

# ALCOHOL EDUCATION EXERCISES & ACTIVITIES

PI KAPPA PHI  RESOURCES

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## THOUGHTS ON FACILITATION

### **Facilitation is making things easier. It includes...**

- ▶ Creating connections of shared information and experience.
- ▶ Helping participants get good information and affirmation.
- ▶ Providing focus and direction.
- ▶ Appropriately challenging and questioning participants.

### **An effective facilitator is...**

- ▶ Natural and genuine.
- ▶ Interested in others.
- ▶ Using his/her experiences.
- ▶ Clear and non-judgmental.
- ▶ Flexible and able to adapt to different situations.
- ▶ One who avoids making promises.
- ▶ One who focuses on others, not on him/herself.

## EFFECTIVE FACILITATION TOOLS

### **Communication**

- ▶ Listening
- ▶ Questioning
- ▶ Restating

### **Observation**

- ▶ Reading Nonverbal Cues
- ▶ Flexibility
- ▶ Empathy
- ▶ Timing

### **Content Depth/Breadth**

- ▶ Information
- ▶ Personal Experience
- ▶ Referral Skills

## FACILITATOR COMPETENCIES

### **The facilitator will exhibit skills in communicating by:**

- ▶ Expressing ideas clearly and accurately.
- ▶ Showing a lively interest in the subject.
- ▶ Thinking well on his/her feet.
- ▶ Showing a sense of humor with a sense of seriousness.

### **The facilitator will regulate his/her remarks to:**

- ▶ Calling the group's attention to particularly helpful statements.
- ▶ Rephrasing participants' ideas to clarify and reinforce.
- ▶ Avoiding expressing personal opinions.
- ▶ Summarizing at appropriate times.

**The facilitator encourages group participation by:**

- ▶ Seeing that participation is distributed evenly among members.
- ▶ Maintaining eye contact with the entire group.
- ▶ Being alert to nonverbal cues of interest and boredom.

**The facilitator creates an accepting atmosphere by:**

- ▶ Insisting that group members respect each other's opinions.
- ▶ Showing an interest in the opinions of all members.
- ▶ Accepting and supporting minority views.

**The facilitator shows skills in guiding the discussion by:**

- ▶ Providing "meat" for the discussion without monopolizing the discussion.
- ▶ Providing examples and facts to emphasize points.
- ▶ Listening critically for puzzling aspects that are giving the group trouble.
- ▶ Directing the discussion away from inappropriate remarks.

**The facilitator will establish an accepting climate by:**

- ▶ Encouraging freedom to express feelings without threat of reproach.
- ▶ Helping delegates examine materials and their method of arriving at conclusions.

**The facilitator will encourage delegates to evaluate themselves by:**

- ▶ Encouraging delegates to question the validity of their arguments or reasoning.
- ▶ Helping delegates examine materials and their method of arriving at conclusions.

**The facilitator demonstrates skills in summarizing by:**

- ▶ Having delegates summarize main points.
- ▶ Encouraging delegates to explain how their ideas/opinions have changed.
- ▶ Encouraging delegates to predict how the discussion could affect future behavior.

## FACILITATOR KEY

✓ Instructions to facilitator

🗨 *Comments to share roughly verbatim*

- ▶ Other information, details, notes, etc.

## HIGH-RISK DRINKING

✓ **Time Required:** 30 minutes

✓ Pose the following questions to participants:

- ☞ *What does the term "high-risk drinking" mean to you all?*
- ☞ *If we asked the same question to your parents, campus administration, to the parents of prospective members, and to inter/national headquarters staff would it mean something different to them?*
- ☞ *How do we see high-risk drink drinking personified in the world? What types of behaviors come to mind?*
- ☞ *What does high-risk drinking consist of for your organization? What types of activities, traditions, or rituals do we engage in? (Examples might include the following: 21<sup>st</sup> Birthday, Spring Break, Bid Nights)*
- ☞ *Are any of you surprised by the role that alcohol plays in your fraternity? Why or why not?*
- ☞ *Has the role that alcohol plays in our organizations negatively impacted our image? Recruitment? Retention of members (inactive juniors and seniors)? Condition of the physical property – house/lodge? Relations with alumni?*
- ☞ *Have there been problems with individual alcohol usage and behavior within this fraternity?*
- ☞ *What behavior is not acceptable as determined by this chapter in regards to alcohol and behavior?*
- ☞ *Have there been problems with social events and risk management in this fraternity? Why have these problems occurred? What types of measures have been taken to correct them in the past?*
- ☞ *If you all allow things to continue as they are now what will your future look like?*
- ☞ *What do we want our future to look like as a fraternity?*
- ☞ *What steps do we need to take to ensure our vision is a reality?*
- ☞ *Who is responsible for implementing these steps and helping the chapter define known, reasonable and fair consequences when individuals make poor choices?*
- ☞ *Will your membership support the steps you create so the President and other officers aren't always chastised for enforcing known consequences?*

## REFRAMING THE FUTURE

- ✓ **Time Required:** 30 minutes
- ✓ Begin by discussing with the participants that the ability to examine the current state of their current fraternity and speculating about its future is a good way to change the present.
- ✓ Discuss the following objectives:
  - ☛ *This exercise will provide an excellent opportunity to generate organizational learning and stimulate some community building.*
  - ☛ *It will assist fraternity members to become clearer about the issues they are all facing and potential courses of action.*
  - ☛ *This exercise will start members thinking about the process of change and how it can be started within this organization.*
  - ☛ *Having the courage to focus on the long term or to do the right thing is a choice. This exercise will help participants see that you have a choice about what kind of organization you will be and how your future will play out.*
- ✓ Creating the three stories will allow participants to fully explore options for reframing the future. The value of the exercise is not to be found in precise predictions. Rather, each of the stories offers an early warning system for creating greater flexibility for dealing with potentially changing circumstances. The participants will have the beginning of alternate plans for the future.
- ✓ Instruct participants that we are going to engage in an activity where we reframe the future of Greek life. The participants will be divided into three groups. Each group will have ten minutes to prepare a story for the large group based on the following set of questions for their given outcome. Encourage participants to think realistically and not to limit themselves.
- ✓ Participants should break into three groups by counting off or some other method.
- ✓ Assign each of the three groups one of the three endings:
  - ▶ ending far exceeds the current reality – things become dramatically better
  - ▶ the status quo continues – nothing changes
  - ▶ the end falls short of current expectations – things become dramatically worse
- ✓ The stories should critically examine the ending based on the question set provided. Stories should focus on behaviors and practices that will either need to change or continue in order to fit along with the given outcome. Presentations should take on a global perspective of Greek life. Groups will have ten minutes to prepare and three to five minutes to present.
- ✓ Questions to consider while preparing the stories:
  - ▶ What is the challenge being presented?
  - ▶ What are the driving forces behind the movement?
  - ▶ What is the dramatic conflict?
  - ▶ What is at stake?
  - ▶ What are the trade-offs?
  - ▶ What if we do not succeed?
  - ▶ How did this change the lives of those involved?
  - ▶ What new relations or partnerships were formed?
  - ▶ How were community standards and practices rewritten?
  - ▶ What did we have to give up?
  - ▶ What did the leadership do to achieve this new result? What did they learn?
- ✓ After each of the groups has presented their story to the large group the facilitator can open the floor for discussion.

- *Why do you all think we are doing this?*
- *Are the things in this scenario likely or unlikely to happen?*
- *What trends do you see in the presentations?*
- *Did you notice any high risk drinking behaviors?*
- *What kinds of things are you going to face in the upcoming year? In the next five years?*
- *What about the issues addressed in the scenarios – are the changes or issues discussed ones you all believe are possible? Are there things that we can do to change the course of events?*
- *Are these future possibilities relevant to today's Greek communities and their struggles with high risk drinking and the associated behaviors? Can we draw some correlation?*
- *What are the things that we as fraternity members need to be doing to ensure a bright and successful future? What things do we need to stop?*

## VALUES CONGRUENCE

*"We are not what we say we are. We are what we do."*

- ✓ **Time Required:** 30 minutes
- ✓ **Materials:** flipchart, markers
- ✓ Begin by having the participants list their individual values on a sheet of paper.
- ✓ Ask the following questions:
  - ☞ *What are some of the things that you all as individuals value?*
  - ☞ *Where do your values come from?*
  - ☞ *How have they developed over the course of your life?*
  - ☞ *Have other people had an influence over your personal values?*
  - ☞ *How do your personal values guide your everyday life?*
  - ☞ *Are there times when it is okay to ignore your values?*
    - ✓ Summarize the values of the individual conversation and move to the next set of questions.
  - ☞ *Do you think your Greek organization is a values-based organization?*
    - ✓ If participants answer no to this question, facilitator needs to be prepared to discuss the values contained in the ritual.
  - ☞ *What are some of the things that you value as a fraternity?*
    - ✓ These should be listed on a flipchart so the group can see.
  - ☞ *Where do your Greek values come from?*
  - ☞ *Where can you go to find out what it is that your organization stands for?*
    - ✓ Possible answer might be ritual, alumni, mission statement, values statement, creed, by-laws, and constitution.
  - ☞ *How do these personal values guide our everyday behavior?*
  - ☞ *Are there times it is OK to ignore our values as a Greek organization?*
    - ✓ Introduce the concept of a values-based organization.
  - ☞ *A values based organization is a group that has its purpose deeply rooted in a strong set of values. The actions and behaviors of the groups and its members are guided by the values of the organization.*
    - ✓ Have definition written on a flipchart.
  - ☞ *Are values-based organizations still relevant today?*
  - ☞ *Is it possible to live up the high standards/values embodied in our ritual?*
  - ☞ *Are there times when as a fraternity that we ignore our values?*
    - ✓ Summarize the information and moves to the next set of questions.
  - ☞ *What is the role of alcohol in your fraternity?*
  - ☞ *Do you believe our founders intended for alcohol to play such a dominant role in our organizations?*
  - ☞ *What would be their reaction to the current state of affairs?*
  - ☞ *What role does alcohol play in our organization as it relates to our values?*
  - ☞ *Does alcohol deter our organization from being values based? Why?*
    - ✓ Introduce the concept of congruence.
  - ☞ *Congruence = Values and Actions being aligned*
  - ☞ *Are we living in congruence with the values that we say we hold so dear?*
  - ☞ *Are our actions aligned with our values?*



- ☛ *What steps can we take TODAY to be in congruence with our values?*
  - ✓ These steps should be listed on a flipchart so everyone can see.
  - ✓ Close with the following information being covered.
- ☛ *Do what you say and say what you do.*
- ☛ *Every choice and decision you make determines if your organization is a values based organization.*
- ☛ *What is your commitment level to be a values-organization?*
- ☛ *What behaviors are you committed to change as an individual to ensure you "do what you say and say what you do?"*
- ☛ *What behaviors are you committed to as a chapter to ensure you "do what you say and say what you do?"*

## S.W.O.T. ANALYSIS

- ✓ **Time Required:** 30 minutes
- ✓ **Materials:** flipchart, markers, handout for each participant
- ✓ Utilize the information below to assist individuals in a chapter with a SWOT analysis. An alternative is having groups of 3-4 complete this exercise or share answers in a small group before the chapter discussion. Once each individual/small group completes this analysis, hold a discussion with the chapter and go through each area. Listen for common themes/patterns for each area. Use this discussion as groundwork for setting goals or discussing changes in regards in behavior related to alcohol.
- ✓ **Why Use This Tool?**
  - ▶ SWOT Analysis is a very effective way of identifying your Strengths and Weaknesses, and of examining the Opportunities and Threats you face as fraternity chapter. Carrying out an analysis using the SWOT framework helps you to focus your activities into areas where you are strong and where the greatest opportunities lie.
- ✓ **Simple Rules for Successful SWOT Analysis:**
  - ▶ Be realistic about the strengths and weaknesses of your organization
  - ▶ Analysis should distinguish between where your organization is today, and where it could be in the futures
  - ▶ Be specific. Avoid grey areas.
  - ▶ Keep your SWOT short and simple. Avoid complexity and over analysis
  - ▶ SWOT is subjective.
  - ▶ Be honest.
- ✓ **How To Use the Tool**
  - ▶ To carry out a SWOT Analysis write down answers to the following questions. Where appropriate, use similar questions:

### ✓ **Strengths**

- ☞ *What are your advantages as a fraternity?*
- ☞ *What does your organization do well?*
- ☞ *What do other people see as your strengths?*
  - ▶ Consider this from your own point of view and from the point of view of the people you deal with. Don't be modest - be realistic. If you are having any difficulty with this, try writing down a list of your characteristics. Some of these will hopefully be strengths!
  - ▶ In looking at your strengths, think about them in relation to other Greek organizations on campus - for example, if all of the other organizations have high GPAs, then a high GPA is not a strength, it is a necessity.

### ✓ **Weaknesses**

- ☞ *What could you improve?*
- ☞ *What do you do badly?*
- ☞ *What should you avoid?*
  - ▶ Again, consider this from an internal and external basis - do other people seem to perceive weaknesses that you do not see? Are other Greek organizations doing any better than you? It is best to be realistic now, and face any unpleasant truths as soon as possible.

### ✓ **Opportunities**

- ☞ *Where are the good opportunities facing you?*
- ☞ *What are the interesting trends you are aware of?*

- ▶ A useful approach to looking at opportunities is to look at your strengths and ask yourself whether these open up any opportunities. Alternatively, look at your weaknesses and ask yourself whether you could open up opportunities by eliminating them.

✓ **Threats**

- 🗣 *What obstacles do you face?*
  - 🗣 *What are other Greek organizations doing better than you?*
  - 🗣 *Does your chapter disregard university and/or fraternity policies?*
  - 🗣 *Does your chapter disregard any federal or state laws?*
  - 🗣 *Do you have bad debt or cash-flow problems?*
  - 🗣 *Does your chapter have a low GPA?*
  - 🗣 *Does your chapter have low membership numbers?*
  - 🗣 *Could any of your weaknesses seriously threaten your organization?*
- ✓ Carrying out this analysis will often be illuminating - both in terms of pointing out what needs to be done, and in putting problems into perspective.

Strengths

Weaknesses

Opportunities

Threats

## CONNECTING PERSONAL & GREEK VALUES

- ✓ **Time Required:** 60 minutes
- ✓ **Materials:** blank paper for each participant; crayons/markers; index cards; tape/clip to attach card to each participant; signs for room stating: STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE; flipchart; markers

### Personal Coat of Arms

- ✓ Give each participant a blank sheet of flipchart paper. Have each participant draw his personal Coat of Arms using his/her own creativity. This should include things that are important to him/her and should highlight his top five values which guide his life.
- ✓ When each person is finished, have them split into small groups and share their coat of arms.
- ✓ Bring them back to the large group and ask the following processing questions:
  - ☞ *Was this difficult? Why or why not?*
  - ☞ *What types of symbols did you use?*
  - ☞ *How was it to share this information with your fellow fraternity members?*
  - ☞ *What similarities did you see among members' drawings?*

### Trash Your Values

- ✓ Have participants transfer their five values onto five index cards and arrange them in order of importance.
- ✓ Ask participants to select the value of least importance to them and hold it high in the air. When everyone has a value in the air, ask them to rip it up and throw it in the trash.
- ✓ Repeat this for the next three values. Allow the participants to hold on to their last value – make sure that it is written bold enough for everyone to see.
- ✓ Have them tape/clip/attach the value to their shirt.
- ✓ Processing questions:
  - ☞ *How did it feel to throw away your values? Do we ever intentionally throw away our values (it is unrealistic to say no)?*
  - ☞ *How did you decide which one to throw away 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>d</sup>?*
  - ☞ *Why do we sometimes decide to throw away our values? If they are what guides our lives, how do we feel when we have trashed them?*
  - ☞ *If you had to do this exercise again, would you change anything?*
  - ☞ *What have you learned about yourself and your values?*
  - ☞ *We need an understanding that values are what guide us and we should cling to them for direction and trust that they have become part of our lives for a reason. At some point, we need to make a conscious decision to not trash our values even if that means following a path which is not easy.*

### Putting Personal Values Into Action

- ✓ Four signs should be hung around the room: STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE
- ✓ All participants should be proudly displaying their value!
- ✓ A series of statements should be read and associates will make a decision of where they fall in regards to this statement. No fence-riding, they must take a stand!
  - ☞ *It's important to incorporate our fraternity values into my daily life.*
  - ☞ *It's OK to pay my dues late.*

- ☞ *It's OK to buy drinks for a brother on his 19<sup>th</sup> birthday.*
- ☞ *It's important that we keep our fraternity property clean and maintained.*
- ☞ *It's important to look out for the welfare of our members and others.*
- ☞ *It's important to confront members who don't abide by our fraternity values.*
- ☞ *It's important to take care of members who are intoxicated.*
  - ✓ After each statement and after each participant has gone to a certain area, ask 1-2 at each station the following questions:
- ☞ *How does your decision to go to your respective area reflect your #1 value?*
- ☞ *How might your peers react to you making this decision if they saw you wearing your value as you are now?*
  - ✓ Processing questions:
- ☞ *Was this easy or difficult?*
- ☞ *How did it feel to act on your values?*
- ☞ *Were you ever in one place, then looking at your values, realize you should maybe be somewhere else?*
- ☞ *How does this relate to your everyday life as a college student and a member of a fraternity?*
- ☞ *Do we as Greeks "wear" our values for people to see? How do people know we are Greek?*
- ☞ *What are the values for your Greek organization?*
- ☞ *Do we ever find ourselves as Greeks saying our values are one thing and doing another? When?*
- ☞ *Is this a problem? Why?*
- ☞ *One of the main things we need to address in the fraternity and sorority community is the say/do complex. We are saying one thing and doing another. Not the National Fraternity's issue to fix, not the university administration, not the Greek Advisor's ... it's yours ... the undergraduate membership. Plenty of people will step in to "fix the problem" but you may not like their solution ... stand up, take charge, and start fixing it on your own campus and in your own chapter.*

## VALUES VERSUS NORMS

- ✓ **Time Required:** 30 minutes
- ✓ **Materials:** flipchart, markers
- 🗨 *What does your chapter "sell" during recruitment?* This includes what we talk about to our potential new members, what we do through parties/events with our potential new members.
- ✓ Possible answers will include:
  - ▶ Character
  - ▶ Leadership
  - ▶ Academics
  - ▶ Service
  - ▶ Sportsmanship
  - ▶ Brotherhood
- 🗨 *Now let's make a realistic list about our everyday activities and what we focus on as a chapter.*
- ✓ Record answers on the flipchart (see example below)

### What Do We "Sell" During Recruitment?

### What Are the Everyday Activities in the Life of the Chapter?

#### Values

#### Norms

- 🗨 *What we 'sell' during recruitment are what we say are the values of our organization.*
- 🗨 *Norms define acceptable way of doing things. These cultural norms encourage all behavior that is accepted, expected and supported. Norms are a continual part of our lives - it is HOW we do things day to day.*
- 🗨 *How are values and norms related?*
  - ▶ Norms teach us what we value. If the norms do not teach and reinforce fraternal values through our behavior, language, attitude, then members will not learn to value the values of our founders. They will never KNOW those values.
- 🗨 *What are the current norms of Greek systems if I were a parent reading the paper?*
- 🗨 *How can you influence norms in your chapter?*
- 🗨 *What are steps your chapter can take so your values and norms are aligned?*

## RESPECT

- ✓ **Time Required:** 45 minutes
  - ✓ **Materials:** flipchart, markers
  - ✓ The activity is best done in a mixed group of men and women.
  - ✓ Begin by discussing how respect for self and others affects potential development. Fraternity chapters are designed to help each member reach his or her highest potential. They do that by being LEADERSHIP LABORATORIES that start new members with committee assignments, progressing to minor offices and in the next years of membership to major offices. Those officers and members are running a small business, so that the president is a CEO and the Treasurer is a CFO.
  - ✓ Along the way, members learn to live and work closely with others from diverse backgrounds, to negotiate, to stand up for their values when necessary and to compromise where appropriate. They learn cooperation in order to accomplish the group's goals and most of all they learn to respect themselves and each other for the assets each brings to the chapter and its activities. If members do not learn to respect themselves and others, they find that their own development cannot mature to the maximum potential. Respect is vital in working with others because it includes trust. Those who cannot be trusted find themselves lacking when the most rewarding opportunities in life become available.
  - ✓ Respect plays a large role in drinking and other drug use especially when men and women misread the reasons that others are drinking.
- ☞ *This exercise will provide an excellent opportunity for being truthful about the reasons for drinking and for learning to respect the reasons of others.*
- ☞ *It will educate members on ways to be clearer when communicating with others about what they expect from the evening's activities.*
- ☞ *This exercise will introduce the process of changing a member's views on why others drink.*
- ☞ *Members will see that they have a choice on how to approach others, especially those of the opposite gender, who have been drinking. Those choices essentially are: 1) with respect or 2) with selfish interests foremost. (The second choice holds the possibility of long-term negative consequences for both parties and can devastate the potential development of both.)*
- ✓ Participants should break into a group of men and one of women.
  - ✓ Have each group put on a flip chart their 3 most primary reasons for drinking on any given day or night. They will have to pick the 3 mentioned most by the majority in a process of elimination. They need to be totally truthful, i.e. if the reason is "to score with a hot chick," they need to say so. (This should take no more than 5 or ten minutes.)
  - ✓ Break each of the groups into 4 sub-groups and combine for 4 mixed discussion groups.
  - ✓ Discuss the women's list first.
- ☞ *Does this reason seem reasonable when you are sober? Why or why not when one or both are drunk?*
- ☞ *Does respect for the other person disappear when he or she has been drinking? Why? Has he or she ceased to be a human being?*
- ☞ *Do these reasons for drinking show respect for others who will be drinking, or may not be drinking, at the same time and place? If not, why not?*
- ☞ *What, if any, would be more appropriate and respectful reasons for drinking?*
- ✓ Discuss the men's list in the same way.
  - ✓ Bring all groups together for a discussion on the best ways to make your intentions and reasons for drinking clear to others.
- ☞ *How do you stand up for yourself when questioned or pressured to "do shots," "go up to a room," "drink from a common container," etc.? Why do you have a right to be respected even when you are drinking?*
- ✓ Do two or three scenarios with one student acting as the one wanting his or her way with another and the other demanding respect. Select the scenarios from the reasons given for drinking that are in the "selfish category."



✓ Get feedback from the students on: 1) How the “pressuring” student could have been more respectful, and 2) How the “pressured” student could have been more assertive in demanding respect.

✓ Processing/Closing Questions:

☞ *Why do you think we did this?*

☞ *Are the things discussed here likely or unlikely to happen?*

☞ *Are you personally likely to face some of the things discussed here?*

☞ *How do your choices in these matters reflect upon yourself and your fraternity?*

☞ *Who all might be affected by the choices involving respect that you make when drinking?*

☞ *What needs to change for you and your fellow members to be more respectful of others when drinking?*

✓ Follow-Up Exercises:

▶ In chapter meeting before an event with alcohol, discuss how members plan to implement the lessons learned.

▶ In chapter meeting after an event with alcohol, discuss how well members did implement the lessons learned in this exercise.

## RBCs OF GREEK LIFE

- ✓ **Time Required:** 45 minutes
- ✓ **Materials:** Ritual book, Greek letters, beer can
- ☞ *What might be called the RBCs of fraternity life are RITUAL, BROTHERHOOD, CLUB. They have no mystic or ritualistic significance, but to say the least, they are the very cornerstone of Greek life. They are guideposts. Understand them, and they will teach you.*
- ☞ *Taken separately, these three terms have a meaning to almost anyone. Ask Greek members what a ritual is, and a mental picture of at least something will form in their minds. Ask a dozen people, and you may get a dozen images, but each will have some meaning for the individual you ask.*
- ☞ *Now take the three of them together – RITUAL, BROTHERHOOD, CLUB – and you come up with something entirely different. Find the same Greek again and ask them: What is something that is a RITUAL, a BROTHERHOOD, and a CLUB. Their mental image will not form so fast.*
- ☞ *Think for just a second. Take those three terms and analyze them separately in terms of their everyday usage.*
  - ✓ Demonstrate with props
  - ✓ Show participants the ritual book or book to represent the ritual.
- ☞ *What does this book stand for in our organization?*
  - ▶ Should hear terms like values, ideals, etc.
  - ✓ Show participants a set of Greek letters or something that represents friendship.
- ☞ *What does this represent in our organization?*
  - ▶ Should hear terms like family, friendship, etc.
  - ✓ Show participants a beer can.
- ☞ *What does this represent in our organization?*
  - ▶ Should hear terms like social, fun, etc.
- ☞ *Taken together again, what have you now?*
  - ▶ A RITUAL, in this case, constructed upon ideals, a BROTHERHOOD composed of people living together in harmony, and a CLUB which is itself a social purpose. These elements make up a fraternity experience.
- ☞ *Could our members live together in harmony if their organization had no values, no ritual? What would happen if we removed the ritual piece from our organization? What would change?*
- ☞ *Could our members live together in harmony if there was no brotherhood? What would happen if we removed this piece from our organization? What would change?*
- ☞ *Could our members live together in harmony if there was no social aspect? What would happen if we removed this piece from our organization? What would change?*
- ☞ *Based on the actions of this organization, which component is most important: ritual, brotherhood, or club? Which is least important?*
  - ✓ Arrange props and ask the group what the organization would be like if 1. Brotherhood 2. Club 3. Ritual were the order of importance to the organization.
  - ✓ Rearrange props to reflect 1. Club 2. Ritual 3. Brotherhood and ask what the organization would be like if this were the order of importance.
  - ✓ Finally, rearrange the props to reflect 1. Ritual 2. Brotherhood 3. Club and ask what the organization would be like if this were the order of importance?
- ☞ *Look at the three from still another angle. If you were to remove just a few letters from the English language, you would soon find communication virtually impossible and that you no longer really have the English language at all. So it is with Greek life. Remove one element, and you change fraternities and sororities to something entirely different, not the same thing anymore.*

- *The RITUAL makes possible the BROTHERHOOD, which in turn makes possible the CLUB, or social purpose. So you can see, the RBCs are more than a mere listing of three elements. They are listed in a definite order, and this arrangement has a distinct important meaning – the ideals come before the friendship and the friendship must come before the purely social aspect.*
- *Now the picture of Greek life is more complete. These three things are ranked in definite order of importance, but none is so unimportant that it can be excluded without disastrous results.*
- *Yet, something is still missing. Thus far I have spoken about the organization. What about the individuals in it? What might these RBCs tell you about each individual member? One phrase might be "well-rounded." Another could be "mature" or "balanced." One would apply him/herself seriously to situations at times and could apply levity to others. For instance, chapter meetings are for the conduct of the business. On the other hand, parties are just the opposite. The member I am thinking of has the mature judgment to discern the proper time for the ritual and the proper time for the club.*

## REFERENCES

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*SWOT Analysis - Understanding Strengths, Weaknesses, Opportunities and Threats* by James Manktelow, editor of Mind Tools and an experienced business strategist