

# Integrity

## Facilitator Guide

Program Information	
Content Area(s)	
Core Value (s)	Integrity
Length of Program	100 Minutes
Intended Audience	New Members/Pledges
Recommended time to hold program	7 <sup>th</sup> Education meeting with New Members/Pledges
Recommended Facilitators	VP of New Member Education OR Advisory Team Member <i>Recommended: Risk Management, Education, or Chapter Counselor</i>

Logistics		
Room Set-Up	Classroom OR Circle of chairs	
Audio Visual Needed	Laptop, A/V, Screen, Projector	
Collateral Materials	Participant Handouts	Yes – articles
	PowerPoint	No
	Video	Yes
Supplies Needed	Trash can, one sheet of paper per member.	

Session Notes	
1.	New Members know hazing is wrong, because they've received that messaging all throughout high school and college. However, we know that many of them do not feel comfortable enough, or knowledgeable enough, to articulate WHY they personally don't believe hazing is wrong. It is during these moments especially when their belief in this idea is tested (when a member of a different fraternity judges them for not hazing). Therefore, the purpose of this session is to equip our new members/pledges with the confidence and knowledge needed to clearly articulate/ challenge someone when the concept of hazing comes up.

5/5	<b>Announcements</b>
PP 1	This is an opportunity for you to make any pertinent announcements for the week.

15/20	<b>Song practice</b>
PP 2	Teach the Founding Fathers the following songs: <ul style="list-style-type: none"> <li>We Gather Again</li> </ul>

10/30	<b>Integrity</b>
PP 3	Over the course of the past 6 weeks, we've learned a lot. We've learned a lot about each other, about the history of Beta Theta Pi, and about how our core values interact in our lives. We've

<p><b>FN</b></p> <p><b>FN</b></p> <p><b>PP 4</b></p> <p><b>VIDEO</b></p> <p><b>FN</b></p> <p><b>PP 5</b></p>	<p>learned about Mutual Assistance, and our obligation to give back to one another, to our peers, and to our communities. How intellectual growth is not only a drive to excel academically, but to grow as a person and as a man. We've learned about how trust is the foundation, or the bridge, between us as brothers; and how vital it is that we pay attention to the ways we build trust. We've learned that to be 'urbane in deportment, courteous in expression, and steadfast in friendship,' it will take a commitment to acting responsibly as gentlemen.</p> <p>This week, we learn about the Keystone of our core values. <b>Can anyone tell me what a Keystone is?</b></p> <p><i>Facilitator will take a few responses.</i></p> <p>A Keystone is defined as "a large stone at the top of an arch that locks the other stones in place; something on which other things depend." The keystone is arguably the most important piece of the structure; it is the piece that "locks the other stones in place." Without that keystone, the integrity of the structure would not be sound and strong Beta's fifth core value is Integrity.</p> <p><b>Who can define integrity for me in their own words?</b></p> <p><i>Facilitator will take a few responses.</i></p> <p>Those are all great responses. Like leadership, there's no one way to define integrity. There are many ways this word takes form—both through action and inaction. I like to think of it in the straightforward way that, "we do what we say we're going to do." It is one of those things that it so simple in concept, but so difficult in practice. <b>Why do you think that we, as human beings, have so much trouble practicing integrity?</b></p> <p>We're going to watch a video now and I want you to think about this concept of integrity. Think about how it informs our decisions as fraternity men and as Betas. <a href="http://www.values.com/inspirational-stories-tv-spots/78-reach">http://www.values.com/inspirational-stories-tv-spots/78-reach</a></p> <p>I want you to quickly break up into groups of three. <i>Wait for them to find their groups.</i> Now, I'm going to give you 10 minutes to talk about a time when you yourself struggled with integrity OR when you acted on a moment of integrity in your life. <b>What did that feel like? Why do you think you found yourself in that situation?</b> Go.</p> <p><b>Let's get a couple people to share...</b></p>
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<p>30/60</p>	<p><b>Integrity with Privilege and Identity</b></p> <p><i>This is a section that is not intended to make the men defensive or feel bad about their identities, rather, the point is to help them understand the concept of privilege and link it to Beta's core value of Integrity. Then, we want to discuss how to be good community members by using our privilege.</i></p> <p>We're going to jump into our next activity, in regard to some of the identities we hold. I want to first start by saying that we are not doing this to make anyone feel guilty or defensive about any</p>
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identity you may hold. We don't choose where we were born, what we look like, how we identify, etc. We want this to be an open and safe space to have honest conversation and learning. Can we all agree to that? (*wait for heads to nod*).

Great, let's get started. Raise your hand if you are familiar with the concept of privilege. *Allow hands to be raised.*

Great. Does anyone want to define privilege for us?  
*Take 2-3 responses.*

Awesome thanks for sharing. You all hit on some great things. The dictionary definition of privilege is: "a special right, advantage, or immunity granted or available only to a particular person or group of people." Think about this definition as we work through this discussion.

*Facilitator needs to place a trash can in the front of the classroom, and then do the following: Split up the group accordingly – 1 person in group 1, 2 people in group 2, 2 people in group 3, 4 people in group 4, and everybody else in group 5. Arrange the groups according to the layout below.*

***Front of classroom***

***Trash can (five feet from wall)***

***Group one (2 feet away from can)***

***Group 2 (3 feet behind group one)***

***Group 3 (3 feet behind group 2)***

***Group 4 (3 feet behind group 3)***

***Group 5 (5-7 feet behind group 4)***

*Group 5 should be significantly behind the trash can, 15-20 feet, with everyone else arranged in between. Now, pass out blank sheets of paper to everyone.*

I need you all to take a sheet of paper that I'm passing around. Please crumple it up into a ball. Your next task is from where you are standing, please shoot the paper ball into the trash can basket that is in the front of the room. We will start with group one and work our way backward. You each will get to take two total shots. If you make your shot the first time, you get to move up a group before taking your second shot.

*Let each individual shoot. Groups one and two will likely make it, 3 and 4 possibly, and 5 will almost always miss. Group 1 will remain in group 1 if they make it but everyone else gets to move up for their second shot if they make their first.*

<p><i>After everyone is done with two shots, have everyone return to their seats.</i></p> <p>Thanks for participating in that activity everyone. I have a couple questions I'd like to discuss. First, turn to a partner and answer the following:</p> <ul style="list-style-type: none"><li>- <b>How did it feel to be in the position you were in?</b> <i>Students will likely discuss things along the lines of being frustrated to be in the back, feeling like things were out of their control, they didn't choose their placement, etc. Group 1 and 2 will usually say things like feeling guilty for their luck.</i></li></ul> <p>Great, thanks for sharing with your partner. Let's have a few people share with the larger group what you and your partner discussed. <i>Take a few responses, then ask the following questions to the larger group.</i></p> <ul style="list-style-type: none"><li>- How does this activity relate to privilege?</li><li>- Did any of you get to choose where you started from? How'd that make you feel?</li><li>- What are areas of life that we see this type of situation occur?</li></ul> <p>Now, let's talk a little more specifically about Greek Life and us as college men. <i>Do these questions in a turn and buzz format – ask the question, have the men share with a partner for 1-2 minutes, then take a couple answers from the large group. Then, move to the next question and repeat.</i></p> <ul style="list-style-type: none"><li>- How does privilege relate to being in a fraternity, and what privileges do we have?</li><li>- What privileges do we have as college students?</li><li>- What privileges do we have as men?</li><li>- How does privilege relate to acting with integrity?</li></ul> <p>The last thing I'd like to discuss before we move into our next conversation is, how do we use our privilege for good in our campus community? As in, what are ways we can utilize it to make our campus a better place?</p> <p>Thank you all for sharing and being open and willing to learn. Privilege can be a difficult topic to discuss because it can feel bad to have privileges – but it's important to remember that nobody is a bad person for having privilege. Everyone experiences privileges in one way or another, and it's important to recognize them so we can help make our communities better.</p>
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**Articles:**

*These articles should be in your chapter's New Member binder and were assigned as post work following last week's meeting. This list is just for you to have as a facilitator to reference.*

- 1.) Dr. Gentry McCreary & Josh Schutts – [Want to Fix Hazing? Fix Brotherhood?](#) – Longest densest article. The rest are under 1 page.
- 2.) Dr. Gentry McCreary– [Who is Drawing the Line in your chapter?](#)

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| <p>3.) Dr. Gentry McCreary – <a href="#">The Myth of The Rogue Member</a></p> <p>4.) Dr. Gentry McCreary – <a href="#">Confronting Hazing Myths</a></p> <p>5.) Dr. Gentry McCreary – <a href="#">I am a Hazer</a></p> <p>6.) David Westol – <a href="#">Hazers can't handle the questions</a></p> |
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45/105	Hazing Discussion
<b>Definition (5 minutes)</b>	<p>We're now going to take a few minutes to talk about an incredibly relevant issue that ties into Integrity, HAZING.</p> <p><b>Can someone give me a definition of hazing?</b></p> <p><i>Facilitator takes 3-4 answers.</i></p> <p>There are many standardized definitions of hazing for different institutions and organizations. The answer we're going to be working with today and the simplest way to explain Beta Theta Pi's stance is: Hazing is any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them <b>regardless</b> of a person's <b>willingness</b> to participate. <i>(write on the board if available)</i></p>
<b>Examples (8 minutes)</b>	<p><b>Can anyone give me some examples of groups that haze?</b></p> <p>Fraternities, bands, professional and amateur sports teams, gangs, the Boy Scouts etc. Studies show that high school groups are the most prominent hazers of any organization in the world, although fraternities are often the most dangerous. Many men's organizations haze and approximately 2/3 of incoming college freshmen have been hazed in some way. This means that our members have actually been pre-conditioned to accept and promote hazing before they even join! It is our job to counteract this.</p> <p>There have been more than 20 fraternity hazing deaths in the past five years. It is important to note that none of these groups expected anyone to be hurt and in most cases don't believe what they were doing was, "that bad"/ hazing.</p> <p><b>What are the alleged benefits of hazing? Write list on the board.</b></p> <p><i>Men will likely bring up things like: builds brotherhood, builds character, establishes discipline, helps people earn their way in, shows commitment to the organization, etc.</i></p>
<b>Justification (2 minutes)</b>	<p><b>Why is it important that we acknowledge the benefits of hazing?</b></p> <p>When we're talking to people in other organizations, friends in other chapters, etc., they will bring up these reasons to justify hazing. You all may even think of these at one time or another. We firmly believe that in order to make the right choices and keep our education constructive and positive, we need to understand the alleged benefits. We're now going to take a look at some research that relates to hazing and do some educating of each other.</p>

<p><b>Teach Back Presentations (20 minutes)</b></p>	<p><i>Split up the men into 4 different groups. Assign the following articles (found in their new member binder):</i></p> <p><i>Group 1: Dr. Gentry McCreary &amp; Josh Schutts: Want to fix hazing? Fix brotherhood</i></p> <p><i>Group 2: Dr. Gentry McCreary: Who’s drawing the line &amp; The myth of the rogue member</i></p> <p><i>Group 3: Dr. Gentry McCreary: Confronting Hazing Myths &amp; I am a hazer</i></p> <p><i>Group 4: David Westol: Hazers Can’t Handle the Questions</i></p> <p>With your groups, you’re going to read through your assigned article or articles. Then, put together a 1-2 minute presentation summarizing your content to share with the rest of the group. Any questions?</p> <p><i>Give the men 10-15 minutes to put together these presentations. Facilitators should walk around the room and answer any questions that come up.</i></p> <p>Thanks for sharing everyone.</p> <p>Dr. Gentry McCreary – one of the foremost experts on hazing in the country has conducted focus groups and done research to create a statistical scale measuring types of brotherhood within chapters. Let’s turn to the Josh Schuttes reading and refresh ourselves on the types of brotherhood.</p>
<p><b>Closing Discussion (10 minutes)</b></p>	<p><i>Have someone read this paragraph aloud from the Schuttes reading, or the facilitator can read it to the group.</i></p> <p><i>“Many men think about brotherhood as merely being about solidarity (i.e. I’ve got your back, you’ve got mine) or about shared social experiences (all the fun we have together is what bonds us as brothers). Chapters who think about brotherhood in these ways are more likely to have severe hazing. The hazing is designed to produce faux solidarity through a difficult new member process, or prevent new members from immediately exploiting the benefits of membership (i.e. earning your letters). But chapters who balance out the solidarity and social elements of brotherhood with equal parts of belonging (i.e. my fraternity is my home away from home and a place where I feel accepted and appreciated) and accountability (i.e. my brothers make me a better person by holding me to high standards) are less likely to haze and are more likely to have healthy, productive chapter experiences. We know from our research and work on campuses that fraternity men enjoy and are willing to engage in conversations about brotherhood, and that programming aimed at realigning their conceptualization of brotherhood is effective.”</i></p> <p><i>Go through the four types of brotherhood and ask the follow up questions about each type of brotherhood, other than common interests (skip).</i></p> <ol style="list-style-type: none"><li>1. Brotherhood Based on Gang Mentality (BROGM) – Highest affinity for hazing <b>What is brotherhood based on gang mentality? What are some examples of this attitude? Why might it be dangerous?</b></li></ol>

	<p><i>Examples: “I’ve always got your back” (even in situations where they know their brother is breaking the law or doing something wrong); not thinking for themselves as individuals; not holding each other accountable.</i></p> <p>2. Brotherhood Based on Shared Social Experiences (BROSSE)- 2<sup>nd</sup> highest (social status)</p> <p><b>What is brotherhood based on shared social experiences? What are some examples of this attitude? Why might it be dangerous?</b></p> <p><i>Examples: A purely social fraternity experience; revolving around alcohol; not having diversity in the fraternity</i></p> <p>3. Brotherhood Based on Common Interests (BROCI)</p> <p>4. Brotherhood Based on Accountability to Shared Values (BROASV) – Lowest affinity for hazing.</p> <p><b>What is brotherhood based on accountability to shared values? What are some examples of this attitude? Why do you think it’s the least likely type to lead to hazing?</b></p> <p><i>Examples: Kai committee, calling each other out and holding people accountable, relating actions back to the values.</i></p> <p><b>How can we ensure our brotherhood is well balanced, utilizing the best parts of the 4 types of brotherhood?</b></p> <p><i>Always making sure our actions line up with our values and that we aren’t afraid to speak up and call each other out.</i></p>
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5/110	Post work
	<ul style="list-style-type: none"> <li>• Son of the Stars Chapter 14 – Recruitment</li> <li>• Optional: Other recruitment resources               <ul style="list-style-type: none"> <li>○ <i>This post work is only if a recruitment workshop is happening next week. We strongly urge you to host a recruitment workshop within the first 10-12 weeks of your new members’ pledge date to emphasize the importance of the 365-day recruiting mentality and the 6-step model. In other words, recruitment occurs all the time, not just when your campus is hosting formal recruitment.</i></li> </ul> </li> <li>• Ask everyone to bring a significant object to the next and final meeting. The object can be small or large as long as it is significant to them. Next week each person will get a chance to share the story of their object. This is a great activity to build brotherhood.</li> </ul>