

Week 4: Intellectual Growth & Responsible Conduct

Facilitator Guide

Program Information	
Content Area(s)	Risk management
Core Value (s)	Intellectual growth, Academics, Responsible Conduct
Length of Program	120 Minutes
Recommended Facilitators	This would be a good session to invite the chapter's risk management advisor to.

Logistics		
Room Set-Up	No specific set-up, but will need space to re-arrange room for activities	
Audio Visual Needed	YES (Projector, laptop, speakers)	
Collateral Materials	Participant Handouts	YES
	PowerPoint	NO
	Video	YES
Supplies Needed	4 Corners signs, Jane Doe and Justin Smith Scenarios	

Session Notes
<ol style="list-style-type: none"> 1. There are a few heavy topics in this session, make sure you and the advisor set a good tone. 2. If you have access to someone who can facilitate a section on bystander intervention and/or sexual assault awareness, this is a great week to insert that. 3. Using the advisor for the ladder of risk or the case studies is advised, especially if they have a background in risk management. 4. Integrate the Greek Life Office policies into this session as well as Beta's policies. You could potentially have a Greek Life staff member participate in this as well. 5. Consider inviting a guest speaker to chapter who can discuss sexual assault awareness to compliment what the new members are learning this week. 6. Switching from Intellectual Growth to Responsible Conduct will be tricky so make sure you honest and up-front about the agenda for this week.

Facilitator Reminders
<ol style="list-style-type: none"> 1. Hang papers/flip chart papers with the words "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree," in four distinct corners of the room.

Session Outline – Intro to Week and Housekeeping (5 mins)

5 mins	Review of Membership Expectations and Announcements
	<p>This is an opportunity for you to make any pertinent announcements for the week.</p> <p><i>Optional: This is a good opportunity to revisit expectations set of new members after induction, and ask the following questions.</i></p> <ul style="list-style-type: none"> • How have we been doing as a group on following these expectations? • How can we be doing better?

Session Outline – Intellectual Growth (25 mins)

10 min	Intellectual Growth
FN	<p>So, we’ve spent some time talking these past few weeks about the Purpose of Fraternity, about Trust, and about Mutual Assistance. Tonight, we’re going to take a look into our next core value of Intellectual Growth.</p> <p>When you hear the phrase “Intellectual Growth,” what comes to mind for you? We’ll have a couple people share their thoughts.</p> <p><i>Participants will more than likely talk about scholarship/school, personal development, growing as a person, being life-long learners.</i></p> <p>I think you’re all right-on. Intellectual growth cannot be summed up as just “academics” or just “growth as a person;” it’ so much more than that.</p> <p>I’m going to read a statement aloud: “Betas are devoted to continually cultivating their minds, including high standards of academic achievement”</p> <p>What words stick out to you?</p> <p>One of the biggest take-aways from this message, in my mind at least, isn’t the aspect addressing our ‘high standards or academic achievement’ (though, we want to be sure to always push ourselves in the classroom!). It revolves around the idea that we are “devoted” to this concept of cultivating our minds.</p> <ul style="list-style-type: none"> • Why do you think the word “devotion” was chosen? • What other words could we have chosen here, but didn’t and why do you think that is the case?

	<p>Devotion has been defined as “love, loyalty or enthusiasm for a person, activity or cause” and has synonyms like faithfulness, fidelity, constancy, and commitment. What other words come to mind when you hear the word devotion? Or, any of these others?</p> <p>Betas are <i>devoted</i> to this concept of “continually cultivating our minds.” That word implies more that we are constantly pushing ourselves to become the best we can possibly become; stretching ourselves through new experiences, edging our comfort zones, and staying hungry for knowledge.</p> <p>John Wooden, <i>Purdue ’32</i>, the winningest coach in college basketball history once said, “if I am through learning, I am through.” Wooden understood that he was constantly learning and he completely embraced it. Some people choose to be open to new opportunities to learn while others passively move through their lives.</p> <p>This devotion to knowledge and learning is more than an idea ... It’s a mindset; a way of life.</p>
FN	<p><i>If you have some extra time, this is a good place to discuss what academic support programs exist in your chapter. For instance: how do brothers support each other academically? Are they matched with mentors in similar majors?</i></p>

15 min	LORE: Justice John Marshall Harlan
	<p><i>Read through the story of Justice John Marshall Harlan in ‘Popcorn style’. Afterward, debrief in small groups and have men share out to the larger group after discussing.</i></p> <ul style="list-style-type: none"> • What are your initial reactions to this story? • What does the phrase ‘I would rather be right than consistent’ mean to you? How does this relate to Beta? • How does this relate to intellectual growth and lifelong learning? <p><i>Make sure to highlight what it means to be a lifelong learner and to never settle where you are at. We all want to be improving ourselves and part of that is adjusting our perspective when we gain more knowledge.</i></p> <p>JUSTICE JOHN MARSHALL HARLAN</p> <p>Beta Theta Pi has been fortunate to have among her many distinguished alumni eight associate</p>

justices of the United States Supreme Court. Notably in 1911, four Betas served simultaneously on the Court, including the second longest serving justice (33 years) John Marshall Harlan, Centre 1850.

Harlan was born in 1833, into a prominent Kentucky slaveholding family, his father a well-known Kentucky politician and former Congressman. He attended Centre College where he joined the Epsilon Chapter and later earned a law degree from Transylvania University. He was the first Supreme Court justice to earn a modern law degree.

In 1861, Harlan enlisted in the Union Army and fought to preserve the unity of the states, eventually rising to the rank of colonel. Throughout the war he firmly supported slavery, at one point stating he would resign his post if President Lincoln signed the Emancipation Proclamation. Subsequently, in 1863, he was elected attorney general of Kentucky as acts of racial violence raged in the south, witnessing many of them firsthand.

By the end of the decade Harlan had changed his mind, turning strongly against slavery calling it “the most perfect despotism that ever existed on this earth.” He later exerted his new opinion on the Supreme Court earning his reputation as “the great dissenter.”

When Court decisions struck down reconstruction amendments, including the Civil Rights Act of 1875, Harlan accused the Court of using subtle verbal interpretations to cut support for racial equality and equal rights for African Americans. In 1896, Harlan was again the sole dissenter in the infamous case of *Plessy v. Ferguson*, reviled for establishing the doctrine of “separate but equal” and legitimizing more than half a century of segregation. His eloquent dissent, filled with stirring language that would inspire civil rights activists for generations, correctly predicted that the Court's ruling would become as infamous as the Dred Scott case from before the Civil war.

While later admired by many civil rights leaders and celebrated by several African American communities, Harlan was sharply criticized at the time for his “flip-flop” on the issue of slavery and racial equality. People argued that he had no basis for his dissents given his long-standing past of supporting slavery, to which he responded, “Let it be said that I am right rather than consistent.”

Session Outline – Responsible Conduct (80 mins)

15 min	All or Nothing – Knee to Knee
	<p>Alright guys, we’re going to start our time tonight talking about Beta’s fourth core value: Responsible Conduct. Of course, it’s always everyone’s favorite topic (see if you can get a laugh out of them..) but what immediately comes to mind when you hear the words Responsible Conduct?</p> <p><i>Facilitator take a couple responses.</i></p> <p>Beta wasn’t always in the position we are right now. In the 70s, 80s, and 90s we were your run-of-the-mill, stereotypical frat. We had incredible issues with hazing, sexual assault and alcohol and drug abuse. Responsible would not have been one of the words we would have chosen to describe the type of men in our fraternity (not saying that ALL men from the 70s, 80s, and 90s were this way). We had completely moved away from what Beta was supposed to be about and simply</p> <p>We define Responsible Conduct in the following way: Betas choose to act responsibly, weighing the consequences of their actions on themselves and those around them. There’s another phrase, however, that I think eloquently sums up how we’ve aimed to represent ourselves for over a hundred years. It describes what’s known as “The Beta Way.”</p> <p>Beta’s will be “urbane in deportment, courteous in expression, and steadfast in friendship.” Someone tell me what that means... ‘urbane in deportment, courteous in expression, and steadfast in friendship.’</p> <p><i>Facilitator take a couple responses, then tells participants to get into ‘knee to knee’ lines, in parallel lines with chairs facing each other. Then, have the men turn to ‘The Beta Way’ in their New Member Binders</i></p> <p>Please turn to ‘The Beta Way’ in your New Member Binder. Our brother Peter Floriani, <i>Lehigh ’77</i>, takes some time to give you his perspective on the intentionality of this phrase. Take minutes to read this on your own, underlining/highlighting words, phrases, or ideas that stick out to you. Once you’ve finished reading, start discussing what you took away from the piece with the person directly across from you.</p> <p><i>After each question, have the men shift one person down.</i></p> <p>What did you take away from reading this piece?</p> <p>Did your perspective change on what you thought ‘The Beta Way’ was? Why or why not?</p> <p>How can we demonstrate behavior that reflects the phrase urbane in deportment? Courteous in expression? Steadfast in friendship?</p>

	<p>How do we think this informs our core value of Responsible Conduct?</p> <p>Thank you all for sharing. I heard some awesome conversations. We're now going to return to sitting in [<i>whatever your previous arrangement was – circle, rows, etc.</i>].</p>
--	---

20 min	<p>Who Killed Jane Doe/Justin Smith? – Pi Kappa Phi Workshop</p>
	<p>Our next activity surrounds risk management, which is often tied into responsible conduct. I need you all to get into groups of 3 or 4, and I'm going to hand out a worksheet. Spend a few minutes reading over it and then discuss amongst yourselves. There are no wrong answers, but make sure you think about all elements of the situation. Thanks to our friends of Pi Kappa Phi for this activity.</p> <p><i>Facilitator passes out 'Who Killed Jane Doe' worksheets and 'Who Killed Justin Smith' worksheets. Try to give half the groups one and half the groups the other.</i></p> <p><i>After about 10 minutes, begin a debrief. <u>Facilitator needs to be very active in this. The point is the discussion about risk management, not for them to debate the order or go into detail describing why they ranked certain things in certain places. Don't be afraid to cut people off who are rambling and bring them back.</u></i></p> <p>First, can we have someone from the Jane Doe groups share what their situation was so the other groups are aware? (Have someone from the Justin Smith side do the same, keep it BRIEF)</p> <p>Was this difficult to do? How come?</p> <p>What was difficult about ranking the responsible parties?</p> <p>How does this relate to what we are talking about with responsible conduct?</p> <p><i>(Ask only if they have not identified this through the discussion to lead them to this point) Is risk management really any one person's fault or one group's?</i></p> <p><i>Try to get them to the point where they understand risk management is on everyone, not any one group or person.</i></p> <p>How can we collectively be great at risk management?</p> <p>As a fraternity, we all need to hold each other accountable and be on the lookout for the safety of ourselves and others. When we put our members at risk or create situations where other people could be at risk, it's on each one of us individually to step up and change that.</p>

10 min	Ladder of Risk
	<p>Thanks for participating in that activity everyone, your responses were awesome. Next, we're going to discuss something called the Ladder of Risk. Are any of you familiar with this term?</p> <p><i>Facilitator takes a couple responses (if anyone knows).</i></p> <p>Think of risk management like a ladder. If we are on the first rung, we may still fall and it could sting a bit, but it would hurt far less than if we fell from the tenth rung. When you are planning events and doing things as a fraternity, you have to always think about where you are falling on the ladder.</p> <p>Can someone give me an example of something that would be low-risk, and fall lower on the ladder?</p> <p><i>Facilitator takes responses (ex: BBQ with open flames, brand recognition / what you put on t-shirts, semi-formal with security and controlled guest list)</i></p> <p>What about things that would be high-risk and fall higher on the ladder?</p> <p><i>Facilitator takes responses (ex: Common source alcohol, kegs, open parties, drunk driving)</i></p> <p>The point is, risk management is not black and white. We have our risk management policies, as does the university, but ultimately it is up to you all to decide what you will and will not follow. Risk management is on everyone, not just the risk manager, and that means that you all constantly need to be vigilant and paying attention to how high up you might be and therefore how far you might fall.</p>

20 min	Four Corners
FN	<p>We're going to transition into a new activity. You may notice that around the room I have placed 4 signs they read, "Strongly Agree" "Agree" "Disagree" and "Strongly Disagree"</p> <p><i>After each question, be sure to let someone from each corner say why they chose to stand there. attention to airtime. There is a tendency for the same people to talk over and over and ramble. Feel free to not take volunteers and just call on people at random.</i></p> <p>In a minute, I'm going to read you a series of statements. Once I have finished reading the statement, please stand in the corresponding part of the room based off your response to the statement. We're going to discuss after each statement. Remember, there are a lot of you in the room and we want everyone to have the space and time to talk. Please be conscious of the airtime you're taking up!</p> <p>Going 10mph over the speed limit is OK if you're running late.</p> <p>It's OK to serve 'jungle juice' at a themed party thrown by some of the fraternity members.</p>

FN	<p>It's OK to lie someone if you are trying to protect them.</p> <p>It's OK to drink underage.</p> <p>It's OK to have a <i>[Mexican themed Cinco de Mayo party/white trash/Cowboys and Indians – make this custom based on your group. Feel free to create your own theme.]</i></p> <p>It's OK to turn in a friend for cheating on a test.</p> <p>It's OK to pitch in money to have a senior member buy a bunch of alcohol for a party.</p> <p>It's OK to judge someone by the clothes they wear.</p> <p><i>After everyone the last question have everyone sit back down at their seat or draw them all together.</i></p> <p>What did you guys think of that activity?</p> <p>By a show of hands who found it difficult at times to choose a side? Why do you think at times that it was difficult to choose?</p> <p>I think that there are certainly times when we feel justified in our decisions whether that is because we are running late and need to speed to a meeting. We think about this often as the grey area and life has a lot of grey area. Despite all of that it's important to make decisions that don't compromise our integrity or Beta's.</p> <p>While we certainly have policies and procedures for our events that help us to define that grey area we have to make decisions all the time that are in that grey area outside of our events.</p> <p>One takeaway to keep in mind is that when we agree to be a part of something that is bigger than ourselves, we immediately become part of an ever-growing legacy. That legacy can be destroyed in a matter of minutes and usually occurs within that grey area. It is of the utmost importance that we seriously consider our choices, our actions, and how it reflects, not solely upon ourselves, but upon the [INSERT # of men in chapter, i.e. 70] other men in this chapter, the 130,000 alumni from across North America.</p>
-----------	---

15 min	Bystander Intervention
	<p>One of the best ways to prevent bad situations from coming out of these grey areas is to make sure we have good bystander intervention. How many of you have heard of this term before? Can someone define it?</p> <p>In our colony/chapter, there are going to be a lot of situations that require someone to step up and do the right thing. Bystander apathy is a huge problem in groups and the more people there are, the more likely it is to happen. We are going to watch a couple videos that highlight this happening.</p> <p>https://www.youtube.com/watch?v=KlvGIwLcluw (First five minutes)</p> <p>https://www.youtube.com/watch?v=OSsPfbup0ac</p> <ol style="list-style-type: none"> 1. What are your reactions to these videos? 2. What are some situations that fraternity men might be bystanders? 3. What can we do as a group to make sure we don't fall into this pattern? <p>In closing, we're going to read a short story about bystander apathy and intervention.</p> <p><i>They should turn to this story in the new member binder. If not included in the binder, read it aloud slowly and make sure they understand the main point.</i></p> <p style="padding-left: 40px;">This is a story about four people named, EVERYBODY, SOMEBODY, ANYBODY, AND NOBODY. There was an important job to be done and EVERYBODY was asked to do it. EVERYBODY was sure SOMEBODY would do it. ANYBODY could have done it, but NOBODY did it. SOMEBODY got angry about that because it was EVERYBODY'S job. EVERYBODY thought ANYBODY could do it, but NOBODY realized that EVERYBODY wouldn't do it. It ended up that EVERYBODY blamed SOMEBODY when NOBODY did what ANYBODY could have done.</p> <p>Keep this in mind throughout your time as a member of the chapter, and whenever you are in a group situation that requires something getting done.</p>

Session Outline – Housekeeping and Wrap-Up (20 mins)

15 min	Song Practice
	<p><i>Teach the following songs:</i></p> <ul style="list-style-type: none"> • To the Pledge • The Sons of the Dragon

5 min	Post Work
	<p>Take this time for any pertinent announcements for your chapter.</p> <p><i>Note for facilitator:</i> <i>Hazing Resources: The following are resources that you can assign for the next week's session, Integrity, which will discuss hazing a little more in-depth. There is time within next week's session to read these articles there too so if you don't assign them that's ok.</i></p> <ul style="list-style-type: none">• Dr. Gentry McCreary & Josh Schutts – Want to Fix Hazing? Fix Brotherhood? – Longest densest article. The rest are under 1 page.• Dr Gentry McCreary – Who is Drawing the Line in your chapter?• Dr. Gentry McCreary – The Myth of The Rogue Member• Dr. Gentry McCreary – Confronting Hazing Myths• Dr. Gentry McCreary – I am a Hazer• David Westol – Hazers can't handle the questions