime, and other services that renew on a regular basis.</li> <li>4. Travel, such as larger and small trips, plane tickets, hotels, and food and incidentals while on the road.</li> <li>5. Charitable donations or gifts. CHANGE SLIDE</li> </ol> <p>In addition, no good budget is complete without savings goals. Examples of savings goals include:</p> <ol style="list-style-type: none"> <li>1. Retirement. Even if you love what you do, you won't want to do it forever. Starting early is one of the best ways to ensure retirement success.</li> <li>2. Building an Emergency Fund. Life happens, so making sure you're prepared for that flat tire, emergency trip home, or unexpected doctors visit is vital.</li> <li>3. Short-Term Milestones. From vacations to life purchases such as laptops and new phones, you may have some short-term savings goals.</li> <li>4. Big purchases. This includes things such as buying a new car, house, or another purchase that involves saving money over a longer period of time. CHANGE SLIDE</li> </ol> <p>Your wants and savings goals will depend on:</p> <ol style="list-style-type: none"> <li>1. Your interests. Your money in the "fun stuff" category should go towards the activities you love or the purchases that bring you joy.</li> <li>2. Your values. Your spending and goals should also reflect your long-term dreams, your favorite causes, and how you generally want to show up in the world. CHANGE SLIDE</li> </ol> <p>Now, it's your turn again. You'll need to read through the "Budget Wants" and "Savings Goals" portions of your DG Budget Profile. For each budget category, use the information from the description to fill in the template. Not everyone will have the same categories for this part of the workshop! There may be some categories that don't apply to your person. If that's the case, put in a zero.</p>
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	Give participants 5 minutes to fill in the “Budget Wants” and “Savings Goals” sections of the DG Budget Profile. CHANGE SLIDE
5/30	<p><b>Balancing the Budget</b></p> <p><i>We’ve got most of the numbers in place, but now it’s time to see whether the budget is actually balanced. CHANGE SLIDE</i></p> <p><i>When a budget is balanced, that means every dollar has a job. Every dollar you make should either be put into the Needs, Wants, or Savings Goals buckets. This means that when your budget is balanced, your take-home pay should be equal to your combined Budget Needs, Budget Wants, and Savings Goals. CHANGE SLIDE</i></p> <p><i>There’s an easy calculation to see if your budget is balanced. Simply figure out your take-home pay, then subtract out your needs, wants, and savings goals. If you get a negative number, you are overspending! You’ll need to make some budget cuts. If you get a positive number, there is money leftover in the budget! You’ll need to go back and give those dollars a job. Finally, if you do this math and get zero as the answer, your budget is perfectly balanced, and every dollar has a job. CHANGE SLIDE</i></p> <p><i>Now it’s your turn. Look for the “Summary” box on your DG Budget Profile. Rewrite the total take-home pay from the top of the worksheet. Then, use a calculator to add up each big bucket of Budget Needs, Budget Wants, and Savings Goals. Write the three totals in the appropriate boxes. Then, use your calculator to subtract out your needs, wants, and goals from the take-home pay, and write the answer in the box provided. Beware that your answer may be a negative number! Give participants 3 minutes to see whether the budget balances. CHANGE SLIDE</i></p>
10/40	<p><b>Making Changes to Your Budget</b></p> <p><i>In this last exercise, we’re going to recommend changes to a budget, in order to balance it. Raise your hand if your DG Profile had a positive number, so that you have extra dollars to give a job. Check for engagement.</i></p> <p><i>Raise your hand if your DG Profile had a negative number, so that you have to make some budget cuts. Check for engagement.</i></p> <p><i>Great, we will learn how to do that now. CHANGE SLIDE</i></p>
	<p><i>As a reminder, budgeting is an ongoing process. Sometimes you have to make changes to keep your budget balanced. This can be a very personal process, as everyone has different goals and values. CHANGE SLIDE</i></p>



	<p><i>If you got a negative number in the exercise, here are a few ways to reduce spending:</i></p> <ol style="list-style-type: none"> <li><i>1. Cut back on budget needs by getting a roommate, switching to a cheaper transportation method, cutting back your grocery bill, or reducing extra payments on debt.</i></li> <li><i>2. Cut back on budget wants, focusing on the areas that you care the least about, and saving your favorite categories for last.</i></li> <li><i>3. Cut back on savings goals as a last resort.</i></li> <li><i>4. You might also consider ways to balance your budget by making more money. CHANGE SLIDE</i></li> </ol> <p><i>If you got a positive number in the exercise, here are a few ways to give extra dollars a job:</i></p> <ol style="list-style-type: none"> <li><i>1. Increase your budget needs, for example by living a more elaborate base lifestyle. You might live alone or shop organic, for example.</i></li> <li><i>2. Increase your budget wants. You can increase your spending on the “fun things” you don’t get enough of.</i></li> <li><i>3. Increase the amount of money that goes to your short- and long-term saving goals more aggressively, so you can get there faster. CHANGE SLIDE</i></li> </ol> <p><i>Either way, any budget changes you make should be in line with your interests, goals, and values. CHANGE SLIDE</i></p> <p><i>Now you try. Read back through the first page of your DG Budget Profile. If your DG Budget Profile has extra money in her budget, decide where it should go. If there isn’t enough money in the budget, decide what she should cut back on. Write your answers in the space provided.</i></p> <p><i>Give participants 5 minutes to fill in the “Recommended Changes” section of the DG Profiles worksheet. CHANGE SLIDE</i></p>
5/45	<p><i>We’ve only got a few minutes left, but so let’s wrap up. CHANGE SLIDE</i></p> <p><i>Go through each of the following discussion questions and get one or two volunteers for each question:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Did you think this exercise was easy or hard? Why?</i></li> <li><input type="checkbox"/> <i>Did you find yourself agreeing with your DG Budget Profile’s budget choices?</i></li> <li><input type="checkbox"/> <i>Was there anything you would do differently if you were in her situation?</i></li> </ul>

	<p>You will likely get answers that suggest that there was some debate about how to handle different situations. It may have also felt “easier” when there was extra money in the budget. CHANGE SLIDE</p> <p><i>Here are some key takeaways from this exercise:</i></p> <ol style="list-style-type: none"> <li>1. <i>When it comes to budgeting, there’s no one right answer.</i></li> <li>2. <i>Everyone’s budget will look different.</i></li> <li>3. <i>Your spending should be in line with your values.</i></li> <li>4. <i>Your savings should be in line with your goals.</i> CHANGE SLIDE</li> </ol>
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This program is funded by the Delta Gamma Foundation.

## PERSONAL FINANCES IN A NUTSHELL<sup>†</sup>

**"Financial freedom is available to those who learn about it and work for it." - Robert Kiyosaki**

### Recommended for Groups Looking to:

- ☐ Empower members to set personal finance goals
- ☐ Support members' understanding of spending habits
- ☐ Address financial responsibility for chapter members

### Brief Description:

Participants will identify their personal finance goals and identify ways to adjust spending behaviors to meet them.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Projector or computer to play video
- ☐ Internet connection
- ☐ Blank paper and pen (for each participant)
- ☐ Flipchart and markers
- ☐ "Don't Buy Stuff You Can't Afford" video - <https://vimeo.com/41152287>

### Before the Program You Need to:

- ☐ Write word "budget" on one piece of flipchart paper.
- ☐ Draw the diagram in 5b on one piece of flipchart paper.

### Instructions:

10/10	<b>Introduction</b>
	<p>Distribute a piece of paper to each participant. Ask group members to make a list of all of the "sayings" about money they have heard in 1 minute. (i.e., – money doesn't grow on trees).</p> <p>Share that we've all heard a lot about money throughout our lives. We've heard old sayings that perhaps we didn't always understand, but today we are going to explore those ideas and talk about personal finances.</p>
5/15	<b>The "B" Word</b>
	<p>Write the word "budget" on the flipchart and ask the members to share words or phrases that come to mind when they think about that word. Write the responses on the flipchart. (Answers will vary but may include: spending, saving, money, spending plan or credit.)</p>

	Explain that budget may be used as a noun or a verb. When it is used as a noun it means a plan for managing income and expenses. When it is used as a verb it means to plan or to manage income and expenses. The primary word regardless is PLAN.
15/30	<b>Wants versus Needs &amp; My Current Spending</b>
	<p>Ask group members to make a list of the last 15 items they spent money on. After members have finished making their list give them the following instructions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Put a "X" next to the items that would be easy to give up on this list.</li> <li><input type="checkbox"/> Put a "D" next to the items that would be difficult to give up on this list.</li> <li><input type="checkbox"/> Circle the one item that is most important to you on this list.</li> <li><input type="checkbox"/> Draw a line through the one item that is least important to you on this list.</li> </ul> <p>Explain the difference between wants versus needs in a personal budget. Needs are those items that are a necessity for living such as food, shelter, warmth, safety and security. Wants are just the things that we would like to have but aren't necessities for our life such as a new purse, going out to eat at a new restaurant or throw pillows for your couch.</p>
5/35	<b>Don't Buy Stuff You Cannot Afford</b>
Video	Show Saturday Night Live (SNL) video "Don't Buy Stuff You Can't Afford" - <a href="https://vimeo.com/41152287">https://vimeo.com/41152287</a>
10/45	<b>Setting Financial Goals</b>
	Explain that the key to being able to afford our needs and purchase some of our wants responsibly is to make financial goals. This allows us to PLAN for items beforehand. To set a financial goal you simply need to identify the goal, determine how much money it will cost in total and identify when you'd like to achieve the goal (month and year). Then you simply divide the number of months until the goal needs to be achieved by the total cost of the goal.

	Draw the diagram below on the flipchart.			
	<b>Financial Goal</b>	<b>Achievement Date</b>	<b>Total Cost</b>	<b>Monthly/Weekly Savings Needed</b>
	Fund Spring Break Trip	March 2018	\$600 (hotel, travel, food, etc.)	\$85 per month
	Down-payment for a car after graduation	May 2020	\$4,000	\$121 per month
	<p>Ask participants to take a few moments to set at least one goal and complete the diagram for that goal on a piece of paper.</p> <p>Ask for group members to share one of their goals.</p> <p>Wrap up by thanking group members for sharing and engaging in this important conversation. Explain that we know that money can be a difficult topic to discuss but equipped with education on the topic will benefit you for life after college.</p>			

## DELTA GAMMA HISTORY†

**"I loved my work and threw my whole soul into it. I tried to build not only character for life, but for eternity." - Mary Comfort Leonard**

### **Recommended for Groups Looking to:**

- ☐ Connect members together through discussion of DG history
- ☐ Supplement learning of DG history after Initiation

### **Brief Description:**

Members will learn facts about Delta Gamma History and will identify notable Delta Gamma alumnae. This program is intended to cover DG History that was previously covered in the New Member Pursuit.

**Time Allotted:** 45 minutes

### **Materials Required:**

- ☐ Flip-Chart paper or large pieces of construction paper
- ☐ Scissors
- ☐ Pens and/or Markers
- ☐ Internet Connection
- ☐ Members will need laptops and/or their phones
- ☐ A copy of the list of Delta Gamma Events for each small group
- ☐ [The Shield](#)

### **Before the Program You Need to:**

Review the instructions and make activity choices and preparations where noted.

Print four copies of the list of Delta Gamma Events and cut into individual strips for each small group. Note that event #14 requires edits prior to printing. If you are unsure of this information, contact the Archivist at [archives@deltagamma.org](mailto:archives@deltagamma.org). If completing virtually, email the document to each small group.

**Instructions:**

5/5	<b>Introduction</b>
	<p><i>It can be easy to imagine that the Delta Gamma we know and love today has always existed in its current form. Since 1873, Delta Gamma has grown and changed with the world around it to become the organization that it is today. Our Founders could have never imagined that the small club they created at the Lewis School would become an International organization with more than a quarter of a million initiated members. Understanding the history of the Fraternity is an important aspect of membership in Delta Gamma. This Dialogue is designed to help you learn more about the growth and expansion of Delta Gamma, explore The Shield, and gain an understanding of how you contribute to the historical narrative of Delta Gamma.</i></p>
20/25	<b>Activity 1: Delta Gamma Timeline</b>
	<p>Activity Instructions:</p> <ol style="list-style-type: none"> <li>1. Divide your small group in to four smaller groups. Provide each team with a piece of flip chart paper and a writing utensil.</li> <li>2. Distribute the slips of paper with Delta Gamma Events evenly between each team.</li> <li>3. Instruct each group to utilize <i>The Shield</i> and additional resources as necessary to create a chronological Delta Gamma history timeline with the facts they were given. The timeline should include the title of the event, date the event occurred, and important figures involved for each event.</li> <li>4. Allow 10 minutes for timelines to be completed and 10 minutes for each team to present to the group.</li> <li>5. Review the correct order which is as follows:             <ol style="list-style-type: none"> <li>1. Pi Beta Phi is founded at Monmouth College and is considered the first women's college fraternity organized with the intent to become national. (1867)</li> <li>2. Delta Gamma is founded at the Lewis School during the holiday. (1873)</li> <li>3. The Badge, originally in the shape of an "H", was replaced by an anchor. (1877)</li> <li>4. George Banta becomes the only male initiate and establishes a Delta Gamma group for the first time, of which his fiancé, Lily was a member. (1879)</li> </ol> </li> </ol>

	<ol style="list-style-type: none"> <li>5. Delta Gamma's first convention. (1881)</li> <li>6. Bronze, Pink, and Blue become Delta Gamma's official colors. (1883)</li> <li>7. The first issue of the <i>ANCHORA</i> was circulated. (1884)</li> <li>8. The cream rose is chosen as Delta Gamma's flower. (1885)</li> <li>9. The Psi Group of Delta Gamma closes. (1889)</li> <li>10. The first Delta Gamma group house is built. (1899)</li> <li>11. The National Panhellenic Conference is founded. Delta Gamma is one of the original seven organizations to found the Conference. (1902)</li> <li>12. The first Canadian group of Delta Gamma is installed. The first Convention in Canada was held. Our Alpha Gamma group was install at this Convention and it was also when Delta Gamma decided to name groups in Greek alpha order. (1913)</li> <li>13. The establishment of the Delta Gamma Home in Ossendrecht, Holland. (1918)</li> <li>14. An Alumnae Representative is added to Council, providing a new emphasis on alumnae involvement and organization. (1922)</li> <li>15. Delta Gamma Executive Offices begins as two rooms in the AIU Tower in Columbus, OH. (1942)</li> <li>16. Delta Gamma's "philanthropic project" Sight Conservation and Aid to the Blind was adopted at the prompting of Ruth Billow, Eta-Akron. (1936)</li> <li>17. Roberta Abernethy becomes Delta Gamma's first Executive Secretary. (1942)</li> <li>18. The Delta Gamma Foundation is established. (1951)</li> <li>19. The first Anchor Splash is held in Coral Gables, FL. (1966)</li> <li>20. Delta Gamma holds its Centennial celebration at the Century Plaza in Los Angeles. (1972)</li> <li>21. The Martin Center at Executive Offices is built. (1990)</li> <li>22. The Watchwords program is introduced to collegiate groups for new member and continued group education. (1997)</li> <li>23. The 8-region structure replaces the previous province system. (2001)</li> <li>24. The Foundation and the Fraternity begin to operate as separate Boards with separate Executive Directors. (2002)</li> <li>25. The <u>insert your group name</u> group of Delta Gamma is founded at <u>insert your university name</u>.</li> </ol>
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	<p>After the groups present, ask the following question:</p> <ul style="list-style-type: none"> <li>□ <i>What parts of our history surprised you?</i></li> <li>□ <i>If nothing, what aspects of our history do you find the most interesting?</i></li> </ul>
10/35	<b>Activity 2: Notable Alumnae</b>
	<p>Activity Instructions:</p> <ol style="list-style-type: none"> <li>1. Assign each member a “notable Delta Gamma” to research. A list of notable alumnae can be found at <a href="https://www.deltagamma.org/ourstory/notable-dgs">https://www.deltagamma.org/ourstory/notable-dgs</a></li> <li>2. Allow for 3-4 minutes of research. Encourage members to think outside of the box to find unique facts about the women they are researching.</li> </ol> <p>Use the remaining time for members to share what they have learned with the group.</p>
10/45	<b>Wrap Up &amp; Reflection Questions</b>
	<p>Ask the following questions to the group and encourage discussion.</p> <ul style="list-style-type: none"> <li>□ <i>How does our history shape the organization that we are today?</i></li> <li>□ <i>How can we, as a group, continue to build upon Delta Gamma’s history?</i></li> <li>□ <i>How can you, as an individual, continue to build upon Delta Gamma’s history?</i></li> </ul>

## Delta Gamma Events – Random Order

1. The Badge, originally in the shape of an “H” was replaced by an anchor.
2. Bronze, Pink, and Blue become Delta Gamma’s official colors.
3. George Banta becomes the only male initiate and establishes a Delta Gamma group for the first time, of which his fiancé, Lily was a member.
4. Delta Gamma Executive Offices begins as two rooms in the AIU Tower in Columbus, OH.
5. The Martin Center at Executive Offices is built.
6. The first issue of the *ANCHORA* was circulated.
7. The first Canadian group of Delta Gamma is installed and the first Convention in Canada was held. It was also decided at this Convention to name groups in Greek alpha order.
8. Delta Gamma is founded at the Lewis School during the holiday.
9. The National Panhellenic Conference is founded. Delta Gamma is one of the original seven organizations to found the Conference.
10. Delta Gamma’s “philanthropic project” Sight Conservation and Aid to the Blind was adopted at the prompting of Ruth Billow, Eta-Akron.
11. The Delta Gamma Foundation is established.
12. Delta Gamma’s first convention.
13. The establishment of the Delta Gamma Home in Ossendrecht, Holland.
14. The insert your group name group of Delta Gamma is founded at insert your university name.
15. Roberta Abernethy becomes Delta Gamma’s first Executive Secretary.
16. The first Delta Gamma group house is built.
17. The Psi Group of Delta Gamma closes.
18. An Alumnae Representative is added to Council, providing a new emphasis on alumnae involvement and organization.
19. Delta Gamma holds its Centennial celebration at the Century Plaza in Los Angeles.

20. The first Anchor Splash is held in Coral Gables, FL.
21. The Watchwords program is introduced to collegiate groups for new member and continued group education.
22. The 8-region structure replaces the previous province system
23. The Foundation and the Fraternity begin to operate as separate Boards with separate Executive Directors.
24. Pi Beta Phi is founded at Monmouth College and is considered the first women's college fraternity organized with the intent to become national.
25. The cream rose is chosen as Delta Gamma's flower.

## GROUP-DEVELOPED SCHOLARSHIP PROGRAM\*

Ask campus professional(s) to speak to your group about a current scholarship need within the group. Topics may include: time management, study strategies, note-taking, selecting a major, finding internships, etc. You may consider offering several programs simultaneously and allowing members to attend the program of their choice.

Groups may attend campus or community events that relate to one of the four pillars of Article II and host a facilitation after the event to satisfy a DG Dialogue.

Groups may select to develop their own program for any of the four values. In order to conduct a group-developed program, utilize the following template and submit it six weeks prior to the scheduled program to your RCS/CAC/NCC and to [DGDialogues@deltagamma.org](mailto:DGDialogues@deltagamma.org) for approval.

### **Topic Focus:**

### **Describe need for this program:**

**Brief Description:** [Complete the following prompt ... As a result of this program, participants will be able to...]

### **Time Allotted:**

### **Materials Required:**

**Facilitator Instructions:** [Give detailed instructions to the small group facilitators on how to facilitate the program. Utilize the other programs in this guide for guidance on how to write the instructions.]

## LEARNING OUTSIDE THE CLASSROOM\*

**The world is the true classroom. The most rewarding and important type of learning is through experience, seeing something with our own eyes.**

**- Author: Jack Hanna**

### **Brief Description:**

Participants will share personal experiences of learning outside the classroom, such as through study abroad, internships, or other educational opportunities. This DG Dialogue could be used for a presentation about Delta Gamma Convention or Hope Serving by members who attended.

### **Recommended for Groups Looking to:**

- ☐ Highlight experiential learning experiences
- ☐ Promote diverse learning opportunities

**Time Allotted:** 45 minutes

### **Materials Required:**

Option #1:

- ☐ Projector & Screen
- ☐ List of campus resources for study abroad programs and other specialty programs to members (one per participant)

Option #2:

- ☐ List of campus resources for study abroad programs and other specialty programs to members (one per participant)
- ☐ Table for each member presenting in fair
- ☐ Sign-off card (one per participant)
- ☐ Prize for sign-off card

### **Before the Program You Need to:**

- ☐ Identify members who were studying abroad, completing internships, co-ops or other related educational programming or on excused status. Invite these members to share their experiences with the group for this program. Encourage them to share appropriate photos and discuss their experiences, including the application process and how to plan for the experience, what they learned/enjoyed and how the experience promoted their educational or cultural interests.

- Determine the presentation style for these members to share their experiences. In groups where only a few members (less than five) participated in one of these programs, a presentation to the group may be appropriate. In groups where many members participated, it may be more appropriate to set up booths or tables for each participating member so others can visit each member and talk more candidly about the experiences. If you are utilizing the booth format, consider utilizing a card to be signed off at each station to encourage group members to visit each location. Consider offering a prize for members who fill up their card. Sign off card may include specific questions they need to have answered at each booth. For example:
  - Where did Anna Boyd study abroad last term?
  - What internship program was Eva Webb involved with last term?
  - What language did Mary Comfort learn?
  - What is Hannah's favorite landmark?
- Determine what study abroad or other APS programs (internships, student teaching, co-ops, etc.) are available at your university/college. Obtain information on how to apply for the various programs through your university/college. If you are choosing the booth/table option, consider having a guest speaker from the school staff at a table to share more information.

### Instructions:

Introduce all members who studied abroad, completed internships, co-ops or other related educational programming or were on APS. Include their name, their year in school and the name of the program.

### Option 1 – Group presentation

35/35	Member Presentations
	<p>Have each member present and include the following in the presentation:</p> <ul style="list-style-type: none"> <li>□ Name of the program.</li> <li>□ How she became involved in that program (e.g., graduation requirement, personal interest, etc.)?</li> <li>□ How long was she part of the program?</li> <li>□ How did she prepare for the experience?</li> <li>□ Summary of the experience. (i.e., where did she travel? what did she study? etc.)</li> <li>□ Share favorite parts of her experience.</li> <li>□ How did the experience promote her personal educational and cultural interests?</li> <li>□ Share appropriate photos/videos, if possible. Visuals are helpful in keeping membership engaged.</li> </ul>

Fac Note	Limit each member to 5-10 minutes of presentation time, depending on how many members are presenting, not to exceed 35 minutes.
WS	Provide handouts on programs or a list of campus resources for study abroad programs and other specialty programs to members.
10/45	<b>Question &amp; Answer</b>
	<p>Allow participants to ask questions. It may be helpful for some of these questions to be pre-arranged with members to get questions started from the membership. Examples may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Would you recommend this experience? Would you do it again?</li> <li><input type="checkbox"/> If you could do it again, what is one thing you would have done differently?</li> <li><input type="checkbox"/> What was the most meaningful part of your experience?</li> <li><input type="checkbox"/> Did you get to do/see everything you were expecting?</li> </ul> <p>Thank the members for sharing and remind them to continue to think and act on the ideas discussed today.</p>

### Option 2 –Opportunities Fair

30/30	<b>Opportunities Fair</b>
Fac Note	<p>Explain that each member who studied abroad, completed internships, co-ops or other related educational programming or were on APS has a table/booth setup with souvenirs, displays, photos, etc. to share.</p> <p>Indicate that the University/College also has a table/booth to provide information to members on their specific programs, requirements, and application processes. [If this is not possible, provide a handout to members on programs or a list of campus resources for programs.]</p> <p>Encourage group members to visit each table/booth and explain the sign-off card and prize available.</p>
15/45	<b>Question and Answer</b>
	<p>Gather the group together and ask the participating members to sit at the front of the room. Ask the participating members, the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>How did your experience promote your educational and cultural interests?</i></li> <li><input type="checkbox"/> <i>If you could do it again, what is one thing you would have done differently?</i></li> <li><input type="checkbox"/> <i>What was the most meaningful part of your experience?</i></li> </ul> <p>Thank the members for sharing and remind them to continue to think and act on the ideas discussed today.</p>

## REDEFINE THE PATH\*

There has been an outcry in the American education system and eradicating racial injustice has become a priority in higher education. Now more than ever, sororities and fraternities are forced to consider the ways in which these organizations have been a part of racial injustice and white supremacy. This workshop is designed to support organizations that are interested in considering how their chapters can engage in behavior that is dedicated to diversity, equity and inclusion. This interactive workshop invites chapter members to learn how to incorporate diverse, equitable and inclusive values within the sorority experience through shared strategies, approaches and resources to create a better chapter experience and environment. This program will be a pilot for AY 2022-2023.

### **How can my chapter get the program?**

Redefine the Path is part of the catalog of programs in the new Act with Intention: Health & Well-Being series. Over the course of 4 years, every chapter in Delta Gamma will receive this program in a predetermined rotation.

*Note: At this time, Redefine the Path is only available for collegiate chapters.*

### **Cost of the Program**

Redefine the Path is fully funded by the Delta Gamma Foundation, this includes all lodging and travel. If the chapter would like to take the facilitator to lunch/dinner and time permits, they may do so.



## GROUP-DEVELOPED PROGRAM

Groups may attend campus or community events that relate to one of the four pillars of Article II and host a facilitation after the event to satisfy a DG Dialogue.

Groups may select to develop their own program for any of the four values. In order to conduct a group-developed program, utilize the following template and submit it six weeks prior to the scheduled program to your RCS/CAC/NCC and to [DGDialogues@deltagamma.org](mailto:DGDialogues@deltagamma.org) for approval.

### **Topic Focus:**

### **Describe need for this program:**

**Brief Description:** [Complete the following prompt ... As a result of this program, participants will be able to...]

### **Time Allotted:**

### **Materials Required:**

**Facilitator Instructions:** [Give detailed instructions to the small group facilitators on how to facilitate the program. Utilize the other programs in this guide for guidance on how to write the instructions.]



# CHARACTER PROGRAMS

**Select one of the following for your educational and cultural interest program:**

- ☐ Behind Happy Faces: Understanding Mental Health<sup>†</sup>
- ☐ Because I Said I Would: The Importance of a Promise
- ☐ Science of Character<sup>†</sup>
- ☐ Difficult Conversations<sup>†</sup>
- ☐ Human Dignity Workshop\*
- ☐ Lectureship in Values & Ethics Processing\*
- ☐ Group-Developed Program

*\* Completed as a chapter, not in small groups*

*† Suitable for alumnae groups*

## BEHIND HAPPY FACES: UNDERSTANDING MENTAL HEALTH<sup>†</sup>

**"There is hope even when your brain tells you there isn't "- John Green**

### **Recommended for Groups Looking To:**

- ☐ Provide members with support to develop mental health coping strategies
- ☐ Introduce members to concepts of resilience

### **Brief Description:**

The Behind Happy Faces program was developed by Ross Szabo, author and CEO of Human Power Project, a company that designs mental health curriculum and author of Behind Happy Faces. Szabo designed two programs for Delta Gamma. The other program is a Friendship program. This program will provide members with a definition of mental health and identify barriers that exist in others' ability to get mental health support. As a result of the program, participants will better understand effective coping strategies.

This program is funded by the Delta Gamma Foundation.

*Before the program, email the following to the group: On [insert date] at [insert time], the group will be participating in the DG Dialogue [insert name of Behind Happy Faces program]. The content and discussion in this training will necessarily engage with topics of mental health. It may be both emotionally and intellectually challenging to engage with. We believe this is an incredibly relevant and important conversation for collegians to have and will work to create a space where we can all engage bravely, empathetically and thoughtfully with this difficult content.*

To access this program, click [here](#).

## BECAUSE I SAID I WOULD: THE IMPORTANCE OF A PROMISE

**"The most effective way to do it, is to do it." - Amelia Earhart**

### Recommended for Groups Looking to:

- ☐ Establish trust and connection to each other and Delta Gamma
- ☐ Build positive engagement

### Brief Description:

Participants will learn the significance of making and keeping a promise. Participants will reflect and have a better understanding of their promises made to Delta Gamma and to each other.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Projector or computer to play video
- ☐ Internet connection
- ☐ Because I said I would video:  
<https://www.youtube.com/watch?v=looz1TrCmbs>

### Before the Program You Need to:

Open the video and play to ensure it works properly and bypass any necessary advertisements that may initially pop up.

### Instructions:

20/20	<b>Watch Because I said I Would Video</b>
Video	<p><i>Thank you for coming. We are going to talk about the importance and value of keeping a promise today and its connection to Article II. To start, we are going to watch a video. Before we begin, I want to let everyone know this video talks about the death of a parent from cancer and public events about kidnapping and sexual assault. Please take care of yourself throughout the video.</i></p> <p>Start from the beginning and play the entire 17-minute video.</p>
15/35	<b>The Importance of a Promise Discussion</b>
	<p>Questions to ask:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What is your initial reaction to the video?</i></li> </ul> <p>Examples to listen for include inspiring, thought provoking, impactful and encouraging</p>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>After watching the video, what would you say is the importance of a promise?</i></li> <li><input type="checkbox"/> <i>Why is it important to make and keep promises?</i></li> </ul> <p>Key phrases or takeaways to highlight in the discussion if not mentioned by the participants:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promises speak to the core of our emotions</li> <li><input type="checkbox"/> We use promises to describe our deepest relationships</li> <li><input type="checkbox"/> We use it to describe love</li> <li><input type="checkbox"/> We go to promises to find strength</li> <li><input type="checkbox"/> Something will definitely be done</li> <li><input type="checkbox"/> Honoring your word</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What is a promise someone made to you and kept? This could be within Delta Gamma or outside of Delta Gamma.</i></li> <li><input type="checkbox"/> <i>Why is this promise important to you? How did it make you feel?</i></li> <li><input type="checkbox"/> <i>How would you have felt if this promise was broken?</i></li> <li><input type="checkbox"/> <i>What promises do you need to make to others or to yourself?</i></li> </ul>
10/45	<b>Promises in Delta Gamma</b>
Fac Note	<p>Ask the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What promises have you made to Delta Gamma?</i>  Examples to listen for:  Oath of Friendship  Statement of Obligation  Human Dignity Promise  Big Sister Promise  Oath of Office  Oath of Responsibility (from Initiation Ceremony)  Oath of Secrecy (from Pi Alpha &amp; Initiation Ceremony)  Group Pledge to New Members (from Pi Alpha Ceremony)  Pledge of Faith (from Pi Alpha Ceremony)</li> </ul> <p>If new members are present, be sure that the Oath of Friendship and Oath of Responsibility are not discussed in detail.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>How can you continue to keep those promises?</i></li> <li><input type="checkbox"/> <i>How can the group keep these promises?</i></li> </ul> <p>Thank the small group members for sharing and remind them to continue to think and act on the ideas discussed today.</p>

## THE SCIENCE OF CHARACTER†

**"To wish you were someone else is to waste the person you are." - Unknown**

### Recommended for Groups Looking to:

- ☐ Help members understand their individual strengths
- ☐ Empower members to understand how they contribute to the group

### Brief Description:

Participants will be able to discuss the process of character development through analyzing personal character strengths.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Notecards (two per participant)
- ☐ Periodic Table of Character Strengths (one per participant)
- ☐ Projector or laptop to play video
- ☐ Science of Character video - <http://www.letitripple.org/films/science-of-character/>

### Instructions:

15/15	<b>Science of Character video</b>
	<p><i>Today we are going to talk about character. We are going to start by watching "The Science of Character" by Let it Ripple. Let it Ripple is a films studio whose mission is to engage people in conversation and action around complicated subjects that are shaping our lives.</i></p> <p>Start the video from the beginning.  <a href="http://www.letitripple.org/films/science-of-character/">http://www.letitripple.org/films/science-of-character/</a></p>
	<p><i>Before we get started with our discussion, I want you to take your two note cards and finish the sentence the video ended with, "I want to be..." Write the same thing on both cards. Do not write your name on either card.</i></p> <p>Allow time for the participants to complete the note cards.</p> <p><i>Now that you have finished writing your answer on both cards, give one card to me and keep the other.</i></p> <p>Pass these cards out randomly.</p>

	<p>Thank you for taking time to fill out the notecards. You now have your answer of what you want to be and what one of your sisters wants to be. We hope it serves as a reminder to always work hard at who you want to be. Set aside your notecards for now. We will come back to them at the end.</p>
10/25	<p><b>Science of Character Processing</b></p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Think back to the video, what stood out to you in the Science of Character video?</li> <li><input type="checkbox"/> What part made you think the most?</li> <li><input type="checkbox"/> Is there anything you had never thought of before?</li> <li><input type="checkbox"/> Is there anything you disagreed with?</li> </ul>
15/40	<p><b>Periodic Table of Character Strengths</b></p> <p>Distribute the Periodic Table of Character Strengths.</p> <div data-bbox="316 814 1404 1564" data-label="Image"> </div> <p>Ask participants to circle their top 5 character strengths. Ask 2-3 people to share with the group.</p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Where do most of your character strengths lie?</li> <li><input type="checkbox"/> Are they mostly in one column?</li> <li><input type="checkbox"/> What do you make of that?</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What character strengths do you think are most valued at our college/university?</i></li> <li><input type="checkbox"/> <i>Are they different from your top 5 character strengths?</i></li> <li><input type="checkbox"/> <i>Are they different from the character strengths most valued in the community and home you grew up in?</i></li> <li><input type="checkbox"/> <i>Who do you most admire in the world?</i></li> <li><input type="checkbox"/> <i>What are the character strengths you admire about them?</i></li> </ul>
5/45	<p><b>Closing</b></p> <p><i>To finish I want to come back to the answer you wrote down at the very beginning, "I want to be..." Consider what character strengths will help achieve what you want to be? I want to you write them on the back of your notecard as a reminder of what you expect of yourself.</i></p> <p>Thanks for participating in a great discussion today and share the following quote: <i>"Watch your thoughts, for they become words. Watch your habits, for they become your character. And watch your character, for it becomes your destiny."</i></p>



## DIFFICULT CONVERSATIONS<sup>†</sup>

**“You can choose courage or you can choose comfort. You cannot have both.” – Brene Brown**

### **Recommended for Groups Looking to:**

- ☐ Improve confidence in approaching conflict and challenging conversations
- ☐ Address concerns or hesitancy in holding each other accountable

### **Brief Description:**

Participants will discuss conversations and scenarios they have encountered that are challenging and the feelings they bring up. Participants will discuss how our different lived experiences impact our perception of a situation. Participants will review tips for engaging in a difficult conversation and will apply them to a role play example.

**Time Allotted:** 45 minutes

### **Materials Required:**

- ☐ Photo printed for each small group or digital copy to be shown on phone or laptop to each small group
- ☐ Flipchart, large piece of paper, or digital copy of 4 tips for difficult conversation
- ☐ Two volunteers selected ahead of time to act out the mock scenario. Provide each volunteer with the mock scenario script
- ☐ Scrap pieces of paper or notebook and something to write with for each participant

### **Before the Program You Need to:**

- ☐ Ensure all small groups have materials required
- ☐ Ask participants to come prepared with something to write with and something to write on

5/5	<b>Introduction</b>
	<p>Begin by welcoming everyone and thank them for being here today. Share that today's dialogue will discuss the concept of difficult conversations. Share why this DG Dialogue was selected.</p> <p><i>As a member of Delta Gamma, a college student and as a young adult – it is safe to say you have encountered examples of at least one difficult conversation. These difficult conversations could have come up in a variety of ways – everything from talking to a classmate who isn't doing their share of the work on a group project to discussing a sensitive issue with family members.</i></p> <p>Ask members of the small group to throw out examples of difficult conversations they have encountered or observed. Note that they don't need to share who was involved or specific details.</p>
10/15	<b>Define the Problem</b>
	<p><i>Let's start by discussing what exactly makes these types of conversations difficult. Think about the examples of difficult conversations we just identified. Why is this conversation difficult? What feelings come up for you?</i></p> <p>Ask participants in the small group to turn to a partner to discuss their thoughts for 3 minutes. When partner conversations have wrapped up, ask for volunteers to share highlights from what they discussed with the group. Thank volunteers for sharing.</p> <p>If not shared, share the following statement:  <i>We may be reluctant to approach a difficult conversation because we are worried or anxious about what the other person's response may be.</i></p> <p><i>Sometimes we may be making an assumption about what the other person's response may be. We can make assumptions about why someone might behave a certain way, but we won't fully understand until we have a conversation with them about it.</i></p> <p><i>When we assume positive intent, we allow for the individual to demonstrate a willingness to learn, grow and change. Without assuming positive intent, we limit the possibility of the conversation.</i></p>

	<p>Share the image associated with this DG Dialogue. Ask for participants to call out what they see happening in the image.</p> <p>Once participants have shared ideas, pose this question: <i>What assumptions did we make when describing the image?</i></p> <p>Possible answers may be:</p> <ul style="list-style-type: none"> <li>□ Assuming that the person with their back turned is in a position of authority</li> <li>□ Assuming the setting of the photo scene is happening at work or school</li> <li>□ Assuming the tone of the environment (tense? light hearted? learning?)</li> </ul> <p><i>Situations, just like the photo, can be interpreted in many different ways based on our own backgrounds and experiences. Our minds may fill in the gaps without us realizing it. It's important to be objective rather than subjective when considering the situation that leads to a conversation we might consider "difficult". Removing the emotional response can help us achieve this.</i></p>
10/25	<p><b>A Path Forward</b></p> <p><i>One way we can reduce challenges and anxiety associated with difficult conversations is to make a plan.</i></p> <p>Share 4 steps to a difficult conversation on a flipchart, large piece of paper or screen:</p> <ol style="list-style-type: none"> <li>1. Acknowledge responsibility</li> <li>2. Define the outcome</li> <li>3. Listen and validate</li> <li>4. Restate the outcome</li> </ol> <p>Fac. Note: Share that these 4 steps were adapted from speaker Mel Robbins and that the full video will be shared as a resource after our DG Dialogue program for those interested.</p> <p><i>The first tip is to <b>acknowledge responsibility</b> within the conversation. This step allows you to demonstrate that you understand your role in the conversation at hand. Maybe you acknowledge the role you played in the conflict, or maybe you are acknowledging your responsibility of not saying something sooner.</i></p> <p><i>Next, you should <b>define the outcome</b>. The point of the conversation should have a clear goal, and that goal should be more than just proving that you are "right". Your outcome should assume the positive intent of all parties. For example, you are having this</i></p>

	<p>conversation because... you are committed to the relationship, you care about your team dynamic</p> <p>The third tip is to <b>listen and validate</b>. This step seems to be the most self-explanatory, but can be the most challenging! The bulk of your conversation should be spent listening in order to understand the other person's point of view. Validating their thoughts helps to demonstrate that you are hearing what they say and are taking it seriously.</p> <p>Lastly, <b>restate the outcome</b>. Come back to what your goal of the conversation is. Centering yourself with the larger goal of the discussion is helpful if your emotions start to respond in a tough situation.</p>
10/35	<p><b>Example Scenario</b></p> <p>Let's watch an example of a difficult conversation. While you watch consider the four tips we just discussed.</p> <p>Ask volunteers selected ahead of time to act out their scenario.</p> <p>After the scenario, debrief with these questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What did you see or hear that worked well?</li> <li><input type="checkbox"/> How did you see these 4 tips for a difficult conversation show up in the example?</li> <li><input type="checkbox"/> What did you notice the person initiating the conversation did to de-escalate the situation?</li> <li><input type="checkbox"/> What did you notice about body language or word choice that helped move the conversation forward?</li> <li><input type="checkbox"/> What would you have done differently?</li> </ul>
8/43	<p><b>Self-Reflection</b></p> <p>Ask participants to take out a piece of paper to journal some self-reflection thoughts.</p> <p>Think back to the beginning of our time together when we brainstormed times we have been a part of, encountered, or observed a difficult conversation. How would you apply what we have discussed today to that example? What would you do differently? What would you remind yourself in that moment? Take a few minutes to write down your thoughts.</p> <p>If time allows, ask for volunteers to share any of their thoughts.</p>

2/45	<b>Closing</b>
	<p><i>Share that this is by no means a “one and done” experience or lesson. The only way that we can feel more comfortable in approaching difficult conversations is to do it. By showing up today and engaging in this dialogue, we show our commitment to investing in ours</i></p> <p>Thank participants for their engagement. Share additional links or resources for those interested.</p>

Other relevant resources to continue learning:

- [How to have a difficult conversation](#)
- [Difficult Conversations DG Talks Podcast](#)

**Photo for use in the program:**



## Mock Scenario Script

### *Background Info:*

*In this scenario, Speaker 1 and Speaker 2 are working on a project together that has lasted a few months. They started strong, but recently, Speaker 1 hasn't been answering emails or texts and has been falling short on her commitments. Speaker 2 is frustrated because they feel like they are carrying all the weight and is going to have a conversation with Speaker 1 to see what is going on.*

As you role play this scenario, guide the conversation using these points:

- ☐ Speaker 2 will start the conversation by stating the behavior in question
- ☐ Speaker 1 will be dismissive/combative
- ☐ Speaker 2 should remind Speaker 1 about the commitment they made to the project
- ☐ Speaker 1 will try to divert the conversation with excuses
- ☐ Speaker 2 will re-route the conversation and ask some open ended questions to see if they can get Speaker 1 to open up
- ☐ Speaker 1 will finally open up and explain how overwhelmed they have been feeling
- ☐ Speaker 2 will ask how they can help and how they can move forward together
- ☐ Speaker 1 will ask for help and advice on certain aspects of the project

## HUMAN DIGNITY WORKSHOP\*

### **Program Description:**

The Human Dignity Workshop is a learning experience that includes interactive activities, large group discussions led by a facilitator, small group activities, private reflection and one-on-one conversations among participants. The workshop will be a conversation about friendship, the concept of dignity, how we treat ourselves and others and a reminder of what it means to do good. This program is delivered in person.

### **How can my group get the program?**

Human Dignity Workshop is part of the At Request: Risk Reduction program catalog beginning in 2023. Chapters can submit a request for this program at anytime, but is recommend during the off-year of the Act with Intention: Health & Well-Being series.

*Note: At this time, Human Dignity Workshop is only available for collegiate chapters.*

### **Cost of the program:**

The chapter is responsible for the cost of lodging for their facilitator. The Delta Gamma Foundation will cover all other facilitator expenses, including travel.

## LECTURESHIP IN VALUES AND ETHICS PROCESSING

**Note:** This program is only for groups who have a Foundation-funded Lectureship in Values & Ethics established.

### Recommended for Groups Looking to:

- ☐ Engage in further discussion on a recent Lectureship in Values & Ethics

### Brief Description:

Participants will be able to discuss the main points presented by the lectureship speaker and articulate how these points apply to their lives.

**Time Allotted:** 45 minutes

### Materials Required:

- ☐ Facilitation Questions for Small Groups

### Before the Program You Need to:

- ☐ Host the Lectureship in Values and Ethics. It is best to plan this program as close to Lectureship as possible.
- ☐ Choose to provide a brief overview on the outcomes of the Lectureship including the number of attendees, new stories generated, anecdotal information collected, feedback from the speaker or anyone else associated with the event. This may also be an opportunity to celebrate those who helped to organize the event.
- ☐ Copy of the learning outcomes or purpose of the Lectureship speaker for each small group.

### Instructions:

15/15	Key Points
	<p>Ask each small group member to share their key takeaway or main point from the event and how they would implement that key point in their life. Limit each member to one main point due to time constraints.</p> <p>Examples from past lectureships:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Topic: Mia Hamm discussed being a leader in her sport and in her philanthropic efforts. Question for small group: How do you strive to be a leader in something you care about?</li> </ul>



	<p>□ Topic: Elizabeth Smart discussed life after a tragic event and advocated for change regarding child abduction and recovery programs.</p> <p>Question for small group: What do you want to advocate for?</p>
10/25	<b>Connection to Article II</b>
	<p>Ask each small group member to discuss what the speaker's mission was and how it connects to Article II: <i>The objects of this Fraternity shall be to foster high ideals of friendship among women, to promote their educational and cultural interests, to create in them a true sense of social responsibility and to develop in them the best qualities of character.</i></p>
10/35	<b>Foundation Support</b>
	<p>Remind small group members that the Lectureship is the result of fundraising from the group as well as a matching gift from the Delta Gamma Foundation. Ask the group the following questions:</p> <p>□ <i>Why is it important to have financial support for this Lectureship?</i></p> <p>□ <i>Think about how you align your financial gifts with your values and ethics – what would you or do you give to?</i></p>
10/45	<b>Values &amp; Ethics</b>
	<p>Ask the following question:</p> <p>□ <i>Pretend it's 20 years from now and you have been asked to serve as a Lectureship speaker. What values and ethics would you talk about?</i></p> <p>Thank the small group members for sharing and remind them to continue to think and act on the ideas discussed today.</p>

## GROUP-DEVELOPED PROGRAM

Groups may attend campus or community events that relate to one of the four pillars of Article II and host a facilitation after the event to satisfy a DG Dialogue.

Groups may select to develop their own program for any of the four values. In order to conduct a group-developed program, utilize the following template and submit it six weeks prior to the scheduled program to your RCS/CAC/NCC and to [DGDialogues@deltagamma.org](mailto:DGDialogues@deltagamma.org) for approval.

### **Topic Focus:**

### **Describe need for this program:**

**Brief Description:** [Complete the following prompt ... As a result of this program, participants will be able to...]

### **Time Allotted:**

### **Materials Required:**

**Facilitator Instructions:** [Give detailed instructions to the small group facilitators on how to facilitate the program. Utilize the other programs in this guide for guidance on how to write the instructions.]