



Theta Delta Chi New Member Education Curriculum Guide 2nd Edition

Preface

A New Beginning...

New Member Educator,

There are symptoms that plague the Greek community, and rather than treating the symptoms, we are addressing the systems.

The Grand Lodge of Theta Delta Chi has worked diligently over the past five years to develop a new organizational education program. A team of undergraduate and alumni members came together to discuss items they thought every member should know before initiation as a Brother and the knowledge they would need to gain as their active membership continues.

This curriculum addresses the first phase—preparing them for the gift of ritual. This curriculum will help prepare you for the lessons to be delivered. It focuses on improving the new member candidates' intellectual, moral, and social being.

It is a 6-week program and requires additional programming, which can be provided by the campus or the Grand Lodge staff at the Central Fraternity Office. A special thank you to Nick Flores, Beta Deuteron '22, who created a list of campus resources that can be used during the program. These resources can serve as a baseline upon which the Charge can expand.

On the following pages, you will find the resources and programming that you need to work on before the program begins. This will ensure your success from the moment you start.

We are excited to have you utilize this new tool. It is our humble belief that this program will redefine who we are and how we move forward as Theta Delta Chi works to revolutionize the higher education industry, starting with our new members.

In The Bonds,



James D. Leuck, Upsilon Deuteron '09 67th PGL

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Preparation for New Member Education

Items coordinated by the Charge

Your Charge will provide the local guidance and documentation to help guide the education. You will need to obtain, create, and schedule the following BEFORE the start of the program, and in some cases, an individual lesson:

- **Lesson schedule (dates, times, and locations)** *(NOTE: You can use page 4 as a template)*
- **Alcohol Education (Alcohol Skills Training Program provided by Grand Lodge staff OR a campus program)** *(NOTE: Any required campus training counts)*
- **Conflict management/resolution OR Upstander Intervention (provided by Police Authorities, Counseling Center, Restorative Justice Office, or another Campus Provider)** *(NOTE: Any required campus training counts)*
- Chart Paper (Post-it style recommended)
- Markers
- A laptop or projector to present
- Charge History *(NOTE: You can request Charge history information from Theta Delta Chi's Archives)*
- A list of all Charge Officers and Chair Positions
- Event Management Plan
- Risk Management Plan
- Crisis Management Plan
- Social Media Posting Guidelines
- An alumnus speaker
- Alumni (from the Charge or Fraternity) to be interviewed
- **A room with A/V for Presentations**

The bolded items above are to be reserved well in advance of the program to ensure availability and timing. Failing to plan could translate into planning to fail.

Coordinate with the responsible officers or campus resources to help collect all necessary materials for the program's start. Feel free to reach out to Grand Lodge staff at glstaff@tdx.org if you need assistance with any of these items.

Page 5 will assist you with understanding the format of the curriculum guide.

Lesson Schedule

Lesson Name	Suggested Weekly Schedule		Date/Time/Location	Check When Done
	4-Week Program	6-Week Program		
Setting Expectations	1	1		<input type="checkbox"/>
<i>Understanding the Preamble</i>	1	1		<input type="checkbox"/>
<i>Policies</i>	1	1		<input type="checkbox"/>
<i>Setting a Path for Academic Success</i>	1	1		<input type="checkbox"/>
<i>Breakdown a Project</i>	2	2		<input type="checkbox"/>
<i>Officer Roles</i>	2	2		<input type="checkbox"/>
<i>Risk & Crisis Management</i>	2	3		<input type="checkbox"/>
<i>The Power of Pause. Paraphrase. Probe.</i>	3	3		<input type="checkbox"/>
<i>Social Media</i>	3	4		<input type="checkbox"/>
<i>Presentation Skills</i>	3	4		<input type="checkbox"/>
<i>Charge History</i>	4	5		<input type="checkbox"/>
<i>A Lifelong Membership</i>	4	5		<input type="checkbox"/>
<i>Presentations</i>	4	6		<input type="checkbox"/>
<i>You as a Member</i>	4	6		<input type="checkbox"/>

UNDERSTANDING THE FORMAT

WEEK: LESSON:

OBJECTIVES:

- What you want the New Member to do by the end of the lesson
-

MATERIALS NEEDED:

- These are all the items you will need to complete the lesson
 - The most common items will be the handbook, workbook, chart paper, and markers.
 - You also must prepare other materials, such as your Charge specific risk management plans, officer guides, and more. Please review the materials summary page at the start of the book to prepare all items for New Member Education.
-

KEY POINTS:

- Everything essential to cover in a lesson
 - These are the summary items you will touch on and expand on. If you do not follow the suggested sequence and activities.
 - These key points will help you meet all the objectives.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

Instructions and actions are presented in blue bold italics.

Dialogue is unformatted plain text.

Important notes are in red bold italics.

SETTING EXPECTATIONS

SIX WEEK PROGRAM: WEEK: 1 LESSON:1

FOUR WEEK PROGRAM: WEEK: 1 LESSON:1

OBJECTIVES:

- Reflect on why new members chose to join Theta Delta Chi
 - Review the syllabus
 - Acquaint new members to the structure of the workbook
 - Share campus resources list
-

MATERIALS NEEDED:

- 17th Edition of the Handbook
 - NME Workbooks **p. 3 and 6**
 - A writing utensil for each new member
 - Campus resource list **(NOTE: Created BEFORE the start of new member education.)**
-

KEY POINTS:

- Reflect on why the new members joined Theta Delta Chi
 - Review the weekly task list
 - Tracking improvement over time through journal
 - Notebook cannot be shared with anyone not associated with Theta Delta Chi due to the Preamble.
 - New members can work ahead with the exception of journaling.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

Hand out the 17th Edition of the Membership Handbook and the NME Workbook.

Here are the handbook and workbook that we will use for new member education. Before I walk you through the workbook, let's turn to **page 3** to set the program's dates, times, and locations.

Select and share dates, times, and locations for the lessons.

SETTING EXPECTATIONS

SIX WEEK PROGRAM: WEEK 1: LESSON:1

FOUR WEEK PROGRAM: WEEK 1: LESSON:1

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

I want you to go to **page 6** in your workbook. We will ask you the same question now and at the end of the process: “Why are you here?” I would like you to think about the following questions...

Why did you choose Theta Delta Chi?

What was the moment that you realized this is where you want to be?

What do you hope to accomplish as a member of Theta Delta Chi and beyond?

Ask the new members to write their thoughts on “Why they are here?” and have 2-3 share their thoughts. Let’s review the workbook structure...

The book is structured into 4 major sections:

1. An objectives checklist to know what you have to accomplish. (**p. 4-5**)
 - a. Notice that the objectives are divided into three major categories: intellectual, Moral, and Social. These are our pillars of personal improvement.
2. General information and lesson content to be covered throughout the program.
 - a. Each lesson will have workbook pages and materials to help guide our discussions. You will be expected to fill out some pages.
3. A weekly journal to review what went well, what needs work, and what you commit to doing intellectually, morally, and socially. (**p. 35-37**)
 - a. By constantly improving yourself in these areas and logging it, you will see growth in your personal life.
4. A section for answering reflection questions from the 17th Edition of the Membership handbook. (**p. 38-43**)
 - a. The Membership handbook helps to shape and frame the discussion using parables and passages from the 1936 Pledge Manual.

SETTING EXPECTATIONS

SIX WEEK PROGRAM: WEEK 1: LESSON:1

FOUR WEEK PROGRAM: WEEK 1: LESSON:1

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Here are a few major things to think about as we move forward:

- You must memorize the Preamble on **page 7**.
- ***Give them the list of resources.*** Here is a list of resources on campus that we would like the Brotherhood to learn about and connect to and also to help you understand the resources that exist to support you. You will be required to give a presentation before you are initiated on one of the resources listed or one that you may find that isn't listed. You can see the rubric for that on **page 29**. ***(NOTE: Depending on size of New Member Class, you may want to assign presentations in pairs or small groups)***
- You will be required to conduct a community service event as a class (and invite Brothers to participate).
- You will be asked to explore another organization that matches your interests or passions beyond Theta Delta Chi.

What questions may you have?

UNDERSTANDING THE PREAMBLE

SIX WEEK PROGRAM: WEEK 1: LESSON:2

FOUR WEEK PROGRAM: WEEK 1: LESSON:2

OBJECTIVES:

- Expose the new members to the Preamble
 - Explore the values stated in the Preamble and compare it to personal values
-

MATERIALS NEEDED:

- Brothers to recite the Preamble unassisted (without visual aids)
 - Chart paper and markers (**NOTE: Post-it style Chart paper is easier to use**)
 - NME Workbooks **p. 7-9**
 - A writing utensil for each new member
-

KEY POINTS:

- When it comes to the Preamble, we must: “Learn it. Live it. Teach it. Expect it.”
 - Our personal and shared values can overlap.
 - Each new member has to memorize the Preamble to be initiated.
 - The Preamble is a tool for accountability.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

Before the lesson begins, place two pieces of Chart paper for each bullet below on the wall for immediate use.

*Ask the following questions **AND** write the answers on Chart Paper:*

- What do you know about preambles? What are they? How are they used?
- What would you like to know about our Preamble?

Have Brothers recite the Preamble in unison without any visual aids.

When it comes to the values, we operate by four simple statements:

Learn it. Live it. Teach it. Expect it.

Before you can be initiated, you must be able to recite this unassisted, as we have today. This is the basis on which we work.

Please turn to **page 7** in your workbook. Let’s read the words together.”

UNDERSTANDING THE PREAMBLE

SIX WEEK PROGRAM: WEEK 1: LESSON:2
FOUR WEEK PROGRAM: WEEK 1: LESSON:2

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Read the Preamble together and ask:

- How does that resonate with you?
- What stands out to you?

Discuss answers and then have them do the personal reflection on page 8.

Have at least 2-3 share their word, a phrase, and an extended phrase.

NOTE: Ensure it's 2-3 different people for each. Do not let one person overparticipate.

Have them do the same as a group, discuss, and have one person share why they selected their group selections.

Have them turn to page 9 in the workbook and list their personal values and the fraternal values they can see in the Preamble.

Ask them the following:

- How do your values align with the Fraternity's?
- Why is it necessary to uphold these values?
- Why is having a set of shared values important?

If no one shares it explicitly, the Preamble is an accountability tool. It can guide us when addressing problems or identifying solutions.

Let's review what we wanted to learn to ensure we covered all items.

Review what they wanted to learn about the Preamble to ensure you answered everything.

What did we learn? What questions may you have?

POLICIES

SIX WEEK PROGRAM: WEEK 1: LESSON:3

FOUR WEEK PROGRAM: WEEK 1: LESSON:3

OBJECTIVES:

- Be able to locate the International Policies
 - Review the topics and details of each policy
 - Ensure the importance and role of Policies in an organization is clear
-

MATERIALS NEEDED:

- Chart paper and markers (**NOTE: Post-it style Chart paper is easier to use**)
 - NME Workbooks p. 10-11
 - A writing utensil for each new member
 - Phone or laptop to access the policy link
-

KEY POINTS:

- Review Theta Delta Chi's ten (10) policies.
 - Policy violations may void the coverage of general liability insurance.
 - The policies apply to all Charges, and adherence is essential.
 - If there is a more stringent campus policy, that must be followed.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

Before New Members open their workbook, ask the following questions and chart the answers:

Today, we are going to discuss Theta Delta Chi's policies. We will review the topics they cover and their role in the organization. I am going to chart your answers to a couple of questions.

- What policies do you know or think Theta Delta Chi has?
 - You can consider school policies to help brainstorm.
- What do you want to know?

After you chart a complete list, have New Members open their workbook to pages 10-11:

POLICIES

SIX WEEK PROGRAM: WEEK 1: LESSON:3

FOUR WEEK PROGRAM: WEEK 1: LESSON:3

There is a short link on **page 10** to find the policies online. If you want to find them on the page, they are in a folder on mytdx.org/files.

Review out loud additional information on page 10:

There are two Essential Phone Numbers listed. The Hazing Hotline & Central Fraternity Office. These numbers are important for Risk Management. We highly encourage you to share these phone numbers with your guardians. The Hazing Hotline is anonymous. The CFO can support New Members, guardians, Brothers, and Alumni.

It is important to understand that the policies can change or be updated. They are revised by the Brotherhood. Policies are presented by the Grand Lodge and approved by voting delegates at a Convention.

Policy Review: Have members take turns reading each policy out loud. There are ten policies to cover, so some New Members may have to read multiple.

I would like one New Member to read the Academic Standards Policy out loud.

After someone reads the Academic Standards Policy, ask:

What do you see as the most important takeaways from this policy? Let's jot down what we discovered on **page 11** of your workbook.

At the end of each policy, they will identify/share 2-3 major takeaways and jot them down next to the policy on page 11. Make sure members check off which ones they have read. Continue until all ten policies have been covered. Make sure the following takeaway bullet points are mentioned for each policy.

POLICIES

SIX WEEK PROGRAM: WEEK 1: LESSON:3

FOUR WEEK PROGRAM: WEEK 1: LESSON:3

Takeaway Examples Academic Standards:

- Each member must have a 2.5 GPA or higher.
- Each Charge must have a 2.7 Cumulative GPA or higher.
- Members who fall below 2.5 must have an individual academic success plan developed.

Takeaway Examples Continued:

- Alcohol and Drugs
 - All federal, state, and local laws must be followed.
 - Alcoholic beverages on premises must be provided by 3rd Party or BYOB.
 - 15% ABV or higher can only be served on premises by a third-party vendor.
- Assault and Battery
 - “Assault and Battery” is a violation of safety and should not be committed on or off-site.
 - Don’t get into physical altercations.
- Fire, Health, and Safety
 - Fire, health codes, and standards must be followed for Charge houses.
 - Charges should be prepared with emergency contact information and evacuation routes.
- Hazing
 - New Member education shall last no longer than six weeks.
 - Charge members must be familiar with federal, state, and local laws regarding hazing.
 - Hazing is a violation and not to be done in any of the spaces listed or otherwise.
- Expansion and Recruitment
 - Recruitment can be done all year round.
 - Open Expansion Policy allows new groups to come to campus.

POLICIES

SIX WEEK PROGRAM: WEEK 1: LESSON:3

FOUR WEEK PROGRAM: WEEK 1: LESSON:3

Takeaway Examples Continued:

- Retaliation
 - Retaliation is prohibited.
 - Retaliation is any action, statement, or behavior that is designed to punish an individual for filing a compliance report or cooperating with a compliance investigation.
- Sexual Misconduct
 - All laws must be followed.
 - Fraternity events or activities are not to have strippers, exotic dancers or others.
- Women's Auxiliary Group
 - No little sisters or local sorority can be created.
 - These auxiliary groups are detrimental to recognized National Panhellenic Council groups.
- Partnership with Host Institutions
 - Organizational and Host Institution Policies must be followed.
 - The stricter policies must be followed.
 - Charges must complete all local paperwork and standards items.

After reviewing all the policies, ask New Members:

Why is it important to follow policies? In general, and in the context of a Charge in Theta Delta Chi.

Example Answers:

Safety, Risk management, avoiding judicial issues, and, importantly, **policy violation, may void general liability insurance coverage.**

Review what they wanted to learn about the Preamble to ensure you answered everything.

What did you learn? What questions do you have?

SETTING A PATH FOR ACADEMIC SUCCESS

SIX WEEK PROGRAM: WEEK 1: LESSON:4
FOUR WEEK PROGRAM: WEEK 1: LESSON:4

OBJECTIVES:

- Fill out the Academic Success Plan **(NOTE: You can have them do this in advance of the meeting and review them, or complete it afterward)**
 - Explore the various learning styles and strategies for each.
-

MATERIALS NEEDED:

- Academic Chairperson
 - Chart paper and markers **(NOTE: Post-it style Chart paper is easier to use)**
 - NME Workbooks **p. 12-15**
 - A writing utensil for each new member
 - Highlighter for each new member
 - Personal computers (to fill out academic success plan)
 - Campus resource list
 - Syllabi for every class for each new member (if not completed ahead of time)
-

KEY POINTS:

- Knowing your academic “why” will help you with perseverance.
 - Planning will help reduce stress and improve performance.
 - There are campus resources that can help support you. **USE THEM.**
 - More studying does not necessarily equate to better grades.
 - Figuring out your learning style(s) and implementing them can lead to academic success.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

Before the lesson begins, place two pieces of Chart paper for each bullet below on the wall for immediate use.

Every single one of us came to school to learn. It's our primary purpose here. As such, our Fraternity experience must complement our academics, not vice versa. So today, we will utilize the individual academic success plan to help set a path for success for the remainder of the academic term. But before that, we will explore the different styles and strategies to help you excel in your classes. So, let's check in to see what you know and want to know about learning.

SETTING A PATH FOR ACADEMIC SUCCESS

SIX WEEK PROGRAM: WEEK 1: LESSON:4

FOUR WEEK PROGRAM: WEEK 1: LESSON:4

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Ask the following questions AND write the answers on Chart Paper:

- What do you know about learning styles and strategies? What is your learning style and strategies you use?
- What would you like to know about learning styles and strategies?

Have 2-3 people share their responses.

Please open your workbooks to **page 13**.

A learning style is an individual's preferred way of learning. You may utilize more than one. Knowing how to leverage them can help you to perform better in the classroom. You mentioned ways that you process information. Let's take a deeper dive into each style. If any learning style catches your eye as something that speaks to you, highlight them.

Have them take turns reading each learning style out loud to the group. After all are read, have them share what learning styles they lean on.

Now, look at the accompanying strategies on the next page and read them out loud. Again, highlight any strategies you use or would like to try out.

Have them take turns reading each set of strategies out loud to the group. After all are read, have them share what learning strategies they lean on and want to try.

We have covered the learning styles and strategies. Now, we can shift our focus to your individual plans. ***(NOTE: If you had them complete the plan beforehand, review them for any edits. They can block out time in their calendars to utilize the strategies to help them improve.)***

Go to **page 12** in your workbook, use the QR code, or type the link into your browser. If you have already written out your plan, you can pull up the document on your computer.

SETTING A PATH FOR ACADEMIC SUCCESS

SIX WEEK PROGRAM: WEEK 1: LESSON:4
FOUR WEEK PROGRAM: WEEK 1: LESSON:4

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Based on what we learned today, go through your individual academic success plan or fill it out. Please think about your learning style, identified strategies, and how you can implement them.

I need you to identify at least one campus resource to help advance your skills and use it this academic term.

Monitor their work and have them share it with you so you can help hold them accountable to their plan every week. This can be done virtually or in person.

Thanks for your work on your plan. Let's review what we wanted to learn to ensure we covered all items.

Review what they wanted to learn about learning styles and strategies to ensure you answered everything.

What did we learn? What questions may you have?

BREAKDOWN A PROJECT

SIX WEEK PROGRAM: WEEK 2: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:1

OBJECTIVES:

- Identify the difference between a task and a project
 - Brainstorm steps to complete a project
 - Identify resources and barriers for projects
 - Practice breaking down a project into small tasks
 - Establishing a timeline for a tasks/project
-

MATERIALS NEEDED:

- NME Workbooks p. 16-17
 - NME Handbooks page 59
 - A writing utensil for each new member
 - Chart Paper and Markers (**NOTE: Post-it style Chart paper is easier to use**)
-

KEY POINTS:

- Motivation equation on page 59 of the handbook.
 - When you reduce delay in the denominator, you increase your motivation or decrease procrastination.
 - When you break the project into smaller tasks, then your expectancy increases, which increases motivation.
 - Tasks and projects require a different level of planning.
 - A task is a single action with a low time commitment.
 - A project is a composition of a series of tasks.
 - Setting your timeline & identifying resources and barriers is a key skill in project management.
 - Considering all steps from the start can ensure success.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

NOTE: Before the lesson begins, transcribe the Motivation Equation from pg. 59 of the handbook onto chart paper.

Ask the following questions and chart the answers:

BREAKDOWN A PROJECT

SIX WEEK PROGRAM: WEEK 2: LESSON:1

FOUR WEEK PROGRAM: WEEK 2: LESSON:1

“Today, we are going to discuss how to break down a project and what tips and tools can be helpful in the breakdown, organization, and planning. First, let us talk about what we know. I am going to chart the answers to a few questions I have for you”.

- What do you know about projects and tasks?
- What do you currently do to manage projects?
- What do you want to know?

After chartering the answers to the questions, introduce the motivation equation:

You can flip to page 59 in your handbook. This equation is a tool for understanding your motivation in executing tasks and projects. The goal of this lesson is to understand how to accomplish what you want to do. This equation will help you understand why they procrastinate. Breaking down items can help navigate the many steps of a project in a manageable way.”

Motivation = Expectancy X Value
Impulsiveness X Delay

Let’s review what each of these variables means. Let’s see your thoughts on what you think they mean.

Let new members answer. NOTE: You can chart what they mean as a reference.

Expectancy- the likeliness that we will actually complete the task

Value- the benefit we get from completing the task

Impulsiveness- Distractions that can move us away from the task

Delay- the amount of time from the present to when we will start the task

BREAKDOWN A

PROJECT

SIX WEEK PROGRAM: WEEK 2: LESSON:1

FOUR WEEK PROGRAM: WEEK 2: LESSON:1

“What can you manipulate in the equation to create a more favorable outcome?”

Possible Answers:

- When you reduce delay in the denominator, you increase your motivation or decrease procrastination.
- When you break the project into smaller tasks, your expectancy increases, which increases your motivation.

“What do you recognize personally as something that needs work?”

Ask new members:

“What distinguishes a project from a task?”

- A task is a single action with a low time commitment
- A project is a composition of a series of tasks

“What happens when we confuse projects for tasks?”

Allow new members to provide answers. Some possible answers include:

We do not have enough time to complete our projects. The project is more difficult to approach as a whole versus broken down into simple, digestible tasks. Let's open the NME Workbook to **page 16**.

Have new members brainstorm an exhaustive list of things you can do during the project of writing a research paper.

“Thinking about the difference between a project and a task, let's consider the project of writing a research paper. What is every single task that is required to complete the project of writing a research paper?”

BREAKDOWN A

PROJECT

SIX WEEK PROGRAM: WEEK 2: LESSON:1

FOUR WEEK PROGRAM: WEEK 2: LESSON:1

You can use these questions to guide them during the brainstorming:

- What will the final product look like?
- What do you need to do to plan before starting the work?
- Who are the people that can help you?
- What resources on and off campus can assist you?
- How will you know you completed the project?

Does the research paper include the following:

- Rounds of edits
- Reading out loud
- Research
- Setting a timeline
- Going to the writing help desk

Make sure they are considering all possible steps to write a great paper, even if they don't do it themselves.

When the New Members are confident in the list, the next step is for them to select an order. Prompt New Members to Organize List:

“What is a logical order for these tasks?” “What is the very first step?”

The list with numbers can be transcribed into the Project List.

BREAKDOWN A PROJECT

SIX WEEK PROGRAM: WEEK 2: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:1

Closing Discussion, Ask New Members:

- What would their papers look like with these steps?
- What about without?
- Can this project breakdown be useful for Fraternity/personal projects?

If you notice, we added a blank version on **page 17** of your workbook. Please use that to break down your group service project. Before we close out the session, let's review what we wanted to know.

What questions do you have?

What did you learn?

OFFICER ROLES

SIX WEEK PROGRAM: WEEK 2: LESSON:2

FOUR WEEK PROGRAM: WEEK 2: LESSON:2

OBJECTIVES:

- Identify and list all Officer titles
 - Examine key responsibilities for major positions
 - Explore the Charge's Executive Board and Officer structure
-

MATERIALS NEEDED:

- NME Workbooks **p. 18-19**
 - Chart paper (**NOTE: Post-it style Chart paper is easier to use**)
 - A list of officers and position titles for the Charge (**NOTE: Chart in advance of the session to save time**)
 - Markers
 - A writing utensil for each new member
 - Officer Transition Manuals/Resources
 - Note: Let the officers know they may be interviewed during the week. The officers should review the workbook **page 19** to prepare responses.
-

KEY POINTS:

- Each Officer has their responsibilities.
 - Officers facilitate the duties; the whole brother is responsible for doing the work.
 - Some duties overlap, so collaboration is needed.
 - There are lots of opportunities to get involved.
 - Officer roles are an opportunity to practice and build leadership skills.
 - It is okay to ask for help. Resources for leaders exist within the Fraternity and outside.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

We are going to review the Officers for the Charge. Leadership is critical to organizational success. First, we will review all the titles and then examine their main responsibilities.

On chart paper, list all the Officers the New Members know of.

What Officers or Brothers with a title have you met before?

What would you like to know about Charge positions and leadership?

OFFICER ROLES

SIX WEEK PROGRAM: WEEK 2: LESSON:2

FOUR WEEK PROGRAM: WEEK 2: LESSON:2

Have New Members identify officers and chart them until all positions in your Charge have been covered.

Please turn to **page 18** in your workbook. The titles listed there are required positions in Theta Delta Chi's By-Laws. Our Charge also has additional officers and position titles. I will provide a list of Charge's Officer titles and the individuals that hold them. I would like for you to write them into your workbook.

Once the New Members have filled in page 18.

We are going to discuss the officers' roles and responsibilities. We will discuss how they work together, but also their position-specific responsibilities.

Break down and chart the executive board duties and diagram the board structure as needed. Be sure to cover: When do they meet? What do they do? Are there non-exec board positions? Does your Charge have chairs or junior titles? (i.e., Wellness chair, Philanthropy, Service)

New Members should identify one officer to interview. This should be a position they are interested in. New Members should complete this at some point throughout the week. Interviews should follow the format on page 19 of the workbook.

I want each of you to think of a position you are interested in learning more about or are considering holding in the future. The best way to learn most about their experience, duties, and responsibilities is to ask them. This week, you are each responsible for meeting an officer to conduct this interview. Be sure to record your findings and what you learned on **page 19**.

Let's review what you want to know. What did you learn? What questions do you have?

Bonus: Have New Members review the Charge's Officer Transition Manuals, relevant By-Law Provisions, or MyTDX Position resources to help increase their understanding of different Charge Officers.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

OBJECTIVES:

- Understand and be able to execute the Risk & Crisis Management Plans
 - Identify positive ways to respond to risk management scenarios.
 - Understand and critically think about ways to prevent negative incidents.
 - Review and comprehend the importance of Theta Delta Chi's policies.
-

MATERIALS NEEDED:

- NME Workbooks p. 11 & 20
 - Charge Risk Management Plan **(NOTE: You MUST have your risk management plan available for them to read during the session)**
 - Charge Crisis Management Plan **(NOTE: You MUST have your crisis management plan available for them to read during the session)**
 - Chart paper **(NOTE: Post-it style Chart paper is easier to use)**
 - Markers
 - A writing utensil for each new member
-

KEY POINTS:

- Risk management is forecasting and evaluating risks and identifying procedures to avoid or minimize their impact.
 - Crisis management is the process by which an organization deals with a sudden emergency situation.
 - The safety of our members and guests is the number one priority. When in doubt, ALWAYS call for help.
 - By focusing on risk management, you can work to greatly reduce any crisis situations from occurring.
 - By focusing on prevention, you can help significantly reduce any possible risk.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

Before the lesson begins, place three pieces of Chart paper for each bullet below on the wall for immediate use.

Ask the following questions AND write the answers on Chart Paper:

- What do you know about risk management?
- What do you know about crisis management?
- What would you like to know about risk and crisis management?

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Before we begin, let's go back to page 11 of the workbook and review the takeaways from our policies. Let's pull up the ones we think are associated with risk and crisis.

Have them identify the policies and read them again to help them remember the content.

Risk and Crisis management are critical to the operations of the Charge and have to align with these policies. If we are not managing our risk appropriately, it could lead to a crisis. If we do not handle a crisis appropriately, it could lead to serious injury and death.

So, what are risk and crisis management?

- Risk management is forecasting and evaluating risks and identifying procedures to avoid or minimize their impact.
- Crisis management is the process by which an organization deals with a sudden emergency situation.

Hand them the risk and crisis management plans (or have them pull them up electronically).

Our Charge has ways to handle any risks and crises that may arise. If you remember only ONE thing from this session, it's this: **“When in doubt, call for help.”**

There are three general steps that we will use to help cover the material:

- **Assess-** Figure out what's going on.
- **Communicate-** Steps that you would take to address a situation.
- **Prevent-** Ways you can help to reduce a situation from arising in the future.

Some scenarios will call for additional steps, which I will bring up as they arise.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Use our risk and crisis management plan to help figure out what to do for the following scenarios:

Read each scenario allowed. Pause after each scenario to allow them to explore the plans and then ask the following questions.

Scenario 1: Unresponsive Guest

Situation:

During a lively fraternity party in their spacious house, the atmosphere takes a serious turn when a guest suddenly collapses near the makeshift dance floor. The cause of the collapse is unknown, and there's a mix of concern and confusion among the fraternity members and guests.

Assess:

Question:

- How would you quickly assess the situation while ensuring your own safety and the safety of the unresponsive guest?

Response:

- Stay calm. Determine if there is anything in the immediate area that you can identify that could hurt you or others. Clear others back to give you space. Approach the unresponsive guest, checking for immediate dangers and assessing their condition. Determine if they are breathing or bleeding. Direct a person to call 9-1-1 immediately. If trained, perform first aid. Direct another member to get the President and Risk Manager.

NOTE: Do not perform CPR or First Aid unless you are certified.: Do not perform CPR or First Aid unless you are certified.

Tips:

- Give the new members the phone number of the President and Risk Manager.
- Train fraternity members in basic first aid and CPR to respond more effectively.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 1 (continued):

Communicate:

Question:

- What communication strategies would you use to inform other fraternity members, authorities, and guests about the situation?

Response:

- Use established communication channels to inform fraternity members, call for emergency services, and make announcements to keep other guests informed without causing panic. The President and Risk Manager end the function and direct people to leave calmly and assertively.

NOTE: Ensure you have communication channels set up (i.e., Group Me, Text message group, etc.): Ensure you have communication channels set up (i.e., Group Me, Text message group, etc.)

Tips:

- Calling 9-1-1 quickly could make the difference in saving someone's life. When in doubt, don't hesitate to reach out to authorities.
- Establish a clear chain of command for communication during emergencies within the Risk and Crisis Management Plans, ensuring information is disseminated quickly and accurately.
- Test communication strategies during a function at least once per term to check effectiveness. (Send a message saying "Test" not to create a response)

Prevent:

Question:

- What measures can be implemented to prevent or mitigate incidents of guests becoming unresponsive in the future?

Response:

- Implement regular health and safety checks during events (roaming monitors). Consider hiring medical/safety personnel on-site for large gatherings.
- Discuss the incident at the next Charge meeting to analyze the situation and see if any systems can be adjusted in the future.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1

FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 1 (continued):

Tips:

- Encourage guests to promptly report any health concerns (or conditions—if they volunteer the information). Display emergency exit routes and the location of medical/safety personnel prominently.
- Turn on lights every 30 to 60 minutes for 2 minutes to assess the environment.
- Provide first-aid training to members.
- Provide educational training on alcohol and other substances.
- Provide Narcan training.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 2: Belligerent Guest

Situation:

As the fraternity hosts a themed social event, the entrance to the fraternity house becomes a focal point of tension. A guest, uninvited and potentially intoxicated, becomes belligerent after being denied entry.

Assess:

Questions:

- How would you handle the immediate situation to ensure the safety of fraternity members and guests?

Response:

- Inform the unruly guest that if he does not leave the premises, the police will be called. Immediately separate the other guests from the belligerent individual, using trained security personnel if available. Examine surrounding areas to ensure that there are no other potential hazards. Call 9-1-1 if the person refuses to leave. If he decides to leave, monitor to ensure they do not vandalize and leave the area completely. Again, do not approach.

Tip:

- Train fraternity members in conflict resolution and de-escalation techniques to handle such situations calmly and professionally.

Communicate:

Questions:

- How would you communicate with other guests about the incident without causing unnecessary concern?

Response:

- Communicate discreetly with other guests, asking them to separate from the unruly guests. Reassure guests that the situation is under control without providing unnecessary details. Advise guests of the individual that they may still be in the area and to be safe. If guests decide to leave, give them an alternative exit away from the belligerent guest.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 2 (continued):

Tips:

- Designate specific communication channels for fraternity members during incidents, ensuring a coordinated and controlled response.
- Do NOT approach anger with anger. Violence is not the answer and will lead to greater consequences.

Prevent:

Question:

- What policies or training can be implemented to prevent or manage belligerent behavior among fraternity guests?

Response:

- Implement clear policies regarding acceptable behavior. Provide fraternity members with regular training on recognizing and managing disruptive behavior.
- Discuss the incident at the next Charge meeting to analyze the situation and see if any systems can be adjusted in the future.

Tips:

- Consider getting security cameras outside the premises to capture any footage that could be used later.
- Visible security presence can act as a deterrent. Encourage reporting of concerning behavior by fraternity members or guests.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 3: Over-Intoxicated Person

Situation:

A guest is visibly over-intoxicated at a fraternity house party, stumbling and slurring their speech. There's a concern about their well-being and the potential impact on the safety of others.

Assess:

Questions:

- How would you assess the level of intoxication and decide on an appropriate course of **action**?

Response:

- Assess the level of intoxication and intervene promptly. If necessary, escort the person to a designated area for sobering up. Distract them from consuming anything else by getting them food or water and conversing with them. If they end up vomiting or become unresponsive, get them medical attention.

Tip:

- Train fraternity members to recognize signs of intoxication and empower them to take proactive measures.

Communicate:

Questions:

- *How can you communicate with the over-intoxicated person while maintaining a respectful and supportive approach?*

Response:

- Communicate discreetly with the over-intoxicated person. Explain the situation calmly and assist them in a non-confrontational manner. Direct a member to notify the Risk Manager and President about the situation.

Tip:

- Train fraternity members in effective communication techniques to handle sensitive situations while maintaining a positive guest experience.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 3 (continued):

Prevent:

Questions:

- *What measures can be taken to prevent over-intoxication at fraternity events?*

Response:

- Implement responsible alcohol service policies. Ask if guests were drinking before arriving so you know about prior consumption. Ensure all local, state, and federal laws are followed.
- Train fraternity members to monitor guest behavior and enforce limitations on alcohol consumption.
- Discuss the incident at the next Charge meeting to analyze the situation and see if any systems can be adjusted in the future.

Tip:

- Ensure non-alcoholic alternatives and food is provided. Have members promote responsible drinking at fraternity events.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 4: Reported Sexual Assault or Harassment

Situation:

During a fraternity house social gathering, a distressed fraternity member reports a sexual assault incident that occurred in a private area. The sensitive nature of the situation requires immediate support for the person who was reported to have been assaulted and a careful approach to address the incident.

NOTE: Most sexual assaults are reported after the actual incident. All claims need to be taken seriously regardless of when they are reported.

Assess:

Questions:

- How would you immediately support the reporting person while ensuring their safety?

NOTE: Do not refer to the person as a victim or survivor until they have used the language themselves.

Response:

- Ensure the immediate safety of the reporting person. Ask them if they want to report the incident to authorities, and strongly encourage them. Share resources available to them, such as police, Title IX Office, etc. Do not make them report the incident, but highly encourage them to do so by sharing why they need to report. Let them decide on the next steps for themselves. Provide a supportive environment for them.

Tip:

- Train fraternity members in providing trauma-informed support. Designate a safe space for affected individuals if they need a confidential place to go.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1

FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 4 (continued):

Communicate:

Question:

- How would you communicate with law enforcement discreetly while respecting the privacy of the individuals involved?

Response:

- Tell the reporting person they can choose how to move forward, and you are there to support them. Encourage them to report the incident through any channels they are comfortable pursuing. If a member is alleged to be involved, explain that an internal investigation will occur; however, the best course of action to hold someone accountable is to report it externally. Ask the individual if you can notify the President and Risk Manager for further response.
- Direct a member to notify the President and Risk Manager discreetly.
- Share local resources and offer any support to the reporting person.

Tips:

- If the incident is reported to police, have a designated liaison person (President/Risk Manager) to communicate with law enforcement, ensuring a smooth and confidential process.
- If a member is involved, put them on suspension until an investigation has been completed.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 4 (continued):

Prevent:

Question:

- *What measures can be taken to prevent incidents of sexual assault or harassment?*

Response:

- *Implement responsible alcohol service policies. Ask if guests were drinking before arriving so you know about prior consumption. Ensure all local, state, and federal laws are followed.*
- *Train fraternity members to monitor guest behavior and enforce limitations on alcohol consumption.*
- *Discuss the incident at the next Charge meeting to analyze the situation and see if any systems can be adjusted in the future.*

Tip:

- *Ensure non-alcoholic alternatives and food is provided. Have members promote responsible drinking at fraternity events.*

NOTE: Sexual assault/harassment has additional items to cover.

For this scenario, we also have added additional action items for review.

Reporting and Investigation:

Question:

- *What procedures should be in place for reporting and investigating incidents of sexual assault or harassment within the fraternity house?*

Response:

- *Follow established protocols for reporting and investigating such incidents. Maintain confidentiality while ensuring a thorough investigation.*

Tips:

- *Create a list of local/national resources to assist victims that you can share.*
- *Collaborate with local law enforcement and advocacy organizations to handle different disturbances.*

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 5: Fire

Situation:

During a fraternity social gathering in their historic house, a small fire breaks out in the kitchen due to a cooking mishap.

Assess:

Question:

- What immediate actions would you take to ensure the safety of fraternity members and guests?

Response:

- Activate the fire alarm, initiate the evacuation process, and guide guests to designated exit routes. Ensure everyone is evacuated to a safe, pre-designated location.

Tip:

- Conduct regular fire drills to familiarize fraternity members and guests with evacuation procedures. Designate assembly points for accountability.

Communicate:

Question:

- How would you communicate evacuation procedures to guests, and what updates would you provide during the evacuation?

Response:

- Use a clear and audible announcement system to communicate evacuation procedures. Provide regular updates on the situation and when it is safe to re-enter.

Tip:

- Designate individuals responsible for communication during emergencies. Ensure communication devices are easily accessible and functional.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 5 (continued):

Prevent:

Question:

- *What measures can be implemented to prevent fires and ensure the safety of the fraternity house?*

Response:

- Contact the local Fire Marshall or Fire Department to get fire prevention training.
- Conduct regular inspections of electrical systems, kitchen equipment, and fire exits. Implement fire safety training for fraternity members.
- Discuss the incident at the next available Charge meeting to analyze the situation and see if any systems can be adjusted in the future.

Tip:

- Install and maintain fire extinguishers in key locations. Establish a fire safety committee to address potential hazards and conduct preventive measures.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 6: Fire Alarm

Situation:

Amid a vibrant fraternity house party, the blaring sound of a fire alarm disrupts the music and laughter.

Assess:

Question:

- *How would you assess the situation when the fire alarm sounds, and what immediate actions would you take?*

Response:

- Investigate the cause of the alarm while simultaneously initiating the evacuation process. Ensure clear communication with fraternity members and guests.

Tip:

- Train fraternity members to differentiate between false alarms and actual emergencies. Clearly communicate the evacuation route to everyone.

Communicate:

Question:

- *How would you communicate effectively during the evacuation to avoid panic and confusion?*

Response:

- Use a combination of audible announcements and designated individuals to guide guests toward exits. Provide clear instructions and reassurance.

Tip:

- Designate specific fraternity members to assist with communication during emergencies. Practice effective communication strategies during fire drills.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 6 (continued):

Prevent:

Question:

- How would you communicate effectively during the evacuation to avoid panic and confusion?

Response:

- Use a combination of audible announcements and designated individuals to guide guests toward exits. Provide clear instructions and reassurance.
- Discuss the incident at the next Charge meeting to analyze the situation and see if any systems can be adjusted in the future.

Tip:

- Designate specific fraternity members to assist with communication during emergencies. Practice effective communication strategies during fire drills.

Post-Evacuation Procedures:

Question:

- What procedures would you follow after the evacuation to ensure everyone's safety?

Response:

- Conduct a headcount to ensure all fraternity members and guests are accounted for. Communicate updates on the situation and when it is safe to re-enter.

Tip:

- Establish a designated meeting point for fraternity members and guests after evacuation. Provide information on the status of the situation and any necessary next steps.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 7: Police Arrival

Situation:

Law enforcement arrives at the fraternity house in response to a noise complaint from neighbors.

Assess:

Question:

- How would you initially interact with law enforcement upon their arrival to ensure a cooperative and respectful approach?

Response:

- Greet law enforcement respectfully, provide necessary information, and express a willingness to cooperate. Designate a fraternity member as a liaison for communication (President/Risk Manager).

Tip:

- Train fraternity members on interacting with law enforcement respectfully and cooperatively. Have a designated spokesperson for such situations.

Communicate:

Question:

- How would you ensure effective communication between fraternity members, guests, and law enforcement to address the situation?

Response:

- Designate specific individuals to communicate with law enforcement and provide necessary information. Encourage fraternity members and guests to cooperate.

Tip:

- Establish a protocol for communication with law enforcement, including designated spokespersons and procedures for providing information.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1
FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Scenario 7 (continued):

Prevent:

Question:

- What measures can be implemented to prevent police from coming to your residence for noise complaints or other infractions?

Response:

- Follow all organizational, local, state, and federal laws.
- Build rapport with the neighborhood by offering ways to contact the President and Risk Manager.
- Notify neighbors when you are hosting events so they are aware beforehand.
- Conduct training with local police on best practices (usually done through a community relations officer)
- Discuss the incident at the next available Charge meeting to analyze the situation and see if any systems can be adjusted in the future.

Tip:

- Building relationships with all stakeholders can help reduce the number of incidents while establishing a positive image of the Fraternity.

Post-Incident Management:

Question:

- What measures would you take to manage the incident's aftermath and address any potential consequences for the fraternity?

Response:

- Cooperate fully with law enforcement, address violations internally, and communicate transparently with fraternity members and the broader community.

Tip:

- Conduct a review of the incident to identify areas for improvement. Implement corrective measures to prevent similar incidents in the future.

RISK & CRISIS MANAGEMENT

SIX WEEK PROGRAM: WEEK 3: LESSON:1

FOUR WEEK PROGRAM: WEEK 2: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

We surely covered a lot, but the safety of our members and guests is paramount.

Before we finish up this session, we will reflect on our thoughts regarding risk management, event management, and crisis management. Let's go to p. 23. Please note that a signature is required to recognize that you have read and will abide by all local policies and guidelines.

Did we answer everything you wanted to know? What did we learn?

THE POWER OF PAUSE.

PARAPHRASE, PROBE

SIX WEEK PROGRAM: WEEK 3: LESSON:2
FOUR WEEK PROGRAM: WEEK 3: LESSON:1

OBJECTIVES:

- Practice active listening skills to help with effective communication.
 - Learn how to gain others' perspectives before sharing yours.
 - Understand the difference between closed- and open-ended questions.
 - Learn the importance of presuming positive intent.
-

MATERIALS NEEDED:

- NME Workbooks p. 21-23
 - A writing utensil for each new member
 - Chart paper (**NOTE: Post-it style chart paper is easier to use**)
 - Markers
-

KEY POINTS:

- Pause before speaking to process what they said before summarizing what they said.
 - Paraphrase or summarize what the person said to confirm that you understand what they said.
 - Ask a probing question to understand further what the other person means.
 - Do not become attached to your idea or an outcome. Put the idea out there, but don't defend it.
 - Presume that the other person has positive intentions to avoid creating a negative narrative around their actions, which will lead to conflict.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

Before the lesson begins, place two pieces of Chart paper for each bullet below on the wall for immediate use.

NOTE: When the new members give answers, pause after they speak, paraphrase what they said, and ask them a follow-up question.

Ask the following questions AND write the answers on Chart Paper:

- What do you know about active listening? What do you think "Pause, paraphrase, and probe" means?
- What would you like to know about active listening?

THE POWER OF PAUSE. PARAPHRASE. PROBE

SIX WEEK PROGRAM: WEEK 3: LESSON:2

FOUR WEEK PROGRAM: WEEK 3: LESSON:1

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Notice how I took a moment, restated what you said to make sure I understood what you said, and even asked another question after you gave your answers. That is the tool: pause, paraphrase, and probe.

Let's turn to **page 21** in the workbook and read what's on the page out loud. After each one, I will pose a question to the group. After the first person responds, someone else will utilize "pause, paraphrase, and probe." When probing, I ask you to consider using a question starting with "why or how" for deeper reflection.

Have them read each allowed and then ask them the following questions:

- **Overview:** *"Why is it important to listen with the intent to understand, not the intent to reply?"* Examples can include:
 - Allows you to be open to others' points of view
 - It helps validate the other person's thoughts so that they can be more open to your viewpoint.
 - It gives you a starting point of reference to help navigate the conversation.
- **Pause:** *"How can pausing help you as a listener to develop your understanding and develop the conversation further?"* Examples can include:
 - You can make connections with prior experiences.
 - If the comment affects you emotionally, you can recenter yourself before proceeding.
- **Paraphrase:** *"Why is summarizing helpful as a communication strategy?"* Examples can include:
 - It lets someone know if you understood what they said.
 - It can clear up any misstatements.
 - If you are present in a room of people, it can get everyone on the same page.
- **Probe:** *"How can probing create more clarity and precision?"* Examples can include:
 - It helps flush out details.
 - It helps bring out underlying reasoning.
 - It develops one's thoughts, filling in the gaps to create more synergy.

THE POWER OF PAUSE.

PARAPHRASE, PROBE

SIX WEEK PROGRAM: WEEK 3: LESSON:2

FOUR WEEK PROGRAM: WEEK 3: LESSON:1

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

How did people feel about that? *Take some answers.*

Let's go to **page 22** now. Before continuing our practice, let's explore some different types of questions and thoughts on mindset.

Let's read each of the sections out loud.

Have them read each allowed. Pause after each section and share some thoughts before reading on.

Types of questions: "Knowing how to get the information you need can lead to greater cohesion and drive dialogue. There are two major types of questions: Closed vs. Open:

Closed-ended: Short answers are given. These could be "yes or no" or "what's your favorite food?"

Open-ended: These questions typically cause a deeper reflection or require more thought to answer. These are typically connected to questions with the words "why" and "how."

Putting ideas on the table: Don't become attached to an outcome. When you share your ideas, allow the idea's merit to progress. Don't become defensive; it will destroy the opportunity for the idea to exist. Consider using pause, paraphrase, and probe to help navigate. Listening and asking questions helps you understand where to take the conversation.

Presuming Positive Intent: Grace is needed in every situation. People may not oppose an idea but may be helping to flush out the details. Always presume that everyone means best by their words. If you feel a negative feeling in your body, then take a large, slow, deep breath to reset. Do not proceed when you feel negative emotions.

THE POWER OF PAUSE. PARAPHRASE. PROBE

SIX WEEK PROGRAM: WEEK 3: LESSON:2
FOUR WEEK PROGRAM: WEEK 3: LESSON:1

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Any other questions before we move on?

Let's go to **page 23**. I want one person to lead the group in each area using "pause, paraphrase, and probe" and how it can be utilized.

Have one volunteer read each one and share their thoughts with the group.

Fantastic. Let's revisit "What did we want to learn?" and see if we covered everything.

Cover the list.

Okay. Now, let's review what we learned. What questions do you have?

That concludes our lesson on "Pause. Paraphrase. Probe."

SOCIAL MEDIA

SIX WEEK PROGRAM: WEEK 4: LESSON:1

FOUR WEEK PROGRAM: WEEK 3: LESSON:2

OBJECTIVES:

- Brainstorm content ideas, templates, and recurring posts that align with the values of Theta Delta Chi
 - Create post(s) for social media
-

MATERIALS NEEDED:

- NME Workbooks **p. 24**
 - A writing utensil for each new member
 - Mobile Phones
 - Charge Social Media Guidelines (**NOTE: Have this prepared before lesson**)
 - Position Description for Social Media Chair (or officer responsible for posting)
-

KEY POINTS:

- Instagram and social media are places to showcase activities, events, and types of behavior that the Charge is proud of.
 - There are risks and downsides to social media.
 - Social media is a tool for communication and connecting with potential new members, students, alumni, and more.
 - The perceptions of you are your reality.
 - You can challenge the perceptions of Theta Delta Chi by creating positive content.
 - Verify the content aligns with the organizational values and policies before posting.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

Ask New Members to turn to page 24 of their workbook. There are three paragraphs. Have one volunteer read the text.

I need one new member to volunteer to read the preface on **page 24** of the workbook. This lesson is to review our Charge social media pages and ensure that the Charge and organization have positive social media that meets intended goals and outcomes.

SOCIAL MEDIA

SIX WEEK PROGRAM: WEEK 4: LESSON:1

FOUR WEEK PROGRAM: WEEK 3: LESSON:2

Ask new members to think of an example of a time that social media has been beneficial and a time it has been detrimental.

There are many examples of social media having positive and negative impacts. Think of examples of social media accounts for individuals and organizations that have been successful. What did they want to share? How was it received?

What time has a social media post been unsuccessful or created issues? Did they intend for that to be the outcome? What could have been done differently?

Ask New Members to visit one or all of Charge's social media pages. Have them review some recent posts.

What types of posts do you see? Do they align with the Preamble and policies?

After reviewing the existing platforms, New Members will consider what other items can be created to highlight organizational values.

Take a few minutes to brainstorm at the bottom of **page 24**. What ideas do you have for social media? Make sure they align with policies, values, and other intended outcomes.

After 3-5 minutes, have new members share what they wrote. New Members can continue to jot new items into their workbook.

Who wants to share their idea, and why does it make sense to share it online?

SOCIAL MEDIA

SIX WEEK PROGRAM: WEEK 4: LESSON:1

FOUR WEEK PROGRAM: WEEK 3: LESSON:2

Task the new members with creating 1-3 social media posts that can be shared on one of the Charge platforms. They can also create a template to be used multiple times.

I want you to work on something for social media within the next week. As a group, I expect you to create a set of posts or a template that can be used repeatedly. The post(s) can be from something the New Member Class has completed or is working on. The edited caption and post should be sent to _____ to be posted on social create a set of posts or a template that can be used repeatedly. The post(s) can be from something the New Member Class has completed or is working on. The edited caption and post should be sent to _____ to be posted on social media. media.

What did you learn? What will you do with this information?

PRESENTATION SKILLS

SIX WEEK PROGRAM: WEEK 4: LESSON:2

FOUR WEEK PROGRAM: WEEK 3: LESSON:3

OBJECTIVES:

- Explore the importance of vocal variety.
 - Identify ways to incorporate body language.
 - Discover the importance of rehearsing.
 - Develop a speech for presenting the materials.
-

MATERIALS NEEDED:

- NME Workbooks p. 25-30
 - A writing utensil for each new member
 - Chart Paper (**NOTE: Post-it style chart paper is easier to use**)
 - Markers
 - Draft presentations (**NOTE: New Member Candidates will need their presentations completed by this point in order to have talking points they can develop during the session**)
-

KEY POINTS:

- A presentation ideally will have a strong presence of three major pillars: Ethos (credibility), Logos (logical reasoning), and Pathos (emotional push).
 - Vocal variety and audibility will keep the audience engaged and informed.
 - Body language allows you to increase engagement, or if used improperly, can distract audience members.
 - Rehearsing is the most overlooked or ignored aspect of a presentation.
 - When rehearsing, practice ideas, not words.
 - You will have 5-7 minutes to deliver the presentation.
 - Mindset matters. Tell yourself you are excited, not anxious.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

Before the lesson begins, place two pieces of Chart paper for each bullet below on the wall for immediate use.

Ask the following questions AND write the answers on Chart Paper:

- What do you know about presenting?
- What would you like to know about presenting?

PRESENTATION SKILLS

SIX WEEK PROGRAM: WEEK 4: LESSON:2

FOUR WEEK PROGRAM: WEEK 3: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Today, we are going to talk about your final presentation to the Brotherhood. Our goal today is to prepare you for what will be one of your final tasks and the culmination of your intellectual being project.

Before we jump into the workbook, I would like to cover one of the most important pieces of the content for the presentation: the three components: ethos, logos, and pathos.

Have you heard of these before? If not, what do you think they mean?

Allow a new member candidate to answer.

NOTE: It may be helpful to write each of these down on chart paper to help them recall it later. It is not in the workbook.

Ethos is the credibility you bring to the presentation. This will be covered by the sheer fact that you have interviewed a campus professional. Be sure to mention who you interviewed.

Logos is the logical argument. Why would someone want to connect with the information? Share the benefits of connecting with the resource you chose with the Brothers.

Pathos is the emotional argument. This is often the most neglected component. This requires vulnerability or passion. When thinking about this in your presentation, give a story from your life that connects with it. Focus on a time when you faced a personal challenge, failed, or even succeeded based upon connecting to the resource. It could also be what interested you about the resource. Perhaps it's connected to your field of study.

Now that we covered those components, let's jump to **p. 25** in your workbook. We are going to read each section, and discuss their importance.

PRESENTATION SKILLS

SIX WEEK PROGRAM: WEEK 4: LESSON:2

FOUR WEEK PROGRAM: WEEK 3: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Have each new member take turns reading p. 25. Ask them to share their thoughts on why they are important. Point out the following if they were not mentioned:

- Vocal variety and audibility will keep the audience engaged and informed.
- Body language allows you to increase engagement, or if used improperly, can distract audience members.
- Rehearsing is the most overlooked or ignored aspect of a presentation.
- When rehearsing, practice ideas, not words.

Now let's review the rubric that we are going to use to evaluate your efforts. Please turn to **p.29** in your workbook.

Have New Member Candidates read each evaluation criteria, line by line.

In addition to the criteria in the rubric, you will only be afforded 5-7 minutes to present the material. Beyond that, there is one thing I would like to note to think about right before the presentation is delivered. You may feel your heartrate go up. How you choose to attribute the physiological response will affect how you perform. Instead of thinking you are nervous, tell yourself that you are excited. That's it.

Now, let's review our questions and what we learned. *Allow them to give responses.*

In order to prepare you for your remarks, we gave you a template on **pages 26-28** to help organize your thoughts. From there, you can practice with others. After each round of practice, ask yourself three questions:

- What are three things I did well?
- What are two things that need work?
- What's one thing I will try the next time I practice?

Two of the three questions are on **p. 30** of your workbook. It's as easy as 3-2-1.

NOTE: This could be a good activity for a Big Brother to do with his Little Brother.

CHARGE HISTORY

SIX WEEK PROGRAM: WEEK 5: LESSON:1

FOUR WEEK PROGRAM: WEEK 4: LESSON:1

OBJECTIVES:

- Connect with Brothers and do research to fill the blank space on the My Charge page
 - Examine Charge history and build a connection to Theta Delta Chi past, present, and future
 - Analyze your role in ensuring the continued success of the Charge, building on its history
-

MATERIALS NEEDED:

- NME Workbooks **p. 31-32**
 - A writing utensil for each new member
 - History you want to cover. **(NOTE: Ensure you have the information or can direct them where to find it. You/new members can contact the Central Fraternity Office for history in the archives)**
 - Wikipedia/Internet
 - Theta Delta Chi Website
 - Shield articles
 - Local documentation
-

KEY POINTS:

- History is a great way to understand context and how decisions were made in the past.
 - Looking at history is a way to learn from others' mistakes and successes.
 - It is important to recognize the members who exemplify the values.
 - Traditions are things that align with the values of the organization and build meaningful connections.
 - When did you Charge start? What is the story?
-

SUGGESTED SEQUENCE AND ACTIVITIES:

Ask members to go to page 31 of the workbook.

Let's look at **page 31** of your workbook. We will review the questions, see what you know, and then provide you with some of our local history.

CHARGE HISTORY

SIX WEEK PROGRAM: WEEK 5: LESSON:1

FOUR WEEK PROGRAM: WEEK 4: LESSON:1

Go through each box and identify what answers New Members already know; if correct, they should record it in the box. The more details, the better.

What do you already know about the Charge? Let's see what we can fill in.

When New Members have completed everything they already know, help them find resources to complete the remaining boxes.

Where might you find the missing information?

What brothers know? Alumni? Central Fraternity Office?

Wikipedia? Does the Charge have a library or a website with information?

Task the New Members to complete the sheet.

NOTE: There is additional space on page 32 for any other information you want to share with the new members.

Once they think it is complete, the answers should be reviewed and discussed. Consider the importance of the information, identify interesting things they learned, and what they want to know more about.

“What did you learn? What questions do you have?”

A LIFELONG MEMBERSHIP

SIX WEEK PROGRAM: WEEK 5: LESSON:2

FOUR WEEK PROGRAM: WEEK 4: LESSON:2

OBJECTIVES:

- Analyze how the Charge and its members benefit from lifelong engagement
 - Understand the importance of alumni presence
 - Identifying items that each member wants to accomplish while a member
 - Connect with an alumnus of Theta Delta Chi
-

MATERIALS NEEDED:

- NME Workbooks p. 33
 - A writing utensil for each new member
 - Chart Paper with Markers
 - Cell phone
 - Speaker Biography and Speech Title ***(NOTE: This needs to be done in advance of the session)***
 - One alumni contact for each new member to call. ***(NOTE: Pre-coordinate time and day for the phone calls to ensure the alumni are available. Give a reminder the morning of or the day before. It can be ANY alumni, not just for the Charge)***
-

KEY POINTS:

- Building lifelong relationships is the cornerstone of Theta Delta Chi.
 - Our Fraternity is only as successful as the engagement of its members.
 - Alumni offer wisdom that can apply to current situations in the Charge.
 - Alumni can help expand your network during and after college.
 - Giving your time, talent, and treasure to the organization is essential.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

Before the lesson begins, place two pieces of Chart paper for each bullet below on the wall for immediate use.

Ask the following questions AND write the answers on Chart Paper:

- What do you think about when I say the words “lifelong engagement”?
- What would you like to know about how to be a lifelong member and its benefits?

At the beginning of new member education, we asked you the question: “Why are you here?”

A LIFELONG MEMBERSHIP

SIX WEEK PROGRAM: WEEK 5: LESSON:2

FOUR WEEK PROGRAM: WEEK 4: LESSON:2

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Today, we are going to ask a slightly different question for an alumnus: “Why are you still here?”

To be successful as a Charge, connecting to alumni can help shed light on our current challenges, giving us a fresh or different perspective we may not have considered. The issues surrounding Greek Life aren’t new, and at the core, things may appear different; however, they aren’t.

We all have a purpose here, and I’ll give you time later to discuss what you want to accomplish. Before that, I want to introduce a guest speaker today.

Read the speaker’s biography.

He is going to talk to you about **[NOTE: Insert Speech Name here.]**

Please ensure your phones are in airplane mode and give your undivided attention to **[NOTE: Insert Brother’s Name here.]**.

Brother gives his speech.

Thank you, Brother!

Give your thoughts on the speech. What questions do you have for him?
Give about 10-15 minutes of questions and answers. Now I want you to turn to **page 33** in your workbook to answer the first two questions.

A LIFELONG MEMBERSHIP

SIX WEEK PROGRAM: WEEK 5: LESSON:2

FOUR WEEK PROGRAM: WEEK 4: LESSON:2

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

Ask for responses.

Let's review our questions and what we learned.

Allow them to give responses.

We have one more task before we are done. Now, we are going to call an alumnus. When you call, make sure you introduce yourself and thank them for taking your call. Then, ask them the questions. Afterwards, thank them again. If you want to continue the call, please feel free to do so. Take notes on what they said. **We will revisit these interviews at a later date. (NOTE: It will be covered during lesson 14)**

Have them call their designated alumnus. (NOTE: Have some backups just in case the alumnus doesn't pick up)

PRESENTATIONS

SIX WEEK PROGRAM: WEEK 6: LESSON:1

FOUR WEEK PROGRAM: WEEK 4: LESSON:3

OBJECTIVES:

- Deliver a presentation to the Brotherhood.
 - Understand the importance of feedback and improvement.
 - Evaluate personal performance through self-reflection.
-

MATERIALS NEEDED:

- Audio/Visual capabilities ***[NOTE: It is highly suggested that you reserve a room on campus well in advance. At least have a dedicated space with proper setup (projection, video, computer connections, and seating in the Charge House).]***
 - NME Workbooks **p. 30**
 - A writing utensil for each new member
 - Printed out rubrics for each evaluator
 - One Brother to evaluate each area. The scores will be added to the new member candidate workbook and, if desired, an overall score sheet for the new member candidate class.
 - A sheet with presentation names to record times
 - “Toastmaster Timer” (download this app to use for timing presentations) ***(NOTE: Practice using it before speeches are delivered (use 5-7 minutes. They will have 30 seconds beyond to finish.)***
-

KEY POINTS:

- They will have 5-7 minutes to present. ***(NOTE: Depending on the size of the new member class, group presentations may be necessary, and a composite score for the group is given)***
 - Evaluations will be according to the rubric.
 - Certain Brothers have been assigned to score you in each area.
 - Your score and feedback will be given to you at the end of the presentation.
 - Fill out the reflection on **p.30** immediately after completing the presentation.
-

SUGGESTED SEQUENCE AND ACTIVITIES:

Today, you are going to give your final presentation to the Brotherhood on the campus resource you selected. Our goal is to evaluate you based upon the rubric and give you feedback. This also will serve as an opportunity for our membership to learn about resources they can use to improve themselves intellectually, morally, and socially.

PRESENTATIONS

SIX WEEK PROGRAM: WEEK 6: LESSON:1

FOUR WEEK PROGRAM: WEEK 4: LESSON:3

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

You will have 5-7 minutes to give your presentation. Once you hit the 5-minute mark, our timer will hold up a green sheet (or green screen from their phone). At 6 minutes, they will hold up a yellow sheet, and at 7 minutes, they will hold up a red sheet. We want you to finish your presentation no later than 30 seconds afterward.

Following the presentation, you will fill out your reflection on **page 30**.

Are there any questions before we start the presentations?

Allow new member candidates to ask any clarifying questions.

NOTE: It may be helpful to predetermine a speaking order. Other new member candidates stay in the room to hear about the resources from members of their class.

We look forward to your presentations.

Have new member candidates deliver their presentations. Thank them after each presentation.

NOTE: You can call them back in to receive an evaluation on their score, noting 3 things they did well, two things they could work on, and one thing that will challenge them for the next presentation they will have to give.

YOU AS A MEMBER

SIX WEEK PROGRAM: WEEK 6: LESSON:2

FOUR WEEK PROGRAM: WEEK 4: LESSON:4

OBJECTIVES:

- Reflect on the question, “Why are you here?”
 - Review the content covered throughout the process.
 - Reflect on the personal growth from day 1 of the program until the present.
 - Reflect on the Preamble and demonstrate mastery of it.
-

MATERIALS NEEDED:

- 17th Edition of the Handbook
 - NME Workbooks p. **33-34**
 - A writing utensil for each new member
-

KEY POINTS:

- Recite the Preamble. We focused on the intellectual, moral, and social being.
 - Theta Delta Chi’s policies guide and protect us. If we do not follow them, we risk not being covered by the insurance.
 - Learning is the reason why we are at college, and we need to dedicate ourselves to learning the best way to absorb information. No two people are the same.
 - Projects consist of multiple tasks. Breaking down projects into smaller tasks increases motivation and decreases procrastination.
 - Being a member of Theta Delta Chi will allow you to practice your leadership skills. Become an officer.
 - Risk management and prevention help to keep us and our guests safe. Safety is our number one priority during social functions.
 - Conflict management and resolution are critical in preventing situations from escalating.
 - Pause, Paraphrase, and Probe will enable us to communicate effectively with one another.
 - We are always wearing our letters. Ensure your social media presence casts you in a light that aligns with personal and organizational values.
-

YOU AS A MEMBER

SIX WEEK PROGRAM: WEEK 6: LESSON:2

FOUR WEEK PROGRAM: WEEK 4: LESSON:4

KEY POINTS (CONTINUED):

- Public speaking is a skill that will help you to communicate effectively.
- The Charge and Organizational History can help make decisions about the future.
- Membership is for a lifetime.
- In regards to the values: Learn it. Live it. Teach it. Expect it.

SUGGESTED SEQUENCE AND ACTIVITIES

We have covered much ground since the first day of New Member Education. You have conducted a service project, presented to the Brotherhood, learned about our organization structure and operations, and researched ways to follow your interests.

I want to walk you through everything you have done to improve intellectually, morally, and socially. First, let's recite our Preamble.

Have the new member candidates recite the Preamble unassisted.

These are our words, which we must live by and expect from one another. You are soon to be initiated into the Fraternity and you will officially move from a Stranger at the beginning of the process to a Brother.

Let's walk through the journey. I'm going to read of some items that we have covered beyond learning the Preamble. We talked about:

- Recite the Preamble. We focused on the intellectual, moral, and social being.
- Theta Delta Chi's policies guide and protect us. If we do not follow them, we risk not being covered by the insurance.
- Learning is the reason why we are at college, and we need to dedicate ourselves to learning the best way to absorb information. No two people are the same.

YOU AS A MEMBER

SIX WEEK PROGRAM: WEEK 6: LESSON:2

FOUR WEEK PROGRAM: WEEK 4: LESSON:4

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

- Projects consist of multiple tasks. Breaking down projects into smaller tasks increases motivation and decreases procrastination.
- Being a member of Theta Delta Chi will allow you to practice your leadership skills. Become an officer.
- Risk management and prevention help to keep us and our guests safe. Safety is our number one priority during social functions.
- Conflict management and resolution are critical in preventing situations from escalating.
- Pause, Paraphrase, and Probe will enable us to communicate effectively with one another.
- We are always wearing our letters. Ensure your social media presence casts you in a light that aligns with personal and organizational values.
- Public speaking is a skill that will help you to communicate effectively.
- The Charge and Organizational History can help make decisions about the future.
- Membership is for a lifetime.

Have them turn to page 33 in their NME Workbooks.

Let's turn to **page 33** and review what alumni have shared with you about why they are still involved.

Have them share their thoughts and what they wrote down that resonated with them.

As you can see from the alumni perspective, the Fraternity and its values have had an impact on who they are. In regards to the values, we have four short sentences to remember: Learn it. Live it. Teach it. Expect it. (NOTE: Write them on Chart paper to have them see it distinctly)

YOU AS A MEMBER

SIX WEEK PROGRAM: WEEK 6: LESSON:2

FOUR WEEK PROGRAM: WEEK 4: LESSON:4

SUGGESTED SEQUENCE AND ACTIVITIES (CONTINUED):

You are now entering a new phase of your membership, one where you can choose your own path. Some questions to think about: ***(NOTE: Do not allow them to respond to the questions out loud. They will be writing their final essay after you read them)***

- What position do you want to take on in the Fraternity?
- What organization(s) are you going to join outside of Theta Delta Chi to follow your passions while making an impact?
- How are you going to continue your journey of improvement and reform?
- What legacy do you want to leave when you graduate?

So many thoughts can arise when you hear these questions while we contemplate our future.

Have them write their final reflection.

Please turn your workbooks to **page 34**. Then, write your final essay on the question, “Why are you here?”

NOTE: These essays can be read to the Brotherhood by them or by the New Member Educator. You can also have them read it out loud to one another as a way to make a public commitment.